



PROGRAM REVIEW – CURRICULUM REVIEW
2015-16

Sociology

Courses with CID Designation

Course Name	CID #	CID Name	COR Effective Term
SOC G100	SOCI 110	Introduction to Sociology	F2012
SOC G185	SOCI 115	Social Problems	S2013

Dual Listed Courses

Course Name	Dual Listed
SOC G133	SOCS G133 (Retired)

List of Active Courses offered or not offered in the last 3 years

Course Name	2012-2013			2013-2014			2014-2015		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
SOC G100	X	X	X	X	X	X	X	X	X
SOC G100H									
SOC G110		X	X		X	X		X	X
SOC G133		X	X		X	X		X	X
SOC G134									
SOC G160									
SOC G185		X	X		X	X		X	X



PROGRAM REVIEW – SLO ASSESSMENTS 2015-16

Sociology

*Assessment status reflects assessments between Fall 2013 through Summer 2015

Assessment status for courses with active cSLOs

Course Name	# of cSLOs	# of cSLOs Assessed	Status
SOC G100	7	0	↓
SOC G110	6	0	↓
SOC G133	9	1	↔
SOC G134	5	0	↓
SOC G160	5	0	↓
SOC G185	6	0	↓

↑ Fully assessed
↔ Partially assessed
↓ No assessment

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
SOC G100	cSLO 1	Knowledge of and ability to apply the sociological imagination to a variety of contemporary social phenomena.
SOC G100	cSLO 2	Knowledge of the historical development of Sociology as a separate discipline.
SOC G100	cSLO 3	Distinguish between the use of various research methods.
SOC G100	cSLO 4	Identify, compare and apply the primary sociological perspectives.
SOC G100	cSLO 5	Explain and apply key sociological concepts.
SOC G100	cSLO 6	Describe and explain the basic dimensions of social inequality and social change in historical and contemporary society.
SOC G100	cSLO 7	Assess what social forces and organizational structures are most prominent in shaping, guiding and influencing individual and group behavior in contemporary society.
SOC G110	cSLO 1	Demonstrate an understanding of major sociological theories to the social institution of the family.
SOC G110	cSLO 2	Identify and discuss the family from cross-cultural, historical, and political.
SOC G110	cSLO 3	Identify the intersection among race, ethnicity, class, immigration status, age, class, gender, and sexuality within the family.
SOC G110	cSLO 4	Identify and examine gender, age and socialization within the family.
SOC G110	cSLO 5	Identify and understand the various kinship and family arrangements.
SOC G110	cSLO 6	Describe and explain the basic dimensions of social inequality and social change.
SOC G133	cSLO 1	Identify the cultural, political, historical, and institutional factors affecting the social construction of race and ethnic relations.
SOC G133	cSLO 3	Analyze the cultural and institutional factors involved in race and ethnic relations, relating the macro-level to the micro-level.
SOC G133	cSLO 4	Compare and contrast the experiences of groups that have been historically marginalized, particularly groups defined by ethnicity and race.
SOC G133	cSLO 5	Analyze intersections of race and ethnicity with gender, class and other locations of identity.
SOC G133	cSLO 6	Identify and analyze patterns of racial and ethnic interaction.
SOC G133	cSLO 7	Identify, compare and contrast the experiences of major racial and ethnic groups.
SOC G133	cSLO 8	Examine majority-minority group relations including issues such as power and privilege.
SOC G133	cSLO 9	Evaluate debates on current socio-political racial and ethnic issues such as affirmative action, immigration policies, criminal justice policies, and the future of race and ethnic relations.
SOC G134	cSLO 1	Describe the largest ethnic minority group in the Southwest.
SOC G134	cSLO 2	Describe the major phases of Chicano history.
SOC G134	cSLO 3	Identify specific contributions of Chicanos to the development of American society in the Southwest.
SOC G134	cSLO 4	Describe the problems the Chicano encounters in a society whose cultural values are different and in some cases in conflict with his own.

