

General Education Student Learning Report (rev. 7/15)

Fall 2016 – Spring 2017

# Department of Psychology and Sociology

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 Learning Outcomes to Departmental and University Missions

<b>RSU Mission</b>	<b>General Education Mission</b>
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities	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>RSU Commitments</b>	<b>General Education Outcomes</b>
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.	<ol style="list-style-type: none"><li>1) Think critically and creatively.</li><li>2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.</li><li>3) Use written, oral, and visual communication effectively.</li></ol>

RSU Mission	General Education Mission
	<p>4) <b>Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.</b></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.	
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.	
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.	
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.	

### PART 1

#### Discussion of Instructional Changes Resulting from 2014-2015 General Education Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 4 of last year's General Education 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	Impact of Changes on Degree Program Curriculum or Budget
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<p><b>Movements and Social Change. The results for each of the exams will be reported with a breakdown of grades.</b></p> <p><b>PSY 1113 Introduction to Psychology</b></p> <p><b>No changes were planned or implemented</b></p>		
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**PART 2**

**Discussion of the University Assessment Committee's 2015-2015 Peer Review Report**

[Complete this part only if the general education course(s) was among those that were peer reviewed last year.] 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."

<p><b>Feedback and Recommended Changes from the University Assessment Committee</b></p>	<p><b>Suggestions Implemented (Y/N)</b></p>	<p><b>Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented</b></p>
<p><b>The Department of Psychology and Sociology did not go through peer review process for the 2014-2015 Academic year, so no changes recommended.</b></p>		

**PART 3**

**Analysis of Evidence of Student Learning Outcomes**

The five General Education Outcomes are listed below. For each outcome, indicate the General Education courses being assessed, and provide a brief narrative of 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. Finally, indicate whether the performance measure was met or not.

**OUTCOME 1: Think critically and creatively**

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)

**OUTCOME 2: Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.**

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)

**OUTCOME 3: Use written, oral, and visual communication effectively.**

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)

