

Basic Program Information

Department Name:

Sociology

Division Name:

Business and Social Sciences

Program Mission(s):

The Mission of the Sociology program is to prepare students for the pursuit of advanced degrees in Sociology or related schools by educating them in the fundamental concepts, knowledge, techniques and skills of the field and/ or for employment in various Sociology-related areas.

Foothill College’s Sociology Program is committed to academic excellence in Sociology by offering a broad range of courses designed to prepare students for careers in Sociology and related areas. Sociology program courses are taught by instructors who are dedicated to their field and to a diverse student body. Foothill’s Sociology Program includes courses that require analysis of sociological topics and enables students to develop and apply a sociological imagination.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
John Fox	Sociology	Instructor
Patricia Gibbs	Sociology	Instructor

Total number of Full Time Faculty:	2
Total number of Part Time Faculty:	6

Please list all existing Classified positions:

Example: Administrative Assistant I

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Sociology		X	
Sociology for Transfer		X	

* If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
Associate in Arts	28	21	21	0
Associate in Arts-Transfer	0	1	7	+700

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

If it does not have external certification, and/or is not a workforce program, please provide a

brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	2,228	2,487	2,438	-2.0
Productivity (College Goal 2013-14: 535)	621	564	539	-4.3
Success	67%	63%	63%	0
Full-time FTEF	2.2	2.1	2.1	0
Part-time FTEF	2.0	2.7	3.5	26

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program’s ADT:

Check one	Associate Degree Transfer Status
X	State Approved
	Submitted to State Chancellor’s Office
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program’s progress/anticipated approval date.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- d. Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

In the Sociology program, there was a 9% increase in enrollment between 2010-11 and 2011-12; however, between 2011-12 and 2012-13 there was a 2% decline in enrollment. While this decline is in contrast to the BSS division’s 3.7% increase, there is also a 5.7% decrease in enrollment college-wide, and other social science departments have also experienced declining enrollment. The decrease in enrollment is relatively small and could be attributed to a “regression to the mean.”

- e. Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

Regarding race and ethnicity, the most noticeable differences between the college demographics and the Sociology department concerns African Americans and Latinos. While African Americans are 5% of the college, they compose of 11% of those who take sociology classes. Likewise, while Latinos represent 20% of those enrolled at Foothill, they are 25% of those who take sociology courses. In terms of gender, Foothill is 54% female but 62% of those who take sociology courses. We attribute these differences to the salience of race and gender in sociology and the higher likelihood that members of oppressed groups are more likely to be interested in a field of study that addresses social inequality. In terms of age, the sociology department has a higher percentage of those in the 20-24 age group (53%) than the college as a whole (39%), which makes sense as this is a transfer program; likewise, it has a lower percentage of those with a B.A. (7%) compared to the rest of the college (16%).

- f. Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Our productivity is 539— it has decreased very slightly over the last three years and is over the college goal. There are many factors that have affected our productivity, as well as the declining productivity of other social science departments. First, there has been an increase in the per unit cost for student to attend. Second is the economic downturn which has made it more difficult to afford college. Third, there has been a massive amount of building on campus which literally seems to provide barriers to students to attend. Fourth, in order to meet increasing enrollment between 2010-11 and 2011-12, the division increased the number of sections, and between 2011-12 and 2012-13 Foothill started offering “early start” summer sections. While this increase was justified, there may have been an over-increase in sections, thus increasing the FTEF and lowering production, and some of this increase might be due to an increase in summer sections. One strategy we are using to increase enrollment in the long run is offering two new courses that count towards our ADT—Sociology of Crime (SOC 14) and Sociology of Gender (SOC 28). Historically, new courses always take time to build up enrollment – which is another factor to consider in productivity.

- g. Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

Over a three-year trend, the courses with decreased productivity are: Major Social Problems (SOC 20), Psychology of Women (SOC 21), and Aspects of Marriage and Family (SOC 40). SOC 21 belongs to the Psychology department and is only cross-listed in sociology. For SOC 20 and 40, enrollment increased between 2010-11 and 2011-12 (although productivity declined slightly for both), so adding sections for these courses made sense to prepare for increasing enrollment, especially for the “early start” summer section. While we do not have the data regarding productivity levels for summer session in particular, continuing to market early start summer sessions, and adjust course offerings college-wide, should increase productivity in the Sociology program.

