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

Fall 2015 – Spring 2016

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 will pass the overall Oklahoma General Education Test (OGET) as well as score greater than 240 in each of the six sub categories The sub categories are in Reading, Communication Skills, Mathematics, Computation, Liberal Studies, and Writing.
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 and administrative structures that			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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 2014-2015 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
Review was not conducted for 2014-2015 AA in Elementary Education.		

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
Review was not conducted for 2014-2015 AA in Elementary Education.		

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)
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 ≥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=22 22 students graduated with an AA in EE during the Assessment period	Of the 22 students graduating with a degree in AA/EE during the assessment period, **20** graduated with an overall GPA ≥ 2.5. Thus, **91%** 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.

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. Skills, Mathematics, Computation, Liberal Studies, and Writing.	The Oklahoma General Education Test (OGET) sub scores will be used to measure student competency in: Reading, Communication Skills, Mathematics, Computation, Liberal Studies, and Writing.	**80%** of AA-EE students will receive a composite score ≥**240**, the state mandated threshold.	Test Scores for All AA-Elementary Education graduates that took the OGET.	N=12; Twelve of the 22 AA-EE graduates took the OGET during the assessment period.	All twelve of the students that took the OGET during the 2014-2015 academic year passed of the OGET with a composite score >240. That equates to **100%** pass rate for all students who took the OGET. Two of the 12 students who took the OGET received subarea scores that were ≤ 240. 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)." http://www.ceoe.nesinc.com/CE16_scorereport_opener.asp	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.	Yes.

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.	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 satisfaction with the AA-EE Program.	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=4 (number that submitted surveys)	**Question: How satisfied are you with your overall RSU experience?** | Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
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3 (75%)	1 (25%)	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. However, the response rate is dismal. We suggest a return to a paper questionnaire to be turned in with the graduation application.	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)

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.
No changes planned.			

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:

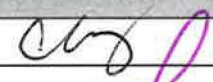1) How many different assessment measures were used? 3
   - The Oklahoma General Education Test (OGET) has an overall score and comprised of six different subareas. These subareas include: the six components of the Oklahoma General Education Test or OGET in Reading, Communication Skills, Mathematics, 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

- 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

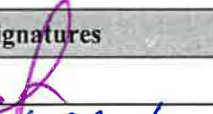2) List the direct measures (see rubric): OGET composite score

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 Elwell	Review report	Frank W. Elwell

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	abe marrero		2016/011
Dean	K. Martin	Keith W. Mint	10/12/16

RUBRIC FOR STUDENT LEARNING STUDENT LEARNING REPORT

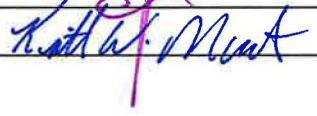**1) A. Are the school, department and program missions clearly stated?**

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 Elwell	Review report	

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head			
Dean			

RUBRIC FOR STUDENT LEARNING STUDENT LEARNING REPORT

1) A. Are the school, department and program missions clearly stated?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
The program, department, and school missions are clearly stated.	The program, department, and school missions are stated, yet exhibit some deficiency (e.g., are partial or brief).	The program, department, and school missions are incomplete and exhibit some deficiency (e.g., are partial or brief).	The program, department, and school missions are not stated.

B. Are student learning outcomes and department purposes aligned with university commitments and school purposes?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
Student learning outcomes and department purposes are aligned with university commitments and school purposes.	Student learning outcomes and department purposes demonstrate some alignment with university commitments and school purposes.	Student learning outcomes and department purposes demonstrate limited alignment with university commitment and school purposes.	Student learning outcomes and department purposes do not demonstrate alignment with university commitment and school purposes.

2) How well did the department incorporate instructional or assessment changes from last year's report or from other assessment activities?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All planned changes were listed, whether they were implemented or not, and their impact on curriculum or program budget was discussed thoroughly.	Most planned changes were listed, and their status or impact on curriculum or program budget was discussed.	Some planned changes were listed, and their status or impact on curriculum or program budget was not clearly discussed.	No planned changes were listed, and their status or impact on curriculum or program budget was not discussed.

3) Did the department include peer review feedback and provide rationale for implementing or not implementing suggestions?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All reviewer feedback was listed, and for each suggestion a clear rationale was given for its being implemented or not.	Most reviewer feedback was listed, and for most suggestions a rationale was given for their being implemented or not.	Some reviewer feedback was listed, and for some suggestions a rationale was given for their being implemented or not.	Feedback from reviewers was not included.

4) A. Are the student learning outcomes listed and measurable?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Most student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Some student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Student learning outcomes are either not listed or not measurable.

B. Are the assessment measures appropriate for the student learning outcomes?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All assessment measures are appropriate to the student learning outcomes.	Most assessment measures are appropriate to the student learning outcomes.	Some assessment measures are appropriate to the student learning outcomes.	None of the assessment measures are appropriate to the student learning outcomes.

