

Program Assessment Report

Program: SOCIOLOGY

Year: 19/20

Division: Social Sciences

Contact: Donna Giuliani

Delta College



Actions Taken in Response to Last Year's Report

The benchmark was not achieved for the 2018-2019 academic year therefore full-time and adjunct faculty discussed the 3 major sociology theories and committed to emphasizing them more with students. The full time sociology faculty determined that the question from 2018-2019 was too large and complex and only used the compare/contrast portion for the 2019-2020 essay question as we were aiming for the compare/contrast as it is higher on Bloom's Taxonomy. In addition, we adjusted the benchmark downward to 70% of students master "Think Critically" since the previous benchmark of 80% may have been unrealistic for an introduction course in sociology.

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 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

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

Submitted By

Christina Miller-Bellor

Result

Result

(2) Results met expectation/standard

Data Collection (general or specific stats regarding results)

During the 2019-2020 academic year, "Think Critically" was assessed in SOC 211, which is a foundation course. There was a total of 269 essay questions answers collected from students during the Winter Semester 2020. All students completed the question as part of their on-line final exams due to Covid-19. The Sociology Discipline met on October1, 2020 via Zoom to analyze and discuss the data. A random sample was taken which included a sample size of 80. The Rubric was normed among the group of four full-time faculty before beginning the actual scoring. Of the 80 total essays, 59/80, or 73.8% demonstrated mastery of "Think Critically", while 21/80, or 26.3% failed to demonstrate mastery.

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

We learned that our students did meet the benchmark of 70% mastery. The percentage of students who passed was almost the same as it was for the 2018-2019 academic year. We worked to improve the percentage, but the Covid-19 crisis created additional barriers. We plan to add Venn diagrams for the three theories in sociology to the OER that all full and part time sociology faculty are using now for SOC 211.

Use of Data to Improve Student Success

We will continue to place emphasis on teaching the 3 major sociology theories and will incorporate Venn diagrams into our new SOC 211 OER.

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 checked="" type="checkbox"/> Update course content
<input checked="" type="checkbox"/> Think Critically	<input checked="" 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 October 1, 2020 to analyze the data and discuss the results. We reached the benchmark on the think critically outcome and discussed the assessment plan for the 2020-2021 academic year. We will assess Reason Quantitatively by having students draw conclusions from tables or graphs.

Advisory Board Comments

Assessment Committee Comments

Adding Venn diagrams would be an Action Plan! :) Looks like the discipline is making good progress.

Curriculum Council Comments

Action Plan

No action plan is needed as the benchmark was achieved, however, we are going to add a Venn diagram to our OER to help students with comparing and contrasting the sociology theories.

Actions Taken in Response to Older Reports

