

Final

SOC1 1101 - Introduction to Sociology (Online)

Reporting Period

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2016-2017

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Course Description

Examines human social behavior. Topics covered include culture, social interaction, social classes, social change, politics, religion, and the family. This course also considers the principal perspectives in sociology for interpreting everyday events and for interpreting the social structures of society.

Program Outcomes/Goals

POG1

Critical Thinking and Reading

Produce graduates who read and think critically.

Student Learning Outcomes

SLO1

Articulate and analyze diverse cultural groups

Students will demonstrate the ability to articulate and analyze perspectives and values of diverse cultural groups and their historical experiences in the United States.

Supported Initiatives

2

Standards

1

General Education

0

Institutional Priorities

14

Strategic Initiatives

Action Plans for Improvement

Action Plans for Improvement Description

Action Plan for Sociology 1101-01 Online, Fall 2016

Due Date

The following Action Plan is based on the findings of Learning Outcomes 1, 2, and 3, for Sociology 1101-01 Online, which was taught at the DSC Dalton Campus, during Fall 2016, with 11 participant students.

Status
Planned

The benchmark was met for the overall achievements of the three learning outcomes, with 89.8%. However, this leaves 10.2% of students without achieving the three learning outcomes.

The benchmark was met with 75.7% in the three unit exams. However, this leaves 24.3% of students without achieving the three learning outcomes for this measure.

The benchmark was met with 96.1% in the seven assessed online tests 1. However, this leaves 4.9% of students without achieving the three learning outcomes for this measure.

Although these results from the unit exams and the online tests met the expected benchmark of the Student Learning Outcomes, there is still a room for improvement, for the students who did not meet the benchmarks.

To improve students' learning outcomes, I'll implement / maintain the following measures, for the course as a whole.

concerning online tests, I'll maintain the current measure. I'll do two things to help students do better, I'll extend the deadlines for those who miss them and I'll give students two attempts instead of one. This will help them do better in the open-book online tests, as these prepare them for the in-class unit exams.

Second, I'll pay more attention to students' grades in online tests. I'll ask students who make low grades on these tests to take the second attempt after studying the materials again. In this way, students will be more prepared for Exam I.

Third, I'll attract students' attention to prepare well before taking unit exams. This should include reading the materials, answering the study guide questions, and reviewing the correct answers of the online tests a day or two before taking unit exams.

Measures

M1

Unit and Chapter Tests

Students' ability to articulate and analyze perspectives and values of diverse cultural groups will be measured through their answers to questions in Unit Exam I and Online Chapter Tests 1, 2, and 3.

Methodology

All tests are composed of multiple-choice questions.

Source of Evidence: Test/Exam/Quiz

Target

A minimum of 70 percent of the students will earn a 70% or better on selected questions on the graded tests that relate to their understanding diverse cultural groups.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status

70%

Findings for Student Learning Outcome 1 Using data from the Fall Semester of 2016, from 11 students in the Sociology 1101-01 Online course, taught at the Dalton Campus, I assessed students' ability to articulate and analyze perspectives and values of diverse cultural groups through their answers to questions in Unit Exam I and Online Tests 1, 2, and 3. All tests are composed of multiple-choice questions. Overall, 90.9% of the students achieved outcome 1. Averaging the statistical findings from Exam I and online tests 1, 2, and 3, the overall average number of students who achieved the Learning Outcome 1 target was 90.9%. Thus, the benchmark was met. 1. Unit Exam I On Exam I, 8 students out of 11 (72.7%) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole was 72.73 %. Exam I covers content of the first three chapters of the textbook, including the sociological perspective, research methods, and culture. Chapter 1 covers the sociological perspective, which includes presentation of the three main sociological theories: Functional, conflict, and symbolic interaction. These theories guide sociological research to study society and its diverse cultural groups. Chapter 2 covers research methods, which includes methods of studying diverse cultural groups in society. Chapter 3 covers the study of culture, which includes using the concepts of cultural relativism and ethnocentrism to understand relations among various cultural groups. 2. Online Tests On Online Test 1, 11 students out of 11 (100%) scored 70% or better on questions covering the functional, conflict, and symbolic interaction perspectives, which are covered in Chapter 1. The average score for the class as a whole was 72.24 %. On Online Test 2, 11 students out of 11 (100%) scored 70% or better on questions covering the sociological research methods, used by sociologists in studying various cultural groups in society. The average score for the class as a whole was 88.87 %. On Online Test 3, 10 students out of 11 (90.9%) scored 70% or better on questions covering the study of culture, which includes using the concepts of cultural relativism and ethnocentrism to understand relations among various cultural groups. The average score for the class as a whole was 83.51 %.

