Arapahoe Community College

2014-2015

SOCIOLOGY

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.

Assessment Author(s)  John Ratliff

Measure 1 Type:  Direct

Measure 1 Description:
In terms of the basic goals of Sociology, this outcome is, by definition, at the heart of what is called the “Sociological Imagination,” i.e., being able to perceive the social component of human behavior. The Assessment Plan called for the analysis of this learning outcome with only one distinct method, the objective measurement of student performance based on a pre and post test of student learning. This year assessment data was collected from students in SOC 101 (General Sociology). A significant improvement in student performance across the pre and post-test would confirm that the students’ comprehension of concepts related to the scientific method improved after receiving instruction in those concepts.

Measure 1 Sample Size:  31

1) Describe the benchmark for this measure.
For the objective tests of student performance, SPSS for Windows was used to compare pre- and post-test means for each intended learning outcome. 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.

2) What is the
This result would confirm that the students' comprehension of Sociology
rationale for choosing this benchmark? concepts improved after receiving instruction in those concepts.

Measure 2
Type: Indirect

Survey or questionnaire

Measure 2
Sample Size: 31

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

This Discipline Outcome was: Missed 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 = 3.68) did not significantly differ from the mean score of the pre-test (M = 3.48), F(1,30) = .713, p > .05.

1) How did
<table>
<thead>
<tr>
<th>unit/department performance compare to the benchmark?</th>
<th>While improvement was not statistically significant, an improvement in the ability to see social and cultural processes in the world and in the student’s own life was observed this year on the objective assessment, with improvement in demonstrated ability in this area across the semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) How does the data compare to the previous year, if applicable?</td>
<td>While results were not as impressive as last year, results were in the same general vicinity on a percentage basis.</td>
</tr>
<tr>
<td>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)?</td>
<td>Missed benchmark</td>
</tr>
<tr>
<td>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?</td>
<td>While these results are not as heartening as last year, 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.</td>
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<tr>
<td>3) How will your assessment results enable you to improve institutional processes or academic instruction in</td>
<td>For reasons of illness, I was unable to implement planned addition of a second measure this year. However, beginning next year, it is my intention to add 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.</td>
</tr>
</tbody>
</table>
STUDENTS WILL DEMONSTRATE A SIGNIFICANTLY IMPROVED ABILITY TO UNDERSTAND THE NATURE OF MODERN AMERICAN SOCIETY AND CULTURE, AS WELL AS DIVERSE SOCIETIES AND CULTURES.

<table>
<thead>
<tr>
<th>Assessment Author(s)</th>
<th>John Ratliff</th>
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<tbody>
<tr>
<td>Measure 1 Type:</td>
<td>Direct</td>
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<tr>
<td>Measure 1 Description:</td>
<td>Demonstrate the ability to understand the nature of modern American society and culture, as well as diverse societies and cultures. Demonstration of this ability was chosen as central to the basic goal of cultivating the sociological perspective. This outcome includes examining the student’s understanding of the difference between society and culture, the particular characteristics of contemporary American society and culture, and the general issue of cultural diversity. The Assessment Plan called for the analysis of this learning outcome with only one distinct method, the objective measurement of student performance based on a pre and post test of student learning. This year assessment data was collected from students in SOC 101 (General Sociology). A significant improvement in student performance across the pre and post-test would confirm that the students’ comprehension of concepts related to the scientific method improved after receiving instruction in those concepts.</td>
</tr>
<tr>
<td>Measure 1 Sample Size:</td>
<td>31</td>
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</table>

1) Describe the benchmark for this measure.  
For the objective tests of student performance, SPSS for Windows was used to compare pre- and post-test means for each intended learning outcome. 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.

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 the scientific method improved after receiving instruction in those concepts.

<table>
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<tr>
<th>Measure 2 Type:</th>
<th>Indirect</th>
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<tbody>
<tr>
<td>Measure 2 Type:</td>
<td>Survey or questionnaire</td>
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</table>
This Discipline Outcome was: Missed 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 31 students. For the social and cultural understanding, the difference between pre- and post-test scores approached significance, but did not achieve it at the $p < .05$ level, $F(1,30) = 3.614$, $p = .067$. The mean score of the post-test was 2.77, while the mean score of the pre-test was 2.45.

