Institutional Effectiveness Report for the Department of Sociology

Name of Program/Department:	Sociology
Year:	2019-2020
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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 2018-2019 to AY 2019-2020 graduates in two SLOs measured in the indirect assessment (SLO 2 and SLO 3) based on the senior exit survey. Based on the direct assessment data from the exit exam scores of graduating majors, the department saw improvement in SLO 2, SLO 4, SLO 5b and SLO 5c. There was also improvement in SLO 4 and SLO 5b according to the second direct assessment (faculty rubric scores). The largest improvement occurred in SLO 5c in the first direct assessment (the exit exam). Though below the benchmark, graduating seniors in AY 2019-2020 scored substantially better than those in AY 2018-2019 in their ability to interpret statistical results. Scores increased approximately 26% from the baseline of 48.21% to an achieved 60.94%. However, the department saw a decline in several SLOs based on data from the indirect assessment and both direct assessments. The most notable decline is in identifying and understanding the sociological imagination, which was a strength for sociology graduates in AY 2018-2019. Students in AY 2019-2020 fell short of the benchmark and baseline from AY 2018-2019. Small sample sizes from year to year may explain the dramatic shift. The department will refocus our attention on emphasizing the sociological imagination as a main concept across courses to improve student scores on this measure.

The department will focus on how to conduct sociological research (SLO 5). Based on the direct assessment, overall, this SLO was not met for AY 2019-2020, particularly parts a, c, and d. 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 and perform fairly well when writing research papers (based on the faculty rubric direct assessment), students seem to struggle with executing this knowledge in a test format that requires recall or application of knowledge (as seen in the exit exam direct assessment). Research proposals, assignments, and complete research papers that require students to construct their own literature reviews and hypotheses, as well as interpret both primary and secondary data will remain a requirement in the research-based courses[a].

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 = 92.86%). 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 = 4.93). 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 = 70.24%). 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 = 4.93). 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 = 4.79). 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 = 78.57%). 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 = 4.50). The target score the department would like to achieve in three years is a mean of 5.25.

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

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 = 57.14%). The benchmark for 5b is 70% (baseline = 64.29%). The benchmark for 5c is 70% (baseline = 48.21%). The benchmark for 5d is 90% (baseline = 98.21%). 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 5.42. 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 5.17. 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 5.71. The target score the department would like to achieve in three years is a mean of 5.25.

   The indirect assessment benchmark for 5a 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. There is no baseline for this item because this assessment is based on a new question added to the senior exit survey in Fall 2019. 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 is 5.36. 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 = 5.79). 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 = 5.16). 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 Assessed
Apply Sociological Imagination (SLO #1 under PLO #1)	201 and other sociology courses	Direct assessment from exit exam of majors. The exit exam appears on p. 11-16 in the Appendix.
Apply Core Concepts (SLO #2 under PLO #1)	201 and other sociology courses	Direct assessment from exit exam of majors and indirect assessment from senior exit survey (on p. 17-23 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
Apply Theoretical Perspectives (SLO #4 under PLO #2)	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 (on p. 24 in the appendix) to assess student performance on literature review part of research projects from a random sample of graduating seniors and exit exam of majors, and an indirect assessment from senior exit survey
Conduct Research Using Scientific Method (SLO #5 under PLO #3)	302, 303, 331, 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 exit exam 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, 361, 374, 381, 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 2018-2019)	Average Student Ratings (AY 2019-2020)
1. Sociological Imagination	[b]	[b]	[b]
2. Core Concepts	1.1	4.93	5.00
3. Diverse Social Groups	1.8	4.93	5.08
4. Understand/Apply Theories	1.2	4.79	4.69
5. Research Process			
a. Literature review and hypotheses	1.4	[c]	4.92
b. Collect and analyze data	1.7	5.64	5.23
c. Interpret statistical results	1.6	5.36	5.15
d. Use technology	[b]	[b]	[b]
6. Communication			
Written	1.5	5.79	5.38
N		14	13[d]

[a] Senior Exit Survey was created in April 1997; data collected every semester since then. The survey was adjusted in Fall 2019 to include a question regarding the literature review aspect of the research process. Item numbers are based on the updated survey (Fall 2019) and may differ from the item numbers in the last IE report.
[b] Not assessed in the Senior Exit Survey
[c] Not assessed in the Senior Exit Survey prior to Fall 2019
[d] Not all graduates completed the Senior Exit Survey

