Program Assessment Report

Program: SOCIOLOGY

Year: 20/21

Division: Social Sciences

Contact: Donna Giuliani

Actions Taken in Response to Last Year's Report

This outcome has not been assessed in several years. I (Christina) could not locate previous assessment records for this outcome.

Rationale for Current Assessments

Assessment 1 of 1

Goal / Project

Mastery of "Reason Quantitatively"

Outcome(s)

Standard / Objective

Use quantitative information or analyze data within context to arrive at meaningful results. The goal was for 70% of the SOC 211 students to meet the benchmark of mastery.

Method of assessment

Capstone Demonstrations(s)

Comment/Details about the method of assessment

Students were provided with 3 graphs, the first showing the percentage of white and Black high school seniors reporting drug use over time, the second showing the number of white and Black young adults in thousands visiting emergency rooms for drug related reasons over time, and the third showing Black and white drug arrest rates per 100,000 people over time. Students were asked to answer the following questions using the information from the 3 graphs: 1) Who is most likely to use drugs based on the information in the graphs? 2) Who is most likely to be arrested? 3) Are the people most likely to use drugs also the most likely to be arrested for drugs? 4) Why or why not? Full-time sociology faculty analyzed all student responses. Students were rated on answering the first 3 question correctly and providing a logical reason why Black people are more likely to be arrested for drugs, whereas white people are more likely to report using and be hospitalized for drug related reasons. Each part was analyzed, and 0-3 points were assigned for part A (questions 1-3) and part B (question 4) and then added up on a rubric. For the students' answers to count as "mastery", 5-6 points had to be earned as the total points. A failure was assigned for total points of 0-4. For part A, 1 point was given for each correct answer. For part B, no points were assigned if the student did not provide a reason for the trends shown in the graphs, 1 point was assigned for students who provided and answer that contained glaring errors and/or omissions or an Illogical answer, 2 points were assigned for developing/emerging answers with minor errors and/or omissions, and 3 points were assigned for answers that were relatively free of errors, having generally well-rounded & logical answers based upon course content.

Courses Affected

SOC 211

Time Frame

Winter Semester, 2021

Submitted By
Christina Miller-Bellor

Result

Result

(2) Results met expectation/standard

Data Collection (general or specific stats regarding results)

During the 2020-2021 academic year, "Reason Quantitatively" was assessed in SOC 211, which is a foundation course. There was a total of 169 essay questions answers collected from students during the Winter Semester 2021. All students completed the question as part of their online final exams due to Covid-19. The Sociology Discipline met on July 8, 2021 via Zoom to analyze and discuss the data. A random sample was taken which included a sample size of 52. The Rubric was normed among the group of four full-time faculty before beginning the actual scoring. Of the 52 total essays, 38/52, or 73.1% demonstrated mastery of "Think Critically", while 14/52, or 26.9% failed to demonstrate mastery.

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

We learned that our students did meet the benchmark of 70% mastery. While we met our target, we would like to see a greater percentage of our students reach mastery. Because of Covid, all of our courses being taught online asynchronously, and we learned that it is easier to teach this in a face-to-face course. We plan to incorporate more training for online students on how to read and make sense of quantitative graphs.

Use of Data to Improve Student Success

We will incorporate more training for online students on how to read and make sense of quantitative graphs.

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

Comments and Action Plan

Discipline/Program Comments

Sociology Faculty met on July 8, 2021 to analyze the data and discuss the results. We reached the benchmark on the reason quantitatively outcome and discussed the assessment plan for the 2021-2022 academic year. We will assess "think critically" by having students use major sociological theories to make sense of real world phenomena.

Advisory Board Comments

N/A

Assessment Committee Comments

It may be fruitful to look at the math levels of the students that passed/didn't pass the assessment. Depending on how much math a student has had could go a long way as far as understanding the assignment.

Also, it may also be useful to assess the outcomes of the course rather than the Gen Ed aspects (not that this is not important) and it does appear that the assessments being used could do both (a rubric for the gen ed aspect and a rubric for the SOC course outcome).

Curriculum Council Comments

N/A

Action Plan

No action plan is needed as the benchmark was achieved, however, we are going to add additional training on graph reading for our online students.

Actions Taken in Response to Older Reports