Improvement Achieved from Previous Action Plan (for Sociology 1101-01 Online, Spring 2016) This is a follow-up to the Action Plan posted for Sociology 1101-01 Online, taught at the DSC Dalton Campus, during Spring 2016, with 17 participant students. The benchmark was met for the overall achievements of the three learning outcomes, with 91.1%. However, this leaves 8.9% of students without achieving the three learning outcomes. I concluded that although these results from the unit exams and the online tests met the expected benchmark of the Student Learning Outcomes, there was still a room for improvement, for the students who did not meet that benchmark. To improve students' learning outcomes, I planned to maintain the four measures mentioned in the Action Plan and I maintained them. First, concerning online tests, I extended the deadlines for those who miss them and I gave students two attempts instead of one. This helped them do better in the open-book online tests and unit exams. Second, I asked students who made low grades on the online tests to take the second attempt after studying the materials again. In all cases, they did better after taking the second attempt. Third, I attracted students' attention to prepare well before taking unit exams. This included telling them to read the materials, answer the study guide questions, and review the correct answers of the online tests a day or two before taking unit exams. This resulted in meeting the course benchmarks.

Assessment: Collaboratively modified student learning outcomes to reflect more meaningful and useful assessment

Met

Analysis of Finding and Evaluation Results

Analysis of Findings for SLO 1:

The benchmark was met in the main measure, Exam I, with 72.7%. However, there were 3 students out of 11 (27.3%) who did not meet the expected benchmark for Exam I. These students could have less preparation for the Exam. So, next time I teach this course, I'll emphasize the importance of preparation for the unit exam, as I explained in the "Action Plan."

There is also more room for improvement as the average score for the class as a whole in Exam I was 72.73 %. I'll motivate my future students to score higher in the Exam by reminding them that they need to read various materials about the same topic (chapter texts, lecture notes, and handouts).

The benchmark was also met in the average achievement score of the three online tests, with 96.9% of the students achieving the target. However, there were 3.1% of the students who did not meet the expected benchmark for the online tests.

An explanation of the percentage of students who did not meet the expected benchmark is that they may not have been prepared enough during the first and second weeks of the semester.

So, next time I teach the course, I'll make sure that students do not miss taking online tests by giving them more opportunities to do so, even after the deadlines.

I'll also continue to allow students to take two attempts on each chapter online test, in order to encourage them to study again if they have low scores on the first attempt. The grade will be calculated as the average of the two attempts.

I hope that these methods will help students do better in both achieving the SLO 1 target and in scoring higher than 70% target.

Hassan El-Najjar, Fall 2016.

SLO2 **Articulate and analyze racial and ethnic group relations**

Students will demonstrate an ability to articulate and analyze racial and ethnic group relations, norms, and individual deviance.

Supported Initiatives

2 Standards 1 General Education 0 Institutional Priorities 14 Strategic Initiatives

Measures

M1 **Unit and Chapter Tests**

Students' ability to articulate and analyze perspectives and values of diverse cultural groups will be measured through their answers to questions in Unit Exam IV and Online Chapter Tests 11 and 12. All tests are composed of multiple-choice questions.

Methodology

All tests are composed of multiple-choice questions.

Source of Evidence: Test/Exam/Quiz

Target

A minimum of 70 percent of the students will earn a 70% or better on selected questions on the graded tests that relate to their understanding racial and ethnic group relations.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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70%

Sociology 1101-01 Online, Fall Semester 2016 (11 Students)
 The following assessment is based on data from the Sociology 1101-01 Online course, which was taught at the Dalton Campus, during the Fall Semester of 2016, with 11 participant students. Findings for Student Learning Outcome 2: Using data from the Fall Semester of 2016, from 11 students in the Sociology 1101-01 Online course, taught at the Dalton Campus, I assessed students' ability to articulate and analyze perspectives and values of diverse cultural groups through their answers to questions in Unit Exam IV and Online Tests 11 and 12. All tests are composed of multiple-choice questions. Overall, 87.8% of the students achieved outcome 2. Averaging the statistical findings from Exam IV and online tests 11 and 12, the overall average number of students who achieved the Learning Outcome 2 target was 87.8%. Thus, the benchmark was met. 1. Unit Exam IV On Exam IV, 9 students out of 11 (81.8%) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole was 62.33%. Exam IV covers content of two chapters of the textbook. While Chapter 11 deals directly with issues related to racial and ethnic groups, Chapter 12 deals with the same issues with focus on gender and sex. Chapter 11 teaches students about racial and ethnic inequality, including making them aware about aspects of discrimination, the historical background, and how sociologists explain it. A major emphasis is on enabling students to analyze why such a phenomenon still exists, and the way out of prejudice and discrimination, contributing to the development of their critical thinking. Chapter 12 teaches students about gender inequality, particularly in various racial and ethnic groups, including making them aware about aspects of gender discrimination, the historical background, and how sociologists explain it. A major emphasis is on enabling students to analyze why such a phenomenon still exists, and the way out of gender discrimination, contributing to the development of their critical thinking. 2. Online Tests On Online Test 11, 11 students out of 11 (100%) scored 70% or better on questions covering the functional, conflict, and symbolic interaction perspectives, which are covered in Chapter 11. The average score for the class as a whole was 92.89%. On Online Test 12, 9 students out of 11 (81.8%) scored 70% or better on questions covering the sociological research methods, used by sociologists in studying various cultural groups in society. The average score for the class as a whole was 86.89%.

