



Department of Sociology 2022 Assessment Report

MISSION STATEMENT

The Department of Sociology is committed to offering students, the University, and the State of Montana the insights and techniques of sociological inquiry. Sociology is the systematic study of human societies, groups, and social relationships. Through teaching, scholarship, and service, the department stimulates discussion on significant social issues and contributes to the development of an informed public and informed public policy.

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

The following illustrates how the department's student learning objectives relate to UM's Priorities for Action:

1. Offer a basic grounding in sociology through courses in sociological theory, research methodology, and data collection and analysis. (Aligns with Foster Knowledge Creation and Innovation)
2. Give students an opportunity to explore and engage in a variety of substantive areas through exposure to content courses in general sociology, inequality and social justice, and criminology. (Aligns with Support Excellence and Innovation in the Curriculum, Partner with Place)
3. Encourage students to explore their social environment (including an interconnected global world) and apply sociology knowledge through guided research, internships, service learning, and independent study opportunities with a focus on our interconnected world. (Aligns with Engage Students Where They Are, Partner with Place)
4. Provide opportunities for students to demonstrate their ability to analyze and synthesize knowledge and skills learned throughout their experience in the Department of Sociology through a capstone course or senior-level writing-intensive seminar. (Aligns with Support Excellence and Innovation in the Curriculum, Foster Knowledge Creation and Innovation)
5. Facilitate faculty and student engagement in research and community service that enrich student learning and faculty member's ability to deliver a quality education in sociology. (Aligns with Foster Knowledge Creation and Innovation, Partner with Place)
6. Expand blended, low-residency, and online opportunities for students to gain sociological training at the undergraduate and graduate levels. (Aligns with Engage Students Where They Are, Partner with Place)

STUDENT LEARNING OUTCOMES and MEASUREMENT TOOLS

Student Learning Outcomes	2021 Sociology Proficiency Assessment ¹	2021 Senior Exit Survey	Fall 2022 summative assessments of 100- and 200-level courses	Review of student application of learning in internships
1. Understand the basic concepts, theories, and research methods used to study social phenomena	X		X	
2. Become acquainted with research in different fields within sociology, especially those at the core of the discipline	X	X	X	
3. Think sociologically about contemporary local, national, and global social issues		X		X
4. Know how to evaluate evidence and think critically and analytically about the relationship between the individual and society	X	X	X	
5. Apply sociological knowledge and methods to solve practical problems				X
6. Communicate effectively an understanding and analysis of social issues				X
7. For graduate students, identify social and sociological problems, collect evidence of those problems, analyze evidence, suggest solutions				X

¹ As projected in our 2020 assessment report, the department administered this tool and the Senior Exit Survey in spring 2021. The low response rate (7 students completed the survey out of a graduating class of ~40) was consistent with previous years. In recognition of this fact, the faculty decided to switch our department's assessment strategy to summative assessment of select courses. In fall 2022, we assessed learning in all of our 100- and 200- level courses using a short pre- and post-test survey about important course content. In spring 2023, we will continue summative conducting assessments of all 100- and 200-level SOCI courses and we will add summative assessments of our two upper division required courses (SOCI 318 – Sociological Research Methods and SOCI 455 - Classical Sociological Theory).

RESULTS and MODIFICATIONS

Student Learning Outcomes results	Modifications made to enhance learning
<p>The 2021 Sociological Proficiency Assessment suggested a few areas where sociology students' learning was modest, and in some cases weak. For the purposes of this report, we consider 70% or more students answering a question correctly on the Sociological Proficiency Assessment evidence of strong student learning. By this measure, student learning was weak in 12 areas of sociology measured by questions in the assessment tool. These questions focused on qualitative research, inductive reasoning, the theories of Emile Durkheim, and statistics. Of the statistics questions on the survey, students struggled the most with questions covering correlation, normal curves, and standard deviations.</p>	<p>If these results are replicated in the summative assessments of SOCI 202, 318, and 455 conducted in fall 2022 and spring 2023, we will share them with the faculty members who teach these courses and ask them to adjust the amount and type of coverage of these topics, and potentially their approach to teaching these topics in their courses, in order to improve student learning.</p>
<p>The 2021 Senior Exit Survey identified two aspects of our undergraduate program that sociology students were experiencing frustration with: access to classes and career preparation. While results from the survey should be interpreted carefully given the low response rate, students who completed the survey reported challenges getting access to the SOCI classes that they wanted when they wanted to take them. 71.43% reported delaying taking a sociology class they wanted to take because it wasn't being offered when they wanted to take it. 57.14% of respondents reported taking an alternative class because the sociology course they wanted to take wasn't being offered when they wanted to take it. Second, only 28.57% of survey respondents indicated that their sociology degree "definitely" prepared them for their post-graduation job or educational plans.² One student noted that "it's not super clear what kinds of jobs I can get with my degree...I feel like I can do anything with it, but I'm having a hard time putting an actual profession to the degree without having to go to more school." This is consistent with data collected during the department's criminology listening session (which was described in our 2020 assessment report).</p>	<p>The department has already addressed these findings. First, we participated in the campus-wide Strategic Enrollment Process in 2022 to try to secure resources necessary to grow our program and better serve our students. We drafted a new BA degree in criminology, and asked UM for seed funding for the program and for several new faculty hires in criminology. We were successful, and the newly funded BA, which is on track to launch in fall 2023, will provide students with access to: more sociology and criminology courses each semester, new criminology courses, and a variety of in-person and online sociology and criminology courses to choose from each semester. This will dramatically improve students' access to SOCI courses. Second, we developed a new class called "Careers in Criminology" that will help students prepare for the job market. The class will expose students to an array of careers available to individuals with BAs in criminology and sociology, explain the pathways into these careers, and introduce them to UM sociology alumni who work in the fields. Students in the class will prepare for post-graduation jobs by creating and/or revising their resumes, creating LinkedIn accounts and connecting with professionals in the fields that they want to work in, and/or participating in mock job interviews. The class will be offered for the first time in spring 2023.</p>
<p>Response rates for the 2021 Sociological Proficiency Assessment and the Senior Exit Survey were very low. This was not related to the pandemic. Response rates for both tools were also quite low pre-pandemic.</p>	<p>After reflecting on the response rate for these tools, and thinking more about the Freshman Entrance Survey that we proposed in our 2020 assessment report, the department decided to replace these tools with summative assessments of select SOCI courses (see Appendix C for more details). We are hopeful that these assessments will have higher response rates because they are embedded in individual classes. This will generate more assessment data, and more</p>

