

SOCIOLOGY - Basic Program Information

Department Name: **Sociology**

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 skilled instructors who are dedicated both 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.

Program review team:

Name	Department	Position
John Fox, Ph.D.	Sociology	Instructor
Patricia Gibbs, Ph.D.	Sociology	Instructor

Programs* covered by this review (see attached curriculum sheet)

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Sociology Associates Degree	A.A.	17
Sociology Certificate of Specialization—General Sociology	C.S	13
Certificate of Specialization—Social Welfare	C.S.	26

*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. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

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Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired. (see attached data sheet for Sociology)

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Sociology	14	16	28	200%

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Sociology Certificate of Specialization—General Sociology	0	20	20	0
Certificate of Specialization—Social Welfare	0	0	0	0

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	1,598	1,837	2,112	15%
Productivity (Goal: 546)	474	581	567	-2%
Success	73%	73%	67%	-5%
Full-time FTEF	4.2	4.0	4.8	19%
Part-time FTEF				
Full-time Staff				
Part-time Staff				

Department Course Data

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
SOC 1	626	526	73%	736	607	72%	860	584	67%
SOC 8	137	366	64%	142	474	69%	139	464	64%
SOC 10	34	454	79%	39	521	79%	68	605	72%
SOC 11	79	592	77%	99	742	76%	92	690	82%
SOC 15	66	440	64%	79	527	76%	73	487	62%
SOC 19	182	614	77%	147	687	80%	224	587	62%
SOC 20	141	458	74%	123	594	80%	223	541	63%
SOC 21	5	200	100%	11	445	55%	13	#INF	77%
SOC 23	36	240	72%	56	374	70%	30	400	40%
SOC 30	82	414	77%	108	594	76%	97	527	68%
SOC 34H	13	193	100%						
SOC 36	3	#INF	100%				3	#INF	67%
SOC 40	194	446	74%	297	583	66%	300	563	71%

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. 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.

Enrollment is increasing, with a 30% increase since the 2008-09 academic year. SOC 1, SOC 10, SOC 19 and SOC 40 have accounted for much of the increase in enrollment.

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.
 - a. AA, AS, transcriptable certificates: **None conferred.**
 - b. Local, non-State approved certificates
 - c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached: **Certificates of Completion in Sociology are held constant. (see data sheets.) The latest data shows 164 students receiving Sociology certificates from Foothill.**
 - d. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions): **Overall, we had a 23% increase in productivity in the 2009-2010 year over the 2008-2009 year. The decrease of 2% in 2010-2011 is most likely explained by regression to the mean. . (see data sheets.)**
 - e. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?) **Foothill College offers a wide variety of sociology courses, and we continue to have a strong enrollment because the frequency in which we offer courses meets, but does not exceed, demand. The least productive courses are not offered very often (once or twice per year). . (see data sheets.)**

Curriculum and SLOs . (see SLO data sheets.)

3.
 - a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? **Title 5 updates to most courses were completed in 2010-2011. Curriculum is in compliance.**
 - b. Comment on program mapping and how it ties to the college Mission(s). **With a variety of sociology courses that investigate the organization and structure of society, the sociology program contributes to preparing students to participate in a**

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democratic society. Most of our courses transfer to CSUs, UCs, and other four-year institutions.

- c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap. **Many of our courses overlap with psychology, which is a natural partner of the social sciences. For example, psychology and sociology share similar research methods and both disciplines include Social Psychology as an area of inquiry.**
- d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum? **As sociology was among the first at Foothill College to offer the Associate in Arts for Transfer, two new courses—Sociology of Gender and Sociology of Crime—were developed and are in the process of being approved. These were developed so students would have more flexibility in the A.A.-T degree.**
- e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these? **Yes.**

4. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):
5. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable) **Students transfer with majors in Sociology, graduate with AA degrees in the major, as well as earn certificates of proficiency in General Sociology and Social Welfare, fulfilling missions of transfer.**
6. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)

Section 2. Learning Outcomes Assessment Summary
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2.1. Attach 2010-2011 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.

We have gathered the pretest data in Fall 2011 and will gather and analyze the posttest data in Spring 2012.

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

See attached Four column reports.

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

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What curricular changes or review do the data

In general, students are meeting the expectations outlined in the course-level SLOs.

suggest in order for students to be more successful in completing the program?

None

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

It is difficult to capture the knowledge, skills and abilities of students within the limitations of SLOs. However, we believe students are succeeding in the program because there are high rates of students successfully completing courses and transferring.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

It is our opinion that student learning in the program was strong before and after the implementation of SLOs, and SLOs in and of themselves had little impact in student learning.

