Dalton State College

Detailed Assessment Report
2015-2016 SOCI 1101 (Online)
As of: 8/15/2016 09:34 AM EDT
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Program Outcomes

PO 1: Develop student competence in the social sciences
Graduates of associate's degree programs will demonstrate competence in the social sciences.

PO 2: Graduates will think critically.
Graduates of associate's degree programs will think critically.

Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Outc. 1: Articulate and analyze diverse cultural groups
Students will demonstrate the ability to articulate and analyze perspectives and values of diverse cultural groups and their historical experiences in the United States.

Related Measures

M 1: Unit and Chapter Tests (El-Najjar, Fall 2015)
During the assessed semester, students' ability to articulate and analyze perspectives and values of diverse cultural groups will be measured through their answers to questions in Unit Exam I and Online Chapter Tests 1, 2, and 3. All tests are composed of multiple-choice questions.

Source of Evidence: Academic direct measure of learning - other

Target:
A minimum of 70 percent of the students will earn a 70 or better on selected questions on the graded tests that relate to their understanding diverse cultural groups.

Finding (2015-2016) - Target: Met
Sociology 1101-01O, Fall Semester 2015 (21 Students) Findings for Student Learning Outcome 1 The following assessment is based on data from the Sociology 1101-01Online course, which was taught at the Dalton Campus, during the Fall Semester of 2015, with 21 participant students Using data from the Fall Semester of 2015, from 21 students in the Sociology 1101-01O course, taught at the Dalton Campus, I assessed students' ability to articulate and analyze perspectives and values of diverse cultural groups through their answers to questions in Unit Exam I and Online Tests 1, 2, and 3. All tests are composed of multiple-choice questions. Overall, 82.1% of the students achieved outcome 1. Averaging the statistical findings from Exam I and online tests 1, 2, and 3, the overall average number of students who achieved the Learning Outcome 1 target was 82.1%. Thus, the benchmark was met. 1. Unit Exam I On Exam I, 18 students out of 21 (85.7%) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole was 82.57 %. Exam I covers content of the first three chapters of the textbook, including the sociological perspective, research methods, and culture. Chapter 1 covers the sociological perspective, which includes presentation of the three main sociological theories: Functional, conflict, and symbolic interaction. These theories guide sociological research to study society and its diverse cultural groups. Chapter 2 covers research methods, which includes methods of studying diverse cultural groups in society. Chapter 3 covers the study of culture, which includes using the concepts of cultural relativism and ethnocentrism to understand relations among various cultural groups. 2. Online Tests On Online Test 1, 12 students out of 21 (57.1%) scored 70% or better on questions covering the functional, conflict, and symbolic interaction perspectives, which are covered in Chapter 1. The average score for the class as a whole was 73.79 %. On Online Test 2, 20 students out of 21 (95.2%) scored 70% or better on questions covering the sociological research methods, used by sociologists in studying various cultural groups in society. The average score for the class as a whole was 90.29 %. On Online Test 3, 19 students out of 21 (90.4%) scored 70% or better on questions covering the study of culture, which includes using the concepts of cultural relativism and ethnocentrism to understand relations among various cultural groups. The average score for the class as a whole was 82.78 %. Analysis of Findings for SLO 1: The benchmark was met in the main measure, Exam I, with 85.7%. However, there were 3 students out of 21 (14.3%) who did not meet the expected benchmark for Exam I. These students could have less preparation for the Exam. So, next time I teach this course, I'll emphasize the importance of preparation for the unit exam, as I explained in the "Action Plan." There is also more room for improvement as the average score for the class as a whole in Exam I was 82.57 %. I'll motivate my future students to score higher in the Exam by reminding them that they need to read various materials about the same topic (chapter texts, lecture notes, and handouts). The benchmark was also met in the average achievement score of the three online tests, with 80.9% of the students achieving the target. However, there were 19.1% of the students who did not meet the expected benchmark for the online tests. An explanation of the percentage of students who did not meet the expected benchmark is that some of them did not take the online tests. Others may not have been prepared enough during the first and second weeks of the semester. So, next time I teach the course, I'll make sure that students do not miss taking online tests by giving them more opportunities to do so, even after the deadlines. I'll also continue to allow students to take two attempts on each chapter online test, in order to encourage them to study again if they have low scores on the first attempt. The grade will be calculated as the average of the two attempts. I hope that these methods will help students do better in both achieving the SLO 1 target and in scoring higher than 70% target. Hassan El-Najjar, Fall 2015.

