Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English and Math My Way are reviewed annually, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean's comments/reflection/next steps

2012-2013 Submission Deadline:
• Program review documents are due to Dean by December 14 for completion of Section 6.
• Dean completes section 6 and returns documents to program review team by January 7, 2013.
• Program review documents are due to the Office of Instruction by January 18, 2013.

Foothill College Program Review Cycle:
To see which template your department is scheduled to complete, check the Program Review Schedule: http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

Questions?
Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php

Basic Program Information - SOCIOLOGY

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 instructors who are dedicated both to their field and 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 members:

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

Existing Classified positions: N.A.

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Sociology Associates Degree	A.A	17
Sociology Associates Degree for Transfer	A.A.-T.	23-25
Sociology Certificate of Specialization—General Sociology	C.S.	13
Certificate of Specialization—Social Welfare	C.S.	27

*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 (transcriptable). A Certificate of Achievement is state approved (transcriptable).

Section 1. Data and Trend Analysis

1.1. Program Data:

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.

Transcriptable Programs	2010-2011	2011-2012	% Change
Sociology A.A.	28	21	-25%
Sociology A.A.-T	0	1	#INF

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Sociology Certificate of Specialization—General Sociology	20	22	10%
Certificate of Specialization—Social Welfare	0	3	#INF

1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment	2,289	2,487	9
Productivity (Goal: 546)	621	573	-8
Success	67%	63%	-4
Full-time FTEF	5.5	6.5	20
Part-time FTEF	5.5	6.5	20

Department Course Data (Attach data provided by IR or manually complete chart below)

	2010-2011			2011-2012		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success
SOC 1	932	636	67%	1,011	584	64%
SOC 8	151	503	64%	153	510	64%
SOC 10	71	631	72%	48	348	76%
SOC 11	100	751	82%	155	776	62%
SOC 15	87	580	62%	50	667	57%
SOC 19	240	640	62%	236	629	61%
SOC 20	239	637	63%	274	522	59%
SOC 21	13	#INF	77%	11	293	80%

SOC 23	34	453	40%	35	467	55%
SOC 30	103	549	68%	108	576	71%
SOC 36	3	#INF	67%	0	0	0
SOC 36X	0	0	0	2	#INF	100%
SOC 40	316	602	71%	404	598	61%

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

1. Enrollment trends over the last two 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 up 9% from the previous year.**
2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends.
   a. AA, AS, AA-T, AS-T, Certificates of Achievement: **The number of A.A. degrees in sociology decreased from 28 to 21 (considering the first A.A.-T. in Sociology was also conferred the total number of A.A. degrees is 22).**
   b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval 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. **There was a slight increase in certificates awarded. We do not track the students as to whether their certificates result in a tangible occupational benefit.**
3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546. **The Sociology department meets the college productivity goal. Productivity has gone down in the last year, possibly because of an administrative request to add more sections to meet increased enrollment demands or targets.**
4. 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?) **The course with the lowest enrollment (SOC 21) is "owned" by the Psychology department. SOC 23 had relatively low enrollment and production but is now being offered online, so we should see the enrollment/production numbers increase next year.**
   a. Please comment on the data from any online course offerings. **SOC 11 is offered exclusively online and has high enrollment and production.**
5. Curriculum and Student Learning Outcomes (SLOs)
   a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (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? **Curriculum is in compliance, with SOC 36 being eliminated and replaced by Independent Studies (SOC 70R).**

b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum? **None**

c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission. **The course level student learning outcomes center around three nodes: 1) The sociological imagination - in which students learn the connections between biography and history, personal troubles and public issues and self and society - and apply this understanding to real world examples. 2) Students' understanding of sociology and the connections between this and their professional, personal and civic lives. 3) Preparation of students to participate effectively in a democratic society.**

d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs? **There is a constant review of CORs and SLOs themselves and this review is also explicitly evaluated as part of a comprehensive faculty review process. All faculty must demonstrate that they teach to both the COR and SLOs consistently and effectively.**

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php

    a. Please discuss current outcomes or initiatives related to this core mission.

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php

    a. Please discuss current outcomes or initiatives related to this core mission. **The basis of the Sociology program is the transfer mission. The program recently put in place the AA-T degree in Sociology. We have also recently developed two new transfer courses to add to our program – including the Sociology of Gender and Sociology of Crime courses.**

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://foothill.edu/president/workforce.php

    a. Please discuss current outcomes or initiatives related to this core mission.

    b. Please attach minutes from your advisory board meeting(s).

