Please make any necessary changes to the department's purpose statement, goals, or student learning outcomes. Remember each SLO must be assessed between program review cycles.

Behavioral Sciences

Sociology Program Purpose Statement:

The sociology program commits itself to developing majors with pre-professional training and non-majors with basic knowledge of and skills in sociology. The program achieves its purpose when its students:

Program Student Learning Outcomes Sociology Program	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
~~Understand the dynamic relation between the individual and society~~	Program Review	X	Assessment Planning		X		Program Review-Spring
Have acquired knowledge and skills requisite for entry into selected professions, especially pre-professional careers in the behavioral sciences		X			X		
Have acquired knowledge and skills requisite for entry into graduate programs in sociology and related fields		X			X		
Can critically analyze their society through exposure to sociological theories and research methods		X			X		
Have bridged the gap between theory and practice through internships				X			
Have enhanced their sensitivity to others by studying customs, beliefs, and practices that are different from their own.							

Psychology Program Purpose Statement:

The psychology program commits itself to developing majors with pre- professional training and non-majors with basic knowledge of and skills in psychology.

The program achieves this purpose when its students:

Program Student Learning Outcomes Psychology Program	2013-2014	2014-2015	2015-2106	2016-2017	2017-2018	2018-2019	2019-2020
~~Understand themselves, others, and how individuals interact within social systems~~	Program Review		Assessment Planning		X		Program Review-Spring
Have acquired knowledge and skills requisite for entry into selected professions, especially pre-professional careers in the behavioral sciences		X			X		
Have acquired knowledge and skills requisite for entry into graduate programs in psychology and related fields		X			X		
Have bridged the gap between theory and practice through Internships				X			
Meet State Department of Education standards for certification in the area of psychology (applies to candidates for teacher certification in psychology).		X					

1. Select Your Department	Behavioral Science
2. Has the program's purpose, SLOs, or program review year changed from the above document?	Yes
Upload the edited Purpose/SLO doc here.	app.captainform.com/upload_dld.php?fileid=a2a9f8c2f0a810d016ccd767ae1d5fd9
3. Will/did the department submit a program review this year? If yes, please attach the final review as a pdf document.	No
Upload program review pdf.	
??	
1. Please select the type of direct evidence of student learning that was gathered THIS YEAR.	
-Capstone work product (e.g. written paper, presentation, research)	yes
-Exam created by department or external agency	yes
Please describe any other direct evidence gathered this year	
2. Please select the type of indirect evidence of student learning that was gathered THIS YEAR.	
-Interviews or focus groups that contain self-reports of SLO achievement	yes
Please describe any other indirect evidence gathered this year:	
3. Please select how the evidence was evaluated, analyzed, or interpreted.	
-Used a rubric/scoring guide	yes
-Used qualitative methods on interview, focus group, open-ended response data	yes
Please describe any other methods not listed:	
4. Enter the number of students assessed for each SLO.	42
5. Summarize the results of the assessment activities including the percentage of students that met or exceeded each SLO and a list of student learning strengths and weaknesses.	Direct Assessment: Behavioral Sciences General Education: See Performance Task Report (in progress). Direct Assessment: Senior Project: A (11 students), B (2 students), C (1 student), D (1 student), and in progress (1 student). Out target goal is that at least 80% of students perform at the proficient or greater level. This year, we met our goal with 81% student performance being at least proficient. Indirect Assessment: Students provided helpful comments. See attached file.
6. Please upload any supporting documentation (i.e. rubrics, data analysis, charts/tables, department minutes, etc.)	app.captainform.com/upload_dld.php?fileid=e41b87c9473ce5a7723adb948aef5241
7. What describes how the program plans to use the results?	
-Assessment procedure changes (SLOs, curriculum map rubrics, evidence collected, sampling, communications with faculty, etc.)	yes

