

# Assessment: Course Four Column

Spring/Summer 2018



## El Camino: Course SLOs (BSS) - Sociology

### ECC: SOCI 102:The Family

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<b>SLO #2 Sociological Concepts -</b> Students will define and demonstrate an understanding of sociological concepts such as mate selection, cohabitation, marriage, divorce, and gender role socialization by applying them to social scenarios. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015), 2017-18 (Spring 2018) <b>Input Date:</b> 03/04/2014	<b>Exam/Test/Quiz - S. ALLEN:</b> Six sociological concepts from five multiple choice questions on Exam #1 will be assessed, including: monogamy, family of orientation, status, role, sex, and gender. See attached. <b>Standard and Target for Success:</b> At least 70% of the class will answer each question correctly. <b>Related Documents:</b> <a href="#">SLO 2 Assessment Questions Allen Sp15.doc</a>	<b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015) <b>Standard Met?</b> : Standard Met The results are quite positive. It is clear that the overwhelming majority of students are able to define and demonstrate an understanding of sociological concepts and apply them to social scenarios. One section of SOCI 102 was assessed with a total of 51 students. See attached document. (02/24/2015) <b>Faculty Assessment Leader:</b> Stacey Allen <b>Related Documents:</b> <a href="#">SLO 2 Assessment Results Allen Sp15.doc</a>	<b>Action:</b> While the overall results were quite positive, only 75% of the class answered Question #2 correctly. This question will be revised during the Spring 2016 semester. (02/23/2016) <b>Action Category:</b> Teaching Strategies
	<b>Essay/Written Assignment - K STONE -</b> Students will respond to various discussion post/questions posed that relate specifically to chapters in the textbook and course content. These discussion posts will also allow for the interaction of students who take online classes and can learn what their classmates' perspectives are about specific topics (see "additional information" below. Four specific topics were identified as having a direct	<b>Semester and Year Assessment Conducted:</b> 2017-18 (Spring 2018) <b>Standard Met?</b> : Standard Met Upon review of student responses to the discussion post topics presented, an aggregated average shows that students were able to grasp the concepts presented and apply academic information and life experience in their replies. Furthermore, students were able to share their own bias that they are willing to overcome in the application of the knowledge gained to their own lives and the analysis of the lives of others both known and no known to them. (05/31/2018) <b>% of Success for this SLO:</b> 85	<b>Action:</b> Create a curriculum change that will show the competing duality between the concepts as defined and applied to their individual lives and the social expectations that continue to be placed on people not only through familial socialization processes, but additionally through popular culture and social media. (08/25/2018) <b>Action Category:</b> Curriculum Changes

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	<p>correlation to the demonstration of students' understanding of these topics. Discussion posts are read and qualitative determination is made based on a simple point system whereas 10 pts is the highest point value received and "0" is the lowest. There is no official rubric, but, instead, the point values represent idea mastery and can be converted to a percentile with 10 pts. being 100% and so on and so forth.</p> <p><b>Standard and Target for Success:</b> It is expected that 80% of students will demonstrate a mastery of these concepts with those students receiving a point value grade ranging from "8-10 Points."</p> <p><b>Additional Information:</b> (1) Describe how you might explain "gender socialization" to a layperson.  (2) Describe the pros and Cons of using online dating apps for mate selection.  (3) What does the research in the textbook say about this? Do you agree?  (4) Are there any widely held stereotypes about people who have never been married?? More importantly, WHY do you think that they exist?</p> <p><b>Multiple Assessments</b> - Students will complete five (5) in-class written assignments to define a concept and provide a case scenario to illustrate how the concept applies to families. Each in-class assignment will be completed individually on different</p>	<p><b>Faculty Assessment Leader:</b> Fujiwara  <b>Faculty Contributing to Assessment:</b> STONE</p> <p><b>Semester and Year Assessment Conducted:</b> 2017-18 (Spring 2018)  <b>Standard Met?</b> : Standard Met  Gender socialization  Date: 3/22/18  N=42 - 90% scored 14-20</p>	<p><b>Follow-Up:</b> The curriculum change implemented in Fall 2018 resulted in a more expansive and detailed expression of insight as evidenced in student's responses to prompts. The rate of students earning between 8-10 was 90%. Students expressed their ideas with more depth and were always given the opportunity to choose the prompt they responded to. Students who respond to topics that they are most interested results in a greater degree of detail.  (10/29/2018)</p> <p><b>Action:</b> Students met proficiency level for all concepts. However, the lowest score was for the concept on mate selection. Students had more difficulty with the mate selection process because it requires the application</p>

