

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Sociology	100	SOC 100 07/12/2023- Principles of Sociology
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Behavioral Sciences
Faculty Preparer		Harriette Moore
Date of Last Filed Assessment Report		12/12/2017

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes

SOC 100 was last assessed Fall 2016.

There have also been two attempts to assess the course: Winter 21 and Fall 22. However, there were some hiccups in rolling out the assessment tool and rubric across all sections. Some faculty were using the rubric to score assignments, but they were not using the grading rubric feature in Blackboard which made it impossible to determine how students were actually scored for a report. For this reason, a video was created for SOC 100 faculty, walking them through how to access the rubric in Blackboard, how to score the assignment using the rubric and how that data is converted in a rubric evaluation report by showing an example. After the semester ended, another video was created and sent to faculty walking them through the steps to generate a rubric evaluation report to be submitted for the assessment report.

2. Briefly describe the results of previous assessment report(s).

We did not meet the standard of success primarily because the eight-question multiple-choice assessment made it statistically impossible to achieved 70%. For example, for student learning outcome (SLO) 2 we used three multiple-choice questions to assess students' ability to differentiate among three sociological perspectives in a given scenario. Of the 175 students assessed, 59 students scored 100%, 59 students scored 66.6% (2 of the 3 questions correct), 26 students scored 33.3% (1 of the 3 questions), and 18 students scored zero. Based on the number of questions on the assessment, we did not meet the standard of success as stated in the assessment plan. Only 33% of students scored higher than 70%. The

weakness of the assessment tool played a greater role outcome than anything else.

In addition, that semester, the assessment was launched during the semester, not giving faculty enough time to administer in all sections. Data from the online sections was not available because the assessment rollout was during the semester making it problematic to add an assessment for the online students.

- Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

The action plan from the previous report was to create a uniform embedded assessment tool, which was implemented and executed for the current report.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify the sociological imagination concept that links macro and micro approaches of the social phenomena in a given scenario.

- Assessment Plan
 - Assessment Tool: Cooley's Looking Glass Assignment
 - Assessment Date: Fall 2021
 - Course section(s)/other population: All sections
 - Number students to be assessed: Random sample all students with a minimum of 100 students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the assessment.
 - Who will score and analyze the data: Departmental faculty

- Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2023	

- Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
428	132

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All faculty teaching SOC 100 were informed that the embedded Looking Glass Self assignment should be assigned in all sections for assessment purposes. Unfortunately, not all students turned in their assignment; therefore, the report reflects those students who submitted an assignment. In addition, not all faculty submitted the rubric evaluation report which was used to capture the data for the assessment report. Out of the 18 courses that ran Winter 23, only 12 rubric evaluation reports were received for the report. and only nine contained data. One of the three reports missing data used a different rubric and was not included in the assessment report.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All modes, locations and times of offering were included in the assessment population. Three sections were face-to-face or virtual sections. The remaining nine sections were offered online. Four of the nine sections online sections were 15-weeks, two 12-weeks, two 10-weeks, and one 7.5-weeks.

Of the 312 students enrolled, based on the Oraweb sections status report, only 42% (132) of students were assessed for this report.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Looking Glass Self assignment was designed to capture data for all four of the SOC 100 SLOs. The assignment consists of five questions asking students to explain, apply and analyze social media as a social institution using Herbert Cooley's Looking Glass Self theory. Students were also given a link for the [Dove Real Beauty Sketches](#) commercial to analyze and apply the theory in their assignment. A specific rubric was created to score the assignments.

For SLO1, we used question 1, which focused on identifying the sociological imagination concept that links macro and micro approaches of the social phenomena in a given scenario.

Rubric Scoring:

Novice - Answer did not demonstrate a clear understanding of Cooley's theory based on what was written. Very vague and steps were either missing or not clearly identified.

Competent with hiccups - Some or all 3 steps of theory were presented however no example(s) was provided which demonstrated a partial understanding of Cooley's theory based on what was written.

Competent - All 3 steps of theory were presented however the answer demonstrated a partial understanding of Cooley's theory based on what was written. Very general example(s) provided however more specific examples would have been better.

