

Degree Program Student Learning Report

Revised June 2017

Department of Psychology and Sociology

BS in Social Science

For 2019-2020 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	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 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.

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 explanation of natural phenomena and innovative technology.	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
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 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 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 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.	Students will express that their learning has been enhanced by community and intellectual opportunities provided by the Social Sciences degree.

<p>Implement a more formal tracking program to keep records on the number of our graduates who apply and are admitted into graduate programs.</p>	<p>Y</p>	<p>A new survey was established requesting information on known employment/graduate school plans for graduating seniors in the major. "Permanent" contact email was collected from each student enrolled in the Capstone class during the 19-20 academic year and will be used to contact and collect further data concerning post-graduation activity (employment type, graduate school admissions, etc.).</p>
<p>In addition to planned changes, the 2019-2020 AY also had unanticipated changes due to the University's Covid-19 response. The primary change made was dropping a measurement used to assess SLO #2. The measurement examined the percentage of students that successfully completed their 120 required internship hours.</p>	<p>Y</p>	<p>These changes were made as a result of the Covid-19 pandemic. Because many internship sites were essentially shut down, students were unable to fully complete their required hours at their sites. An alternative assignment was given to students during the Spring 2020 internship courses, but as it is planned only as a one-time emergency response, it was not assessed. Rather, we intend to return to using the original measurement examining the percentage of students completing the entirety of their internship hours for the 2020-2021 AY, assuming the university and the community returns to a normal operating schedule and students are able to complete internship hours at their chosen sites.</p>

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
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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
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SLO #1 references "average of all exams"; clarify how many exams and form/content of exams.	Y	Clarification of number of exams and exam content were added.
SLO #1 averages all exams; suggest breaking down by each individual exam.	Y	Data are now broken down by individual exam and conclusions from each exam are reported, rather than just an average of all exams.
SLO #3 references "all course exams"; clarify how many exams and form/content of exams.	Y	Clarification of number of exams and exam content were added.
SLO #3 notes "on ground only"; clarify whether the course was offered in other modes.	Y	Noted in conclusions that this course is only offered on-ground.
SLO #3 discrepancy in distribution of scores between measures 1 and 2.	Y	This discrepancy is to be expected. Explanation and clarifications are further addressed in the conclusions.
SLO #3 references "average of judges scores"; clarify who judges are and how they are selected, provide content of rubric.	Y	Conclusions now include judge selection process and detailed curriculum used by judges.
SLO #4 utilizes a "signed mentorship agreement." Clarify how this functions as assessment.	Y	This assessment measure was dropped.
SLO #5 uses the BSSS Senior Survey aggregate score. Clarify.	Y	A new survey was designed and implemented.

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

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)																																			
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 the midterm and on the final exam.	All BSSS students completing Social Systems and Problems	N=46, 44	<p>All courses are blended, exams all given online:</p> <table border="1" data-bbox="500 457 860 890"> <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>6</td> <td>13</td> <td>6</td> <td>14</td> </tr> <tr> <td>B</td> <td>22</td> <td>48</td> <td>18</td> <td>41</td> </tr> <tr> <td>C</td> <td>11</td> <td>24</td> <td>8</td> <td>18</td> </tr> <tr> <td>D</td> <td>0</td> <td>0</td> <td>6</td> <td>14</td> </tr> <tr> <td>F</td> <td>7</td> <td>15</td> <td>6</td> <td>14</td> </tr> <tr> <td>Total</td> <td>46</td> <td>100</td> <td>44</td> <td>100</td> </tr> </tbody> </table>	Grade	Mid-Term Exam	Mid-Term %	Final Exam	Final %	A	6	13	6	14	B	22	48	18	41	C	11	24	8	18	D	0	0	6	14	F	7	15	6	14	Total	46	100	44	100	YES
Grade	Mid-Term Exam	Mid-Term %	Final Exam	Final %																																				
A	6	13	6	14																																				
B	22	48	18	41																																				
C	11	24	8	18																																				
D	0	0	6	14																																				
F	7	15	6	14																																				
Total	46	100	44	100																																				

