

General Education Student Learning Report (rev. 7/14)

Fall 2015 – Spring 2016

The Department of Communications in the School of Liberal Arts Communications, B.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.

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

RSU Mission	General Education 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	General Education at Rogers State University provides a broad foundation of intellectual skills, knowledge, and perspectives to enable students across the University to achieve professional and personal goals in a dynamic local or global society.
RSU Commitments	General Education 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.	<ol style="list-style-type: none"> 1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. 3) Use written, oral, and visual communication effectively. 4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values. 5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of	

RSU Mission	General Education Mission
teaching and learning.	
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.	
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 1

Discussion of Instructional Changes Resulting from 2013-2014 General Education Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 4 of last year's General Education 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 faculty decided to change our policy to sample only one section of on-ground speech communication per instructor, rather than measure each section exhaustively.	Y	No effect is expected other than to keep the assessment process to a reasonable workload for instructors teaching multiple sections of speech communication.

PART 2

Discussion of the University Assessment Committee's 2012-2013 Peer Review Report

[Complete this part only if the general education course(s) was among those that were peer reviewed last year.] The University Assessment Committee in its General Education 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
None recommended.		

PART 3

Analysis of Evidence of Student Learning Outcomes

The four General Education Outcomes are listed below. For each outcome, indicate the General Education courses being assessed, and provide a brief narrative of 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. Finally, indicate whether the performance measure was met or not.

1) Think critically and creatively.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)

Outcome 2: Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																																																								
SPCH 1113 Speech Communication	Student understanding of constructs by which a speech is evaluated will be measured by assessing students' mid-term exam scores in both on-ground and online formats. We discontinued offering blended sections in fall and spring in 2015-16.	At least 75% of students will earn a 70% or higher on their mid-term speech exam. All instructors will submit the scores on the mid-term for all students enrolled in one of their speech sections in both the fall and spring semesters.	All instructors submit data from one of their sections of speech communication.	On-ground: N=268, Online: N=9	a) On-ground: 92% met threshold. Online: 89% met threshold. <table border="1" data-bbox="503 651 609 1134"> <thead> <tr> <th colspan="4">Speech Midterms On-ground</th> </tr> <tr> <th></th> <th>11-12</th> <th>12-13</th> <th>13-14</th> </tr> </thead> <tbody> <tr> <td></td> <td>80%</td> <td>76%</td> <td>87%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>14-15</td> </tr> <tr> <td></td> <td></td> <td></td> <td>85%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>15-16</td> </tr> <tr> <td></td> <td></td> <td></td> <td>92%</td> </tr> </tbody> </table> <table border="1" data-bbox="665 630 771 1134"> <thead> <tr> <th colspan="4">Speech Midterms Online</th> </tr> <tr> <th></th> <th>11-12</th> <th>12-13</th> <th>13-14</th> </tr> </thead> <tbody> <tr> <td></td> <td>86%</td> <td>28%</td> <td>60%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>14-15</td> </tr> <tr> <td></td> <td></td> <td></td> <td>85%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>15-16</td> </tr> <tr> <td></td> <td></td> <td></td> <td>89%</td> </tr> </tbody> </table>	Speech Midterms On-ground					11-12	12-13	13-14		80%	76%	87%				14-15				85%				15-16				92%	Speech Midterms Online					11-12	12-13	13-14		86%	28%	60%				14-15				85%				15-16				89%	The proportion of students earning a mark of 70% or higher rose to a five-year high in both formats. We will be using a new textbook in 2016-17 so those marks may not be fully comparable. Two instructors noted that attendance was inversely correlated to exam performance to a high degree, explaining the poor performance of some students. Online students performed well overall but the instructor noted complaints about the effectiveness of the companion website, which was corrected by the textbook company only after the semester was concluded. This is partly why we would like to change textbooks for 2016-17.	Y
Speech Midterms On-ground																																																															
	11-12	12-13	13-14																																																												
	80%	76%	87%																																																												
			14-15																																																												
			85%																																																												
			15-16																																																												
			92%																																																												
Speech Midterms Online																																																															
	11-12	12-13	13-14																																																												
	86%	28%	60%																																																												
			14-15																																																												
			85%																																																												
			15-16																																																												
			89%																																																												
HUM 2413 Theatre Appreciation	Students will complete a final exam over salient aspects of theatre. We discontinued	At least 75% of students will earn 70% or higher on theatre-appreciation final exams.	All students' final exam scores on theatre history, literature, and practices	N=80.	89% met the threshold. <table border="1" data-bbox="1209 640 1307 1134"> <thead> <tr> <th colspan="4">Theatre Final Exams</th> </tr> <tr> <th></th> <th>11-12</th> <th>12-13</th> <th>13-14</th> </tr> </thead> <tbody> <tr> <td></td> <td>90%</td> <td>87%</td> <td>91%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>14-15</td> </tr> <tr> <td></td> <td></td> <td></td> <td>82%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>15-16</td> </tr> <tr> <td></td> <td></td> <td></td> <td>89%</td> </tr> </tbody> </table>	Theatre Final Exams					11-12	12-13	13-14		90%	87%	91%				14-15				82%				15-16				89%	One instructor noted that this was one of the brightest classes he's had: "Not as interactive during class" but they did very well in their written work.	Y																												
Theatre Final Exams																																																															
	11-12	12-13	13-14																																																												
	90%	87%	91%																																																												
			14-15																																																												
			82%																																																												
			15-16																																																												
			89%																																																												