Proficient - All 3 steps of the theory were presented and demonstrated a clear understanding of Cooley's theory. Answer provided clear examples that further validated the student's comprehension.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students exceeded the 70% threshold for success with 76% of them scoring competent or higher on the assessment. While 76% (100) met the threshold, 55% of the 76% scored at proficient meaning, they included and explained all three steps of the theory and provided unique and/or specific examples that demonstrated they comprehension of the theory.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall students seem to be grasping the material and meeting all the SLOs. Students exceeded the standard of success at 76% for SLO 1. The embedded tool and rubric seem to be capturing student learning outcomes efficiently.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Student met the standard of success; however; more students need to complete the assignments. The department will brainstorm ideas to improve assignment submissions to boost numbers.

Outcome 2: Differentiate among the three sociological perspectives and concepts in a given scenario.

- Assessment Plan
 - Assessment Tool: Outcome-related multiple choice questions
 - Assessment Date: Fall 2021
 - Course section(s)/other population: All sections
 - Number students to be assessed: Random sample of all students with a minimum of 100 students
 - How the assessment will be scored: Answer key
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the assessment.
 - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2023	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
428	132

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All faculty teaching SOC 100 were informed that the embedded Looking Glass Self assignment should be assigned in all sections for assessment purposes. Unfortunately, not all students turned in their assignment; therefore, the report reflects those students who submitted an assignment. In addition, not all faculty submitted the rubric evaluation report which was used to capture the data for the assessment report. Out of the 18 courses that ran Winter 23, only 12 rubric evaluation reports were received for the report. and only nine contained data. One of the three reports missing data used a different rubric and was not included in the assessment report.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All modes, locations and times of offering were included in the assessment population. Three sections were face-to-face or virtual sections. The remaining nine sections were offered online. Four of the nine sections online sections were 15-weeks, two 12-weeks, two 10-weeks, and one 7.5-weeks.

Of the 312 students enrolled, based on the Oraweb sections status report, only 42% (132) of students were assessed for this report.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Looking Glass Self assignment was designed to capture data for all four of the SOC 100 SLOs. The assignment consists of five questions asking students to explain, apply and analyze social media as a social institution using Herbert Cooley's Looking Glass Self theory. A specific rubric was created to score the assignments. Students were also given a link for the [Dove Real Beauty Sketches](#) commercial to analyze and apply the theory in their assignment. A specific rubric was created to score the assignments.

For SLO2, we used questions 2 and 3, which focused on differentiating among the three sociological perspectives and concepts in a given situation.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

Unfortunately, based on how the master syllabus was written, the current assessment tool could not be used to assess this SLO. This correction will be made on the master syllabus.

However, students did very well on both questions scoring well over the 70% success threshold. For question 2, 95% (125) scored at competent and above, 67% of the 94% scored at proficient. For question 3, where students were asked to apply the theory to a Dove commercial and included specific details from the commercial that supported their analysis, 90% (119) at competent and above, 70% of the 90% scored proficient.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall students seem to be grasping the material and meeting all the SLOs. Students exceeded the standard of success at 96% and 90%, 93% average for SLO2. The embedded tool and rubric seem to be capturing student learning outcomes efficiently.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students met the standard of success; however, more students need to complete the assignments. The department will brainstorm ideas to improve assignment submissions to boost numbers.

Outcome 3: Identify functions of social institutions and their impact on behavior and changes in society and self.

- Assessment Plan
 - Assessment Tool: Outcome-related paper assignment
 - Assessment Date: Fall 2021
 - Course section(s)/other population: All sections
 - Number students to be assessed: Random sample of all students with a minimum of 100 students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the assessment.
 - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2023	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
428	132

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All faculty teaching SOC 100 were informed that the embedded Looking Glass Self assignment should be assigned in all sections for assessment purposes. Unfortunately, not all students turned in their assignment; therefore, the report reflects those students who submitted an assignment. In addition, not all

faculty submitted the rubric evaluation report which was used to capture the data for the assessment report. Out of the 18 courses that ran Winter 23, only 12 rubric evaluation reports were received for the report, and only nine contained data. One of the three reports missing data used a different rubric and was not included in the assessment report.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All modes, locations and times of offering were included in the assessment population. Three sections were face-to-face or virtual sections. The remaining nine sections were offered online. Four of the nine sections online sections were 15-weeks, two 12-weeks, two 10-weeks, and one 7.5-weeks.

