Department of Sociology
Academic Year 2014-15 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. The goal of the Department of Sociology is to provide educational experiences to students to enable them to:

1. Understand the basic concepts, theories, and research methods used to study social phenomena.
2. Become acquainted with research in different fields within sociology, especially those at the core of the discipline.
3. Think sociologically about contemporary local, national, and global social issues.
4. Know how to evaluate evidence and think critically and analytically about the relationship between the individual and society.
5. Apply sociological knowledge and methods to solve practical problems.
6. Communicate effectively an understanding and analysis of social issues.
DEPARTMENT OBJECTIVES and ALIGNMENT WITH STRATEGIC ISSUES

1. Offer a basic grounding in sociology through courses in sociological theory, research methodology, and data analysis. (Aligns with Dynamic Learning Environment.)

2. Give students an opportunity to explore and engage in at least four different substantive areas of sociology through “major content” courses. (Aligns with Dynamic Learning Environment.)

3. Encourage students to explore their social environment (including an interconnected global world) through guided research, internships, service learning, and independent study opportunities with a focus on our interconnected world. (Aligns with Education for the Global Century, particularly offering an educational experience that provides the foundation to make positive impacts and become engaged citizens. Also aligns with Discovery and Creativity to Serve Montana and the World.)

4. Provide an opportunity for students to demonstrate their comprehensive ability to analyze and synthesize knowledge and skills learned throughout their experience in the Department of Sociology through a capstone course or senior seminar. (Aligns with Discovery and Creativity to Serve Montana and the World.)

5. Engage in research and community service that will enrich faculty’s ability to deliver a quality education in sociology. (Aligns with Partnering for Student Success and Dynamic Learning Environment.)

STUDENT LEARNING GOALS AND MEASUREMENT TOOLS

<table>
<thead>
<tr>
<th>Sociology Proficiency Assessment (SPA)</th>
<th>Assignments in Departmental Upper Division Writing Courses</th>
<th>Review of Graduate Applications</th>
<th>Curriculum Review by Curriculum Committee</th>
<th>Exit Survey</th>
<th>Alumni Survey</th>
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<tbody>
<tr>
<td>statistics</td>
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<td>6. Communicate effectively an understanding and analysis of social issues.</td>
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<td>7. For graduate students, identify social and sociological problems, collect evidence of those problems, analyze evidence, suggest solutions.</td>
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## RESULTS AND MODIFICATIONS

At the end of spring semester 2014, students in the 400-level Classical Theory course took the SPA for the first time. Results show that 8 out of 30 students took the optional test and the average score was 69%. Scores ranged from a low of 13 (45%) to a high of 26 (90%) correct. While we did not set an acceptable score or range of scores, we would hope that, at the least, the majority of students would pass the test or score above 60%. Preferable is a majority of students score above 70% and this will be our goal for future assessments.

Our goal is to offer students a basic grounding in sociology and an opportunity to explore major content areas. We plan on making some revisions to the test to allow students to better demonstrate what they have learned in critical thinking, use of numbers and statistics, and how to gather reliable information for evaluation. This means that we might add a few questions to assess those skills. A greater problem is that the test was not taken by the majority of our graduates, or even by a representative sample, so it gives a very poor indication of what most students learned. We will devise a better way to reach our graduating seniors in order to get a higher, more reliable response rate.

In the spring we will put the exam on course Moodle pages and recruit students to participate more directly through their courses. With unreliable results, we are reluctant to propose curricular or pedagogical changes based on the results at this time.

The current Sociology Academic Advising Coordinator, has reviewed all of the graduation applications for the preceding year. He found that, with very few exceptions, Sociology majors were able to graduate when they wanted to graduate. While every course is not offered every semester, Sociology courses (especially required courses) were offered frequently enough that student had little to no difficulty in completing the major in a timely fashion. As evidenced by this lack of difficulty, students also appear to have been provided with good advising. Students who had trouble graduating were those that did not follow their advisors’ recommendations and/or who withdrew from or failed required courses late in their college careers. There were a very few cases where a course that a student had anticipated taking during their final semester had to be cancelled due to a faculty member’s illness.

