

Degree Program Student Learning Report

Revised August 2017

Department of Psychology and Sociology

AA in Social Science

Select Academic Year

2019-2020

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the school, department, and degree program missions.

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 Arts and Sciences 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 school purposes, department purposes, and program student learning outcomes with their appropriate University 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	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	

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.	students duality associate and 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.	
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 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.		
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities		Offer and promote student and community interaction to create opportunities for cultural,	Students will demonstrate knowledge about issues related to diverse concepts and explanations about human behavior.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
<p>for cultural, intellectual and personal enrichment for the University and the communities it serves.</p> <p>To assist both freshmen and transfer students through their first year at RSU in their professional and personal goals. Learners, who feel more connected at the university and supported by faculty and staff, are more successful and more satisfied with their overall college experience.</p>		<p>intellectual, and personal enrichment.</p>	

PART 2

Revisit Proposed Changes Made in Previous Assessment Cycle

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
<p>Cumulative course grades were previously used as the measure to assess SLOs. Exploring additional assessment measures was proposed, as one measure did not appear sufficient for students who complete additional hours in the social sciences, particularly psychology and sociology.</p>	Y	<p>Exam grades were included as an additional assessment measure.</p>

PART 3
Response to University Assessment Committee Peer Review

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. Nevertheless, 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
In assessment of SLOs, distinguish between on-ground, online, and blended courses.	Y	Assessed SLO's based on course type: Compared PSY 3423/SOC 3423 on-ground to PSY 3423/SOC 3423 online. Blended courses were not offered.

PART 4
Evidence of Student Learning

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

A. Student Learning Outcome						
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)	
SLO #1: 80% of students will score 80% or above on each of their four exams (exams 1, 2, 3, and final exam)						
Grades for exams 1, 2, 3, and final exam.		Social Psychology PSY 3423 online FALL 2019		<u>ONLINE 2019</u>		

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B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																		
	80% of students will score 80% or above on exam one		N= 29	<p align="center">Exam One</p> <table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>TOT</td></tr> <tr><td>N</td><td>21</td><td>7</td><td>1</td><td>0</td><td>29</td></tr> <tr><td>%</td><td>72.4</td><td>24.1</td><td>3.4</td><td>0</td><td>100</td></tr> </table>	A	B	C	D	F	TOT	N	21	7	1	0	29	%	72.4	24.1	3.4	0	100	Y
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			N=24	<p align="center">Exam Two</p> <table border="1"> <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>1</td> <td>9</td> <td>10</td> <td>4</td> <td>0</td> <td>24</td> </tr> <tr> <td>%</td> <td>4.2</td> <td>37.5</td> <td>41.7</td> <td>16.7</td> <td>0</td> <td>100</td> </tr> </tbody> </table> <p align="center">Exam Three</p> <table border="1"> <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>6</td> <td>13</td> <td>5</td> <td>4</td> <td>0</td> <td>24</td> </tr> <tr> <td>%</td> <td>25</td> <td>54</td> <td>20</td> <td>16</td> <td>0</td> <td>100</td> </tr> </tbody> </table> <p align="center">Final Exam</p> <table border="1"> <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>3</td> <td>14</td> <td>6</td> <td>1</td> <td>0</td> <td>24</td> </tr> <tr> <td>%</td> <td>12.5</td> <td>58.3</td> <td>25</td> <td>4.2</td> <td>0</td> <td>100</td> </tr> </tbody> </table>		A	B	C	D	F	TOT	N	1	9	10	4	0	24	%	4.2	37.5	41.7	16.7	0	100		A	B	C	D	F	TOT	N	6	13	5	4	0	24	%	25	54	20	16	0	100		A	B	C	D	F	TOT	N	3	14	6	1	0	24	%	12.5	58.3	25	4.2	0	100	N
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**H.
Conclusions**

- The assessment evidence indicates that the learning outcome is being met over 60% of the time.
- Multiple measures present a somewhat contradictory pattern, with exam scores being higher in classes taught by adjunct faculty than in classes taught by full-time faculty. Also, exam scores are higher in online classes than they are in on-ground classes.

