

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. | |

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| <p>1. Students will be able to identify and evaluate ethical problems related to research and public policy.</p> | <p>SOC/POLS 5850 Policy Evaluation and Assessment</p> <p>POLS 5340 Policy Ethics</p> <p>POLS 6310 Policy Process</p> | <p>Formal case analyses (D)</p> <p>Embedded questions in the mid term and final exams (D)</p> <p>End-of-course student surveys will solicit selfevaluations of their development in the context of this SLO (I)</p> <p>Alumni surveys (administered one and five postgraduation) 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)</p> | <p>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.</p> |
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| <p>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.</p> | <p>SOC/POLS 5850 Policy Evaluation and Assessment</p> <p>SOC/POLS 6100 Regression Analysis and Nonlinear Models</p> <p>SOC 5650 Intro to GIS</p> <p>SOC/POLS 5060 Qualitative Research</p> | <p>Research skills (D)</p> <p>Dissertation will be evaluated by the dissertation chair. The chair will produce a written evaluation of the student research skills (D)</p> <p>Research pro-seminar will provide opportunities for them to reflect on their research skills (I)</p> <p>Job placement will show whether students get jobs using these skills. (I)</p> <p>End-of-course student surveys will solicit self-evaluations of their development in the context of this SLO (I)</p> | <p>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.</p> |
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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

Written assignments and course
participation (D)

POLS 6310 Policy Process

Preliminary exam (D)

POLS 6330 Public Finance
Theory

1. It is not recommended 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 year cycle. See table in 3a. Year 1 is defined as the 2016 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(h)-4(yyn)9.1(re)918(it)

| 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 – | |
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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 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?

VanVooren, Nicole & Spalter-Roth, Roberta. 2011. Sociology Master's Gra 42.622 n J0 Td[(G)2(2.622 n)Invict 2(d)3(st)9(

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

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| The second paper focuses on the ability of the student to identify literature relevant to the project addressed; to critique the existing research and clearly articulate the strengths and weaknesses of the studies relevant to the student's own project 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