## BASIC PROGRAM INFORMATION

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

**Program/Department Name:** Sociology

**Division Name:** Business and Social Sciences

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

| Name | Department | Position |
|---|---|---|
| John Fox | Sociology | Sociology Instructor |
| Patricia Gibbs | Sociology | Sociology Instructor |
| | | |

**Number of Full Time Faculty:** 2     **Number of Part Time Faculty:** 6

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

## SECTION 1: PROGRAM REFLECTION

**1A. Program Update:** Based on the program review data, please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

Overall, our course success rates improved by 3% from 2013-2014, from 64% to 67%. For targeted groups, our success rates improved by 7%, from 51% to 58%. While we have not closed the achievement gap in sociology, we are making progress. Our online classes showed strong improvement as well. Our overall success rates improved 5%, from 63-68%, and our online course success rates for targeted groups impoved 11%, from 49% to 60%. We have also seen an increase in the number of A.A./A.D.T. degrees awarded, from 21 in 2013-2014 to 39 in 2014-2015.

**1B. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

From last year, SOC 1H found its way out of the bureaucracy and was taught in fall 2015. Unfortunately, our transcriptable certificate is still "lost in the bureaucracy." Because of concerns from the curriculum committee regarding courses in the catalog that are not taught, we had to terminate SOC 57. This year, Dr. Gibbs has been working on the Online Education Initiative and on the new Global Studies ADT. Dr. Fox has been working on First-Year Experience and will be teaching in the program in spring 2016. Dr. Fox will also be working on the new Social Justice ADT, which, over time, should increase enrollment in SOC 28 (Race and Ethnic Relations) and SOC 28 (Sociology of Gender).

**1C. Measures of Success:** What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

As we continue our work we hope to see improvement in student success rates, especiallly among

| targeted ethnic groups, as well as increased enrollment and a general increase in interest in sociology. |
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**1D. EMP Goal:** The 2015-2020 Educational Master Plan (EMP) includes the following goal:
*"Create a culture of equity that promotes student success, particularly for underserved students."*

Based on the program review data, tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

| Sociology will be participating in First-Year Experience, with Introduction to Sociology offered in Fall 2016. Dr. Fox participates on the equity workgroup and is currently exploring ideas on how to increase student success in sociology. Dr. Gibbs is a full launch / pilot instructor for the new Online Education Initiative (OEI)  learning management system (LMS) for online course delivery for the college. As part of this, she developed a SOC 1 Online course in the Canvas LMS. In an effort to improve equity and success rates, the OEI has enabled pilot instructors to use two online program tools - "NetTutor" and "Quest for Success."  Unfortunately, both of these online tools had a rocky start and did not deploy properly. Thus the level of good that they provided is yet to be determined. Dr. Gibbs will continue to use these two equity-based program tools as long as they are available and / or effective. In addition, in order to promote student success we encourage and support more collaboration and funding for student support services, such as the DRC, Pyschological Services, and Health Services. |
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## SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

| Program Objective | Implementation Timeline | Progress Measures |
| --- | --- | --- |
| *Example: Offer 2 New Courses to Meet Demand* | *Winter 2016 Term* | *Course Enrollment* |
| Participate in development of Global Studies ADT | Submitted to College by Fall 2016 | Establishment of the ADT |
| Participate in development of Social Justice ADT | Submitted to College by Fall 2016 | Establishment of the ADT |
|  |  |  |

**2B. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information.

| Resource Request | $ | Program Objective (Section 2A) | Type of Resource Request | | | |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Full-Time Faculty/Staff Position | One-Time B-Budget Augmentation | Ongoing B-Budget Augmentation | Facilities and Equipment |
|  |  |  | ☐ | ☐ | ☐ | ☐ |
|  |  |  | ☐ | ☐ | ☐ | ☐ |

**2C. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

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## SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

**3A. Attach 2014-2015 Course-Level Outcomes**: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**3B. Attach 2014-2015 Program-Level Outcomes**: 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: FEEDBACK AND FOLLOW-UP

**This section is for the Dean/Supervising Administrator to provide feedback.**

**4A. Strengths and successes of the program as evidenced by the data and analysis:**

Sociology continues to be a popular and sought after discipline for many students at Foothill College.  In 14-15, 28 students were awarded an AA in Sociology and 30 students were awarded an AD-T in Sociology making it one of the highest in the division.  I commend the two full-time faculty for actively participating in the Online Education Initiative (OEI) and the First Year Experience (FYE). Their contribution and experiences in these programs have greatly benefitted both students and faculty. I am excited to see this program take an active role in the development of two more AD-Ts which will greatly enhance the transfer success of our students.

