### 2014-2015 Social Sciences General Education Assessment Results and Closing the Loop Actions

#### Department: Sociology

Directions: For each department/program student learning outcome, the department will provide the following information on the results of assessment completed during this current academic year. What has been learned about curriculum, pedagogy, student learning? What percent of students – exceeded, met, approached, did not meet – the criteria of success? What specific actions will the department initiate for improvement (“Closing the Loop”), including budget requests? Enter this information in the table below. Submit this form at the end of each academic year during the three-year assessment cycle. This table has space for reports on only one outcome; copy it for additional outcomes in this report.

Results and Closing the Loop actions were discussed with faculty – Chair Signature:  
Faculty Present: EW, JF, AG, DC, TB

<table>
<thead>
<tr>
<th>Outcome assessed:</th>
<th>Specific Assignments/Task Evaluated in each course listed</th>
<th>Results of Assessment: n= ______ (total number of all assessments) [% Exceeding; Meeting/Approaching; Not Meeting Criterion of Success]</th>
<th>What was benchmark or criterion of success?</th>
</tr>
</thead>
</table>
| 1. Students will demonstrate an understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence and employment of mathematical analysis. | Total number of students assessed in the course – all sections (n): 95  
Percent exceeding: 64.21%  
Percent meeting: 22.11%  
Percent approaching: 8.42%  
Percent not meeting: 5.26% | At least 75% of students should meet or exceed expectations per the following definitions:  
A cumulative score of 80%+ exceeds expectations  
A cumulative score of 70% - 79% meet expectations  
A cumulative score of 60% - 69% approaches expectations  
A cumulative score of <60% does not meet expectations | Did you meet your benchmark? Yes |
| Soc 100.02 A & B, Introduction to Sociology (Copelton) | 10 multiple choice questions on methods | | |
Questions for General Education “S” assessment:

SLO 1: Methods

1. Dr. Anderson’s research has discovered that people living in racially diverse neighborhoods express less racial prejudice on a variety of issues when compared with people living in more racially segregated neighborhoods. But, she wants to know whether it is actually living in the neighborhood that is producing these attitudes or not. With which of the following issues is Dr. Anderson struggling?
   1. correlation vs. causation
   2. correlation vs. interpretation
   3. interpretation vs. causation
   4. hypothesis vs. theory
   5. theory vs. interpretation

2. One of the chief distinctions between different kinds of research methods is whether or not the data can be converted to numerical form. Which of the following best characterizes that distinction?
   1. qualitative vs. quantitative
   2. quantitative vs. altruistic
   3. altruistic vs. qualitative
   4. scientific vs. humanistic
   5. scientific vs. qualitative

3. Establishing a causal relationship between variables is more difficult than you might think. Scientifically proving that one aspect of social life CAUSES another requires that a researcher establish three separate things. What are the three elements necessary to prove causation?
   1. correlation, time order, ruling out of alternative explanations
   2. time order, theory, correlation
   3. theory, correlation, ruling out of alternative explanations
   4. ruling out of alternative explanations, confidence, theory
   5. confidence, theory, correlation

Actions to be taken as a direct result of assessment results (“Closing the Loop”):

Faculty will continue to stress methodological issues in the introductory course and to use a jointly developed data analysis exercise to give students some experience with generating and interpreting basic statistics.
4. Dr. Akboga is interested in the ways teenage girls in the U.S. interpret the images of girls and young women represented in U.S. magazines with the widest circulation. To study this, Dr. Akboga has spoken with 100 teenage girls age 13-15. Each of these 100 conversations took place in person, but Dr. Akboga did not interact with any of the girls again. Which of the following methods is Dr. Akboga using in this research?

1. Interview
2. content analysis
3. survey
4. field research, ethnography, or participant observation
5. experiment

6. Dr. Williams constructed a questionnaire asking for information about income, race, gender, education and more. He also asked questions concerning a variety of household behaviors like who prepares meals, who cleans, and what time people have to get up on a typical weekday. He mailed this questionnaire to 2,000 U.S. households asking them to complete it on their own time and mail it back in when they finish. Which of the following methods is Dr. Williams using in this research?