In cases where a course that a student had anticipated taking during their final semester had to be cancelled due to a faculty member’s illness, an appropriate substitute class was made available to the student so that the student’s graduation was not delayed. We have developed a list of appropriate substitute classes and students are typically referred to the Academic Advising Coordinator for advising help and help with making selections from that list.
## RESULTS AND MODIFICATIONS

The Curriculum Committee has been particularly active over the past year. In Spring, 2014, the entire course list was evaluated for consistency. Some courses were dropped and enrollments were changed in others. At the faculty retreat in the fall, 2014, further plans were discussed for improvement of the curriculum with an emphasis on departmental objectives and student learning goals.

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<th>The majority of respondents in the 2013 Alumni Survey (77.60%; 214 out of 250) selected agree (49.60%; 124 out of 250) or strongly agree (36.0%); in response to the statement “The Skills I gained in the pursuit of my sociology degree have helped me perform well in my jobs since graduation.” In contrast only a small percentage of alumni (3.60%; 9 out of 250) selected disagree (2.80%; 7 out of 250) or strongly disagree (.80%; 2 out of 250). The results show that most alumni who responded to the survey value the connection between skills learned in college and the requirements of the jobs that they have held after graduation.</th>
<th>In response to an external review in 2011 and encouragement from the Dean, the Sociology Department moved to reduce tenure track faculty course loads in order for faculty to maintain active, creative research agendas. To accomplish this, the curriculum committee designed a plan and guidelines for yearly course offerings. Goals included offering all required courses on a regular basis; offering roughly the same number of seats that we have offered in the past; and keeping class sizes manageable for both students and faculty. At our faculty retreat in the fall, 2014, we voted on the plan and will put it in place beginning with the 2015-16 academic year. We also set goals to continue to evaluate our curriculum. One of the suggestions that resulted from our external review was that with so many courses offered, the core of the discipline was being lost. We cut some courses that are infrequently taught, with low enrollments, and marginal to the core of the discipline or outside of our strengths. Our goal is to streamline the curriculum further, encourage and foster high quality, rigorous courses, and design ways to grow our graduate program (learning goals #1-7). Responses to the survey were very positive and we will continue in our efforts to serve sociology majors and foster our connection with them. The goal of the Alumni Survey was not originally to tap into our assessment efforts and, while questions were modified, the survey did not specifically ask alumni about their engagement with sociological questions after graduation, whether respondents critically consider social issues, or use sociological methods to solve practical problems. In subsequent surveys of Department of Sociology Alumni, additional questions will be added to more closely measure the student learning goals #3-6 listed above.</th>
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APPENDICES

1. Writing Assessment Rubric
2. Plan for a Reduced Course Load, Curriculum Committee, October 2014
3. Curriculum Map
4. Description of Assessment Tools
5. Sociology Proficiency Assessment

FUTURE PLANS FOR CONTINUED ASSESSMENT

1. The Departmental-designed writing rubric will be used to assess student learning goals #1, 3, 4, and 5.
2. The Department Curriculum Committee will continue to review curricula with regard to all of the student learning goals.
3. The Exit Interview schedule of questions for graduating seniors and for graduate students will be developed and implemented by the Assessment Committee to assess student-learning goals #3, 4, 5, and 6.
4. The Assessment Committee will annually update the Department Assessment Report.
5. The Sociology Proficiency Assessment will be revised to include questions that more closely match learning goals #1, 2, 3, and 4. It will also be distributed using in-class assessment techniques to capture a more representative group of graduating sociology majors and minors.
6. The Departmental Academic Advising Coordinator will continue to monitor graduation applications for evidence of learning goals #2 and 3.
7. The Alumni Survey will be revised and administered in the future. Additional questions will ask about whether graduates think sociologically about contemporary local, national, and global social issues in their current lives, evaluate evidence and think critically and analytically about the relationship between the individual and society, and if they find that they apply sociological knowledge and methods to solve practical problems (learning goals #3, 4, and 5).
## Attachment 1: Writing Assessment Rubric

