Degree Program Student Learning Report

Revised November 2019

Department of Psychology and Sociology

BS in Social Science

For 2023-2024 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

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

University Mission	College 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 College 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 College purposes, department purposes, and program student learning outcomes with their appropriate University commitments.

University Commitments	College Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which	The College will offer innovative degrees, which focus upon developing skills in oral and written	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional	Develop, analyze and synthesize, and conduct human subject research. SLO #1

University Commitments	College Purposes	Department Purposes	Student Learning Outcomes
foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	communication, critical thinking, creativity, empirical and evidence-based inquiry, experimental investigation and theoretical explanation of natural phenomena and innovative technology.	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 College 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 programs and prepares students for lifelong learning and service in a diverse society.	The College 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 College 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 College 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	

University Commitments	College Purposes	Department Purposes	Student Learning Outcomes
		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 College 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 enrichment for the University and the communities it serves.	The College 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

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
Add at least one new SLO assessment measure.	N	We will continue to evaluate current SLO measures to assess needs for new measures.

Examine SLO#3 Assessment Measure #1 and consider modification.	Partial implementation	We continue to use the 70% mark for this measure, but will also begin keeping track of the 80% mark in order to compare the two over the next several assessment cyles.

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
N/A		

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

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. 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 final exams.	All BSSS students completing SBS 3053.	N=50/48	SOCIAL SYSTEMS AND PROBLEMS SBS 3053 Fall 2022-Spring 2023 (combined)	Yes

GRADE	MIDTERM	MIDTERM%	FINAL	FINAL%
A	10	20.00	20	41.67
B	13	26.00	11	22.92
C	11	22.00	10	20.83
D	8	16.00	4	8.33
F	8	16.00	3	6.25
TOTAL	50	100.00	48	100.00

H.
Conclusions

Assessment Measure #1: On the mid-term exam 68% earned at least a 70% on the exam. On the final 85.43% earned at least a 70%. Combined, 77% earned at least a 70% on the two exams, meeting the performance standard for this measure. 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 in the course. Essays are scored with a standardized rubric.

A trend analysis (Figure 1) of the results of this assessment measure (combining both mid-term and final exam scores) over the previous 6 years (AY 18-19 through AY 23-24) indicates that results tend to be consistently just at the performance standard, dropping below 70% in only one of the previous 5 years. Notably, for this assessment cycle (AY 23-24) there was an increase in the measure when compared to the previous academic year.

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SLO #1: Demonstrate interdisciplinary knowledge about issues related to diverse concepts and explanations of human behaviors.					
B. Assessment Measure	**C. Performance Standard**	**D. Sampling Method**	**E. Sample Size (n)**	**F. Results**	**G. Standard Met (Y/N)**

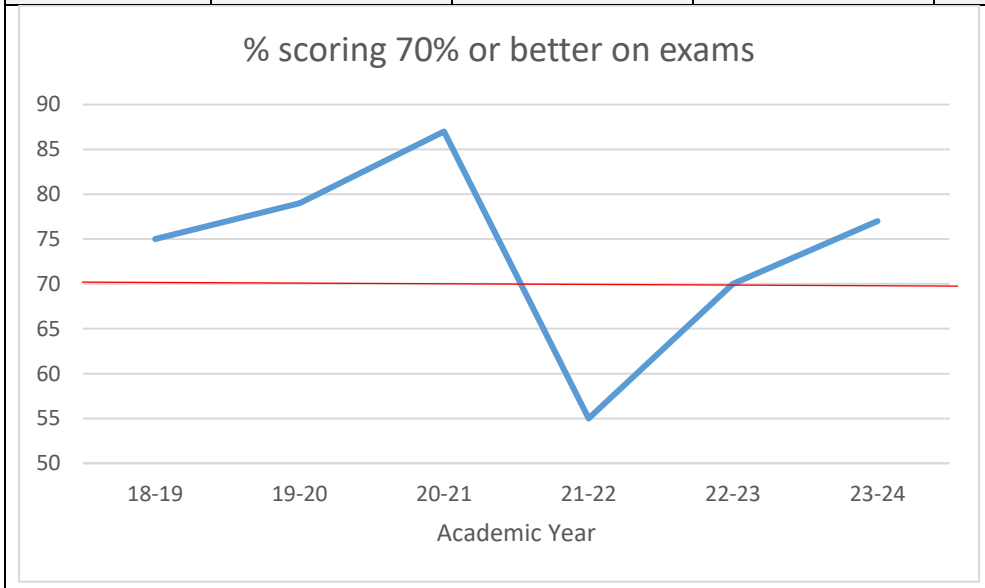

Figure 1. Five-year trend (blue line) showing percentage of students earning a combined 70% or higher on mid-term and final exams in SBS 3053. The performance standard of 70% is highlighted with the red grid line.

