Basic Program Information

Department Name:

Sociology

Division Name:

Business and Social Sciences

Program Mission(s):

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

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

Name	Department	Position
Patricia Gibbs	Sociology	Instructor
John Fox	Sociology	Instructor

Please include the following information about your program:

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

Please list all existing Classified positions:
Example: Administrative Assistant I

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

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

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

Section 1: Data and Trend Analysis

Please complete the appropriate data elements.

A) Instructional Program Data:

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

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
Sociology	21	21	11	**-43%**
Sociology for Transfer	1	7	9	**+29%**

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	2,487	2,435	2,494	2.4%
Productivity (College Goal 2014-15: 535)	564	539	487	-9.6%

B) Student Services Programs Data

Please enter the number of students served over the last 3 years.

	2011-2012	2012-2013	2013-2014	% Change
Students Served				

This data was obtained via the following sources (circle): CCC Apply, Ask Foothill, Credentials, SARS, Other (List)_____

C) Administrative Unit Data

Please enter the information below.

Dimension	2011-2012	2012-2013	2013-2014
Students Served (Unduplicated)			
Faculty Served			
Staff Served			
Full-time FTEF			
Part-time FTEF			
Full-time Staff			
Part-time Staff			

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data? (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

For fall 2012 (latest year available), there were 16 sociology transfers to the CSU system, which ranked #3 after accounting(19) and psychology (18). In addition, there were 5 transfers in social science/behavioral science and social welfare, which are closely related. We do not have similar figures for the UC system; however, 65 students were admitted to UCLA in social science-related majors, which is the most detailed information we have.

What is critical to note is that sociology supports more than sociology majors. Examples of other majors that have articulated one or more of our sociology courses as part of the lower division major preparation:

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

CSU transferable sociology courses:

SOC 1   Introduction to Sociology   5

Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

The college's commitment to student equity is enthusiastically welcomed by the sociology department. To that end, Dr. Fox is contributing to this goal by participating in the equity workgroup and organizing other faculty to launch a First-Year Experience program at Foothill College. Since first generation students are disproportionately African American, Latino, and Pacific Islander, this should increase the success rates of these students throughout their time at Foothill. Dr. Fox is also working on bringing embedded tutors into his classroom to work with all students, but this should increase the success of targeted groups. Dr. Gibbs is instituting a system in her classes whereby students can gain extra credit for attending Teaching and Learning Center workshops. We are also very interested in the College's plans to address the equity gap and look forward to seeing those plans. Finally, Drs. Gibbs and Bauermeister are working on the Online Education Initiative and will address equity issues in this capacity.

If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

There are differences. Our overall success rate is 64%, but for African American students it is 46%, for Latino students it is 51%, for Filipino 60% and Pacific Islander, 50%. There are many reasons for these differences. One reason is our large number of online courses. Of our 86 sections offered, 49 of them (57%) are online. We know that members of targeted groups have lower success rates in online courses than face-to-face courses, and this is really shown among African American students. Of the 267 grades in courses by African American Students, 210 (79%) were in online courses, and African American success rates in online courses is 45%. When looking at only face-to-face or hybrid courses, the success rates for African Americans is 49%. While this is still not equity, we see a significant difference.

We can work toward our equity goals by doing the following work:
- Promoting our face-to-face courses.
- Work with COOL to address inequities in online courses.
- Bring in embedded tutors to work in sociology classes.
- Work with other departments, such as Athletics, to help with success rates.
- Participating in the First-Year Experience program.
- Work more closely with the Foothill TLC program.

Section 3: Outcomes Assessment Summary

A) **Attach 2013-2014 Course-Level** (for Instructional Programs Only) – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

B) **Attach 2013-2014 Program Level** – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 4: Assessment and Reflection

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

A) **For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?**

> We haven't made curricular, pedagogical, or other changes as a result of our CL-SLOs. We consistently meet our targets, with 79-100% of students meeting the CL-SLO. We are more concerned with other areas, including retention of students and equity. Our 64% course completion rate is a more pressing matter than CL-SLOs. The steps we are taking to address these issues—especially the use of embedded tutors—may also improve our CL-SLO success rates.

B) **For instructional programs only, how has assessment of program-level student learning outcomes led to certificate/degree program improvements?   Have you made any changes to your program based on the findings?**

> Our assessment of our PL-SLOs is pretty strong. We have at least an 87% success rate. Our main challenge is measurement, since the PL-SLO is only measured by full-time faculty. Assessment of PL-SLOs has not led to certificate-degree improvements, and we have not made any changes to our program based on our findings.

