IU Kokomo Sociology Program Assessment Report for 2005-2006

Preface
The IU Kokomo Sociology Program Assessment Report for the 2005-2006 Academic Year reflects a number of new developments regarding the IU Kokomo Sociology Program. First, this is the first year the Sociology Assessment Report was prepared using the newly developed "Assessment Plan for the IU Kokomo Sociology Program" (prepared in 2005 by the IUK resident sociology faculty). Second, this is the first year the Sociology Assessment Report was prepared according to the IU Kokomo Assessment Council-developed five-section "Format for Assessment Reports." Third, this is the first year the Sociology Assessment Report was prepared using the IU Kokomo Assessment Council-mandated terminology of "goals, student learning outcomes, components, performance characteristics, and benchmarks."

The IUK Sociology Program Assessment Report prepared last year (2004-2005) and reports prepared in previous years used the "Sociology Assessment Plan" the resident sociology faculty developed in 1995 and modified in 1998. The 2004-2005 Report and reports for previous years were organized according to the format used for Program Assessment Reports that were delivered to the IU Kokomo Faculty Senate Assessment Committee.

***********************************************************************

Format for Assessment Reports
(Developed by the IU Kokomo Assessment Council)

I. Brief Summary of the Sociology Assessment Plan
   A. Goals, Student Learning Outcomes, and the associated Components of the Outcomes Assessed in the 2005-2006 Academic Year.

1. The IUK Sociology Program began being monitored by the resident sociology faculty in 2005-2006 via the "Assessment Plan for the IU Kokomo Sociology Program" (APSP) prepared by the resident sociology faculty and delivered to the IU Kokomo Assessment Council June 28, 2005. The APSP is organized around 12 learning goals for sociology majors. These goals are based on and adapted from 12 "Learning Goals for the Sociology Major" developed by the American Sociological Association Task Force on the Undergraduate Major (Liberal Learning and the Sociology Major Updated: Meeting the Challenge of Teaching Sociology in the Twenty-First Century, 2004). The 12 learning goals adapted from the ASA Task Force were included in the Assessment Plan prepared in 2005. These goals were also included in a slightly revised version of the 2005 Assessment Plan titled, "Assessment Plan for the IU Kokomo Sociology Program 'Foundation Document' With Attachments." A copy of the revised Assessment Plan was delivered to the IU Kokomo Assessment Council May 3, 2006. (The 12 Learning Goals developed by the ASA Task Force were included in an Appendix attached to the original IU Kokomo Sociology Assessment Plan and also attached to the revised version of the Plan.)

2. In 2005-2006 the resident sociology faculty agreed to focus on assessment activities involving Learning Goals #1, #2, and #3 and the student learning outcomes and components that the faculty identified as related to these three goals. The assessment activities related to Learning Goals #1 and #3 occurred in one course: S252 Methods of Sociological Research; the assessment activities related to Learning Goal #2 occurred in one course: S340 Social Theory.
I. Brief Summary of the Sociology Assessment Plan (continued)

A. Goals, Student Learning Outcomes, and the associated Components of the Outcomes Assessed in the 2005-2006 Academic Year. (continued)


Goal #1: Students graduating with a sociology degree will be able to articulate the sociological perspective on human behavior.

A. Outcome #1: Describe how sociology differs from and is similar to other social sciences.

1. Component #1: Basic knowledge (describe the basic features of sociology as a scientific discipline).

2. Component #2: Comparison (compare how the basic features of sociology are similar to the approaches to social science knowledge taken by other social sciences such as psychology, political science, or anthropology.)

3. Component #3: Contrast (contrast how the basic features of sociology are different from the approaches to social science knowledge taken by other social sciences such as psychology, political science, or anthropology.)

B. Outcome #2: Apply the sociological imagination, sociological principles, and concepts to your own life.

1. Component #1: Basic knowledge (describe the sociological imagination and related sociological principles and concepts)

2. Component #2: Application (apply the sociological imagination and related sociological principles and concepts as the basis for interpreting selected personal experiences)

Goal #2: Students graduating with a sociology degree will be able to articulate the role of theory in sociology.

A. Outcome #1: Identify the role of theory in sociology.

1. Component #1: Define (theory)

2. Component #2 Application (explain how theory guides research in building sociological knowledge)
I. Brief Summary of the Sociology Assessment Plan (continued)

A. Goals, Student Learning Outcomes, and the associated Components of the Outcomes Assessed in the 2005-2006 Academic Year. (continued)


Goal #2: Students graduating with a sociology degree will be able to articulate the role of theory in sociology. (continued)

B. Outcome #2: Explain how theories reflect the historical context of the times and cultures in which they were developed.

   1. Component #1: Define (the meaning of historical and cultural context)

   2. Component #2: Identify (one or more sociological theories to use to illustrate connections between theory and historical & cultural contexts)

   3. Component #3: Explain (links between the theory selected and historical and cultural contexts)

C. Outcome #3: Explain how two or more sociological theories can be applied to at least one area of social reality.

   1. Component #1: Identify tenets (basic tenets of each of two theories selected)

   2. Component #2: Identify case features (key features of the relevant case selected, i.e., the area of social reality to be considered.)

   3. Component #3: Explain (how the basic tenets of each sociological theory apply to the key features of the relevant case--or area of social reality selected)

D. Outcome #4: Explain the meaning of “theoretical orientations” in sociology.

   1. Component #1: Identification (identify three basic theoretical orientations in sociology)

   2. Component #2: Comparison (compare two basic theoretical orientations in sociology in terms of similarities they share in common)

   3. Component #3: Contrast (contrast two basic theoretical orientations in sociology in terms of differences between them)
I. Brief Summary of the Sociology Assessment Plan (continued)

A. Goals, Student Learning Outcomes, and the associated Components of the Outcomes Assessed in the 2005-2006 Academic Year. (continued)


Goal #3: Students graduating with a sociology degree will be able to articulate the role of social research methods in sociology.

A. Outcome #1: Explain the role of research methods in building sociological knowledge.

1. Component #1: Identify the purposes of research methods in sociology.

2. Component #2: Identify basic methodological approaches used in sociological research.

3. Component #3: Describe the relationship between theory and research methods in sociological research.

4. Component #4: Describe how research methods contribute to the development of sociological knowledge.

B. Outcome #2: Explain how qualitative and quantitative research methods are used in sociological research.

1. Component #1: Identify the basic features of qualitative and quantitative research methods in sociology.

2. Component #2: Compare (explain how qualitative and quantitative research methods in sociology are similar)

3. Component #3: Contrast (explain how qualitative and quantitative research methods in sociology are different)

C. Outcome #3: Demonstrate a basic understanding of the research process.

1. Component #1: Define basic concepts related to sociological research methods. (e.g., causation, conceptualization, operationalization, measurement, sampling, data analysis, data interpretation, ethics)

2. Component #2: Demonstrate understanding of basic concepts (e.g., by successful completion of exams questions concerning basic concepts)

3. Component #3: Application (e.g., apply basic concepts by successfully completing application exercises)
I. Brief Summary of the Sociology Assessment Plan (continued)

A. Goals, Student Learning Outcomes, and the associated Components of the Outcomes Assessed in the 2005-2006 Academic Year. (continued)


Goal #3: Students graduating with a sociology degree will be able to articulate the role of social research methods in sociology. (continued)

D. Outcome #4: Design and carry out a research project (in an area of choice).

1. **Component #1:** Research Question (present the research question(s) to be addressed in the research project and explain why the question or questions is/are appropriate for sociological research.)

2. **Component #2:** Literature Review (identify and summarize findings from previous studies similar to the research project topic)

3. **Component #3:** Theoretical Orientation (summarize the theoretical approach that will guide the research project and cite relevant sources)

4. **Component #4:** Hypotheses (present the null and research hypotheses to be investigated in the research project)

5. **Component #5:** Operational Definitions (present operational definitions of the variables or concepts used in the research project)

6. **Component #6:** Sampling Procedure (identify the sample population, describe its size and characteristics and explain how it was selected)

7. **Component #7:** Research Design (identify and describe the research design used in the research project)

8. **Component #8:** Presentation of Data (present data summaries--e.g., tables or figures)

9. **Component #9:** Statistical Procedures (calculate statistical results using research data and appropriate statistical tests)

10. **Component #10:** Interpretation of Statistical Results (interpret statistical results and explain their meaning, e.g., accept or reject hypotheses?)