**OUTCOME 4: Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.**

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																																																																						
<b>PSY 1113 INTRODUCTION TO PSYCHOLOGY</b>	<p>Multiple unit exams assessing core knowledge as follows:</p> <p><b>Exam #1: History &amp; Systems, Research, Biological Basis of Behavior;</b></p> <p><b>Exam #2: Human Development, Memory, Learning;</b></p> <p><b>Exam #3 Personality, Consciousness</b></p>	<p>70% of students will achieve a mean score of 70% or higher on multiple unit exams.</p>	<p>Multiple unit exams.</p>	<p>244-258 Total students</p> <p>128-136 students taught by Full Time faculty On-Ground</p> <p>116-122 students taught by Adjunct faculty On-Ground</p> <p>0 students taught by Full Time</p>	<p><b>Standards Met:</b></p> <p><b>Full Time Faculty – On Ground</b></p> <table border="1" data-bbox="1024 760 1543 1010"> <thead> <tr> <th>Exam</th> <th>#1</th> <th>#2</th> <th>#3</th> <th>#4</th> </tr> </thead> <tbody> <tr> <td>90-100</td> <td>25=18%</td> <td>22=17%</td> <td>20=16%</td> <td>18=14%</td> </tr> <tr> <td>80-89</td> <td>36=26%</td> <td>38=28%</td> <td>35=27%</td> <td>28=22%</td> </tr> <tr> <td>70-79</td> <td>45=33%</td> <td>46=34%</td> <td>42=33%</td> <td>47=37%</td> </tr> <tr> <td>60-69</td> <td>10= 8%</td> <td>15=11%</td> <td>17=13%</td> <td>22=17%</td> </tr> <tr> <td>&lt;60</td> <td>18=13%</td> <td>13=10%</td> <td>14=11%</td> <td>13=10%</td> </tr> <tr> <td>TOTAL</td> <td>136=78%</td> <td>134=80%</td> <td>128=76%</td> <td>128=73%</td> </tr> </tbody> </table> <p><b>Adjunct Faculty – On Ground</b></p> <table border="1" data-bbox="1024 1075 1543 1325"> <thead> <tr> <th>Exam</th> <th>#1</th> <th>#2</th> <th>#3</th> <th>#4</th> </tr> </thead> <tbody> <tr> <td>90-100</td> <td>80=66%</td> <td>54=45%</td> <td>55=47%</td> <td>44=38%</td> </tr> <tr> <td>80-89</td> <td>15=12%</td> <td>27=23%</td> <td>17=15%</td> <td>25=22%</td> </tr> <tr> <td>70-79</td> <td>5 = 4%</td> <td>16=13%</td> <td>18=16%</td> <td>15=13%</td> </tr> <tr> <td>60-69</td> <td>10= 8%</td> <td>13=11%</td> <td>7 = 6%</td> <td>17=15%</td> </tr> <tr> <td>&lt;60</td> <td>12=12%</td> <td>9 = 8%</td> <td>19=16%</td> <td>15=13%</td> </tr> <tr> <td>TOTAL</td> <td>122=82%</td> <td>119=81%</td> <td>116=78%</td> <td>116=72%</td> </tr> </tbody> </table>	Exam	#1	#2	#3	#4	90-100	25=18%	22=17%	20=16%	18=14%	80-89	36=26%	38=28%	35=27%	28=22%	70-79	45=33%	46=34%	42=33%	47=37%	60-69	10= 8%	15=11%	17=13%	22=17%	<60	18=13%	13=10%	14=11%	13=10%	TOTAL	136=78%	134=80%	128=76%	128=73%	Exam	#1	#2	#3	#4	90-100	80=66%	54=45%	55=47%	44=38%	80-89	15=12%	27=23%	17=15%	25=22%	70-79	5 = 4%	16=13%	18=16%	15=13%	60-69	10= 8%	13=11%	7 = 6%	17=15%	<60	12=12%	9 = 8%	19=16%	15=13%	TOTAL	122=82%	119=81%	116=78%	116=72%	<p>The data suggests that while individual differences existed in the distribution of grades, which was the case in the previous cycle, overall performance standards were similar between Full Time and Adjunct Faculty.</p> <p>The proportion</p>	<p>Y</p>
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<p>SOC 1113 INTRODUCTION TO SOCIOLOGY</p>	<p>ess.</p> <p>Exam #4: Social Behavior, Psychological Disorders, and Treatment of Psychological Disorders.</p> <p>Multiple unit exams assessing core knowledge as follows:</p> <p>Exam 1: Introduction, Sociological Research Methods, and Culture.</p> <p>Exam 2:</p>	<p>70% of students will achieve a mean score of 70% or higher on multiple unit exams.</p>	<p>Multiple unit exams.</p>	<p>faculty Online (data not available)</p> <p>0 students taught by Adjunct faculty Online (no online sections were taught by adjuncts)</p> <p>310-332 Total students</p> <p>194-214 students taught by Full Time faculty On-Ground</p> <p>0 students taught by</p>	<p>Full Time Faculty – On Ground</p> <table border="1" data-bbox="1024 971 1545 1219"> <thead> <tr> <th>Exam</th> <th>#1</th> <th>#2</th> <th>#3</th> <th>#4</th> </tr> </thead> <tbody> <tr> <td>90-100</td> <td>59=28%</td> <td>45=21%</td> <td>35=17%</td> <td>31=16%</td> </tr> <tr> <td>80-89</td> <td>67=31%</td> <td>71=34%</td> <td>66=33%</td> <td>50=26%</td> </tr> <tr> <td>70-79</td> <td>50=23%</td> <td>56=27%</td> <td>60=30%</td> <td>64=33%</td> </tr> <tr> <td>60-69</td> <td>22=10%</td> <td>25= 12%</td> <td>27=14%</td> <td>36=17%</td> </tr> <tr> <td>&lt;60</td> <td>16=8%</td> <td>12= 6%</td> <td>12= 6%</td> <td>13= 7%</td> </tr> <tr> <td>TOTAL</td> <td>214=82%</td> <td>209=82%</td> <td>200=80%</td> <td>194=76%</td> </tr> </tbody> </table>	Exam	#1	#2	#3	#4	90-100	59=28%	45=21%	35=17%	31=16%	80-89	67=31%	71=34%	66=33%	50=26%	70-79	50=23%	56=27%	60=30%	64=33%	60-69	22=10%	25= 12%	27=14%	36=17%	<60	16=8%	12= 6%	12= 6%	13= 7%	TOTAL	214=82%	209=82%	200=80%	194=76%	<p>of students earning a mark of 70% or above was slightly higher than the last cycle in most cases with the exception of the final examination. No changes necessary at this time.</p> <p>Overall, all standards were met. However, there appears to be some differences in the results especially with the online classes. As this is the</p>	<p>Y</p>
