Expected Outcome 1: Knowledge of Research Methods
Students will demonstrate an understanding of the fundamental aspects of social science research techniques. Students will be expected to know the underlying, conceptual framework of social scientific research (conceptualization, logic, scientific method, ethics) and the core skills of research design, implementation, and evaluation.

Assessment Method 1: Exit exam
Assessment Method Description
Graduating seniors were asked to complete a 35-item multiple choice exit exam that corresponds with materials covered in sociology courses including theory, statistics, methods, and minority groups and key substantive courses. Sociology majors of senior standing were requested to complete this assessment, which was administered electronically via Qualtrics. Students were notified via e-mail, and course instructors also requested that eligible students complete the assessment. Student participation was voluntary.

Findings
A total of 17 total students completed the exam at the end of Fall, 2012, and Spring, 2013.

Strengths
Students demonstrated "somewhat proficiency" on research methods and statistics on the exit exam, scoring items 71% and 78% correctly, respectively. Students showed a sound grasp of most concepts. Students successfully answered three of the four statistics questions. One question, concerning correlation, was answered correctly by only 53% of students, which kept the overall score in the “somewhat proficient” range.
Weaknesses

Detailed analysis of the items in these groups shows that students were less likely to answer correctly the questions on level of measurement, probability sampling, survey research, and reliability. These questions were technical and specific in nature.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Test Items Addressing This Learning Goal</th>
<th>Average Proportion of Students Answering These Questions Correctly</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics</td>
<td>18,19,20,21</td>
<td>78%</td>
<td>Somewhat Proficient</td>
</tr>
<tr>
<td>Research Methods</td>
<td>10,11,12,13,14,15,16,17</td>
<td>71%</td>
<td>Somewhat Proficient</td>
</tr>
</tbody>
</table>

Test items and proportions of students who answered correctly are provided in Appendix A.

**How did you use findings for improvement?**

These findings show that students were less likely to answer correctly the questions on level of measurement, probability sampling, survey research, and reliability. These questions were technical and specific in nature, and many represent the more difficult concepts of research methods. Upon review of these data, a discussion among the sociology faculty suggested changes in pedagogy to increase applied exercises in research methods class and to emphasize research issues in substantive courses.

The exit exam will be reviewed this academic year in order to assess and improve if necessary its validity in terms of lining up with the learning objectives, improving specificity of learning, and improving reliability of questions.

**Additional Comments**

**Assessment Method 2: Research Proposals**

**Assessment Method Description**

Research proposals represent the first three sections of a research investigation: introduction (statement of the problem and its scope and implications); literature review and theoretical orientation; and research design. These papers, assigned in SOCY 3700 Research
Methods, were assessed to determine students’ ability to apply theory and research techniques to a sociological problem. Students were expected to generate a research question from theory and a literature review and devise a plan to study that problem sociologically. Papers were assessed on students’ ability to design a study and to write in a manner typical to sociological studies.

Rubric

<table>
<thead>
<tr>
<th></th>
<th>HIGHLY PROFICIENT</th>
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<th>SOMEWHAT PROFICIENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE</td>
<td>Central purpose of study is very clearly stated;</td>
<td>The paper has a clear purpose; some digression in focus</td>
<td>Purpose is not consistently clear</td>
<td>Purpose is generally unclear</td>
</tr>
<tr>
<td>CONTENT</td>
<td>Thoughtful, in-depth analysis of a timely and important topic; theory well articulated</td>
<td>Paper contains reasonable support for argument; a basic analysis of an important topic</td>
<td>Argument is inconsistent at times; little insight presented; poor use of theory</td>
<td>Argument is vague and poorly constructed; little logical “flow”; content is confusing; no theoretical application</td>
</tr>
<tr>
<td>ORGANIZATION and LITERATURE REVIEW</td>
<td>Ideas are arranged logically and content clearly supports a main argument; insightful</td>
<td>Argument is reasonably supported; paper demonstrates evidence of a basic analysis</td>
<td>Argument is inconsistent; analysis is basic with little insight</td>
<td>Main argument is not clearly articulated; purpose is vague and inconsistent; factual errors</td>
</tr>
<tr>
<td>TECHNICAL DIMENSIONS</td>
<td>Use of variables</td>
<td>Variables are clear and appropriately conceptualized</td>
<td>Variables are correctly applied but are minimal; lack of originality</td>
<td>Variables not well articulated; incomplete conduct study</td>
</tr>
<tr>
<td></td>
<td>Highly creative; Comprehensive conceptualization</td>
<td>Variables are clear and appropriately conceptualized</td>
<td>Variables are correctly applied but are minimal; lack of originality</td>
<td>Variables not well articulated; incomplete conduct study</td>
</tr>
<tr>
<td></td>
<td>Highly innovative; demonstrates mastery of measurement logic and operationalization</td>
<td>Measures are accurate and generally well conceptualized</td>
<td>Measures are simple with some errors</td>
<td>Many errors; poorly operationalized</td>
</tr>
<tr>
<td>Hypotheses and research question</td>
<td>Advanced conceptualization; logically drawn from literature review</td>
<td>Logically drawn from literature</td>
<td>Minimal effort; little originality</td>
<td>Poorly stated; unclear meaning</td>
</tr>
<tr>
<td>----------------------------------</td>
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<td>---------------------------------</td>
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<td>----------------------------------</td>
</tr>
<tr>
<td>Sample</td>
<td>Highly original; best practice techniques relative to research question</td>
<td>Design is appropriate and shows originality</td>
<td>Simplistic sampling design; some errors</td>
<td>Design does not match problem; errors</td>
</tr>
<tr>
<td>WRITING STYLE</td>
<td>Paper is free from errors; correctly formatted; strong sentence and paragraph construction; superior paraphrasing of literature</td>
<td>A few minor spelling or grammatical errors; sentence structure mostly clear</td>
<td>Many errors; wording is imprecise; sentences are confusing; over reliance on quotations</td>
<td>Wording is consistently unclear; errors in grammar make paper hard to read; little original writing</td>
</tr>
<tr>
<td>SOCIOLOGICAL IMAGINATION</td>
<td>Sociological language is used accurately throughout paper; sociological relevance maintained</td>
<td>Use of sociological language largely consistent; sociological perspective is clear, but varies</td>
<td>Little sociological relevance or sociological language is used; misunderstands sociology</td>
<td>Minimal effective use of sociological language or concepts; significant flaws; non-sociological</td>
</tr>
</tbody>
</table>

**Findings**
The research proposal paper (n=25) assigned in Research Methods, SOCY 3700 in Fall, 2012, and Spring and Summer semesters, 2013.

**Strengths**
The papers were organized in the format typical to sociological analyses and demonstrated the basic logic of a sociological study. Topics selected for study were appropriate, and students showed with high proficiency that they could form research questions and purpose statements in a scholarly style. Papers were largely proficient and somewhat proficient on all measures, indicating basic, fundamental knowledge and ability in research methods.
Weaknesses

Students had the most difficulty with the more advanced techniques of research design – measurement and forming hypotheses from scholarly literature. Although no papers fell into the non-proficient category, a number relied upon simplistic or incomplete measures of their variables. Similarly, hypotheses were on occasion not clearly supported by their review of literature or were stated in a less than scientific manner.