11. **Component #11:** Conclusions (discuss results in context of validity issues, strengths/weaknesses of the study, implications of the study for further research)

12. **Component #12:** References (complete listing of all sources used in preparing the research project)
I. Brief Summary of the Sociology Assessment Plan (continued)

A. Goals, Student Learning Outcomes, and the associated Components of the Outcomes Assessed in the 2005-2006 Academic Year. (continued)


Goal #3: Students graduating with a sociology degree will be able to articulate the role of social research methods in sociology. (continued)

E. Outcome #5: Critically assess a published research report.

1. Component #1: Identify a specific research report or article.

2. Component #2: Summarize the basic features of the article.

3. Component #3: Critique the article (identify weaknesses or flaws)

4. Component #4: Improvement Suggestions (explain how the article could have been improved)

******************************************************************************

I. Brief Summary of the Sociology Assessment Plan (continued)

B. For Each Component of the Outcome(s) assessed, describe the performance characteristics or criteria necessary for successful achievement.

C. Indicate a benchmark, that is, what percentage of students should successfully achieve the outcome in order for you to say the program is successful in helping students achieve this outcome.

D. For each outcome assessed, identify approximately when, where (e.g., in what courses), and how (i.e., through what activity) students demonstrated their achievement of the outcome.

******************************************************************************

Goal #1: Outcomes #1, #2 and related Components were assessed in S252 Methods of Sociological Research, 2006 Spring semester.

Goal #1.
Outcome #1, Component 1: Students demonstrated their achievement of the "basic knowledge" component of Outcome #1 by correctly answering questions on objective exams regarding the basic features of sociology as a scientific discipline.
I. Brief Summary of the Sociology Assessment Plan (continued)

B. For Each Component of the Outcome(s) assessed, describe the performance characteristics or criteria necessary for successful achievement.

C. Indicate a benchmark, that is, what percentage of students should successfully achieve the outcome in order for you to say the program is successful in helping students achieve this outcome.

D. For each outcome assessed, identify approximately when, where (e.g., in what courses), and how (i.e., through what activity) students demonstrated their achievement of the outcome. (continued)

Goal #1: Outcomes #1, #2 and related Components were assessed in S252 Methods of Sociological Research, 2006 Spring semester. (continued)

Goal #1.
Outcome #1, Component 1: (continued)
Artifacts/Objects: Selected questions from multiple choice exams (given on different occasions during the semester) that relate to the basic knowledge component of Outcome #1. (The specific questions used for this measure are included in Attachment 2.)

Performance Characteristics: A class average of 70 percent correct responses for the selected questions represented an acceptable "benchmark" level of performance.

Goal #1.
Outcome #1, Components #2, #3: Students demonstrated their achievement of the ability to compare and contrast how the basic features of sociology are similar to and different from the approaches to social science knowledge taken by other social sciences such as psychology, political science and anthropology by completing a course exercise requiring this activity.

Artifacts/Objects: A written course exercise requiring the comparison and contrast features noted in Components #2 and #3 was assigned and scored on a point value scale. (The specific exercise used for this measure is included in Attachment 2.)

Performance Characteristics: A class average of 70 percent of the available points for the course exercise represented an acceptable "benchmark" level of performance.

Goal #1.
Outcome #2, Component #1: Students demonstrated their achievement of the "basic knowledge" component of Outcome #2 by correctly answering questions on objective exams regarding basic features of the "sociological imagination/perspective" and related sociological principles and concepts.
I. Brief Summary of the Sociology Assessment Plan (continued)

B. For Each Component of the Outcome(s) assessed, describe the performance characteristics or criteria necessary for successful achievement.

C. Indicate a benchmark, that is, what percentage of students should successfully achieve the outcome in order for you to say the program is successful in helping students achieve this outcome.

D. For each outcome assessed, identify approximately when, where (e.g., in what courses), and how (i.e., through what activity) students demonstrated their achievement of the outcome. (continued)

Goal #1: Outcomes #1, #2 and related Components were assessed in S252 Methods of Sociological Research, 2006 Spring semester. (continued)

Goal #1.
Outcome #2, Component #1: (continued)
Artifacts/Objects: Selected questions from multiple choice exams (given on different occasions during the semester) that relate to the basic knowledge component of Outcome #2. (The specific questions used for this measure are included in Attachment 2.)

Performance Characteristics: A class average of 70 percent correct responses for the selected questions represented an acceptable "benchmark" level of performance.

Goal #1.
Outcome #2, Component #2: Students demonstrated their achievement of the ability to apply the "sociological imagination/perspective" and related sociological principles and concepts to selected personal experiences in their own life by completing a course exercise requiring this activity.

Artifacts/Objects: A written course exercise requiring the application feature noted in Component #2 was assigned and scored on a point value scale. (The specific exercise used for this measure is included in Attachment 2.)

Performance Characteristics: A class average of 70 percent of the available points for the course exercise represented an acceptable "benchmark" level of performance.
I. Brief Summary of the Sociology Assessment Plan (continued)

B. For Each Component of the Outcome(s) assessed, describe the performance characteristics or criteria necessary for successful achievement.

C. Indicate a benchmark, that is, what percentage of students should successfully achieve the outcome in order for you to say the program is successful in helping students achieve this outcome.

D. For each outcome assessed, identify approximately when, where (e.g., in what courses), and how (i.e., through what activity) students demonstrated their achievement of the outcome. (continued)

Goal #2: Outcomes #1, #2, #3, #4 and related Components were assessed in S340 Social Theory, 2005 Fall semester.

Goal #2.
Outcome #1, Components #1, #2: Students demonstrated their achievement of the ability to “define” and “apply” theory components (explain how theory guides research in building sociological knowledge) by completing some combination of: course exercises, (verbal and written work), definitions/identifications, essay questions.

Artifacts/Objects: Essay exam questions and/or verbal/written course exercises requiring the "define and application" features noted in Components #1 & #2 were assigned and scored on a point value scale. (The specific exam questions and/or exercises used for this measure are included in Attachment 1.)

Performance Characteristics: A class average of 70 percent of the available points for the exam questions or course exercises represented an acceptable "benchmark" level of performance.

Goal #2.
Outcome #2, Components #1, #2, #3: Students demonstrated their achievement of the ability to define historical and cultural context, identify relevant theories, and explain the links between theory and historical and cultural context by completing some combination of: course exercises, (verbal and written work), definitions/identifications, essay questions.

Outcome #2, Components #1, #2, #3.
Artifacts/Objects: Essay exam questions and/or verbal/written course exercises requiring the define, identify, and explanation features noted in Components #1, #2, #3 were assigned and scored on a point value scale. (The specific exam questions and/or exercises used for this measure are included in Attachment 1.)
I. Brief Summary of the Sociology Assessment Plan (continued)

B. For Each Component of the Outcome(s) assessed, describe the performance characteristics or criteria necessary for successful achievement.

C. Indicate a benchmark, that is, what percentage of students should successfully achieve the outcome in order for you to say the program is successful in helping students achieve this outcome.

D. For each outcome assessed, identify approximately when, where (e.g., in what courses), and how (i.e., through what activity) students demonstrated their achievement of the outcome. (continued)

Goal #2: Outcomes #1, #2, #3, #4 and related Components were assessed in S340 Social Theory, 2005 Fall semester.

Goal #2.
Outcome #2, Components #1, #2, #3. (continued)

Performance Characteristics: A class average of 70 percent of the available points for the exam questions or course exercises represented an acceptable "benchmark" level of performance. 

Goal #2.
Outcome #3, Components #1, #2, #3: Students demonstrated their achievement of the ability to identify (1) the "basic tenets" of two sociological theories, (2) a relevant "case" involving an area of social reality that can be interpreted in terms of the basic tenets of two sociological theories, and (3) apply the basic tenets of two sociological theories to a relevant "case" (an area of social reality) by completing some combination of: course exercises, (verbal and written work), definitions/identifications, essay questions.

