

General Education SLOA Summary

General Education Category: BSS --Sociology

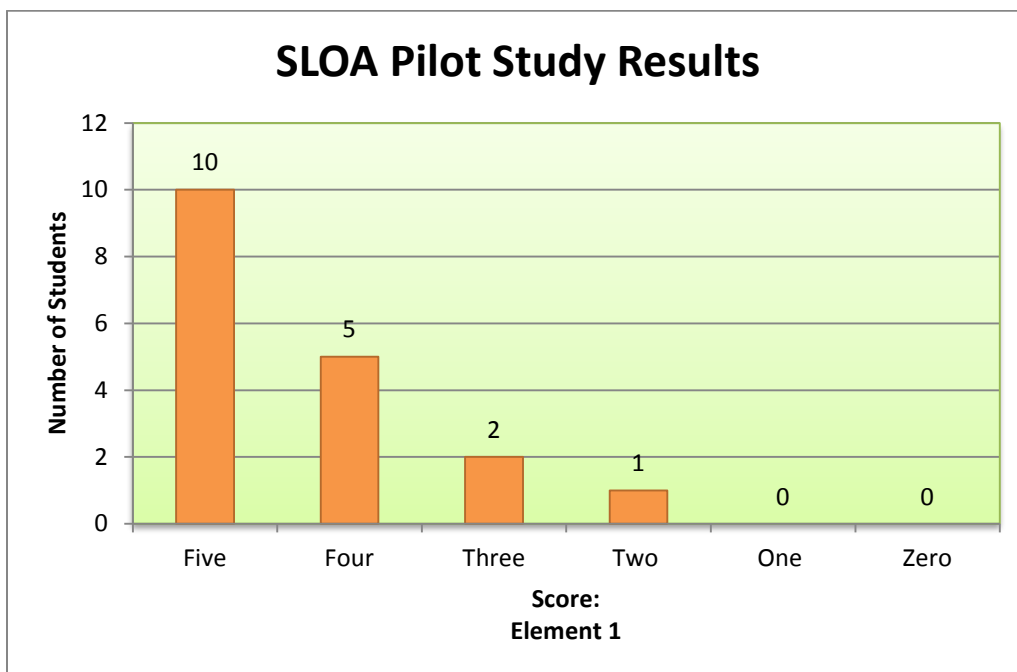
Semester: Spring 2013

Data Summary:

BSS General Education Student Learning Outcomes & Common Assessment Rubric: Introduction to Sociology (SOC 101)

