

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

Fall 2013 – Spring 2014

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

University Mission	School Mission	Department Mission	Degree Program Mission
			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			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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 2012-2013 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
Distinguish AALA majors in particular.	Y	Please see Part 4 below.
Continued emphasis on online and adjunct participation in the assessment process.	Y	All instructors for all sections of all of the courses assessed reported data for all assessment measures. In brief, 100% reporting.
Distinguish on-ground, online, and blended data reporting.	Y	Please see Part 4 below.

Include reporting of Summer semester data.	Y	Please see Part 4 below.
Distinguish Fall, Spring, and Summer semester data for AALA student in particular.	Y	Please see Part 4 below.
Development and/or refinement of new assessment measures for Humanities I (HUM 2113) and Humanities II (HUM 2223).	Y	Please see Part 4 below.

PART 3

Discussion About the University Assessment Committee's 2012-2013 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
"We thought there was some incongruity between the School Purposes and University Commitments. We recognize that changing these purposes or their alignment with institutional commitments is not the responsibility of the department alone."	N	The Department agrees that changing these purposes or their alignment with institutional commitments is not the responsibility of the department alone.
"The last University Commitment ("To promote and encourage student, faculty.....") is missing from the report."	Y	This issue is corrected in this SLR. Please see page 3.
"SLO #1: The review team thought this was a somewhat long outcome that could be broken into two separate out-comes. During the oral review session, however, departmental faculty felt the outcome should be left intact."	N	Departmental faculty still believe that the outcome should be left intact.
"SLO #4: The outcome simply states that student will provide satisfaction or dissatisfaction with the program. It is clear from the measure and standard, that the	N	Actually, the outcome states that students (pl.) will "express" their satisfaction or dissatisfaction. Yes, the measure and standard seek to measure "positive satisfaction" with the educational quality of the

<p>outcome is that students will express positive satisfaction with the educational quality of the program. The wording regarding student suggestions is also unnecessary. We suggest changing the wording to something like: "Graduating seniors will express satisfaction with the program".</p>		<p>program--which students do express--but we do not want to beg the question regarding student satisfaction, or possible dissatisfaction.</p> <p>The Department wonders why the Peer Reviewers suggest that it is unnecessary to solicit suggestions from students about how to improve the degree program. It is not impossible that students who are applying for graduation from the degree program might have some suggestions for its improvement. We await those suggestions and will consider them carefully when suggested, so that we might improve the degree program to be even more positively satisfactory.</p> <p>Changing the wording would technically be inaccurate, as column D. explains—students complete the survey "at the time that they apply for graduation." Also, are AALA students technically "seniors"?</p>
<p>"The review team noted that for a majority of the measures, the proportion of students meeting the performance standard was often very high – many exceeded 90%. Do you believe this is an accurate measure of your student progress or could the assessment measures to be too easy?"</p> <p>"During the oral review session, faculty indicated they believed the assessment results were accurate picture of the student achievement and were not too easy."</p>	N	<p>Faculty continue to believe that the assessment results are an accurate picture of student achievement.</p>
<p>"We share the concern expressed by previous reviewers that the data presented for each measure does not necessarily reflect student learning for the students enrolled in the associate's program. Only 9 students took the satisfaction survey, whereas data on hundreds of students is presented for the course-embedded measures. Is there nothing that could be done to tease information on majors from this greater population? One would have a difficult time making any substantive conclusions about the program based on the data given. The review team does recognize the difficulties expressed by the departmental faculty in identifying and tracking degree majors. We are likely dealing with similar issues in our own departments. We do, however, encourage the department to explore means of</p>	Y	<p>AALA students are now reported separately; please see Part 4 below.</p>