**4B. Areas of concern, if any:**

None at this time

**4C. Recommendations for improvement:**

I support the suggestion to collaborate further with DRC, Health Services and Psychological services so that we may better serve our students.  One option would be to invite a staff member from these departments to department meetings so that questions may be answered and faculty and staff can brainstorm ideas to improve student success.

**4D. Recommended Next Steps:**
☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*

# 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))<br>**Start Date:**<br>09/23/2011<br>**End Date:**<br>12/20/2011<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Exam - Standardized<br>**Target for Success:**<br>85% correct rate or above indicates success. | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>A five page paper in which the student analyzes how social and historical forces shaped their biography.<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>70% | 07/05/2015 - In a five-page paper, 36/37 students demonstrated an understanding of why the sociological imagination is sociologically significant by analyzing how historical forces shaped their biography. This assignment is extremely effective in teaching the Sociological<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students are asked to identify the correct response in a multiple choice question and answer set.<br>**Assessment Method Type:**<br>Exam - Standardized<br>**Target for Success:**<br>85% correct. | | |

| 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 4 - methodology - Students will identify the leading components or indicators of methodology. (Created By Department - Sociology (SOC))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Sociology (SOC) - SOC 1 - INTRODUCTION TO SOCIOLOGY - SLO 5 - Important ideas - Students will identify two of the most important ideas in Sociology as a field of study. (Created By Department - Sociology (SOC))<br><br>**Course-Level SLO Status:**<br>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))<br><br>**Course-Level SLO Status:**<br>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 Method:**<br>Research Proposal<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>70% | | |
| **Assessment Cycles:**<br>End of Academic Year<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Exam<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| 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))<br><br>**Assessment Cycles:**<br>End of Academic Year<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Exam<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | | |
| Department - Sociology (SOC) - SOC 11 - INTRODUCTION TO SOCIAL WELFARE - SLO 1 - Sociology and social work - Students will compare differences and similarities between sociology and social work. (Created By Department - Sociology (SOC))<br><br><br>**Course-Level SLO Status:**<br>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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Sociology (SOC) - SOC 11 - INTRODUCTION TO SOCIAL WELFARE - SLO 3 - Socio-historical development - Students will analyze the socio-historical development of American social welfare philosophy. (Created By Department - Sociology (SOC))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Sociology (SOC) - SOC 15 - LAW & SOCIETY - SLO 1- Lawmaking | **Assessment Method:**<br>Select exam questions applicable to this | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| systems - Students should be able to identify different lawmaking systems in the United States. (Created By Department - Sociology (SOC))<br><br>**Course-Level SLO Status:**<br>Active | SLO.<br>**Assessment Method Type:**<br>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 approaches to the study of law and society. (Created By Department - Sociology (SOC))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>The midterm exam asks the students to answer the following questions, ?What are the differences and similarities between the functionalist and conflict approaches??<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | | |
| 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))<br><br>**Course-Level SLO Status:**<br>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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Multiple Choice Exam Question<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>A four-page paper in which the component parts of a harm reduction approach to drug abuse is described.<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>70% | 07/05/2015 - In this assignment, 14/14 students described the component parts of a harm reduction approach to drug abuse. This assignment is highly effective in teaching the harm reduction approach to drug abuse.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Department - Sociology (SOC) - SOC 1H - HONORS INTRODUCTION TO SOCIOLOGY - Sociological Imagination - Students will identify the two main component parts or features of the sociological imagination. (Created By Department - Sociology (SOC))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Sociology (SOC) - SOC 1H - HONORS INTRODUCTION TO SOCIOLOGY - Sociological Significance - Students will demonstrate an understanding of why the sociological imagination is sociologically significant. (Created By Department - Sociology (SOC))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Sociology (SOC) - SOC 1H - HONORS INTRODUCTION TO SOCIOLOGY - Scientific Method - Students will identify the basis of the scientific method. (Created By Department - Sociology (SOC))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Sociology (SOC) - SOC 1H - HONORS INTRODUCTION TO SOCIOLOGY - Methodology - Students will identify the leading components or indicators of methodology (Created By Department - Sociology (SOC))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Sociology (SOC) - SOC 1H - HONORS INTRODUCTION TO | | | |

