COMMUNITY, REGIONAL, AND GLOBAL STUDIES
FACULTY SURVEY ON STUDENT COMPETENCY

Course Title: Contemporary Social Problems  Term: Summer 2015  Academic Year: 2015

This survey is part of a process to assess institution-level student learning outcomes. This is a course evaluation of Soc. 300 Contemporary Social Problems, Summer 2015, on-line. This course qualifies for application toward the Community, Regional, and Global Studies requirement. The skills assessed here reflect learning from only the Community, Regional, and Global Studies course listed.

GENERAL COMPETENCIES

Knowledge of worldview frameworks
Analysis
Application of context and assumptions
Ability to draw well-reasoned conclusions

MEASUREMENT METHODS USED IN YOUR COURSE

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GENERAL ESTIMATE OF PROFICIENCY IN STUDENTS WHO COMPLETED YOUR COURSE(S)

A=90%+

Knowledge of worldview frameworks (Ch quizzes)
- Demonstrates sophisticated understanding of the complexity of elements important to members of another group.

Analysis (Ch. Tests)
- Organizes & synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.

Sensitivity to context and assumptions (Discussion Board)
- Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.

Oral presentation delivery (You Tube)
- Delivery techniques make the presentation compelling, and speaker appears polished and confident.

Ability to draw well-reasoned conclusions (evaluation and synthesis) (Final Project)
- Conclusions and related outcomes are logical and reflect informed evaluation and ability to prioritize evidence and perspectives.

B=80%+

Knowledge of worldview frameworks (Ch quizzes)
- Demonstrates adequate understanding of the complexity of elements important to members of another group.

Analysis (Ch. Tests)
- Organizes evidence to reveal important patterns, differences, or similarities related to focus.

Sensitivity to context and assumptions (Discussion Board)
- Identifies own and others' assumptions and several relevant contexts when presenting a position.

Oral presentation delivery (You Tube)
- Delivery techniques make the presentation interesting, and speaker appears comfortable.

Ability to draw well-reasoned conclusions (evaluation and synthesis) (Final Project)
- Conclusion is logically tied to information, including opposing viewpoints; related outcomes are identified clearly.

C=70%+

Knowledge of worldview frameworks (Ch quizzes)
- Demonstrates partial understanding of the complexity of elements important to members of another group.

Analysis (Ch. Tests)
- Organizes evidence, but organization is not effective in revealing important patterns, differences, similarities.

Sensitivity to context and assumptions (Discussion Board)
- Questions some assumptions. Identifies several relevant contexts when presenting a position.

Oral presentation delivery (You Tube)
- Delivery techniques make the presentation understandable, and speaker appears tentative.

Ability to draw well-reasoned conclusions (evaluation and synthesis) (Final Project)
- Conclusion is logically tied to information (because chosen to fit the desired conclusion); some related outcomes are identified clearly.

D=60%+

Knowledge of worldview frameworks (Ch quizzes)
- Demonstrates surface understanding of the complexity of elements important to members of another group.

Analysis (Ch. Tests)
- Lists evidence, but it is not organized and/or is unrelated to focus.

Sensitivity to context and assumptions (Discussion Board)
- Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting a position.

Oral presentation delivery (You Tube)
- Delivery detracts from the understandability of the presentation, and speaker appears uncomfortable.

Ability to draw well-reasoned conclusions (evaluation and synthesis) (Final Project)
- Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.

E=below

81.3%
82.7%
74.2%
77.6%
88.1%
OBSERVATIONS

Summer '15 on-line section;

In this course, students were expected to complete a number of academic assignments over each chapter regarding identified social problems from a highly regarded Sociologist John Macionis - Social Problems - 5th Edition. Weekly quizzes served as a proxy to World View Frameworks constructs; the understanding of complexities of an identified social problem. Many social problems students have not been exposed to, or studied previously, thus new knowledge about social ills in American society were under study. The class score average was 81.3%. This was 1% point drop from the spring class using the same textbook. This score reveals whether students had read the chapter materials prior to attempting the weekly quizzes.

Weekly test scores served as a proxy to the Analysis aspect: being able to reveal important patterns, differences, or similarities related to the social problem. The test score average was 82.7%. This was a 4% drop from the spring class. Students gained more knowledge as a result of their required readings, power point viewings, and preliminary quizzes, although the gain was not as large as previous classes.

The Discussion Board questions posed each week served as a proxy evaluation for Sensitivity to Context and Assumptions. Students were challenged to identify several relevant perspectives of peer classmates when presenting their individual positions regarding an identified social problem. Students averaged 74.2% on this skill. This was a four point increase from the spring semester class. Students tend to get busy with summer activities, thus a number of DB submissions were turned in late, or not at all, which hurt the overall average. Students were reminded to submit their work earlier and encouraged to participate to a higher level. There were a larger number of non-traditional students in the previous semester class. That group was more willing to participate and discuss issues much more in-depth than the current class. This skill had the lowest ranking of the five general education competencies.

Each student was required to make and post a 5 minute video on You Tube regarding a social problem of their choosing. Students averaged 77.6% on this skill. This was a slight increase from the previous spring class. The delivery techniques of this skill posed the greatest challenge for students to showcase their general education skills in this section. Many of the students did a nice job of describing their problem, using some good research-based facts, but lacked appropriate presentation skills. This would be an ongoing class issue. A few read some of their written work, as that had not prepared for the presentation in a way that allowed them to easily speak about their topic without reading their paper.

The Final Project served as a proxy to Ability to Draw Well-Reasoned Conclusions. Students were asked to develop an "action-oriented" attitude toward a social problem of their choice. I want them to develop a sociological curiosity about something in "your world" that you have a concern about, and using a brainstorming, critical thinking, problem-solving approach, to create a potential solution. This would showcase that students could logically tie together a range of opposing viewpoints and yet clearly come up with a potential solution that considered alternative views to their own solutions. The overall skill competency was 88.1%. This was a 14% increase from the previous spring class. It is interesting to note that students did a very nice job with this assignment, however, their oral presentation of these facts was not equally as strong. Students were able to find and write about their social problem in a very good manner.