

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

Fall 2016 – Spring 2017

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.

Impact of Changes on Degree Program Curriculum or Budget	Changes Implemented (Y/N)	Instructional or Assessment Changes
	N	None recommended.

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."

Discussion of Instructional Changes Resulting from 2015-2016 General Education Student Learning Report

PART 1

General Education Mission	<p>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.</p> <p>To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.</p> <p>To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.</p> <p>To provide university-wide student services, activities, and resources that complement academic programs.</p> <p>To support and strengthen student, faculty, and administrative structures that promote shared governance of the institution.</p> <p>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.</p>
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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. Perfor mance Standards Met (Y/N)																		
			and practices 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=13	Data from only one section available for analysis. Pretest mean =11 Post-test mean =19.2 (+75%). <table border="1" data-bbox="936 768 1465 902"> <thead> <tr> <th colspan="6">Pre/post-test Growth</th> </tr> <tr> <th>11-12</th> <th>12-13</th> <th>13-14</th> <th>14-15</th> <th>15-16</th> <th>16-17</th> </tr> </thead> <tbody> <tr> <td>61%</td> <td>64%</td> <td>72%</td> <td>86%</td> <td>64%</td> <td>75%</td> </tr> </tbody> </table>	Pre/post-test Growth						11-12	12-13	13-14	14-15	15-16	16-17	61%	64%	72%	86%	64%	75%	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																									
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Outcome 3: Use written, oral, and visual communication effectively.

H. H. Course	Standards Met (Y/N)	Conclusions	Performance Standards	Assessment Measures	Performance Standards	Sampling Methods	Sample Size (N)																																																		
A. SPCH 1113 Speech Communication		<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 sections of 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 in course in both the fall and spring semesters.</p>	<p>On-ground informative persuasive: N=268, N=9, N=9, N=9</p>	<p>On-ground informative persuasive: N=268, N=9, N=9, N=9</p>	<p>On-ground informative: 93% met threshold. On-ground persuasive: 91% met threshold. Online informative: 100% met threshold. Online persuasive: 100% met threshold.</p>																																																		
B.		<p>Informative Speech On-ground</p> <table border="1" data-bbox="577 803 1071 909"> <tr><td>12-13</td><td>13-14</td><td>14-15</td><td>15-16</td><td>16-17</td></tr> <tr><td>80%</td><td>90%</td><td>94%</td><td>93%</td><td>94%</td></tr> </table> <p>Informative Speech Online</p> <table border="1" data-bbox="577 803 1071 771"> <tr><td>12-13</td><td>13-14</td><td>14-15</td><td>15-16</td><td>16-17</td></tr> <tr><td>43%</td><td>92%</td><td>92%</td><td>100%</td><td>100%</td></tr> </table>	12-13	13-14	14-15	15-16	16-17	80%	90%	94%	93%	94%	12-13	13-14	14-15	15-16	16-17	43%	92%	92%	100%	100%	<p>Persuasive Speeches</p> <table border="1" data-bbox="1071 803 1207 909"> <tr><td>12-13</td><td>13-14</td><td>14-15</td><td>15-16</td><td>16-17</td></tr> <tr><td>78%</td><td>86%</td><td>95%</td><td>91%</td><td>87</td></tr> </table> <p>On-ground</p> <table border="1" data-bbox="1071 803 1207 771"> <tr><td>12-13</td><td>13-14</td><td>14-15</td><td>15-16</td><td>16-17</td></tr> <tr><td>25%</td><td>73%</td><td>96%</td><td>100%</td><td>88%</td></tr> </table> <p>Online</p> <table border="1" data-bbox="1071 803 1207 738"> <tr><td>12-13</td><td>13-14</td><td>14-15</td><td>15-16</td><td>16-17</td></tr> <tr><td>25%</td><td>73%</td><td>96%</td><td>100%</td><td>88%</td></tr> </table>	12-13	13-14	14-15	15-16	16-17	78%	86%	95%	91%	87	12-13	13-14	14-15	15-16	16-17	25%	73%	96%	100%	88%	12-13	13-14	14-15	15-16	16-17	25%	73%	96%	100%	88%	<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>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>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>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>
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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 performance s 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.	N= 13.	100% exceeded the threshold in the section that reported data. <table border="1"> <thead> <tr> <th colspan="6">On-ground Response Papers</th> </tr> <tr> <th>11-12</th> <th>12-13</th> <th>13-14</th> <th>14-15</th> <th>15-16</th> <th>16-17</th> </tr> </thead> <tbody> <tr> <td>86%</td> <td>71%</td> <td>72%</td> <td>89%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>	On-ground Response Papers						11-12	12-13	13-14	14-15	15-16	16-17	86%	71%	72%	89%	100%	100%	Each student passed the threshold for the second year in a row. Again this year, no full-time faculty were available to teach theatre appreciation, which may have played a role.	Y
On-ground Response Papers																									
11-12	12-13	13-14	14-15	15-16	16-17																				
86%	71%	72%	89%	100%	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.			

