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<tr>
<td><strong>El Camino: Course SLOs (BSS) - Sociology</strong></td>
<td><strong>Assessment Method Description:</strong> S. Allen - &quot;Family Analysis Project: Reflective Essays&quot; - Students are given a &quot;graphical schematic&quot; and 7 essay questions where they must assess the impacts that they have felt as a member of a family. The essay project additionally allows for the &quot;future projection&quot; of what THEIR family might operate like when/if they have one. K. Stone - Assessment was conducted with four questions on Exam #1. See attached. <strong>Assessment Method:</strong> Multiple Assessments <strong>Standard and Target for Success:</strong> S. Allen - It is anticipated that 80% of students will score 18-20 points, 10 percent will fall in the 11-18 point range and 10% will fall below 11 points (equivalent to a fail) K. Stone - It is expected that 65% of the class will get each of the assessment questions correct. <strong>Results:</strong> 09/29/2014 - The Sociology Department assessed SLO #1 in each section of Sociology 102 (The Family) offered during the spring 2014 semester. The SLO was assessed by S. Allen and K. Stone. Each instructor used a different method to assess the SLO. Assessment methods included examination questions and written assignments. The standard was met in each assessment. Faculty plan to follow-up assessments by revising confusing exam questions and devoting more class time to written assignments. Overall analysis of each assessment indicates that faculty are meeting expected goals of the Sociology Department and students are successfully able to demonstrate an understanding of theoretical perspectives and are able to apply theories to social scenarios. <em>Please see attachment labeled &quot;SOCI 102 - SLO Assessment Data for Allen and Stone&quot; for individual assessment results.</em> <strong>Standard Met? :</strong> Yes <strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Spring 2014) <strong>Faculty Assessment Leader:</strong> Stacey Allen <strong>Faculty Contributing to Assessment:</strong> Stacey Allen and Kell Stone <strong>Related Documents:</strong> SLO 1 assessment results.doc Family Analysis Project - Questions for Stacey Allen.docx SLO 1 assessment questions - Kell Stone.docx Stacey Allen - Essay Rubric SOCI 102.docx SOCI 102 - SLO Assessment Data for Allen and Stone.docx</td>
<td>12/12/2014 - S. Allen - Revise the two assessment questions with the lowest results. <strong>Action Category:</strong> Teaching Strategies</td>
<td>09/29/2014 - K. Stone - To increase writing competency, students will be asked to engage in in-class writing assignments that will then be re-typed and edited and brought into subsequent classes. The questions will challenge them to apply sociological theories to their ongoing assessment of their families. <strong>Action Category:</strong> Teaching Strategies</td>
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of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, and interactionism to social problems. (Created By El Camino: Course SLOs (BSS) - Sociology)

Course SLO Assessment Cycle:
2013-14 (Spring 2014)
Input Date:
12/11/2013
Course SLO Status:
Active

S. Allen – After watching the documentary Teach, students will apply sociological perspectives to problems experienced in the current U.S. educational system.

S. Dowden - The interactionist perspective focuses on:
   a. social conflict
   b. functions of large institutions
   c. language, words and symbols and how these are used in social interaction
   d. a macro level of analysis

Functionalism examines the ________________ of society while conflict theory examines the ________________ of society.
   a. structures; inequalities
   b. symbols; inequalities
   c. structures; functions
   d. macro perspective; micro perspective

K. Stone - "A Sociological Drug Profile" - In this written assignment, students are given a legal sized, printed "flow chart" that is blank, and hold various spots for written explanation and description. This chart will guide students along a sociological understanding of drugs and their impact, at both the micro and macro levels. It also offers the opportunity for looking at potential solutions based on the sociological analysis they just made.

The written content is then reviewed and assessed using a 5-Point Rubric (0-4, "Needs Work" to "Highly Proficient") spanning 5 critical areas of writing. The highest possible score is a total of 20 pts.

Assessment Method:
Multiple Assessments

Standard and Target for Success:
P. Aguilera - It is expected that 80% of students will score 70% or above on this SLO.

S. Allen – It is expected that 75% of the class will score a 7 or above on the 10 point assignment.

Rubric:
10-9 points - Excellent
8 points - Good
7 points - Average
6 points - Below average
5 points – Fail

Stone. Each instructor used a different method to assess the SLO. Assessment methods included examination questions and written assignments. The standard was met in each assessment.

Faculty plan to follow-up assessments with more detailed class instructions of written assignments and additional time in lecture devoted to the subject matter.