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<td>Variables are clear and appropriately conceptualized</td>
<td>Variables are correctly applied but are minimal; lack of originality</td>
<td>Variables not well articulated; incomplete conduct study</td>
</tr>
<tr>
<td>Measurement</td>
<td>Highly innovative; demonstrates mastery of measurement logic and operationalization</td>
<td>Measures are accurate and generally well conceptualized</td>
<td>Measures are simple with some errors</td>
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<tr>
<td>Hypotheses and research question</td>
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<td>Logically drawn from literature</td>
<td>Minimal effort; little originality</td>
<td>Poorly stated; unclear meaning</td>
</tr>
</tbody>
</table>
Sample | Highly original; best practice techniques relative to research question | Design is appropriate and shows originality | Simplistic sampling design; some errors | Design does not match problem; errors
---|---|---|---|---
**WRITING STYLE** | Paper is free from errors; correctly formatted; strong sentence and paragraph construction; superior paraphrasing of literature | A few minor spelling or grammatical errors; sentence structure mostly clear | Many errors; wording is imprecise; sentences are confusing; over reliance on quotations | Wording is consistently unclear; errors in grammar make paper hard to read; little original writing

**How did you use findings for improvement?**

The research proposals represent application of research methods techniques and concepts. Students performed well on most dynamics of the conceptualization of the paper. However, some students had difficulty with the most difficult aspects of constructing a proposal. Upon review of these data, a discussion among the sociology faculty suggested changes in pedagogy to increase applied exercises in research methods classes and to emphasize research issues in substantive courses. More readings of original research to reinforce measurement and hypothesis formation were recommended.

**Additional Comments**

**Assessment Method 3: Research Methods Exams**

**Assessment Method Description**
Assessing particular test items in research methods classes (SOCY 3700) allows the program faculty to search for specific areas of deficiency. Given that research methods has many sub-areas central to the skills necessary to conduct and evaluate research programs, this assessment method identifies six key areas in which students are expected to have competency: conceptualization (basic underlying knowledge of research; causality; theory construction; probability; variables and concepts; and logic); research design (basic concepts in planning a research study; unit of analysis, study type); measurement (levels of measurement; operationalization; reliability and validity); sampling (sampling logic; techniques); and research ethics. The program also expects students to be able to read statistical tables and understand the basic information provided.
Findings
During Spring, 2013, 35 students in SOCY 3700 Research Methods completed the questions used in the assessment, and a number of strengths and weaknesses emerged from the data.

Strengths. Students demonstrated basic comprehension of research methods. Their strengths were in the areas of research ethics, research design, validity and reliability, and data collection. In these areas, 80-89 percent of the students answered these items correctly, showing that students had a sound grasp of general issues of research design. Students were also able to “sight-read” a statistical table from a scholarly publication and determine independent and dependent variables and significant statistical relationships among them.

Weaknesses. Students were less proficient in several areas, answering 70-79 percent correctly in conceptualization, general measurement concepts, scales and indexes, and sampling techniques. Conceptualization and measurement are among the more advanced topics covered in the conduct of research, consisting of more abstract, thus less applied or technical, knowledge.

Particular items indicating less successful students accomplishment concerned inductive and deductive logic, theory construction (propositions and hypotheses), and issues dealing with time (cross sectional and longitudinal studies). Lower scores were found on items, in all areas, that dealt with applications to hypothetical research problems and situations.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Test Items Addressing This Learning Goal</th>
<th>Average Proportion of Students Answering These Questions Correctly</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptualization</td>
<td>1-10</td>
<td>74%</td>
<td>Somewhat Proficient</td>
</tr>
<tr>
<td>Research Ethics</td>
<td>11-22</td>
<td>83%</td>
<td>Proficient</td>
</tr>
<tr>
<td>Research Design</td>
<td>23-33</td>
<td>81%</td>
<td>Proficient</td>
</tr>
<tr>
<td>General Measurement Knowledge</td>
<td>34-46</td>
<td>79%</td>
<td>Somewhat Proficient</td>
</tr>
<tr>
<td>Scales and Indexes</td>
<td>47-53</td>
<td>76%</td>
<td>Somewhat Proficient</td>
</tr>
<tr>
<td>Validity and Reliability</td>
<td>54-59</td>
<td>81%</td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td>60-68</td>
<td>79%</td>
<td>Somewhat Proficient</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td>Sampling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td>69-90</td>
<td>81%</td>
<td>Proficient</td>
</tr>
<tr>
<td>Reading Tables</td>
<td>91-93</td>
<td>86</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

Test items and proportions of students who answered correctly are provided in Appendix B.

**How did you use the findings for improvement?**

As expected, students had the most difficulty with the hardest material. The sociology faculty, in discussion of these data, suggested more classroom exercises to bolster student learning of measurement, logic, and conceptualization. Assignments facilitating student learning of research design, index construction, and data management have been increased.

In addition, students have been encouraged to take research methods and statistics earlier in their curriculum. Many delay these courses until the end of their education. Advising students to take them sooner facilitates integrating research methods in their other courses, helping them to see the relevance of research conceptualization in the content areas of sociology.

**Additional Comments**

**Expected Outcome 2: Knowledge of Sociological Theory**

Students will demonstrate a basic understanding of sociological theory. This expectation includes competency in differentiating the major schools of thought in sociology and recognizing the basic axioms and concepts held by each theory.

**Assessment Method 1: Exit exam**

**Assessment Method Description**

Graduating seniors were asked to complete a 35-item multiple choice exit exam that corresponds with materials covered in sociology courses including theory, statistics, methods, and minority groups and key substantive courses. Sociology majors of senior standing were requested to complete this assessment, which was administered electronically via Qualtrics. Students were notified via e-mail, and
course instructors also requested that eligible students complete the assessment. Student participation was voluntary.

**Findings**

A total of 17 total students completed the exam at the end of Fall, 2012, and Spring, 2013.

**Strengths**

Overall students performed in the proficiency category in both theory and diversity. Scores were very good for the most part; however, scores were low on a few items bringing the totals down. Nonetheless, students demonstrated an ability to recall and understand theoretical concepts.

**Weaknesses**

The lowest scores were on the axioms of several schools of theoretical thought and on a couple of definitions. In the aggregate, a few students had difficulty recalling the tenets of theories and separating them from one another. A couple of items were missed more than the others: the sociological definition of minority and an application questions about prejudice and discrimination.

<table>
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<tr>
<th>Topic</th>
<th>Test Items Addressing This Learning Goal</th>
<th>Average Proportion of Students Answering These Questions Correctly</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>7,22,23,24,25,26,28</td>
<td>82%</td>
<td>Proficient</td>
</tr>
<tr>
<td>Diversity</td>
<td>8,29,30,31,32,33,34,35</td>
<td>82%</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

Test items and proportions of students who answered correctly are provided in Appendix A.

**How did you use findings for improvement?**

The sociology faculty met to discuss these findings and concluded that more emphasis is needed on theoretical constructs throughout the curriculum, rather than relying upon the theory class for this content.

**Additional Comments**

**Assessment Method 2:** Research proposals
Assessment Method Description
Research proposals represent the first three sections of a research investigation: introduction (statement of the problem and its scope and implications); literature review and theoretical orientation; and research design. These papers, assigned in SOCY 3700 Research Methods, were assessed to determine students’ ability to apply theory and research techniques to a sociological problem. Students were expected to generate a research question from theory and a literature review and devise a plan to study that problem sociologically. Papers were assessed on students’ ability to design a study and to write in a manner typical to sociological studies.