Learning Outcome Results (Direct Assessment)

Sociology Learning Objective	Exit Exam Scores[a] (AY 2018-2019)	Exit Exam Scores[a] (AY 2019-2020)
Sociological Imagination	92.86	62.50
Core Concepts and Principles	70.24	72.90
Diverse Social Groups	[b]	[b]
Understand/Apply Theories	78.57	81.25
Research Process		
a. Literature review and hypotheses	57.14	50.00
b. Collect and analyze data	64.29	73.96
c. Interpret statistical results	48.21	60.94
d. Use technology	98.21	82.81
Communication		
Written	[b]	[b]
N	14	16

[a] The Exit Exam was developed in May 2015; first data collection cycle occurred from June to December 2015. It was intended as a pre-test/post-test, but most majors have not taken the pre-test. It is now being utilized solely as an exit exam.
[b] Not assessed in exit exam

Sociology Learning Objective	Faculty Ratings of Student Performance on research projects (AY 2018-2019)	Faculty Ratings of Student Performance on research projects (AY 2019-2020)
Understand/Apply Theories	4.50	5.06
Research Process		
a. Literature review and hypotheses	5.42	5.25
b. Collect and analyze data	5.17	5.37
c. Interpret statistical results	5.71	5.61
d. Use technology	[a]	[a]
Communication		
Written	5.16	5.16
N	6 (out of 14 graduating seniors)	6 (out of 16 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 92.86%. For AY 2019-20, students performed on average at the 62.50% level on a 100 point scale. Since our goal was 80%, the benchmark 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 5.0 (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). For AY 2019-20, students had an average rating of 5.0 on this measure. Since our goal was a 5.0, the benchmark was achieved.

   A benchmark of 75% was established for the direct assessment of graduating sociology majors (baseline = 70.24%) who would be able to identify and apply core concepts. Students performed on average at the 72.90% level on a 100 point scale on this measure. While student scores improved, 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 5.0 (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). For AY 2019-20, students had an average rating of 5.08 on this assessment. Our benchmark of 5.0 was 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 5.0 (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 = 4.79). For AY 2019-20, students had an average rating of 4.69. Our benchmark of 5.0 was not achieved.

   A benchmark of 80% was established for the direct assessment of graduating sociology majors (baseline = 78.57%) who would be able to identify and apply theoretical perspectives. For AY 2019-20, students performed on average at the 81.25% level on a 100 point scale on the direct assessment. Since our goal was 80%, the benchmark was 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 = 4.50). For AY 2019-20, students had an average rating of 5.06. Since our goal was 5.00 for the second direct assessment, the benchmark 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 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 57.14%, 64.29%, 48.21%, and 98.21%, respectively. For AY 2019-20, students performed on average at 50.00%, 73.96%, 60.94%, and 82.81% levels on 100 point scales, respectively. The benchmark of 70% was not achieved for 5a (50.00%) or 5c (60.94%). The benchmark of 90% for 5d (82.81%) was also not achieved. The benchmark was achieved for 5b (73.96%), since our goal was 70%. Our three-year target of 70% for 5b was also achieved.

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 5.42. For the AY 2019-20, students had an average rating of 5.25. Since our goal was 5.0, the benchmark was achieved. Our three-year target of 5.25 was also achieved. For 5b, the benchmark is 5.0 and the baseline was 5.17. For the AY 2019-20, students had an average rating of 5.37. Our benchmark of 5.0 as well as our three-year target score of 5.25 was achieved. For 5c, the benchmark was 5.0 and the baseline was 5.71. For the AY 2019-20, students had an average rating of 5.61. Though the rating score decreased slightly, both our benchmark goal of 5.0 and our three-year target of 5.25 were 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 5.64. For the AY 2019-20, students had an average rating of 5.23. Since our goal was 5.0, the benchmark was achieved. For 5c, the benchmark was 5.0 and the baseline was 5.36. For the AY 2019-20, students had an average rating of 5.15. Our benchmark goal of 5.0 was 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 = 5.79). For the AY 2019-20, students had an average rating of 5.38. Since our goal was 5.0, the benchmark was achieved. Additionally, our three-year target score of 5.25 was achieved.