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| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| SOCIOLOGY - Field of Study - Students will identify two of the most important ideas in Sociology as a field of study. (Created By Department - Sociology (SOC))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Sociology (SOC) - SOC 1H - HONORS INTRODUCTION TO SOCIOLOGY - Everyday life - 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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Exam question.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>70% | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Exam question<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>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 | **Assessment Method:**<br>Essay on Women and their portrayal in the media.<br>**Assessment Method Type:**<br>Essay/Journal | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| of culture and social interaction) on women's psychology (or psychologies, since differing cultures produce a range of psychologies). (Created By Department - **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active | | | |
| 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)) **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% | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Analytical paper demonstrating an understanding of the social construction of gender.<br><br>**Target for Success:**<br>% | 01/14/2015 - 23/28 students (82%) demonstrated an understanding of the social construction of gender<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015<br>**GE/IL-SLO Reflection:**<br>Most of the students understood that gender is a social construction, but I'm concerned with the five who did not. One student understood but turned in the paper late. While most students understand this, perhaps I can reinforce this through group work. Yet, if students do not attend class they deny their opportunity to learn. Also, students seem to have an understanding, but have a difficult time with application and analysis. | |
| 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))<br>**Assessment Cycles:**<br>End of Academic Year<br><br>**Course-Level SLO Status:**<br>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)) | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| **Assessment Cycles:**<br>End of Academic Year<br><br>**Course-Level SLO Status:**<br>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))<br><br>**Assessment Cycles:**<br>End of Academic Year<br><br>**Course-Level SLO Status:**<br>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))<br><br>**Assessment Cycles:**<br>End of Academic Year<br><br>**Course-Level SLO Status:**<br>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)) | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| **Assessment Cycles:**<br>End of Academic Year<br><br>**Course-Level SLO Status:**<br>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))<br><br>**Assessment Cycles:**<br>End of Academic Year<br><br>**Course-Level SLO Status:**<br>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))<br><br>**Assessment Cycles:**<br>End of Academic Year<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Sociology (SOC) - SOC 35Y - DEPARTMENT HONORS PROJECTS IN SOCIOLOGY - SLO 2 - presentation - Students will give a presentation to the class, analyzing scholarly writing. (Created By Department - Sociology (SOC))<br><br>**Assessment Cycles:**<br>End of Academic Year<br><br>**Course-Level SLO Status:**<br>Active | | | |

