

General Education Assessment

Sociology

Goals and Objectives

Goal

Students will apply critical thought and scientific principle to understanding human behavior and society in a diverse world

Objectives/Outcomes

Students should be able to:

1. Evaluate data, evidence, and arguments using discipline specific criteria.
2. Identify theories in the discipline relevant to understanding human behavior and society.
3. Distinguish the forces shaping human behavior and society.
4. Describe relations among individuals, groups, and society utilizing discipline specific terminology.
5. Recognize the significance of individual, cultural, and societal diversity.

Measures and Criterion

For the fulfillment of the Assessment Plan for General Education in Social and Behavioral Sciences, we have selected 10 multiple choice questions that best demonstrate student knowledge.

All goals and objectives were assessed during this cycle for all General Sociology classes taught by all instructors. Success was measured by the percentage of students that answered the assessment item correctly. The course is meeting its goal when at least 60% of students answer the assessment item correctly.

Findings

See attached spreadsheet for color coded breakdowns across instructor, semester, and year. Overall, students met the General Education objectives as 71% of students across the assessment year answered correctly across the 10 assessment items. Some assessment items in some semesters did not achieve the benchmark. For example, Item 3 which assesses Objective SB3, did not achieve the benchmark during Spring 18. Despite this, Objective SB3 is successful on other assessment items (items 1, 2, and 10) and across the year for this item. Similarly, Item 6 which assesses Objective SB1 & SB2 did not achieve the benchmark during Fall 17, but Objectives SB1 & SB2 are successful on other assessment items (items 1, 4, 8 & 9) and across the year for this item. The only assessment item to fail to meet the benchmark for the year was item 7 which assesses Objective SB4. However, Objective SB4 is successful on another assessment item (item 9).

Improvement Narrative

Overall, students in this course are demonstrating proficiency, however, there is some variability when examining the specific assessment items and by instructor and semester. The results indicate that we need to insure that individual instructors remember to assess the items each semester (one instructor forgot to assess any items one semester; others erred in assessing all items or in the wording of the item which required omission of the result from this assessment cycle. Individual instructor results also indicate that the delivery method for the course itself may be related to learning objectives. Specifically, online courses, and instances in face to face courses where access to content materials is unrestricted (such as online examinations without proctoring services) may have an artificially high result in comparison to closed book, face to face, proctored assessments. We need to increase our efforts in teaching/demonstrating the material related to these objectives regardless of the delivery style of the course content. At this time we do not feel that there need to be any adjustments to the measures or criterion.

Rubric

RUBRIC				
	Minimal	Moderate	Proficient	Advanced
<i>Evaluate data, evidence and arguments using discipline specific theory and methods. (SB1)</i>	<i>Unable to consistently evaluate data, evidence and arguments using discipline specific theory and methods. Unable to reach appropriate conclusions based on data.</i>	<i>Limited ability to evaluate data, evidence and arguments using discipline specific theory and methods. Occasionally able to reach warranted conclusions based on evaluation of data, evidence and arguments.</i>	<i>Adequate ability to evaluate data, evidence and arguments using discipline specific theory and methods. Recognizes most important patterns and demonstrates appropriate discipline-specific methods and reasoning, reaching conclusions supported by evidence.</i>	<i>Exceptional ability to evaluate data, evidence and arguments using discipline specific theory and methods. Recognizes patterns of data, correctly weighs evidence, and analyzes arguments using discipline specific theory and methods. Reaches conclusions supported by evidence.</i>
<i>Identify theories in the discipline relevant to understanding human behavior and society (SB2)</i>	<i>Unable to consistently identify theories relevant to understanding human behavior and society. Student cannot identify appropriate theory.</i>	<i>Limited ability to identify theories relevant to understanding human behavior and society. Student often able to identify appropriate relevant theory, lacking specific detail.</i>	<i>Adequate ability to identify theories relevant to understanding human behavior and society, including remembering names, dates, and characteristics of different theories.</i>	<i>Exceptional ability to identify theories relevant to understanding human behavior and society, including supportive arguments, historical contexts, names, dates, and characteristics of different theories and their application.</i>
<i>Distinguish the forces shaping human behavior and society (SB3)</i>	<i>Unable to consistently recognize forces shaping human thought and behavior.</i>	<i>Limited ability to distinguish the forces shaping human behavior and society. May recognize one or more factor shaping human behavior and society.</i>	<i>Adequate ability to distinguish the forces shaping human behavior and society, including weighing different forces, understanding complex interactions and contexts.</i>	<i>Exceptional ability to distinguish the forces shaping human behavior and society, including weighing different forces, understanding complex interactions and contexts.</i>
<i>Describe relations among individuals, groups, and society</i>	<i>Unable to consistently describe relations among individuals,</i>	<i>Limited ability to describe relations among individuals,</i>	<i>Adequate ability to describe relations among individuals,</i>	<i>Exceptional ability to describe relations among individuals, groups, and society utilizing</i>

utilizing discipline specific terminology. (SB4)	groups, and society utilizing discipline specific terminology.	groups, and society utilizing discipline specific terminology.	groups and society utilizing discipline specific terminology	discipline specific terminology.
Recognize the significance of individual, cultural and societal diversity (SB5)	<i>Unable</i> to consistently recognize the significance of individual, cultural and societal diversity	<i>Limited</i> ability to recognize the significance of individual, cultural and societal diversity. Cannot specify different types of diversity or relations between diverse groups.	<i>Adequate</i> ability to recognize the significance of individual, cultural and societal diversity, including the ability to distinguish between different types of diversity, and understand relations between diverse groups	<i>Exceptional</i> ability to recognize the significance of individual, cultural and societal diversity, including the ability to distinguish between different types of diversity, understand relations between diverse groups, and identify the impact of diversity on the individual, cultural, and societal level.