

# Degree Program Student Learning Report

Revised June 2017

## Department of Psychology and Sociology

### **BS in Social Science**

For 2018-2019 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 program mission of the Department of Psychology and Sociology is to provide a multi-disciplinary degree that stresses competence in written and oral communications and scientific reasoning and thinking skills.

**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 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.	Utilizing faculty mentors students will develop, analyze and synthesize, and conduct human subject research.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
	explanation of natural phenomena and innovative technology.		
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 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 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 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.	Promote a community of scholars among faculty and students through research and scholarly experiences.	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.	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.	
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	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.	Students will express that their learning has been enhanced by community and intellectual opportunities provided by the Social Sciences degree.

<b>University Commitments</b>	<b>School Purposes</b>	<b>Department Purposes</b>	<b>Student Learning Outcomes</b>
enrichment for the University and the communities it serves.			

## 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.

<b>Proposed Change</b>	<b>Implemented? (Y/N)</b>	<b>Comments</b>
Implement a more formal tracking program to keep records on the number of our graduates who apply and are admitted into graduate programs.	Y	Partially implemented. "Permanent" contact email was collected from each student enrolled in the Capstone class during the 18-19 academic year and will be used to contact and collect data concerning post-graduation activity (employment type, graduate school admissions, etc.).
Remove Part 4 SLO #1 measuring student performance in SBS 3033 <i>Perspectives in Human Behavior</i> .	Y	This course was removed from the core and is no longer being taught.

### 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>
Clarify grading components for exams used for assessment in Part 4.	Y	Explanations of rubrics, exam content, and grading processes are included. When appropriate, individual exam scores are listed in addition to averages for all exams.
Clarify differences in "on-ground," "online," and "blended" courses when reporting assessment results (Part 4)	Y	All data are now specifically labelled indicating the type of delivery.
Clarify the nature of and evaluation of the "senior research project" (Part 4)	Y	A more thorough description of the development, presentation, and scoring of the senior capstone project is provided.
Remove the measure from Part 4, SLO #4.	Y	Although the instructor believes the measure was evidence of service learning the review committee felt it was a compulsory "do it or don't do it" project with no gradation for variance in levels of participation or grading among the group.

**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 interdisciplinary knowledge about issues related to diverse concepts and explanations of human behaviors.																																									
<b>A.</b> <b>Assessment Measure</b>	<b>B.</b> <b>Performance Standard</b>	<b>C.</b> <b>Sampling Method</b>	<b>D.</b> <b>Sample Size (n)</b>	<b>E.</b> <b>Results</b>		<b>F.</b> <b>Standard Met (Y/N)</b>																																			
1. 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 at least a 70% average on exams.	All BSSS students completing Social Systems and Problems	N=24	All courses on-ground: <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Grade</th> <th>Mid-Term Exam</th> <th>Mid-Term %</th> <th>Final Exam</th> <th>Final %</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4</td> <td>17</td> <td>8</td> <td>33</td> </tr> <tr> <td>B</td> <td>4</td> <td>17</td> <td>12</td> <td>50</td> </tr> <tr> <td>C</td> <td>7</td> <td>29</td> <td>1</td> <td>4</td> </tr> <tr> <td>D</td> <td>6</td> <td>25</td> <td>0</td> <td>0</td> </tr> <tr> <td>F</td> <td>3</td> <td>13</td> <td>3</td> <td>13</td> </tr> <tr> <td>Total</td> <td>24</td> <td>100</td> <td>24</td> <td>100</td> </tr> </tbody> </table>		Grade	Mid-Term Exam	Mid-Term %	Final Exam	Final %	A	4	17	8	33	B	4	17	12	50	C	7	29	1	4	D	6	25	0	0	F	3	13	3	13	Total	24	100	24	100	YES
Grade	Mid-Term Exam	Mid-Term %	Final Exam	Final %																																					
A	4	17	8	33																																					
B	4	17	12	50																																					
C	7	29	1	4																																					
D	6	25	0	0																																					
F	3	13	3	13																																					
Total	24	100	24	100																																					
<b>G.</b> <b>Conclusions</b>																																									
Assessment Measure #1: The combined average for the mid-term exam and the final exam indicates that 75% scored a C (70%) or better on exams, meeting the standard. However, when broken down by individual exam score, 63% scored a C or better on the mid-term and 87% scored a C or better on the final. Exams in the course are take-home essay exams. The differences in scores between the mid-term and the final are likely the result of students learning the expectations of the grader and improving on the mistakes present in the mid-term. Exams are scored using a rubric (see below) and all exams are graded by the course instructor.																																									