Overall analysis of each assessment indicates that faculty are meeting expected goals of the Sociology Department and students are successfully able to demonstrate an understanding of theoretical perspectives and are able to apply theories to social problems.

*Please see attachment labeled "SOCI 104 - SLO Assessment Data" for individual assessment results.

Standard Met? :
Yes

Semester and Year Assessment Conducted:
2013-14 (Spring 2014)

Faculty Assessment Leader:
Stacey Allen

Faculty Contributing to Assessment:
Peter Aguilera, Stacey Allen, Sue Dowden and Kell Stone

Related Documents:
SOCI 104 - SLO Assessment Data.doc

Action Category:
Teaching Strategies

01/12/2015 - K. Stone: Using a two-part method, (1) work with students to create their own "flow chart" on a similar subjects matter; and (2) provide in-class writing exercises and instruction to enhance their writing performance and bring it to higher levels.

Action Category:
Teaching Strategies

12/12/2014 - S. Dowden: Review questions for consistency between exam and class lectures and text

Action Category:
Teaching Strategies

11/06/2014 - S. Allen: Considering the Target for Success was met and 90% of the class scored 7 or above, students were successfully able to apply sociological perspectives. The same assessment tool will be used on November 6, 2014 to compare results.

Action Category:
Teaching Strategies
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<tr>
<td></td>
<td>S. Dowden - average of entire class to be 70% or above.</td>
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<tr>
<td></td>
<td>K. Stone - It is anticipated that 80% of students will score 18-20 points, 10 percent will fall in the 11-18 point range and 10% will fall below 11 points (equivalent to a fail).</td>
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**El Camino: Course SLOs (BSS) - Sociology - ECC: SOCI 108 - Global Perspectives on Race and Ethnicity - SLO #1 Sociological Theoretical Perspectives**

- Students will demonstrate an understanding of the purpose of theoretical Perspectives and apply sociological perspectives such as social identity theory, social conflict theory, modernization theory, and dependency theory, to issues of race and ethnicity around the world. (Created By El Camino: Course SLOs (BSS) - Sociology)

**Course SLO Assessment Cycle:**

2013-14 (Spring 2014)
2016-17 (Spring 2017)

**Input Date:**

12/11/2013

**Course SLO Status:**

Active

**Assessment Method Description:**

In an research essay, students describe the intergroup relations between a dominant and a subordinate group in a selected country in a selected time period. After describing the groups and the specific intergroup relationship, students explain this relationship using one of the sociological theories given in text or lecture.

**Assessment Method:**

Essay/Written Assignment

**Standard and Target for Success:**

This part of the grading rubric uses 0 -5 (0 meaning this discussion was not included in the essay, 3=C meeting the minimum standard of defining the theory and applying it, to 5=A, an excellent definition of the theory and application to the specific relationship. Target: an average or 3 or better for this section of the essay.

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<th>Action Categories</th>
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<tbody>
<tr>
<td>08/31/2014</td>
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<tr>
<td>09/12/2014</td>
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**Faculty Assessment Leader:**

Sue Dowden

**04/01/2015** - Class time will be allotted for working on theory selection. Those students who are not comfortable at the end of the time allowed (15 minute discussing with another student and then class discussion) will be encouraged to meet with the instructor during office hours.

**Action Category:**

Teaching Strategies

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<tr>
<td></td>
<td>Multiple choice questions were administered to assess comprehension and application of sociological and criminological theories.</td>
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<td></td>
<td><strong>Assessment Method:</strong> Exam/Test/Quiz</td>
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<tr>
<td></td>
<td><strong>Standard and Target for Success:</strong> 80% of students will score 70% or above on this SLO.</td>
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<td></td>
<td>09/12/2014 - 91% of students scored 70% or above on this SLO. The success target was met. The data indicates students are comprehending the major theoretical perspectives. The most important findings seem to support that repeated application of theories to crime helps students with comprehension and usage of theory.</td>
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<td></td>
<td><strong>Standard Met? :</strong> Yes</td>
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<td></td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Spring 2014)</td>
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<td><strong>Faculty Assessment Leader:</strong> Stacey Allen</td>
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<td><strong>Faculty Contributing to Assessment:</strong> Peter Aguilera</td>
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<td></td>
<td><strong>03/31/2015</strong> - Continue to apply sociological theories to crime and criminality and monitor assessment levels to ensure standards are maintained.</td>
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**Action Category:**

Teaching Strategies

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