

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

Fall 2014 – Spring 2015

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

# A.A. in Elementary Education

Effectively assessing a degree program should address a number of factors:

- 1) Valid student learning outcomes should be clearly articulated;
- 2) Valid assessment measures should be used, consistent with the standards of professional practice;
- 3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

### PART 1 (A & B)

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

A. Clearly state the school, department and degree program missions.

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	The mission of the School of Liberal Arts is to further the study and practice of the arts, humanities, and social sciences at Rogers State University, in the community, and in the region.	The mission of the Department of Psychology, Sociology, & Criminal Justice is to assist students in developing knowledge and understanding of social and legal issues and to operate effectively in today's legal, social and culturally diverse community.	The Elementary Education program is intended to prepare students for a career in teaching kindergarten and all elementary school grade levels. The program is designed to provide the student with the first two years of general requirements to transfer to a four-year program.

- B. Clearly state school purposes, department purposes and degree program student learning outcomes. Align student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The School will offer innovative degrees which focus upon developing skills in oral and written communication, critical thinking and creativity.	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional students quality associate and baccalaureate degrees.	Students will attain an overall GPA of 2.5 and a C or better in all 4x12 course work.
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The School will educate liberal arts majors to think critically, creatively, and independently and have the skills to work in all types of situations and communicate with all types of people.	Serve the University and the community through the provision of quality general education courses which promote critical thinking, creatively, and self-reliance as well as skills to work in all types of situations and communicate with all types of people.	Students successfully complete the six components of the Oklahoma General Education Test or OGET in Reading, Communication Skills, Mathematics, Computation, Liberal Studies, and Writing.  - Please note that a recommendation for change to this SLO is noted below.
To provide a general liberal arts education that supports specialized academic program that prepares students for lifelong learning and service in a diverse society.	The school will offer general courses of high quality and purpose that prove a foundation of life-long learning	Foster values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students.	
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The school will foster a community of scholars among the faculty and students of the institution.	Promote a community of scholars among faculty and students through research and scholarly experiences.	To ensure that a majority (80%) of students completing their degree will indicate satisfaction with their education, indicating they felt prepared to enter a bachelors program in Education.
To provide university-wide student services, activities and resources that complement academic programs.			
To support and strengthen student, faculty			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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 2

### Discussion of Instructional Changes Resulting from 2013-2014 Degree Program Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
Addition of students who have graduated with A.A. E.E. that have been accepted into Bachelor's Degree Programs	N	No changes were planned or implemented. The suggestion of providing an additional student survey to determine if they had been accepted into a Bachelor's degree program was considered but determined that it may be difficult to obtain a high return rate from graduating students.

## PART 3

### Discussion About the University Assessment Committee's 2013-2014 Peer Review Report

The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state “No changes were recommended.”

Feedback and Recommended Changes from the University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented
Part 5: This is not written as a student learning outcome (SLO). Addition of these students <i>to what</i> and <i>in what way</i> ?	N	This was not added as an assessment measurement for the 2014-2015 SLR.
In Part 7 (p. 9), eight assessment measures are reported as having been used. Other than (1) GPA, (2) OGET pass percentage, and (3) satisfaction survey results, what are the others? You can only count the OGET sub-scores if you report them.	N	The composite score of the OGET should be the primary means of determining “successful completion” of the exam. It has been requested that OGET sub-scores are not used in future assessments.

#### PART 4

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

For all student learning outcomes (as listed in Part 1 B above), describe the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw relevant conclusions related to strengths and weaknesses of their performance.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
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A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
1. Students will attain an overall GPA of 2.5 and a C or better in all 4x12 course work.	The transcript of RSU students graduating from the Elementary Education program at RSU during the assessment period will be examined, and their retention/graduate GPA will be evaluated.	80% of Graduates will achieve a GPA $\geq 2.5$ ; the minimum GPA required for entrance into many bachelor level education programs in Oklahoma. This is a statewide standard for admission to a bachelor degree in Education.	All students graduating from RSU's AA-Elementary Education program during the stated assessment period.	N=17  17 students graduated with an AA in EE during the Assessment period	Of the 17 students graduating with a degree in AA/EE during the assessment period, <b>16</b> graduated with an overall GPA $\geq 2.5$ . Thus, <b>94%</b> of graduates maintained an overall GPA of 2.5 or higher. All students achieved a C or better in all 4 X 12 course work.	The majority of students demonstrated learning success by maintaining the cumulative course grades as well as the C average or better in all 4 X 12 courses required to enter bachelor education programs in Oklahoma.	Yes. Exceeded.
	The Oklahoma	80% of AA-		N=10; Ten	All ten of the students that took the OGET during the		Yes. Exceeded.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
2. Students successfully complete the six components of the Oklahoma General Education Test or OGET in Reading, Communication Skills, Mathematics, Computation, Liberal Studies, and Writing.	General Education Test (OGET) sub scores will be used to measure student competency in: Reading, Communication Skills, Mathematics, Computation, Liberal Studies, and Writing.	EE students will receive a composite score $\geq 240$ , the state mandated threshold based on data from May 2008-July 2014.	Test Scores for All AA-Elementary Education graduates that took the OGET.	of the 17 AA- EE graduates took the OGET during the assessment period.	<p>2014-2015 academic year passed of the OGET with a composite score <math>&gt;240</math>. That equates to <b>100%</b> pass rate for all students who took the OGET.</p> <p>Four of the 10 students who took the OGET received subarea scores that were <math>\leq 240</math>. However, this does not reflect a “failing” score. According to the Certification Examinations for Oklahoma Educators website, “You do not “pass” individual subareas or, if applicable, constructed-response assignments. Passing status is based on the total number of questions you answered correctly on the entire test, including, if applicable, the quality of your response(s) to the constructed-response assignment(s).”</p> <p><a href="http://www.ceoe.nesinc.com/CE16_scorereport_opener.asp">http://www.ceoe.nesinc.com/CE16_scorereport_opener.asp</a></p>	The program appears to be meeting or exceeding state mandated standards in the six subject areas. Since these areas basically encompass the General Education program of the university, a certain amount of pride can be taken on the part of the entire university community.	

