

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

Fall 2015 – Spring 2016

The Department of English & Humanities in the School of Liberal Arts

# Liberal Arts, A.A.

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 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 21st 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. 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.	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 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.	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 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
No changes were planned. Please consult the 2013-14 AALA SLR, Part 2; there one can see reported <u>six</u> instructional or assessment changes resulting from both the 2012-13 AALA SLR and independent deliberations among the Humanities faculty. The Humanities faculty are evaluating these changes, and their results are reported in this SLR, Part 4, below. In light of the newness of these changes, the Humanities faculty members do not plan any further changes for the time being.	N	The changes reported in the 2013-14 AALA SLR, Part 2, are only two years old. Thus, Humanities faculty members need more time to gather and analyze sufficient data before we can speak definitively about the impact of these changes. For the time being, the impact of these changes is discussed within the context of the general Conclusions reported in Part 4, Section G below.

## PART 3

### Discussion About the University Assessment Committee's 2014-2015 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
Beginning 2014-15, the University Assessment Committee changed its Peer Review practices so as to conduct departmental/program Student Learning Report (SLR) peer reviews on a biennial cycle. In initiating this change, for 2014-15, <u>no</u> liberal arts departmental/program SLRs were peer-reviewed; thus, there are no feedback or recommendations regarding the 2014-15 AALA SLR.	NA	No changes were recommended.

