

# Degree Program Student Learning Report

Revised August 2017

## Select Academic Department

AA in SS

## Select Degree Program

Select Academic Year

2020-2021

### 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.	

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 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.	
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.		

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.		Offer and promote student and community interaction to create opportunities for cultural, intellectual, and personal enrichment.	<b>Students will demonstrate knowledge about issues related to diverse concepts and explanations about human behavior.</b>
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.			

**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
Improve course instruction by examining the content of the exams written by different instructors. Specifically, examine difficulty of each exam. Exams may need to be re-written to ensure they are comparable.	Y	This was met as a function of COVID. Instruction for all sections of Social Psychology (including those originally listed as face to face) took place online. All exams were the same and all were administered online.

Lower threshold for academic success from 80% to 70% on exams.	Y	Standard met
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**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

**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**

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

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																																													
Unit Exam Grades and Cumulative Grades for Psych 3423 – Social Psychology	70% of all students will score an 80% or above on all exams and cumulative grades.	PSY 3423 001R Fall 2020	N= 29	<p align="center"><b>*%: Indicates percentage of students scoring 70% or higher.</b></p> <table border="1" data-bbox="852 409 1169 924"> <thead> <tr> <th>Exam One</th> <th>Exam Two</th> <th>Exam Three</th> <th>Exam Four</th> <th>Final Grade</th> </tr> </thead> <tbody> <tr> <td>A= 28</td> <td>A= 24</td> <td>A= 21</td> <td>A= 22</td> <td>A= 20</td> </tr> <tr> <td>B=</td> <td>B= 4</td> <td>B= 6</td> <td>B= 4</td> <td>B= 5</td> </tr> <tr> <td>C=</td> <td>C= 1</td> <td>C</td> <td>C= 1</td> <td>C= 1</td> </tr> <tr> <td>D=</td> <td>D</td> <td>D</td> <td>D</td> <td>D= 1</td> </tr> <tr> <td>F= 1</td> <td>F</td> <td>F= 2</td> <td>F= 2</td> <td>F= 2</td> </tr> <tr> <td>97%</td> <td>100%</td> <td>93%</td> <td>93%</td> <td>90%</td> </tr> </tbody> </table> <table border="1" data-bbox="1242 409 1404 924"> <thead> <tr> <th>Exam One</th> <th>Exam Two</th> <th>Exam Three</th> <th>Exam Four</th> <th>Final Grade</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Exam One	Exam Two	Exam Three	Exam Four	Final Grade	A= 28	A= 24	A= 21	A= 22	A= 20	B=	B= 4	B= 6	B= 4	B= 5	C=	C= 1	C	C= 1	C= 1	D=	D	D	D	D= 1	F= 1	F	F= 2	F= 2	F= 2	97%	100%	93%	93%	90%	Exam One	Exam Two	Exam Three	Exam Four	Final Grade						YES
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		PSY 3243 002R Fall 2020	N= 30		YES																																													

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**H. Conclusions**

A. Student Learning Outcome						
SLO #1: Students will demonstrate knowledge about issues related to diverse concepts and explanations about human behavior.						
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)	
The assessment evidence indicates the learning outcome is being met satisfactorily. Multiple measures (exam grades and cumulative grades) present a consistent pattern. Students are exceeding standards.						

**PART 5**

**Proposed Instructional or Assessment Changes**

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below discuss potential changes the department is considering 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
Propose to change performance standard back to 80% of students will score an 80% or higher on Propose to add a pre-test and post-test		As indicated by data above, standard (70% of students will score an 80% or higher) is too lax.

**PART 6**

**Summary of Assessment Measures**

A. How many different assessment measures were used? Exams (4 during the semester and 1 cumulative exam) and cumulative grades




B. List the direct measures (see appendix): Exam grades and cumulative grades.

C. List the indirect measures (see appendix):

**PART 7**  
**Faculty Participation and Signatures**

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

Faculty Name	Assessment Role	Signature
Sonya E. Munsell	Report writer	 Fox
Kevin Woller	Contributed data	
Wendy Mills	Contributed data	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Marrero		2021.06.23
Dean	Dr. Martin		6/23/21