² It is important to note that no students reported that their sociology degree failed to prepare them. The remaining 71.43% of respondents indicated that their sociology degree prepared them "somewhat."

Student Learning Outcomes results	Modifications made to enhance learning
	robust assessment data for the department. We modeled these assessment tools after the summative assessment of SOCI 220 that was included in our 2020 assessment report. In fall 2022 we conducted summative assessments of all 100- and 200-level courses being offered that semester. We plan to continue assessing those courses in spring 2023, and to add assessments of our two upper division required courses (SOCI 318 – Sociological Research Methods and SOCI 455 - Classical Sociological Theory).
2022 summative assessments suggest strong student learning in our 100- and 200-level courses. For the purposes of this report, we consider gains of more than 10% on summative assessments evidence of strong student learning in that class. Students in SOCI 101 met this bar on all questions in the assessment for that class. Students in SOCI 202 (Social Statistics) and SOCI 220 (Race, Gender and Class) met this bar on all but one question, and students in SOCI 211 (Introduction to Criminology) met this bar on half of the questions. Questions that suggested weak student learning focused on positive associations, violent and property crime, and ethnicity. Student performance on the question about ethnicity in the SOCI assessment was the most concerning; at the end of the semester only 65.57% of students who completed the assessment answered that question correctly. In contrast, over 80% of students answered the other three questions that did not meet the 10% gain bar correctly on the post-tests. Two of those questions had correct answer rates hovering around 90% on the post-test.	We will share these results with the faculty members who teach these courses and ask them to consider adjusting the amount and type of coverage and potentially their approach to teaching the topics that students struggled with, in order to improve student learning in those classes.
Our review of student application of learning in internships for this report suggests that students are effectively applying sociological knowledge and methods to solve practical problems. This is consistent with our findings in the department’s 2020 assessment report.	The department will consider conducting a similar review of our upper division writing courses (SOCI 438, 441, and 488) and our graduate courses, to determine whether they are meeting this and other student learning objectives.

FUTURE PLANS FOR CONTINUED ASSESSMENT

1. The department will begin developing a plan to effectively and regularly assess student learning in our upper division writing courses (SOCI 438, 441, and 488) and in our graduate program. The student learning outcomes chart (above) and curriculum maps (Appendix E) illustrate the lack of systematic assessment happening in these two areas.
2. In spring 2023 the department will continue to conduct summative assessment on all 100- and 200- level classes, and will begin summative assessment of our two upper division required classes. As we add new courses to the curriculum, especially classes that support our new BA in criminology, the faculty will review those classes and decide which ones to conduct summative assessments of. Then we will establish goals for these assessments, as a group. In this report, we are using gains of more than 10% on all questions in a summative assessment tool as evidence of strong student learning in a class. We need to develop a more nuanced measure of success; one that takes into account the gains that are possible given student performance on the pre-test.

3. In response to student feedback provided during the department's criminology listening session in 2020 (described in our 2020 assessment report), we've begun a process to identify repetition in our courses. We have collected a list of all topics/theories covered in all of our current courses, and are constructing a spreadsheet that illustrates which courses cover which topics/theories. Once that spreadsheet is complete, we will dedicate an upcoming faculty meeting to discussing the spreadsheet and deciding, as a group, which topics/theories should not be repeated, which should, and of the topics/theories that we want to cover multiple times, we will decide which classes they should (and should not) appear in. Then we will revise our individual courses in response to those decisions.

APPENDICES

- A. Results from 2021 Sociology Proficiency Assessment
- B. Results from 2021 Senior Exit Survey
- C. Results from 2022 Summative Assessment of 100- and 200-level SOCI Classes
- D. Results from Review of Sociology Interns' Application of Learning
- E. Curriculum Maps for Sociology BA and MA Degrees

Appendix A: Results from 2021 Sociology Proficiency Assessment

Q2 - In The Division of Labor in Society, Durkheim used the term “organic solidarity” to refer to

#	Answer	%	Count
1	solidarity based on workers’ control over the means of production.	22.22%	2
2	solidarity based on interdependence.	33.33%	3
3	solidarity based on likeness.	33.33%	3
4	all of the above.	11.11%	1
	Total	100%	9

Q3 - Durkheim defines social facts as

#	Answer	%	Count
1	social phenomenon that is true and universally valid.	22.22%	2
2	rituals and symbols that provide for social solidarity within a community.	0.00%	0
3	the scientific knowledge base on which social and economic planning are formulated.	11.11%	1
4	conditions and circumstances external to the individual that, nevertheless, determine one’s course of action.	66.67%	6
	Total	100%	9