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	<p>dates 3/22 (gender socialization; 3/29 (mate selection); 4/24 (marriage); 5/3 (cohabitation); 5/24 (divorce).</p> <p><b>Standard and Target for Success:</b> The target for success is 80% of students will demonstrate proficiency on the concepts that will be measured. The standard point average for these assignments is 0-20 points each, with 14 points set to be the 70% proficiency level. Therefore, the scale for grading these assignments is: 1-13= below average; 14-15= average proficiency; 16-17= above average; 18-20= excellent</p> <p><b>Additional Information:</b> Total of students assessed this semester 42</p> <p><b>Essay/Written Assignment - P. AGUILERA:</b> Students will review family research articles and compose critical summaries applying course concepts to their analysis.</p> <p><b>Standard and Target for Success:</b> At least 70% of the class will score at 70% or better.</p> <p><b>Related Documents:</b> <a href="#">102_CAAP1_Instructions.doc</a></p>	<p>Mate Selection Date: 3/29/18 N=42 - 72% scored 14-20</p> <p>Marriage Date: 4/24/18 N=42 - 86% scored 14-20</p> <p>Cohabitation Date 5/3/18 N=42 - 87% scored 14-20</p> <p>Divorce Date: 5/24/18 N=42 - 95% scored 14-20</p> <p>(06/27/2018) <b>% of Success for this SLO:</b> 86 <b>Faculty Assessment Leader:</b> Melissa Fujiwara <b>Faculty Contributing to Assessment:</b> Corina Diaz <b>Semester and Year Assessment Conducted:</b> 2017-18 (Spring 2018) <b>Standard Met? :</b> Standard Met Students exceeded the set standard and demonstrated an understanding of course concepts and terms. (06/14/2018) <b>Faculty Assessment Leader:</b> P. AGUILERA</p>	<p>of theories. I will add an additional assignment before the assessment to help students practice on application of theories for mate selection. (02/01/2019) <b>Action Category:</b> Teaching Strategies</p> <p><b>Action:</b> Continue to apply course concepts during lectures and refer back to older concepts. (12/31/2018) <b>Action Category:</b> Teaching Strategies</p>

