Institutional Effectiveness Report for the Department of Sociology

Name of Program/Department:	Sociology
Year:	2018-2019
Name of Preparer:	Jessica Doucet

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 develop a critical understanding of sociological theory.
3. Students will be able to apply sociological knowledge.
4. Students will be able to communicate this knowledge to others.

Executive Summary

The department saw improvement from AY 2017-2018 to AY 2018-2019 graduates in all SLOs measured in the indirect assessment (SLO 2, SLO 3, SLO 4, SLO 5b and 5c, and SLO 6) based on the senior exit survey. Based on the direct assessment data from the post-test scores of graduating majors, the department saw improvement in SLO 1 and SLO 5d. There was also improvement in SLO 5a according to the second direct assessment (faculty rubric scores) data. However, the department saw a decline in several SLOs based on data from both direct assessments. Identifying and understanding the sociological imagination remains a strength for sociology graduates. Graduates greatly improved in this SLO. The baseline for SLO 1 is 85.70%, and 92.86% of students understood the sociological imagination for AY 2018-2019. There was also significant improvement in SLO 5d, ability to use technology in the research process. The baseline for SLO 5d was 89.28% and 98.21% of students were able to demonstrate knowledge on how to use SPSS. The department will continue to emphasize the sociological imagination as a main concept across courses and the use of SPSS in research-based courses to maintain these strengths and ensure results are replicated across several years of data.

The department will focus on how to conduct sociological research (SLO 5). Overall, this SLO was not met for AY 2018-2019, particularly parts a, b, and c. To address the weaknesses found in SLO 5, the department will emphasize writing literature reviews, developing hypotheses, and interpreting statistical data. While students report feeling very well prepared by graduation on the

indirect assessment, students seem to struggle with executing this knowledge according to the direct assessment data. Research proposals, assignments, and complete research papers that will require students to conduct their own literature reviews and interpret both primary and secondary data will remain a requirement in the research-based courses.

Student Learning Outcomes (SLOs)

1. Students will be able to identify and apply the sociological imagination. (PLO #1)
   A benchmark of 80% is established for the direct assessment of graduating sociology majors who will be able to identify and apply the sociological imagination (baseline = 85.70%). The target score the department would like to achieve in three years is 87%.

2. Students will be able to identify and apply the core concepts of sociology. (PLO #1)
   The indirect assessment benchmark is a mean of 5.0 (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 = 4.50). The target score the department would like to achieve in three years is a mean of 5.10. A benchmark of 75% is established for the direct assessment of graduating sociology majors who will be able to identify and apply core concepts (baseline = 78.57%). The target score the department would like to achieve in three years is 80%.

3. 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 = 4.36). The target score the department would like to achieve in three years is a mean of 5.10.

4. Students will be able to identify and apply different theoretical perspectives to societal issues. (PLO #2)
   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 = 4.36). The target score the department would like to achieve in three years is a mean of 5.10. A benchmark of 80% is established for the direct assessment of graduating sociology majors who will be able to identify and apply theoretical perspectives (baseline = 84.53%). The target score the department would like to achieve in three years is 85%. The second direct assessment (faculty ratings) benchmark is a mean of 5.0 (on a scale of 1 to 6, where a score of 6 means exemplary work) on the theory portion of the research project (baseline = 5.64). The target score the department would like to achieve in three years is a mean of 5.25.

5. Students will be able to conduct research using the scientific methods to address research questions. (PLO #3)
   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

   In the direct assessment of graduating sociology majors who can correctly answer questions regarding the scientific method, the benchmark for 5a is 70% (baseline = 66.70%). The benchmark for 5b is 70% (baseline = 71.45%). The benchmark for 5c is 70% (baseline =

57.15%). The benchmark for 5d is 90% (baseline = 89.28%). The target scores the department would like to achieve in three years for 5a, 5b, and 5c are 70%. The target score the department would like to achieve in three years for 5d is 92%.

In the second direct assessment, where professors evaluate students' papers based on a standard rubric (on a scale of 1 to 6, where a score of 6 means exemplary work) for the components listed above, the benchmark for 5a is 5.0 and the baseline is 5.30. The target score the department would like to achieve in three years is a mean of 5.25. For 5b, the benchmark is 5.0 and the baseline is 5.64. The target score the department would like to achieve in three years is a mean of 5.25. For 5c, the benchmark is 5.0 and the baseline 5.88. The target score the department would like to achieve in three years is a mean of 5.25.

