

# Degree Program Student Learning Report

Revised June 2017

## Department of Psychology and Sociology

### **AA in Elementary Education**

For 2017-2018 Academic Year

#### **PART 1**

##### **Degree Program Mission and Student Learning Outcomes**

**A.** State the school, department and degree program missions.

<b>University Mission</b>	<b>School Mission</b>	<b>Department Mission</b>	<b>Degree Program Mission</b>
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 each of the program student learning outcomes with the institutional purposes and commitments.

<b>University Commitments</b>	<b>School Purposes</b>	<b>Department Purposes</b>	<b>Student Learning Outcomes</b>
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written	The School will offer innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, creativity, empirical and evidence-based inquiry, experimental	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional students duality associate and baccalaureate degrees.	SLO #2-7: Students will demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.

<b>University Commitments</b>	<b>School Purposes</b>	<b>Department Purposes</b>	<b>Student Learning Outcomes</b>
communications, scientific reasoning and critical and creative thinking.	investigation and theoretical explanation of natural phenomena and innovative technology.		
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: Students will 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.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal		Offer and promote student and community interaction to create opportunities for cultural, intellectual, and personal enrichment.	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
enrichment for the University and the communities it serves.			

## PART 2

### Follow-Up on Proposed Changes Made in Previous Assessment Cycle

Follow up on each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported here. Indicate whether the proposed change was implemented and comment accordingly. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments

## PART 3

### Response to University Assessment Committee Feedback

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. 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 4

### Evidence of Student Learning

Provide evidence of student progress for each of the student learning outcomes associated with the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. A copy of the table should be inserted below for each additional outcome. SLO numbers should be updated accordingly.

A. Student Learning Outcome					
SLO #1: Students will demonstrate proficiency in the intellectual skills needed to advance to a higher degree in elementary education.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. 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 $\geq 2.5$ ; 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  Seventeen students graduated with an AA in EE during the assessment period (Fall 2017, Spring 2018).	Of the 17 students graduating with a degree in AA/EE during the assessment period, <b>16 graduated with an overall GPA <math>\geq 2.5</math></b> . Thus, <b>94%</b> of graduates maintained an overall GPA of 2.5 or higher.	Yes.
G. Conclusions					
Graduating students exceed this performance standard. Students seeking an Associate in Arts in Elementary Education are provided the necessary resources and support to be successful in their coursework.					

A. Student Learning Outcome					
SLO #2: Students will demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
The Oklahoma General Education Test (OGET) <b>composite score</b> will be used to measure overall student competency in: Reading, Communication Skills, Mathematics, Computation, Liberal Studies, and Writing.	<b>80%</b> of AA-EE students will receive a composite score <b>≥240</b> , the state mandated threshold.	Test scores for All AA-Elementary Education graduates that took the OGET.	N=4  Four of the 17 AAEE graduates took the OGET during the assessment period (Fall 2017, Spring 2018).	The four students who took the OGET during the 2017-2018 academic year passed the OGET with a score <b>≥240</b> . That equates to a <b>100%</b> pass rate for all students who took the OGET.	Yes.
G. Conclusions					
This performance standard was met. The Associate in Arts in Elementary Education program adequately prepares graduates to successfully pass the content within the Oklahoma General Education Test.					
*Note: The number of students who took the OGET is much lower compared to previous assessment years and the trend is expected to continue. This is due, in part, to the reduction in time permitted to collect and report data. In previous years, the timetable to collect data was through the fall semester; this year, the timetable to complete program reports was moved to the end of the spring semester. This change reduces the coordinator's ability to collect OGET information as a majority of graduating students take the OGET during the summer before entering a Bachelor's program or within the fall semester of their junior year.					

A. Student Learning Outcome					
SLO #3: Students will demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
The Oklahoma General Education Test (OGET) score in the area of <b>reading and communications</b> (Subarea I).	<b>80%</b> of AA-EE students will receive a subscore <b>≥240</b> , the state recommended threshold.	Test subscore for all AA-Elementary Education graduates that took the OGET.	N=4  Four of the 9 AA- EE graduates took the OGET during the assessment period (Fall 2017, Spring 2018).	The four students who took the OGET during the 2017-2018 academic year passed the subarea of the OGET with a score <b>≥240</b> . That equates to <b>100%</b> pass rate for all students who took the OGET.	Yes.
G. Conclusions					
This performance standard was met. The Associate in Arts in Elementary Education program adequately prepares graduates to successfully pass the content within the Oklahoma General Education Test.					

