Institutional Effectiveness Report for the Department of Sociology

Name of Program/Department:	Sociology
Year:	2016-2017
Name of Preparer:	Jessica Burke

Program Mission Statement

The Department of Sociology offers a major, minor, and collateral in sociology. The program operates in accord with the general purpose of Francis Marion University by providing an educational program within the liberal arts tradition by presenting a balance of theoretical views and varied analytical orientations. The bachelor's degree in sociology provides students with an understanding of sociology as the scientific study of human social life. The degree focuses on applying objective and systematic methods of investigation to identify patterns of social life and to understand the processes by which these patterns are established and changed. The program prepares students to learn to think critically, to communicate effectively, to appreciate individual and cultural diversity, and to develop their skills in computer applications. The program also provides student with opportunities for internships in applied settings. A major in sociology provides students with skills that will prepare them for graduate school or careers that require investigative methods, critical observation, and attention to diversity.

Program Learning Outcomes (PLOs)

1. Students will develop a critical understanding of the social world around them.
2. Students will be able to apply sociological knowledge.
3. Students will be able to communicate this knowledge to others.

Executive Summary

The department saw improvement from AY 2015-2016 to AY 2016-2017 graduates in the SLO of identifying and understanding the sociological imagination. However, other areas saw some decline, placing some of the SLOs below the targets set for those items. The target was achieved for SLO 1, SLO 2, SLO 4, and SLO 6. The area showing a major strength is identifying and understanding the sociological imagination. The baseline was 37.5%, and 80.13% of students understood the sociological imagination concept for AY 2016-2017. This is a drastic improvement for students. The department will continue to emphasize the sociological imagination, and how to examine substantive topics and social factors using a sociological approach, across courses to maintain this strength.

The department will continue to place greater emphasis on theoretical perspectives (SLO 3) and how to conduct sociological research (SLO 5). The SLOs addressing these areas were not met for AY 2016-2017. The department continues to emphasize theoretical application across courses and the required theory course has undergone a revision as a result of a new faculty member. It is anticipated that our goal will be achieved in the near future with assignments and projects that enable students to apply perspectives to current events. Also, to address the weaknesses found in SLO 5 (conducting research using the

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scientific method), the department will emphasize those aspects students seem to struggle with the most according to the data. For instance, students struggle the most with understanding the appropriate data collection method and interpreting statistical results. To increase student understanding in each of these areas, different methodological approaches and statistical analysis will be emphasized further during class lectures and specific assignments in research courses.

Student Learning Outcomes (SLOs)

1.   Students will be able to identify and apply the Sociological Imagination. (PLO #1) A target of 70% was established for graduating Sociology majors who will be able to identify and apply the Sociological Imagination. (Benchmark $= 37.5\%$).

2.   Students will be able to identify and apply the core concepts of Sociology. (PLO #1) The indirect assessment target is a mean of 5.00 (on a scale of 1 to 6, where a score of 6 means "extremely well prepared").

3.   Students will be able to identify and apply different theoretical perspectives to societal issues. (PLO #1) A target of 78% was established for graduating sociology majors (Benchmark $= 71.76$).

4.   Students will be able to identify issues facing different social groups. (PLO #1) The indirect assessment target was a mean of 5.0 (on a scale of 1 to 6, where a score of 6 means "extremely well prepared").   (benchmark $= 4.82$).

5.   Students will be able to conduct research using the scientific methods to address research questions. (PLO #2)
              5.a. create a literature review and develop hypotheses
              5.b. collect and analyze data utilizing the appropriate techniques
              5.c. interpret statistical results correctly
              5.d. use technology in the research process

        The target for 5a is 82% and the benchmark was 77.51%. The target for 5b was 70% and the benchmark was 62.7%. The target for 5c was 70% and the benchmark was 68.16%. The target for 5d was 90% and the benchmark was 87.5%. These percentages are based upon graduating sociology majors who can correctly answer questions regarding the scientific method.

        In the second direct assessment, where professors evaluate students' papers based on a standard rubric for the components listed above, the target for 5a was 4.0 and the benchmark was 3.82. For 5b, the target was 5.0 and the benchmark was 4.34. For 5c, the target was 5.0 and the benchmark was 4.09. For 5d, the target was 5.5 and the benchmark was 5.20.

