

Diversity in America (Sociology XXX) – AY 08-09

EXEMPLARY EDUCATIONAL OBJECTIVES	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	MEANS OF ASSESSMENT AND EVALUATION	CRITERIA FOR EVALUATION
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.	Students will sociologically analyze historical changes in the social institutions and forces that shape racial and ethnic relations.	Students write a paper requiring them to conduct a sociological analysis of a particular racial or ethnic group. Students listen, note take, participate in classroom discussions and read assign texts. Students participate in in-class group exercises.	Embedded objective test questions related to the identified student outcome on the final examination.	The identified set of embedded objective exam questions will be evaluated. Target goal: 70% of students will reply correctly to 70% or more of the embedded questions.
3. To use and critique alternative explanatory systems or theories.	Students will employ various sociological theoretical perspectives as analytical tools for understanding racial and ethnic relations and will be able to compare and contrast their strengths and weaknesses as tools for sociologically understanding racial and ethnic relations.	Students write a paper requiring them to conduct a sociological analysis of a particular racial or ethnic group. Students listen, note take, participate in classroom discussions and read assign texts. Students participate in in-class group exercises.	Embedded objective test questions related to the identified student outcome on the final examination.	The identified set of embedded objective exam questions will be evaluated. Target goal: 70% of students will reply correctly to 70% or more of the embedded questions.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.	Students will sociologically assess how social, political, economic, cultural, and global forces have shaped the nature of race and ethnic relations within our society.	Students write a paper requiring them to conduct a sociological analysis of a particular racial or ethnic group. Students listen, note take, participate in classroom discussions and read assign texts. Students participate in in-class group exercises.	Student paper requiring a documented analysis detailing the social, political, economic, and cultural interactions of a particular racial or ethnic group within the larger culture. Embedded objective test questions related to the identified student outcome on the final examination.	Papers will be evaluated using a 100-point common rubric. Target goal: 70% of students will receive 70 or more points. The identified set of embedded objective exam questions will be evaluated. Target goal: 70% of students will reply correctly to 70% or more of the embedded questions.
10. To analyze, critically assess, and develop creative solutions to public policy problems.				
12. To identify and understand differences and commonalities within diverse cultures.	Students will identify characteristics that are both common and unique to diverse racial and ethnic groups and the sociological understanding of how these characteristics developed and are fostered or suppressed within a society.	Students write a paper requiring them to conduct a sociological analysis of a particular racial or ethnic group. Students listen, note take, participate in classroom discussions and read assign texts. Students participate in in-class group exercises.	Embedded objective test questions related to the identified student outcome on the final examination.	The identified set of embedded objective exam questions will be evaluated. Target goal: 70% of students will reply correctly to 70% or more of the embedded questions.
13. To demonstrate basic technological literacy skills in word processing, presentation, computation and spread sheet; communication and library research data base.				

Diversity in America (Sociology XXX) – AY 08-09

EXEMPLARY EDUCATIONAL OBJECTIVES	STUDENT LEARNING OUTCOMES	MEANS OF ANALYZING DATA	RESULTS	STRATEGIES FOR IMPROVEMENT
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.	Students will sociologically analyze historical changes in the social institutions and forces that shape racial and ethnic relations.	Scores for all students enrolled in the course spring 2009 were analyzed for embedded objective test questions 2, 4, 7, 12, 13 on the final examination. Individual students who correctly answered at least four of the embedded questions met the criteria.	87% (87 of 100) of the students correctly answered 70% or more of the embedded questions.	These results show an improvement over the previous year (07-08 = 81%). Based on these results, the target will be examined for trends.
3. To use and critique alternative explanatory systems or theories.	Students will employ various sociological theoretical perspectives as analytical tools for understanding racial and ethnic relations and will be able to compare and contrast their strengths and weaknesses as tools for sociologically understanding racial and ethnic relations.	Scores for all students enrolled in the course spring 2009 were analyzed for embedded objective test questions 1, 5, 8, 9 on the final examination. Individual students who correctly answered at least three of the embedded questions met the criteria.	81% (81 of 100) of the students correctly answered 70% or more of the embedded questions.	These results show an improvement over the previous year (07-08 = 78%). Based on these results, the students will be given more group activities in which they analyze and apply sociological theories to key racial and ethnic relations issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.	Students will sociologically assess how social, political, economic, cultural, and global forces have shaped the nature of race and ethnic relations within our society.	A random sample of 60 student papers were selected from all papers submitted. Each sample paper then was evaluated by two faculty members using the department 100-point common rubric. Scores for all students enrolled in the course spring 2009 were analyzed for embedded objective test questions 3, 6, 10 on the final examination. Individual students who correctly answered all three of the embedded questions met the criteria.	83% (50 of 60) of the students earned 70 or more points on the paper assignment. 87% (87 of 100) of the students correctly answered 70% or more of the embedded questions.	Target has been met consistently the past three years (05-08). Therefore, this objective will be assessed every third year. These results show a decrease from the previous year (07-08 = 92%). Based on these results, the 07-08 group activity related to this EEO will be reintroduced.
10. To analyze, critically assess, and develop creative solutions to public policy problems.				
12. To identify and understand differences and commonalities within diverse cultures.	Students will identify characteristics that are both common and unique to diverse racial and ethnic groups and the sociological understanding of how these characteristics developed and are fostered or suppressed within a society.	Scores for all students enrolled in the course spring 2009 were analyzed for embedded objective test question 11 on the final examination. Individual students who correctly answered all three of the embedded questions met the criteria.	63% (63 of 100) of the students correctly answered 70% or more of the embedded questions.	As the first year of measurement for this objective, these results establish the baseline for future comparison. Based on these results, more class time will be focused on diverse racial and ethnic groups.
13. To demonstrate basic technological literacy skills in word processing, presentation, computation and spread sheet; communication and library research data base.				