**G.
Conclusions**

Assessment Measure #1: The combined average for the mid-term exam and the final exam indicates that 79% scored a C (70%) or better on exams, meeting the standard. On the mid-term, 85% of students scored a C or better, and on the final, 73% scored a C or better. Both exams are given online and consist of a multiple choice portion (worth 50% of the exam grade) and an essay portion (worth 50% of the exam grade). Multiple choice questions are designed to primarily assess base knowledge of the topics (e.g., definitions, major figures in the field, primary theories in the field, etc.), and essays are designed to assess application of gained knowledge in addressing and critically thinking about major topics (such as application of social macrotheory to the analysis of major social institutions, critical analysis of relationships between economic and environmental structures, etc.). Exams are scored using a rubric (see below) and all exams are graded by the course instructor.

Notably, in the past the opposite pattern held in terms of mid-term/final scores. That is, students tended to score better on the final than on the mid-term during past academic years. This reversal may be the result of moving the class fully online due to the Covid 19 protocols in the Spring 2020 semester. Students during that semester took the mid-term while having regular in class meetings. The final, however, covered material that was all delivered post-Covid 19 through Zoom lectures and online asynchronous content. The relatively higher number of lower grades on the final during the spring 2020 term is driven primarily by students who took only the multiple choice portion of the exam and did not complete the essay portion.

A. Student Learning Outcome

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

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
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Criteria		Poor	Fair to Good	Very Good	Excellent
Coherence (Writing organization, development, mechanics, purpose, appropriate length.)	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 itnarrap.	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	10.00 Demonstrates mastery of the assigned readings and lectures; all major aspects of the question are addressed. Solid intro & conclusion
Content (Analytical focus, logical development, terms properly used, solid introduction & conclusion.)	0.00 Fails to demonstrate understanding or perhaps reading of the material	5.00 Demonstrates incomplete understanding of the material; top much focuses on minor issues.	8.00 Misses some major aspect of the question. Not as developed as it should be.	10.00 Limited use of quotes, excellent paraphrasing of text and outside material.	10.00 Meets requirements for in-text citations (quotes & paraphrase), outside sources, as well as APA style reference page.
Similarity (This is an indication of plagiarism. Check your similarity and correct where appropriate.)	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 Turned in four to six days of the due date.	10.00 Turned in one to three days of the due date
Citations (It is important that you properly cite and reference quotes and ideas gleaned from others.)	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 Turned in within seven days of the due date.	10.00 Turned in before the due date and time
On time (Deadlines are a fact of life at academic and in the world of work. Adjust to them.)	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 Turned in four to six 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

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
1. 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=25	96% (24/25) 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.

Since this measure has been used, BSSS students have been successful in meeting the performance standard. For past assessments, SLO #2 was also assessed using the percentage of students completing the total 120 internship hours. This measure was dropped for the 2019-2020 academic year due to Covid 19 protocols that closed many internship sites during the spring semester. Likewise, the overall sample size for this year is significantly lower than in past years. Many site supervisors were not able, nor were they asked, to assess performance as many students completed less than half the required hours at the time of closing. The overall n of 25 is taken primarily from the Fall 2019 semester, but also includes all response from the Spring 2020 semester that were obtained for students that were able to complete their hours.