6.   Students will be able to effectively write a research paper. (PLO #3) The indirect assessment target was a mean of 5.0 (on a scale of 1 to 6, where a score of 6 means "extremely well prepared") on the senior exit survey of graduating sociology majors (baseline=5.11). The direct assessment to evaluate SLO #6 was the faculty rubric

used to score student research papers. The target was 3.87. The target was 5.0 (on a scale of 1 to 6, where a score of 6 means exemplary work on the research project (benchmark =4.09).

Assessment Methods

Direct and Indirect Methods

Sociology learning objective	Courses that cover learning outcome	How to assess
Apply Sociological Imagination (SLO #1 under PLO#1)	201 and other sociology courses	Direct assessment from pre-test/post-test of majors and indirect assessment from senior exit survey. The pre-test/post-test and senior exit survey appear on p. 12-15 and 13-22 in the Appendix respectively.
Apply Core Concepts (SLO#2 under PLO#1)	201 and other sociology courses	Direct assessment from pre-test/post-test of majors and indirect assessment from senior exit survey
Apply Theoretical Perspectives (SLO # 3 under PLO#1)	310, 315, 331, 339, 341, 343, 344, 348, 361, 374, 382, 388, 407, and 419	Direct assessment by faculty using a faculty developed, standard rubric to assess student performance on literature review part of research projects and pre-test/post-test of majors, and an indirect assessment from senior exit survey
Identify Issues Facing Social Groups (SLO #4 under PLO #1)	310, 315, 306, 331, 343, 344, 348, 349, 351, 374, 382, 388,407, and 419	Direct assessment from items on the pre-test/post-test of majors and indirect assessment from item on senior exit survey
Conduct Research Using Scientific Method (SLO #5 under PLO #2)	302, 303, 331, 342, 361, 381, 374, 388, 403, 407, and 419	Direct assessment by faculty using a faculty developed, standard rubric to assess student performance on data

		analysis and results interpretation part of research projects and pre-test/post-test of majors, an indirect assessment from senior exit survey
Write Coherent, Organized Research Reports (SLO #6 under PLO #3)	302, 306, 310, 315, 331, 342, 343, 344, 346, 347, 348, 349, 351, 381, 361, 374, 382, 388, 403, 407, and 419	Direct assessment by faculty using a faculty developed, standard rubric to assess student performance on written papers; an indirect assessment from senior exit survey

Assessment Results

1. Students will be able to identify and apply the sociological imagination. (SLO#1 of PLO #1)
   A target of 70% was established for graduating sociology majors who would be able to identify and apply the sociological imagination. The benchmark was 37.50%. For AY 2016-17, students performed on average at the 80.13% level on a 100 point scale. Since our goal was 70%, the target was achieved.

2. Students will be able to identify and apply the core concepts of sociology. (SLO #2 of PLO #1)
   The indirect assessment target was a mean of 5 (on a scale of 1 to 6, where a score of 6 means "extremely well prepared") on the senior exit survey of graduating sociology majors (benchmark=4.88). For AY 2016-17, students had an average rating of 5.04 on this measure. Since our goal was 5.00, the target was achieved.

   A target of 72% was established for graduating sociology majors (benchmark= 72.75) who would be able to identify and apply core concepts. Students performed on average at the 72.03% level on a 100 point scale on this measure, slightly above the target. Since our goal was 72%, the target was achieved.

3. Students will be able to identify and apply different theoretical perspectives to societal issues. (SLO #3 of PLO #1).
   The indirect assessment target was a mean of 5 (on a scale of 1 to 6, where a score of 6 means "extremely well prepared") on the senior exit survey of graduating sociology majors (benchmark=4.75). For AY 2016-17, students had an average rating of 5.24. Since our goal was 5.00, the target was achieved.

   A target of 78% was established for graduating sociology majors (benchmark= 71.76) who would be able to identify and apply theoretical perspectives. For AY 2016-17, students performed on average at the 72.86% level on a 100 point scale on the direct assessment. Since our goal was 78%, our target was not achieved.

The second direct assessment (faculty ratings) target was a mean of 5 (on a scale of 1 to 6, where a score of 6 means exemplary work on the research project (benchmark=4.09). For AY 2016-17, students had an average rating of 5.16. Since our goal was 5.00 for the second direct assessment, the target was achieved.

4. Students will be able to identify issues facing different social groups. (SLO #4 of PLO #1)
   The indirect assessment target was a mean of 5 (on a scale of 1 to 6, where a score of 6 means "extremely well prepared") on the senior exit survey of graduating sociology majors (benchmark=4.82). For AY 2016-17, students had an average rating of 5.16 on this assessment. Since our goal was 5.0, the target was achieved.