# ECC: SOCI 104:Social Problems

Course SLOs	Assessment Method Description	Results	Actions
<p><b>SLO #2 Sociological Concepts -</b> Students will define and demonstrate an understanding of sociological concepts, such as deviance, crime, racism, and globalization by applying them to social scenarios.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015), 2017-18 (Spring 2018)</p> <p><b>Input Date:</b> 05/13/2015</p>	<p><b>Exam/Test/Quiz - S. ALLEN:</b> Five multiple-choice exam questions from 3 exams will be used to assess student understanding of 7 sociological concepts. Concepts to be assessed include: discrimination, prejudice, ethnocentrism, sex, gender, patriarchy, and epidemiology. See "104 Assessment Questions Sp15 Allen.doc" in Related Documents.</p> <p><b>Standard and Target for Success:</b> At least 70% of the class will answer each multiple-choice question correctly.</p> <p><b>Related Documents:</b> <a href="#">104 Assessment Questions Sp15 Allen.doc</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>An average of 48 students were included in the assessment of SOCI 104-2940. The results were very positive, indicating that students not only comprehend sociological concepts, but they are able to successfully apply them to social scenarios. See "104 Assessment Results Sp15 Allen.doc" in Related Documents. (05/13/2015)</p> <p><b>Faculty Assessment Leader:</b> Stacey Allen</p> <p><b>Related Documents:</b> <a href="#">104 Assessment Results Sp15 Allen.doc</a></p>	<p><b>Action:</b> One question of particular concern appeared on Exam #3 concerning "epidemiology." 100% of the students in the assessment answered the question correctly. In hindsight, the question is too easy. Exam #3 will be revised to include a more challenging question to gather a more accurate assessment of this particular sociological concept. (04/28/2016)</p> <p><b>Action Category:</b> Teaching Strategies</p>
	<p><b>Exam/Test/Quiz - J. LEE:</b> Five multiple-choice and true/false exam questions from two exams will be used to assess student understanding of the following sociological concepts: drug abuse, politics, sexual orientation, convergence, and steering. See attached.</p> <p><b>Standard and Target for Success:</b> At least 70% of the class is expected to answer each question correctly.</p> <p><b>Related Documents:</b> <a href="#">SOCI104 Assessment Questions, Spring 2015, Julie Lee</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>One section of Sociology 104 was assessed. An average of 28 students were assessed in two exams, and all students scored above 70%. See attached. (05/13/2015)</p> <p><b>Faculty Assessment Leader:</b> Julie Lee</p> <p><b>Related Documents:</b> <a href="#">SOCI104 Assessment Analysis, Spring 2015, Julie Lee</a></p>	<p><b>Action:</b> Overall results were very positive, but only 71% of the class answered Question#48 correctly. If I were to teach this course again in Fall 2015, I plan to explain related concepts more clearly by incorporating better examples. (08/10/2015)</p> <p><b>Action Category:</b> Teaching Strategies</p>
	<p><b>Exam/Test/Quiz - R. OSTERMAN:</b> Five multiple-choice and true/false</p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p>	<p><b>Action:</b> In spite of reviewing this concept several times, I did not</p>

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	<p>exam questions from The Final Exam, will be used to assess student understanding of the following sociological concepts. See attached.</p> <p><b>Standard and Target for Success:</b> At least 70% of the class is expected to answer each question correctly.</p> <p><b>Related Documents:</b>  <a href="#">SLO #2 Sociological Concepts</a></p> <p><b>Exam/Test/Quiz - P. AGUILERA:</b> Six sociological concepts from five multiple choice questions on the last exam will be assessed including: the sex industry, deviance, drugs, labeling, and murder. See attached.</p> <p><b>Standard and Target for Success:</b> At least 70% of the class will answer each question correctly.</p> <p><b>Related Documents:</b>  <a href="#">SLO 2 Assessment Questions Aguilera Sp15.docx</a></p>	<p><b>Standard Met?</b> : Standard Met</p> <p>One section of Sociology 104 was assessed. Of the five questions selected on the final exam, all 27 students tested scored 70% or higher. However, the lowest scoring question needs to be addressed. See attached. (05/13/2015)</p> <p><b>Faculty Assessment Leader:</b> Robert Osterman</p> <p><b>Related Documents:</b>  <a href="#">SLO Assessment results Soc 104.docx</a></p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>The results are quite positive. It is clear that the majority of students are able to define and demonstrate an understanding of sociological concepts. For question 1, 94% of students answered correctly. For question 2, 86% of students answered correctly. For question 3, 89% of students answered correctly. For question 4, 80% of students answered correctly. For question 5, 97% of students answered correctly. One section of SOCI 104 was assessed with a total of 35 students. (05/13/2015)</p> <p><b>Faculty Assessment Leader:</b> Peter Aguilera</p>	<p>provide examples. This summer I will provide at least three examples to clarify the concept. (07/30/2015)</p> <p><b>Action Category:</b> Teaching Strategies</p> <p><b>Action:</b> While the overall results were quite positive, the questions that resulted in around 80% success could use more time covering these concepts in class. More key concept examples will be used in the fall 2015 and spring 2016 semesters. (02/23/2016)</p> <p><b>Action Category:</b> Teaching Strategies</p>
	<p><b>Multiple Assessments - M.Bell Blossom:</b> In regards to SLO #2, we are measuring one section using three instruments to assess students: 1) Four questions created to assess if students can define and demonstrate an understanding of sociological concepts regarding deviance, crime, race, and globalization by applying these concepts to social scenarios. 2) A project, which students answered questions in essay format regarding concepts of deviance, crime and globalization. 3) A video assignment, which students wrote a response to the assigned video on race.</p> <p><b>Standard and Target for Success:</b> I</p>	<p><b>Semester and Year Assessment Conducted:</b> 2017-18 (Spring 2018)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>Forty-two students assessed on 6/7/18 during the final exam. Four questions asked regarding deviance, crime, race, and globalization. Please see document with the 4 questions / SLO #2 in the faculty personal file. Results for Question #1 Deviance - a multiple choice question on the final exam. Forty students out of 42 students answered correctly average score 95%. Two students out of 42 students did not answer correctly average 5%. Target for success achieved higher than 70%. Results for Question #2 Crime - a multiple choice question on the final exam. Forty-two students out of 42 students answered correctly average score 100%. Target for success achieved higher than 70%. Results for Question #3 Race - a multiple choice question on the final exam. Forty- two students out of 42 students answered correctly average score 100%. Target for success</p>	<p><b>Action:</b> Overall, I am very pleased with the assessment results. My new plan of action consists of directions for written assignments, especially concerning the ways to eliminate or reduce the social problem on a societal level, will be updated and clarified. Additionally, students will be directed to specific chapters in the book related to policy change before writing the paper and answering response questions. I will also incorporate a few more videos that directly correlate with the chapters, and the SLO to improve student's understanding of social problems on a global</p>