A.
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- The most valuable insight gained from this assessment is that exam scores are much higher in online classes than in on-ground classes. Because of this, it may be helpful to utilize an alternate assessment measure, such as a pre-post test (in lieu of exam scores), as an indicator of student learning.
- Strengths and weaknesses in student learning indicate that students tend to score higher in classes taught by online faculty and in classes taught by adjunct faculty. However, higher exam scores should not be used as an indicator that more (or less) learning is taking place in these classes. PSY 3423/SOC 3423 faculty note that students can take online exams using notes and other resources that are not available to them in the on-ground context. The faculty believes that this is the reason for the differences in exam scores. To that end, they are working together to increase the difficulty of online exams by 1) adding more questions and 2) adding more difficult questions.
- Implications for enhancing student learning: aligning exams and course content may result in students having a more uniform classroom experience regardless of class setting or class instructor.
- The assessment process can be improved by examining the previously mentioned items. Additionally, the threshold used to define student success may need to be lowered, e.g. 80% of the students will score 70% or above on each exam.

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 weaknesses gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving

student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
<p>Improve course instruction by examining the content of the exams written different instructors. Specifically, examine difficulty of each exam. Exams may need to be re-written to ensure they are comparable.</p> <p>Consider changing the threshold used to assess student success to "80% of students will score 70% or above on each of their exams." The current assessment percentages may be too lenient.</p> <p>Finally, consider administering a pre-post test to all students in order to gain a more accurate picture of student learning over the course of the semester.</p>	<p>Students will demonstrate knowledge about issues related to diverse concepts and explanations about human behavior.</p>	<p>Examination of these phenomena is important, as we believe students should experience comparable challenges in all PSY 3423/SOC 3423 classes.</p>


PART 6

Summary of Assessment Measures



- A. How many different assessment measures were used? **Four**
- B. List the direct measures (see appendix): **Exam grades for 1) exam one; 2) exam two; 3) exam 3; 4) final exam**
- C. List the indirect measures (see appendix):

PART 7

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

Faculty Name	Assessment Role	Signature
Dr. Kevin M.P. Woeller Ms. Wendy Mills Dr. Sonya Munsell	Contributed data Contributed data Report writer	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Abe Marrero		20200623
Dean	Dr. Keith Martin		6/4/2020

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.

Rebekah Chamberlain

From: Kevin Woller
Sent: Thursday, June 4, 2020 11:52 AM
To: Rebekah Chamberlain
Cc: Abe Marrero
Subject: Re: Signature

Unfortunately a chipped tooth turned into a root canal and crown, and the temporary just broke with lunch. AS I am desperately trying to get in to the dental office for a fix, I am unfortunately unable to come in. Thus:

I authorize Dr. Marrero to sign on my behalf

Kevin

Dr. Kevin M. P. Woller
Professor of Psychology
Department of Psychology and Sociology
Vice-Chair, Faculty Senate
Faculty Advisor, Psi Chi, the International Honor Society in Psychology
RSU Oklahoma Blood Institute Coordinator
203A Preparatory Hall
(918) 343-7568 (office)
<https://www.rsu.edu/directory/kevin-woller/>



ROGERS STATE
UNIVERSITY
PLEASE SIGN HERE

GO ECATS!

From: Rebekah Chamberlain <rchamberlain@rsu.edu>
Sent: Thursday, June 4, 2020 10:12 AM
To: Kevin Woller <kwoller@rsu.edu>
Cc: Abe Marrero <AMarrero@rsu.edu>
Subject: Signature

Dr. Woller,

The final SLR is ready for signature. Will you be in the office today? If not, please reply to authorize a proxy to sign for you.

Rebekah Chamberlain
Administrative Assistant
Psychology & Sociology
Rogers State University

1701 W. Will Rogers Blvd.
Claremore, OK 74017
(918) 343-7683 office
rchamberlain@rsu.edu



Rebekah Chamberlain

From: Wendy Mills
Sent: Wednesday, June 3, 2020 8:13 AM
To: Rebekah Chamberlain
Subject: Re: PH202Canon4225

Yes, you may sign the report on my behalf,
Thank you,
Wendy Mills

From: Rebekah Chamberlain <rchamberlain@rsu.edu>
Sent: Tuesday, June 2, 2020 2:39 PM
To: Wendy Mills <wmills@rsu.edu>
Cc: Abe Marrero <AMarrero@rsu.edu>
Subject: FW: PH202Canon4225

Wendy,

Attached is the SLR for our Associates degree to which you contributed data. There is a place requiring your signature. We will sign for you if you will reply to this email stating that you are giving us permission to do so on your behalf.

Rebekah Chamberlain
Administrative Assistant
Psychology & Sociology
Rogers State University
1701 W. Will Rogers Blvd.
Claremore, OK 74017
(918) 343-7683 office
rchamberlain@rsu.edu



From: "Rebekah Chamberlain" <rchamberlain@rsu.edu>
Sent: Tuesday, June 2, 2020 2:32 PM
To: Rebekah Chamberlain <rchamberlain@rsu.edu>
Subject: PH202Canon4225

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?

