

Degree Program Student Learning Report

Revised June 2017

Department of Psychology and Sociology

BS in Social Science

For 2016-2017 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, scientific reasoning and thinking skills.

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	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	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional students dual associate and baccalaureate degrees.	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
and critical and creative thinking.	investigation and theoretical explanation of natural phenomena and innovative technology.		
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.	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 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.	Students will demonstrate the skills needed to function in career oriented 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.	Promote a community of scholars among faculty and students through research and scholarly experiences.	Students will demonstrate understanding of research methodologies and their appropriate use in Social Science disciplines.
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.	
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	The School will offer and promote artistic, scientific, cultural, and public	Offer and promote student and community interaction to create	Students will express that their learning has been enhanced by

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.	affairs events on the campus and in the region.	opportunities for cultural, intellectual, and personal enrichment.	community and intellectual opportunities provided by the Social Sciences degree.

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
Change the Internship II student evaluation of internship site survey to a 5 point scale to make it more easily comparable to the Internship II supervisor survey results.	N	In progress.

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
SLO #1: This outcome relies on several exams in a couple different foundation courses. Are these courses taught by a single instructor? If not, how does the department insure continuity across instructors? If essay based, is a rubric used?	N	These courses are, by design, multidisciplinary. They are alternately taught by psychologists, sociologists, anthropologists, and historians, who all have the option and academic freedom of approaching the instruction of the course using their own plans. As such, specific topics in the course may vary, and assuring continuity in exams across instructors is simply not possible. All instructors do give exams, however. Exams are not reviewed by the department, but we assume that as professionals, their exams adequately measure student progress in learning the material as presented. By averaging all of these exams, we feel that we obtain a robust measure of overall student learning.
Student satisfaction is not considered to be a learning outcome. A satisfaction survey is a valid assessment tool, but it should be used to measure progress toward a genuine learning outcome. For example, you could ask your students to measure their satisfaction with their progress toward key program concepts and then	N	The BSSS senior survey is designed to ask students to evaluate their own perceptions of their learning outcomes as a result of their overall career within the department. Perhaps the SLO statement should be amended to reflect that this is not just a measure of their "satisfaction" but of their own evaluation of how

use their level of satisfaction as an assessment measure for other program SLOs. Are there field tests in social science? A third party measure would be useful. Could some form of certification be used as a measure?	N	well their learning experience prepared them for professional work or graduate studies. There are no standard field tests or certifications that our graduates universally take. A good measure might instead be the success rate of graduate program applicants. As a department, we have discussed more stringently tracking our graduates who choose to go onto a graduate program, but have yet to implement any program to do this. Informally, the faculty stay in touch with many of our students who choose to go on to graduate programs, and, anecdotally, they appear to have a very high rate of acceptance into graduate programs. Notably, the Senior survey results suggest that 74% (26/35) of our department's graduates plan to pursue a graduate degree after earning their Bachelors.
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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: Students will demonstrate interdisciplinary knowledge about issues related to diverse concepts and explanations of human behaviors.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
1. Average of all exams in <i>Perspectives on Human Behavior</i> (SBS 3033)	70% of students will score at least a 70% average on exams.	All BSSS students completing Perspectives on Human Behavior	N=53	On ground:	TO YES
				A B C D F	T
				N 11 5 2 0 0	18
				% 61 28 11 0 0	100
				Blended:	
				A B C D F	TO
				N 1 15 8 3 1	28
				% 4 54 29 11 4	100
				Online:	
				A B C D F	TO
				N 6 1 0 0 0	7
				% 86 14 0 0 0	100
				Total:	
				A B C D F	TO
					T