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)								
Skills, Mathematics, Computation, Liberal Studies, and Writing.	All AA-EE graduates are required to complete a survey as part of the graduation process. Satisfaction is measured with a Likert scale. The score is used as a measure of the students' overall	80% of students graduating with an AA in EE degree will express that they were, at minimum, "satisfied" with their educational experience at RSU.	All students applying for graduation with an AA in EE are asked to complete the survey as part of their graduation requirements.	N=17 (number that submitted surveys)	<p><b>Question: How satisfied are you with your overall RSU experience?</b></p> <table><tr><th>Very y Satisfied</th><th>Somewhat Satisfied</th><th>Somewhat Dissatisfied</th><th>Very Dissatisfied</th></tr><tr><td>14 (82%)</td><td>3 (18%)</td><td>0</td><td>0</td></tr></table>	Very y Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	14 (82%)	3 (18%)	0	0	Students appear to be satisfied with the AA EE program. As this is mainly a general education program, the university as a whole can take considerable pride in this result.	Yes. Exceeded.
Very y Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied												
14 (82%)	3 (18%)	0	0												

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)
3. To ensure that a majority (80%) of students completing their degree will indicate satisfaction with their education, indicating they felt prepared to enter a bachelors program in Education.	satisfaction with the AA-EE Program.						

## PART 5

### Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
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Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
Students successfully complete the six components of the Oklahoma General Education Test or OGET in Reading, Communication Skills, Mathematics, Computation, Liberal Studies, and Writing	<p>The Certification Examinations for Oklahoma Educators website states that “scaled subarea scores are presented on the same scale (100 to 300) as the scaled total test score. A subarea scaled score at or above 240 indicates satisfactory performance. A scaled score less than 240 may indicate weaknesses in your understanding and application of the knowledge and skills contained in the subarea.” Therefore, considering the composite score for defining successful completion of this exam should become the standard in future assessment of this program.</p> <p><a href="http://www.ceoe.nesinc.com/CE16_scorereport_opener.asp">http://www.ceoe.nesinc.com/CE16_scorereport_opener.asp</a></p>	According to the Certification Examinations for Oklahoma Educators website, “You do not “pass” individual subareas or, if applicable, constructed-response assignments. Passing status is based on the total number of questions you answered correctly on the entire test, including, if applicable, the quality of your response(s) to the constructed-response assignment(s).”	

## PART 6

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

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description

## PART 7 (A & B)

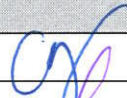
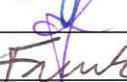
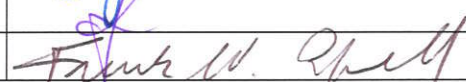
### Assessment Measures and Faculty Participation

#### A. Assessment Measures:



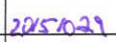
- 1) How many different assessment measures were used? 3
  - The Oklahoma General Education Test (OGET) has an overall score and comprised of six different subareas. These subareas include: the six components of the Oklahoma General Education Test or OGET in Reading, Communication Skills, Mathematics, Computation, Liberal Studies, and Writing.
  - Retention/Graduation grade point average (GPA)
  - Satisfaction Scores from the Graduating Student Survey
- 2) List the direct measures (see rubric): OGET composite score
- 3) List the indirect measures (see rubric): Retention/Graduation grade point average (GPA), and the Satisfaction Scores from the Graduating Student Survey

**B.**

- 1) Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Christi Mackey	Collect data, analyze data, prepare report	
Dr. Abe Marrero	Review report	
Dr. Frank Ellwell	Review report	

- 2) Reviewed by:

Titles	Names	Signatures	Date
Department Head			
Dean	