

General Education Student Learning Report

Revised June 2017

Department of Psychology and Sociology

For 2018-2019 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the school, department and degree program missions.

University Mission	School Mission	Department Mission	General Education 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 Science and Arts is the preparation of students to achieve professional and personal goals in their respective disciplines and to enable their success in dynamic local and global communities.	The mission of the Department of Psychology and Sociology is to assist students in developing knowledge and understanding of social, legal, and psychological issues and to operate effectively in today's legal, social, and culturally diverse community.	General Education at Rogers State University provides a broad foundation of intellectual skills, knowledge, and perspectives to enable students across the University to achieve professional and personal goals in a dynamic local or global society.

B. Align each of the program student learning outcomes with the institutional purposes and 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, creativity, empirical and evidence-based inquiry, experimental investigation and theoretical	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional students duality associate and baccalaureate degrees.	1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. 3) Use written, oral, and visual communication effectively.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
	explanation of natural phenomena and innovative technology.		<p>4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.</p> <p>5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.</p>
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 its majors to think independently and have the knowledge, skills, and vision to work in all types of situations and careers and communicate with all types of people.	The Department will promote and foster skills to think critically, creatively, and skills to work in social situations as well as the ability to communicate with a diverse population.	
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.	Serve the University and the community through the provision of quality general education courses which promote lifelong learning and services to a diverse society.	
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.	Promote a community of scholars among faculty and students through research and scholarly experiences.	
To provide university-wide student services, activities and resources that complement academic programs.	The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.	To keep abreast of services available to students while serving as a connecting point for students and to build community among students and the department via student organizations.	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.	The School will foster a community of scholars among the faculty and students of the institution.	Faculty members and students (as appropriate) shall serve on a variety of University committees bringing reports back to the department as a whole.	
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 artistic, scientific, cultural, and public affairs events on the campus and in the region.	Offer and promote student and community interaction to create opportunities for cultural, intellectual, and personal enrichment.	

PART 2

Follow-Up on Proposed Changes Made in Previous Assessment Cycle

Follow up on each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported here. Indicate whether the proposed change was implemented and comment accordingly. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
PSY 1113 Introduction to Psychology Due to issues surrounding the uniform implementation of four exams covering specific areas of content among fulltime and adjunct faculty, the Psychology faculty discussed streamlining the assessment process and using a pretest/posttest measure. The discussed measure includes questions on core knowledge in History & Systems, Research, Biological Basis of Behavior, Consciousness, Learning, Development, Personality, Memory, Social, and Psychological Disorders.	Y	The full scale implementation was achieved, and the pretest/posttest measure was utilized for the entire year.

<p>Due to a continuing need for QM certified offerings, the psychology faculty discussed the need to revise the current internally QM certified Introduction to Psychology course. A review by the psychology faculty would be achieved by the end of the school year.</p> <p>SOC 1113 Introduction to Sociology</p> <p>No changes were planned or implemented</p>	N	<p>Review and revisions still in progress. Faculty are currently matching the class to Introduction to Psychology assessment standards, and revising the content to meet outside QM criteria.</p>
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PART 3

Response to University Assessment Committee Feedback

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

Peer Review Feedback	Implemented (Y/N)	Comment
<p>General Education</p> <p>1. All of the department's general education courses are directed toward General Education SLO #4. Could evidence of student learning on other SLOs be obtained in these courses?</p>	N	<p>This is an excellent question. While we have focused on SLO #4 for our General Education courses we have been giving some serious thought to expanding to include SLO #5 Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning. Both the Psychology and Sociology faculty plan to meet to discuss how this may take shape for the next assessment cycle.</p>

PART 4

Evidence of Student Learning

Provide evidence of student progress for each of the student learning outcomes associated with the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. A copy of the table should be inserted below for each additional outcome. SLO numbers should be updated accordingly.

