

# General Education Student Learning Report

Revised June 2017

## Department of Communications For 2019-2020 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 and innovative technology. | 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  |
|---|--|---|--|
|   |  |   | <p>diverse perspectives and values.</p> <p>5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.</p> |
| <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>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.</p> | <p>Foster the values of scholarship, creativity, appreciation of diversity, and community service.</p>  |  |
| <p>To provide a general liberal arts education that supports specialized academic program and prepares students for lifelong learning and service in a diverse society.</p>               | <p>The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.</p>   | <p>This will be accomplished via quality general education classes, co and extra-curricular activities, and professional internship and scholarly activities.</p> |  |
| <p>To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.</p>                             | <p>The School will foster a community of scholars among the faculty and students of the institution.</p>   | <p>Through a concerted effort of engaging students in teacher/mentor scholarship, students experience scholarship both inside and outside the classroom.</p>      |  |
| <p>To provide university-wide student services, activities and resources that complement academic programs.</p>   | <p>The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.</p>  |   |  |
| <p>To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.</p>  | <p>The School will foster a community of scholars among the faculty and students 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</p>       | <p>The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.</p>  | <p>Our department will sponsor cultural events for our students, area high school students, and the community via the RSU Theatre Program and RSU Radio.</p>      |  |

| 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?<br>(Y/N) | Comments   |
|--------------------------|-----------------------|--|
| No changes were proposed | N/A                   | As this department has remained without a true department head for several years, our consistency across our general education courses has suffered. The Theatre Appreciation pre-test and post-test may not be provided to all instructors who teach the course, despite the fact that it remains one of the department's general education assessment measures. When the university moved to fully online instruction and participation during the Spring semester, adjunct Speech Communication instructors could perhaps have used more direction concerning how to complete speech assignments, given the unique challenges presented by the class. |

**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><br><b>Student Learning Outcome</b>   |   |   |  |  |                       |       |       |       |       |       |     |  |     |     |     |     |   |
|--|---|---|--|--|-----------------------|-------|-------|-------|-------|-------|-----|--|-----|-----|-----|-----|---|
| SLO #1:  | Think critically and creatively.  |   |  |  |                       |       |       |       |       |       |     |  |     |     |     |     |   |
| 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, student understanding of constructs by which a speech is evaluated will be measured by | At least 75% of students will earn a C or better on their mid-term speech exam.<br>All instructors will submit the scores on the mid-term for | All instructors submit data from one of their sections of speech communication. | N = 358 (on-ground)<br>N = 49 (online) | On-ground: 86% met threshold.<br>Online: 94% met threshold.<br><b>Speech Midterms On-ground</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>15-16</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>92%</td> <td></td> <td>82%</td> <td>91%</td> <td>93%</td> <td>86%</td> </tr> </tbody> </table> |                       | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 92% |  | 82% | 91% | 93% | 86% | Y |
|  | 15-16   | 16-17   | 17-18                                  | 18-19  | 19-20                 |       |       |       |       |       |     |  |     |     |     |     |   |
| 92%  |   | 82%   | 91%                                    | 93%  | 86%                   |       |       |       |       |       |     |  |     |     |     |     |   |

