# Degree Program Student Learning Report
Revised November 2019

## Department of Psychology and Sociology

# BS in Social Science

For 2022-2023 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 | 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 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. | The program mission of the Department of Psychology and Sociology is to provide a multi-disciplinary degree that stresses competence in written and oral communications and scientific reasoning and thinking skills. |

**B.** Align school purposes, department purposes, and program student learning outcomes 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 | The School will offer innovative degrees, which focus upon developing skills in oral and written communication, critical | Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional | Develop, analyze and synthesize, and conduct human subject research. SLO #1 |

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| University Commitments | School Purposes | Department Purposes | Student Learning Outcomes |
|---|---|---|---|
| foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking. | thinking, creativity, empirical and evidence-based inquiry, experimental investigation and theoretical explanation of natural phenomena and innovative technology. | students duality associate and baccalaureate degrees. | |
| 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. | Demonstrate interdisciplinary knowledge about· issues related to diverse concepts and explanations of human behavior. SLO #2 |
| To provide a general liberal arts education that supports specialized academic programs and 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. | Demonstrate the skills needed to function in career-oriented activities. SLO #3 |
| 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. | Demonstrate understanding of research methodologies and their appropriate use in Social Science disciplines. SLO #4 |
| 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 | |

| University Commitments | School Purposes | Department Purposes | Student Learning Outcomes |
|---|---|---|---|
| | | department via student organizations. | |
| 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. | Express that their learning has been enhanced by community and intellectual opportunities provided by the Social Sciences degree. SLO #5 |

## PART 2
### Revisit Proposed Changes Made in Previous Assessment Cycle

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

| Proposed Change | Implemented? (Y/N) | Comments |
|---|---|---|
| Add at least one new SLO assessment measure, as yet to be determined. | N | The faculty will continue discussion of potential new measurements for the following year. |

# PART 3
## Response to University Assessment Committee Peer Review

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. Nevertheless, 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) | Comments |
|---|---|---|
| For data tables, show trends over several academic years where possible. | Yes | Where possible and where data are available, percentages meeting standard from previous 5 years are included now. |
| Add new measures to replace those that were dropped. | No | Faculty continue to discuss potential new measures. |

# PART 4
## Evidence of Student Learning

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

| | A. Student Learning Outcome | | | | |
|---|---|---|---|---|---|

**A.**
**Student Learning Outcome**

SLO #1: Demonstrate interdisciplinary knowledge about issues related to diverse concepts and explanations of human behaviors.

| B. Assessment Measure | C. Performance Standard | D. Sampling Method | E. Sample Size (n) | F. Results | G. Standard Met (Y/N) |
|---|---|---|---|---|---|
| 1. Average of exams taken in Social Systems and Problems (SBS 3053) which evaluates origin and development of contemporary social problems and actions taken to address them. | 70% of students will score at least a 70% average on the midterm and final exams. | All BSSS students completing SBS 3053. | N=27, 26 | SOCIAL SYSTEMS AND PROBLEMS SBS 3053 Fall 2022-Spring 2023 (combined) (see table below) | Yes |

SOCIAL SYSTEMS AND PROBLEMS
SBS 3053 Fall 2022-Spring 2023 (combined)

| GRADE | MIDTERM | MIDTERM% | FINAL | FINAL% |
|---|---|---|---|---|
| A | 4 | 14.81 | 6 | 23.08 |
| B | 12 | 44.44 | 9 | 34.62 |
| C | 5 | 18.52 | 1 | 3.85 |
| D | 1 | 3.70 | 4 | 15.38 |
| F | 5 | 18.52 | 6 | 23.08 |
| TOTAL | 27 | 100 | 26 | 100 |

**H.**
**Conclusions**

Assessment Measure #1: On the mid-term exam 78% earned at least a 70% on the exam. Only 62 earned at least a 70% on the final exam. Combined, 37 of 53 (70%) earned at least a 70% on the two exams, just meeting the performance standard for this measure. Both exams are given online and consist of a multiple-choice portion {worth 50% of the exam grade) and an essay portion (worth 50% of the exam grade). Multiple choice questions are designed to primarily assess base knowledge of the topics (e.g., definitions, major figures in the field, primary theories in the field, etc.), and essays are designed to assess application of gained knowledge in addressing and critically thinking about major topics in the course. Essays are scored with a standardized rubric.