accomplishing this task.”		
“The UAC has advocated the inclusion of frequency distribution tables of student scores in the Results column for each assessment measure. While the review team recognizes this does place extra burden on the assessment process, such a breakdown would paint a richer picture of student progress toward out learning outcomes.”	N	While such a breakdown might paint a richer picture of student progress toward leaning outcomes, the Department agrees that this would place an “extra burden” on the assessment process and suggests, in addition, that this is an unrealistic hope by the UAC—until the entire data collection and reporting process for SLRs becomes totally automated, so that each individual faculty member across all of the multiple sections that are reporting data can simply input his or her raw numbers and a sophisticated computer program will complete all of the calculations for all of the breakdowns for all of the sections. Perhaps then, faculty could devote their assessment reporting energies to philosophical reflection on student learning, rather than to the mechanics of assessment.
Part 5. “This section is incomplete. Three of the four required fields are empty.”	Y	This issue is corrected in this SLR. Please see Part 5.
Part 6. “None provided.”	N	This is an optional section and time is precious.
Part 8. “Two faculty signatures are missing.”	Y	English and Humanities has 16 full-time faculty teaching in the Department. Not every faculty member contributes directly to every SLR, but the department requests that every faculty member review and approve the final draft. If only two faculty forgot to sign the SLR in their preoccupation with their teaching and other service duties, this is a minor oversight; nevertheless, we will strive for 100% signatures.
“This is a well-written report and could serve as a model for Student Learning Reports.”	Y	Departmental faculty agree. We pride ourselves on being the model department for Student Learning Reports.
“This is a well-written report and could serve as a model for Student Learning Reports.”	Y	Departmental faculty thought that this was worth repeating.