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Fall 2015 Action Plan for SLO 1: Extending Deadlines for Online Tests
Established in Cycle: 2015-2016
Fall 2015 Action Plan for SLO 1 Description: Fall 2015 Action Plan for the Sociology 1101-01O Course, Based on Finding...

M 4: Unit and Chapter Tests (El-Najjar, Spring 2016)
During the assessed semester, students' ability to articulate and analyze perspectives and values of diverse cultural groups will be measured through their answers to questions in Unit Exam I and Online Chapter Tests 1, 2, and 3. All tests are composed of multiple-choice questions.

Source of Evidence: Standardized test of subject matter knowledge

Connected Document
Syllabus of Sociology 1101-01 Online

Target:
A minimum of 70 percent of the students will earn a 70 or better on selected questions on the graded tests that relate to their understanding diverse cultural groups.

Finding (2015-2016) - Target: Met
Findings for Student Learning Outcome 1 The following assessment is based on data from the Sociology 1101-01Online course, which was taught at the Dalton Campus, during the Spring Semester of 2016, with 17 participant students. Using data from the Spring Semester of 2016, from 17 students in the Sociology 1101-01 Online course, taught at the Dalton Campus, I assessed students' ability to articulate and analyze perspectives and values of diverse cultural groups through their answers to questions in Unit Exam I and Online Tests 1, 2, and 3. All tests are composed of multiple-choice questions. Overall, 91.1% of the students achieved outcome 1. Averaging the statistical findings from Exam I and online tests 1, 2, and 3, the overall average number of students who achieved the Learning Outcome 1 target was 91.1%. Thus, the benchmark was met. 1. Unit Exam I On Exam I, 15 students out of 17 (88.2%) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole was 82.06 %. Exam I covers content of the first three chapters of the textbook, including the sociological perspective, research methods, and culture. Chapter 1 covers the sociological perspective, which includes presentation of the three main sociological theories: Functional, conflict, and symbolic interaction. These theories guide sociological research to study society and its diverse cultural groups. Chapter 2 covers research methods, which includes methods of studying diverse cultural groups in society. Chapter 3 covers the study of culture, which includes using the concepts of cultural relativism and ethnocentrism to understand relations among various cultural groups. 2. Online Tests On Online Test 1, 16 students out of 17 (94.1%) scored 70% or better on questions covering the functional, conflict, and symbolic interaction perspectives, which are covered in Chapter 1. The average score for the class as a whole was 81.67 %. On Online Test 2, 17 students out of 17 (100%) scored 70% or better on questions covering the sociological research methods, used by sociologists in studying various cultural groups in society. The average score for the class as a whole was 82.36 %. On Online Test 3, 14 students out of 17 (82.3%) scored 70% or better on questions covering the study of culture, which includes using the concepts of cultural relativism and ethnocentrism to understand relations among various cultural groups. The average score for the class as a whole was 79.13 %. Analysis of Findings for SLO 1: The benchmark was met in the main measure, Exam I, with 88.2%. However, there were 2 students out of 17 (11.8%) who did not meet the

expected benchmark for Exam I. These students could have less preparation for the Exam. So, next time I teach this course, I'll emphasize the importance of preparation for the unit exam, as I explained in the "Action Plan." There is also more room for improvement as the average score for the class as a whole in Exam I was 82.06 %. I'll motivate my future students to score higher in the Exam by reminding them that they need to read various materials about the same topic (chapter texts, lecture notes, and handouts). The benchmark was also met in the average achievement score of the three online tests, with 92.1% of the students achieving the target. However, there were 7.9% of the students who did not meet the expected benchmark for the online tests. An explanation of the percentage of students who did not meet the expected benchmark is that some of them did not take the online tests. Others may not have been prepared enough during the first and second weeks of the semester. So, next time I teach the course, I'll make sure that students do not miss taking online tests by giving them more opportunities to do so, even after the deadlines. I'll also continue to allow students to take two attempts on each chapter online test, in order to encourage them to study again if they have low scores on the first attempt. The grade will be calculated as the average of the two attempts. I hope that these methods will help students do better in both achieving the SLO 1 target and in scoring higher than 70% target. Hassan El-Najjar, Spring 2016.

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Action Plan for Sociology 1101-01 Online, Spring 2016
Established in Cycle: 2015-2016
Action Plan for Sociology 1101-01 Online, Spring 2016 The following Action Plan Based on Findings of Learning Outcomes 1, 2...