| A.<br>Student Learning Outcome   |   |  |                       |   |                          |       |       |       |       |     |     |     |     |     |   |
|--|---|--|-----------------------|---|--------------------------|-------|-------|-------|-------|-----|-----|-----|-----|-----|---|
| SLO #1: Think critically and creatively.   |   |  |                       |   |                          |       |       |       |       |     |     |     |     |     |   |
| A.<br>Assessment Measure   | B.<br>Performance Standard  | C.<br>Sampling Method  | D.<br>Sample Size (n) | E.<br>Results   | F.<br>Standard Met (Y/N) |       |       |       |       |     |     |     |     |     |   |
| assessing students' mid-term exam scores in both on-ground and online formats.   | all students enrolled in one of their speech sections in both the fall and spring semesters |  |                       | <b>Speech Midterms Online</b><br><table border="1"> <tr> <td>15-16</td> <td>16-17</td> <td>17-18</td> <td>18-19</td> <td>19-20</td> </tr> <tr> <td>89%</td> <td>88%</td> <td>97%</td> <td>93%</td> <td>94%</td> </tr> </table>  | 15-16                    | 16-17 | 17-18 | 18-19 | 19-20 | 89% | 88% | 97% | 93% | 94% |   |
| 15-16  | 16-17   | 17-18  | 18-19                 | 19-20   |                          |       |       |       |       |     |     |     |     |     |   |
| 89%  | 88%   | 97%  | 93%                   | 94%   |                          |       |       |       |       |     |     |     |     |     |   |
| G.<br>Conclusions  |   |  |                       |   |                          |       |       |       |       |     |     |     |     |     |   |
| Although the response rate among instructors was not quite 100%, it's still evident that this year saw an increase in students enrolled in on-ground sections, though there was a decline in their midterm exam scores. There were several sections in which students received high marks on their speeches but noticeably lower marks on their exams. More instructors might consider adding quizzes in the lead-up to exams, as well as dedicated review sessions, study groups, and one-on-one meetings with their instructors. |   |  |                       |   |                          |       |       |       |       |     |     |     |     |     |   |
| A.<br>Assessment Measure   | B.<br>Performance Standard  | C.<br>Sampling Method  | D.<br>Sample Size (n) | E.<br>Results   | F.<br>Standard Met (Y/N) |       |       |       |       |     |     |     |     |     |   |
| In HUM 2413, Theatre Appreciation, 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 = 52                | 71% of the students met the threshold.<br><br><b>Theatre Final Exams</b><br><table border="1"> <tr> <td>15-16</td> <td>16-17</td> <td>17-18</td> <td>18-19</td> <td>19-20</td> </tr> <tr> <td>89%</td> <td>92%</td> <td>82%</td> <td>78%</td> <td>71%</td> </tr> </table> | 15-16                    | 16-17 | 17-18 | 18-19 | 19-20 | 89% | 92% | 82% | 78% | 71% | N |
| 15-16  | 16-17   | 17-18  | 18-19                 | 19-20   |                          |       |       |       |       |     |     |     |     |     |   |
| 89%  | 92%   | 82%  | 78%                   | 71%   |                          |       |       |       |       |     |     |     |     |     |   |

| A. Assessment Measure  | B. Performance Standard | C. Sampling Method | D. Sample Size (n) | E. Results | F. Standard Met (Y/N) |
|--|-------------------------|--------------------|--------------------|------------|-----------------------|
| <b>G. Conclusions</b>  |                         |                    |                    |            |                       |
| <p>Students in this year's Theatre Appreciation sections did not meet the threshold of 75% earning a grade of C or higher. This result however represents a continuing decline in final exam success when compared to previous years. Smaller sections performed better on the final exam than did the large section, just as last year. The instructor who taught Theatre Appreciation during Spring semester believes that student performance on the final exam suffered because of problems rural students had with lack of internet access.</p> |                         |                    |                    |            |                       |

| A. Assessment Measure  | B. Performance Standard  | C. Sampling Method   | D. Sample Size (n)                              | E. Results  | F. Standard Met (Y/N) |       |       |       |       |     |     |     |     |     |   |
|--|--|--|---|---|-----------------------|-------|-------|-------|-------|-----|-----|-----|-----|-----|---|
| <p>In HUM 2413, Theatre Appreciation, a pre-test will be administered to all enrolled online students to ascertain entry and exit level knowledge related to theatre.</p>  | <p>Student scores on theatre pre/post-tests will demonstrate growth of at least 25%.</p> | <p>All available students' theatre pre -and post-test scores class were counted.</p> | <p>N = 18 (pre-test)<br/>N = 16 (post-test)</p> | <p><b>Pre-/Post-Test Growth</b></p> <table border="1" data-bbox="805 306 911 873"> <thead> <tr> <th>15-16</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>64%</td> <td>75%</td> <td>67%</td> <td>35%</td> <td>43%</td> </tr> </tbody> </table> | 15-16                 | 16-17 | 17-18 | 18-19 | 19-20 | 64% | 75% | 67% | 35% | 43% | Y |
| 15-16  | 16-17  | 17-18  | 18-19   | 19-20   |                       |       |       |       |       |     |     |     |     |     |   |
| 64%  | 75%  | 67%  | 35%   | 43%   |                       |       |       |       |       |     |     |     |     |     |   |
| <b>G. Conclusions</b>  |  |  |   |   |                       |       |       |       |       |     |     |     |     |     |   |
| <p>Only one instructor, who has been teaching Theatre Appreciation at RSU for several years, administered a pre-test and post-test, and that apparently was only in Spring semester. In that section, students demonstrated significant growth in their theatre-related knowledge.</p> |  |  |   |   |                       |       |       |       |       |     |     |     |     |     |   |

