



# FALL 2014 Course SLO Assessment Reports - 4-Column

## El Camino College

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

Course SLOs 1 and ctu.unitid = 716	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>ECC: SOCI 101 - Introduction to Sociology - SLO #1 Sociological Theoretical Perspectives - Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, and interactionism to social scenarios.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014)</p> <p><b>Input Date:</b> 12/11/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Three questions were included on Exam #1 to assess understanding of and ability to apply theoretical perspectives. See attached document.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> It is expected that 65% of the class will answer each of the assessment questions correctly.</p> <p><b>Related Documents:</b> <a href="#">101 SLO 1 assessment questions F14.doc</a></p>	<p>01/08/2015 - Overall, 88 percent of students scored 100% on the quiz. Additionally, at least 90% of the students answered each question correctly. An overwhelming 94% of students answered question #3 correctly followed by 92% for question #2, and 91% for question #1. The positive results demonstrate student's ability to comprehend, apply, and distinguish between sociological theories. However; question #1 was the question missed most by students, 7%, which indicates some misunderstanding. It is possible that the similarity in the wording for the answer choices caused confusion between question #1 and question #2.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Stacey Allen</p> <p><b>Faculty Contributing to Assessment:</b> LaQuita Jones</p> <p><b>Related Documents:</b> <a href="#">Soc 101 SLO 1 assessment results F14(jones).doc</a></p>	<p>02/10/2015 - Revise the wording for the answer choices and implement in-class reviews at the conclusion of lectures and activities.</p> <p><b>Action Category:</b> Teaching Strategies</p>
		<p>09/24/2014 - Two sections were assessed with a total of 96 students. The results were mixed. Overall, 75% of the students answered the three questions correctly; however, they were more likely to answer Questions #1 and 3 correctly, yet miss #2. An overwhelming 90% of the students answered # 1 correctly and 87% answered #3 correctly, but a disappointing 47% answered #2 correctly. Given the very positive results on two of the three questions, it is clear that students do understand and are able to apply theory. Perhaps the wording of Question #2 is too confusing. See attached document.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Stacey Allen</p> <p><b>Related Documents:</b> <a href="#">101 SLO 1 assessment results F14.doc</a></p>	<p>02/02/2015 - Revise Question #2 and add an additional question centered more specifically on the purpose of theoretical perspectives.</p> <p><b>Action Category:</b> Teaching Strategies</p>
	<p><b>Assessment Method Description:</b> Students find an article about a recent crime and connect the crime to a sociological theory.</p>	<p>12/14/2014 - Three sections were assessed, two face to face classes and one online class. 127 students completed this assignment. 69% of the students earned</p>	<p>03/30/2015 - Students in the online class will benefit from an activity similar to the one used in the face to</p>

