**Sinclair Community College**

**Continuous Improvement Annual Update 2012-13**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2012**

**Department:** 0387 – Sociology, 0383 – Geography

Year of Last Program Review: FY 2007-2008

Year of Next Program Review: FY 2014-2015

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

Degree completion rates for Sociology & Geography area of emphasis remained basically the same for 2010 & 2011. Both Sociology and Geography are considered general education options for students and not perceived of as career paths. One factor that should have a positive impact on degree completion in Sociology/Social Work is semester conversion. With the transition to semesters the college changed from “area of emphasis” to programs. This should assist the department in marketing both degrees as viable pathway credentials into the job market or transfer institution. Social Work remains the highest area of degree completion for the department. The Department of Labor predicts that the demands in social work related fields will continue to grow. The development of the GIS Certificate is expected to have a positive impact on Geography completion rates in the years to come. A peak at the 2011-2012 grad rates shows a market increase in the number of graduates in both programs. This boost was experienced across the college as students sought to graduate before semester conversion.

**Course Success Trend Data – OVERALL SUMMARY**



Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.

Success rates for all Sociology/Social Work courses remain within a few percentage points plus or minus of the divisional and college. Geography success rates have statistically been higher than the division or the college. Sociology offers a number of online sections in high enrollment courses. The success rates in online sections are significantly lower than in class sections. This factor adversely affects the overall rate of success in Sociology. Geography presently has no online sections. In fall of 2012 the department implemented the pre and post in class General Sociology/Introduction to Sociology assessment test, in all online sections. Assessment data from the online sections should provide valuable information regarding the achievement of student learning outcomes and highlight areas where improvements may be warranted. The new “How to Succeed Online Course” implemented by Distance Learning, fall 2011 should overtime positively impact student success rates.

Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

In last year’s report the department stated that it would solicit RAR for graduate survey data. The results of the most recent survey are attached (Appendix 2). As noted in the report, the small size of the SGS (Sociology/Geography/Social Work) sample makes it difficult to draw any conclusions. It is hoped that the sample size will increase as we develop program majors in Sociology, Social Work. The newly implemented GIS Certificate should also have a positive impact.

The Sociology “Center for Applied Social Issues Research Center” has conducted the *All Grad Study* and its’ predecessor the *Follow UP To Tech Grad Study* for RAR over ten years. The transition to *All Grad* took place approximately two years ago. However the format of the questions on the survey has not changed. The survey remains focused primarily on technical fields. More questions designed to explore the relevance of preparation received in liberal arts & sciences/general education programs for the job market and transfer should be added. We will make a formal recommendation to RAR for next years’ study.

**Section II: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year.

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Develop an interdisciplinary Geographic Information Systems Certificate | In progress [ ] Completed **X**No longer applicable [ ]  | Fall 2011 the GIS Certificate was approved and made available to students. |
| Develop an Urban Studies Certificate | In progress **X**Completed [ ] No longer applicable [ ]  | The GIS certificate offers skill sets that can be used in the context of urban studies. The department has decided that developing a GIS Certificate track that focuses on Urban Studies would be more effective than developing an Urban Studies Certificate. The track would make use of courses in urban sociology, population demographics and GIS that are already offered by the department. Care will be taken to make sure that the certificate aligns with Wright State’s Urban Affairs program. |
| Develop an interdisciplinary Global Studies Certificate | In progress **X**Completed [ ] No longer applicable [ ]  | The International Education Committee is developing an Interdisciplinary Global Studies Certificate/Global Scholars Program. Three members of the department are on the committee. Several sociology and geography courses will be included in the curriculum. The department will seek to formally host the certificate.       |
| Develop an Applied Research Method Certificate | In progress **X**Completed [ ] No longer applicable [ ]  | The department is benchmarking the design of Applied Research Certificates amongst League Schools. The department will also solicit RAR for a Needs Assessment Study to determine the market for an Applied Research Certificate in Miami Valley. |
| Develop an interdisciplinary Gender Studies Certificate | In progress **X**Completed [ ] No longer applicable [ ]  | In consultation with Wright State Women’s Studies program, the department has drafted three new semester courses and a certificate that will align with the Women’s Study minor at Wright State University. The courses will be put in the new semester CMT version this fall 2012. |
| Promote Cultural Diversity as a course requirement for all SCC students in support of the achievement of the General Education outcome Values/Citizenship/Community | In progress [ ] Completed [ ] No longer applicable **X** | To align more closely with the OTM & TAG guidelines, the *Cultural Diversity* course was converted to *Race & Ethnicity* with semester conversion. At this time the department has decided to delay the achievement of this goal until the college has operationalized *Values Citizenship &* *Community* as a General Education outcome. |
| Utilize departmental assessment data to inform continuous improvement targets in learning facilitation | In progress **X**Completed [ ] No longer applicable [ ]  | Departmental efforts in this area are detailed in Section III. |
| Expand online course offerings to include Geography & Social Work | In progress **X**Completed [ ] No longer applicable  | Geography will develop a course for distance learning in spring of 2013. Social Work will develop a hybrid course in spring 2013. (The exact courses are have not yet been determined) |
| Continue to support the course offerings at satellite campuses | In progress **X**Completed [ ] No longer applicable  | Sociology/Geography/Social Work continues to offer courses at the following off site locations: Courseview, Huber Heights, Englewood, Preble, WPAFB and Centerville. |
| Continue to make sure that courses meet the standards of the Ohio Transfer Module and the Transfer Assurance Guides | In progress **X**Completed [ ] No longer applicable  | All quarter courses previously approved in the OTM & TAG in all three disciplines were submitted as semester courses and approved. In Fall 2012 the following additional courses in Geography & Sociology were submitted and await approval:Sociology 1115 Marriage & the FamilySociology 1219 Global PovertySociology 1117 Popular CultureGeography 1209 CartographyGeography 1208 Geography of the Middle East |
| Develop workshops for area primary and secondary teachers on the facilitation of Sociology & Geography | In progress [ ] Completed [ ] No longer applicable **X** | After careful review the department decided that we will defer this goal until sometime in the future. The majority of primary and secondary schools in the area do not offer Sociology or Geography as part of their social studies curriculum. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year.

|  |  |  |
| --- | --- | --- |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The reviewers commented on a general concern about the over commitment of faculty, recommending that a departmental strategy and annual plan be developed to help align resources with departmental/divisional priorities. | In progress **X**Completed [ ] No longer applicable [ ]  | Faculty has been asked to choose at least one CIT for the year focused on achievement of the department goals outlined in this report. |
| Conduct an analysis of prerequisites for SOC 111 and 112, SOC 120 and 145 to assess learner readiness for these courses. | In progress [ ] Completed XNo longer applicable [ ]  | The department implemented pre-requisites of Fundamentals in Reading and English for General Sociology/Introductory Sociology (soc 1101) in fall 2012. We will assess the impact that pre-requisites have on the success rate for Introductory Sociology students before making changes to Cultural Anthropology (soc 1145). |
| While the transferability of the Sociology courses is commendable, the department should actively pursue articulation agreements with UD, OSU, and UC. | In progress **X**Completed [ ] No longer applicable [ ]  | Wright State University is the primary transfer institution for our students. We have completed a transfer agreement draft for the sociology semester program and await signature approval. We are actively seeking articulation contact and process information at UD, OSU and UC. |
| Review the SWK courses for both transferability and to renew the WSU articulation agreement. | In progress **X**Completed [ ] No longer applicable [ ]  | We have completed a transfer agreement draft for the social work semester program and await signature approval. We are actively seeking articulation contact and process information at UD, OSU and UC. |
| Geography—Complete the GIS certificate, which includes collaborative work with MVCTC, US, WSU and Miami Valley Regional Planning. | In progress [ ] Completed **X**No longer applicable [ ]  | The GIS Certificate program was approved and offered to students in Fall 2011. |

