

Institutional Effectiveness Report

Name of Program/Department: Sociology

Year: 2015-2016

Name of Preparer: Lisa A. Eargle

Mission of the Sociology Program

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. (A new, revised mission statement will be adopted for next academic year.)

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 Sociology department has revised and delineated our Program Learning Outcomes (PLOs), along with their corresponding Student Learning Outcomes (SLOs). Given the revisions to these items, revisions will be made in the assessments tools used in subsequent months. Moreover, a better, more accurate assessment tool is being developed to assess student writing skills and application of the scientific method.

In terms of performance, the department saw improvement between Fall 2015 and Spring 2016 graduates in the SLOs of identifying and applying core concepts and technology use in research. However, all other areas saw some slight declines, placing several of the SLOs below the benchmarks set for those items.

Given these outcomes, the department will place greater emphasis on issues such as the sociological imagination across courses (not just the introductory course) to better improve student understanding of what the sociological imagination is, how to apply it to the substantive

topics of the particular course being taught, and distinguish the sociological approach from the approach of other disciplines (i.e. psychology, economics, political science, biology). Students will be able to recognize the factors outside of the individual that influence people's lives and how these influences are experienced.

The department continues to place more emphasis on theory application across courses and has hired a new faculty member to address weaknesses in that SLO's outcome. For instance, students will be able to examine, explain, and evaluate theory better based on course assignments and projects that require students to immerse themselves in the work of various theorists and theoretical perspectives and be able to apply these ideas to current social events.

Areas showing strengths (such as technology use) will continue to be emphasized across courses to maintain those strengths.

Student Learning Outcomes (SLOs)

1. Students will be able to identify and apply the sociological imagination. (PLO #1)
A benchmark of 70% is established for graduating sociology majors who will be able to identify and apply the sociological imagination. (Baseline = not established yet; new SLO)
2. Students will be able to identify and apply the core concepts of sociology. (PLO #1)
The indirect assessment benchmark is a mean of 5.00 (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=4.64). A benchmark of 75% is established for graduating sociology majors (baseline= 71.43%) who will be able to identify and apply core concepts.
3. Students will be able to identify and apply different theoretical perspectives to societal issues. (PLO #1)
The indirect assessment benchmark is 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=4.93). A benchmark of 78% is established for graduating sociology majors (baseline= 75.00) who will be able to identify and apply theoretical perspectives.
4. Students will be able to identify issues facing different social groups. (PLO #1)
The indirect assessment benchmark is 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=4.86).
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 benchmark for 5a is 82% and the baseline is 80.95%. The benchmark for 5b is 70% and the baseline is 64.29%. The benchmark for 5c is 70% and the baseline is 69.64%. The benchmark for 5d is 90% and the baseline is 89.29%. 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 their students' papers for the components listed above, the benchmark for 5a is 4.0 and the baseline is 3.33. For 5b, the benchmark is 5.00 and the baseline is 4.12. For 5c, the benchmark is 4.0 and the baseline 3.83. For 5d, the benchmark is 5.5 and the baseline is 5.16. The evaluation tool is one that each professor had developed to grade their students' papers in their classes.

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 from an analysis of 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 from an analysis of 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 from an analysis of student performance on written papers; an indirect assessment from senior exit survey

Assessment Results

Learning Outcome Results (Indirect Assessment)

Sociology Learning Objective	Senior Exit Survey Items Used ^a	Average Student Ratings (AY2014-15)	Average Student Ratings (Fall 2015)	Average Student Ratings (Spring 2016)
1.Sociological imagination	b	b	b	b
2.Core concepts	1.1	5.33 ^c	4.64	5.11
3.Understand/Apply theories	1.2	5.17	4.93	4.56
4.Diverse Cultures	1.7	c	4.86	4.78
5.Research process				
a.Literature review and hypotheses	b	b	b	b
b.Collect and analyze data	1.6	5.67	5.07	4.78
c.Interpret statistical results	1.5	4.67	5.00	4.67
d.Use technology	b	b	b	b
6.Communication Written	1.3 d	5.67 d	5.21 d	5.00 d
N		17	14	9

^a Survey items ask “How well have you been prepared by all of your courses....” Item 1.1 asks “to understand the sociological perspective and its relevance to contemporary issues?” Item 1.2 asks “to understand sociological theories?”. The remaining survey items are stated very similarly.

