Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: SOC-102 Sociology of Social Problems   **Date:** Spring 2011

Course/Program Team: Daniel Beckett Ryan and DJ Madron

Expected Learning Outcomes:
1. Explain particular factors leading to the creation of social problems in society, while considering their sociopolitical, economic, cultural, and historical contexts.
2. Understand the differences between micro and macro-levels of analysis of social problems.
3. Apply sociological principles and concepts to understanding various forms of social inequality (i.e., racial, ethnic, gender, etc.).
4. Critically evaluate and recognize the social origins of race, class, gender, age and religious discrimination and prejudice.
5. Understand the range of social problems associated with and perpetuated by economic systems, agencies of state power and different types of authority.
6. Understand how and why social problems create protest groups and collective action to directly confront and change various forms of social inequality.

Assessment (How do or will students demonstrate achievement of each outcome?)
        In the Fall of 2010, students enrolled in SOC 102 were required to complete a research paper and make a 15 minute presentation of their findings to the class. The purpose of the research project was to demonstrate a working knowledge of various social problems in society (outcomes 3, 5), how sociological variables create social problems (outcomes 1, 2, 4 and 5), the impact social problems have on society and solutions to social problems (outcome 6). Students were guided through the research process starting with a library session teaching them how to locate peer-reviewed journals, reading abstracts and constructing a social science paper. Throughout the term students submitted rough-drafts for feedback/evaluation.

Validation (What methods have you used or will you use to validate your assessment?)
        A set of research paper guidelines was distributed to students so all assessment areas would be covered in their projects. After papers were submitted, I used the research guidelines as a rubric for grading final drafts of the papers.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)
        Many of the students had difficulty understanding and analyzing the peer-reviewed journals they used for their research papers. Moreover, many students were unable to

incorporate sociological concepts into their papers and many did not adequately cover all the components required of the project. The presentation portion of the research project proved more successful, and many students were able to demonstrate a working knowledge, comprehension and expression of sociological concepts relating to the course content.

Follow-up (How have you used or how will you use the data to improve student learning?)
　　　Because of general difficulties students had with the research assignment, the research project has been tabled in SOC 102 for the Spring 2011 semester. Assessment modifications are being made so it can be introduced in the Fall 2011 semester.

Budget Justification (What resources are necessary to improve student learning?)
　　N/A