Artifacts/Objects: Essay exam questions and/or verbal/written course exercises requiring the identification and application features noted in Components #1, #2, #3 were assigned and scored on a point value scale. (The specific exam questions and/or exercises used for this measure are included in Attachment 1.)

Performance Characteristics: A class average of 70 percent of the available points for the exam questions or course exercises represented an acceptable "benchmark" level of performance.
I. Brief Summary of the Sociology Assessment Plan (continued)

B. For Each Component of the Outcome(s) assessed, describe the performance characteristics or criteria necessary for successful achievement.

C. Indicate a benchmark, that is, what percentage of students should successfully achieve the outcome in order for you to say the program is successful in helping students achieve this outcome.

D. For each outcome assessed, identify approximately when, where (e.g., in what courses), and how (i.e., through what activity) students demonstrated their achievement of the outcome. (continued)

Goal #2: Outcomes #1, #2, #3, #4 and related Components were assessed in S340 Social Theory, 2005 Fall semester.

Goal #2.
Outcome #4, Components #1, #2, #3: Students demonstrated their achievement of the ability to (1) identify three basic theoretical orientations in sociology, (2) compare how two basic "theoretical orientations" in sociology are similar, and (3) contrast how two basic "theoretical orientations" in sociology are different by completing some combination of: course exercises, (verbal and written work), definitions/identifications, essay questions.

Artifacts/Objects: Essay exam questions and/or verbal/written course exercises requiring the identify, compare, and contrast features noted in Components #1, #2, #3 were assigned and scored on a point value scale. (The specific exam questions and/or exercises used for this measure are included in Attachment 1.)

Performance Characteristics: A class average of 70 percent of the available points for the exam questions or course exercises represented an acceptable "benchmark" level of performance.

Goal #3: Outcomes #1, #2, #3, #4, #5 were assessed in S252 Methods of Sociological Research, 2006 Spring semester.

Goal #3.
Outcome #1, Components #1, 2: Students demonstrated their achievement of the ability to identify (1) the purposes of research methods in sociology and (2) basic methodological approaches used in research by correctly answering questions on objective exams related to these issues.
I. Brief Summary of the Sociology Assessment Plan (continued)

B. For Each Component of the Outcome(s) assessed, describe the performance characteristics or criteria necessary for successful achievement.

C. Indicate a benchmark, that is, what percentage of students should successfully achieve the outcome in order for you to say the program is successful in helping students achieve this outcome.

D. For each outcome assessed, identify approximately when, where (e.g., in what courses), and how (i.e., through what activity) students demonstrated their achievement of the outcome. (continued)

Goal #3: Outcomes#1, #2, #3, #4, #5 were assessed in S252 Methods of Sociological Research, 2006 Spring semester. (continued)

Goal #3.
Outcome #1, Components #1, 2: (continued)
Artifacts/Objects: Selected questions from multiple choice exams (given on different occasions during the semester) that relate to Components #1 & #2 of Outcome #1. (The specific questions used for this measure are included in Attachment 2.)

Performance Characteristics: A class average of 70 percent correct responses for the selected questions represented an acceptable "benchmark" level of performance.

Goal #3.
Outcome #1, Components #3, #4: Students demonstrated their achievement of the ability to (1) describe the relationship between theory and research methods in sociological research and (2) describe how research methods contribute to the development of sociological knowledge by completing course exercises requiring these activities.

Artifacts/Objects: Written course exercises requiring the activities noted in Components #1 and #2 were assigned and scored on a point value scale. (The specific exercises used for this measure are included in Attachment 2.)

Performance Characteristics: A class average of 70 percent of the available points for the course exercises will represent an acceptable "benchmark" level of performance.
I. Brief Summary of the Sociology Assessment Plan (continued)

B. For Each Component of the Outcome(s) assessed, describe the performance characteristics or criteria necessary for successful achievement.

C. Indicate a benchmark, that is, what percentage of students should successfully achieve the outcome in order for you to say the program is successful in helping students achieve this outcome.

D. For each outcome assessed, identify approximately when, where (e.g., in what courses), and how (i.e., through what activity) students demonstrated their achievement of the outcome. (continued)

Goal #3: Outcomes #1, #2, #3, #4, #5 were assessed in S252 Methods of Sociological Research, 2006 Spring semester. (continued)

Goal #3. (continued)
Outcome #2, Component #1: Students demonstrated their achievement of the ability to identify the basic features of qualitative and quantitative research methods in sociology by correctly answering questions on objective exams related to this issue.

Artifacts/Objects: Selected questions from multiple choice exams (given on different occasions during the semester) that relate to Component #1 of Outcome #2. (The specific questions used for this measure are included in Attachment 2.)

Performance Characteristics: A class average of 70 percent correct responses for the selected questions represented an acceptable "benchmark" level of performance.

Goal #3. 
Outcome #2, Components #2, #3: Students demonstrated their achievement of the ability to (1) compare and (2) contrast how qualitative and quantitative research methods in sociology are similar and different by completing a course exercise requiring this activity.

Artifacts/Objects: Written course exercises requiring the activities noted in Components #2 and #3 were assigned and scored on a point value scale. (The specific exercises used for this measure are included in Attachment 2.)

Performance Characteristics: A class average of 70 percent of the available points for the course exercises represented an acceptable "benchmark" level of performance.
Goal #3: Outcomes #1, #2, #3, #4, #5 were assessed in S252 Methods of Sociological Research, 2006 Spring semester. (continued)

Goal #3. (continued)
Outcome #3, Components #1, #2: Students demonstrated their achievement of the ability to (1) define and (2) understand basic concepts related to sociological research methods by correctly answering questions on objective exams related to this issue.

Artifacts/Objects: Selected questions from multiple choice exams (given on different occasions during the semester) that relate to Components #1 and #2 of Outcome #3. (The specific questions used for this measure are included in Attachment 2.)

Performance Characteristics: A class average of 70 percent correct responses for the selected questions represented an acceptable "benchmark" level of performance.

Goal #3.
Outcome #3, Component #3: Students demonstrated their achievement of the ability to apply basic concepts related to sociological research methods by completing course exercises requiring this activity.

Artifacts/Objects: Written course exercises requiring the activity noted in Component #3 were assigned and scored on a point value scale. (The specific exercises used for this measure are included in Attachment 2.)

Performance Characteristics: A class average of 70 percent of the available points for the course exercises represented an acceptable "benchmark" level of performance.
I. Brief Summary of the Sociology Assessment Plan (continued)

B. For Each Component of the Outcome(s) assessed, describe the performance characteristics or criteria necessary for successful achievement.

C. Indicate a benchmark, that is, what percentage of students should successfully achieve the outcome in order for you to say the program is successful in helping students achieve this outcome.

D. For each outcome assessed, identify approximately when, where (e.g., in what courses), and how (i.e., through what activity) students demonstrated their achievement of the outcome. (continued)

*--------------------------------------------------------------------------------*

Goal #3: Outcomes#1, #2, #3, #4, #5 were assessed in S252 Methods of Sociological Research, 2006 Spring semester. (continued)

Goal #3. (continued)
Outcome #4, Components #1-#12: Students demonstrated their achievement of the ability to display the activities and skills associated with Components #1-#12 by completing course exercises requiring these activities and skills.

Artifacts/Objects: Written course exercises requiring the activities and skills noted in Components #1-#12 were assigned and scored on a point value scale. (The specific exercises used for this measure are included in Attachment 2.)

Performance Characteristics: A class average of 70 percent of the available points for the course exercises represented an acceptable "benchmark" level of performance.

Goal #3.
Outcome #5, Components #1, #2, #3, #4: Students demonstrated their achievement of the ability to "critically assess" a published research article. To do this had to: (1) identify a research article to be "critically assessed," (2) summarize the basic features of the article, (3) critique the article (identify weaknesses or flaws in the article), and (4) suggest how the article could be improved. (The components were assessed via a course exercise requiring the four activities noted above.)

