

BERGEN COMMUNITY COLLEGE

Assessment Report for (Department and/or Program): Social Sciences/Sociology

Academic Chair: Dr. Jackie Behn

Assessment Period: 2012-2014

Submitted by: Dr. Mark Kassop

1. Intended Outcome (Goal): This Outcomes Assessment project has four stated goals and it builds upon the Outcomes Assessment Project conducted by the Sociology faculty during the 2005-2006 Assessment Cycle.

- a. Students will be assessed in Sociology of the Family (SOC103) to determine whether they have learned the components of the major sociological perspectives (the building blocks of a sociology education): conflict theory, structural functionalism, symbolic interactionism, feminist theory, exchange theory, family development (life cycle) theory, family process theory, or ecological theory.
- b. Students will be assessed to determine whether they have developed the necessary skills to use each of the sociological perspectives to examine a contemporary family issue that should be discussed in all sections of this course.
- c. Students will be assessed to determine whether they have acquired the requisite skills for communicating their knowledge of and ability to use the sociological perspectives in a written format.
- d. The assessment tool will be used in on-campus and online class sections taught by full-time and adjunct sociologists and the results of the two groups i.e., full-time and adjunct faculty) will be compared to determine whether there is a significant difference in the assessment scores achieved by students in the two groups. Bergen Community College has an outstanding group of adjunct sociologists and the aim of the assessment is not to denigrate the skills of this group of faculty. Rather, our concern focuses on the communication (or lack of communication) between full-time and adjunct faculty with respect to teaching courses and achieving goals deemed important by the full-time faculty.
- e. The rubric that has been designed to be part of the assessment will be analyzed by the faculty involved in the project and potentially used by all members of the discipline to evaluate future essay assignments.

2. General Education Requirement(s) to which the intended outcome relates:

- a. Written Communication: Students will communicate effectively in writing, and
- b. Society and Human Behavior: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

2. Section(s) of the Strategic Plan to which the intended outcomes relates:

- a. Goal 1: We will improve student engagement and student success. 1.1 Take steps to increase student retention and student progression through academic programs

- b. Goal 2:Renew and expand divisional professional development and leadership programs

4. Means of assessment, sources of data, and desired result:

The assessment will be conducted as a graded activity that can be administered at home or in the classroom. The assignment is to be administered in all on-campus and online sections of Sociology of the Family (SOC103). Efforts should be made to administer the essay to all registered students, but the assessment does not require the participation of all students. As a result, please submit all completed essays by the indicated deadline, whether or not all students have completed the activity. The assessment will be conducted in all sections of SOC103 given during the day and the evening, on the Paramus and Lyndhurst campuses and online. A random sample of 30% of the submitted essays will constitute the basis for the analysis and grading of this activity. The sample and the number of graders will be indicated in the final report.

Please see the attached rubric for grading items 1a, 1b and 1c from above. The essays will be written on a coded and standardized sheet that **MUST** be used by all students, which will protect their identity and the identity of the full-time professors and the adjunct faculty members. Until the completion of the project, the meaning of the coding system will only be known by the senior sociologist. The coding will enable the assessors to distinguish between essays submitted by students of full-time professors and adjunct instructors. The identity of students taking the assessment and instructors and professors administering the assessment is irrelevant for the purposes of this study and thus will not be available to any of the assessors. Assessment scores for students in classes taught by full-time faculty members and adjunct instructors will be analyzed to determine whether this variable makes any difference in the scores achieved by students.

Previous assessments of this topic in Sociology (SOC101) indicate that 70% of our students scorer 70% or higher on this assessment instrument and we hope to maintain the same standards. We also hope that these standards are met in on-campus and online sections, and in sections taught by full time and adjunct faculty members.

5. Summary of Results:

6. Recommendations for improvement:

RUBRIC FOR CONDUCTING ASSESSMENTS
In Sociology-103
2012-2014

Possible Points		Points Awarded
8	Student is able to explain the two sociological perspectives and their components at a proficient level (90% accuracy).	
6	Student is able to explain the two sociological perspectives and their components at a moderate (passing) level. (80-89% accuracy).	
4	Student is able to explain the two sociological perspectives and their components at a less than moderate (passing) level. (70-79% accuracy).	
2	Student is NOT able to explain the two sociological perspectives at an adequate (passing) level (below 70% accuracy).	

Possible Points		Points Awarded
8	Student is able to analyze changing gender roles using the two sociological perspectives that they select at a proficient level (90% accuracy or above).	
6	Student is able to analyze changing gender roles using the two sociological perspectives that they select at a moderate (passing) level. (80-89% accuracy).	
4	Student is able to analyze changing gender roles using the two sociological perspectives at a less than moderate (passing) level. (70-79% accuracy).	
2	Student is NOT able to analyze changing gender roles in relationship using the three sociological perspectives at an adequate (passing) level (below 70% accuracy).	

Possible Points		Points Awarded
4	In their attempt to explain the two sociological perspectives and to use these perspectives to analyze changing gender roles in relationships, the student demonstrates writing skills at a proficient level (90% accuracy or above).	
3	In their attempt to explain the two sociological perspectives and to analyze changing gender roles in relationships, the student demonstrates writing skills at a moderate (passing) level. (80-89% accuracy).	
2	In their attempt to explain the two sociological perspectives and to analyze changing gender roles in relationships, the student demonstrates writing skills at a less than adequate (passing) level. (70-79% accuracy).	
1	In their attempt to explain the two sociological perspectives and to analyze changing gender roles in relationships, the student demonstrates writing skills that are NOT at an adequate (passing) level (below 70% accuracy).	

A score of 10 is deemed an acceptable score for this assessment.

CODE: 13A: STUDENT NAME _____

Demonstrate your knowledge of two sociological perspectives (i.e., conflict theory, structural functionalism, symbolic interactionism, feminist theory, exchange theory, family development theory, family process theory, or ecological theory) by fully explaining two of these theories and their components. Finally, analyze the changing gender roles of spouses in United States marriages by using those two perspectives. Please restrict your response to the front and back of this piece of paper and writing skills do count.
