Discipline Outcome
Students will demonstrate a significantly improved ability to more clearly see social and cultural processes in the world and in the student’s own life.

Measure 1 Type:
Direct
Pre-Post tests

Measure 1 Description:
For the objective tests of student performance, the Statistical Package for Social Sciences (SPSS) for Windows was used to compare pre- and post-test means for each intended learning outcome. A multiple choice test was administered to the students in first week of class. Identical test was administered in last week of class.

Measure 1 Sample Size:
57

Measure 1 Benchmark

1) Describe the benchmark for this measure.
The present study employed a repeated-measures design, and a statistically significant improvement ($p < .05$) in student performance across the pre and post-tests for each learning outcome was predicted. This result would confirm that the students’ comprehension of Sociology concepts improved after receiving instruction in those concepts.

In other words, benchmark for success is statistically significant improvement in performance between pre- and post-tests as measured by SPSS analysis.
2) What is the rationale for choosing this benchmark?
A significant improvement in student performance across the pre and post-test would confirm that the students’ ability to more clearly see social and cultural processes in the world and in the student’s own life improved after receiving instruction in those concepts.

Measure 2 Type:
Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Met benchmark

Measure 1 Results:
SPSS for Windows was used to compare pre- and posttest means in a repeated-measures design. Data from both the methodology pre-test and the methodology post-test were collected and entered into SPSS, with data included for analysis only if scores for both tests were available. Students with missing data were disregarded for analysis. For the Social and Cultural Processes data, the mean score of the post-test ($M = 3.61$) was significantly greater than the mean score of the pre-test ($M = 3.04$), $F(1,56) = 11.902, p < .01.$
Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
   1) Improvement was statistically significant, an improvement in ability to more clearly see social and cultural processes was observed this year on the objective assessment, with improvement in demonstrated ability in this area across the semester.

2) How does the data compare to the previous year, if applicable?
   This was a marked improvement over last year, when results were not statistically significant.

3) If multiple measures were used, how do they compare to each other?

   1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
      Met benchmark

   2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational
support unit planning, and assessment planning?

1) Objective measurements indicated strong student performance in this area.
2) It’s important to make sure all instructors are acquainted with the results and encouraged to address this outcome as a priority in their teaching of SOC 101. Also, by continuing and expanding this approach over several years, more meaningful longitudinal data will be generated.
3) Beginning next year, I propose the addition of a second, indirect measure, a Student Survey that measures student subjective experience in the classroom. This Survey will test all four Learning Outcomes. A questionnaire will be completed near the end of the semester. Students will be asked to evaluate their perceived level of learning, their satisfaction, their perceived ability to apply concepts, and their general level of interest in those concepts.

Further Action:

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)

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**Discipline Outcome**

Cultural Awareness: Students will demonstrate a significantly improved cultural awareness.

**Measure 1 Type:**

Direct

Pre-Post tests

**Measure 1 Description:**
For the objective tests of student performance, the Statistical Package for Social Sciences (SPSS) for Windows was used to compare pre- and post-test means for each intended learning outcome. A multiple choice test was administered to the students in first week of class. Identical test was administered in last week of class.

**Measure 1 Sample Size:**
57

**Measure 1 Benchmark**

1) Describe the benchmark for this measure.
The present study employed a repeated-measures design, and a statistically significant improvement ($p < .05$) in student performance across the pre and post-tests for each learning outcome was predicted. This result would confirm that the students’ comprehension of Sociology concepts improved after receiving instruction in those concepts.

In other words, benchmark for success is statistically significant improvement in performance between pre- and post-tests as measured by SPSS analysis.

2) What is the rationale for choosing this benchmark?
A significant improvement in student performance across the pre and post-test would confirm that the students’ cultural awareness improved after receiving instruction in those concepts.

**Measure 2 Type:**
Please select

**Measure 2 Description:**

**Measure 2 Sample Size:**

**Measure 2 Benchmark**

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?
Outcomes Met/not met
Met benchmark

Measure 1 Results:
SPSS for Windows was used to compare pre- and posttest means in a repeated-measures design. Data from both the methodology pre-test and the methodology post-test were collected and entered into SPSS, with data included for analysis only if scores for both tests were available. Students with missing data were disregarded for analysis. Scores for both the pre-test and the post-test were collected for 45 students. For the Cultural Awareness data, the mean score of the post-test ($M = 3.58$) was significantly greater than the mean score of the pre-test ($M = 2.53$), $F(1,56) = 49.926$, $p < .01$.

![SOC Outcome C '13 Assessment](image)

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?

1) Improvement was statistically significant, an improvement in ability to more clearly see social and cultural processes was observed this year on the objective assessment, with improvement in demonstrated ability in this area across the semester.

2) How does the data compare to the previous year, if applicable?

Results were in line with last year’s results.
3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

1) Objective measurements indicated strong student performance in this area.
2) It’s important to make sure all instructors are acquainted with the results and encouraged to address this outcome as a priority in their teaching of SOC 101. Also, by continuing and expanding this approach over several years, more meaningful longitudinal data will be generated.
3) Beginning next year, I propose the addition of a second, indirect measure, a Student Survey that measures student subjective experience in the classroom. This Survey will test all four Learning Outcomes. A questionnaire will be completed near the end of the semester. Students will be asked to evaluate their perceived level of learning, their satisfaction, their perceived ability to apply concepts, and their general level of interest in those concepts.