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Oral Communication | All programs | **2011-2012** | Students in General Sociology/Introductory Sociology must give an oral presentation which is assessed with the departmental speech rubric (Appendix 3) | The speech rubric clearly articulates to students the expectations of an oral presentation in sociology and greatly improved the quality or their final projects. |
| Written Communication | All programs | **2011-2012** | Pre & Post Assessment writing assignments in General Sociology are assessed by the departmental writing rubric (Appendix 4) | Pre and post writing samples were pulled from a variety of General Sociology sections and evaluated by full time faculty. In general students improved from the lowest assessment category in the pre write to competent in the post write or higher. Deeper analysis of results within each category of the writing rubric is presently underway. |
| Critical Thinking/Problem Solving | All programs | **2012-2013** |  |  |
| Values/Citizenship/Community | All programs | **2013-2014** |  |  |
| Computer Literacy | All programs | **2014-2015** |  |  |
| Information Literacy | All programs | **2015-2016** |  |  |
|  |  |  |  |  |
| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| **1)** Demonstrate the ability to apply the sociological perspective is defined as a) concern with the totality of social life, b) emphasis on the context (setting) in which behavior takes place c) recognition that meaning is a social product, arbitrarily agreed upon d) focus on the group and social interaction. | General Sociology/Introduction to Sociology | 2011-2012 | Pre & Post quantitative test and Pre & Post writing assignment | Students in General Sociology/Introduction to Sociology gained in their understanding of the sociological perspective (Appendix 5).  |
| **2)** Understand scientific research methods used to study society. Interpret statistical tables, graphs, charts as they apply to an understanding of the human behavior and social life. | General Sociology/Introduction to Sociology | 2011-2012 | Pre & Post quantitative test | Students’ gains were significant in the area of the sociological paradigms (theory). The lowest area of gain was in Integrating Data Analysis (IDA) or being able to read table charts and graphs and interpret the measures of central tendency. (Appendix 5) |
| **3)** Demonstrate professional effectiveness and teamwork by exhibiting leadership, cooperation, and making productive contributions to group written & oral assignments. Students must also demonstrate a respect for diverse view points within the group. |  |       |       |       |
| **4)** Examine diversity in society and the impact of social stratification hierarchies (the inequalities) of gender, race/ethnicity, gender, and age. | General Sociology/Introduction to Sociology | 2012-2013 | Pre & Post quantitative test |       |
| **5)** Demonstrate social responsibility and an ethic of service: attitudes and understandings needed to live in a society as responsible citizens and to contribute to building a caring and just society. |  |       |       |       |

**Geography**

Geography has remained an area of emphasis and focused their assessment efforts at the course level. Human Geography was assessed this past year. The course outcomes for Human Geography are:

* Demonstrate an understanding of the four traditions of geography and its subfields.
* Use scientific data and methods through computers to create and analyze maps.
* Demonstrate an understanding of contemporary environmental issues and the relationship of humans with their natural and physical environment.
* Understand geographic patterns of population and demographic characteristics such as fertility, mortality, and migration.
* Understand the concept of culture and the geographic patterns and processes associated with cultural traits such as language, religion, and ethnicity.
* Understand the concept of globalization and the impact on cultural, economic, spatial, and social relationships at various scales.

Pre and post assessments in Human Geography are comprised of two parts; one is a comprehensive map quiz and the other is a multiple-choice exam covering the principles of geography and content material covered in the course. Students take the pre-assessment during the second week of the quarter and the post assessment during the last week of the quarter. Results of the FY 11-12 pre and post assessment tests (Appendix 6) clearly indicate significant improvements in the performance of all students in all sections. The map quiz section of the assessment exam tests students’ spatial knowledge of various countries in the world. It continues to be evident that prior to taking the course the global knowledge of students was very limited and there is a dramatic increase in spatial ability at the end of the quarter.

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**Social Work is in the process of developing program learning outcomes and an assessment strategy.**

**General Education Outcomes**

1. Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes?

After reviewing student writing samples a number of changes were made in 2011-12 to refine the expectations within each category. The speech rubric was streamlined from five to three categories. The department is also considering expanding the use of the writing and speech rubric to all sociology courses.

1. How will you determine whether those changes had an impact?

Bi-annually we will pull writing samples from Introduction to Sociology courses to determine the effectiveness of the writing rubric. We will continue to discuss how to collect data on the use of the speech rubric.

**Program Outcomes**

1. Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?

**There have been a series of changes made over the course of a year based on feedback and analysis of data:**

* The definition of the sociological perspective was changed to better articulate the expectations to students on the writing rubric
* Streamlined the expectations on the speech rubric
* We have eliminated the Do Not Know category on the pre and post quantitative test
* We have analyzed that the percent knowledge gained is lowest in the area of IDA because students have pre-knowledge of how to read charts and graphs. We will re-run the results and focus on the questions that relate to statistical analysis specifically the measures of central tendency
* All post test will now be a part of a student’s final evaluation so that they take it seriously
* In fall 2011 the department formed Peer Assessment Teams that consisted of a full time lead faculty member and three adjunct faculties.  The lead faculty member is charged with meeting with adjunct faculty members at the start of each quarter to share syllabi and at least one activity related to implementing the outcomes. Additionally the lead faculty member must observe one class per quarter of each adjunct faculty member on their team. Finally at the end of the quarter faculty teams will meet to share observations and plans for improvement. We have continued Peer Assessment Groups to bring adjuncts onboard with departmental assessment efforts ( Appendix 7)
* We have attempted to correlate all assessment measures in General Sociology/Introduction to sociology for all full time faculties with student success rates.

 (Appendix 8)

* Reviewing CMT outcome assessment statements in all departmental courses we find this statement-*Students are expected to achieve 70% or higher on a locally designed exam and written and oral presentations.* The department has determined that this statement relates more to evaluation than assessment. We have determined that a better assessment strategy will be to determine the percent of gain within each outcome area and compare that percentage to a targeted goal. The targeted percent of gain in student outcome achievement will be 15%.
* We have expanded the Introduction to Sociology pre and post test to include assessment questions on diversity and stratification.
1. How will you determine whether those changes had an impact?

We will continue to monitor the results of each of the change measures listed above on student outcome achievement to determine if the effectiveness.

* As a result of simplifying the definition of the sociological perspective on the writing rubric we hope to see per cent of gains in student performance in this segment of the writing rubric.
* As a result of streamlining the expectations on the speech rubric we hope to see the quality of oral presentations improve.
* Elimination of the Do Not Know category on the pre and post quantitative test should provide a clearer indication of students’ knowledge base on both the pre and post test.
* Separating the questions related to tables, charts and graphs from the statistical analysis questions will give us a clearer indicator students’ IDA learning needs.
* Making the post test a part of a student’s final evaluation will produce valid results.
* Peer Assessment Groups will bring adjuncts onboard with departmental assessment efforts
* Correlating assessment data should provide data on what learning strategies are most effective for student learning
* Assessing the percent of gain within each outcome area and comparing that percentage to a targeted goal of 15% should provide a clearer assessment indicator of student learning.

**Improvement Efforts**

1. What were the results of changes that were planned in the last Annual Update? Are further changes needed based on these results?