1. Survey
2. Interview
3. content analysis
4. field research, ethnography, or participant observation
5. experiment

6. Dr. Washington wants to determine if having a child is a career hindrance or career boost for men and women. Specifically, she proposes that having a child will boost men’s career advancement but hinder women’s. This proposal is also known as a/an:

1. Societal norm
2. Causal relationship
3. Positive relationship
4. Hypothesis
5. Independent variable

7. Social scientists would refer to relationship between education and income as a/an _____________ because we know that, on average, as education increases income increases as well.

1. positive relationship
2. negative relationship
3. significant relationship
4. insignificant relationship
5. average relationship
Use the following description to answer questions 8 through 10.

Dr. Gagne hypothesizes that there is a relationship between educational attainment and support for censorship. Specifically, she proposes that those with less education will be more likely than those with more education to believe that a book written by a racist should be removed from public libraries.

8. What is the independent variable?
   1. Racism
   2. Prejudice
   3. Educational attainment
   4. Censorship
   5. Public libraries

Table 1: Allow Racist Book in Library BY Highest Degree Earned (Percents)

<table>
<thead>
<tr>
<th></th>
<th>LT HIGH SCHOOL</th>
<th>HIGH SCHOOL</th>
<th>JUNIOR COLLEGE</th>
<th>BACHELOR</th>
<th>GRADUATE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remove</td>
<td>37.7</td>
<td>38.2</td>
<td>30.3</td>
<td>23.5</td>
<td>17.7</td>
<td>32.8</td>
</tr>
<tr>
<td>Do not Remove</td>
<td>62.3</td>
<td>61.8</td>
<td>69.7</td>
<td>76.5</td>
<td>82.3</td>
<td>67.2</td>
</tr>
<tr>
<td>Total Percent</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>(Total N)</td>
<td>(114)</td>
<td>(455)</td>
<td>(66)</td>
<td>(153)</td>
<td>(96)</td>
<td>(884)</td>
</tr>
</tbody>
</table>

9. Dr. Gagne’s results are presented in Table 1. Do her results support her hypothesis?
   1. Yes
   2. No
   3. There’s not enough information to say.
10. Dr. Gagne reports that her results are statistically significant at the .01 level. Would most social scientists regard these findings as merely a chance occurrence?
   1. Yes
   2. No
   3. There’s not enough information to say.

SLO 2: Major concepts, theories, etc.

1. Looking at 12 wealthy countries over fifty years, researchers have found that the higher the share of income concentrated among the top 10% of the population, the lower the average life expectancy and the higher the infant mortality rate. These results show that economic inequality has consequences for ____________.
   1. cross-national capital flows
   2. reproductive work
   3. the welfare state
   4. life chances

2. A well-known study of a kindergarten classroom asserts that the true purpose of school, at least in the early years, is to teach children how to follow rules, conform to a schedule, and obey a designated authority figure (i.e. the teacher). Thus, the study’s argument is that during the early years of schooling, children mainly learn the ________.
   1. student ethos
   2. educational status system
   3. student role
   4. foundations of math and language skills

3. Professor Smith was interested in determining whether, in a particular society, the same people who are privileged in terms of wealth are also privileged in terms of political power and in terms of status (i.e. prestige). In other words, she was interested in studying the society’s system of ____________.
   1. stratification
   2. socialization
   3. solidarity
   4. modernization

4. Professor Jones conducted a microsociological study of the gestures, jewelry, tattoos, and symbols that members of a street gang use to distinguish themselves from other gangs. His analysis most likely emphasizes ________.
   1. the prevalence of psychological illness within the gang
2. the costs and benefits of membership in a criminal organization
3. mechanisms of social control
4. the concept of subcultures

5. In U.S. society people are supposed to stay to the right when walking on sidewalks or driving on roads. This is a good example of:
   1. Material culture
   2. A social norm
   3. A cultural convention
   4. A manifest function
   5. A social institution

