

Program Assessment Report

Program: SOCIOLOGY

Year: 18/19

Division: Social Sciences

Contact: Donna Giuliani

Delta College



Actions Taken in Response to Last Year's Report

The previous academic year focused on "Think Civically". No action plan was needed as the benchmark was achieved.

Rationale for Current Assessments

Assessment 1 of 1

Goal / Project

Mastery of "Think Critically"

Outcome(s)

Standard / Objective

Produce a defensible conclusion or solution using critical or creative thinking. The goal was for 80% of the SOC 211 students to meet the benchmark of mastery.

Method of assessment

Comment/Details about the method of assessment

An two-part essay question was administered to all students present in the face-to-face and on-line SOC 211 courses toward the end of the Fall 2018 semester through final exams or as a separate in-class graded assignment. The first question was: "Compare and contrast Symbolic Interactionist Theory and Conflict Theory." The second follow-up question asked: "How would each theory explain poverty?" Faculty analyzed all student responses. Students were rated on effectively describing both theories, utilizing compare & contrast effectively, and then applying main ideas and concepts from both theories to poverty. 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 emerging answers that contained glaring errors and/or omissions. Two points were assigned each segment that showed an developing essay that was mostly accurate, but contained minor errors/omissions. Three points were given for each segment that was relatively free of errors, while demonstrating a logical, well-rounded answer that showed an accurate application of theoretical ideas and concepts.

Courses Affected

SOC 211

Time Frame

Fall Semester, 2018

Submitted By

Susan Steiss

Result

Result

(0) Results were far below expectation/standard

Data Collection (general or specific stats regarding results)

During the 2018-19 academic year, "Think Critically" was assessed in SOC 211, which is a foundation course. There was a total of 225 essay questions answers collected from students during the Fall Semester 2018. Some students completed the question as part of their on-line or face-to-face final exams, while others completed it in-class as a graded assignment. The Sociology Discipline met on July 16, 2019 at Delta College to analyze and discuss the data. A stratified random sample based on based on categories of "face-to-face" and "on-line" courses was taken which included a sample size of 79 (8 on-line and 71 face-to-face). The Rubric was normed among the group of four full-time faculty before beginning the actual scoring. Of the 79 total essays, which included both on-line and face-to-face students, 58/79, or 73.4% demonstrated mastery of "Think Critically", while 21/79, or 26.5% failed to demonstrate mastery. The pass rate for on-line students was 88%.

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

We learned that our students did not meet the benchmark of 80% mastery; however, we discussed that perhaps the question, being a two-part question, instead of one question, may have been too complicated for students at an introductory sociology course level. In addition, it's possible the benchmark was set too high. Nevertheless, it will be important for faculty to spend more time emphasizing and teaching content within the three main theories utilized in Sociology.

Use of Data to Improve Student Success

Communicate to all SOC faculty the need to emphasize and spend more time on teaching Sociology's 3 main theories, and also finding creative group and individual exercises/assignments tailored to the theories.

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 checked="" 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 type="checkbox"/> Act Responsibly	<input type="checkbox"/> Continue to Monitor	<input type="checkbox"/> Other

Comments and Action Plan

Discipline/Program Comments

Sociology Faculty met on July 16, 2019 to analyze the data and discuss the results. There were concerns voiced that perhaps the question was too complicated for SOC 211 course students, as it is the first sociology course that students take. The question had students comparing and contrasting two theories, and then applying them, so faculty thought that it may have been better to only include the compare and contrast part, as that is a higher order critical thinking task (falls under Analysis in regard to Bloom's Taxonomy) than the separate application step. An additional issue is that the benchmark of 80% may have been set too high, and 70% may have been a better starting point. We also agreed that all faculty teaching SOC 211 courses must spend more time emphasizing the 3 main theories through various class exercises and assignments.

Advisory Board Comments

Assessment Committee Comments

We look forward to seeing how the changes impact results.

Curriculum Council Comments

Action Plan

The benchmark was not achieved. The action plan involves meeting with both full-time and adjunct faculty during

discipline meetings to review the 3 major sociology theories and to discuss various ways to emphasize them more with students. For the 2019-20 academic year, "Think Critically" in SOC 211 Winter Semester 2020 courses will be assessed again, but this time only using the compare/contrast essay question portion. In addition, the benchmark will be adjusted downward to 70% of students master "Think Critically" since the previous benchmark of 80% may have been unrealistic for an introduction course in sociology.

Actions Taken in Response to Older Reports