- h. Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

Our curriculum is in compliance with Title V. We have very few prerequisites for our courses, and the ones we have belong to the Psychology department and are cross-listed in sociology.

- i. **Curriculum and SLOs:** What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

We developed SOC 14 and SOC 28 so we could offer courses that are a part of the Transfer Model Curriculum for the ADT degree. John Fox attends the California Sociological Association conferences and is a member of the American Sociological Association and the Society for the Study of Social Problems. Curriculum content is regularly addressed in these professional organizations. Patricia Gibbs also keeps current in the field and has a Stanford University Fellowship this academic year where she studies international human rights issues and how they can be integrated in all levels of community college curriculum. As part of the fellowship, she actively networks with others in the university and community college systems. Both Drs. Fox and Gibbs have been directly involved in the curriculum process at Foothill – co-chairing the BSS division curriculum committee last academic year. Dr. Fox chairs a Global Studies planning group that is aimed at increasing curriculum offerings at Foothill.

- j. **Innovation:** Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

Both John Fox and Patricia Gibbs are working on “globalizing the curriculum.” John Fox is a part of a learning community, along with Kathryn Maurer in Anthropology as well as colleagues from De Anza College, West Valley College and San Jose State University that addresses “global citizenship,” and is in the early stages of developing an interdisciplinary global studies program at Foothill College. Patricia Gibbs is a fellow at Stanford University – actively researching, and attending talks on issues such as how to internationalize the curriculum and networking with others on this issue.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program’s course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Our course completion rate is 63%, the same as the previous year. For targeted groups it is 52%, which is down from last year by 2%. However, nonsuccess is down by 6% for targeted groups (29 to 23%) and the withdraw rate is up 8% (from 17 to 25%). Our success rate for African Americans is lower in the last year (down to 45% from 53%), which is concerning. On an institutional level, John Fox did a professional development training on how Foothill College could increase the “social capital” of those in targeted groups, such as doing more outreach to minority students on the resources available at Foothill College that will help students succeed.

b. Institutional Standard for Retention: 50%

Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist.

See section 2a.

c. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Overall, we have more students completing Associate's Degrees in Sociology. With the addition of the ADT degree, we had 28 degrees conferred in 2012-13 (21 A.A and 7 ADT), compared to 22 in 2011-2012 (21 A.A. and 1 ADT). Considering race and ethnicity, of our 28 degrees conferred 5 of them were to African Americans and 7 to Latinos, compared to 6 for whites. In terms of conferring degrees we have had some measure of success for reaching those in targeted groups.

d. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

N.A.

e. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

For fall 2012, there were 16 sociology transfers to the CSU system, which is third behind Accounting (19) and Psychology. While there is little data on transfers to the UC system, 6 transferred to UCLA as pre-sociology majors.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

- b. Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

- c. Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.**

From the available data, the sociology program is strong in transferring 16 majors to the CSU system and at least 6 to the UC system. Our ADT degree should transfer more students. One strategy that Drs. Fox and Gibbs use regularly is to connect students with college resources – such as course counseling, personal counseling, EOPS and the new writing lab. They feel strongly that connecting students with these services can improve college success rates for students. Patricia Gibbs was instrumental in establishing the Stanford Research Experience Program at Foothill College and she continues to have her students participate in this research experience program that directly connects community college students to the university experience. All Foothill students who have participated gain valuable first-hand knowledge of the social science research process and many Foothill students have gone on to hold research assistant internships at Stanford as a result. John Fox was the 2012-2013 winner of Foothill’s Outstanding Faculty in Support of Transfer Award. Continuing our efforts in this direction should increase the number of transfers.

d. Please analyze and discuss Articulation data regarding this program.

Students in the following majors had at least one sociology course that supported their articulation to CSUs and UCs:

- Athletic Training
- Behavioral Science
- Business Administration
- Community Development
- Comparative Ethnic Studies
- Criminal Justice
- Economics
- Environmental Science
- Fire Protection Administration and Technology
- Food and Nutrition
- Health Science
- Hospitality Management
- Human Development
- Journalism
- Kinesiology
- Latin American Studies
- Legal Studies
- Lesbian, Gay, Transgender Studies
- Liberal Studies
- Nursing
- Peace and Conflict Studies
- Psychology
- Public Health
- Recreation
- Social Science
- Social Work
- Urban Studies

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

e. Discuss how this program continues to meet a documented labor market demand?

f. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.

g. Discuss any job placement and/or salary data available for your students after graduation.

h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.

i. Program accreditation: If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

j. Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.