5. Students will be able to conduct research using the scientific methods to address research questions. (PLO #2)
   5.a. create a literature review and develop hypotheses
   5.b. collect and analyze data utilizing the appropriate techniques
   5.c. interpret statistical results correctly
   5.d. use technology in the research process

   The targets for graduating sociology majors would be able to answer questions regarding the scientific method were 82% (5a), 70% (5b), 70% (5c) and 90% (5d). The benchmarks for these items were 77.51%, 62.70%, 68.16%, and 93.26%, respectively. For AY 2016-17, students performed on average at 73.18%, 66.61%, 58.87%, and 88.54% levels on 100 point scales, respectively. The target was not achieved for literature review/hypotheses (77.51%), since our goal was 82%. The targets for analyzing data (62.70%) and interpreting statistical results (68.16%) were not achieved, since our goal for both measures was 70%. The target was not achieved for using technology (88.45%), since our goal was 90%.

   In the second direct assessment, where professors evaluate student research projects for the components listed above, the target for 5a was 4.0 (on a scale of 1 to 6, where a score of 6 means exemplary work on the research project) and the benchmark was 3.82. For the AY 2016-2017, students had an average rating of 5.80. Since our goal was 4.0, the target was achieved. For 5b, the target is 5.00 (on a scale of 1 to 6, where a score of 6 means exemplary work on the research project) and the benchmark was 4.34. For the AY 2016-2017, students had an average rating of 5.04. Since our goal was 5.0, the target was achieved. For 5c, the target was 5.0 and the benchmark 4.09. For the AY 2016-2017, students had an average rating of 5.43. Since our goal was 5.0, the target was achieved. For 5d, the target was 5.5 and the benchmark was 5.20. The newly developed faculty rubric to assess student research projects does not directly measure use of technology given all students had to use SPSS (Statistical Package for Social Sciences) software for their projects.

6. Students will be able to effectively write a research paper. (PLO #3)
   The indirect assessment target is a mean of 5.0 (on a scale of 1 to 6, where a score of 6 means "extremely well prepared") (benchmark=5.11). For the AY 2016-17,

students had an average rating of 5.16. Since our goal was 5.0, the target was achieved.

The direct assessment to evaluate SLO #6 is the faculty rubric used to score student research papers. The target is 5.0 (on a scale of 1 to 6, where a score of 6 means exemplary work on the research project) (benchmark=3.87). For the AY 2016-17, students had an average rating of 5.04. Since our goal was 5.0, the target was achieved.

Action Items

Issues Identified	Actions To Be Taken
1. Sociological imagination	Target achieved; will continue to emphasize the sociological imagination in our courses to continue our strong student performance in this area by continuing to incorporate course assignments that require students to apply the sociological imagination to current events. Students will know and understand the importance of the sociological imagination by demonstrating this knowledge on exams and research projects.
2. Core concepts	Target achieved; will continue to emphasize these in our courses to see if we can further improve student performance in this area by incorporating course assignments that require students to discuss and apply core concepts to current events. Students will know and recognize core concepts by demonstrating this knowledge on exams and research projects.
3. Apply theories	The target was achieved according to the indirect assessment and the second direct assessment data. However, the target was not achieved according to the post-test (first direct assessment). The department will place more emphasis on theory application across all courses. The department is striving to make theory more visible by having students apply theories in assignments and projects in all courses. Also, students are required to be engaged in the theory course material (SOCI 339) by delivering a presentation on a various theory or theorist and also applying theories to current events. This is a different pedagogical approach compared to when this course (SOCI 339) was taught in previous years.
4. Issues facing social groups	Target achieved; will continue to emphasize these issues in our courses to see if we can maintain and improve student performance in this area. Application papers and other course assignments The faculty will continue to assign papers and projects that will further develop student knowledge and understanding of inequality and stratification, and the impact of inequalities on different social groups. Stratification is a fundamental principle that is emphasized in all