PART 5

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement





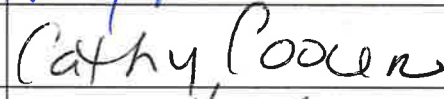
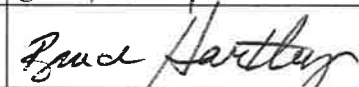
(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer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

Description
No pedagogical insights shared.

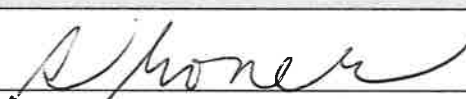

PART 6 (A & B)

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, writing report	
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, writing report	
Cathy Coomer, Assistant Professor	Data collection, report/plan analysis	
Bruce Hartley, Instructor	Report/plan analysis	

B. Reviewed by:

Titles	Names	Signatures	Date
Acting Department Head	Steven Rosser		11.2.17
Dean	Keith Martin		11/2/17

RUBRIC FOR GENERAL EDUCATION STUDENT LEARNING REPORT

1) How well did the department incorporate instructional or assessment changes based on results and conclusions from last year's General Education Student Learning Report or from other assessment activities?

4 = Exemplary	All planned changes were listed, whether they were implemented or not, and their impact on curriculum or program budget was discussed thoroughly.
3 = Established	Most planned changes were listed, and their status or impact on curriculum or program budget was discussed.
2 = Developing	Some planned changes were listed, and their status or impact on curriculum or program budget was not clearly discussed.
1 = Undeveloped	No planned changes were listed, and their status or impact on curriculum or program budget was not discussed.

2) Did the department include peer review feedback and provide rationale for implementing or not implementing suggestions?

4 = Exemplary	All reviewer feedback was listed, and for each suggestion a clear rationale was given for its being implemented or not.
3 = Established	Most reviewer feedback was listed, and for most suggestions a rationale was given for their being implemented or not.
2 = Developing	Some reviewer feedback was listed, and for some suggestions a rationale was given for their being implemented or not.
1 = Undeveloped	Feedback from reviewers was not included.

3) A. Are the course titles and numbers listed?

4 = Exemplary	All of the courses (titles and numbers) offered by the department are listed.
3 = Established	Most of the courses (titles and numbers) offered by the department are listed.
2 = Developing	Some of the courses (titles and numbers) offered by the department are listed.
1 = Undeveloped	None of the courses (titles and numbers) offered by the department are listed.

B. Are the assessment measures appropriate for the General Education outcomes?

4 = Exemplary	All assessment measures are appropriate to the General Education outcomes.
3 = Established	Most assessment measures are appropriate to the General Education outcomes.
2 = Developing	Some assessment measures are appropriate to the General Education outcomes.
1 = Undeveloped	None of the assessment measures are appropriate to the General Education outcomes.

C. Do the performance standards provide a clearly defined threshold at an acceptable level of student performance?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All performance standards provide a clearly defined threshold at an acceptable level of student performance.	Most performance standards provide a clearly defined threshold at an acceptable level of student performance.	Some of the performance standards provide a clearly defined threshold at an acceptable level of student performance.	No performance standards provide a clearly defined threshold at an acceptable level of student performance.

D. Is the sampling method appropriate for all assessment measures?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
The sampling methodology is appropriate for all assessment measures.	The sampling methodology is appropriate for most assessment measures.	The sampling methodology is appropriate for some assessment measures.	The sampling methodology is appropriate for none of the assessment measures.

