Sociology Department Retreat Minutes
February 6, 2014
3:00-5:00 PM

In attendance: Anne Marenco, John Sanchez, Esther Villegas-Sandoval, Akbar Madhi, Armen Mgerian, Marianna Branda, Katie Coleman, Pamela Williams-Paez, Sheldon Helfing, Levin Welch, Joseph Roberson, Nancy Weber, Emily Prior, Elizabeth Bogumil, Heather Harper, Cecillia Barron, Rebekah Villafana, Mary Valentine, Thea Alvarado, Preeta Saxena, Giana Cicchelli, Austin Im

Anne welcomed everyone back and each person introduced themselves.

Important Dates
- November 7 & 8 (Fri & Sat) California Sociological Association Conference, Riverside. Submit session topics now. The theme for this year is Social Responsibility.
- Clubs
  - Sociology Club will meet 1st and 3rd Tuesday, 12:30-1:30, LTLC160—starting 2/18/14
  - GSA (Gay Straight Alliance): Katie Coleman has been a supporter and suggested people contact Ruth Rassool if they are interested in joining.
  - League of Legends: Pamela reported that the League of Legends will be starting up this semester as they are still organizing.
  - Gamma Beta Phi: Last Friday, 2-3, Mentry 343, Info meeting Feb 14, 2:00, Mentry 343
  - Muslim Students Association (MSA): The MSA club is growing and students have a Facebook page in order to communicate with each other. Meeting times for Spring 2014 TBA.

Reminders
These are the adjuncts being evaluated, along with their evaluators:
- Akbar-Anne
- Angel-Anne
- Cecillia-Pamela
- Dominic-Sheldon
- Emily F.-Pamela
- Giana-Sheldon
- Ioana-Anne
- Joseph-Sheldon

The Following Course Revisions need to be addressed this year:
- 103, 103H-Sheldon-deadline-end of spring
- 101, 101H-deadline Thanksgiving-Anne with input from Katie, Thea, Emily P.
- 200, 200H-deadline Thanksgiving-Shel with input form Katie, Preeta
- 108-deadline Thanksgiving-Pamela with input from Robert, Angel
These are the courses that will be assessed this semester
105, 110, 137, 210, 230, & 233

- Administer the assessment at some point near the end of the semester—see faculty resources intranet page. It must be administered in class, not take home, not extra credit.
- Email how many students attempted it and how many passed it with a grade of C or better—due to Anne no later than the date grades are due—grades MUST be turned in on time—typically 2 days after the last day of classes.
- Ask the stated questions, unless it says you have a choice

Anne Mentioned the Following Reminders:

- Email syllabi to Anne during the first week of the class
  - Check the current SLOs every semester
  - Include all policies on your syllabi
  - Must have your name and contact info, section number and course name, SLO
  - Feel free to copy from mine which are posted on my website
- Every class MUST have at least one written assignment and at least one exam (your choice on what type of exam, see the course outline for requirements of the specific course). Remember that multiple modes of assessment give every student the chance to excel at something. Course outlines are now in CurricUNET http://www.curricunet.com/Canyons/
- Lock classroom doors unless the next professor is there
- Bonelli 310 lending library for sociology materials—feel free to take something, give something to students, or deposit materials
- Seco 303 lending library for pleasure reading—feel free to take a book or leave a book
- Absence slips—put in Anne’s mailbox or in an envelope addressed to Anne, check the faculty resources for examples

Adding/dropping students:

- Officially, a student cannot sit in your classroom after the add deadline if s/he has not added the class
- Add only up to your class size limit, all of our classes are limited to 35 students, except honors classes-25 students and Soci137-24 students.
- You MUST drop a student if s/he does not show the first day, also cross off no show waitlisters.
- You also MUST drop a student who has stopped attending at the census date.
- You MAY drop/withdraw students for missing more sessions than the class meets in one week, see page 30 of the catalog under the heading “Absence from Class.”

Miscellaneous

- CCC cabinet keys—get from Anne, return if you are not teaching at CCC
New Business/information

- Civil Rights Clinic update-Pamela!
- Library Videos-Sheldon!
- Program review goals!
  - LC/SL?
- Intranet vs. Blackboard!
  - Add, put notes, put your name!
- Poll Everywhere-Levin!

Retreat Attendees discussed the following SLO assessments. Some revisions were made to existing SLOs.