**The following are the improvements projected for 2011-12 and their outcomes:**

* All quarter courses were successfully converted to semester formats.
* The department continued efforts to close the assessment loop by analyzing the data and implementing improvement strategies. One of the outcomes of the assessment effort was the development of teaching syllabi for all semester course. The teaching syllabus provides uniform course and unit outcomes, and identifies learning activities related to the outcomes. The teaching syllabus also outlines the newly developed departmental Attendance Policy.
* Teaching syllabi were also developed for Geography & Social Work.
* Social Work is in the process of developing program learning outcomes and an assessment strategy. Geography has remained an area of emphasis. Geography is in the process of developing an assessment strategy for Physical Geography.
* The department has submitted courses to the OTM in Sociology& Geography that have not been submitted previously.
1. Are there any other improvement efforts that have not been discussed in this Annual Update submission?

The department of Sociology/Geography/Social Work has long had an emphasis on Careers. Each year for the past 10 years SGS has offered a career event for students highlighting opportunities in each of the three discipline areas. This year we will seek to formalize our career focus to align our career efforts with the goals of Completion by Design. We will seek:

* To develop career information for the teaching syllabi in all courses.
* To develop learning activities for that Center for Applied Social Issues Lab that highlights Careers
* To meet with the Academic Advisors and provide them with career information in each of our disciplines
* To continue to sponsoring Career related events for each of the discipline areas.

In further support of Completion by design the department will explore student engagement and retention strategies that can be implemented in all courses.

**APPENDIX 1– PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 |
| 0383 | Geography | GEOE.AA | 3 | 2 | 1 | 2 |
| 0383 | Geography | GEOIS.STC | . | . | . | . |
| 0387 | Sociology | FAMA.STC | 8 | 15 | 7 | 7 |
| 0387 | Sociology | SOCE.AA | 7 | 8 | 5 | 12 |
| 0387 | Sociology | SOCS.STC | . | . | 3 | . |
| 0387 | Sociology | SWKE.AA | 14 | 18 | 17 | 12 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Course | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 (excludes Spring) |
| 383 | Geography | GEO-101 | 49.6% | 66.5% | 68.6% | 74.0% | 65.9% |
| 383 | Geography | GEO-102 | 76.8% | 61.1% | 61.0% | 70.4% | 79.4% |
| 383 | Geography | GEO-107 | . | . | 80.0% | 82.6% | 92.1% |
| 383 | Geography | GEO-145 | 83.3% | . | . | . | . |
| 383 | Geography | GEO-146 | . | . | . | . | . |
| 383 | Geography | GEO-201 | 75.6% | 79.4% | 83.5% | 85.8% | 67.8% |
| 383 | Geography | GEO-202 | 84.3% | 86.0% | 77.9% | 65.4% | 65.8% |
| 383 | Geography | GEO-206 | 77.8% | . | . | . | 100.0% |
| 383 | Geography | GEO-207 | . | . | 100.0% | 86.4% | 77.8% |
| 383 | Geography | GEO-208 | . | . | 81.8% | 59.6% | 71.4% |
| 383 | Geography | GEO-209 | . | . | . | 100.0% | 78.9% |
| 383 | Geography | GEO-297 | 72.2% | 77.8% | 57.1% | 100.0% | . |
| 387 | Sociology | CAP-105 | 70.7% | 51.3% | 65.0% | 43.6% | 39.0% |
| 387 | Sociology | SOC-111 | 69.1% | 62.4% | 61.5% | 62.6% | 60.0% |
| 387 | Sociology | SOC-112 | 76.8% | 71.3% | 70.1% | 66.0% | 69.9% |
| 387 | Sociology | SOC-115 | 68.5% | 74.7% | 74.7% | 82.2% | 85.1% |
| 387 | Sociology | SOC-117 | 60.6% | 77.0% | 91.7% | 80.5% | 73.3% |
| 387 | Sociology | SOC-118 | 87.5% | 100.0% | 80.0% | . | . |
| 387 | Sociology | SOC-119 | . | . | . | . | 100.0% |
| 387 | Sociology | SOC-120 | 63.0% | 60.4% | 65.2% | 56.9% | 62.2% |
| 387 | Sociology | SOC-125 | 50.0% | 42.9% | 50.0% | . | 55.6% |
| 387 | Sociology | SOC-130 | 85.4% | 86.4% | 82.6% | 37.5% | 18.2% |
| 387 | Sociology | SOC-145 | 76.0% | 79.3% | 68.0% | 73.1% | 72.4% |
| 387 | Sociology | SOC-160 | 72.7% | 66.7% | 92.3% | 70.0% | 62.5% |
| 387 | Sociology | SOC-205 | 81.0% | 73.9% | 67.3% | 57.7% | 58.2% |
| 387 | Sociology | SOC-208 | 96.3% | 93.1% | 83.3% | 90.9% | . |
| 387 | Sociology | SOC-214 | 90.5% | 95.1% | 85.3% | 94.4% | . |
| 387 | Sociology | SOC-215 | 82.6% | 82.5% | 81.8% | 77.9% | 75.1% |
| 387 | Sociology | SOC-216 | 80.6% | 86.4% | 67.4% | 81.0% | . |
| 387 | Sociology | SOC-225 | 69.2% | 78.6% | 50.0% | 60.0% | 75.0% |
| 387 | Sociology | SOC-226 | 83.9% | 83.2% | 74.0% | 77.9% | 86.9% |
| 387 | Sociology | SOC-227 | 75.0% | 60.0% | 100.0% | 50.0% | . |
| 387 | Sociology | SOC-295 | 75.0% | . | . | . | . |
| 387 | Sociology | SOC-297 | 94.1% | 90.8% | 86.5% | 91.7% | 85.5% |
| 387 | Sociology | SWK-206 | 83.1% | 76.9% | 79.7% | 72.8% | 77.1% |
| 387 | Sociology | SWK-207 | . | 100.0% | 81.4% | 81.3% | 76.5% |
| 387 | Sociology | SWK-211 | 80.5% | 90.0% | 84.2% | 80.4% | 87.2% |
| 387 | Sociology | SWK-212 | 100.0% | 90.9% | 91.9% | 94.1% | 86.7% |
| 387 | Sociology | SWK-213 | 100.0% | 84.3% | 90.6% | 88.9% | 68.2% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**APPENDIX 2: ALL GRADUATE DATA FOR SOCIOLOGY, GEOGRAPHY, AND SOCIAL WORK**

# All Graduate Data for Sociology, Geography, and Social Work

Monday, October 08, 2012

## Background:

Dona Fletcher requested that Research, Analytics, and Reporting (RAR) provide data from the All Graduate Survey for inclusion into an annual departmental review document. To provide context, two data sets were created: one for the sociology, geography and social work departments (the SGS cohort), and another that contained the remaining All Graduate survey respondents.

## Findings:

The small size of the departmental sample warrants some caution in making comparisons, but it does appear that there are some differences between the two groups. The two groups are markedly different in size: sociology, geography, and social work group had twelve respondents[[1]](#footnote-1) and the comparison group (the remaining respondents) had 1,262 respondents. **The small size of the SGS sample dictates that extreme caution must be used when making any comparisons**; it is very difficult to compare twelve respondents to a group of over twelve hundred respondents.

## Results:

 Table 1 lists the percentages of respondents who answered yes to each of the items listed.

#### Table 1

|  |  |  |
| --- | --- | --- |
|  | Soc, Geo, and SW | All Respondents |
| employed prior | 33.0% | 27.5% |
| currently employed | 67.0% | 75.3% |
| full time employed | 25.0% | 70.0% |
| using Sinclair skills | 50.0% | 78.4% |
| military | 0.0% | 1.8% |
| seeking employment | 8.3% | 33.2% |
| attending college | 50.0% | 20.6% |

The SGS cohort respondents were more likely to be attending a college or university once they graduated from Sinclair and were also less apt to be employed full time or to be seeking employment. The last notable difference is that the SGS graduates report a much lower rate than the SCC average when asked if they were using the skills that they learned at Sinclair in their current capacity. This finding is partially explained by the results in table 2.