Artifacts/Objects: A written course exercise requiring the activities noted in Components #1, #2, #3, #4 was assigned and scored on a point value scale. (The specific exercise used for this measure is included in Attachment 2.)

Performance Characteristics: A class average of 70 percent of the available points for the course exercise represented an acceptable "benchmark" level of performance.
II. Describe Who Assessed the Students' Work and the Methods and Procedures Used to Compare the Students' Work to the Performance Characteristics.

A. Who Assessed the Students' Work?

1. The assessment of the students' work in S340 Social Theory, 2005 Fall semester was conducted by Dr. Richard Aniskiewicz, Professor of Sociology.

2. The assessment of the students' work in S252 Methods of Sociological Research, 2006 Spring semester was conducted by Dr. Earl Wysong, Professor of Sociology.

B. Methods and Procedures Used to Compare the Students' Work to the Performance Characteristics?

1. S340 Social Theory: Assessment Methods and Procedures used by Dr. Aniskiewicz.

   a. In S340, Dr. Aniskiewicz developed a number of "Artifacts/Objects" associated with the Four learning Outcomes and related Components linked to Program Goal #2. These included exam identification items, essay exam questions, and class discussion questions. The artifacts/objects were assigned, evaluated, and scored by Dr. Aniskiewicz. The scoring was based on Dr. Aniskiewicz's professional evaluation of the extent to which the students' performances met the criteria Dr. Aniskiewicz established for satisfactory (or better) achievement of the components for each learning outcome. In general, the criteria consisted of baseline considerations regarding (for example), the extent to which student responses to the artifacts/objects, where appropriate, incorporated sufficient factual content, developed detailed explanations, made accurate conceptual distinctions, developed meaningful comparisons and contrasts, and provided complete answers to questions posed.

   b. At the individual level, the number and percent of possible points earned on each artifact/object by each student was determined by Dr. Aniskiewicz. This determination was made on the basis of, in Dr. Aniskiewicz's professional judgment, the extent to which each student's work met (or did not meet) the criteria he established as necessary to demonstrate satisfactory achievement of the learning outcomes. The scores achieved by individual students were aggregated and scores representing class averages (calculated as percentages) were used as the basis for comparing the students' work to the performance characteristics for all components that were linked to the four learning outcomes associated with Goal #2—as described in the Assessment Plan for 2005-2006 on pages 9-11 of this document.

   c. A class average of 70 percent (or more) of the possible points that could be earned by students for each artifact/object used in the assessment process demonstrated satisfactory (or better) achievement by students of the components for each learning outcome associated with Goal #2.

   d. The S340 Artifacts/Objects and related information on how these were used in the assessment process are included in Attachment 1.
II. Describe Who Assessed the Students' Work and the Methods and Procedures Used to Compare the Students' Work to the Performance Characteristics. (continued)

B. Methods and Procedures Used to Compare the Students' Work to the Performance Characteristics? (continued)

2. S252 Methods of Sociological Research: Assessment Methods and Procedures used by Dr. Wysong.

a. In S252, Dr. Wysong developed a number of "Artifacts/Objects" associated with the Two Learning Outcomes and related Components linked to Program Goal #1. Dr. Wysong also developed a number of Artifacts/Objects associated with the Five Learning Outcomes and related Components linked to Program Goal #3. For both Goals, the Artifacts/Objects included multiple choice questions embedded in S252 exams and a variety of S252 written exercises. The artifacts/objects were assigned, evaluated, and scored by Dr. Wysong. The scoring was based on Dr. Wysong's professional evaluation of the extent to which the students' performances met the criteria Dr. Wysong established for satisfactory (or better) achievement of the components for each learning outcome. For multiple choice exam questions, the criterion applied as a measure of student learning was the selection of the correct answer for each question included as part of the assessment process. Regarding written exercises, the criteria consisted of baseline considerations regarding (for example), the extent to which student responses to the artifacts/objects, where appropriate, incorporated sufficient factual content, developed detailed explanations, made accurate conceptual distinctions, developed meaningful comparisons and contrasts, or provided complete responses for each section of each exercise.

b. At the individual level, for multiple choice questions, each student's exam was scored based on the number of correct answers selected by each student. Students' answers to multiple choice questions related to assessment were aggregated by calculating the percentage of all class members that answered the assessment-related questions correctly.

c. At the individual level, for written exercises, the number and percent of possible points earned on each artifact/object by each student was determined by Dr. Wysong. This determination was made on the basis of, in Dr. Wysong's professional judgment, the extent to which each student's work met (or did not meet) the criteria he established as necessary to demonstrate satisfactory achievement of the learning outcomes. The scores achieved by individual students were aggregated and scores representing class averages (calculated as percentages) were used as the basis for comparing the students' work to the performance characteristics for all components that were linked to the two learning outcomes associated with Goal #1 and that were linked to the five learning outcomes associated with Goal #3. (The Goal #1 and Goal #3 learning outcomes and components were assessed via the procedures, artifacts/objects, and performance characteristics described in the Assessment Plan for 2005-2006 on pages 6-9 and 11-15 of this document.)
II. Describe Who Assessed the Students' Work and the Methods and Procedures Used to Compare the Students' Work to the Performance Characteristics. (continued)

B. Methods and Procedures Used to Compare the Students' Work to the Performance Characteristics? (continued)

2. S252 Methods of Sociological Research: Assessment Methods and Procedures used by Dr. Wysong. (continued)

d. For multiple choice questions used to assess learning outcomes and components associated with Goal #1 and Goal #3, a class average of 70 percent (or more) correct for each question (artifact/object) demonstrated satisfactory (or better) achievement by students of the components for each learning outcome associated with these goals.

e. For written exercises used to assess learning outcomes and components associated with Goal #1 and Goal #3, a class average of 70 percent (or more) of the possible points that could be earned by students for each artifact/object used in the assessment process demonstrated satisfactory (or better) achievement by students of the components for each learning outcome associated with Goal #1 and Goal #3.

f. The percentage of correct responses for multiple choice questions on S252 exams used in assessing student learning outcomes and the average class scores (percent of possible points) earned for S252 course exercises used in assessing student learning outcomes were calculated using the responses/scores for the 11 students who completed the S252 course in the 2006 spring semester. (Twelve students started the course, but one student withdrew in early March 2006.)

g. The S252 Artifacts/Objects and related information on how these were used in the assessment process are included in Attachment 2.

III. Description of Assessment Results

A. Describe the results of the assessment activities for each outcome. Indicate how the students performed on each outcome. Compare the level of students' performance to the benchmark for that outcome. Were expectations reached, exceeded, not reached?

Goal #1.
Outcome #1, Component 1: Students demonstrated their achievement of the "basic knowledge" component of Outcome #1 by correctly answering questions on objective exams regarding the basic features of sociology as a scientific discipline.

In S252, on Exam #1, two multiple choice questions related to basic knowledge about sociology as a scientific discipline. Of the 11 students who completed S252 (all sociology majors), 11 answered the first question correctly (100%) and 11 answered the second question correctly (100%). The students' performance for both questions exceeded the benchmark of 70% for Outcome #1, Component #1. (The multiple choice questions are included in Attachment 2.)
III. Description of Assessment Results (continued)

A. Describe the results of the assessment activities for each outcome. Indicate how the students performed on each outcome. Compare the level of students' performance to the benchmark for that outcome. Were expectations reached, exceeded, not reached? (continued)

Goal #1.
Outcome #1, Components #2, #3: Students demonstrated their achievement of the ability to compare and contrast how the basic features of sociology are similar to and different from the approaches to social science knowledge taken by other social sciences such as psychology, political science and anthropology by completing a course exercise requiring this activity.

In S252, students completed Exercise 1.0 which required them to compare and contrast sociology with other social sciences. For all 11 students, the average score earned for this exercise was 70% of the possible points. The students' performance matched the benchmark of 70% for Outcome #1, Components #2 and #3. (Exercise 1.0 is included in Attachment 2.)

__________________________________________

Goal #1.
Outcome #2, Component #1: Students demonstrated their achievement of the "basic knowledge" component of Outcome #2 by correctly answering questions on objective exams regarding basic features of the "sociological imagination/perspective" and related sociological principles and concepts.