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	<p>expect all students to have a target for success to at least 70% on the three-assessment instruments.</p> <p><b>Additional Information:</b> Attached to my faculty personal file are the four questions and the writing assignment rubric used to assess SLO #2.</p>	<p>achieved higher than 70%. Results for Question #4 Globalization - a multiple choice question on the final exam. Thirty-nine students out of 42 students answered correctly average score 93%. Three students out of 42 students did not answer correctly average 7%. Target for success achieved higher than 70%. Overall, if we subtract the 5 students (5% +7%=12%-100%=88%) that did not pass the SLO #2 from 42 students that were assessed we have 37/42= 88%. Target for success achieved higher than 70%. SLO # 2, Forty- two students assigned a project on 6/4/18 (written assignment) in which students had to answer questions on deviance, crime, and globalization in essay format. The average project score 76% according to the calculations from the MyECC Team-Site grade book. Target for success achieved higher than 70%. On 3/14/18, students were assigned a video on race in which they had to watch the video and write a response on the video using sociological theory, key terms and concepts. The average score 95% according to the calculations from the MyECC Team-Site grade book. Target for success achieved higher than 70%.</p> <p>On 3/14/18, students were assigned a video on race in which they had to watch the video and write a response on the video using sociological theory, key terms and concepts. The average score 95% according to the calculations from the MyECC Team-Site grade book. Target for success achieved higher than 70%. (06/30/2018)</p> <p><b>% of Success for this SLO:</b> 95</p> <p><b>Faculty Assessment Leader:</b> Melissa Fujiwara</p> <p><b>Faculty Contributing to Assessment:</b> Michelle Bell Blossom</p> <p><b>Semester and Year Assessment Conducted:</b> 2017-18 (Spring 2018)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>39 out of the 46 students (85%) that turned in a final paper received an 80% or higher. (07/01/2018)</p> <p><b>% of Success for this SLO:</b> 85</p> <p><b>Faculty Assessment Leader:</b> Jessica Rodriguez</p>	<p>level. I plan to implement this Fall 2018, starting on 9/4/18. (06/30/2018)</p> <p><b>Action Category:</b> Teaching Strategies</p>
	<p><b>Term/Research Paper -</b> J.RODRIGUEZ. For this course I assigned a research paper that allowed students to demonstrate their understanding of various sociological concepts taught throughout the semester. Students were to choose a social problem/scenario and apply the</p>	<p>On 3/14/18, students were assigned a video on race in which they had to watch the video and write a response on the video using sociological theory, key terms and concepts. The average score 95% according to the calculations from the MyECC Team-Site grade book. Target for success achieved higher than 70%. (06/30/2018)</p> <p><b>% of Success for this SLO:</b> 95</p> <p><b>Faculty Assessment Leader:</b> Melissa Fujiwara</p> <p><b>Faculty Contributing to Assessment:</b> Michelle Bell Blossom</p> <p><b>Semester and Year Assessment Conducted:</b> 2017-18 (Spring 2018)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>39 out of the 46 students (85%) that turned in a final paper received an 80% or higher. (07/01/2018)</p> <p><b>% of Success for this SLO:</b> 85</p> <p><b>Faculty Assessment Leader:</b> Jessica Rodriguez</p>	<p><b>Action:</b> Overall, the majority of students were able to meet the SLO #2. In the future I will incorporate more research activities throughout the semester to better equip the students for their final research paper. (08/28/2018)</p> <p><b>Action Category:</b> Teaching</p>

