Fall 2013 – Spring 2014

The Department of Psychology, Sociology & Criminal Justice in the School of Liberal Arts

Social Science, B.S.

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.

PART 1 (A & B)

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

A. Clearly 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 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 0Department 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 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. Clearly state school purposes, department purposes and degree program student learning outcomes. Align 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 loping 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 The School will educate liberal arts Foster the skills of critical thinking, Students will demonstrate	The School will educate liberal arts majors to think critically, creatively, and independently and have the ski lls to work in a ll types of situations and communicate .with. all types of people To provide a general liberal arts	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 lifelong learning	Foster values of scholarship, appreciation of diversity and community service among our faculty, staff and students.	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	Attract and retain high quality traditional and non-traditional students	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.			

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.			
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 promote art, cultural, and public affairs events on the campus and in the region.	The Department will provide opportunities to engage in diverse learning environments in the community and on campus	Students will express that their learning ahs been enhanced by community and intellectual opportunities provided by the Social Sciences degree.

PART 2

Discussion of Instructional Changes Resulting from 2012-2013 Degree Program Student Learning Report

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
For the 2013-2014 Academic year we assessed Internship II, as this was deemed a better measure of the complete Internship experience. This allows for the full 120 hours of Internship to be completed.	Yes	None

PART 3

Discussion About the University Assessment Committee's 2012-2013 Peer Review Report

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
1A) Formatting and typos	Yes	2012-13 SLR in electronic form still cannot be copy and pasted into new interactive 2013-2014 SLR. More time and attention to detail was utilized, along with UAC representative pre reading 2013-2014 SLR to reduce grammar, errors.
1B) Student Learning outcomes needed to be reviewed for better alignment with Department purposes.	Yes	Language in SLO #2 changed, SLO #3 was a sentence fragment which was corrected and SLO #4 was changed to reflect Department purpose.
2) Questions concerning Departmental review of SLO and course progression from Research Methods I to Capstone answered in Peer Review session	Yes	The SBSS core program requirements were reviewed by both PSCJ and HPS and the need for emphasis on the continuity of the courses Research Methods I, Quantitative Research Methods, Qualitative Research Methods, Statistics and Capstone was implemented by PSCJ. HPS is reviewing changes to their core courses. PSCJ treats the research component of the core as building skills and academic assignments that carry forward to next course, culminating in an IRB application and science based research project for Capstone.

		Yes	was unfamiliar with SLR in its entirety. Dr. Kirk has worked with UAC chair Dr. Housel to become familiar with SLR and this current section shows that previous Peer review concerns are now being addressed in the SLRs moving forward.
	3.)No comments to previous years Peer Review concerns		
4)	B. Is Department satisfied with rigor of Internship Measure and SLO #2 and #3 needed clarification	Yes	PSCJ is satisfied with Internship measure. Language was added to SLO 2 and 3 to clarify
	C. Reviewer questioned scale width and variation in performance standard	Yes	Language added to indicate 3.5 performance standard is on 5 point scale. Performance standards changed to 70 % for consistency
	E. Question concerning typo of sample size	Yes	Sample size reviewed and corrected to 15.
	F. Observation of placement of tables and calculation of performance standard for SLO #3	Yes	Tables will be placed in Results section of future SLR and typo in calculation corrected
	G. Discussion of missing data and conclusions drawn on SLO #1	Yes	Author, Dr. Kirk was not responsible for data collection for Fall 2012. Requests for data at time of writing SLR for 2012-2013 went unheeded. The conclusion is based on how data was submitted by Dr. Tait for SLO #1
5)	Question concerning Internship II data will cover Internship 2 or both Internship I and II	Yes	PSCJ will collect data from Internship II as this course is seen as most valuable in assessing SLO.
6)	Question concerning added component to Quantitative research Methods in preparation for Capstone	No change needed	The added assignment is seen as a course instructional change.
7)	Discussion of Internship Survey as indirect measure	Yes	Survey added to indirect measures
8)	Signatures missing	Yes	Updated report to have all signatures

PART 4

Analysis of Evidence of Student Learning Outcomes

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 relevant conclusions related to <u>strengths and weaknesses of their performance</u>.

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 *Perspectives on Human Behavior.* (SBS 3033)	70% of students will score 70 % on exam.	All students completing Perspectives on Human Behaviors	N= 39	All section completed on ground							34 of 39 (87%) of students made a 70% or higher on course exam. This shows a very high percentage of BSSS students made at least a B.(79.4%)	Yes

Results table (within column F):

	A	B	C	D	F	Tot
N	18	13	3	2	3	39
%	46	33	8	5	8	100

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(B) 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 an average of a C (70%) on exams.	All BSSS students completing Social Systems and Problems	N=50	Online / On Ground / Total tables below	In both on ground and online formats BSSS students performed at a high level on this standard. 92% of the total number of students made at least a B (80%) on the measure.	Yes