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: http://foothill.edu/staff/irs/ESMP/index.php

    a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program. **The Sociology program is dedicated to student success for all of our students, particularly those who are underrepresented. Dr. John Fox has been attending seminars in the**

college community on teaching and retaining members of targeted groups. Dr. Gibbs and Dr. Fox both work tirelessly to communicate with and connect students to Foothill resources in counseling, psychological services, the tutorial center, financial aid, scholarship assistance (one example is the Jack Kent Cooke Foundation Undergraduate Transfer Scholarship for underrepresented students with significant financial need) the Foothill College library, the testing and disability resource center, the Veteran's center, the Transfer Center, the Stanford Research Program, Year Up, the Honor's Institute, the International Students' Center, the Heritage Month program, the Associated Students of Foothill College (ASFC), student clubs, such as the Gay Straight Alliance, and other student resource related organizations.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 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.

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

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Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO
1. What findings can be gathered from the Course Level Assessments? **Sometimes we hit our target, sometimes we don't. Because of the District Agreement, part timers often option their right not to record their SLO reflections.**

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program? **Because we don't have a sampling frame of students who attempt an AA in Sociology, we don't have a clear picture of who attempts and fails and why.**

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program? **The CL-SLOs accurately reflect the knowledge, skills and abilities students need in order to succeed in the program to the best of our knowledge with the data we are given during the process.**

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program? **It has not because instructors already had student learning outcomes prior to them being mandated. So the current SLO process has led to no improvement because we were already doing it before – just without all the paperwork. The current SLO process is very frustrating because it is incredibly time consuming and requires significant amounts of paperwork that take us away from being able to teach our classes and work with students effectively. The current SLO system perhaps makes administrators and**

other interested parties and those removed from the everyday classroom reality feel that instructors are being held accountable. The truth is that we have always been accountable and there has been no noticeable improvement in learning as a result of the current SLO program.

5. If your program has other outcomes assessments at the course level, comment on the findings. **NA.**

2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments? **58% of students completing the AA / AA-T are able to apply their understanding of sociology to their professional, personal and civic lives.**

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? **As it has been in effect for only one year, it has not yet led to program improvements.**

3. If your program has other outcomes assessments at the program level, comment on the findings. **N.A.**

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 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1. Increase the number of sociology majors	Long	Offered the A.A.-T degree for the first time.	Number of A.A. degrees conferred decreased in the last year; but it is still among the most popular majors in the Division.

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps

1. Continue to develop the Stanford Research Experience Program (R.E.P.)	Long	Develop partnership with Stanford University and provide students an opportunity to participate in research	Looking for new office space on campus for R.E.P.
2. Expanding the FHDA district's Institutional Review Board	Long	This will provide students an opportunity to conduct empirical research and present findings at conferences.	Working with the Psychology department, Dean of Student Services, and Office of Institutional Research to expand our IRB access and process.
3. Supporting the development of the Gerontology Program, including the A.A.-T degree in Gerontology	Long	This will increase the transfer rate of Gerontology students to CSUs.	Working with Gerontology Part-Time faculty in supporting them to develop their program.
4. Social Science Research Lab	Long	This will give students practical experience in data collection and analysis and provide a means to which they can complete their own research. Will also provide an important space for delivery of our new Soc / Psych 7 Statistics for the Behavioral Sciences course. As such, this lab will alleviate pressure on other classroom space.	Finding a dedicated room and computers for the lab

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's <u>unfunded</u> 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 3.2 and/or rationale
Full Time Gerontology Instructor	52,640-86,454	Sociology faculty have been supporting the Gerontology program, which consists of

		two part-time faculty. A full-time faculty position is needed to address the developing needs of the department and to take the work off of Sociology faculty.

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

Position	$ Amount	Related Goal from Table in section 3.2 and/or rationale

One-time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale

Ongoing B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.2 and/or rationale

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale
Room for R.E.P.		The R.E.P. is losing its temporary office around March, 2013 and they need a permanent place on the Foothill campus to administer the program and conduct studies.
Social Science Research Lab		A social science research lab would facilitate the teaching of Soc/Psych 7 and 10 and would free up classrooms space that can be used for other classes.