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	<p>Detailed instructions attached.</p> <p><b>Assessment Method:</b> Essay/Written Assignment</p> <p><b>Standard and Target for Success:</b> It is expected that 65% of the students will earn an 8, 9, or 10 out of 10 on this assessment.</p> <p><b>Related Documents:</b> <a href="#">Crime assignment 2014 SLO.doc</a></p>	<p>an 8, 9, or 10 out of 10 on this assessment. The scores were better for the face to face classes than the online class, 70% face to face, 63% online. This may be because the face to face class practiced a version of this assignment in class as a group activity prior to the independent assignment.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Mediha Din</p> <p><b>Related Documents:</b> <a href="#">SLO results fall 2014 Din.docx</a></p>	<p>face class. This will allow collaboration and discussion of the theories prior to the assignment. Students in all classes will benefit from more real world examples of crimes that connect to the theories.</p> <p><b>Action Category:</b> Teaching Strategies</p>
	<p><b>Assessment Method Description:</b> 20 % of the exam used for this assessment (Exam #2) contain questions directly related to the understanding of sociological theoretical perspectives.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> It is expected that no less than 75% of students will score of "B" or higher on this exam.</p>	<p>12/15/2014 - The test results showed an average score of 83% with 80% of students scoring a "B" or better. This is 5% above the expectation for the assessment.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Stacey Allen</p> <p><b>Faculty Contributing to Assessment:</b> Kell Stone</p>	<p>10/09/2015 - Students will provided with an in-class exercise where they will be asked to apply various theoretical perspectives to the same phenomenon and then discuss this with the class.</p> <p><b>Action Category:</b> Curriculum Changes</p>
	<p><b>Assessment Method Description:</b> Students from two sections of Sociology 101 (sections 2823 and 2827) answered three questions relating to theory on the first exam, given on Wednesday, October 1, and Thursday, October 2. Although the questions are the same (see attachment), one of the sections (2827) is part of the Honors Transfer Program.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> It is expected that at least 70% of students will answer the questions correctly.</p> <p><b>Related Documents:</b> <a href="#">SLO Assessment for Soc 101 Fall 2014.doc</a></p>	<p>12/31/2014 - When the sections are combined, N=82, at least 70% of the students answered all three questions correctly, meeting the standard. However if the sections are analyzed separately, results show that the Honors Transfer students score 8% to 12% higher on the questions. The lowest score for the regular section was 70% scoring correctly on Question 2 (see attachment) which meets the standard set. Both classes received the same power point lectures, assignments, and review for the exam.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Sue Dowden, PhD</p>	<p>03/13/2015 - For the regular class, more time discussing theories, and additional application, will be added next semester. With the Honors class, a written assignment applying theory in more detail will be given.</p> <p><b>Action Category:</b> Teaching Strategies</p>
	<p><b>Assessment Method Description:</b> For Sociology 101-2805-FA14, SLO #1 was assessed using twenty-four multiple choice exam questions directly testing the standard outlined, (as part of exam #1.)</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p>		

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	<p><b>Standard and Target for Success:</b> The expectation is that students attempting this assignment will score no less than 70%.</p> <hr/> <p><b>Assessment Method Description:</b> Students were asked to write a critical response to question prompts consistent with the standard required by SLO #1 for their second written assignment. This assignment consisted of a written essay response.</p> <p><b>Assessment Method:</b> Essay/Written Assignment</p> <p><b>Standard and Target for Success:</b> The expectation is that students attempting this assignment will score no less than 70%.</p> <hr/> <p><b>Assessment Method Description:</b> A total of 67 students from two sections of Sociology 101, sections 2807 and 2837, were administered a pop quiz. The quiz included 3 questions directly related to the comprehension of sociological theoretical perspectives. See attached document.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> It is expected that at least 85% of the class will answer each of the quiz questions correctly.</p> <hr/> <p><b>Assessment Method Description:</b> Using Examination #1 questions 14, 19, 22, and 25 as assessment items, five (5)sections of Sociology 101 were assessed: Sections 2825 (n=42), 2835 (n=40), 2817 (n=44), 2821 (n=49), and 2831 (n=37). All sections, N=267. Four questions regarding theoretical perspectives were used to determine SLO outcomes based the percent of accurate responses to these questions. The following Exam #1 Assessment Questions: #14; #19; #22; and #25 were used to assess SLO #1. Questions included in the assessment follow: 14. _____ perspectives are based on the assumption that society is a stable, orderly system: a. Functionalist b. Conflict c. Interactionist d. Developmental 19. According to the _____ perspective, groups in society are engaged in a continuous power struggle for control of scarce resources. a. conflict b. sociological imagination c. reality perception d. symbolic interaction approach 22. A. _____analysis focuses on small</p>		

