

Assessment: Course Four Column

Spring/Summer 2017

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>
<p>SLO #1 Sociological Theoretical Perspectives - Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as cognitive development and social learning theory to social scenarios.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017), 2018-19 (Spring 2019)</p> <p>Input Date: 03/04/2014</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - The planned course SLO assessments for measuring an understanding of the purpose of theoretical perspectives as well as cognitive development and social learning theory, involve multiple-choice exam questions from the final exam. The following questions are specifically geared toward measuring the SLO #1 regarding theories:</p> <ol style="list-style-type: none"> 1. The theory of doing gender is most closely associated with which of the following sociological perspectives: <ol style="list-style-type: none"> a. Structural functionalism b. Symbolic interactionism (correct) c. Conflict theory d. Integrative theory 2. What are the four stages of cognitive development, according to Piaget? 	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>There were a total of four multiple-choice questions regarding SLO #1 for the Sociology 102 course. Forty-eight students took the final exam, therefore the n=48.</p> <p>Question 1: Measures gender and sociological perspectives ? 96% responded correctly (46 of 48 students)</p> <p>Question 2: Measures cognitive development theory ? 83% responded correctly (40 of 48 students)</p> <p>Question 3: Measures social learning theory ? 98% responded correctly (47 of 48 students)</p> <p>Question 4: Measures social learning theory ? 81% responded correctly (39 of 48 students)</p> <p>Overall, students met the standard for each of the four questions. Students were well-prepared for the exam due to a final exam review. Question 2 was the most difficult of the four questions, and students performed better than expected given the difficulty of this question. (06/09/2017)</p>	

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- a. Sensorimotor, preoperational, concrete operational, formal operational (correct)
 - b. Sensorimotor, postoperational, irrational operational, concrete
 - c. Physical, mental, emotional, sexual
 - d. Feeling, tasting, touching, hearing
3. Television commercials are a good example of social learning theory.
- a. true (correct)
 - b. false
4. Which of the following is not a component of social learning theory?
- a. Attention
 - b. Retention
 - c. Motivation
 - d. Recollection (correct answer)

% of Success for this SLO:
Faculty Assessment Leader: Dr. Melissa Fujiwara
Faculty Contributing to Assessment: Dr. Kassia Wosick

Standard and Target for Success: It is expected that for each question, 70% of students will choose the correct answer to any of these questions that measure this SLO.
Additional Information:

ECC: SOCI 104:Social Problems

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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 problems.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017), 2018-19 (Spring 2019) Input Date: 12/11/2013 Inactive Date: Comments::</p>	<p>Multiple Assessments - P. AGUILERA: Multiple choice questions were administered to assess comprehension and application of sociological theories.</p> <p>S. ALLEN: After watching the documentary Teach, students will apply sociological perspectives to problems experienced in the current U.S. educational system.</p> <p>S. DOWDEN: The interactionist perspective focuses on:</p> <ul style="list-style-type: none"> a. social conflict b. functions of large institutions c. language, words and symbols and how these are used in social interaction d. a macro level of analysis <p>Functionalism examines the _____ of society while conflict theory examines the _____ of society.</p> <ul style="list-style-type: none"> a. structures; inequalities b. symbols; inequalities c. structures; functions d. macro perspective; micro perspective <p>K. STONE: "A Sociological Drug Profile" - In this written assignment, students are given a legal sized, printed "flow chart" that is blank, and hold various spots for written explanation and description. This chart will guide students along a sociological understanding of drugs</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met S. ALLEN Results indicate that the majority of students can successfully analyze social problems experienced in urban American schools by applying sociological perspectives. This particular section was linked with Human Development 110, as a result there were only 24 students in the class. Of the 24 assessed, 22 earned 10 points on the assignment and 2 students earned 6 points. These two particular students have consistently struggled to understand basic sociological concepts and theoretical perspectives during the course of the semester. It is assumed that taking Sociology 101 prior to taking Sociology 104 would ameliorate some of these challenges. (05/18/2017) % of Success for this SLO: Faculty Assessment Leader: Stacey Allen Faculty Contributing to Assessment: Allen</p>	<p>Action: S. ALLEN I do not anticipate teaching this class again in the near future; therefore, I do not have an individual action plan at this particular time. The Sociology Department is currently working to make Sociology 101 a prerequisite for Sociology 104 in hopes that students will have a better grasp of sociological concepts and theories when they enroll in Social Problems. (09/15/2017) Action Category: Curriculum Changes</p>