- k. **Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

- l. **Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

Section 4: Learning Outcomes Assessment Summary

- a. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Wait until Wednesday, December 11th.

- b. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Wait until Wednesday, December 11th.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:

- a. **What curricular, pedagogical or other changes have you made as a result of your CL-**

We make curricular and pedagogical changes based on a variety of factors in addition to CL-SLO assessments, such as classroom management techniques, the latest research in sociology, and what we learn in staff development programs. Changes we have made include attempts at globalizing the curriculum, participating in learning communities with faculty in other departments (Anthropology, English) and researching innovative teaching practices. John Fox is a member of the American Sociological Association, and as such he has access to and accesses the Teaching Resources and Innovations Library for Sociology, and he subscribes to the journal *Teaching Sociology*. Patricia Gibbs is currently working on a research article on the efficacy of research experience programs for community college learners. She and her co-author hope to publish the results in a journal such as *Teaching Sociology*. These are resources that are constantly being used to implement innovative teaching strategies to improve student learning of all important sociological concepts.

SLO assessments?

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

The course level student learning outcomes center around the sociological imagination in which students learn the connection between biography and history and their understanding of sociology to their professional, personal and civic lives, and preparing them to participate effectively in a democratic society.

c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

We have no reliable way of knowing how program-level student learning outcomes have led to degree program improvements.

d. If your program has other outcomes assessments at the program level, comment on the findings.

N.A.

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

The sociology program meets every quarter for coffee—full-time and part-time faculty alike at the full time faculty's expense. In these meetings we address challenges we are facing in general, including to, but not limited to, student learning outcomes. As we share ideas, make suggestions and support one another, we can improve our skills as classroom instructors, which theoretically should lead to improvement in our program's student learning outcomes.

f. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.

No trends identified at this time.

g. What summative findings can be gathered from the Program Level Assessments?

We had an increase in students who had reached the PL-SLO assessed, from 59% in 2011-2012 to 87.5% in 2012-2013. However, we attribute this increase to better tracking of student work.

Annual Action Plan and Summary: Using the information above, list the program’s action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1. Development of an interdisciplinary Global Studies program.	Application of sociological concepts to personal, professional or civic lives.	Transfer	Students will participate in an applied program, such as service learning.
2			
3			

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Continue to develop the Stanford Research Experience Program (R.E.P.)	Yes	Yes	The program is still going strong
Expanding the FHDA district’s Institutional Review Board	No	Yes	This seems to have gone on hiatus because of being replaced by other endeavors. We hope to get back to it shortly.
Supporting the Development of The Gerontology Program, including The A.A.---T degree in Gerontology	No	Yes	As the development of this program relies on part-time faculty it is going slowly.
Social Science Research	Yes		Supported indefinitely by lottery money.

Lab			
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New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Develop more cohesion within the department between full time and part time faculty.	Long/continuing	This will allow all faculty members to share ideas on how to improve teaching, including SLO targets being met.	Meeting attendance among the faculty.
2. Develop a Global Studies program	Long	This will support students who wish to transfer to four-year institutions.	Approval at each level of new program development.

Section 7: Program Resources and Support

Using the tables below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

The Social Science Research lab has been funded but it is brand new—the psychology faculty should be able to expand on how it has led to student success.

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Money for part-time faculty for attending department meetings and completing SLO assessments.	1000.00	Develop more cohesion between part-time and full-time faculty. If part time faculty are paid for attending meetings and completing their SLO assessments they are more likely to do those things.	No

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Evaluate non---transcriptable certificates and make a recommendation for their continued efficacy in the coming year.	Non-transcriptable certificates have been eliminated and a transcriptable certificate is going through the state approval process.

a. After reviewing the data, what would you like to highlight about your program?

