

# Degree Program Student Learning Report

Revised August 2017

## Department of English & Humanities

### **Bachelor in General Studies**

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	Degree Program Mission
<p>Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.</p>	<p>Central to the mission of the School of Arts and Sciences 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. Our strategy is to foster an academic setting of diverse curricula that inherently incorporates an environment of service and collegiality.</p>	<p>The mission of the Department of English and Humanities at Rogers State University is to support students in their pursuit of knowledge and to prepare them for participation in the increasingly globalized culture of the 21st century.</p>	<p>The Bachelor of General Studies degree provides students with a rigorous alternative to a specialized education in a single discipline. The student will have the flexibility to choose two separate disciplines from a variety of fields in Math and Science, Liberal Arts, and Business and Technology. The degree consists of 18 to 24 hours of the core knowledge in each of the two chosen disciplines, allowing the student the flexibility to pursue their interests as well as prepare for the challenges of work, citizenship, and intellectual life. This General Studies degree, in combination with a minor course of study, provides students with</p>

University Mission	School Mission	Department Mission	Degree Program Mission
			a foundation of knowledge, critical thinking and problem-solving skills to succeed in many fields.

B. Align school purposes, department purposes, and program student learning outcomes 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 of Arts and Sciences offers innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, creativity, empirical and evidenced-based inquiry, experimental investigation and theoretical explanation of natural phenomena, and innovative technology	Foster the skills of critical and creative thinking, writing, communication, and research among our students.	<p>Demonstrate effective use of technologies appropriate to the task and respective discipline (SLO 2)</p> <p>Demonstrate the ability to locate resources for academic purposes and to evaluate their authenticity, validity, and reliability (SLO 3)</p> <p>Create persuasive and well-reasoned arguments appropriate to topic and purpose (SLO 4)</p> <p>Communicate in writing and speech with an awareness of audience by using language conventions appropriate to the occasion and task (SLO 5)</p> <p>Display aptitude in drawing connections across courses and connect coursework to academic, professional, and social lives (SLO 6)</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.	The School of Arts and Sciences educates 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 among our faculty, staff, and students.	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide a general liberal arts education that supports specialized academic program and prepares students for lifelong learning and service in a diverse society.	The School of Arts and Sciences offers general education courses of high quality and purpose that provide a foundation for lifelong learning.	Serve the University and the community by providing quality general education courses that prepare students for their roles as citizens and cultural participants.	
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The School of Arts and Sciences fosters a community of scholars among the faculty and students of the institution.	Offer innovative programs and quality teaching within the classroom and through distance education.	Develop a level of mastery in two area concentrations (SLO 1)
To provide university-wide student services, activities and resources that complement academic programs.		Facilitate the formation of groups of citizen-scholars consisting of faculty and students that meet outside the traditional classroom setting.	
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.	The School of Arts and Sciences will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.		

**PART 2**  
**Revisit Proposed Changes Made in Previous Assessment Cycle**

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which

were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
NA - This the first year for the BGS to be reviewed.		

**PART 3**  
**Response to University Assessment Committee Peer Review**

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. Nevertheless, 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
NA - This the first year for the BGS to be reviewed.		

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

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

**A.  
Student Learning Outcome**

SLO #1: Students will develop a level of mastery in two area concentrations.

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
Students will select mentors whose area of specialty is closely related to their areas of concentration and then meet with those mentors at least once a week to provide progress updates. Mentors will assess students based on the quantity and quality of these meetings.	At least 75% of the students completing the Senior Seminar (BGS 4003) will receive a score of 4 or higher in their understanding of two areas of concentrations.	Data from all students completing the Senior Seminar (BGS 4003) is included.	N = 6	6 of 6 students (100%) met the performance standard.  Distribution of Scores:  SCORE    NUMBER OF STUDENTS 6            1 5            4 4            1 3            0 2            0 1            0	Yes

**H.  
Conclusions**

The BGS requires that students select at least two minors as their area of concentration. Because the instructor of the BGS Junior and Senior Seminars might not be a specialist in these areas, students are expected to select a mentor whose area of specialty is closely related to the proposed project and then to meet with that mentor at least once a week to provide a progress update. The meetings constitute a relatively small portion (10%) of the final grade for BGS 4003. Even so, they have proven to be an effective measure of how well a student is progressing towards mastery in his or her areas of concentrations. The feedback from mentors this past year was highly favorable: students were consistent with their meetings and they responded very well to feedback.

**A.**  
**Student Learning Outcome**

SLO #2: Students will demonstrate effective use of technologies appropriate to the task and respective discipline.