In S252, on Exam #1, two multiple choice questions related to basic knowledge about the "sociological perspective" and related principles and concepts. Of 11 students, 10 answered the first question correctly (91%) and 10 answered the second question correctly (91%). The students' performance for both questions exceeded the benchmark of 70% for Outcome #2, Component #1. (The multiple choice questions are included in Attachment 2.)

__________________________________________

Goal #1.
Outcome #2, Component #2: Students demonstrated their achievement of the ability to apply the "sociological imagination/perspective" and related sociological principles and concepts to selected personal experiences in their own life by completing a course exercise requiring this activity.

In S252, students completed Exercise 1.1 which required them to apply the "sociological imagination" and related sociological principles to selected personal experiences in their own lives. For all 11 students, the average score earned for this exercise was 70% of the possible points. The students' performance matched the benchmark of 70% for Outcome #2, Component #2. (Exercise 1.1 is included in Attachment 2.)

(End Goal #1 and Related Outcomes/Components)
III. Description of Assessment Results (continued)

A. Describe the results of the assessment activities for each outcome. Indicate how the students performed on each outcome. Compare the level of students' performance to the benchmark for that outcome. Were expectations reached, exceeded, not reached? (continued)

Goal #2.

Outcome #1, Components #1, #2: Students demonstrated their achievement of the ability to "define" and "apply" theory components (explain how theory guides research in building sociological knowledge) by completing some combination of: course exercises, (verbal and written work), definitions/identifications, essay questions.

In S340, students "Defined/Identified" basic terms in Exam One, Part One. Students also applied theory components in Exam One, Part Two and Part Three. These features of Exam One related to Outcome #1, Components #1, and #2. There were 15 students in the class (11 sociology majors). The average score earned by the class for the relevant Exam One features noted was above 70% of the possible points. The students' performance exceeded the benchmark of 70% for Outcome #1, Components #1 and #2. (Essay Exam One is included in Attachment 1.)

Goal #2.

Outcome #2, Components #1, #2, #3: Students demonstrated their achievement of the ability to define historical and cultural context, identify relevant theories, and explain the links between theory and historical and cultural context by completing some combination of: course exercises, (verbal and written work), definitions/identifications, essay questions.

In S340, students completed Exam One, Part 2, Part 3, and Part 4 which related to Outcome #2, Components #1, #2, #3. A majority of the class (at least 10 of the 15 class members) adequately addressed these parts of Exam One. Dr. Anisikiewicz did not provide a specific percentage value for the average points earned by the class. However, in his comments regarding Outcome #2 and his "Conclusion" section (included in Attachment 1), he suggests the performance of the class as a group was satisfactory or better. (He also notes that students' performance in response to "discussion questions" relevant to Outcome #2, Components #1, #2, #3, "provide some indication of performance." ) These results indicate that the students' performance at least matched the benchmark of 70% for Outcome #2, Components #1, #2, #3. (Essay Exam One and copies of all "Discussion Questions" are included in Attachment 1.)

Goal #2.

Outcome #3, Components #1, #2, #3: Students demonstrated their achievement of the ability to identify (1) the "basic tenets" of two sociological theories, (2) a relevant "case" involving an area of social reality that can be interpreted in terms of the basic tenets of two sociological theories, and (3) apply the basic tenets of two sociological theories to a relevant "case" (an area of social reality) by completing some combination of: course exercises, (verbal and written work), definitions/identifications, essay questions.
A. Describe the results of the assessment activities for each outcome. Indicate how the students performed on each outcome. Compare the level of students' performance to the benchmark for that outcome. Were expectations reached, exceeded, not reached?

Goal #2. (continued)
Outcome #3, Components #1, #2, #3: (continued)
In S340, students completed Exam Three, of which Parts 3 and 4 directly relate to Outcome #3, Components #1, #2, #3. Dr. Aniskiewicz's comments for Exam Three are similar to those in the preceding section. That is, the students' performance at least matched the benchmark of 70% for Outcome #3, Components #1, #2, #3. (Essay Exam Three is included in Attachment 1.)

Goal #2.
Outcome #4, Components #1, #2, #3: Students demonstrated their achievement of the ability to (1) identify three basic theoretical orientations in sociology, (2) compare how two basic "theoretical orientations" in sociology are similar, and (3) contrast how two basic "theoretical orientations" in sociology are different by completing some combination of: course exercises, (verbal and written work), definitions/identifications, essay questions.

In S340, students completed Exam Two, Parts 3 and 4 and responded in class to relevant Discussion Questions (especially #3 from Dec. 7, 2005). These measures plus students' performance on Exam #3 and their responses to other relevant Discussion Questions relate to Outcome #4, Components #1, #2, #3 —as Dr. Aniskiewicz notes in his comments regarding this outcome. Dr. Aniskiewicz's comments regarding the students' performance on Exam Two, Parts 3 and 4, their responses to Discussion item #3 (plus their work on Exam #3 and their responses to other relevant Discussion Questions) are similar to those made in the last section on the preceding page. That is, the students' performance on Exam Two, Parts 3 and 4 and on Discussion item #3 (plus the other work noted) at least matched the benchmark of 70% for Outcome #4, Components #1, #2, #3. (Essay Exam Two is included in Attachment 1.)

(END GOAL #2 AND RELATED OUTCOMES/COMPONENTS)
****************************
Goal #3.
Outcome #1, Components #1, 2: Students demonstrated their achievement of the ability to identify (1) the purposes of research methods in sociology and (2) basic methodological approaches used in research by correctly answering questions on objective exams related to these issues.

In S252, on Exam #1, two multiple choice questions related to the "purposes of research methods in sociology." Of 11 students, 9 answered the first question correctly (82%) and 9 answered the second question correctly (82%). The students' performance for both questions exceeded the benchmark of 70% for Outcome #1, Component #1. (The multiple choice questions are included in Attachment 2.)
III. Description of Assessment Results (continued)
A. Describe the results of the assessment activities for each outcome. Indicate how the students performed on each outcome. Compare the level of students' performance to the benchmark for that outcome. Were expectations reached, exceeded, not reached? (continued)

Goal #3. (continued)
Outcome #1, Components #1, 2: (continued)
In S252, on Exam #2, three multiple choice questions related to the "basic methodological approaches used in research." Of 11 students, 9 answered the first question correctly (82%), 11 answered the second question correctly (100%), and 11 answered the third question correctly (100%). The students' performance the three questions exceeded the benchmark of 70% for Outcome #1, Component #2. (The multiple choice questions are included in Attachment 2.)

Goal #3.
Outcome #1, Components #3, #4: Students demonstrated their achievement of the ability to (1) describe the relationship between theory and research methods in sociological research and (2) describe how research methods contribute to the development of sociological knowledge by completing course exercises requiring these activities.

In S252, students completed Exercise 2.0 which required them to "describe the relationship between theory and research methods in sociological research" and which also required them to "describe how research methods contribute to the development of sociological knowledge." For all 11 students, the average score earned for this exercise was 70% of the possible points. The students' performance matched the benchmark of 70% for Outcome #1, Components #3 and #4. (Exercise 2.0 is included in Attachment 2.)

Goal #3.
Outcome #2, Component #1: Students demonstrated their achievement of the ability to identify the basic features of qualitative and quantitative research methods in sociology by correctly answering questions on objective exams related to this issue.

In S252, on Exam #2, four multiple choice questions related to the students' ability to "identify the basic features of qualitative and quantitative research methods in sociology." Of 11 students, 9 answered the first question correctly (82%), 11 answered the second question correctly (100%), 9 answered the third question correctly (82%), and 11 answered the fourth question correctly (100%). The students' performance on the four questions exceeded the benchmark of 70% for Outcome #2, Component #1. (The multiple choice questions are included in Attachment 2.)
III. Description of Assessment Results (continued)

A. Describe the results of the assessment activities for each outcome. Indicate how the students performed on each outcome. Compare the level of students' performance to the benchmark for that outcome. Were expectations reached, exceeded, not reached?

(continued)

Goal #3.