The sociology program at Foothill College is a strong, steady program. While enrollment and production have decreased a little, much of this can be attributed to forces beyond our control, such as college-wide decrease in enrollment and the expansion of courses due to an early start summer class. Both full-time and part-time faculty remain committed to student learning and engagement, and are active in curriculum development across disciplines, academic integrity, research, student clubs, heritage month events, scholarship support, and professional development. Within our division we rank 4th in the number of associate degrees conferred (behind General Studies: Social Science, Business Administration, and Psychology) and we continue to support other programs with our classes and collegial support.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

I echo the summary statement above in that the Sociology Program is a strong and active department and academic discipline at Foothill College that is offering high quality degrees and classes to students. The Program was one of the first to have its AAT degree approved and seven students received the degree in 12-13. I expect this number to increase as the awareness of the degree expands. The Sociology curriculum is up-to-date and SLOs are reflected upon and evaluated. The program goals are attainable and can contribute to additional student success within the department. Sociology classes serve underrepresented students very well and the program success rates are strong. The enrollment and productivity are both strong. Looking at a three year history enrollment is up and while productivity dipped slightly last year this was due to a college effort to retain growth.

b. Areas of concern, if any:

No areas of concern.

c. Recommendations for improvement:

Due to its high enrollment and large pool of part-time instructors, the department needs to evaluate adding a third full-time position in the future.

This section is for the Vice President/President to provide feedback.

d. Strengths and successes of the program as evidenced by the data and analysis:

The Sociology department provides high quality instruction and the faculty are dedicated to their students and their professional development. The ADT is a benefit to students, and those numbers are likely to increase.

e. Areas of concern, if any:

The Sociology course and program level SLOS are assessed annually. It would be beneficial to the program to reflect more fully on the student learning, based on the assessments, and how these assessments may indicate a need for curricular or pedagogical modifications.

f. Recommendations for improvement:

Please see above.

g. Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College

Department - Sociology (SOC)