Q4 - According to Marx’s materialist conception of history, ideas or consciousness is determined by

#	Answer	%	Count
1	the fetishism of commodities.	11.11%	1
2	forms of legitimate authority.	0.00%	0
3	the forces and relations of production; what individuals produce and how they produce it.	88.89%	8
4	the conceptual categories through which we order experience.	0.00%	0
	Total	100%	9

Q5 - According to Marx, classes are groups of individuals who share a common position in relation to

#	Answer	%	Count
1	their religious affiliation.	0.00%	0
2	how they interpret the world.	12.50%	1
3	the forces of production.	75.00%	6
4	how they consume products.	12.50%	1
	Total	100%	8

Q6 - Weber defines rationalization as

#	Answer	%	Count
1	the tendency for an increasing number of individuals in modern societies to become more tolerant, educated, and well-rounded.	0.00%	0
2	the attempt on the part of capitalists to create divisions within the working class.	12.50%	1
3	an ongoing process in which social interaction and institutions become increasingly governed by methodical procedures, calculable rules, and impersonal practices.	87.50%	7
4	none of the above.	0.00%	0
	Total	100%	8

Q7 - Weber used the term "iron cage" to describe

#	Answer	%	Count
1	the Church prior to the Protestant Reformation.	0.00%	0
2	the dominance of capitalistic and bureaucratic structures and disenchantment of modern western society.	100.00%	8
3	the religious motivation that encourages individuals to pursue worldly success.	0.00%	0
4	monastic or religious asceticism (self-denial).	0.00%	0
	Total	100%	8

Q8 - A survey researcher assures her respondents that no one will be able to link them individually to any information that they report. Which ethical principle is she observing?

#	Answer	%	Count
1	privacy	0.00%	0
2	confidentiality	62.50%	5
3	anonymity	37.50%	3
4	none of the above	0.00%	0
	Total	100%	8

Q9 - All of the following must be included on an informed consent form except:

#	Answer	%	Count
1	the study's purpose and procedures.	0.00%	0
2	any risks or discomforts that subjects might experience.	0.00%	0
3	the specific hypotheses being tested.	87.50%	7
4	a guarantee of anonymity or confidentiality.	12.50%	1
	Total	100%	8

Q10 - Which term refers to the dependability or consistency of a measuring instrument?

#	Answer	%	Count
1	validity	37.50%	3
2	authenticity	0.00%	0
3	variability	12.50%	1
4	reliability	50.00%	4
	Total	100%	8

Q11 - An operational definition

#	Answer	%	Count
1	is a prediction deduced from a theory.	12.50%	1
2	refers to the popular, as opposed to scientific, meaning of a term.	12.50%	1
3	specifies the procedures used to measure a variable.	75.00%	6
4	is the research design followed when collecting data.	0.00%	0
	Total	100%	8

Q12 - Which of the following is not a type of probability sampling?

#	Answer	%	Count
1	cluster	12.50%	1
2	quota	50.00%	4
3	stratified	0.00%	0
4	systematic	37.50%	3
	Total	100%	8

Q13 - You should use stratified random sampling when:

#	Answer	%	Count
1	there is no list of elements in the population.	0.00%	0
2	the population contains small subgroups that must be represented in the sample.	71.43%	5
3	the population is homogenous.	0.00%	0
4	it is impractical to contact every person in the population.	28.57%	2
	Total	100%	7

Q14 - Which statement about survey research is correct?

#	Answer	%	Count
1	It is a better method than field research for describing the characteristics of a large population.	75.00%	6
2	In a survey it is appropriate to use emotionally charged language to get respondents to express their true opinions.	0.00%	0
3	Interviews should be like casual conversations to help respondents relax and open up.	25.00%	2
4	When asking questions about controversial issues, researchers should first inform their respondents about their own opinions on those matters.	0.00%	0
	Total	100%	8

Q15 - What does it mean to say that a correlation between two variables is spurious?

#	Answer	%	Count
1	The variables are not related to each other.	42.86%	3
2	The correlation is meaningless because of measurement error.	14.29%	1
3	The time order of the variables is unclear.	14.29%	1
4	The variables are correlated only because both are related to a third variable.	28.57%	2
	Total	100%	7

Q16 - What technique is the best way to find out if X is a cause of Y?

#	Answer	%	Count
1	experiment	100.00%	7
2	field observation	0.00%	0
3	survey research	0.00%	0
4	qualitative interviews	0.00%	0
	Total	100%	7

Q17 - In an experiment, the manipulated variable is the _____ variable.

#	Answer	%	Count
1	independent	71.43%	5
2	dependent	28.57%	2
3	confounding	0.00%	0
4	control	0.00%	0
	Total	100%	7

Q18 - The process of developing theory from specific observations is called

#	Answer	%	Count
1	qualitative research.	14.29%	1
2	deduction.	57.14%	4
3	inductive reasoning.	28.57%	2
4	secondary analysis.	0.00%	0
	Total	100%	7

Q19 - Which of the following best describes field research?

#	Answer	%	Count
1	Saturation occurs when observers become so immersed in the lives of the people they are studying that they lose their objectivity.	42.86%	3
2	Probability samples are rarely used.	14.29%	1
3	Most contemporary field research uses standardized measurement.	14.29%	1
4	The main reason for doing field research is to test hypotheses.	28.57%	2
	Total	100%	7

Q20 - Which statement about qualitative interviews is correct?