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	<p>Socialization , Groups and Organizations, Social Stratification , and Global Inequality.</p> <p>Exam 3: Deviance, Race &amp; Ethnicity, Gender, Sex, and Sexuality, and Marriage &amp; Family.</p> <p>Exam 4: Government and Politics, Work and Economy, Population and Environment , and Social Movements and Social Change.</p>			<p>Adjunct faculty On-Ground</p> <p>70-72 students taught by Full Time faculty Online</p> <p>46 students taught by Adjunct faculty Online</p>	<p><b>Adjunct Faculty – Online</b></p> <table border="1" data-bbox="1018 394 1535 646"> <thead> <tr> <th>Exam</th> <th>#1</th> <th>#2</th> <th>#3</th> <th>#4</th> </tr> </thead> <tbody> <tr> <td>90-100</td> <td>9=20%</td> <td>5=11%</td> <td>4= 9%</td> <td>7=15%</td> </tr> <tr> <td>80-89</td> <td>13=28%</td> <td>10=22%</td> <td>13=28%</td> <td>15=33%</td> </tr> <tr> <td>70-79</td> <td>13=28%</td> <td>19=41%</td> <td>17=37%</td> <td>11=24%</td> </tr> <tr> <td>60-69</td> <td>7=15%</td> <td>7= 15%</td> <td>9=20%</td> <td>6=13%</td> </tr> <tr> <td>&lt;60</td> <td>4= 9%</td> <td>5= 11%</td> <td>3= 6%</td> <td>7=15 %</td> </tr> <tr> <td>TOTAL</td> <td>46=76%</td> <td>46=74%</td> <td>46=74%</td> <td>46=72%</td> </tr> </tbody> </table> <p><b>Full Time Faculty – Online</b></p> <table border="1" data-bbox="1018 711 1535 963"> <thead> <tr> <th>Exam</th> <th>#1</th> <th>#2</th> <th>#3</th> <th>#4</th> </tr> </thead> <tbody> <tr> <td>90-100</td> <td>30=42%</td> <td>29=40%</td> <td>48=68%</td> <td>16=23%</td> </tr> <tr> <td>80-89</td> <td>27=38%</td> <td>25=35%</td> <td>12=17%</td> <td>21=30%</td> </tr> <tr> <td>70-79</td> <td>11=15%</td> <td>10=14%</td> <td>4= 6%</td> <td>20=29%</td> </tr> <tr> <td>60-69</td> <td>3= 4%</td> <td>5= 7%</td> <td>5= 7%</td> <td>8= 11%</td> </tr> <tr> <td>&lt;60</td> <td>1= 1%</td> <td>3= 4 %</td> <td>1= 2%</td> <td>5= 7%</td> </tr> <tr> <td>TOTAL</td> <td>72=95%</td> <td>72=89%</td> <td>70=91%</td> <td>70=82%</td> </tr> </tbody> </table>	Exam	#1	#2	#3	#4	90-100	9=20%	5=11%	4= 9%	7=15%	80-89	13=28%	10=22%	13=28%	15=33%	70-79	13=28%	19=41%	17=37%	11=24%	60-69	7=15%	7= 15%	9=20%	6=13%	<60	4= 9%	5= 11%	3= 6%	7=15 %	TOTAL	46=76%	46=74%	46=74%	46=72%	Exam	#1	#2	#3	#4	90-100	30=42%	29=40%	48=68%	16=23%	80-89	27=38%	25=35%	12=17%	21=30%	70-79	11=15%	10=14%	4= 6%	20=29%	60-69	3= 4%	5= 7%	5= 7%	8= 11%	<60	1= 1%	3= 4 %	1= 2%	5= 7%	TOTAL	72=95%	72=89%	70=91%	70=82%	<p>first cycle that individual exam scores were considered the Sociology faculty will review the process and track the results to see what changes may need to be enacted to bring the online results in closer alignment with on-ground.</p>	
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A. Course	B. Assessment Measures	C. Performan ce Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)														
SOC 3213 MINORITY GROUPS	Final exam assessing diverse cultures	At least 80% of students will score ≥ 70% on exam.	Examination	22 students  All 22 taught online by adjunct faculty. This was the only section offered.	Standard Met: <table border="1" data-bbox="1031 418 1262 670"> <thead> <tr> <th>Exam</th> <th>Final</th> </tr> </thead> <tbody> <tr> <td>90-100</td> <td>8=36%</td> </tr> <tr> <td>80-89</td> <td>6=27%</td> </tr> <tr> <td>70-79</td> <td>5=23%</td> </tr> <tr> <td>60-69</td> <td>3=14%</td> </tr> <tr> <td>&lt;60</td> <td>0= 0%</td> </tr> <tr> <td>TOTAL</td> <td>22=86%</td> </tr> </tbody> </table>	Exam	Final	90-100	8=36%	80-89	6=27%	70-79	5=23%	60-69	3=14%	<60	0= 0%	TOTAL	22=86%	While slightly down from last year, the instructor suggests that the students appear to have a good grasp of diversity. No changes necessary at this time (as a side note: the adjunct teaching this class was a full time faculty member at RSU but has since retired from full time duty).	Y
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**OUTCOME 5: Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.**

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)

**PART 4**

**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 3 (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."

General Education Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
No changes are planned			

**PART 5**

**Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement**


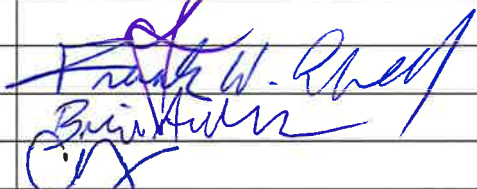
(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer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

Description

**PART 6 (A & B)**

**Documentation of Faculty Participation and Review**

**A.** 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. Kevin M. P. Woller	Collect and analyze data, prepare and review report.	
Dr. Abe Marrero	Collect and report data. Review report.	
Dr. Frank Elwell	Collect and report data. Review report.	
Dr. Brian Andrews	Collect data. Review report.	
Professor Christi Mackey	Collect data. Review report.	

**B.** Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Abe Marrero		2017/2019
Dean	Dr. Keith Martin		10/9/17

