

Degree Program Student Learning Report

Revised November 2019

Department of Psychology and Sociology

AA in Elementary Education

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.	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.	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 mission of the Associate in Arts in Elementary Education is designed to prepare students for admission into an accredited teacher certificate program in the state of Oklahoma.

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	The School will offer innovative degrees, which focus upon developing skills in oral and written communication, critical thinking,	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional	SLO #2: Demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
excellence in oral and written communications, scientific reasoning and critical and creative 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 School 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.	
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 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.	SLO #1: Demonstrate proficiency in the intellectual skills needed to advance to a higher degree in elementary education.
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 provide university-wide student services, activities and resources that complement academic programs.	The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.		
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.	The School will foster a community of scholars among the faculty and students of the institution.		
To promote and encourage student, faculty, staff and community interaction in a positive academic		Offer and promote student and community interaction to create opportunities for cultural,	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.		intellectual, and personal enrichment.	

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
<p>The Oklahoma General Education Test (OGET) composite score has been used over the last decade to measure overall student competency in Reading, Communication Skills, Mathematics, Computation, Liberal Studies, and Writing. However this measure is no longer being used as it is no longer required for most pre-service students. It will be replaced with the Child Psychology Observation Paper, an artifact that shows the student's understanding of Oklahoma Commission for Teacher Preparation (OCTP) Competency 2, which states that "the teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary."</p> <p>The artifact is included in a portfolio used for future assessment, a requirement of licensure. It is expected that each educator preparation participant is required to undergo a review every 7 years which documents the candidate's accomplishments, learning, and strengths related to Oklahoma's 15 Professional Competencies for Licensure and Certification. Candidate portfolios provide an opportunity for teacher candidates to critically evaluate what teachers need to know to be</p>	Yes. OGET measurement is being used in rare situations.	In place of the OGET composite score, the grade for the Child Psychology Observation Paper will be used.

successful and to consider different types of learners and school environments. The activities and field experiences which are described and reflected on in a candidate's portfolio demonstrate the knowledge, skills, and dispositions teacher candidates acquire during their educator preparation program. For purposes related to institutional accreditation, the portfolio presents evidence that the institution is providing initial, on-going, and focused opportunities leading to student achievement of competencies, state and national standards, and outcomes. Representative portfolios, portfolio handbooks, policies, and rubrics are assessed by OCTP's accreditation team during each regularly scheduled Board of Examiners visit.		
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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
No recommendations were provided by the UAC.		

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 proficiency in the intellectual skills needed to advance to a higher degree in elementary education.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
The transcript of RSU students graduating from the AA in Elementary Education program at RSU will be examined, and their retention/graduate GPA will be evaluated.	80% of Graduates will achieve a GPA ≥ 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 AA-Elementary Education program during the stated assessment period.	N= 25 Twenty-five students graduated with an AA in EE during the assessment period (Fall 2022, Spring 2023).	Of the 25 students graduating with a degree in AA/EE during the assessment period, 25 graduated with an overall GPA ≥ 2.5 . Thus, 100% of graduates maintained an overall GPA of 2.5 or higher.	Yes, exceeded performance standards.
H. Conclusions					
The minimum GPA requirement to attend an Oklahoma Bachelor's program in Education is 2.5. Students enrolled in the Associate in Arts in Elementary Education program are provided the necessary resources and support to be successful in their coursework. Over the past seven years, students graduating with an Associate in Arts in Elementary Education have exceeded this performance standard.					

A. Student Learning Outcome					
SLO #2: Demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
The Child Psychology Observation Paper grade of RSU students enroll will be examined and evaluated.	80% of AA-EE students will earn a 70 percent or better on the assessment. (Rubric provided in Appendix B.)	The assessment scores include all students enrolled in PSY 3043: Child Psychology courses during the fall 2022 and spring 2023 semesters.	Of the 150 Child Psychology students, 127 (84.7%) earned a 70 percent or higher on the Observation Paper during the Fall 2022 and Spring 2023 semesters.	Approximately eighty-three percent of students who took an online section and approximately eighty-eight percent of students who took an on-ground section of the Child Psychology received a grade of 70 percent or better on the observation paper. (Table of Grades in Appendix C.)	Yes.
H. Conclusions					
Those students exceeded the performance standard for the Observation Paper. For Elementary Education majors the artifact can be included in a portfolio used for future assessment, a licensure requirement.					

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
No proposed changes.		