Outc. 2: Articulate and analyze racial and ethnic group relations
Students will demonstrate an ability to articulate and analyze racial and ethnic group relations, norms, and individual deviance.

Related Measures

M 2: Unit and Chapter Tests (El-Najjar, Fall 2015)
During the assessed semester, students' ability to articulate and analyze perspectives and values of diverse cultural groups will be measured through their answers to questions in Unit Exam IV and Online Chapter Tests 11 and 12. All tests are composed of multiple-choice questions.

Source of Evidence: Academic direct measure of learning - other

Target:
A minimum of 70 percent of the students will earn a 70 or better on selected questions on the graded tests that relate to their understanding racial and ethnic group relations.

Finding (2015-2016) - Target: Met
Sociology 1101-01O, Fall Semester 2015 (21 Students) The following assessment is based on data from the Sociology 1101-01Online course, which was taught at the Dalton Campus, during the Fall Semester of 2015, with 35 participant students Findings for Student Learning Outcome 2: Using data from the Fall Semester of 2015, from 21 students in the Sociology 1101-01O course, taught at the Dalton Campus, I assessed students' ability to articulate and analyze perspectives and values of diverse cultural groups through their answers to questions in Unit Exam IV and Online Tests 11 and 12. All tests are composed of multiple-choice questions. Overall, 90.4% of the students achieved outcome 2. Averaging the statistical findings from Exam IV and online tests 11 and 12, the overall average number of students who achieved the Learning Outcome 2 target was 90.4%. Thus, the benchmark was met. 1. Unit Exam IV On Exam IV, 17 students out of 21 (80.9%) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole was 75.95 %. Exam IV covers content of two chapters of the textbook. While Chapter 11 deals directly with issues related to racial and ethnic groups, Chapter 12 deals with the same issues with focus on gender and sex. Chapter 11 teaches students about racial and ethnic inequality, including making them aware about aspects of discrimination, the historical background, and how sociologists explain it. A major emphasis is on enabling students to analyze why such a phenomenon still exists, and the way out of prejudice and discrimination, contributing to the development of their critical thinking. Chapter 12 teaches students about gender inequality, particularly in various racial and ethnic groups, including making them aware about aspects of gender discrimination, the historical background, and how sociologists explain it. A major emphasis is on enabling students to analyze why such a phenomenon still exists, and the way out of gender discrimination, contributing to the development of their critical thinking. 2. Online Tests On Online Test 11, 19 students out of 21 (90.4%) scored 70% or better on questions covering the functional, conflict, and symbolic interaction perspectives, which are covered in Chapter 11. The average score for the class as a whole was 85.36 %. On Online Test 12, 21 students out of 21 (100%) scored 70% or better on questions covering the sociological research methods, used by sociologists in studying various cultural groups in society. The average score for the class as a whole was 92.51 %. Analysis of Findings for SLO 2: The benchmark was met in the main measure, Exam IV, with 85.7%. However, there were 4 students out of 21 (14.3%) who did not meet the expected benchmark for Exam IV. These students could have less preparation for the Exam. So, next time I teach this course, I'll emphasize the importance of preparation for the unit exam, as I explained in the "Action Plan." There is also more room for improvement as the average score for the class as a whole in Exam IV was 75.95 %. I'll motivate my future students to score higher in the Exam by reminding them that they need to read various materials about the same topic (chapter texts, lecture notes, and handouts). The benchmark was also met in the average achievement score of the two online tests, with 95.2% of the students achieving the target. However, there were about 4.8% of the students who did not meet the expected benchmark for the online tests. An explanation for the percentage of students who did not meet the expected benchmark is that they did not prepare themselves well before taking the two online tests. So, next time I teach the course, I'll make sure that students take the second attempt after reading the various materials about the topic (chapter texts, lecture notes, and handouts).. I'll also continue to encourage students to take two attempts on each chapter online test, by encouraging them to study again if they have low scores on the first attempt. The grade will be calculated as the average of the two attempts. I hope that these methods will help students do better in both achieving the SLO 2 target and in scoring higher than 70% target. Hassan El-Najjar, Fall 2015

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Fall 2015 Action Plan for SLO 2: Giving Two Attempts on Online Tests
Established in Cycle: 2015-2016
Fall 2015 Action Plan for SLO 2 Description: Fall 2015 Action Plan for the Sociology 1101-01O Course, Based on Findings...