Of the 312 students enrolled, based on the Oraweb sections status report, only 42% (132) of students were assessed for this report.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Looking Glass Self assignment was designed to capture data for all four of the SOC 100 SLOs. The assignment consists of five questions asking students to explain, apply and analyze social media as a social institution using Herbert Cooley's Looking Glass Self theory. A specific rubric was created to score the assignments. Students were also given a link for the [Dove Real Beauty Sketches](#) commercial to analyze and apply the theory in their assignment. A specific rubric was created to score the assignments.

For SLO3, we used question 5, which focused on Identify functions of social institutions and their impact on behavior and changes in society and self.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students scored very well on SLO 3 with 89% (117) of students scoring competent or higher on the assignment question; this is above the 70% success threshold. Of the 89%, 62% scored proficient for this question. They were able apply the Looking Glass theory to social media and included specific examples from current events, laws or social media reports to support their answer.

- Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall students seem to be grasping the material and meeting all the SLOs. Students exceeded the standard of success at 89% for SLO3. The embedded tool and rubric seem to be capturing student learning outcomes efficiently.

- Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Student met the standard of success; however, more students need to complete the assignments. The department will brainstorm ideas to improve assignment submissions to boost numbers.

Outcome 4: Differentiate between qualitative and quantitative research methods used in sociological inquiries.

- Assessment Plan
 - Assessment Tool: Outcome-related multiple-choice questions
 - Assessment Date: Fall 2021
 - Course section(s)/other population: All sections
 - Number students to be assessed: Random sample of all students with a minimum of 100 students
 - How the assessment will be scored: Answer key
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the assessment.
 - Who will score and analyze the data: Departmental faculty

- Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2023	

- Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
428	132

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All faculty teaching SOC 100 were informed that the embedded Looking Glass Self assignment should be assigned in all sections for assessment purposes. Unfortunately, not all students turned in their assignment; therefore, the report reflects those students who submitted an assignment. In addition, not all faculty submitted the rubric evaluation report which was used to capture the data for the assessment report. Out of the 18 courses that ran Winter 23, only 12 rubric evaluation reports were received for the report. and only nine contained data. One of the three reports missing data used a different rubric and was not included in the assessment report.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All modes, locations and times of offering were included in the assessment population. Three sections were face-to-face or virtual sections. The remaining nine sections were offered online. Four of the nine sections online sections were 15-weeks, two 12-weeks, two 10-weeks, and one 7.5-weeks.

Of the 312 students enrolled, based on the Oraweb sections status report, only 42% (132) of students were assessed for this report.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Looking Glass Self assignment was designed to capture data for all four of the SOC 100 SLOs. The assignment consists of five questions asking students to explain, apply and analyze social media as a social institution using Herbert Cooley's Looking Glass Self theory. Students were also given a link for the [Dove Real Beauty Sketches](#) commercial to analyze and apply the theory in their assignment. A specific rubric was created to score the assignments.

For SLO4, we used question 4, which focused on differentiating between qualitative and quantitative research methods used in sociological inquiries.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

Unfortunately, based on how the master syllabus was written, the current assessment tool could not be used to assess this SLO. This correction will be made on the master syllabus.

However, students exceeded the 70% threshold for success with 89% (117) scoring competent or higher. Of the 89%, 62% scored at proficient meaning the answer correctly identified qualitative research as best suited to test the theory and included reasons why.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall students seem to be grasping the material and meeting all the SLOs. Students exceeded the standard of success at 89% for SLO 4. The embedded tool and rubric seem to be capturing student learning outcomes efficiently.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Student met the standard of success; however, more students need to complete the assignments. The department will brainstorm ideas to improve assignment submissions to boost numbers.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