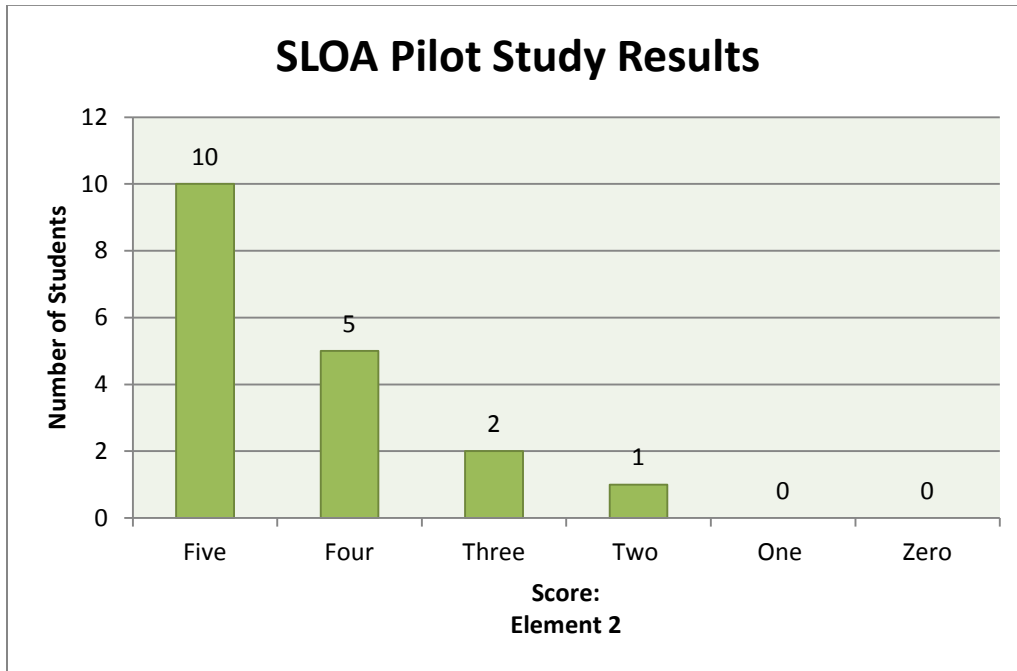
Grading Element 1

Grading Element 1	5 points	3 points	1 point	0 points
Analyzes and evaluates issues utilizing appropriate methodologies	Shows strong evidence of a well-reasoned and rational analysis/reflection. Shows insight and critical thought.	Shows evidence of reasoned analysis/reflection and used some critical thinking skills.	Lacks reflection and depth. Shows very little insight or critical thinking.	Was not handed in or completely off-topic.



Grading Element 2

Grading Element 2	5 points	3 points	1 point	0 points
Demonstrates how culture, society and diversity shape the role of the individual within society and human relations across cultures	Shows powerful usage of course concepts in the analysis/reflection as they apply to the assigned article.	Shows moderate usage of course concepts in the analysis/reflection as they apply to the assigned article.	Shows very little usage of concepts in the analysis/reflection as they apply to the assigned article.	Was not handed in or completely off-topic.



Discussion of Analysis Results:

In the fall of 2012, one section of Introduction to Sociology (SOC-101) piloted the new general education assessment assignment. Students were required to answer several questions in an essay format pertaining to an assigned article, *Education Gap Grows Between Rich and Poor Grow, Studies Say*. (The assignment and questions are attached to this report.)

Eighteen students completed the assessment and were given scores for each outcome, ranging from 0 (was not handed in or completely off-topic) to 5 (shows powerful usage of course concepts in the analysis/reflection as they apply

to the assigned article). The grading rubric is pasted above.

For the first General Education Outcome, 10 students received the highest score of 5; Five students received a score of 4; Two students received a grade of 3; One student received a grade of 1.

For the second General Education Outcome, 10 students received the highest score of 5; Five students received a score of 4; Two students received a grade of 3; One student received a grade of 1.

Based on the results of this pilot and small sample, students seem to be comprehending the assigned article and meeting the General Education Outcomes.

Plan of Action: (closing the loop)

In the Spring 2013 semester, this common assessment is being distributed in numerous Introduction to Sociology (SOC 101) sections and data will be analyzed to see if outcomes are being met. Based on the results from Spring 2013 data, adjustments to the assignment will be made if needed.

Introduction to Sociology (SOC 101) S.L.O. Assignment

Reflection Paper Outcomes:

Students will write and submit a 1-2 page typed reflection or analysis of the sociological article, *Education Gap Grows Between Rich and Poor, Studies Say*. In their reflection/analysis students will respond to article-specific questions whereby they will demonstrate critical thinking skills and demonstrate an understanding of the relationship between culture(s), society, and the individual.

Instructions:

In the reflection/analysis, students should address the following prompts, including references to related sociological concepts where applicable. Students may use their textbook or class notes to assist in completing this assignment. Students should use their own words, using quotes only sparingly.

- Explain how wealth correlates to education in the United States today.
- What quantitative data in the article most effectively illustrates this correlation?
- What other variables, aside from wealth, contribute to the education gap?
- Charles Murray argues that a cultural divide contributes to the growing education gap. What does he mean by “cultural divide?” How does this cultural divide affect children and specifically their level of educational attainment?

BSS General Education Student Learning Outcomes & Common Assessment Rubric: Introduction to Sociology (SOC 101)

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Analyzes and evaluates issues utilizing appropriate methodologies	Shows strong evidence of a well-reasoned and rational analysis/reflection. Shows insight and critical thought.	Shows evidence of reasoned analysis/reflection and used some critical thinking skills.	Lacks reflection and depth. Shows very little insight or critical thinking.	Was not handed in or completely off-topic.
Demonstrates how culture, society and diversity shape the role of the individual within society and human relations across cultures	Shows powerful usage of course concepts in the analysis/reflection as they apply to the assigned article.	Shows moderate usage of course concepts in the analysis/reflection as they apply to the assigned article.	Shows very little usage of concepts in the analysis/reflection as they apply to the assigned article.	Was not handed in or completely off-topic.