Improvement Achieved from Previous Action Plan (for Sociology 1101-01 Online, Spring 2016): This is a follow-up to the Action Plan posted for Sociology 1101-01 Online, taught at the DSC Dalton Campus, during Spring 2016, with 17 participant students. The benchmark was met for the overall achievements of the three learning outcomes, with 91.1%. However, this leaves 8.9% of students without achieving the three learning outcomes. I concluded that although these results from the unit exams and the online tests met the expected benchmark of the Student Learning Outcomes, there was still a room for improvement, for the students who did not meet that benchmark. To improve students' learning outcomes, I planned to maintain the four measures mentioned in the Action Plan and I maintained them. First, concerning online tests, I extended the deadlines for those who miss them and I gave students two attempts instead of one. This helped them do better in the open-book online tests and unit exams. Second, I asked students who made low grades on the online tests to take the second attempt after studying the materials again. In all cases, they did better after taking the second attempt. Third, I attracted students' attention to prepare well before taking unit exams. This included telling them to read the materials, answer the study guide questions, and review the correct answers of the online tests a day or two before taking unit exams. This resulted in meeting the course benchmarks.

Assessment: Collaboratively modified student learning outcomes to reflect more meaningful and useful assessment

Met

Analysis of Finding and Evaluation Results

Analysis of Findings for SLO 2:

The benchmark was met in the main measure, Exam IV, with 81.8%. However, there were 2 students out of 11 (18.2%) who did not meet the expected benchmark for Exam IV.

These students could have less preparation for the Exam. So, next time I teach this course, I'll emphasize the importance of preparation for the unit exam, as I explained in the "Action Plan."

There is also more room for improvement as the average score for the class as a whole in Exam IV was 62.33%. I'll motivate my future students to score higher in the Exam by reminding them that they need to read various materials about the same topic (chapter texts, lecture notes, and handouts).

The benchmark was also met in the average achievement score of the two online tests, with 90.9% of the students achieving the target. However, there were about 9.1% of the students who did not meet the expected benchmark for the online tests.

An explanation for the percentage of students who did not meet the expected benchmark is that they did not prepare themselves well before taking the two online tests.

So, next time I teach the course, I'll make sure that students take the second attempt after reading the various materials about the topic (chapter texts, lecture notes, and handouts)..

I'll also continue to encourage students to take two attempts on each chapter online test, by encouraging them to study again if they have low scores on the first attempt. The grade will be calculated as the average of the two attempts.

I hope that these methods will help students do better in both achieving the SLO 2 target and in scoring higher than 70% target.

Hassan El-Najjar, Fall 2016.

POG2

Social Sciences and History

Produce graduates who demonstrate an understanding of the forces shaping contemporary society as revealed through the social sciences and history.

Student Learning Outcomes

SLO1

Articulate and analyze stratification and social inequality

Students will demonstrate the ability to articulate and analyze stratification and social inequality.

Supported Initiatives



Measures

M1

Unit and Chapter Tests

During the assessed semester, students' ability to articulate and analyze perspectives and values of diverse cultural groups will be measured through their answers to questions in Unit Exam III and Online Chapter Tests 9 and 10.

Methodology

All tests are composed of multiple-choice questions.