The indirect assessment benchmark for 5b 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 and the baseline is 4.79. The target score the department would like to achieve in three years is a mean of 5.25. For 5c, the benchmark is 5.0 and the baseline is 5.14. The target score the department would like to achieve in three years is a mean of 5.25.

6. Students will be able to effectively write a research paper. (PLO #4)
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 = 4.71). The target score the department would like to achieve in three years is a mean of 5.25. The direct assessment to evaluate SLO #6 is the faculty rubric used to score student research papers. The benchmark is 5.0 (on a scale of 1 to 6, where a score of 6 means exemplary work) on the research project (baseline = 5.58). The target score the department would like to achieve in three years is a mean of 5.25.

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. The pre-test/post-test appears on p. 11-14 in the Appendix.
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 (on p. 15-21 in the Appendix)
Identify Issues Facing Social Groups (SLO #3 under PLO #1)	310, 315, 306, 331, 343, 344, 348, 349, 351, 374, 382, 388, 407, and 419	Indirect assessment from item on senior exit survey.

Direct assessment by faculty using a faculty developed, standard rubric to assess student |

Apply Theoretical Perspectives (SLO #4 under PLO #2)	310, 315, 331, 339, 341, 343, 344, 348, 361, 374, 382, 388, 407, and 419	performance on literature review part of research projects from a random sample of graduating seniors and pre-test/post-test of majors, and an indirect assessment from senior exit survey
Conduct Research Using Scientific Method (SLO #5 under PLO #3)	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 from a random sample of graduating seniors and pre-test/post-test of majors, an indirect assessment from senior exit survey
Write Coherent, Organized Research Reports (SLO #6 under PLO #4)	302, 303, 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 from a random sample of graduating seniors; 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 (AY 2017-18)	Average Student Ratings (AY 2018-19)
1. Sociological Imagination	[b]	[b]	[b]
2. Core Concepts	1.1	4.50	4.93
3. Diverse Social Groups	1.7	4.36	4.93
4. Understand/Apply Theories	1.2	4.36	4.79
5. Research Process			
a. Literature review and hypotheses	[b]	[b]	[b]
b. Collect and analyze data	1.6	4.79	5.64
c. Interpret statistical results	1.5	5.14	5.36
d. Use technology	[b]	[b]	[b]
6. Communication			
Written	1.4	4.71	5.79
N		14	14

ªSenior Exit Survey was created in April 1997; data collected every semester since then.
ᵇNot assessed in the Senior Exit Survey

Learning Outcome Results (Direct Assessment)

Sociology Learning Objective	Post-Test Scores[a] (AY 2017-18)	Post-Test Scores[a] (AY 2018-19)
Sociological Imagination	85.70	92.86
Core Concepts and Principles	78.57	70.24
Diverse Social Groups	[b]	[b]
Understand/Apply Theories	84.53	78.57
Research Process		
a. Literature review and hypotheses	66.70	57.14
b. Collect and analyze data	71.45	64.29
c. Interpret statistical results	57.15	48.21
d. Use technology	89.28	98.21
Communication		
Written	[b]	[b]
N	14	14

[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

Sociology Learning Objective	Faculty Ratings of Student Performance on research projects (AY 2017-18)	Faculty Ratings of Student Performance on research projects (AY 2018-19)
Understand/Apply Theories	5.64	4.50
Research Process		
a. Literature review and hypotheses	5.30	5.42
b. Collect and analyze data	5.64	5.17
c. Interpret statistical results	5.88	5.71
d. Use technology	[a]	[a]
Communication		
Written	5.58	5.16
N	11	6 (out of 14 graduating seniors)

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

Assessment Results and Benchmarks

1. Students will be able to identify and apply the sociological imagination. (SLO#1 of PLO #1)
    A benchmark of 80% was established for the direct assessment of graduating sociology majors who would be able to identify and apply the sociological imagination. The baseline is 85.70%. For AY 2018-19, students performed on average at the 92.86% level on a 100 point scale. Since our goal was 80%, the benchmark was achieved. Our three-year target of 85% was also achieved and exceeded.

