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

Course Title: Contemporary Social Problems  Term: Spring 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, Spring 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

<table>
<thead>
<tr>
<th>Knowledge of worldview frameworks</th>
<th>Research Writing</th>
<th>Reflective Writing</th>
<th>Projects/Performance</th>
<th>Group/Teamwork</th>
<th>Portfolio Development</th>
<th>Oral Presentation</th>
<th>Instructormade Tests</th>
<th>Standardized Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>Application of context and assumptions</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>Ability to draw well-reasoned conclusions</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
</tr>
</tbody>
</table>

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

A=90%+
Demonstrates sophisticated understanding of the complexity of elements important to members of another group

B=80%+
Demonstrates adequate understanding of the complexity of elements important to members of another group.

C=70%+
Demonstrates partial understanding of the complexity of elements important to members of another &!; UP

D=60%+
Demonstrates surface understanding of the complexity of elements important to members of another group.

F=below
Lists evidence, but it is not organized and/or is unrelated to focus.

Knowledge of worldview frameworks (Ch quizzes)

Analysis (Ch. Tests)

Sensitivity to context and assumptions (Discussion Board)

Oral presentation delivery (You Tube)

Ability to draw well-reasoned conclusions (evaluation and synthesis) (Final Project)

Use NA if not applicable, 0 if skill has not emerged

The above rubric is derived from AAC&U Value Rubrics
OBSERVATIONS

Spring '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 82.2%. This was 2% point drop from the previous year 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 86.6%; this was a 1/2 point drop from the previous year. For this class, students gained more knowledge as a result of their required readings, power point viewings, and preliminary quizzes. The mean average from the quiz score to the test score was a larger gain from the previous year, but students started at a lower mean score and did not score as high overall as the previous year.

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 70.7% on this skill. This was a 10.2% drop from the previous year. Students were not able to make as many, nor as comprehensive comments and discussion points as the previous year. Students were encouraged to participate to a higher level, however, there were a larger number of non-traditional students in the previous year 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 76.2% on this skill. This duplicated the score from the previous year. 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 was similar to the previous year. 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. It needs to be noted that eight students elected to not submit a You Tube project; thus the mean score is not really indicative of the class members who did participate.

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 73.6%, a score that was thirteen percentage points less than the previous year. However, this class had a larger number of students who were failing the class and decided to not even submit a final project. Thus, this class average is not very accurate considering four did not attempt a final project for evaluation.
I am unsure exactly why so many class members did not pass participate and achieve to a higher level, especially compared to the previous spring class. I do know there were some extraordinary circumstances involving family members with illness, death, accidents, etc. that I know can severely impact a student's chances to do well in a compacted on-line course. I extended my help to these students in various capacities, however, they just weren't able to overcome the complexities of their individual situations.