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																
	offering blended sections in fall and spring in 2015-16.		related to theatre were counted.																				
HUM 2413 Theatre Appreciation	A pre-posttest will be administered to all enrolled online students to ascertain entry and exit level knowledge related to theatre. We discontinued offering blended sections in fall and spring in 2015-16.	Student scores on theatre pre/post-tests will demonstrate growth of at least 25%.	All students' theatre pre and post-tests class were counted.	N=80	Pretest mean =15.9 Post-test mean =26.1 (+64%). <table border="1" data-bbox="716 632 818 1140"> <thead> <tr> <th colspan="4">Pre/post-test Growth</th> </tr> </thead> <tbody> <tr> <td>11-12</td> <td>12-13</td> <td>13-14</td> <td>14-15</td> </tr> <tr> <td>61%</td> <td>64%</td> <td>72%</td> <td>86%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>64%</td> </tr> </tbody> </table>	Pre/post-test Growth				11-12	12-13	13-14	14-15	61%	64%	72%	86%				64%	The value-added assessment measure continues to indicate a general lack of theatre knowledge at the beginning of the semester and substantial knowledge at the end.	Y
Pre/post-test Growth																							
11-12	12-13	13-14	14-15																				
61%	64%	72%	86%																				
			64%																				

Outcome 3: Use written, oral, and visual communication effectively.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																																												
<p>SPCH 1113 Speech Communication</p>	<p>Evaluations of informative and persuasive speeches will be conducted in all sections in both on-ground and online formats.</p>	<p>At least 80% of the students should score at the 70% level on both the informative and persuasive speech assignments, which are common to all sections of speech communication.</p>	<p>All instructors submitted the scores on the informative and persuasive speeches for one of their sections of speech communication course in both the fall and spring semesters.</p>	<p>On-ground informative : N=268, On-ground persuasive: N=268. Online informative : N=9, Online persuasive: N=9.</p>	<p>On-ground inform: 93% met threshold. Online informative: 100% met threshold. On-ground persuasive: 91% met threshold. Online persuasive: 100% met threshold.</p> <p style="text-align: center;">INFORMATIVE SPEECHES</p> <table border="1" data-bbox="714 535 820 1029"> <thead> <tr> <th colspan="4">Informative Speeches On-ground</th> </tr> <tr> <th>11-12</th> <th>12-13</th> <th>13-14</th> <th>14-15</th> </tr> </thead> <tbody> <tr> <td>87%</td> <td>80%</td> <td>90%</td> <td>94%</td> </tr> </tbody> </table> <p style="text-align: center;">Informative Speeches Online</p> <table border="1" data-bbox="852 535 950 1029"> <thead> <tr> <th>11-12</th> <th>12-13</th> <th>13-14</th> <th>14-15</th> <th>15-16</th> </tr> </thead> <tbody> <tr> <td>89%</td> <td>43%</td> <td>92%</td> <td>92%</td> <td>100%</td> </tr> </tbody> </table> <p style="text-align: center;">PERSUASIVE SPEECHES</p> <table border="1" data-bbox="1047 535 1144 1029"> <thead> <tr> <th colspan="4">Persuasive Speeches On-ground</th> </tr> <tr> <th>11-12</th> <th>12-13</th> <th>13-14</th> <th>14-15</th> </tr> </thead> <tbody> <tr> <td>88%</td> <td>78%</td> <td>86%</td> <td>95%</td> </tr> </tbody> </table> <p style="text-align: center;">Persuasive Speeches Online</p> <table border="1" data-bbox="1177 535 1274 1029"> <thead> <tr> <th>11-12</th> <th>12-13</th> <th>13-14</th> <th>14-15</th> <th>15-16</th> </tr> </thead> <tbody> <tr> <td>75%</td> <td>25%</td> <td>73%</td> <td>96%</td> <td>100%</td> </tr> </tbody> </table>	Informative Speeches On-ground				11-12	12-13	13-14	14-15	87%	80%	90%	94%	11-12	12-13	13-14	14-15	15-16	89%	43%	92%	92%	100%	Persuasive Speeches On-ground				11-12	12-13	13-14	14-15	88%	78%	86%	95%	11-12	12-13	13-14	14-15	15-16	75%	25%	73%	96%	100%	<p>There seem to be no major deficits in either the on-ground or online formats, as the proportion of students exceeding the threshold is both high and consistent.</p> <p>The online class indicated improvement over last year in both their informative and persuasive speeches.</p> <p>One instructor noted major improvement in students who could barely get up in front of the class at the beginning, to becoming competent speakers by the end. This included our growing number of concurrently-enrolled high school students.</p>	<p>Y</p>
Informative Speeches On-ground																																																			
11-12	12-13	13-14	14-15																																																
87%	80%	90%	94%																																																
11-12	12-13	13-14	14-15	15-16																																															
89%	43%	92%	92%	100%																																															
Persuasive Speeches On-ground																																																			
11-12	12-13	13-14	14-15																																																
88%	78%	86%	95%																																																
11-12	12-13	13-14	14-15	15-16																																															
75%	25%	73%	96%	100%																																															