For all programs: Instructional, Students Services, Administrative

C) **How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?**

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

Our CL-SLOs are centered around sociological concepts, especially the all-encompassing sociological imagination. This has shaped our PL-SLOs on applying sociological concepts to one's professional, personal, and civic lives. This prepares students for transfer, not only by teaching them sociological concepts but being able to serve one's community.

D) **What do members of your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

The sociology department meets quarterly and discusses all challenges to teaching and programs. In our discussion of our CL-SLOs and PL-SLOs, generally don't see how they indicate pressing areas where improvement is needed. Our success rates are good and making changes in pedagogical approaches might actually decrease our SLO success rates. Therefore, we spend more time discussing improvements in other areas, such as retention.

Section 5: Program Goals

Please comment on progress you have made on program goals from prior program reviews.
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
1. Develop more cohesion within the department between full-time and part-time faculty	N	In progress	We meet quarterly and discuss the challenges we face in teaching, the latest research in sociology, and the part-time faculty's future career goals.
2. Develop a Global Studies program	N	In progress	Two course outlines were written by Dr. Gibbs; however, because of a new C-I.D. transfer model curriculum being written, the development of the program is on hiatus.

Please list any new goals for your program you would like to undertake this year. The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Participate in a new First-Year Experience program	First-Year Experience programs are considered a High-Impact practice, and because first-generation college students are more likely to be members of targeted populations, this should contribute to closing the achievement gap and supporting transfer rates.	The establishment of the program, with sociology included.
2. Work with embedded tutors in Sociology courses.	Tutors will work with students struggling in the class, which should increase success rates, and therefore lead to higher transfer rates.	By institutional research statistics.
3. Promote a culture of academic integrity	This is a part of offering educational excellence and will help students succeed in their courses by actually learning the material instead of cheating	Decreased reports of cheating.

Section 6: Program Resources and Support

To be completed only if making a new resource request.

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

Full Time Faculty and/or Staff Positions

Position	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Hiring Embedded tutors	In order to increase student success by providing tutors in the classroom, tutors must be hired.	N
Hire a staff person at testing center.	The testing center is understaffed. More staff would allow for closer proctoring and promote a culture of academic integrity	N

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)
Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.		% Time

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
1. A more functional work space in the BSS General Office area by the photocopier for example that includes a table for arranging photocopying, stapling and hole punching and otherwise arranging course materials.	$0.00	
2. A public shredder for use in BSS General Office Area.	$200-$400	
3. Green paper in the photocopy area of the BSS General Office for making "green sheets" (Syllabi) actually green .	$400.00	
4. Updating Dr. Gibbs' Foothill Computer from 4GB of RAM– the technician suggested updating it to 8GB of RAM.	$50.00	
5. Current DVDs for viewing in classes.	$400.00	

Section 7: Program Review Summary

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

Recommendation	Comments
1. Hiring a new sociology faculty	Of course this is something every department wants. With our productivity numbers slipping this year it is difficult to justify hiring a third faculty. A large number of our sociology sections are taught by part-time faculty; we have two full-time faculty but 7.7 FTEF.
2. Reflection on SLOs	We assess and reflect on SLOs. However, we truly do not see where we could improve on some already good, solid outcomes. Also, we do not see how, theoretically and pedagogically, making changes in our teaching would increase our success rates. However, we spend a lot of time reflecting on other areas of our program that could use improvement, including equity, retention, increase of success rates, and curriculum development.

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

The sociology faculty are involved in a lot of things in the department, division, and college, including curriculum development, tenure-review committees, the Online Education Initiative, equity, academic integrity, college clubs, and honors. Our classes are popular with students, particularly those of target groups; for example, 55% of those obtaining an A.A. in 2014 were African American, Latino, Filipino, or Pacific Islander. Many of our students transfer as sociology majors to prestigious universities, graduating with sociology degrees and many pursue graduate studies. We work very hard on improving both our knowledge base and teaching methods by attending professional conferences and subscribing to professional journals, such as *Teaching Sociology.* Dr. Gibbs was a Stanford Fellow last year studying Human Rights Education and has a forthcoming article being published in *Teaching Sociology.* We train students in the critical examination of society as a whole; thus, we model that critical analysis in our own institution. Most of all, we care deeply about our students' education and well-being, and judging from the feedback we get from our students, they know this about us. We are constantly striving to improve our program; however, some of our improvements, especially developing the transcriptable certificate and a SOC 1H course, seem to be lost in the bureaucracy.

Section 8: Deans Feedback and Follow Up

This section is for the Dean to provide feedback.