PART 6
Summary of Assessment Measures



- A. How many different assessment measures were used? 2 (GPA & Child Psychology Observation Paper Grade)
- B. List the direct measures (see appendix): Grade Point Average & Child Psychology Observation Paper Grade
- C. List the indirect measures (see appendix): n/a

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
Christi Mackey, Assistant Professor	Compiled data and wrote report	

- B. Reviewed by:

Titles	Name	Signature	Date
Department Head	BRIAN ANDREWS		5/24/23
Dean	Keith Martin		5/29/23

Appendix A

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:

Apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.

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?

Appendix B

CHILD OBSERVATION PAPER RUBRIC				
CRITERIA	Advanced 100%	Proficient 85%	Developing 75%	Below 65%
Description of Participant, Activities, and Rationale 10 points	The student provided a thorough description of the participant (age, sex) in detail, the games/tasks that were taught, and an explanation of why those were developmentally appropriate.	The student provided a good but not thorough description of the participant (age, sex) in detail, the games/tasks that were taught, and an explanation of why those were developmentally appropriate.	The student attempted to provide some of the details requested but left out other details pertinent to the assignment.	The student left out many details or did not present the information requested.
Piagetian Analysis 15 points	Student demonstrated a thorough understanding of Piagetian concepts related to cognitive development related to the learning episodes with the participant.	Student demonstrated a moderate understanding of Piagetian concepts related to cognitive development related to the learning episodes with the participant.	Student demonstrated a beginning, but inadequate understanding of Piagetian concepts related to cognitive development related to the learning episodes with the participant.	Student did not demonstrate an understanding of Piagetian concepts related to cognitive development related to the learning episodes with the participant.
Vygotskian Analysis 15 points	Student demonstrated a thorough understanding of Vygotskian concepts related to cognitive development related to the learning episodes with the participant.	Student demonstrated a moderate understanding of Vygotskian concepts related to cognitive development related to the learning episodes with the participant.	Student demonstrated a beginning, but inadequate understanding of Vygotskian concepts related to cognitive development related to the learning episodes with the participant.	Student did not demonstrate an understanding of Vygotskian concepts related to cognitive development related to the learning episodes with the participant.
Kohlberg Analysis 15 points	Student demonstrated a thorough understanding of Kohlberg concepts related to cognitive development related to	Student demonstrated a moderate understanding of Kohlberg concepts related to cognitive development related to	Student demonstrated a beginning, but inadequate understanding of Kohlberg concepts related to cognitive	Student did not demonstrate an understanding of Kohlberg concepts related to cognitive development related

	the learning episodes with the participant.	the learning episodes with the participant.	development related to the learning episodes with the participant.	to the learning episodes with the participant.
Erikson Analysis 15 points	Student demonstrated a thorough understanding of Erikson concepts related to cognitive development related to the learning episodes with the participant.	Student demonstrated a moderate understanding of Erikson concepts related to cognitive development related to the learning episodes with the participant.	Student demonstrated a beginning, but inadequate understanding of Erikson concepts related to cognitive development related to the learning episodes with the participant.	Student did not demonstrate an understanding of Erikson concepts related to cognitive development related to the learning episodes with the participant.
Physical Analysis 15 points	The student demonstrates an extensive understanding of physical development by discussing at least one of the following: child's large and small motor skills, coordination, behavior changes, puberty (if appropriate), sensory (if appropriate).	The student demonstrates an understanding of physical development by discussing at least one of the following: child's large and small motor skills, coordination, behavior changes, puberty (if appropriate), sensory (if appropriate).	The student demonstrates a beginning understanding of physical development but barely mentions it or gives little evidence.	The student does not discuss physical development.
Reflection 15 points	The student provides a thorough and critical reflection about children/teens from this project, what they might do the same or differently next time, and what they learned from the project.	The student provides a good reflection about children/teens from this project, what they might do the same or differently next time, and what they learned from the project.	The student provided an incomplete reflection about children/teens from this project, what they might do the same or differently next time, and what they learned from the project.	The student did not provide a reflection.

Appendix C

	A	B	C	D	F	Total
Online N	67	16	2	0	17	102
Online %	65.69%	15.69%	1.96%	0%	16.67%	100%*
On Ground N	40	2	0	2	4	48
Online %	83.33%	4.17%	0%	4.17%	8.33%	100%
Total	107	18	2	2	21	150
Total %	71.33%	12%	1.33%	1.33%	14%	100%*

* Rounding error