Outcome #2, Components #2, #3: Students demonstrated their achievement of the ability to (1) compare and (2) contrast how qualitative and quantitative research methods in sociology are similar and different by completing a course exercise requiring this activity.

In S252, students completed Exercise 10.0/13.0 which required them to "compare and contrast how qualitative and quantitative research methods in sociology are similar and different." For all 11 students, the average score earned for this exercise was 73% of the possible points. The students' performance slightly exceeded the benchmark of 70% for Outcome #2, Components #2 and #3. (Exercise 10.0/13.0 is included in Attachment 2.)

Goal #3.

Outcome #3, Components #1, #2: Students demonstrated their achievement of the ability to (1) define and (2) understand basic concepts related to sociological research methods by correctly answering questions on objective exams related to this issue.

In S252, numerous exam questions related to Outcome 3, Components #1 and #2. Six specific exam questions were selected to assess students' achievement of their ability "define and understand basic concepts related to sociological research methods." Three questions were drawn from Exam #1 and three questions were drawn from Exam #3. Of 11 students who answered the first group of three questions, 9 answered the first question correctly (82%), 9 answered the second question correctly (82%), and 11 answered the third question correctly (100%). Of 11 students who answered the second group of three questions, all 11 answered all three questions correctly (100%). The students' performance for the six questions exceeded the benchmark of 70% for Outcome #3, Components #1 and #2. (The multiple choice questions are included in Attachment 2.)

Goal #3.

Outcome #3, Component #3: Students demonstrated their achievement of the ability to apply basic concepts related to sociological research methods by completing course exercises requiring this activity.
III. Description of Assessment Results (continued)

A. Describe the results of the assessment activities for each outcome. Indicate how the students performed on each outcome. Compare the level of students' performance to the benchmark for that outcome. Were expectations reached, exceeded, not reached? (continued)

Goal #3. (continued)
Outcome #3, Component #3: (continued)
In S252, students completed several exercises related to Outcome #3, Component #3. Three specific exercises were selected to assess students' "achievement of the ability to apply basic concepts related to sociological research methods." These were: Exercises 4.8, 14.2, 14.5. For all 11 students, the average scores earned for each exercise were as follows: Exercise 4.8=85% (of 20 possible points), Exercise 14.2=77% (of 10 possible points), Exercise 14.8=70% (of 10 possible points). The students' performance on each exercise exceeded or matched the benchmark of 70% for Outcome #3, Component #3. (All 3 Exercises are included in Attachment 2.)

Goal #3.
Outcome #4, Components #1-#12: Students demonstrated their achievement of the ability to display the activities and skills associated with Components #1-#12 by completing course exercises requiring these activities and skills.

In S252, each student designed and completed a "Research Project" through which they demonstrated "their achievement of the ability to display the activities and skills associated with Outcome #4, Components #1-#12. The instructions for this project were included in the S252 Syllabus, pp. 6-7. The research project was valued at 100 points and each project was scored via the use of a 14 section "S252/Research Project Evaluation/2006" form which assessed each of the 12 components associated with Outcome #4. Of the 11 students who completed the Research Project, the average score earned was 74% (of 100 possible points). The students' performance on this project exceeded the benchmark of 70% for Outcome #4, Components #1-#12. (A copy of the S252 Syllabus and of the project "Evaluation Form" are included in Attachment 2.)

Goal #3.
Outcome #5, Components #1, #2, #3, #4: Students demonstrated their achievement of the ability to "critically assess" a published research article. To do this they had to: (1) identify a research article to be "critically assessed," (2) summarize the basic features of the article, (3) critique the article (identify weaknesses or flaws in the article), and (4) suggest how the article could be improved. (The components were assessed via a course exercise requiring the four activities noted above.)
III. Description of Assessment Results (continued)

A. Describe the results of the assessment activities for each outcome. Indicate how the students performed on each outcome. Compare the level of students' performance to the benchmark for that outcome. Were expectations reached, exceeded, not reached? (continued)

Goal #3. (continued)
Outcome #5, Components #1, #2, #3, #4: (continued)
In S252, students completed Exercise 5.2 which required them to "identify a research article to be "critically assessed," summarize the basic features of the article, critique the article (identify weaknesses or flaws in the article), and suggest how the article could be improved." For all 11 students, the average score earned for Exercise 5.2 was 85% (of 20 possible points). The students' performance exceeded the benchmark of 70% for Outcome #5, Components #1, #2, #3, #4. (Exercise 5.2 is included in Attachment 2.)

III. Description of Assessment Results (continued)

B. Describe how the faculty interpret these results. What do they mean? If necessary, to clarify your narrative, you may attach your data summary (not raw data) in an appendix.

1. Dr. Wysong and Dr. Aniskiewicz interpret the assessment results as supporting the conclusion that the goals, learning outcomes, and components assessed in the S252 and S340 courses are being met at or above the "satisfactory" benchmark levels described in the Assessment Plan.

2. Dr. Wysong and Dr. Aniskiewicz also interpret the assessment results as identifying content and skill areas where some changes in the S252 and S340 course materials could possibly improve student achievement levels for some learning outcomes and components. The following subsections provide examples of how selected results in both courses provide faculty with ideas for refining the courses in ways that might improve student learning.

a. S252. While the average class score for the S252 Research Project" was 74% (above the 70% benchmark for Goal #3, Outcome #4, Components #1-#12), this modest score suggests that changes in course content, presentation of material, and student activities (e.g., developing the projects in more stages, providing more feedback to students, and requiring more drafts to refine the projects) might improve the quality of the projects and the scores earned by students. Other possible changes in S252 might involve changing selected details and requirements for some exercises (e.g., Exercises 1.0, 1.1, 2.0, and 10.0/13.0)
III. Description of Assessment Results (continued)
B. Describe how the faculty interpret these results. What do they mean? If necessary, to clarify your narrative, you may attach your data summary (not raw data) in an appendix. (continued)

b. S340. Modest scores were earned by some students for some sections of each of the three S340 exams. Such scores most often occurred on those portions of the exams that required students to discuss highly abstract concepts, develop detailed theoretical comparisons, and interpret contextual issues. Modest student learning outcomes in these areas suggest the need to consider possible alternative instructional strategies that might enhance the ability of students to comprehend, process, and more fully understand the nuanced details of such complex topics.

3. The preceding two subsections illustrate that detailed findings embedded in the assessment results can and will serve as the basis for faculty reflection and discussions on how specific features of S252 and S340 might be changed in ways that would improve student learning outcomes. In this respect, the interpretation of results shades into the next section of this report: "Using Assessment for Program Improvement."

(End of Section III. Description of Assessment Results)

IV. Using Assessment for Program Improvement.

A. Explain the implications of the assessment results for the program.
   1. Are changes in the program indicated? If so, what kinds of changes?
   2. Are changes in the assessment plan indicated? If so, what kinds of changes

The resident sociology faculty view the assessment results for the program goals, related learning outcomes, and components as applied to the S252 and S340 courses in 2005-2006 in very positive terms. We view the assessment results described in this report as indicating that sociology students, in two of five key courses required for the major, are performing at or above the "satisfactory" benchmark levels established by the faculty in the Sociology Assessment Plan.

1. Given the assessment results reported in this document, the resident sociology faculty do not believe that any major changes in the Sociology Program are indicated at this time. However, as noted on the next page, the sociology faculty believe the assessment results may serve as the basis for developing "incremental changes" within specific courses, but such alterations are not viewed by the faculty as "program changes."

a. Since this is the first effort to assess the sociology program using a new Assessment Plan and a new reporting format, the sociology faculty believe the collection of additional data for student learning outcomes related to some of the other learning goals is essential to inform meaningful discussions on possible program changes. (Of course, if an Assessment Report identifies some glaring program weakness or problem, it would be incumbent upon the faculty to swiftly implement corrective changes.)
IV. Using Assessment for Program Improvement. (continued)

A. Explain the implications of the assessment results for the program. (continued)
   1. Are changes in the program indicated? If so, what kinds of changes?
   2. Are changes in the assessment plan indicated? If so, what kinds of changes

b. As noted in Section III-B (on pages 25-26), individual faculty members may determine that some changes may be useful in terms of how material covered in, for example, the S252 and S340 courses is organized and presented and in terms of how student performance and learning are evaluated. We view the possible changes that individual faculty members may make to "fine tune" selected features of these two courses as topics for reflection and discussion among all of the resident sociology faculty. If the faculty members who teach the S252 and S340 courses wish to modify various features of those courses as part of their efforts to further enhance student learning, the faculty members will be encouraged to introduce those changes in their courses, track their impact on student learning, and provide the results to the Sociology Assessment Coordinator so the results may be included in future program assessment reports.

c. As noted above, activities that result in minor alterations in how individual faculty members organize and teach their courses are viewed by the sociology faculty as "incremental changes" rather than "program changes." It is likely that each annual Assessment Report will provide insights that may result in incremental changes within courses. However, the faculty do not view changes made by individual faculty in individual courses as "program changes."