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles. **None made.**

5.2 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**? In regards to the viability of our program, no concerns have been expressed.**

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program? **After developing new courses we are now delivering them in 2012-2013. We have brought on new part-time faculty to teach more courses online (Soc 23 and Soc 10). The two full-time faculty are involved in the college curriculum committee and participate on committees and student organizations. All of our faculty are resources for students' academic, professional and personal growth. We regularly meet as a department and discuss issues of pedagogy and matters pertinent to the discipline.**

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:
The Sociology Program is one of the core transfer-focused disciplines at Foothill College and serves many students seeking four-year degrees. With strong enrollment and productivity, the Sociology Department also confers approximately 25 associate degrees per year, and that number can grow with the recent addition of an Associate in Transfer Degree. Sociology was one of the first programs at Foothill to have an AA-T degree approved. The program faculty have taken a leadership role in curriculum development within the BSS division and recently two new courses within sociology were approved, The Sociology of Crime and the Sociology of Gender. Program faculty are concerned about student success and in particular meeting the needs of underrepresented students, through making sure students are aware of support services available to them. The program participates in the Stanford Research Program, which allows students to participate in research studies conducted by Stanford graduate students.

6.2 Areas of concern, if any:
No serious areas of concern. The program has expressed frustration with the SLO process and in particular the assessment of course-level SLOs which program faculty view as having no direct effect on student learning or improvement of learning in the classroom. Nevertheless, faculty are engaged in the evaluation of student learning and are committed to the same end as the SLO system seeks. The program put forth a request for a full-time faculty member for the Gerontology program, a program that was discontinued beginning in Fall 2012. The division cannot prioritize the request due to this reality.

6.3 Recommendations for improvement:

Evaluate non-transcriptable certificates and make a recommendation for their continued efficacy in the coming year.

