

Program Assessment Report

Program: SOCIOLOGY
Year: 15/16
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. The rubric also included an "add-on" dimension to capture what percentage of Delta's introductory sociology students were performing critical thinking skills for a sociology major at a bachelor's degree level.

Courses Affected

SOC 211

Time Frame

Winter 2016

Submitted By

Susan Steiss

Result

Result

(0) Results far below expectation/standard

Data Collection (general or specific stats regarding results)

Final exam essay answers were collected from 330 students in April of 2016, Winter semester. In August of 2016, all full-time faculty met to score a sample of the data with the rubric. A random sample of 165 essay responses were chosen and faculty first normed the rubric. The results indicated that 72% (118/165) of students demonstrated mastery of the critical thinking outcome, while 28% (47/165) failed to demonstrate

mastery. The benchmark of 80% was not met for mastery. In regard to the "add-on" rubric measure, 32% of students performed critical thinking skills expected at the level of sociology majors at the bachelor's level.

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

While 72% mastered critical thinking by explaining conflict theory, applying key concepts, analyzing patterns in the Table, and drawing inferences, the students who did not pass struggled to adequately explain conflict theory and make inferences based on the data.

Use of Data to Improve Student Success

Sociology department faculty discussed giving students more practical opportunities in class to connect the three main sociological perspectives to data in order to differentiate the three main sociological perspectives and to sharpen their ability to draw inferences. Also discussed need to communicate this with adjunct faculty as well.

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

As a way to help reduce the workload, 75 - 100 samples should be sufficient to obtain results (that is a goal that we have in Gen Ed as recommended by our consultant Mary Allen from more than 10 years ago).

Curriculum Council Comments

N/A

Action Plan

Sociology faculty will utilize the same assessment at the end of Fall Semester 2016 during final exams to evaluate the outcome again.

Actions Taken in Response to Older Reports