Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): Public and Social Policy, PhD
Department: Sociology and Anthropology; Political Science
College/School: College of Arts and Sciences
Person(s) Responsible for Implementing the Plan: Ness Sandoval and James Gilsinan
Date Submitted: September 24, 2015

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?*

1. Students will be able to identify and evaluate ethical problems related to research and public policy.	SOC/POLS 5850 – Policy Evaluation and Assessment POLS 5340 – Policy Ethics POLS 6310 – Policy Process	Formal case analyses (D) Embedded questions in the mid-term and final exams (D) End-of-course student surveys will solicit self-evaluations of their development in the context of this SLO (I) Alumni surveys (administered one and five post-graduation) will solicit from graduates self-evaluations of their continued development in the context of this SLO, and will particularly focus on how the program has impacted professional competency (I)	Assessment results will be analyzed annually by the program director and chairs of Sociology and Anthropology and Political Science and their faculties; recommendations for curriculum, pedagogy and/or assessment revisions will be made to the program director and department chairs and faculty on an annual basis that will allow appropriate implementation.

| 2. Students will be able to design and execute methodologically-sound policy research that extends the knowledge of both policy and other social science disciplines. | SOC/POLS 5850 – Policy Evaluation and Assessment

SOC/POLS 6100 – Regression Analysis and Non-Linear Models

SOC 5650 – Intro to GIS

SOC/POLS 5060 – Qualitative Research | Research skills (D)

Dissertation will be evaluated by the dissertation chair. The chair will produce a written evaluation of the student research skills (D)

Research pro-seminar will provide opportunities for them to reflect on their research skills (I)

Job placement will show whether students get jobs using these skills. (I)

End-of-course student surveys will solicit self-evaluations of their development in the context of this SLO (I) | Assessment results will be analyzed annually by the program director and chairs of Sociology and Anthropology and Political Science and their faculties; recommendations for curriculum, pedagogy and/or assessment revisions will be made to the program director and department chairs and faculty on an annual basis that will allow appropriate implementation. |

3. Students will be able to evaluate, critique, and synthesize competing theoretical explanations in their chosen area of study.	SOC/POLS 5850 – Policy Evaluation and Assessment POLS 6310 – Policy Process POLS 6330 – Public Finance Theory	Written assignments and course participation (D) Preliminary exam (D) Exit interviews will solicit self-evaluations of progress on this outcome (I) Annual student monitoring will reveal whether students are making adequate progress in developing these skills (I)	Assessment results will be analyzed annually by the program director and chairs of Sociology and Anthropology and Political Science and their faculties; recommendations for curriculum, pedagogy and/or assessment revisions will be made to the program director and department chairs and faculty on an annual basis that will allow appropriate implementation.
4. Students will be able to identify effects of forms of inequality (racial, gender, class, spatial, etc.) and policy.	POLS 5130 – American Race Relations POLS 5150 – Gender and American Politics SOC 5550 – Comparative Theories of Race POLS 5710 – Citizenship and Social Difference	Written assignments and class participation (D) Preliminary examination (D) Exit interviews will solicit self-evaluations of progress on this outcome (I) Job placement will show whether students get jobs using these skills. (I)	Assessment results will be analyzed annually by the program director and chairs of Sociology and Anthropology and Political Science and their faculties; recommendations for curriculum, pedagogy and/or assessment revisions will be made to the program director and department chairs and faculty on an annual basis that will allow appropriate implementation.

5. Students will be able to apply research skills to address social problems.	SOC/POLS 5060 – Qualitative Research SOC/POLS 5850 – Policy Evaluation and Assessment SOC/POLS 6100 – Regression Analysis and Non-Linear POLS 6330 – Public Finance Theory	Written assignments and class participation (D) Dissertation (D) Exit interviews will solicit self-evaluations of progress on this outcome (I) Annual student monitoring will reveal whether students are making adequate progress in developing these skills (I)	Assessment results will be analyzed annually by the program director and chairs of Sociology and Anthropology and Political Science and their faculties; recommendations for curriculum, pedagogy and/or assessment revisions will be made to the program director and department chairs and faculty on an annual basis that will allow appropriate implementation.

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.

   The materials and artifacts for the outcomes will be collected on an annual basis. The outcomes will be evaluated on a four-year cycle. See table in 3a. Year 1 is defined as the 2016-2017 academic year.

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

   These assessment efforts are not coordinated with any other courses or programs in Madrid. There are no Ph.D sociology programs in Madrid.

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.)