2.3.b Program-Level SLOs

1. Students completing an A.A. in Sociology 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).
2. Students completing an A.A. in Sociology will be able to apply their understanding of sociology to their professional, personal and civic lives.

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

N.A we are still evaluating this metric.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

N.A. we are still evaluating this metric.

2.4 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.

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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 N.A.			
2			
3			

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

The program / department mission statement and college mission are aligned in that they are both committed to furthering education of students to sustain and promote a democratic society. As well, both are committed to academic excellence, the preparation of students for the field and/or the pursuit of advanced in related Social Science areas, and comprehensive course offerings to enhance student knowledge.

The major also allows students to pursue careers in health, teaching, government, counseling, social welfare and community work and it is an excellent undergraduate degree for continuing studies in professional graduate studies or related academic preparation in the social sciences, social welfare, urban planning, humanities, law, bio-health, business and computer science.

Students transfer with majors in Sociology, graduate with AA degrees in the major, as well as earn certificates of proficiency in General Sociology and Social Welfare, fulfilling missions of transfer as well as career workforce education.

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3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Providing a comprehensive curriculum.	Continual	Developed the A.A.-T Degree in Sociology; Developed Sociology of Crime and Sociology of Gender	A.A.-T Degree Approved; Sociology of Crime and Sociology of Gender in "Review1"
2 Providing students with support services	Continual	We are constrained by budgetary forces here.	Will continue to advocate for this.
3 Stanford Research Experience Program	Continual	Continued to offer and expand this important research experience program on Foothill's campus	Will continue this practice.

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1 Increase the number of sociology majors	Long		As a means to assess Program Learning Outcomes
2			
3			

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Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N.A.			

Reassigned Time

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N.A.			

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N.A.			

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N.A.			

One-time/Other: (Release time, training, etc.)?

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
End-of-Year lunch with sociology students for Program Learning Outcomes post-test	\$200		

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

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	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Program continues to experience an increase in student enrollments. We developed the AA-T degree and we have added two new courses to the curriculum – Sociology of Crime and Sociology of Gender.	Program has an excellent reputation in the academic community. Graduates continue to transfer to universities at high rates.
Weaknesses	Most students need writing assistance but this support service has been eliminated at the College at the same time as resources have been directed to administrative / accountability areas like SLOs.	State in a budget crisis that means important support services will continue to lack funding.
Opportunities	1) We have been the first of only two departments on campus to put in place the Foothill AA-T degree in Sociology. 2) The AA-T in Sociology has been formally approved by the State.	The State has legislated AA-T degrees that streamline transfer from community colleges to the CSU system.
Threats	Limited budgets.	State budget crisis.

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Possible reductions.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

Possible reductions.

5.4 Address the concerns or recommendations that were made in prior program review cycles.

Budget reductions constantly limit our program meaning that there are limited student services available. This negatively impacts student success.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

That we have established the Foothill AA-T degree, we continue to serve students, and enrollments are climbing.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback. (Glenn)

6.1 Strengths and successes of the program as evidenced by the data and analysis: SWOT is a bit weak but ok.

6.2 Areas of concern, if any: None

6.3 Recommendations for improvement: None at this time.

6.4 Recommended Next steps:

Proceed as planned on program review schedule
 Further review/Out of cycle in-depth review

Unit Assessment Report - Four Column

Foothill College Program (BSS-SOC) - Sociology AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Program (BSS-SOC) - Sociology AA - 1 - Students completing an A.A. in Sociology 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>PL-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 a focus group/exit interview 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 - 2 - Students completing an A.A. in Sociology will be able to apply their understanding of sociology to their professional, personal and civic lives.</p> <p>PL-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 a focus group/exit interview 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>		