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

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

| <b>A.</b><br><b>Assessment Measure</b>   | <b>B.</b><br><b>Performance Standard</b>   | <b>C.</b><br><b>Sampling Method</b>   | <b>D.</b><br><b>Sample Size (n)</b>  | <b>E.</b><br><b>Results</b>   | <b>F.</b><br><b>Standard Met (Y/N)</b> |  |  |  |       |       |       |          |     |     |     |         |       |       |       |          |      |      |     |         |                                    |  |  |  |       |       |       |          |     |     |     |         |     |       |       |          |  |  |  |  |   |
|--|--|---|--|---|--|--|--|--|-------|-------|-------|----------|-----|-----|-----|---------|-------|-------|-------|----------|------|------|-----|---------|------------------------------------|--|--|--|-------|-------|-------|----------|-----|-----|-----|---------|-----|-------|-------|----------|--|--|--|--|---|
| 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. | 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 communication. | 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><u>On-ground</u><br/>Informative: N = 364<br/>Persuasive: N = 345</p> <p><u>Online</u><br/>Informative: N = 48<br/>Persuasive: N = 44</p> | <p>On-ground informative: 97% met threshold.<br/>Online informative: 89% met threshold.</p> <p>On-ground persuasive: 96% met threshold.<br/>Online persuasive: 98% met threshold.</p> <p align="center"><b>INFORMATIVE SPEECHES</b></p> <table border="1" data-bbox="808 594 922 867"> <thead> <tr> <th colspan="4"><b>Informative Speech On-Ground</b></th> </tr> </thead> <tbody> <tr> <td>15-16</td> <td>16-17</td> <td>17-18</td> <td>18-19-20</td> </tr> <tr> <td>93%</td> <td>94%</td> <td>96%</td> <td>96% 97%</td> </tr> </tbody> </table> <p><b>Informative Speech Online</b></p> <table border="1" data-bbox="922 594 1036 867"> <tbody> <tr> <td>15-16</td> <td>16-17</td> <td>17-18</td> <td>18-19-20</td> </tr> <tr> <td>100%</td> <td>100%</td> <td>97%</td> <td>96% 89%</td> </tr> </tbody> </table> <p align="center"><b>PERSUASIVE SPEECHES</b></p> <table border="1" data-bbox="1036 594 1149 867"> <thead> <tr> <th colspan="4"><b>Persuasive Speech On-Ground</b></th> </tr> </thead> <tbody> <tr> <td>15-16</td> <td>16-17</td> <td>17-18</td> <td>18-19-20</td> </tr> <tr> <td>91%</td> <td>87%</td> <td>97%</td> <td>96% 96%</td> </tr> </tbody> </table> <p><b>Persuasive Speech Online</b></p> <table border="1" data-bbox="1149 594 1263 867"> <tbody> <tr> <td>15-</td> <td>16-17</td> <td>17-18</td> <td>18-19-20</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | <b>Informative Speech On-Ground</b>    |  |  |  | 15-16 | 16-17 | 17-18 | 18-19-20 | 93% | 94% | 96% | 96% 97% | 15-16 | 16-17 | 17-18 | 18-19-20 | 100% | 100% | 97% | 96% 89% | <b>Persuasive Speech On-Ground</b> |  |  |  | 15-16 | 16-17 | 17-18 | 18-19-20 | 91% | 87% | 97% | 96% 96% | 15- | 16-17 | 17-18 | 18-19-20 |  |  |  |  | Y |
| <b>Informative Speech On-Ground</b>  |  |   |  |   |  |  |  |  |       |       |       |          |     |     |     |         |       |       |       |          |      |      |     |         |                                    |  |  |  |       |       |       |          |     |     |     |         |     |       |       |          |  |  |  |  |   |
| 15-16  | 16-17  | 17-18   | 18-19-20   |   |  |  |  |  |       |       |       |          |     |     |     |         |       |       |       |          |      |      |     |         |                                    |  |  |  |       |       |       |          |     |     |     |         |     |       |       |          |  |  |  |  |   |
| 93%  | 94%  | 96%   | 96% 97%  |   |  |  |  |  |       |       |       |          |     |     |     |         |       |       |       |          |      |      |     |         |                                    |  |  |  |       |       |       |          |     |     |     |         |     |       |       |          |  |  |  |  |   |
| 15-16  | 16-17  | 17-18   | 18-19-20   |   |  |  |  |  |       |       |       |          |     |     |     |         |       |       |       |          |      |      |     |         |                                    |  |  |  |       |       |       |          |     |     |     |         |     |       |       |          |  |  |  |  |   |
| 100%   | 100%   | 97%   | 96% 89%  |   |  |  |  |  |       |       |       |          |     |     |     |         |       |       |       |          |      |      |     |         |                                    |  |  |  |       |       |       |          |     |     |     |         |     |       |       |          |  |  |  |  |   |
| <b>Persuasive Speech On-Ground</b>   |  |   |  |   |  |  |  |  |       |       |       |          |     |     |     |         |       |       |       |          |      |      |     |         |                                    |  |  |  |       |       |       |          |     |     |     |         |     |       |       |          |  |  |  |  |   |
| 15-16  | 16-17  | 17-18   | 18-19-20   |   |  |  |  |  |       |       |       |          |     |     |     |         |       |       |       |          |      |      |     |         |                                    |  |  |  |       |       |       |          |     |     |     |         |     |       |       |          |  |  |  |  |   |
| 91%  | 87%  | 97%   | 96% 96%  |   |  |  |  |  |       |       |       |          |     |     |     |         |       |       |       |          |      |      |     |         |                                    |  |  |  |       |       |       |          |     |     |     |         |     |       |       |          |  |  |  |  |   |
| 15-  | 16-17  | 17-18   | 18-19-20   |   |  |  |  |  |       |       |       |          |     |     |     |         |       |       |       |          |      |      |     |         |                                    |  |  |  |       |       |       |          |     |     |     |         |     |       |       |          |  |  |  |  |   |
|  |  |   |  |   |  |  |  |  |       |       |       |          |     |     |     |         |       |       |       |          |      |      |     |         |                                    |  |  |  |       |       |       |          |     |     |     |         |     |       |       |          |  |  |  |  |   |

