

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.

Department Name: SOCIOLOGY

Division Name: BUSINESS AND SOCIAL SCIENCES

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

Name	Department	Position
PATRICIA GIBBS STAYTE	SOCIOLOGY	INSTRUCTOR, FULL TIME

Number of Full Time Faculty:

2

Number of Part Time Faculty:

6

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

List all programs covered by this review and indicate the program type:

SOCIOLOGY	<input type="checkbox"/> Certificate	<input checked="" type="checkbox"/> AA / AS	<input checked="" type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's [website](#) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2013-2014	2014-2015	2015-2016
AA	21	11	28
AA-T	7	9	30

1B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2013-2014	2014-2015	2015-2016

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

1C. Department Level Data:

	2013-2014	2014-2015	2015-2016
Enrollment	2,493	2,413	2,363 (3 yr - 1.0%)
Productivity	487	526	492 (3 yr - 8.7%)
Course Success	1,588 (64%)	1,619 (67%)	1632 (69%) (3yr + 5%)
Full-Time Load (FTEF)	2.0	2.1	1.9 (4 yr - 10%)
Part-Time Load (FTEF)	4.3	3.8	4.1 (4 yr + 17%)

1D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): ☐ Increase ☐ Steady/No Change ☒ Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Filipino	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Latino/a	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Native American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
White	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Decline to State	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☐ Above Level ☐ At Level ☒ Below Level
 Female: ☐ Above Level ☐ At Level ☒ Below Level
 <25 Years Old: ☐ Above Level ☐ At Level ☒ Below Level
 >25 Years Old: ☐ Above Level ☐ At Level ☒ Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

Dr. Fox and I, and all of our department's part time instructors, believe that the field of Sociology can be used to help solve the world's most pressing problems. Therefore, the world needs more Sociology.

These course data show our program below the college level data in all course success demographic categories, although the trend has been slightly upward in success rates. We've had a slight decrease in enrollment. We've had an increase in student success in most racial / ethnic groups except Latino(a). We

are below the college level comparison in almost all groups although interestingly Native American (which is a statistically unreliable number) but more so the "Decline to State" group is above the College level comparison.

Foothill Sociology department continues to strive to close the achievement gap on many levels. As Sociologists, all of our faculty are aware of the achievement gap and we all strive to lessen it. Overall, our goal is to help all students develop academic skills commensurate with our transfer institutions. We continue to refine our course practices including the development of clarity of academic expectations and policies and explanations of where students can go for help. All of our instructors understand the importance of socio-emotional factors in educating Foothill students and we are courteous, approachable and encourage students to discuss any issues with us on a daily basis.

Some projects we are working on that are achievement gap related are:

1) Dr. Gibbs' 2014-16 High School Outreach Project:

"Introductory sociology instructors often battle the misperception that sociology is not a science" (Gencianeo Chin and Gibbs Stayte, 2015). (And see Persell 2010; Persell, Pfeiffer, and Syed 2007). A common myth among students is therefore that Sociology classes are about individual opinions. In reality, the field relies on data driven arguments and evidence based claims. So, one skill that students must be able to demonstrate is that they can use information and cite sources to support their claims. The problem is that most students in our classes are not demonstrating that they can do this when they come to us. So in response to seeing a high degree of students entering Foothill from local high schools who did not know how to cite sources either at all or using any academic format, I began talking with other Foothill faculty to see if they were experiencing the same thing. I discovered that we were indeed all experiencing the same issue. My thinking was that if there was such a high degree, some faculty were saying that over 90% of their students did not know how to do this, then maybe if I tried to establish a link with local high school teachers, that would help address the problem and over time increase the numbers of students who could use this commonly expected college-level writing skill. I began by making a connection with Katie Ha at the Foothill Teaching and Learning Center. I started a policy where I would send students to the TLC who I could see were having writing difficulties and they would return TLC receipts to me for extra credit. The receipts made it so that I could see exactly who they were working with at the TLC as well as what they worked on there. I then noticed that students were reporting that their TLC tutor did not know anything about reference citation systems or how to teach that. So I went back to Katie Ha and she worked with her tutors and made a power point presentation on how to cite references using an APA and ASA format.

I then started to more formally gather data from other Foothill transfer course instructors as to common writing issues with Foothill students.

I reached out and made contact with the head of the English department, Shiley Tokheim, at Palo Alto High School (Paly), one of our four main feeder high schools. She helped make arrangements on her end and I then spoke at a Paly English department meeting and shared sample Foothill faculty assignments and student work. The morning before I went to that meeting, I polled my own students and asked them to write on the board the names of the high schools (anywhere in the world) they had attended. For the ones who wrote that they had gone to Paly, I asked them to share names of any English professors they had had there. I wrote those on the board. I then asked all my students to share what they would like to say to any of their high school teachers now that the students were in college. Many of them shared personal and heartfelt messages that they wanted me to share with their teachers. I took a photo of the information on the board and noted student's comments. When I went to the high school meeting that

afternoon, I began the meeting by showing the photos of the board and I shared the messages my students sent to the high school teachers. I shared things like the students saying "Please say thank you to Mr. X, he helped me so much and I can never thank him enough." The teachers were shocked and immediately got emotional as they realized how connected the Foothill students were to them, and how indebted to them the students shared they were. This provided a great segue and bridge between us - that we have the students in common and we all care deeply about them. At that point, I knew I had established a great connection and that everyone felt safe in working together.

I then shared Foothill instructor feedback on student writing and common issues we are seeing at Foothill from our high school transfer students. In doing this, I was able to establish collegial contact and initiate a dialogue with the high school writing instructors. Paly instructors shared that they felt a better understanding of student expectations at the college level. I later spoke to the school's principal, Kim DiOrio, and she shared that the feedback on my presentation and discussion was very positive and she asked if I would consider doing the same thing with the school's History department.