Closing the PSLO Assessment Loop from Spring 2013, Soci101, 101H, 103, 103H, & 150 Program SLO
Analyze a social issue using Sociological concepts.

For the first time the PSLO was mapped to the courses being assessed. 690 out of 822, 83.9%, passed the course SLOs.

Closing the Assessment Loop from Fall 2013, Soci200, 200H, 207 Program SLO
Analyze a social issue using Sociological concepts.

231 out of 286, 80.8%, passed the program SLO

Soci200 and 200H (200-174/217-80.2%) (200H-73.7%) SLO: Compare and contrast historical and contemporary women's issues from a variety of theoretical perspectives.

Assessment: Choose a current or historical issue affecting women and compare and contrast how two of the theories you learned in this class would analyze that issue and how it affects women and society. (The professor can leave it open like this or the professor can choose an issue and or the theories).

Feb 2012 retreat SLO to be changed when the course is revised. $ New SLO: Compare and contrast women’s issues from a variety of theoretical perspectives. $ New Assessment: Choose a current social issue pertaining to gender utilizing two of the $ theories you learned in this class to analyze that issue. (The professor can leave it open like $ this or the professor can choose an issue and or the theories). $

Retreat Conversation-Sheldon Helfing, Thea Alvarado, Mariana Branda, Joseph Roberson, and Preeta Saxena.

The SLO maintains as it was noted in the agenda: Compare and contrast women’s issues from a variety of theoretical perspectives.
The new proposed assessment is as follows: “Explain a current gender issue pertaining to women utilizing two of the theories you learned in this class. (The professor can leave it open like this or the professor can choose an issue and or the theories).”

The primary concerns with altering the assessment focused on whether or not to include the words 'women' and 'gender' or if referring to a the general phrase "gender issue" was directed enough for a women's studies class. It was decided to specify "a gender issue pertaining to women" would be used to make the assessment more precise and directed. Also, the phrasing of 'explain' was used in place of 'choose' to help further clarify what was expected in the assessment.

Soci207 (43/50-86%) !
SLO: 1. Distinguish between social issues based on an individual (i.e., micro) analysis and those based on a structural (i.e., macro) analysis.
2. Analyze and assess social problems using the three (structural functionalism, conflict perspective, and symbolic interactionism) sociological perspectives.
3. Evaluate how social stratification systems in areas like race, sex, and social class contribute to the formation and solution of social problems.

Assessment: Choose a social problem (one we've discussed in class or another problem of your choosing) that before taking this class you considered to be a personal problem. Build a case to prove that, from a sociological perspective, this personal problem is really part of a larger public issue. Analyze to what extent the problem is the product of race, sex, social class, and other social factors. Create a solution based on eradicating the causes you've identified.

Feb 2012 retreat SLO to be changed when course is up for revision
SLO: Choose a social problem; comparing micro and macro perspectives, explain how this is a part of a larger public issue.

ASSESSMENT: Analyze the role of social inequalities in creating social problems and identify how those social policies may address positive social change.

Per Akbar at the end of the semester
Two major reasons for no-pass: (1) Not responding systematically to all aspects of the question (define a specific social problem, explain scope, those affected, nature of harm/concern, and solutions) and (2) lack of facts and abundance of opinion in discussing a social problem.

Retreat Conversation- Esther, Mary, Rebekah, Levin, Akbar, Anne, Pamela, Cecilia, Heather, Arman, Giana, Austin, and John Sanchez

The group reviewed the first SLO written as “Distinguish between social issues based on individual (i.e., micro) analysis and those based on structural (i.e., macro) analysis” and agreed
that the assessment should be changed. The group decided to write a broad SLO so instructors can choose between including theories or sociological concepts. Anne stated that leaving an SLO broad is better from an SLO perspective.

The group decided that it was important to include solutions to the SLO as they are inherently a part of social problems.

The new SLO will read as: “Analyze a social problem, including causes, scope, and solutions, using sociological concepts.”

The following times will be when our department meetings are held this semester:

Spring 2014 Meetings and notetaker
2/25, 3:30-4:30, Seco Hall 303-Pamela
3/25, 3:30-4:30, Seco Hall 303-Anne
4/22, 3:30-4:30, Seco Hall 303-Sheldon
5/24, 6:00 PM, end of year potluck at Anne’s house