

DEGREE PROGRAM STUDENT LEARNING REPORT

(Rev. August 2013)

ROGERS STATE UNIVERSITY
Department of History and Political Science
For Academic Year 2012-13

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 of Arts in Secondary 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 History and Political Science is to support discipline-specific degree programs as well as the University's general education program.	The general program mission is to prepare students for a career teaching grades seven through twelve. The specific program mission is to provide students with the first two years of general education requirements which will transfer to a four year program.

- 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
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.	Offers innovative and quality teaching both within the classroom and through distance education.	
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.	Foster the skills of critical thinking, writing, research, and oral communication among our students.	Students will demonstrate the knowledge with which to pursue a baccalaureate in education or other four-year degree.
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.	Serve the University and the community through the provision of quality general education courses.	
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.	Foster values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students.	Students will demonstrate competency in general education.
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			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.	The School will offer and promote art, cultural, and public affairs events on the campus and in the region.	Attract and retain high quality traditional and nontraditional students.	Provide an AA-SE degree program recognized for its quality.

Discussion of Instructional Changes Resulting from 2010-11 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
The 2011-12 Student Learning Report stated that there would be a change in the following student learning outcome: "To provide students with a foundation of knowledge with which to pursue an undergraduate degree in education or other four-year degree." The new language is: "Students will demonstrate the knowledge with which to pursue a baccalaureate in education or other four-year degree."	Y	None anticipated.
The only direct evidence measure in the past has been the following: "90% of all students will earn a C or better on standardized state-sponsored OGET." This measure has been changed since the specialists at Certification Examinations for Oklahoma Educators (CEOE), which develops and implements the state's teacher exams, have informed us that because of the weighting of the		

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
components of the test, letter grade divisions (such as A, B, C, D, F) are misleading and inappropriate. Therefore, the assessment measure has been changed to the following: "90% of all students will pass the Oklahoma General Education Test (OGET) on their first attempt."	Y	None anticipated.
Two of the three student learning outcomes will be assessed by the same measure, the OGET test. The faculty determined that OGET is the only appropriate direct measure. The two student learning outcomes that will be measured by OGET are: (1) "Students will demonstrate competency in general education." (2) "Students will demonstrate the knowledge with which to pursue a baccalaureate degree in education or other four-year degree."	Y	None anticipated.
It was anticipated that OGET test results would be used this year not only as a measure of student passing rates, but also as measures of (1) how many times the student took the test before passing it, (2) students' exact scores, rather than simply whether the students pass, and (3) how well RSU students' scores compare to the statewide average. Another analytical benefit that might be drawn from OGET, although not mentioned in Part 5 of last year's report, is the breakdown of students' performance on the six components of OGET, which are: reading and comprehension, communication, mathematics, computational skills, liberal studies, and writing.	N	Although CEOE has been very responsive to our requests for information and interpretation, the resource constraints of this UAC review team have meant that working more closely with CEOE in order to more fully benefit from OGET data must be postponed until 2013-14. A more thorough use of the data might also be of interest to the Department of Psychology, Sociology and Criminal Justice, which sponsors the Associate in Elementary Education. Students majoring in AA-EE must also take OGET.

- 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 University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented
QUESTION FOR REVIEW # 4 (B) and 4 (G). "There was further discussion about whether or not transferable hours should be considered an appropriate measure for Outcome 1, but it appears this measure will be eliminated in future assessment reports."	Y	This is correct. The transferable hours measure was eliminated as of this Student Learning Report. Furthermore, the faculty voted not to replace it with another measure.
QUESTIONS FOR REVIEW #4 (D). "The sample for Outcome 1's measure indicates all graduates were included in the survey, when in fact only five of the eight were included."	Y	Duly noted. The explanation was intended to convey that all graduates were to have taken the survey. In reality not all graduates took the survey, which is a perennial problem
QUESTION FOR REVIEW # 4 (F). "The results for Outcome 1 indicate that 100 percent of hours transferred, but that three of the graduates weren't contacted. Should read '100 percent of reported hours transferred.'"	Y	The reviewers' suggestion is a better way of phrasing the statement. However, as noted above, this measure has been removed.
QUESTION FOR REVIEW # 4 (F). "In the results column for Outcome 3, there was some question as to whether "somewhat satisfied" could be considered a "high level of satisfaction."	Y	Agreed. In this and future Student Learning Reports <i>somewhat satisfied</i> will not be considered as a "high level of satisfaction."
QUESTION FOR REVIEW # 6. "A best practice was not included in the report."	Y	Correct. None was submitted.
QUESTION FOR REVIEW # 7. "Even though the transferable hours measure will be eliminated, it should still be listed as a measure used in the current SLR."	N	The data were listed in the 2011-12 Student Learning Report. See the first outcome in Part 4.
QUESTION FOR REVIEW # 8. "The faculty list was missing from the report."	N	The faculty list was included with the original Student Learning Report, but apparently it was not included with the copy obtained by the peer review team.

