Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): Sociology
Department: Anthropology & Sociology
College/School: College of Arts & Sciences
Person(s) Responsible for Implementing the Plan: Scott Harris
Date Submitted: July 5, 2017

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
What do you expect all students who complete the program to know, or be able to do?	*Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?*	*How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.*	*How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?*

Goal #1: Sociology majors will demonstrate an understanding of issues related to diversity, inequality, and social justice.
 	
Learning Outcomes:
  a) identify examples of cross-cultural diversity in beliefs and customs
  b) identify examples of stratification by race/ethnicity, gender, and social class, and explain how inequality affects life chances, especially for marginalized others
  c) articulate policies and practices that can help promote social justice in local, national, or global contexts
	SOC 4840: Sociology Capstone	Direct Measures: An assessment committee evaluates Capstone papers from a sample of students, using a rubric on a scale of 1-5 (1 = unacceptable, 3 = adequate, 5 = excellent) for each of the learning outcomes.
		
		Indirect Measures: In an exit interview (i.e., focus group) with all graduating seniors, we will ask students to report their perceptions of the degree to which they have met these learning outcomes.
			An assessment committee will examine assessment data every May. Their report will then be shared with the faculty by email and discussed at department retreat every August. Any changes that are made at the department or instructor levels will be conveyed back to assessment committee. The assessment committee will submit an annual report to the University Assessment Coordinator, currently Kathleen Thatcher.

Goal #2: Sociology majors will understand the role of theory in social analysis. Learning Outcomes: a) describe the role of theory in building sociological knowledge b) compare and contrast basic theoretical orientations; or, identify assumptions in analyses and arguments c) apply theories to examples or situations	SOC 3100: Sociological Theory	Direct Measures: An assessment committee evaluates samples of student work (papers, essay questions from exams) using a rubric with a scale of 1-5 (1 = unacceptable, 3 = adequate, 5 = excellent) for each of the learning outcomes. Indirect Measures: In an exit interview (i.e., focus group) with all graduating seniors, we will ask students to report their perceptions of the degree to which they have met these learning outcomes.	An assessment committee will examine assessment data every May. Their report will then be shared with the faculty by email and discussed at department retreat every August. Any changes that are made at the department or instructor levels will be conveyed back to assessment committee. The assessment committee will submit an annual report to the University Assessment Coordinator, currently Kathleen Thatcher.
Goal #3: Sociology majors will understand the role of qualitative and quantitative research methods in sociology. Learning Outcomes: a) compare and contrast methodological approaches for gathering data b) design a small study c) critically assess a published research report	SOC 2000: Research Methods	Direct Measures: An assessment committee evaluates samples of student work (papers, essay questions from exams) using a rubric with a scale of 1-5 (1 = unacceptable, 3 = adequate, 5 = excellent) for each of the learning outcomes. Indirect Measures: In an exit interview (i.e., focus group) with all graduating seniors, we will ask students to report their perceptions of the degree to which they have met these learning outcomes.	An assessment committee will examine assessment data every May. Their report will then be shared with the faculty by email and discussed at department retreat every August. Any changes that are made at the department or instructor levels will be conveyed back to assessment committee. The assessment committee will submit an annual report to the University Assessment Coordinator, currently Kathleen Thatcher.

Goal #4: Sociology majors will have the skills necessary to communicate effectively in written and oral forms. Learning Outcomes: a) write a clear and convincing sociological analysis of an event, issue, or problem b) make an oral presentation that is succinct, clear, convincing, and professional c) use computerized and online resources to find information (e.g., databases, reputable internet websites, government statistics, etc.) d) evaluate the strengths and weaknesses of information sources, and assess which references are appropriate for academic research	SOC 4840: Sociology Capstone	Direct Measures: An assessment committee evaluates Capstone papers and presentations from a sample of students, using a rubric with a scale of 1-5 (1 = unacceptable, 3 = adequate, 5 = excellent) for each of the learning outcomes. Indirect Measures: In an exit interview (i.e., focus group) with all graduating seniors, we will ask students to report their perceptions of the degree to which they have met these learning outcomes.	An assessment committee will examine assessment data every May. Their report will then be shared with the faculty by email and discussed at department retreat every August. Any changes that are made at the department or instructor levels will be conveyed back to assessment committee. The assessment committee will submit an annual report to the University Assessment Coordinator, currently Kathleen Thatcher.

1. **It is <u>not recommended</u> to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

    We will assess one learning goal (with the associated learning outcomes) per year, on a rotating basis.
    - 2016 — Goal 1 (with associated learning outcomes)
    - 2017 — Goal 2 (with associated learning outcomes)
    - 2018 — Goal 3 (with associated learning outcomes)
    - 2019 — Goal 4 (with associated learning outcomes)
    - 2020 — Repeat cycle

    The sociology division director, in consultation with the department chair, will create and supervise an assessment committee, charged with (a) collecting and analyzing assessment data, (b) reporting findings, (c) tracking revisions to the curriculum, (d) updating and improving assessment plan, and (e) reporting activities to the University Assessment Coordinator.

