

**BRONX COMMUNITY COLLEGE  
DIVISION OF ACADEMIC AFFAIRS**

**ASSESSMENT PLANNING TEMPLATE**

**February 8, 2010**

Department/Program	Social Sciences/ Sociology Discipline
Department Chairperson	Dr. James Freeman
Program Coordinator	Dr. Vaso Thomas
Academic Assessment/Review Leader	Dr. Gilbert Marzan

**Introduction:**

Social Inequality (SOC 37) is designed to introduce students to the nature, causes, and consequences of social stratification and inequality, both in the United States and worldwide. Several types of social stratification and inequalities will be examined: economic, gender, sexual orientation, race/ethnicity, immigration, and class. The first part of the course will focus on definitions, concepts, sociological theories, and economic systems pertaining to social stratification and inequality. The second part of the course will be dedicated to an investigation of the specific types of social stratification and inequality mentioned above.

**1. What student learning outcomes will be assessed?**

Upon the completion of this course, students will be able to:

1. Understand why social stratification and inequality exists in the world today.
2. Use theoretical perspectives to explain and to examine specific areas of social stratification and inequality; such as economic, gender, sexual orientation, race/ethnicity, immigration, and class.
3. Evaluate evidence for and against a position. For example, should gays and lesbians be allowed to marry; can the government provide uniform healthcare; should legal immigrants not be deported, etc.
4. Apply critical thinking skills as is evident in a writing assignment pertaining to gender stratification and inequality.

- *What Program/Course teaching goals do these outcomes fulfill?*

### **SOC 37 COURSE OBJECTIVES**

Each outcome is linked to a specific course objective (see below).

The students will be able to:

- A. Understand the nature of social stratification and inequality and why it persists in society, with special focus on these areas: Social Class, Race, Gender, Global, and Sexual Orientation.
- B. Better understand social stratification and inequality through examining the works and theories of the major leading sociologists, past and present, such as Karl Marx, Max Weber, Herbert Spencer, and more contemporary theorists such as, Herbert Gans, William Julius Wilson, etc.
- C. Discuss/debate particular issues in social stratification and inequality, such as the 1996 Welfare Reform Act, Affirmative Action, Equal Rights Amendment, Health Care Reform, the 1996 Immigration Reform Act, and Gay/Lesbian Marriage.
- D. Examine social and socioeconomic data pertaining to social inequality in terms of income, wage, health, occupation, poverty level, etc.

The main focus of SOC 37 is to help students use the Sociological Imagination: turning personal problems into public issues in order to understand and navigate their social surroundings (family, work, school, hospital, precincts, and neighborhood).

- *Identify any of these outcomes that speak to the College's General Education Goals and Proficiencies, and explain this relationship.*

### **General Education Proficiencies**

The outcomes will address the following General Education Proficiencies:

1. Communications: Throughout the semester, students will be required to debate/discuss topics dealing with social inequality. These forums will take place in class and online (via Blackboard).
2. Reasoning and Analysis: Students will write a paper on gender stratification.
3. Information Literacy: To conduct research, students will be downloading and accessing data from various government websites.

4. **Personal Growth and Professional Development:** By engaging students through lectures, readings, and articles; discussing and debating pertinent issues; collecting, analyzing, and interpreting data; and writing the gender essay, students will develop both personal and professional skills to be used in a variety of social, academic, and workplace settings in Human Services and Criminal Justice agencies.

## **2. What is the rationale for assessing them?**

There are two major reasons why Social Inequality should be assessed.

First, it was required by the Council for Standards in Human Services Education (CSHSE), and in order to meet the organization's standards, SOC 37 has been revised from its original course entitled Class, Status, and Power. Presently, this course has been expanded to include the topics of gender, sexual orientation, immigration, and global inequality. **Assessment will indicate if this class meets the overall program requirement.**

Second, this course is required for the Criminal Justice Option and all Human Service majors.

In addition, BCC Social Sciences Department has an articulation agreement with Herbert H. Lehman College. Students taking SOC 37 at BCC are not required to take a similar course at Herbert H. Lehman College.

- ***What problems or issues regarding student learning need to be addressed in your department, and why?***

One of the problems is information literacy. Students have minimal knowledge in terms of accessing data/information from reliable websites. Students need to expand their skill sets in terms of locating and obtaining information/data from proper sources on the Internet.

- ***Are there issues related to student learning or performances that have been raised by accrediting or other external evaluators? What are the issues?***

The accrediting body of the Human Services Curriculum (CSHSE) has mandated that the SOC 37 course include material pertaining to cultural diversity and tolerance, immigration, and poverty. Students majoring in Human Services need to have a heightened awareness of these issues.

### **3. What methods will be used to evaluate student work?**

Two assessment instruments will be used to measure student performance in SOC 37. The first assessment tools to be used will be the midterm and final exams. This mid-term exam will measure students understanding of the subject matter during the first half of the semester. This exam will consist of 40 multiple choice and true or false items. The final exam will contain 40 multiple choice and true or false items. For the purpose of assessment and evaluating student knowledge of course material, 10 questions per exam will be selected.

#### **SEE ATTACHMENT A**

The second assessment tool will be a gender stratification writing assignment. For this assignment, students will be required to evaluate an article which examines gender stratification and inequality. They will write a short essay which will include an assessment of the article and respond to questions regarding issues of gender stratification and inequality. Some **key terms** that students will examine pertaining to gender stratification and inequality are glass ceiling, gender segregation, pay gap, and pink collar occupations.

#### **SEE ATTACHMENT B**

*Various measurement standards will be used to evaluate levels of student performance. The standards include:*

A rubric chart has been designed and will be used to measure the student's response to the essay assignment--Analysis for Social Stratification and Inequality. The description of gender stratification and inequality will focus on the organization and mechanics of student responses. The responses will be scored by the two instructors who will be teaching SOC 37 in the Fall and Spring 2010 semesters. The mean score of the student response will be used to determine the mean of each section.

- *How many students will be involved?*

During the Spring 2010 and Fall 2010, two sections (per semester) of SOC 37 will be assessed. The total enrollment for both sections during one semester is approximately 80 students.

- *Which faculty will be involved?*

Dr. Gilbert Marzan and Dr. Jacqueline Jimenez-Polanco will be the primary faculty investigators for this assessment.

#### 4. What is the timeline for assessment implementation for SOC 37?

ELEMENT	TIMELINE
1. Program/course goals	December 2009
2. Learning outcomes	December 2009
3. Assessment instruments	January 2010
4. Measurement criteria in rubrics or other assessment tools	January 2010
5. Collection of data	Spring Semester 2010
6. Analysis of data	Spring Semester 2010
7. Sharing findings with department faculty	Spring Semester 2010
8. An action plan based upon findings	Spring Semester 2010
9. Reporting assessments findings and action plan	Spring Semester 2010
10. Collection of data	Spring Semester 2010
11. Analysis of data	Spring Semester 2010
12. Reporting assessment findings and implementation of action plan	Fall 2010