**A.**  
**Student Learning Outcome**

**SLO #1:** Students will demonstrate interdisciplinary knowledge about issues related to diverse concepts and explanations of human behaviors.

<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>
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Rubric Manager - Google Chrome  
[https://api.turnitin.com/rubric\\_manager?u=1006909076&lang=en\\_us&cid=19868514](https://api.turnitin.com/rubric_manager?u=1006909076&lang=en_us&cid=19868514)

**Essay Rubric 2017 B**

CRITERIA	SCALES			
	Poor	Fair to Good	Very Good	Excellent
<b>Coherence</b> <small>(Writing, organization, development, mechanics, purpose, appropriate length.)</small>	0.00 Writing has many grammatical and basic spelling issues; an incoherent essay that is disorganized.	5.00 Writing has some grammatical issues, essay lacks coherence. Failure to correct ETS markup.	8.00 ETS indicates some issues with grammar, organization and purpose not well stated.	10.00 Writing is smooth with few (ETS) grammatical errors. Essay has a beginning, middle, and end. Sticks to the subject.
<b>Content</b> <small>(Analytical focus, logical development, terms properly used, solid introduction &amp; conclusion.)</small>	0.00 Fails to demonstrate understanding or perhaps reading of the material.	5.00 Demonstrates incomplete understanding of the material; too much focuses on minor issues.	8.00 Misses some major aspect of the question. Not as developed as it should be.	10.00 Demonstrates mastery of the assigned readings and lectures, all major aspects of the question are addressed. Solid intro & conclusion.
<b>Similarity</b> <small>(This is an indication of plagiarism. Check your similarity and correct where appropriate.)</small>	0.00 Improper paraphrasing or blatant copy and past (possible plagiarism).	5.00 Over use of quotes, no attribution for paraphrasing ideas.	8.00 Over use of quotes; poor paraphrasing of text and outside material.	10.00 Limited use of quotes, excellent paraphrasing of text and outside material.
<b>Citations</b> <small>(It is important that you properly cite and reference quotes and ideas gleaned from others.)</small>	0.00 No citations and no reference page.	5.00 No in-text citation and/or no APA style reference page.	8.00 At least one in-text citation and a reference to an outside reading and/or a lack of an APA style reference page.	10.00 Meets requirement for in-text citations (quotes & paraphrase), outside sources, as well as APA style reference page.
<b>On time</b> <small>(Deadlines are a fact of life in academe and in the world of work. Adhere to them.)</small>	0.00 Turned in within seven days of the due date.	5.00 Turned in four to six days of the due date.	8.00 Turned in one to three days of the due date.	10.00 Turned in before the due date and time.