## 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 demonstrate written, oral, and visual communication skills, as well as the ability to think creatively and critically.	<p><b>1a) Students in Humanities I (HUM 2113) will complete an in-class presentation</b> displaying oral and visual communication skills, as well as creative and critical thinking.</p> <p>(Online students will submit a paper/project in lieu of the presentation.)</p>	At least 70% of the students who present will score 70% or higher.	Data from all AALA students who presented are included.	<p>9 Total AALA students across 14 combined sections, distinguished by <i>Instructor Status</i>: Full-Time (FT) Part-Time (PT) &amp; <i>Delivery Mode</i>: On-ground (OG), Online (OL), Blended (B).</p> <p><b>AALA Students per breakdown:</b></p> <p><u>Fall 2015</u> 1 FT OG 1 PT OG 1 PT B</p> <p><u>Spring 2016</u> 2 FT OG 1 FT OL 1 PT OG</p>	<p>9 of 9 total AALA students (100%) met the performance standard.</p> <p><b>AALA Students per breakdown:</b></p> <p><u>Fall 2015</u> 1 FT OG (100%) 1 PT OG (100%) 1 PT B (100%)</p> <p><u>Spring 2016</u> 2 FT OG (100%) 1 FT OL (100%) 1 PT OG (100%)</p>	<p>Results are very positive for all instructional and delivery modes, and they are identical to both 2014-15 and 2013-14 results, i.e., 100% of AALA students meeting the performance standard.</p> <p>However, 2015-16 is only the third year now (cf. 2013-14 AALA SLR, Parts 2 &amp; 4) that the sample and results separate out AALA students specifically from all students taking Humanities I for general education.</p> <p>Moreover, even though the 2015-16 sample size (9 students) is larger than the 2013-14 sample size (7 students), it (both of them) is smaller than the 2014-15 sample size (15 students). Thus, the overall sample size remains relatively small and conclusions about results must consider this.</p> <p>Finally, although AALA students were universally successful in achieving the performance standard (for the third</p>	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)
				Summer 2016 1 FT OL 1 FT B	Summer 2016 1 FT OL (100%) 1 FT B (100%)	consecutive year), at this course level (Gen Ed), we expect such performance from them.	
	<p><b>1b)</b> Students in <b>Humanities II</b> (HUM 2223) will complete an <b>in-class presentation</b> displaying oral and visual communication skills, as well as creative and critical thinking.</p> <p>(Online students will submit a paper/project in lieu of the presentation.)</p>	At least 70% of the students who present will score 70% or higher.	Data from all AALA students who presented are included.	<p>6 Total AALA students across 10 combined sections, distinguished by <i>Instructor Status</i>: Full-Time (FT) Part-Time (PT) &amp; <i>Delivery Mode</i>: On-ground (OG), Online (OL), Blended (B).</p> <p><b>AALA Students per breakdown:</b></p> <p><u>Fall 2015</u> 0 FT OG 3 FT OL 0 PT OG 2 PT B</p> <p><u>Spring 2016</u> 0 FT OG 0 FT OL 1 PT OG 0 PT B</p>	<p>5 of 6 total AALA students (83.33%) met the performance standard.</p> <p><b>AALA Students per breakdown:</b></p> <p><u>Fall 2015</u> NA 3 FT OL (100%) NA 1 PT B (50%)</p> <p><u>Spring 2016</u> NA NA 1 PT OG (100%) NA</p>	<p>Results overall (83.33%) are very positive for AALA students meeting the performance standard, though they are lower overall than both 2014-15 results (100%) and 2013-14 results (91.7%).</p> <p>However, 2015-16 is only the third year now (cf. 2013-14 AALA SLR, Parts 2 &amp; 4) that the sample and results separate out AALA students specifically from all students taking Humanities II for general education.</p> <p>Moreover, the 2015-16 sample size (6 students) is only a third of the 2014-15 sample size (18 students) and is roughly half of the 2013-14 sample size (11 students). Thus, the 50% result for PT Blended instructional and delivery mode is skewed by both the overall and the specific small sample size (6 total students; 1 of 2 PT B).</p> <p>Finally, although AALA students were highly successful in achieving the performance standard (for the third consecutive year), at this course level (Gen Ed), we expect such performance from them.</p>	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)
2) Students will demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.	<p>2a) Students in <b>Humanities I</b> (HUM 2113) will submit an <b>essay</b> in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them.</p> <p><i>N.B.</i>, Individual instructors may use more specific prompts for "diverse forces."</p>	At least 70% of the students who submit the essay will score 70% or higher.	Data from all AALA students who presented are included.	<p>9 Total AALA students across 14 combined sections, distinguished by <i>Instructor Status</i>: Full-Time (FT) Part-Time (PT) &amp; <i>Delivery Mode</i>: On-ground (OG), Online (OL), Blended (B).</p> <p><b>AALA Students per breakdown:</b></p> <p><u>Fall 2015</u> 1 FT OG 1 PT OG 1 PT B</p> <p><u>Spring 2016</u> 2 FT OG 1 FT OL 1 PT OG</p> <p><u>Summer 2016</u> 1 FT OL 1 FT B</p>	<p>7 of 9 total AALA students (77.78%) met the performance standard.</p> <p><b>AALA Students per breakdown:</b></p> <p><u>Fall 2015</u> 1 FT OG (100%) 1 PT OG (100%) 1 PT B (100%)</p> <p><u>Spring 2016</u> 1 FT OG (50%) 1 FT OL (100%) 1 PT OG (100%)</p> <p><u>Summer 2016</u> 1 FT OL (100%) 0 FT B (0%)</p>	<p>Overall results (77.78%) exceed the performance standard, but this is skewed significantly lower by the combination of the overall small sample size and the two specific instances (Spr. 16, FT OG, &amp; Su. 16, FT B) where 1 student apiece did not achieve the performance standard. Otherwise, 2015-16 results are 100%.</p> <p>To compare, 2013-14 results were 100% for all delivery modes, though the 2013-14 sample size was only 5 total students (4 OG, 1 B); also, while 2013-14 results did distinguish delivery modes (OG, OL, B), but they did <u>not</u> distinguish Instructor status, as do 2014-15 and 2015-16 results.</p> <p>2014-15 overall results (86.67%) are still higher than 2015-16 overall results (77.78%), but 2014-15 results also are skewed by the combination of one large section (F. 14, PT OG) of 7 total students, with 100% results, and the two specific instances (F. 14, FT OG, &amp; Spr. 15, FT OG) where 2 (1 apiece) of the 5 total students in these two sections did not achieve the performance standard. Otherwise, 2014-15 results are 100%.</p> <p>2014-15 overall results (86.67%) derive from a total larger sample size</p>	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)