OUTCOME 4: Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)										
HUM 2413 Theatre Appreciation	Students will complete response papers on performances they attend in both formats: on-ground and blended.	At least 75% of students should achieve a score of 70% or higher on their theater appreciation response papers.	All students' response papers were counted. Blended papers were counted separately for the first time in 2014-15.	N= 95.	100% exceeded the threshold. On-ground Response Papers <table border="1"> <tr> <td>11-12</td> <td>12-13</td> <td>13-14</td> <td>14-15</td> <td>15-16</td> </tr> <tr> <td>86%</td> <td>71%</td> <td>72%</td> <td>89%</td> <td>100%</td> </tr> </table>	11-12	12-13	13-14	14-15	15-16	86%	71%	72%	89%	100%	Each student passed the threshold for the first time. This may be a result of outstanding teaching or it could mean that standards diminished, as 77% of all response papers were scored an "A." This was the first year that no full-time faculty were available to teach theatre appreciation, which may have played a role.	Y
11-12	12-13	13-14	14-15	15-16													
86%	71%	72%	89%	100%													

Outcome 5: Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)

PART 4

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 (2015-2016). They should be based on conclusions reported in Part 3 (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."

General Education Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
No changes in the number of outcomes assessed.	(1) The faculty decided to change speech textbooks from Pearson to Cengage for 2016-17.	(1) We believe the new text provides a better companion website to facilitate learning outside-of-class, especially in the online format.	(1) We expect that improved electronic resources will increase retention across the semester, especially in the online format.

PART 5

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement




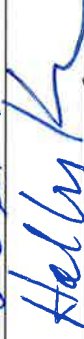


(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description
One instructor notes that students performed much better on the midterm this year after he changed "the review session to discussion instead of lecture."



PART 6 (A & B)

Documentation of Faculty Participation and Review

A. 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
Juliet Evusa, Associate Professor	Data collection, report/plan analysis	
David Blakely, Associate Professor	Data collection, report/plan analysis.	
Lee Williams, Assistant Professor	Data collection, report/plan analysis.	
Holly Kruse, Associate Professor	Data collection, report/plan analysis	
Cathy Coomer, Assistant Professor	Data collection, report/plan analysis	
Jeffery Gentry, Professor	Data collection and analysis, writing report, departmental assessment leadership.	

B. Reviewed by:

Titles	Names	Signatures	Date
Department Head	Jeffery Gentry		9/22/16
Dean	Keith Martin		9/22/16