

Degree Program Student Learning Report

Revised August 2017

Department of English & Humanities

AA in Liberal Arts For 2022-2023 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.	Central to 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. Our strategy is to foster an academic setting of diverse curricula that inherently incorporates an environment of service and collegiality.	The mission of the Department of English and Humanities at Rogers State University is to support students in their pursuit of knowledge and to prepare them for participation in the increasingly globalized culture of the 21st century.	The Associate in Arts in Liberal Arts is designed to provide students with a sound grounding in our cultural heritage in a two-year degree which meets the general education requirements for transfer to a four-year degree.

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 communications, scientific reasoning and critical and creative thinking.	The School of Arts and Sciences offers innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, creativity, empirical and evidenced-based inquiry, experimental investigation and theoretical explanation of natural phenomena, and innovative technology	Foster the skills of critical and creative thinking, writing, communication, and research among our students.	#1. Demonstrate creative and critical thinking.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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 of Arts and Sciences educates 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.	Foster the values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students.	#2. Demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.
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 of Arts and Sciences offers general education courses of high quality and purpose that provide a foundation for lifelong learning.	Serve the University and the community by providing quality general education courses that prepare students for their roles as citizens and cultural participants.	
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The School of Arts and Sciences fosters a community of scholars among the faculty and students of the institution.	Offer innovative programs and quality teaching within the classroom and through distance education.	
To provide university-wide student services, activities and resources that complement academic programs.		Facilitate the formation of groups of citizen-scholars consisting of faculty and students that meet outside the traditional classroom setting.	
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.	The School of Arts and Sciences will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.		

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
Eliminate SLO #3: "Express satisfaction with the degree program."	Y	First, "Express satisfaction with the degree program" is not a Student Learning Outcome (SLO). Second, 2021-22 was the second consecutive year that NO students completed the Graduating Senior Survey, conducted by Mary A. Millikin, Ph.D., Assoc. VP for Academic Affairs, Office for Accountability and Academics. Back to 2018-19 and 2019-20, only one student completed the Survey each year. In brief, even if "express satisfaction . . ." were a SLO, the Survey as an Assessment Measure is unreliable and provides no meaningful data due to the small sample sizes.

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)	Comment
"Part 1. SLO #3 is not a learning outcome. Student satisfaction, in and of itself, is not a knowledge or skill acquired from a learning activity. Satisfaction could be used as an indirect assess measure for other program learning outcomes."	Y	The 2021-22 SLR, Part 5, reported the proposed change to eliminate this SLO. See Part 2 above.
"Part 4. Measures 1A and 1B are directed toward critical thinking and creative thinking skills. On-ground students are required to do an oral/visual presentation. Online students, however, do a paper/project in lieu of this presentation. These do not seem equivalent. Combining student scores from both groups seems problematic. Can online students submit a recorded oral/visual presentation?"	Y	Online students may submit a recorded oral/visual presentation.
"Part 4. The large table summarizing student satisfaction for the last several years is cumbersome. Can these be simplified? The table reports eight years of data. Could these be condensed to five? Also, you might report just the number of students or just the percentage of students in each year. That would greatly reduce the clutter."	Y	The Student Satisfaction table is eliminated with the elimination of SLO #3. The other tables are reduced to only five years of data.

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 #1					
SLO #1:	Demonstrate creative and critical thinking.				
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
1A: Students in Humanities I (HUM 2113) will complete an in-class presentation displaying oral and visual communication skills, as well as creative and critical thinking.	At least 70% of the students who present will score 70% or higher.	Data from all AA-LA students who presented are included. 2022-2023 is now the tenth year (cf. 2013-14 AA-LA SLR, Parts 2 & 4) that sample size and results report AA-LA students separately from all general education students.	2 total AA-LA students, from 9 total sections (only 3 sections had any AA-LA students), analyzed according to: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT <i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B	2 of 2 total AA-LA students (100%) met the performance standard.	Y
1B: Students in Humanities II (HUM 2223) will complete an in-class presentation displaying oral and	At least 70% of the students who present will score 70% or higher.	Data from all AA-LA students who presented are included.	4 total AA-LA students, from 7 total sections (only 4 sections had any AA-LA students), analyzed according to: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT	4 of 4 total AA-LA students (100%) met the performance standard.	Y