As I work with the students each quarter now, many will enter the class not knowing how to cite sources but will leave being able to do this. In this way, I know that they are more prepared to succeed at their transfer insitutions.

Gencianeo Chin, Lynn and Gibbs Stayte, Patricia. 2015. "Can Human Subject Pool Participation Benefit Sociology Students?" Teaching Sociology 43(1): 27-38.

Persell, Caroline Hodges. 2010. "How Sociological Leaders Rank Learning Goals for Introductory Sociology." Teaching Sociology 38(4):330-39.

Persell, Caroline Hodges, Kathryn M. Pfeiffer, and Ali Syed. 2007. "What Should Students Understand after Taking Introduction to Sociology?" Teaching Sociology 35(4):300-14.

2) Dr. Gibbs Teaching Sociology (American Sociological Association) Project:

A number of years ago, I had a visiting scholar's position at Stanford University in the Sociology Department, where I learned that all Stanford students are required to participate in Stanford-based research studies. At the time, I wondered why, when Foothill is located so close to Stanford, that Foothill students did not have some version of this same set up? I saw this as a kind of research access inequity. So I connected with a Stanford Sociology Professor (Dr. Paula England) and we started a basic Stanford – Foothill student research collaboration. Dr. England introduced me to another Stanford Professor, Dr. Jon Krosnick, who was looking to form wider Stanford research partnerships. In my connections to Stanford professors, I was instrumental in bringing the Stanford Research Experience Program (REP) to Foothill in 2008. The REP is a first of its kind Community College – major research University collaboration in the nation. The REP is a collaborative program where Foothill students can participate as subjects and research assistants in mostly Stanford run research projects. Students are able to attend Stanford research "talks and tours" for credit. The program includes Foothill student-initiated research projects as well. As we developed the Stanford REP, I worked closely first with late Foothill Psychology professor, Dr. Harry Satterfield, and, then more recently, Dr. Eta Lin (both excellent instructors and colleagues). I have also served as an advisor on the Stanford REP board.

The first Stanford Rep coordinator I worked with was Dr. Lynn Chin. When I first met Dr. Chin, I suggested to her that we should research collected data on Foothill REP participation and consider publishing the findings. We first set out working on this publication project in 2011. In 2014, Dr. Chin

and I co-delivered a paper on research findings on the success of the REP program at providing a kind of educational research equity for Community College students at the American Sociological Association's (ASA) annual conference in San Francisco.

We also co-wrote a paper on the subject of whether or not human subject research pools were effective in community college Sociology courses. In 2015, the paper, on the success of programs like the REP on increasing research and educational equity for Community College students, was published in the ASA journal *Teaching Sociology*. (Genciano Chin, Lynn and Gibbs Stayte, Patricia. 2015. "Can Human Subject Pool Participation Benefit Sociology Students?" *Teaching Sociology*. 43(1): 27-38.) In this way, I have been able to validate Foothill student experiences and really work to raise awareness of research equity for community college students. As we look to the future, we would like to see the REP expanded and become more insitutionalized at Foothill.

3) Dr. Gibbs OEI pilot / Full Launch Instructor Project:

In 2014, Judy Baker asked me if I would consider this Online Education Initiative project. I learned more about it and agreed to do it. Since then, I have worked closely with OEI representatives to develop my SOC 001 online course to better align with best practices in online education in preparation for the inclusion of the course in the OEI statewide course exchange. The course will launch this coming quarter (Winter 2017) in the Statewide exchange. The move to the new Canvas LMS wasn't smooth, but it is a superior online learning management system and I think that once Foothill faculty and students become accustomed to it, it will move us in a good direction in terms of online education excellence.

4) Reducing Support Service Silohs

I continue to reach out to the various support systems on campus including the counseling center, DRC, VRC, TLC, and the library. I regularly invite members of the TLC, DRC and other campus groups into my classes. I also regularly give students extra credit to go to the TLC and get assistance with academic skills. I would like to see work done at the college on how to integrate support services with academic classes more. I feel that currently, support services seem distant from and silohed away from academic classrooms. I would also support the development and expansion of an "academic coaching" program.

5) Dr. Fox's First Year Experience Pilot Program:

In 2015-16, Dr. Fox was instrumental in creating Foothill's First Year Experience Pilot Program (FYE). FYE is a one-year learning community that provides first-year college students the resources and support needed to successfully transition to college — whether straight from high school or returning after a few years of working or being in the military. Dr. Fox worked with other Foothill Faculty and staff on this project and as a result, the pilot year of the program was very successful. For more on the FYE, please see: <https://www.foothill.edu/fye/> This program is an example of how our Sociology faculty work to close the achievement gap and increase opportunities for all of our students.

6) Dr. Gibbs Stanford Fellowships in 2014-15 and 2016-17

The Fellowships allow me to explore curricular issues - in this case in 2014/15 in Human Rights Education and in 2016/17 in Global Studies. As a result of the Human Rights Fellowship, I created two new courses at Foothill... Global Studies and Global Issues. The Global Studies Fellowship work I am doing this academic year is focussed on researching best practices in worldwide, Global Studies Programs as we at Foothill prepare to offer our own Global Studies AD-T. Offering courses and programs such as these expands educational opportunities for our students.

Some notes on the Intepretation of Sociology Program Review Data

There are some important interpretation considerations about the data reported in this program review for the Sociology program. An institutional level issue to consider is that having us compare our Sociology data to the college-level data may be an unfair comparison. As we are aligned with the college's transfer mission, it may be that the college level data may be universal in scope. A success rate comparison in this regard may be unfair. Therefore, I suggest that a more fruitful discussion may come from comparing our Sociology data to that of other transfer mission courses and programs, instead of the way it is now where you have asked us to compare our data to general college data.

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

NA.

1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☐ Increase ☐ Steady/No Change ☒ Decrease

Program Productivity (Compared to College): ☐ Above Goal ☐ At Goal ☒ Below Goal

Please discuss what factors may be affecting your program's productivity.