Online

	A	B	C	D	F	Tot
N	7	14	2	0	0	23
%	30	61	9	0	0	100

On Ground

	A	B	C	D	F	Tot
N	14	11	2	0	0	27
%	52	41	7	0	0	100

Total

	A	B	C	D	F	Tot
N	21	25	4	0	0	50
%	42	50	8	0	0	100

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)
2. Students will demonstrate the skills necessary to function effectively in a career oriented learning environment	BSSS majors completing Internship II (SBS 4043) will have supervisors fill out the *Supervisor Evaluation of Intern Survey* 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 *Supervisor Evaluation of Intern Survey*	N=36	34 of 36 students turned in the *Supervisor Evaluation of Intern Survey* which is a 94.4 % return rate. This increase from the last SLR may be due to turning in the survey being tied to the student's grade. The average of all students supervisor rating was 4.1. 33 of 34 students scored above an average supervisor rating of 3.5 (97%)	Students are being rated as effective in their internships by the site supervisors. Although the supervisor rating gives us a good indication of how well the student performed in the community learning environment the calculation of the rating is very time consuming and cumbersome. The department should meet to discuss a more efficient measure which retains needed assessment information	Yes
	2B. BSSS majors completing Internship II (SBS 4043) will fill out the *Internship Site Evaluation* 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	All Interns will be asked to complete the *Internship Site Evaluation* form	N=36	36 of 36 students turned in the *Internship Site Evaluation* form which is a 100 % return rate. This increase from the last SLR may be due to turning in the survey being tied to the student's grade. The average of all students Internship SIte rating was 4.5. 36 of 36 students rated their internship site above the 3.5 cutoff	Students rate their sites as very helpful as a community based learning environment. RSU partners with many local agencies and the Internship instructors continue to nurture and	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)
		point scale				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 rating gives us a good indication of how the student viewed the quality of the community learning environment the calculation of the rating is very time consuming and cumbersome. The department should meet to discuss a more efficient measure which retains needed assessment information	

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)
3. Students will demonstrate an understanding of research methodologies and their appropriate use in the Social Sciences	3A. 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= 89 N online = 25 N Blend = 64	Online Blended Total	Online courses had 80% of students making at least a C (70%) average on exams of which 40% were Cs. In the blended courses 92% of students making at least a C (70%) of which 13% were Cs. 88% of total students made at least a C (70%) on the combined exams. RM I was taught only in Blended and online formats for AY 2013-2014. When looking at distribution of grades the online format had a higher percentage of Cs, Ds and Fs. As this course leads to a second Research Methods course and the understanding of research concepts is so closely tied to the ability to fully	Yes

Online

	A	B	C	D	F	Tot
N	3	7	10	3	2	25
%	12	28	40	12	8	100

Blended

	A	B	C	D	F	Tot
N	38	13	8	3	2	64
%	59	20	13	5	3	100

Total

	A	B	C	D	F	Tot
N	41	20	18	6	4	89
%	46	22	20	7	5	100

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)
						participate in Capstone, PSCJ met and discussed implications for these results. Student feedback was also obtained which led to discussing the effectiveness, quality and applicability of our current online RM I course. It is possible this course will not be offered online in the future. This also supports the Department's push to have the research courses taught as a continuum of skills and assignments that are taken to the subsequent course for use in producing a quality Capstone project.	

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)
	3B. 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=26	On Ground only							96% of Capstone projects made at least a B. There were however 4 incompletes (I) grades given in AY2013-14. With another 3 students dropping the course with a W. This is due to the emphasis placed on the scholarly requirement of the project and some very early deadlines for benchmarks that indicate the student will be able to complete the project. The emphasis on research course continuity is having effects on the quality and rigor of Capstone projects. In AY 2013-14 PSCJ students presented at multiple projects at different conferences, including one project that earned an	Yes

On Ground only:

	A	B	C	D	F	Tot
N	19	6	0	0	1	26
%	73	23	0	0	4	100

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)
						award.	
4. Students will express satisfaction that their learning has been enhanced by community, cultural and intellectual opportunities provided in the Social Science degree.	BSSS Senior Survey	80% will report a 3.5 average on a 5 point scale that the BSSS degree their learning was enhanced by providing community, cultural and intellectual opportunities.	All BSSS majors completing a Senior Research project in Senior Capstone Experience (SBS 4013).	N=26	100% of the students completed the survey and rated their experience above 3.5 with an overall sample average of 4.25	The survey indicates the students are very satisfied with the learning opportunities available to them in the BSSS degree but, the calculation of the rating is very time consuming and cumbersome. The department should meet to discuss a more efficient measure which retains needed assessment information	Yes

PART 5

Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

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.
SLO 2 and 3	Discuss possible measures that are easier to calculate while retaining measurement validity. Preliminary discussion is to allow supervisors and interns give a point total on a 100 point scale. This would in essence allow the rater to give the student or site a grade.	The Internship and BSSS surveys are lengthy and time consuming to evaluate, calculate and analyze.	None. This will help the author while maintaining valid measurement of SLOs.

PART 6

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.
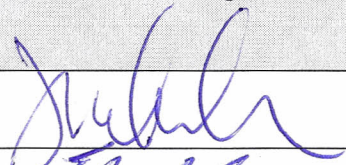
Description

PART 7 (A & B)

Assessment Measures and Faculty Participation
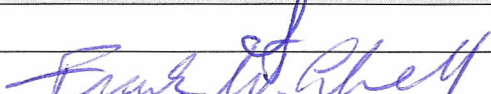
A. Assessment Measures:

1) How many different assessment measures were used? 7

2) List the direct measures (see rubric): Perspectives Exam, RM I averaged Exams, Social Systems and Problems exams, Capstone Project

3) List the indirect measures (see rubric): Graduating Student Satisfaction Survey, Internship II surveys

B.

1) 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
J. M. Kirk PhD LADC	collect data, analyze data, prepare report, review report	
Edward Ewe, MA, LPC	Co-author of report	
Brian Andrews PhD	Collect data	
David Newcomb PhD	Collect data	

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head			
Dean			9-23-14