#	Answer	%	Count
1	Several subjects may be interviewed together, rather than one at a time.	42.86%	3
2	Interview questions are standardized and follow a strict order.	28.57%	2
3	Qualitative interviews cover a wide range of topics, but provide little depth on any particular issue.	14.29%	1
4	Qualitative interviews are better for collecting factual data than for learning about subjective feelings and interpretations.	14.29%	1
	Total	100%	7

Q21 - In which method are the researcher's personal characteristics most likely to influence the data being collected?

#	Answer	%	Count
1	survey research	14.29%	1
2	laboratory experiment	0.00%	0
3	field experiment	14.29%	1
4	qualitative interview	71.43%	5
	Total	100%	7

Q22 - A defining characteristic of the normal curve is that it is

#	Answer	%	Count
1	nonsymmetrical	0.00%	0
2	theoretical	33.33%	2
3	positively skewed	66.67%	4
4	negatively skewed	0.00%	0
	Total	100%	6

Q23 - Which measure of central tendency is affected by every score in the distribution?

#	Answer	%	Count
1	the mean	0.00%	0
2	the median	14.29%	1
3	the mode	0.00%	0
4	all of the above	85.71%	6
	Total	100%	7

Q24 - One key assumption of correlation analysis is that the variables have an essentially _____ relationship.

#	Answer	%	Count
1	linear	83.33%	5
2	non-linear	16.67%	1
3	curvilinear	0.00%	0
4	circular	0.00%	0
	Total	100%	6

Q25 - For the following three questions: In a class of 75 students, a survey was taken regarding the type of transportation students used to get to school finding that 24 students drove, 33 took public transportation, and 18 walked.

Q26 - What proportion of students drove?

#	Answer	%	Count
1	.45	0.00%	0
2	.68	0.00%	0
3	.56	0.00%	0
4	.32	100.00%	6
	Total	100%	6

Q27 - What percentage did not drive?

#	Answer	%	Count
1	26%	0.00%	0
2	48%	0.00%	0
3	68%	100.00%	6
4	32%	0.00%	0
	Total	100%	6

Q28 - What percentage of the class walked?

#	Answer	%	Count
1	42%	0.00%	0
2	24%	100.00%	6
3	37%	0.00%	0
4	22%	0.00%	0
	Total	100%	6

Q29 - Pie charts are particularly useful for what type of data?

#	Answer	%	Count
1	Nominal level data	83.33%	5
2	Ordinal level data	16.67%	1
3	Interval level data	0.00%	0
4	None of the above	0.00%	0
	Total	100%	6

Q30 - In a symmetrical distribution, what percent of the scores fall above the mean?

#	Answer	%	Count
1	34%	0.00%	0
2	68%	0.00%	0
3	95%	16.67%	1
4	50%	83.33%	5
	Total	100%	6

Q31 - In a normal distribution, approximately what percentage of the area under the curve is found between 1 standard deviation above and below the mean?

#	Answer	%	Count
1	68%	16.67%	1
2	95%	83.33%	5
3	99%	0.00%	0
4	100%	0.00%	0
	Total	100%	6

Appendix B: Results from 2021 Senior Exit Survey

Q36 - How many semesters did it take you to complete your undergraduate degree, including classes at UM and other higher education institutions?

#	Answer	%	Count
1	8-9	42.86%	3
2	10-11	28.57%	2
3	12-13	16.67%	1
4	14 or more	16.67%	1
	Total	100%	7

Q37 - Did you transfer to UM from another college or university?

#	Answer	%	Count
1	Yes (please explain below)	71.43%	5
2	No	28.57%	2
	Total	100%	7

If you answered yes, please explain:

- From Southern Oregon University
- I took dual-credit classes in high school.
- UNLV
- My first semester was at MSU-Bozeman (Dropped out) :P
- Washington University in St. Louis

Q38 - Did you ever have to delay taking a sociology course you wanted to take because it wasn't being offered?

#	Answer	%	Count
1	Yes (please explain below)	71.43%	5
2	No	28.57%	2
	Total	100%	7

If you answered yes, please explain:

- I don't remember what class it was, but I know a lot of classes are only offered spring or fall and not both. There were some classes I wanted to take but never ended up being offered.
- Only offered after graduation
- Not positive on what courses, but it was mostly because they were only offered at certain times.
- I was hoping to take sociology of poverty this last semester (s'all good though!)

Q39 - Did you ever have to take an alternate course because a sociology course you wanted to take wasn't being offered?

#	Answer	%	Count
1	Yes (please explain below)	57.14%	4
2	No	42.86%	3
	Total	100%	7

If you answered yes, please explain:

- I took a psychology class in place of a general sociology class elective because none were being offered that I hadn't already taken.
- Again, not sure which courses, but it was due to them not being offered at the time.
- I had to take 3 criminology classes this semester! Again, no big deal.

Q40 - What are your educational or career plans after graduation?

- As of now, I have been hired to work for the DNRC as a Wildland Firefighter.
- I plan to work at a non-profit, if possible. I want to maybe work in grant administration or other administrative positions. Not totally sure yet.
- I will be joining the Army, and commissioning this spring.
- Enter workforce.
- I am taking a gap year to work in a clinic that helps children with autism and also studying for the GRE. Then I will be taking the exam and applying to grad school.
- Oh man... Honestly, I'm not sure. I will be taking a break from school for the foreseeable future. I am starting to be comfortable not having career plans (they've never worked out lol), but we'll see if that changes.
- MSW

Q41 - Do you feel that your sociology degree prepared you for your post-graduation job or educational plans?