						<p>(15 students) vs. 2015-16 overall results (77.78%) from a smaller (only 9 students) sample size, but nearly half of the 2014-15 sample size (and 100% positive results!) comes from one section (F. 14, PT OG) of 7 students with 100% results. Without this one specific section, 2014-15 results are only 75% (6 of 8 students).</p> <p>The relevance of these observations lies in the fact that for both 2015-16 and 2014-15, the only instances of performance results at less than 100% are in FT OG or B sections of Humanities I (i.e., F. 2014; Spr. 2015; Spr. 2016; Su. 2016). The question arises whether FT Instructors have higher expectations for students' writing abilities. Merits further study.</p>	
	<b>2b)</b> Students in <b>Humanities II</b> (HUM 2223) will submit an <b>essay</b> in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them.	At least 70% of the students who submit the essay will score 70% or higher.	Data from all AALA students who submitted are included.	6 Total AALA students across 10 combined sections, distinguished by <i>Instructor Status</i> : Full-Time (FT) Part-Time (PT) & <i>Delivery Mode</i> : On-ground (OG), Online (OL), Blended (B).	5 of 6 total AALA students (83.33%) met the performance standard.	<p>Results overall (83.33%) are very positive for AALA students meeting the performance standard; though they are lower overall than 2014-15 results (100%), they are equal to 2013-14 results (83.33%).</p> <p>However, 2015-16 is only the third year now (cf. 2013-14 AALA SLR, Parts 2 &amp; 4) that the sample and results separate out AALA students specifically from all students taking Humanities II for general education.</p>	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)
	<i>N.B.</i> , Individual instructors may use more specific prompts for “diverse forces.”			<b>AALA Students per breakdown:</b> <u>Fall 2015</u> 0 FT OG 3 FT OL 0 PT OG 2 PT B  <u>Spring 2016</u> 0 FT OG 0 FT OL 1 PT OG 0 PT B	<b>AALA Students per breakdown:</b> <u>Fall 2015</u> NA 3 FT OL (100%) NA 1 PT B (50%)  <u>Spring 2016</u> NA NA 1 PT OG (100%) NA	<p>Moreover, the 2015-16 sample size (6 students) is only roughly half of both the 2014-15 sample size (13 students) and the 2013-14 sample size (10 students). Thus, the 50% result for PT Blended instructional and delivery mode is skewed by both the overall and the specific small sample size (6 total students; 1 of 2 PT B), and it itself skews the overall results.</p> <p>Is it worth noting that HUM II students achieved this measure at 83.33%, vs. 77.78% for HUM I students for the parallel measure (cf. <b>2a</b> above)? Did any HUM II students who took HUM I first benefit from the HUM I parallel assignment?</p> <p>Finally, although AALA students were highly successful in achieving the performance standard (for the third consecutive year), at this course level (Gen Ed), we expect such performance from them.</p>	
3) Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the Associate	Students graduating with an Associate of Arts in Liberal Arts (AALA) degree will complete the <b>School of</b>	At least 80% of students graduating with an Associate of Arts in Liberal Arts (AALA) degree will express	Students must complete the <b>School of Liberal Arts Graduating Student Survey</b> at the time they apply for	10 Total students  Results are taken from the <b>2015-2016 SLA Graduating Student Survey</b> , disaggregated by degree program,	10 of 10 total students (100%) expressed overall satisfaction with the educational experience afforded by the AALA degree.  Students rated their degree of satisfaction	<p>Results overall are highly positive and consistent with the past three years.</p> <p>A notable difference between 2015-16 results and 2014-15 results is that for 2015-16 students, not one (0%) rated their degree of satisfaction below either “very satisfied” or “somewhat satisfied” (= 100% overall satisfied),</p>	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)
of Arts in Liberal Arts (AALA) degree program.	<b>Liberal Arts Graduating Student Survey</b> as a part of their graduation application process.	overall satisfaction with the educational experience afforded by the degree.	graduation.  Graduation applications are not considered complete and will not be forwarded unless the completed survey is attached to the application.  All students in the sample are AALA program majors.	as completed by the Office for Accountability and Academics.  For comparison, the 2015-16 sample size is less than half of the 2014-15 sample size of 22 Total students.  The 2015-16 sample size is equal to the 2013-14 sample size of 10 Total students.	(or dissatisfaction) in response to specific categories/questions as indicated below.  <hr/> 1. <u>"Quality of Instruction in Major"</u>  "very satisfied" = 8 (80%)  "somewhat satisfied" = 2 (20%)  <hr/> 2. <u>"Preparation for Advanced Classes in Major"</u>  "very satisfied" = 6 (60%)  "somewhat satisfied" = 4 (40%)  <hr/> 3. <u>"Overall Major Experience"</u>  "very satisfied" = 7 (70%)  "somewhat satisfied" = 3 (30%)  <hr/>	whereas for 2014-15 students, roughly 5% rated some degree of dissatisfaction in each of the five categories, and up to 10% rated some degree of dissatisfaction in three of the five categories. The 2015-16 results mirror the 2013-14 results in 100% overall satisfaction.  One should note that even with the 2014-15 sample size (22 students) being more than double the 2015-16 and the 2013-14 sample sizes (10 students each AY), the total number of 2014-15 dissatisfied students was only 1 or 2 in each category.  Thus, while 2014-15 results were technically statistically lower than 2015-16 and 2013-14 results, because the 2014-15 sample size is more than double the 2015-16 and 2013-14 sample sizes (even combined!), the actual number of total overall satisfied students has remained consistent over the past three years (and in 2014-15 was actually much higher).  Tracking over the past three years, then, AALA students seem to be highly satisfied overall with the educational experience afforded by their AALA degree.	

