

Degree Program Student Learning Report

Revised November 2019

Department of Psychology and Sociology

AA in Elementary Education

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	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 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	The School will offer innovative degrees, which focus upon developing skills in oral and written communication, critical thinking,	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional	SLO #2: 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
<p>excellence in oral and written communications, scientific reasoning and critical and creative thinking.</p>	<p>creativity, empirical and evidence-based inquiry, experimental investigation and theoretical explanation of natural phenomena and innovative technology.</p>	<p>students dually associate and baccalaureate degrees.</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>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.</p>	
<p>To provide a general liberal arts education that supports specialized academic programs 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>Serve the University and the community through the provision of quality general education courses which promote lifelong learning and services to a diverse society.</p>	<p>SLO #1: Students will demonstrate proficiency in the intellectual skills needed to advance to a higher degree in elementary education.</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>Promote a community of scholars among faculty and students through research and scholarly experiences.</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</p>		<p>Offer and promote student and community interaction to create opportunities for cultural,</p>	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.		intellectual, and personal enrichment.	

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
Not applicable.		

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)	Comments
You enumerate a total of 7 SLOs, but SLOs #2-#7 are identical statements; do you actually have 7 SLOs, or only 2	No	Since no sub-scores were used in the 2019-2020 assessment, this change will be made in the 2020-2021 SLR.

<p>SLOs, with SLO #2 having 6 assessment measures? Exactly how many SLOs do you have? Please clarify.</p>		
<p>The UAC has determined a best practice of analyzing and reporting sample sizes and results (as well as conclusions) 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>No</p>	<p>Faculty members do not have access to all graduating student transcripts which is necessary to collect this type of information.</p>
<p>Part 4, SLO #2 (p. 5) & 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

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 demonstrate proficiency in the intellectual skills needed to advance to a higher degree in elementary education.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
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 ≥ 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= 16 Sixteen students graduated with an AA in EE during the assessment period (Summer 2018, Fall 2018, Spring 2019).	Of the 16 students graduating with a degree in AA/EE during the assessment period, 16 graduated with an overall GPA ≥ 2.5 . Thus, 100% of graduates maintained an overall GPA of 2.5 or higher.	Yes, exceeded performance standard.

H.
Conclusions

Over the past five year, students graduating with an Associates in Arts in Elementary Education have exceeded this performance standard. The minimum GPA requirement to attend an Oklahoma Bachelor's program in Education is 2.5. All student who graduated..... 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.

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
The Oklahoma General Education Test (OGET) composite score will be used to measure overall student competency in: Reading, Communication Skills, Mathematics, Computation, Liberal Studies, and Writing.	80% of AA-EE students will receive a composite score ≥ 240 , the state mandated threshold.	Test scores for All AA-Elementary Education graduates that took the OGET.	N=12 Twelve of the 16 AAEE graduating students completed the OGET during the assessment period (Summer 2018, Fall 2018, Spring 2019).	All twelve students who completed the OGET passed with a score ≥ 240 . This equates to a 100% 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.

**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 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.


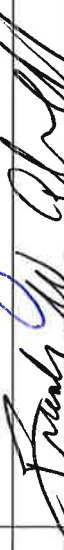
Proposed Change	Applicable Learning Outcomes	Rationale and Impact
In 2019, the OGET altered the format of the exam from 6 subareas to 4 sub-scores. Because the sub scores do not align, it was determined to postpone using the sub scores for the 2019-2020 SLR. Next years, the SLR will return to the use of sub scores for 2020-2021 academic year.		Returning to the use of sub-scores will provide for a more robust measurement of disciplines.

PART 6
Summary of Assessment Measures



- A. How many different assessment measures were used? 2 (OGET and GPA)
- B. List the direct measures (see appendix): OGET scaled test score and GPA
- C. List the indirect measures (see appendix):

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
Christian Mackey, MA, MPA	Collect data, analyze data, prepare report	
Frank Elwell, PhD	Review report	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	<i>ale mares</i>		2020 05 28
Dean	Dr. Kerth Martin		5/28/2020

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?