E. Is the sample size listed for each assessment measure?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
Sample size was listed for all assessment measures.	Sample size was listed for most assessment measures.	Sample size was listed for some assessment measures.	Sample size was not listed for any assessment measures.

F. How well do the data provide a clear and meaningful overview of the results?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
For all General Education outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For most General Education outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For some General Education outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For none of the General Education outcomes were the results clear, more than a single year's results included, or was meaningful information given that reveals an overview of student performance.

G. Are the conclusions reasonably drawn and significantly related to General Education outcomes?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Most conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Some conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	No conclusions are reasonably drawn and significantly based on the results or related to the strengths and weaknesses in student performance.

H. Does the report indicate whether the performance standards were met?

4 = Exemplary	Stated for all performance standards.
3 = Established	Stated for most performance standards.
2 = Developing	Stated for some performance standards.
1 = Undeveloped	Not stated for any performance standard.

4) How well supported is the rationale for making assessment or instructional changes? The justification can be based on conclusions reported in Section 3 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 whether they will impact student learning and other considerations, such as the department's curriculum, General Education Student Learning Report, or budget.

4 = Exemplary	All planned changes are specifically focused on student learning and based on the rationale for planned changes is well grounded and convincingly explained.
3 = Established	Most planned changes are specifically focused on student learning and based on the rationale for planned changes is mostly well grounded and convincingly explained.
2 = Developing	Some planned changes are specifically focused on student learning and based on the rationale for planned changes is lacking or is not convincingly explained.
1 = Undeveloped	No planned changes are specifically focused on student learning and based on the rationale for planned changes is no rationale.

5) Is one or more teaching technique listed?

The Peer Review Report will make note whether any techniques were included in the General Education Student Learning Report.

6) Does the list of faculty participants indicate how many full time faculty who teach in the program participated, their signatures, and their contributions to the report?

4 = Exemplary	The faculty role is clearly identified and it is apparent that the majority of the faculty participated in the process. The roles are varied.
3 = Established	The faculty role is identified and it is apparent that the majority of the faculty participated in the process. The roles are not varied.
2 = Developing	The faculty roles are not identified. Few faculty participated.
1 = Undeveloped	The faculty roles are not identified. Faculty participation is not sufficiently described to make a determination about who participated.

EXPLANATION & EXAMPLES OF DIRECT AND INDIRECT EVIDENCE

DIRECT EVIDENCE of student learning is tangible, visible, self-explanatory evidence of exactly what students have and haven't learned. Examples include:

- 1) Ratings of student skills by their field experience supervisors.
- 2) Scores and pass rates on licensure/certification exams or other published tests (e.g. Major Field Tests) that assess key learning outcomes.
- 3) Capstone experiences such as research projects, presentations, oral defenses, exhibitions, or performances that are scored using a rubric.
- 4) Written work or performances scored using a rubric.
- 5) Portfolios of student work.
- 6) Scores on locally-designed tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations that are accompanied by test blueprints describing what the tests assess.
- 7) Score gains between entry and exit on published or local tests or writing samples.
- 8) Employer ratings of the skills of recent graduates.
- 9) Summaries and analyses of electronic class discussion threads.
- 10) Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the program.

INDIRECT EVIDENCE provides signs that students are probably learning, but the evidence of exactly what they are learning is less clear and less convincing. Examples include:

- 1) Course grades.
- 2) Assignment grades, if not accompanied by a rubric or scoring guide.
- 3) For four year programs, admission rates into graduate programs and graduation rates from those programs.
- 4) For two year programs, admission rates into four-year institutions and graduation rates from those programs.
- 5) Placement rates of graduates into appropriate career positions and starting salaries.
- 6) Alumni perceptions of their career responsibilities and satisfaction.
- 7) Student ratings of their knowledge and skills and reflections on what they have learning over the course of the program.
- 8) Those questions on end-of-course student evaluations forms that ask about the course rather than the instructor.
- 9) Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
- 10) Honors, awards, and scholarships earned by students and alumni.

Suskie, L. (2004). *Assessing Student Learning: A Common Sense Guide*. Anker Publishing Company: Bolton, MA