The primary change was converting to one uniform assessment tool for all sections as opposed to individual assessment tools faculty used to assess the SLOs. Converting to the Looking Glass Self assignment addressed the concern about the consistency of material covered across all section of SOC 100. For example, all three perspectives did not seem to be applied or reinforced consistently and social institutions were not covered enough for students to be able to apply them to a social issue.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Based on the data for this assessment report, the conversion has drastically improved the department's ability to capture student learning based on how well the students performed on the assessment. Unlike multiple-choice questions, the

written assignment served as a better indication of what students were learning and demonstrated their ability to apply the knowledge they acquired in the course.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The information will be presented at a faculty meeting.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	All outcomes will be assessed using the Looking Glass Self assignment.	A written assignment more accurately reflects student learning and students' ability to apply course concepts.	2024
Other: data collection	We will continue to communicate with faculty teaching the course to reiterate the importance of administering this tool and to ensure data is collected from all sections.	Out of the 18 courses that ran Winter 23, only 12 rubric evaluation reports were received for the report, and only nine contained data. One of the three reports missing data used a different rubric and was not included in the assessment report. Assessment data is needed from all sections for best practice.	2024
Other: student participation	The department will also brainstorm ideas to increase student participation in the assignment.	While students met the standard of success, more students completing the assignment would boost assessment data.	2024

5. Is there anything that you would like to mention that was not already captured?

There have been two additional attempts to assess the course in Winter 2021 and Fall 2022; however, there were some hiccups in rolling out the assignment tool and rubric across all sections. Some faculty were using the rubric to score assignments but they were not using the grading rubric feature in Blackboard to score the assignments which made it impossible to determine how students were actually scored for a report. For this reason, a video was created for SOC 100 faculty, walking them through how to access the rubric, how to score the assignment using the rubric and how that data is converted in a rubric evaluation report by showing an example. After the semester has ended, another video was created and sent to faculty walking them through the steps to generate a rubric evaluation report to be submitted for the assessment report.

III. Attached Files

[SOC 100 Assessment](#)

[Rubric Evaluation Report SOC 100 04](#)

[Rubric Evaluation Report SOC 100 08](#)

[Rubric Evaluation Report SOC 100 DO1](#)

[Rubric Evaluation Report SOC 100 D02](#)

[Rubric Evaluation Report SOC 100 DH1](#)

[Rubric Evaluation Report SOC 100 DN2](#)

[Rubric Evaluation Report SOC 100 D04](#)

[Rubric Evaluation Report SOC 100 DY1](#)

[Rubric Evaluation Report SOC 100 DY2](#)

[Rubric Evaluation Report SOC 100 DO3](#)

[Rubric Evaluation Report SOC 100 DN1](#)

[Rubric Evaluation Report SOC 100 01](#)

Faculty/Preparer: Harriette Moore **Date:** 08/18/2023

Department Chair: Starr Burke **Date:** 08/21/2023

Dean: Victor Vega **Date:** 08/30/2023

Assessment Committee Chair: Jessica Hale **Date:** 06/25/2024

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Sociology	100	SOC 100 05/10/2017- Principles of Sociology
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Behavioral Sciences	Harriette Moore
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Identify the sociological imagination concept that links macro and micro approaches of the social phenomena in a given scenario.

- Assessment Plan
 - Assessment Tool: Multiple choice questions
 - Assessment Date: Fall 2016
 - Course section(s)/other population: Random sample of 50% of the sections
 - Number students to be assessed: Random sample of up to 100 students in selected sections
 - How the assessment will be scored: answer key
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the assessment.
 - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
494	175

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

We selected a random sample of 50% of the sections (9 of 19) for the assessment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Data from the online sections was not available for us this semester. Because we started the assessment process during the semester it would have been problematic to add an assessment for the online students. We will incorporate online sections in the next assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

We created an assessment test made up of eight (8) multiple choice questions. The questions covered the four (4) student learning outcomes. Outcome #1 was assessed using questions 1 and 6. These questions were multiple choice and students either answered them correctly or they got them wrong. The tests were scored and the total percentage of correct answers (by students and by question) was calculated.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

For outcome 1 we used 2 multiple choice questions to assess students' understanding of the sociological imagination concept that linked macro and micro approaches of the sociological phenomena in a given scenario. Of the 175 students assessed, 31 students scored 100%, 75 students scored 50%, and 67 students scored zero. Based on the number of questions on the assessment, we did not meet the standard of success as stated in the assessment plan. Only 17% scored higher than 70%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The greatest strength was that 61% of students correctly identified the sociological imagination concept in a given scenario at least 50% of the time. Students seem to have a general grasp of the concept.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Given that there were only 2 questions associated with outcome 1, the weakness of the assessment tool may have played a greater role outcome. More assessment questions to assess outcome 1 could possibly address this weakness. However, ensuring that all instructors teaching SOC 100 are reinforcing sociological imagination throughout the course could also improve student success.