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 = 5.16). For the AY 2019-20, there was no change in the average student rating, which remained at 5.16. However, since our goal was 5.0, the benchmark was achieved.

Action Items

Issues Identified	Actions To Be Taken
1. Sociological imagination	Benchmark was not achieved. The department will 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 improve student performance on this SLO. While an important concept, it is not directly addressed in upper-level courses. Upper-level courses will add content to reiterate the sociological imagination and its importance in sociology. Students will demonstrate this knowledge on exams and in course assignments. 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 achieved on the indirect assessment. Though scores improved over last year, the benchmark on the direct assessment (exit exam) was not achieved. Course assignments that require students to discuss and apply core concepts to current social events will be incorporated into courses in order to improve student scores. Students will know and recognize core concepts by demonstrating this knowledge on exams. Senior Exit Survey item will be adjusted to more directly reflect the item being assessed. Exit exam items will be evaluated to ensure a variety of core concepts that students are likely to have learned in several courses are tested.
3. Issues facing diverse social groups	Benchmark was achieved. Courses will continue to emphasize issues relating to culture and different social groups. Senior Exit Survey item was adjusted in Fall 2019 to more directly reflect the item assessed. Item 1.8 is now in line with the wording of SLO#3. This adjustment may explain the increased performance of students in the indirect assessment. Direct assessment items will be included on the exit exam given to graduating sociology majors to directly test their knowledge of differences between social groups.
4. Apply theories	Benchmark was not achieved in the indirect assessment but was achieved in both direct assessments (the senior exit exam and the faculty rubric). Students have more knowledge about theory (based on the direct assessments) than they give themselves credit for (in the senior exit survey). This could reflect a level of intimidation or lack of confidence with theoretical material. To increase their confidence in their knowledge of theory, 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. Students are required to be engaged in the theory course material (SOCI 339) through papers and presentations on the major classical and contemporary theorists that not only summarize the theorist's ideas, but also apply those ideas to current social topics. A newly hired faculty member whose focus is theory is expected to help improve student scores over time.
5a. Student's ability to create a literature review and develop hypotheses.	Benchmark was not achieved according to the newly created indirect assessment item (senior exit survey) or the exit exam direct assessment. However, the benchmark and three-year target were achieved for the second direct assessment data (faculty rubric). Faculty will place a stronger emphasis in course lectures and research papers in the research-based courses to assist

	students with constructing their own literature reviews and hypothesis creation. Faculty will incorporate assignments that require students to read and interpret peer-reviewed journal articles and other academic works. Having experience reading and critically analyzing existing literature will allow them to learn to construct their own literature reviews for course papers.
5b. Collect and analyze data	Benchmark was achieved in all three assessments; three-year target was achieved based on both direct assessments (the exit exam and the faculty rubric). Faculty will continue to emphasize data collection methods in course lectures and assignments in the research-based courses to assist students with knowing how to choose 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 a research paper analyzing primary data in SOCI 403.
5c. Student's ability to interpret statistical results	Benchmark was achieved according to the indirect assessment (senior exit survey). Benchmark and three-year target were achieved based on the second direct assessment (faculty rubric). Though there was an improvement in scores for the first direct assessment (exit exam), students, on average, still fell short of the benchmark. Research-based courses (particularly SOCI 303 and 403) will continue to emphasize how to interpret statistical results for a variety of sociological topics through course lectures/assignments. Assignments in the research-based courses will ensure students know proper interpretations prior to completing final research papers so they can excel at writing the statistical portion of their papers. Direct assessment items on the exit exam will be evaluated and adjusted to ensure they properly reflect what students are expected to know. The exit exam is taken as a final exam in SOCI 496. At the time of taking this exam, students should have completed all other required coursework. However, some students have enrolled in SOCI 496 prior to the completion of SOCI 403, a key course in teaching/refreshing student knowledge of statistical interpretations. Through advising, faculty will ensure students have completed the appropriate courses prior to enrolling in SOCI 496.
5d. Technology use	Benchmark was not achieved. Course lectures and assignments aimed at teaching students how to use statistical software (specifically, SPSS) will continue in research-based courses. The exit exam is taken as a final exam in SOCI 496. At the time of taking this exam, students should have completed all other required coursework. However, some students have enrolled in SOCI 496 prior to the completion of SOCI 403, a key course in teaching/refreshing student knowledge of SPSS. Through advising, faculty will ensure students have completed the appropriate courses prior to enrolling in SOCI 496. An indirect assessment item will be included in the Senior Exit Survey to assess students' perceived level of preparedness on this SLO upon graduation.
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.