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	<p>groups rather than large-scale social structures.</p> <p>a. macrolevel b. mesolevel c. microlevel d. metalevel</p> <p>25. Sociologists obtain their knowledge of human behavior through _____ -a process of systematically collecting information for the purpose of testing an existing theory or generating a new one.</p> <p>a. common sense ideas b. research c. myths d. scientific laws</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> The standard for success for this SLO is that students will demonstrate an accuracy rate of 70% or higher for the selected questions from Examination #1.</p>		
<p>ECC: SOCI 107 - Issues of Race and Ethnicity in the U.S. - SLO #1 Sociological Theoretical Perspectives - Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as the human capital theory, the race relations cycle theory, and the Blauner hypothesis to issues of race and ethnicity in American society.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014)</p> <p><b>Input Date:</b> 12/11/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Three multiple choice questions were part of a 50 question exam. These three questions assessed students understanding of theory discussed in previous lectures, and in assignments. See attached document for question wording.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> It is expected that 70% of students taking the exam will answer each of the questions correctly.</p> <p><b>Related Documents:</b> <a href="#">SLO Assessment for Soc 107 Fall 2014.doc</a></p>	<p>12/31/2014 - 47 students took the exam on Thursday, October 2, 2014. Overall, students met the expected level of success (70%) on all three questions. Question 1: 86% correct; Question 2: 91% correct, and Question 3: 77%. From the discussion after the exam, some students expressed confusion with the words Human Capital. We had spent less time on this theory before the exam, and had not applied it to a specific group, nor discussed it as much as the others.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Sue Dowden, PhD</p>	<p>06/04/2015 - This course will be next taught in summer session 2015. At this time, a clearer definiton of "human capital" will be given, and more application before exam. If time does not permit this level of explanation, the question will be rewritten to reflect what has been covered in class.</p> <p><b>Action Category:</b> <u>Teaching Strategies</u></p>
<p>ECC: SOCI 109 - Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as PSYC 9A) - SLO #1 Logic of the Scientific Method - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and differentiate research methodology versus statistics/data analysis.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014)</p>			

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2014-15 (Spring 2015) <b>Input Date:</b> 12/11/2013 <b>Course SLO Status:</b> Active			
ECC: SOCI 109 - Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as PSYC 9A) - SLO #2 Fundamental Principles - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to calculate and interpret basic statistics, both descriptive (e.g., mean, Sum of Squares, variance, standard deviation) and inferential (e.g., coefficient of determination, Cohen's d, t-test, ANOVA, Pearson r). <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2014-15 (Spring 2015) <b>Input Date:</b> 12/11/2013 <b>Course SLO Status:</b> Active			
ECC: SOCI 109 - Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as PSYC 9A) - SLO #3 Everyday Application - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to evaluate the strengths and limitations research data in their efforts to understand everyday life experiences (e.g., deciding whether to decline a childhood vaccination or to modify lifestyle in view of risk factors). <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2014-15 (Spring 2015) <b>Input Date:</b> 12/11/2013 <b>Course SLO Status:</b> Active			
ECC: WSTU 1 - An Introduction to Women's Studies - SLO #1 Representations of Women in American Media - Students will evaluate representations of women in American media by analyzing how women are depicted in various forms of media such as song lyrics or advertisements. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014)	<b>Assessment Method Description:</b> In two written assignments students analyzed how women are depicted in the media. See attached assignments. <b>Assessment Method:</b> Essay/Written Assignment <b>Standard and Target for Success:</b> It is expected that at least 65% of the class will earn a C or above on One-Page Paper #3 and at	12/02/2014 - One section of WSTU 1 was assessed with two different assignments. Forty students completed One-Page Paper #3 and 37 completed the One-Page Paper #4. The assessment results were overwhelmingly positive as 95% of the class earned a C or above on One-Page Paper #3 and 100% of the class earned a C or above on One-Page Paper #4 – well above the Target for Success! <b>Standard Met? :</b>	03/19/2015 - The same two papers will be assigned in the spring semester. Results will be compared to fall 2014 results. Students will continue to be encouraged to go to the Writing Center for assistance.  <b>Action Category:</b>

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2016-17 (Fall 2016) <b>Input Date:</b> 01/30/2014 <b>Course SLO Status:</b> Active	least 75% will earn a C or above on One-Page Paper #4. <b>Related Documents:</b> <a href="#">One Page Paper 3 .pdf</a> <a href="#">One Page Paper 4 .pdf</a>	Yes <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Stacey Allen <b>Related Documents:</b> <a href="#">WS SLO 1 results F14.pdf</a> <a href="#">WS SLO 1 rubric paper 3.pdf</a> <a href="#">WS SLO 1 rubric paper 4.pdf</a>	Teaching Strategies