<table>
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<tr>
<th>Criteria</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>1. Ideas &amp; Evidence: 35</strong></td>
<td>0</td>
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<tr>
<td>• Does the paper offer thoughtful insight into the issue?</td>
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<td>• Are the arguments logical and clear?</td>
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<td>• Is there a thesis statement?</td>
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<td>• Is there sufficient, compelling evidence to support the thesis?</td>
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<tr>
<td>• Has the writer integrated evidence from a variety of academic sources?</td>
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<td><strong>2. Organization: 20</strong></td>
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<tr>
<td>• Is the organization obvious?</td>
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<td>• Are the ideas linked to one another?</td>
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<td>• Is the paragraphing appropriate?</td>
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<td>• Does each paragraph have a topic sentence, with evidence to support that topic sentence?</td>
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<td><strong>3. Mechanics &amp; Writing: 20</strong></td>
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<tr>
<td>• Has the paper been carefully edited?</td>
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<td>• Are there errors in grammar?</td>
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<td>• Is the punctuation &amp; spelling correct?</td>
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<td>• Is the writer’s word choice precise?</td>
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<td>• Has the writer avoided passive voice?</td>
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<td>• Are the sentences elegant and flowing?</td>
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<td><strong>4. Use of Academic Sources: 10</strong></td>
<td>0</td>
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<tr>
<td>• Has the writer used evidence from at least 3 academic sources to make his points? (Academic sources include articles from academic journals &amp; academic books, &amp; possibly trustworthy websites like the UN or World Bank. Articles from newspapers, magazines, Wikipedia, general web sources are NOT academic)</td>
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<td><strong>5. Citations &amp; Reference List: 15</strong></td>
<td>0</td>
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<tr>
<td>• Has the writer provided citations for statistics, direct quotations, and unique ideas?</td>
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<td>• Is the format of the citations correct?</td>
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<td>• Has the writer provided an alphabetized reference list in the correct format?</td>
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<td><strong>TOTAL SCORE</strong></td>
<td>0</td>
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The need for reduced course loads
Faculty members in UM’s Sociology Department currently teach five courses each academic year. This course load makes it tremendously challenging for faculty to maintain active, creative research agendas. Dean Comer of the College of Humanities and Sciences (H&S) recognized this when he arrived at UM, and during his tenure as Dean he has encouraged all departments in H&S to move to 2:2 course loads. At the College’s all faculty meeting on March 7, 2014, Dean Comer challenged all departments in the College that had not yet moved to 2:2 course loads, to do so. The Sociology Department chair, Kathy Kuipers, established a committee to determine whether this would be feasible for the Sociology Department. The committee met several times during the spring of 2014 to investigate the question. This proposal presents the results of our investigation and outlines a plan for how the Sociology Department could move to a 2:2 teaching load.

Guiding Principles
In order to reduce our teaching loads without hurting students, the committee determined that the Sociology Department must: a) offer all required courses on a regular basis; b) offer roughly the same number of seats that we have offered in the past; and c) keep class sizes manageable for both students and faculty. We are confident that the plan outlined in this proposal satisfies all three criteria.

Faculty opt-in
Following the lead of several other H&S departments that have reduced their course loads, the committee determined that Sociology faculty should have a choice about whether or not to opt into a reduced course load. Faculty who opt into a 2:2 course load will be asked to do three things: follow the enrollment guidelines listed below when submitting their teaching preferences, submit a brief plan for their scholarly activity for each year that they opt into the reduced load, and briefly report on their scholarly activity at the beginning of the next academic year. The following statement describes the scholarly activity that we hope faculty will engage in, in exchange for a reduced course load:

The Sociology Department expects that its faculty divide their work among teaching, service, and scholarly activities. In exchange for a reduction in the standard course load, the Sociology Department expects its faculty to increase commensurably their scholarly activity, and their scholarly output in particular. We encourage a wide range of scholarly activities that benefit the community, the academy and/or the University. While the Sociology Department encourages increased scholarly publication and grant writing, we are cognizant that this is not the only type of scholarly output that benefits society and our discipline. As such, we welcome many different types of scholarly output in exchange for a reduced course load. In addition to publishing and writing grants, faculty could generate white papers, technical reports, conference presentations and such other activity as agreed upon between the faculty member and the faculty and/or chair. At the end of year academic year, faculty members who have opted into the reduced course load will submit brief reports about what they accomplished as a result of the course load reduction.
We view the goal of reducing course loads as a way for the Sociology Department as a whole to increase its scholarly productivity. The plans and reports that faculty will submit when they opt into a reduced course load will help the Sociology Department keep track of whether this is happening unit-wide. They will not be used to keep tabs on individual faculty members, or measure individual faculty member’s productivity.