| A.<br>Student Learning Outcome                                   |                            |                       |                       |               |                          |
|--|----------------------------|-----------------------|-----------------------|---------------|--------------------------|
| SLO #3: Use written, oral, and visual communication effectively. |                            |                       |                       |               |                          |
| A.<br>Assessment Measure   | B.<br>Performance Standard | C.<br>Sampling Method | D.<br>Sample Size (n) | E.<br>Results | F.<br>Standard Met (Y/N) |
|  |                            |                       |                       |               |                          |
|  |                            |                       | 16                    |               |                          |
|  |                            |                       | 100%                  | 88%           |                          |
|  |                            |                       |                       | 100%          |                          |
|  |                            |                       |                       | 94%           |                          |
|  |                            |                       |                       |               | 98%                      |

**G.  
Conclusions**

Again, on informative and persuasive speeches and in both on-ground and online sections, Speech Communication grades indicate that a large majority of students understand and are able to employ the principles of effective speaking. Students are succeeding at reaching the threshold for this measure at similar rates in both the on-ground and online sections, and online sections have produced consistently high student learning results. Cumulative assignments leading up to speeches seem to result in more student success in speaking. The shift to online learning in the middle of Spring semester was particularly problematic for on-ground Speech Communication students who had of course not planned on having to record and upload speech videos for class. Several instructors noted that despite the disruptions, they and their students collaborated and figured out ways to make speech assignments work.