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 = 4.50). For AY 2018-19, students had an average rating of 4.93 on this measure. While scores improved over last year, our benchmark of 5.0 was not achieved.

    A benchmark of 75% was established for the direct assessment of graduating sociology majors (baseline = 78.57%) who would be able to identify and apply core concepts. Students performed on average at the 70.24% level on a 100 point scale on this measure. Since our goal was 75%, the benchmark was not achieved.

3. Students will be able to identify issues facing different social groups. (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 = 4.36). For AY 2018-19, students had an average rating of 4.93 on this assessment. While scores improved over last year, our benchmark of 5.0 was not achieved.

4. Students will be able to identify and apply different theoretical perspectives to societal issues. (SLO #4 of PLO #2).
    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 = 4.36). For AY 2018-19, students had an average rating of 4.79. While scores improved over last year, our benchmark of 5.0 was not achieved.

    A benchmark of 80% was established for the direct assessment of graduating sociology majors (baseline = 84.53%) who would be able to identify and apply theoretical perspectives. For AY 2018-19, students performed on average at the 78.57% level on a 100 point scale on the direct assessment. Since our goal was 80%, the benchmark was not achieved.

    The second direct assessment (faculty ratings) benchmark was a mean of 5 (on a scale of 1 to 6, where a score of 6 means exemplary work) on the research project (baseline = 5.64). For AY 2018-19, students had an average rating of 4.5. Since our goal was 5.00 for the second direct assessment, the benchmark 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 the direct assessment of graduating sociology majors who would be able to answer questions regarding the scientific method were 70% (5a), 70% (5b), 70% (5c) and 90% (5d). The baselines for these items were 66.70%, 71.45%, 57.15%, and 89.28%, respectively. For AY 2018-19, students performed on average at 57.14%, 64.29%, 48.21%, and 98.21% levels on 100 point scales, respectively. The benchmark was not achieved for 5a (57.14%), 5b (64.29%), or 5c (48.21%), since our goal was 70% for each. The benchmark was achieved for 5d (98.21%), since our goal was 90%. Additionally, our three-year target of 92% was achieved and exceeded.

In the second direct assessment, where professors evaluate student research projects (on a scale of 1 to 6, where a score of 6 means exemplary work) for the components listed above, the benchmark for 5a was 5.0 and the baseline was 5.30. For the AY 2018-2019, students had an average rating of 5.42. Since our goal was 5.0, the benchmark was achieved. Our three-year target of 5.25 was also achieved and exceeded. For 5b, the benchmark is 5.00 and the baseline was 5.64. For the AY 2018-2019, students had an average rating of 5.17. While scores declined slightly, our benchmark of 5.0 was achieved. For 5c, the benchmark was 5.0 and the baseline was 5.88. For the AY 2018-2019, students had an average rating of 5.71. Since our goal was 5.0, the benchmark was achieved. Our three-year target of 5.25 was also achieved and exceeded. 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.

The indirect assessment benchmark for 5b 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 and the baseline was 4.79. For the AY 2018-19, students had an average rating of 5.64. Since our goal was 5.0, the benchmark was achieved. Our three-year target of 5.25 was also achieved. For 5c, the benchmark was 5.0 and the baseline was 5.14. For the AY 2018-19, students had an average rating of 5.36. Since our goal was 5.0, the benchmark was achieved. Our three-year target of 5.25 was also achieved.

6. Students will be able to effectively write a research paper. (PLO #3)
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") (baseline = 4.71). For the AY 2018-19, students had an average rating of 5.79. Since our goal was 5.0, the benchmark was achieved. Additionally our three-year target score of 5.25 was achieved and exceeded. The direct assessment to evaluate SLO #6 is the faculty rubric used to score student research papers. The benchmark is 5.0 (on a scale of 1 to 6, where a score of 6 means exemplary work) on the research project (baseline = 5.58). For the AY 2018-19, students had an average rating of 5.16. Since our goal was 5.0, the benchmark was achieved.

