

# General Education Student Learning Report

Revised June 2017

## Department of Communications

For 2018-2019 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	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
for cultural, intellectual and personal 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
No peer review feedback on general education courses has been provided to the department in several years.	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: 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>																				
<p>In <b>SPCH 1113, 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.</p>	<p>At least 75% of students will earn a C or better on their mid-term speech exam.</p> <p>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</p>	<p>All instructors submit data from one of their sections of speech communication.</p>	<p>N = 260 (on-ground)</p> <p>N = 58 (online)</p>	<p>On-ground: 93% met threshold. Online: 93% met threshold.</p> <p><b>Speech Midterms On-ground</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 20%;">14-15</th> <th style="width: 20%;">15-16</th> <th style="width: 20%;">16-17</th> <th style="width: 20%;">17-18</th> <th style="width: 20%;">18-19</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">85%</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">91%</td> <td style="text-align: center;">93%</td> </tr> </tbody> </table> <p><b>Speech Midterms Online</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">14-15</th> <th style="width: 20%;">15-16</th> <th style="width: 20%;">16-17</th> <th style="width: 20%;">17-18</th> <th style="width: 20%;">18-19</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">85%</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">97%</td> <td style="text-align: center;">93%</td> </tr> </tbody> </table>		14-15	15-16	16-17	17-18	18-19	85%	92%	82%	91%	93%	14-15	15-16	16-17	17-18	18-19	85%	89%	88%	97%	93%	<p><b>Y</b></p>
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<b>G.</b> <b>Conclusions</b>																										
<p>This year there was a decrease in students enrolled in on-ground sections, but an increase in enrollment in online sections. Data this year shows that on-</p>																										

<b>A. Student Learning Outcome</b>					
<b>SLO #1: Think critically and creatively.</b>					
<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>
ground students improved in their midterm exam scores over last year, although some sections struggled with testing, and there was no significant decline in online midterm exam scores. Using quizzes in the lead-up to exams might be a helpful tool, as some instructors found.					

<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 <b>HUM 2413, Theatre Appreciation</b> , students will complete a final exam over salient aspects of theatre.	At least 75% of students will earn a C or better on theatre-appreciation final exams.	All students' final exam scores on theatre history, literature, and practices related to theatre were counted.	N = 64	78% of the students met the threshold.  <b>Theatre Final Exams</b> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>14-15</td> <td>15-16</td> <td>16-17</td> <td>17-18</td> <td>18-19</td> </tr> <tr> <td>82%</td> <td>89%</td> <td>92%</td> <td>82%</td> <td>78%</td> </tr> </table>	14-15	15-16	16-17	17-18	18-19	82%	89%	92%	82%	78%	<b>Y</b>
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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 3%. This result however represents a continuing decline in final exam success when compared to the previous four years. Three of the sections had fewer than 10 students, and the other two had more than twenty. Some sections, including small sections, weren't very participative. Non-participation in small sections and difficulties in participating in large sections may have impeded student learning.					

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results					F. Standard Met (Y/N)										
In HUM 2413, Theatre Appreciation, 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 = 34	<b>Pre-/Post-Test Growth</b> <table border="1" data-bbox="1211 363 1778 461"> <thead> <tr> <th data-bbox="1211 363 1323 420">14-15</th> <th data-bbox="1323 363 1434 420">15-16</th> <th data-bbox="1434 363 1545 420">16-17</th> <th data-bbox="1545 363 1656 420">17-18</th> <th data-bbox="1656 363 1778 420">18-19</th> </tr> </thead> <tbody> <tr> <td data-bbox="1211 420 1323 461">86%</td> <td data-bbox="1323 420 1434 461">64%</td> <td data-bbox="1434 420 1545 461">75%</td> <td data-bbox="1545 420 1656 461">67%</td> <td data-bbox="1656 420 1778 461">35%</td> </tr> </tbody> </table>					14-15	15-16	16-17	17-18	18-19	86%	64%	75%	67%	35%	Y
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**G.  
Conclusions**

All but one of the instructors who contributed Theatre Appreciation class data included pre-test and post-test scores. Although the growth of student knowledge indicated by the pre- and posts tests is not as astronomical as it has been in previous years, it is still evident that students' knowledge of theatre significantly increases over the course of the semester.

**A.  
Student Learning Outcome**

**SLO #3: Use written, oral, and visual communication effectively.**

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results		F. Standard Met (Y/N)
In SPCH 1113, Speech Communication, evaluations of informative and persuasive speeches will be conducted in all sections in both on-ground and online	At least 80% of the students should earn at least a C on both the informative and persuasive speech assignments, which are common to all sections of speech	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	<u>On-ground</u> Informative: N = 257 Persuasive: N = 252  <u>Online</u> Informative: N = 57 Persuasive: N = 54	On-ground informative: 96% met threshold. Online informative: 96% met threshold.  On-ground persuasive: 96% met threshold. Online persuasive: 94% met threshold.		Y

**A.  
Student Learning Outcome**

**SLO #3: Use written, oral, and visual communication effectively.**

<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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**G.  
Conclusions**

Once again, on informative and persuasive speeches and in both on-ground and online sections, Speech Communication grades indicate 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. Cumulative assignments leading up to speeches seemed to result in more student success in speaking. Multiple instructors noted that students in smaller sections in particular seemed to thrive. Others observed that students in online sections appreciated the ability to give speeches on video rather than commuting to campus.

## 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.

Proposed Change	Rationale
The faculty is considering whether its general education classes could be used to measure addition student learning outcomes.	It is possible that assignments in Theatre Appreciation and/or Speech Communication might reflect other general education learning outcomes, such as #4, allowing students to develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values; and/or #5, to demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.



**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):

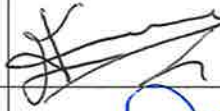





**B. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.**

Faculty Name	Assessment Role	Signature
Juliet Evusa, Professor	Data collection, report/plan analysis	
David Blakely, Associate Professor	Data collection, report/plan analysis	
Lee Williams, Assistant Professor	Data collection, report/plan analysis	
Cathy Coomer, Assistant Professor	Data collection, report/plan analysis	
Bruce Hartley, Instructor	Data collection, report/plan analysis	
Holly Kruse, Professor	Data collection, report/plan analysis, writing report	

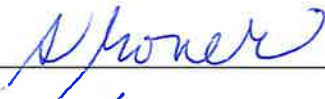

**PART 6 (A & B)**

**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>B. Faculty Name</b>	<b>Assessment Role</b>	<b>Signature</b>
Dr. Juliet Evusa, Professor	Data collection, report/plan analysis	
Dr. David Blakely, Associate Professor	Data collection, report/plan analysis	
Mr. Lee Williams, Assistant Professor	Data collection, report/plan analysis	
Ms. Cathy Coomer, Assistant Professor	Data collection, report/plan analysis	
Mr. Bruce Hartley, Instructor	Data collection, report/plan analysis	
Dr. Holly Kruse, Professor	Data collection, report/plan analysis, writing report	

B. Reviewed by:

<b>Titles</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Department Head	Mr. Steven Rosser		5-20-19
Dean	Dr. Keith Martin		5/12/19