The Sociology Department was the first in the college to develop and offer the new AD-T in Sociology. Over the past few years, we have developed new courses (Soc 14 and 28) for our new AD-T in Sociology. Adding these courses has affected our overall productivity because it takes a while for courses to become recognised and established. This has been the case with these courses.

The Sociology Department was the first department in the College to develop an OEI full launch / pilot course (Soc 1) for the statewide exchange. As such, Soc 1 was one of the first courses offered at the college in the new Canvas learning management system. There were initially lots of glitches with the Canvas program as we transitioned away from Etudes. Many students had a difficult time with the transition and this may have affected our productivity.

As well, there have been some bureaucratic / institutionally contradictory issues that have thwarted our productivity over time. Specifically, our Soc 19 (Drugs and Alcohol) and 40 (Marriage and Families) courses were for years included in the Foothill Lifelong Learning GE pattern but then were suddenly removed about 5 years ago because of a change in paperwork that the GE committee developed without our input. Enrollment in those courses declined. Although Dr. Fox and I repeatedly asked, we were told there was nothing we could do until late last academic year when it was communicated to us that we could reapply to have the courses reinstated. I prepared the re-application paperwork and the courses were reinstated by the GE committee. This should positively affect enrollment in these courses and therefore our productivity.

As has been pointed out, there are many factors that can affect productivity. Again, at the institutional level, comparing our Sociology data to the college-level data may be an unfair. As we are aligned with the college's transfer mission, it may be that the college level data may be universal in scope. On a structural level, we cannot control the students who come to us and necessarily stay with us in light of larger economic, political, cost of living and other factors that affect them.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

Continuing to monitor enrollment in courses and adjust accordingly.
Continuing to offer the highest quality instruction to ensure our students are successful when they transition to 4 year schools.
Continuing to connect with our on campus student support services and encourage students to access these services.

SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

2A. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion:	<input checked="" type="checkbox"/> Above Standard	<input type="checkbox"/> At Standard	<input type="checkbox"/> Below Standard
Targeted Student Course Completion:	<input checked="" type="checkbox"/> Above Standard	<input type="checkbox"/> At Standard	<input type="checkbox"/> Below Standard
Online Student Course Completion:	<input checked="" type="checkbox"/> Above Standard	<input type="checkbox"/> At Standard	<input type="checkbox"/> Below Standard
In-Person/Hybrid Course Completion:	<input checked="" type="checkbox"/> Above Standard	<input type="checkbox"/> At Standard	<input type="checkbox"/> Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion:	<input type="checkbox"/> Above Goal	<input type="checkbox"/> At Goal	<input checked="" type="checkbox"/> Below Goal
Targeted Student Course Completion:	<input type="checkbox"/> Above Goal	<input type="checkbox"/> At Goal	<input checked="" type="checkbox"/> Below Goal
Online Student Course Completion:	<input type="checkbox"/> Above Goal	<input type="checkbox"/> At Goal	<input checked="" type="checkbox"/> Below Goal
In-Person/Hybrid Course Completion:	<input type="checkbox"/> Above Goal	<input type="checkbox"/> At Goal	<input checked="" type="checkbox"/> Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

In light of these IEPI Goals, the Sociology Program appears to universally not be meeting the 77% goal. As the previous discussion in this report attest, we are striving to improve success rates and we feel we do have successes that are not represented in the above (section 2B data findings). As our courses are all transfer level, students with basic skills would be best to work on their academic skills until they are at college transfer proficiency levels or prior to enrolling in Sociology courses. These students should also consider the FYE program. In general, students need to be reading and writing at a college level to be successful in these courses. Pedagogically, we offer program level options like the FYE, as well as specific strategies like offering low stakes assignments at the beginning of courses, and watching for students who have poor results and connecting them with college resources. If at all possible, we try to discuss performance with individual students and refer them to appropriate support services throughout the quarter. Some of our program faculty offer extra credit options and strongly encourage students to use academic and other Foothill support programs. Some of our faculty invite representatives in to classes to discuss services or post information in online course sites. The anecdotal feedback I get from students on this indicates that this system works well for them - but only if they approach the support services and use them. Certainly removing barriers to access to support services is an important aspect of student success.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

The face to face / hybrid success rates are trending upward from 63% to 69% in 2015/16. The Online

success rates are also trending upward from 63% to 69% in 2015/16. The target group success rate is also trending up from 52% to 59% in the time period.

Our Program Learning Outcomes are aimed at having students demonstrate proficiency in the following:

- 1) Students will be able to demonstrate a working knowledge of the core concepts of sociology: social structure, culture, social stratification and inequality, race, ethnicity, and gender and globalization.
- 2) Students will be able to apply their understanding of sociology to their professional, personal and civic lives.

These program learning outcomes are aimed at making the field of Sociology relevant and relatable to all students. They reflect our commitment to diversity and the importance of social awareness, critical thinking and social change. In this way, they are aimed at student success.

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☒ Yes ☐ No

Does meaningful dialogue currently take place around equity and course success rates? ☒ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)

☒ Department Meetings ☒ Opening Day ☐ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

In SLO assessment and reflection, and reflection on our classes in general, we constantly strive to create and deliver material in ways that reach students but also that ensure sociological skill sets required in the four year schools our students are transferring to are met. All of our Sociology course offerings at Foothill are transfer courses. Our Sociology instructors have multiple forms of assessment offered in our classes and we talk regularly about our classes and how they are going and what is going on in the field. We meet regularly to discuss our classes and teaching methods and concerns. In this way, we reflect regularly as a group.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

Although we strive to reach all students, reaching the skill set required for transfer is not achievable for all of our students because students come to us with a wide range of both latent conditions and variations in preparedness levels and some students need more assistance in order to bring their skills up to a transfer ready level because of this. Every student is capable of reaching transfer readiness levels. But, depending on how many students we get with preparedness level issues, not every student is capable of doing this in every course, every quarter. We find that many students come to us who are under-prepared or with significant latent issues that will block their way to student success because we have an open door policy on who can take our courses. And we have no control over the level of preparedness of our students at any point in time. Some of these students lack college level writing, reading, or computational skills. Other students have undiagnosed learning disabilities or need to do significant work on their English language writing or reading skills. Others have socio-emotional issues

that are either undiagnosed or present significant challenges to student success. Others are dealing with financial stress that affects their ability to participate fully in classes. All these students need to address these issues before they will be able to meet course success in our Sociology courses. This was the impetus for the FYE program.

