

Degree Program Student Learning Report (rev. 7/14)

Fall 2013 – Spring 2014

The Department of Psychology, Sociology & Criminal Justice in the School of Liberal Arts

## A.A. in Elementary Education

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.

### PART 1 (A & B)

#### Relationship of Degree Program Learning Outcomes to Departmental and University Missions

- A. Clearly 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 Liberal Arts is to further the study and practice of the arts, humanities, and social sciences at Rogers State University, in the community, and in the region.	The mission of the Department of Psychology, Sociology, & Criminal Justice is to assist students in developing knowledge and understanding of social and legal issues and to operate effectively in today's legal, social and culturally diverse community.	The Elementary Education program is intended to prepare students for a career in teaching kindergarten and all elementary school grade levels. The program is designed to provide the student with the first two years of general requirements to transfer to a four-year program.

- B. Clearly state school purposes, department purposes and degree program student learning outcomes. Align student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes 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 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 and creativity.	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional students quality associate and baccalaureate degrees.	Students will attain an overall GPA of 2.5 and a C or better in all 4x12 course work.
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 liberal arts majors to think critically, creatively, and independently and have the skills to work in all types of situations and communicate with all types of people.	Serve the University and the community through the provision of quality general education courses which promote critical thinking, creatively, and self-reliance as well as skills to work in all types of situations and communicate with all types of people.	Students successfully complete the six components of the Oklahoma General Education Test or OGET in Reading, Communication Skills, Mathematics, Computation, Liberal Studies, and Writing.
To provide a general liberal arts education that supports specialized academic program that prepares students for lifelong learning and service in a diverse society.	The school will offer general courses of high quality and purpose that prove a foundation of life-long learning	Foster values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students.	
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.	To ensure that a majority (80%) of students completing their degree will indicate satisfaction with their education, indicating they felt prepared to enter a bachelors program in Education.
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.			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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 2**

**Discussion of Instructional Changes Resulting from 2012-2013 Degree Program Student Learning Report**

List and discuss all instructional or assessment changes proposed in Part 5 of last year’s Degree Program 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
Students will no longer be allowed to choose between Developmental or Child Psychology. Child Psychology will be a required course for the degree.	Y	Curriculum is now aligned with state best practices concerning elementary education.
Students will be asked to complete their degree survey in the department office rather than taking the survey home to complete and return.	Y	

**PART 3**

**Discussion About the University Assessment Committee’s 2012-2013 Peer Review Report**

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>Clarity between the second and third School and Department Purposes in relation to SLO #2 is lacking.</p>	Y	This has been edited.
<p>SLO #4 is not a student learning outcome and does not appear in Part 4. Consider rewriting it so that it reflects what a student will either know or be able to do, and is therefore measureable.</p>	Y	It has been taken out. It wasn't really a student learning objective that could be measured and it is something students do when they sign up with their bachelor's degree rather than their associates.
<p>In Part 1 (B) four student learning outcomes are listed. In Part 4 only three student learning outcomes are listed and two of them (SLO #2 and SLO #3) are different.</p>	Y	The SLO's have been edited
<p>The department followed through with two of the three changes stated in Part 5 of the 2011-12 SLR. However, nothing was mentioned about students participating or becoming more engaged with SOEA or its activities.</p>	Y	This was taken out. It is more appropriate for majors in the Bachelors program.
<p>Based on the comment above, it does not appear that the second and third School and Department Purposes were realigned, although in Part 3 of the 2012-13 SLR indicates it was done.</p>	Y	They have been edited with the 2013-2014 SLR.
<p>The department states that the SLO related to participation in SOEA will be dropped; however, it still appears as an SLO in the 2012-13 SLR.</p>	Y	It was taken out in 2013-2014 SLR.
<p>The reviewers cannot find where Math Structures 1 and 2 are being used as an assessment measure.</p>	Y	Math reasoning is measured by a subscore of the OGET; Math Structures I and II are not part of the assessment of the program.
<p>There are several instances in which the reviewers' comments from the 2011-12 PRR are not accurately listed or summarized, e.g., the second recommendation/ comment on p.4, the third recommendation/comment on p. 4, the fourth recommendation/comment on p. 4, the sixth recommendation/comment on p. 4, and the last recommendation/comment on p. 5.</p>	Y	Hopefully this SLR will address the committee's questions.

<p>See comments above in Part 1 (B), i.e., two SLOs from Part 1 (B) do not match those in Part 4 and one is missing.</p> <p>The first SLO states what the department will provide the student; it does not state what the student will know or be able to demonstrate.</p> <p>It appears that the intent of the department was to create a learning outcome that would be measured in Math Structures I and II. We see no evidence that this is the case.</p> <p>At present, the AA-EE uses only one direct measure (the OGET). The Part 4 (B) would be appropriate if SLO #1 was written to include an assertion about student demonstrating successful achievement of their general education courses.</p> <p>SLO #3 on p. 2 states that 80% of student will express satisfaction with their RSU learning experience, yet the performance standard regarding SLO #3 on p. 6 states that 90% of students were at minimum satisfied.</p> <p>Please explain the sampling method related to SLO #2 on p. 6.</p> <p>The sample size related to SLO #1 on P. 5 states N=10, yet 23 students are discussed as having graduated.</p> <p>The discussion of sample size related to SLO #3 on p. 6 states the N=10, yet above (column E) the report states that 23 students graduated. Did only 44% fill out the survey.</p> <p>Regarding SLO #2: why were students from two academic years combined rather than separated by academic year?</p> <p>Regarding SLO #3, the performance standard is a percentage of those who graduated with a degree; however, the results list the percentage of those who turned in a survey.</p>	<p>Y</p>	<p>This has been edited.</p> <p>This has been edited.</p> <p>Math reasoning is measured by a subscore of the OGET; Math Structures I and II are not part of the assessment of the program.</p> <p>The OGET is made up of six subscores, thus there are six direct measures of the academic goals of this program.</p> <p>This has been edited.</p> <p>This has been edited.</p> <p>It seems to indicate that 10 Students took the survey. Not all students will take the Survey at graduation since it is considered optional.</p> <p>It seems to indicate that 10 Students took the survey. Not all students will take the Survey at graduation since it is optional.</p> <p>It would appear that way. It could be due to a change in personnel or a simple typo.</p> <p>I am unsure why it was done that way but it has been edited for the 2013-2014 SLR.</p>
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How well supported is the rationale for making assessment or instruction change – none	Y	For the 2013-2014 term this has been broken down more.
<b>Were any instructional practices shared? – No</b>	N	This is not really applicable to this degree as the majority is general education courses not really program studies.
<b>One measure (OGET) is direct and one measure (satisfaction survey) is indirect. An overall GPA is neither.</b>	Y	This has been changed to reflect this
<b>No faculty signatures are included.</b>	Y	All signatures should be present on this year's SLR.