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	<p>and their impact, at both the micro and macro levels. It also offers the opportunity for looking at potential solutions based on the sociological analysis they just made.</p> <p>The written content is then reviewed and assessed using a 5-Point Rubric (0-4, "Needs Work" to "Highly Proficient") spanning 5 critical areas of writing. The highest possible score is a total of 20 pts.</p> <p>Standard and Target for Success: P. AGUILERA: It is expected that 80% of students will score 70% or above on this SLO.</p> <p>S. ALLEN: It is expected that 75% of the class will score a 7 or above on the 10 point assignment.</p> <p>Rubric: 10-9 points - Excellent 8 points - Good 7 points - Average 6 points - Below average 5 points – Fail</p> <p>S. DOWDEN: average of entire class to be 70% or above.</p> <p>K. STONE: It is anticipated that 80% of students will score 18-20 points, 10 percent will fall in the 11-18 point range and 10% will fall below 11 points (equivalent to a fail).</p> <p>Additional Information: Exam/Test/Quiz - The planned course SLO assessments for</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p>	

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	<p>measuring an understanding the purpose of the three main theoretical perspectives (functionalism, conflict theory, and symbolic interactionism) involve multiple-choice exam questions from the midterm and final exams. The following questions are specifically geared toward measuring the SLO #1 regarding theoretical perspectives.</p> <p>Standard and Target for Success: It is expected that for each question, 70% of students will choose the correct answer to any of these questions that measure this SLO.</p> <p>Additional Information:</p> <p>Related Documents: SLO 1 Soc 104 Sp wosick questions.docx</p>	<p>Standard Met? : Standard Met</p> <p>It is expected that for each question, 70% of students will choose the correct answer to any of these questions that measure this SLO. There were a total of nine multiple-choice questions regarding SLO #1 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. There was minimal difference between each class (39 students; 34 students) in terms of correct answers (2% -10% difference), therefore the averages reflect both classes accurately (n=73 students).</p> <p>Question 1: Measures Structural Functionalism ? 96% responded correctly</p> <p>Question 2: Measures Conflict Theory ? 67% responded correctly</p> <p>Question 3: Measures Symbolic Interaction ? 53% responded correctly</p> <p>Question 4: Measures Conflict Theory and Application to Social Class/Death ? 78% responded correctly</p> <p>Question 5: Measures Structural Functionalism and Application to Education ? 84% responded correctly</p> <p>Question 6: Measures Symbolic Interactionism and Application to the Environment ? 88% responded correctly</p> <p>Question 7: Measures Conflict Theory and Application to Environmental Labor ? 72% responded correctly</p> <p>Question 8: Measures Symbolic Interaction ? 63% responded correctly</p> <p>Question 9: Measures Symbolic Interaction and Application of Sociological Imagination to the Economy ? 92% responded correctly</p> <p>Overall, students grasp structural functionalism and conflict theory in terms of both comprehension and application. This is evident in questions 1, 2, 4, 5, and 7. While question 2 did not meet the standard in terms of correct responses,</p>	

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the question itself was confusing due to a particular point in lecture that has since been clarified. The remaining questions (3, 6, 8, 9) focus on symbolic interaction. This is the most difficult of the theories for students to comprehend and apply. Therefore, since this is an online class, I will strengthen my powerpoint with more examples relating to symbolic interactionism. I will also fortify the modules dealing with classical theories with more symbolic interaction readings.

