## General Education Student Learning Report (rev. 7/14)

### Fall 2013 – Spring 2014

## The Department of Communications in the School of Liberal Arts

# Communications, B.A.

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. | 1) **Acquire and evaluate information.**<br>2) Analyze and integrate knowledge.<br>3) **Develop perspectives and an understanding of the human experience.**<br>4) **Communicate effectively.** |
| 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. | |

| RSU Mission | General Education Mission |
|---|---|
| To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society. | 1) **Acquire and evaluate information.**<br>2) Analyze and integrate knowledge.<br>3) **Develop perspectives and an understanding of the human experience.**<br>4) **Communicate effectively.** |
| 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 2012-2013 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 |
|---|---|---|
| To address the problem of missed marks on the SPCH 1113 final exams:<br><br>a. In order to address low performance for the on-line SPCH 1113, the instructor recommended the following:<br>   i.   A revision of the online content so that no | Y | These recommendations are being implemented in hopes of improving student learning and meeting performance standards. |

| | | |
|---|---|---|
| assignment is more than three clicks away from the homepage. | | E-campus is now easier for online speech students to navigate. |
| ii. A reduction of written content, critical thinking and discussion forum assignments. | N | This suggestion was made by a part-time faculty member. Although the input is appreciated, the faculty decided that online content should match that of the traditional course. |
| iii. The need to solve "MySpeechKit" login problems. | Y<br><br>Y | We alerted Pearson immediately to login problems with MySpeechKit, which was dropped at the end of the year for Pearson's MySearchLab. Meanwhile, students performed better on their final exam compared to the previous academic year. |
| b. To address the low performance for the blended SPCH 1113 course, the instructor proposed a more stringent final as well as further encouragement for students to do their best in their final exam. | | Student learning, as measured by performance on the final exam, improved in 2013-14. |
| SPCH 1113 faculty proposed assessing students' ability to incorporate scholarly research in their speeches. This will increase the number of outcomes to three. | N | Students are already encouraged to blend primary and secondary sources in their research. As research is integral to effective public speaking, we hold that assessing outcomes 1 and 4 are sufficient. |
| The Pryor instructor proposed a budget request for a production to be held in Pryor. | N | The budget request in theatre was not approved. The 2013-14 production held in Bartlesville, carved out of the regular theatre budget with some difficulty, proved to be a success.  Three Bartlesville students participated as actors and one as a theatre technician.  The Bartlesville performances were better attended than the Claremore performances.<br><br>Date       # Audience      $ amount of box office and concessions<br>12-Feb     30           $74.00  Claremore<br>13-Feb     35           $84.00  Claremore<br>14-Feb     43           $272.00 Bartlesville<br>15-Feb     41           $206.00 Bartlesville<br><br>Students need opportunities to connect theory to practice, which improves student learning.  RSU Theatre productions give students exposure to theatrical performances, providing content for their class analysis papers. That said, the Theatre Program budget has been flat for 3 years, and fixed costs have risen. Therefore, the Theatre Program finds itself decreasing the |

| | | number of offerings rather than expanding into Pryor. Nor is a Bartlesville production planned in 2014-15. |
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**PART 2**

**Discussion of the University Assessment Committee's 2012-2013 Peer Review Report**

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[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 General Education 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 |
|---|---|---|
| N/A | | |

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**PART 3**

**Analysis of Evidence of Student Learning Outcomes**

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The four 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: Acquire and evaluate information**

