# Course Assessment– Part B: Your Results & Analysis          #193

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Your Email *

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Please select your course and name from the list. If your course or name are incorrect or missing, please contact Instructional Services.

SOC 204 – Sociology in Everyday Life – Dan Hall – Winter 2017

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Part B: Your Results
Directions
1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. *

Outcomes 1&2 Data:
Test 1: Completion Rate = 92% ; Average Score of Completed = 76.59%
Test 2: Completion Rate = 96% ; Average Score of Completed = 80.21%
Test 3: Completion Rate = 96% ; Average Score of Completed = 80.52%
Test 4: Completion Rate = 100% ; Average Score of Completed = 84.80%
Test 5: Completion Rate = 96% ; Average Score of Completed = 81.93%
Test 6: Completion Rate = 100% ; Average Score of Completed = 93.80%
Test 7: Completion Rate = 96% ; Average Score of Completed = 89.58%
Research Paper: Completion Rate = 92% ; Average Score of Completed = 93.48%
Political Letter: Completion Rate = 96% ; Average Score of Completed = 100%
Total Average Completion Rate = 96% ; Total Average Score of Completed = 86.77%

Outcome 3 Data:
Political Letter: Completion Rate = 96% ; Average Score of Completed = 100%
Moodle Participation: Completion Rate = 83.2% ; Average Score of Completed = 83.2%
In Class Participation: Completion Rate = 92.4% ; Average Score of Completed = 92.4%
Total Average Completion Rate = 90.53% ; Total Average Score of Completed = 91.87%

Total Data:
Total Full Class Average Completion Rate = 93.27%
Total Full Class Average Score of Completed = 89.32%

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| Outcome #1 * | Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural/cultural contexts and current events. |
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| % of students who successfully achieved the outcome (C or above) * | 92% |
| Outcome #2 * | Identify and evaluate sociological phenomena that occur throughout societies. Examples of which are: social interaction, socialization, deviance, social inequality, social stratification, social institutions, culture, diversity, and social movements and change. |
| % of students who successfully achieved the outcome (C or above) * | 92% |
| Outcome #3 * | Participate within societies as informed members, exercising their sociological knowledge and skills within our societies |
| % of students who successfully achieved the outcome (C or above) * | 96% |

| ANALYSIS<br><br>3. What contributed to student success and/or lack of success? * | Like many courses this course is set up to assess learning through multiple outcomes. I have put together an assessment of a diverse amount of tests, assignments, assessment tools, etc. It requires students to be diligent and put the work into the course in order to be successful. It also tailors to students' diverse learning styles by offering multiple assessments. I believe this contributes to student success. What leads to lack of success is if students are unwilling or too overloaded to be able to put adequate work into the course |
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| 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. * | On questions 3-5 on the student evaluations students reported an increase in the amount of understanding and ability to apply/evaluate sociological perspectives/phenomena. Additionally, they reported higher abilities to act as informed members in society at the end of class. In comparison to the course assessments of outcomes and comparing the success of the course this is to be expected. |
| 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) * | Yes |
| 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? * | The course appears to be working as planned. Completion rates and outcomes success are over the success requirement. Student comments do not contain any large criticisms just a few suggestions (which I have noted) or comments that are void due to student lack of understanding the assessment process from a pedagogical standpoint. Therefore, I do not see any reason to change the structure of the course at this time. |
| 7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? * | N/A |
| 8. Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments? * | Yes, the assessment methods offer a diverse range of assessment for student learning. Tests, writing, participation, and presentations cover a wide range of learning styles for students. Additionally, they are verifiable methods with proof of student learning of concepts, theories, comprehension, and the ability to actively express their learning outwardly. |

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

This term was very "interesting". The college was closed for the first two weeks due to weather, than I was very ill the next week. This resulted in students not having face to face time for the first three weeks of class. As a result I awarded students an additional 24 points at the end of the term. I calculated this based on the difference in scores for the first several tests comparatively to previous terms.

Additionally, the different in outcomes 1&2 completion totals and that of the percentage of students success in achievement was due to one student being one point away from success. For, outcome 3, there were two students that were exactly at the bare minimum for success. A difference of plus or minus one point would have made the numbers look more in line, at times this happens.

| Created<br>**31 Mar 2017** | |
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