Degree Program Student Learning Report

Revised May 2020

Department of Psychology and Sociology

AA in Social Science

For 2021-2022 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 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 & 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 is designed for students interested in entry-level jobs in social services. The degree introduces the social sciences disciplines as a core, and then allows the student to select areas of deeper study.

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	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	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and non-traditional students duality associates and baccalaureate degrees.	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
communications, scientific reasoning and critical and creative thinking.	investigation and theoretical explanation of natural phenomenon 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 within a diverse population.	
To provide a general liberal arts education that supports specialized academic programs 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.	Promotes 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.		
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal		Offer and promote student and community interaction to create opportunities for cultural, intellectual and personal achievement.	**Students will demonstrate knowledge about issues related to diverse concepts and explanations about human behavior.**

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
enrichment for the University and the communities it serves.			
To assist both freshman 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.	N	This course is currently being prepared for consistency across sections as well as QM certification.

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)	Comments
Part 4, A, SLO #1 is vague on wordy phrasing, can it be more than one SLO?	Y	Followed peer review feedback and changed SLO #1 accordingly but did not add more than one SLO.

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.

<table>
<tr><td colspan="7" align="center">A.
Student Learning Outcome</td></tr>
<tr><td colspan="7">SLO #1:   Demonstrate knowledge related to theoretical concepts and explanations about human behavior.</td></tr>
<tr>
<td>B.
Assessment Measure</td>
<td>C.
Performance Standard</td>
<td>D.
Sampling Method</td>
<td>E.
Sample Size (n)</td>
<td colspan="2">F.
Results</td>
<td>G.
Standard Met (Y/N)</td>
</tr>
<tr>
<td rowspan="3">Final Grade for 3423- Social Psychology</td>
<td rowspan="3">70 % of all students will understand by scoring an 80% or above on all exams and cumulative grades</td>
<td>PSY 3423 On-ground FA 22</td>
<td>Fall 2022
N = 24</td>
<td colspan="2">

Grade	A	B	C	D	F
N	11	8	3	2	0
%	45.8	33.3	12.5	8.3	0

</td>
<td>YES
79.1%
(19)</td>
</tr>
<tr>
<td>PSY 3243 On-line SP 23 (Full-time faculty)</td>
<td>Spring 2023
N = 30</td>
<td colspan="2">

Grade	A	B	C	D	F
N	11	11	5	1	2
%	36.7	36.7	16.7	3.3	6.7

</td>
<td>YES
73.4%
(22)</td>
</tr>
<tr>
<td>PSY 3243 On-line SP 23 (Part-time faculty)</td>
<td>Spring 2023
N = 30</td>
<td colspan="2">

Grade	A	B	C	D	F
N	11	11	5	3	0
%	36.7	36.7	16.7	10	0

</td>
<td>YES
73.4%
(22)</td>
</tr>
<tr><td colspan="7" align="center">H.
Conclusions</td></tr>
<tr><td colspan="7">The assessment evidence indicates the learning outcome is being met, satisfactorily; present a consistent pattern over the past 5 years. Students are exceeding standards.</td></tr>
</table>

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
This course is being prepared for QM certification		

PART 6
Summary of Assessment Measures

A. How many different assessment measures were used? ONE

B. List the direct measures (see appendix): Cumulative course grades.

C. List the indirect measures (see appendix): None

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
Sara K. Moon-Seo	Report Writer	*moon Sohn*
Kevin Woller	Data Contributor	
Wendy Mills	Data Contributor	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Andrews	*signature*	5/24/23
Dean	Dr. Martin	*signature*	5/24/23

Appendix

Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

Examples:

Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.

Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.

Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

<table>
<tr><td align="center">Direct Measures</td><td align="center">Indirect Measures</td></tr>
<tr><td>

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

</td><td>

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.

</td></tr>
</table>