6.4 Recommended next steps:
X Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

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
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)) **Start Date:** 09/23/2011 **End Date:** 12/20/2011 **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Exam - Standardized **Target for Success:** 85% correct rate or above indicates success.	12/19/2012 - 75% of students responded correctly to this question. However another 20% of students identified one of the pairings - so this means that 95% of the students are correctly identifying the pairings so this is really good. 95% of the students are getting the idea that the pairings are important and connected to the sociological imagination. An additional 3% of students said "none of the above". The remaining 2% did not respond to the question. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This SLO relates to critical thinking and community because it helps students see how personal troubles are shaped by larger communities and public policy.	12/19/2012 - To keep having students read the article and discussing with them the salient points from it. To keep having students discuss the main points of the article to demonstrate their understanding of it.
		10/17/2012 - 75% of students answered this question correctly **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Reading and writing support is recommended for students in this class. **GE/IL-SLO Reflection:** Maybe a 75% correct response rate is ok and an 85% correct response rate is just too ambitious.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		02/01/2012 - Between 80% - 82% of students in this class answered the question correctly. Data varies because the system doesn't total 100% for unknown reasons. It says 80% chose the correct answer, and 18% chose incorrect responses for a total of 98% with all students choosing a response. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Continued Etudes tracking information **GE/IL-SLO Reflection:** Actually, in Etudes, starting with this quarter (Fall 2011), detailed tracking of student activity was provided. As a result, I can now see how many of my students are attending lectures and participating in discussions. Now, armed with this information, I can take steps to ensure all students are both attending lectures and discussion them. This will increase understanding of this concept and therefore raise correct scores on the assessment.	02/01/2012 - I can take steps to ensure all students are both attending lectures and discussion them. This will increase understanding of this concept and therefore raise correct scores on the assessment. 02/01/2012 - I can take steps to ensure all students are both attending lectures and discussion them. This will increase understanding of this concept and therefore raise correct scores on the assessment. 02/01/2012 - I can take steps to ensure all students are both attending lectures and discussion them. This will increase understanding of this concept and therefore raise correct scores on the assessment.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** A five page paper in which the student analyzes how social and historical forces shaped their biography. **Assessment Method Type:** Essay/Journal **Target for Success:** 70%	12/27/2012 - 82 out of 95 (86%) earned a grade of "C" or better. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Sociology (SOC) - SOC 1 - INTRODUCTION TO SOCIOLOGY - SLO 3 -	**Assessment Method:** Students are asked to identify the correct	12/19/2012 - 79% of students responded correctly to this question but this is actually 23 out of 29	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Scientific Method Basis - Students will identify the basis of the scientific method. (Created By Department - Sociology (SOC)) **Course-Level SLO Status:** Active	response in a multiple choice question and answer set. **Assessment Method Type:** Exam - Standardized **Target for Success:** 85% correct.	students. In light of the small sample size, I think this is a success and the target has been met. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This connects to computation and critical thinking because it asks students to analyze the scientific method.	12/19/2012 - The course continually asks students to consider empirical evidence. It is more likely that students can demonstrate their understanding of this process more successfully at the culmination of the course. This assessment is from the mid term exam. Scores on this metric improve as students move through the course.
		02/01/2012 - Correct response is: empirical evidence. 82% of students correctly answered this question. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Continued Etudes tracking information **GE/IL-SLO Reflection:** This is the first quarter I have had access to detailed tracking information in the Etudes system. I can see that many students did not attend all lectures and discussions. Doing so would increase assessment findings.	02/01/2012 - I can take steps to ensure all students are both attending lectures and discussion them. This will increase understanding of this concept and therefore raise correct scores on the assessment.
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)) **Course-Level SLO Status:** Active			
Department - Sociology (SOC) - SOC 1 - INTRODUCTION TO SOCIOLOGY - SLO 5 -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Important ideas - Students will identify two of the most important ideas in Sociology as a field of study. (Created By Department - Sociology (SOC)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
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)) **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 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	06/20/2012 - On exam 2, students scored an average of 64.3/80 (80.6%). The exam asked students questions about various claims from research studies and analytical questions about data analysis practices. For example, students were given examples of research studies and then asked what type of data analysis should be conducted on the study. Also, students were asked about the validity of mock claims from examples of research studies. For example, a study was described, including it's methods and data, and then students were asked to evaluate the number of possible claims about the studies findings. Some claims were valid, while others were not. Overall, most of the class successfully	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		passed this exam and performed satisfactorily on the questions that assess claims, data, and findings. In fact, 22/26 students who took the test passed the exam. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** The Statistical Software Package: SPSS **GE/IL-SLO Reflection:** This course-level SLO also feeds into the IL-SLO of communication and computation. By demonstrating proficiency in applying statistical analysis to research study designs, and also by having to write conception answers to questions related to study design, students are demonstrating communication and computation skills	
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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **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))			
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))			
Department - Sociology (SOC) - SOC 14 - SOCIOLOGY 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Select exam questions applicable to this SLO. **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Sociology (SOC) - SOC 15 - LAW & SOCIETY - SLO 2 - Theoretical approaches - Students should be able to compare and contrast major theoretical	**Assessment Method:** The midterm exam asks the students to answer the following questions, ?What are the differences and similarities between the	10/01/2012 - This SLO is very important. Understanding the two major theoretical approaches?functionalism and Marxism?is essential to understanding society. 22 students	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
approaches to the study of law and society. (Created By Department - Sociology (SOC)) **Course-Level SLO Status:** Active	functionalist and conflict approaches?? **Assessment Method Type:** Exam - Course Test/Quiz	who answered the question in the Summer 2012 course, 19 received a passing grade on the question. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** This SLO specifically addresses the core concept of theory and society (Community and Global Consciousness). It requires that students demonstrate how law and society is understood in theoretical terms.	