	sociology courses.
	The department will continue to work to revise pre-test and post-tests to include more specific items relating to diversity issues.
5a. Student's ability to create a literature review and develop hypotheses.	The target was achieved according to the second direct assessment data (faculty rubric). However, our students, on average, fell short of the benchmark on the post-test. Continued emphasis will be placed in course lectures and assignments in the research-based courses[a] to assist students with constructing their own literature reviews and hypothesis creation. This will be achieved by the faculty incorporating specific assignments for students to acquire this knowledge, such as writing practice reviews and deconstructing existing literature reviews with a critical eye. Students will be able to recognize strengths and weaknesses with existing reviews and demonstrate this knowledge through their own literature reviews.
5b. Collect and analyze data	The target was achieved according to the second direct assessment data (faculty rubric). However, our students, on average, fell short of the benchmark on the post-test. Continued emphasis will be placed in course lectures and assignments in the research-based courses[a] to assist students with choosing appropriate research methods, how to collect primary data using surveys, and how to gather secondary data. This will be achieved by the requirement of a research proposal (SOCI 302) and other assignments that will allow students to understand the various methods and data collection. There will be a continued emphasis on primary data collection and survey design and implementation in SOCI 403.
5c. Student's ability to interpret statistical results	The target was achieved according to the second direct assessment data (faculty rubric). However, our students, on average, fell short of the benchmark on the post-test. Continued emphasis will be placed in course lectures/assignments in the research based courses[a] on how to interpret different statistics for

	a variety of sociological topics. Assignments will be incorporated in the research-based courses that will enable students to know interpretive skills prior to final research papers, and enable them to excel at writing the statistical portion of the papers.
5d. Technology use	Target not achieved. More emphasis will be placed in course lectures and assignments for students to develop a greater understanding of using statistical software. Several courses use SPSS, and faculty will spend more time demonstrating how to use this software to analyze data. More instruction with SPSS is planned for the upcoming AY in SOCI 403. Students will have required course time in the computer lab for hands on SPSS training.
6. Written communication	Target was achieved. We developed a rubric to better assess student performance on research papers. The rubric appears on p.11 of the Appendix. Continued emphasis will be placed on writing in all sociology courses, with a focus on writing research papers.

[a] courses that require a research project or paper as part of the course assignments

[b] https://topnonprofits.com/examples/nonprofit-mission-statements/

Appendix 1.0: Paper Rubric

Sociology Paper Rubric

Criteria: Introduction & Literature Review			
The student…	**Not at All**	**Partially**	**Completely**
constructed at least 1 research question			
explained why the research is important			
reviewed previous research			
included a theoretical perspective to their research			
proposed hypotheses			
Criteria: Data & Methods			
The student…	**Not at All**	**Partially**	**Completely**
described how the data were collected/how the survey was administered			
operationally defined the variables (discuss measures)			
identified the type of analyses used			
provided descriptive statistics of the data/sample			
Criteria: Results			
The student…	**Not at All**	**Partially**	**Completely**
created bivariate and/or multivariate tables			
conducted the appropriate analyses on the data to test the hypotheses			
interpreted results			
Criteria: Discussion & Conclusion			
The student…	**Not at All**	**Partially**	**Completely**
discussed limitations			
identified future research ideas			
provided appropriate citations and references			

Appendix 2.0: Pre/Post Test

PRE-TEST/POST-TEST QUESTIONNAIRE FOR SOCIOLOGY MAJORS
(Core courses only)

DEPARTMENT OF SOCIOLOGY
FRANCIS MARION UNIVERSITY
2016-2017

STUDENT ID #: _____

DATE: _____

This questionnaire is designed to provide information needed for the FMU Sociology Department's annual Institutional Effectiveness and Accreditation reports. Identifying information provided by this questionnaire will be used for reporting aggregate statistics only, not for determining a person's grades or used to alter his/her graduation status. Your participation is confidential and voluntary.

For each of the following items, select the best answer and fill in the appropriate letter by the item number on the scantron sheet provided. Please return both this questionnaire and the completed scantron sheet to the chair or a faculty member in the Sociology department.

Part A. Knowledge Items

1. Which of the following sociological perspectives emphasizes the re-creation of society everyday through our interpersonal interactions?
   (a) Conflict   (b) Functionalist   (c) Postmodernism   (d) Symbolic Interactionism

2. A system by which a society ranks categories of people in a hierarchy is called ____.
   (a) social mobility   (b) social stratification   (c) stereotyping   (d) social inequality

3. To understand the connection of society with our everyday lives and experiences, one must develop a(n) ____.

(a) sociological imagination (b) symbolic interactionist approach
(c) common sense approach (d) introspection

4. A ___ analysis studies large scale social structures in order to determine how they affect the lives of groups and individuals.
(a) macro-level (b) micro-level (c) meso-level (d) individual-level

5. Identify the independent variable from the hypothesis below.

"Students who study more hours have higher test scores."