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	<p>concepts to those issues.</p> <p><b>Standard and Target for Success:</b> It is expected that at least 75% of class will earn an 80% or higher.</p> <p><b>Exam/Test/Quiz -</b> The planned course SLO assessments for measuring whether students define and demonstrate an understanding of sociological concepts by applying them to social scenarios involve five multiple-choice exam questions from the final exam. The questions are specifically geared toward measuring the SLO #2 regarding the sociological concepts of family change, rape, stratification, deviance, and terrorism.</p> <ol style="list-style-type: none"> <li>1. One documented trend that is a sign of “family change” is that: <ol style="list-style-type: none"> <li>a. The number of people living together without being married is declining.</li> <li>b. More gay and lesbian couples are joined by marriage (correct)</li> <li>c. The divorce rate is now lower than it was a century ago</li> <li>d. People are marrying at a younger age</li> </ol> </li> <li>2. Which of the following is an assumption about rape that tends to shift responsibility and blame to the victims? <ol style="list-style-type: none"> <li>a. Rape myth (correct)</li> <li>b. Conflict perspective</li> <li>c. Tokenistic fallacy</li> <li>d. Sexual script theory</li> </ol> </li> </ol>	<p><b>Semester and Year Assessment Conducted:</b> 2017-18 (Spring 2018)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>There were a total of six multiple-choice questions regarding SLO #2 for the Sociology 104 courses. I had two courses (8 week mini-semesters) so I have collapsed the data into averaged percentages for each question. Each class had 34 respondents for the final exam.</p> <p>Question 1: Measures “Family Change”</p> <p>? 91% responded correctly (Session I)</p> <p>? 94% responded correctly (Session II)</p> <p>Question 2: “Measures Rape”</p> <p>? 94% responded correctly (Session I)</p> <p>? 84% responded correctly (Session II)</p> <p>Question 3: Measures “Stratification”</p> <p>? 79% responded correctly (Session I)</p> <p>? 59% responded correctly (Session II)</p> <p>Question 4: Measures “Deviance”</p> <p>? 82% responded correctly (Session I)</p> <p>? 88% responded correctly (Session II)</p> <p>Question 5: Measures “Terrorism”</p> <p>? 79% responded correctly</p> <p>? 91% responded correctly</p> <p>Overall, students were able to define and demonstrate an understanding of these five key sociological concepts. This is evident in questions 1, 2, 4, and 5. While the standard for question 3 was met in the first session, the second session did not meet the standard. However, there were three missing respondents for this question, which brought down</p>	<p>Strategies</p> <p><b>Action:</b> I will continue to improve students' comprehension and application of stratification in my online SOCI 104 courses by reinforcing its definition via poppowerpoint and discussion questions. I will also make sure students are aware they will be assessed on the meaning of stratification through a final exam review sheet to make sure they are prepared for the exam. (12/14/2018)</p> <p><b>Action Category:</b> Teaching Strategies</p>



