

DEGREE PROGRAM STUDENT LEARNING REPORT

(Rev. August 2013)

ROGERS STATE UNIVERSITY
Department of English and Humanities
For Academic Year 2012-13

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 (or Major) Learning Outcomes to Departmental and University Missions

Name of Degree, including Level and Major: Associate of Arts in Liberal Arts

- 1) **A.** Insert and clearly state the school, department and degree program missions in the spaces below.

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 English and Humanities is to support students in their pursuit of knowledge and to prepare them for participation in the increasingly global culture of the 21 st century.	A study of the Liberal Arts provides a strong, broad-based education in liberal arts, emphasizing concepts, experiences, and creations of people from pre-history to the present. 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.** Insert and clearly state school purposes, department purposes and degree program student learning outcomes in the spaces below, making sure to align the degree program 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.	The Department will foster the skills of critical and creative thinking, writing, communication, and research among our students.	Students will demonstrate written, oral, and visual communication skills, as well as the ability to think creatively and critically.
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.	The Department will foster the values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students.	Students will 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 program sand 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.	The Department will serve the University and the community by providing quality general education courses that prepare students for their roles as citizens and cultural participants.	Students will demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.
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.	The Department will offer innovative programs and quality teaching within the classroom and through distance education.	Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the degree program.
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			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
governance of the institution.			

Discussion of Instructional Changes Resulting from 2011-12 Degree Program Student Learning Report

- 2) 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
Outcomes 1 and 2: Inclusion of a grading rubric for all assessment measures.	In progress.	See below.
Focusing on AALA majors in particular.	In progress.	See below.
Continued emphasis on online and adjunct participation in the assessment process.	Y	See below.
Track non-submittals and overall success rate; investigate reasons for high non-submittal	Y	See below.
Development of new assessment measures for Humanities I and II.	Y	Changes in Humanities personnel as well as frustration with existing assessment measures led to the development of new assessment measures as well as the revision of some existing measures. This should enable increased participation in the assessment process by all faculty, clearer assessment data on student learning in the Humanities, and a closer alignment between learning objectives and assessment measures.

- 3) 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	Suggestions	Changes that Were or Will Be Implemented, or
---	-------------	--

University Assessment Committee	Implemented (Y/N)	Rationale for Changes that Were Not Implemented
Implement rubric.	In progress.	Rubric still under development. Changes in assessment measures have made implementation of a standard rubric problematic. Humanities faculty currently reviewing this item.
"Please review survey and determine if it is the best measure to assess student satisfaction with program learning."	Y	This evaluation did take place. While it is an indirect measure, it does provide some useful information on the AALA degree and students' experience with that degree. The department has decided to continue to use the School survey rather than developing a separate one.
"Please review strategy for collecting data from adjunct faculty, to increase participation."	In progress.	The department constantly reviews its strategies for collecting data from adjunct faculty. We continue to insist whenever possible on participation in assessment as a condition for future teaching, to hold meetings for adjuncts about assessment and other procedures at the beginning of the semester, and to include adjuncts as appropriate in the assessment process.
"Please review your strategy to increase student participation in course requirements."	Y	Each individual instructor is responsible for student participation in course requirements.
"Review sampling strategy for majors and non-majors, and online and on-ground students."	In progress.	It is difficult to isolate AALA students for assessment purposes. Many students are not AALA majors until they apply for the degree (after taking the courses in which these measures take place). Many complete one or more courses at other institutions. We simply do not have the resources (or the staffing) to track this at this time.
"Include on-ground and online samples, and evaluate sample by major."	Y	We have done so whenever possible. We do not have separate information for AALA majors on several of these measures, in part because of the reasons listed above.
"Focus on student learning and how it differs by sampling categories. Focus on the relationship of student learning outcome and results, and the conclusions which directly address the learning achieved and not achieved by students. If other learning outcomes and learning categories are important include them in the student learning outcome and explain how they will be assessed."	In progress.	The AALA is a degree "designed to provide the student with the first two years of general education requirements for transfer to a four-year program." The department is reviewing ways to better assess that mission.
"Hopefully, these changes will lead you to focus more on student performance, student learning, and	In progress.	One can only hope.

