

Assessment Report

October 7, 2015

Inequality courses were assessed for AY 2014-2015 following the assessment rotation matrix. The inequality subgroup of the department Assessment Committee decided to add a pre-test component to the assessment, to better measure student learning of the objectives. We also revised the language on Question 9 to improve clarity.

For this rotation the inequality subcommittee created an objective instrument to be distributed during the last week of classes and which clearly discussed the meaning of the exercise. The subcommittee met several times to create the instrument and developed twelve objective questions – 3 questions per objective – which could be generalized to the inequality courses in the department. All 3 inequality sections taught Spring 2015 were administered the instrument (Soc 3945, 4947, 4949). One issue is that we could not assess any of the Criminology inequality classes because they were not taught in Spring 2015. Frequencies for each section were distributed to faculty so they could get a sense of their class(es) performance.

Attached are the cumulative frequencies as well as the instrument. Overall, this assessment round was more successful than the previous round because of the addition of the pre-test. 53 students participated in the pre-test; 41 participated in the post-test.

Matrix objectives:

<p>*Understand the internal diversity of U.S. society such that a student will be able to: (a) compare and contrast variations by race/ethnicity, gender and class and demonstrate how these social statuses interrelate (Questions 3, 5, 8) (b) identify the role of institutions and of social movements in fostering or resisting inequalities (Questions 2, 7, 9) (c) demonstrate how societal and structural factors influence individual and collective identities and behaviors (Questions 6, 10, 12)</p>
<p>*Understand the diversity of U.S. society and its place in the international context such that a student will be able to: (d) relate inequalities in the U.S. to global inequalities (Questions 1, 4, 11)</p>

Findings:

Percentage of correct answers by objective, n = 53 Pre-test, n= 41 Post-test

OBJECTIVES	Pre A	Post A	Pre B	Post B	Pre C	Post C	Pre D	Post D	Pre E	Post E
Question 3			83	76						
Question 5	43	68								
Question 8	90	88								
Question 2							75	90		
Question 7							53	73		
Question 9	45	54								
Question 6					85	85				
Question 10 *							32	80		
Question 12					92	98				
Question 1							96	95		
Question 4									57	78
Question 11			74	83						
Mean correct	From an 8.26 to a 9.68									

The findings suggest an overall strong understanding within all objective goals. In the past assessment, we found that Objective B – identify the role of institutions and of social movements in fostering or resisting inequalities –

exhibited the lowest overall correct responses. This might have been due to variation among instructional topics; we as a faculty discussed how to improve our teaching in this objective area. In this year's assessment, we demonstrated clear progress in that Objective area, since all questions measuring it showed increased values in the post-test.

In each class, as well as overall, mean scores went up.

Areas indicated for improvement:

*Questions 1, 3, 6, 8: Students in the pre-test scored high, indicated the questions are probably too easy or obvious in the way we have them currently written. We will revise those questions in the next assessment.

*Question 9: we want to improve scores.