Program Information:

<table>
<thead>
<tr>
<th>Program Assessed</th>
<th>Sociology Bachelor's Degree</th>
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<tbody>
<tr>
<td>Department</td>
<td>Sociology</td>
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<tr>
<td>College</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Robert Futrell</td>
</tr>
<tr>
<td>Assessment Coordinator</td>
<td>Christie Batson</td>
</tr>
<tr>
<td>Date Submitted</td>
<td>2/13/2015</td>
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</tbody>
</table>

Contact Person for This Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>Christie Batson</th>
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</thead>
<tbody>
<tr>
<td>Phone</td>
<td>895-0258</td>
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<tr>
<td>Email</td>
<td><a href="mailto:Christie.batson@unlv.edu">Christie.batson@unlv.edu</a></td>
</tr>
</tbody>
</table>

Please address the following items:

- What are the student learning outcomes? Please provide a numbered list.
- **Plans must include a curriculum map showing which courses will address which learning outcomes.** Examples can be found here: [http://provost.unlv.edu/Assessment/map.html](http://provost.unlv.edu/Assessment/map.html)
- Which learning outcomes will be assessed in each cycle year (i.e., assessment timeline)?
- How will the learning outcomes be assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What is your plan for sharing the assessment results and acting on them (i.e., closing the loop)?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
STUDENT LEARNING OUTCOMES - SOCIOLOGY

1. **Key concepts, debates, and trends in sociology** — Demonstrate an understanding of the discipline of sociology, key concepts, debates and trends and how these contribute to our understanding of social reality.
   a. Students can demonstrate knowledge and comprehension of basic concepts in sociology: culture, social change, socialization, stratification, social structure, institutions, and differentiations by race/ethnicity, gender, age, and class.
   b. Students can articulate an understanding of how culture and social structure operate
   c. Students can articulate the reciprocal relationships between individuals and society
   d. Students can articulate the macro/micro distinction
   e. Students can articulate the internal diversity of the United States and its place in the international context

2. **Major sociological paradigms and theories** — Demonstrate the role of theory in sociology
   a. Define theory and describe its role in building sociological knowledge;
   b. Compare and contrast basic theoretical orientations and paradigms;
   c. Demonstrate the historical/cultural context in which these theories were developed;

3. **Methods used in sociological research** — Demonstrate understanding of the role of evidence and qualitative and quantitative methods in sociology:
   a. Identify basic methodological approaches and describe the general role of methods in building sociological knowledge;
   b. Compare and contrast the basic methodological approaches for gathering data;
   c. Design a research study in an area of choice and explain why various decisions were made; and
   d. Critically assess a published research report and explain how the study could have been improved

Sociology students will be able to:

4. **Show evidence of the development of a sociological imagination** — Apply sociological knowledge, principles, concepts and the sociological imagination to their own projects, whether intellectual, personal and/or political.

5. **Exhibit confidence in expressing ideas orally and in writing** —
   1. Students can demonstrate critical thinking
      1. Demonstrate skills in recall, analysis and application, and synthesis and evaluation.
      2. Identify underlying assumptions in theoretical orientations or arguments.
      3. Identify underlying assumptions in particular methodological approaches to an issue.
4. Show how patterns of thought and knowledge are directly influenced by political and economic social structures.
5. Present opposing viewpoints and alternative hypotheses. Engage in teamwork where many different points of view are presented

2. Students will develop values:
   1. Articulate the utility of the sociological perspective as one of several perspectives on social reality;
   2. Explain the importance of reducing the negative effects of social inequality.