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<tr>
<td>PURPOSE</td>
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</tr>
<tr>
<td>ORGANIZATION and LITERATURE REVIEW</td>
<td>Ideas are arranged logically and content clearly supports a main argument; insightful</td>
<td>Argument is reasonably supported; paper demonstrates evidence of a basic analysis</td>
<td>Argument is inconsistent; analysis is basic with little insight</td>
<td>Main argument is not clearly articulated; purpose is vague and inconsistent; factual errors</td>
</tr>
<tr>
<td>Sociological Imagination</td>
<td>Consistently and appropriately displays a sociological perspective</td>
<td>Moderate or inconsistent displays of sociological perspective</td>
<td>Attempts, makes an effort at a sociological perspective</td>
<td>Does not attempt a sociological perspective</td>
</tr>
</tbody>
</table>

Findings
The research proposal paper (n=24) assigned in Research Methods,
SOCY 3700 in Spring semester 2013

**Strengths.** Students demonstrated particular strengths in forming pertinent research questions and using sociological concepts and perspective to study those questions. The papers were organized in the format typical to sociological analyses and demonstrated the basic logic of a sociological study.

**Weaknesses.** Students had the most difficulty with the more advanced techniques of research design – measurement and forming hypotheses from scholarly literature. Although no papers fell into the non-proficient category, a number relied upon simplistic or incomplete measures of their variables, which may indicate shortcomings in understanding the theory of research techniques.

Similarly, hypotheses were on occasion not clearly supported by their review of literature or were stated in a less than scientific manner.

Although students were able to apply theory to their research questions in a proficient manner, relatively low marks on the “sociological imagination” measure suggests that students failed to achieve a strong quality of theoretical depth in the proposals. Linking theory to hypotheses is the most difficult task in sociology research, as well as all science, and most students demonstrated a fundamental ability to make the connection. However, these scores can be improved. Likewise, organizing theoretical arguments is a difficult intellectual task, and about 80% students were able to achieve “highly proficient” or “proficient” levels on this task. The focus is on improving the 20% who only achieved “somewhat proficient” marks.
### How did you use findings for improvement?

The sociology faculty met to discuss these findings. Faculty will continue to emphasize theory and how it relates to research. Focus will continue to be placed on how a hypothesis is deduced from theoretical literature and how, using the grounded theory approach, theory can be extracted from data. The faculty will continue to teach how literature reviews are conducted, perhaps giving more readings to discuss and illustrate that process.

### Additional Comments

**Assessment Method 3: Capstone concept test**

**Assessment Method Description**

The Senior Seminar is a capstone course designed to integrate the sociological concepts and practices students have been taught in the curriculum. The assignment used for assessment determines students’ understanding of important sociological concepts pertaining to theory, diversity, culture, and social organization. The measures reported here are for theory and diversity. The Concept Exam is a recall, short answer test of core sociological concepts and principles. It is scored on a three-point scale representing complete recall of the term’s definition, partial recall, and incorrectness.
Rubric

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>HIGHLY PROFICIENT</th>
<th>SOMEWHAT PROFICIENT</th>
<th>NON-PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEORY</td>
<td>Shows command of basic social theory concepts; answered completely and without error</td>
<td>Demonstrates good understanding of theory concepts; knew concepts either partially or with some error</td>
<td>Poor grasp of theory concepts</td>
</tr>
<tr>
<td>DIVERSITY</td>
<td>Shows command of diversity concepts; answered completely and without error</td>
<td>Demonstrates good understanding of diversity; knew concepts either partially or with some error</td>
<td>Poor grasp of sociological perspectives on diversity</td>
</tr>
</tbody>
</table>

Findings
Assessed in SOCY 4800, Senior Seminar, Spring semester, 2013, 30 students took an open-ended concepts exam. Students were expected to provide sociological definitions of terms in some detail.

Strengths Students demonstrated average proficiency in theory and diversity. They had a strong grasp of most concepts and were able to recall definitions satisfactorily, which implies strong understanding of the terms. Students were especially capable with diversity related terms.

Weaknesses Detailed analysis of the items shows that students had the most difficulty with advanced, abstract concepts that required greater, complex knowledge, e.g. paradigm. Few items were answered incorrectly; however, many were answered without sufficient depth. Students displayed the most difficulty with terms such as paradigm, ethnography, and the sociological definition of minority, and several could not recall the sociological tenets of conflict theory. Many had difficulty with the term sociological imagination, which is perhaps the most difficult concept on the exam.
| Concepts Exam and Percent Correct, Partially Correct, and Incorrect |
|------------------|------------------|------------------|------------------|
|                  | Percent Correct  | Percent Partially Correct | Percent Incorrect |
| Theory 68        | 68               | 25               | 7                | Somewhat Proficient |
| Diversity 81     | 81               | 14               | 5                | Somewhat Proficient |
| Paradigm 55      | 55               | 36               | 9                | Somewhat Proficient |
| Sociological Imagination 46 | 46       | 54               | 0                | Somewhat Proficient |
| Conflict Theory 71 | 71          | 12               | 18               | Somewhat Proficient |
| Dehumanization 88 | 88            | 4                | 8                | Highly Proficient   |
| Ethnography 62   | 62               | 31               | 7                | Somewhat Proficient |
| Deviance 88      | 88               | 12               | 0                | Highly Proficient   |
| Diversity Stereotyping 88 | 88    | 8                | 4                | Highly Proficient   |
| Scapegoating 89  | 89               | 11               | 0                | Highly Proficient   |
| Oppression 83    | 83               | 17               | 0                | Somewhat Proficient |
| Minority 57      | 57               | 38               | 5                | Somewhat Proficient |
How did you use the findings for improvement?
The sociology faculty met to discuss these findings. Most of the discussion centered on the concept sociological imagination. Faculty have altered some lectures to emphasize the theoretical links of theory and research methods in an attempt to improve how students understand the implications of theory in understanding social phenomena.

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>Master status</th>
<th>Life span</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>77</td>
<td>73</td>
<td>100</td>
</tr>
<tr>
<td>Somewhat Proficient</td>
<td>4</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Proficient</td>
<td>19</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

Expected Outcome 3: Utilization of Sociological Concepts
Students will demonstrate the acquisition of the core, fundamental concepts of the discipline. These concepts reflect the program’s expectation that students comprehend sociological factors and relate them to diversity, social organization and inequality, and deviance.

Assessment Method 1: Exit Exam
Assessment Method Description
Graduating seniors were asked to complete a 35-item multiple choice exit exam that corresponds with materials covered in sociology courses including theory, statistics, methods, and minority groups and key substantive courses. Sociology majors of senior standing were requested to complete this assessment, which was administered electronically via Qualtrics. Students were notified via e-mail, and course instructors also requested that eligible students complete the assessment. Student participation was voluntary.

Findings
A total of 17 total students completed the exam at the end of Fall, 2012, and Spring, 2013.

Strengths. Overall, students demonstrated "somewhat proficiency" in the general concepts section of the exit exam. They had their highest scores on two conflict theory questions and an application question about the appropriateness of sociology for a particular topic.
Weaknesses. Many basic sociological concepts posed difficulties for some students. Detailed analysis of the items in these groups shows that students were less likely to define correctly abstract terms and concepts of a general nature. They were less correct when asked to recall definitions of specific terms such as sociological imagination and culture.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Test Items Addressing This Learning Goal</th>
<th>Average Proportion of Students Answering These Questions Correctly</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Concepts</td>
<td>1,2,3,4,5,6,9,26</td>
<td>77%</td>
<td>Somewhat Proficient</td>
</tr>
</tbody>
</table>

Test items and proportions of students who answered correctly are provided in Appendix A.

How did you use findings for improvement?
The sociology faculty met to discuss these findings. Some of the concepts, such as sociological imagination, that were most missed were missed in other assessment measures, indicating a need for the program to emphasize these concepts as important to the sociological study of society. Courses have begun to stress these concepts and their implications for theory and research.

