

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

Fall 2022 – Spring 2023

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
	5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
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.	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 a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	
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>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 19 to 38 in the	<p>Online Fall</p> <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>89%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>19</td> <td>21</td> <td>20</td> <td>21</td> </tr> </tbody> </table> <p>Online Spring</p>	Test #1	Test #2	Test #3	Test #4	89%	100%	100%	100%	19	21	20	21	As can be seen, students met the standard in each of the four-unit exams in each semester. As only three online classes fully conducted and reported on their assessments, the sociologists must	Y
Test #1	Test #2	Test #3	Test #4																
89%	100%	100%	100%																
19	21	20	21																

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)																
	concepts and social forces in analyzing human attitudes and behaviors.		spring semesters. It should be noted that not all faculty reported their results.	online sections.	<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>71%</td> <td>79%</td> <td>79%</td> <td>81%</td> </tr> <tr> <td>38</td> <td>38</td> <td>38</td> <td>38</td> </tr> <tr> <td>N</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Test #1	Test #2	Test #3	Test #4	71%	79%	79%	81%	38	38	38	38	N				meet and reconsider their expectations for conducting their introductory assessments.	
Test #1	Test #2	Test #3	Test #4																				
71%	79%	79%	81%																				
38	38	38	38																				
N																							

OUTCOME 3: Use written, oral, and visual communication effectively.

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 the four exams consist of essays in which the students demonstrate clear and concise writing, paraphrasing skills, and	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 spring semesters.	The numbers of people taking each exam ranged from 19 to 38.	<p>Online Fall</p> <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>89%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>19</td> <td>21</td> <td>20</td> <td>21</td> </tr> <tr> <td>N</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Test #1	Test #2	Test #3	Test #4	89%	100%	100%	100%	19	21	20	21	N				As the same essays are used to measure students' ability to communicate, they again met the standard.	Y
Test #1	Test #2	Test #3	Test #4																				
89%	100%	100%	100%																				
19	21	20	21																				
N																							

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)																
	APA citations.				Online Spring <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>71%</td> <td>79%</td> <td>79%</td> <td>81%</td> </tr> <tr> <td>Passing Standard</td> <td></td> <td></td> <td></td> </tr> <tr> <td>N</td> <td>38</td> <td>38</td> <td>38</td> </tr> </tbody> </table>	Test #1	Test #2	Test #3	Test #4	71%	79%	79%	81%	Passing Standard				N	38	38	38		
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71%	79%	79%	81%																				
Passing Standard																							
N	38	38	38																				

OUTCOME 4: Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.

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	Multiple unit exams assessing core knowledge as follows: Exam 1: Introduction, Sociological Research, Methods, and	At least 70% of students who take the exams will score 70% or higher on each exam.	We recorded objective exam grades from all students taking each of the four exams for the fall and spring semesters.	The numbers of people taking each exam ranged from 61 to 66.	Online Fall <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>84%</td> <td>81%</td> <td>90%</td> <td>70%</td> </tr> <tr> <td>Passing Standard</td> <td></td> <td></td> <td></td> </tr> <tr> <td>N</td> <td>19</td> <td>21</td> <td>21</td> </tr> </tbody> </table>	Test #1	Test #2	Test #3	Test #4	84%	81%	90%	70%	Passing Standard				N	19	21	21	As can be seen, students met the standard in each of the four-unit exams in the fall semester but failed to meet the standard two of the exams in the spring	Y & N
Test #1	Test #2	Test #3	Test #4																				
84%	81%	90%	70%																				
Passing Standard																							
N	19	21	21																				