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
Students will submit a Research and Methodology Statement outlining the main aspects of their thesis and formulating their research questions.	At least 75% of the students completing the Junior Seminar (BGS 3003) will receive a score of 4 or higher on their Research and Methodology Statement	Data from all students completing the Senior Junior Seminar (BGS 3003) is included.	N = 6	6 of 6 students (100%) met the performance standard.  Distribution of Scores:  SCORE    NUMBER OF STUDENTS 6            0 5            2 4            4 3            0 2            0 1            0	Yes

**H.**  
**Conclusions**

Before writing their Capstone Projects, students need to formulate research questions that they are interested in answering. To this end, students are expected to develop brief statements (3–4 pages) outlining the main aspects of their thesis and formulating their research questions. In completing this assignment, students must (1) choose a provisional thesis title; (2) state what the project is about, what he or she hopes to demonstrate, and the significance of the project; and (3) introduce a preliminary plan of study including the sections/chapters into which the project will be divided. As part of their research statements, students need also to include a brief account (3–4 pages) of how they plan to conduct research for their project. Students may use a variety of approaches, ranging from textual analysis to statistical analysis, from lived experience and interviews to concrete theoretical evaluations, and so on. In this assignment, students are expected to demonstrate that they know not only what methods to employ, but also the strengths and weaknesses of these methods. Their performance on this measure in Fall 2017 was quite good. Feedback from mentors was favorable.

**A.  
Student Learning Outcome**

SLO #3: Students will demonstrate the ability to locate resources for academic purposes and to evaluate their authenticity, validity, and reliability.

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
Students will submit an Annotated Bibliography listing sources, together with brief descriptive and evaluative paragraphs, that they plan to use in their Capstone research.	At least 75% of the students completing the Junior Seminar (BGS 3003) will receive a score of 4 or higher on their Annotated Bibliography.	Data from all students completing the Junior Seminar (BGS 3003) is included.	N = 6	5 of 6 students (83%) met the performance standard.  Distribution of Scores:  SCORE      NUMBER OF STUDENTS 6            2 5            2 4            1 3            1 2            0 1            0	Yes

**H.  
Conclusions**

All research requires familiarity with the scholarship. Thus, to facilitate acquaintance with scholarship, students submitted annotated bibliographies as part of their coursework, wherein they listed sources (a minimum of eight) followed by brief (150 word) descriptive and evaluative paragraphs about each source. The assignments were generally well received by the faculty mentors. They helped to demonstrate that students were conducting appropriate research; that the sources cited were accurate, relevant, and of high quality; and that the students had actually read the sources. Only one student failed to meet the performance standard and that student still displayed a *developing competence* in the measured area.

**A.  
Student Learning Outcome**

SLO #4: Students will create persuasive and well-reasoned arguments appropriate to topic and purpose.

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
Students will submit a Literature Review to be incorporated into their finalized Capstone Project.	At least 75% of the students completing the Senior Seminar (BGS 4003) will receive a score of 4 or higher on the Literature Review.	Data from all students completing the Senior Seminar (BGS 4003) is included.	N = 6	6 of 6 students (100%) met the performance standard.  Distribution of Scores:  SCORE    NUMBER OF STUDENTS 6            0 5            2 4            4 3            0 2            0 1            0	Yes
Students will submit a Research and Methodology Section to be incorporated into their finalized Capstone Project.	At least 75% of the students completing the Senior Seminar (BGS 4003) will receive a score of 4 or higher on the Research and Methodology Section.	Data from all students completing the Senior Seminar (BGS 4003) is included.	N = 6	6 of 6 students (100%) met the performance standard.  Distribution of Scores:  SCORE    NUMBER OF STUDENTS 6            0 5            4 4            2 3            0 2            0 1            0	Yes



**A.**

**Student Learning Outcome**

SLO #4: Students will create persuasive and well-reasoned arguments appropriate to topic and purpose.

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
Students will submit a Findings Section to be incorporated into their finalized Capstone Project.	At least 75% of the students completing the Senior Seminar (BGS 4003) will receive a score of 4 or higher on the Findings Section.	Data from all students completing the Senior Seminar (BGS 4003) is included.	N = 6	5 of 6 students (83%) met the performance standard.  Distribution of Scores:  SCORE      NUMBER OF STUDENTS 6              0 5              4 4              1 3              1 2              0 1              0	Yes

**H.**

**Conclusions**

These three assignments constitute early stages in the lead-up to the finalized Capstone Project. The Literature Review allows students to engage professional research and scholarship. Students are expected to write about the work already completed, positions taken by scholars/researchers, questions answered, and questions still unanswered. Questions students are asked to consider include: What exactly have scholars agreed upon? Are they largely in disagreement? Are there competing schools of thought? The Research and Methodology Section builds on the Research and Methodology Statement that students were asked to complete in the Junior Seminar (BGS 3003). Questions students are asked to consider for this assignment include: Why did you choose this method over that? Is your approach consistent with that of other scholars/researchers? What are the advantages? What are the disadvantages? Do you foresee yourself facing any challenges? The Findings Section allows students to present your research findings. In this assignment, students let their readers know what they have discovered or concluded. If they were testing out some hypothesis, they should consider whether their research was supportive or unsupportive of it. If they were taking a position on some philosophical issue, they should consider the kinds of arguments they were able to formulate in its defense. Students performed very well on all three assignments. Only one student failed to meet one of the performance standards (Standard 3) and that student still displayed a *developing competence* in the measured area.