Curricular changes
In order to facilitate reduced course loads, the committee suggests that the Sociology Department streamline some of its course offerings. In the spring of 2014 we surveyed Sociology Department faculty members and asked them if any of the courses that they teach regularly should be offered more or less often. Based on their feedback and a review of courses that are consistently under- and over-enrolled, we propose the following curricular changes:

Drop the following courses from our list of course offerings:
- SOCI 130S (Sociology of Alternative Religions), SOCI 308 (Sociology of Education), SOCI 314 (Extraordinary Group Behavior), SOCI 342 (Urban/Metropolitan Sociology), SOCI 444 (Issues in Inequality), SOCI 485 (Political Sociology)

Offer the following course intermittently (instead of every other year):
- SOCI 212S (Social Issues in Southeast Asia)

The courses that we propose to drop or offer intermittently have one or more of the following characteristics: they are regularly under-enrolled, they are specialty courses that fall outside the core of the discipline of Sociology, or they have not been offered in the past three years and the Sociology Department has no plan to offer them in the future.

Offer the following courses every other year (instead of every year):
- SOCI 362 (Sociology of Law Enforcement), SOCI 382 (Social Psychology), SOCI 442 (ISJ Service Learning), SOCI 545 (Seminar in Inequality and Social Justice)

Grow the following courses by more than 10 students:
- SOCI 202 (Social Statistics), SOCI 211 (Introduction to Criminology), SOCI 220S (Race, Gender, and Class), SOCI 270 (Introduction to Development Sociology), SOCI 275S (Gender and Society), SOCI 330 (Juvenile Delinquency), SOCI 332 (Sociology of the Family), SOCI 355 (Population and Society), SOCI 350 (The Community), SOCI 371 (Gender and Global Development), SOCI 382 (Social Psychology)

Reduce the size of the following courses:
- SOCI 312 (Criminal Adjudication), SOCI 362 (Sociology of Law Enforcement), SOCI 423 (Sociology of Corrections), SOCI 435 (Law and Society)

All four of the courses that we propose to reduce in size are affiliated with the Department’s criminology option. Due to student demand, courses in the criminology option tend to be quite large. Students will benefit if these four courses are reduced in size.

Enrollment guidelines
To reduce teaching loads while offering the same number of seats that the Sociology Department has offered in the past, the committee determined that we will need to increase course sizes slightly. This is consistent with what other H&S departments that have reduced their course loads have done.
In May 2014 we surveyed Sociology Department faculty about the courses that they teach regularly, and asked them which courses they would be willing to grow in exchange for a reduced course load. Based on their feedback and a review of courses in the Sociology Department that are consistently under- and over-enrolled, we propose the following enrollment guidelines:

100 level courses
- Approximately 150 students

200 level courses
- Between 75 and 100 students

300 level courses
- Between 55 and 75 students

400 level courses
- Approximately 45 students
- With the exception of writing courses, which will remain capped at 20 students.

The ranges reflect the reality that different courses and different option areas in the department experience different student pressure. These are not hard and fast rules, but guidelines that will help the Sociology Department ensure that we are offering enough seats to our students each semester. Faculty members with a pressing concern about, or a need for, a smaller course will make their case to the Sociology Department chair and/or the curriculum committee.

How it will Work: Sample 2-Year Course Offering

In order to determine the feasibility of a reduced course load for the Sociology Department, we needed to make sure that it would work in practice. To do this, we assembled two years of course offerings for the Sociology Department under the reduced course load. Before compiling this plan, we reviewed courses and enrollment in the Sociology Department over the past nine semesters. During the past nine semesters, the Sociology Department has offered an average of 1430 undergraduate seats per semester, distributed into the following categories:

- Core Courses = 650 seats
- Major Content = 350 seats
- Upper Division Writing = 40 seats
- Residual = 390 seats

During the past nine semesters, the Sociology Department has also offered an average of three graduate courses per semester, with 25 combined seats in these classes. The following plan is based on nine tenure-track faculty teaching four courses per year each, Lecturer June Ellestad teaching six courses per year, and adjunct instructors teaching five courses per year.

