Annual Academic Assessment Report Cover Sheet

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

Email to: assessment@unlv.edu

Program Information:

<table>
<thead>
<tr>
<th>Program Assessed</th>
<th>B.A. in Sociology</th>
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</thead>
<tbody>
<tr>
<td>Department</td>
<td>Sociology</td>
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<tr>
<td>College</td>
<td>Liberal Arts</td>
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<tr>
<td>Department Chair</td>
<td>Robert Futrell</td>
</tr>
<tr>
<td>Assessment Coordinator</td>
<td>Andrew L. Spivak</td>
</tr>
<tr>
<td>Date Submitted</td>
<td>12/20/2016</td>
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</tbody>
</table>

Contact Person for This Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Andrew L. Spivak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>702-895-0257</td>
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<td>Email</td>
<td><a href="mailto:andrew.spivak@unlv.edu">andrew.spivak@unlv.edu</a></td>
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</tbody>
</table>

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.
Bachelor of Arts (B.A.) in Sociology – Undergraduate Assessment Report

This 2016 Report includes results from our Principles of Sociology (SOC 101) Assessment Instrument and Senior Exit Survey.

Appendix A describes the Sociology Undergraduate Learning Outcomes and the Assessment measures used in the Undergraduate Assessment Instrument, and their respective learning outcome measures.

- **Principles of Sociology (SOC 101) Assessment Instrument (DIRECT ASSESSMENT)**
  - Our primary assessment goal for 2016 was to continue to improve our Principles of Sociology (SOC 101) assessment instrument.
  - We teach approx. 20 sections of SOC 101 per semester, nearly 2,000 students per year.
  - The SOC 101 Assessment Instrument is sent to EVERY 101 instructor to distribute to their students electronically via Qualtrics. Some instructors offer extra credit for completion.
  - In 2015, we created an internal SOC 101 Committee that had been tasked with updating and synthesizing 101 course materials for all of our online 101 courses. This committee revised our 101 assessment tool. In 2015, we reported only Fall 2015 results in the annual report, with a sample of 661 students who completed the assessment between November and December of that year.
  - For 2016, we had 1,068 students from our 101 courses complete the assessment, 636 in the Spring semester and 431 in the Fall semester. Most of these students (64.4 percent) were taking SOC 101 in face-to-face classes, while 34.6 percent were taking online sections.
  - See Appendix B for Principles of Sociology (SOC 101) Learning Outcomes
  - The Spring 2016 Sociology 101 Assessment Instrument measured all the 101 learning outcomes
  - See Appendix C for detailed results of the SOC 101 Direct Assessment

- **Senior Exit Survey (INDIRECT ASSESSMENT)**
  - In Spring and Fall of calendar year 2016, we conducted a Senior Exit Survey Assessment of students graduating with a B.A. in Sociology. Our sample was comprised of 13 students in Spring 2016 and 5 students in Fall of 2016.
  - 11 of the 18 graduating seniors reported that they had declared sociology as their major within the prior two years.
  - 16 of 18 graduating seniors were satisfied or very satisfied with “your overall satisfaction with the sociology major.”
  - 15 of 18 graduate were satisfied or very satisfied with “your ability to enroll in your desired classes.”
  - 16 of 18 graduating seniors reported the “overall quality of teaching within the major” to be good or very good.
16 of 18 graduating seniors responded “good” or “very good” to the question “How would you describe your understanding of the key concepts, debates, and trends in sociology?”

16 of 18 graduating seniors responded “good” or “very good” to the question “How would you describe your understanding of the major sociological paradigms and theories?”

18 of 18 graduating seniors responded “good” or “very good” to the question “How would you describe your understanding of the variety of methods used in sociological research?”

18 of 18 graduating seniors responded “good” or “very good” to the question “How much do you feel you were able to apply your sociological imagination to your own intellectual, personal, and/or political experiences?”

15 of 18 graduating seniors responded “good” or “very good” to the question “How confident are you that you can express your ideas verbally and in writing?”

11 of 18 graduating seniors indicated that they planned to attend a graduate or professional program, including speech pathology, social work, law school, public administration, and sociology.

Our graduating seniors indicated plans to enter career fields including academic advising, human resources, law, social work, nursing, teaching and research (academia), and speech pathology. Only 3 of the 18 respondents indicated not knowing or being undecided about their intended career field.

- Senior Capstone Survey – The Senior Capstone course did not have enough student enrollment to offer the course in either Spring 2016 or Fall 2016, but we believe Spring 2017 will have enough students (8 enrolled so far as of Dec 20, 2016) to teach the class.
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>
<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>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>
</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; Communication</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>
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<tr>
<td>Internship Survey</td>
<td>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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</table>
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 and social theory
2. The social construction of reality and social research
3. Culture
4. Socialization
5. Stratification
6. Inequality 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
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. Principles of Sociology (SOC 101) Direct Assessment Results

The 2016 Principles of Sociology (SOC 101) Assessment was completed by 1,068 students, 636 in the Spring semester and 431 in the Fall semester. Most of these students (64.4 percent) were taking SOC 101 in face-to-face classes, while 34.6 percent were taking online sections.

The assessment instrument is divided into six categories to measure the SOC 101 Learning Outcomes:

Category I: The Sociological imagination and social theory (4 questions)
Category II: The social construction of reality and social research (3 questions)
Category III: Culture (3 questions)
Category IV: Socialization (2 questions)
Category V: Stratification (2 questions)
Category VI: Inequality by race/ethnicity, gender, and class (4 Questions)

The table below shows the results for each item and category by online and face-to-face sections.

<table>
<thead>
<tr>
<th>Category</th>
<th>Item</th>
<th>Item Percent Correct (online classes)</th>
<th>Item Percent Correct (face-to-face classes)</th>
<th>Item Percent Correct Overall</th>
<th>Category Percent Correct Overall</th>
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</table>

* Unweighted average of the percent correct across six categories. A weighted figure is reflected by the average for the item percent correct overall column.

Summary:

- Overall, SOC 101 students performed well, with more than half of students correctly answering items in each of the six categories.
Generally, we show little difference between assessment results for Face-to-Face courses and Online Courses.

Students perform most poorly in the area of Socialization, but we believe that an improvement to Item 11 will enhance performance in 2017.

Students perform the best in the areas of Culture and Inequality, confirming Learning Outcome #1 that Sociology 101 students are generally able to understand and apply the concepts of diversity and inequality to their worlds.