(a) students (b) test scores (c) study hours (d) higher

6. Which of the following data collection techniques involves using data already collected by the Census Bureau, FBI, or some other government agency?
(a) Secondary data analysis (b) Survey research (c) Field research (d) Content analysis

7. A person's race is an example of a(n) ___ level variable.
(a) nominal (b) ordinal (c) interval (d) ratio

8. Using a(n) ___ approach to research involves deriving hypotheses from a theory, then collecting data, and analyzing it.
(a) deductive (b) inductive (c) conductive (d) reductive

9. A sociologist hypothesized that as income increases, crime decreases. This statement reflects a ___.
(a) positive correlation (b) negative correlation (c) spurious correlation (d) causal correlation

10. In hypothesis testing, when the null hypothesis is rejected, this indicates ___.
(a) a statistically significant relationship (b) a statistically insignificant relationship
(c) the alternative hypothesis is false (d) more information is needed to answer this question

11. If we say that the poverty rate for states differs on average by 5.6 percent, then we are providing an interpretation of what statistic?
(a) Mean (b) Standard deviation (c) Covariance (d) Regression

12. The degree to which the same questions will produce similar answers reflects whether the measurement is __.
(a) valid (b) reliable (c) reasonable (d) important

13. A ___ is an explanation for why and how something occurs.
(a) survey (b) hypothesis (c) guess (d) theory

14. Which of the following theorists argues that society is comprised of two social classes, based upon who owns the means of production?
(a) Weber (b) Marx (c) Durkheim (d) Parsons

15. According to ___, the social world is viewed like a play on a stage, where everyone plays a part.
(a) Dramaturgy (b) Exchange theory (c) Control theory (d) Conflict theory

16. According to ___, an individual's self is largely social in that our self develops from our impressions of how others view us.
    (a) the dramaturgical approach   (b) impression management strategies
    (c) the conflict perspective   (d) the looking glass self

17. When conducting research on social phenomena, it is important to consider which of the following?
    (a) Experiments are the best research method.
    (b) Causation is impossible to establish in the social sciences.
    (c) Errors are commonly made in research.
    (d) Correlation is impossible to establish in the social sciences.

18. A researcher is analyzing the influence of age on income. Within the survey, respondents 18 and over are asked their age. They are given the following answer choices:
    (a)18 to 20   (b) 21 to 23   (c) 24 to 27   (d) 27 to 35

    These choice options given are considered to be ___.
    (a) mutually exclusive only   (b) exhaustive only
    (c) both mutually exclusive and exhaustive (d) neither mutually exclusive nor exhaustive

19. "Did you go to the store and take your sister with you?" This is an example of a double-barreled question.
    (a) True   (b) False

20. Which of the following criteria for establishing a causal relation between two variables implies that the relationship between the two variables is NOT caused by variation in a third variable?
    (a) time order   (b) association   (c) nonspuriousness   (d) mechanism

21. If you refuse to disclose someone's answers to a questionnaire, then you are protecting his/her anonymity.
    (a) True   (b) False

22. If our p-value is .023, which level of significance would be reported?
    (a) .10   (b) .05   (c) .01   (d) a p-value of .023 is not significant

23. This theory argues that both birth and death rates are high, then decline at different rates, and eventually level off at low rates.
    (a) Demographic Transition   (b) Malthusian   (c) Push-Pull   (d) IPAT

24. Since 1965, most of the immigrants that have come to the US are from which country?
    (a) Australia   (b) Canada   (c) Mexico   (d) Japan

25. ___ is the study of humans' relations with their environment.
    (a) Human Ecology   (b) Constructionism   (c) Learning theory   (d) Exchange theory

26. Which state in the US has been experiencing population growth for decades?
    (a) Wyoming   (b) Ohio   (c) Georgia   (d) Michigan

27. Which of the following computer programs is used by sociologists to analyze data?

(a)   Word   (b) SPSS   (c) Excel   (d) Powerpoint

28. If you are entering data into SPSS, you must be looking at the _____ screen.
    (a) variable view   (b) data view   (c) output view   (d) analysis view

29. If you are entering the name of cities into SPSS, you should select which variable *type*?
    (a) numeric   (b) date   (c) string   (d) percentage

30. If you plan to obtain statistics from SPSS, which item in the toolbar at the top of the screen will
    you click on?
    (a) compute   (b) edit   (c) tools   (d) analyze

Part B. Respondent Information Items

31. Have you ever taken a sociology class before? (a) yes   (b) no   (c) not sure

If you answered "yes" for the above question, then continue to answer these items below. Otherwise, skip
   to question #34.