**A.**  
**Student Learning Outcome**

SLO #2: Students will demonstrate the skills necessary to function effectively in a career oriented learning 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>
1. BSSS majors will complete required internship hours.	100% of students in Internship I and II will meet a 100% completion rate.	All students enrolled in Internship I (SBS 4033) and II (SBS 4043).	N=72	100% (72/72) completed 100% of their internship hours.	YES
2. Evaluation ratings by internship site supervisor	90% of students will be rated by site supervisors as "hire ready."	All students enrolled in Internship I (SBS 4033) and II (SBS 4043).	N=72	97% (70/72) were rated as "hire ready."	YES

**G.**  
**Conclusions**

Two internships are required of each BSSS student. Each internship requires students to secure an approved internship site and complete multiple assignments including journal entries regarding tasks and reflection at multiple points during the experiences. In addition, students are required to complete sixty hours of supervised work on site in each internship course (for a total of 120 hours). At the end of each internship, the site supervisors are sent an online survey with items related to the students' skills and professional attributes. The pinnacle item is to rate each student with either a "yes" or "no" to the item "Would you recommend this intern for hire at their present level?" This item is considered to rate the candidate's "hire ready" status.



**A.  
Student Learning Outcome**

SLO #3: Students will demonstrate an understanding of research methodologies and their appropriate use in the Social Sciences

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)																																										
1. 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=37	All courses are on-ground  <table border="1" data-bbox="1157 508 1797 824"> <thead> <tr> <th></th> <th>Exam 1</th> <th>Exam 2</th> <th>Exam 3</th> <th>TOTAL</th> <th>TOTAL%</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>12</td> <td>16</td> <td>8</td> <td>36</td> <td>32</td> </tr> <tr> <td>B</td> <td>14</td> <td>16</td> <td>10</td> <td>40</td> <td>36</td> </tr> <tr> <td>C</td> <td>9</td> <td>4</td> <td>14</td> <td>27</td> <td>24</td> </tr> <tr> <td>D</td> <td>2</td> <td>1</td> <td>5</td> <td>8</td> <td>7</td> </tr> <tr> <td>F</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>37</b></td> <td><b>37</b></td> <td><b>37</b></td> <td><b>111</b></td> <td><b>100</b></td> </tr> </tbody> </table>		Exam 1	Exam 2	Exam 3	TOTAL	TOTAL%	A	12	16	8	36	32	B	14	16	10	40	36	C	9	4	14	27	24	D	2	1	5	8	7	F	0	0	0	0	0	<b>TOTAL</b>	<b>37</b>	<b>37</b>	<b>37</b>	<b>111</b>	<b>100</b>	Yes
	Exam 1	Exam 2	Exam 3	TOTAL	TOTAL%																																										
A	12	16	8	36	32																																										
B	14	16	10	40	36																																										
C	9	4	14	27	24																																										
D	2	1	5	8	7																																										
F	0	0	0	0	0																																										
<b>TOTAL</b>	<b>37</b>	<b>37</b>	<b>37</b>	<b>111</b>	<b>100</b>																																										
2. 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=36	All courses are on-ground  <table border="1" data-bbox="1157 1040 1671 1149"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> <th>TOT</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>29</td> <td>7</td> <td>0</td> <td>0</td> <td>0</td> <td>36</td> </tr> <tr> <td>%</td> <td>81</td> <td>19</td> <td>0</td> <td>0</td> <td>0</td> <td>100</td> </tr> </tbody> </table>		A	B	C	D	F	TOT	N	29	7	0	0	0	36	%	81	19	0	0	0	100	Yes																					
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N	29	7	0	0	0	36																																									
%	81	19	0	0	0	100																																									

**G.  
Conclusions**

Performance standards were met for both assessment measures. Ninety-two percent of RMI students averaged a C or better on course exams, with 68% averaging a B or better. Exams consist of a combination of multiple choice, short answers, and in-class essay questions covering the major methodological approaches utilized in the social sciences. All exams are graded by the instructor. One hundred percent of capstone projects made at least a B. The final capstone grade is based primarily on the final poster and presentation of the poster summarizing the student's research. Judges

**A.  
Student Learning Outcome**

SLO #3: Students will demonstrate an understanding of research methodologies and their appropriate use in the Social Sciences

<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>
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consisting of faculty from across the University as well as qualified community members, and RSU alumni who went on to complete graduate work or gained employment in social science and/or social services utilize a provided rubric (see below) to evaluate capstones. This score is combined with an evaluative grade from the student's capstone professor (which includes an evaluation of the poster/project, as well as other minor assignments given throughout the semester) to form the final grade. There were no incompletes or failures given this semester, reflecting that the research design course sequence (Research Methods I, Qualitative or Quantitative Research Methods, Social and Behavioral Statistics, and Capstone) is highly effective in preparing students to successfully complete a research project. Once a student reaches capstone, these previous courses have prepared them for success.