outcomes, rather than the mechanics of assessment.”		
---	--	--

Analysis of Evidence of Student Learning Outcomes

- 4) 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 any 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)
1) Students will demonstrate written, oral, and visual communication skills, as well as the ability to think creatively and critically.	1a) Students in Humanities II (HUM 2223) are required to write an essay based on their experiences of visual and performance art.	At least 70% of students will score a “C” or better.	Data from all students who submitted the essay are included in the sample. (8 on-ground sections; 4 online sections)	210 total students 150 on-ground 60 online	191 total students (91%) met the performance standard. 132 on-ground students (88%) met the performance standard. 59 online students (98%) met the performance standard.	New assessment measure (promised in 2011-12 report) to replace 2011-12 measure of 10 weekly assignments and provide a common assignment to promote a consistent measure of results; 10 weekly assignments involved too much variability among the various instructors (and confused data collection). Students were highly successful on this assignment, both on-ground and online.	Y
	1b) Students in Humanities I (HUM 2113) will complete an in-class presentation , displaying oral & visual communication	At least 70% of the students who present will score 70% or higher.	Data from all students who presented are included in the sample. (10 on-ground sections; 4 online sections)	286 total students 222 on-ground 64 online	263 total students (92%) met the performance standard. 201 on-ground students (91%) met the performance standard. 62 online students	New assessment measure (promised in 2011-12 report) to replace 2011-12 measure of 10 weekly assignments and provide a common assignment to promote a consistent measure of results; 10 weekly assignments involved too much	Y

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 and critical & creative thinking. (Online students will submit a paper or project in lieu of the presentation.)				(97%) met the performance standard.	variability among the various instructors (and confused data collection). Students were highly successful on this assignment, both on-ground and online.	
2) Students will demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.	2a) Students in Humanities I (HUM 2113) will submit an essay evidencing their understanding of the diverse forces that shape the humanities.	At least 70% of the students who submit the essay will score 70% or higher.	Data from all students who submitted the essay are included in the sample. (10 on-ground sections; 4 online sections)	281 total students 220 on-ground 61 online	249 total students (89%) met the performance standard. 192 on-ground students (87%) met the performance standard. 57 online students (93%) met the performance standard.	Students were very successful on this assignment, both on-ground and online. 2012-13 results are nearly identical to 2011-12 results (90.5% total, 89% on-ground, & 93% online), though in 2011-12, three sections did not report data, so outright comparison is limited. Also, this measure has been revised since last year's report. Nevertheless, this assignment seems to work well. Individual instructors may use more specific prompts for the "diverse forces."	Y
	2b) Students in Humanities II (HUM 2223) will submit an	At least 70% of the students who submit the essay will	Data from all students who submitted the essay are	207 total students 145 on-	158 total students (76%) met the performance standard.	For 2011-12, only 5 of 7 on-ground sections and 0 of 3 online sections reported data (due to non-reporting from adjuncts);	Y

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)
	essay evidencing their understanding of the diverse forces that shape the humanities.	score 70% or higher.	included in the sample. (8 on-ground sections; 4 online sections)	ground 62 online	121 on-ground students (83%) met the performance standard. 37 online students (60%) met the performance standard.	this makes year to year comparison impossible. No 2011-12 online results to compare, but 2012-13 on-ground students performed much better (23%) than online students. Also, this measure has been revised since last year's report. Individual instructors may use more specific prompts for the "diverse forces."	
3) Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the degree program.	Students graduating with an Associate in Arts in Liberal Arts will complete the School of Liberal Arts Graduating Student Survey as a part of their graduation application process.	80% of students graduating with an AALA degree will express overall satisfaction with the educational experience afforded by the degree.	Students must complete an SLA Graduating Student Survey at the time they apply for graduation. Applications for graduation are not considered complete and will not be forwarded unless the completed survey is attached to the application. All students in	9	9 of 9 students (100%) expressed satisfaction with the education experience afforded by the degree. 6 students (67%) expressed that they were "very satisfied" with their overall RSU experience; the other 3 (33%) were "somewhat satisfied." The survey also asks "Your overall experience in your major." 7 (78%) students indicated that they were "very satisfied" and 2 (22%) were "somewhat satisfied."	Results are positive. In general, students are satisfied with the educational experience afforded by their degree. No complaints or suggestions were made about the AALA.	Y

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)
			the sample are program majors.		In no category did an AALA student express dissatisfaction with the degree or with the school.		