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 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Multiple Choice Exam Question **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70%	11/02/2011 - 28 out of 34 students (82%) answered this question correctly. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Multiple-choice question regarding the components of harm reduction. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70%	03/25/2013 - 21/25 students (84%) answered the question correctly **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Exam question. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70%	09/27/2012 - Findings: 1) 12 out of 23 students scored proficient or excellent 2) 7 out of 23 students scored at adequate 3) 3 out of 23 students scored at developing 4) 1 out of 23 students scored at unacceptable Reflection: Over the past few quarters, I have reorganized the class to better teach this key concept. They have lots of practice on smaller assignments that helps prepare them to answer the final exam essay question written to assess their ability to explain the connection between private troubles and public issues as they relate to the social problems we've addressed in class. While a majority of them really took advantage of this slower process of learning the sociological imagination (as evidenced by their thoughtful & comprehensive essay answers), a few students struggled with incorporating things learned earlier in the quarter to their final essay answer. I need to find other ways to remind them to use all of the class sources to support and guide their work. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Exam question **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70%		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Essay on Women and their portrayal in the media. **Assessment Method Type:** Essay/Journal	09/25/2012 - Essay questions needed to be reworded to ensure that students would better reflect on how patriarchy affects women?s psychology, and so that faculty could more clearly see their progress. The reworked questions helped a lot to direct students to reveal their understandings. All but one student in the class (95%) successfully completed the assignment. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
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))	**Assessment Method:** Multiple-choice question. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70%	04/27/2012 - 16/26 (61%) answered the question correctly. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		This falls short of my goal of 70% answering the question correctly. The question referred to lecture material only-- not course readings, and that day 20 students out of 26 were in attendance. In the future I would choose a multiple choice question that is reinforced by the course reading material.	
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))	**Assessment Method:** Multiple-choice question on the theories of gender socialization **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70%	12/27/2012 - 14/14 (100%) of students answered the question correctly. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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:** End of Academic Year **Course-Level SLO Status:**			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 life. (Created By Department - Sociology (SOC)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:**			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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:** End of Academic Year **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:** End of Academic Year **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. (Created By Department - Sociology (SOC)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - Sociology (SOC) - SOC 35Y - DEPARTMENT HONORS PROJECTS IN			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
SOCIOLOGY - SLO 2 - presentation - Students will give a presentation to the class, analyzing scholarly writing. (Created By Department - Sociology (SOC)) **Assessment Cycles:** End of Academic Year **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:** End of Academic Year **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
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))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Analyze Essay/journal for inclusion of accurate sociological terms, concepts and theories. **Assessment Method Type:** Essay/Journal **Target for Success:** 70%	08/31/2012 - 2/2 students included sociological terms, concepts and theories in their analyses of patterns of human interaction. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** None.	
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Assessment Cycles:** End of Academic Year **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:** End of Academic Year **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.			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Sociology (SOC)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Question on quiz: identify "troubles" and "issues." **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70%	04/25/2012 - 70% of students answered the question correctly. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** While target met, it was just barely. More emphasis is needed in class time.	
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)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
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))	**Assessment Method:** Students will be able to demonstrate through writing, understanding of a sociological concept discussed in class. **Assessment Method Type:** Essay/Journal **Target for Success:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Inactive	80% at high level competency or above.		
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)) **Course-Level SLO Status:** Inactive	**Assessment Method:** Students will through a writing assignment, demonstrate that they can practice and apply understandings of directed readings, discussions and projects in sociology. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% at high competency level or above.		
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)) **Course-Level SLO Status:** Inactive			
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:** End of Academic Year **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))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year **Course-Level SLO Status:** Active			
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)) **Start Date:** 02/18/2012 **End Date:** 06/20/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90 %		
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)) **Start Date:** 02/18/2012 **End Date:** 06/20/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90 %		
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	**Assessment Method:** Students are asked to complete readings, discussions on this question. Question is given in a multiple choice format. **Assessment Method Type:**	12/19/2012 - 81% of students answered this question correctly. The rest, answered one of the other components. This indicates that most students have learned the material and still the	12/19/2012 - Continue to introduce and discuss these concepts in class.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Sociology (SOC)) **Start Date:** 09/23/2011 **End Date:** 12/20/2011 **Course-Level SLO Status:** Active	Exam - Standardized **Target for Success:** 85% correct.	majority can answer correctly. In light of this, I feel the target is being met. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This is critical thinking and the responses demonstrate the students are understanding the connections between popular culture and critical thinking / empirical evidence to claims.	
		02/01/2012 - 80% answered this question correctly. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Continued Etudes tracking information **GE/IL-SLO Reflection:** This is the first quarter detailed tracking information has been available in Etudes.	02/01/2012 - I can take steps to ensure all students are both attending lectures and discussion them. This will increase understanding of this concept and therefore raise correct scores on the assessment. _____
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)) **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)) **Course-Level SLO Status:** Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 09/26/2011 **End Date:** 12/20/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students must choose the correct answer to a multiple choice question. **Assessment Method Type:** Exam - Standardized **Target for Success:** 85%	12/19/2012 - 87% of students answered this correctly. The remainder named a leading component - except for one student who did not respond. So they had the right idea, just didn't identify the best response. This was a very sharp class with a lot of high performing student. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	12/19/2012 - Continue to discuss the importance of the scientific method and empirical evidence in the social sciences in this course.
		02/01/2012 - Only 60% of students answered this question correctly. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Continued Etudes tracking information **GE/IL-SLO Reflection:** Armed with important tracking information, I will be able to construct the course so students MUST attend all lectures and discussions. This will increase success rates.	02/01/2012 - I can take steps to ensure all students are both attending lectures and discussion them. This will increase understanding of this concept and therefore raise correct scores on the assessment. 02/01/2012 - I can take steps to ensure all students are both attending lectures and discussion them. This will increase understanding of this concept and therefore raise correct scores on the assessment.