Mission Statement: The mission of the Sociology program is to prepare students for the pursuit of advanced degrees in Sociology or related schools by educating them in the fundamental concepts, knowledge, techniques and skills of the field and/or for employment in various Sociology-related areas.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Sociology (SOC) - SOC 1 - INTRODUCTION TO SOCIOLOGY - SLO 1 - sociological imagination - Students will identify the two main component parts or features of the sociological imagination. (Created By Department - Sociology (SOC))</p> <p>Start Date: 09/23/2011</p> <p>End Date: 12/20/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students discuss the components of the concept of the sociological imagination and do readings on the topic. The exam questions asks students to correctly identify the choice - private troubles and public issues.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: 85% correct rate or above indicates success.</p>	<p>10/17/2012 - 75% of students answered this question correctly</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Reading and writing support is recommended for students in this class.</p> <p>GE/IL-SLO Reflection: Maybe a 75% correct response rate is ok and an 85% correct response rate is just too ambitious.</p>	
<p>Department - Sociology (SOC) - SOC 1 - INTRODUCTION TO SOCIOLOGY - SLO 2 - Significance - Students will demonstrate an understanding of why the sociological imagination is sociologically significant. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A five page paper in which the student analyzes how social and historical forces shaped their biography.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70%</p>	<p>12/27/2012 - 82 out of 95 (86%) earned a grade of "C" or better.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Sociology (SOC) - SOC 1 - INTRODUCTION TO SOCIOLOGY - SLO 3 - Scientific Method Basis - Students will identify the basis of the scientific method. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are asked to identify the correct response in a multiple choice question and answer set.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: 85% correct.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Sociology (SOC) - SOC 1 - INTRODUCTION TO SOCIOLOGY - SLO 4 - methodology - Students will identify the leading components or indicators of methodology. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 1 - INTRODUCTION TO SOCIOLOGY - SLO 5 - Important ideas - Students will identify two of the most important ideas in Sociology as a field of study. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 1 - INTRODUCTION TO SOCIOLOGY - SLO 6 - Relevance - Student will explain how two major ideas in Sociology as a field of study help them in their everyday lives. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 10 - INTRODUCTION TO SOCIAL RESEARCH - SLO 1 - identification - Students will be able to identify specific methods used in sociological and psychological research. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Research Proposal</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70%</p>	<p>12/04/2013 - The average score of the final proposal assignment for the class was a 79% (C+). Based upon the final average for this assignment there is much room for improvement. The students had never taken a social science research methods course and were fairly uncertain about how to complete the project, even with the guidelines. I continue to try and improve the guidelines to help the students.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Exam Assessment Method Type: Exam - Course Test/Quiz		
Department - Sociology (SOC) - SOC 10 - INTRODUCTION TO SOCIAL RESEARCH - SLO 2 - analysis - Students will be able to analyze research by differentiating claims, data and findings. (Created By Department - Sociology (SOC)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Exam Assessment Method Type: Exam - Course Test/Quiz		
Department - Sociology (SOC) - SOC 11 - INTRODUCTION TO SOCIAL WELFARE - SLO 1 - Sociology and social work - Students will compare differences and similarities between sociology and social work. (Created By Department - Sociology (SOC)) Course-Level SLO Status: Active			
Department - Sociology (SOC) - SOC 11 - INTRODUCTION TO SOCIAL WELFARE - SLO 2 - Component parts - Students will be able to classify the field of social work into its component parts. (Created By Department - Sociology (SOC)) Course-Level SLO Status: Active			
Department - Sociology (SOC) - SOC 11 - INTRODUCTION TO SOCIAL WELFARE - SLO 3 - Socio-historical development - Students will analyze the socio-historical development of American social welfare philosophy. (Created By Department -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 14 - SOCIOLOGY OF CRIME - Social Inequality - Students will analyze social inequality within the criminal justice system. (Created By Department - Sociology (SOC))</p>			
<p>Department - Sociology (SOC) - SOC 14 - SOCIOLOGY OF CRIME - Deviance - Students will demonstrate an understanding of the social construction of deviance. (Created By Department - Sociology (SOC))</p>			
<p>Department - Sociology (SOC) - SOC 14 - SOCIOLOGY OF CRIME - Theory - Students will understand and apply the various criminological theories. (Created By Department - Sociology (SOC))</p>	<p>Assessment Method: Students will write an essay in which they apply various criminological theories Assessment Method Type: Essay/Journal Target for Success: 70%</p>	<p>07/03/2013 - 19/22 (86%) of students who completed this essay passed it. This is a strong assessment tool and learning outcome. Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Sociology (SOC) - SOC 15 - LAW & SOCIETY - SLO 1- Lawmaking systems - Students should be able to identify different lawmaking systems in the United States. (Created By Department - Sociology (SOC))</p>	<p>Assessment Method: Select exam questions applicable to this SLO. Assessment Method Type: Exam - Course Test/Quiz</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 15 - LAW & SOCIETY - SLO 2 - Theoretical approaches - Students should be able to compare and contrast major theoretical approaches to the study of law and society. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: The midterm exam asks the students to answer the following questions, ?What are the differences and similarities between the functionalist and conflict approaches?? Assessment Method Type: Exam - Course Test/Quiz</p>	<p>12/12/2013 - 76% of students provided a satisfactory answer to the question. Overall most students did quite well answering these questions. The students who scored the best clearly used (and cited!) from sources and had a much more solid comprehension. Since this is an online class, for future improvement I believe it would be useful</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		to increase guidance for students as they work on assignments, and state criteria for grading more explicitly. Result: Target Met Year This Assessment Occurred: 2012-2013	
<p>Department - Sociology (SOC) - SOC 19 - ALCOHOL & DRUG ABUSE - SLO 1 - Social values - Students will describe the role of social values in relation to scientific evidence in the definition of drug abuse. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 19 - ALCOHOL & DRUG ABUSE - SLO 2 - Social control theory - Students will explain the component parts of social control theory. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Multiple Choice Exam Question Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70%</p>		