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

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| (Created By Department - Sociology (SOC))<br>**Assessment Cycles:**<br>End of Academic Year<br><br>**Course-Level SLO Status:**<br>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 Method:**<br>Analyze Essay/journal for inclusion of accurate sociological terms, concepts and theories.<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>70% | | |
| **Assessment Cycles:**<br>End of Academic Year<br><br>**Course-Level SLO Status:**<br>Active | | | |
| 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))<br>**Assessment Cycles:**<br>End of Academic Year<br><br>**Course-Level SLO Status:**<br>Active | | | |
| 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))<br>**Assessment Cycles:**<br>End of Academic Year<br><br>**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 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)) <br> **Assessment Cycles:** <br> End of Academic Year <br><br> **Course-Level SLO Status:** <br> 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)) <br> **Assessment Cycles:** <br> End of Academic Year <br><br> **Course-Level SLO Status:** <br> Active | | | |
| Department - Sociology (SOC) - SOC 36Z - SPECIAL PROJECTS IN SOCIOLOGY - SLO 2 - presentation - Students will give a presentation to the class, analyzing an observed pattern of human interaction. (Created By Department - Sociology (SOC)) <br> **Assessment Cycles:** <br> End of Academic Year <br><br> **Course-Level SLO Status:** <br> Active | | | |
| Department - Sociology (SOC) - SOC 40 - ASPECTS OF MARRIAGE & FAMILY - SLO 1 - sociological imagination - Students will identify the two main component parts or | **Assessment Method:** <br> Question on quiz: identify "troubles" and "issues." <br> **Assessment Method Type:** | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| features of the sociological imagination. (Created By Department - Sociology (SOC))<br><br>**Course-Level SLO Status:**<br>Active | Exam - Course Test/Quiz<br>**Target for Success:**<br>70% | | |
| 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))<br><br>**Course-Level SLO Status:**<br>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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Sociology (SOC) - SOC 57 - CHILD ADVOCACY - SLO 1- Identification - Students will identify various types of child abuse. (Created By Department - Sociology (SOC))<br>**Assessment Cycles:**<br>End of Academic Year<br><br>**Course-Level SLO Status:**<br>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))<br>**Assessment Cycles:**<br>End of Academic Year | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| **Course-Level SLO Status:** Active<br>Department - Sociology (SOC) - SOC 7 - STATISTICS FOR THE BEHAVIORAL SCIENCES - Analysis and computation - 1. Using appropriate descriptive and inferential statistics,<br>students will be able to analyze and perform computations on<br>data sets. (Created By Department - Sociology (SOC))<br>**Start Date:**<br>02/18/2012<br>**End Date:**<br>06/20/2013<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:** Exam<br>**Assessment Method Type:** Exam - Course Test/Quiz<br>**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<br>appropriate statistical tests for a wide range of descriptive,<br>correlational, qualitative, and experimental research designs.<br> (Created By Department - Sociology (SOC))<br>**Start Date:**<br>02/18/2012<br>**End Date:**<br>06/20/2013<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:** Exam<br>**Assessment Method Type:** Exam - Course Test/Quiz<br>**Target for Success:** 90 % | | |
| Department - Sociology (SOC) - SOC 73R - INDEPENDENT STUDY IN SOCIOLOGY - Human Interaction - Students will analyze a pattern of human interaction,<br>demonstrating college level social science writing skills and using sociological terms, concepts and/or theories to support points. | **Assessment Method:** Student will write an analytical paper analyzing a pattern of social interaction in society.<br>**Assessment Method Type:** Essay/Journal<br>**Target for Success:** | 09/21/2015 - 1/1 students (100%) successfully analyzed a pattern of interaction. This worked very well in this independent study.<br>**Result:** Target Met<br>**Year This Assessment Occurred:** 2014-2015 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Department - Sociology (SOC)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active | 70% | | |
| Department - Sociology (SOC) - SOC 73R - INDEPENDENT STUDY IN SOCIOLOGY - 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 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. | 09/28/2015 - 84% of the students were in the proficient range. This is ok. 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. I am also thinking of adding a more targeted SI assignment to the end of the course. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 | |
| 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 | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| component parts of the scientific method. (Created By Department - Sociology (SOC))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Sociology (SOC) - SOC 8 - POPULAR CULTURE - SLO 4 - methodology - Students will identify the leading components or indicators of methodology. (Created By Department - Sociology (SOC))<br><br>**Start Date:**<br>09/26/2011<br>**End Date:**<br>12/20/2011<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students must choose the correct answer to a multiple choice question.<br>**Assessment Method Type:**<br>Exam - Standardized<br>**Target for Success:**<br>85% | 09/28/2015 - 85% of students answered this correctly. The remainder named a leading component. So they were on the right track with the idea, but they just didn't identify the best response. This was a middling class with a lot of mid performing students.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |

# 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).<br><br>**SLO Status:**<br>Active | **Assessment Method:**<br>Students' understanding of the core concepts of sociology will be represented in faculty assignments and recorded, gathered, and reported.<br>**Assessment Method Type:**<br>Pre/Post Test<br>**Target:**<br>70% | 09/20/2015 - 31/39 students (79%) who obtained an associate's degree in sociology demonstrated a working knowledge of the core concepts in sociology. This is better than satisfactory. We are trying to find better ways of keeping track of students who obtain degrees in sociology. Many students with sociology degrees took courses that are cross-listed and "owned" in psychology, so this reduce our PLO in this area.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |
| 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.<br><br>**SLO Status:**<br>Active | **Assessment Method:**<br>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<br>**Assessment Method Type:**<br>Pre/Post Test<br>**Target:**<br>70% | | |