

Students Learning Outcome and Assessment Plan Rio Hondo College

Department/program: **Sociology** **2/10/07**

Course title/number **Sociology 114 - Marriage, Family & Intimate Relationships**

Participating Faculty: **Rebecca Green, Melissa Rifino-Juarez**

State Student Learning Outcome: *The student will be able to identify the various aspects of society that impact the institution of marriage and family (e.g. economics, religion, the class system).*

Proposed Types of Assessment to be used: (attach rubric)

Objective exams, written papers, class participation.

Collection and Evaluation Process:

The faculty member will evaluate overall class performance on exams and written papers to determine if the majority of the students are meeting the prescribed Student Learning Outcome.

Changes being considered (if any):

Review and recommendations; scheduled completion date:

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Course title/number **Sociology 114 - Marriage, Family & Intimate Relationships**

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State Student Learning Outcome: *The student will identify the effects popular culture and traditional cultural values have on the mate selection process.*

Proposed Types of Assessment to be used: (attach rubric)

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Course title/number **Sociology 114 - Marriage, Family & Intimate Relationships**

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State Student Learning Outcome: *Students will display a deeper appreciation of the nature of gender development within the marital and familial context.*

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Objective exams, written papers, class participation.

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Rubric for Evaluation of a Student Learning Outcome

Course: *Sociology 114*

SLO: *Students will display a deeper appreciation of the nature of gender development within the marital and familial context.*

Faculty participating: *Melissa Rifino-Juarez, Rebecca Green*

For each performance standard described in the SLO, describe the criteria for various levels of meeting that standard. Three levels are recommended, but you may use more. Be as specific as possible, so that new instructors would understand the criteria.

Attach this to the SLO and Assessment Plan.

Performance standard	<i>Excellent</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
Identify theories that explain gender development as it occurs in the family	Identifies and explains at least 3 theories	Identifies 3 theories with no explanation or identifies and explains 1-2 theories	Unable to identify or explain any theories
Identify and describe research regarding parental influences in assigning gender	Identify and describe basic conclusions of at least 3 works of research	Identify but not correctly state conclusions of research	Unable to identify or explain any research relating to parental influences in assigning gender

Rubric for Evaluation of a Student Learning Outcome

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Faculty participating: *Melissa Rifino-Juarez, Rebecca Green*

For each performance standard described in the SLO, describe the criteria for various levels of meeting that standard. Three levels are recommended, but you may use more. Be as specific as possible, so that new instructors would understand the criteria.

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Performance standard	<i>Excellent</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
Identify the predominant relationship between group membership (i.e. ethnic group, social class) and mate selection	Correctly identify 5 or more factors	Correctly identify 3-4 factors	Correctly identify 2 or fewer factors
Explain the historical emergence of the emotional influence in mate selection (i.e. ideas of romance, friendship, security)	Recognize and explain the shift from <i>economic</i> decision making to <i>emotional</i> decision making in the mate selection process due to societal factors	Describe the change with little to no explanation	Unable to explain or describe

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For each performance standard described in the SLO, describe the criteria for various levels of meeting that standard. Three levels is recommended, but you may use more. Be as specific as possible, so that new instructors would understand the criteria.

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Performance standard	<i>Excellent</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
Correctly identify the impact of various institutions on marriage and family	Correctly explain the concept of how this interdependence effects the family	Knows basic functions of various societal institutions without explaining the concept of interdependence	Unable to identify institutions
Identify the impact of legislation on the U.S. divorce rates	Correctly explain correlation between legislation and divorce rates	Know divorce rates but show no understanding for historical U.S. legislation regarding divorce	Unable to identify any correlation between divorce and legislation