**A.**  
**Student Learning Outcome**

**SLO #3: Students will demonstrate an understanding of research methodologies and their appropriate use in the Social Sciences**

<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>
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**Capstone  
Poster Presentation Rubric**

ASSIGNED NUMBER: \_\_\_\_\_ JUDGE: \_\_\_\_\_

TITLE/TOPIC: \_\_\_\_\_

Metrics	1-2	3-5	6-8	9-10
<b>Organization/Format (10 points)</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
<b>Content/Knowledge (50 points)</b>	1-24	25-34	35-44	45-50
	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
<b>Elocution/Presentation (20 points)</b>	1-6	7-11	12-17	18-20
	Student reads all of report with no eye contact. Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student occasionally uses eye contact, but still reads most of report. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student maintains eye contact most of the time but frequently returns to notes. Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student maintains eye contact with audience, seldom returning to notes. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.
<b>Graphics (10 points)</b>	1-2	3-5	6-8	9-10
	Student uses superfluous graphics or no graphics.	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
<b>Mechanics (10 points)</b>	1-2	3-5	6-8	9-10
	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
<b>TOTAL</b>				

Comments:

**A.  
Student Learning Outcome**

SLO #4: Utilizing faculty mentors and project judges from diverse disciplines students will develop, analyze and synthesize human subject research.

<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>
1. Signed mentorship agreements noting hypothesis, CITI training certification and IRB request	100% of students will submit a completed mentorship agreement	All BSSS majors enrolled in SBS 4013 (Capstone)	N=36	100% of students met the performance standard	Y

**G.  
Conclusions**

We recognize and emphasize the collaborative nature of research to our students. Part of their capstone research experience requires working closely with a faculty mentor and relaying information concerning their research results to a diverse audience. Additionally, all students are required to complete CITI training in the ethics of human subject research and complete a classroom-based research IRB request form. Each year, several students (usually about 4-5) also submit a full IRB proposal to the University of Oklahoma Institutional Research Board (if needed due to the nature of the research or if the student intends to present the research outside of the classroom/campus setting). Notably, we have a 100% success rate in approval for student's research projects through the OU IRB.

## 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.

<b>Proposed Change</b>	<b>Rationale</b>
Implement a more formal tracking program to keep records on the number of our graduates who apply and are admitted into graduate programs.	A more robust and objective measure of overall program success than the measures taken from the BSSS Senior Survey.

## PART 6

### Assessment Measures and Faculty Participation

**A. Summary of assessment measures:**

- 1) How many different assessment measures were used?  
Six
- 2) List the direct measures (see appendix):  
Exam scores; juried review of capstone projects; class assignments
- 3) List the indirect measures (see appendix):  
Completion of internship hours; evaluation ratings by internship supervisors

**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	Gathered data, analyzed data, wrote report	<i>Brian Andrews</i>
Sonya Munsell	Provided data	<i>Sonya Munsell</i>
Christi Mackey	Provided data	<i>Christi Mackey</i>
Frank Elwell	Provided data	<i>Frank W. Elwell</i>
Lori O'Malley	Provided data	<i>Lori O'Malley</i>

Reviewed by:

Titles	Name	Signature	Date
Department Head	<i>Frank W. Elwell for AM</i>	<i>Frank W. Elwell</i>	<i>5-28-19</i>
Dean	<i>Keith W. Martin</i>	<i>Keith W. Martin</i>	<i>6/12/19</i>