Additional Comments

Assessment Method 2: Capstone concept test

Assessment Method Description

The Senior Seminar is a capstone course designed to integrate the sociological concepts and practices students have been taught in the curriculum. The assignment used for assessment determines students’ understanding of important sociological concepts pertaining to theory, diversity, culture, and social organization. The Concept Exam is a recall, short answer test of core sociological concepts and principles. It is scored on a three-point scale representing complete recall of the term’s definition, partial recall, and incorrectness.
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<th>NON-PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULTURE</td>
<td>Shows command of the sociology of culture; answered completely and without error</td>
<td>Demonstrates good understanding of culture; knew concepts either partially or with some error</td>
<td>Poor grasp of the sociological approach to culture</td>
</tr>
<tr>
<td>SOCIAL ORGANIZATION</td>
<td>Shows command of concepts of social organization; answered completely and without error</td>
<td>Demonstrates good understanding of social organization; knew concepts either partially or with some error</td>
<td>Poor grasp of concepts of social organization</td>
</tr>
</tbody>
</table>

Findings

Assessed in SOCY 4800, Senior Seminar, Spring semester, 2013, 30 students took an open-ended concepts exam. Students were expected to provide sociological definitions of terms in some detail.

Strengths Students performed highly proficiently in the social organization section of the exam; 91 percent of students recalled these terms correctly. Students demonstrated "somewhat proficiency" in culture.

Weaknesses Detailed analysis of the items shows that students displayed the most difficulty with the following terms: taboo, norms, and culture. Although the scores fell in the "somewhat proficient" category or above, there is room for improvement in cultural studies.
<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>HIGHLY PROFICIENT</th>
<th>SOMEWHAT PROFICIENT</th>
<th>NON-PROFICIENT</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>SOCIAL ORGANIZATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social group</td>
<td>100</td>
<td>0</td>
<td>0</td>
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<td>89</td>
<td>11</td>
<td>0</td>
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<tr>
<td>Social class</td>
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<td>0</td>
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<tr>
<td>Birth rate</td>
<td>96</td>
<td>4</td>
<td>0</td>
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</tr>
<tr>
<td>Ascribed status</td>
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<td>7</td>
<td>4</td>
<td>Highly Proficient</td>
</tr>
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<td>Division of labor</td>
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<td>19</td>
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<tr>
<td>Primary group</td>
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<td>5</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Popular culture</td>
<td>100</td>
<td>0</td>
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<tr>
<td>Values</td>
<td>94</td>
<td>6</td>
<td>0</td>
<td>Highly Proficient</td>
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<td>Culture</td>
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<td>29</td>
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<td>Somewhat Proficient</td>
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<td>Norms</td>
<td>73</td>
<td>27</td>
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<td>Somewhat Proficient</td>
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<tr>
<td>Taboos</td>
<td>55</td>
<td>45</td>
<td>0</td>
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<tr>
<td>Socialization</td>
<td>79</td>
<td>17</td>
<td>4</td>
<td>Somewhat Proficient</td>
</tr>
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</table>

**How did you use findings for improvement?**
The sociology faculty met to discuss these findings, and the focus of the conversation was on the cultural terms. It was agreed that these terms may not be the most representative of general learning because they are not
emphasized throughout the curriculum and there are differences in the way the terms can be defined and used. Faculty agreed that some of the terms, such as norm, should have a higher correct answer rate and further agreed that the terms should be integrated in theoretical discussions more. Faculty have begun to augment their discussions of theory to include these basic concepts.

Assessment Method 3
Research Proposal

Assessment Method(s) Description
Research Proposal

Research proposals represent the first three sections of a research investigation: introduction (statement of the problem and its scope and implications); literature review and theoretical orientation; and research design. These papers, assigned in SOCY 3700 Research Methods, were assessed to determine students’ ability to apply theory and research techniques to a sociological problem. Students were expected to generate a research question from theory and a literature review and devise a plan to study that problem sociologically. Papers were assessed on students’ ability to design a study and to write in a manner typical to sociological studies.

<table>
<thead>
<tr>
<th></th>
<th>HIGHLY PROFICIENT</th>
<th>PROFICIENT</th>
<th>SOMEWHAT PROFICIENT</th>
<th>NON-PROFICIENT</th>
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</thead>
<tbody>
<tr>
<td>PURPOSE</td>
<td>Central purpose of study is very clearly stated;</td>
<td>The paper has a clear purpose; some digression in focus</td>
<td>Purpose is not consistently clear</td>
<td>Purpose is generally unclear</td>
</tr>
<tr>
<td>CONTENT</td>
<td>Thoughtful, in-depth analysis of a timely and important topic; theory well articulated</td>
<td>Paper contains reasonable support for argument; a basic analysis of an important topic</td>
<td>Argument is inconsistent at times; little insight presented; poor use of theory</td>
<td>Argument is vague and poorly constructed; little logical “flow”; content is confusing; no theoretical application</td>
</tr>
<tr>
<td>ORGANIZATION and LITERATURE REVIEW</td>
<td>Ideas are arranged logically and content clearly supports a main argument; insightful</td>
<td>Argument is reasonably supported; paper demonstrates evidence of a basic analysis</td>
<td>Argument is inconsistent; analysis is basic with little insight</td>
<td>Main argument is not clearly articulated; purpose is vague and inconsistent; factual errors</td>
</tr>
<tr>
<td>Use of variables</td>
<td>Highly creative; Comprehensive</td>
<td>Variables are clear and appropriately</td>
<td>Variables are correctly applied but</td>
<td>Variables not well articulated; incomplete</td>
</tr>
</tbody>
</table>

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Findings
The research proposal paper (n=24) assigned in Research Methods, SOCY 3700 in Spring semester 2013

Strengths. Students demonstrated particular strengths in forming pertinent research questions and using sociological concepts and perspective to study those questions. The papers were organized in the format typical to sociological analyses and demonstrated the basic logic of a sociological study.

Weaknesses. Students had the most difficulty with the more advanced techniques of research design, particularly measuring key concepts and variables. Although no papers fell into the non-proficient category, a number relied upon simplistic or incomplete measures of their variables.

<table>
<thead>
<tr>
<th></th>
<th>Per cent Highly Proficient</th>
<th>Per cent Proficient</th>
<th>Per cent Somewhat Proficient</th>
<th>Per cent Non-Proficient</th>
<th>Rating</th>
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<td>0</td>
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<td>40</td>
<td>47</td>
<td>13</td>
<td>0</td>
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<tr>
<td>ORGANIZATION</td>
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<td>53</td>
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<td>0</td>
<td>Proficient</td>
</tr>
<tr>
<td>VARIABLES</td>
<td>20</td>
<td>45</td>
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<td>0</td>
<td>Proficient</td>
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</table>

How did you use findings for improvement?
The sociology faculty met to discuss these findings and have begun to increase students' learning on the application of sociological concepts. Enhancing the relationships between theory and research methods, that is, of moving from conceptualization to operationalization of terms, will improve students' knowledge and basic concepts. Faculty are increasing their use of readings and assignments to enhance knowledge of sociological concepts and how they are used in research situations.