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)																																																															
<p>1. All course exams in Research Methods (SBS 3013) will be averaged to calculate a mean exam score for each student</p> <p>2. Senior Research project in Senior Capstone Experience (SBS 4413)</p>	<p>70% of students will achieve at least a C average (70%) on combined course exams</p> <p>80% of BSSS majors will achieve at least a B (80%) on their Capstone course project.</p>	<p>All BSSS majors in Research Methods I (SBS 3013)</p> <p>All BSSS majors completing a Senior Research project in Senior Capstone Experience (SBS 4013).</p>	<p>N=198</p> <p>N=36</p>	<p>All courses are on-ground</p> <table border="1" data-bbox="431 302 753 953"> <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>23</td> <td>25</td> <td>20</td> <td>68</td> <td>34</td> </tr> <tr> <td>B</td> <td>25</td> <td>19</td> <td>28</td> <td>72</td> <td>36</td> </tr> <tr> <td>C</td> <td>17</td> <td>14</td> <td>14</td> <td>45</td> <td>23</td> </tr> <tr> <td>D</td> <td>1</td> <td>4</td> <td>0</td> <td>5</td> <td>3</td> </tr> <tr> <td>F</td> <td>0</td> <td>4</td> <td>4</td> <td>8</td> <td>4</td> </tr> <tr> <td>TOTAL</td> <td>66</td> <td>66</td> <td>66</td> <td>198</td> <td>100</td> </tr> </tbody> </table> <p>All courses are on-ground</p> <table border="1" data-bbox="967 428 1081 953"> <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>11</td> <td>2</td> <td>0</td> <td>2</td> <td>44</td> </tr> <tr> <td>%</td> <td>66</td> <td>25</td> <td>5</td> <td>0</td> <td>5</td> <td>100</td> </tr> </tbody> </table>		Exam 1	Exam 2	Exam 3	TOTAL	TOTAL%	A	23	25	20	68	34	B	25	19	28	72	36	C	17	14	14	45	23	D	1	4	0	5	3	F	0	4	4	8	4	TOTAL	66	66	66	198	100		A	B	C	D	F	TOT	N	29	11	2	0	2	44	%	66	25	5	0	5	100	<p>Yes</p> <p>Yes</p>
	Exam 1	Exam 2	Exam 3	TOTAL	TOTAL%																																																															
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G.
Conclusions

Performance standards were met for both assessment measures. Ninety-three percent of RMI students averaged a C or better on all course exams, with 70% averaging a B or better. This is consistent with previous years. There are three exams in the class, each of which consists 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. The course is only offered on -ground. It is currently taught by two different professors. The specific content of the exams differ between professors (in terms of the actual, -specific questions), but all the exams cover the same topics delivered through readings (using a text shared between all offered classes) and through lectures.

**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)
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For the second measure, 91% of capstone projects made at least a B. Another 5% passed the course with final capstone project grades of C. There were only 2 students (5%) who failed the final project – in each case they did not complete the project. The final capstone grade is based primarily on the final poster and presentation of the poster summarizing the student’s research. Judges 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. Qualified judges are actively recruited by the faculty. The judge’s 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.

Note that this year, a new and (we believe) improved rubric was utilized during the Spring 2020 semester. The Fall 2019 semester utilized the old rubric. The rubric was changed primarily because the old rubric was overly complicated and some categories were broad and worth up to 50 points. The new rubric breaks down these complicated categories into more manageable sections, each worth a maximum of 5 points. Though we used two different rubrics for this assessment measure, we believe they are roughly comparable for assessment purposes. Additionally, only 9 students were in the Fall 2019 course (which used the old rubric) compared to 35 in the Spring 2020 capstone that utilized the new rubric. When the fall 2019 students are dropped from the analysis, the assessment standard is still met (92% meet the standard of B or better on final capstone project) and is comparable to the overall total (91%) when fall 2019 is included. In the future we intend to only use the new rubric.

The consistently high percentage of students successfully completing the capstone project attests to the effectiveness of the research methods core of the degree (Research Methods I, Qualitative or Quantitative Research Methods, Social and Behavioral Statistics, and Capstone) in preparing students to successfully complete a research project. Once a student reaches capstone, these previous courses have prepared them for success.

Notably, the two different measures are comparable. In RM1, 93% meet the standard, and in Capstone, 91% meet the standard. However, only 70% of students make a B or better average on exams in RM1, whereas 91% make a B or better on the capstone project. This discrepancy is, we believe, expected due to the preparedness of students going into their senior capstone class. RM 1 is the first research methodology course taken by students in the degree program, introducing them to the primary methodological approaches in the social sciences. By the time students take their capstone classes, they have taken several additional methodology courses (as well as being heavily exposed to methodological approaches in their topic-specific classes), and this prepares them to be successful in capstone at a higher rate than we see in their first RM 1 class.