#	Answer	%	Count
1	Yes, definitely (please explain below)	28.57%	2
2	Yes, somewhat (please explain below)	71.43%	5
3	No, not really (please explain below)	0.00%	0
5	Not sure (please explain below)	0.00%	0
	Total	100%	7

If you answered “yes, definitely,” please explain:

- The professors definitely did a good job explaining the study of sociology, what it looks like, and how to apply it.

If you answered “yes, somewhat,” please explain:

- If I had stayed on the path I started on when I began college, this degree would have helped more. It still will have a positive effect I hope.
- It's not super clear what kinds of jobs I can get with my degree, and when people ask what I can do with it I have a hard time explaining. It's such a broad degree that I feel like I can do anything with it, but I'm having a hard time putting an actual profession to the degree without having to go to more school.
- The Army is a diverse place, and understanding why people operate the way they do will be extremely helpful.
- I have the ability to keep things in perspective now which is valuable, and I know I can complete something. I'm not sure if I will find a job that is specifically sociological, but I feel that I can apply what I've learned to most things.

Q33 - What is your gender? (fill in the blank)

#	Answer	%	Count
1	Female / woman	57.14%	4
2	Male / man	42.86%	3
3	Did not answer	0.00%	0
	Total	100%	7

Q34 - What is your age?

#	Answer	%	Count
1	21	28.57%	2
2	22	28.57%	2
3	23-27	28.57%	2
4	Above 27	16.67%	1
	Total	100%	7

Q42 - What is your race? (check all that apply)

#	Answer	%	Count
1	American Indian or Alaska Native	0.00%	0
2	Asian	0.00%	0
3	Black or African American	0.00%	0
4	Native Hawaiian or Other Pacific Islander	0.00%	0
5	White	100.00%	7
6	Other	0.00%	0
	Total	100%	7

Q43 - What is your ethnicity?

#	Answer	%	Count
1	Hispanic or Latinx	0.00%	0
2	Non-Hispanic or Non-Latinx	100.00%	7
	Total	100%	7

Appendix C: Results from 2022 Summative Assessments of 100- and 200-level SOCI Classes

Summative Assessment for SOCI 101 – Introduction to Sociology

This tool was administered as an ungraded five question pre- and post-test at the beginning and the end of the Fall 2022 semester. The pre-test took place during the 4th week of the semester and the post-test was administered during the final week of the semester.

Question 1: In the US, domestic violence, drunk driving, and sexual assault are violations of:

Correct Answer: Mores

	Pre-Test	Post-Test	Difference
Correct Answer:	16%	40%	+24%
Incorrect Answers:	84%	60%	

Question 2: Social structures are composed of:

Correct Answer: Statuses and roles

	Pre-Test	Post-Test	Difference
Correct Answer:	59%	90%	+31%
Incorrect Answers:	41%	10%	

Question 3: A(n) _____ is an accepted and persistent constellation of values, norms, statuses, and roles that respond to important societal needs.

Correct Answer: Institution

	Pre-Test	Post-Test	Difference
Correct Answer:	22%	34%	12%
Incorrect Answers:	78%	66%	

Question 4: A sociologist would find it impossible to create a list of all deviant acts because:

Correct Answer: Whether an act is deviant depends on the time and place in which the act is committed

	Pre-Test	Post-Test	Difference
Correct Answer:	64%	84%	+20%
Incorrect Answers:	36%	16%	

Question 5: Yesterday, you received a letter from Phi Beta Kappa, a national academic honor society. Because you have maintained a 3.95 grade point average, they have invited you to become a member. Should you accept their invitation, you will receive a lapel pin and a certificate of membership. Sociologists would refer to this as an example of:

Correct Answer: A positive formal sanction

	Pre-Test	Post-Test	Difference
Correct Answer:	41%	58%	17%
Incorrect Answers:	39%	42%	

Summative Assessment for SOCI 202 – Social Statistics

The pre-test and post-test were administered as ungraded quizzes on the course Moodle page. The pre-test took place during the 4th week of the semester and the post-test was administered during the final week of the semester.

Question 1: A Z-Score represents:

Correct Answer: The number of standard deviations from the mean

	Pre-Test	Post-Test	Difference
Correct Answer:	57.14%	78.57%	+21.43%
Incorrect Answers:	42.86%	21.43%	

Question 2: What does it mean if we say that the results are “statistically significant”?

Correct Answer: The results do not appear to be due to sampling error or chance

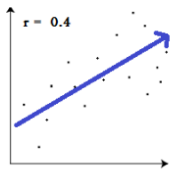
	Pre-Test	Post-Test	Difference
Correct Answer:	28.57%	50%	+21.43%
Incorrect Answers:	71.43%	50%	

Question 3: Which statistical test would you use to determine if a sample statistic is significantly different than a known parameter?

Correct Answer: One-Sample T-Test

	Pre-Test	Post-Test	Difference
Correct Answer:	14.29%	75%	+60.71%
Incorrect Answers:	85.71%	25%	

Question 4: Which of the following best describes the relationship depicted in the figure (below)?



Correct Answer: A Positive Association

	Pre-Test	Post-Test	Difference
Correct Answer:	82.14%	89.29%	+7.15%
Incorrect Answers:	17.86%	10.71%	

Question 5: Interpret the following output of a Chi-Square test (below). What can we tell from the information provided?

