

General Education Student Learning Report (rev. 7/15)

Fall 2020 – Spring 2021

Department of Psychology & Sociology

Effectively assessing a degree program should address a number of factors:

- 1) Valid student learning outcomes should be clearly articulated;
- 2) Valid assessment measures should be used, consistent with the standards of professional practice;
- 3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

RSU Mission	General Education Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities	General Education at Rogers State University provides a broad foundation of intellectual skills, knowledge, and perspectives to enable students across the University to achieve professional and personal goals in a dynamic local or global society.
RSU Commitments	General Education 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.	<ol style="list-style-type: none">1) Think critically and creatively.2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.3) Use written, oral, and visual communication effectively.4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.

RSU Mission	General Education Mission
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.	5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	<ol style="list-style-type: none"> 1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. 3) Use written, oral, and visual communication effectively. 4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values. 5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.	
To provide university-wide student services, activities, and resources that complement academic programs.	
To support and strengthen student, faculty, and administrative structures that promote shared governance of the institution.	
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.	

PART 1

Discussion of Instructional Changes Resulting from 2018-2019 General Education Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 4 of last year's General Education Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
<p>The sociologists decided to assess SLO #2 and SLO #3 in addition to SLO #4 in online sections of SOC 1113 Introduction to Sociology. The online sections of the course have standard essay questions across sections that measure both written communications as well as the analyses and evaluation of human cultures and their relation to the natural world. The sociologists will discuss implementing this change in the on-ground sections as well for 2020-2021.</p>	<p>Y</p>	<p>No impact on the budget; just a burden on the faculty to report the results of assessing the essays. Faculty will discuss a common rubric and, if possible, including such uniform assessments across on-ground sections as well.</p>

PART 2

Discussion of the University Assessment Committee's 2018-2019 Peer Review Report

[Complete this part only if the general education course(s) was among those that were peer reviewed last year.] The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state "No changes were recommended."

Feedback and Recommended Changes from the University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented
<p>Not Applicable</p>		

PART 3

Analysis of Evidence of Student Learning Outcomes

The five General Education Outcomes are listed below. For each outcome, indicate the General Education courses being assessed, and provide a brief narrative of the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw any relevant conclusions related to strengths and weaknesses of their performance. Finally, indicate whether the performance measure was met or not.

OUTCOME 1: Think critically and creatively

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)

OUTCOME 2: Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																				
SOC 1113	Significant portions of four unit exams consist of essays in which the students demonstrate and apply sociological	At least 70% of students who take the exams will score 70% or higher on each exam.	We recorded essay grades from all students taking each of the four exams for the fall and	The numbers of people taking each exam ranged from 8 to 65.	Fall 2020 On-Ground Essays <table border="1"> <thead> <tr> <th>Test #1</th> <th>Test #2</th> <th>Test #3</th> <th>Test #4</th> </tr> </thead> <tbody> <tr> <td>75%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Passing Standard</td> <td></td> <td></td> <td></td> </tr> <tr> <td>N</td> <td>12</td> <td>12</td> <td>8</td> </tr> <tr> <td></td> <td></td> <td></td> <td>10</td> </tr> </tbody> </table>	Test #1	Test #2	Test #3	Test #4	75%	100%	100%	100%	Passing Standard				N	12	12	8				10	As can be seen, students met the standard in all four of the unit exams each semester.	Y
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OUTCOME 3: Use written, oral, and visual communication effectively.

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SOC 1113	Multiple unit exams assessing core knowledge as follows: Exam 1: Introduction, Sociological Research, Methods, and Culture. Exam 2: Socialization, Groups and Organizations, Social Stratification, and Global Inequality. Exam 3: Deviance, Race & Ethnicity, Gender, Sex, and Sexuality.	At least 70% of students will achieve a mean score of 70% or higher on multiple unit exams.	All students taking each exam.	N=16 to 66	<p>FALL 2020</p> <p>On Ground</p> <table border="1" data-bbox="592 453 755 993"> <thead> <tr> <th></th> <th>Test # 1</th> <th>Test # 2</th> <th>Test # 3</th> <th>Test # 4</th> </tr> </thead> <tbody> <tr> <td>Passing Standard</td> <td>91%</td> <td>98%</td> <td>97%</td> <td>98%</td> </tr> <tr> <td>N</td> <td>65</td> <td>65</td> <td>64</td> <td>64</td> </tr> </tbody> </table> <p>Online:</p> <table border="1" data-bbox="852 453 1015 993"> <thead> <tr> <th></th> <th>Test # 1</th> <th>Test # 2</th> <th>Test # 3</th> <th>Test # 4</th> </tr> </thead> <tbody> <tr> <td>Passing Standard</td> <td>88%</td> <td>88%</td> <td>86%</td> <td>78%</td> </tr> <tr> <td>N</td> <td>65</td> <td>65</td> <td>65</td> <td>65</td> </tr> </tbody> </table> <p>SPRING 2021</p> <p>Online:</p> <table border="1" data-bbox="1177 453 1339 993"> <thead> <tr> <th></th> <th>Test # 1</th> <th>Test # 2</th> <th>Test # 3</th> <th>Test # 4</th> </tr> </thead> <tbody> <tr> <td>Passing Standard</td> <td>100%</td> <td>97%</td> <td>97%</td> <td>100%</td> </tr> <tr> <td>N</td> <td>66</td> <td>66</td> <td>65</td> <td>66</td> </tr> </tbody> </table>		Test # 1	Test # 2	Test # 3	Test # 4	Passing Standard	91%	98%	97%	98%	N	65	65	64	64		Test # 1	Test # 2	Test # 3	Test # 4	Passing Standard	88%	88%	86%	78%	N	65	65	65	65		Test # 1	Test # 2	Test # 3	Test # 4	Passing Standard	100%	97%	97%	100%	N	66	66	65	66	As can be seen, students met the standard in all of the four unit exams each semester.	Y
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SOC 3213 Minority Groups	and Marriage & Family Exam 4: Government and Politics, Work and Economy, Population and Environment, Social Movements and Change. Final Exam	At least 80% of students will score 70% on the final exam.	All students taking the final.	N=	<p>On Ground:</p> <table border="1" data-bbox="397 451 560 993"> <thead> <tr> <th></th> <th>Test # 1</th> <th>Test # 2</th> <th>Test # 3</th> <th>Test # 4</th> </tr> </thead> <tbody> <tr> <td>Passing Standard</td> <td>75%</td> <td>88%</td> <td>81%</td> <td>75%</td> </tr> <tr> <td>N</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p>Assessment not yet submitted.</p>		Test # 1	Test # 2	Test # 3	Test # 4	Passing Standard	75%	88%	81%	75%	N	16	16	16	16		
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PSY 1113	Pre-test/Post-test Assessment for core knowledge in History & Systems, Research, Biological Basis of Behavior, Consciousness, Learning, Development, Personality, Memory, Social, and Psychological Disorders	10% increase in scores from pretest to post-test	Pre-test assessment given on or around the first day of class. Post-test assessment given on or around the last day of class OR on the day of the final exam.	87 students taught by full time on-ground faculty	Pre-test average = 6.23 Post-test average = 8.86 This year's assessment was partially derailed due to the COVID-19 pandemic.	Whatever decision we make on this should be across all classes.	Y

OUTCOME 5: Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)

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PART 4

Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 3 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

General Education Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.

PART 5

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

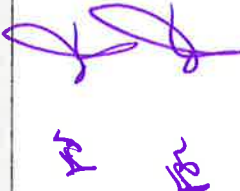

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description



PART 6 (A & B)

Documentation of Faculty Participation and Review

A. Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles.

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Dr. Frank Elwell	Collected data from sociology instructors and prepared report.	
Dr. Kevin Woller	Collected data from psychology instructors.	

B. Reviewed by:

Titles	Names	Signatures	Date
Department Head	Abe marrero		20210630
Dean	Dr. Keith Martin		6/27/20