| 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.<br>Course | B.<br>Assessment Measures | C.<br>Performance Standards | D.<br>Sampling Methods | E.<br>Sample Size (N) | F.<br>Results | G.<br>Conclusions | H.<br>Performance Standards Met (Y/N) |
|---|---|---|---|---|---|---|---|
| SPCH<br>SPCH 1113 | Student understanding of constructs by which a speech is evaluated will be measured by assessing students' mid-term and final exam scores. | a) At least 75% students will earn a 70% or higher on their mid-term exam.<br><br>All instructors will submit the scores on the mid-term for all students enrolled in all on-ground speech comm. in both the fall and spring semester. | a) All enrolled students' midterms were counted and an average score obtained. | a) All (489) scores of students who took the midterm exam were counted. | a) 87% (489) of students who took the on-ground scored 70% or higher in their midterm exam.<br><br>**FALL & SP GROUND M/TERM**<br><table><tr><td>10-11</td><td>11-12</td><td>12-13</td><td>**13-14**</td></tr><tr><td>80%</td><td>80%</td><td>76%</td><td>**87%**</td></tr></table> | Students continue to exceed this threshold for the past five years. | Y |
| | | b. At least 75% students will earn a 70% or higher on their final exam.<br><br>All instructors will submit | b. All enrolled students' final exams were counted and an average | b. All (489) scores of students who took the final exam were counted. | b.85% (489) of students who took the on-ground course scored 70% or higher in their final exam.<br><br>**F&S FINAL**<br><table><tr><td>10-11</td><td>11-12</td><td>12-13</td><td>**13-14**</td></tr><tr><td>70%</td><td>63%</td><td>70%</td><td>**85%**</td></tr></table> | Students exceeded the threshold for the first time in years.<br><br>Instructors attribute the high performance to a combination of instructors' choices: (1) to utilize frequent chapter quizzes, (2) increase the point-total of the final exam, or (3) increase exam- | Y |

| 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) |
|---|---|---|---|---|---|---|---|
| | | the scores on the final exam for all students enrolled in all speech comm. on-ground courses in both the fall and spring semester. | score obtained. | | | preparation in class. | |
| | | c) At least 75% of all online students will earn a 70% or higher on their mid-term and final exam.  All instructors will submit the scores on the mid-term and final for all students enrolled in all | c) All enrolled students' midterms and final exams were counted and an average score obtained | All 65 mid-term and final exam online scores were counted. | c) 60% (18) online students scored 70% or higher in their midterm, while 35% (17) scored 70% or higher in their final exam.<br><br>**ONLINE FALL & SP EXAMS**<br><table><tr><th></th><th>11-12</th><th>12-13</th><th>13-14</th></tr><tr><td>M/Term</td><td>86%</td><td>28%</td><td>60%</td></tr><tr><td>Final</td><td>81%</td><td>26%</td><td>35%</td></tr></table> | This is the third time that we are reporting our online courses.  Students fell short of meeting the standard. The instructor attributed this to a large drop-out rate. To address the high attrition rate, faculty are now contacting students a week prior to the date the course's commences so as to explain the amount of time and effort required by the course.  Also see instructional change on more realistic data collection below (Part 4). | 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) |
|---|---|---|---|---|---|---|---|
| | | speech comm. online in both the fall and spring semester. | | | | | |
| | | d) At least 75% of all students enrolled in the blended course will earn a 70% or higher on their mid-term and final exam.<br><br>All instructors will submit the scores on the mid-term and final exam for all students enrolled in all speech comm. blended | d. All enrolled students' midterms and final exams were counted and an average score obtained. | d. All 46 mid-term and final exams blended scores were counted. | **BLENDED FALL & SPRING EXAMS**<br><br>| | F 12-13 | Sp12-13 | Total |<br>|---|---|---|---|<br>| M/Term | 74% | 84% | 79% |<br>| Final | 74% | 56% | 65% |<br><br>**BLENDED FALL & SPRING EXAMS**<br><br>| | F 13-14 | Sp13-14 | **Total** |<br>|---|---|---|---|<br>| M/Term | 96% | 35% | **78%** |<br>| Final | 83% | 78% | **80%** | | This is the third time that we are reporting our blended courses.<br><br>The instructor attributed the improvement in performance to the fact that students took the finals more seriously due to a weaker performance in their mid-term exams. The instructor also noted that five students did not participate in key assignments. | Y |