A. Student Learning Outcome #1						
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visual communication skills, as well as creative and critical thinking.		2022-2023 is now the tenth year (cf. 2013-14 AA-LA SLR, Parts 2 & 4) that sample size and results report AA-LA students separately from all general education students.	Delivery Mode On-Ground = OG; Online = OL; Blended = B			
			AA-LA Students per Category			
			Summer 2022			
			NA	NA	NA	
			Fall 2022			
			1	PT	B	
			Spring 2023			
			2	FT	OG	
			1	FT	OL	
			H. Conclusions			
NOTE: A "0" reported in Sample Size (Column E.) above indicates at least one AA-LA student enrolled in a section, but no (zero) student(s) completed or submitted the assignment; thus, there is no data (NA) for Results (Column F.). Instructor Statuses and Delivery Modes not reported in Sample Size (Column E.) and Results (Column F.) above indicates no AA-LA students in other sections. Due to perennial small sample sizes, one must review 2022-2023 results in relation to previous years (cf. the two Tables below) to develop any meaningful conclusions.						
AM 1A: Humanities I Presentation year-over-year comparison						
YEAR	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	5-YR
RESULTS	2 of 2	1 of 2	2 of 2	2 of 2	6 of 7	13 of 15
PERCENTAGE	100%	50%	100%	100%	85.71%	86.67%
AM 1A is embedded in HUM 2113 (Humanities I), a General Education course. As the performance standard is essentially a "C" grade, the Humanities faculty expect AA-LA students (as distinguished from all Gen Ed students, as reported in the Gen Ed SLR) to meet or to surpass the performance standard.						
As the AM 1A table shows, 2022-2023 performance results (100%) are consistent with the student success rate of two (2019-2020 & 2020-2021) of the four previous years. This consistent highest success rate suggests that the poor performance rate (50%) of 2021-2022 is an anomaly, exaggerated by the very small						

A.
Student Learning Outcome #1

SLO #1: Demonstrate creative and critical thinking.						
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)	
sample size of only two students, as only one student performing below the standard. Over the past five years, only 2 of 15 (13.34%--but exaggerated due to small sample size) AA-LA students have not met the performance standard. This indicates perennial student (and degree) success.						
AM 1B: Humanities II Presentation year-over-year comparison						
YEAR	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	5-YR
RESULTS	4 of 4	3 of 3	5 of 5	4 of 4	7 of 7	23 of 23
PERCENTAGE	100%	100%	100%	100%	100%	100%
AM 1B is embedded in HUM 2223 (Humanities II), a General Education course. As the performance standard is essentially a “C” grade, the Humanities faculty expect AA-LA students (as distinguished from all Gen Ed students, as reported in the Gen Ed SLR) to meet the performance standard. As the AM 1B table shows, 2022-2023 performance results (100%) continue the five-year trend of highest student success, with 100% performance results! This indicates perennial student (and degree) success.						
NOTE: For SLO #1, the two AMs (each a Presentation) parallel one another across two different courses: AM 1A = Humanities I; AM 1B = Humanities II. Although the two courses are sequential in their numbering/sequence and their historical-chronological content, because they are General Education courses, neither has a prerequisite, and students (whether Gen Ed or AA-LA) may take Humanities II before they take Humanities I. This is noteworthy for two reasons.						
First, because both Humanities I and Humanities II are General Education courses, some AA-LA students might take one or the other or even both courses before these students declare officially for the AA-LA degree. In brief, the sample sizes reported do not necessarily reflect the number of AA-LA students active to graduation. This is perhaps especially so for Humanities I (AM 1A), and this perhaps explains why AA-LA Humanities II (AM 1B) Sample Sizes are usually larger than those of Humanities I, even though overall Gen Ed enrollment in Humanities I is usually larger than for Humanities II. Humanities faculty speculate that some Gen Ed students who succeed in Humanities I might, due to their success, subsequently declare officially for the AA-LA degree and continue onto Humanities II.						
Second, insofar as the same AA-LA students are being assessed as they complete both courses, their Performance Results (<i>i.e.</i> , demonstration of skills and learning) across the two courses remains highly consistently successful, and perhaps even improves from Humanities I (AM 1A) to Humanities II (AM 1B).						
In the final analysis, AA-LA students have been highly successful in meeting or surpassing the Performance Standard for both AMs for the past five years.						