M 5: Unit and Chapter Tests (El-Najjar, Spring 2016)
During the assessed semester, students' ability to articulate and analyze perspectives and values of diverse cultural groups will be measured through their answers to questions in Unit Exam IV and Online Chapter Tests 11 and 12. All tests are composed of multiple-choice questions.

Source of Evidence: Standardized test of subject matter knowledge

Connected Document
Syllabus of Sociology 1101-01 Online

Target:
A minimum of 70 percent of the students will earn a 70 or better on selected questions on the graded tests that relate to their understanding racial and ethnic group relations.

Finding (2015-2016) - Target: Met
Sociology 1101-01 Online, Spring Semester 2016 (17 Students) The following assessment is based on data from the Sociology 1101-01Online course, which was taught at the Dalton Campus, during the Spring Semester of 2016, with 17 participant students Findings for Student Learning Outcome 2: Using data from the Spring Semester of 2016, from 17 students in the Sociology 1101-01 Online course, taught at the Dalton Campus, I assessed students' ability to articulate and analyze perspectives and values of diverse cultural groups through their answers to questions in Unit Exam IV and Online Tests 11 and 12. All tests are composed of multiple-choice questions. Overall, 90.1% of the students achieved outcome 2. Averaging the statistical findings from Exam IV and online tests 11 and 12, the overall average number of students who achieved the Learning Outcome 2 target was 90.1%. Thus, the benchmark was met. 1. Unit Exam IV On Exam IV, 13 students out of 17 (76.4%) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole was 75.06 %. Exam IV covers content of two chapters of the textbook. While Chapter 11 deals directly with issues related to racial and ethnic groups, Chapter 12 deals with the same issues with focus on gender and sex. Chapter 11 teaches students about racial and ethnic inequality, including making them aware about aspects of discrimination, the historical background, and how sociologists explain it. A major emphasis is on enabling students to analyze why such a phenomenon still exists, and the way out of prejudice and discrimination, contributing to the development of their critical thinking. Chapter 12 teaches students about gender inequality, particularly in various racial and ethnic groups, including making them aware about aspects of gender discrimination, the historical background, and how sociologists explain it. A major emphasis is on enabling students to analyze why such a phenomenon still exists, and the way out of gender discrimination, contributing to the development of their critical thinking. 2. Online Tests On Online Test 11, 16 students out of 17 (94.1%) scored 70% or better on questions covering the functional, conflict, and symbolic interaction perspectives, which are covered in Chapter 11. The average score for the class as a whole was 82.35 %. On Online Test 12, 17 students out of 17 (100%) scored 70% or

better on questions covering the sociological research methods, used by sociologists in studying various cultural groups in society. The average score for the class as a whole was 86.85 %. Analysis of Findings for SLO 2: The benchmark was met in the main measure, Exam IV, with 76.4%. However, there were 4 students out of 17 (23.6%) who did not meet the expected benchmark for Exam IV. These students could have less preparation for the Exam. So, next time I teach this course, I'll emphasize the importance of preparation for the unit exam, as I explained in the "Action Plan." There is also more room for improvement as the average score for the class as a whole in Exam IV was 75.06 %. I'll motivate my future students to score higher in the Exam by reminding them that they need to read various materials about the same topic (chapter texts, lecture notes, and handouts). The benchmark was also met in the average achievement score of the two online tests, with 97.1% of the students achieving the target. However, there were about 2.9% of the students who did not meet the expected benchmark for the online tests. An explanation for the percentage of students who did not meet the expected benchmark is that they did not prepare themselves well before taking the two online tests. So, next time I teach the course, I'll make sure that students take the second attempt after reading the various materials about the topic (chapter texts, lecture notes, and handouts).. I'll also continue to encourage students to take two attempts on each chapter online test, by encouraging them to study again if they have low scores on the first attempt. The grade will be calculated as the average of the two attempts. I hope that these methods will help students do better in both achieving the SLO 2 target and in scoring higher than 70% target. Hassan El-Najjar, Spring 2016.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Action Plan for Sociology 1101-01 Online, Spring 2016
Established in Cycle: 2015-2016
Action Plan for Sociology 1101-01 Online, Spring 2016 The following Action Plan Based on Findings of Learning Outcomes 1, 2...

Outc. 3: Articulate and analyze stratification and social inequality
Students will demonstrate the ability to articulate and analyze stratification and social inequality.

Related Measures

M 3: Unit and Chapter Tests (El-Najjar, Fall 2015)
During the assessed semester, students' ability to articulate and analyze perspectives and values of diverse cultural groups will be measured through their answers to questions in Unit Exam III and Online Chapter Tests 9 and 10. All tests are composed of multiple-choice questions.