**CURRICULUM MAP**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 101 or B</td>
<td></td>
<td>B</td>
<td></td>
<td></td>
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<tr>
<td>SOC 102 B</td>
<td></td>
<td></td>
<td>B</td>
<td></td>
<td></td>
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<tr>
<td><em>(Introduction to Sociology)</em></td>
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<tr>
<td>SOC 403* M</td>
<td>M</td>
<td>M</td>
<td>M, E</td>
<td>M, E</td>
<td></td>
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<tr>
<td><em>(Research Methods)</em></td>
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<tr>
<td>SOC 404 M</td>
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<td>M</td>
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<tr>
<td><em>(Statistics)</em></td>
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<tr>
<td>SOC 421 M, E</td>
<td>M, E</td>
<td>M, E</td>
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<tr>
<td><em>(Classical Theory)</em></td>
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<tr>
<td>SOC 422 M, E</td>
<td>M, E</td>
<td>M, E</td>
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<tr>
<td><em>(Contemporary Theory)</em></td>
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<tr>
<td>SOC 496 E</td>
<td>E</td>
<td>E</td>
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<tr>
<td><em>(Senior Capstone)</em></td>
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*Milestone Experience Course*

B = Beginning, M = Middle, E = End

B = outcome introduced in beginning of development, such as in introductory course
M = outcome covered in middle stages of development
E = outcome fully developed at the end of career, such as in a capstone course
SOCIOLOGY ASSESSMENT TIMELINE

2014-2015 (Fall and Spring Semester)

- SOC 101 Assessment
- Senior Exit Survey
- Sociology Internship Assessment

2015-2016 (Fall and Spring Semester)

- SOC 101 Assessment
- Multicultural/International General Education Course Assessment
- Senior Exit Survey
- Sociology Internship Assessment
- Senior Capstone Assessment

2016-2017 (Fall and Spring Semester)

- SOC 101 Assessment
- Senior Exit Survey
- Sociology Internship Assessment
- Senior Capstone Assessment

2017-2018 (Fall and Spring Semester)

- SOC 101 Assessment
- Multicultural/International General Education Course Assessment
- Senior Exit Survey
- Sociology Internship Assessment
- Senior Capstone Assessment
# ASSESSMENT PLAN AND UULO MEASUREMENT

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Assessment Instrument</th>
<th>Student Learning Outcomes</th>
<th>University Undergraduate Learning Outcomes Measured (UULO's)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology 101 Assessment Survey</td>
<td>Qualtrics.</td>
<td>#1, #2, and #3</td>
<td>Inquiry and Critical Thinking; Global/Multicultural Knowledge and Awareness</td>
</tr>
<tr>
<td>Multicultural and International Course Assessment</td>
<td>Questionnaire administered through Qualtrics to random selection of students enrolled in Gen Ed Multicultural and/or International Courses</td>
<td>#4 and #5</td>
<td>Inquiry and Critical Thinking; Global/Multicultural Knowledge and Awareness</td>
</tr>
<tr>
<td>Senior Exit Survey</td>
<td>Questionnaire administered through Qualtrics to graduating seniors. The survey has many open-ended items.</td>
<td>#1, #2, #3, and #4</td>
<td>Inquiry and Critical Thinking; Citizenship and Ethics; Global/Multicultural Knowledge and Awareness</td>
</tr>
<tr>
<td>Internship Survey</td>
<td>1. Questionnaire administered through Qualtrics. 2. Internship Poster Presentation</td>
<td>#4 and #5</td>
<td>Inquiry and Critical Thinking; Citizenship and Ethics; Communication</td>
</tr>
<tr>
<td>Senior Capstone Assessment</td>
<td>Capstone Final Project and Department Presentation</td>
<td>#1, #2, #3, #4, and #5</td>
<td>Intellectual Breadth and Lifelong Learning; Inquiry and Critical Thinking; Citizenship and Ethics; Communication; Global/Multicultural Knowledge and Awareness</td>
</tr>
</tbody>
</table>
ACTION PLAN: CLOSING THE LOOP

1. Assessment results are shared with every instructor of the courses being assessed.
2. Assessment tools are updated annually to reflect changes in the discipline.
3. Annual Faculty Retreat:
   a. Assessment results are shared with all faculty
   b. Feedback and revisions to assessment tools are discussed
   c. Undergraduate curriculum mapping is reinforced
4. Annual GA/PTI Retreat:
   a. Assessment results are shared with all instructors
   b. Workshop for SOC 101 Instructors
   c. Workshop for Multicultural/International Instructors
   d. Undergraduate curriculum mapping is reinforced