(06/09/2017)

% of Success for this SLO:

Faculty Assessment Leader: Melissa Fujiwara

Faculty Contributing to Assessment: Kassia Wosick

ECC: SOCI 108:Global Perspectives on Race and Ethnicity

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Sociological Theoretical Perspectives - Students will demonstrate an understanding of the purpose of theoretical Perspectives and apply sociological perspectives such as social identity theory, social conflict theory, modernization theory, and dependency theory, to issues of race and ethnicity around the world.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017), 2018-19 (Spring 2019)</p> <p>Input Date: 12/11/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Multiple choice question: Which of the following theories explain that members of a group often think of their group as the “better” one because feeling this way enhances their own social status and their own personal identity?</p> <p>a. Symbolic interaction theory</p> <p>b. Social status theory</p> <p>c. Social identity theory</p> <p>d. Personal Enhancement theory</p> <p>Standard and Target for Success: 70% CORRECT</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>N=53; 73% of students marked the correct answer to this question (05/07/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Sue Dowden</p> <p>Faculty Contributing to Assessment: none</p>	
	<p>Exam/Test/Quiz - Sociologists using the Functionalist theoretical perspective would see religion as a structure of society established to provide some important needs of the members of society, such as social unity, social control; they would also point out that religions can be dysfunctional to a society.</p> <p>a. True</p> <p>b. False</p> <p>Standard and Target for Success: 70% CORRECT</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>N=53; 89% of students marked the correct answer (05/07/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Sue Dowden</p> <p>Faculty Contributing to Assessment: none</p>	
	<p>Exam/Test/Quiz - Conflict theorists argue that stratification systems are beneficial to those in power, and because of that, the powerful try to maintain the stratification system that is most beneficial to them.</p> <p>a. True</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>N= 49; 88% of students marked the correct answer (05/07/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Sue Dowden</p>	

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	<p>b. False</p> <p>Standard and Target for Success: 70% CORRECT</p> <p>Additional Information:</p> <p>Exam/Test/Quiz - global stratification has been explained by one theory which looks at how the colonial past impacts the present of each country. This is called the _____ theory.</p> <p>a. Dependency theory b. World Systems theory c. Ethnocentrism theory d. None of the above</p> <p>Standard and Target for Success: 70% of students will score correct answer</p> <p>Additional Information:</p>	<p>Faculty Contributing to Assessment: none</p> <p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Not Met N=49; 63% of students marked the correct answer (05/07/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Sue Dowden</p> <p>Faculty Contributing to Assessment: none</p>	<p>Action: More time needs to be spent in lecture explaining this theory; student comments indicated they were not clear on the meaning of "dependency" (05/07/2017)</p> <p>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - The modernization theory of global stratification argues that the least developed countries have not yet embraced the attitudes and economy of the most developed countries. According to this theory, to accomplish this modernization, the least developed countries would have to adopt the economic system known as:</p> <p>a. Socialism b. Communism c. Capitalism d. Mercantilism</p> <p>Standard and Target for Success: 70% of students will score correct answer</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met N=49; 76% of students answered this question correctly (05/07/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Sue Dowden</p> <p>Faculty Contributing to Assessment: none</p>	<p>Action: This theory also needs more explanation in class lectures and examples for students to relate to. (05/07/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: SOCI 112:Introduction to Criminology

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Sociological Theoretical Perspectives - Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as rational choice theory, social process theories, social structures theories, and developmental theories, to issues of crime and criminal behavior.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017), 2018-19 (Spring 2019)</p> <p>Input Date: 12/11/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - P. AGUILERA: Multiple choice questions were administered to assess comprehension and application of sociological and criminological theories.</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>75% of students scored 70% or above on this SLO. The success target was met. The data indicates students are comprehending the major theoretical perspectives. The most important findings seem to support that repeated application of theories to crime helps students with comprehension and usage of theory. (06/30/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Melissa Fujiwara</p> <p>Faculty Contributing to Assessment: Peter A. Aguilera</p>	<p>Action: Continue to apply sociological theories to crime and criminality and monitor assessment levels to ensure standards are maintained. (06/30/2018)</p> <p>Action Category: Teaching Strategies</p>