**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 has not returned to the question mentioned in the 2018-2019 SLR of whether its general education classes could be used to measure additional student learning outcomes. | If students are learning material applicable to general education learning outcomes beyond those we are measuring, we might want to assess that learning. |





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

- A. Summary of assessment measures:**
- 1) How many different assessment measures were used? 4
  - 2) List the direct measures (see appendix): Pre/Post Test, Informative and Persuasive Speeches, Midterm Exam, 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 report/plan analysis                             |    |
| Lee Williams, Assistant Professor  | Data report/plan analysis                             |    |
| Bruce Hartley, Instructor          | Data report/plan analysis                             |  |
| Holly Kruse, Professor             | Data collection, report/plan analysis, writing report |  |

*Catherine Heimbold signing for attached*

Reviewed by:

| Titles          | Name              | Signature   | Date   |
|-----------------|-------------------|---|--------|
| Department Head | Mr. Steven Rosser |  | 6.2.20 |
| Dean            | Dr. Keith Martin  |  | 6/2/20 |

## 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?

## Catherine Heimdale

---

**From:** Juliet Evusa  
**Sent:** Tuesday, June 2, 2020 1:28 PM  
**To:** Catherine Heimdale  
**Subject:** Re: SUMMER ONLINE SPEECH SYLLABUS

Please sign our general education and program student learning assessment reports on my behalf.

Stay safe, Catherine.

je

Juliet Evusa, Professor  
Department of Communications  
Baird Hall Room 221B  
918-343-7677



---

**From:** Catherine Heimdale <cheimdale@rsu.edu>  
**Sent:** Tuesday, June 2, 2020 8:28 AM  
**To:** Juliet Evusa <jevusa@rsu.edu>  
**Subject:** RE: SUMMER ONLINE SPEECH SYLLABUS

THANKS!

*Catherine Heimdale*

Administrative Assistant  
Communications/History&Political Science



Baird Hall Rm 221  
1701 W Will Rogers Blvd  
Claremore, OK 74017  
918 343 6825  
[www.rsu.edu](http://www.rsu.edu)  
[cheimdale@rsu.edu](mailto:cheimdale@rsu.edu)

**From:** Juliet Evusa <jevusa@rsu.edu>  
**Sent:** Sunday, May 31, 2020 7:22 PM  
**To:** Catherine Heimdale <cheimdale@rsu.edu>  
**Cc:** Steven Rosser <srosser@rsu.edu>  
**Subject:** SUMMER ONLINE SPEECH SYLLABUS

I have attached PDF copies of my summer courses.

## Catherine Heimdale

---

**From:** Lee Williams  
**Sent:** Monday, June 1, 2020 3:54 PM  
**To:** Catherine Heimdale  
**Subject:** Re: Communication Gen Ed and Program Student Learning Reports

You can sign for me.

Lee

---

**From:** Holly Kruse <hkruse@rsu.edu>  
**Sent:** Monday, June 1, 2020 2:44 PM  
**To:** Catherine Heimdale <cheimdale@rsu.edu>; Steven Rosser <srosser@rsu.edu>  
**Cc:** Juliet Evusa <jevusa@rsu.edu>; Lee Williams <lwilliams@rsu.edu>; Bruce Hartley <bhartley@rsu.edu>; David Blakely <dblakely@rsu.edu>; Tip Crowley <tcrowley@rsu.edu>; Mary Millikin <millikin@rsu.edu>; Keith Martin <kmartin@rsu.edu>  
**Subject:** Communication Gen Ed and Program Student Learning Reports

Hi Catherine,

I hope that you're doing well. I've attached the student learning reports (SLRs) for the past academic year. I am hoping that you can print out both of them and then sign on the both signature pages for all of the faculty members who need to sign and who aren't on campus. I learned in the most recent University Assessment Committee meeting that this would be an acceptable option, so I am giving you permission to sign for me. If the other faculty members (Juliet, Lee, Bruce, and David) aren't on campus now and haven't yet given you permission to do this for them, I am strongly urging them to give you permission ASAP. I figured this would be easier than me figuring out and explaining for each person's computer set-up how to do an electronic signature.

