

General Education Student Learning Report

Revised June 2017

Department of Psychology and Sociology

For 2017-2018 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	General Education 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.	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. 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 and critical and creative thinking.	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 investigation and theoretical	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional students duality associate and baccalaureate degrees.	<ol style="list-style-type: none"> 1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. 3) Use written, oral, and visual communication effectively.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
	explanation of natural phenomena and innovative technology.		<p>4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.</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.	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.	
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.	
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.	
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.	

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.	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.	

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
<p>PSY 1113 Introduction to Psychology</p> <p>Due to issues surrounding the uniform implementation of four exams covering specific areas of content among fulltime and adjunct faculty, the Psychology faculty discussed streamlining the assessment process and using a pretest/posttest measure. The discussed measure includes questions on core knowledge in History & Systems, Research, Biological Basis of Behavior, Consciousness, Learning, Development, Personality, Memory, Social, and Psychological Disorders.</p>	<p>Y (partially)</p>	<p>Due to some communication errors, data were limited as the pre-test post-test instrument was discussed over the fall semester and only partially implemented in the spring. A full scale implementation is scheduled for the coming year.</p>

SOC 1113 Introduction to Sociology No changes were planned or implemented		
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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
General Education 1. All of the department’s general education courses are directed toward General Education SLO #4. Could evidence of student learning on other SLOs be obtained in these courses? SLO #1 and SLO #2 would seem to be a good fit for some or all of these courses. Note, the institution’s General Education Committee is currently planning a roll-out of an initiative to increase our focus on critical and creative thinking across the campus.	N	This is an excellent question. While we have focused on SLO #4 for our General Education courses we have been giving some serious thought to expanding to include SLO#1 Creative and Critical Thinking. Both the Psychology and Sociology faculty plan to meet to discuss how this may take shape for the next assessment cycle.

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: Think critically and creatively.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
G. Conclusions					

A. Student Learning Outcome					
SLO #2: Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
G. Conclusions					

A. Student Learning Outcome					
SLO #3: Use written, oral, and visual communication effectively.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
G. Conclusions					

A. Student Learning Outcome					
SLO #4: Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
PSY 1113 INTRODUCTION TO PSYCHOLOGY Pre-test/Post-test Assessment for core knowledge in History & Systems, Research, Biological Basis of Behavior, Consciousness, Learning, Development, Personality, Memory, Social, and	10% increase in scores from pretest to post-test	Pre-test assessment given on or around the first day of class. Post-test assessment given on or around the last day of class OR on the day of the final exam.	138 students taught by full time on- ground faculty	Pre-test average = 5.19 Post-test average = 7.30	Y

**A.
Student Learning Outcome**

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

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)																																																																						
<p>Psychological Disorders</p> <p>SOC 1113 INTRODUCTION TO SOCIOLOGY</p> <p>Multiple unit exams assessing core knowledge as follows:</p> <p>Exam 1: Introduction, Sociological Research Methods, and Culture.</p> <p>Exam 2: Socialization, Groups and Organizations, Social Stratification, and Global Inequality.</p> <p>Exam 3: Deviance, Race & Ethnicity, Gender, Sex, and</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>303-317 Total students</p> <p>200-207 students taught On-Ground</p> <p>103-110 students taught Online</p>	<p>On Ground</p> <table border="1" data-bbox="1251 570 1768 821"> <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>53=26%</td> <td>43=21%</td> <td>46=23%</td> <td>28=14%</td> </tr> <tr> <td>80-89</td> <td>71=34%</td> <td>84=41%</td> <td>71=36%</td> <td>64=32%</td> </tr> <tr> <td>70-79</td> <td>42=20%</td> <td>36=17%</td> <td>39=19%</td> <td>53=27%</td> </tr> <tr> <td>60-69</td> <td>27=13%</td> <td>28=13%</td> <td>32=16%</td> <td>36=18%</td> </tr> <tr> <td><60</td> <td>14=7%</td> <td>16= 8%</td> <td>12= 6%</td> <td>19= 9%</td> </tr> <tr> <td>TOTAL</td> <td>207=80%</td> <td>207=79%</td> <td>200=78%</td> <td>200=73%</td> </tr> </tbody> </table> <p>Online</p> <table border="1" data-bbox="1251 967 1768 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>38=35%</td> <td>28=26%</td> <td>60=57%</td> <td>56=54%</td> </tr> <tr> <td>80-89</td> <td>32=29%</td> <td>33=31%</td> <td>24=23%</td> <td>20=19%</td> </tr> <tr> <td>70-79</td> <td>18=16%</td> <td>20=19%</td> <td>9= 9%</td> <td>11=11%</td> </tr> <tr> <td>60-69</td> <td>12=11%</td> <td>10=10%</td> <td>1= 1%</td> <td>4= 4%</td> </tr> <tr> <td><60</td> <td>10= 9%</td> <td>15=14%</td> <td>10=10%</td> <td>12=12%</td> </tr> <tr> <td>TOTAL</td> <td>110=80%</td> <td>106=76%</td> <td>104=80%</td> <td>103=84%</td> </tr> </tbody> </table>	Exam	#1	#2	#3	#4	90-100	53=26%	43=21%	46=23%	28=14%	80-89	71=34%	84=41%	71=36%	64=32%	70-79	42=20%	36=17%	39=19%	53=27%	60-69	27=13%	28=13%	32=16%	36=18%	<60	14=7%	16= 8%	12= 6%	19= 9%	TOTAL	207=80%	207=79%	200=78%	200=73%	Exam	#1	#2	#3	#4	90-100	38=35%	28=26%	60=57%	56=54%	80-89	32=29%	33=31%	24=23%	20=19%	70-79	18=16%	20=19%	9= 9%	11=11%	60-69	12=11%	10=10%	1= 1%	4= 4%	<60	10= 9%	15=14%	10=10%	12=12%	TOTAL	110=80%	106=76%	104=80%	103=84%	<p align="center">Y</p>
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**A.
Student Learning Outcome**