A. Student Learning Outcome					
SLO #1: Think critically and creatively.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
G. Conclusions					

A. Student Learning Outcome					
SLO #2: Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
G. Conclusions					

A. Student Learning Outcome																																																																											
SLO #4: Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.																																																																											
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<p>Psychological Disorders</p> <p>SOC 1113 INTRODUCTION TO SOCIOLOGY</p> <p>Multiple unit exams assessing core knowledge as follows:</p> <p>Exam 1: Introduction, Sociological Research Methods, and Culture.</p> <p>Exam 2: Socialization, Groups and Organizations, Social Stratification, and Global Inequality.</p> <p>Exam 3: Deviance, Race & Ethnicity, Gender, Sex, and</p>	70% of students will achieve a mean score of 70% or higher on multiple unit exams.	Multiple unit exams.	196-208 Total students 88-94 students taught On-Ground 108-114 students taught Online	<p>On Ground</p> <table><tr><th>Exam</th><th>#1</th><th>#2</th><th>#3</th><th>#4</th></tr><tr><td>90-100</td><td>22=23%</td><td>31=34%</td><td>34=39%</td><td>19=21%</td></tr><tr><td>80-89</td><td>32=34%</td><td>32=35%</td><td>26=30%</td><td>26=30%</td></tr><tr><td>70-79</td><td>20=21%</td><td>11=12%</td><td>19=21%</td><td>23=26%</td></tr><tr><td>60-69</td><td>12=13%</td><td>14=15%</td><td>7= 8%</td><td>15=17%</td></tr><tr><td><60</td><td>8= 9%</td><td>3= 4%</td><td>2= 2%</td><td>5= 6%</td></tr><tr><td>TOTAL</td><td>94=78%</td><td>91=81%</td><td>88=90%</td><td>88=77%</td></tr></table> <p>Online</p> <table><tr><th>Exam</th><th>#1</th><th>#2</th><th>#3</th><th>#4</th></tr><tr><td>90-100</td><td>36=32%</td><td>33=29%</td><td>47=44%</td><td>41=38%</td></tr><tr><td>80-89</td><td>33=29%</td><td>34=30%</td><td>31=29%</td><td>31=29%</td></tr><tr><td>70-79</td><td>20=17%</td><td>17=15%</td><td>10= 9%</td><td>10= 9%</td></tr><tr><td>60-69</td><td>8= 7%</td><td>14=13%</td><td>9= 8%</td><td>14=13%</td></tr><tr><td><60</td><td>17=15 %</td><td>14=13%</td><td>11=10%</td><td>12=11%</td></tr><tr><td>TOTAL</td><td>114=78%</td><td>112=74%</td><td>108=82%</td><td>108=76%</td></tr></table>	Exam	#1	#2	#3	#4	90-100	22=23%	31=34%	34=39%	19=21%	80-89	32=34%	32=35%	26=30%	26=30%	70-79	20=21%	11=12%	19=21%	23=26%	60-69	12=13%	14=15%	7= 8%	15=17%	<60	8= 9%	3= 4%	2= 2%	5= 6%	TOTAL	94=78%	91=81%	88=90%	88=77%	Exam	#1	#2	#3	#4	90-100	36=32%	33=29%	47=44%	41=38%	80-89	33=29%	34=30%	31=29%	31=29%	70-79	20=17%	17=15%	10= 9%	10= 9%	60-69	8= 7%	14=13%	9= 8%	14=13%	<60	17=15 %	14=13%	11=10%	12=11%	TOTAL	114=78%	112=74%	108=82%	108=76%	Y
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A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)														
Sexuality, and Marriage & Family. Exam 4: Government and Politics, Work and Economy, Population and Environment, and Social Movements and Social Change. SOC 3213 MINORITY GROUPS Final exam assessing diverse cultures	At least 80% of students will score ≥ 70% On exam.	Examination	All 27 taught online by adjunct faculty. This was the only section offered.	<table><tr><td>Exam</td><td>Final</td></tr><tr><td>90-100</td><td>6=22%</td></tr><tr><td>80-89</td><td>12=44%</td></tr><tr><td>70-79</td><td>5=19%</td></tr><tr><td>60-69</td><td>1= 4%</td></tr><tr><td><60</td><td>3=11%</td></tr><tr><td>TOTAL</td><td>27=85%</td></tr></table>	Exam	Final	90-100	6=22%	80-89	12=44%	70-79	5=19%	60-69	1= 4%	<60	3=11%	TOTAL	27=85%	Y
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SLO #4: Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
G. Conclusions					
<p>This is the first full year that Introduction to Psychology students have been assessed using the pretest/posttest measure. The results showed a 36.1% increase from their overall pre-test scores to post test scores which meets the proposed standard. This is a significant increase from last year's 21.1% increase, which was impacted by a decrease in pre-test scores from 5.19 from 4.35 overall, and an increase in post-test scores from 7.30 to 7.96. This change may be attributed to an increase in psychology faculty meetings to assure quality and uniform adherence to performance standards. Adjunct faculty also met performance standards with a 35.7% increase from their overall pre-test scores to post test scores (there was no comparative data from adjunct faculty from last year). Full-time and adjunct faculty were very close in overall results, with the full time faculty having a slightly higher overall increase (36.1% vs. 35.7%). This was attributed to the fact that Psychology has quality adjuncts, as demonstrated by the yearly school teaching award being conferred to a Psychology adjunct. Despite the student success from last year, this measure was scrutinized and found to be appropriately assessing the outcome. This is the second year using the pre-test/post-test measure that performance standards were met. Due to the continued improvement in results, the psychology faculty plan to discuss a possible increase from 10% to a higher percentage from pre-test to post-test as the assessment measure.</p> <p>Introduction to Sociology students met the standard for all exams. Results showed a more uniform result between online and on ground from past years. This may be a function of the more alignment between the two classes including a comprehensive final, and increased Sociology faculty meetings to insure quality. Both online and on ground courses showed a marked decrease in exam scores from exam #3 to the final exam (90% down to a 77% pass rate for on ground, 82% down to a 76% pass rate online), with the overall final result nearly identical (77% on ground vs. 76% online). Sociology faculty will continue to align their efforts for a more uniform student experience.</p> <p>Minority Groups students met their standard for the fourth consecutive year. Results showed a slight decrease in failing grades, and a slight increase in overall performance which was attributed in part to faculty connection to students, with an eye towards student retention. In general, the instructor have confidence in the fact that the students continue to have a firm grasp with regard to diversity within minority groups, so no changes are necessary at this time.</p>					