The plan assumes that all faculty members will opt into the reduced course load. If one or more faculty members decide not to opt in, that will create more flexibility.
## Attachment 3: Curriculum Map.

|                   | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S |
| 1. Understand the basic concepts, theories, and research methods used to study social phenomena. | I | I | I | P | I | I | M | I | I | M | M | M | M | M | M | M | M | M |
| 2. Become acquainted with research in different fields within sociology, especially those at the core of the discipline. | I | M | I | I | M | I | M | M | M | M | M | M | M | P | P | P | P | P |
| 3. Think sociologically about contemporary local, national, and global social issues. | I | I | P | I | I | M | I | I | M | M | M | M | M | P | P | P | P |
| 4. Know how to evaluate evidence and think critically and analytically about the relationship between the individual and society. | I | I | M | P | I | I | M | M | M | M | M | M | M | P | P |
| 5. Apply sociological knowledge and methods to solve practical problems. | I | I | I | I | I | I | M | M | M | M | M | M | M | M | P | P | P |
| 6. Communicate effectively an understanding and analysis of social issues. | I | I | I | I | I | I | M | M | M | M | M | M | M | M | P | P | P |

### Course Key:

- **I** = introduced
- **M** = maintained
- **P** = perfected

### Core Courses

- A. SOCI 101S Introduction to Sociology
- B. SOCI 202 Social Statistics
- C. SOCI 318 Social Research Methods
- D. SOCI 455 Classical Sociological Theory

### Major Content Courses

- E. SOCI 220 Race, Gender, & Class
- F. SOCI 211S Introduction to Criminology
- G. SOCI 330 Juvenile Delinquency
- H. SOCI 270 Introduction to Development Sociology
- I. SOCI 275S Gender & Society
- J. SOCI 396 Sociology of Work
- K. SOCI 325 Social Stratification
- L. SOCI 322 Sociology of the Family
- M. SOCI 345 Sociology of Organizations
- N. SOCI 346 Rural Sociology
- O. SOCI 350 The Community
- P. SOCI 355 Population and Society
- Q. SOCI 382 Social Psychology and Social Structure
- R. SOCI 470 Environmental Sociology
- S. SOCI 485 Political Sociology
Attachment 4: Description of Assessment Tools

The Sociology Department uses six measurement tools to assess its educational mission. The tools are briefly described here and are articulated in terms of the learning goals.

- **Sociological Proficiency Assessment (SPA).** The Sociological Proficiency Assessment was development by Department Faculty. The assessment is composed of multiple-choice questions that measure knowledge of core sociological concepts, theories, and methods of upper-division sociology students. The SPA is administered in Classical Social Theory (SOCl 455) and departmental upper-division writing courses (SOCl 438w, 441w, 460w, 488w) when possible. The complete questionnaire is depicted in Attachment 5.

- **Independent Review of Writing Assignments in Upper-Division Writing Courses, Using A Writing Rubric.** Randomly selected writing assignments from upper-division writing courses are reviewed using a writing rubric developed by Department faculty (Attachment 1). The rubric assesses critical-thinking and analysis skills, presentation of ideas and evidence, organization and development, grammar and mechanics, use of academic sources, and citations and reference list.

- **Review of Graduation Applications by the Department’s Advising Coordinator.** As part of its commitment to excellence in academic advising, the Sociology Department has appointed from among its faculty an Undergraduate Academic Advising Coordinator for the Department of Sociology. The Academic Advising Coordinator receives a course release so that he or she can devote more time to his or her duties. The primary duty of the Advising Coordinator is to make sure that all Sociology students receive up-to-date and accurate advising so that they can make good progress through the program and graduate in a timely fashion. While not personally advising every student, the Advising Coordinator makes sure that every student is well advised. He or she also provides help and training for faculty and staff advisors, handles other advising issues as they arise, and continually assesses the success of the Sociology advising program.

