

Program Assessment Report

Program: SOCIOLOGY
Year: 16/17
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)

Correctly interpret simple statistical tables, correlations, and data. (15/16)

Standard / Objective

80% of students will meet the benchmark for mastery.

Method of assessment

Capstone Demonstrations(s)

Comment/Details about the method of assessment

An essay question that also utilized a U.S. Census Bureau table was administered to all SOC 211 students as part of their final exam in Fall 2016. The essay question stated, "Define conflict theory and use it to explain the differences in annual earnings". The question referred to the table, "U.S. Income by Educational Level and Sex--Full-time Workers". A rubric that tapped into Bloom's Taxonomy was applied to score the essay answers.

Courses Affected

SOC 211

Time Frame

Fall 2016

Submitted By

Susan Steiss

Result

Result

(2) Results met expectation/standard

Data Collection (general or specific stats regarding results)

Final exam essay answers were collected from 324 students in December of 2016. On 3/18/17, all full-time faculty met to score a sample of the data with the rubric. A random sample of 108 essay responses were chosen and faculty first normed the rubric. The results were that 80.5% (87/108) of students demonstrated mastery of the critical thinking outcome, while 19.4% (21/108) failed to demonstrate mastery. The benchmark of 80% was met for mastery.

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

While 80% of introductory sociology students mastered critical thinking by explaining conflict theory, applying key concepts, analyzing patterns in the Table, and drawing inference, some students struggled to explain conflict theory and draw inferences.

Use of Data to Improve Student Success

Sociology department faculty can give students more practical opportunities/groupwork in class to connect the three main sociological perspectives to data in order to practice their ability to draw inferences.

Institutional Student Learning Outcome	Action plan items of what is planned based on the data and results	
<input checked="" 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 discussed what we could learn from the data and how to share results with adjunct faculty as well.

Advisory Board Comments

N/A

Assessment Committee Comments

There can always be an action plan. Was there something among the 20% that did not pass that could be addressed with an additional assignment in class or question on an exam, for example. Had 1 more student not met the benchmark, the pass rate would be 79.6%. Congratulations on meeting the benchmark, but even a single small tweak could make a meaningful increase in student understanding.

Curriculum Council Comments

Action Plan

The benchmark was achieved, therefore an action plan is not needed. During the 2017-18 academic year, "Think Civically" will be assessed in SOC 212, 215, 231, and 250 face-to-face classes in the Winter 2018 semester.

Actions Taken in Response to Older Reports