A. Student Learning Outcome					
SLO #2: Demonstrate the skills necessary to function effectively in a career-oriented learning environment.					
B. Assessment Measure	**C. Performance Standard**	**D. Sampling Method**	**E. Sample Size (n)**	**F. Results**	**G. 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 cumulative grade in their internship courses.	All students enrolled in Internship I (SBS 4033) and Internship II (SBS 4043).	N=86	INTERNSHIP I SBS 4033 – Fall 23 & Spring 24	Yes

	A	B	C	D	F	TOTAL
N	33	7	3	0	4	47
%	70	15	6	0	9	100

INTERNSHIP II
SBS 4043 – Fall 22 & Spring 23

	A	B	C	D	F	TOTAL
N	34	4	0	0	1	39
%	87	10	0	0	3	100

H. Conclusions
Assessment Measure #2: 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 performance standard was met by every class and ranged from 85% to 97%.

<table>
<tr><th colspan="6">A.
Student Learning Outcome</th></tr>
<tr><td colspan="6">SLO #3: Demonstrate an understanding of research methodologies and their appropriate use in the Social Sciences.</td></tr>
<tr><th>B.
Assessment Measure</th><th>C.
Performance Standard</th><th>D.
Sampling Method</th><th>E.
Sample Size (n)</th><th>F.
Results</th><th>G.
Standard Met (Y/N)</th></tr>
<tr><td>1. All course exams in Research Methods I (SBS 3013).</td><td>70% of students will earn at least a 70% on combined course exams.</td><td>All students enrolled in SBS 3013.</td><td>Exam 1 N=48
Exam 2 N=38
Exam 3 N=47
Total N=133</td><td>RESEARCH METHODS I
SBS 3013 Fall 2022-Spring 2023 (combined)
<table><tr><th>GRADE</th><th>EXAM1</th><th>EXAM2</th><th>EXAM3</th><th>TOTAL</th><th>TOTAL%</th></tr><tr><td>A</td><td>23</td><td>13</td><td>23</td><td>59</td><td>44.36</td></tr><tr><td>B</td><td>15</td><td>13</td><td>16</td><td>44</td><td>33.08</td></tr><tr><td>C</td><td>6</td><td>7</td><td>6</td><td>19</td><td>14.29</td></tr><tr><td>D</td><td>2</td><td>3</td><td>2</td><td>7</td><td>5.26</td></tr><tr><td>F</td><td>2</td><td>2</td><td>0</td><td>4</td><td>3.01</td></tr><tr><td>TOTAL</td><td>48</td><td>38</td><td>47</td><td>133</td><td>100.00</td></tr></table></td><td>Yes</td></tr>
<tr><td>2. Final research project in Senior Capstone Experience (SBS 4513).</td><td>80% of students will achieve an 80% or better on their final project for SBS 4513.</td><td>All students enrolled in SBS 4513.</td><td>N=50</td><td>CAPSTONE
SBS 4513 FALL 2022-SPRING 2023
<table><tr><th>GRADE</th><th>N</th><th>%</th></tr><tr><td>A</td><td>32</td><td>66.67</td></tr><tr><td>B</td><td>10</td><td>20.83</td></tr><tr><td>C</td><td>5</td><td>10.42</td></tr><tr><td>D</td><td>0</td><td>0.00</td></tr><tr><td>F</td><td>1</td><td>2.08</td></tr><tr><td>TOTAL</td><td>48</td><td>100.00</td></tr></table></td><td>Yes</td></tr>
<tr><th colspan="6">H.</th></tr>
</table>

A. Student Learning Outcome					
SLO #3: Demonstrate an understanding of research methodologies and their appropriate use in the Social Sciences.					
B. Assessment Measure	**C. Performance Standard**	**D. Sampling Method**	**E. Sample Size (n)**	**F. Results**	**G. Standard Met (Y/N)**
Conclusions					
Assessment Measure #1: 92% of students met the performance standard of 70% or greater average on exam scores, far exceeding the standard of at least 70%. 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. This measure has been consistently met over the past five years (Figure 2). We are exploring changing this measure to 70% scoring an 80% or better on exams. For this year's cycle, 77% of students scored an 80% or better on combined exams. We will track this number for future assessments.					