32. Where did you take a sociology course?
    (a) in high school   (b) at tech or community college
    (c) at a four-year college or university   (d) other type of school

33. How many sociology courses did you take? (a) 1   (b) 2   (c) 3 or more

34. What is your race/ethnicity?
    (a) white   (b) African American   (c) Hispanic   (d) Asian   (e) other   (f) refuse to
    answer

35. What is your gender? (a) male   (b) female   (c) other   (d) refuse to answer

36. Why did you decide to major in sociology?
    _____
    _____
    _____

37. What are your future career plans?
    _____
    _____
    _____

38. What email address can we reach you
    at?_____

Senior Survey for Sociology Students

Introduction

As part of our effort to assess the strengths and weaknesses of our program, we are conducting interviews with all of our graduating seniors to find out how they evaluate the quality of their educational experiences in the Sociology program at Francis Marion University.

Your responses will be used only for program improvement, and will in no way affect your academic record. The information you give will be recorded on this form, but your name will **not** be attached anywhere to the form, and your responses will be combined with the responses of the other seniors we are interviewing to protect your anonymity. <u>Nowhere</u> will your name be attached to any comment you make, and I promise I will keep your individual responses confidential. We'd like you to give examples or other explanations to clarify your answers, so we really understand how you see the quality of your experiences here at FMU.

Part I: Perceptions of Program Quality

The first areas we would like to discuss have to do with your educational experiences in specific areas of sociology. For each of the following, please indicate how well prepared you feel now at the end of your college program.

Using Response Set #1:

Please consider <u>all</u> of the sociology courses you've taken, and tell us how well you've been prepared in the following areas. After rating each area, I will also ask you to explain your rating so we can understand what went well and what didn't go so well. Remember, we are asking about broad areas, rather than specific courses.

Part I: Perceptions of Program Quality

How well have you been prepared by all of your courses....

Response Set #1

6 = Extremely Well Prepared	2 = Somewhat Unprepared
5 = Very Well Prepared	1 = Very Unprepared
4 = Somewhat Prepared	0 = Extremely Unprepared
3 = Uncertain	

1.1 To understand the sociological perspective and its relevance to contemporary social issues?

    0   1   2   3   4   5   6

Because? (Please elaborate)

1.2 To understand sociological theories?

    0   1   2   3   4   5   6

Because? (Please elaborate)

1.3 To read and understand research articles in sociology journals?

    0   1   2   3   4   5   6

Because? (Please elaborate)

1.4 To communicate effectively, both written and orally?

    0   1   2   3   4   5   6

Because? (Please elaborate)

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6 = Extremely Well Prepared	2 = Somewhat Unprepared
5 = Very Well Prepared	1 = Very Unprepared
4 = Somewhat Prepared	0 = Extremely Unprepared
3 = Uncertain	

1.5 To analyze and interpret sociological data?

    0   1 ·   2   3   4   5   6

Because? (Please elaborate)

1.6 To understand how sociologists collect information about the social world?

    0   1   2   3   4   5   6

Because? (Please elaborate)

1.7 To understand differences within and across cultures?

    0   1   2   3   4   5   6

Because? (Please elaborate)

1.8 To have a career in the work world after graduation?

    0   1   2   3   4   5   6

Because? (Please elaborate)

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Next are some questions about your experiences as a Sociology major. Using **Response Set #2:**

Please rate each aspect of the sociology program, and, if you'd like, give us a brief explanation of the primary reason for your rating.

6 = Excellent	2 = Poor
5 = Very Good	1 = Very Poor
4 = Good	0 = No Basis to Judge
3 = Fair	

2.1 The availability of course offerings in Sociology.

    0   1   2   3   4   5   6

Because? (Please elaborate)

2.2 The extent to which class objectives were specified and met in your sociology classes?

    0   1   2   3   4   5   6

Because? (Please elaborate)

2.3 The overall quality of the instructional strategies used in and outside the classroom, including lectures, discussions, demonstrations, assignments and exercises?