I was always told these signatures needed to be in blue ink. I'm not sure if that's true, but it can't hurt.

After there are signatures for everyone, can you give the SLRs to Steve Rosser for him to approve and sign?

Thanks!  
Holly

Holly Kruse, Ph.D.  
Professor of Communications  
Greg Kunz Endowed Chair in Communications  
Rogers State University  
1701 W. Will Rogers Blvd.  
Claremore, OK 74017  
918.343.7879  
hkruse@rsu.edu

## Catherine Heimdale

---

**From:** Bruce Hartley  
**Sent:** Monday, June 1, 2020 2:56 PM  
**To:** Holly Kruse; Catherine Heimdale; Steven Rosser  
**Cc:** Juliet Evusa; Lee Williams; David Blakely; Tip Crowley; Mary Millikin; Keith Martin  
**Subject:** Re: Communication Gen Ed and Program Student Learning Reports

Holly,

Thank you for all you've done on this report.

Catherine has my permission to sign the forms on my behalf.

Bruce

---

**From:** Holly Kruse <hkruse@rsu.edu>  
**Sent:** Monday, June 1, 2020 2:44 PM  
**To:** Catherine Heimdale <cheimdale@rsu.edu>; Steven Rosser <srosser@rsu.edu>  
**Cc:** Juliet Evusa <jevusa@rsu.edu>; Lee Williams <lwilliams@rsu.edu>; Bruce Hartley <bhartley@rsu.edu>; David Blakely <dblakely@rsu.edu>; Tip Crowley <tcrowley@rsu.edu>; Mary Millikin <millikin@rsu.edu>; Keith Martin <kmartin@rsu.edu>  
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## Catherine Heimdale

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**From:** Holly Kruse  
**Sent:** Monday, June 1, 2020 2:44 PM  
**To:** Catherine Heimdale; Steven Rosser  
**Cc:** Juliet Evusa; Lee Williams; Bruce Hartley; David Blakely; Tip Crowley; Mary Millikin; Keith Martin  
**Subject:** Communication Gen Ed and Program Student Learning Reports  
**Attachments:** CommProgSLR2019-20.docx; CommGenEdSLR2019-2020.docx

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hkruse@rsu.edu



## Catherine Heimdale

---

**From:** Steven Rosser  
**Sent:** Tuesday, June 2, 2020 1:35 PM  
**To:** Catherine Heimdale  
**Subject:** Re: SUMMER ONLINE SPEECH SYLLABUS

Great! Dr. Martin said I could sign for David if we don't hear from him so, if you would sign for the faculty and bring the document to me. I will sign and take to the Dean. If possible I would like to do that today before you leave. Thanks.  
Steven

---

**From:** Catherine Heimdale <cheimdale@rsu.edu>  
**Date:** Tuesday, June 2, 2020 at 1:28 PM  
**To:** Steven Rosser <srosser@rsu.edu>  
**Subject:** FW: SUMMER ONLINE SPEECH SYLLABUS

Got Juliet's

*Catherine Heimdale*

Administrative Assistant  
Communications/History&Political Science



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je

Juliet Evusa, Professor

Department of Communications

Baird Hall Room 221B

918-343-7677



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**Sent:** Tuesday, June 2, 2020 8:28 AM  
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**Subject:** RE: SUMMER ONLINE SPEECH SYLLABUS

THANKS!

*Catherine Heimdale*

Administrative Assistant  
Communications/History&Political Science



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