

## Course Outcomes Guide

**Course/Program Title:** Sociology of Social Problems SOC 102      **Date:** June 2017

**Course/Program Team:** Dr. Daniel 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**

The assessment for SOC 102 is in the form of a research paper/exam that covers the key elements and fundamental concepts that are presented and discussed in class.

### **Validation**

The assessment constitutes 10% of the overall grade in the course. Comparative data from each semester are analyzed to see which outcomes are being met consistently and where modifications need to be implemented. Additionally, students are asked to comment on the fairness, applicability, and preparedness of the course and the assessment.

The course outcomes and assessment tool for Sociology of Social Problems (SOC 102) are consistent and aligned with recommendations from the *American Sociological Association's Task Force on College Level Courses* and the "Creating an Effective Assessment Plan for the Sociology Major" guide published by the ASA's *Task Force on Assessing the Undergraduate Sociology Major*.

### **Common Assessment Results: Fall 2016**

During the 2016 Fall semester, the common assessment was administered to the single section of SOC 102 offered that academic year. The average score was 72%. The sample size was 16. Two students did not complete the assignment. If their scores are removed, the average rises to nearly 88%. There were 6 A's and 8 B's. The results are similar to previous years. While the average for those who took the exam went up, the number of A's went down. The area where most points were missed involved academic research. This is expected given that research methods involves a lot of detail, rationale, and explanation.

**Common Assessment Results: Fall 2015**

During the 2015 Fall semester, the common assessment was administered to the single section of SOC 102 offered that academic year. The average score was 86%. The sample size was 11. Four students did not complete the assessment and were not included in the scoring. The results are similar to last year indicating that most points missed were in areas related to academic research.

**Common Assessment Results: Spring 2015**

During the 2015 spring semester, the common assessment was administered to the single section of SOC 102. The overall average score for the assignment was an 80%. The sample size was 17. One student did not complete the assessment. When you exclude that student from the calculation, the average increases to 85%. The area that most students lost points on for this assignment was failure to include scholarly and academic resources to support their stance.

**Common Assessment Results: Fall 2014**

During the 2014 fall semester, the common assessment was administered to the single section of SOC 102-01. The overall average score for the assignment was 85% (B). The sample size was 18. See charts below for individualized data.

**Common Assessment Results: Spring 2014**

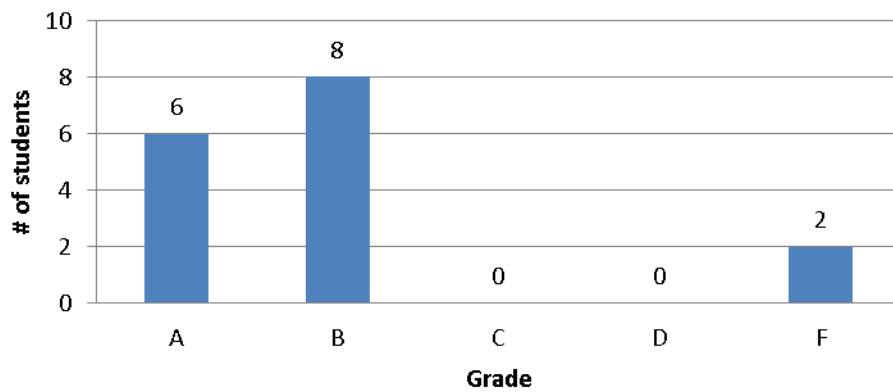
During the 2014 spring semester, the common assessment was administered to the single section of SOC 102-01. The overall average score for paper was 83% (B-). The sample size was the entire class of 11.

