Saint Louis University  
Program Assessment Annual Reporting

It is recommended program assessment results be used to *celebrate achievements of student learning* as well as to *identify potential areas for future curriculum improvement*.

Please email this completed form as an attachment to **thatcherk@slu.edu**

1. Degree Program(s) included in this report: Sociology
2. Department: Sociology and Anthropology
3. School/Center/College: College of Arts and Sciences
4. Name(s): Richard Colignon, Ness Sandoval, Terry Tomazic.
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**Instructions:** Please answer the following **five** questions to the best of your ability for each degree program offered within your department.

1. Summarize your **assessment activities** during the past year for each degree program and how this work relates to the established assessment plan (*e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.*). Please include how Madrid courses/program were involved.

   The Sociology program implemented three forms of assessment for the first year: (1) Capstone, (2) Global Diversity, and (3) U.S. Diversity. (See Appendix A for the rubrics)

   All sociology students must complete a capstone before graduating. Two faculty members read each capstone and evaluated each capstone to determine if students: (1) exhibited knowledge of cross-cultural beliefs; (2) could identify issues of stratification, and (3) articulated issues and policies related to social justice. All sociology students that graduated in the spring semester were invited to an exit interview to give student an opportunity to provide additional information about their experience in the department and classes.

   All students that took a Sociology class that met the criteria for global (2 classes) or U.S. (5 classes) diversity were given a survey at the end of the semester to assess the objectives of the class related to diversity.
2. Describe specific assessment findings related to the learning outcomes assessed for each degree program, including any pertinent context surrounding the findings. Please include the learning outcomes themselves. (e.g. Our goal was that 75% of students performed at the “proficient” level of competency in problem solving, using a new scoring rubric. 81% of students performed at the “proficient” level in problem solving, exceeding our expectations.) Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.

(1) The findings for the capstone were mixed. A score of 5 was ranked as excellent and 1 was ranked as poor.
   a. The average score for cross-cultural diversity was 3.88 out of 5.
   b. The average score for stratification was 3.86 out of 5.
   c. The average score for policy and social justice was 3.
   *Note: Students have complete freedom to choose their topic for their capstone. Therefore, the themes used in this rubric are not necessarily included in the students’ work.

(2) The findings for the U.S. diversity were excellent. A score of 10 was ranked as high and 1 was ranked as low.
   a. The findings for the U.S. diversity were excellent. The average score for:
      i. Q1 was 8.60 - understand the challenges faced by underrepresented social groups
      ii. Q2 was 8.15 - understand that conflict as well as cooperation between social groups
      iii. Q3 was 8.47 - help you identify individual and institutional forms of discrimination
      iv. Q4 was 8.22 - confronting and critically analyzing your own values and assumption
      v. Q5 was 8.02 - understand that moral and political questions of justice and equality
   b. The findings for the global diversity were excellent. The average score for:
      i. Q1 was 8.25 - you identify sources of conflict, cooperation, and/or competition
      ii. Q2 was 8.20 - help you understand how people and nations confront inequality
      iii. Q3 was 8.29 - understand how perceptions of “otherness” impact leaders, communities, and/or community building
      iv. Q4 was 8.24 - understanding that individual lives and choices can impact global and international issues
      v. Q5 was 8.15 - comprehend that your values are interconnected with the values of other people

*Note: Students indicated that the department should have to better label US vs Global Diversity to make sure the appropriate rubric form is circulated to the students in the appropriate courses. Students also suggested that adding a reflection component to courses e.g. SOC 1120 might help build a tighter relationship to the diversity objectives.

*Please attach any tables, graphics, or charts to the end of this report.
3. Describe how assessment feedback has been provided to students, faculty, and staff. *(e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.)*

(1) Assessment findings will be given to faculty that teach the diversity courses and capstone.

(2) A final report regarding the finding will be made at the August faculty retreat.

(3) Findings will be shared with students via an email and in the fall and spring newsletter.

4. In what ways have you used assessment findings to celebrate student achievements and/or to improve the curriculum this past year? *(e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.)*

(1) Based on the capstone projects, faculty are given an opportunity to vote on the best capstone for Sociology. The best capstone project is given an award with public recognition.

(2) Faculty also nominate students to highlight research via a 3-5 minute video. (See student profile at the department website)

(3) We have concluded that all the rubrics need revision and that faculty need to do a better job of discussing the assessment during the first class of the semester.

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the assessment process this past year that you would like to share.