#### Table 2

|  |
| --- |
| Is my job related to my program? |
| Soc, Geo, and SW | All Respondents |
| 62.5% replied "not related" | 24.6% replied "not related" |
| 37.5% replied "somewhat related" | 19.1% replied "somewhat related" |
|  | 56.3% replied "directly related" |

Given that the SGS cohort was much less likely to report that their job was related to their program, it is less surprising that they also report that the skills that they learned at Sinclair have less relevance in their careers.

**APPENDIX 3: SGS Speech Assessment Rubric**

**Your speech assignment will require you to use the sociological Student # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**perspective, specific social concepts, and theories to analyze your topic. Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course/Sec.#** \_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Exceeds Expectations** | **Meets Expectations** | **Does Not Meet Expectations** | **Comments** |
| **Introduction, Integration and Conclusion** | Clearly establishes the thesis of the speech. Fully anticipates the issues to be presented. Conclusion that summarizes or emphasizes the thesis of the speech. | Establishes some kind of viewpoint / thesis for the speech. Adequate conclusion that summarizes or emphasizes the thesis of the speech. | Speech begins with no or minimally identifiable thesis or introduction. Speech ends with no conclusion or minimal summary. |  |
| **Critical Thinking and Analysis** | Demonstrates superior comprehension of all relevant material; pushes beyond it to consider deeper implications. Ties explanations of human behavior, processes, or cultures using the sociological perspective, specific social science concepts/ theory provided or beyond those given in the text and explains those ties accurately and fully at a level appropriate to context. | Addresses all assigned content in a manner that uses the material accurately but without great depth. Attempts to tie explanations to the sociological perspective, specific social science concepts or theories but does not develop them fully. | Fails to address most or all of assigned content. No application of sociological perspective, specific social concepts or theories to analysis of topic OR if attempts are made, explanations are unclear and/or incorrect. |  |
| **Organization** | Flows seamlessly from introduction to conclusion with good transitions and an obvious logical progression of ideas and smooth transitions. | Points flow logically from introduction to conclusion but transitions are awkward. | Wanders through the subject with little or no apparent direction or discernible pattern. |  |
| **Delivery Style** | Articulate, clear and engaging for the audience. Good vocal inflection, pacing and volume, few audible pauses, speech meets length requirements.  | Reasonably clear and articulate, but may be difficult to follow at times. Adequate vocal inflection, pacing, and volume, some audible pauses, speech meets length requirements. | Disorganized, wordy, or awkward. Monotone, many audible pauses. Speech does not meet length requirement. |  |
| **Visual Aids** | Excellent use of visual aids to enhance the quality of the presentation and the audience’s comprehension of the ideas presented. | Adequate use of visual aids to enhance the quality of the presentation and the audience’s comprehension of the ideas being presented. | Poor or minimal use of visual aids, visual aids detract from the presentation, or visual aids not used when appropriate. |  |

**APPENDIX 4: SGS Writing Assessment Rubric**

**Your writing assignment will require you to use the sociological perspective.**

The sociological perspective consists of the following aspects: **Student# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** a) concern with the totality of social life, not just one aspect of life **Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

b) emphasis on the context (setting) in which behavior takes place **Course/Section \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

c) recognition that meaning is a social product, arbitrarily agreed upon

d) focus on the collectivity (group) rather than the individual. (Emphasis on social interaction)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Exceeded Expectations** | **Meets Expectations** | **Competent** | **Needs Improvement** | **Not Evident** |  |
| ***Technical*** ***Requirements:****grammar,**punctuation,**spelling, typed, and double-spaced.* | Paper istechnicallyflawless;typed, double-spaced and followed all instructions | Minor grammar,punctuation,& spellingerrors; typed, double-spaced. Followed instructions. | Significant grammar, punctuation,& spellingerrors, buttyped, double-spaced. Somewhat followed instructions. | Grammar,punctuation,& spellingerrors are frequent and distracting, buttyped, double-spaced. Did not follow instructions well. | Grammar,punctuation, & spelling errors are frequent and distracting; not typed or d-spaced or not minimum length.Did not follow instructions. |  |
| ***Documentation:****quotes, paraphrases, and**summaries are* *appropriately**documented;**adequate original ideas. Works are cited and**plagiarism is* *avoided.* | Research iswell integrated into the paper and properly documented**.** Used **MLA** formatting style**.** All sources are academically acceptable. | Research isadequately integrated and documented.Used **MLA** formatting style. All sources are academically acceptable.  |  Research is minimally integrated and documented. Used **MLA** formatting style, with mistakes.Some sources are academic, others are not.  | Research is not well integrated. Is somewhat documented.Used **MLA** formatting style, with mistakes.Some sources are not academically acceptable.  | No evidence of proper citing or paraphrasing. Did not use **MLA** formatting style. Sources are not academic. |  |
| ***Paper organization:*** *paper is organized in an effective way; thesis is established in the beginning, supporting information is provided, and a conclusion is present.* | Thesis is clearly stated in the introduction and previews the structure of the paper and is carried out through the conclusion. | Thesis is stated in the introduction, but does not adequately preview the structure of the paper. The conclusion clearly restates the thesis statement. | Thesis is clear but weakly stated in the introduction.Organizing theme of the paper is weak. The conclusion weakly restates the thesis. | Thesis isweakly stated in the introduction. Organizing theme of paper unclear. Thesis is not restated in the conclusion. | Thesis is not clearly stated in the introduction. Paper has no organizing theme.The conclusion does not restate the thesis. |  |
| ***Demonstrates******understanding of the sociological******perspective:****(see definition above)* | Demonstrates the application of all aspects of the sociological perspective. | Consistent application of three of the aspects of the sociological perspective. | Consistent application of two of the four aspects of the sociological perspective. | Inconsistent application of even one of the aspects of the sociological perspective. | No application of any of the aspects of the sociological perspective. |  |
| ***Critical thinking and******analysis:*** | Paper ties explanations of human behavior, processes, or cultures to social science concepts or theory beyond those given in the text and explains those ties accurately and fully at a level appropriate to context . | Consistent explanations of human behavior processes, or cultures to social science concepts or theory accurately and fully at a level appropriate to context. | Attempts to tie explanations to specific social science concepts or theories but does not develop them fully. | Attempts to tie explanations to specific social science concepts or theories, but explanations are unclear and/or incorrect. | No application of sociological concepts or theories to analysis of topic. |  |

Revised by KG, DCF, DF 12/6/11 **Score:\_\_\_\_\_**

**APPENDIX 5: SOCIOLOGY OUTCOME DATA FALL 2011, WINTER 2012, SPRING 2012**

|  |  |  |
| --- | --- | --- |
| SOC 111 FA 11 (N=282) | SOC 111 WI 12 (N=261) | SOC 111 SP 12 (N=181) |
| Perspectives: 17% increase | Perspectives: 11% increase | Perspectives: 9% increase |
| IDA: 2% increase | IDA: 6% increase | IDA: 2% increase |
| Paradigms: 18% increase | Paradigms: 17% increase | Paradigms: 14% increase |
| Overall: 11% increase | Overall: 12% increase | Overall: 8% increase |
|   |   |   |
| SOC 112 FA 11 (N=82) | SOC 112 WI 12 (N=106) | SOC 112 SP 12 (N=145) |
| Perspectives: 4% increase | Perspectives: 1% increase | Perspectives: 8% increase |
| IDA: 2% increase | IDA: 7% increase | IDA: 2% increase |
| Paradigms: 9% increase | Paradigms: 6% increase | Paradigms: 10% increase |
| Overall: 5% increase | Overall: 6% increase | Overall: 6% increase |
|   |   |   |
| SOC 120 FA 11 (N=21) | SOC 120 WI 12 (N=18) | SOC 120 SP 12 (N=44) |
| Perspectives: 2% increase | Perspectives: 21% increase | Perspectives: 21% increase |
| IDA: 2% increase | IDA: 3% decrease | IDA: 5% increase |
| Paradigms: 21% increase | Paradigms: 4% increase | Paradigms: 8% increase |
| Overall: 10% increase | Overall: 4% increase | Overall: 10% increase |
|  |  |  |

**APPENDIX 6: Human Geography Assessment Report**

Since fall of 2009, I have been conducting pre and post assessment in all human geography (Geo 102 and 1101 in semesters) courses. The assessment test consists of two parts; a comprehensive map quiz and a comprehensive multiple choice exam designed specifically to focus on content and critical thinking. Students will be required to think critically about spatial patterns and utilizing maps to explain and analyze various phenomenons. In addition, the exam is focuses on the principle themes of geography and the content material covered in the course. Students take the pre assessment during the second week of the quarter and the post assessment during the last week of the quarter.

