

# General Education Student Learning Report

Revised June 2017

## Department of Communications

For 2017-2018 Academic Year

### PART 1

#### Degree Program Mission and Student Learning Outcomes

A. State the school, department and degree program missions.

University Mission	School Mission	Department 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.	The mission of the School of Science and Arts is the preparation of students to achieve professional and personal goals in their respective disciplines and to enable their success in dynamic local and global communities.	The Department of Communications supports the mission of RSU and the School of Liberal Arts by fostering the skills of critical thinking, writing, research, and oral communication among our students.	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.

B. Align each of the program student learning outcomes with the institutional purposes and 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, creativity, empirical and evidence-based inquiry, experimental investigation and theoretical explanation of natural phenomena	Our department will provide a BA degree with a strong focus on oral and written communication, critical thinking and creativity, as well as extra-curricular activities, internships and scholarly activities.	<ol style="list-style-type: none"> <li>1) Think critically and creatively.</li> <li>2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.</li> <li>3) Use written, oral, and visual communication effectively.</li> <li>4) Develop an individual perspective on the human experience, and demonstrate an understanding of</li> </ol>

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
	and innovative technology.		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 teaching and learning.	The School will educate its majors to think independently and have the knowledge, skills, and vision to work in all types of situations and careers and communicate with all types of people.	Foster the values of scholarship, creativity, appreciation of diversity, and community service.	
To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.	The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.	This will be accomplished via quality general education classes, co and extra-curricular activities, and professional internship and scholarly activities.	
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.	Through a concerted effort of engaging students in teacher/mentor scholarship, students experience scholarship both inside and outside the classroom.	
To provide university-wide student services, activities and resources that complement academic programs.	The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.		
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.	The School will foster a community of scholars among the faculty and students 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	The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.	Our department will sponsor cultural events for our students, area high school students, and the community via the RSU Theatre Program and RSU Radio.	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
enrichment for the University and the communities it serves.			

## PART 2

### Follow-Up on Proposed Changes Made in Previous Assessment Cycle

Follow up on each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported here. Indicate whether the proposed change was implemented and comment accordingly. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
No changes were proposed	N/A	

## PART 3

### Response to University Assessment Committee Feedback

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

Peer Review Feedback	Implemented (Y/N)	Comment
The peer review team that met with the department in the 2015-2016 academic year didn't write a report, so there was no feedback.	N/A	

**PART 4**  
**Evidence of Student Learning**

Provide evidence of student progress for each of the student learning outcomes associated with the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. A copy of the table should be inserted below for each additional outcome. SLO numbers should be updated accordingly.

<b>A.</b> <b>Student Learning Outcome</b>					
<b>SLO #1:</b> <b>Think critically and creatively.</b>					
<b>A.</b> <b>Assessment Measure</b>	<b>B.</b> <b>Performance Standard</b>	<b>C.</b> <b>Sampling Method</b>	<b>D.</b> <b>Sample Size (n)</b>	<b>E.</b> <b>Results</b>	<b>F.</b> <b>Standard Met (Y/N)</b>
<b>G.</b> <b>Conclusions</b>					

**A.  
Student Learning Outcome**

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

<b>A. Assessment Measure</b>	<b>B. Performance Standard</b>	<b>C. Sampling Method</b>	<b>D. Sample Size (n)</b>	<b>E. Results</b>	<b>F. Standard Met (Y/N)</b>																								
In SPCH 1113, <b>Speech Communication</b> , 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.	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.	N=292 (on-ground)  N=30 (online)	On-ground: 91% met threshold. Online: 97% met threshold.  <b>Speech Midterms On-ground</b> <table border="1" data-bbox="1188 581 1801 732"> <thead> <tr> <th>12-13</th> <th>13-14</th> <th>14-15</th> <th>15-16</th> <th>16-17</th> <th>17-18</th> </tr> </thead> <tbody> <tr> <td>76%</td> <td>87%</td> <td>85%</td> <td>92%</td> <td>82%</td> <td>91%</td> </tr> </tbody> </table> <b>Speech Midterms Online</b> <table border="1" data-bbox="1188 797 1801 922"> <thead> <tr> <th>12-13</th> <th>13-14</th> <th>14-15</th> <th>15-16</th> <th>16-17</th> <th>17-18</th> </tr> </thead> <tbody> <tr> <td>28%</td> <td>60%</td> <td>85%</td> <td>89%</td> <td>88%</td> <td>97%</td> </tr> </tbody> </table>	12-13	13-14	14-15	15-16	16-17	17-18	76%	87%	85%	92%	82%	91%	12-13	13-14	14-15	15-16	16-17	17-18	28%	60%	85%	89%	88%	97%	<b>Y</b>
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**G.  
Conclusions**

A full data set this year shows that students improved in their midterm exam scores over last year, when data was incomplete. They also improved over most of the previous years, with a steady increase in scores both on-ground and online over the past six years. The department adopted a new textbook for the course two years ago, and the increase in test scores this year may indicate that the new text is more effective at communicating content than the previous text used in the course.