A. Explain the implications of the assessment results for the program. (continued)
   2. Are changes in the assessment plan indicated? If so, what kinds of changes

2. Given the assessment results reported in this document, the resident sociology faculty do not believe that any major changes in the Sociology Assessment Plan are indicated at this time. However, the faculty will need to develop procedures for disseminating assessment results to various constituencies. (see next section: Section V. Dissemination of Results)

(End of Section IV. Using Assessment for Program Improvement)

V. Dissemination of Results.

A. Describe how these results are being disseminated to faculty, staff, and students.

1. As noted on page one of this document, the Sociology Assessment Report for 2005-2006 is the first one prepared using the newly developed "Assessment Plan for the IUK Sociology Program" and it is the first one prepared that follows the IU Kokomo Assessment Council-developed five section "Format for Assessment Reports."
V. Dissemination of Results. (continued)

A. Describe how these results are being disseminated to faculty, staff, and students. (continued)

2. Each member of the IU Kokomo resident sociology faculty received a copy of this "Sociology Assessment Report for 2005-2006." A copy of the report was also provided to the IU Kokomo Assessment Council. Beyond these two groups, precisely how and in what form the sociology assessment results for 2005-2006 (and for subsequent years) will be disseminated to other constituencies (e.g., other faculty, staff, students, and perhaps the wider community) remains to be determined by the IU Kokomo resident sociology faculty. These are issues that the sociology faculty will seek to resolve in ongoing meetings focused on the discussion of program assessment issues. Discussions regarding procedures to facilitate the "dissemination of results" from in Annual Sociology Assessment Reports will be part of future meetings of the resident sociology faculty.
Assessment: S252 Methods of Sociological Research.
2006 Spring Semester

Earl Wysong, Ph.D.
Professor of Sociology

Multiple Choice Questions from S252 Exams used to assess Learning Outcomes and Components associated with Goal #1 and Goal #3

*****************************************************************************

Goal #1.
Outcome #1, Component #1: S252 Exam #1 (Two Questions)

1. According to lecture materials, the General Goals of Scientific Sociological Research include all of the following EXCEPT:
   (Answer=B, based on class lecture materials and class discussion)
   (100% answered correctly)

   A. Understanding Social Phenomena
   B. Approving Social Phenomena
   C. Explaining Social Phenomena
   D. Predicting Social Phenomena

2. Based on lecture materials and Reading 1.0, all of the following statements identify basic features of sociology as a scientific discipline EXCEPT:
   (Answer=C, based on class lecture materials, class discussion, and Reading 1.0)
   (100% answered correctly)

   A. Inquiry in the field of sociology is guided by scientific methods that include both qualitative and quantitative research techniques.
   B. Sociology is a discipline that attempts to understand how social forces outside of the individual shape peoples' lives, interests, behaviors, and life chances.
   C. Inquiry in the field of sociology seldom involves the use of theory to guide social research.
   D. Sociological research projects are often aimed at understanding how and why independent variables influence dependent variables.

*****************************************************************************
Assessment: S252 Methods of Sociological Research.
2006 Spring Semester (continued)

Multiple Choice Questions from S252 Exams used to assess Learning Outcomes and Components associated with Goal #1 and Goal #3 (continued)

******************************************************************************

Goal #1.
Outcome #2, Component #1: S252 Exam #1 (Two Questions)

1. According to lecture materials and Reading 1.0, the sociological perspective can be described as including three basic assumptions. Which one of the following statements is NOT one of these three assumptions?
   (Answer=A, based on class lecture materials, class discussion, and Reading 1.0)
   (91% answered correctly)
   
   A. Individuals are, for the most part, lacking in human agency.
   B. Individuals are, by their nature, social beings.
   C. Individuals are, for the most part, socially determined
   D. Individuals create, sustain, and change the social forms within which they conduct their lives.

2. According to information presented in Reading 1.0, the "sociological imagination" (developed by C. Wright Mills) involves several interrelated components. Which one of the following statements is NOT one of the components identified in Reading 1.0?
   (Answer=D, based on Reading 1.0)
   (91% answered correctly)

   A. To develop a sociological imagination requires a detachment from the taken-for-granted assumptions about social life and establishing a critical distance.
   B. The sociological imagination is the ability to see societal patterns that influence individuals, families, groups, and organizations.
   C. The sociological imagination is stimulated by a willingness to view the social world from the perspective of others
   D. With the sociological imagination, we begin to see solutions to social problems in terms of changing "problem people" rather than in terms of changing the structure of society.

*******************************************************************************
Assessment: S252 Methods of Sociological Research.  
2006 Spring Semester (continued)

Multiple Choice Questions from S252 Exams used to assess Learning Outcomes and Components associated with Goal #1 and Goal #3 (continued)

******************************************************************************

Goal #3.
Outcome #1, Components #1, #2: S252 Exam #1 (Two Questions)

1. Based on the text discussion regarding the purposes of research (Chapt. 4), we can safely conclude that reporting the frequency of church attendance would be most closely associated with the ______ purpose of research, but investigating why some people attend church and others don't attend church would be most closely associated with the ______ purpose of research.  
   (Answer=C, based on text reading, Chapter 4)  
   (82% answered correctly)

   A. exploratory/descriptive  
   B. qualitative/quantitative  
   C. descriptive/explanatory  
   D. explanatory/exploratory

2. Professor Wysong conducted a study which revealed that U.S. young adults in the early 2000s experienced significantly more downward mobility than U.S. young adults in the early 1980s. If Professor Wysong now wanted to find out WHY there was a significant increase in downward mobility among young adults in the early 2000s, he would have to design and complete a(n) ______.  
   (Answer=B, based on text reading, Chapter 4 and class discussion)  
   (82% answered correctly)

   A. Exploratory Study  
   B. Explanatory Study  
   C. Descriptive Study  
   D. Idiographic Study

******************************************************************************
Assessment: S252 Methods of Sociological Research.
2006 Spring Semester (continued)

Multiple Choice Questions from S252 Exams used to assess Learning Outcomes and Components associated with Goal #1 and Goal #3 (continued)

*******************************************************************************

Goal #3. (continued)
Outcome #1, Components #1, #2: S252 Exam #2 (Three Questions)

1. According to lecture materials, the research Wysong, Aniskiewicz, and Wright conducted regarding the DARE Program was an example of a _________________.
   (Answer=D, based on lecture materials and class discussion)
   (82% answered correctly)

   A. Solomon four-group design
   B. classical experiment
   C. double-blind experiment
   D. natural experiment

2. According to the text (Chapt. 9), survey research is probably the best method available to the researcher who is interested in _________________.
   (Answer=B, based on text reading, Chapter 9 and class discussion)
   (100% answered correctly)

   A. conducting exploratory research where individual persons will serve as the units of analysis
   B. collecting original data for describing a population too large to observe directly
   C. conducting descriptive research of patterns and trends concerning public buying habits of merchandise sold in retail stores
   D. collecting original data involving the content of mass media publications such as the New York Times

3. According to lecture materials, qualitative field research involves an emphasis upon observation and interpretation of social phenomena through _________________.
   (Answer=A, based on lecture materials and class discussion)
   (100% answered correctly)