A) **Strengths and successes of the program as evidenced by the data and analysis:**

The Sociology Program is a strong and active department and academic discipline at Foothill College that is offering high quality degrees and classes to students. The Program was one of the first to have its AAT degree approved and nine students received the degree in 13-14, up from seven the year before. The faculty are engaged in their curriculum and assessments of learning outcomes are ongoing and rich. The department meets frequently and engagement between full-time and part-time faculty is strong. The two full-time faculty in the department are both active and pursue learning opportunities off campus including research and professional development. The Sociology curriculum is up-to-date and SLOs are reflected upon and evaluated. Enrollment and productivity are both solid and stable. Sociology classes serve underrepresented students very well and the program success rates are strong. As stated above, the faculty care deeply about their students and are constantly looking for ways to engage at-risk students, improve retention and help students succeed.

B) **Areas of concern, if any:**

I am concerned about the comment that a SOC 1H course and a transcriptable certificate were "lost in the bureaucracy." I encourage the department faculty to meet with the Dean or other campus curriculum committee members to discuss ways to facilitate these initiatives moving forward. With the transition to a new Workforce curriculum approval process, the career certificate approval process is more thorough than in the past.

C) **Recommendations for improvement:**

All of the funding requests are able to be met with Division resources so I encourage the faculty to move forward with the Dean on those purchases. The Child Advocacy class is one that has the potential to serve an important population in our community and I encourage the faculty to work with the Dean to find an adjunct instructor who could develop this class and tie it to community organizations that would bring enrollment.

D) Recommended next steps:

__X_ Proceed as planned on program review schedule

___ Comprehensive Program Review (Out of cycle) Recommended

___ Remediation Plan Recommended

Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Foothill College
Department - Sociology (SOC)

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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.	12/03/2013 - 76% of students responded correctly to this question. However another 19% 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 2% of students said "none of the above". The remaining 3% did not respond to the question. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.
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%	04/07/2014 - 86% (61/71) successfully analyzed how social and historical forces shaped their biography. I consider this a great success. Out of the 10 that did not reach the goal, eight of them were in my 8am class. I don't think pedagogical changes are warranted at this time, especially since students have the option of rewriting the paper if they are not satisfied with the grade. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

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 3 - Scientific Method Basis - Students will identify the basis of the scientific method. (Created By Department - Sociology (SOC)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are asked to identify the correct response in a multiple choice question and answer set. **Assessment Method Type:** Exam - Standardized **Target for Success:** 85% correct.	12/03/2013 - 80% of students responded correctly to this question. I think this is a success and the target has been met. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This connects to computation and critical thinking because it asks students to analyze the scientific method.	01/13/2014 - 80% of students responded correctly to this question. I think this is a success and the target has been met. 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.
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:** Research Proposal **Assessment Method Type:** Essay/Journal **Target for Success:** 70%		
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	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Sociology (SOC) - SOC 14 - SOCIOLOGY OF CRIME - Theory - Students will understand and apply the various criminological theories. (Created By Department - Sociology (SOC))	**Assessment Method:** Students will write an essay in which they apply various criminological theories **Assessment Method Type:** Essay/Journal **Target for Success:** 70%	06/27/2014 - 14/15 (93%) of students successfully applied various criminological theories in this essay. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** The midterm exam asks the students to answer the following questions, ?What are the differences and similarities between the functionalist and conflict approaches?? **Assessment Method Type:** Exam - Course Test/Quiz		
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%		
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%	06/25/2014 - Out of 11 students who took this quiz, 9 students (82%) answered the question correctly. The two people who did not answer the question correctly often have challenges attending class, which explains why they did not answer it correction. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

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%		
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		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Multiple-choice question. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70%		
	Assessment Method: Term paper **Assessment Method Type:** Essay/Journal **Target for Success:** 70%		
Department - Sociology (SOC) - SOC 28 - SOCIOLOGY OF GENDER - Social	**Assessment Method:** Analytical paper demonstrating an		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Construction - Students will demonstrate an understanding of the social construction of gender. (Created By Department - Sociology (SOC)) **Course-Level SLO Status:** Active	understanding of the social construction of gender. **Target for Success:** %		
Department - Sociology (SOC) - SOC 28 - SOCIOLOGY OF GENDER - Socialization - Students will analyze sociological theories of gender socialization. (Created By Department - Sociology (SOC))	**Assessment Method:** Essay applying theories of gender socialization to one's life. **Assessment Method Type:** Essay/Journal **Target for Success:** 70%	01/14/2014 - 94% (15/16) students successfully applied the theories of gender socialization to their lives. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** It is not surprising that the students did so well, as they have learned theories of gender socialization in other courses.	
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%		
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%	09/24/2014 - 82% of students were proficient in this area. This was a bright group of students and, for those who attend regularly, they have good command of the concept. The importance of the concept is in the fact that troubles and issues are linked and apply directly to families and close personal relationships. In class, we use the example of divorce and how it is definitely	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		experienced as a personal trouble for those going through it. On a larger level, we talk about how there is a "rate" of divorce and how that rate is considerable. This tells us that there is something in the social structure that contributes to divorce and therefore that divorce is not simply a personal trouble... it is a public issue. Then we go further into what the societal level contributing factors are to divorce of which their are many - the economy, levels of inequality, education level of women and men, religions practiced, levels of unemployment etc. I will continue to stress the concept and give student opportunities to explore it more in this course moving forward. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** This outcome is related to Communication as students have to demonstrate their understanding of the concept by discussing it in class. It is related to Computation because the basis of the concept is empirical data. It is related to Creative, Critical, and Analytical Thinking because by demonstrating your use of the concept, you have to be creative and think outside the box. It is related to Community/Global Consciousness and Responsibility because the concept is rooted in the idea that personal troubles are embedded in public issues. So it related to all four institutional SLOs.	