Outcome 2: Differentiate among the three sociological perspectives and concepts in a given scenario.

- Assessment Plan
 - Assessment Tool: Multiple choice questions
 - Assessment Date: Fall 2016
 - Course section(s)/other population: Random sample of 50% of the sections
 - Number students to be assessed: Random sample of up to 100 students in selected sections.
 - How the assessment will be scored: answer key
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the assessment.
 - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
494	175

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

We selected a random sample of 50% of the sections (9 of 19) for the assessment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Data from the online sections was not available for us this semester. Because we started the assessment process during the semester it would have been problematic to add an assessment for the online students. We will incorporate online sections in the next assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

We created an assessment test made up of eight (8) multiple choice questions. The questions covered the four (4) student learning outcomes. Outcome #2 was assessed using questions 2, 4 and 5. These questions were multiple choice and students either answered them correctly or they got them wrong. The tests were scored and the total percentage of correct answers (by students and by question) was calculated.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

For outcome #2, we used 3 multiple choice questions to assess students' ability to differentiate among three sociological perspectives in a given scenario. Of the 175 students assessed, 59 students scored 100%, 59 students scored 66.6% (2 of the 3 questions correct), 26 students scored 33.3% (1 of the 3 questions), and 18 students scored zero. Based on the number of questions on the assessment, we did not meet the standard of success as stated in the assessment plan. Only 33% of students scored higher than 70%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The greatest strength was that 56% of student were able to correctly differentiate among the 3 sociological perspectives in a given scenario at least 66% of the time. Students seem to have a general grasp of the 3 core sociological perspectives.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Given that there were only 3 questions associated with outcome 2, the weakness of the assessment tool may have played a greater role outcome. More assessment questions for assessing outcome 2 would possibly address this weakness. With only 3 questions, it is numerically impossible for students to score 70% or higher score to meet the standard of success stated in the assessment plan. However, ensuring that all instructors teaching SOC 100 are reinforcing core sociological perspectives throughout the course could also improve student success.

Outcome 3: Identify functions of social institutions and their impact on behavior and changes in society and self.

- Assessment Plan
 - Assessment Tool: Multiple choice questions
 - Assessment Date: Fall 2016
 - Course section(s)/other population: Random sample of 50% of the sections
 - Number students to be assessed: Random sample of up to 100 students in selected sections
 - How the assessment will be scored: answer key
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the assessment.
 - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
494	175

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

We selected a random sample of 50% of the sections (9 of 19) for the assessment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Data from the online sections was not available for us this semester. Because we started the assessment process during the semester it would have been problematic to add an assessment for the online students. We will incorporate online sections in the next assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

We created an assessment test made up of eight (8) multiple choice questions. The questions covered the four (4) student learning outcomes. Outcome #3 was assessed using question 8. The question was multiple choice and students either answered it correctly or they got it wrong. The tests were scored and the total percentage of correct answers (by students and by question) was calculated.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

For outcome #3, we used 1 multiple choice question to assess students' to identify functions of social institutions and their impact on behavior and changes in society at large. Of the 175 students assessed, 102 students scored 100% and 73 students scored zero. Based on the number of questions on the assessment, we did not meet the standard of success as stated in the assessment plan. Only 58% scored 100%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The greatest strength was that 58% of students correctly identified the functions of social institutions and their impact on society at large. Students seem to have a general grasp of the functions and impact of social institutions.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Given that there was only 1 question associated with outcome 3, the weakness of the assessment tool played a major role outcome. More assessment questions to assess outcome 3 would definitely address this weakness. With only 1 question, it

is numerically impossible for students to score 70% or higher to meet the standard of success stated in the assessment plan. However, ensuring that all instructors teaching SOC 100 are emphasizing the functions and impact of social institutions on behavior and changes in society at large throughout the course could also improve student success.

