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>
</tr>
</thead>
<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>Andrew L. Spivak</td>
</tr>
<tr>
<td>Date Submitted</td>
<td>12/28/2018</td>
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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>
</tr>
</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.
This 2018 report includes a summary of direct assessment results from our Principles of Sociology (SOC 101) Assessment Instrument and indirect assessment results from our Senior Exit Survey. Appendix A describes the Sociology Undergraduate Learning Outcomes and assessment measures used in the Undergraduate Assessment Instrument, as well as their respective learning outcome measures. Appendix B describes the Sociology 101 Core Learning Areas and Learning Outcomes. Appendix C provides more detailed results from the 2018 Principles of Sociology (SOC 101) Direct Assessment

Principles of Sociology (SOC 101) Assessment Instrument (DIRECT ASSESSMENT)

- Our main assessment goal for 2016 through 2018 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.
  - In 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.
  - In 2017, we had had 791 student participants, 640 in the Spring semester and 151 in the Fall semester. Most of these students (60.5 percent) were taking SOC 101 in face-to-face classes (a slight reduction from 2016’s 65.4 percent, while 39.5 percent were taking online sections.
- In 2018, we had 666 student participants, 364 in the Spring semester and 302 in the Fall semester. Most of these students (51.8 percent) were taking SOC 101 in face-to-face classes (a continuing reduction from 2017’s 60.5 percent and 2016’s 65.4 percent), while 48.25 percent were taking online sections.

Summary of 2018 Results

- For 2017, we modified the 101 assessment in accordance with external and internal review, extending the subject categories from VI to VII. Overall, SOC 101 students demonstrated competency in the learning outcomes, with more than half of students (72.9 percent overall) correctly answering items in each of the six learning outcome categories: (1) the 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, and (7) Collective action & social movements. However, some categories had substantially better outcomes than others, with a range spanning from 56.5 to 85.5. These percentages are lower than last year, as the assessment modification has produced items that are a bit more challenging for students.
The assessment shows little difference between assessment results for students in Face-to-Face courses (74.5 percent correct answers) and students in Online Courses (76.8 percent correct answers).

Students performed least successfully in the area of Socialization for a third year (57.9 percent in 2016, 58.8 percent in 2017, and 56.5 percent in 2018).

Students perform the best in the areas of Social Theory (1), Culture, Social Research (2), and Social Inequality (6), confirming Learning Outcome #1 that Sociology 101 students are generally able to understand and apply the concepts of diversity and inequality to their own social worlds.

See Appendix C for more detail of data and results.

Senior Exit Survey (INDIRECT ASSESSMENT)

- In contrast to 2017, in 2018 we opted to use data from the official graduating senior exit survey (GSES) provided by the Office of the Vice Provost for Undergraduate Education. The data were only available for Spring 2018, but contained 17 completed surveys, in contrast to 11 in Spring 2017 and 8 in Fall 2017 (in 2016 we had 13 responses in the Spring and 5 in the Fall).
- Our graduating seniors reflect a demographic diversity, 10 women and 7 men, with 11 total who were over the age of 24, and two who were over the age of 35. Non-Hispanic whites accounted for five of the seventeen graduating seniors, while three additional students indicated white in combination with other categories. Seven students were black/African-American (one in combination with white and another in combination with Hispanic/Latino ethnicity), and a total of four indicated Hispanic/Latino ethnicity. Two students marked Native Hawaiian or Other Pacific Islander, both in combination with white.
- Seven of the seventeen students had completed their degrees in four years or less, and five more completed within six years. Eleven total of seventeen had been transfer students.
- Several items asked students whether they agreed or disagreed (4 point Likert scale, from strongly agree to strongly disagree) with a series of statements about whether they “have made progress towards reaching the following goals:”
  - Appreciate and be open to other points of view: 12 of 17 strongly agree, an additional 4 agree.
  - Appreciate the role of science in society: 9 of 17 strongly agree, an additional 7 agree
  - Utilize mathematical reasoning: 4 of 17 strongly agree, an additional 7 agree
  - Acquire the knowledge/skills needed for my career: 5 strongly agree, and additional 10 agree.
- 7 of 17 graduating seniors strongly agree and an additional 7 agree with the statement that “overall, the classes in my major were academically challenging”.
- 11 of the 17 graduating seniors were somewhat or strongly satisfied with “the quality of instruction”.
- 16 of the 17 graduating seniors were somewhat or strongly satisfied (8 strongly, 8 somewhat) with the “quality of my program of study.”
- 8 of the 17 graduating seniors were somewhat satisfied with the “opportunities for practical work related to your major” and an additional 2 were strongly satisfied.
- 8 of the 17 graduating seniors were somewhat satisfied with the “availability of courses” and an additional 4 were strongly satisfied.
- 12 of the 17 graduating seniors were somewhat satisfied with “class size” and an additional 5 were strongly satisfied.
9 of the 17 graduating seniors were somewhat satisfied with “faculty interest in students” and an additional 7 were strongly satisfied.