Fall 2019 Capstone Rubric:

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)
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Capstone
Poster Presentation Rubric

ASSIGNED NUMBER: _____ JUDGE: _____

TITLE/TOPIC: _____

Metrics	1-2	3-5	6-8	9-10
Organization/Format (10 points)	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 interesting information in logical, interesting sequence which audience can follow.
Content/Knowledge (50 points)	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.
Elocution/Presentation (20 points)	Student reads all of report with no eye contact. Student mumbles, incorrectly pronounces terms, and speaks too quickly 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, but frequently returns to notes. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.
Graphics (10 points)	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.
Mechanics (10 points)	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.
TOTAL				


Comments:

SPRING 2020 Capstone Rubric:

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)
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Capstone Poster Presentation
Department of Psychology and Sociology

Poster Presentation Scoring Rubric

Judge's Name: _____
 Presenter's Name: _____
 Poster #: _____

Please rate the poster/presenter from 0 to 5 on each of the following (circle one):

<p>1. Statement of Research Problem/Rationale:</p> <p>a) Clearly stated questions or hypotheses being addressed</p> <p>b) Well explained rationale/justification for the study</p>	<p>0 3 4 5</p> <p>0 3 4 5</p>
<p>2. Literature Review/Background Theory:</p> <p>a) Relevant previous work thoroughly reviewed</p> <p>b) Gap in knowledge/exploration identified</p> <p>c) References are cited appropriately</p>	<p>0 3 4 5</p> <p>0 3 4 5</p> <p>0 3 4 5</p>
<p>3. Methods (Explanation/Appropriateness):</p> <p>a) Clear description of methods used</p> <p>b) Methods are appropriate to address aim/question</p>	<p>0 3 4 5</p> <p>0 3 4 5</p>
<p>4. Analysis/Results:</p> <p>a) Figures/tables used appropriately and clearly to present the data</p> <p>b) Findings are presented clearly and accurately</p> <p>c) Analysis is well explained and appropriately applied</p>	<p>0 3 4 5</p> <p>0 3 4 5</p> <p>0 3 4 5</p>
<p>5. Conclusion/Discussion:</p> <p>a) Addressed study's problem/question</p> <p>b) Conclusions are sufficiently supported by results</p> <p>c) Results are placed into broader framework</p> <p>d) Importance of findings is addressed</p>	<p>0 3 4 5</p> <p>0 3 4 5</p> <p>0 3 4 5</p> <p>0 3 4 5</p>
<p>6. Presentation Overall:</p> <p>a) Effective overall aesthetic/organization of poster</p> <p>b) Flow of information is logical and facilitates understanding</p> <p>c) Presenter summarized study clearly</p> <p>d) Presenter answered questions well</p> <p>e) Length of poster summary (by presenter) was appropriate</p> <p>f) Study is innovative and has potential to contribute to the field</p>	<p>0 3 4 5</p> <p>0 3 4 5</p> <p>0 3 4 5</p> <p>0 3 4 5</p> <p>0 3 4 5</p> <p>0 3 4 5</p>

Total _____ / 100

Comments: _____

Please return to Capstone reception table. Thanks!

<p>Score Key: 0 = No Attempt 3 = Developing 4 = Competent 5 = Exemplary</p>
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**A.
Student Learning Outcome**

SLO #4: Students will rate their experience and share their employment status at graduation.