0=Female, 1= Male * 0=not first gen; 1= First Gen
Crosstabulation

Count

		0=not first gen; 1= First Gen		Total
		0	1	
0=Female, 1= Male	0	30	5	35
	1	11	3	14
Total		41	8	49

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.373 ^a	1	.541		
Continuity Correction ^b	.034	1	.855		
Likelihood Ratio	.368	1	.550		
Fisher's Exact Test				.672	.412
Linear-by-Linear Association	.366	1	.545		
N of Valid Cases	49				

a. 1 cells (.25.0%) have expected count less than 5. The minimum expected count is 2.29.
b. Computed only for a 2x2 table

Correct Answer: There is no statistically significant relationship between sex and being a first-generation student.

	Pre-Test	Post-Test	Difference
Correct Answer:	39.29%	78.57%	+38.28%
Incorrect Answers:	60.71%	21.43%	

Summative Assessment for SOCI 211 – Introduction to Criminology

These items were provided to students on Moodle. They received a participation grade for completing the assessment. They were told to answer the questions to the best of their ability but to not research any answers and that they would not be graded on the accuracy of their responses.

The intention was to have the pre-test distributed at the start of the semester. However, during this initial piloting of the assessment, the pre-test assessment was made available to students on September 29, at the end of week 5, and the post-test assessment was made available to students in the last week of the semester. Two of the items (questions 2 and 4) addressed knowledge that had been covered in class by this point in time.

69 students completed the pre-test and 107 students completed the post-test.

Question 1: What are the two best theoretical predictors of criminal behavior? (select 2)

Correct Answer: Low self-control and criminal peers

	Pre-Test	Post-Test	Difference
Correct Answer:	8.7%	29.9%	+21.2%
Incorrect Answers:	91.3%	70.1%	

Question 2: Most violent crime tends to be:

Correct Answer: Intra-racial (within race, meaning that offender and victim are the same race)

	Pre-Test	Post-Test	Difference
Correct Answer:	79.7%	82.2%	+2.5%
Incorrect Answers:	20.3%	17.8%	

Question 3: How do the costs of white-collar crime compare to the costs of street crime (i.e., violent crime and property crime)?

Correct Answer: White-collar crime has greater costs in terms of both loss of life/injury and financial losses compared to street crime.

	Pre-Test	Post-Test	Difference
Correct Answer:	23.2%	74.8%	+51.6%
Incorrect Answers:	76.8%	25.2%	

Question 4: The criminals committing violent and property crime tend to be: (select all that apply)

Correct Answer: Male, Young (teens and young adults)

	Pre-Test	Post-Test	Difference
Correct Answer:	89.9%	92.5%	+2.6%
Incorrect Answers:	10.1%	7.5%	

Summative Assessment for SOCI 220 – Race, Gender and Class

This assessment tool was administered in as an ungraded course activity in week 1 and the last week of the semester. The tool was administered in class and students completed it during class time. The pre-test was administered on paper and the post-test was administered in person using a QR code that linked to a Qualtrics survey that students completed on their phones or laptops. 90 students completed the pre-test and 62 students completed the post-test.

Question 1: In the U.S., a person’s class (socioeconomic status) is most strongly influenced by:

Correct Answer: Their parent’s class background

	Pre-Test	Post-Test	Difference
Correct Answer:	60%	75.81%	+15.81%
Incorrect Answers:	40%	24.19%	

Question 2: To figure out a stranger’s race, you need to know their:

Correct Answer: None of the above

	Pre-Test	Post-Test	Difference
Correct Answer:	17%	38.71%	+21.17%
Incorrect Answers:	83%	61.29%	

Question 3: When expectant parents in the U.S. throw gender reveal parties, they’re actually trying to find out their child’s:

Correct Answer: Sex assigned at birth

	Pre-Test	Post-Test	Difference
Correct Answer:	73%	93.55%	+20.55%
Incorrect Answers:	27%	6.45%	

Question 4: To figure out a stranger's ethnicity, you need to know their:

Correct Answer: Nationality/Country of origin

	Pre-Test	Post-Test	Difference
Correct Answer:	57%	65.57%	8.57%
Incorrect Answers:	43%	34.43%	

Appendix D: Results from Review of Sociology Interns' Application of Learning

Students enrolled in SOCI 498 and SOCI 590, the department's undergraduate and graduate internship courses, complete weekly reflection exercises to help them identify what they're learning in their internships. Each week they complete short writing assignments in response to a prompt, post their assignments to a Moodle forum, read each other's assignments, and respond to two or three of their fellow students' assignments. The topics of the weekly assignments are wide-ranging and include topics such as:

- Identifying your motivations
- Understanding the professional expectations at your internship site
- How do you manage emotions in professional settings?
- How do you handle criticism in professional settings?

One of the weekly reflection assignments asks students to apply a sociological concept or theory to their internship, or vice versa. Students' responses to this prompt provide excellent insights into how often, and how deeply, students are applying the sociological knowledge that they've gained in their UM classes to the real world. Below is the assignment prompt:

- *How are you integrating sociological knowledge into your internship?* Before you start writing your post, spend a few minutes reflecting on the sociology and/or criminology courses that you've taken at UM (or at other colleges). Use the following questions to guide your reflection: Which of these courses have been most interesting to you intellectually? Why? Which of these courses have been most interesting to you on a personal level? Why? Which of these courses exposed you to the newest perspectives and worldviews? How did that do that? Once you've completed this reflection exercise, write a post describing how you're integrating sociological knowledge in your internship, and vice versa. First, write about a specific concept or theory that you learned about in one of your sociology or criminology classes that is directly relevant to your internship. What makes the concept or theory relevant to your internship? Have you referenced it, or draw upon it, in your internship this semester? If so, when/how did you do this? If not, why not? Next, write about a specific internship experience that you've had that is directly relevant to one of your sociology or criminology classes. If you've drawn upon it in one of your class discussions or assignments, what motivated you to do so? If you haven't done this, write about a specific internship experience that you could have drawn upon in one of your sociology or criminology class discussions or assignments. What made you hesitant to draw upon your internship experience in a class?