  To encourage students to make good progress through the program and graduate in a timely fashion, the Sociology Department requires that students meet with a trained faculty or professional staff advisor at least once a semester prior to being allowed to register. No students are given their advising number (which allows them to access the CyberBear system) until after they have undergone advising. The Sociology Undergraduate Academic Advising Coordinator is the primary signatory for graduation applications. As such, he or she reviews and approves essentially all applications for graduation for Sociology majors prior to the applications being submitted to the UM Registrar’s Office. For assessment, the Advising coordinator reviews graduation applications at the end of the year to make sure that students have completed required courses to make them acquainted with the core of the discipline and to develop a sociological way of approaching social problems.

- **Periodic review of course offerings by Department Curriculum Committee.** The Department Curriculum Committee periodically reviews the sociology curriculum, generally considering the comprehensiveness, coverage, and availability of course offerings. More specifically, the Committee assesses the core and major content courses in terms of the Department’s learning goals that are expressed in the Mission Statement. The Curriculum Committee also assesses the coverage and availability of upper-division writing seminars. The Committee’s narrative report is included in this assessment report and depicted in Attachment 2.

- **Exit Interview.** To be designed.
Alumni Survey. The purpose of this project is to gain a better understanding of the various career paths taken by sociology graduates of the University of Montana. All alumni who had graduated between 1982 and 2012 were sampled. A series of postcards were mailed to all graduates asking them to fill out a short online survey regarding their employment and education history since leaving the University of Montana.
Welcome to the Sociology Proficiency Assessment Survey.

This is an assessment of the knowledge that you have gained and retained through your sociology courses. We are asking a sample of graduating seniors to answer the questions provided. Your performance has nothing to do with your current grades in Sociology courses, nor will it affect your grades in the Classical Theory course from which you were recruited. Nonetheless, your responses to the test are very important for us in assessing our curriculum. The Sociological Proficiency Assessment covers theory, methods, and statistics. The Department of Sociology will use the aggregate results of this assessment to modify its curriculum.

Your responses will be anonymous so please do not put your name or any identifying information in any of the answers to open-ended questions.

Thank you for taking the time to fill out this questionnaire.

Instructions:
1. Your privacy and confidentiality are important to us.
2. This survey takes approximately 5-10 minutes to complete.
3. Please read each item carefully and answer as honestly as possible.
4. This survey is voluntary and you may skip questions that you may not be comfortable with or you may stop taking the survey at any time. Have you read the instructions and do you agree with the terms of participation?
   A. Yes
   B. No

Theory

1. In *The Division of Labor in Society*, Durkheim used the term “organic solidarity” to refer to:
   A. solidarity based on workers’ control over the means of production
   B. solidarity based on interdependence
   C. solidarity based on likeness
   D. All of the above

2. Durkheim defines social facts as:
   A. social phenomenon that is true and universally valid
   B. rituals and symbols that provide for social solidarity within a community
   C. the scientific knowledge base on which social and economic planning are formulated
   D. conditions and circumstances external to the individual that, nevertheless, determine one’s course of action

3. According to Marx’s materialist conception of history, ideas or consciousness is determined by
   A. the fetishism of commodities
   B. forms of legitimate authority
   C. the forces and relations of production; what individuals produce and how they produce it
   D. the conceptual categories through which we order experience
4. According to Marx, classes are groups of individuals who share a common position in relation to
A. their religious affiliation
B. how they interpret the world
C. the forces of production
D. how they consume products

5. Weber defines rationalization as
A. the tendency for an increasing number of individuals in modern societies to become more tolerant, educated, and well-rounded
B. the attempt on the part of capitalists to create divisions within the working class
C. an ongoing process in which social interaction and institutions become increasingly governed by methodical procedures, calculable rules, and impersonal practices
D. none of the above

6. Weber used the term “iron cage” to describe:
A. the Church prior to the Protestant Reformation
B. the dominance of capitalistic and bureaucratic structures and disenchantment of modern western society
C. the religious motivation that encourages individuals to pursue worldly success
D. monastic or religious asceticism (self-denial)

Methods

7. 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?
A. privacy
B. confidentiality
C. anonymity
D. none of the above

8. All of the following must be included on an informed consent form except:
A. the study’s purpose and procedures.
B. any risks or discomforts that subjects might experience.
C. the specific hypotheses being tested.
D. a guarantee of anonymity or confidentiality.

