

**DEGREE PROGRAM
STUDENT LEARNING REPORT**

(Rev. August 2013)

ROGERS STATE UNIVERSITY
Department of Psychology, Sociology, & Criminal
Justice
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: Associate of Arts in 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 Psychology, Sociology, & 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, & 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
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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 and communication, critical thinking, and creativity.	Offers innovative and quality teaching both within the classroom and through distance education..	Students will affirm that they have experienced a supportive collegiate environment.
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 ma academic and intellectual freedom 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 knowledge about issues related to diverse concepts and explanations of human behavior.
To provide a general liberal arts education that supports specialized education academic programs and prepares students for lifelong learning and service in a diverse society.	The School will offer general courses of high quality and purpose that provide a a foundation for life-long learning.	Serve the University and the community through the provision of quality general education courses.	
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.	Foster values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students.	
To provide university-wide student services, activities and resources that complement academic programs.			
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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 affirm that they have experienced a supportive collegiate environment.

Discussion of Instructional Changes Resulting from 2015 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
None		

- 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
No changes were recommended.		

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)																
Students will demonstrate knowledge about issues related to diverse concepts and explanations of human behavior.	A comprehensive exam in <i>Perspectives in Human Behavior</i> (SBS 3033).	75% of AA-SS majors will score at least 70%.	All AA-SS majors who took the exam.	N = 0	<p>Students = 11 Results = 10 or 91% scored at least 70%</p> <p>Table 1</p> <table border="1" data-bbox="1073 602 1398 1291"> <thead> <tr> <th data-bbox="1073 602 1203 695">Period</th> <th data-bbox="1203 602 1398 695">Percent Meeting Standard</th> </tr> </thead> <tbody> <tr> <td data-bbox="1073 695 1203 760">2014-2015</td> <td data-bbox="1203 695 1398 760">NA</td> </tr> <tr> <td data-bbox="1073 760 1203 846">2013-2014</td> <td data-bbox="1203 760 1398 846">91%</td> </tr> <tr> <td data-bbox="1073 846 1203 1003">2012-2013</td> <td data-bbox="1203 846 1398 1003">No AA-SS major took the course</td> </tr> <tr> <td data-bbox="1073 1003 1203 1068">2011-2012</td> <td data-bbox="1203 1003 1398 1068">80%</td> </tr> <tr> <td data-bbox="1073 1068 1203 1133">2010-2011</td> <td data-bbox="1203 1068 1398 1133">80%</td> </tr> <tr> <td data-bbox="1073 1133 1203 1219">2009-2010</td> <td data-bbox="1203 1133 1398 1219">No AA-SS major took the course</td> </tr> <tr> <td data-bbox="1073 1219 1203 1291">2008-2009</td> <td data-bbox="1203 1219 1398 1291">75%</td> </tr> </tbody> </table>	Period	Percent Meeting Standard	2014-2015	NA	2013-2014	91%	2012-2013	No AA-SS major took the course	2011-2012	80%	2010-2011	80%	2009-2010	No AA-SS major took the course	2008-2009	75%		
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Graduating students will affirm that they have	School of Liberal Arts <i>Graduating Student Survey</i> .	80% will be very satisfied or satisfied.	All students applying for graduation with an AA-SS	N=0																			

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)
experienced a supportive collegiate environment..			during 2014-2015 would have been provided a survey.				

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.
	Possibly discontinuing this assessment.	Due to few students one year, no students another year.	

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

7) Assessment Measures:

A. How many different assessment measures were used? *Click here to enter text.*

B. List the direct measures (see rubric): *Click here to enter text.*

C. List the indirect measures (see rubric): Self-report survey, course grade was used due to lack of availability of comprehensive exam grades.

Documentation of Faculty Assessment

8) A. How many full time faculty (regardless of department affiliation) teach in the program? 9

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. David Newcomb	Prepared report, analyzed data, reviewed report	<i>David Newcomb</i>
Dr. John Kirk	Prepared report, analyzed data, reviewed report	

9) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Abe Marrero	<i>[Signature]</i>	<i>2015027</i>
Dean	Dr. Frank Elwell	<i>Frank H. Elwell</i>	<i>10-29-15</i>