-Course changes (course content, pedagogy, courses offered, new course, pre-requisites, requirements)	yes
-Student's out-of-course experience changes (advising, co-curricular experiences, program website, program purpose or SLOs)	yes
Please describe any other uses not listed:	Direct Assessment: Our proposed changes to the SLOs need to go to EPC for approval. This will need to happen in the fall. In addition, our changes to the senior project data collection ("the night of data collection") requires further assessment. Among other things, our schedule for the spring semester will need revision; research proposals will need to finish the IRB cycle by March 1. Changes made to senior projects are based on N = 16. Indirect Assessment: Student suggestions can be implemented in the fall (PY/SO 474) and in the spring (PY/SO 475). May add meetings during the interterm to help seniors bridge the gap between the fall and spring.
??**8. What program changes or modifications to improve student learning were made this year based on last year???s assessment results?**	1. Made revisions to the senior seminar research manual. 2. A member of the department volunteered to monitor student progress on internship placements. 3. With the focus on the general education performance task, we did not focus on alumni survey. However, this year we did get an alumni contact list (e.g., email) that will help us build a base for an alumni survey.
If you have supporting data please include it. (Previous department reports can be found at Step 01. Use the Previous button below.)	
1. The department will submit a program review NEXT YEAR.	No
2. SLO(s) the department will assess NEXT YEAR is/are:	For sociology, 2, 3, 4. For psychology 2, 3. For psychology, consider dropping 5.

3. Please select the type of direct evidence of student learning the department plans to use NEXT YEAR.

-Capstone work product (e.g. written paper, presentation, research)	yes
-Oral performance (e.g. oral presentation, conference presentation)	yes
Please describe any other direct evidence planned for next year:	

4. Please select the type of indirect evidence of student learning that was gathered NEXT YEAR.

-Interviews or focus groups that contain self-reports of SLO achievement	yes
Please describe any other indirect evidence planned for next year:	

5. Based on previous assessment data, what percentage of students does the department expect to meet or exceed the SLO(s)?	80
6. Is the department interested in learning how to apply for an assessment grant?	No

Observations from Sr. Seminar Focus Group—from both fall and spring semesters

Here's a list of suggestions and comments by our graduating seniors during our informal focus group meeting held today at the lab:

You should make us meet deadlines. There need to be more serious consequences for being late. Several students made similar points.

* There should be a separate course during the inter-term as it is; we lose ground between December and February.

Providing examples of GOOD literature review & BAD literature review would be helpful (several students mentioned that conducting a literature review was the hardest part for senior project)

"Handing out a rubric for the literature would help me distributing a rubric for literature review." (There was one)

"I didn't really see how the annotated bibliographies related to the literature review. It is still a mystery to me.

The one night of data collection was awesome. It saved my project. This point was mentioned by several students

Rubric for Presentation (2nd draft)
Senior Seminar/Thesis (SO/PY 475)

Student Name: _____

Faculty Adviser: _____

1. Structure
- Tell them what you are going to say, say it, tell them what you said
- Research question/issue, literature review, hypotheses, research design, data collection, research findings/supporting evidence, conclusions & discussions/implications

Needs Improvement (2 pts)	Developing (3 pts)	Satisfactory (4 pts)	Outstanding (5 pts)
• presenter makes little effort to preview / organize the structure of the presentation • body of presentation has significant gaps or needs transitions • conclusion is unclear or does not follow from the body		• presenter previews presentation in advance concisely and clearly • develop body of presentation with clear logic and effective transitions • presents an effective and professional conclusion that invites questions	
Comments:			

2. Slide/Power Points

Needs Improvement (2 pts)	Developing (3 pts)	Satisfactory (4 pts)	Outstanding (5 pts)
• slides have ineffective content and need significant improvement in design on two of the following: **:** clearer and more concise wording **:** more effective use of white space **:** less text on a slide : clearer visuals (graphs, tables, equations) : a consistent design		• slides are well-designed and visually appealing • wording is clear and concise • there are no more than five points on any slide • there is plenty of white space • visuals (graphs, tables, equations) are clear, easy to read, and appropriately cited • all slides share a consistent design	
Comments:			

3. Presence
- Enthusiasm, eye contact, engagement with audience, effective use of body language

Needs Improvement (2 pts)	Developing (3 pts)	Satisfactory (4 pts)	Outstanding (5 pts)
- presenter appears to lack confidence - seem unenthusiastic about presentation - looks down throughout most of the presentation and avoids eye contact - presenter lapses in clear vocal projection - is disengaged from the audience, and mumbles		- presenter conveys confidence and enthusiasm in the topic - maintains effective eye contact, body language, and vocal projection in order to engage audience - speaks clearly throughout presentation	
Comments:			