Additional Comments
Appendix A. Exit Exam

1. The “sociological imagination” concerns relating history (social context) to personal biography (one’s self).
   a. True
   b. False
   59% Correct

2. Which of the following would a sociologist be LEAST likely to study?
   a. Why crime rates are increasing in rural areas.
   b. The incidence of child abuse in middle-income families.
   c. Why Mr. Smith quit his job.
   d. Why unemployment rates are higher for black teens than white teens.
   88% Correct

3. Which of the following is credited with being the father of sociology?
   a. Karl Marx.
   b. August Comte.
   c. Herbert Spencer.
   d. Harriet Martineau.
   71% Correct

4. Culture affects the way people
   ____________________________________________.
   a. Understand things.
   b. View space.
   c. Perceive and respond to time.
   d. Do all of the above.
   65% Correct

5. __________________________________________ is the process by which we internalize the culture in which we are born and live.
a. Social assimilation  
b. Eurocentrism  
c. Culture  
d. Socialization  
77% Correct

6. Deviance is ____________________________________________.
   a. Always criminal.  
   b. Viewed positively by all groups.  
   c. Defined the same across different cultures.  
   D. The absence of conformity.  
94% Correct

7. According to Max Weber, the ideal-type bureaucracy is characterized by _____________________________________________.
   a. Formal rules.  
   b. Impersonality.  
   c. Specialization in task performance.  
   d. All of the above.  
71% Correct

8. Social and cultural expectations associated with a person’s sex are called ____________________________________________.
   a. Androgyny.  
   b. Gender roles.  
   c. Matrilineal society.  
   d. Sexual validation.  
100% Correct

9. Social ____________________________________________ occurs when whole categories of people are differentially ranked in terms of their access to scarce resources.
a. Stratification
b. Differentiation
c. Equality
d. Democracy
94% Correct

10. A variable is:
a. Interchangeable with the term “concept” in definition.
b. An abstract term describing a broad characteristic that cannot be measured.
c. A fundamental assertion of which a theory is based.
d. A specific term that represents a measurable quality.
82% Correct

11. Which of the following statements about research ethics is not true?
a. The kinds of individual who are research subjects are of concern for scientists. For example, disadvantaged groups such as the poor, prison inmates, and children must be considered differently than the non-poor, non-convicts, and adults, respectively.
b. Researchers should gain informed consent from subjects so that the subjects know what is being asked of them and what risks, if any, may be involved.
c. Privacy and confidentiality are among the most important ethical concern to social scientists.
d. Informed consent is not really necessary because risks in social science are low.
94% Correct

12. For a causal relationship to exist there must be evidence ____________________________.
   a. Of an empirical correlation between the variables.
b. That one variable precedes the other in time.
c. That a third variable did not cause the changes observed in the first two variables.
d. All of the above.
71% Correct

13. Which of the following is a variable measured at the nominal level?
   a. The number of years of education a person gets.
   b. Age numbered in years.
   c. Annual household income (in dollars).
   d. Sex (male or female).
41% Correct

14. Random probability samples allow researchers to:
   a. Generalize from the sample to a population.
   b. Eliminate the likelihood of invalid measures.
   c. Eliminate sampling error altogether.
   d. Do all of the above.
53% Correct

15. In general, survey research is an appropriate data collection method for:
   a. Describing a population too large to observe directly.
   b. The measurement of attitudes prevalent in a larger population.
   c. Studies that have individual people as the unit of analysis.
   d. All of the above.
65% Correct

16. An advantage of field research is:
   a. It is ideal for statistical analysis.
   b. Social life can be studied in a natural setting.
   c. Hypotheses can be tested with high-powered statistics.
94% Correct

17. Reliability involves:
a. a. Whether a particular technique applied repeatedly to the same object would yield the same results each time.
   
b. Ensuring validity.
   
c. Ensuring that the measure actually measures what it should measure.

65% Correct

18. Which term does not refer to a measure of central tendency?
   a. Mean.
   b. Mode.
   c. Median
   d. Variance.

82% Correct

19. If two variables are correlated, one is the cause of the other one.
   a. True
   b. False

53% Correct

20. Which statement is true about the normal distribution?
   a. It is bell shaped.
   b. It is skewed.
   c. It is not symmetric.
   d. It is not important in statistics.

82% Correct

21. Of these five numbers (1, 2, 3, 5, 7), what is the value of the median for this set of scores?
   a. 1.0
   b. .05
   c. 3
   d. 2

94% Correct
22. Today, social scientific theory addresses:
   a. What should be.
   b. What is and why.
   c. Matters of personal values.
   d. Biological processes.
   94% Correct

23. Which of the following is NOT an aim of social science?
   a. Judging social values.
   b. Predicting social phenomenon.
   c. Understanding social patterns.
   d. Explaining social patterns.
   94% Correct

24. According to the _________________________________ perspective, people continually define relationships and social arrangements.
   a. Conflict
   b. Interactionist
   c. Structuralist
   d. Feminist
   76% Correct

25. The idea that inequality is necessary for the smooth functioning of society is a theoretical perspective within the _________________________________ framework.
   a. Conflict
   b. Structural functionalist
   c. Existentialist
   d. Philosophical
   71% Correct
26. The idea that inequality arises from the struggle of the many for limited resources, especially for wealth and power, is based on which theoretical perspective?
   a. Conflict
   b. Structural functionalism
   c. Symbolic interactionism
   d. Phenomenology
   94% Correct

27. Which of the following is an example of secondary group?
   a. A student and her professor.
   b. A customer and a sales clerk.
   c. A student council president and the president of his university.
   d. All of the above are examples of secondary groups.
   65% Correct

28. Which of the following did not contribute to the formation of sociologic theory?
   a. The Industrial Revolution.
   b. Urbanization and immigration.
   c. The rise of science.
   d. Actually, all of the above contributed to the beginning of sociology.
   76% Correct

29. Multiculturalism is a point of view that encourages:
   a. Social assimilation.
   b. Marginality among minority groups.
   c. Tolerance for diverse groups.
   d. The rise of countercultures.
   94% Correct

30. The term “race”: 
a. Implies a purely biological definition.
b. Refers to biological sub-divisions in humans without regards to social attributes.
c. Is a biological term that has a social definition.
d. Is a key predictor of intelligence and emotional expression differences in a population.
82% Correct

31. In sociological terms, minority status is defined by all of the following except:
a. Power relative to a dominant group.
d. Having characteristics that are distinct from a dominant group.
71% Correct

32. What is meant by the phrase “feminization of poverty?”
   a. The fact that poor women must act in a way that will encourage men to notice them.
   b. The idea that when men look for a partner, they prefer women with less education than themselves.
   c. The notion that poor women do not want high paying masculine jobs such as being a lawyer or a physician.
   d. The increase in the proportion of the poor who are women.
82% Correct

33. A prejudiced person may not behave in a discriminatory way while a non-prejudiced person may, in fact, discriminate against minority group members.
a. True
b. False
59% Correct
34. The tendency of people to evaluate others through the lens of their own culture is called:
   a. Cultural pluralism.
   b. Legal discrimination
   c. Social derogation.
   d. Ethnocentrism.
   88% Correct

35. In studies of the criminal justice system, sociologists have discovered that African Americans are:
   a. More likely to receive harsher penalties than whites, even when controlling for criminal history and type of crime.
   b. About equally likely as whites to commit crimes, after controlling for social class.
   c. Are less likely to be believed as witnesses than whites during trials.
   d. All of the above.
   82% Correct
Appendix B. Research Methods Exam

CONCEPTUALIZATION

1. Which of the following is a probabilistic statement?
   a. When serving as jurors, women do not vote for acquittal.
   b. When serving as jurors, women never vote for acquittal.
   c. When serving as jurors, women always for acquittal.
   d. When serving as jurors, women tend to vote for acquittal.
   e. None of the above

90% CORRECT

2. A student meets two fraternity men at a party who talk about all the partying they do. She then concludes that all fraternity men party all the time. What error in understanding does this example reflect?
   a. inaccurate observation                                d. overemphasis on tradition
   b. overgeneralization                                      e. overemphasis on authority
   c. selective observation