| 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) |
|---|---|---|---|---|---|---|---|
| | | course in both the fall and spring semester. | | | | | |
| HUM 2413/ COMM 2413 | Students will be administered exams over varied aspects of theater. | a. At least 75% of students will earn 70% or higher on on-ground administered final exams. | a. All enrolled on-ground students' exam scores on theatre history, literature, and practices related to theater were counted. | a. 47 final exams were counted. | a.84% scored a C or higher in their mid-term exams while 91% did so in their final exams. <br><br>**FALL/SPRING ON-GROUND EXAMS** <br><table><tr><td>10-11</td><td>11-12</td><td>12-13</td><td colspan=2>**13-14**</td></tr><tr><td></td><td></td><td></td><td>**M/Term**</td><td>**Final**</td></tr><tr><td>100%</td><td>90%</td><td>87%</td><td>**81%**</td><td>**91%**</td></tr></table> | Students continue to exceed the final exam performance standard. | Y |
| | | b. At least 75% of students will earn 70% or higher on blended administered final exams. | b All enrolled blended students' exam scores on theatre history, literature, and | b. 43 final exams were counted. | b.95% who took the final exams scored 70% or higher. <br><table><tr><td colspan=2>**BLENDED FINALS**</td></tr><tr><td>12-13</td><td>13– 14</td></tr><tr><td>91%</td><td>95%</td></tr></table> | This is the second time that faculty taught a Theater Appreciation blended course. <br><br>Students exceeded the performance standard, therefore the blended environment seemed to present no setback in student learning. | Y |

| 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) |
|---|---|---|---|---|---|---|---|
| | | | practices related to theater were counted. | | | | |
| | A pre-posttest will be administered to all enrolled online students to ascertain entry and exit level knowledge related to theatre. | Student scores on pre-posttests related to basic constructors will demonstrate growth of at least 25% from pre to post-test scores. | a. All enrolled students' pre and post-tests in the on-ground class were counted. | a. 21 pre-posttests were counted. | a. Only one faculty administered the pre-posttests. 24 of 32 students who took the pre-posttests scored 72% better on their pre-posttests. <br><br> **ONGROUND PRE-POST TEST** <br> 10-11 \| 11-12 \| 12-13 \| **13-14** <br> 51% \| 61% \| 64% \| **72%** | Some instructors attribute this improvement to the inclusion of pre-posttests in their presentations and exams. Some made the observations that students who liked theater performed well. This was not the case with those who took the class to avoid art and humanities. | Y |
| | | | b. All enrolled students' pre and posttests scores in the blended course were counted. | b. 43 post pretests were counted. | b. Students demonstrated 56% growth from pre to posttest scores. <br><br> 12-13 \| **13-14** <br> 33% \| **56%** | This is the second time a Theater Appreciation blended course was taught but the first time we distinguished the blended-class scores. Like the on-ground class, blended students indicated substantial improvement over their pretest scores. | Y |

**OUTCOME 2: Analyze and integrate knowledge.**

| 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 3: Develop perspectives and an understanding of the human experience.**

| 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) |
|---|---|---|---|---|---|---|---|
| HUM/COMM 2413 | Students will complete response papers for performances they attend. | At least 75% of students should achieve a score of 70% or higher on their theater appreciation response papers. | a. All enrolled students' response papers were counted and an average score obtained. | a.32 response papers were counted. | 63% scored 70% or better on their response papers.<br><br>**On-ground Response Papers**<br>10-11: 67% \| 11-12: 86% \| 12-13: 71% \| **13-14: 72%** | Students fell short of last year's performance by 8%. Instructors attribute this result to one or more of the following:<br>a. Student's level of writing skills<br>b. Student lack of interest<br>c. Student level of critical thinking skills<br>d. Lack of clarity of assignment | N |