    0   1   2   3   4   5   6

Because? (Please elaborate)

2.4 The overall fairness of grading in your sociology classes

    0   1   2   3   4   5   6

Because? (Please elaborate)

Response Set #2

6 = Excellent	2 = Poor
5 = Very Good	1 = Very Poor
4 = Good	0 = No Basis to Judge
3 = Fair	

2.5 The overall quality of the courses you took in sociology.

0   1   2   3   4   5   6

Because? (Please elaborate)

2.6 What have you heard other students say about our sociology classes that you think we should know?

Still using response set 2, please rate the sociology faculty's performance in a number of areas, and, if you'd like, tell us the primary reason for each rating.

3.1 The faculty's overall knowledge of the subject matter?

0   1   2   3   4   5   6

Because? (Please elaborate)

3.2 The faculty's overall course conduct, including preparation, clarity, providing a clear syllabus, using time well, etc.

0   1   2   3   4   5   6

Because? (Please elaborate)

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Response Set #2

6 = Excellent	2 = Poor
5 = Very Good	1 = Very Poor
4 = Good	0 = No Basis to Judge
3 = Fair	

3.3 Faculty treatment of students in the classroom?

  0   1   2   3   4   5   6

Because? (Please elaborate)

3.4 Each faculty member's approachability and availability?

  0   1   2   3   4   5   6

Because? (Please elaborate)

3.5 Did you receive any academic advising from your sociology professors? Yes _____ No _____

3.6a. If yes, how would you rate the quality of the advising that you received?

  0   1   2   3   4   5   6

Because? (Please elaborate)

3.6b. Do you have any suggestions about how we might improve advising?

Now, let's look at the big picture:

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4.1 What do you see as the primary strengths of the sociology program? Why?

4.2 What do you see as the primary weaknesses of the sociology program? Why?

4.3 What are some things that you think we might do to improve the sociology program at Francis Marion?

4.4 Is there anything else you'd like us to know about the sociology program?

Well, those are all the questions we have. What else would you like us to know about your experiences in the sociology program?

All right then. On behalf of the sociology faculty, I want to congratulate you on the successful completion of this program. We very much appreciate your helping us to improve the effectiveness of our program, and we wish you success in your future endeavors. We hope you will stay in touch with us.

Appendix 4.0: Assessment Results Summarized

Learning Outcome Results (Indirect Assessment)

Sociology Learning Objective	Senior Exit Survey Items Used[a]	Average Student Ratings (AY 2015-16)	Average Student Ratings (AY 2016-17)
1.Sociological imagination	[b]	[b]	[b]
2.Core concepts	1.1	4.88[c]	5.04
3.Understand/Apply theories	1.2	4.75	5.24
4.Diverse Cultures	1.7	4.82	5.16

5.Research process
  a.Literature review and hypotheses
  b.Collect and analyze data
  c.Interpret statistical results
  d.Use technology
	[b]
	1.6
	1.5
	[b]
		[b]
		4.93
		4.84
		[b]
			[b]
			5.56
			5.04
			[b]

6.Communication Written	1.3 [d]	5.11 [d]	5.16 [d]
N		23	25

Learning Outcome Results (Direct Assessment)

Sociology Learning Objective	Faculty Ratings of Student Performance on research projects (AY 2015-16)	Faculty Ratings of Student Performance on research projects (AY 2016-17)

Understand/Apply theories	4.09	5.16
Research process		
Literature review and hypotheses	3.82	5.80
Collect and analyze data	4.34	5.04
Interpret statistical results	4.09	5.43
Use technology	5.20	[a]
Communication		
Written	3.87	5.04

[a] Not directly assessed in the new faculty rubric used for the 2016-17 Academic Year given all research projects require the use of technology (SPSS).

Sociology Learning Objective	Post-test Scores[a] (AY 2015-16)	Post-test Scores[a] (AY 2016-2017)
Sociological imagination	37.50	80.13
Core concepts and principles	72.75	72.03
Understand/Apply theories	71.76	72.86
Diverse social groups	[b]	[b]
Research process		
Literature review and hypotheses	77.51	73.18
Collect and analyze data	62.70	66.61
Interpret statistical results	68.16	58.87
Use technology	93.26	88.54
Communication	[b]	[b]
Written		
N	23	25

[a] Pre-test/post-test exam was developed in May 2015; first data collection cycle occurred from June to December 2015.
[b] Not assessed in pre-test/post-test questionnaire