A trend analysis (Figure 1) of the results of this assessment measure (combining both mid-term and final exam scores) over the previous 5 years (AY 18-19 through AY 22-23) indicates that results tend to be consistently just at the performance standard, dropping below 70% in only one of the previous 5 years. Notably, for this assessment cycle (AY 22-23) there was an increase in the measure when compared to the previous academic year.

| A. Student Learning Outcome | | | | | | |
|---|---|---|---|---|---|---|
| SLO #1: | Demonstrate interdisciplinary knowledge about issues related to diverse concepts and explanations of human behaviors. | | | | | |
| B. Assessment Measure | C. Performance Standard | D. Sampling Method | E. Sample Size (n) | F. Results | | G. Standard Met (Y/N) |


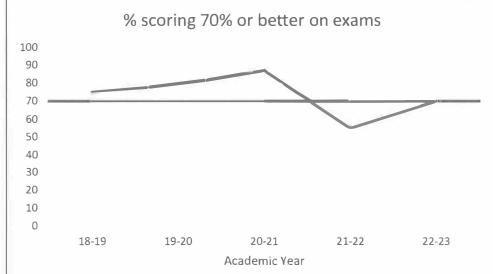
% scoring 70% or better on exams

Figure 1. Five-year trend (blue line) showing percentage of students earning a combined 70% or higher on mid-term and final exams in SBS 3053. The performance standard of 70% is highlighted with the red grid line.

| A. | |
|---|---|
| **Student Learning Outcome** | |

**SLO #2:** Demonstrate the skills necessary to function effectively in a career-oriented learning environment.

| B.<br>Assessment Measure | C.<br>Performance Standard | D.<br>Sampling Method | E.<br>Sample Size (n) | F.<br>Results | G.<br>Standard Met (Y/N) |
|---|---|---|---|---|---|
| 1. Students will complete requirements associated with both internship courses – SBS 4033 and SBS 4043. | 80% of students will score an 80% or better cumulative grade in their internship courses. | All students enrolled in Internship I (SBS 4033) and Internship II (SBS 4043). | SBS 4033 N=29<br>SBS 4043 N=51 | INTERNSHIP I<br>SBS 4033 – Spring 23<br><br>INTERNSHIP II<br>SBS 4043 – Fall 22 & Spring 23 | Yes |

INTERNSHIP I
SBS 4033 – Spring 23

| | A | B | C | D | F | TOTAL |
|---|---|---|---|---|---|---|
| N | 24 | 1 | 1 | 0 | 3 | 29 |
| % | 82.76% | 3.45% | 3.45% | 0% | 10.34% | 100% |

INTERNSHIP II
SBS 4043 – Fall 22 & Spring 23

| | A | B | C | D | F | TOTAL |
|---|---|---|---|---|---|---|
| N | 48 | 2 | 1 | 0 | 0 | 51 |
| % | 94.12% | 3.92% | 1.96% | 0% | 0% | 100% |

| H. |
|---|
| **Conclusions** |

Assessment Measure #2: Two internships are required of each BSSS student. Each internship requires students to secure an approved internship site and complete multiple assignments including journal entries regarding tasks and reflection at multiple points during the experiences. In addition, students are required to complete sixty hours of supervised work on site in each internship course (for a total of 120 hours). The performance standard was met by every class and ranged from 86% to 98%.

| A. Student Learning Outcome |
| --- |

| SLO #3: | Demonstrate an understanding of research methodologies and their appropriate use in the Social Sciences. |
| --- | --- |

| B. Assessment Measure | C. Performance Standard | D. Sampling Method | E. Sample Size (n) | F. Results | G. Standard Met (Y/N) |
| --- | --- | --- | --- | --- | --- |
| 1. All course exams in Research Methods I (SBS 3013). | 70% of students will earn at least a 70% on combined course exams. | All students enrolled in SBS 3013. | N=50 | RESEARCH METHODS I<br>SBS 3013 Fall 2022-Spring 2023 (combined)<br><br>| GRADE | EXAM1 | EXAM2 | EXAM3 | TOTAL | TOTAL% |<br>| --- | --- | --- | --- | --- | --- |<br>| A | 24 | 19 | 25 | 68 | 45.64 |<br>| B | 21 | 12 | 15 | 48 | 32.21 |<br>| C | 3 | 11 | 5 | 19 | 12.75 |<br>| D | 1 | 3 | 3 | 7 | 4.70 |<br>| F | 1 | 5 | 1 | 7 | 4.70 |<br>| TOTAL | 50 | 50 | 49 | 149 | 100.00 | | Yes |
| 2. Final research project in Senior Capstone Experience (SBS 4513). | 80% of students will achieve an 80% or better on their final project for SBS 4513. | All students enrolled in SBS 4513. | N=50 | CAPSTONE<br>SBS 4513 FALL 2022-SPRING 2023<br><br>| GRADE | N | % |<br>| --- | --- | --- |<br>| A | 33 | 68.75 |<br>| B | 11 | 22.92 |<br>| C | 2 | 4.17 |<br>| D | 0 | 0.00 |<br>| F | 2 | 4.17 |<br>| TOTAL | 48 | 100.00 | | Yes |