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.	1a) Students in Humanities I (HUM 2113) will complete an in-class presentation displaying oral and visual communication skills, as well as creative and critical thinking. (Online students will submit a paper/project in lieu of the presentation.)	At least 70% of the students who present will score 70% or higher.	Data from all students who presented are included. 16 total sections 7 for Fall 2013 (5 on-ground + 2 online) 7 for Spring 2014 (3 on-ground + 2 online + 2 blended) 2 for Summer 2014 (1 online + 1 blended)	282 Total students 134 on-ground 88 online 60 blended. Includes 7 AALA students 5 on-ground (F2013) 1 online (Sm2014) 1 blended (Sp2014)	276 total students (97.9%) met the performance standard. 133 on-ground (99%) 83 online (94.3%) 60 blended (100%). Includes 7 AALA students (100%) who met the performance standard 5 on-ground (100%) (F2013) 1 online (100%) (Sm2014) 1 blended (100%) (Sp2014)	This is the second year of using this new, common assessment measure (promised in 2011-12 to promote consistency). Results are very positive for all instructional modes; online students had the lowest results (~5% lower) but were still well above (24.3% higher) the performance standard. 2013-14 results compared to 2012-13 results: total students (+ 5.9%) on-ground (+8%) online (-2.7%) blended no 2012-13 data. AALA students specifically were universally successful (no 2012-13 data for comparison). At this course level (Gen Ed), however, AALA students do not necessarily distinguish themselves from all others.	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)
	1b) Students in Humanities II (HUM 2223) will complete an in-class presentation displaying oral and visual communication skills, as well as creative and critical thinking. (Online students will submit a paper/project in lieu of the presentation.)	At least 70% of the students who present will score 70% or higher.	Data from all students who presented are included. 13 total sections 6 for Fall 2013 (4 on-ground + 2 online) 6 for Spring 2014 (4 on-ground + 1 online + 1 blended) 1 for Summer 2014 (1 online)	201 Total students 117 on-ground 57 online 27 blended Includes 12 AALA students 3 on-ground (2 F2013 + 1 Sp2014) 8 online (2 F2013 + 2 Sp2014 + 4 Sm2014) 1 blended (Sp2014)	184 total students (91.5%) met the performance standard 110 on-ground (94%) 47 online (82.5%) 27 blended (100%) Includes 11 AALA students (91.7%) who met the performance standard 3 on-ground (100%) (2 F2013 + 1 Sp2014) 7 online (87.5%) (2 F2013 + 1 Sp2014 + 4 Sm2014) 1 blended (100%) (Sp2014)	This is the first year of using this new, common assessment measure (changed from an essay in 2012-13 to parallel HUM 2113). Results are very positive for all instructional modes; online students had the lowest results (11.5% lower) but were still well above (12.5% higher) the performance standard. This measure differs from its 2012-13 counterpart; nevertheless, 2013-14 results compared to 2012-13 results: total students (+ 0.5%) on-ground (+3%) online (-14.5%) blended no 2012-13 data. AALA students specifically were universally successful-- but for one student (no 2012-13 data for comparison). At this course level (Gen Ed), however, AALA students	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)
						do not necessarily distinguish themselves from all others.	
2) Students will demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.	<p>2a) Students in Humanities I (HUM 2113) will submit an essay 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.	<p>Data from all students who submitted are included.</p> <p>16 total sections</p> <p>7 for Fall 2013 (5 on-ground + 2 online)</p> <p>7 for Spring 2014 (3 on-ground + 2 online + 2 blended)</p> <p>2 for Summer 2014 (1 online + 1 blended)</p>	<p>273 Total students</p> <p>112 on-ground</p> <p>91 online</p> <p>70 blended</p> <p>Includes 5 AALA students</p> <p>4 on-ground (F2013)</p> <p>1 blended (Sp2014)</p>	<p>245 total students (89.7%) met the performance standard</p> <p>98 on-ground (87.5%)</p> <p>78 online (85.7%)</p> <p>69 blended (98.6%)</p> <p>Includes 5 AALA students (100%) who met the performance standard</p> <p>4 on-ground (100%) (F2013)</p> <p>1 blended (100%) (Sp2014)</p>	<p>Results are very positive for all instructional modes; online students had the lowest results (~2% lower) but were still well above (15.7% higher) the performance standard. It is interesting to note that on this specific assignment, blended students distinguished themselves (11.1% higher) over on-ground students.</p> <p>2013-14 results compared to 2012-13 results: total students (+ 0.7%) on-ground (+ 0.5%) online (-7.3%) blended no 2012-13 data.</p> <p>AALA students specifically were universally successful (no 2012-13 data for comparison). At this course level (Gen Ed), however, AALA students do not</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)
						necessarily distinguish themselves from all others.	
	<p>2b) Students in Humanities II (HUM 2223) will submit an essay 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.	<p>Data from all students who submitted are included.</p> <p>13 total sections</p> <p>6 for Fall 2013 (4 on-ground + 2 online)</p> <p>6 for Spring 2014 (4 on-ground + 1 online + 1 blended)</p> <p>1 for Summer 2014 (1 online)</p>	<p>189 Total students</p> <p>109 on-ground</p> <p>53 online</p> <p>27 blended</p> <p>Includes 12 AALA students</p> <p>3 on-ground (2 F2013 + 1 Sp2014)</p> <p>8 online (2 F2013 + 2 Sp2014 + 4 Sm2014)</p> <p>1 blended (Sp2014)</p>	<p>169 total students (89.4%) met the performance standard</p> <p>93 on-ground (85.3%)</p> <p>49 online (92.5%)</p> <p>27 blended (100%)</p> <p>Includes 10 AALA students (83.3%) who met the performance standard</p> <p>3 on-ground (100%) (2 F2013 + 1 Sp2014)</p> <p>6 online (75%) (2 F2013 + 1 Sp2014 + 3 Sm2014)</p> <p>1 blended (100%) (Sp2014)</p>	<p>Results are very positive for all instructional modes; on-ground students (in a reversal from the results for the other measures) had the lowest results (7.2% lower) but were still well above (15.3% higher) the performance standard. It is interesting to note that on this specific assignment, blended students distinguished themselves (14.7% higher) over on-ground students.</p> <p>2013-14 results compared to 2012-13 results: total students (+ 13.4%) on-ground (+ 2.3%) online (+32.5%) blended no 2012-13 data.</p> <p>AALA students specifically were highly successful--but for two students (no 2012-13 data for comparison). At</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)
						this course level (Gen Ed), however, AALA students do not necessarily distinguish themselves from all others.	
3) Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the degree program.	Students graduating with an Associate in Arts in Liberal Arts will complete the School of Liberal Arts Graduating Student Survey as a part of their graduation application process.	80% of students graduating with an AALA degree will express overall satisfaction with the educational experience afforded by the degree.	Students must complete the SLA Graduating Student Survey at the time they apply for graduation. Applications for graduation are not considered complete and will not be forwarded unless the completed survey is attached to the application. Data from all students who completed	10 Total students 4 for Fall 2013 6 for Spring 2014	10 total students (100%) expressed overall satisfaction with the educational experience afforded by the degree. Regarding their overall "major experience," students were either/or "very satisfied" = 7 (70%) (3 F2013 + 4 Sp2014) "somewhat satisfied" = 3 (30%) (1 F2013 + 2 Sp2014). Regarding their overall "department experience," students were either/or "very satisfied" = 5 (50%) (2 F2013 + 3 Sp2014)	Results are universally positive. One may conclude that AALA students are satisfied with the educational experience afforded by their degree. No complaints or suggestions for improvement were made about the AALA.	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)
			are included. All students in the sample are program majors.		<p>"somewhat satisfied" = 5 (50%) (2 F2013 + 3 Sp2014).</p> <p>Regarding their overall "RSU experience," students were either/or</p> <p>"very satisfied" = 5 (50%) (2 F2013 + 3 Sp2014)</p> <p>"somewhat satisfied" = 5 (50%) (2 F2013 + 3 Sp2014).</p> <p>In no category did any AALA student express any dissatisfaction with the degree, the department, or RSU.</p>		