   A. a subjective understanding of events or actions observed
   B. the use of survey questionnaires
   C. a quantitative analysis of events or actions observed
   D. an objective understanding of events or actions observed

*******************************************************************************
Multiple Choice Questions from S252 Exams used to assess Learning Outcomes and Components associated with Goal #1 and Goal #3 (continued)

Goal #3. (continued)
Outcome #2, Component #1: S252 Exam #2 (Four Questions)
1. According to the text (Chapt. 9), survey research is generally _________ on reliability and _________ on validity.
   (Answer=B, based on text reading, Chapter 9 and class discussion)
   (82% answered correctly)
   A. strong/strong
   B. strong/weak
   C. weak/strong
   D. weak/weak

2. According to the text (Chapt. 9), secondary analysis can allow researchers to pursue their research interests while avoiding _________.
   (Answer=C, based on text reading, Chapter 9 and class discussion)
   (100% answered correctly)
   A. the time and money required to analyze data with statistical computer programs
   B. errors in data collection that compromise reliability and validity
   C. the time and money required to conduct surveys
   D. the data analysis problems associated with high response rates

3. Based on the text discussion of "Qualitative Interviewing" (Chapt. 10), when using a qualitative interview research approach, the interviewer has a _________, but not a _________.
   (Answer=D, based on text reading, Chapter 10 and class discussion)
   (82% answered correctly)
   A. snowball sample/random sample
   B. specific set of questions/general plan of inquiry
   C. focus group/control group
   D. general plan of inquiry/specific set of questions

4. According to lecture materials and Chapt. 10, compared to surveys and experiments, qualitative field research measurements generally have _____ validity and _____ reliability.
   (Answer=B, based on lecture materials, Chapter 10 and class discussion)
   (100% answered correctly)
   A. more/more
   B. more/less
   C. less/less
   D. less/more
Assessment: S252 Methods of Sociological Research.
2006 Spring Semester (continued)

Multiple Choice Questions from S252 Exams used to assess Learning Outcomes and Components associated with Goal #1 and Goal #3 (continued)

Goal #3. (continued)
Outcome #3, Components #1, #2: S252 Exam #1 (Three Questions)

1. According to the text (Chapt. 2), hypotheses are derived from and are closest to which feature (or "element") of social theories?
(Answer=B, based on lecture materials, Chapter 10 and class discussion)
(82% answered correctly)

A. operational definitions
B. propositions
C. observations
D. concepts

2. Which type of study would best enable a researcher to assess changes that occur within the same group of students as a result of attending college for four years?
(Answer=D, based on text reading, Chapter 4 and class discussion)
(82% answered correctly)

A. cross-sectional
B. trend
C. cohort
D. panel

3. Based on the text readings (Chapt. 4), which of the following items is NOT one of the basic elements (or features) of a research proposal?
(Answer=E, based on text reading, Chapter 4 and class discussion)
(100% answered correctly)

A. A problem statement
B. A literature review
C. A description of data collection methods
D. A description of the subjects to be studied
E. A reductionism analysis

******************************************************************************
Multiple Choice Questions from S252 Exams used to assess Learning Outcomes and Components associated with Goal #1 and Goal #3 (continued)

Goal #3. (continued)
Outcome #3, Components #1, #2: S252 Exam #3 (Three Questions)

1. According to the text (Chapt. 14) and lecture materials, which measure of central tendency divides a distribution of values for a variable into two "halves" with about 50% above it and about 50% below it?
(Answer=B, based on text reading, Chapter 14, lecture material, and class discussion)
(100% answered correctly)

A. mode
B. median
C. marginal
D. mean

2. According to the text (Chapt. 16) and lecture materials, multiple regression is a statistical procedure that allows researchers to assess the combined and separate effects of several _______ variables upon a single _______ variable.
(Answer=A, based on text reading, Chapter 16, lecture material, and class discussion)
(100% answered correctly)

A. independent/dependent
B. dependent/independent
C. gamma/lambda
D. beta/R Square

3. According to the text (Chapt. 3), the chief responsibility of an "Institutional Review Board" is to ensure that _______.
(Answer=C, based on text reading, Chapter 3, and class discussion)
(100% answered correctly)

A. researchers will guarantee participants' anonymity and confidentiality
B. universities avoid legal liability if research harms participants
C. the risks faced by human participants in research are minimal
D. only voluntary participants are used as subjects for research

*******************************************************************************
Learning Goals For The Sociology Major

The sociology major should study, review, and demonstrate understanding of the following:

1. The discipline of sociology and its role in contributing to our understanding of social reality, such that the student will be able to: (a) describe how sociology differs from and is similar to other social sciences and give examples of these differences; (b) describe how sociology contributes to a liberal arts understanding of social reality; and (c) apply the sociological imagination, sociological principles, and concepts to her/his own life.

2. The role of theory in sociology, such that the student will be able to: (a) define theory and describe its role in building sociological knowledge; (b) compare and contrast basic theoretical orientations; (c) show how theories reflect the historical context of the times and cultures in which they were developed; and (d) describe and apply some basic theories or theoretical orientations in at least one area of social reality.

3. The role of evidence and qualitative and quantitative methods in sociology, such that the student will be able to: (a) identify basic methodological approaches and describe the general role of methods in building sociological knowledge; (b) compare and contrast the basic methodological approaches for gathering data; (c) design a research study in an area of choice and explain why various decisions were made; and (d) critically assess a published research report and explain how the study could have been improved.

4. The technical skills involved in retrieving information and data from the Internet and using computers appropriately for data analysis. The major should also be able to do (social) scientific technical writing that accurately conveys data findings and to show an understanding and application of ethical practice as a sociologist.

5. Basic concepts in sociology and their fundamental theoretical interrelations, such that the student will be able to define, give examples, and demonstrate the relevance of culture; social change; socialization; stratification; social structure; institutions; and differentiations by race/ethnicity, gender, age, and class.

6. How culture and social institutions operate, such that the student will be able to: (a) show how institutions interlink in their effects on each other and on individuals; (b) demonstrate how social change factors such as population or urbanization affect social structures and individuals; (c) demonstrate how and social structure vary across time and place and the effects of such variations; and (d) identify examples of specific policy implications using reasoning about social-structural effects.

*Demonstrate means that the student will be able to show or document appropriate mastery of the material and/or skills, and thus that this mastery can be assessed (with an exam, a presentation, by a portfolio, and so forth).
Learning Goals For The Sociology Major
(continued)

7. Reciprocal relationships between individuals and society, such that the student will be able to: (a) explain how the self develops sociologically; (b) demonstrate how social and cultural factors influence individual behavior and the self’s development; (c) demonstrate how social interaction and the self influence society and social structure; and (d) distinguish sociological approaches to analyzing the self from psychological, economic, and other approaches.

8. The macro/micro distinction, such that the student will be able to: (a) compare and contrast theories at one level with those at another; (b) summarize some research documenting connections between the two; and (c) develop a list of research or analytical issues that should be pursued to more fully understand the connections between the two.

9. In depth at least two specialty areas within sociology, such that the student will be able to: (a) summarize basic questions and issues in the areas; (b) compare and contrast basic theoretical orientations and middle range theories in the areas; (c) show how sociology helps understand the area; (d) summarize current research in the areas; and (e) develop specific policy implications of research and theories in the areas.

10. The internal diversity of American society and its place in the international context, such that the student will be able to describe: (a) the significance of variations by race, class, gender, and age; and (b) will know how to appropriately generalize or resist generalizations across groups.

Two more generic goals that should be pursued in sociology are:

11. To think critically, such that the student will be able to: (a) move easily from recall analysis and application to synthesis and evaluation; (b) identify underlying (assumptions in particular theoretical orientations or arguments; (c) identify underlying assumptions in particular methodological approaches to an issue; (d) show how patterns of thought and knowledge are directly influenced by political-economic social structures; (e) present opposing viewpoints and alternative hypotheses on various issues; and (f) engage in teamwork where many or different viewpoints are presented.

12. To develop values, such that the student will see: (a) the utility of the sociological perspective as one of several perspectives on social reality; and (b) the importance of reducing the negative effects of social inequality.