

Degree Program Student Learning Report

Revised June 2017

Department of Psychology and Sociology

BS in Social Science

For 2020-2021 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	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 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	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.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.

Proposed Change	Implemented? (Y/N)	Comments
Add at least one new SLO assessment measure, as yet to be determined.	N	Continued challenges from Covid related changes to course delivery prevented the implementation of new SLO measurements this year. The faculty will continue discussion of potential new measurements for the following year.

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 recommendation 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
No significant feedback or changes were suggested by peer review.		

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" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <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>23</td> <td>58</td> <td>25</td> <td>63</td> </tr> <tr> <td>B</td> <td>9</td> <td>23</td> <td>6</td> <td>15</td> </tr> <tr> <td>C</td> <td>3</td> <td>8</td> <td>3</td> <td>8</td> </tr> <tr> <td>D</td> <td>0</td> <td>0</td> <td>1</td> <td>3</td> </tr> <tr> <td>F</td> <td>5</td> <td>11</td> <td>5</td> <td>11</td> </tr> <tr> <td>Total</td> <td>40</td> <td>100</td> <td>40</td> <td>100</td> </tr> </tbody> </table>	Grade	Mid-Term Exam	Mid-Term %	Final Exam	Final %	A	23	58	25	63	B	9	23	6	15	C	3	8	3	8	D	0	0	1	3	F	5	11	5	11	Total	40	100	40	100	YES
Grade	Mid-Term Exam	Mid-Term %	Final Exam	Final %																																				
A	23	58	25	63																																				
B	9	23	6	15																																				
C	3	8	3	8																																				
D	0	0	1	3																																				
F	5	11	5	11																																				
Total	40	100	40	100																																				
G. Conclusions																																								
<p>Assessment Measure #1: On the mid-term, 89% of students scored a C or better, and on the final, 86% 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</p>																																								

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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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.

Rubric Manager - Google Chrome	
https://api.turnitin.com/rubric_manager?u=1006909076&lang=en_us&rid=19868514	
Essay Rubric 2017 B	
CENTERS	
SCALES	
Scale	Scale
0.00	10.00
Poor	Excellent
<p>Coherence (Writing organization, development, mechanics, punctuation, appropriate length.)</p> <p>0.00 Writing has many grammatical and basic spelling issues, an incoherent essay that is disorganized.</p> <p>5.00 Writing has some grammatical issues, essay lacks coherence. Failure to correct ETS markup.</p>	<p>6.00 ETS indicates some issues with grammar, organization and purpose not well stated.</p> <p>8.00 Makes some major aspect of the question. Not as developed as it should be.</p> <p>10.00 Demonstrates mastery of the assigned readings and lectures, all major aspects of the question are addressed. Solid intro & conclusion to the subject.</p>
<p>0.00 Fails to demonstrate understanding or perhaps reading of the material much focuses on minor issues</p> <p>5.00 Over use of quotes, no attribution for paraphrasing ideas.</p>	<p>8.00 Over use of quotes, poor paraphrasing of text and outside material</p> <p>10.00 Limited use of quotes, excellent paraphrasing of text and outside material</p>
<p>0.00 No citations and no reference page</p> <p>5.00 No in-text citation and/or no APA style reference page</p>	<p>8.00 At least one in-text citation and a reference to an outside reading and/or a lack of an APA title reference page</p> <p>10.00 Meets requirement for in-text citations (quotes & paraphrase), outside sources, as well as APA style reference page.</p>
<p>0.00 Turned in within seven days of the due date</p> <p>5.00 Turned in four to six days of the due date</p>	<p>8.00 Turned in one to three days of the due date</p> <p>10.00 Turned in before the due date and time</p>