**Follow-up**

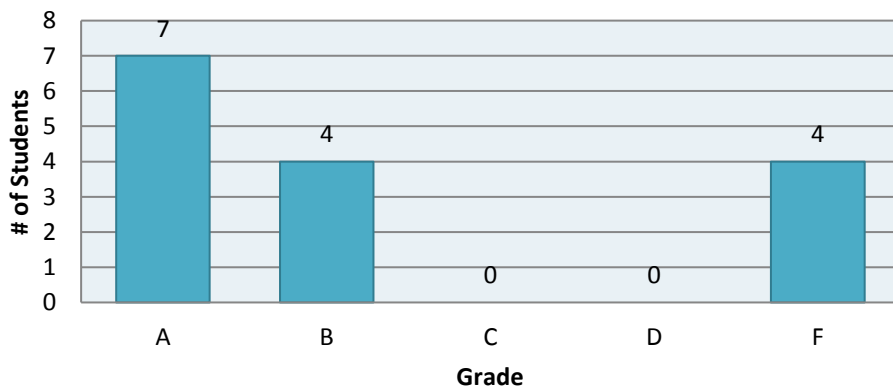
The data has been collected for 5 semesters. The assessment tool was changed after the first offering to better align the assessment questions to the course outcome expectations. The most notable change that was made was making the assessment less topic specific, and more about the application of broader course concepts. There is no plan to alter the current assessment tool for the next semester. Data will be collected again in Fall 2017 and compared with data from previous semesters.

**Budget Justification:** N/A

### SLOA: Common Assessment: SOC 102 Fall 2016

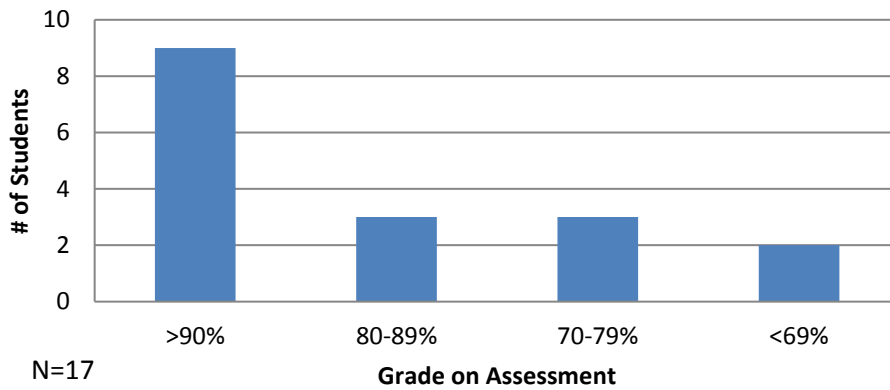


### SLOA Common Assessment: SOC 102 Fall 2015

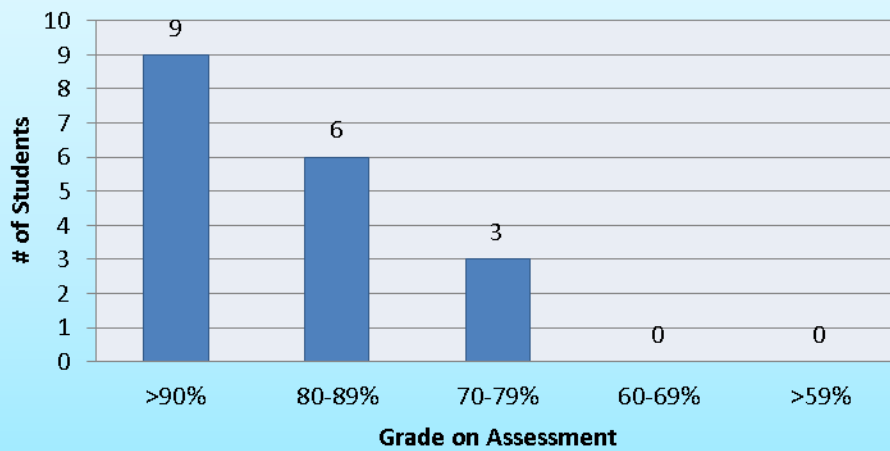


\*The four F's were given to students who did not take the assessment.

### SLOA Common Assessment: Spring 2015



### Fall 2014 COG data



### Spring 2014 COG data