A. Student Learning Outcome					
SLO #4: Students will demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
The Oklahoma General Education Test (OGET) score in the area of <b>communication skills</b> (Subarea II)	<b>80%</b> of AA-EE students will receive a subscore <b>≥240</b> , the state recommended threshold.	Test subscore for All AA-Elementary Education graduates that took the OGET.	N=4  Four of the 9 AA- EE graduates took the OGET during the assessment period.	The four students who took the OGET during the 2017-2018 academic year passed the subarea of the OGET with a score <b>≥240</b> . That equates to <b>100%</b> pass rate for all students who took the OGET.	Yes.
G. Conclusions					
This performance standard was met. The Associate in Arts in Elementary Education program adequately prepares graduates to successfully pass the content within the Oklahoma General Education Test.					

A. Student Learning Outcome					
SLO #5: Students will demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
The Oklahoma General Education Test (OGET) score in the area of <b>mathematics</b> (Subarea III)	<b>80%</b> of AA-EE students will receive a subscore <b>≥240</b> , the state recommended threshold.	Test subscore for All AA-Elementary Education graduates that took the OGET.	N=4  Four of the 9 AA- EE graduates took the OGET during the assessment period.	The four students who took the OGET during the 2017-2018 academic year passed the subarea of the OGET with a score <b>≥240</b> . That equates to <b>100%</b> pass rate for all students who took the OGET.	Yes.
G. Conclusions					
This performance standard was met. The Associate in Arts in Elementary Education program adequately prepares graduates to successfully pass the content within the Oklahoma General Education Test.					

<p style="text-align: center;"><b>A.</b> <b>Student Learning Outcome</b></p>					
SLO #6: Students will demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.					
<b>A. Assessment Measure</b>	<b>B. Performance Standard</b>	<b>C. Sampling Method</b>	<b>D. Sample Size (n)</b>	<b>E. Results</b>	<b>F. Standard Met (Y/N)</b>
The Oklahoma General Education Test (OGET) score in the area of <b>computation skills</b> (Subarea IV)	<b>80%</b> of AA-EE students will receive a subscore <b>≥240</b> , the state recommended threshold.	Test subscore for All AA-Elementary Education graduates that took the OGET.	N=4  Four of the 9 AA- EE graduates took the OGET during the assessment period.	The four students who took the OGET during the 2017-2018 academic year passed the subarea of the OGET with a score <b>≥240</b> . That equates to <b>100%</b> pass rate for all students who took the OGET.	Yes.
<p style="text-align: center;"><b>G.</b> <b>Conclusions</b></p>					
This performance standard was met. The Associate in Arts in Elementary Education program adequately prepares graduates to successfully pass the content within the Oklahoma General Education Test.					

<b>A.</b> <b>Student Learning Outcome</b>					
SLO #7: Students will demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.					
<b>A.</b> <b>Assessment Measure</b>	<b>B.</b> <b>Performance Standard</b>	<b>C.</b> <b>Sampling Method</b>	<b>D.</b> <b>Sample Size (n)</b>	<b>E.</b> <b>Results</b>	<b>F.</b> <b>Standard Met (Y/N)</b>
The Oklahoma General Education Test (OGET) score in the area of <b>science, art and literature, social sciences</b> (Subarea V)	<b>80%</b> of AA-EE students will receive a subscore <b>≥240</b> , the state recommended threshold.	Test subscore for All AA-Elementary Education graduates that took the OGET.	N=4  Four of the 9 AA- EE graduates took the OGET during the assessment period.	The four students who took the OGET during the 2017-2018 academic year passed the subarea of the OGET with a score <b>≥240</b> . That equates to <b>100%</b> pass rate for all students who took the OGET.	Yes.
<b>G.</b> <b>Conclusions</b>					
This performance standard was met. The Associate in Arts in Elementary Education program adequately prepares graduates to successfully pass the content within the Oklahoma General Education Test.					

## 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 improving course instruction and program curriculum. Below discuss potential changes the department is considering aimed at improving student learning or the assessment process. These proposals will be revisited in next assessment cycle.

Proposed Change	Rationale
1) Adjust the data collection timeframe. OR 2) Allow for the inclusion of the previous year's graduates' OGET scores in the student learning report.	The number of students who took the OGET is low compared to previous assessment years. This is due, in part, to the reduction in time permitted to collect and report data. This change reduces the coordinator's ability to collect OGET information. A majority of graduating students take the OGET during the summer before entering a Bachelor's program or within the fall semester of their junior year.


## PART 6

### Assessment Measures and Faculty Participation

#### A. Summary of assessment measures:

- 1) How many different assessment measures were used? 7 (OGET and GPA)
- 2) List the direct measures (see appendix): OGET scaled test score, 5 OGET subscores, and GPA (OGET and GPA)
- 3) List the indirect measures (see appendix):

#### B. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
Christian Mackey, MA, MPA	Collect data, analyze data, prepare report	
Frank Elwell, PhD	Review report	

Reviewed by:

Titles	Name	Signature	Date
Department Head	Abe Masiero	A	20180914
Dean	Keith Martin	Keith V. Martin	9/25/18

## Appendix

### 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:

*Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.*

*Students will be able to 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?