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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**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. Students will complete requirements associated with both internship courses – SBS 4033 and SBS 4043.	80% of students will score an 80% or better on a cumulative grade in their internship courses.	All students enrolled in Internship I (SBS 4033) and II (SBS 4043).	SBS 4033: N=23: SP SBS 4033: N=17: FA	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>14</td><td>6</td><td>2</td><td>0</td><td>1</td></tr> <tr><td>61%</td><td>26%</td><td>8%</td><td>0</td><td>4%</td></tr> </table> <table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>14</td><td>1</td><td>2</td><td>0</td><td>0</td></tr> <tr><td>82%</td><td>5%</td><td>13%</td><td>0</td><td>0</td></tr> </table>	A	B	C	D	F	14	6	2	0	1	61%	26%	8%	0	4%	A	B	C	D	F	14	1	2	0	0	82%	5%	13%	0	0	Y 87%
A	B	C	D	F																															
14	6	2	0	1																															
61%	26%	8%	0	4%																															
A	B	C	D	F																															
14	1	2	0	0																															
82%	5%	13%	0	0																															
			SBS 4033: N=12: SU	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>8</td><td>0</td><td>0</td><td>0</td><td>4</td></tr> <tr><td>67%</td><td>0</td><td>0</td><td>0</td><td>33%</td></tr> </table>	A	B	C	D	F	8	0	0	0	4	67%	0	0	0	33%	N 67%															
A	B	C	D	F																															
8	0	0	0	4																															
67%	0	0	0	33%																															
			SBS 4043: N=18: SP	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>18</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>100%</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> </table>	A	B	C	D	F	18	0	0	0	0	100%	0	0	0	0	Y 100%															
A	B	C	D	F																															
18	0	0	0	0																															
100%	0	0	0	0																															
			SBS 4043: N=15: FA	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>11</td><td>3</td><td>1</td><td>0</td><td>0</td></tr> <tr><td>73%</td><td>20%</td><td>7%</td><td>0</td><td>0</td></tr> </table>	A	B	C	D	F	11	3	1	0	0	73%	20%	7%	0	0	Y 93%															
A	B	C	D	F																															
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73%	20%	7%	0	0																															

**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). The 4 students who failed internship in the summer remained in the class, but opted out of participating, therefore their grades are included. If they had dropped the course, 100% would have met the performance standard.

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=198	<p>All courses are on-ground</p> <table border="1" data-bbox="462 871 771 997"> <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>26</td> <td>27</td> <td>30</td> <td>83</td> <td>44</td> </tr> <tr> <td>B</td> <td>15</td> <td>21</td> <td>24</td> <td>60</td> <td>32</td> </tr> <tr> <td>C</td> <td>11</td> <td>10</td> <td>5</td> <td>26</td> <td>14</td> </tr> <tr> <td>D</td> <td>10</td> <td>1</td> <td>0</td> <td>11</td> <td>6</td> </tr> <tr> <td>F</td> <td>0</td> <td>3</td> <td>4</td> <td>7</td> <td>4</td> </tr> <tr> <td>TOTAL</td> <td>62</td> <td>62</td> <td>62</td> <td>187</td> <td>100</td> </tr> </tbody> </table>		Exam 1	Exam 2	Exam 3	TOTAL	TOTAL%	A	26	27	30	83	44	B	15	21	24	60	32	C	11	10	5	26	14	D	10	1	0	11	6	F	0	3	4	7	4	TOTAL	62	62	62	187	100	Yes
	Exam 1	Exam 2	Exam 3	TOTAL	TOTAL%																																										
A	26	27	30	83	44																																										
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D	10	1	0	11	6																																										
F	0	3	4	7	4																																										
TOTAL	62	62	62	187	100																																										
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	<p>All courses are on-ground</p> <table border="1" data-bbox="998 871 1112 997"> <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>24</td> <td>16</td> <td>3</td> <td>0</td> <td>1</td> <td>44</td> </tr> <tr> <td>%</td> <td>55</td> <td>36</td> <td>7</td> <td>0</td> <td>2</td> <td>100</td> </tr> </tbody> </table>		A	B	C	D	F	TOT	N	24	16	3	0	1	44	%	55	36	7	0	2	100	Yes																					
	A	B	C	D	F	TOT																																									
N	24	16	3	0	1	44																																									
%	55	36	7	0	2	100																																									

G. Conclusions

Performance standards were met for both assessment measures. Ninety percent of RMI students averaged a C or better on all course exams, with 76% 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 7% passed the course with final capstone project grades of C. There was only 1 student (2%) who failed the final project – in this 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.

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, 90% meet the standard, and in Capstone, 91% meet the standard. However, only 76% 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.

2021 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 #: _____

Score Key:
0 = No Attempt
3 = Developing
4 = Competent
5 = Exemplary

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

1. Statement of Research Problem/Rationale:					
a) Clearly stated questions or hypotheses being addressed	0	3	4	5	
b) Well-explained rationale/justification for the study	0	3	4	5	
2. Literature Review/Background Theory:					
a) Relevant previous work thoroughly reviewed	0	3	4	5	
b) Gap in knowledge/exploration identified	0	3	4	5	
c) References are cited appropriately	0	3	4	5	
3. Methods (Explanation/Appropriateness):					
a) Clear description of methods used	0	3	4	5	
b) Methods are appropriate to address aim/question	0	3	4	5	
4. Analysis/Results:					
a) Figures/tables used appropriately and clearly to present the data	0	3	4	5	
b) Findings are presented clearly and accurately	0	3	4	5	
c) Analysis is well explained and appropriately applied	0	3	4	5	
5. Conclusion/Discussion:					
a) Addressed study's problem/question	0	3	4	5	
b) Conclusions are sufficiently supported by results	0	3	4	5	
c) Results are placed into broader framework	0	3	4	5	
d) Importance of findings is addressed	0	3	4	5	
6. Presentation Overall:					
a) Effective overall aesthetic/organization of poster	0	3	4	5	
b) Flow of information is logical and facilitates understanding	0	3	4	5	
c) Presenter summarized study clearly	0	3	4	5	
d) Presenter answered questions well	0	3	4	5	
e) Length of poster summary (by presenter) was appropriate	0	3	4	5	
f) Study is innovative and has potential to contribute to the field	0	3	4	5	
Total					/ 100

Comments: _____

Please return to Capstone reception table. Thank!

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	No standard set.	Students with approved graduation applications	N=87	<table border="1"> <tr> <td>Very well</td> <td>Well</td> <td>Poor</td> <td>Very Poor</td> </tr> <tr> <td>46</td> <td>38</td> <td>3</td> <td>0</td> </tr> <tr> <td>53%</td> <td>44%</td> <td>3%</td> <td>0</td> </tr> </table>	Very well	Well	Poor	Very Poor	46	38	3	0	53%	44%	3%	0	No standard set			
Very well	Well	Poor	Very Poor																	
46	38	3	0																	
53%	44%	3%	0																	
1. How well did your degree program prepare you for work in your chosen field?			N=91	<p>Employed and Related; Employed Not Related; Not Employed.</p> <table border="1"> <tr> <td>ER</td> <td>ENR</td> <td>NE</td> </tr> <tr> <td>18</td> <td>38</td> <td>35</td> </tr> <tr> <td>20%</td> <td>42%</td> <td>38%</td> </tr> </table>	ER	ENR	NE	18	38	35	20%	42%	38%							
ER	ENR	NE																		
18	38	35																		
20%	42%	38%																		
2. Employment status at graduation.			N=91	<p>Accepted; Applying; Gap Year; Not Now; No Plans.</p> <table border="1"> <tr> <td>Acc</td> <td>App</td> <td>GY</td> <td>NN</td> <td>NP</td> </tr> <tr> <td>13</td> <td>25</td> <td>29</td> <td>18</td> <td>6</td> </tr> <tr> <td>14%</td> <td>27%</td> <td>32%</td> <td>20%</td> <td>7%</td> </tr> </table>	Acc	App	GY	NN	NP	13	25	29	18	6	14%	27%	32%	20%	7%	
Acc	App	GY	NN	NP																
13	25	29	18	6																
14%	27%	32%	20%	7%																
3. Graduate School Plans.			N=91																	

G.
Conclusions

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 97% 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. 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 27% intend to apply or have already applied to graduate school. Overall, then, 73% of graduating students have plans to attend graduate school, indicating they feel prepared to further their education in the field.

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 aimed at improving student learning or the assessment process. These proposals will be revisited in next assessment cycle.








Proposed Change	Rationale
Add at least one new SLO assessment measure, as yet to be determined.	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.

PART 6
Assessment Measures and Faculty Participation


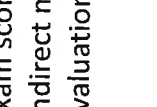
A. Summary of assessment measures:

- 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	 <i>As S. Munsell</i>
Christie Mackey	Provided data, reviewed report	
Frank Elwell	Provided data, reviewed report	
Lori O'Malley	Provided data, analyzed data, wrote report	
Kevin Woller	Provided data, reviewed report	
Chrissy Whiting-Madison	Provided data, reviewed report	

Reviewed by:

Titles	Name	Signature	Date
Department Head	<i>Abe Marrero</i>		<i>2/26/2026</i>
Dean	<i>Keith Martin</i>		<i>2/21/21</i>