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	<p>3. Which is not a principle of stratification?</p> <p>a. It is a trait of society, not the individual</p> <p>b. It persists over generations</p> <p>c. It involves both inequality and ideology</p> <p>d. It reflects diversity across the world (correct)</p> <p>4. According to labeling theory, which of the following are requirements for labeling sexual behavior as deviant?</p> <p>a. Social interaction and power (correct)</p> <p>b. Social interaction and status</p> <p>c. Status and education</p> <p>d. Education and money</p> <p><b>Standard and Target for Success:</b> It is expected that for each question, 75% of students will choose the correct answer to any of these questions that measure this SLO.</p> <p><b>Additional Information:</b> 5. State-sponsored terrorism refers to situations in which one government provides money, weapons, and training for terrorists who engage in violence in another nation.</p> <p>a. True (correct)</p> <p>b. False</p>	<p>the average. Further, the second session class did better on several other questions that the first session did not. Therefore, since this is an online class, I will strengthen my materials on stratification with a clearer definition. I will also make sure the question is less difficult so students won't skip it and forget to come back to it while taking the exam.</p> <p><b>% of Success for this SLO:</b> 84</p> <p><b>Faculty Assessment Leader:</b> Melissa Fujiwara</p> <p><b>Faculty Contributing to Assessment:</b> Kassia Wosick</p>	



# ECC: SOCI 108:Global Perspectives on Race and Ethnicity

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #2 Sociological Concepts -</b> Students will define and demonstrate an understanding of sociological concepts, such as intergroup relations, racism, prejudice, discrimination, minority/dominant groups, colonialism, and neocolonialism, by applying them to issues of race and ethnic relations in global society.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015), 2017-18 (Spring 2018)</p> <p><b>Input Date:</b> 12/11/2013</p>	<p><b>Exam/Test/Quiz -</b> S DOWDEN Five multiple choice and true/false questions from the second class exam will be used to assess student understanding of five concepts. The concepts to be assessed social processes, modernization, ethnic identity, social construction of reality, and fundamentalism. See attached document for questions.</p> <p><b>Standard and Target for Success:</b> 70% of students will be expected to answer each question correctly</p> <p><b>Related Documents:</b> <a href="#">Assessment Questions</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Not Met</p> <p>One section (43 students) was assessed; the exam was given on April 16, 2015. The results were mixed. On two of the questions 70% of the students did not score a correct answer. See attached document for results. (05/13/2015)</p> <p><b>Faculty Assessment Leader:</b> Sue Dowden</p> <p><b>Related Documents:</b> <a href="#">SLO numbers for Soc 108 Spring 2015.doc</a></p>	<p><b>Action:</b> For the two questions on which students scored lowest, those questions will be rewritten more clearly, and the answer options will be clarified. (03/30/2016)</p> <p><b>Action Category:</b> Teaching Strategies</p> <p><b>Follow-Up:</b> Faculty teaching this class is retired. Proposed actions were implemented. (09/15/2017)</p>
	<p><b>Exam/Test/Quiz -</b> Three multiple choice questions from the second unit exam were used to assess the concepts of assimilation, de jure segregation, and internal colonialism/exploitation.</p> <p><b>Standard and Target for Success:</b> It is expected that at least 70% of the students will correctly answer the questions, recognizing the concepts.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2017-18 (Spring 2018)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>The minimum (70%) was met on all three questions reviewed for this assessment. The lowest percentage was 76% on the question relating to de jure segregation. (06/15/2018)</p> <p><b>% of Success for this SLO:</b> 86</p> <p><b>Faculty Assessment Leader:</b> Sue Dowden</p> <p><b>Related Documents:</b> <a href="#">SLOs measured Spring 2018 Soc 108.docx</a></p>	<p><b>Action:</b> It might be best to include the phrase "legal" in addition to "de jure" for student comprehension. (06/15/2018)</p> <p><b>Action Category:</b> Teaching Strategies</p>

