

DEGREE PROGRAM STUDENT LEARNING REPORT

(Rev. August 2013)

ROGERS STATE UNIVERSITY
Department of Department of Psychology, Sociology,
and Criminal Justice
For Academic Year 2012-2013

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

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

Relationship of Degree Program (or Major) Learning Outcomes to Departmental and University Missions

Name of Degree, including Level and Major: Associate Degree in Elementary Education

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

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	The mission of the School of Liberal Arts is to further the study and practice of the arts, humanities, and social sciences at Rogers State University, in the community, and in the region.	The mission of the Department of Psychology, Sociology, and Criminal Justice 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 Elementary Education Program is intended to prepare students for a career in teaching kindergarten and all elementary school grade levels.

- B.** Insert and clearly state school purposes, department purposes and degree program student learning outcomes in the spaces below, making sure to align the degree program student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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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.	To provide students with necessary general education course work/credit hours required for admission to Oklahoma four-year institutions offering Bachelor of Education degrees.
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 lifelong learning and service to a diverse population.	
To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.	The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.	Foster values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students.	Students will demonstrate competency in General Education requirements by achieving a minimum of a 2.5 GPA in the general education curriculum.
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 feel prepared to enter a bachelor program in education.
To provide university-wide student services, activities and resources that complement academic programs.			
To support and strengthen student, faculty and administrative			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.			All students will be encouraged to consider joining the SOEA organization through Cameron University in order to encourage civic engagement and community involvement.

Discussion of Instructional Changes Resulting from 2012-2013 Degree Program Student Learning Report

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

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
Students will no longer be allowed to choose between Developmental or Child Psychology. Child Psychology will be a required course for the degree.	Y	Curriculum is now aligned with state best practices concerning elementary education.
Students will be asked to complete their degree survey in the department office rather than taking the survey home to complete and return.	Y	

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

Feedback and Recommended Changes from the	Suggestions	Changes that Were or Will Be Implemented, or
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University Assessment Committee	Implemented (Y/N)	Rationale for Changes that Were Not Implemented
Either rewrite or re-align the second Departmental Purpose with the 3 rd University Commitment, since the last part of the Departmental Purpose had similar wording	Y	
The 3rd Instructional or Assessment Change mentions that 80% of the students will be expected to score a "C" or higher in Math Structures 1 and 2 and also 80% will be required to maintain or increase their math score from Math Structures 1 to 2.	N	The faculty assigned to serve as the degree coordinator abruptly left this summer. Due to current acute shortages in departmental faculty, there is not a faculty member assigned as coordinator.
The 4th Instructional or Assessment Change mentions that students will participate in civic engagement in SOEA.	N	SOEA is under the auspices of Cameron University, we don't set the agenda for their activities. Accordingly this measure would be difficult to implement and will be dropped.
In the previous Peer Review report, under "Questions for Review", number 6 "how well did the faculty ... assessment measures?" the suggestion in the Comments column is to add another direct measure.	Y	
Degree Program Outcome 2, Assessment Measures column: The Oklahoma General Education Test. The Sampling Methods columns states: ... "after having finished at least 2 courses in the main four areas". The Sampling Size column states: "Of the 23 ... 12 had taken the OGET after finishing less than two courses. (This should probably be stated as "at least 2 courses")	Y	
Degree Program Outcome 4: "Students will participate in civic engagement in SOEA". No RSU students were participating so there was no Sampling Method that could be applied.	Y	
The first Degree Program Outcome was not listed in section 1B, page 2	Y	

The 2nd Degree Program Outcome's wording is different than the matching Degree Program Outcome's wording in section 1B – page 2	Y	
The Degree Program Outcome column: Third degree program outcome: "Students will participate in civic engagement in SOEA". This is a furtherance of an assessment. How will being a part of SOEA impact their learning?	N	
Participating in SOEA will be an indirect measure as opposed to a direct measure.	Y	
Assessment of a specific course is lacking.	Y	

Analysis of Evidence of Student Learning Outcomes

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

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
1.To provide students with the necessary general education course work and/or credit hours required for admission to Oklahoma institutions	The transcript of RSU students graduating from the Elementary Education (EE) program at RSU during the assessment period will be obtained, and	80% of Graduates will achieve a GPA ≥ 2.5 ; the lowest GPA required for entrance into many bachelor level education programs in Oklahoma.	All students graduating from RSU's Elementary Education program during the stated assessment period.	N=10 23 students graduated with a degree AA in EE during the Assessment period	Of the 23 students graduating with a degree in AA/EE during the assessment period, 19 graduated with a GPA ≥ 2.5 . Thus, 82.6% of graduates maintained a GPA of 2.5 or higher.	The majority of students demonstrated learning success by maintaining the cumulative course grades 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)
offering Bachelor degrees in Education	their cumulative GPA will be evaluated.						
2. Students will demonstrate competency in General Education requirements	The Oklahoma General Education Test (OGET) will be used	90% of AA-EE students will receive a total score ≥ 240 , the state mandated threshold	All students graduating from the AA-EE program who completed the OGET after having finished at least two course in the four main areas the test assesses: math, science, history, and social science	N=56	50 of 56 students that took the OGET 2011-2013 passed the OGET with a score >240 . That equates to 90% pass rate.	To the extent that our unsorted, unorganized data from the state is accurate (I discovered some duplications), then the performance standard was met.	Yes.
3. Students will indicate an overall satisfaction with their education at RSU.	All AA-EE graduates are required to complete a survey as part of the	90% of students graduating with an AA in EE degree will express that they	All students applying for graduation with an AA in EE are required to complete the	N=10 (number that submitted completed surveys)	In the Overall Satisfaction category of the graduation survey, on the question that asked students to rank their "overall experience in your major" 7 selected "very satisfied",	There is not much statistical power in a survey with an n of 10. Accordingly I am reluctant to infer anything from these results.	Can't ascertain with any degree of confidence given small sample size.

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)
	graduation process. The end of the survey requests the graduate to determine, using a Likert-type scale, satisfaction with the program. This score will be used as a measure of the students' overall satisfaction with the AA-EE Program.	were, at minimum, "satisfied" with their educational experience at RSU.	survey as part of their graduation requirements. Surveys of those students that completed all requirements for graduation during the 2011-2012 period was used in this sample.		1 selected "somewhat satisfied", and 2 selected "Somewhat Dissatisfied." Therefore, 80% of those surveyed met the requirement of being "satisfied" with the EE Program.		

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

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.

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

Description

7) Assessment Measures:

A. How many different assessment measures were used? 3

B. List the direct measures (see rubric): 2

C. List the indirect measures (see rubric): 1


Documentation of Faculty Assessment

8) A. How many full time faculty (regardless of department affiliation) teach in the program? *Click here to enter text.*

B. Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures

9) Reviewed by:

Titles	Names	Signatures	Date
Department Head	<i>abe shen</i>		

Titles	Names	Signatures	Date
Dean	Frank W. Elwell	Frank W. Elwell	11-15-13