<b>A. Assessment Measure</b>	<b>B. Performance Standard</b>	<b>C. Sampling Method</b>	<b>D. Sample Size (n)</b>	<b>E. Results</b>	<b>F. Standard Met (Y/N)</b>
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A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)												
In <b>HUM 2413, Theatre Appreciation</b> , students will complete a final exam over salient aspects of theatre.	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 related to theatre were counted.	N = 78	82% of the students met the threshold.  <b>Theatre Final Exams</b> <table border="1" data-bbox="1213 354 1787 456"> <thead> <tr> <th>12-13</th> <th>13-14</th> <th>14-15</th> <th>15-16</th> <th>16-17</th> <th>17-18</th> </tr> </thead> <tbody> <tr> <td>87%</td> <td>91%</td> <td>82%</td> <td>89%</td> <td>92%</td> <td>82%</td> </tr> </tbody> </table>	12-13	13-14	14-15	15-16	16-17	17-18	87%	91%	82%	89%	92%	82%	Y
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<b>G. Conclusions</b>																	
Students in this year's Theatre Appreciation sections surpassed the threshold of 75% earning a grade of C or higher by 4%. This result represents a decline in final exam success when compared to the previous two years.																	

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)												
In <b>HUM 2413, Theatre Appreciation</b> , a pre-post-test will be administered to all enrolled online students to ascertain entry and exit level knowledge related to theatre.	Student scores on theatre pre/post-tests will demonstrate growth of at least 25%.	All available students' theatre pre -and post-test scores class were counted.	N = 37	Data from only three sections available for analysis.  <b>Pre-/Post-Test Growth</b> <table border="1" data-bbox="1209 987 1782 1089"> <thead> <tr> <th>12-13</th> <th>13-14</th> <th>14-15</th> <th>15-16</th> <th>16-17</th> <th>17-18</th> </tr> </thead> <tbody> <tr> <td>64%</td> <td>72%</td> <td>86%</td> <td>64%</td> <td>75%</td> <td>67%</td> </tr> </tbody> </table>	12-13	13-14	14-15	15-16	16-17	17-18	64%	72%	86%	64%	75%	67%	Y
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<b>G. Conclusions</b>					
<p>Of the instructors who contributed data, only two instructors gave a pre-test and a post-test. With an interim department head whose home is in another department, it's not clear who should be providing instructors with the pre-test and the post-test to administer to their classes. It is evident that students' knowledge of theatre significantly increases over the course of the semester. The faculty may consider whether to keep this measure. Instructors used to administer a pre-test and a post-test in Speech Communication, but that practice was discontinued several years ago.</p>					