**A.  
Student Learning Outcome**

**SLO #5:** Students will communicate in writing and speech with an awareness of audience by using language conventions appropriate to the occasion and task.

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
Students will develop and defend a BGS Capstone Project.	At least 75% of the students completing the Senior Seminar (BGS 4003) will receive a score of 4 or higher in their understanding of two areas of concentrations	Data from all students completing the Senior Seminar (BGS 4003) is included.	N = 6	5 of 6 students (83%) met the performance standard.  Distribution of Scores:  SCORE    NUMBER OF STUDENTS 6            0 5            5 4            0 3            1 2            0 1            0	Yes

**H.  
Conclusions**

It is always difficult to draw conclusions about the success of an assessment measure when dealing with a small sample size. This is certainly one of those cases. Only six students participated in the Senior Seminar. Of those six five met the performance standard. The one who failed to meet the standard displayed a *developing competence* in the measured area. Despite the small sample size, the results were very good. The reason for this is likely related to the nature of the project itself, which requires students to take sections that they completed earlier in the semester—a literature review, statement on methodology, presentation of findings, and discussion of those findings—and to bring them together into a finished project. If there were areas of concern in these earlier sections, students were able to improve on them for their Capstone Project. Hopefully, as the program grows and more students complete their BGS Capstone Projects, a more robust conclusion about the measure's success can be drawn.

**A.  
Student Learning Outcome**

**SLO #6:** Students will display aptitude in drawing connections across courses and connect coursework to academic, professional, and social lives.

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>												
Students in the BGS 4003 will participate in a focus group. Students in the focus group, answering questions about the relationship between the program and their academic, professional, and social lives.	At least 75% of the students completing the Senior Seminar (BGS 4003) will rate these abilities in drawing connections across courses and connecting coursework to academic, professional, and social lives as satisfactory or better.	Data from all students completing the Senior Seminar (BGS 4003) is included.	N = 6	<p>6 of 6 students (100%) met the performance standard.</p> <p>Distribution of Scores:</p> <p>5 = Very Satisfactory            4 = Satisfactory            3 = Somewhat Satisfactory            2 = Not Satisfactory            1 = Not at all Satisfactory</p> <table border="1"> <thead> <tr> <th>SCORE</th> <th>NUMBER OF STUDENTS</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>2</td> </tr> <tr> <td>4</td> <td>4</td> </tr> <tr> <td>3</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> </tr> </tbody> </table>	SCORE	NUMBER OF STUDENTS	5	2	4	4	3	0	2	0	1	0	Yes
SCORE	NUMBER OF STUDENTS																
5	2																
4	4																
3	0																
2	0																
1	0																

**H.  
Conclusions**

A brief focus group was conducted on the last day of class in the Spring 2018 semester. Students were invited to give feedback on the program as well as assess their own success. One of the questions asked was whether students believed the program to have helped them to draw connections across courses and connecting coursework to academic, professional, and social lives. In addition to discussing their experiences in the program, they offered a numerical score: 5 = Very Satisfactory, 4 = Satisfactory, 3 = Somewhat Satisfactory, 2 = Not Satisfactory, or 1 = Not at all Satisfactory. The majority of students rated their ability to connect coursework to academic, professional, and social lives as satisfactory or better.

**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 improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
None	NA	

**PART 6**  
**Summary of Assessment Measures**

- A. How many different assessment measures were used? Eight (8)
- B. List the direct measures (see appendix): (1) Mentor Meetings, (2) Research and Methodology Statement (BGS 3003), (3) Annotated Bibliography, (4) Literature Review, (5) Research and Methodology Section (BGS 4003), (6) Findings Section, (7) Capstone Project
- C. List the indirect measures (see appendix): Focus Group

**PART 7**  
**Faculty Participation and Signatures**

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

Faculty Name	Assessment Role	Signature
Francis A Grabowski III	Collected, confirmed, and evaluated data for HUM-4013 and HUM-4993. Reported and evaluated data from the Graduating Senior Survey. Prepared Student Learning Report and approved final draft.	

- B. Reviewed by:

Titles	Name	Signature	Date
Department Head	MARY MACKIE	Mary Mackie	
Dean	Kath N. Mack	Kath Mack	11/7/18

## 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?