      Each year the co-directors will gather, review, and analyze the materials necessary for the outcomes to be reviewed in that year. Faculty members will be responsible for gathering the information. Faculty members will be notified a year in advance if their responsibilities. The co-directors will produce a summary report and distribute it to the core faculty members of the PhD. program for review. The co-directors will work with the core faculty to suggest changes (if needed) in the program, the curriculum, individual courses, the collection of information, the analysis or the items used to indicate mastery and success. The core faculty will decide on the necessary timeline for implementing any changes.

Ph.D. Learning Outcome	Curricular Mapping	Year
Students will be able to identify and evaluate ethical problems related to research and public policy.	SOC/POLS 5850 – Policy Evaluation and Assessment POLS 5340 – Policy Ethics POLS 6310 – Policy Process	Year 2
Students will be able to design and execute methodologically-sound policy research that extends the knowledge of both policy and other social science disciplines.	SOC/POLS 5850 – Policy Evaluation and Assessment SOC/POLS 6100 – Regression Analysis and Non-Linear Models SOC 5650 – Intro to GIS SOC/POLS 5060 – Qualitative Research	Year 1
Students will be able to evaluate, critique, and synthesize competing theoretical explanations in their chosen area of study.	SOC/POLS 5850 – Policy Evaluation and Assessment POLS 6310 – Policy Process POLS 6330 – Public Finance Theory	Year 3
Students will be able to identify effects of forms of inequality (racial, gender, class, spatial, etc.) and policy.	POLS 5130 – American Race Relations POLS 5150 – Gender and American Politics SOC 5550 – Comparative Theories of Race POLS 5710 – Citizenship and Social Difference	Year 4
Students will be able to apply research skills to address social problems.	SOC/POLS 5060 – Qualitative Research SOC/POLS 5850 – Policy Evaluation and Assessment SOC/POLS 6100 – Regression Analysis and Non-Linear POLS 6330 – Public Finance Theory	Year 4

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

> This year at the annual retreat for graduate students we invited students to offer opinions about the assessment. Going forward graduate students will have the opportunity to provide feedback and make suggestions regarding the assessment of the outcomes. They will have an opportunity to review the report and offer their advice and experience as it relates to the learning outcomes.

b. What external sources were consulted in the development of this assessment plan?
Van Vooren, Nicole & Spalter-Roth, Roberta. 2011. Sociology Master's Graduates Join the Workforce. Washington DC: American Sociological Association, Department of Research and Development.

Stewart, Debra. 2011. Master's Programs Defy Easy Profiling. *The Chronicle of Higher Education*, May 29.

Spalter-Roth, Roberta & Van Vooren, Nicole. 2009. Paying Attention to the Master's Degree in Sociology. Washington DC: American Sociological Association, Department of Research and Development.

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

This plan creates substantial additional work for the co-directors (at least 30 to 40 hours per year for review and for discussion at the annual retreat). For the core faculty members this assessment process will involve approximately 20 to 40 hours per year.

Exam 1: Rubric

The first paper focuses on the ability of the student to identify and formulate a researchable problem.				
	Developing	Competent	Exemplary	Points
	1 point	2 points	3 points	
A. The paper provides sufficient background to demonstrate that there is in fact a problem. The author presents a succinct but thorough summary of anomalies, contradictions, and issue importance as they occur in both past and current research literature relevant to the problem area. The reader should be able to clearly answer the question, "Why study this?"				
B. Flowing from the background information, a problem statement specifically describes the gap in knowledge that the research will fill. Theoretical and empirical terms must be clearly articulated and explained. From within the larger problem space, the precise issue the research targets must be readily apparent.				
C. The theoretical/conceptual framework that anchors the problem is explicated sufficiently so that the paper demonstrates knowledge of the field or subfield the student is addressing.				
D. The policy implications of the research are articulated and anchored in the appropriate policy literature.				
E. The method for researching this problem is clearly stated and justification is provided for why the method is appropriate.				

Exam 2: Rubric

The second paper focuses on the ability of the student to identify literature relevant to the problem being addressed; to critique the existing research and clearly articulate the strengths and weaknesses of the studies relevant to the student's own project; to demonstrate how the current project fits into the scholarly flow of research in the area

	Developing	Competent	Exemplary	Points
	1 point	2 points	3 points	
A. Knowledge of the most recent scholarship in the area of concern.				
B. Knowledge of historical scholarship relevant to the topic.				
C. An understanding of the theoretical and conceptual literature linked to the research being undertaken.				
D. Ability to link the project to ongoing policy discussions and debates both at the theoretical and applied levels.				
E. Clear articulation of the contribution of the dissertation.				