During the first year of assessments, there was a significant increase in students’ scores from the pre to the post assessment as reported in the annual report.

Below are the results of the pre and post assessments for the fall of 2011 through spring of 2012. As the data clearly indicates, there is a significant rise in scores in each of the assessed quarters. Results of the pre and post assessment tests clearly indicate a significant improvement in the performance of all students in all sections. Below is a summary of the results.

**Multiple Choice results for selected quarters**

**Fall 2011 Pre-Assessment Results,**

Total # of students 41

Possible high score 35

Highest Score 28

Lowest Score 12

Median 22.08

Means Score 21.27

**Fall 2011 Post-Assessment Results,**

Total # of students 41

Possible high score 35

Highest Score 32

Lowest Score 14

Median score 26.42

Mean Score 26.15

**Winter 2012 Pre-Assessment Results,**

Total # of students 44

Possible high score 35

Highest score 27

Lowest Score 11

Median score 20.30

Mean Score 20.14

**Winter 2012 Post-Assessment Results,**

Total # of students 44

Possible high score 35

Highest scores 31

Median 24.33

Mean 23.48

**Spring 2012 Pre-Assessment Results,**

Total # of Students 34

Possible High Score 35

High Score 28

Low Score 14

Median Score 21

Mean Score 21

**Spring 2012 Post-Assessment Results,**

Total # of Students 34

Possible High Score 35

Highest Score 32

Lowest Score 13

Median Score 28.30

Mean Score 25.62

All the scores above of course are for quarters and it is my hope that will the extended time in semesters, the scores will improve. The test has been totally redone and will emphasize not only on the content material covered in class but it will assess the critical thinking of students as well. As we progress in semesters, I will have a better indication of the modifications and improvements I will have to make in order to improve student learning even further. The new assessment test has 25 questions and is more carefully designed to assess learning and critical thinking around spatial perspective.

The map quiz section of the assessment exam tests students’ spatial knowledge of various countries in the world. It is clearly evident that prior to taking the course the global knowledge of students is very limited and there is a dramatic increase in that spatial ability at the end of the quarter. While many regard the learning of a map tedious and boring in the beginning, they truly appreciate the importance of a mental map which is the first step in global literacy.

As the scores below indicate, there is a significant improvement from pre to post assessment quiz in the range of 40% to 50% increase in scores. However, the attempt will be to improve those scores more in the future and perhaps take a second look at the content of the test as well.

Below are several steps that will hopefully improve the scores even more.

1. There will be more time to reinforce the map skills in class.
2. I will be working to place map quizzes online for students for more convenient access and visualization.
3. I will help students connect with several interactive websites in order to improve their spatial perspective.

**Map Quiz Pre and Post Assessment Data**

**Fall 2011:**

Information is based on 40 students

**Pre:** 16/35 Avg. totaling 46.14%

**Post:** 29/35 Avg. totaling 83.07%

**Winter 2012:**

Information is based on 36 students

**Pre:** 18/35 Avg. totaling 52.31%

**Post:** 30/35 Avg. totaling 87.60%

**Spring 2012:**

Information is based on 33 students

**Pre:** 17/35 Avg. totaling 49.87%

**Post:** 30/35 Avg. totaling 86.49%

**SGS PEER ASSESSMENT GROUPS**

**APPENDIX 7: SGS Peer Assessment Teams & Guidelines-Fall 2012**

**Peer Assessment Mentor Team Members**

Dona Fletcher Steve Brinkerhoff, Candice Flowers Taylor, Debra O’Neil, Helen Hegna, Gregg Meriwether

Dawn Hall Ellen Baird, Amy Scott

Dorie Farrell Craig This, Kathleen Gish

\*Sandra Apgar Barbara Fryman, Paige Taylor (see notes at the end)

Sean Frost Linda Bakkum, Joshua Englefield

Dana Johnson Tambura Omoiele, Cynthia Thompson

\*Mo Khani Lance Limoges, Hatice Poyrazli, Aimee Belanger Haas (see notes)

1. **Peer Mentoring Team Expectations:**

Team members will return their pre and post quantitative, writing assessments and IDEA faculty and student forms to their Peer Assessment Mentors as specified on the faculty guidelines for assessment.

**Pre & Post Quantitative Tests**

* Pre test are given the first week of the quarter and should be returned to the Mentor by the end of the 2nd week
* Post test are given the 15th week of the term and returned by the end of the 15th or 16th week to the Mentor.

**Pre & Post Writing Assessments**

* Pre-assessment writings should be assigned to the students the first day and returned to the faculty member by the end of the third week for grading. Clean duplicate copies of the pre assessment writings are turned into the peer mentor by the end of the 4th week.
* Post assessment writings should be must be completed by the student during the 14th week of the term for grading and returned to the peer mentor by the end of the 15th or 16th week.

**Speech Rubrics**

* Completed speech rubrics must be returned to peer mentors by the end of the 15th or 16th week.
1. **Minimum of three team meetings is required per semesters. Meetings will be scheduled by the Peer Mentor:**

**\*\*\*\*\*\*Important Note: Mentors will communicate with faculty through your established Sinclair email address. Please check it regularly.**

**First meeting** should take place by the end of the 5th week of the term. Faculty will share syllabi, review all assessment requirements and share at least one activity faculty will be using related to the course outcomes. Mentors will check to be sure that pre writing assignments and pre quantitative tests were returned. Mentors will explain what IDEA is about. Faculty complete IDEA faculty forms with mentor.

**Second meeting** should take place by the end of the 10th week of the term Mentors will answer any questions related to assessment efforts, discuss student IDEA forms.

**Third meeting** takes place by the end of the 15th week of the term. Mentors will lead faculty in reflecting on how their assessment efforts have progressed. Discussion for changes to assignments or teaching strategies as a result of students perceived progress in achieving the learning outcomes. Check to see if post tests, post writing assessments, and student IDEA forms are in.….