88% CORRECT

3. Professor Santana began her study of the effects of high school course work on math anxiety by clearly stating certain basic assumptions upon which her theory is based. In science, these assumptions are known as
   a. hypotheses
   b. propositions
   c. axioms
   d. paradigms

52% CORRECT

4. A researcher wants to know what happens to family ties of Italian Americans when they are socially mobile. The independent variable is
   a. social mobility                                    c. family ties
b. Italian Americans
d. there are no independent variables specified
71% CORRECT

5. In a study on the effects of political orientation on attitudes toward abortion, “political orientation” is
a. an attribute
b. an independent variable
c. an aggregate
d. unit of analysis
e. a dependent variable
52% CORRECT

6. Science offers total protection against the errors that non-scientists commit in casual, day-to-day inquiry.
a. true
b. false
77% CORRECT

7. Which of the following outlines the steps in the traditional deductive model?
a. theory construction, operationalization of concepts, development of a hypothesis, collection of data, and empirical testing.
b. operationalization of concepts, theory construction, development of a hypothesis, collection of data, and empirical testing.
c. development of a theoretical hypothesis, theory construction, operationalization of concepts, collection of data, and empirical testing.
d. collection of empirical data, theory construction, operationalization of concepts, development of a hypothesis, and empirical testing.
e. theory construction, development of a hypothesis, operationalization of concepts, collection of data, and empirical testing.
42% CORRECT

8. Which of the following illustrates the use of the inductive method?
a. hypothesis, observation, accept or reject hypothesis
b. observations, pattern finding, and generalization
c. theory, hypothesis, observation, generalization
d. theory, observation, and generalization
e. generalization, theory, and observation
61% CORRECT

9. For a causal relationship to exist there must be evidence
a. of an empirical correlation between variables
b. that one variable precedes another in time
c. that a third variable did not cause the changes observed in the first two variables
d. all of the above
81% CORRECT

10. If two variables are associated with each other, there must be a causal relationship between them.
a. true                         b. false
81% CORRECT

ETHICS
11. Which of the following is required to be stated in an informed consent statement?
a. respondents’ answers can never be seen by anyone except the researcher
b. respondents are entitled to be compensated for their time
c. respondents must report truthful and honest answers
d. participation in the study is voluntary
e. all of the above must be stated
74% CORRECT

12. Ethics in social research
a. is defined as general agreements shared by researchers as to what is proper and improper in the conduct of scientific inquiry
b. stems from religious, political, and pragmatic sources, among others
c. varies from one social research community to another
d. may vary from one point in time to another
e. all of the above
71% CORRECT

13. When names are removed from questionnaires and are replaced with identification numbers so that only the researcher can later link a response to a name, the researcher should tell the respondent that the information
a. is free from a judge’s subpoena c. is harmless
b. is anonymous and confidential d. cannot be retrieved
87% CORRECT

14. As soon as you tell subjects that you are doing research, the ethical issue of the researcher’s identity is no longer a problem
a. true b. false
97% CORRECT

15. The PRIMARY ethical research issue raised by the Milgram studies involving ‘shocks’ was the
a. effects of the methods on the experimental subjects
b. willingness of people to harm others when ‘following orders’
c. administering electric shocks
d. effects of the methods on the learner
e. examination of obedience as a topic for study
81% CORRECT

16. The controversy surrounding Laud Humphreys’ study of gay men suggests he MOST violated which of the following ethical principles?
a. anonymity, confidentiality, and engaging in an illegal act
b. harm to subjects and data reporting without identification
c. concealed identity of researcher and anonymity
d. value-free inquiry and concealed identity of researcher
e. harm to subjects and anonymity

68% CORRECT

17. Which of the following could possibly harm subjects?
   a. having them face aspects of themselves that they do not normally consider
   b. asking them to reveal their unpopular attitudes
   c. asking them to identify their deviant behavior
   d. allowing them to identify themselves easily in the final report
   e. all of the above may harm respondents

84% CORRECT

18. Which of the following is not required under the Belmont Report?
   a. social justice
   b. respect of personal dignity
   c. social beneficence
   d. objectivity

19. Because social scientists rarely plan studies that could physically harm subjects, the issue of no harm to subjects is not a real problem.
   a. true
   b. false

84% CORRECT

20. If a researcher conducting a survey gets “informed consent” she or he will:
   a. Get permission to interview friends and family members about personal behavior (such as sexual relations, etc.)
   b. Get permission to conduct the interview from the respondent after telling them something about the interview.
   c. Get permission from other researchers to use non-random sampling
d. Get permission from people to use their actual names and addresses in published studies about them.

84% CORRECT

21. For a senior project, Chuck conducts a survey on students’ attitudes and behaviors concerning personal beliefs and behaviors, including sexual behavior. While distributing the questionnaire, he assures the group of students that no one will be able to trace responses to an individual. He obtained a seating chart with the names of all the students in the class and where they sit. He notices where each person sat before he or she returns the questionnaire to the front of the room and memorizes who turned in the first, second, etc. questionnaire. Which ethical principle is Chuck violating?

a. Confidentiality
b. Anonymity
c. Harm to subjects
d. Concealed identity of researcher
e. Voluntary participation

83% CORRECT

22. Which of the following groups is NOT considered to be vulnerable by an Institutional Review Board?

a. Elderly
b. Children
c. Post-menopausal women
d. Prisoners
e. None of the above

75% CORRECT

RESEARCH DESIGN

23. In a study of marital status, you examine the following categories: married, never married, widowed, separated, and divorced. These categories are known as

a. variables
c. units of analysis
b. attributes d. relationships
51% CORRECT

24. “Research design” involves specifying
   a. who will carry out the study
   b. the strategy to be used to answer the research question
   c. the funding agency for the study
   d. the color combinations for the research study
   e. none of the above
94% CORRECT

25. The independent variable (cause) must occur later in time than the dependent variable (effect).
   a. true b. false
97% CORRECT

26. Although the finding that ice cream sales are empirically related to drowning deaths is reliable in that it happens every year, it is not logically accurate. We would call this relationship spurious.
   a. true b. false
90% CORRECT

27. A researcher examined all editorials from a newspaper that dealt with the federal government’s policy toward tobacco. He then rated the editorials as being favorable or unfavorable toward the tobacco industry. The unit of analysis was
   a. tobacco industries
   b. the newspaper studied
   c. newspapers in general
   d. editorials about tobacco policies
81% CORRECT
28. Which type of study would best enable a researcher to assess changes in individuals who attend college for four years?
   a. cross-sectional  
   b. trend  
   c. panel  
   55% CORRECT

29. When a researcher is faced with the question from whom or what will the information be gathered, that researcher is dealing with which of the following aspects of the research design process?
   a. purpose of research  
   b. units of analysis  
   c. topics of research  
   d. time dimension  
   e. motivations of research  
   87% CORRECT

30. Which of the following is NOT a characteristic of a cross-sectional study?
   a. it is conducted at one point in time  
   b. it provides a means for studying a large population at the same point in time  
   c. it concentrates on the changes that take place among a specific sample over a period of time  
   65% CORRECT

31. The operational definition of a variable
   a. is the theoretical definition of the variable  
   b. tells why something occurred  
   c. specifies how a variable will be measured  
   71% CORRECT

32. Longitudinal studies may be either trend or cohort studies, not panel studies.
   a. true  
   b. false
33. A(n) _______ is a statement that indicates a specific research expectation.
   a. axiom
   b. research question
   c. hypothesis
   d. preposition

