SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program: Sociology – MA Program	Department: Sociology and Anthropology
Degree or Certificate Level: Graduate	College/School: College of Arts and Sciences
Date (Month/Year): July 28, 2021	Primary Assessment Contact: Ness Sandoval (ness.sandoval@slu.edu)

In what year was the data upon which this report is based collected? 2020-2021

In what year was the program's assessment plan most recently reviewed/updated? Summer of 2020

1. Student Learning Outcomes
Which of the program's student learning outcomes were assessed in this annual assessment cycle?

This assessment report is for the MA program in sociology. This is the final year of the MA program. Next year the program will transition to a MS sociology program. This year two students graduated from the MA program. One student completed a thesis and one student completed the non-thesis track. The assessment for the final year of the MS program was done by the director.

The Learning outcome that was assessed was learning outcome #5. **Evidence scholarly and/or professional ethical integrity in their research of social issues.** (Ethics)

See Appendix A for the Learning Outcomes

2. Assessment Methods: Artifacts of Student Learning
Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

1. *Written examinations and thesis were collected.*

2. *One completed thesis was assessed and two oral exam papers were assessed*

3. *Two oral defenses were assessed: one thesis proposal and one oral defense.*

4. *All students completed an annual report on their academic progress.*

5. *No artifacts were collected from the Madrid campus.*

3. Assessment Methods: Evaluation Process
What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

The assessment of the MA program followed the plan that was approved in 2016. A new assessment plan will be developed for the MS program. Students sent all the material to the director for assessment. All information was confidential. The highest scores for each question was 5 and the lowest scores was 1. See Appendix B for the detailed results.

4. **Data/Results**

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

> *The highest score rating (average 5.0) for the artifacts was for four questions:* (1) Does the student demonstrate that he/she has complied with all SLU IRB policies, procedures and regulations, **if applicable**? (2). Does the student demonstrate compliance with the code of ethics of the American Statistical Association, **if applicable**? (3) Does the student demonstrate compliance with the code of ethics of the American Sociological Association? And (4) 4. Does the student demonstrate an understanding of ethical issues that are informed by SLU's Jesuit values and mission?
>
> All of our students have successful completed the SLU IRB training for ethical research. All of our students have demonstrated compliances with the code of ethics of ASA for the thesis and non-thesis papers. Finally, students that completed an oral examination did articulate how important ethics was in their research and why their research was informed by being a student at SLU (i.e., mission and value).
>
> See Appendix B for all the results.

5. **Findings: Interpretations & Conclusions**

What have you learned from these results? What does the data tell you?

> 1. *The findings show that the program has a strength in preparing students for ethical research by requiring all students to complete the IRB training for ethical research. This is a requirement for all graduate students. All students that needed IRB approval received this approval prior to conducting research.*
>
> 2. *The data tells us that we should continue this requirement for all graduate students and that graduate students should complete the training in the first semester of their studies.*

6. **Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings**

   A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

   > 1. *A report will be provided at the annual faculty meeting in August.*
   >
   > 2. *The MS programs offers at minimum three open fora in which all students can attend. (1) Fall orientation; (2) Fall Roundtable (Fall), and Spring Graduate Roundtable (February).*
   >
   > 3. *We will hold a zoom roundtable in Fall 2021 and share the results with students and get feedback on types of roundtables that are needed to improve awareness of ethics and research.*
   >
   > 4. *We plan to have at one roundtable that will focus on ethics and qualitative and quantitative research.*

   B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

   Changes to the Curriculum or Pedagogies

   - Course content
   - Teaching techniques
   - Improvements in technology
   - Prerequisites
   - Course sequence
   - New courses
   - Deletion of courses
   - Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan	• Student learning outcomes • Artifacts of student learning • Evaluation process	• Evaluation tools (e.g., rubrics) • Data collection methods • Frequency of data collection

Please describe the actions you are taking as a result of these findings.

> • *We will provide a report at the annual faculty meeting in August. We plan to have at one roundtable that will focus on ethics. This roundtable will be conducted using zoom. We will have a training meeting in the fall for students to complete the IRB training.*

If no changes are being made, please explain why.

7. **Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes**

   A. What is at least one change your program has implemented in recent years as a result of assessment data?

   The MA was transition to and MS program.

   B. How has this change/have these changes been assessed?

   This is the fifth year we have assessed the MA program. Each year we assess a different theme. Next year we develop a new assessment plan for the new MS program.

   C. What were the findings of the assessment?

   One of the findings from the assessments was that the MA program should be changed to a MS program. That change occurred in the academic year of 2020-2021.

   D. How do you plan to (continue to) use this information moving forward?

   We will develop a new assessment for the MS program.

   IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

Appendix A
Learning Outcomes

Program Learning Outcomes	Curriculum Mapping
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.)?*
Critically assess sociological literature and sociological theories. **(Knowledge – theory)**	SOC 5010 - Organizational Theory SOC 5100 - ProSeminar Coursework in substantive area Research Proposal/Defense Thesis/Research Papers
Appropriately apply major research methodologies utilized in Sociology. **(Knowledge – methods and analysis)**	SOC 5050 - Applied Inferential Stat SOC 5600 - Research Methodology Advanced Methods coursework Research Proposal/Defense Thesis/Research Papers
Apply the Sociological Imagination to the study of social issues in a broader societal context. **(Critical thinking)**	SOC 5010 - Organizational Theory SOC 5100 - ProSeminar Coursework in substantive area Research Proposal/Defense Thesis/Research Papers
Articulate scholarly research activity clearly, for professional and/or general audiences, in written, oral or visual formats. **(Communication)**	Expected requirement of all coursework Research Proposal/Defense Thesis
Evidence scholarly and/or professional ethical integrity in their research of social issues. **(Ethics)**	SOC 5100 - ProSeminar SOC 5600 - Research Methodology SOC 5990 - Thesis Research Research Proposal/Defense Thesis/Research Papers Thesis/Papers Defense

Appendix B

#5. Evidence scholarly and/or professional ethical integrity in their research of social issues. (Ethics)

Rubrics for the Learning Outcomes Assessment

Student:_____   Evaluator:_____

Rubric for the evaluation of the final project, of either a "thesis" or "two final papers," from graduate students in the MA program in sociology, in regards to program learning outcome #5:

Evidence scholarly and/or professional ethical integrity in their research of social issues. **(Ethics)**

1. Does the student demonstrate that he/she has complied with all SLU IRB policies, procedures and regulations, **if applicable**?

❶ Unacceptable	❷ Weak	❸ Adequate	❹ Good	❺ Excellent
Student is not compliant with the SLU IRB requirements.	Student is compliant with some of the SLU IRB requirements.	Student is compliant with most of the SLU IRB requirements.	Student is compliant with all SLU IRB requirements but does not demonstrate an understanding as to why those requirements are important to ethical behavior in social research.	Student is compliant with all SLU IRB requirements and demonstrates an understanding as to why those requirements are important to ethical behavior in social research.

Comments regarding the compliance with SLU IRB policies, procedures and regulations. If there are deficiencies, please describe.

2. Does the student demonstrate compliance with the code of ethics of the American Statistical Association, **if applicable**?

❶ Unacceptable	❷ Weak	❸ Adequate	❹ Good	❺ Excellent
Student is not compliant with the ethical codes of the Amer. Stat. Assoc. regarding quantitative requirements	Student is compliant with some of the ethical codes of the Amer. Stat. Assoc. regarding quantitative requirements	Student is compliant with most ethical codes of the Amer. Stat. Assoc. regarding quantitative requirements.	Student is compliant with all ethical codes of the Amer. Stat. Assoc. regarding quantitative requirements but does not demonstrate an understanding as to why those requirements are important to ethical behavior in social research.	Student is compliant with all ethical codes of the Amer. Stat. Assoc. regarding quantitative requirements and demonstrates an understanding as to why those requirements are important to ethical behavior in social research.

Comments regarding ethical behavior with quantitative data and statistical analysis. If there are deficiencies, please describe.

3. Does the student demonstrate compliance with the code of ethics of the American Sociological Association?

❶ Unacceptable	❷ Weak	❸ Adequate	❹ Good	❺ Excellent
Student is not compliant with the ethical codes of the Amer. Soc. Assoc. regarding research requirements.	Student is compliant with some of the ethical codes of the Amer. Soc. Assoc. regarding research requirements.	Student is compliant with most ethical codes of the Amer. Soc. Assoc. regarding research requirements.	Student is compliant with all ethical codes of the Amer. Soc. Assoc. regarding research requirements but does not demonstrate an understanding as to why those requirements are important to ethical behavior in social research.	Student is compliant with all ethical codes of the Amer. Soc. Assoc. regarding research requirements and demonstrates an understanding as to why those requirements are important to ethical behavior in social research.

Comments regarding ethical behavior in regards to human subjects in social situations. If there are deficiencies, please describe.

4. Does the student demonstrate an understanding of ethical issues that are informed by SLU's Jesuit values and mission?

❶ Unacceptable	❷ Weak	❸ Adequate	❹ Good	❺ Excellent
Student shows no knowledge of ethical issues.	Student can recognize only limited ethical issues.	Student can recognize basic and obvious ethical issues but has an incomplete picture of the contextual complexities, with no connection to Jesuit values.	Student can recognize ethical issues when presented in a complex, multilayered context BUT cannot fully apply the Jesuit values in an appropriate manner.	Student can recognize ethical issues when presented in a complex, multilayered context AND can apply the Jesuit values in an appropriate manner.

Comments regarding ethical behavior in regards to human subjects in social situations. If there are deficiencies, please describe.