A. Student Learning Outcome					
SLO #5: Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
G. Conclusions					

PART 5

Proposed Instructional or Assessment Changes

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improving course instruction and program curriculum. Below discuss potential changes the department is considering aimed at improving student learning or the assessment process. These proposals will be revisited in next assessment cycle.

Proposed Change	Rationale
No changes planned	






PART 6

Assessment Measures and Faculty Participation

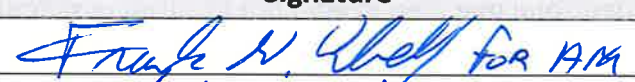
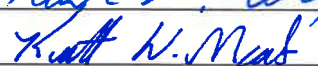
A. Summary of assessment measures:

- 1) How many different assessment measures were used? 3
- 2) List the direct measures (see appendix): Pre/Post Test, Unit Exams, Final Exam
- 3) List the indirect measures (see appendix):

B. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
Kevin M. P. Woller	Collect and analyze data, prepare report	
Brian Andrews	Collect data	
Frank Elwell	Collect and report data	
Christi Mackey	Collect data	
Chrissy Whiting	Collect data	

Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Abe Marrero		5-28-19
Dean	Dr. Keith Martin		6/10/19

Appendix

Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

Examples:

Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.

Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.

Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

Direct Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

Indirect Measures

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.