

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