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)
					<p>4. <u>"Overall Department Experience"</u></p> <p>"very satisfied" = 7 (70%)</p> <p>"somewhat satisfied" = 3 (30%)</p> <hr/> <p>5. <u>"Overall RSU Experience"</u></p> <p>"very satisfied" = 6 (60%)</p> <p>"somewhat satisfied" = 4 (40%)</p>	Finally, it might be worth noting that 2015-16 AALA students' overall satisfaction with both their "Major Experience" and their "Department Experience" exceeds that of their "RSU Experience" by 10% in terms of being "very satisfied." These results are consistent with the 2014-15 results in the same categories, despite the 1 or 2 dissatisfied students from 2014-15.	

## 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 are planned. Consult remarks in Part 2 above.	No changes are planned. Consult remarks in Part 2 above.	No changes are planned. Consult remarks in Part 2 above.	No changes are planned. Consult remarks in Part 2 above.

## 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




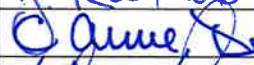



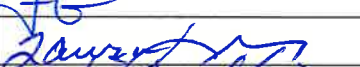







#### A. Assessment Measures:

- 1) How many different assessment measures were used? 5
- 2) List the direct measures (see rubric): [1] Humanities I (HUM 2113) Presentation; [2] Humanities II (HUM 2223) Presentation; [3] Humanities I (HUM 2113) "Diverse Forces" Essay; [4] Humanities II (HUM 2223) "Diverse Forces" Essay\*
- 3) List the indirect measures (see rubric): [5] School of Liberal Arts Graduating Student Survey



\*Note that all presentations and essays are direct to the extent to which the developed grading rubric was implemented. Otherwise they remain indirect.

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
Matthew Oberrieder	University Assessment Committee member and Department Assessment Coordinator: Contributed individual data for HUM 2113. Collected, calculated, analyzed, reported, and evaluated all data for both HUM 2113 and HUM 2223. Reported and evaluated data from the School of Liberal Arts Graduating Student Survey. Prepared Student Learning Report and approved final draft.	
SethAnn Beaird	Reviewed and approved final draft.	
Holly Clay-Buck	Reviewed and approved final draft.	
J. Renée Cox	Contributed data for HUM 2223. Reviewed and approved final draft.	
Anne Dennis	Reviewed and approved final draft.	
Emily Dial-Driver	Reviewed and approved final draft.	
Sally Emmons	Reviewed and approved final draft.	
James Ford	Director of Academic Enrichment. Contributed data for HUM 2113. Reviewed, edited, and approved final draft.	
Francis A. Grabowski III	Reviewed and approved final draft.	
Laura Gray	Department Assessment Committee member. Reviewed and approved final draft.	
Gioia Kerlin	Department Assessment Committee member. Reviewed and approved final draft.	
Mary M Mackie	Department Head. Reviewed and approved final draft.	
Jennifer McGovern	Writing Center Director. Reviewed and approved final draft.	
Scott Reed	Contributed data for both HUM 2113 and HUM 2223. Reviewed and approved final draft.	
Cecilia Townsend	Reviewed and approved final draft.	

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Mary M Mackie		10.18.16
Dean	Keith W Martin		10/18/16