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)															
	<p>Culture.</p> <p>Exam 2: Socialization, Groups and Organizations, Social Stratification, and Global Inequality.</p> <p>Exam 3: Deviance, Race & Ethnicity, Gender, Sex, and Sexuality, and Marriage & Family</p> <p>Exam 4: Government and Politics, Work and Economy, Population and Environment, Social Movements and Change.</p>				<p>Online Spring</p> <table border="1" data-bbox="358 621 540 1089"> <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>73%</td> <td>66%</td> <td>74%</td> <td>47%</td> </tr> <tr> <td>N</td> <td>38</td> <td>38</td> <td>38</td> <td>38</td> </tr> </tbody> </table>		Test #1	Test #2	Test #3	Test #4	Passing Standard	73%	66%	74%	47%	N	38	38	38	38	<p>semester. It is notable that Test #4 is the lowest score for both semesters, the examination that is mostly over macro-sociological issues. Another possibility is that the students are tanking on the exam as their grades are mostly locked in by final exam time because of the accumulation of points. All will be discussed over the coming year.</p>	
	Test #1	Test #2	Test #3	Test #4																		
Passing Standard	73%	66%	74%	47%																		
N	38	38	38	38																		

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	All students who completed the pre-test and post-test.		<p>Fall 2022 N=30 Pre-test average: 5.53 Post-test Average: 8.81 Difference: +3.28</p> <p>Spring 2023 N=46 Pre-test average: 5.73 Post-test Average: 8.53 Difference: +2.8</p>	The fall results showed an increase of 3.28 points from pre-test to post-test scores, and a 2.8 point increase for the spring. This is not statistically significant from last year's results indicating a steady learning curve on the part of the students. Both semester score increases met the performance standard. We attribute this to continuing close work with our students,
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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)

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)

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.
Outcome 4: Psych 1113	Pre- & Post- Testing. Consideration will be given to other assessment measures by the Psychology faculty	The low numbers of students who were assessed this academic year is attributable to confusion as to who was managing the coordination of the assessment process among full-time and adjunct faculty, and the unsuitability of a pre- and post-test measure for assessment of online classes. The psychology faculty will be meeting in the	It is hoped that these changes will lead to a more integrated and accurate assessment system, and thus better data upon which to base decisions on student learning.

General Education Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
		2023-2024 Academic Year to discuss Psych 1113 assessment, and to systematize the collection and reporting of data.	

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
Frank Ellwell Brian Andrews Christine Mackey Loci O'Malley	Collected data, analyzed data, wrote report Reviewed report, provided data reviewed report, provided data Reviewed report	

B. Reviewed by:

Titles	Names	Signatures	Date
Department Head	BRIAN ANDREWS		5/24/23
Dean	Keith W. Mackey	Keith W. Martin	5/24/23

RUBRIC FOR GENERAL EDUCATION STUDENT LEARNING REPORT

1) How well did the department incorporate instructional or assessment changes based on results and conclusions from last year's General Education Student Learning Report or from other assessment activities?

Exemplary	Established	Developing	Undeveloped
All planned changes were listed, whether they were implemented or not, and their impact on curriculum or program budget was discussed thoroughly.	Most planned changes were listed, and their status or impact on curriculum or program budget was discussed.	Some planned changes were listed, and their status or impact on curriculum or program budget was not clearly discussed.	No planned changes were listed, and their status or impact on curriculum or program budget was not discussed.

2) Did the department include peer review feedback and provide rationale for implementing or not implementing suggestions?

Exemplary	Established	Developing	Undeveloped
All reviewer feedback was listed, and for each suggestion a clear rationale was given for its being implemented or not.	Most reviewer feedback was listed, and for most suggestions a rationale was given for their being implemented or not.	Some reviewer feedback was listed, and for some suggestions a rationale was given for their being implemented or not.	Feedback from reviewers was not included.

3) A. Are the course titles and numbers listed?

Exemplary	Established	Developing	Undeveloped
All of the courses (titles and numbers) offered by the department are listed.	Most of the courses (titles and numbers) offered by the department are listed.	Some of the courses (titles and numbers) offered by the department are listed..	None of the courses (titles and numbers) offered by the department are listed.

B. Are the assessment measures appropriate for the General Education outcomes?

Exemplary	Established	Developing	Undeveloped
All assessment measures are appropriate to the General Education outcomes.	Most assessment measures are appropriate to the General Education outcomes.	Some assessment measures are appropriate to the General Education outcomes.	None of the assessment measures are appropriate to the General Education outcomes.