4. Time and Question & Answer

Needs Improvement (2 pts)	Developing (3 pts)	Satisfactory (4 pts)	Outstanding (5 pts)
- presentation is either too short or too long - attends only one session. - presenter is unprepared for Q&A. - answers make little sense and reflect significant gaps in knowledge of the topic or logic. - answers questions haltingly, struggles to support her/his answers with reason and evidence		- presentation is delivered within time limits. - attends at least two sessions, including his/ her session. - previews presentation in advance concisely and clearly - develop body of presentation with clear logic and effective transitions - presents an effective and professional conclusion that invites questions	
Comments:			

Scores:

Structure: _____ Slides: _____ Presence: _____ Time and Q&A: _____

Total Points: _____

RUBRIC FOR SENIOR THESIS

(PY 475/SO 475)

Directions. Use scale: 3 = excellent, 2 = proficient, 1 = basic, and 0 = unsatisfactory; use multiples of 3 where appropriate.

I. Introduction: Up to **15** points

	Excellent	*Proficient*	*Basic*	*Unsatis-factory*
Title Page: Title, author's name, institutional affiliation				
Abstract: one paragraph summary of thesis				
Introduction: Presents a clear statement of the problem/ purpose				
Describes the significance of the problem				
Writes an engaging introduction directed toward thesis				

II. Literature Review: Up to **30** points

	Excellent	*Proficient*	*Basic*	*Unsatis-factory*
Uses enough scholastic sources (at least 10 articles/books for basic level)				
Relevance of sources to the problem/topic				
Effectively analyzes and evaluates the existing literature; not simply summarizes.				
Demonstrates reviewed information consistently related to thesis: relationship of the problem to previous research				
Uses correct citing format				

III. Hypothesis: Up to **6** points

	Excellent	*Proficient*	*Basic*	*Unsatis-factory*
Defines concepts or variables : independent and dependent variables are distinguished				
Clearly states the hypotheses selected for test (null and alternative hypothesis)				

IV. Research Design and Data Collection: Up to **12** points

	Excellent	Proficient	Basic	Unsatis-factory
Describes research subjects/population				
Describes research design (survey, experiment, field observation, etc.)				
Reports apparatus/instruments (scale, index, etc.)				
Describes procedures (Could someone replicate your research ?)				

V. Research Findings: Up to **12** points

	Excellent	Proficient	Basic	Unsatis-factory
Describes and analyzes research results (appropriate use of tables, graphics, etc.)				
Compares research results with previous research				

VI. Sample: Up to **6** points

	Excellent	Proficient	Basic	Unsatis-factory
Uses an appropriate sample size for type of research design				
Uses an appropriate sampling technique				

VII. Discussion and Conclusion: Up to **6** points

	Excellent	Proficient	Basic	Unsatis-factory
Contains thesis and summary				
Discusses research implications with regard to theory and possible limitation of research				

VIII. Reference and Appendix: Up to **6** points

	Excellent	Proficient	Basic	Unsatis-factory
Reference: uses correct format, lists all sources cited within text				
Appendices: a copy of consent form, questionnaire, and transcripts (interview)				

IX. Effort: Up to **12** points

	Excellent	Proficient	Basic	Unsatis-factory
Meets appropriate deadlines				
Responds to feedback				
Keeps and initiates contact with advisor				
Shows commitment to project				

X. Style: Up to **15** points

	Excellent	Proficient	Basic	Unsatis-factory
Overall Quality: Challenging, creative, logical				
Format: follows APA style or ASA style				
Thesis Organization: follows the format, margin, paging, binding, etc.				
Clarity: clear and coherent paragraphs				
Conventions: grammar/spelling/punctuation				

Rating Descriptions [From WAART]

■ **Excellent**

The student demonstrates an exemplary understanding of underlying concepts and practices them with exceptional skill. This student's work has some quality that makes it really stand out.

■ **Proficient**

The student clearly understands the underlying concepts and does a good job of putting them into practice, consistently and effectively.

■ **Basic**

The student appears to understand underlying concepts and attempts to put them into practice in the assignment, but this attempt is intermittent or not entirely successful. Additional experience and guidance may help the student develop this skill.

■ **Unsatisfactory**

The student does not appear to understand the concepts underlying the activity. The student needs to work on fundamental practices in order to grow in this area.

Total possible points = 120

June 2011: 2nd revised edition