Source of Evidence: Academic direct measure of learning - other

Target:
A minimum of 70 percent of the students will earn a 70 or better on selected questions on the graded tests that relate to their understanding stratification and social inequality.

Finding (2015-2016) - Target: Met
Sociology 1101-01O, Fall Semester 2015 (21 Students) The following assessment is based on data from the Sociology 1101-01Online course, which was taught at the Dalton Campus, during the Fall Semester of 2015, with 21 participant students Findings for Student Learning Outcome 3: Using data from the Fall Semester of 2015, from 21 students in the Sociology 1101-01 course, taught at the Dalton Campus, I assessed students' ability to articulate and analyze perspectives and values of stratification and social inequality (Critical Thinking), through their answers to questions of Unit Exam III and Online Chapter Tests 9 and 10. Overall, 93.6% of the students achieved outcome 3. Averaging the statistical findings from Exam III and online tests 9 and 10, the overall average number of students who achieved the Learning Outcome 2 target was 93.6%. Thus, the benchmark was met. 1. Unit Exam III On Exam III, 18 students out of 21 (85.7%) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole was 78.1%. Exam III covers content of two chapters of the textbook. These two chapters deal with issues of stratification and inequality in the U.S. and the world as a whole, thus addressing Learning Outcome 3. Chapter 9 teaches students about social class in the U.S, including how to use theories to explain wealth, poverty, and inequality in society. In particular, it teaches students about those who are less fortunate in society, and how they have become so. In a way, it teaches them critical thinking. Chapter 10 teaches students about global stratification and inequality, including teaching them about how to use various theories to explain the distribution of wealth and poverty worldwide. In particular, it teaches students to rely on facts before reaching conclusions. 2. Online Tests On Online Test 9, 20 students out of 21 (95.2%) scored 70% or better on questions covering the functional, conflict, and symbolic interaction perspectives, which are covered in Chapter 9. The average score for the class as a whole was 89.71 %. On Online Test 10, 21 students out of 21 (100%) scored 70% or better on questions covering the sociological research methods, used by sociologists in studying various cultural groups in society. The average score for the class as a whole was 89.09 %. Analysis of Findings for SLO 3: The benchmark was met in the main measure, Exam III, with 85.7% of students. However, there were 3 students out of 21 (14.3%) who did not meet the expected benchmark for Exam III. These students could have less preparation for the Exam. So, next time I teach this course, I'll emphasize the importance of preparation for the unit exam, as I explained in the "Action Plan." In particular, I'll emphasize the importance of reading various materials about the same topic from the chapter texts, lecture notes, and handouts. There is also more room for improvement as the average score for the class as a whole in Exam III was 78.1%. I'll motivate my future students to score higher in the Exam by reminding them that they need to read various materials about the same topic (chapter texts, lecture notes, and handouts). The benchmark was met in the online tests individually and in the average achievement score of the two online tests, with 95.2% of the students achieving the target. However, there were about 4.8% of the students who did not meet the expected benchmark for the online tests. An explanation for the percentage of students who did not meet the expected benchmark is that they did not prepare themselves well before taking the three online tests. I also found that some of these students did not take the online tests. So, next time I teach the course, I'll make sure that students take at least one attempt at the test. However, I'll encourage them to take the second attempt after reading the various materials about the topic (chapter texts, lecture notes, and handouts). I'll also continue to encourage students to take two attempts on each chapter online test, by encouraging them to study again if they have low scores on the first attempt. The grade will be calculated as the average of the two attempts. I hope that these methods will help students do better in both achieving the SLO 3 target and in scoring higher than 70% target. Hassan El-Najjar, Fall 2015

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Fall 2015 Action Plan for SLO 3: More Time Before Taking Tests
Established in Cycle: 2015-2016
Fall 2015 Action Plan for SLO 3 Description: Fall 2015 Action Plan for the Sociology 1101-01O Course, Based on Findings...

M 6: Unit and Chapter Tests (El-Najjar, Spring 2016)
During the assessed semester, students' ability to articulate and analyze perspectives and values of diverse cultural groups will be measured through their answers to questions in Unit Exam III and Online Chapter Tests 9 and 10. All tests are composed of multiple-choice questions.

Source of Evidence: Standardized test of subject matter knowledge

Connected Document
Syllabus of Sociology 1101-01 Online

Target:
A minimum of 70 percent of the students will earn a 70 or better on selected questions on the graded tests that relate to their understanding stratification and social inequality.