Three Suggestions:

1) Supporting the Highest Level of Compassion and Emotional Intelligence in all Service Areas.

We want all students to be successful when they transfer to 4 year schools and thankfully, we have services to help with all of these issues. In light of this, we continue to work closely with support services on campus including the TLC, the DRC, the VRC, the EOPS, the college library, the Office of Student Affairs, the Student Counseling Center and more. However, I am concerned about how well integrated these services are with our classrooms. I think it would be near impossible for a student to walk in to one of these offices, for example, and say "I am (fill in the blank)... poor, failing, etc." Or "I can't (fill in the blank) remember what I read, understand what I read etc." Or "I don't (fill in the blank)" You get the idea. Even though their situation is a reality, the shame, humiliation, and possible stigmatization would be overwhelming for so many students to share publicly. So I encourage the college to seriously work on this problem as well... I know you are, but it is clear that we could always improve. One problem I see, and I don't know this to be a problem but I have experienced it when I have entered some offices on campus, is that sometimes support staff can appear unapproachable. Please don't get me wrong: I do not think this is a widespread problem. But I just feel that I can't imagine how powerless so many of our students must feel entering these spaces. I cannot emphasize how important it is for all of our support staff to demonstrate compassion and a high level of emotional intelligence at all times. I think that these interactions are so critical in that they literally make the difference in some of students lives between staying in college or leaving and never, ever coming back.

2) Greater Integration of Support Service Staff and Programs in Classroom and Classroom areas.

You will see above the ways that Dr. Fox and I have approached reducing barriers, but we feel we can do better with stronger institutional support. So another suggestion I have is to try to integrate support services more in classrooms and within classroom areas of the campus. This would also help with reducing the potential stigma and other difficulties associated with having students go to service offices.

3) Academic Coaches

Last, I support the College's expansion of having "academic coaches" on campus. Last year, I learned that the DRC has people in this capacity. I like the vernacular of a "coach" - there is not stigma attached to getting "coaching." Most students I know would benefit from having an academic coach. If we have a rudimentary program like this, I support a dramatic expansion of this and not just in the DRC but campus wide.

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

Over the past few years, we have reflected on our program level slo's and, as a result, created the new Sociology AA-T as well as several new courses including ones on the Sociology of Crime, the Sociology of Gender and the Honor's Sociology 1 course. We have also worked with the College Curriculum Committee on restoring and expanding the GE applicability of two of our courses - SOC 19 (Drugs and Alcohol) and SOC 40 (Sociology of Families) to the Lifelong Learning area of the Foothill GE pattern.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

Please see the projects I outlined in Section 1G's Equity discussion area for a detailed response to this question.

We have significant pedagogical strategies from the classroom and course level, to outreach, FYE, Online Education and research experience projects and programs at a broader level that we have either created or proliferated in an effort to expand success and transfer rates, a sense of community, and general good will throughout and beyond the College for everyone we come into contact with.

I'd like to thank Dr. Andrew LaManque for helping me conceptualize what to write about in this Program Review and for encouraging me to "tell my story." Thank you, Andrew!

I also want to share that these boxes are not the easiest things to type into and I do apologize for any typos due to this.

Last, I'd like to say thanks, everyone, for reading!

Remember: The world needs more Sociology.

Yours, in Foothill Sociology, Patricia Gibbs.

If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program? Not applicable.

What is being done at the program-level to assist students with job placement and workforce preparedness?

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Participate in development of Global Studies ADT	Year: 2016	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Participate in development of Social Justice ADT	Year: 2016	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

We are waiting for courses associated with these degrees to be approved by the State.

Please provide rationale behind any objectives that are no longer a priority for the program.

3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
None.		

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- ☒ Create a culture of equity that promotes student success, particularly for underserved students.
- ☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- ☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. 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. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
None.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

None.

3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

None.

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
None.	We support inviting student support organization representatives to our meetings - better integration of these support services would be a good thing.

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

Dr. Fox has been working on the development of the "First Year Experience" program. Dr. Gibbs has been granted a Stanford Education Program for Internationalizing Curriculum (EPIC) Fellowship. Dr. Gibbs continues to be a Canvas Full Launch Online Learning Initiative (OEI) instructor. Her SOC 1 Online course will be one of the first courses at Foothill College to be offered in the Statewide Course Exchange in 2017.

SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2015-2016 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.

5B. Attach 2015-2016 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 6: FEEDBACK AND FOLLOW-UP

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

6A. Strengths and successes of the program as evidenced by the data and analysis:

The Sociology Program at Foothill is an outstanding academic department with two highly dedicated full-time faculty members who are both engaged in student equity efforts, that excel at reaching students of different learning styles and who are dedicated to improving the quality of teaching in the college as a whole. The program was one of the first to offer an ADT and it has a long-standing partnership with Stanford University that offers students the opportunity to participate in research projects at the university. As evidenced in the program review, the faculty are also engaged in ways to improve learning with our local high schools and also engaged with the learning community First Year Experience. The data and analysis demonstrate the program has improved student success rates steadily over three years in both face to face and online modality, which mirrors the BSS Division as a whole. As

discussed in the program review the success rate of 69% is not at the IEPI goal of 77% but given this is a transfer discipline and that the trend is upward, I do not see any reasons for concern. This is a very thoughtful and well-written program review that reflects the overall quality of the Sociology Department.