| A. Student Learning Outcome | | | | | | |
|---|---|---|---|---|---|---|

| SLO #3: | Demonstrate an understanding of research methodologies and their appropriate use in the Social Sciences. | | | | | |
|---|---|---|---|---|---|---|
| **B.** Assessment Measure | **C.** Performance Standard | **D.** Sampling Method | **E.** Sample Size (n) | **F.** Results | | **G.** Standard Met (Y/N) |

| H. Conclusions |
|---|

Assessment Measure #1: 91% of students met the performance standard of 70% or greater average on exam scores, far exceeding the standard of at least 70%. There are three exams in the class, each of which consists of a combination of multiple choice, short answers, and in-class essay questions covering the major methodological approaches utilized in the social sciences. All exams are graded by the instructor. The course is only offered on - ground. It is currently taught by two different professors. The specific content of the exams differ between professors (in terms of the actual, specific questions), but all the exams cover the same topics delivered through readings (using a text shared between all offered classes) and through lectures. This measure has been consistently met over the past five years (Figure 2).

% scoring 70% or better on exams

95
90
85
80
75
70
65

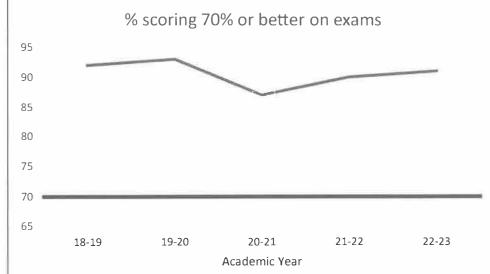18-19     19-20     20-21     21-22     22-23

Academic Year

Figure 2. Five-year trend (blue line) showing percentage of students earning a combined 70% or higher on mid-term and final exams in SBS 3013. The performance standard of 70% is highlighted with the red grid line.

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| A. Student Learning Outcome | | | | | |
|---|---|---|---|---|---|

SLO #3: Demonstrate an understanding of research methodologies and their appropriate use in the Social Sciences.

| B. Assessment Measure | C. Performance Standard | D. Sampling Method | E. Sample Size (n) | F. Results | G. Standard Met (Y/N) |
|---|---|---|---|---|---|
| | | | | | |

Assessment Measure #2: 92% of students met the performance standard of scoring 80% or higher on the final capstone projects, exceeding the standard. Final projects are scored based on a combination of external "judge" reviews of posters and review and grading of final papers by the capstone instructors.

The consistently high percentage of students successfully completing Capstone attests to the effectiveness of the research methods core of the degree (Research Methods I, Qualitative or Quantitative Research Methods, Social and Behavioral Statistics, and Capstone) in preparing students to successfully complete a research project. Once a student reaches capstone, these previous courses have prepared them for success. Notably, the two different measures are comparable. In RMI, 91% meet the standard, and in Capstone, 92% meet the standard. However, only 78% of students make a B or better average on exams in RMI, whereas 92% make a B or better in Capstone. This discrepancy is, we believe, expected due to the preparedness of students going into their senior capstone class. RM 1 is the first research methodology course taken by students in the degree program, introducing them to the primary methodological approaches in the social sciences. By the time students take their capstone classes, they have taken several additional methodology courses (as well as being heavily exposed to methodological approaches in their topic-specific classes), and this prepares them to be successful in capstone at a higher rate than we see in their first RM 1 class.

## 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 improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving

student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

| Proposed Change | Applicable Learning Outcomes | Rationale and Impact |
|---|---|---|
| Add at least one new SLO assessment measure. | SLO #1, 2, and/or 3 | Several measures have been dropped over the past five years and it may be useful to re-examine the BSSS core classes and determine how to integrate new measures to ensure continued growth of the program. |
| Examine SLO#3 Assessment Measure #1 and consider modification. | SLO #3 | This measure has been consistently met at a very high level over the past five years. While this indicates that students are successfully learning and understanding social science research methods, it may be useful to change this measure from a 70% to 80 or 90% threshold in order to ensure instructors are consistently seeking improvement in the course. |

## PART 6
### Summary of Assessment Measures

A. How many different assessment measures were used? **Four**

B. List the direct measures (see appendix): **Exam scores, capstone project grades, class assignments**

C. List the indirect measures (see appendix):

## PART 7
### Faculty Participation and Signatures

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

| Faculty Name | Assessment Role | Signature |
|---|---|---|

| | | |
|---|---|---|
| Brian Andrews | Gathered and analyzed data, wrote report | |
| Christie Mackey | Provided data, reviewed report | |
| Frank Elwell | Provided data | |
| Lori O'Malley | Provided data, reviewed report | |

**B.** Reviewed by:

| Titles | Name | Signature | Date |
|---|---|---|---|
| Department Head | Brian Andrews | | 5/24/23 |
| Dean | Keith Martin | | 5/24/23 |