Finding (2015-2016) - Target: Met
Sociology 1101-01 Online, Spring Semester 2016 (17 Students) The following assessment is based on data from the Sociology 1101-01Online course, which was taught at the Dalton Campus, during the Spring Semester of 2016, with 17 participant students Findings for Student Learning Outcome 3: Using data from the Spring Semester of 2016, from 17 students in the Sociology 1101-01 Online course, taught at the Dalton Campus, I assessed students' ability to articulate and analyze perspectives and values of stratification and social inequality (Critical Thinking), through their answers to questions of Unit Exam III and Online Chapter Tests 9 and 10. Overall, 90.1% of the students achieved outcome 3. Averaging the statistical findings from Exam III and online tests 9 and 10, the overall average number of students who achieved the Learning Outcome 2 target was 90.1%. Thus, the benchmark was met. 1. Unit Exam III On Exam III, 13 students out of 17 (76.4%) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole was 74.06%. Exam III covers content of two chapters of the textbook. These two chapters deal with issues of stratification and inequality in the U.S. and the world as a whole, thus addressing Learning Outcome 3. Chapter 9 teaches students about social class in the U.S, including how to use theories to explain wealth, poverty, and inequality in society. In particular, it teaches students about those who are less fortunate in society, and how they have become so. In a way, it teaches them critical thinking. Chapter 10 teaches students about global stratification and inequality, including teaching them about how to use various theories to explain the distribution of wealth and poverty worldwide. In particular, it teaches students to rely on facts before reaching conclusions. 2. Online Tests On Online Test 9, 17 students out of 17 (100%) scored 70% or better on questions covering the functional, conflict, and symbolic interaction perspectives, which are covered in Chapter 9. The average score for the class as a whole was 85.46 %. On

Online Test 10, 16 students out of 17 (94.1%) scored 70% or better on questions covering the sociological research methods, used by sociologists in studying various cultural groups in society. The average score for the class as a whole was 82.35 %. Analysis of Findings for SLO 3: The benchmark was met in the main measure, Exam III, with 76.4% of students. However, there were 4 students out of 17 (23.6%) who did not meet the expected benchmark for Exam III. These students could have less preparation for the Exam. So, next time I teach this course, I'll emphasize the importance of preparation for the unit exam, as I explained in the "Action Plan." In particular, I'll emphasize the importance of reading various materials about the same topic from the chapter texts, lecture notes, and handouts. There is also more room for improvement as the average score for the class as a whole in Exam III was 78.1%. I'll motivate my future students to score higher in the Exam by reminding them that they need to read various materials about the same topic (chapter texts, lecture notes, and handouts). The benchmark was met in the online tests individually and in the average achievement score of the two online tests, with 97.1% of the students achieving the target. However, there were about 2.9% of the students who did not meet the expected benchmark for the online tests. An explanation for the percentage of students who did not meet the expected benchmark is that they did not prepare themselves well before taking the three online tests. I also found that some of these students did not take the online tests. So, next time I teach the course, I'll make sure that students take at least one attempt at the test. However, I'll encourage them to take the second attempt after reading the various materials about the topic (chapter texts, lecture notes, and handouts). I'll also continue to encourage students to take two attempts on each chapter online test, by encouraging them to study again if they have low scores on the first attempt. The grade will be calculated as the average of the two attempts. I hope that these methods will help students do better in both achieving the SLO 3 target and in scoring higher than 70% target. Hassan El-Najjar, Spring 2016.