Outcome 4: Differentiate between qualitative and quantitative research methods used in sociological inquiries.

- Assessment Plan
 - Assessment Tool: Multiple choice questions
 - Assessment Date: Fall 2016
 - Course section(s)/other population: Random sample of 50% of the sections
 - Number students to be assessed: Random sample of up to 100 students in selected sections.
 - How the assessment will be scored: answer key
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the assessment.
 - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
494	175

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

We selected a random sample of 50% of the sections (9 of 19) for the assessment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Data from the online sections was not available for us this semester. Because we started the assessment process during the semester it would have been problematic to add an assessment for the online students. We will incorporate online sections in the next assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

We created an assessment test made up of eight (8) multiple choice questions. The questions covered the four (4) student learning outcomes. Outcome #4 was assessed using questions 3 and 7. These questions were multiple choice and students either answered them correctly or they got them wrong. The test were scored and the total percentage of correct answers (by students and by question) was calculated.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

For outcome 4 we used 2 multiple choice questions to assess students' ability to differentiate between qualitative and quantitative research methods used in sociological inquiry. Of the 175 students assessed, 66 students scored 100%, 85 students scored 50% and 23 students scored zero. Based on the number of questions on the assessment, we did not meet the standard of success as stated in the assessment plan. Only 38% scored higher than 70%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The greatest strength was that 86% of students were able to differentiate between qualitative and quantitative research methods used in sociological inquiry at least 50% of the time. Students seemed to have the strongest understanding of methodology in comparison to the other 3 outcomes.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Given that there were only 2 questions associated with outcome 4, the weakness of the assessment tool played a greater role outcome. More assessment questions to assessing outcome 2 would address this weakness. With only 2 questions, it is numerically impossible for students to score 70% or higher to meet the standard of success stated in the assessment plan. However, ensuring all instructors teaching

SOC 100 are emphasizing sociological methodology throughout the course could also improve student success.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Overall, there is a concern about the consistency of material covered across ALL sections of SOC 100. There is concern that the 3 core sociological perspectives are not being applied or reinforced consistently throughout the course. The functions of social institutions are not being emphasized enough for students to be able to apply them to a given social issue. Perhaps the master syllabus needs to be revised to address these shortcomings.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information will be shared with all SOC 100 course instructors, and a brief summary will be provided to other instructors in the department during a department meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	The current learning outcomes need to be revised to better align with the learning objectives.	The realignment will help to improve the assessment tool.	2018
Assessment Tool	The current assessment tool contains too few questions.	With the current 8-question assessment tool, it is numerically impossible to meet the standard of success as stated in the assessment plan.	2018
Course Materials (e.g. textbooks,	Ensure that all SOC 100 sections are	By assigning the same textbook for	2018

handouts, on-line ancillaries)	using the same textbook.	all sections of SOC 100, we can ensure, to some extent, that all students are receiving the same basic information.	
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4. Is there anything that you would like to mention that was not already captured?

The DL courses were not included in this assessment. Creating the assessment is not the issue, we need to figure out how to administer and ensure completion of the assessment for online students. Given that students are not given incentives to complete the assessment, for online students, if it is not scored and calculated into their final grade; we may not generate enough responses to assess those courses.

One possible solution would be to enable the adaptive release function. In essence, forcing online students to complete the assessment before accessing some area of the course site. There are mixed opinions on whether or not this is unfair for online students. However, if we identify the sections before the given semester the assessment is given, we could create it as an adaptive release assessment tool for all selected sections. Again, there is a question of fairness in not differentiating how it is administered between on-campus and online.

One last option would be to add the assessment questions to the final exam; as was done in Fall 2016. For the online sections, we can create an assessment block of the questions and include them in the final exam pool. This option would, however, require the exams to be combed for the assessment questions due to the randomization of the test questions.

III. Attached Files

- [SOC 100 Assessment Data](#)
- [SOC 100 Fall 16 Assessment Tool](#)

Faculty/Preparer: Harriette Moore **Date:** 08/21/2017
Department Chair: Starr Burke **Date:** 08/24/2017
Dean: Kristin Good **Date:** 08/29/2017
Assessment Committee Chair: Michelle Garey **Date:** 11/28/2017