Appendix

EXIT EXAM
FOR SOCIOLOGY MAJORS

(Core courses only)

DEPARTMENT OF SOCIOLOGY
FRANCIS MARION UNIVERSITY
2019-2020

STUDENT ID #: _____

DATE: _____

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. Postmoderism
   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(n) ___ 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 following hypothesis: "Students who spend more hours studying 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 on average, the poverty rate for states is 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 remember that:
    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 to report their age using the following answer choices:

    (a)18 to 20   (b) 21 to 23   (c) 24 to 27   (d) 27 to 35

    The answer choices given above 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. When a researcher takes steps to ensure that a respondent's identity cannot be matched to their responses by others, they are protecting the respondent's:
    a. face validity.
    b. confidentiality.
    c. anonymity.
    d. informed consent.

22. If your p-value is .028, which level of significance would be reported?
    a. .10
    b. .05
    c. .01
    d. This p-value 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. What is your race/ethnicity? If you choose not to answer, skip to Question #32.
    a. White
    b. African American
    c. Hispanic
    d. Asian
    e. Other

32. What is your gender?
    a. Male
    b. Female
    c. Other
    d. Refuse to answer

33. Why did you decide to major in sociology?

    _____

    _____

34. What are your future career plans?

    _____

    _____

35. At what non-FMU email address can we reach you?

    _____

<p style="text-align:center">Senior Exit Survey for Sociology Students</p>

Introduction

As part of our effort to assess the strengths and weaknesses of our program, we are conducting surveys 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 surveying to protect your anonymity. **<u>Nowhere</u>** will your name be attached to any comment you make. Your individual responses will remain 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.

Please consider **all** of the sociology courses you have taken, and tell us how well you have been prepared in the following areas. After rating each area, please explain your rating so we can understand what went well and what did not go so well. Remember, we are asking about broad areas, rather than specific courses.

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

Response Set #1

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

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

    1   2   3   4   5   6

    Because? (please explain)

1.2   To understand sociological theories?

    1   2   3   4   5   6

    Because? (please explain)

1.3   To read and understand research articles in sociology journals?

    1   2   3   4   5   6

    Because? (please explain)

1.4   To write a summary of scholarly research studies and their findings?

   1   2   3   4   5   6

   Because? (please explain)

1.5   To communicate effectively, both written and orally?

   1   2   3   4   5   6

   Because? (please explain)

1.6   To analyze and interpret sociological data?

   1   2   3   4   5   6

   Because? (please explain)

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

   1   2   3   4   5   6

   Because? (please explain)

1.8   To understand differences within and across social groups?

   1   2   3   4   5   6

   Because? (please explain)

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

    1   2   3   4   5   6

    Because? (please explain)

1.10 To enter a graduate program after graduation?

    1   2   3   4   5   6

    Because? (please explain)

Part II: Course Quality & Offerings

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.

Response Set #2:

6=Excellent	3=Fair
5=Very Good	2=Poor
4=Good	1=Very Poor

2.1   The availability of course offerings in Sociology?

    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?

    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?

　　　1　　2　　3　　4　　5　　6

Because? (please elaborate)

2.4　The overall fairness of grading in your Sociology classes?

　　　1　　2　　3　　4　　5　　6

Because? (please elaborate)

2.5　The overall quality of the courses you took in Sociology at FMU?

　　　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?

Part III: Faculty Performance

Still using **Response Set #2** (1=Very Poor to 6=Excellent), 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?

　　　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.

    1   2   3   4   5   6

Because? (please elaborate)

3.3   The faculty's treatment of students in the classroom?

    1   2   3   4   5   6

Because? (please elaborate)

3.4   The faculty's approachability and availability?

    1   2   3   4   5   6

Because? (please elaborate)

3.5   Quality of academic advising from your Sociology professors?

    1   2   3   4   5   6

Because? (please elaborate)

3.6   Do you have any suggestions for improving advising?

Part IV: Program Strengths & Weaknesses

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 FMU?

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

4.5   What else would you like for us to know about your experiences in the sociology program?

Sociology Paper Rubric   **Paper # _____**

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			