# Crafton Hills College - Outcomes Assessment Report 

Course: SOC141 -- Minority Relations
Term: 2010 Spring

## 1. Learning Outcomes Statement

1. Define Minority in either written or verbal form.
2. Discuss the aspects of cultural assimilation in either written or verbal form.
3. Explain the treatment of minority groups from a global perspective in either written or verbal form.
4. Means of Assessment (Measurement Method)

Embedded test items for each of the SLOs
3. Criteria for Success (Benchmark)

## Rubric: Soc 141 Definition of Minority

Owner: Course Level - Sociology

## Rubric Levels

0. Recognized or identified none of the 5 elements of the definition of Minority.

Was able to identify or discuss 1-2 of the 5 elements of the definition of Minority.

Was able to identify or discuss 3-4 of the 5 elements of the definition of Minority.
Was able to identify or discuss all 5 elements of the definition of 3. Minority

## Rubric: Soc 141 Cultural Assimilation

Owner: Course Level-Sociology
Rubric Levels
0. Recognized or identified none of the 5 elements of the definition of Cultural Assimilation.
Was able to identify or discuss 1-2 of the 5 elements of the definition of Cultural Assimilation.
2. Was able to identify or discuss 3-4 of the 5 elements of the definition of Cultural Assimilation.
Was able to identify or discuss all 5 elements of the definition of Cultural Assimilation.

## Rubric: Soc 141 Treatment of Minority Groups

Owner: Course Level - Sociology

## Rubric Levels

0. Recognized or identified none of the 5 elements of the treatment of Minorities.
Was able to identify or discuss 1-2 of the 5 elements of the
1. treatment of Minorities.
2. Was able to identify or discuss 3-4 of the 5 elements of the treatment of Minorities.
Was able to identify or discuss all 5 elements of the treatment of Minorities.

## 4. Summary of Evidence



1. This first exam is given early in the semester, as students adjust to the higher expectations in this course from the previous course. The subject matter raises sensitive issues, and prompts students to consider questions of self-identity.
2. The improvement in performance over the first test can be attributed to students adjusting to the higher expectations, and coming to terms with the subject matter.
3. This test allows students to work cooperatively on the subject matter, and students have developed a level of trust that allows them to work effectively together.
4. Use of Results (Implications for Program Improvement \& Planning)
5. Incorporate more discussion in the early part of the semester to help students acclimate themselves to the subject matter in the course.
6. More emphasis on discussion will benefit students here as well.
7. The cooperative work in class is resulting in high performance on the test -- this works -- no changes needed here.