34. Consider the following questionnaire item: “Are you satisfied or dissatisfied with the cafeteria's prices and services?” Which wording pitfall(s) is/are exemplified?
   a. ambiguous
   b. *double-barreled
   c. leading
   d. none of the above

35. If the categories of a variable are not exhaustive then
   a. some of the categories overlap
   *b. all of the possible responses haven't been listed
   c. respondents will feel compelled to give several responses
   d. the researcher will have to weight answers accordingly

36. Most social scientists would not accept foot size as the conceptualization of IQ because such a measurement would lack validity
37. In order for a variable to have mutually exclusive categories, the categories must be
   a. exhaustive
   b. interchangeable
   *c. non-overlapping
   d. all inclusive
57% CORRECT

38. Is Professor Rich's treatment of IQ in question 7 a legitimate and valid measure? That is, can the good professor legitimately use IQ as a ratio variable?
   A. yes
   *B. no
73% CORRECT

39. Professor Bonham measured the variable "attitudes toward drafting women" with the following categories: strongly agree, agree, indifferent, disagree, and strongly disagree. Professor Bonham was using the __________ level of measurement.
   A. nominal
   *D. ordinal
   B. interval
   E. not enough information to decide
   C. ratio
87% CORRECT

40. A study measured the variable educational level as the number of years in school completed. The variable is measured at the __________ level.
   A. nominal
   D. ordinal
   B. interval
   E. not enough information to decide
   *C. ratio
60% CORRECT
41. Classifying someone as employed or not employed treats employment as a(n) _____ variable.
A. ratio                                 *D. nominal
B. interval                               E. dependent
C. ordinal

97% CORRECT

The following items were used in a survey on academic dishonesty. Use this example to answer questions 42-43

Think about the courses you have taken during this academic year. Please circle the letter that indicates how often you have been given the following assignments.

A=ALWAYS      F=FREQUENTLY      S=SOMETIMES      RN=RARELY OR NEVER

Multiple-choice exams  (A) (F) (S) (RN)
Essay exams           (A) (F) (S) (RN)
Take-home exams       (A) (F) (S) (RN)

42. How many variables are in this part of the study?
A. 5
B. 4
*C. 3
D. 2
E. 1
43. At what level is(are) the variable(s) measured?
   *a. ordinal
   b. nominal
   c. ratio
   d. interval

44. If three people (Addams, Munster, and Fester) are rank-ordered with respect to the possession of an attribute on an ordinal variable, then we can conclude that the distance between Addams and Munster on that variable is equal to the distance between Munster and Fester.
   a. true  *b. false

45. A nominal measure must have only two categories.
   A. true  *B. false

46. Numbers assigned to ranks on an ordinal scale can legitimately be stated as proportions.
   A. true  *B. false

SCALES AND INDEXES

47. The coefficient of reproducibility for a Guttman scale should be at least ______ to state that a hierarchical pattern exists in the data.
   A. 1.0  *B. .90
48. Professor Littleolman wishes to develop a composite measure of adjustment to retirement such that an ordinal scale can be calculated based on items with the same or similar ranges of intensity. Which of the following would be best?

A. semantic differential  C. Bogardus social distance scale
B. Guttman scale  D. *Likert scale

60% CORRECT

49. The following items measure the extent to which Americans are willing to associate with extraterrestrials.

1. It’s OK if my child marries an extraterrestrial.
2. It’s OK to have an extraterrestrial for a friend.
3. It’s OK to have an extraterrestrial living on the block.
4. It’s OK to have an extraterrestrial living in my community.

These items illustrate a

A. Guttman scale
B. Thurstone scale
*C. Bogardus social distance scale
D. Likert scale
E. semantic differential scale

90% CORRECT

50. Professor Morello administered a questionnaire containing the following item: “Please describe your supervisor's leadership style on the following three continua. Check the space on the continua that best fits your answer.”

valuable __ __ __ __ __ __ worthless
easy __ __ __ __ __ __ demanding
critical __ __ __ __ __ __ __ uncritical

Morello was using a
*A. semantic differential scale
B. Thurstone scale
C. Bogardus social distance scale

83% CORRECT

51. The following items and scoring scheme were taken from the Minnesota Survey of Opinion. The four items were part of an index designed to assess attitudes toward education. In the index
SA = strongly agree  D = disagree
A = agree  SD = strongly disagree
U = undecided

1. A PERSON CAN LEARN MORE BY WORKING FOUR YEARS THAN BY GOING TO SCHOOL

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td></td>
</tr>
</tbody>
</table>

2. THE MORE EDUCATION PEOPLE HAVE, THE BETTER THEY ARE ABLE TO ENJOY LIFE

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>S</th>
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<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
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<td>(4)</td>
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</tbody>
</table>

3. EDUCATION HELPS PEOPLE USE THEIR LEISURE TIME TO BETTER ADVANTAGE

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>S</th>
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<tbody>
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</tbody>
</table>
4. EDUCATION IS OF NO HELP IN GETTING A JOB TODAY

These items illustrate a _______ scale
*A. Likert  C. semantic differential
B. Thurstone  D. Bogardus social distance

52. Using Likert scale items, Professor S. Cooper developed an index with 25 items to measure job morale. Cooper administered the scale to 2,000 workers and found that some respondents did not answer 1 to 3 of the items. Cooper’s best strategy for handling the missing data would be to:

A. exclude the cases that contained the missing data from the analysis
B. assign the middle values to cases with missing data
C. assign values at random
*D. assign the mean values of the answered items to the missing items

53. Given the following patterns for a Guttman scale on life satisfaction the coefficient of reproducibility is

VARIABLES
<table>
<thead>
<tr>
<th>NUMBER</th>
<th>PATTERNS OF CASES</th>
<th>HEALTH</th>
<th>HOBBIES</th>
<th>CITY</th>
</tr>
</thead>
<tbody>
<tr>
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<td>+</td>
<td>+</td>
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<td>3</td>
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<tr>
<td>Errors</td>
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<tr>
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<td></td>
<td>+</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

*a. 1.0  
b. .95  
c. .90  
d. .85
VALIDITY AND RELIABILITY

54. Because low marital adjustment should lead to divorce, Professor Rogers checked his measure of marital adjustment by examining whether couples with low marital adjustment scores later obtained divorces. This illustrates the use of

*A. criterion validity
B. face validity
C. content validity
D. anomic validity

67% CORRECT

55. Which of the following is NOT a principle for improving reliability?
A. clearly conceptualizing all concepts
*B. mixing non-related items in the same index
C. using multiple indicators of a variable
D. pre-testing research instruments.