#### PART 4

##### Analysis of Evidence of Student Learning Outcomes

For all student learning outcomes (as listed in Part 1 B above), describe 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 relevant conclusions related to strengths and weaknesses of their performance.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
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A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
1. Students will attain an overall GPA of 2.5 and a C or better in all 4x12 course work.	The transcript of RSU students graduating from the Elementary Education program at RSU during the assessment period will be examined, and their retention/graduate GPA will be evaluated.	80% of Graduates will achieve a GPA $\geq 2.5$ ; the minimum GPA required for entrance into many bachelor level education programs in Oklahoma. This is a statewide standard for admission to a bachelor degree in Education.	All students graduating from RSU's Elementary Education program during the stated assessment period.	N=27  27 students graduated with an AA in EE during the Assessment period	Of the 27 students graduating with a degree in AA/EE during the assessment period, 27 graduated with a GPA $\geq 2.5$ . Thus, <b>100.0%</b> of graduates maintained a GPA of 2.5 or higher. All students achieved a C or better in all 4 X 12 course work	The majority of students demonstrated learning success by maintaining the cumulative course grades as well as the C average or better in all 4 X 12 courses required to enter bachelor education programs in Oklahoma.	Yes. Exceeded.
2. Students successfully complete the six components of the Oklahoma General Education Test or OGET in Reading, Communication	The Oklahoma General Education Test (OGET) sub scores will be used to measure student competency in: Reading, Communication Skills,	<b>80%</b> of AA-EE students will receive a total score $\geq 240$ , the state mandated threshold based on data from May 2008-July 2014	Test Scores for All Elementary Education graduates that choose to take the OGET.	N=13  13 students chose to take the OGET during the assessment period	12 of 13 students that took the OGET during 2013-2014 passed each component of the OGET with a score $>240$ the first time. The 13 <sup>th</sup> student took the OGET and passed on the second attempt with a score of $>240$ . That equates to 100% pass rate for all students who chose to take	The program appears to be meeting or exceeding state mandated standards in the six subject areas. Since these areas basically encompass the General Education program of the university, a certain amount of pride can be taken on the part of the entire university community.	Yes. Exceeded.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
Skills, Mathematics, Computation, Liberal Studies, and Writing.	Mathematics, Computation, Liberal Studies, and Writing.				the OGET.		
3. To ensure that a majority (80%) of students completing their degree will indicate satisfaction with their education, indicating they felt prepared to enter a bachelors program in Education.	All AA-EE graduates are required to complete a survey as part of the graduation process. Satisfaction is measured with a Likert scale. The score is used as a measure of the students' overall satisfaction with the AA-EE Program.	80% of students graduating with an AA in EE degree will express that they were, at minimum, "satisfied" with their educational experience at RSU.	All students applying for graduation with an AA in EE are asked to complete the survey as part of their graduation requirements.	N=12 (number that submitted completed surveys)	75% selected "very satisfied," and 25% selected "somewhat satisfied."	Students appear to be generally satisfied with the AAEE program. As this is mainly a general education program, the university as a whole can take considerable pride in this result.	Yes. Exceeded.

**PART 5**

**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 4 (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.”

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
Addition of Students who have graduated with A.A. E.E. that have been accepted into Bachelor’s Degree Programs	Surveys sent to students	Measurement of Program success	

**PART 6**

**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 7 (A & B)**

**Assessment Measures and Faculty Participation**

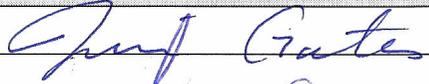
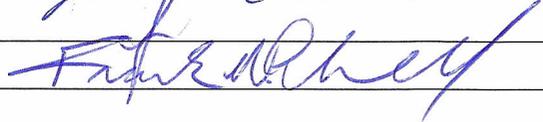
**A. Assessment Measures:**

- 1) How many different assessment measures were used? 8
- 2) List the direct measures (see rubric): OGET

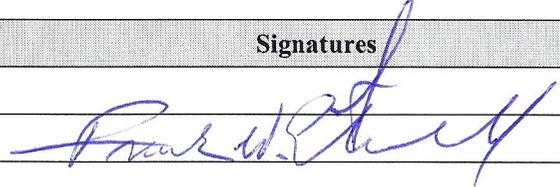
3) List the indirect measures (see rubric): Retention/Graduation GPA and the Satisfaction Scores from Graduate Survey

**B.**

1) 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
Jennie Gates	Collect data, Analyze data, prepare report	
Dr. Abe Marrero	Review Report	
Dr. Frank Elwell	Review Report	

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Abe Marrero		20140910
Dean	Frank Elwell		