**OUTCOME 4: Communicate 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) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SPCH 1113 | Evaluations of oral informative and persuasive speeches will be conducted in all sections (focus will be on delivery, research, organization, and content). | At least 80% of the students should score at the 70% on both the informative and persuasive speech assignments which are common to all sections of speech communication. | a. All instructors will submit the scores on the informative and persuasive speeches for all students enrolled in the speech communication on-ground course in both the fall and spring semesters. | All enrolled students' (489) informative and persuasive speech scores were counted. | 90% of students scored 70% or higher in their informative speeches, 86% scored 70% or higher in their persuasive speeches. <br><br> **FALL/SPRING SPEECHES** <br> |  | 10-11 | 11-12 | 12-13 | 13-14 | Students continue to exceed the 70% threshold. A variety of reasons were attributed to improvement in student performance: some instructors incorporated more workshop-type writing activities geared towards improving their evidence use, logic processes, and warrants; more use of digital technology provided by the textbook publishers; implementation of activities and lessons to promote more active learning; and changes in lectures and procedures. | Y |
|  |  |  |  |  |  | In form | 85% | 87% | 80% | 90% | | |
|  |  |  |  |  |  | Pers. | 88% | 88% | 78% | 86% | | |
|  |  |  | b. Scores on the informative and persuasive speeches for all students | All 48 enrolled students' informative and | 92% of students scored 70% or higher in their informative speeches, 73% scored 70% or higher in their persuasive speeches. | | | | | | Performance on the informative speech was strong. The persuasive speech fell short of the standard by 2%. This year saw a significant | 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) |
|---|---|---|---|---|---|---|---|
| | | | enrolled in the speech communication on-line courses in fall/spring. | persuasive speech scores were counted. | **SPEECH ONLINE** <br> |  | 11-12 | 12-13 | **13-14** | <br> Inf. | 89% | 43% | **92%** <br> Pers. | 75% | 25% | **73%** | improvement mainly because speeches not attempted were discounted so as to ensure comparable data. | |
| | | | c. All instructors will submit the scores on the informative and persuasive speeches for all students enrolled in the speech communication blended course in both the fall and spring semesters. | All 46 informative and persuasive speech scores were counted. | 93% of students and 91% scored 70% or higher in their informative and persuasive speeches respectively. <br><br> **SPCH BLENDED** <br> |  | 12-13 | **13-14** <br> Inf. | 97% | **93** <br> Pers. | 92% | **91** | Though students fell short of last year's performance, they continue to perform well. <br><br> This is the second time that we are reporting our blended scores separately. | Y |

## 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 (2014-2015). 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. |
|---|---|---|---|
| | Faculty decided to clarify our assessment sampling method. Rather than calculate "all enrolled" students, scoring zeros for students who have stopped attending, we assess only assignments that are attempted. | This clarification will give a more realistic picture of students' actual performance. | No effect on learning is expected, however, the clarification will allow more accurate "apples-to-apples" comparisons and simplify data collection. |

## PART 5

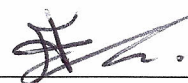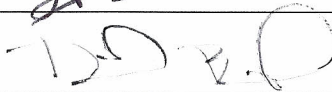### Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(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 |
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| |

## 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 |
|---|---|---|
| Dr. Juliet Evusa, Associate Professor | Data collection and analysis, writing report, assessment leadership. | |
| Dr. David Blakely, Associate Professor | Data collection, report/plan analysis | |
| Mr. Lee Williams, Assistant Professor | Data collection, report/plan analysis. | |
| Dr. Holly Kruse, Associate Professor | Data collection, report/plan analysis | |
| Ms. Cathy Coomer, Assistant Professor | Data collection, report/plan analysis | |
| Dr. Jeffery Gentry, Professor | Data collection and analysis. | |

**B.** Reviewed by:

| Titles | Names | Signatures | Date |
|---|---|---|---|
| Department Head | Dr. Jeffery Gentry | | 9/22/14 |
| Dean | Dr. Frank Elwell | | 9-23-14 |