93% CORRECT

56. Reliability involves
*A. whether a particular technique applied repeatedly to the same object would yield the same results each time
B. ensuring accuracy
C. ensuring that your measure measures what you think it should measure
   D. ensuring precision

93% CORRECT
57. The fact that people in their 20s are more likely to overstate their age and that people in their 50s are more likely to understate their age is indicative of problems with ________ when measuring age

A. stability reliability  C. content validity
* B. representative reliability  D. equivalence reliability

63% CORRECT

58. Professor Portnoy gave an exam on Monday. On Wednesday, Portnoy gave the same class the same exam. Professor Portnoy was clearly interested in assessing the exam’s

A. validity
* B. reliability
C. face validity
D. conceptualization
E. impact on students’ stress levels

97% CORRECT

59. A

59. A measure that is presumed to be valid because there is general agreement of its precision and accuracy has

* A. face validity
B. construct validity
C. criterion validity
D. equivalent reliability

73% CORRECT

60. In general, as sample size increases, the standard error

a. increases in size
* b. decreases in size
c. will remain the same regardless of changes in sample size
d. is a constant
e. fluctuates in size
72% CORRECT

61. Low response rates interfere with the generalizability of the findings.
*a. true
b. false
100% CORRECT

62. Probability samples are advantageous to the researcher because
a. the method by which they are selected limits conscious and unconscious sampling bias
b. the accuracy or representativeness of the sample can be estimated
c. they are perfectly representative of the population from which they are drawn
d. all of the above
*e. only “a” and “b” are correct
91% CORRECT

63. You are doing research on hospital personnel -- orderlies, technicians, nurses, and physicians. You want to be sure you draw a sample that has cases in each of the personnel categories. You want to use probability sampling. An appropriate strategy would be
a. simple random sampling
b. quota sampling
c. cluster sampling
*d. stratified sampling
*e. convenience sampling
66% CORRECT

64. A disadvantage of stratified sampling is that it
a. denies you the use of probability theory
*b. requires you to have some prior knowledge about the elements in the population prior to drawing the sample

c. usually increases the standard error

d. usually requires samples that are larger in size than those required by simple random sampling

60% CORRECT

65. A study population is

a. that aggregation of elements from which information is collected

b. the theoretically specified aggregation of survey elements

*c. that aggregation of elements from which the sample is actually selected

d. none of the above

88% CORRECT

66. Professor Joe Bobb wants to use a cluster design to study college students. He draws a random sample of 300 colleges and wants to select students from each for a total sample size of 1,500. In terms of probability theory, what problem would have to be resolved before this strategy is an appropriate sampling design?

a. There is no way to select randomly a sample of colleges in the U.S. because no sampling frame exists.

b. There is no way to sample randomly students at that many colleges.

*c. The number of students is not the same at each college.

88% CORRECT

67. In a probability sample all elements must have an equal chance of being selected for the sample.

*a. true

b. false

88% CORRECT

68. According to your textbook, how big a sample should be should depend on:
a. How many people are in the population
b. How old the population is
c. How diverse the population is
d. None of the above.

62% CORRECT

DATA COLLECTION

69. Which of the following statements is true?
a. Content analysis is a highly obtrusive data collection technique.
b. Random sampling must be utilized in all research situations, or the data are useless.
*c. Sociologists rarely do experiments because experimental data are believed to be somewhat contrived. There are concerns about the validity of generalizing experimental data collected in a laboratory to a natural setting.

91% CORRECT

70. When asking questionnaire items, an interviewer should
a. reword each question so that the respondent understands the question
b. skip questions that he or she believes will make the respondent uncomfortable
c. react to a question after the respondent has answered to show interest
*d. none of the above

78% CORRECT

71. In general, survey research is an appropriate observational method for
a. describing a population too large to observe directly
b. descriptive, exploratory, and explanatory purposes
c. the measurement of attitudes prevalent in a larger population
d. studies that have individual people as the unit of analysis
*e. all of the above

84% CORRECT
72. In general, survey research is
a. strong on reliability and strong on validity
* b. strong on reliability and weak on validity
c. weak on reliability and strong on validity
d. weak on reliability and weak on validity
e. reliability and validity are not issues that concern researchers who use the survey technique
91% CORRECT

73. As a rule, which technique is cheapest to execute?
a. face-to-face interviews          b. telephone surveys
    *c. mailed questionnaires
69% CORRECT

74. The higher the response rate, the less likely the chance of a significant response bias.
*a.  a. true
    b. false
78% CORRECT

75. Which of the following is NOT an advantage of the survey technique?
a. surveys collect information on many different variables
b. multiple hypotheses can be tested
*c. respondents can be physically manipulated
d. alternative explanations are statistically measured and ruled out mathematically
81% CORRECT

76. _______ is/are associated with higher response rates.
a. Low status occupations
*b.  b. Higher education  
c. Unfamiliarity with the topic being researched  
75% CORRECT

77. Appropriate inducements to respondents in survey research  
a. are unethical  
b. have no influence on results  
c. create researcher bias and has a strong influence on responses  
*d. increase the response rate  
e. dehumanize respondents because they are usually tokens  
69% CORRECT

78. Telephone interviews as a technique of data collection  
a. limit the scope of the questions because they have to be completed within 15-20 minutes  
b. reduce anonymity compared to mailed surveys  
c. have a higher potential for interviewer bias than self-administered questionnaires  
d. do not allow visual aids  
*e. all of the above  
88% CORRECT

79. Which of the following is an example of interviewer bias or potential interviewer bias?  
a. the social category of the interviewer  
b. expectations of how a respondent might answer  
c. mechanical error in recording an answer  
d. rewording questions  
*e. all of the above are examples  
81% CORRECT
80. Which of the following is an example of the complete participant role in field research?
   a. telling a motorcycle gang that you’re a researcher and would like to ride with them for a year to understand their interaction patterns
   b. telling people you’re a spy and watching their reactions
   *c. joining a sorority or fraternity to study initiation rituals without revealing your identity as a researcher
   d. being a newspaper reporter who interviews union workers to learn about recent strike efforts
   81% CORRECT

81. An advantage of field research is
   a. it enables the researcher to draw conclusions about the population
   b. the researcher can control the variables under study
   *c. social life can be studied in a natural setting
   d. hypotheses can be rigorously tested
   91% CORRECT

82. In comparison to experiments and surveys, field research has
   a. greater reliability and greater validity
   b. greater reliability and less validity
   *c. less reliability and greater validity
   d. less reliability and less validity
   e. can’t tell without more information about the particular study
   84% CORRECT

83. Field researchers
   a. seldom approach research with precisely defined hypotheses to be tested
   b. attempt to make sense out of an ongoing process that cannot always be predicted in advance
   c. reject rigorous statistical analysis
   *d. all of the above
84. In data analysis the field researcher faces the task(s) of
a. looking for norms of behavior
b. being alert to deviations from the general norms observed
c. creating classifications of behavior
*d. all of the above
97% CORRECT

85. Qualitative analysis involves a continual interplay between theory and analysis.
*a. true
b. false
81% CORRECT

86. Field research is limited because
a. the conclusions drawn are suggestive rather than definitive.
b. it is weak in terms of the scientific norm of intersubjectivity.
c. it is weak on reliability.
d. it is weak on generalizability.
*e. all of the above are true.
84% CORRECT

87. Coding in content analysis involves
a. the logic of conceptualization and operationalization
b. selecting a level of measurement
c. pretesting
*d. all of the above
75% CORRECT

88. The categories used in content analysis should be
a. pretested
b. mutually exclusive
c. exhaustive
*d. all of the above

72% CORRECT

89. Research participants might react differently in an experiment than they would in real life because they know they are in a study. This is called:
   a. Validity
   b. Maturation
   c. Reactivity
   d. Selection bias
   e. None of the above

93% CORRECT

90. Asking two or more questions, such that answering the first determines which question comes next is called:
   a. Prestige bias
   b. Matrix question
   c. Leading question
   d. Contingency question
   e. None of the above

59% CORRECT

READING A TABLE

Students are asked to read the tables of a research article they have not previously seen and identify statistical significance and relationships among variables. (J.B. Kirby’s “The Influence of parental Separation on Smoking Initiation in Adolescents,” Journal of Health and Social Behavior.)

91. Kirby’s study found that adolescent smoking is related to parental divorce. The relationship is significant at the ____ statistical level.
92. In his model, which of the following variables had no effect on adolescent smoking?
   a. depressed mood
   b. rebelliousness
   *c. household income
   d. being supervised (a high score means more supervision)

93. Having friends who smoke has a stronger effect on adolescent smoking than having a parent who smokes.
   *a. true
   b. false

84% CORRECT

86% CORRECT