### Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term

Email to: assessment@unlv.edu

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<th>Program Information:</th>
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<td><strong>Program Assessed</strong></td>
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<td><strong>Department</strong></td>
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<td><strong>College</strong></td>
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<td><strong>Department Chair</strong></td>
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<td><strong>Assessment Coordinator</strong></td>
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<td><strong>Date Submitted</strong></td>
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<tr>
<th>Contact Person for This Report</th>
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<tr>
<td><strong>Name</strong></td>
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Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they 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 was learned from the assessment results?
- How did the program respond to what was learned?

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.
December 18, 2015

Sociology B.A. Undergraduate Assessment Report

The Sociology Department made several changes to our undergraduate assessment during the 2015 calendar year. Our assessment revisions, plan of action, and appendices are below.

1) This 2015 Report includes results from our Sociology 101 Assessment and Senior Exit Survey.

2) Appendix A describes the Sociology Undergraduate Learning Outcomes and the Assessment tools used in the Undergraduate Assessment and their respective learning outcome measures.

3) Sociology 101 Assessment Revisions
   a) Our primary assessment goal for 2015 was to significantly update and revise our Sociology 101 Assessment tool.
   b) We teach approx. 20 sections of Sociology 101 per semester, nearly 2,000 students per year.
   c) We created an internal Sociology 101 Committee that has been tasked with updating and synthesizing 101 course materials for all of our Online 101 courses. This committee revised our 101 assessment tool between Spring and Fall of 2015. We are reporting Fall 2015 results in this report from a sample of 661 students who completed the assessment between November and December of 2015.
   d) The Sociology 101 Assessment is sent to EVERY sociology 101 Instructor to distribute to their students electronically via Qualtrics.
   e) See Appendix B for Sociology 101 Learning Outcomes
   f) The Fall 2015 Sociology 101 Assessment measured all the 101 learning outcomes
   g) See Appendix C for Sociology 101 Assessment Results

4) Senior Exit Survey
   a) In Spring 2015, we conducted a Senior Exit Survey Assessment of students graduating with a B.A. in Sociology. Our sample was 14 students in Spring 2015.
   b) 73.3% of those completing the assessment felt “Very Good” that they can “apply the sociological imagination to their own intellectual, personal, or political experiences.”
   c) 73.3% reported “Very Good” when asked “How confident are you that you can express your ideas verbally and in writing?”
   d) 67% reported being “Very Satisfied” in their satisfaction with the Sociology Major.
   e) Our graduating seniors indicated entering career fields such as public relations, research, teaching in secondary education, clinical psychology,
nursing, librarian, health administration, social work, and entrepreneurial activity.

5) Senior Capstone Survey
   a) Unfortunately, our Senior Capstone did not enroll and was unable to be offered in Fall 2015. We hope to have the opportunity to teach it in 2016.
APPENDIX A. Sociology Student Learning Outcomes

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.
<table>
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<tr>
<th>Assessment Tool</th>
<th>Assessment Instrument</th>
<th>Student Learning Outcomes</th>
<th>University Undergraduate Learning Outcomes Measured (UULO's)</th>
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<tbody>
<tr>
<td>Sociology 101 Assessment Survey</td>
<td>30-item questionnaire from random sample of students in SOC 101 classes. The survey is administered through Qualtrics.</td>
<td>#1, #2, and #3</td>
<td>Inquiry and Critical Thinking; Global/Multicultural Knowledge and Awareness; Communication</td>
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<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; Communication</td>
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<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>
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<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>
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<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>
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APPENDIX B. Sociology 101 Core Learning Areas and Learning Outcomes

SOC 101 Core Areas

What we want SOC 101 students to learn

All Sociology 101 courses should include the following core topics:
1. Sociological imagination
2. The social construction of reality
3. Culture
4. Socialization
5. Stratification
6. Differentiation and privilege by race/ethnicity, gender, and class

All Sociology 101 courses should encourage students to apply the following throughout the curriculum
- An understanding of privilege & diversity
- Methods – Enough of a working understanding to be able to critically assess information and research.
- Theory – Enough of a working understanding that there are different perspectives that can be used to interpret and understand society. There need not be agreement on what those specific perspectives are labeled. This material can be integrated in various sections of the course, but should include coverage at a beginning level of:
  a. Origins of the discipline
  b. The idea of different paradigms (as distinct from agreement on what the specific different paradigms are)
  c. Structure/agency
  d. Social change and activism
**UNLV Department of Sociology**  
SOC 101 Principles of Sociology  
Department Learning Objectives

**By the end of the semester:**

1. **Students will be able to understand and apply the concepts of diversity and inequality to their social worlds.**
   Students will:
   a. Describe and demonstrate a basic comprehension of
      i. The social contexts in which we live,
      ii. Sociological concepts including: sociological imagination, culture, socialization, the social construction of reality, stratification, and race/ethnic, gender, class, and other inequalities.
   b. Apply an understanding of the relationships between individuals and society to their own social worlds
   c. Understand basic trends in global and national diversity and inequality.
   d. Demonstrate an awareness of the role of privilege in their own lives.
   e. Explain the importance of reducing the negative effects of social inequality and privilege.

2. **Students will be able to critically assess information and research.**
   Students will demonstrate sufficient understanding of the role of evidence to be able to critically assess information and research.

3. **Students will be able to understand and apply the notion that there are different perspectives to understanding social phenomena.**
   Students will:
   a. Demonstrate a basic understanding of the historical context in which sociology as a discipline developed.
   b. Show how patterns of thought and knowledge are influenced by social structures.
   c. Recognize that there are different theories/perspectives/paradigms in sociology that can be used to interpret the social world.
   d. Be able to think critically and apply different perspectives and alternative viewpoints to understanding social phenomena

4. **Students will be able to apply the sociological perspective to their role as citizens in creating social change**
   Students will understand the power of collective action, activism and social movements to enact social change.
APPENDIX C. Sociology 101 Assessment: Results in Brief

The Fall 2015 Sociology 101 Assessment was completed by 661 students between November 20th and December 20th 2015.

The newly revised Soc 101 Assessment is divided into the following categories to measure the Sociology 101 Learning Outcomes:

1. Sociological imagination (4 questions)
   a. 75.7% mean correct score

2. The social construction of reality (3 questions)
   a. 73% mean correct score

3. Culture (3 questions)
   a. 69.2% mean correct score

4. Socialization (2 questions)
   a. 74.9% mean correct score

5. Stratification (2 questions)
   a. 57.5% mean correct score

6. Differentiation and privilege by race/ethnicity, gender, and class (4 Questions)
   a. 77.1% mean correct score

Results:

- Generally, we show no significant differences between assessment results for Face-to-Face courses and Online Courses.
- Students perform most poorly in the area of Stratification
- Students perform the best in the areas of Differentiation and Privilege by Race/Ethnicity, Gender, and Social Class – confirming Learning Outcome #1 that Sociology 101 students are generally able to understand and apply the concepts of diversity and inequality to their worlds.
- Based on several poorly answered questions, the Sociology 101 Committee is planning to revise the assessment tool for the Spring 2016 assessment.