7 of the 17 graduating seniors were somewhat satisfied with “respect for diverse backgrounds and beliefs by faculty” and an additional 9 were strongly satisfied.

9 of the 17 graduating seniors were somewhat satisfied with “quality of academic advising by faculty” and an additional 8 were strongly satisfied.

5 of the 17 graduating seniors had plans to go to graduate school, two in sociology, two in education, and one in family studies.

Graduating seniors indicated plans to enter career fields including Education, self-employment, non-profit organization, private sector organizations, hospitality, politics, and social services.

Conclusion Summary and Planned Program Response

The seven core learning areas for the Principles of Sociology (SOC 101) class (Appendix B) are partly connected to the five B.A. in Sociology program learning outcomes (Appendix A). Specifically, core areas I and II are related to the first two program outcomes (key concepts and trends, major paradigms and theories), and part of core area II is embedded in program learning outcome 3. The good performance on the 101 direct assessment indicates that students are beginning to meet these outcomes as early as the introductory lower-division course. Program learning outcomes 4 and 5 (applying knowledge and developing oral/written expression skills) are more broadly attained throughout the program, and were only addressed through indirect assessment in the senior survey, although the university exit survey did not contain the precise items that our previous departmental survey had.

The results of the 2017 Department of Sociology undergraduate program assessment were shared and discussed during the first faculty meeting of the Spring 2018 semester. The results of this report will likewise be reviewed in Spring 2019, with particular attention to the 101 assessment modifications, but also whether we wish to continue our departmental senior exit survey.
APPENDIX A. Department of Sociology – Student Learning Outcomes for the B.A. Degree

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

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>
</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>
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</tbody>
</table>
APPENDIX B. Sociology 101 Principles of Sociology – Core Learning Areas and Learning Outcomes

SOC 101 Principles of Sociology – Department Core Learning Areas

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

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.

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**APPENDIX C. Data and Results of Principles of Sociology (SOC 101) Direct Assessment**

The 2018 Principles of Sociology (SOC 101) Assessment had 666 student participants, 364 in the Spring semester and 302 in the Fall semester. Most of these students (51.8 percent) were taking SOC 101 in face-to-face classes (a continuing reduction from 2017’s 60.5 percent and 2016’s 65.4 percent, while 48.25 percent were taking online sections. Eliminating participants who did not complete the assessment, and/or who took less than two minutes (about 6 second per question, indicating random guessing) left 564 total student completions of the assessment.

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 & 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, & class (4 questions)
- **Category VII:** Collective action & social movements (2 questions)

Table 1. (next page) shows the results for each item and category by online and face-to-face sections.
Table 1. SOC 101 Assessment Results

<table>
<thead>
<tr>
<th>Category I: The sociological imagination &amp; social theory</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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<tr>
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<thead>
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<th>Category II: The social construction of reality &amp; social research</th>
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<th>Category Percent Correct Overall</th>
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<td>51.2</td>
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<td>50.6</td>
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<td></td>
<td>Item 20</td>
<td>68.1</td>
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<td>68.8</td>
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**AVERAGE** | 74.5 | 76.8 | 75.4 | 72.9*

*Unweighted average of the percent correct across six categories. The average in the left adjacent cell is weighted by the number of items in each category (i.e., the average across 20 items).

See p. 1 for Narrative Summary of Results