Source of Evidence: Test/Exam/Quiz

Target

A minimum of 70 percent of the students will earn a 70% or better on selected questions on the graded tests that relate to their understanding stratification and social inequality.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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70%

Sociology 1101-01 Online, Fall Semester 2016 (11 Students)
 The following assessment is based on data from the Sociology 1101-01 Online course, which was taught at the Dalton Campus, during the Fall Semester of 2016, with 11 participant students. Findings for Student Learning Outcome 3: Using data from the Fall Semester of 2016, from 11 students in the Sociology 1101-01 Online course, taught at the Dalton Campus, I assessed students' ability to articulate and analyze perspectives and values of stratification and social inequality (Critical Thinking), through their answers to questions of Unit Exam III and Online Chapter Tests 9 and 10. Overall, 90.9% of the students achieved outcome 3. Averaging the statistical findings from Exam III and online tests 9 and 10, the overall average number of students who achieved the Learning Outcome 2 target was 90.9%. Thus, the benchmark was met. 1. Unit Exam III On Exam III, 8 students out of 11 (72.7%) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole was 60%. Exam III covers content of two chapters of the textbook. These two chapters deal with issues of stratification and inequality in the U.S. and the world as a whole, thus addressing Learning Outcome 3. Chapter 9 teaches students about social class in the U.S, including how to use theories to explain wealth, poverty, and inequality in society. In particular, it teaches students about those who are less fortunate in society, and how they have become so. In a way, it teaches them critical thinking. Chapter 10 teaches students about global stratification and inequality, including teaching them about how to use various theories to explain the distribution of wealth and poverty worldwide. In particular, it teaches students to rely on facts before reaching conclusions. 2. Online Tests On Online Test 9, 11 students out of 11 (100%) scored 70% or better on questions covering the functional, conflict, and symbolic interaction perspectives, which are covered in Chapter 9. The average score for the class as a whole was 89.3%. On Online Test 10, 11 students out of 11 (100%) scored 70% or better on questions covering the sociological research methods, used by sociologists in studying various cultural groups in society. The average score for the class as a whole was 88.08%.

Improvement Achieved from Previous Action Plan (for Sociology 1101-01 Online, Spring 2016): This is a follow-up to the Action Plan posted for Sociology 1101-01 Online, taught at the DSC Dalton Campus, during Spring 2016, with 17 participant students. The benchmark was met for the overall achievements of the three learning outcomes, with 91.1%. However, this leaves 8.9% of students without achieving the three learning outcomes. I concluded that although these results from the unit exams and the online tests met the expected benchmark of the Student Learning Outcomes, there was still a room for improvement, for the students who did not meet that benchmark. To improve students' learning outcomes, I planned to maintain the four measures mentioned in the Action Plan and I maintained them. First, concerning online tests, I extended the deadlines for those who miss them and I gave students two attempts instead of one. This helped them do better in the open-book online tests and unit exams. Second, I asked students who made low grades on the online tests to take the second attempt after studying the materials again. In all cases, they did better after taking the second attempt. Third, I attracted students' attention to prepare well before taking unit exams. This included telling them to read the materials, answer the study guide questions, and review the correct answers of the online tests a day or two before taking unit exams. This resulted in meeting the course benchmarks.

Assessment: Collaboratively modified student learning outcomes to reflect more meaningful and useful assessment

Met

Analysis of Finding and Evaluation Results

Analysis of Findings for SLO 3:

The benchmark was met in the main measure, Exam III, with 72.7% of students. However, there were 3 students out of 11 (27.3%) who did not meet the expected benchmark for Exam III.

These students could have less preparation for the Exam. So, next time I teach this course, I'll emphasize the importance of preparation for the unit exam, as I explained in the "Action Plan." In particular, I'll emphasize the importance of reading various materials about the same topic from the chapter texts, lecture notes, and handouts.

There is also more room for improvement as the average score for the class as a whole in Exam III was 60%. I'll motivate my future students to score higher in the Exam by reminding them that they need to read various materials about the same topic (chapter texts, lecture notes, and handouts).

The benchmark was met in the online tests individually and in the average achievement score of the two online tests, with 100% of the students achieving the target. However, the average score for the class as a whole in the two online tests was 88.69 %.

So, next time I teach the course, I'll encourage them to take the second attempt after reading the various materials about the topic (chapter texts, lecture notes, and handouts), in order to improve the class average score.

I hope that these methods will help students do better in both achieving the SLO 3 target and in scoring higher than 70% target.

Hassan El-Najjar, Fall 2016.

Related Projects

There are no related projects to this project.

Project Collaborators



Henry Codjoe
Author



Tammy Byron
Author



Hassan Elnajjar
Author



Michael Hoff
Author



Mary Nielsen
Author



Kathy Payne
Author

Project Attachments



SampleQuestionsforSociology1101(ChapterOnlineTestsandUnitExams).docx



SyllabusofSociology1101-04Online,Fall2016.docx



SOCI1101AcademicEffectAssessmentReportPart2of2Fall2016.pdf



SOCI1101AcademicEffectAssessmentReportPart1of2Fall2016.pdf

Comments



Hassan Elnajjar
DEC 10, 2016

The third outcome should be titled as SLO 3 (not SLO 1).

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