A. Student Learning Outcome					
SLO #3: Demonstrate an understanding of research methodologies and their appropriate use in the Social Sciences.					
B. Assessment Measure	**C. Performance Standard**	**D. Sampling Method**	**E. Sample Size (n)**	**F. Results**	**G. Standard Met (Y/N)**

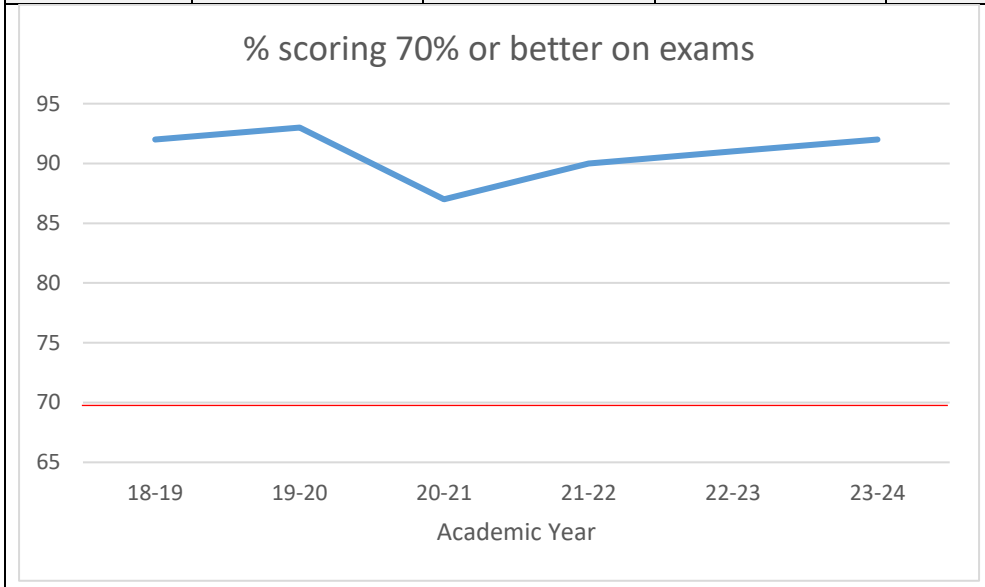

Figure 2. Five-year trend (blue line) showing percentage of students earning a combined 70% or higher on mid-term and final exams in SBS 3013. The performance standard of 70% is highlighted with the red grid line.

Assessment Measure #2: 87.5% of students met the performance standard of scoring 80% or higher on the final capstone projects, exceeding the standard. Final projects are scored based on a combination of external "judge" reviews of posters and review and grading of final papers by the capstone instructors.

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

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B. Assessment Measure	**C. Performance Standard**	**D. Sampling Method**	**E. Sample Size (n)**	**F. Results**	**G. Standard Met (Y/N)**
different measures are comparable. In RMl, 92% meet the standard, and in Capstone, 87.5% meet the standard. However, only 77% of students make a B or better average on exams in RMl, whereas 87.5% 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.					

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
Add at least one new SLO assessment measure.	SLO #1, 2, and/or 3	Several measures have been dropped over the past five years and it may be useful to re-examine the BSSS core classes and determine how to integrate new measures to ensure continued growth of the program.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
Examine SLO#3 Assessment Measure #1 and consider modification.	SLO #3	This measure has been consistently met at a very high level over the past five years. While this indicates that students are successfully learning and understanding social science research methods, it may be useful to change this measure from a 70% to 80 or 90% threshold in order to ensure instructors are consistently seeking improvement in the course.

PART 6
Summary of Assessment Measures

A. How many different assessment measures were used? **Four**

B. List the direct measures (see appendix): **Exam scores, capstone project grades, class assignments**

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
Brian Andrews	Gathered and analyzed data, wrote report	
Christie Mackey	Provided data, reviewed report	
Frank Elwell	Provided data	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Brian Andrews		6/5/2024
Academic Dean	Susan Willis		6-5-24

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.

Direct Measures

- 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

Indirect Measures

- 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.

Performance Standard

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

Examples:

At least 70% of students will score 70% or higher on a comprehensive final exam.

At least 75% of students will earn score a "Proficient" or higher rating on the Communicate Effectively rubric.

Sampling Method

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

Examples:

All students enrolled in BIOL 4801 Biology Research Methods II

All majors graduating in the 2016-17 academic year.

Sample Size

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

Results

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

Standard Met?

This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

Conclusion

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?