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

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)														
<p>Sexuality, and Marriage & Family.</p> <p>Exam 4: Government and Politics, Work and Economy, Population and Environment, and Social Movements and Social Change.</p> <p>SOC 3213 MINORITY GROUPS</p> <p>Final exam assessing diverse cultures</p>	<p>At least 80% of students will score ≥ 70% On exam.</p>	<p>Examination</p>	<p>25 students</p> <p>All 25 taught online by adjunct faculty. This was the only section offered.</p>	<table border="1" data-bbox="1241 797 1472 1044"> <thead> <tr> <th>Exam</th> <th>Final</th> </tr> </thead> <tbody> <tr> <td>90-100</td> <td>12=40%</td> </tr> <tr> <td>80-89</td> <td>9=30%</td> </tr> <tr> <td>70-79</td> <td>4=13%</td> </tr> <tr> <td>60-69</td> <td>1=13%</td> </tr> <tr> <td><60</td> <td>4= 13%</td> </tr> <tr> <td>TOTAL</td> <td>25=83%</td> </tr> </tbody> </table>	Exam	Final	90-100	12=40%	80-89	9=30%	70-79	4=13%	60-69	1=13%	<60	4= 13%	TOTAL	25=83%	<p align="center">Y</p>
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**G.
Conclusions**

This is the first year that Introduction to Psychology students have been assessed using the new pretest/posttest measure. The results showed a 21.1% increase from their overall pre-test scores to post test scores which meets the proposed standard. Despite the student success, this new measure will be scrutinized and tested again for the following year to make sure it is appropriately assessing the outcome. As this is the first year of implementation, there is no comparative data, however, performance standards were also met last year.

Introduction to Sociology students met the standard for all exams. Results showed a marked change in the online courses from last year, which was attributed to the fact that all online courses now utilize the same master class, thus are uniform. Online performance on the exams was virtually indistinguishable to on-ground performance for the first two exams. However, online performance on the second two exams was markedly better for online; for example, fully 58 percent of online students scored 90 or better on the third online exam vs. only 23 percent of the on-ground students; 54 percent of the online students scored 90 or better on the final exam vs. only 14 percent of the on-ground students. This may be a function of the online exam being open book, with students gaining experience with such online exams over the course of the semester. It may also be that too much time is given in taking the exam. Faculty will consider requiring closed book and proctored online exams in the future, or decreasing the timing on the exam.

Minority Groups students met their standard for the third consecutive year. Results showed an increase in failing grades, which was attributed in part to student non-compliance. Overall the instructor believes that the students continue to have a good grasp of diversity with regard to minority groups, so no changes are necessary at this time.

A. Student Learning Outcome					
SLO #5: Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
G. Conclusions					

**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.


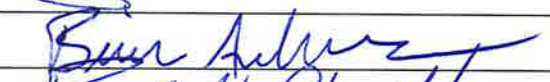
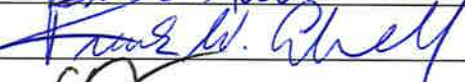

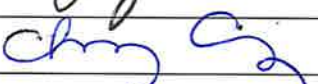
Proposed Change	Rationale
No changes planned	

**PART 6
Assessment Measures and Faculty Participation**



A. Summary of assessment measures:

- 1) How many different assessment measures were used? 3
- 2) List the direct measures (see appendix): Pre/Post Test, Unit Exams, Final Exam
- 3) List the indirect measures (see appendix):

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

Faculty Name	Assessment Role	Signature
Kevin M. P. Woller	Collect and analyze data, prepare report	
Brian Andrews	Collect data	
Frank Elwell	Collect and report data	
Christi Mackey	Collect data	
Chrissy Whiting	Collect data	

Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Abe Marrero		
Dean	Dr. Keith Martin		20180524 5-30-18

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?