A. Student Learning Outcome										
SLO #1: Students will demonstrate interdisciplinary knowledge about issues related to diverse concepts and explanations of human behaviors.										
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)					
2. 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 exams.	All BSSS students completing Social Systems and Problems	N=36	N	18	21	10	3	1	53
				%	34	40	19	6	2	100
				All courses on ground: YES						
				Grade: Mid-Term Exam						
				A 7						
				B 13						
				C 4						
				D 8						
				F 4						
				Total 36						
G. Conclusions										
Assessment Measure #1: For all classes combined, 49 of 53 (92%) of students averaged 70% or higher on exams, with at least 74% making a B or better on average. When broken down by delivery type (on ground, blended, and online), each type also met the performance standard.										
Assessment Measure #2: Two assessment exams were given in the course in the fall and spring. In the mid-term 33 percent failed to meet the standard of scoring 70 percent on the exam (consisting of multiple choice, fill-ins, and essays). This is to be expected as this is a demanding class and students have some problems adjusting to both the demands and the macro-orientation of the course. The final exam scores show a much different pattern, with fully 86 percent of the students rising to the challenge and meeting the standard. It must be pointed out, however, that approximately 3 to 5 students drop out every semester and are therefore not represented in this assessment. When the mid-term and final exam are combined, 77% of students scored a 70% or better, meeting the overall standard.										

**A.
Student Learning Outcome**

SLO #2: Students will demonstrate the skills necessary to function effectively in a career oriented learning environment

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
1. BSSS majors completing Internship II (SBS 4043) will have supervisors fill out the <i>Supervisor Evaluation of Intern Survey</i> and mean supervisor rating will be calculated for student	At least 70% of students will demonstrate effectiveness as defined by an overall supervisor rating of 3.5 on a 5 point scale	All Internship supervisors will be asked to complete the <i>Supervisor Evaluation of Intern Survey</i>	N=25	The average of all student supervisor ratings was 4.17 out of a 5 point scale.	YES
2. BSSS majors completing Internship II (SBS 4043) will fill out the <i>Internship Site Evaluation</i> form and mean Site rating will be calculated	At least 70% of students will demonstrate effectiveness as defined by an overall Internship Site rating of 3.5 on a 5 point scale	All Interns will be asked to complete the <i>Internship Site Evaluation</i> form	N=25	The average of all student supervisor ratings was 3.82 out of a 5 point scale.	YES

**G.
Conclusions**

Standards were met for both assessment measures. Students are being rated as effective by their site supervisors, and rate their sites as generally helpful as a community based learning environment. RSU partners with many local agencies and the Internship instructors continue to nurture and expand quality sites. These sites become known to the students in both formal and informal ways and this continues the outreach between RSU and the community. Although the site evaluation assessment measures used here provide a good indication of how the student viewed the quality of the community learning environment, the calculations are time consuming and cumbersome. While the supervisor evaluation of interns are calculated using

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SLO #2: Students will demonstrate the skills necessary to function effectively in a career oriented learning environment					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
questions that all have a 5 point scale, the student evaluation of their internship contains questions that are on both a 10 point scale and/or a 100 point scale. For direct comparative purposes, these scales were converted to 5 point scales. In the future, these two components of assessment (the supervisor and student evaluations) should be made to use consistent scales on all questions. The department should meet to discuss a more efficient measure which retains needed assessment information.					