A. Student Learning Outcome #2					
SLO #2:	Demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.				
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
2A: Students in Humanities I (HUM 2113) will submit an essay, in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them. NOTE: Individual instructors may use more specific prompts for "diverse forces."	At least 70% of the students who present will score 70% or higher.	Data from all AA-LA students who submitted are included. 2022-2023 is now the tenth year (cf. 2013-14 AA-LA SLR, Parts 2 & 4) that sample size and results report AA-LA students separately from all general education students.	3 total AA-LA students, from 9 total sections (only 3 sections had any AA-LA students), analyzed according to: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT <i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B	2 of 3 total AA-LA students (66.67%) met the performance standard.	N
			AA-LA Students per Category Summer 2022 0 FT OL NA Fall 2022 0 of 1 FT OL 0% 2 of 2 PT B 100% Spring 2023 NA NA NA NA		
			4 total AA-LA students, from 7 total sections (only 4 sections had any AA-LA students), analyzed according to: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT <i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B	4 of 4 total AA-LA students (100%) met the performance standard.	
			AA-LA Students per Category Summer 2022 NA NA NA NA Fall 2022 1 PT B		
2B: Students in Humanities II (HUM 2223) will submit an essay, in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them. NOTE: Individual	At least 70% of the students who present will score 70% or higher.	Data from all AA-LA students who submitted are included. 2022-2023 is now the tenth year (cf. 2013-14 AA-LA SLR, Parts 2 & 4) that sample and results report AA-LA students separately from all	3 total AA-LA students, from 9 total sections (only 3 sections had any AA-LA students), analyzed according to: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT <i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B	2 of 3 total AA-LA students (66.67%) met the performance standard.	Y
			AA-LA Students per Category Summer 2022 0 FT OL NA Fall 2022 0 of 1 FT OL 0% 2 of 2 PT B 100% Spring 2023 NA NA NA NA		
			4 total AA-LA students, from 7 total sections (only 4 sections had any AA-LA students), analyzed according to: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT <i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B	4 of 4 total AA-LA students (100%) met the performance standard.	
			AA-LA Students per Category Summer 2022 NA NA NA NA Fall 2022 1 PT B		

A. Student Learning Outcome #1						
SLO #1:	Demonstrate creative and critical thinking.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)	
instructors may use more specific prompts for "diverse forces."		general education students.	Spring 2023			
			2	FT	OG	100%
			1	FT	OL	100%
H. Conclusions						
NOTE: A "0" reported in Sample Size (Column E.) above indicates at least one AA-LA student enrolled in a section, but no (zero) student(s) completed or submitted the assignment; thus, there is no data (NA) for Results (Column F.). Instructor Statuses and Delivery Modes not reported in Sample Size (Column E.) and Results (Column F.) above indicates no AA-LA students in other sections. Due to perennial small sample sizes, one must review 2022-2023 results in relation to previous years (cf. the two Tables below) to develop any meaningful conclusions.						
AM 2A: Humanities I Essay year-over-year comparison						
YEAR	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	5-YR
RESULTS	2 of 3	0 of 2	2 of 2	ND	3 of 6	7 of 13
PERCENTAGE	66.67%	0%	100%	ND	50%	53.85%
As the AM 2A table shows, 2022-2023 Performance Results (66.67%) are significantly higher than 2021-2022 Performance Results (0%), but they still do not meet the Performance Standard. Nevertheless, only 1 student did not meet or surpass the Performance Standard, and the small sample size--as well as those in the preceding four years--skew the percentages and produce exaggerated lower Results percentage differences in relation to the 70% Performance Standard. Thus, while the 2022-2023 Performance Results are deficient, the small sample size remains problematic for drawing a meaningful conclusion about student deficiency.						
AM 2B: Humanities II Essay year-over-year comparison						
YEAR	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	5-YR
RESULTS	4 of 4	2 of 3	3 of 5	3 of 4	5 of 6	17 of 22
PERCENTAGE	100%	66.67%	60%	75%	83.34%	77.27%
As the AM 2B table shows, 2022-2023 Performance Results (100%) improved significantly over each of the previous three years, and they are the highest Results in five years of data. Humanities faculty hope that 2022-23 Results indicate the beginning of a new trend of success in student performance. At the same time,						