^b Not asked in current version of senior exit survey

^c concepts and diverse cultures combined in previous reporting of ratings

^d Written and oral communication not asked separately in current version of senior exit survey

Learning Outcome Results (Direct Assessment)

Sociology Learning Objective	Faculty Ratings of Student Performance (AY 2014-2015)	Faculty Ratings of Student Performance (Fall 2015)	Faculty Ratings of Student Performance (Spring 2016)
Core concepts	4.22	4.01	N/A
Understand/Apply theories	3.97	4.09	N/A
Research process			
Literature review and hypotheses	3.77	3.33	4.31
Collect and analyze data	4.02	4.12	4.56
Interpret statistical results	3.45	3.83	4.35
Use technology	4.80	5.16	5.24
Communication			
Written	4.28	3.87	N/A

^a Not directly assessed in the courses

Sociology Learning Objective	Pre-test Scores ^{ab} (Fall 2015)	Post-test Scores ^{ab} (Fall 2015)	Post-test Scores ^{ab} (Spring 2016)
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Sociological imagination			37.5
Core concepts and principles	54.76	71.43	74.07
Understand/Apply theories	51.39	75.00	68.52
Diverse social groups	c	c	c
Research process			
Literature review and hypotheses	31.94	80.95	74.07
Collect and analyze data	43.75	64.29	61.11
Interpret statistical results	12.50	69.64	66.67
Use technology	62.50	89.29	97.22
Communication	c	c	c
Written			
N	24	14	9

^a Pre-test/post-test exam was developed in May 2015; first data collection cycle occurred from June to December 2015.

^b Pre-test survey administered to new, incoming Sociology majors; post-test survey administered to Sociology majors a few weeks before their graduation. Hence, the pre-test and post-test scores are obtained from two mutually exclusive, independent samples of respondents.

^c Not assessed in pre-test/post-test questionnaire

Assessment Results and Benchmarks

1. Students will be able to identify and apply the sociological imagination. (SLO#1 of PLO #1)
A benchmark of 70% was established for graduating sociology majors who would be able to identify and apply the sociological imagination. A baseline was not established since this was a new SLO. In Spring 2016, students performed on average at the 37.50% level on a 100 point scale. Since our goal was 70%, the target was not achieved.
2. Students will be able to identify and apply the core concepts of sociology. (SLO #2 of PLO #1)
The indirect assessment benchmark 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 (baseline=4.64). In Spring 2016, students had an average rating of 5.11 on this measure. Since our goal was 5.00, the target was achieved.

A benchmark of 72% was established for graduating sociology majors (baseline= 71.43) who would be able to identify and apply core concepts. Students performed on average at the 74.07% level on a 100 point scale on this measure, slightly above the benchmark. 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 benchmark 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 (baseline=4.93). In Spring 2016, students had an average rating of 4.56. Since our goal was 5.00, the target was not achieved.

A benchmark of 78% was established for graduating sociology majors (baseline= 75.00) who would be able to identify and apply theoretical perspectives. In Spring 2016, students performed on average at the 68.52% level on a 100 point scale on this assessment. Since our goal was 78%, our target was not achieved.

4. Students will be able to identify issues facing different social groups. (SLO #4 of PLO #1)

The indirect assessment benchmark 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 (baseline=4.86). In Spring 2016, students had an average rating of 4.78 on this assessment. Since our goal was 5.0, the target was not 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 benchmarks 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 baselines for these items were 80.95%, 64.29%, 69.64%, and 89.29%, respectively. In Spring 2016, students performed on average at 74.07%, 61.11%, 66.67%, and 97.22% levels on 100 point scales, respectively. The target for technology in research (97.22%) was achieved, since our goal was 90%. The target was not achieved for literature review/hypotheses (74.07%), since our goal was 82%. The targets for analyzing data (61.11%) and interpreting statistical results (66.67%) were not achieved, since our goal for both measures was 70%.

In the second direct assessment, where professors evaluate their students’ papers for the components listed above, the benchmark for 5a was 4.0 and the baseline was 3.33. For 5b, the benchmark is 5.00 and the baseline was 4.12. For 5c, the benchmark was 4.0 and the baseline 3.83. For 5d, the benchmark was 5.5 and the baseline was 5.16. The evaluation tool was one that each professor had developed to grade their students’ papers in their classes.