**Notes: Sandi & Mo you will be working with your teams this semester to establish assessments for Introduction to Social Work & Physical Geography. Additionally you will need to design a method of assessing the general education competency of Critical Thinking & Problem Solving. They must be completed and ready to implement spring semester.**

**APPENDIX 8: CORRELATION OF SOCIOLOGY ASSESSMENT DATA FALL 2010, WINTER 2011, SPRING 2011, FALL 11**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fall 2010 |  |  |  |  |  |  |  |  |  |
| Faculty Name: | Quarter | Course Section & Number |  IDEA Self Identifier | Course requirements | Pre & Post % of Gain or Loss | Number of Students Taking Pre & Post | Number of Students Enrolled | Success Rate |
|  |  |  | Primary Approach |  Secondary Approach | N= None | PE = Perspectives |  |  |  |
|  |  |  |  |  | S= Some required | I = IDA |  |  |  |
|  |  |  |  |  | M = Much required  | PA = Paradigms |  |  |  |
|  |  |  |  |  |  | O = Overall |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| X | Fall 2010 | SOC 111 01 | Lecture | Discussion/recitation | M - Writing | PE = 16% increase | 18 | 31 | 45.16% |
|  |  |  |  |  | M - Oral Communication | I = 3% decrease |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 4% decrease |  |  |  |
|  |  |  |  |  | S - Group Work | O = 5% increase |  |  |  |
|  |  |  |  |  | S - Mathematical |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |
|  |  |  |  |  | S - Creative artistic/design |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |

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| X | Fall 2010 | SOC 111-05 | Lecture | Discussion/Recitation | M - Writing | PE = 7% increase | 20 | 38 | 42.11% |
|  |  |  |  |  | M - Oral Communication | I = 4% decrease |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 4% decrease |  |  |  |
|  |  |  |  |  | S - Group Work | O = 5% increase |  |  |  |
|  |  |  |  |  | S - Mathematical |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |
|  |  |  |  |  | S - Creative artistic/design |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| X | Fall 2010 | SOC 111-06 | Lecture | Discussion/Recitation | M - Writing | PE = 2% increase | 12 | 24 | 37.50% |
|  |  |  |  |  | M - Oral Communication | I = 1% increase |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 4% increase |  |  |  |
|  |  |  |  |  | S - Group Work | O = 3% increase |  |  |  |
|  |  |  |  |  | S - Mathematical |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |
|  |  |  |  |  | S - Creative artistic/design |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |
| Fall 2010 |  |  |  |  |  |  |  |  |  |
| Faculty Name: | Quarter | Course Section & Number |  IDEA Self Identifier | Course requirements | Pre & Post % of Gain or Loss | Number of Students Taking Pre & Post | Number of Students Enrolled | Success Rate |
|  |  |  | Primary Approach |  Secondary Approach | N= None | PE = Perspectives |  |  |  |
|  |  |  |  |  | S= Some required | I = IDA |  |  |  |
|  |  |  |  |  | M = Much required  | PA = Paradigms |  |  |  |
|  |  |  |  |  |  | O = Overall |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| X | Fall 2010 | SOC 111-10 | Lecture | Discussion/Recitation | M - Writing | PE = 7% increase | 25 | 38 | 52.63% |
|  |  |  |  |  | M - Oral Communication | I = 1% decrease |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 9% decrease |  |  |  |
|  |  |  |  |  | S - Group Work | O = 6% increase |  |  |  |
|  |  |  |  |  | S - Mathematical |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |
|  |  |  |  |  | S - Creative artistic/design |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |

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| X | Fall 2010 | SOC 111-11 | Lecture | Discussion/Recitation | M - Writing | PE = 9% increase | 17 | 36 | 36.11% |
|  |  |  |  |  | M - Oral Communication | I = 3% increase |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 10% increase |  |  |  |
|  |  |  |  |  | S - Group Work | O =13% increase |  |  |  |
|  |  |  |  |  | S - Mathematical |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |
|  |  |  |  |  | S - Creative artistic/design |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| X | Fall 2010 | SOC 111-13 | Lecture | Discussion/Recitation | M - Writing | PE = 4% increase | 11 | 38 | 42.31% |
|  |  |  |  |  | M - Oral Communication | I = 6% increase |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 22% increase |  |  |  |
|  |  |  |  |  | S - Group Work | O =15% increase |  |  |  |
|  |  |  |  |  | S - Mathematical |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |
|  |  |  |  |  | S - Creative artistic/design |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |
| Faculty Name: | Quarter | Course Section & Number |  IDEA Self Identifier | Course requirements | Pre & Post % of Gain or Loss | Number of Students Taking Pre & Post | Number of Students Enrolled | Success Rate |
|  |  |  | Primary Approach |  Secondary Approach | N= None | PE = Perspectives |  |  |  |
|  |  |  |  |  | S= Some required | I = IDA |  |  |  |
|  |  |  |  |  | M = Much required  | PA = Paradigms |  |  |  |
|  |  |  |  |  |  | O = Overall |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Y | Fall 2010 | SOC 111-03 | Skill/activity | Lecturer | S - Writing | PE = 15% increase | 17 | 29 | 72.41% |
|  |  |  |  |  | S - Oral Communication | I = 2% decrease |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 7% increase |  |  |  |
|  |  |  |  |  | M - Group Work | O = 6% increase |  |  |  |
|  |  |  |  |  | N - Mathematical |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |
|  |  |  |  |  | S - Reading |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |
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| Z | Fall 2010 | SOC 111-9C | Discussion/recitation | Lecturer | M - Writing | PE = 12% increase | 14 | 24 | 65.22% |
|  |  |  |  |  | M - Oral Communication | I = 3% increase |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 2% increase |  |  |  |
|  |  |  |  |  | M - Group Work | O =8% increase |  |  |  |
|  |  |  |  |  | N - Mathematical |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |
|  |  |  |  |  | S - Reading |  |  |  |  |
|  |  |  |  |  | N - Memorization |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Z | Fall 2010 | SOC 111-53 | Discussion/recitation | Lecturer | M - Writing | PE = 7% increase | 14 | 28 | 64.29% |
|  |  |  |  |  | M - Oral Communication | I = 1% decrease |  |  |  |
|  |  |  |  |  | S - Computer Application | PA =8% increase |  |  |  |
|  |  |  |  |  | M - Group Work | O = 8% increase |  |  |  |
|  |  |  |  |  | N - Mathematical |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |
|  |  |  |  |  | S - Reading |  |  |  |  |
|  |  |  |  |  | N - Memorization |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |
| **Winter 2011** |  |  |  |  |  |  |  |  |  |
| **Faculty Name:** | **Quarter** | **Course Section & Number** |  **IDEA Self Identifier** | **Course requirements** | **Pre & Post % of Gain or Loss** | **Number of Students Taking Pre & Post** | **Number of Students Enrolled** | **Success Rate** |
|  |  |  | **Primary Approach** |  **Secondary Approach** | **N= None** | **PE = Perspectives** |  |  |  |
|  |  |  |  |  | **S= Some required** | **I = IDA** |  |  |  |
|  |  |  |  |  | **M = Much required**  | **PA = Paradigms** |  |  |  |
|  |  |  |  |  |  | **O = Overall** |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **X** | WI 2011 | SOC 111 02 | Lecture | Discussion/Recitation | M - Writing | PE =21% increase | 14 | 16 | 32.26% |
|  |  |  |  |  | S - Oral Communication | I = No Change |  |  |  |
|  |  |  |  |  | S - Computer Application | PA =7% increase |  |  |  |
|  |  |  |  |  | S - Group Work | O = 9% increase |  |  |  |
|  |  |  |  |  | S - Mathematical |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |
|  |  |  |  |  | S - Creative artistic/design |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **X** | WI 2011 | SOC 111-06 | Lecture | Discussion/Recitation | M - Writing | PE = 6% increase | 18 | 39 | 28.21% |
|  |  |  |  |  | S - Oral Communication | I = 5% decrease |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 5% decrease |  |  |  |
|  |  |  |  |  | S - Group Work | O = 3% decrease |  |  |  |
|  |  |  |  |  | S - Mathematical |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |
|  |  |  |  |  | S - Creative artistic/design |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **X** | WI 2011 | SOC 111-11 | Lecture | Discussion/Recitation | M - Writing | PE = 7% increase | 16 | 39 | 33.33% |
|  |  |  |  |  | S - Oral Communication | I = 2% decrease |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 15% increase |  |  |  |
|  |  |  |  |  | S - Group Work | O = 17% increase |  |  |  |
|  |  |  |  |  | S - Mathematical |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |
|  |  |  |  |  | S - Creative artistic/design |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |
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| **Winter 2011** |  |  |  |  |  |  |  |  |  |
| **Faculty Name:** | **Quarter** | **Course Section & Number** |  **IDEA Self Identifier** | **Course requirements** | **Pre & Post % of Gain or Loss** | **Number of Students Taking Pre & Post** | **Number of Students Enrolled** | **Success Rate** |
|  |  |  | **Primary Approach** |  **Secondary Approach** | **N= None** | **PE = Perspectives** |  |  |  |
|  |  |  |  |  | **S= Some required** | **I = IDA** |  |  |  |
|  |  |  |  |  | **M = Much required**  | **PA = Paradigms** |  |  |  |
|  |  |  |  |  |  | **O = Overall** |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **X** | WI 2011 | SOC 111-12 | Lecture | Discussion/recitation | M - Writing | PE = 14% increase | 17 | 38 | 44.76% |
|  |  |  |  |  | S - Oral Communication | I = No Change |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 15% decrease |  |  |  |
|  |  |  |  |  | S - Group Work | O = 15% increase |  |  |  |
|  |  |  |  |  | S - Mathematical |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |
|  |  |  |  |  | S - Creative artistic/design |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **X** | WI 2011 | SOC 111-13 | Lecture | Discussion/Recitation | M - Writing | PE = 9% increase | 23 | 37 | 43.24% |
|  |  |  |  |  | S - Oral Communication | I = 4% increase |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 9% increase |  |  |  |
|  |  |  |  |  | S - Group Work | O =7% increase |  |  |  |
|  |  |  |  |  | S - Mathematical |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |
|  |  |  |  |  | S - Creative artistic/design |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |
| **Winter 2011** |  |  |  |  |  |  |  |  |  |
| **Faculty Name:** | **Quarter** | **Course Section & Number** |  **IDEA Self Identifier** | **Course requirements** | **Pre & Post % of Gain or Loss** | **Number of Students Taking Pre & Post** | **Number of Students Enrolled** | **Success Rate** |
|  |  |  | **Primary Approach** |  **Secondary Approach** | **N= None** | **PE = Perspectives** |  |  |  |
|  |  |  |  |  | **S= Some required** | **I = IDA** |  |  |  |
|  |  |  |  |  | **M = Much required**  | **PA = Paradigms** |  |  |  |
|  |  |  |  |  |  | **O = Overall** |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Y** | WI 2011 | SOC 111-05 | Discussion/recitation | Lecturer | M - Writing | PE = 19% increase | 15 | 24 | 70.83% |
|  |  |  |  |  | S - Oral Communication | I = No Change |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 8% increase |  |  |  |
|  |  |  |  |  | M - Group Work | O = 8% increase |  |  |  |
|  |  |  |  |  | S - Mathematical |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Y** | WI 2011 | SOC 111-07 | Discussion/recitation | Lecturer | M - Writing | PE = 35% increase | 12 | 24 | 76.19% |
|  |  |  |  |  | S - Oral Communication | I = 9% increase |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 23% increase |  |  |  |
|  |  |  |  |  | M - Group Work | O = 29% increase |  |  |  |
|  |  |  |  |  | S - Mathematical |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |

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| **Spring 2011**  |  |  |  |  |  |  |  |  |  |  |
| **Faculty Name:** | **Quarter** | **Course Section & Number** |  **IDEA Self Identifier** | **Course requirements** | **Pre & Post % of Gain or Loss** | **Number of Students Taking Pre & Post** | **Number of Students Enrolled** | **Success Rate** |  |
|  |  |  | **Primary Approach** |  **Secondary Approach** | **N= None** | **PE = Perspectives** |  |  |  |  |
|  |  |  |  |  | **S= Some required** | **I = IDA** |  |  |  |  |
|  |  |  |  |  | **M = Much required**  | **PA = Paradigms** |  |  |  |  |
|  |  |  |  |  |  | **O = Overall** |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **X** | Spring 2011 | SOC 111 01 | Lecture | Discussion/Recitation | M - Writing | PE = 14% increase | 11 | 26 | 26.92% |  |
|  |  |  |  |  | M - Oral Communication | I = 7% decrease |  |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 8% increase |  |  |  |  |
|  |  |  |  |  | S - Group Work | O = 4% increase |  |  |  |  |
|  |  |  |  |  | N - Mathematical |  |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |  |
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| **X** | Spring 2011 | SOC 111-03 | Lecture | Discussion/Recitation | M - Writing | PE = 14% increase | 9 | 22 | 27.27% |  |
|  |  |  |  |  | M - Oral Communication | I = 3% decrease |  |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 13% increase |  |  |  |  |
|  |  |  |  |  | S - Group Work | O =8% increase |  |  |  |  |
|  |  |  |  |  | N - Mathematical |  |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **X** | Spring 2011 | SOC 111-05 | Lecture | Discussion/Recitation | M - Writing | PE = 12% increase | 12 | 25 | 33.30% |  |
|  |  |  |  |  | M - Oral Communication | I = 1% decrease |  |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 5% increase |  |  |  |  |
|  |  |  |  |  | S - Group Work | O = 8% increase |  |  |  |  |
|  |  |  |  |  | N - Mathematical |  |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |  |