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Action Plan for Sociology 1101-01 Online, Spring 2016
Established in Cycle: 2015-2016
Action Plan for Sociology 1101-01 Online, Spring 2016 The following Action Plan Based on Findings of Learning Outcomes 1, 2...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Action Plan for Sociology 1101-01 Online, Spring 2016
Action Plan for Sociology 1101-01 Online, Spring 2016 The following Action Plan Based on Findings of Learning Outcomes 1, 2, and 3, for Sociology 1101-01 Online, taught at the DSC Dalton Campus, during Spring 2016, with 17 participant students. The benchmark was met for the overall achievements of the three learning outcomes, with 91.1%. However, this leaves 8.9% of students without achieving the three learning outcomes. The benchmark was met with 80.3% in the three unit exams. However, this leaves 19.7% of students without achieving the three learning outcomes for this measure. The benchmark was met with 94.9% in the seven assessed online tests 1. However, this leaves 5.1% of students without achieving the three learning outcomes for this measure. Although these results from the unit exams and the online tests met the expected benchmark of the Student Learning Outcomes, there is still a room for improvement, for the students who did not meet that benchmark. To improvement students' learning outcomes, I'll implement / maintain the following measures, for the course as a whole. First, concerning online tests, I'll maintain the current measure. I'll do two things to help students do better, I'll extend the deadlines for those who miss them and I'll give students two attempts instead of one. This will help them do better in the open-book online tests, as these prepare them for the in-class unit exams. Second, I'll pay more attention to students' grades in online tests. I'll ask students who make low grades on these tests to take the second attempt after studying the materials again. In this way, students will be more prepared for Exam I. Third, I'll make more efforts to urge students to take online tests. If they make low grades on the first attempt, I'll ask them to take the second attempt after studying the materials again. Finally, I'll attract students' attention to prepare well before taking unit exams. This should include reading the materials, answering the study guide questions, and reviewing the correct answers of the online tests a day or two before taking unit exams.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
Measure: Unit and Chapter Tests (El-Najjar, Spring 2016) | **Student Learning Outcome:** Articulate and analyze diverse cultural groups
| Articulate and analyze racial and ethnic group relations | Articulate and analyze stratification and social inequality

Fall 2015 Action Plan for SLO 1: Extending Deadlines for Online Tests
Fall 2015 Action Plan for SLO 1 Description: Fall 2015 Action Plan for the Sociology 1101-01O Course, Based on Findings of Learning Outcome 1 The benchmark was met with 85.7% in Exam I, with 77.1% in Online Test 1, with 97.1% in Online Test 2, and 85.7% in Online Test 3. Thus, the overall achievement of Learning Outcome 1 was 82.1%. Although these results from Unit Exam I and the three online tests of Unit 1 met the expected benchmark of the Student Learning Outcome 1, there is still a room for improvement, as 12.9% of the students did not meet that benchmark. To improvement students' learning outcomes, I'll implement / maintain the following measures, for the course as a whole. First, concerning online tests, I'll maintain the current measure. I'll do two things to help students do better, I'll extend the deadlines for those who miss them and I'll give students two attempts instead of one. This will help them do better in the open-book online tests, as these prepare them for the in-class unit exams. Second, I'll pay more attention to students' grades in online tests 1, 2, and 3. I'll ask students who make low grades on these tests to take the second attempt after studying the materials again. In this way, students will be more prepared for Exam I. Third, I'll make more efforts to urge students to take online tests. If they make low grades on the first attempt, I'll ask them to take the second attempt after studying the materials again.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
Measure: Unit and Chapter Tests (El-Najjar, Fall 2015) | **Student Learning Outcome:** Articulate and analyze diverse cultural groups

Fall 2015 Action Plan for SLO 2: Giving Two Attempts on Online Tests
Fall 2015 Action Plan for SLO 2 Description: Fall 2015 Action Plan for the Sociology 1101-01O Course, Based on Findings of Learning Outcome 2 The benchmark was met with 85.7% in Exam IV, with 90.4% in Online Test 11, and 100% in Online Test 12. Thus, the overall achievement of Learning Outcome 2 was 90.4%. Although these results from Unit Exam IV and the two online tests of Unit 4 met the expected benchmark of the Student Learning Outcome 2 with 90.4%, there is still room for improvement, as 9.6% of the students did not meet that benchmark. To improvement students' learning outcomes, I'll implement / maintain the following measures, for the course as a whole. First, concerning online tests, I'll maintain the current measure. I'll do two things to help students do better, I'll extend the deadlines for those who miss them and I'll give students two attempts instead of one. This will help them do better in the open-book online tests, as these prepare them for the in-class unit exams. Second, I'll pay more attention to students' grades in online tests 11 and 12. I'll ask students who make low grades on these tests to take the second attempt after studying the materials again. In this way, students will be more prepared for Exam IV. Third, I'll make more efforts to urge students to take online tests. If they make low grades on the first attempt, I'll ask them to take the second attempt after studying the materials again.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
Measure: Unit and Chapter Tests (El-Najjar, Fall 2015) | **Student Learning Outcome:** Articulate and analyze racial and ethnic group relations