(1) Faculty discussed the idea of giving student an option to do an honor thesis instead of the capstone. Completing an honor thesis will more likely give students the opportunity address the topics used in the rubric.

(2) A topic for discussion in the fall is to develop a new rubric for the capstone and invite all faculty to participate in the evaluation of the capstones.

(3) A topic for discussion in the fall is whether all students should be invited to give a capstone presentation. Currently, the three best capstones are invited for a formal talk.

*Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.*
Appendix A
Rubric for U.S. Diversity, Global Diversity, and Capstone
Dear students,

The course you are taking fulfills the College of Arts and Sciences Core requirement for Cultural Diversity in the United States. The Cultural Diversity in the US requirement is designed to help students gain a better understanding of the cultural groups in the US and their interactions.

We would like you to help us assess the success of this course in helping you gain a better understanding of cultural groups in the United States. Please rate this course on the following dimensions on a scale of 0-10 with 0=not at all and 10=gaining a substantial understanding. We have left space after each question for you to add comments.

This type of course is expected to help you address issues of cultural diversity in the United States on the basis of factors such as race (ancestry), ethnicity, gender, religion, economic class, age, physical and mental capabilities, and sexual orientation.

As you complete this course we hope you gained a substantial subset of the following skills:

1. To what degree did this course help you understand the challenges faced by underrepresented social groups in terms of inequality and efforts to claim a just place in society?  
   Please rate:

   0--------1-------2--------3------4-----5--------6--------7--------8--------9------10

   Comments:

2. To what degree did this course help you understand that conflict as well as cooperation between social groups shape U. S. society and culture?  
   Please rate:

   0--------1-------2--------3------4-----5--------6--------7--------8--------9------10

   Comments:
3. Diversity encompasses factors such as ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation. As a result of taking this course, to what degree did your examination of such factors help you identify individual and institutional forms of discrimination and how discrimination impacts leaders, communities, and/or community building?

Please rate:

0--------1--------2--------3--------4--------5--------6--------7--------8--------9--------10

Comments:

4. As a result of taking this course, to what degree did you find yourself confronting and critically analyzing your own values and assumptions about individuals and groups from different cultures?

Please rate:

0--------1--------2--------3--------4--------5--------6--------7--------8--------9--------10

Comments:

5. To what degree did this course help you understand that moral and political questions of justice and equality interface with questions of cultural diversity?

Please rate:

0--------1--------2--------3--------4--------5--------6--------7--------8--------9--------10

Comments:

Please add any additional comments:
Dear students,

The course you are taking fulfills the College of Arts and Sciences Core requirement for Global Citizenship and is designed to educate students about global and transnational problems and to provide them with the tools to address issues of social justice beyond the United States.

We would like you to help us assess the success of this course in helping you gain a better understanding of cultural groups around the world. Please rate this course on the following dimensions on a scale of 0-10 with 0=not at all and 10=gaining a substantial understanding. We have left space after each question for you to add comments.

As global citizens and public intellectuals, we must have the knowledge and tools required to make decisions with far-reaching impact. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. To what degree did this course help you identify sources of conflict, cooperation, and/or competition in a regional or global context and the strategies necessary to address them?

Please rate:
0--------1--------2--------3--------4--------5--------6--------7--------8--------9--------10

Comments:

2. To what degree did this course help you understand how people and nations confront inequality and attempt to claim a just place?

Please rate:
0--------1--------2--------3--------4--------5--------6--------7--------8--------9--------10

Comments:
3. Through an examination of factors such as ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation covered in this course, to what degree are you able to understand how perceptions of “otherness” impact leaders, communities, and/or community building?

Please rate:

0--------1-------2--------3-------4---------5--------6--------7--------8--------9-------10

Comments:

4. To what degree have you acquired the understanding that individual lives and choices can impact global and international issues?

Please rate:

0--------1-------2--------3-------4---------5--------6--------7--------8--------9-------10

Comments:

5. As a result of taking this course, to what degree do you comprehend that your values are interconnected with the values of other people?

Please rate:

0--------1-------2--------3-------4---------5--------6--------7--------8--------9-------10

Comments:

Any additional comments:
Rubric for Assessing Goal #1

Does the student demonstrate the ability to...

1) Identify examples of cross-cultural diversity in beliefs and customs.

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<th>Not Applicable</th>
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Comments:

2) Identify examples of stratification by race/ethnicity, gender, and social class, and explain how inequality affects life chances, especially for marginalized others.

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Comments:

3) Articulate policies and practices that can help promote social justice in local, national, or global contexts.

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