Below is a sampling of student response to this prompt, lightly edited for clarity, with identifying information removed to ensure students' confidentiality.

Sample of Fall 2021 student responses to integration of sociological knowledge assignment prompt

- Symbolic interactionist theory is a micro-level sociological theory that focuses on the relationships and interactions between people within a society. The way these people communicate within their relationship is said to be related to how they make sense of their social worlds. The perspective relies on the symbolic meaning that people build/develop through social interaction. It is said that people behave based on what they believe and not just what is objectively true. Having said this, society is based on the socially constructed ideas that take place through human interpretation.

The symbolic interactionist theory can be applied to my internship at [agency name redacted] because it focuses on relationships that take place within a society and then looks at how those relationships/interactions relate to people's view on their social worlds. Police officers have a special role in our society because they are the ones who keep it

running...on a day-to-day basis. Officers interact with many people throughout the day, all of which are important, and often form relationships with those people (whether that be other officers, volunteers, inmates, etc.) One interaction that immediately popped into my head is that of police officers and the homeless. This is such an important interaction because it can change the way homeless people see and think of police officers which in turn could shape the way they see and think of our society. This is just one of the many possible examples of important interactions that take place in the department.

- A sociological concept that could be applied to my internship experiences is structural functionalism. This concept revolves around the idea that society is complex and that crime is a vital aspect to keep society working efficiently. Durkheim believed that no matter how a society was made there would always be crime because it serves a specific function in society.

This can be applied to my internship based on the interactions I have experiences with a variety of systems inside [agency name redacted]. I have seen how crime shapes a society, or community specifically, through working with stolen or lost bikes. Many people in Missoula own a bike and many of those people will [lose] or [have] their bikes stolen at some point while living in Missoula. We have an astronomical [number] of bikes that are processed through our system and then dealt with accordingly. If a bike is stolen, we not only aim to return it to the original owner but we also attempt to track down who took the bike. [If] it is the same perpetrator who is stealing and stripping bikes for anything worthwhile, [that] can help the officers find them. I can see how crime is somewhat essential to a society or community because many bike owners around Missoula are made aware of the [number] of bikes stolen which leads them to register their bikes with [agency name redacted]. If people register their bikes and they get stolen and wind up in our garage it is so easy to track down the original owners and return the bike. However, if people do not register their bikes, they typically end up going to auction. The crime of stealing someone else's property has a function of guiding people to register their bikes to make sure they get their bikes back swiftly. There are probably better examples with more interesting crimes that I will encounter later in my internship, but from what I have experienced with lost/stolen property I can see how crime can entice people to do the right thing like register their property.

Sample of Spring 2022 student responses to integration of sociological knowledge assignment prompt

- The sociological theory learned that would best fit in this discussion would be, Weber's process of rationalization. This process includes centralization, bureaucratization, and professionalism where things become more rule-based. Centralization is when practices are universalized from central authority. Professionalism is when more people within the system have some sort of training or expertise. Lastly, bureaucratization is when treatment is not personalized but based upon policies and benchmarks.

While this theory mainly focuses on the rationalization of punishment, I think that Weber's process can easily translate over to my experience. In the medical world, things must be professionalized, allowing proper care and treatment to be efficient. Additionally learning about the Incident Command System that every agency in public safety must have, follows the centralization of this process. On the other hand, bureaucratization may be talking about criminal treatment, but when relating it to my experience, we cannot treat patients with personalized care. We have to have equal patient care and follow our policies established. This process of rationalization in my experience is noticed not only in the agency I work for, but all the agencies I have an opportunity to work with. Understanding this rationalization helps me realize the importance of providing equal care to my patients and not allow emotion effect individualized care.

Sample of Summer 2022 student responses to integration of sociological knowledge assignment prompt

- When thinking about my internship and the population I work with, the first theory that comes to mind is labeling theory. This theory depicts the idea that people will act in a certain way because of how they are labeled within society. For example, if an individual is labeled a criminal, offender or deviant, then they feel like they are only ever viewed and treated as a criminal, offender or deviant, so they feel it is useless to act in any other way. These actions lead to poor actions and recidivism.

Within my internship, I have seen [agency name redacted] act in this way without right out saying that they give up. They show poor judgment and use excuses like “it’s hard to get a job because no one want to hire a felon” or “I can’t find a place to live because of my record.” Additionally, during my experience here I have heard clients in a situation where [their] drug test is positive and deny use [and say] “if they won’t believe I’m not using, I’m just going to use anyway and show them what a drug addict is.” This is a direct response to their [being] labeled a drug addict. Overall, labeling is being changed in many ways. Just the other day I was told [when] talking about clients in case notes not to use the word “subject” or “offender” but using their preferred name, as it doesn’t dehumanize and label them as much.