6B. Areas of concern, if any:

No areas of concern.

6C. Recommendations for improvement:

Continue to work on closing the achievement gap and continue efforts identified in this program review to work with local high schools to improve student readiness for college-level work.

6D. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule
- ☐ Further Review / Out-of-Cycle In-Depth Review

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

6E. Strengths and successes of the program as evidenced by the data and analysis:

The department should be commended on the quality and breath of its program as well as the activities in which faculty are contributing. The program supports both the General Education program as well as offering its own degrees. The ADT especially shows signs of meeting the needs of an increasing number of students.

The department's use of pre and post surveys to assess program outcomes is a great model for other departments to consider.

This program review does a nice job of outlining all the good work the department faculty are doing to support our students. You should feel proud.

6F. Areas of concern, if any:

Like many other departments the course success rates for targeted students are about 15+ percentage points lower than for other students. While the department has outlined its work to close the gap, the department might consider what other information could help in departmental discussions.

6G. Recommendations for improvement:

The department might consider research that looks at prior course taking patterns and / or whether course and program outcomes vary by past course work and student group. The institutional research office can help with assessing the program outcomes of graduates.

The department might consider looking at the range of courses ADT graduates have completed to improve the guidance on the pathway offered to future students.

6H. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule

☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, 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.

Unit Course Assessment Report - Four Column

Foothill College

Department - Sociology (SOC)

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Sociology (SOC) - SOC 1 - INTRODUCTION TO SOCIOLOGY - SLO 1 - sociological imagination - Students will identify the two main component parts or features of the sociological imagination. (Created By Department - Sociology (SOC))</p> <p>Start Date: 09/23/2011</p> <p>End Date: 12/20/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students discuss the components of the concept of the sociological imagination and do readings on the topic. The exam questions asks students to correctly identify the choice - private troubles and public issues.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: 85% correct rate or above indicates success.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>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.</p> <hr/> <p>10/17/2012 - 75% of students answered this question correctly</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Reading and writing support is recommended for students in this class.</p> <p>GE/IL-SLO Reflection: Maybe a 75% correct response rate is ok and an 85% correct response rate is just too ambitious.</p> <hr/>	<p>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.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Continued Etudes tracking information</p> <p>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.</p>	<p>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.</p> <hr/> <p>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.</p> <hr/> <p>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.</p> <hr/>
<p>Department - Sociology (SOC) - SOC 1 - INTRODUCTION TO SOCIOLOGY - SLO 2 - Significance - Students will demonstrate an understanding of why the sociological imagination is sociologically significant. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A five page paper in which the student analyzes how social and historical forces shaped their biography.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70%</p>	<p>07/01/2016 - 35/40 (87.5%) students who wrote this paper showed why the sociological imagination is sociologically significant. Again, this is a strong and solid outcome. To improve it, I could spend more time chasing down the five students who didn't show this in their papers and work with them to rewrite their papers.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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 Imagination. Result: Target Met Year This Assessment Occurred: 2014-2015	
		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	
		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 - 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. <hr/> 12/19/2012 - The course continually asks students to consider empirical evidence. It is more likely that students can demonstrate their

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			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.
		<p>02/01/2012 - Correct response is: empirical evidence. 82% of students correctly answered this question.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Continued Etudes tracking information</p> <p>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.</p>	<p>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.</p>
<p>Department - Sociology (SOC) - SOC 1 - INTRODUCTION TO SOCIOLOGY - SLO 4 - methodology - Students will identify the leading components or indicators of methodology. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 1 - INTRODUCTION TO SOCIOLOGY - SLO 5 - Important ideas - Students will identify two of the most important ideas in Sociology as a field of study. (Created By Department - Sociology (SOC))</p>			

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 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 Method: Research Proposal Assessment Method Type: Essay/Journal Target for Success: 70%	12/04/2013 - The average score of the final proposal assignment for the class was a 79% (C+). Based upon the final average for this assignment there is much room for improvement. The students had never taken a social science research methods course and were fairly uncertain about how to complete the project, even with the guidelines. I continue to try and improve the guidelines to help the students. Result: Target Met Year This Assessment Occurred: 2012-2013	
	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 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	
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
Active		<p>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 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.</p> <p>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</p>	
<p>Department - Sociology (SOC) - SOC 11 - INTRODUCTION TO SOCIAL WELFARE - SLO 1 - Sociology and social work - Students will compare differences and similarities between sociology and social work. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>			
<p>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 -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Sociology (SOC)) Course-Level SLO Status: Active			
Department - Sociology (SOC) - SOC 11 - INTRODUCTION TO SOCIAL WELFARE - SLO 3 - Socio-historical development - Students will analyze the socio-historical development of American social welfare philosophy. (Created By Department - Sociology (SOC)) Course-Level SLO Status: Active			
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 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	12/12/2013 - 76% of students provided a satisfactory answer to the question. Overall most students did quite well answering these questions. The students who scored the best clearly used (and cited!) from sources and had a much more solid comprehension. Since this is an online class, for future improvement I believe it would be useful to increase guidance for students as they work on assignments, and state criteria for grading more explicitly. Result: Target Met Year This Assessment Occurred: 2012-2013	
		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
		<p>who answered the question in the Summer 2012 course, 19 received a passing grade on the question.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>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.</p>	
<p>Department - Sociology (SOC) - SOC 19 - ALCOHOL & DRUG ABUSE - SLO 1 - Social values - Students will describe the role of social values in relation to scientific evidence in the definition of drug abuse. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students reviewed a video lecture and analyzed selected reading assignments to participate in a writing assignment related to the SLO noted above.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: At a minimum, 70 percent of learners are expected to attain this learning outcome though preselected multiple-choice questions and or one writing assignment.</p>	<p>10/16/2016 - In the spring of 2016, a total of 41 students were assessed. The majority of students, 75%, achieved the learning outcomes. Via a reading assignment, students reviewed definitions of drug use, misuse, abuse, and addiction. A majority of students related the noted definitions to social/culture values and scientific evidence. In the future, a greater level of sociology curriculum should be dedicated to support this SLO. For example, a short lesson plan of the Sociological imagination and the diffidence between personal and public problems should be explored.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: This outcome directly supports the GE/IL-SLO Creative, Critical, and Analytical Thinking. A majority of students related noted definitions to social/culture values and scientific evidence. Assessed students showed increased ability to relate social values to objective research methods.</p>	<p>07/13/2016 - Faculty will explore introducing sociological terms earlier in the term and later relate key course definitions at the end of the term.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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: A four-page paper in which the component parts of a harm reduction approach to drug abuse is described. Assessment Method Type: Essay/Journal Target for Success: 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. Result: Target Met Year This Assessment Occurred: 2014-2015	
		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	
		03/25/2013 - 21/25 students (84%) answered the question correctly Result: Target Met Year This Assessment Occurred: 2012-2013	
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	
		07/13/2016 - In the spring of 2016, a total of 41 students were assessed. The majority of students, 80%, achieved the learning outcomes. A reading assignment and one short film were reviewed by students. The main content was social control theory. Emphasis was on the how and why drug	10/15/2016 - In the fall of 2016, a lesson will expand on Social control. The new lesson will focus on why only relatively few people engage in deviant behavior such as crime and