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)
Students will demonstrate competency in general education. AND Students will demonstrate the knowledge with which to pursue a baccalaureate in education or other four-year degree.	Oklahoma General Education Test (OGET).	90% of all students will pass OGET with a score of ≥ 240 or better. A perfect score is 300. A score of <240 is failing.	AA-SE graduates are usually required to take OGET before beginning a baccalaureate in Secondary Education.	9 students earned an AA-SE in 2012-13, but only 4 graduates took the test in 2012-13.	Period	N	Pass %	The pass rate is consistently in the highest quintile. As noted above in Part 2, OGET results have the potential to reveal much more information than merely the passing percentage. Suggestions for how to realize some of these benefits in the future are explained in Part 5 below. Note: Last year's SLR presented incorrect data for 2010-11 and did not include data for 2011-12. Note: The number of students who take OGET is not reflective of the students who earn an AA-SE. Students may delay taking OGET or never take it.	Y
					2008-09	26	81%		
					2009-10	9	100%		
					2010-11	7	100%		
					2011-12	5	80%		
2012-13	4	100%							
Provide an AA-SE degree program recognized for its quality.	School of Liberal Arts Graduating Student Survey.	90% of students will express a high level of satisfaction.	100% of AA-SE students applying for graduation during 2011-2012 were to have been provided a survey.	Of the 9 AA-SE graduates only 5 (56%) returned the survey.	The survey contained three measures. The first is satisfaction with the "overall RSU experience." Two respondents were <i>very satisfied</i> and three were <i>somewhat satisfied</i> . The second measure is satisfaction with the "overall department experience." Two were <i>very satisfied</i> , two were <i>somewhat satisfied</i> , and one	In the past few years the responses <i>very satisfied</i> and <i>somewhat satisfied</i> were conflated to support the criterion of "students will express a high level of satisfaction." As last year's peer review team noted, conflating these two is probably not justified, which is a reasonable observation. Accordingly, since only 40% of this year's respondents rated their experiences	N		

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>was <i>very dissatisfied</i>.</p> <p>The third measure is satisfaction based on nine specific criteria relating to the major department. Two were <i>very satisfied</i> with virtually all indicators, two were <i>somewhat satisfied</i> with almost all indicators, and one was <i>very dissatisfied</i> with half of the indicators and the other half varied considerably.</p>	<p>throughout the survey as <i>very satisfied</i>, we do not believe it appropriate to conclude that the performance standard was met.</p> <p>Note: We believe the SLA Graduating Student Survey should be reviewed so that its results can be more meaningfully tabulated and analyzed. We make that suggestion below in Part 5.</p>	

- 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.
<p>Students will demonstrate competency in general education.</p> <p>AND</p> <p>Students will demonstrate the knowledge with which to pursue an undergraduate degree in education or other four-year</p>	<p>The HPS Department will consider whether to try to make better use of OGET test results.</p>	<p>OGET test results can be used for greater benefit than simply measuring student passing rates. They can inform about (1) how many times students take the test before passing it, (2) students' exact test scores, and (3) how well RSU students' scores compare to the statewide</p>	<p>A more thorough acquaintance and analysis of OGET test results would allow comparison with the results from other state regional institutions. They could also be compared to RSU's ETS test results.</p>

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
degree.		average. Another analytical benefit that might be drawn from OGET results is the breakdown of students' performance on the six components of the test, which are: reading and comprehension, communication, mathematics, computational skills, liberal studies, and writing.	
Provide an AA-SE degree program recognized for its quality.	The School of Liberal Arts Graduating Student Survey should be reviewed with an eye toward greater clarity and utility.	Some of the questions are vague, results are difficult to analyze and communicate, and too few graduates complete the instrument.	A more useful instrument—better questions, increased participation by students, and broader dissemination of results--could inform faculty about strengths and weaknesses in a variety of areas of department responsibilities.

- 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
None offered by the department.

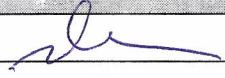

7) Assessment Measures:

- A. How many different assessment measures were used? 2
- B. List the direct measures (see rubric): 1
- C. List the indirect measures (see rubric): 1


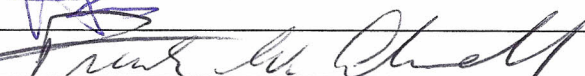
Documentation of Faculty Assessment

8) A. How many full time faculty (regardless of department affiliation) teach in the program? Varies. Ten or more.

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
DAVID ULBORICH	Discussion & Analysis	
Carolyn Taylor	Discussion & Analysis	C. Taylor
Sigismund Wilson	Discussion & Analysis	Sigismund Wilson
Jane Johansson	Discussion & Analysis	M. Jane Johansson
Ken Hicks	Discussion & Analysis	
QUENTIN TAYLOR	Discussion & Analysis	QT
Paul B. Hatley	" "	PB Hatley
David Tait	" "	David Tait

9) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Ken Hicks		12/9/13
Dean	Frank W. Stewart		12-10-13