2. **Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?**

    There is no major in sociology at the Madrid campus. However, the Assessment Committee will share our plan and annual assessment report with faculty in Madrid, and solicit their feedback. Faculty in Madrid may adjust how they teach electives and SOC 1100, or we may adjust our plan, due to this dialogue.

3. **The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:**

    a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

    This plan (at least in part) will be discussed and reviewed every May (by the assessment committee) and every August (by the department as a whole, when the committee reports its findings at the annual retreat).

    b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

    To date, students have not been included in the creation of our assessment plan. However, we conduct exit interviews (via

focus group) with all graduating majors, every May. In future interviews, we can gather information about their experiences and evaluations of (a) the major and its learning outcomes as well as (b) our assessment plan.

c.   What external sources were consulted in the development of this assessment plan?

We consulted guidelines and examples provided by the American Sociological Association, California State University–Sacramento, Southern Illinois University–Edwardsville, and Suffolk University.

d.   Assessment of the manageability of the plan in relation to departmental resources and personnel

This plan creates additional work for the department faculty as a whole (at least 1 hour per year, at department retreat) and for the assessment committee in particular (20-40 hours per year).

Rubric for Assessing Goal # 2

Paper #_____ Last Name_____

1) **Does the student demonstrate the ability to describe the role of theory in building sociological knowledge?**

    Poor   Adequate   Excellent

    1   2   3   4   5   Not applicable
                                                                               to paper's topic

Comments:

2) **Does the student demonstrate the ability to compare and contrast basic theoretical orientations; or, identify assumptions in analyses and arguments?**

Poor   Adequate   Excellent

    1   2   3   4   5   Not applicable
                                                                                 to paper's topic

Comments:

3) **Does the student demonstrate the ability to apply theories to examples or situations?**

Poor   Adequate   Excellent

    1   2   3   4   5   Not applicable
                                                              to paper's topic

Comments:

Graduating Senior Survey: Spring 2017

Contact Information

Name _____

Age   _____

Email Address (post- graduation) _____

Permanent mailing address (post-graduation)_____

_____

_____

Major(s) _____

_____

Minor(s) and Certificates_____

_____

Following Graduation

    Select one of the following that represents your plans following graduation:

☐ Graduate School   ☐ Seeking Employment

☐ Law School   ☐ Employment (already obtained)

☐ Medical School   ☐ Other _____

1.   If you have been <u>accepted</u> into a program of post-graduate education please indicate which institution you will be attending and your program of study (e.g. Saint Louis University, Master's Degree in XXXX) _____

_____

_____

2. If you have been <u>accepted</u> into a program of post-graduate study, have you been awarded any scholarships, fellowships or assistantships? If so, please briefly describe _____

_____
_____
_____

3. If you are planning to <u>seek employment</u> what field and what type of job are you seeking? (i.e. computer programmer with Microsoft). _____

_____
_____

4. If you have <u>already secured employment</u> what is your field of employment (i.e computer programming) and what is your job title (programmer)? For which company or organization will you be working _____

_____
_____

5. Please list any suggestions about how the Department of Sociology and Anthropology could have better prepared you for your post-graduation career plan.

_____
_____
_____
_____
_____

6. Did you do undergraduate research? (circle one)   Yes   No

7. If yes: Who was your faculty advisor for that research _____?

8. If yes: Please describe your research project(s) _____

_____
_____
_____

9. Did you do a field school or internship/practicum during your undergraduate education at Saint Louis University? (circle one)   Yes   No

10. If yes: Which field school or internship/practicum (where)?

_____
_____

11.	How would you describe your field school/internship/practicum experience?
_____
_____
_____

12.	Do you believe that your field school/internship/practicum experience helped prepare you for your post-graduation career plans?_____
_____
_____
_____

13.	Did you apply for any post-graduation scholarships (i.e. Fulbright, Marshall)? (Circle One) Yes	No

14.	If yes, please list which of the scholarships you applied _____
_____
_____

15.	Please list your level of success in those applications (i.e. finalist for Fulbright application). _____
_____
_____

Thank you for completing the survey. **Your assistance will help the Department of Sociology and Anthropology better assist future students in the program. Please stay in touch with the program in future years and keep us informed as your career advances. Please also keep the Department informed when you change mailing addresses, so we may keep you apprised of the Department's progress.**

Rubric for Exit Interviews

Structured Exit Interview with Graduating Seniors

Focus group questions.

1. What was the most interesting question on the questionnaire?

2. What was/were you favorite courses in the major?

3. What elective courses would you suggest we create?

4. Weakness in the curriculum—What required courses would you suggest we create?

5. Do you have a sense of the breadth of knowledge of this discipline?

6. Were courses with hands-on-experience helpful?

7. Do you think you received helpful guidance from you mentor?

8. Do you believe you have received sufficient training in social science theories to think and discuss information critically? Ask critical analytic questions about the logic of an argument.

9. Do you believe you have received sufficient training in social science methodology to follow and critique the logic and empirical bases of information presented?   Ask questions about the empirical basis of arguments.

10. Other Issues:
      a. Facilities?
      b. Research Experience?
      c. Security issues?

11. What additional questions should we be asking?

Notes on responses: