

# Degree Program Student Learning Report

Revised June 2017

## Department of Psychology and Sociology

### **BS in Social Science**

For 2021-2022 Academic Year

#### **PART I**

#### **Degree Program Mission and Student Learning Outcomes**

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

<b>University Mission</b>	<b>School Mission</b>	<b>Department Mission</b>	<b>Degree Program Mission</b>
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.

<b>University Commitments</b>	<b>School Purposes</b>	<b>Department Purposes</b>	<b>Student Learning Outcomes</b>
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.	Develop, analyze and synthesize, and conduct human subject research. SLO #1

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.	Demonstrate interdisciplinary knowledge about issues related to diverse concepts and explanations of human behavior. SLO #2
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.	Demonstrate the skills needed to function in career-oriented activities. SLO #3
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.	Demonstrate understanding of research methodologies and their appropriate use in Social Science disciplines. SLO #4
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.	Express that their learning has been enhanced by community and intellectual opportunities provided by the Social Sciences degree. SLO #5

<b>University Commitments</b>	<b>School Purposes</b>	<b>Department Purposes</b>	<b>Student Learning Outcomes</b>
enrichment for the University and the communities it serves.			

## PART2

### 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.

<b>Proposed Change</b>	<b>Implemented? (Y/N)</b>	<b>Comments</b>
Add at least one new SLO assessment measure, as yet to be determined.	N	The faculty will continue discussion of potential new measurements for the following year.

### PART3

#### 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.

<b>Peer Review Feedback</b>	<b>Implemented (Y/N)</b>	<b>Comment</b>
No significant feedback or changes were suggested by peer review.		

## PART4

### 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.

<b>A.</b>																																								
<b>Student Learning Outcome</b>																																								
<b>A. Assessment Measure</b>	<b>B. Performance Standard</b>	<b>C. Sampling Method</b>	<b>D. Sample Size (n)</b>	<b>E. Results</b>	<b>F. Standard Met (Y/N)</b>																																			
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=46,42	All courses are blended, exams all given online:  <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th>Grade</th> <th>Midterm Exam</th> <th>Midterm %</th> <th>Final Exam</th> <th>Final %</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>2</td> <td>4.3%</td> <td>4</td> <td>9.5%</td> </tr> <tr> <td>B</td> <td>8</td> <td>17.4%</td> <td>7</td> <td>16.7%</td> </tr> <tr> <td>C</td> <td>14</td> <td>30.4%</td> <td>13</td> <td>30.9%</td> </tr> <tr> <td>D</td> <td>14</td> <td>30.4%</td> <td>4</td> <td>9.5%</td> </tr> <tr> <td>F</td> <td>8</td> <td>17.4%</td> <td>14</td> <td>33.33%</td> </tr> <tr> <td>Total</td> <td>46</td> <td></td> <td>42</td> <td></td> </tr> </tbody> </table>	Grade	Midterm Exam	Midterm %	Final Exam	Final %	A	2	4.3%	4	9.5%	B	8	17.4%	7	16.7%	C	14	30.4%	13	30.9%	D	14	30.4%	4	9.5%	F	8	17.4%	14	33.33%	Total	46		42		No
Grade	Midterm Exam	Midterm %	Final Exam	Final %																																				
A	2	4.3%	4	9.5%																																				
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<b>G.</b>																																								
<b>Conclusions</b>																																								
Assessment Measure #1: On the mid-term 56.4% made a 70 or better (one person received a zero). On the final 57.1% made a 70 or better (nine people received zeros). 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																																								

**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)
<p>macro theory 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.</p>					
<p>0.00 Writing in many grammatical and issues relating to public conference</p>	<p>5.00 Writing in many grammatical and issues relating to public conference</p>	<p>5.00 Writing in many grammatical and issues relating to public conference</p>	<p>10.00 Writing in many grammatical and issues relating to public conference</p>	<p>10.00 Writing in many grammatical and issues relating to public conference</p>	<p>10.00 Writing in many grammatical and issues relating to public conference</p>
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**A.**  
**Student Learning Outcome**

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

<b>A.</b> <b>Assessment Measure</b>	<b>B.</b> <b>Performance Standard</b>	<b>C.</b> <b>Sampling Method</b>	<b>D.</b> <b>Sample Size (n)</b>	<b>E.</b> <b>Results</b>	<b>F.</b> <b>Standard Met (Y/N)</b>
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**A.  
Student Learning Outcome**

SLO #2 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)															
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=19 SU	<table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>F</td> </tr> <tr> <td>17</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>90%</td> <td>5%</td> <td>0</td> <td>0</td> <td>5%</td> </tr> </table>	A	B	C	D	F	17	1	0	0	1	90%	5%	0	0	5%	y 95%
			A	B	C	D	F													
			17	1	0	0	1													
			90%	5%	0	0	5%													
			SBS 4033: N=21 FA	<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>2</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>86%</td> <td>10%</td> <td>0</td> <td>0</td> <td>4%</td> </tr> </table>	A	B	C	D	F	18	2	0	0	1	86%	10%	0	0	4%	y 96%
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			18	2	0	0	1													
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			SBS 4033: N= 26 SP	<table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>F</td> </tr> <tr> <td>21</td> <td>2</td> <td>2</td> <td>0</td> <td>1</td> </tr> <tr> <td>81%</td> <td>8%</td> <td>8%</td> <td>0</td> <td>3%</td> </tr> </table>	A	B	C	D	F	21	2	2	0	1	81%	8%	8%	0	3%	y 89%
			A	B	C	D	F													
			21	2	2	0	1													
			81%	8%	8%	0	3%													
SBS 4043: N=9: SU	<table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>F</td> </tr> <tr> <td>6</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>66.67%</td> <td>33.33%</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>	A	B	C	D	F	6	3	0	0	0	66.67%	33.33%	0	0	0	Y 100%			
A	B	C	D	F																
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A	B	C	D	F																
18	1	0	1	0																
90%	5%	0	5%	0																
SBS 4043: N= 19 SP	<table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>F</td> </tr> <tr> <td>16</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>84.2%</td> <td>5.26%</td> <td>5.26%</td> <td>0</td> <td>5.26%</td> </tr> </table>	A	B	C	D	F	16	1	1	0	1	84.2%	5.26%	5.26%	0	5.26%	Y 95%			
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<b>Student Learning Outcome</b>																																										
SLO #3: 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 (S8S 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 (S8S 3013)	N= 75	All courses are on-ground	Yes																																					
						<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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><b>A</b></td> <td>21</td> <td>16</td> <td>32</td> <td>69</td> <td>31%</td> </tr> <tr> <td><b>B</b></td> <td>27</td> <td>31</td> <td>30</td> <td>88</td> <td>39%</td> </tr> <tr> <td><b>C</b></td> <td>16</td> <td>15</td> <td>7</td> <td>38</td> <td>17%</td> </tr> <tr> <td><b>D</b></td> <td>4</td> <td>7</td> <td>2</td> <td>13</td> <td>5%</td> </tr> <tr> <td><b>F</b></td> <td>7</td> <td>6</td> <td>5</td> <td>18</td> <td>8%</td> </tr> <tr> <td><b>TOTAL</b></td> <td>75</td> <td>75</td> <td>75</td> <td>225</td> <td></td> </tr> </tbody> </table>		Exam 1	Exam 2	Exam 3	TOTAL	TOTAL%	<b>A</b>	21	16	32	69	31%	<b>B</b>	27	31	30	88	39%	<b>C</b>	16	15	7	38	17%	<b>D</b>	4	7	2	13	5%	<b>F</b>	7	6	5	18	8%
	Exam 1	Exam 2	Exam 3	TOTAL	TOTAL%																																					
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<b>TOTAL</b>	75	75	75	225																																						
2. Senior Research project in Senior Capstone Experience (S8S 4413)	80% of BSSS majors will achieve at least 8 (80%) on their Capstone course project.	All BSSS majors completing a Senior Research project in Senior Capstone Experience (SBS 4013).	N=41	All courses are on-ground	Yes																																					
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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><b>N</b></td> <td>35</td> <td>1</td> <td>3</td> <td>0</td> <td>2</td> <td>41</td> </tr> <tr> <td><b>%</b></td> <td>85.4%</td> <td>2.4%</td> <td>7.3%</td> <td>0%</td> <td>4.9%</td> <td>100%</td> </tr> </tbody> </table>						A	B	C	D	F	TOT	<b>N</b>	35	1	3	0	2	41	<b>%</b>	85.4%	2.4%	7.3%	0%	4.9%	100%																	
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<b>G.</b>																																										
<b>Conclusions</b>																																										
Performance standards were met for both assessment measures. 87% of students scored a C or better, 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: 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, 88% of capstone students made at least a B in their class. Another 7% passed the course with final capstone project grades of C. There were only 2 students (5%) who failed the class. 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 Capstone 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 RMI, 87% meet the standard, and in Capstone, 88% meet the standard. However, only 70% of students make a B or better average on exams in RMI, whereas 88% make a B or better in Capstone. 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)
<p>ROGERS STATE UNIVERSITY                      Department of Psychology and Sociology                      Capstone Poster Presentation                      Department of Psychology and Sociology</p>					
<p><b>Poster Presentation Scoring Rubric</b></p>					
<p>Judge's Name: _____</p>					
<p>Presenter Name: _____</p>					
<p>Poster #: _____</p>					
<p>Please rate the poster/presentation (0/100 to 5 on each of the following scale &gt;=5)</p>					
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<p align="center">Total /100</p>					
<p>Comments: _____</p>					



## PARTS

### 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.

<b>Proposed Change</b>	<b>Rationale</b>
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

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

Faculty Name	Assessment Role	Signature
Frank Elwell Sara Munsell Chrissy Whiting Christi Mackey	Data Contributor Sara E Munsell - report writer contributed data provided data	Frank W. Elwell Sara Munsell Chrissy Whiting Christi Mackey

Reviewed by:

Titles	Name	Signature	Date
Department Head	Brian Andrews		6/28/22
Dean	Keith Martin		6/30/22