

# Degree Program Student Learning Report

Revised June 2017

## Department of Psychology and Sociology

### AA in Elementary Education

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	Degree Program 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 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.	The mission of the Department of Psychology and Sociology is to assist students in developing knowledge and understanding of social, legal, and psychological issues and to operate effectively in today's legal, social, and culturally diverse community.	The mission of the Associate in Arts in Elementary Education is designed to prepare students for admission into an accredited teacher certificate program in the state of Oklahoma.

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	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	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional students duality associate and baccalaureate degrees.	SLO #2-7: Students will demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
communications, scientific reasoning and critical and creative thinking.	investigation and theoretical explanation of natural phenomena and innovative technology.		
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.	The Department will promote and foster skills to think critically, creatively, and skills to work in social situations as well as the ability to communicate with a diverse population.	
To provide a general liberal arts education that supports specialized academic programs and 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.	Serve the University and the community through the provision of quality general education courses which promote lifelong learning and services to a diverse society.	SLO #1: Students will demonstrate proficiency in the intellectual skills needed to advance to a higher degree in elementary education.
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.	Promote a community of scholars among faculty and students through research and scholarly experiences.	
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.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal		Offer and promote student and community interaction to create opportunities for cultural, intellectual, and personal enrichment.	

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
The timeframe to report data was changed from current year graduates to previous year graduates. Facilitation of this change allows for additional OGET scores to be collected.	Yes	

## 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 UAC has determined a best practice of analyzing and reporting sample sizes and results (as well as conclusions)	No	Faculty members do not have access to all graduating student transcripts which is necessary to collect this type of information.

<p>by distinguishing between “on-ground,” “online,” and “blended” courses. Do you intend to start distinguishing and analyzing your data, results, and conclusions thus?</p>		
<p>Part 4, SLO #2 (p. 5) &amp; Part 5 (p.11): In light of your note about the problem of data collection and reporting, do you need to change (abandon?) this assessment measure? Is this assessment measure still useful for collecting, analyzing, and reporting meaningful data and conclusions? This same question applies also to your SLOs #3-#7 and their use of the OGET subareas; please clarify.</p>	<p>No</p>	<p>OGET scores are the most appropriate measure to assess student learning for those seeking a Bachelor in Education. This assessment must be passed in order to receive teacher certification in the state of Oklahoma.</p>

**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>					
SLO #1: Students will demonstrate proficiency in the intellectual skills needed to advance to a higher degree in elementary education.					
<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>
The transcript of RSU students graduating from the AA in Elementary Education program at RSU will be examined, and their retention/graduate GPA will be evaluated.	80% of Graduates will achieve a GPA $\geq 2.5$ ; the minimum GPA required for entrance into many bachelor level education programs in Oklahoma. This is a statewide standard for admission to a bachelor degree in Education.	All students graduating from RSU's AA-Elementary Education program during the stated assessment period.	N= 17  <b>Seventeen students</b> graduated with an AA in EE during the assessment period (Fall 2017, Spring 2018).	Of the 17 students graduating with a degree in AA/EE during the assessment period, <b>16 graduated with an overall GPA <math>\geq 2.5</math></b> . Thus, <b>94%</b> of graduates maintained an overall GPA of 2.5 or higher.	Yes.
<b>G.</b> <b>Conclusions</b>					
Over the past five year, students graduating with an Associates in Arts in Elementary Education have exceeded this performance standard. Students enrolled in the Associate in Arts in Elementary Education program are provided the necessary resources and support to be successful in their coursework.					

**A.  
Student Learning Outcome**

SLO #2: Students will demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.

<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>
The Oklahoma General Education Test (OGET) <b>composite score</b> will be used to measure overall student competency in: Reading, Communication Skills, Mathematics, Computation, Liberal Studies, and Writing.	<b>80%</b> of AA-EE students will receive a composite score $\geq 240$ , the state mandated threshold.	Test scores for All AA-Elementary Education graduates that took the OGET.	N=12 Twelve of the 17 AEE 2017-2018 academic year graduates completed the OGET.	All twelve students who completed the OGET passed with a score $\geq 240$ . This equates to a <b>100%</b> competency rate.	Yes.

**G.  
Conclusions**

Over the past five year, students graduating with an Associates in Arts in Elementary Education have exceeded this performance standard. The Associate in Arts in Elementary Education program adequately prepares graduates to successfully pass the content within the Oklahoma General Education Test.

**A.  
Student Learning Outcome**

SLO #3: Students will demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.

<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>
The Oklahoma General Education Test (OGET) score in the area of <b>reading and written communications</b> (Subarea I).	<b>80%</b> of AA-EE students will receive a subscore <b>≥240</b> , the state recommended threshold.	Test subscore for all AA-Elementary Education graduates that took the OGET.	N=12  Twelve of the 17 AAEE 2017-2018 academic year graduates completed the OGET.	Ten of the twelve students who completed the OGET passed with a score <b>≥240</b> . This equates to a <b>83%</b> competency rate.	Yes.

**G.  
Conclusions**

Over the past five year, students graduating with an Associates in Arts in Elementary Education have exceeded this performance standard. The Associate in Arts in Elementary Education program adequately prepares graduates to successfully pass the content within the Oklahoma General Education Test.