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Exam - Course Test/Quiz Target for Success: Over 70% of accessed students will demonstrate their progress and mastery through written tests, quizzes, projects and course embedded tests and activities.</p>	<p>abuse can be a social problem and why some in society abuse drugs whereas other do not. A majority of students related the noted definitions well. An online discussion/activity was used for students to explain key components of social control. Result: Target Met Year This Assessment Occurred: 2015-2016</p>	<p>drug abuse. Students will be assessed as to whether or not they can describe examples of individual's bond to conventional</p>
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quiz question Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70%</p>	<p>07/01/2016 - 22/22 (100%) answered this quiz question correctly. Result: Target Met Year This Assessment Occurred: 2015-2016 GE/IL-SLO Reflection: As these were honors students, I would be surprised if any of them missed this question.</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Course-Level SLO Status: Active</p>			

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 - 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 1H - HONORS INTRODUCTION TO 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)) Course-Level SLO Status: 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)) Course-Level SLO Status: 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)) 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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p>	
<p>Department - Sociology (SOC) - SOC 20 - MAJOR SOCIAL PROBLEMS - SLO 2 - Sociological perspectives - Students will be able to identify various sociological perspectives used to analyze social problems. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Exam question Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70%</p>		
<p>Department - Sociology (SOC) - SOC 21 - PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES - SLO 1 - Effects of biology and society - Identify and analyze effects of biology and society (i.e., the effects of culture and social interaction) on women's psychology (or psychologies, since differing cultures produce a range of psychologies). (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Essay on Women and their portrayal in the media. Assessment Method Type: Essay/Journal</p>	<p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p>	
<p>Department - Sociology (SOC) - SOC 21 - PSYCHOLOGY OF WOMEN: SEX &</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>GENDER DIFFERENCES - SLO 2 - Effects of patriarchy - Comprehend and evaluate patriarchy's effects on women's psychology. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 23 - RACE & ETHNIC RELATIONS - SLO 2 - migration theories - Students will apply migration theories to the analysis of international migration. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 23 - RACE & ETHNIC RELATIONS - SLO 1 - integration and exclusion - Students will recognize the component parts of theoretical models of racial and ethnic integration and exclusion. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Multiple-choice question.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70%</p>	<p>04/27/2012 - 16/26 (61%) answered the question correctly.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: 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.</p>	
	<p>Assessment Method: Term paper</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70%</p>	<p>12/04/2013 - The average score of the term paper for the class was a 59% (F). The average does not meet the criteria for meeting the SLO target. Students will need more clarity on how to successfully apply their understanding of the perspectives to the topic at hand. Many students also lost points on this assignment for not successfully completing the assignment; some did not participate while others did not fulfill the basic</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>criteria of paper, e.g., page length. As a result, this reduced the overall average.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Sociology (SOC) - SOC 28 - SOCIOLOGY OF GENDER - Social Construction - Students will demonstrate an understanding of the social construction of gender. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Analytical paper demonstrating an understanding of the social construction of gender.</p> <p>Target for Success: %</p>	<p>07/01/2016 - 13/14 (93%) of students who wrote this paper successfully demonstrated an understanding of the social construction of gender. This is done through one of my favorite assignments, the cross-dressing assignment. The one student who failed to do so was disengaged from other aspects of the class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>01/14/2015 - 23/28 students (82%) demonstrated an understanding of the social construction of gender</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: 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.</p>	
Department - Sociology (SOC) - SOC 30 -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>SOCIAL PSYCHOLOGY - SLO 2 - application - Students will apply social psychological concepts, theories, and research findings as these relate to everyday life. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 04/06/2015</p> <p>End Date: 06/12/2015</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Queries from a midterm exam were used to evaluate the student learning outcomes noted above. This assessment contained preselected short answer essay question.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: At a minimum 70 percent of learners are expected to attain this learning outcome though preselected short answer essay questions.</p> <p>Assessment Method: Queries from a midterm exam were used to</p>	<p>10/01/2015 - SP15- Eighty percent of assessed students achieved success on a short answer assignment related to foundation studies in Psychology and Sociology however only 60 percent were successful on short answer discussion questions related to research methods and everyday life situations.</p> <p>Future courses should allow for greater content related to how one may use Social Psychology in personal and professional situations. Plans are to add one short essay question, the last week of the term, which allows students in opportunity to discuss how Social Psychology has enriched their understandings of research in everyday decision making. In the winter and spring of 2016 terms we will reassess.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: A total of 40 students were assessed, in the last week of spring 2016. 