

Assessment: Course Four Column

SPRING/SUMMER 2015



El Camino: Course SLOs (BSS) - Sociology

ECC: SOCI 102:The Family

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #2 Sociological Concepts - 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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 03/04/2014</p>	<p>Exam/Test/Quiz - S. ALLEN: 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.</p> <p>Standard and Target for Success: At least 70% of the class will answer each question correctly.</p> <p>Related Documents: SLO 2 Assessment Questions Allen Sp15.doc</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>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)</p> <p>Faculty Assessment Leader: Stacey Allen</p> <p>Related Documents: SLO 2 Assessment Results Allen Sp15.doc</p>	<p>null.courseAction: 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)</p> <p>Action Category: Teaching Strategies</p>

ECC: SOCI 104:Social Problems

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Sociological Concepts - 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>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 05/13/2015</p>	<p>Exam/Test/Quiz - S. ALLEN: 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 attached.</p> <p>Standard and Target for Success: At least 70% of the class will answer each multiple-choice question correctly.</p> <p>Related Documents: 104 Assessment Questions Sp15 Allen.doc</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>One section of Sociology 104 was assessed over the course of the semester. An average of 48 students were assessed. The results were very positive. See attached (05/13/2015)</p> <p>Faculty Assessment Leader: Stacey Allen</p> <p>Related Documents: 104 Assessment Results Sp15 Allen.doc</p>	
	<p>Exam/Test/Quiz - J. LEE: 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>Standard and Target for Success: At least 70% of the class is expected to answer each question correctly.</p> <p>Related Documents: SOCI104 Assessment Questions, Spring 2015, Julie Lee</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : 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>Faculty Assessment Leader: Julie Lee</p> <p>Related Documents: SOCI104 Assessment Analysis, Spring 2015, Julie Lee</p>	<p>null.courseAction: 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>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - R. OSTERMAN: Five multiple-choice and true/false exam questions from The Final Exam, will be used to assess student</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>One section of Sociology 104 was assessed. Of the five</p>	<p>null.courseAction: In spite of reviewing this concept several times, I did not provide examples.</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
	<p>understanding of the following sociological concepts. See attached.</p> <p>Standard and Target for Success: At least 70% of the class is expected to answer each question correctly.</p> <p>Related Documents: SLO #2 Sociological Concepts</p>	<p>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>Faculty Assessment Leader: Robert Osterman</p> <p>Related Documents: SLO Assessment results Soc 104.docx</p>	<p>This summer I will provide at least three examples to clarify the concept. (07/30/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - P. AGUILERA: 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>Standard and Target for Success: At least 70% of the class will answer each question correctly.</p> <p>Related Documents: SLO 2 Assessment Questions Aguilera Sp15.docx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : 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>Faculty Assessment Leader: Peter Aguilera</p>	<p>null.courseAction: 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>Action Category: Teaching Strategies</p>

ECC: SOCI 108:Global Perspectives on Race and Ethnicity

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Sociological Concepts - 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>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/11/2013</p>	<p>Exam/Test/Quiz - 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>Standard and Target for Success: 70% of students will be expected to answer each question correctly</p> <p>Related Documents: Assessment Questions</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>One section (43 students) was assessed; the exam was give 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>Faculty Assessment Leader: Sue Dowden</p> <p>Related Documents: SLO numbers for Soc 108 Spring 2015.doc</p>	<p>null.courseAction: 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>Action Category: Teaching Strategies</p>

ECC: SOCI 112:Introduction to Criminology

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Sociological Concepts - 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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 05/14/2015</p>	<p>Exam/Test/Quiz - 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.</p> <p>Standard and Target for Success: At least 70% of the class will answer each multiple-choice or true-false question correctly.</p> <p>Related Documents: SLO Assessment Method Description Soc 112.docx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>One section of Sociology 112 was assessed. Of the five questions selected on the final exam, 2 scored 70% or higher and 3 scored under 70%. The three questions scoring under 70% need to be examined. Please see attachment. (05/14/2015)</p> <p>Faculty Assessment Leader: ROBERT OSTERMAN</p> <p>Related Documents: SLO Assessment results Soc 112.docx</p>	<p>null.courseAction: I will provide three specific examples to clarify the concepts when I teach this class in the summer of 2015. (07/30/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: WSTU 1:An Introduction to Women's Studies

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Gender Inequality in Social Institutions - Students will analyze gender inequality in contemporary American social institutions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Fall 2015), 2016-17 (Spring 2017)</p> <p>Input Date: 01/30/2014</p>	<p>Essay/Written Assignment -</p> <p>Students will write a 5 page paper that answers the following question: How has the construction (and/or omission) of women in history, law, religion, science, society, and media impacted the way individuals experience life in American society? Please see related documents.</p> <p>Standard and Target for Success: I predict that 70% of the students will be successful with the assignment. They will be able to articulate a thesis statement, identify 2-3 areas and analyze how the construction of women shapes American society.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Out of the two sections I assessed, the first had a 78% success rate and the second had a 77% pass rate. Most students received an above average score (80 percent or above). The reason the success rate was not higher was because students failed to turn in the assignment. Overall, both sections attain the standard and target for success of 70%. (05/04/2015)</p> <p>Faculty Assessment Leader: Stacey Allen</p> <p>Faculty Contributing to Assessment: Hong Herrera Thomas</p> <p>Related Documents:</p> <p>Grading Rubric.docx</p> <p>SLOs assessment.docx</p>	<p>null.courseAction: Although the standard and target success was satisfactory, the percentage could have been higher. The population and intervention I need to make deals with the 20 students out of 98 that failed due to non-submission. I will encourage and offer extra credit for students for using the writing center. (05/13/2016)</p> <p>Action Category: Program/College Support</p>