C. Do the performance standards provide a clearly defined threshold at an acceptable level of student performance?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All performance standards provide a clearly defined threshold at an acceptable level of student performance.	Most performance standards provide a clearly defined threshold at an acceptable level of student performance.	Some of the performance standards provide a clearly defined threshold at an acceptable level of student performance.	No performance standards provide a clearly defined threshold at an acceptable level of student performance.

D. Is the sampling method appropriate for all assessment measures?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
The sampling methodology is appropriate for all assessment measures.	The sampling methodology is appropriate for most assessment measures.	The sampling methodology is appropriate for some assessment measures.	The sampling methodology is appropriate for none of the assessment measures.

E. Is the sample size listed for each assessment measure?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
Sample size was listed for all assessment measures.	Sample size was listed for most assessment measures.	Sample size was listed for some assessment measures.	Sample size was not listed for any assessment measures.

F. How well do the data provide clear and meaningful overview of the results?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
For all student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For most student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For some student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For none of the student learning outcomes were the results clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.

G. Are the conclusions reasonably drawn and significantly related to student learning outcomes?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped

All conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Most conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Some conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	No conclusions are reasonably drawn and significantly based on the results or related to the strengths and weaknesses in student performance.

H. **Does the report indicate whether the performance standards were met?**

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
Stated for all performance standards.	Stated for most performance standards.	Stated for some performance standards.	Not stated for any performance standard.

5) **How well supported is the rationale for making assessment or instructional changes? The justification can be based on conclusions reported in Part 4 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.**

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is well grounded and convincingly explained.	Most planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is mostly well grounded and convincingly explained.	Some planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is lacking or is not convincingly explained.	No planned changes are specifically focused on student learning and based on the conclusions. There is no rationale.

6) **Did the faculty include at least one teaching technique they believe improves student learning or student engagement in the classroom?**

Yes	No		
The faculty has included at least one teaching technique they believe improves student learning or student engagement in the classroom.	The faculty has not included any teaching techniques they believe improve student learning or student engagement in the classroom.		

7) A. **How well did the faculty vary the assessment measures?**

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped

| Assessment measures vary and include multiple direct measures and at least one indirect measure. The number of measures is consistent with those listed. | Assessment measures vary, but they are all direct. The number of measures is consistent with those listed. | Assessment measures do not vary or are all indirect. There is some inconsistency in the number of measures recorded and the total listed. | Assessment measures are not all listed or are listed in the wrong category. The total number of measures is not consistent with those listed. |

B. Does the list of faculty participants clearly describe their role in the assessment process?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
The faculty role is clearly identified and it is apparent that the majority of the faculty participated in the process. The roles are varied.	The faculty role is identified and it is apparent that the majority of the faculty participated in the process. The roles are not varied.	The faculty roles are not identified. Few faculty participated.	The faculty roles are not identified. Faculty participation is not sufficiently described to make a determination about who participated.

EXPLANATION & EXAMPLES OF DIRECT AND INDIRECT EVIDENCE

DIRECT EVIDENCE of student learning is tangible, visible, self-explanatory evidence of exactly what students have and haven't learned. Examples include:

1) Ratings of student skills by their field experience supervisors.
2) Scores and pass rates on licensure/certification exams or other published tests (e.g. Major Field Tests) that assess key learning outcomes.
3) Capstone experiences such as research projects, presentations, oral defenses, exhibitions, or performances that are scored using a rubric.
4) Written work or performances scored using a rubric.
5) Portfolios of student work.
6) Scores on locally-designed tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations that are accompanied by test blueprints describing what the tests assess.
7) Score gains between entry and exit on published or local tests or writing samples.
8) Employer ratings of the skills of recent graduates.
9) Summaries and analyses of electronic class discussion threads.
10) Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the program.

INDIRECT EVIDENCE provides signs that students are probably learning, but the evidence of exactly what they are leaning is less clear and less convincing. Examples include:

1) Course grades.

2) Assignment grades, if not accompanied by a rubric or scoring guide.
3) For four year programs, admission rates into graduate programs and graduation rates from those programs.
4) For two year programs, admission rates into four-year institutions and graduation rates from those programs.
5) Placement rates of graduates into appropriate career positions and starting salaries.
6) Alumni perceptions of their career responsibilities and satisfaction.
7) Student ratings of their knowledge and skills and reflections on what they have learning over the course of the program.
8) Those questions on end-of-course student evaluations forms that ask about the course rather than the instructor.
9) Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
10) Honors, awards, and scholarships earned by students and alumni.

Suskie, L. (2004). *Assessing Student Learning: A Common Sense Guide*. Anker Publishing Company: Bolton, MA