Department - Sociology (SOC) - SOC 54H -
HONORS INSTITUTE SEMINAR IN

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
SOCIOLOGY - Demonstrate understanding of concept - Students will be able to exhibit understanding of a sociological concept discussed in class. (Created By Department - Sociology (SOC)) **Course-Level SLO Status:** Inactive	**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:** 80% at high level competency or above.	01/14/2014 - 100% of students (13/13) demonstrated an understanding of the social construction of health and illness. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** As this is a one-unit honors course, it is not surprising that all students attained an understanding of a sociological concept.	
		01/13/2014 - 82% of students were able to demonstrate through writing, understanding of a sociological concept discussed in class. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Overall, students were able to demonstrate understanding of a sociological concept. In the online classes, students chose a sociological term, defined it and applied it to a real life situation. In light of this, I think that what I am doing in class helps students to learn and apply sociological concepts.	
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.	01/13/2014 - 80% of students demonstrated and applied an understanding of directed readings, discussions and projects in sociology. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Students had good success with this due to course time dedicated to explanation and reinforcement of how to apply and discuss sociological material.	

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 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 are asked to complete readings, discussions on this question. Question is given in a multiple choice format. **Assessment Method Type:** Exam - Standardized **Target for Success:** 85% correct.	09/24/2014 - 85% of the students were in the proficient range. This is good. I will keep doing what I am doing in teaching this material and remain vigilant in highlighting and applying the importance on this concept in the course. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** This outcome is related to Communication as students have to demonstrate their understanding of the concept by discussing it in class. It is related to Computation because the basis of the concept is empirical data. It is related to Creative, Critical, and Analytical Thinking because by demonstrating your use of the concept, you have to be creative and think outside the box. It is related to Community/Global Consciousness and Responsibility because the concept is rooted in the idea that personal troubles are embedded in public issues. So it related to all four institutional SLOs.	
		12/02/2013 - 84% 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 majority can answer correctly. In light of this, I feel the target is being met. **Result:** Target Met **Year This Assessment Occurred:**	01/13/2014 - 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
		2013-2014 **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.	
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%	12/02/2013 - 85% 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:** 2013-2014	12/19/2012 - Continue to discuss the importance of the scientific method and empirical evidence in the social sciences in this course.

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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BSS-SOC) - Sociology AA/AA-T - 1 - Students completing this degree will be able to demonstrate a working knowledge of the core concepts of sociology (social structure; culture; social stratification and inequality; race, ethnicity, and gender; and globalization). **SLO Status:** Active	**Assessment Method:** The pretest will be a survey asking students to define the core concepts in sociology and the post test will be an analysis of students' past work and/or a prompt focusing on core concepts in Sociology **Assessment Method Type:** Pre/Post Test **Target:** 70%	07/30/2014 - Of the 21 students who were sampled, 17 (81%) met this requirement. We believe that we really had 100%; however, the remaining four students sampled were not students of the two full time faculty members, and since we cannot ask our part-time members to participate in this process because they are not paid to do so, we cannot be 100% sure the remaining four met this learning outcome. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Program (BSS-SOC) - Sociology AA/AA-T - 2 - Students completing this degree will be able to apply their understanding of sociology to their professional, personal and civic lives. **SLO Status:** Active	**Assessment Method:** The pretest will be a survey asking student to apply their understanding of sociology to their professional, personal, and civic lives and the post test will be an analysis of students' past work and/or a prompt focusing on the understanding of sociology to students? professional, personal, and civic lives **Assessment Method Type:** Pre/Post Test **Target:** 70%		