6. It is a commonplace observation that sometimes people with a particular social characteristic cluster into certain jobs. For example, nurses and kindergarten teachers are very likely to be female, while police officers are very likely to be male. This phenomenon is known as ________.
   1. the rationalization of work
   2. occupational investment
   3. efficiency bias
   4. occupational segregation

7. Extensive sociological research has established that it is extremely difficult for ex-convicts to find jobs, even when they are otherwise fully qualified. This is because a criminal record functions as a/an ________.
   1. indicator of skills and ability
   2. stigma
   3. way for employers to assess applicants’ race and gender
   4. legal impediment

8. Sociologists have produced several studies of the ways that people continuously seek to influence how they are perceived by others. For example, whether consciously or unconsciously, a doctor will often try to instill in her patients the belief that she is highly competent and extremely compassionate. This phenomenon is known as ___________.
   1. impression management
   2. customer influence
   3. psychological manipulation
   4. information asymmetry

9. Numerous studies of juvenile delinquency have asked whether a child is more likely to engage in behavior that violates social norms is he or she has friends who engage in such behavior. In these studies, the peer group is being evaluated as a/an ____________.
   1. emergent phenomenon
   2. substitute for familial influences
   3. source of self-definition
   4. agent of socialization
10. A man who enters the paid labor force as a taxi driver and later becomes a stock broker has experienced ________.
   1. Upward intergenerational mobility.
   2. Upward intragenerational mobility.
   3. Downward intragenerational mobility.
   4. Downward intergenerational mobility.
### 2014-2015 Social Sciences General Education Assessment Results and Closing the Loop Actions

**Department: Sociology**

Directions: For each department/program student learning outcome, the department will provide the following information on the results of assessment completed during this current academic year. What has been learned about curriculum, pedagogy, student learning? What percent of students – exceeded, met, approached, did not meet – the criteria of success? What specific actions will the department initiate for improvement (“Closing the Loop”), including budget requests? Enter this information in the table below. Submit this form at the end of each academic year during the three-year assessment cycle. This table has space for reports on only one outcome; copy it for additional outcomes in this report.

Results and Closing the Loop actions were discussed with faculty – Chair Signature:  
Faculty Present: EW, JF, AG, DC, TB

<table>
<thead>
<tr>
<th>Outcome assessed:</th>
<th>List all courses providing assessment data on this outcome (one row for each)</th>
<th>Specific Assignments/Task Evaluated in each course listed</th>
<th>Results of Assessment: n= _____ (total number of all assessments) [% Exceeding; Meeting/Approaching; Not Meeting Criterion of Success]</th>
<th>What was benchmark or criterion of success?</th>
</tr>
</thead>
</table>
| 2. Students will demonstrate knowledge of major concepts, models and issues of at least one discipline in the social sciences. | Soc 100.02 A & B, Introduction to Sociology (Copelton) | 10 multiple choice questions on key concepts | Total number of students assessed in the course – all sections (n): 95  
Percent exceeding: 78.95%  
Percent meeting: 11.58%  
Percent approaching: 6.32%  
Percent not meeting: 3.16% | At least 75% of students should meet or exceed expectations per the following definitions:  
A cumulative score of 80%+ exceeds expectations  
A cumulative score of 70% - 79% meet expectations  
A cumulative score of 60% - 69% approaches expectations  
A cumulative score of <60% does not meet expectations  
Did you meet your benchmark? Yes |
| | Soc 100.03 A & B, Introduction to Sociology (Bridges) | 10 multiple choice questions on key concepts | Total number of students assessed in the course – all sections (n): 102  
Percent exceeding: 61.76%  
Percent meeting: 14.71%  
Percent approaching: 14.71%  
Percent not meeting: 8.85% | Same as above  
Did you meet your benchmark? Yes |
Actions to be taken as a direct result of assessment results ("Closing the Loop"):  
Faculty will continue to stress core concepts issues in the introductory course and to provide multiple opportunities for students to master these via in-class exercises, written assignments, quizzes, etc.