![](image)

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

While improvement was not statistically significant, an improvement in the ability to understand the nature of modern American society and culture, as well as diverse societies and cultures 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?

While results were not as impressive as last year, results were in the same general vicinity on a percentage basis.

1) Based on the findings, how does the unit/department rate performance in

Missed benchmark
regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses 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?

While these results are not as heartening as last year, 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) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

For reasons of illness, I was unable to implement planned addition of a second measure this year. However, beginning next year, it is my intention to add 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.

FEEDBACK

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CULTURAL AWARENESS: STUDENTS WILL DEMONSTRATE A SIGNIFICANTLY IMPROVED CULTURAL AWARENESS.

Assessment Author(s) John Ratliff
<table>
<thead>
<tr>
<th>Measure 1</th>
<th>Direct</th>
</tr>
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<tbody>
<tr>
<td>Type:</td>
<td>Pre-Post tests</td>
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</table>

| Measure 1 | Demonstration of this ability was chosen as central to the basic goal of cultivating the sociological perspective. This outcome includes examining the student’s understanding of the difference between society and culture, the particular characteristics of contemporary American society and culture, and the general issue of cultural diversity. The Assessment Plan called for the analysis of this learning outcome with only one distinct method, the objective measurement of student performance based on a pre and post test of student learning. This year assessment data was collected from students in SOC 101 (General Sociology). A significant improvement in student performance across the pre and post-test would confirm that the students’ comprehension of concepts related to the scientific method improved after receiving instruction in those concepts. |

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<tr>
<th>Measure 1</th>
<th>60</th>
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<tbody>
<tr>
<td>Sample Size:</td>
<td></td>
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</table>

1) Describe the benchmark for this measure. For the objective tests of student performance, SPSS for Windows was used to compare pre- and post-test means for each intended learning outcome. 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.

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 the scientific method improved after receiving instruction in those concepts.

<table>
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<tr>
<th>Measure 2</th>
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<tbody>
<tr>
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| Measure 1 | 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 ($M = 3.35$) was significantly greater than the mean score of the pre-test ($M = 2.74$), $F(1,30) = 8.058$, $p < .01$. |

<table>
<thead>
<tr>
<th>Measure 1</th>
<th>Met benchmark</th>
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<tbody>
<tr>
<td>Results:</td>
<td></td>
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</table>
1) How did unit/department performance compare to the benchmark?

Improvement was statistically significant, an improvement 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.

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...

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) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

For reasons of illness, I was unable to implement planned addition of a second measure this year. However, beginning next year, it is my intention to add 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: Further Action Unnecessary

**INFORMATION MANAGEMENT: STUDENTS WILL DEMONSTRATE A SIGNIFICANTLY IMPROVED CAPABILITY IN INFORMATION MANAGEMENT, ESPECIALLY CRITICAL THINKING.**

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<td>Measure 1 Description:</td>
<td>Specifically, this General Education outcome is a perfect fit for one of the basic goals of Introductory Sociology, which is to move students from an ethnocentric orientation to one of greater cultural relativism and respect and understanding for cultures, races and ethnicities different from their own. The Assessment Plan called for the analysis of this learning outcome with only one distinct method, the objective measurement of student performance based on a pre and post test of student learning. This year assessment data was collected from students in SOC 101 (General Sociology). A significant improvement in student performance across the pre and post-test would confirm that the students' comprehension of concepts related to the scientific method improved after receiving instruction in those concepts.</td>
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Measure 1
Sample Size: 31

1) Describe the benchmark for this measure. For the objective tests of student performance, SPSS for Windows was used to compare pre- and post-test means for each intended learning outcome. 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.

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 the scientific method improved after receiving instruction in those concepts.

Measure 2
Type: Indirect

This Learning Outcome was: 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 = 3.23) was significantly greater than the mean score of the pre-test (M = 2.16), F(1,30) = 24.022, p < .01.

!['14 Sociology Assessment: Outcome D](image)
1) How did unit/department performance compare to the benchmark?

- Improvement was statistically significant, an improvement 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.

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) How will your assessment results enable you to improve institutional

- For reasons of illness, I was unable to implement planned addition of a second measure this year. However, beginning next year, it is my intention to add 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
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<tr>
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