<b>A. Student Learning Outcome</b>																													
<b>SLO #3: Use written, oral, and visual communication effectively.</b>																													
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)																								
<p>In SPCH 1113, <b>Speech Communication</b>, 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><u>On-ground</u> Informative: N = 290 Persuasive: N = 276</p> <p><u>Online</u> Informative: N = 30 Persuasive: N = 30</p>	<p>On-ground informative: 96% met threshold. Online informative: 97% met threshold.</p> <p>On-ground persuasive: 97% met threshold. Online persuasive: 100% met threshold.</p> <p style="text-align: center;"><b>INFORMATIVE SPEECHES</b></p> <p><b>Informative Speech On-Ground</b></p> <table border="1" data-bbox="1146 1143 1803 1230"> <thead> <tr> <th>12-13</th> <th>13-14</th> <th>14-15</th> <th>15-16</th> <th>16-17</th> <th>17-18</th> </tr> </thead> <tbody> <tr> <td>80%</td> <td>90%</td> <td>94%</td> <td>93%</td> <td>94%</td> <td>96%</td> </tr> </tbody> </table> <p><b>Informative Speech Online</b></p> <table border="1" data-bbox="1146 1289 1803 1377"> <thead> <tr> <th>12-13</th> <th>13-14</th> <th>14-15</th> <th>15-16</th> <th>16-17</th> <th>17-18</th> </tr> </thead> <tbody> <tr> <td>43%</td> <td>92%</td> <td>92%</td> <td>100%</td> <td>100%</td> <td>97%</td> </tr> </tbody> </table>	12-13	13-14	14-15	15-16	16-17	17-18	80%	90%	94%	93%	94%	96%	12-13	13-14	14-15	15-16	16-17	17-18	43%	92%	92%	100%	100%	97%	Y
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				<p style="text-align: center;"><b>PERSUASIVE SPEECHES</b></p> <p><b>Persuasive Speech On-Ground</b></p> <table border="1"> <thead> <tr> <th>12-13</th> <th>13-14</th> <th>14-15</th> <th>15-16</th> <th>16-17</th> <th>17-18</th> </tr> </thead> <tbody> <tr> <td>78%</td> <td>86%</td> <td>95%</td> <td>91%</td> <td>87%</td> <td>97%</td> </tr> </tbody> </table> <p><b>Persuasive Speech Online</b></p> <table border="1"> <thead> <tr> <th>12-13</th> <th>13-14</th> <th>14-15</th> <th>15-16</th> <th>16-17</th> <th>17-18</th> </tr> </thead> <tbody> <tr> <td>25%</td> <td>73%</td> <td>96%</td> <td>100%</td> <td>88%</td> <td>100%</td> </tr> </tbody> </table>		12-13	13-14	14-15	15-16	16-17	17-18	78%	86%	95%	91%	87%	97%	12-13	13-14	14-15	15-16	16-17	17-18	25%	73%	96%	100%	88%	100%	
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Once again, on informative and persuasive speeches, and in both on-ground and online sections, Speech Communication grades continue to show that the vast majority of students understand and are able to employ the principles of effective speaking. Students are succeeding at reaching the high threshold for this measure at similar rates in both the on-ground and online sections.																														

A. Student Learning Outcome						
SLO #4: Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.						
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results		F. Standard Met (Y/N)



<b>A. Student Learning Outcome</b>					
SLO #4:      Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.					
<b>A. Assessment Measure</b>	<b>B. Performance Standard</b>	<b>C. Sampling Method</b>	<b>D. Sample Size (n)</b>	<b>E. Results</b>	<b>F. Standard Met (Y/N)</b>
<b>G. Conclusions</b>					

<b>A. Student Learning Outcome</b>					
SLO #5:      Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.					
<b>A. Assessment Measure</b>	<b>B. Performance Standard</b>	<b>C. Sampling Method</b>	<b>D. Sample Size (n)</b>	<b>E. Results</b>	<b>F. Standard Met (Y/N)</b>
<b>G. Conclusions</b>					

## PART 5

### Proposed Instructional or Assessment Changes



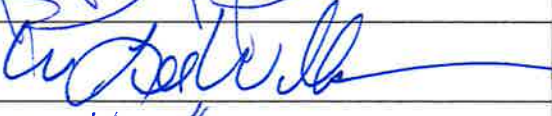



Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improving course instruction and program curriculum. Below discuss potential changes the department is considering aimed at improving student learning or the assessment process. These proposals will be revisited in next assessment cycle.

<b>Proposed Change</b>	<b>Rationale</b>
No changes proposed at this time.	



**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.

<b>Faculty Members</b>	<b>Roles in the Assessment Process</b> (e.g., collect data, analyze data, prepare report, review report, etc.)	<b>Signatures</b>
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, writing report	
Cathy Coomer, Assistant Professor	Data collection, report/plan analysis	
Bruce Hartley, Instructor	Data collection, report/plan analysis	

B. Reviewed by

<b>Titles</b>	<b>Names</b>	<b>Signatures</b>	<b>Date</b>
Department Head	Steven Rosser		6/11/18
Dean	Keith Martin		6/11/18

**PART 6**  
**Assessment Measures and Faculty Participation**

**A. Summary of assessment measures:**

- 1) How many different assessment measures were used? 3
- 2) List the direct measures (see appendix): Pre/Post Test, Informative and Persuasive Speeches, Final Exam
- 3) List the indirect measures (see appendix):

**B. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.**

Faculty Name	Assessment Role	Signature

Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr.		
Dean	Dr.		

## Appendix

### Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

#### Examples:

*Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.*

*Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.*

### Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

#### Direct Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

#### Indirect Measures

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.

## **Performance Standard**

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

### Examples:

*At least 70% of students will score 70% or higher on a comprehensive final exam.*

*At least 75% of students will earn score a "Proficient" or higher rating on the Communicate Effectively rubric.*

## **Sampling Method**

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

### Examples:

*All students enrolled in BIOL 4801 Biology Research Methods II*

*All majors graduating in the 2016-17 academic year.*

## **Sample Size**

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

## **Results**

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

## **Standard Met?**

This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

## **Conclusion**

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?