- 5) 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.
		It is fair to say that assessment for the humanities courses is in transition, and additional changes may be forthcoming that are not detailed here. The items listed above (both as planned changes pending implementation and in response to the extensive feedback from the peer review session) represent a thorough reevaluation of the AALA degree and its assessment process.	

- 6) (OPTIONAL) If your department or an individual faculty member has developed a teaching technique they believe improves student learning or student engagement in the classroom, please share it below. Examples can be seen at <http://www.rsu.edu/committees/assessment/docs/FacultyInsights.pdf> . Please briefly describe the instructional practice. More detail can be communicated during the face to face peer review session. The Peer Review Report does not rate this part, but it does note whether or not any contribution has been made.

Description

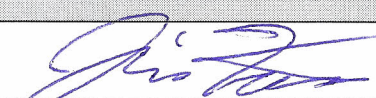

7) Assessment Measures:

- A. How many different assessment measures were used? 5
- B. List the direct measures (see rubric): Humanities II Art Experience Essay, Humanities I Presentation, Humanities I Diverse Forces Essay, Humanities II Diverse Forces Essay*
- C. List the indirect measures (see rubric): Student satisfaction survey

**Note that all essays and presentations are direct to the extent to which the developed grading rubric was implemented. Otherwise they remain indirect. With full implementation of rubric in 2013-14, these four measures will be fully direct.*

Documentation of Faculty Assessment

- 8) A. How many full-time faculty (regardless of department affiliation) teach in the program? 17
- B. 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
James Ford	Assessment coordinator; edited, reviewed and approved final draft	
Frank Grabowski	Department head; reviewed and approved final draft	

Sara Beam	Reviewed and approved final draft	<i>Sara Beam</i>
Holly Clay-Buck	Reviewed and approved final draft	<i>Holly Clay-Buck</i>
Renée Cox	Reviewed and approved final draft	<i>Renée Cox</i>
Emily Dial-Driver	Reviewed and approved final draft	<i>Emily Dial-Driver</i>
Sally Emmons	Reviewed and approved final draft	<i>Sally Emmons</i>
Laura Gray	Assessment committee member; reviewed and approved final draft	<i>Laura Gray</i>
Gioia Kerlin	Assessment committee member; reviewed and approved final draft	<i>Gioia Kerlin</i>
Diana Lurz	Reviewed and approved final draft	<i>Diana Lurz</i>
Mary Mackie	Reviewed and approved final draft	<i>Mary Mackie</i>
Frances Morris	Assessment committee member; contributed and evaluated data for satisfaction survey; reviewed and approved final draft	<i>Frances E. Morris</i>
Dorothy Muldrow	Reviewed and approved final draft	<i>Dorothy Muldrow</i>
Matt Oberrieder	Assessment committee member; contributed and evaluated data for HUM 2113 and HUM 2223; reviewed and approved final draft	<i>Matt Oberrieder</i>
Scott Reed	Reviewed and approved final draft	<i>Scott Reed</i>
Cecilia Townsend	Reviewed and approved final draft	
Brenda Tuberville	Reviewed and approved final draft	

9) Reviewed by:

Titles	Names	Signatures	Date
Department Head	<i>FRANCIS A. GRABOWSKI</i>	<i>Francis A. Grabowski III</i>	<i>10/15/13</i>
Dean	<i>FRANK W. ELWELL</i>	<i>Frank W. Elwell</i>	<i>11-4-13</i>