Sample of Fall 2022 student responses to integration of sociological knowledge assignment prompt

- Throughout my sociology and criminology classes I have learned about many theories, but one in particular that I have noticed [is very relevant to] my internship is social learning theory. This theory states that people learn about crime and form their opinions and actions around crime and law based from those in their social circle. This theory also attempts to explain...why some commit crime and some don’t.

Social learning theory is extremely relevant within my internship because many of the conditions imposed on clients [assume] that if they are around others who partake in criminal behavior, it can increase the risk that the client will recidivate...One of the conditions the court imposes [on] those being released is that the client must avoid communication or interaction with others who are engaged in criminal activity and those who are felons. If they do, they can be revoked for violating their conditions. At the [agency name redacted] we do pre-trial Interviews with the clients to get a good understanding of who they are, their community ties, living situation, and mental and physical health. We look into friends and family as well to see if they have good relationships and support in addition to seeing if they have significant ties to individuals with a criminal history. If the client is living with someone who has an extensive criminal, drug, or violent history in their records it can prevent the client from being released back to that residence pre-trial and post-conviction. The officers have to approve the residence [by showing] that there are no weapons, drugs, and felons among many other requirements and if the location is not approved, the client cannot be released until they can find a suitable residence that complies with their conditions. In one specific situation I remember, a client had been caught using illegal substances with someone who was previously convicted of a felony at a location they were not approved to reside at. This reaffirms the reasons for the condition but also alludes to the belief that if the client avoids contact with individuals involved in criminal behavior, they might not have the resources to violate their conditions.

In my Intro to Criminology class, we talk about social learning theory at length, [which] reminds me of witnessing a revocation and speaking to the officer who revoked the client and learning why. In my Intro to Criminology class and [in my] Crime and Deviance: Homicide class, it isn’t often that we have large group discussions about specific theories that would allow me to speak on connections to my internship. Most of our topics are about readings and studies

rather than making personal connections. Daily, I find connections [between these classes] and the internship, since they overlap. I am able to learn about the theories but also see...how things operate in real time within the criminal justice system.

I would say that with social learning theory and my internship at [agency name redacted], my experiences have reinforced the belief that we do in fact learn criminal behavior from those individuals who surround us, and that who we choose to spend our time with can directly influence our behaviors. Many of the clients I have interacted with have an extensive criminal history along with...familial criminal history, whether it be one or both of their parents or a sibling. The influence that those in our social circle can have on our behaviors is extreme due to the fact we are social creatures and we learn from our environment. We learn right from wrong as we grow up, and if those that we look up to and spend most of our time with are doing the “wrong” things [including] criminal behavior, we can then be influenced by their actions and can adopt their beliefs on crime and law...

Appendix E: Curriculum Maps for Sociology BA and MA Degrees

UM Curriculum Mapping Template Sociology Bachelor's Degree						
Required Course (Name and Number)	Understand the basic concepts, theories, and research methods used to study social phenomena	Become acquainted with research in different fields within Sociology, especially those at the core of the discipline	Think sociologically about contemporary local, national, and global social issues	Know how to evaluate evidence and think critically and analytically about the relationship between the individual and society	Apply sociological knowledge and methods to solve practical problems	Communicate effectively an understanding and analysis of social issues
SOCI 101 - Introduction to Sociology	I	I	I	I	I	I
SOCI 202 - Social Statistics	D			D	M, A	
SOCI 318 - Sociological Research Methods	M, A	D		D	D	
SOCI 438, SOCI 441, SOCI 488 - UDW classes	D	M	D	D		D
SOCI 455 - Classical Sociological Theory	D	D	M, A	M, A	D	M, A
KEY:						
I = Introduced						
D = Developed/reinforced, with opportunities to practice						
M = Mastery						
A = Assessment evidence collected						

UM Curriculum Mapping Template Sociology Master's Degree				
Core Courses	Identify social and sociological problems	Collect evidence [of those social and sociological problems]	Analyze evidence [of those social and sociological problems]	Suggest solutions [to those social and sociological problems]
SOCI 561 - Quantitative Methods		D	D	
SOCI 562 - Qualitative Methods		D	D	
SOCI 538 - Seminar in Crime & Deviance	D			D
SOCI 545 - Seminar in Inequality and Social Justice	D			D
SOCI 597 - Graduate Research	D (for students in the thesis option)	D (for students in the thesis option)	D (for students in the thesis option)	D (for students in the thesis option)
SOCI 590 - Sociology Internship (if pursuing the applied option)	M (for students in the applied option)	M (for students in the applied option)	M (for students in the applied option)	M (for students in the applied option)
SOCI 599 - Thesis (if pursuing the thesis option)	M (for students in the thesis option)	M (for students in the thesis option)	M (for students in the thesis option)	M (for students in the thesis option)
KEY:				
I = Introduced				
D = Developed/reinforced, with opportunities to practice				
M = Mastery				
A = Assessment evidence collected				

Note: The department currently conducts an informal assessment of the Master's program. Every spring a faculty meeting is dedicated to reviewing students' progress in the program, performance in graduate classes, and effectiveness as teaching assistants. After a discussion, the graduate director writes each student a letter summarizing the discussion and providing suggestions for improvement. Each semester (including summer) faculty members in the department attend graduate students' thesis defenses, learn about their research, and ask the students' questions about their projects. After the defenses, faculty informally compare notes about the quality of student theses and their ability to answer questions from faculty at the defense. These two discussions generate informal data about students' success in our MA program, but it would clearly be beneficial to develop an assessment strategy that is both more formal and more thorough.