

**DEGREE PROGRAM
STUDENT LEARNING REPORT**
(Rev. August 2013)

ROGERS STATE UNIVERSITY
Department of Psychology, Sociology, and Criminal Justice and the
Department of History and Political Science
For Academic Year 2012-2013

Effectively assessing a degree program should address a number of factors:

- 1) Valid student learning outcomes should be clearly articulated;
- 2) Valid assessment measures should be used, consistent with the standards of professional practice;
- 3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

Relationship of Degree Program (or Major) Learning Outcomes to Departmental and University Missions

Name of Degree, including Level and Major: Bachelor of Science Social Science

1) A. Insert and clearly state the school, department and degree program missions in the spaces below.

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	The mission of the School of Liberal Arts is to further the study and practice of the arts, humanities, and social sciences at Rogers State University, in the community and in the region.	The mission of the Department of History and Political and the Department of Psychology, Sociology, and Criminal Justice is to assist students in developing knowledge and understanding of social and legal issues and to operate effectively in today's legal, social and culturally diverse community.	The program mission of the Department of History and Political Science and the Department of Psychology, Sociology and Criminal Justice is to provide a multi disciplinary degree that stresses competence in written and oral communications and scientific reasoning and thinking skills.

B. Insert and clearly state school purposes, department purposes and degree program student learning outcomes in the spaces below, making sure to align the degree program student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The School will offer innovative degrees which focus upon developing skills in oral and written communication, critical thinking, and creativity.	Offers innovative and quality teaching both within the classroom and through distance education	
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The School will educate liberal arts majors to think critically, creatively, and independently and have the skills to work in all types of situations and communicate with all types of people	Foster the skills of critical thinking, writing, research, and oral communication among our students	Students will demonstrate interdisciplinary knowledge about issues related to diverse concepts and explanations of human behavior.
To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.	The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.	Foster values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and student.	Students will demonstrate the skills necessary to function effectively in civic engagement activities.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The School will foster a community of scholars among the faculty and students of the institution.	Attract and retain high quality traditional and nontraditional students.	Students understanding of research methodologies and their appropriate use in social science disciplines. University
To provide university-wide student services, activities and resources that complement academic programs.			
To support and strengthen student, faculty and administrative			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.	The School will offer and promote art, cultural, and public affairs events on the campus and in the region.	Attract and retain high quality traditional and nontraditional students.	Students will express satisfaction that their learning has been enhanced by community, cultural and intellectual opportunities provided by the Social Sciences degree.

Discussion of Instructional Changes Resulting from 1012-2013 Degree Program Student Learning Report

- 2) List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
Review outcomes 1,2,3 and 4	Y	All departments met in May of 2013 and outcomes were reviewed. Outcomes were deemed to be relevant and will remain the same.
PSCJ met in May 2013 to discuss possible changes in how Research Methods II courses, both qualitative and Quantitative Methods, could better prepare students for Capstone. Included in the discussion were ways to elevate the quality of research in Capstone. To this end qualitative and quantitative research methods will have students prepare a research proposal, with research question, hypothesis and methods along with a rough draft of an IRB application, if needed. So on the first day of Capstone the students will be better prepared to complete a quality project in 16 week.	Y	The changes will allow student to engage in the IRB and research process more quickly. The instructor will spend less time helping students refine rough ideas into quality projects. There will be no budgetary impact for most projects but if materials that are cost prohibitive are required as principal investigator the instructor could access the internal grant process to request funds, if available.

- 3) The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state "No changes were recommended."

Feedback and Recommended Changes from the University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented

Analysis of Evidence of Student Learning Outcomes

- 4) For all student learning outcomes (as listed in Part 1 B above), describe the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw any relevant conclusions related to strengths and weaknesses of their performance.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																					
1. Students will demonstrate interdisciplinary knowledge about issues related to diverse concepts and explanations of human behaviors	1(A). Comprehensive exam in <i>Perspectives on Human Behavior</i> . (SBS 3033)	75% will score \geq 70%	All students completing <i>Perspectives on Human Behavior</i> are included	N =31	27 of 31 students achieved the performance standard 87% of students made a C or higher on the assessment measure	A breakdown by grade was not available, only if the performance standard was met. A very high percentage of students met the performance standard indicating positive progress towards the student learning outcome.	Yes																					
	1(B). Exams in <i>Social Systems and Problems</i> (SBS3053) that evaluates	80% of the BSSS students completing <i>Social</i>	All students completing <i>Social Systems and</i>	N=62	62 of 62 students met the performance standard.	<table border="1"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>36</td> <td>20</td> <td>6</td> <td>0</td> <td>0</td> <td>62</td> </tr> <tr> <td>%</td> <td>58</td> <td>32</td> <td>10</td> <td></td> <td></td> <td>100</td> </tr> </tbody> </table> <p>The distribution of grades is positively</p>		A	B	C	D	F	Total	N	36	20	6	0	0	62	%	58	32	10			100	Yes
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A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
	students' knowledge of the origin and development of contemporary social problems and actions taken to address them.	<i>Systems and Problems</i> (SBSS 3053) will score at least 70 % in the course	<i>Problems</i>		100% of students made a c or higher on the assessment measure	skewed. There are too many variables to make inferences based on this distribution alone. The course could have contained an abundance of very bright students Even if looking at trends year to year extraneous events such as different instructors' assignments and grading could be at the root of distributional differences making inferences invalid. One solid conclusion is that we not only met the performance standard we greatly exceeded it.	
2. Students will demonstrate the skills necessary to function effectively in civic engagement activities	2(A). BSSS majors completing <i>Internship I</i> (SBS 4033) will have supervisor fill out the <i>Social Sciences Internship Site Supervisor Evaluation</i>	At least 80% effectiveness As defined by an overall supervisor rating of 3.5	All internship supervisors were asked to complete the <i>Social Sciences Internship Site Supervisor Evaluation</i> for each student intern assigned to their organization	N= 22	18 of 22 students turned in the supervisor evaluation rating. 81.8% of supervisors completed the surveys.	The mean score for the 18 completed supervisor surveys equaled 3.88. A portion of the supervisor surveys were unavailable to be analyzed due to offices being moved over the summer 2013 semester. Ways to increase return rates should be discussed and implemented. See Section 5 for proposed changes to evaluating Internships I and II	Yes
	2B. BSSS majors completing <i>Internship II</i>	70% of students completing and	All BSSS students completing Internship II	N=25	25 of 25 students rated their internship experience as	The mean rating by students concerning their internship experience was 4.1. The internship program works diligently to match students with sites that are good	Yes.

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	(SBS4043) will complete the <i>Social Science Internship Student Survey</i> .	internship will rate their experience as beneficial by having a mean rating of their experience of 3.5 or greater	will complete the <i>Social Science Internship Student Survey</i> .		beneficial as determined by a 3.5 or better overall experience. 100% of students met the performance standard. Return of measurement form is tied to	learning environments given the students interests. This continued relationship fostered by the Internship instructors is reflected in the high satisfaction rating of students evaluating their experience.																																											
					10% of students' grade resulting in 100% return rate.																																												
3. Students will demonstrate an understanding of research methodologies and their appropriate use in social science	3(A). Course exams in Research Methods I (SBS3013)	75% will achieve at least 70% on course exams	All BSSS majors in SBSS 3013, Research Methods I	N on ground = 16 N online = 13	On ground 14 of 16 met performance standard. 87.5% of on ground students met performance standard. On line 11 of 13 met performance standard. 84.6 of online students met performance	Data from Fall 2012 was not available at the time of analysis. The total percentage is the percentage of students meeting the performance standard. <table border="1" data-bbox="1285 1045 1759 1143"> <thead> <tr> <th>OG</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>5</td> <td>8</td> <td>1</td> <td>0</td> <td>2</td> <td>16</td> </tr> <tr> <td>%</td> <td>31.25</td> <td>50</td> <td>6.25</td> <td></td> <td></td> <td>87.5</td> </tr> </tbody> </table> <table border="1" data-bbox="1285 1175 1705 1273"> <thead> <tr> <th>OL</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>3</td> <td>4</td> <td>4</td> <td>1</td> <td>1</td> <td>13</td> </tr> <tr> <td>%</td> <td>23</td> <td>31</td> <td>31</td> <td></td> <td></td> <td>84.7</td> </tr> </tbody> </table> Differences in cumulative percentages due to rounding. The distributions are only slightly skewed, but there are too	OG	A	B	C	D	F	Total	N	5	8	1	0	2	16	%	31.25	50	6.25			87.5	OL	A	B	C	D	F	Total	N	3	4	4	1	1	13	%	23	31	31			84.7	Yes on partial data
OG	A	B	C	D	F	Total																																											
N	5	8	1	0	2	16																																											
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					standard	many variables to make inferences based on this distribution alone. The course could have contained an abundance of very bright students Even if looking at trends year to year extraneous events could be at the root of distributional differences making inferences invalid. . One solid conclusion is that we not only met the performance standard we exceeded it.																						
	3(B) Senior Research Project in Senior Capstone Experience (SBS 4513)	80% of BSSS majors will achieve ≥ 80% on Senior Capstone Project	All BSSS majors completing a Senior Research Project in Senior Capstone Experience (SBS 4513)	N=20	11 of 15 BSSS majors made an A or B on their Capstone Project. 80% of students met the performance standard	<table border="1"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>7</td> <td>4</td> <td>4</td> <td>0</td> <td>0</td> <td>15</td> </tr> <tr> <td>%</td> <td>46.6</td> <td>26.6</td> <td>26.6</td> <td></td> <td></td> <td>73.2</td> </tr> </tbody> </table> <p>. The total percentage is the percentage of students meeting the performance standard. Data from one section of course in Spring 2013 and all sections from fall 2012 is missing. See section 2 for changes implemented during Fall 2013 semester to improve Capstone research.</p>		A	B	C	D	F	Total	N	7	4	4	0	0	15	%	46.6	26.6	26.6			73.2	No on partial data
	A	B	C	D	F	Total																						
N	7	4	4	0	0	15																						
%	46.6	26.6	26.6			73.2																						
4. Students will express satisfaction that their learning has been enhanced by community, cultural, and intellectual opportunities	Senior Survey implemented in Spring 2013	80% will report ≥ 3.5 On a 5 point Likert scale that the BSSS degree enhanced their learning by providing community, cultural and	All BSSS majors completing Capstone Experience (4513)	N=20	100% of student reported degree satisfaction with a mean rating of 4.07. Specific skill such as beneficial internships, improved communication	Student are not only satisfied with the BSSS degree but believe they are more prepared to engage in tasks that employers seek which is a fulfillment of the University's mission statement	Yes																					

