



COLUMBIA GORGE
COMMUNITY COLLEGE

Course Assessment - Part B: Your Results & Analysis

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Please select your course and name from the drop-down menu.

SOC206Z- Social Problems- Christina Martinez- Part B- Spring 2026

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. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.

Outcome Achievement Data

OUTCOME #1:

To assess this outcome, students were asked to respond to the following discussion question: "What main problems do you think we are likely to face in coming years regarding the 'graying of America' (the aging of the U.S. Population)? Propose solutions/policies to these problems. Why do you think your solutions might work? What might prevent your solutions from working?"

All the students were able to state problems that Americans will face as the population ages. Additionally, all the students were able to propose solutions to these problems. A few of the students did not answer the last part of the question. However the majority did.

OUTCOME #2:

To assess this outcome, students were asked to respond to the following discussion question: "After watching the videos on mass incarceration and prison reform, what are your thoughts on reforming the criminal justice system. Where do you think the major problems are in the system? What would you do to correct the problems? You should utilize information from the textbook, the videos and the web sites above to help you formulate an answer to this question."

Only 70% of students could adequately examine the structural, institutional, and cultural roots of the problems of mass incarceration. Some of the students gave answers that were individualistic and not structural. In sociology, social problems are addresses at the structural, institutional and cultural level not the individual level but students continue to want to see these problems as individual problems and not societal problems.

OUTCOME #3;

To asses this outcome, students were asked to respond to the following discussion question which was asked during the first week of the course and then again in the last week of the course: "What do you think is the biggest social problem that the U.S. and/or the world faces today? Why do you think this is a significant problem? What solutions/policies do you think might help solve the problem you mentioned?

All but one student was able to give solutions/policies that would address what they thought was the most significant social problem faced by the U.S./world today. This students identified the problem but did not give any solutions.

2. Report the percentage of students who successfully achieved the outcome at a C or above. (Outcome #1, #2, #3 can be copied/pasted from question 1 of Part A)

Outcome #1:

Apply sociological perspectives to identify and analyze social problems.

Percentage (%) of students who successfully achieved the outcome (C or above) 100%

Outcome #2

Examine the structural, institutional, and cultural roots of social problems.

Percentage (%) of students who successfully achieved the outcome (C or above) 75%

Outcome #3

Assess solutions to address social problems.

Percentage (%) of students who successfully achieved the outcome (C or above) 95%

Analysis

3. What contributed to student success and/or lack of success?

I believe that the discussion questions helped the students to succeed in this course. As the term went on their answers were more thoughtful and their use of sociological ideas were more advanced. Many of the students moved away from seeing social problems as individualistic although a few still were not able to see the structural, institutional or cultural roots of these issues.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare 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.

For Outcome #1, the students felt their ability to apply the sociological perspective to identify and analyze social problems. was beginning. By the end of the term one student felt it was developing and the other felt it was proficient. Since only 2 of the 20 students filled out the survey it is difficult to asses this question; however I saw improvement in the students critical thinking skills by the end of the course. For Outcome #2, one student felt that their ability to examine the structural, institutional, and cultural roots of social problems was beginning and one student thought their ability was developing. At the end of the term both students felt they had become proficient. For Outcome #3 one student thought their ability to assess solutions to address social problems was beginning and the other student thought their ability was developing. At the end of the term both students felt they had become proficient.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)

I was disappointed that a number of students could not identify the structural, institutional, and cultural roots of social problems. It appears that individualistic thinking is difficult to overcome. Perhaps if the students had taken an introductory course in sociology where these ideas are presented more thoroughly they would have done better. However, 75% were able to do so.

The other two outcomes did meet my expectations.

6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?

I believe that the students in this course did a good job of understanding social problems from a sociological perspective. One thing that might help improve their understanding would be to take an introductory sociology course prior to taking this course.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

I don't think that resources would be required to implement my suggestion.

8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.

The last time I assessed this course, the outcomes were different since they changed at the state level so it is difficult to compare the results to the last assessment.

9. Describe how you explain information about course outcomes and their relevance to your students.

My course is an online course. Prior to each lesson the student is aware of the objectives for each lesson. I indicate which objectives will be met each time the student has a reading, watches a video, takes an assignment or does a project.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes:

ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or "Control of Syntax and Mechanics" and

ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving).

ILO #4: Intercultural Knowledge and Competence. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others")

ILO #5: Community and Environmental Responsibility.

ILO#3 - Quantitative Literacy - "Assumptions"

My discussion questions, films, lectures and readings all encourage critical thinking and problem solving skills (ILO#2). The students do a good job of coming up with solutions to social problems that are structural. They also show good critical thinking skills. The readings and the films encourage community and environmental responsibility (ILO#5). Their awareness of this learning outcome shows up in their discussion posts.