

Program Assessment Report

Program: SOCIOLOGY

Year: 17/18

Division: Social Sciences

Contact: Donna Giuliani

Delta College



Actions Taken in Response to Last Year's Report

Rationale for Current Assessments

Assessment 1 of 1

Goal / Project

Outcome(s)

Demonstrate an understanding of diverse societies, ranging from local to global, in order to engage effectively in civic life. (17/18)

Standard / Objective

80% of students will meet the benchmark of mastery.

Method of assessment

Capstone Demonstrations(s)

Comment/Details about the method of assessment

An essay question was administered to all students present in the face-to-face SOC 212, SOC 215, SOC 231, and SOC 250 courses during the Winter 2018 final exams. Students were instructed to answer all parts of the question thoroughly, with accurate details and examples. The question was comprised of the following: "A) In the context of this course, define "diversity". B) What instances of diversity have you become aware of from the course material? C) What are some of the benefits and challenges of diversity as it relates to your career?" Faculty analyzed all student responses. Each part was analyzed and 0-3 points were assigned for each part, and then added up on a rubric. In order for the students' answers to count as "mastery", 7-9 points had to be earned as the total points. A failure was assigned for total points of 0-6. A zero was assigned for a segment if students did not answer the part or if they were completely on the wrong track. One point was assigned for answers showing a partial understanding of diversity and/or had 2 or more errors/omissions. Two points were assigned each segment that showed an acceptable understanding of diversity with one glaring omission. Three points were given for answers showing an adequate understanding of diversity within society.

Courses Affected

SOC 212, SOC 215, SOC 231, and SOC 250

Time Frame

Apr-18

Submitted By

Susan Steiss

Result

Result

(0) Results far below expectation/standard

Data Collection (general or specific stats regarding results)

During the 2017-18 academic year, "Think Civically" was assessed in SOC 212, 215, 231, and 250 face-to-face classes in the Winter 2018 semester. There was a total of 72 essay questions with answers on final exams collected. All students' answers were assessed by the Sociology Department on 9/21/18. The Rubric was normed among the group of faculty before beginning the actual scoring. Of the 72 total essay, 61/72, or 84.7% demonstrated mastery of "Think Civically", while 11/72, or 15.3% failed to demonstrate mastery.

What We Learned (areas for improvements, strengths, etc.)

Areas of strength include that across the board, students had a great understanding of diversity either at a local and/or to global levels and were able to give specific and accurate examples. Most students did well on part 3 of the question as well, in which they were able to evaluate their future actions/social interactions in their chosen careers to promote positive change/well-being of others within their social environments. One area that could possibly be emphasized more in classes is that diverse societies, communities, groups include more than race, ethnicity, gender, sexual orientation, religion, social class, world views, but also those with special needs/disabilities.

Use of Data to Improve Student Success

Continue to emphasize a broad understanding of diversity in various Sociology courses, and as social change agents, students can positively impact their communities and social worlds.

Institutional Student Learning Outcome	Action plan items of what is planned based on the data and results	
<input type="checkbox"/> Apply Knowledge and Skills	<input type="checkbox"/> Change assignments/activities	<input type="checkbox"/> Update course content
<input checked="" type="checkbox"/> Think Critically	<input type="checkbox"/> Change materials provided	<input type="checkbox"/> Update course outcomes
<input type="checkbox"/> Communicate Effectively	<input type="checkbox"/> Adjust grading rubric	<input type="checkbox"/> Update prior courses
<input checked="" type="checkbox"/> Act Responsibly	<input type="checkbox"/> Continue to Monitor	<input checked="" type="checkbox"/> Other

Comments and Action Plan

Discipline/Program Comments

Sociology Faculty were pleased with the results overall. We also further discussed the broader meaning of diversity and the role of sociologists advocating for marginalized groups at the micro and macro levels.

Advisory Board Comments

N/A

Assessment Committee Comments

Out of curiosity, it would be good to know how many students earned "mastery" with scores of 3-3-1 as that would indicate 2 areas of great understanding and 1 area of little understanding. It might be useful to categorize any student scoring a 3-3-1 as non-mastery because of the profound weakness in one area. It may be only a rare occurrence but it would be useful to check.

Curriculum Council Comments

N/A

Action Plan

The benchmark was achieved; therefore, no action plan is needed. For the 2018-19 academic year, "Think Critically" in SOC 211 courses will be assessed using a compare/contrast essay question on Sociology Theories. The benchmark will be set at 80% of students master "Think Critically".

Actions Taken in Response to Older Reports