<p>Department - Sociology (SOC) - SOC 19 - ALCOHOL & DRUG ABUSE - SLO 3 - Harm reduction - Students will describe the component parts of a harm reduction approach to drug abuse. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Multiple-choice question regarding the components of harm reduction. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70%</p>	<p>03/25/2013 - 21/25 students (84%) answered the question correctly Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Sociology (SOC) - SOC 20 - MAJOR SOCIAL PROBLEMS - SLO 1 - Private versus public - Students will be able to explain the connection between private troubles and public issues as they relate to social problems. (Created By Department - Sociology (SOC))</p>	<p>Assessment Method: Exam question. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70%</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 20 - MAJOR SOCIAL PROBLEMS - SLO 2 - Sociological perspectives - Students will be able to identify various sociological perspectives used to analyze social problems. (Created By Department - Sociology (SOC))</p>	<p>Assessment Method: Exam question Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70%</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 21 - PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES - SLO 1 - Effects of biology and society - Identify and analyze effects of biology and society (i.e., the effects of culture and social interaction) on women's psychology (or psychologies, since differing cultures produce a range of psychologies). (Created By Department - Sociology (SOC))</p>	<p>Assessment Method: Essay on Women and their portrayal in the media. Assessment Method Type: Essay/Journal</p>		
<p>Assessment Cycles: End of Academic Year</p>			
<p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 21 - PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES - SLO 2 - Effects of patriarchy - Comprehend and evaluate patriarchy's effects on women's psychology. (Created By Department - Sociology (SOC))</p>			
<p>Assessment Cycles: End of Academic Year</p>			
<p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 23 - RACE & ETHNIC RELATIONS - SLO 2 - migration theories - Students will apply</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>migration theories to the analysis of international migration. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 23 - RACE & ETHNIC RELATIONS - SLO 1 - integration and exclusion - Students will recognize the component parts of theoretical models of racial and ethnic integration and exclusion. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Multiple-choice question. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70%</p>		
<p>Department - Sociology (SOC) - SOC 23 - RACE & ETHNIC RELATIONS - SLO 1 - integration and exclusion - Students will recognize the component parts of theoretical models of racial and ethnic integration and exclusion. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Term paper Assessment Method Type: Essay/Journal Target for Success: 70%</p>	<p>12/04/2013 - The average score of the term paper for the class was a 59% (F). The average does not meet the criteria for meeting the SLO target. Students will need more clarity on how to successfully apply their understanding of the perspectives to the topic at hand. Many students also lost points on this assignment for not successfully completing the assignment; some did not participate while others did not fulfill the basic criteria of paper, e.g., page length. As a result, this reduced the overall average.</p> <p>Result: Target Not Met Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Sociology (SOC) - SOC 28 - SOCIOLOGY OF GENDER - Social Construction - Students will demonstrate an understanding of the social construction of gender. (Created By Department - Sociology (SOC))</p>			
<p>Department - Sociology (SOC) - SOC 28 - SOCIOLOGY OF GENDER - Socialization - Students will analyze sociological theories of gender socialization. (Created By Department - Sociology (SOC))</p>	<p>Assessment Method: Essay applying theories of gender socialization to one's life. Assessment Method Type: Essay/Journal</p>	<p>12/27/2012 - 14/14 (100%) of students answered the question correctly. Result: Target Met Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Target for Success: 70%</p>	2012-2013	
<p>Department - Sociology (SOC) - SOC 28 - SOCIOLOGY OF GENDER - Inequality - Students will analyze gender inequality within social institutions. (Created By Department - Sociology (SOC))</p>			
<p>Department - Sociology (SOC) - SOC 30 - SOCIAL PSYCHOLOGY - SLO 1 - theories - Student will demonstrate knowledge of the major theories and content areas of social psychology. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 30 - SOCIAL PSYCHOLOGY - SLO 2 - application - Students will apply social psychological concepts, theories, and research findings as these relate to everyday life. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 35 - DEPARTMENT HONORS PROJECTS IN SOCIOLOGY - SLO 1 - writing - Students analyze a piece of academic writing, demonstrating college level social science writing skills and using sociological terms, concepts and/or theories to support points.</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 35 - DEPARTMENT HONORS PROJECTS IN SOCIOLOGY - SLO 2 - presentation - Students will present their work in a scholarly manner to the class using inter-active presentation techniques and sociological terms, concepts or theories to support their points in demonstrating breadth and depth of the subject matter. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 35X - DEPARTMENT HONORS PROJECTS IN SOCIOLOGY - SLO 1 - writing - Students analyze a piece of academic writing, demonstrating college level social science writing skills and using sociological terms, concepts and/or theories to support points. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 35X - DEPARTMENT HONORS PROJECTS IN SOCIOLOGY - SLO 2 - presentation - Students will give a presentation to the class, analyzing scholarly writing. (Created By Department - Sociology (SOC))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 35Y - DEPARTMENT HONORS PROJECTS IN SOCIOLOGY - SLO 1 - writing - Students analyze a piece of academic writing, demonstrating college level social science writing skills and using sociological terms, concepts and/or theories to support points. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 35Y - DEPARTMENT HONORS PROJECTS IN SOCIOLOGY - SLO 2 - presentation - Students will give a presentation to the class, analyzing scholarly writing. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 35Z - DEPARTMENT HONORS PROJECTS IN SOCIOLOGY - SLO 1 - writing - Students analyze a piece of academic writing, demonstrating college level social science writing skills and using sociological terms, concepts and/or theories to support points. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Sociology (SOC) - SOC 35Z - DEPARTMENT HONORS PROJECTS IN SOCIOLOGY - SLO 2 - presentation - Students will give a presentation to the class, analyzing scholarly writing. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 36 - SPECIAL PROJECTS IN SOCIOLOGY - SLO 1 - analysis - Students will analyze a pattern of human interaction, demonstrating college level social science writing skills and using sociological terms, concepts and/or theories to support points. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 36 - SPECIAL PROJECTS IN SOCIOLOGY - SLO 2 - presentation - Students will give a presentation to the class, analyzing an observed pattern of human interaction. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 36X - SPECIAL PROJECTS IN SOCIOLOGY - SLO 1 - analysis - Students will analyze a pattern of human interaction, demonstrating</p>	<p>Assessment Method: Analyze Essay/journal for inclusion of accurate sociological terms, concepts and theories.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>college level social science writing skills and using sociological terms, concepts and/or theories to support points. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70%</p>		
<p>Department - Sociology (SOC) - SOC 36X - SPECIAL PROJECTS IN SOCIOLOGY - SLO 2 - presentation - Students will give a presentation to the class, analyzing an observed pattern of human interaction. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 36Y - SPECIAL PROJECTS IN SOCIOLOGY - SLO 1 - analysis - Students will analyze a pattern of human interaction, demonstrating college level social science writing skills and using sociological terms, concepts and/or theories to support points. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 36Y - SPECIAL PROJECTS IN SOCIOLOGY - SLO 2 - presentation - Students will give a presentation to the class, analyzing an observed pattern of human interaction. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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Course-Level SLO Status:
Active