9. Which term refers to the dependability or consistency of a measuring instrument?
A. validity
B. authenticity
C. variability
D. reliability

10. An operational definition:
A. is a prediction deduced from a theory.
B. refers to the popular, as opposed to scientific, meaning of a term.
C. specifies the procedures used to measure a variable.
D. is the research design followed when collecting data.

11. Which of the following is not a type of probability sampling?
A. cluster
12. You should use stratified random sampling when:
A. there is no list of elements in the population.
B. the population contains small subgroups that must be represented in the sample.
C. the population is homogenous.
D. it is impractical to contact every person in the population.

13. Which statement about survey research is correct?
A. It is a better method than field research for describing the characteristics of a large population.
B. In a survey it is appropriate to use emotionally charged language to get respondents to express their true opinions.
C. Interviews should be like casual conversations to help respondents relax and open up.
D. When asking questions about controversial issues, researchers should first inform their respondents about their own opinions on those matters.

14. What does it mean to say that a correlation between two variables is spurious?
A. The variables are not related to each other.
B. The correlation is meaningless because of measurement error.
C. The time order of the variables is unclear.
D. The variables are correlated only because both are related to a third variable.

15. What technique is the best way to find out if X is a cause of Y?
A. experiment
B. field observation
C. survey research
D. qualitative interviews

16. In an experiment, the manipulated variable is the _________ variable.
A. independent
B. dependent
C. confounding
D. control

17. The process of developing theory from specific observations is called:
A. qualitative research
B. deduction
C. inductive reasoning
D. secondary analysis

18. Which of the following best describes field research?
A. Saturation occurs when observers become so immersed in the lives of the people they are studying that they lose their objectivity.
B. Probability samples are rarely used.
C. Most contemporary field research uses standardized measurement.
D. The main reason for doing field research is to test hypotheses.
19. Which statement about qualitative interviews is correct?
   A. Several subjects may be interviewed together, rather than one at a time.
   B. Interview questions are standardized and follow a strict order.
   C. Qualitative interviews cover a wide range of topics, but provide little depth on any particular issue.
   D. Qualitative interviews are better for collecting factual data than for learning about subjective feelings and interpretations.

20. In which method are the researcher’s personal characteristics most likely to influence the data being collected?
   A. survey research
   B. laboratory experiment
   C. field experiment
   D. qualitative interview

Statistics
21. A defining characteristic of the normal curve is that it is:
   A. nonsymmetrical
   B. theoretical
   C. positively skewed
   D. negatively skewed

22. Which measure of central tendency is affected by every score in the distribution?
   A. the mean
   B. the median
   C. the mode
   D. all of the above

23. One key assumption of correlation analysis is that the variables have an essentially ______________ relationship.
   A. linear
   B. non-linear
   C. curvilinear
   D. circular

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.

24. What proportion of students drove?
   A. .45
   B. .68
   C. .56
   D. .32

25. What percentage did not drive?
   A. 26%
   B. 48%
   C. 68%
26. What percentage of the class walked?
   A. 42%
   B. 24%
   C. 37%
   D. 22%

27. Pie charts are particularly useful for what type of data?
   A. Nominal level data
   B. Ordinal level data
   C. Interval level data
   D. None of the above

28. In a symmetrical distribution, what percent of the scores fall above the mean?
   A. 34%
   B. 68%
   C. 95%
   D. 50%

29. In a normal distribution, approximately what percentage of the area under the curve is found between 1 standard deviation above and below the mean?
   A. 68%
   B. 95%
   C. 99%
   D. 100%

Now we'd like to ask you a couple of questions about yourself.

30. What is your sex?
   E. male
   F. female

31. What is your age?
   G. 18 – 21 years
   H. 22 – 25 years
   I. 26 – 30 years
   J. 31 – 35 years
   K. 36 – 40 years
   L. 41 – 45 years
   M. 46 years or older

32. In order to ensure that students do not take this survey more than once, please list the last four numbers of your Student ID # (790-XXX-XXX).

   _____ _____ _____ _____

Thank you for your participation!