**A.  
Student Learning Outcome**

**SLO #4:** Students will demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.

<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>
The Oklahoma General Education Test (OGET) score in the area of <b>mathematics</b> (Subarea II)	<b>80%</b> of AA-EE students will receive a subscore <b>≥240</b> , the state recommended threshold.	Test subscore for All AA-Elementary Education graduates that took the OGET.	N=12  Twelve of the 17 AAEE 2017-2018 academic year graduates completed the OGET.	Eight of twelve students who completed the OGET passed with a score <b>≥240</b> . This equates to a <b>66%</b> competency rate.	Yes.

**G.  
Conclusions**

In the past five years, this is the first time students graduating with an Associates in Arts in Elementary Education did not meet this performance standard. Please note that not earning a  $\geq 240$  in a particular subarea does not reflect a “failing” score. According to the Certification Examinations for Oklahoma Educators website, “You do not “pass” individual subareas. Passing status is based on the total number of questions you answered correctly on the entire test, including, if applicable, the quality of your response(s) to the constructed-response assignment(s).” However, we will continue to assess this measure to determine if changes should be implemented.



**A.  
Student Learning Outcome**

SLO #5: Students will demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.

<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>
The Oklahoma General Education Test (OGET) score in the area of <b>information literacy and research</b> (Subarea III)	<b>80%</b> of AA-EE students will receive a subscore <b>≥240</b> , the state recommended threshold.	Test subscore for All AA-Elementary Education graduates that took the OGET.	N=12  Twelve of the 17 AAEE 2017-2018 academic year graduates completed the OGET.	Eleven of twelve students who completed the OGET passed with a score <b>≥240</b> . This equates to a <b>91%</b> competency rate.	Yes.

**G.  
Conclusions**

Over the past five year, students graduating with an Associates in Arts in Elementary Education have exceeded this performance standard. The Associate in Arts in Elementary Education program adequately prepares graduates to successfully pass the content within the Oklahoma General Education Test.

**A.  
Student Learning Outcome**

SLO #6: Students will demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.

<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>
The Oklahoma General Education Test (OGET) score in the area of <b>applied writing skills</b> (Subarea IV)	<b>80%</b> of AA-EE students will receive a subscore <b>≥240</b> , the state recommended threshold.	Test subscore for All AA-Elementary Education graduates that took the OGET.	N=12  Twelve of the 17 AAEE 2017-2018 academic year graduates completed the OGET.	Eleven of twelve students who completed the OGET passed with a score <b>≥240</b> . This equates to a <b>91%</b> competency rate.	Yes.

**G.  
Conclusions**

Over the past five year, students graduating with an Associates in Arts in Elementary Education have exceeded this performance standard. The Associate in Arts in Elementary Education program adequately prepares graduates to successfully pass the content within the Oklahoma General Education Test.

**A.  
Student Learning Outcome**

SLO #7: Students will demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.

<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>
The Oklahoma General Education Test (OGET) score in the area of <b>science, art and literature, social sciences</b> (Subarea V)	<b>80%</b> of AA-EE students will receive a subscore <b>≥240</b> , the state recommended threshold.	Test subscore for All AA-Elementary Education graduates that took the OGET.	N=12  Twelve of the 17 AAEE 2017-2018 academic year graduates completed the OGET.	All twelve students who completed the OGET passed with a score <b>≥240</b> . This equates to a <b>100%</b> pass rate.	Yes.

**G.  
Conclusions**

Over the past five year, students graduating with an Associates in Arts in Elementary Education have exceeded this performance standard. The Associate in Arts in Elementary Education program adequately prepares graduates to successfully pass the content within the Oklahoma General Education Test.

**A.  
Student Learning Outcome**

SLO #7: Students will demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.

<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>
The Oklahoma General Education Test (OGET) score in the area of <b>writing</b> (Subarea VI)	<b>80%</b> of AA-EE students will receive a subscore <b>≥240</b> , the state recommended threshold.	Test subscore for All AA-Elementary Education graduates that took the OGET.	N=12  Twelve of the 17 AAEE 2017-2018 academic year graduates completed the OGET.	All twelve students who completed the OGET passed with a score <b>≥240</b> . This equates to a <b>100%</b> pass rate.	Yes.

**G.  
Conclusions**

Over the past five year, students graduating with an Associates in Arts in Elementary Education have exceeded this performance standard. The Associate in Arts in Elementary Education program adequately prepares graduates to successfully pass the content within the Oklahoma General Education Test.

## 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
No additional changes are scheduled.	

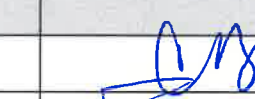
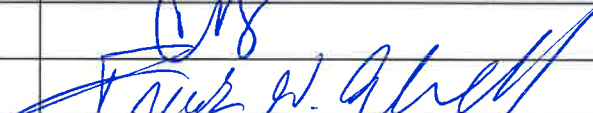
## PART 6

### Assessment Measures and Faculty Participation

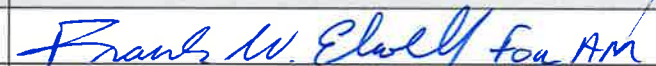

A. Summary of assessment measures:

- 1) How many different assessment measures were used? 2 (OGET and GPA)
- 2) List the direct measures (see appendix): OGET scaled test score, 5 OGET subscores, and GPA (OGET and GPA)
- 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
Christian Mackey, MA, MPA	Collect data, analyze data, prepare report	
Frank Elwell, PhD	Review report	

Reviewed by:

Titles	Name	Signature	Date
Department Head	FRANK W. ELWELL	 FOR AM	5-28-15
Dean	Keith W. Martin		6/10/15