Department - Sociology (SOC) - SOC 36Z - SPECIAL PROJECTS IN SOCIOLOGY - SLO 1 - analysis - Students will analyze a pattern of human interaction, demonstrating college level social science writing skills and using sociological terms, concepts and/or theories to support points. (Created By Department - Sociology (SOC))

Assessment Cycles:
End of Academic Year

Course-Level SLO Status:
Active

Department - Sociology (SOC) - SOC 36Z - SPECIAL PROJECTS IN SOCIOLOGY - SLO 2 - presentation - Students will give a presentation to the class, analyzing an observed pattern of human interaction. (Created By Department - Sociology (SOC))

Assessment Cycles:
End of Academic Year

Course-Level SLO Status:
Active

<p>Department - Sociology (SOC) - SOC 40 - ASPECTS OF MARRIAGE & FAMILY - SLO 1 - sociological imagination - Students will identify the two main component parts or features of the sociological imagination. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Question on quiz: identify "troubles" and "issues."</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70%</p>	<p>11/20/2012 - 70% of students answered the question correctly.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: While target met, it was just barely. More emphasis is needed in class time.</p>	
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Department - Sociology (SOC) - SOC 40 - ASPECTS OF MARRIAGE & FAMILY - SLO 2 - Significance - Students will demonstrate