Further Action:

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)
Discipline Outcome

Students will demonstrate a significantly improved ability to understand the nature of modern American society and culture, as well as diverse societies and cultures.

Measure 1 Type:

Direct

Pre-Post tests

Measure 1 Description:

For the objective tests of student performance, the Statistical Package for Social Sciences (SPSS) for Windows was used to compare pre- and post-test means for each intended learning outcome. A multiple choice test was administered to the students in first week of class. Identical test was administered in last week of class.

Measure 1 Sample Size:

57

Measure 1 Benchmark

1) Describe the benchmark for this measure.

The present study employed a repeated-measures design, and a statistically significant improvement ($p < .05$) in student performance across the pre and post-tests for each learning outcome was predicted. This result would confirm that the students' social and cultural understanding improved after receiving instruction in those concepts.

In other words, benchmark for success is statistically significant improvement in performance between pre- and post- tests as measured by SPSS analysis.

2) What is the rationale for choosing this benchmark?

A significant improvement in student performance across the pre and post-test would confirm that the students’ social and cultural understanding improved after receiving instruction in those concepts

Measure 2 Type:

Please select

Measure 2 Description:
Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Met benchmark

Measure 1 Results:
SPSS for Windows was used to compare pre- and posttest means in a repeated-measures design. Data from both the methodology pre-test and the methodology post-test were collected and entered into SPSS, with data included for analysis only if scores for both tests were available. Students with missing data were disregarded for analysis. Scores for both the pre-test and the post-test were collected for 45 students. For the social and cultural understanding, the mean score of the post-test ($M = 2.72$) was significantly greater than the mean score of the pre-test ($M = 2.28$), $F(1,56) = 6.138$, $p < .05$.

![SOC Outcome B '13 Assessment](https://tk20.arapahoe.edu/campustoolshighered/k12_reports_variables_b...)

Measure 2 Results:
1) How did unit/department performance compare to the benchmark?

Improvement was statistically significant, an improvement in ability to more clearly see social and cultural processes was observed this year on the objective assessment, with improvement in demonstrated ability in this area across the semester.

2) How does the data compare to the previous year, if applicable?

This was a marked improvement over last year, when results were not statistically significant.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

1) Objective measurements indicated strong student performance in this area.
2) It’s important to make sure all instructors are acquainted with the results and encouraged to address this outcome as a priority in their teaching of SOC 101. Also, by continuing and expanding this approach over several years, more meaningful longitudinal data will be generated.
3) Beginning next year, I propose the addition of a second, indirect measure, a Student Survey that measures student subjective experience in the classroom. This Survey will test all four Learning Outcomes. A questionnaire will be completed near the end of the semester. Students will be asked to evaluate their perceived level of learning, their satisfaction, their perceived ability to apply concepts, and their general level of interest in those concepts.

Further Action:

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action
Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Discipline Outcome

Information Management: Students will demonstrate a significantly improved capability in information management, especially critical thinking.

Measure 1 Type:

Direct

Pre-Post tests

Measure 1 Description:

For the objective tests of student performance, the Statistical Package for Social Sciences (SPSS) for Windows was used to compare pre- and post-test means for each intended learning outcome. A multiple choice test was administered to the students in first week of class. Identical test was administered in last week of class.

Measure 1 Sample Size:

57

Measure 1 Benchmark

1) Describe the benchmark for this measure.

The present study employed a repeated-measures design, and a statistically significant improvement (p < .05) in student performance across the pre and post-tests for each learning outcome was predicted. This result would confirm that the students’ comprehension of Sociology concepts improved after receiving instruction in those concepts.

In other words, benchmark for success is statistically significant improvement in performance between pre- and post-tests as measured by SPSS analysis.
2) What is the rationale for choosing this benchmark?

A significant improvement in student performance across the pre and post-test would confirm that the students’ comprehension of concepts related to information management improved after receiving instruction in those concepts.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Met benchmark

Measure 1 Results:

SPSS for Windows was used to compare pre- and posttest means in a repeated-measures design. Data from both the methodology pre-test and the methodology post-test were collected and entered into SPSS, with data included for analysis only if scores for both tests were available. Students with missing data were disregarded for analysis. Scores for both the pre-test and the post-test were collected for 45 students. For the Information Management data, , the mean score of the post-test ($M = 3.00$) was significantly greater than the mean score of the pre-test ($M = 1.89$), $F(1,56) = 30.615$, $p < .01$. 
Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
Improvement was statistically significant, an improvement in ability to more clearly see social and cultural processes was observed this year on the objective assessment, with improvement in demonstrated ability in this area across the semester.

2) How does the data compare to the previous year, if applicable?
This was a marked improvement over last year, when results were not statistically significant.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Met benchmark
2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

1) Objective measurements indicated strong student performance in this area.
2) It's important to make sure all instructors are acquainted with the results and encouraged to address this outcome as a priority in their teaching of SOC 101. Also, by continuing and expanding this approach over several years, more meaningful longitudinal data will be generated.
3) Beginning next year, I propose the addition of a second, indirect measure, a Student Survey that measures student subjective experience in the classroom. This Survey will test all four Learning Outcomes. A questionnaire will be completed near the end of the semester. Students will be asked to evaluate their perceived level of learning, their satisfaction, their perceived ability to apply concepts, and their general level of interest in those concepts.

Further Action:

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)