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
provided in the social science degree.		intellectual opportunities.			and ability to address multidisciplinary problems all scored above the 3.5 performance standard.		

5) State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
2. Students will demonstrate the skills necessary to function effectively in civic engagement activities	We propose to drop evaluation of Internship I and then use the 2 measures currently assessing Internship I and II to assess Internship II, The Supervisors Evaluation and the Student Evaluation of the site.	By assessing Internship II we are giving the student the chance to participate in at least 120 hours of civic engagement before assessing the Student Learning Outcome. This would make it a summative assessment measure and give the student a chance to navigate multiple agencies with different policies and politics giving us a better measure of how well the student achieves the Learning Outcome.	Students will have a chance to engage and apply previous experiences. This will give us a more complete picture of progress by the student towards the Learning Outcome.

- 6) (OPTIONAL) If your department or an individual faculty member has developed a teaching technique they believe improves student learning or student engagement in the classroom, please share it below. Examples can be seen at <http://www.rsu.edu/committees/assessment/docs/FacultyInsights.pdf> . Please briefly describe the instructional practice. More detail can be communicated during the face to face peer review session. The Peer Review Report does not rate this part, but it does note whether or not any contribution has been made.

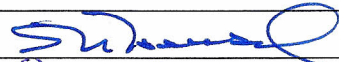



Description
Quantitative Research Methods has added a component that better prepares students for quality research in Capstone.

7) Assessment Measures:

- A. How many different assessment measures were used? 7
- B. List the direct measures (see rubric): Perspectives Final Exam, RM I Course Exams, Social systems and Problems Exams Capstone Project, Supervisor Evaluation, Student Site Evaluation
- C. List the indirect measures (see rubric): Graduating Student Satisfaction Survey


Documentation of Faculty Assessment

- 8) A. How many full time faculty (regardless of department affiliation) teach in the program? *Click here to enter text.*
- B. Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Dr. Johnny Kirk	Collect and analyze data. Prepare report	
Dr. Steve Housel	Collect Data	
Dr. David Newcomb	Collect Data	
Dr. Paul Hatley	Collect Data	
Dr. David Tait	Collect Data	

Dr. Sharon Fernlund	Collect Data	

9) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Abe Marrero		
Dean	Dr. Frank Elwell		11-21-13