Action Items

Issues Identified	Actions To Be Taken
1. Sociological imagination	Benchmark and three-year target were achieved. The department will continue to emphasize the sociological imagination in our courses through the use of course assignments that require students to apply the sociological imagination to current events in order to maintain our strong student performance on this SLO. Students will know and understand the importance of the sociological imagination by demonstrating this knowledge on exams and research projects. Students performed exceptionally well this year, exceeding our expected three-year target. Assessment of this item will continue to ensure consistency of results (given small sample sizes). An indirect assessment item will be added to the Senior Exit Survey to ascertain students' perceptions of their preparedness on this SLO upon graduation.
2. Core concepts	Benchmark was not achieved on the indirect assessment or the direct assessment of graduating seniors. Course assignments that require students to discuss and apply core concepts to current social events in order to improve student scores will be incorporated into courses. Students will know and recognize core concepts by demonstrating this knowledge on exams and research projects. Senior Exit Survey item will be adjusted to more directly reflect item assessed.
3. Issues facing diverse social groups	Benchmark was not achieved. Issues relating to culture and different social groups will be emphasized in our courses to see if we can improve student performance in this area. Faculty will assign application papers and other course assignments to help improve student performance. These assignments will develop student knowledge and understanding of inequality and stratification, and the impact of inequalities on different social groups. Senior Exit Survey item will be adjusted to more directly reflect item assessed. Item 1.7 asks about differences within and across cultures rather than social groups (as worded in SLO#3), which may give students a different impression than what we intended. Direct assessment items will be included on the post-test given to graduating sociology majors to directly test their knowledge of differences between social groups.
4. Apply theories	Benchmark was not achieved. More emphasis will be placed on theory application across courses. The department is striving to make theory more visible by having students apply theories in assignments and projects in relevant courses. Applying theory has become a major component in the research projects required in SOCI 403. Also, students are required to be engaged in the theory course material (SOCI 339) through presentations and exams on the major classical and contemporary theorists.
5a. Student's ability to create a literature review and develop hypotheses.	Benchmark 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 direct assessment. Faculty will place a stronger emphasis in course lectures and research papers in the

	research-based courses[a] to assist students with constructing their own literature reviews and hypothesis creation. Faculty will incorporate specific assignments and provide more examples and guidelines for students to acquire this knowledge, such as writing practice reviews and analyzing literature review examples/models. Students will be able to critically analyze existing literature reviews, which will help them construct their own literature reviews. An indirect assessment item will be added to the Senior Exit Survey to ascertain students' perceptions of their preparedness on this SLO upon graduation.
5b. Collect and analyze data	Benchmark and three-year target were achieved based on the indirect assessment utilizing the senior exit survey. Benchmark was achieved based on the second direct assessment (faculty rubric). However, students fell short, on average, in the post-test direct assessment. Faculty will continue to emphasize data collection methods in course lectures and assignments in the research-based courses[a] to assist students with choosing appropriate research methods, as well as how to collect and analyze primary and secondary data to ensure students fully grasp these components of the research process. This will continue to be achieved by the requirement of a research paper analyzing secondary data in SOCI 303 and SOCI 407/419. There will be a continued emphasis on primary data collection in SOCI 403. Direct assessment items on the post-test will be evaluated and adjusted to ensure they properly reflect what students are expected to know.
5c. Student's ability to interpret statistical results	Benchmark and three-year target were achieved according to the indirect assessment (senior exit survey) and the second direct assessment data (faculty rubric). However, our students, on average, fell short of the benchmark on the first direct assessment (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. This will be achieved in SOCI 303, 407/419, and 403. 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. Direct assessment items on the post-test will be evaluated and adjusted to ensure they properly reflect what students are expected to know.
5d. Technology use	Benchmark and three-year target were achieved. Course lectures and assignments aimed at teaching students how to use statistical software (specifically, SPSS) will continue in research-based courses. Assessment of this item will continue to ensure consistency of results (given small sample sizes).
6. Written communication	Benchmark and three-year target were achieved according to the indirect assessment (senior exit survey); the benchmark was achieved according to the second direct assessment (faculty rubric). An emphasis on writing will remain a staple in all sociology courses, with a focus on writing research papers in research-based courses.

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

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
2018-2019

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? _____

<center>**Senior Survey for Sociology Students**</center>

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.

<u>Part I: Perceptions of Program Quality</u>

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)

17

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)

19

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:

21

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 <u>you</u> 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.