Action Items

Issues Identified	Actions To Be Taken
1. Sociological imagination	Based on data collected during the 2015-2016 academic year using a pre-test/post-test of majors as a direct measure, it was determined that the target (70%) was not achieved for SLO 1.0. On the pre-test/post-test form, students performed on average at the 37.50% level on a 100 point scale. Since the target was not achieved for the identification and application of sociological imagination, the department made changes to bring about improvement in this student learning outcome. The curriculum for all Sociology courses beyond the introductory level has been revised to include an emphasis on the Sociological imagination. Course lectures have been revised to cover the definition of sociological imagination and its application to the substantive topics of the particular course being taught. The Department has also implemented a process to distinguish the sociological approach in Sociology from the approach of other disciplines (i.e. psychology, economics, political science, biology). The Department has also modified existing course projects for students requiring recognition of and an emphasis on the factors outside of the individual that influence people's lives and how these influences are experienced.
2. Core concepts	The target was achieved for SLO 2.0. The Department 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	Based on data collected during the 2015-2016 academic year using a senior exit survey of graduating Sociology Majors, it was determined that the average rating of 4.56 did not meet or exceed the target of 5.0. On the

	<p>exit exam, a benchmark of 78% was established for graduating sociology majors (baseline= 75.00) that they would be able to identify and apply theoretical perspectives. In spring 2016, students performed on average at the 68.52% level on a 100 point scale on this assessment. Since our goal was 78%, our target was not achieved.</p> <p>Since the targets were not achieved for the ability to identify and apply different theoretical perspectives to societal issues, the department made changes to bring about improvement in this student learning outcome. First, the department has increased the level of emphasis on theory application across courses to address weaknesses in this SLO. In addition, students will be required to examine, explain, and evaluate theory with more specificity through course assignments and projects that require them to immerse themselves in the work of various theorists and theoretical perspectives and be able to apply those ideas to current social events.</p>
<p>4. Issues facing social groups</p>	<p>The target was not achieved for SLO 4.0. The department will continue to place more emphasis on application across courses to address weaknesses in students' understanding of issues facing social groups. For instance, students will be able to examine, explain, and evaluate issues facing social groups better based on course assignments and projects, and be able to apply these ideas to current social events. Students will be able to demonstrate this knowledge in their own lives and the social world around them.</p> <p>The department has revised its pre-test and post-tests to include more specific items relating to diversity issues.</p>

5. Conduct research	The target was not achieved for SLO 5.0. Since the target was not achieved, the department made the following changes to bring about improvement in this student learning outcome:
a. Student's ability to create a literature review and develop hypotheses.	More 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.
b. Collect and analyze data	Student performance on two items in the post-test that is reducing the average performance; hence, we will revise how we present this item to see if performance will improve. We believe the wording of these items is confusing to students.
c. Student's ability to interpret statistical results	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.
d. Technology use	Continued emphasis will be placed in course lectures and assignments in the research-based courses, so that we maintain our success here.
6. Written communication	We will be developing a rubric to better assess student performance on research papers. The rubric appears on p.11 of the Appendix. Also, more emphasis will be placed in course lectures ^a on how to correctly present material in written reports in order for students to acquire the knowledge needed to demonstrate research writing skills.

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

^b <https://topnonprofits.com/examples/nonprofit-mission-statements/>

APPENDIX

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			

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

DEPARTMENT OF SOCIOLOGY FRANCIS MARION UNIVERSITY 2015-2016

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?
- Experiments are the best research method.
 - Causation is impossible to establish in the social sciences.
 - Errors are commonly made in research.
 - 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 ____.
- mutually exclusive only
 - exhaustive only
 - both mutually exclusive and exhaustive
 - 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.
- True
 - 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?
- time order
 - association
 - nonspuriousness
 - mechanism
21. If you refuse to disclose someone's answers to a questionnaire, then you are protecting his/her anonymity.
- True
 - False
22. If our p-value is .023, which level of significance would be reported?
- .10
 - .05
 - .01
 - 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.
- Demographic Transition
 - Malthusian
 - Push-Pull
 - IPAT
24. Since 1965, most of the immigrants that have come to the US are from which country?
- Australia
 - Canada
 - Mexico
 - Japan
25. ____ is the study of humans' relations with their environment.
- Human Ecology
 - Constructionism
 - Learning theory
 - Exchange theory
26. Which state in the US has been experiencing population growth for decades?
- Wyoming
 - Ohio
 - Georgia
 - Michigan
27. Which of the following computer programs is used by sociologists to analyze data?
- Word
 - SPSS
 - Excel
 - Powerpoint
28. If you are entering data into SPSS, you must be looking at the ____ screen.
- variable view
 - data view
 - output view
 - analysis view
29. If you are entering the name of cities into SPSS, you should select which variable *type*?
- numeric
 - date
 - string
 - percentage

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. **Nowhere** 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 **all** 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)

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)

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)

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:

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.