75% of those assessed received 80% or above on a preselected essay question. Students reviewed how to relate social psychology research and how a belief in a just world may contribute to victim blaming.</p> <p>GE/IL-SLO Reflection: A total of 40 students were assessed, in the last week of spring 2016. 75% of those assessed received 80% or above on a preselected essay question. Students reviewed how to relate social psychology research and how a belief in a just world may contribute to victim blaming.</p> <p>10/16/2016 - A total of 40 students were assessed, in the last week of spring 2016. 75% of</p>	<p>07/13/2016 - SLO 2 was reassessed in the spring of 2016</p> <p>Follow-Up: 07/13/2016 - A total of 40 students were assessed, in the last week of spring 2016. 75% of those assessed received 80% or above on a preselected essay question. Students reviewed how to relate social psychology research and how a belief in a just world may contribute to victim blaming.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>evaluate the student learning outcomes noted above. This assessment contained preselected essay questions.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: At a minimum, 70 percent of learners are expected to attain this learning outcome though preselected multiple-choice questions and or essay assessments.</p>	<p>those assessed received 80% or above on a preselected essay question. Students reviewed how to relate social psychology research and how a belief in a just world may contribute to victim blaming.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: This outcome directly supports the GE/IL-SLO Community/Global Consciousness and Responsibility. 80% of assessed students associated social psychology research and how a belief in a just world may contribute to victim blaming. Assessed students showed increased awareness in social perceptions.</p> <p>GE/IL-SLO Reflection: This outcome directly supports the GE/IL-SLO Community/Global Consciousness and Responsibility. 80% of assessed students associated social psychology research and how a belief in a just world may contribute to victim blaming. Assessed students showed increased awareness in social perceptions.</p>	
<p>Department - Sociology (SOC) - SOC 30 - SOCIAL PSYCHOLOGY - SLO 1 - theories - Student will demonstrate knowledge of the major theories and content areas of social psychology. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A total of 43 students were assessed. The majority of students, 75%, achieved the learning outcomes. An essay and two discussion questions were assessed. Essay assessments were on a pass or fail rubric. Discussion questions were assessed for a students application of theory and were also on a pass or fail rubric.</p> <p>Assessment Method Type: Essay/Journal</p>	<p>12/14/2015 - F14- Students compared and contrasted Robert Sternberg (1986, 1988) triangular theory of love. Learners also related the noted theory to a short film entitled Healthy Relationships. A high percentage of students [70%] discussed the different components of love however fifty percent of students were not able to apply the triangular theory of love to examples of health relationships. In order to increase achievement of this SLO, in the future, we should illustrate examples of different kinds of love. In addition, greater focus on cultural factors and relations to love should be given.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Target for Success: At a minimum 70 percent of learners are expected to attain this learning outcome though one writing assignment and two discussion questions.</p>	<p>Result: Target Met Year This Assessment Occurred: 2014-2015 GE/IL-SLO Reflection: F14- Students compared and contrasted Robert Sternberg (1986, 1988) triangular theory of love. Learners also related the noted theory to a short film entitled Healthy Relationships. A high percentage of students [70%] discussed the different components of love however fifty percent of students were not able to apply the triangular theory of love to examples of health relationships. In order to increase achievement of this SLO, in the future, we should illustrate examples of different kinds of love. In addition, greater focus on cultural factors and relations to love should be given. Plans are to reassess winter and spring 2016.</p>	
<p>Department - Sociology (SOC) - SOC 35 - DEPARTMENT HONORS PROJECTS IN SOCIOLOGY - SLO 1 - writing - Students analyze a piece of academic writing, demonstrating college level social science writing skills and using sociological terms, concepts and/or theories to support points. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 35 - DEPARTMENT HONORS PROJECTS IN SOCIOLOGY - SLO 2 - presentation - Students will present their work in a scholarly manner to the class using inter-active</p>			

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

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 35Y - DEPARTMENT HONORS PROJECTS IN SOCIOLOGY - SLO 2 - presentation - Students will give a presentation to the class, analyzing scholarly writing. (Created By Department - Sociology (SOC)) Assessment Cycles: 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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Sociology (SOC) - SOC 36 - SPECIAL PROJECTS IN SOCIOLOGY - SLO 1 - analysis - Students will analyze a pattern of human interaction, demonstrating college level social science writing skills and using sociological terms, concepts and/or theories to support points. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 36 - SPECIAL PROJECTS IN SOCIOLOGY - SLO 2 - presentation - Students will give a presentation to the class, analyzing an observed pattern of human interaction. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 36X - SPECIAL PROJECTS IN SOCIOLOGY - SLO 1 - analysis - Students will analyze a pattern of human interaction, demonstrating college level social science writing skills and using sociological terms, concepts and/or theories to support points. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Analyze Essay/journal for inclusion of accurate sociological terms, concepts and theories.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70%</p>	<p>08/31/2012 - 2/2 students included sociological terms, concepts and theories in their analyses of patterns of human interaction.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: None.</p>	
<p>Department - Sociology (SOC) - SOC 36X - SPECIAL PROJECTS IN SOCIOLOGY - SLO 2 - presentation - Students will give a presentation to the class, analyzing an observed pattern of human interaction.</p>			