## ECC: SOCI 110:Introduction to Social Work

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #2 Sociological Concepts -</b> Students will demonstrate an understanding of sociological concepts, such as micro, macro, mezzo levels of interventions, social justice, cultural competency, along with the central roles and functions of social work practitioners, the communities they serve, and the social service systems they work within by applying them to social scenarios.</p> <p><b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2017-18 (Spring 2018) <b>Input Date:</b> 01/23/2017</p>	<p><b>Exam/Test/Quiz -</b> M. Fujiwara: Students in the Introduction to Social Work courses completed a ten question SLO assessment quiz with the sole purpose of evaluating their proficiency of sociological concepts, the ability to apply those concepts to social scenarios, and the central roles and functions of social work practitioners. Assessment questions measured knowledge of concepts such as micro, macro, and mezzo levels of intervention, social justice and cultural competency.</p> <p><b>Standard and Target for Success:</b> It is expected that 70% of students will answer 8 out of 10 questions on the assessment correctly. This means that 70% of the class is expected to achieve an 80% or higher on the 10 question SLO instrument.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2017-18 (Spring 2018) <b>Standard Met?</b> : Standard Met 79% of students score at least an 80% or higher on the SLO instrument. (06/29/2018) <b>% of Success for this SLO:</b> 79 <b>Faculty Assessment Leader:</b> Melissa Fujiwara <b>Faculty Contributing to Assessment:</b> Melissa Fujiwara</p>	<p><b>Action:</b> To further increase student success in the Introduction to Social Work course, I plan to change the textbook and utilize more active learning exercises in class. (06/29/2018) <b>Action Category:</b> Teaching Strategies</p>

# ECC: SOCI 112:Introduction to Criminology

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<b>SLO #2 Sociological Concepts -</b> Students will define and demonstrate an understanding of sociological concepts, such as crime, crime rates, crime typology, social control, and social harm, by applying them to issues of crime and criminal behavior. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015), 2017-18 (Spring 2018) <b>Input Date:</b> 05/14/2015	<b>Exam/Test/Quiz - R. OSTERMAN:</b> Five multiple-choice and true/false exam questions from The Final Exam, will be used to assess student understanding of the following sociological concepts. See attached. <b>Standard and Target for Success:</b> At least 70% of the class will answer each multiple-choice or true-false question correctly.  <b>Related Documents:</b> <a href="#">SLO Assessment Method Description Soc 112.docx</a>	<b>Semester and Year Assessment Conducted:</b> 2017-18 (Spring 2018) <b>Standard Met? :</b> Standard Met One section of Sociology 112 was assessed. Of the five questions selected on the final exam, 5 scored 70% or higher. (06/08/2018) <b>% of Success for this SLO:</b> 70 <b>Faculty Assessment Leader:</b> ROBERT OSTERMAN <b>Related Documents:</b> <a href="#">SLO Assessment results Soc 112.docx</a>	<b>Action:</b> Standard met. (06/30/2018) <b>Action Category:</b> SLO/PLO Assessment Process <b>Follow-Up:</b> Outcomes were met. (06/07/2018)
		<b>Semester and Year Assessment Conducted:</b> 2017-18 (Spring 2018) <b>Standard Met? :</b> Standard Met R. OSTERMAN: Five multiple-choice and true/false exam questions from The Final Exam, will be used to assess student understanding of the following sociological concepts. See attached. At least 70% of the class will answer each multiple-choice or true-false question correctly. (06/07/2018) <b>% of Success for this SLO:</b> 70 <b>Faculty Assessment Leader:</b> Melissa Fujiwara <b>Faculty Contributing to Assessment:</b> Robert Osterman	<b>Action:</b> Provide at least 3 examples of sociological concepts and theories during lecture. (06/07/2018) <b>Action Category:</b> Teaching Strategies
	<b>Essay/Written Assignment - P. AGUILERA:</b> Students will review criminology research articles and compose critical summaries applying course concepts to their analysis. <b>Standard and Target for Success:</b> At least 70% of the class will score 70% or higher.  <b>Related Documents:</b> <a href="#">Soc_112_CAAP1i.doc</a>	<b>Semester and Year Assessment Conducted:</b> 2017-18 (Spring 2018) <b>Standard Met? :</b> Standard Met Students exceeded the set standard and demonstrated an understanding of course concepts and terms. (06/14/2018) <b>Faculty Assessment Leader:</b> P. AGUILERA	<b>Action:</b> Continue to utilize terms and concepts in class lectures and assignments. Refer to previous terms in later sections. (12/31/2018) <b>Action Category:</b> Teaching Strategies