A.
Student Learning Outcome #1

SLO #1:	B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
SLO #1:	Demonstrate creative and critical thinking.					
						Humanities faculty recognize that perennial small sample sizes exaggerate negatively the deficiency of only 1 or 2 students in previous years. In raw numbers, as the table shows, only 1 student did not meet the Performance Standard in each of 2021-22, 2019-2020, and 2018-2019.
						NOTE: For SLO #2, the two AMs (each an Essay) parallel one another across two different courses: AM 2A = Humanities I; AM 2B = Humanities II. Although the two courses are sequential in their numbering/sequence and their historical-chronological content, because they are General Education courses, neither has a prerequisite, and students (whether Gen Ed or AA-LA) may take Humanities II before they take Humanities I. This is noteworthy for three reasons.
						First, because both Humanities I and Humanities II are General Education courses, some AA-LA students might take one or the other or even both courses before these students declare officially for the AA-LA degree. In brief, the sample sizes reported do not necessarily reflect the number of AA-LA students active to graduation. This is perhaps especially so for Humanities I (AMs 1A & 2A), and this perhaps explains why Humanities II (AMs 1B & 2B) Sample Sizes are usually larger than those of Humanities I. Humanities faculty speculate that some Gen Ed students who succeed in Humanities I might, due to their success, subsequently declare officially for the AA-LA degree and proceed to Humanities II.
						Second, as the tables show, AM 2B 5-YR Results are ~25% higher than AM 2A 5-YR Results. Insofar as the same AA-LA students are being assessed as they complete Humanities I (AM 2A) and then Humanities II (AM 2B), AM 2B 5-YR Performance Results perhaps suggest improved student learning from Humanities I to Humanities II on the same, parallel assignment.
						Third, both SLO #2 AMs assess specifically writing skills, whereas both SLO #1 AMs assess oral and visual communication skills. As the tables show, for SLO #1, AM 1A 5-YR Results = 86.67%, while AM 1B 5-YR Results = 100%. By contrast, for SLO #2, AM 2A 5-YR Results = 53.85%, while AM 2B 5-YR Results = 77.27%. At first glance, then, AA-LA students appear to demonstrate substantially stronger oral and visual communication skills (AMs 1A & 1B) than writing skills (AMs 2A & 2B). Upon reflection, however, Humanities faculty observe anecdotally that while ALL students need to improve their writing skills, neither Humanities I nor Humanities II are writing instruction courses. The question is, then, are students' oral and visual communication skills (AMs 1A & 1B) just naturally stronger, or are faculty expectations for writing skills (AMs 2A & 2B) specifically higher and, thus, their grade evaluations are lower? The latter conclusion seems more likely, and not just because two of the FT Humanities I/II instructors also teach Composition I/II. In the end, if AM 2B Performance Results hold, at least students do seem to improve their writing skills from Humanities I to Humanities II.
						In the final analysis, these conclusions remain speculative, as the combination of (1) too small overall sample sizes and (2) the inability to track specific, identical students makes <u>direct analysis</u> and more meaningful conclusions problematic between AM 2A and AM 2B and likely impossible between AMs 1A & 1B vis-à-vis AMs 2A & 2B in trying to explain the differences of students' Performance Results.

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
None at this time.	SLO #1 & SLO #2	SLO #1 perennially at or near 100%. SLO #2 would need in-class writing instruction.

PART 6

Summary of Assessment Measures

- A. How many different assessment measures were used? = 4
 B. List the direct measures (see appendix) = [1] Humanities I (HUM 2113) Presentation; [2] Humanities II (HUM 2223) Presentation; [3] Humanities I (HUM 2113) "Diverse Forces" Essay; [4] Humanities II (HUM 2223) "Diverse Forces" Essay

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
Matthew Oberrieder	University Assessment Committee member and Department Assessment Coordinator. Contributed individual data for HUM 2113. Collected, calculated, analyzed, reported, and evaluated all data for both HUM 2113 and HUM 2223. Prepared Student Learning Report and approved final draft.	
Renée Cox	Contributed data for HUM 2113 & HUM 2223. Reviewed and approved final draft.	
Scott Reed	Contributed data for HUM 2113 & HUM 2223. Reviewed and approved final draft.	

- B. Reviewed by:

Titles	Name	Signature	Date
Department Head	James Ford		5/31/23
Dean	Keith W Martin		5/31/23