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 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:			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Sociology (SOC) - SOC 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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 40 - ASPECTS OF MARRIAGE & FAMILY - SLO 1 - sociological imagination - Students will identify the two main component parts or features of the sociological imagination. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Question on quiz: identify "troubles" and "issues."</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70%</p>	<p>07/14/2016 - This was a very bright group of students and the majority grasped the concept and could apply it to family well. In this way, I am confident that we are sending students to the next level with a good understanding of the concept. 80% of the students had a good command of this SLO.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Student study skills and writing tutorial support. Any support related to increasing all around student skills.</p> <p>Resource Request: Student study skills and writing tutorial support. Any support related to increasing all around student skills.</p> <p>GE/IL-SLO Reflection: This SLO relates to critical thinking and computation (empirical evidence for claims).</p> <p>GE/IL-SLO Reflection: This SLO relates to critical thinking and computation (empirical evidence for claims).</p> <p>09/24/2014 - 82% of students were proficient in this area. This was a bright group of students and,</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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 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 there 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None.</p> <p>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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>personal troubles are embedded in public issues. So it related to all four institutional SLOs.</p> <p>11/20/2012 - 70% of students answered the question correctly.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: While target met, it was just barely. More emphasis is needed in class time.</p>	
<p>Department - Sociology (SOC) - SOC 40 - ASPECTS OF MARRIAGE & FAMILY - SLO 2 - Significance - Students will demonstrate an understanding of why the sociological imagination sociologically significant. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 40 - ASPECTS OF MARRIAGE & FAMILY - SLO 3 - Scientific Method Basis - Students will identify the basis of the scientific method. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Sociology (SOC) - SOC 57 - CHILD ADVOCACY - SLO 1- Identification - Students will identify various types of child abuse. (Created By Department - Sociology (SOC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Sociology (SOC) - SOC 57 - CHILD ADVOCACY - SLO 2 - research methods - Students will describe the strengths of weaknesses of various social research methods on child and family crises, welfare and advocacy. (Created By Department - Sociology (SOC)) Assessment Cycles: 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	Assessment Method: Exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: 90 %		

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 70R - INDEPENDENT STUDY IN SOCIOLOGY - Human Interaction - 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: Research paper on a sociological topic Assessment Method Type: Research Paper Target for Success: 70%	07/06/2016 - 1/1 student (100%) successfully demonstrated college level social science writing skills by using sociological terms, concepts, and theories. Result: Target Met Year This Assessment Occurred: 2015-2016	
Assessment Cycles: End of Academic Year			
Start Date: 07/01/2015 End Date: 06/30/2016			
Course-Level SLO Status: Active			
Department - Sociology (SOC) - SOC 73R - INDEPENDENT STUDY IN SOCIOLOGY - Human Interaction - 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: Student will write an analytical paper analyzing a pattern of social interaction in society. Assessment Method Type: Essay/Journal Target for Success: 70%	09/21/2015 - 1/1 students (100%) successfully analyzed a pattern of interaction. This worked very well in this independent study. Result: Target Met Year This Assessment Occurred: 2014-2015	
Assessment Cycles: End of Academic Year			
Course-Level SLO Status: Active			
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 SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p> <p>Department - Sociology (SOC) - SOC 8 - POPULAR CULTURE - SLO 1 - sociological imagination - Students will identify the two main component parts or features of the sociological imagination. (Created By Department - Sociology (SOC))</p> <p>Start Date: 09/23/2011</p> <p>End Date: 12/20/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are asked to complete readings, discussions on this question. Question is given in a multiple choice format.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: 85% correct.</p>	<p>07/14/2016 - The number of students in the course was very small and there was a high number of students working at a low preparedness level. The course level SLO is fine, but it is hard for lower skilled students to grasp. Higher skilled students reach the SLO at a 100% rate. With repeated work, I was able to get about 75% of all of the students to have a grasp of this SLO.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Student study skills and writing tutorial support. Any support related to increasing all around student skills.</p> <p>GE/IL-SLO Reflection: The outcome is related to critical thinking (this is what the sociological imagination aims to increase) and computation (because the basis of the SI is empirical evidence).</p> <hr/> <p>07/14/2016 - The number of students in the course was very small and there were a number of students working at a low preparedness level. I think the course level SLO is fine, but it is hard for lower skilled students to grasp. With repeated work, I was able to get about 75% of the students to have a grasp of this SLO.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Student study skills and writing tutorial support.</p> <p>GE/IL-SLO Reflection: It remains related to community, computation and critical thinking.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None.</p> <p>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.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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: 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.	01/13/2014 - Continue to introduce and discuss these concepts in class. <hr/>
		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. <hr/>
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
<p>component parts of the scientific method. (Created By Department - Sociology (SOC))</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/20/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students must choose the correct answer to a multiple choice question.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: 85%</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>12/19/2012 - Continue to discuss the importance of the scientific method and empirical evidence in the social sciences in this course.</p> <hr/>
		<p>02/01/2012 - Only 60% of students answered this question correctly.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Continued Etudes tracking information</p> <p>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.</p>	<p>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.</p> <hr/> <p>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.</p>

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

Unit Assessment Report - Four Column

Foothill College

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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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: Students' understanding of the core concepts of sociology will be represented in faculty assignments and recorded, gathered, and reported. Assessment Method Type: Pre/Post Test Target: 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. Result: Target Met Year This Assessment Occurred: 2014-2015	
		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	07/06/2016 - 47/48 Students (98%) successfully applied an understanding of sociology to their professional, personal, or civic lives. This is a very high success rate. Result: Target Met Year This Assessment Occurred: 2015-2016	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method Type: Pre/Post Test</p> <p>Target: 70%</p>	<p>07/03/2013 - 87.5% of students who received an A.A./A.A.-T. in Sociology successfully applied their understanding of sociology to their profession, personal, or civic lives. The remaining 12.5 percent of students could not be tracked.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: This is an improvement from last year, based on better student tracking.</p> <hr/> <p>07/24/2012 - In the pretest, 7/38 (18%) could apply their understanding of sociology to their professional, personal, or civic lives. In the midrange test, 3/18 (17%) could do so). For those graduating with an A.A. degree in Sociology, 11/19 (58%) could apply their understanding of sociology to their professional, personal, and civic lives.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: A challenge we face in the sociology department is to get students to respond to our inquiries. Therefore, we aim to do a better job in tracking the work students produce for the class that apply to this PL-SLO, so we can analyze their products rather than depending on them to reply to our inquiries.</p>	