

# Degree Program Student Learning Report

Revised June 2017

## Department of Psychology and Sociology

### **AA 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.

<b>University Mission</b>	<b>School Mission</b>	<b>Department Mission</b>	<b>Degree Program 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.	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 Associates in Arts in Social Science degree is designed for students interested in entry-level jobs in social services. The degree provides a broad introduction to the social sciences disciplines as a core, and then allows the student to select an additional nine hours in one of the following disciplines.

B. Align each of the program student learning outcomes with the institutional purposes and commitments.

<b>University Commitments</b>	<b>School Purposes</b>	<b>Department Purposes</b>	<b>Student Learning Outcomes</b>
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written	The School will offer innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, creativity, empirical and evidence-	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional students dual associate and	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
communications, scientific reasoning and critical and creative thinking.	based inquiry, experimental investigation and theoretical explanation of natural phenomena and innovative technology.	baccalaureate degrees.	
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 knowledge about issues related to diverse concepts and explanations about 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 affirm that they have experiences a supportive collegiate environment.
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.	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 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	

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.	

**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
Eliminate exam score grades and use end of semester grades instead	Y	

### 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.

<b>Peer Review Feedback</b>	<b>Implemented (Y/N)</b>	<b>Comment</b>
Find a common way to measure student learning outcomes in Perspectives class.	N	In progress

## 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.

<b>A.</b>					
<b>Student Learning Outcome</b>					
SLO #1: Students will demonstrate knowledge about issues related to diverse concepts and explanations of human behavior.					
<b>A.</b> Assessment Measure	<b>B.</b> Performance Standard	<b>C.</b> Sampling Method	<b>D.</b> Sample Size (n)	<b>E.</b> Results	<b>F.</b> Standard Met (Y/N)
Final grade in Perspectives in Human Behavior (SBS 3033).	Grades of 80% or higher.	All AA SS majors who took Perspectives in Human Behavior were sampled.	N= 56	82.14% met the standard	Y
<b>G.</b>					
<b>Conclusions</b>					
The outcome exceeded the standard of measure; however, it included ALL students completing the Perspectives course, not just the AASS majors.					

**A.  
Student Learning Outcome**

SLO #2: Students will affirm that they have experienced a supportive collegiate environment.

<b>A. Assessment Measure</b>	<b>B. Performance Standard</b>	<b>C. Sampling Method</b>	<b>D. Sample Size (n)</b>	<b>E. Results</b>	<b>F. Standard Met (Y/N)</b>
Student satisfaction survey	80% will indicate "satisfied" or "very satisfied"	All AA SS majors who completed the survey were sampled.	N= 2	100%: both reported feeling "very satisfied"	Y

**G.  
Conclusions**

The standard was exceeded; however, the usefulness of data with N=2 is not seen as generalizable.

**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 improve 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.





<b>Proposed Change</b>	<b>Rationale</b>
<p>Have a mandatory meeting before the beginning of spring 2018 to survey the variety of approaches being used by the professors of the course. Based on this information, create one rubric for a common assignment that all instructors will have students complete, e.g. a power point. Rubric would analyze various dimensions of the assignment, including writing, critical thinking, creativity, and theoretical understanding.</p> <p>Omit the survey</p>	<p>Instructors use a variety of teaching approaches and emphasize different aspects of the course based on their area(s) of expertise. Requiring instructors to administer a common comprehensive exam is too restrictive. Evaluating a student power point allows for more instructor freedom and gives instructors a better way to evaluate student learning outcomes.</p> <p>Small N does not provide meaningful data.</p>

**PART 6**  
**Assessment Measures and Faculty Participation**



**A. Summary of assessment measures:**

- 1) How many different assessment measures were used? **two**
- 2) List the direct measures (see appendix): **final grade**
- 3) List the indirect measures (see appendix): **student survey**

**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	Contributed grade information	
Christy Mackey	Contributed grade information	
Lori O'Malley	Contributed grade information	
Sonya Munsell	Completed report	

**Reviewed by:**

Titles	Name	Signature	Date
Department Head	<i>abe munsell</i>		<i>2/20/17</i>
Dean	<i>K. Martin</i>		<i>2/20/17</i>



## 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?