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>an understanding of why the sociological imagination sociologically significant. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 40 - ASPECTS OF MARRIAGE & FAMILY - SLO 3 - Scientific Method Basis - Students will identify the basis of the scientific method. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 54H - HONORS INSTITUTE SEMINAR IN SOCIOLOGY - Demonstrate understanding of concept - Students will be able to exhibit understanding of a sociological concept discussed in class. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: Students will be able to demonstrate through writing, understanding of a sociological concept discussed in class.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% at high level competency or above.</p>		
<p>Department - Sociology (SOC) - SOC 54H - HONORS INSTITUTE SEMINAR IN SOCIOLOGY - Practice and application of knowledge - Students will practice and apply understandings of directed readings, discussions and projects in sociology. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: Students will through a writing assignment, demonstrate that they can practice and apply understandings of directed readings, discussions and projects in sociology.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% at high competency level or above.</p>		
<p>Department - Sociology (SOC) - SOC 54H - HONORS INSTITUTE SEMINAR IN SOCIOLOGY - Critical analysis - Students will learn how to critically analyze and interpret sociological data. (Created By Department - Sociology (SOC))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Inactive</p>			
<p>Department - Sociology (SOC) - SOC 57 - CHILD ADVOCACY - SLO 1- Identification - Students will identify various types of child abuse. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 57 - CHILD ADVOCACY - SLO 2 - research methods - Students will describe the strengths of weaknesses of various social research methods on child and family crises, welfare and advocacy. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 7 - STATISTICS FOR THE BEHAVIORAL SCIENCES - Analysis and computation - 1. Using appropriate descriptive and inferential statistics, students will be able to analyze and perform computations on data sets. (Created By Department - Sociology (SOC))</p> <p>Start Date: 02/18/2012</p> <p>End Date: 06/20/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 90 %</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Sociology (SOC) - SOC 7 - STATISTICS FOR THE BEHAVIORAL SCIENCES - Statistics and research designs - 2. Students will be able to accurately match and perform the appropriate statistical tests for a wide range of descriptive, correlational, qualitative, and experimental research designs. (Created By Department - Sociology (SOC))</p> <p>Start Date: 02/18/2012</p> <p>End Date: 06/20/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 90 %</p>		
<p>Department - Sociology (SOC) - SOC 8 - POPULAR CULTURE - SLO 1 - sociological imagination - Students will identify the two main component parts or features of the sociological imagination. (Created By Department - Sociology (SOC))</p> <p>Start Date: 09/23/2011</p> <p>End Date: 12/20/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are asked to complete readings, discussions on this question. Question is given in a multiple choice format.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: 85% correct.</p>		
<p>Department - Sociology (SOC) - SOC 8 - POPULAR CULTURE - SLO 2 - Significance - Students will demonstrate an understanding of why the sociological imagination is sociologically significant. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 8 - POPULAR CULTURE - SLO 3 - Scientific Method - Students will identify the component parts of the scientific method.</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Sociology (SOC))			
Course-Level SLO Status: Active			
Department - Sociology (SOC) - SOC 8 - POPULAR CULTURE - SLO 4 - methodology - Students will identify the leading components or indicators of methodology. (Created By Department - Sociology (SOC))	Assessment Method: Students must choose the correct answer to a multiple choice question. Assessment Method Type: Exam - Standardized Target for Success: 85%		
Start Date: 09/26/2011 End Date: 12/20/2011 Course-Level SLO Status: Active			

Unit Assessment Report - Four Column

Foothill College

Program (BSS-SOC) - Sociology AA/AA-T

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (BSS-SOC) - Sociology AA/AA-T - 1 - Students completing this degree will be able to demonstrate a working knowledge of the core concepts of sociology (social structure; culture; social stratification and inequality; race, ethnicity, and gender; and globalization).</p> <p>SLO Status: Active</p>	<p>Assessment Method: The pretest will be a survey asking students to define the core concepts in sociology and the post test will be an analysis of students' past work and/or a prompt focusing on core concepts in Sociology</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target: 70%</p>		
<p>Program (BSS-SOC) - Sociology AA/AA-T - 2 - Students completing this degree will be able to apply their understanding of sociology to their professional, personal and civic lives.</p> <p>SLO Status: Active</p>	<p>Assessment Method: The pretest will be a survey asking student to apply their understanding of sociology to their professional, personal, and civic lives and the post test will be an analysis of students' past work and/or a prompt focusing on the understanding of sociology to students? professional, personal, and civic lives</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target: 70%</p>	<p>07/03/2013 - 87.5% of students who received an A.A./A.A.-T. in Sociology successfully applied their understanding of sociology to their profession, personal, or civic lives. The remaining 12.5 percent of students could not be tracked.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: This is an improvement from last year, based on better student tracking.</p>	