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
SOC G134	cSLO 5	Describe how minorities historically have been dealt with in American society.
SOC G160	cSLO 1	Define the major concepts in criminology, particularly the concept of social norms and why they exist in all cultures as a way to maintain social control.☒
SOC G160	cSLO 2	Compare and contrast the sociological theories used to explain crime and criminal behavior.
SOC G160	cSLO 3	Compare and contrast the principles, procedures, and methods used by sociologists in the collection of crime-related data.
SOC G160	cSLO 4	Analyze criminal patterns and trends including society's means and methods for addressing crime: Examine the role of the police, courts, and corrections as a means to enforce, sanction, and punish criminal acts.☒
SOC G160	cSLO 5	Assess various types of intervention and prevention programs developed to reduce criminal behavior.
SOC G185	cSLO 1	Demonstrate understanding of major social problems concerning the U.S.
SOC G185	cSLO 2	Place local, regional, and national social problems in global context.
SOC G185	cSLO 3	Identify, and distinguish between, causes and consequences of social problems.
SOC G185	cSLO 4	Analyze social problems using sociological approaches and concepts.
SOC G185	cSLO 5	Analyze and interpret qualitative and quantitative information about social problems.
SOC G185	cSLO 6	Identify and evaluate policies that address social problems and assess the policies' impact on society.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
SOC G100	cSLO 1 *Historical*	2014 - 2015 (Spring 2015)	I plan on using this assessment again. I may require students to submit a rough draft of their work to assess their understanding of the material and the assignment. This is to ensure greater success in regards to their final draft.
SOC G100	cSLO 1 *Historical*	2014 - 2015 (Spring 2015)	I will have to examine the way in which I conduct attendance procedures to see if there is a way in which I increase the percentage of students who attend class regularly. This might mean creating a merit system for attendance. I will also look at the way the material is presented and what the comprehension of that material is, as the semester goes on and attendance becomes an issue.
SOC G100	cSLO 1 *Historical*	2014 - 2015 (Spring 2015)	I will re-assess competency for two terms/vocabulary that that scored lower than average: primary groups and reference groups
SOC G100	cSLO 1 *Historical*	2014 - 2015 (Spring 2015)	This semester I did a better job of taking attendance regularly which I believe not only improved attendance but also the retention of information. I will continue to implement the taking of attendance for the upcoming semester
SOC G100	cSLO 1 *Historical*	2013 - 2014 (Spring 2014)	I will assess competency for different terms/vocabulary next semester.
SOC G100	cSLO 1 *Historical*	2013 - 2014 (Fall 2013)	I will have to examine the way in which I conduct lecture to see if there is a way in which I can have that percentage of students who do not attend class regularly to increase their attendance. That might mean creating a merit system for attendance. I will also look at the way the material is presented and what the comprehension of that material is, as the semester goes on and attendance becomes an issue.
SOC G100	cSLO 3 *Historical*	2013 - 2014 (Spring 2014)	Planned changes include further instruction and clarification of the research process in reading and written assignments. A grading rubric explains how research papers will be graded to further promote awareness of this SLO.
SOC G100	cSLO 3 *Historical*	2013 - 2014 (Spring 2014)	Planned changes include further instruction and clarification of the critical thinking process in reading and written assignments. A grading rubric will be created to show how critical thinking papers will be graded to further promote awareness of this SLO to students.
SOC G100	cSLO 4 *Historical*	2014 - 2015 (Fall 2014)	Altering assignments to two smaller papers instead of the longer research paper.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
SOC G100	cSLO 4 *Historical*	2014 - 2015 (Fall 2014)	I plan on assessing this SLO with a different method next semester.
SOC G100	cSLO 4 *Historical*	2014 - 2015 (Spring 2015)	Will continue to assess students with a written assignment. Will work with students to sharpen research skills and analyze data to present papers in a professional format.
SOC G100	cSLO 5 *Historical*	2013 - 2014 (Fall 2013)	As SLO #3 is very broad, I will assess another part of it next semester.
SOC G100	cSLO 5 *Historical*	2013 - 2014 (Fall 2013)	As SLO #3 is very broad, I will assess another part of it next semester.
SOC G100	cSLO 5 *Historical*	2013 - 2014 (Spring 2014)	I typically have 50 points for class participation in the course. I am looking to increase that to 100 points; therefore, students would have to attend class more regularly to accumulate these points, and this would also balance out the points gained/lost from the exams. I will also look at the way the material is presented and look to increase more visual techniques into the curriculum.
SOC G100	cSLO 5 *Historical*	2014 - 2015 (Spring 2015)	I will have to examine the way in which I conduct attendance procedures to see if there is a way in which I increase the percentage of students who attend class regularly. This might mean creating a merit system for attendance. I will also look at the way the material is presented and what the comprehension of that material is, as the semester goes on and attendance becomes an issue.
SOC G100	cSLO 5 *Historical*	2014 - 2015 (Spring 2015)	This semester I did a better job of taking attendance regularly which I believe not only improved attendance but also the retention of information. I will continue to implement the taking of attendance for the upcoming semester
SOC G133	cSLO 2	2014 - 2015 (Spring 2015)	I plan on assessing a different SLO next semester.
SOC G133	cSLO 3 *Historical*	2014 - 2015 (Fall 2014)	I plan on assessing the next SLO for the spring 2015 semester.
SOC G185	cSLO 2 *Historical*	2014 - 2015 (Spring 2015)	Will continue to assess students with a research paper. Will work with students to sharpen research skills and analyze data to present papers in a professional format.
SOC G185	cSLO 4 *Historical*	2013 - 2014 (Spring 2014)	Planned changes include further instruction and clarification of the research process in reading and written assignments. A grading rubric explains how research papers will be graded to further promote awareness of this SLO.