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.	No changes are planned.	No changes are planned.	No changes are 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

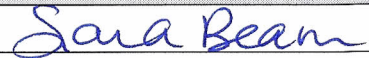


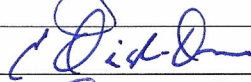
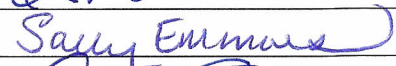
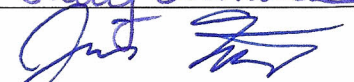
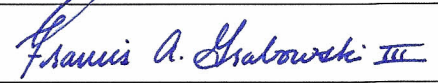
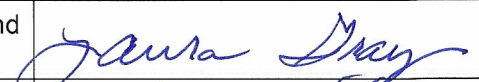
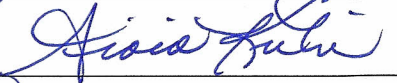
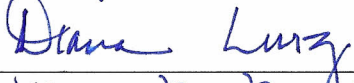
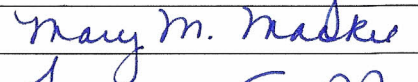

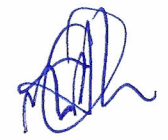
A. Assessment Measures:

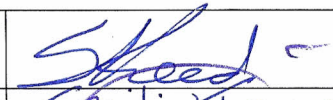
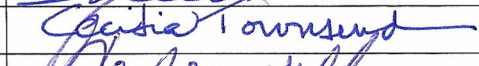
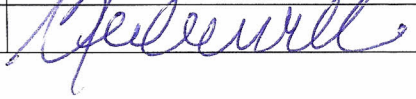
- 1) How many different assessment measures were used? 5
- 2) List the direct measures (see rubric): [1] Humanities I (HUM 2113) Presentation; [2] Humanities II (HUM 2223) Presentation; [3] Humanities I (HUM 2113) "Diverse Forces" Essay; [4] Humanities II (HUM 2223) "Diverse Forces" Essay*
- 3) List 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.


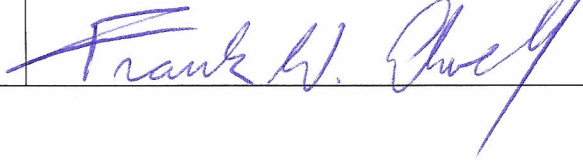
B.

- 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
Sara Beam	Reviewed and approved final draft.	
Holly Clay-Buck	Reviewed and approved final draft.	
Renée Cox	Contributed data for HUM 2223; helped to calculate and process all data for HUM 2113 and HUM 2223. Reviewed and approved final draft.	
Emily Dial-Driver	Reviewed and approved final draft.	
Sally Emmons	Reviewed and approved final draft.	
James Ford	Outgoing Assessment Coordinator: reviewed, edited, and approved final draft.	
Francis Grabowski	Department Head; reviewed, edited, and approved final draft.	
Laura Gray	Assessment Committee member; reviewed and approved final draft.	
Gioia Kerlin	Assessment Committee member; reviewed and approved final draft.	
Diana Lurz	Contributed data for both HUM 2113 and HUM 2223. Reviewed and approved final draft.	
Mary Mackie	Reviewed and approved final draft.	
Frances Morris	Assessment Committee member; reviewed and approved final draft.	
Matthew Oberrieder	Incoming Assessment Coordinator: contributed individual data for both HUM 2113 and HUM 2223; 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 report 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.	
Brenda Tuberville	Reviewed and approved final draft.	

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Francis Grabowski		9/12/14
Dean	Frank Elwell		9-15-14