A. Student Learning Outcome																										
SLO #3: Students will demonstrate an understanding of research methodologies and their appropriate use in the Social Sciences																										
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)																					
1. All course exams in Research Methods (SBS 3013) will be averaged to calculate a mean exam score for each student	70% of students will achieve at least a C average (70%) on combined course exams	All BSSS majors in Research Methods I (SBS 3013)	N=52	On Ground Only <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>Tot</td></tr><tr><td>N</td><td>15</td><td>22</td><td>11</td><td>4</td><td>0</td><td>52</td></tr><tr><td>%</td><td>29</td><td>42</td><td>21</td><td>8</td><td>0</td><td>100</td></tr></table>		A	B	C	D	F	Tot	N	15	22	11	4	0	52	%	29	42	21	8	0	100	Yes
	A	B	C	D	F	Tot																				
N	15	22	11	4	0	52																				
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A. Student Learning Outcome																										
SLO #3: Students will demonstrate an understanding of research methodologies and their appropriate use in the Social Sciences																										
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)																					
2. Senior Research project in Senior Capstone Experience (SBS 4413)	80% of BSSS majors will achieve at least B (80%) on their Capstone course project.	All BSSS majors completing a Senior Research project in Senior Capstone Experience (SBS 4013).	N=	On Ground Only <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>TOT</td></tr><tr><td>N</td><td>33</td><td>9</td><td>0</td><td>0</td><td>0</td><td>42</td></tr><tr><td>%</td><td>79</td><td>21</td><td>0</td><td>0</td><td>0</td><td>100</td></tr></table>		A	B	C	D	F	TOT	N	33	9	0	0	0	42	%	79	21	0	0	0	100	Yes
	A	B	C	D	F	TOT																				
N	33	9	0	0	0	42																				
%	79	21	0	0	0	100																				
G. Conclusions																										
Performance standards were met for both assessment measures. One hundred percent of capstone projects made at least a B. There was one incomplete given this semester (a much lower number than in some prior years), reflecting that the research design course sequence (Research Methods I, Qualitative or Quantitative Research Methods, Social and Behavioral Statistics, and Capstone) is effectively preparing students to successfully complete a research project.																										

A. Student Learning Outcome					
SLO #4: Students will express satisfaction that their learning has been enhanced by community, cultural and intellectual opportunities provided in the Social Science degree.					
Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
1. BSSS Senior	80% will report a 3.5	All BSSS majors	N=35	91% (32/35) of surveyed students reported	Yes

A. Student Learning Outcome					
SLO #4: Students will express satisfaction that their learning has been enhanced by community, cultural and intellectual opportunities provided in the Social Science degree.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
Survey	average on a 5 point scale that in the BSSS degree their learning was enhanced by providing community, cultural and intellectual opportunities.	completing a Senior Research project in Senior Capstone Experience (SBS 4013).		a 3.5 or greater score that they are satisfied with the overall department experience and that their learning was enhanced by the provision of community, cultural, and intellectual opportunities.	
G. Conclusions					
The survey indicates the students are very satisfied with the learning opportunities available to them in the BSSS degree. 83% of students surveyed (29/35) participated in some practicum, internship, field/lab experience outside of RSU, and 43% (15/35) participated in community service outside of or in addition to any required community work in classes. Further, 74% (26/35) participated in scholarly research as part of their coursework or outside their coursework.					

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
Change Internship II student evaluation of internship site survey questions to all measure on a 5 point scale.	Simplify the calculation of the assessment measure.
Implement a more formal tracking program to keep records on the number of our graduates who apply and are admitted into graduate programs.	A more robust and objective measure of overall program success than the measures taken from the BSSS Senior Survey.

PART 6

Assessment Measures and Faculty Participation

A. Summary of assessment measures:

- 1) How many different assessment measures were used?
Seven
- 2) List the direct measures (see appendix):
SLO#1: assessment measures 1 and 2, SLO#2: assessment measure 1, SLO#3: assessment measures 1 and 2
- 3) List the indirect measures (see appendix):
SLO#2: assessment measure 2, SLO#4: assessment measure 1

B. 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 data, analyzed data, wrote report	Brian Andrews
Sonya Munsell	Provided data	Sonya Munsell
Christie Mackey	Provided data	Christie Mackey
Frank Elwell	Provided data	Frank Elwell
Lori O'Malley	Provided data	Lori O'Malley

Reviewed by:

Titles	Name	Signature	Date
Department Head	Rob Mares	Rob Mares	20/09/18
Dean	Keith W. Mackey	Keith Mackey	9/12/17

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.

Performance Standard

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

Examples:

At least 70% of students will score 70% or higher on a comprehensive final exam.

At least 75% of students will earn score a "Proficient" or higher rating on the Communicate Effectively rubric.

Sampling Method

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

Examples:

All students enrolled in BIOL 4801 Biology Research Methods II

All majors graduating in the 2016-17 academic year.

Sample Size

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

Results

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

Standard Met?

This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

Conclusion

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?