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)																																																																								
Department graduating student survey 1. How well did your degree program prepare you for work in your chosen field? 2. Employment status at graduation. 3. Employment Plan. 4. Graduate School Plans.	No standard set.	Students with approved graduation applications	N=56 N varies as not all respondents answered all questions. Blank questions were dropped from the analysis.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td>Very Well</td> <td>Well</td> <td>Poorly</td> <td>Very Poorly</td> <td>TOT</td> </tr> <tr> <td>N</td> <td>29</td> <td>24</td> <td>1</td> <td>0</td> <td>54</td> </tr> <tr> <td>%</td> <td>54</td> <td>44</td> <td>2</td> <td>0</td> <td>100</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td>Employed Related</td> <td>Employed Not Related</td> <td>Not Employed</td> <td>TOT</td> </tr> <tr> <td>N</td> <td>11</td> <td>24</td> <td>21</td> <td>56</td> </tr> <tr> <td>%</td> <td>20</td> <td>40</td> <td>40</td> <td>100</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td>Seek Related</td> <td>Remain in Current</td> <td>Gap</td> <td>Not seeking work</td> <td>TOT</td> </tr> <tr> <td>N</td> <td>41</td> <td>2</td> <td>0</td> <td>2</td> <td>45</td> </tr> <tr> <td>%</td> <td>91</td> <td>4</td> <td>0</td> <td>4</td> <td>100</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td>Accepted</td> <td>Applying</td> <td>Gap</td> <td>Not now</td> <td>Not planning</td> <td>TOT</td> </tr> <tr> <td>N</td> <td>8</td> <td>14</td> <td>19</td> <td>11</td> <td>4</td> <td>56</td> </tr> <tr> <td>%</td> <td>14</td> <td>25</td> <td>34</td> <td>20</td> <td>7</td> <td>100</td> </tr> </table>		Very Well	Well	Poorly	Very Poorly	TOT	N	29	24	1	0	54	%	54	44	2	0	100		Employed Related	Employed Not Related	Not Employed	TOT	N	11	24	21	56	%	20	40	40	100		Seek Related	Remain in Current	Gap	Not seeking work	TOT	N	41	2	0	2	45	%	91	4	0	4	100		Accepted	Applying	Gap	Not now	Not planning	TOT	N	8	14	19	11	4	56	%	14	25	34	20	7	100	No standard set
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**G.
Conclusions**

**A.
Student Learning Outcome**

SLO #4: Students will rate their experience and share their employment status at graduation.

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
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While this is not necessarily a student learning objective, it is relevant information regarding the program and those who may be interested in pursuing the BSSS degree.

By these results it is clear students believe they have received an educational foundation that prepares them for a further education or a career in social sciences and its related fields (human services, counseling, etc), with 98% indicating their education has prepared them for work in their field. Prior to graduation, 20% of students have already obtained employment in a field related to their degree, and 91% indicate that they intend to work in a field related to their degree. For many jobs in the social sciences, advanced degrees are desirable. At the time of graduation, 14% of students have already been accepted to graduate programs, and 80% intend to apply or have already applied to graduate school. Overall, then, 94% of graduating students have plans to attend graduate school, indicating they feel prepared to further their education in the field.

Note that as part of this new survey, students are asked to provide their "permanent" email address. We intend to survey them yearly after graduation to track these numbers as our students go through graduate schools and gain further employment. These future numbers will then be implemented into future assessments of our program.

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
<p>Implement a more formal tracking program to keep records on the number of our graduates who apply and are admitted into graduate programs.</p>	<p>A more robust and objective measure of overall program success than the measures taken from the BSSS Senior Survey. This was begun during the 2019-2020 AY and will be continued by tracking students via their "permanent" email address.</p>
<p>Add at least one new SLO assessment measure, as yet to be determined.</p>	<p>Over the past several assessment cycles, we have dropped two measures: one pertaining to the "Perspectives on Human Behavior" core course that was dropped from the curriculum of the program, and one dealing with collaborative research assessing the number of students who obtained signed mentor agreement forms, as this was seen as a compulsory assignment with little value as an assessment. As we move into the next assessment cycle, the faculty will meet to discuss potential new assessment measures that are relevant and useful for assessing the program.</p>



PART 6

Assessment Measures and Faculty Participation

A. Summary of assessment measures:

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

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	
Sonya Munsell	Provided data, reviewed report	
Christie Mackey	Provided data, reviewed report	
Frank Elwell	Provided data, reviewed report	
Lori O'Malley	Provided data, reviewed report	
Kevin Woller	Provided data, reviewed report	
Abe Marrero	Provided data, reviewed report	

Reviewed by:

Titles	Name	Signature	Date
Department Head	<i>Abe Marrero</i>		2020 6-28
Dean	Dr. Keith Martin		6-4-20

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.

Appendix