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| **Spring 2011** |  |  |  |  |  |  |  |  |  |  |
| **Faculty Name:** | **Quarter** | **Course Section & Number** |  **IDEA Self Identifier** | **Course requirements** | **Pre & Post % of Gain or Loss** | **Number of Students Taking Pre & Post** | **Number of Students Enrolled** | **Success Rate** |  |
|  |  |  | **Primary Approach** |  **Secondary Approach** | **N= None** | **PE = Perspectives** |  |  |  |  |
|  |  |  |  |  | **S= Some required** | **I = IDA** |  |  |  |  |
|  |  |  |  |  | **M = Much required**  | **PA = Paradigms** |  |  |  |  |
|  |  |  |  |  |  | **O = Overall** |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **X** | Spring 11 | SOC 111-10 | Lecture | Discussion/Recitation | M - Writing | PE = 4% decrease | 13 | 25 | 40.00% |  |
|  |  |  |  |  | M - Oral Communication | I = 4% increase |  |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 8% decrease |  |  |  |  |
|  |  |  |  |  | S - Group Work | O = 5% increase |  |  |  |  |
|  |  |  |  |  | N - Mathematical |  |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |  |
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| **X** | Spring 11 | SOC 111-11 | Lecture | Discussion/Recitation | M - Writing | PE = 7% increase | 13 | 22 | 45.45% |  |
|  |  |  |  |  | M - Oral Communication | I = 4% increase |  |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 3% increase |  |  |  |  |
|  |  |  |  |  | S - Group Work | O =4% increase |  |  |  |  |
|  |  |  |  |  | N - Mathematical |  |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |  |
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| **Spring 2011** |  |  |  |  |  |  |  |  |  |  |
| **Faculty Name:** | **Quarter** | **Course Section & Number** |  **IDEA Self Identifier** | **Course requirements** | **Pre & Post % of Gain or Loss** | **Number of Students Taking Pre & Post** | **Number of Students Enrolled** | **Success Rate** |  |
|  |  |  | **Primary Approach** |  **Secondary Approach** | **N= None** | **PE = Perspectives** |  |  |  |  |
|  |  |  |  |  | **S= Some required** | **I = IDA** |  |  |  |  |
|  |  |  |  |  | **M = Much required**  | **PA = Paradigms** |  |  |  |  |
|  |  |  |  |  |  | **O = Overall** |  |  |  |  |
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| **Y** | Spring 2011 | SOC 111-02 | Lecture | Discussion/Recitation | M - Writing | PE = 40% increase | 17 | 23 | 78.26% |  |
|  |  |  |  |  | M - Oral Communication | I = 3% decrease |  |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 6% increase |  |  |  |  |
|  |  |  |  |  | M - Group Work | O =13% increase |  |  |  |  |
|  |  |  |  |  | N - Mathematical |  |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |  |
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| **Y** | Spring 2011 | SOC 111-07 | Lecture | Discussion/recitation | M - Writing | PE = 43% increase | 14 | 22 | 59.09% |  |
|  |  |  |  |  | M - Oral Communication | I = 3% decrease |  |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 7% increase |  |  |  |  |
|  |  |  |  |  | M - Group Work | O =9% increase |  |  |  |  |
|  |  |  |  |  | N - Mathematical |  |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |  |
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| **Z** | Spring 2011 | SOC 111-54 | Discussion/recitation | Lecturer | M - Writing | PE = 20% increase | 9 | 24 | 54.17% |  |
|  |  |  |  |  | M - Oral Communication | I = 10% increase |  |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 25% increase |  |  |  |  |
|  |  |  |  |  | M - Group Work | O =20% increase |  |  |  |  |
|  |  |  |  |  | N - Mathematical |  |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |  |
|  |  |  |  |  | S - Reading |  |  |  |  |  |
|  |  |  |  |  | N - Memorization |  |  |  |  |  |
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| **Fall 2011** |  |  |  |  |  |  |  |  |  |  |
| **Faculty Name:** | **Quarter** | **Course Section & Number** |  **IDEA Self Identifier** | **Course requirements** | **Pre & Post % of Gain or Loss** | **Number of Students Taking Pre & Post** | **Number of Students Enrolled** | **Success Rate** |  |
|  |  |  | **Primary Approach** |  **Secondary Approach** | **N= None** | **PE = Perspectives** |  |  |  |  |
|  |  |  |  |  | **S= Some required** | **I = IDA** |  |  |  |  |
|  |  |  |  |  | **M = Much required**  | **PA = Paradigms** |  |  |  |  |
|  |  |  |  |  |  | **O = Overall** |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **X** | Fall 2011 | SOC 111 01 | Lecture | Discussion/Recitation | M - Writing | PE = 16% increase | 6 | 23 | 34.87% |  |
|  |  |  |  |  | S - Oral Communication | I = 15% decrease |  |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 2% increase |  |  |  |  |
|  |  |  |  |  | S - Group Work | O = No change |  |  |  |  |
|  |  |  |  |  | N - Mathematical |  |  |  |  |  |
|  |  |  |  |  | S - Critical thinking |  |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |  |
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| **X** | Fall 2011 | SOC 111-04 | Lecture | Discussion/Recitation | M - Writing | PE = 23% increase | 14 | 24 | 58.33% |  |
|  |  |  |  |  | S - Oral Communication | I = 6% increase |  |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 11% increase |  |  |  |  |
|  |  |  |  |  | S - Group Work | O = 18% increase |  |  |  |  |
|  |  |  |  |  | N - Mathematical |  |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |  |
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| **X** | Fall 2011 | SOC 111-13 | Lecture | Discussion/Recitation | M - Writing | PE = No change 57% | 17 | 36 | 40.00% |  |
|  |  |  |  |  | S - Oral Communication | I = 1% increase |  |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 15% increase |  |  |  |  |
|  |  |  |  |  | S - Group Work | O = 10% increase |  |  |  |  |
|  |  |  |  |  | N - Mathematical |  |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |  |
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| **Fall 2011** |  |  |  |  |  |  |  |  |  |  |
| **Faculty Name:** | **Quarter** | **Course Section & Number** |  **IDEA Self Identifier** | **Course requirements** | **Pre & Post % of Gain or Loss** | **Number of Students Taking Pre & Post** | **Number of Students Enrolled** | **Success Rate** |  |
|  |  |  | **Primary Approach** |  **Secondary Approach** | **N= None** | **PE = Perspectives** |  |  |  |  |
|  |  |  |  |  | **S= Some required** | **I = IDA** |  |  |  |  |
|  |  |  |  |  | **M = Much required**  | **PA = Paradigms** |  |  |  |  |
|  |  |  |  |  |  | **O = Overall** |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **X** | Fall 2011 | SOC 111-53 | Lecture | Discussion/Recitation | M - Writing | PE = 3% increase | 8 | 17 | 35.29% |  |
|  |  |  |  |  | S - Oral Communication | I = 6% decrease |  |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 8% increase |  |  |  |  |
|  |  |  |  |  | S - Group Work | O = 1% decrease |  |  |  |  |
|  |  |  |  |  | N - Mathematical |  |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |  |
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| **Fall 2011** |  |  |  |  |  |  |  |  |  |  |
| **Faculty Name:** | **Quarter** | **Course Section & Number** |  **IDEA Self Identifier** | **Course requirements** | **Pre & Post % of Gain or Loss** | **Number of Students Taking Pre & Post** | **Number of Students Enrolled** | **Success Rate** |  |
|  |  |  | **Primary Approach** |  **Secondary Approach** | **N= None** | **PE = Perspectives** |  |  |  |  |
|  |  |  |  |  | **S= Some required** | **I = IDA** |  |  |  |  |
|  |  |  |  |  | **M = Much required**  | **PA = Paradigms** |  |  |  |  |
|  |  |  |  |  |  | **O = Overall** |  |  |  |  |
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| **Y** | Fall 2011 | SOC 111-02 | Discussion/Recitation | Lecture | S - Writing | PE = 29% increase | 20 | 37 | 50.00% |  |
|  |  |  |  |  | S - Oral Communication | I = 3% decrease |  |  |  |  |
|  |  |  |  |  | N - Computer Application | PA = 16% increase |  |  |  |  |
|  |  |  |  |  | M - Group Work | O = 23% decrease |  |  |  |  |
|  |  |  |  |  | S - Mathematical |  |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |  |

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| **Y** | Fall 2011 | SOC 111-03 | Discussion/Recitation | Lecture | S - Writing | PE = 46% increase | 13 | 25 | 56.00% |  |
|  |  |  |  |  | S - Oral Communication | I = No Change |  |  |  |  |
|  |  |  |  |  | N - Computer Application | PA = 19% increase |  |  |  |  |
|  |  |  |  |  | M - Group Work | O = 26% increase |  |  |  |  |
|  |  |  |  |  | S - Mathematical |  |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |  |
|  |  |  |  |  | M - Reading |  |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |  |
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| **Z** | Fall 2011 | SOC 111-08 | Lecture | Discussion/Recitation | S - Writing | PE = 14% increase | 19 | 39 | 46.15% |  |
|  |  |  |  |  | M - Oral Communication | I = 2% decrease |  |  |  |  |
|  |  |  |  |  | S - Computer Application | PA = 4% increase |  |  |  |  |
|  |  |  |  |  | M - Group Work | O = 12%increase |  |  |  |  |
|  |  |  |  |  | N - Mathematical |  |  |  |  |  |
|  |  |  |  |  | M - Critical thinking |  |  |  |  |  |
|  |  |  |  |  | N - Creative artistic/design |  |  |  |  |  |
|  |  |  |  |  | S - Reading |  |  |  |  |  |
|  |  |  |  |  | S - Memorization |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

1. This group included six AAS degrees in sociology, two family advocate STC earners, and four AAS in social work degrees. There were no All Grad respondents from students with geography credentials, nor were there any social service STC earners in the respondent pool. [↑](#footnote-ref-1)