Fall 2015 Action Plan for SLO 3: More Time Before Taking Tests
Fall 2015 Action Plan for SLO 3 Description: Fall 2015 Action Plan for the Sociology 1101-01O Course, Based on Findings of Learning Outcome 3 The benchmark was met with 85.7% in Exam III, with 95.2% in Online Test 9 and with 100% in Online Test 10. Thus, the overall achievement of Learning Outcome 3 was 93.6%. Although these results from Unit Exam III and the two online tests of Unit 3 met the expected benchmark of the Student Learning Outcome 3 with 93.6%, there is still room for improvement, as 6.4% of the students did not meet that benchmark. To improvement students' learning outcomes, I'll implement / maintain the following measures, for the course as a whole. First, concerning online tests, I'll maintain the current measure. I'll do two things to help students do better, I'll extend the deadlines for those who miss them and I'll give students two attempts instead of one. This will help them do better in the open-book online tests, as these prepare them for the in-class unit exams. Second, I'll pay more attention to students' grades in online tests 9 and 10. I'll ask students who make low grades on these tests to take the second attempt after studying the materials again. In this way, students will be more prepared for Exam III. Third, I'll make more efforts to urge students to take online tests. If they make low grades on the first attempt, I'll ask them to take the second attempt after studying the materials again.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Unit and Chapter Tests (El-Najjar, Fall 2015) | **Student Learning Outcome:** Articulate and analyze stratification and social inequality

Analysis Questions and Analysis Answers

What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.

Sociology 1101-01 Online, Spring 2016, Analysis, Strengths, and Weaknesses According to the results of the Sociology 1101-01 Online, Spring 2016 course, the most significant improvements I have observed were as follows: First, students met the benchmarks in all of the seven assessed online tests. This is due to the change I introduced by allowing students to take two attempts on each test, instead of one. Second, students met the benchmarks in the assessed three Unit Exams. This is due to students' better preparation, as evidenced in doing better in online tests. Third, although the overall results met the benchmark of achieving 70%, these results were as high 90.1% for the three outcomes. Strengths: The first strength was making enough materials available to students, including the free textbook chapters, my own lecture notes, chapter handouts, and chapter study guides. The second strength was giving students enough time to take online tests, allowing them to take two attempts on every test, and allowing those who miss the deadlines to make up the tests. All of the online tests were reopened with answers before the unit exams, in order to allow students to review them in preparation for taking the in-class unit exams. The third strength was that results of all unit exams met the benchmarks of scoring 70% or higher, as 80.3% of students did that in Unit Exams. Weaknesses: The first weakness was that results from unit exams were lower than those from online tests. The obvious reason is that online tests are open-book tests, which allow students to look for the answers from their notebooks. This is fine as it motivates them to read in advance and prepare such notes. The second weakness is that some students may not take online tests. Thus, they stay unprepared for unit exams. Next time I teach this course, I'll make more efforts to urge students to take online tests. If they make low grades on the first attempt, I'll ask them to take the second attempt after studying the materials again. Hassan El-Najjar, Spring 2016.

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Sociology 1101-01, Fall 2015, Analysis, Strengths, and Weaknesses According to the results of the Sociology 1101-01O, Fall 2015 course, the most significant improvements I have observed were as follows: First, students met the benchmarks in all of the seven assessed online tests. This is due to the change I introduced by allowing students to take two attempts on each test, instead of one. Second, students met the benchmarks in the assessed three Unit Exams. This is due to students' better preparation, as evidenced in doing better on online tests. Third, although the overall results met the benchmark of achieving 70%, these results were as high as 82.1% for outcome 1, 90.4% for outcome 2, and 93.6% for outcome 3. Strengths: The first strength was making enough materials available to students, including the free textbook chapters, my own lecture notes, chapter handouts, and chapter study guides. The second strength was giving students enough time to take online tests, allowing them to take two attempts on every test, and allowing those who miss the deadlines to make up the tests. All of the online tests were reopened with answers before the unit exams, in order to allow students to review them in preparation for taking the in-class unit exams. The third strength was that results of all unit exams met the benchmarks of scoring 70% or higher, as 85.7% of students did that: Exam I, 85.7% of the students did that in Exam III, and 80.9% of the students did that in Exam IV. Weaknesses: The first weakness was that results from unit exams were lower than those from online tests. The obvious reason is that online tests are open-book tests, which allow students to look for the answers from their notebooks. This is fine as it motivates them to read in advance and prepare such notes. The second weakness is that some students may not take online tests. Thus, they stay unprepared for unit exams. Next time I teach this course, I'll make more efforts to urge students to take online tests. If they make low grades on the first attempt, I'll ask them to take the second attempt after studying the materials again.