Unit Course Assessment Report - Four Column

Foothill College Department - Sociology (SOC)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/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>Assessment Cycles: 2011-2012 2012-2013</p>		
	<p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012 2012-2013</p>		
	<p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012 2012-2013</p>		
	<p>Course-Level SLO Status: Active</p> <p>Department - Sociology (SOC) - SOC 1 - INTRODUCTION TO SOCIOLOGY - SLO 4 -</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>methodology - Students will identify the leading components or indicators of methodology. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: 2011-2012 2012-2013</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>Assessment Cycles: 2011-2012 2012-2013</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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 1 - INTRODUCTION TO SOCIOLOGY - fake slo whatevs - whatevs (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: 2012-2013</p> <p>Start Date:</p>	<p>Assessment Method: whatevs</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: nirvana</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>09/07/2011 End Date: 09/22/2011 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: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>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))</p>		
<p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>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))</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013	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))	Assessment Cycles: 2011-2012 2012-2013	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 - Sociology (SOC))	Assessment Cycles: 2011-2012 2012-2013	Course-Level SLO Status: Active	
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))	Assessment Cycles: 2012-2013		
Department - Sociology (SOC) - SOC 14 -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
SOCILOGY OF CRIME - Deviance - Students will demonstrate an understanding of the social construction of deviance. (Created By Department - Sociology (SOC))			
Department - Sociology (SOC) - SOC 14 - SOCILOGY OF CRIME - Theory - Students will understand and apply the various criminological theories. (Created By Department - Sociology (SOC))			
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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013	Course-Level SLO Status: Active		
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))			
Assessment Cycles: 2011-2012 2012-2013	Course-Level SLO Status: Active		
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))			
Assessment Cycles: 2011-2012 2012-2013	Course-Level SLO Status: Active		
Department - Sociology (SOC) - SOC 19 - ALCOHOL & DRUG ABUSE - Fake Slo - To be awesome (Created By Department - Sociology (SOC))	Assessment Method: This exam will be fake. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of students will be awesome		
Assessment Cycles: 2010-2011 2011-2012 2012-2013	Course-Level SLO Status: Active		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<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 Cycles: 2011-2012 2012-2013</p> <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 Cycles: 2011-2012 2012-2013</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 Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<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: 2009-2010 2010-2011 2011-2012 2012-2013</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>Assessment Cycles: 2011-2012 2012-2013</p>			
<p>Course-Level SLO Status: Active</p> <p>Department - Sociology (SOC) - SOC 23 - RACE & ETHNIC RELATIONS - SLO 2 - migration theories - Students will apply migration theories to the analysis of international migration. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>			
<p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Active 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))			
Department - Sociology (SOC) - SOC 28 - SOCIOLOGY OF GENDER - Socialization - Students will analyze sociological theories of gender socialization. (Created By Department - Sociology (SOC))			
Department - Sociology (SOC) - SOC 28 - SOCIOLOGY OF GENDER - Inequality - Students will analyze gender inequality within social institutions. (Created By Department - Sociology (SOC))			
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))			
Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013			
Course-Level SLO Status: Active			
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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>life. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles:</p> <p>2009-2010</p> <p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p> <p>Course-Level SLO Status:</p> <p>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. (Created By Department - Sociology (SOC))</p>		
<p>Assessment Cycles:</p> <p>2009-2010</p> <p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p> <p>Course-Level SLO Status:</p> <p>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:</p> <p>2009-2010</p> <p>2010-2011</p> <p>2011-2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013			
Course-Level SLO Status: Active	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))		
Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013			
Course-Level SLO Status: Active	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))		
Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013			
Course-Level SLO Status: Active	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.		
Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
(Created By Department - Sociology (SOC))			
Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013			
Course-Level SLO Status: Active			
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))			
Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013			
Course-Level SLO Status: Active			
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))			
Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013			
Course-Level SLO Status: Active			
Department - Sociology (SOC) - SOC 35Z - DEPARTMENT HONORS PROJECTS IN			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>SOCIOLOGY - SLO 2 - presentation - Students will give a presentation to the class, analyzing scholarly writing. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</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: 2009-2010 2010-2011 2011-2012 2012-2013</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: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Active</p> <p>Department - Sociology (SOC) - SOC 36X - 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:</p> <p>2009-2010</p> <p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>	<p>Course-Level SLO Status:</p> <p>Active</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:</p> <p>2009-2010</p> <p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>	
<p>Course-Level SLO Status:</p> <p>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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013			
Course-Level SLO Status:			
Active			
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))			
Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013			
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: 2009-2010 2010-2011 2011-2012 2012-2013			
Course-Level SLO Status:			
Active			
Department - Sociology (SOC) - SOC 36Z - SPECIAL PROJECTS IN SOCIOLOGY -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>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: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 40 - ASPECTS OF MARRIAGE & FAMILY - SLO 2 - Significance - Students will demonstrate an understanding of why the sociological imagination sociologically significant. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: 2011-2012 2012-2013</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>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013			
Course-Level SLO Status: Active			
Department - Sociology (SOC) - SOC 57 - CHILD ADVOCACY - SLO 1- Identification - Students will identify various types of child abuse. (Created By Department - Sociology (SOC))			
Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013			
Course-Level SLO Status: Active			
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))			
Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013			
Course-Level SLO Status: Active			
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))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013	Course-Level SLO Status: Active		
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))			
Assessment Cycles: 2011-2012 2012-2013	Course-Level SLO Status: Active		
Department - Sociology (SOC) - SOC 8 - POPULAR CULTURE - SLO 3 - Scientific Method - Students will identify the component parts of the scientific method. (Created By Department - Sociology (SOC))			
Assessment Cycles: 2011-2012 2012-2013	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 Cycles: 2011-2012 2012-2013	Course-Level SLO Status: Active		

