

Degree Program Student Learning Report

Revised August 2017

Department of English & Humanities

Bachelor in General Studies

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

University Mission	School Mission	Department Mission	Degree Program Mission
			critical thinking and problem-solving skills to succeed in many fields.

B. Align school purposes, department purposes, and program student learning outcomes with their appropriate University commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The School of Arts and Sciences offers innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, creativity, empirical and evidenced-based inquiry, experimental investigation and theoretical explanation of natural phenomena, and innovative technology	Foster the skills of critical and creative thinking, writing, communication, and research among our students.	<p>Demonstrate effective use of research methods appropriate to the task and respective discipline (SLO 2)</p> <p>Demonstrate the ability to locate resources for academic purposes and to evaluate their authenticity, validity, and reliability (SLO 3)</p> <p>Create persuasive and well-reasoned arguments appropriate to topic and purpose (SLO 4)</p> <p>Communicate in writing and speech with an awareness of audience by using language conventions appropriate to the occasion and task (SLO 5)</p>
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The School of Arts and Sciences educates its majors to think independently and have the knowledge, skills and vision to work in all types of situations and careers and communicate with all types of people.	Foster the values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students.	Display aptitude in drawing connections across courses and connect coursework to academic, professional, and social lives (SLO 6)
To provide a general liberal arts education that supports specialized academic program and prepares	The School of Arts and Sciences offers general education courses of high quality and purpose that	Serve the University and the community by providing quality general education courses that	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
students for lifelong learning and service in a diverse society.	provide a foundation for lifelong learning.	prepare students for their roles as citizens and cultural participants.	
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The School of Arts and Sciences fosters a community of scholars among the faculty and students of the institution.	Offer innovative programs and quality teaching within the classroom and through distance education.	Develop a level of mastery in two area concentrations (SLO 1)
To provide university-wide student services, activities and resources that complement academic programs.		Facilitate the formation of groups of citizen-scholars consisting of faculty and students that meet outside the traditional classroom setting.	
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.	The School of Arts and Sciences will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.		

PART 2
Revisit Proposed Changes Made in Previous Assessment Cycle

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
The BGS Coordinator recommends that a committee—departmental or interdepartmental—oversee the instruction and assessment of the program.	N	The department head and program coordinator have agreed in principle that a BGS committee should be formed and steps were taken to identify who would serve on that committee, but the University closure due to the pandemic prevented the committee from meeting. An effort will be made early in the fall semester to finalize committee membership and establish a regular meeting schedule.
Assessment measures and performance standards were rewritten for clarity and consistency. (Not proposed in last year's SLR, but implemented.)	Y	There were ambiguities that needed to be clarified.
<p>There is a new assessment measure for SLO 6. (Not proposed in last year's SLR, but implemented.)</p> <p>Old Measure: Students will partake in a focus group to answer questions and discuss the relationship between the program and their academic, professional, and social lives.</p> <p>New Measure: Students in BGS 4003 will develop a prospectus: a brief summary and evaluation of their hitherto-completed university coursework, research interests, and capstone project ideas.</p>	Y	The instructor decided that the focus group was ineffective and that the prospectus assignment better aligned with SLO 6: Display aptitude in drawing connections across courses and connect coursework to academic, professional, and social lives.

PART 3
Response to University Assessment Committee Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Nevertheless, respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

Peer Review Feedback	Implemented (Y/N)	Comment
The BGS was not peer reviewed this academic year. Please see the 2018-2019 BGS SLR for the most recent feedback from the UAC and departmental responses.	NA	NA

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						
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)	
SLO #1: Students will develop a level of mastery in two area concentrations.	At least 75% of students sampled will receive a score of 3 or higher. ----- Scoring Scale: 5: Demonstrates mastery 4: Demonstrates developing mastery 3: Demonstrates competence 2: Demonstrates developing competence 1: Demonstrates little or no competence	Includes data from only those students who completed all major course assignments, including the Capstone Project.	N = 6	6 of 6 students (100%) met the performance standard. Distribution of Scores: SCORE NUMBER OF STUDENTS 5 3 4 2 3 1 2 0 1 0	Y	
H.						

Conclusions

All students are required to have at least one mentor in their area(s) of concentration. The exchanges with mentors proved useful. In nearly all cases, students met with mentors regularly and benefited from their mentors' expertise. The face-to-face meetings and email communications with mentors were excellent additions to the usual weekly meetings with the instructor.

Note on sample size: Nine students were scheduled to complete the course, but owing to the challenges posed by the pandemic, three requested an "incomplete."

A. Student Learning Outcome

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

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Students in BGS 3003 will submit a research and methodology statement outlining their theses and/or formulating their research questions.	At least 75% of students sampled will receive a score of 3 or higher. ----- Scoring Scale: 5: Demonstrates mastery 4: Demonstrates developing mastery 3: Demonstrates competence 2: Demonstrates developing competence 1: Demonstrates little or no competence	Includes data from students who completed this measure.	N = 14	13 of 14 students (93%) met the performance standard. Distribution of Scores: SCORE NUMBER OF STUDENTS 5 3 4 4 3 5 2 1 1 0	Y

**H.
Conclusions**

This is the first major writing assignment in BGS 3003. It constitutes an important step in helping students envision what direction their capstone projects might take. One of the students did not meet the performance standard, which can be attributed partly to the student's lack of any previous formal instruction in the research methods of her discipline. By the end of the semester, students show significant improvement on their ability to conduct research and convey results. Early in the semester, it can be a struggle. Working closely with their mentors is a key in their development, as is the course text: Lawrence A. Machi and Brenda T. McEvoy, *The Literature Review: Six Steps to Success*, 3rd Edition (Thousand Oaks, CA: Corwin, 2016).

**A.
Student Learning Outcome**

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

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Students in BGS 3003 will submit an annotated bibliography listing sources to be used in their capstone research.	At least 75% of students sampled will receive a score of 3 or higher. ----- Scoring Scale: 5: Demonstrates mastery 4: Demonstrates developing mastery 3: Demonstrates competence 2: Demonstrates developing competence	Includes data from students who completed this measure.	N = 11	11 of 11 students (100%) met the performance standard. Distribution of Scores: SCORE NUMBER OF STUDENTS 5 5 4 4 3 2 2 0 1 0	Y

	1: Demonstrates little or no competence			
H. Conclusions				
<p>Writing an annotated bibliography provides students with an opportunity to collect and review sources that may prove useful in their capstone research. It is the second major assignment in BGS 3003. Students generally show a marked improvement from the first assignment (research and methodology statement) to the second (annotated bibliography). By the time this assignment is due—around week five or six of the semester—students have developed good relationships with the course instructor and their mentors and are acquiring a better understanding of the directions they would like to take with their capstone research.</p>				

A. Student Learning Outcome						
SLO #4: Students will create persuasive and well-reasoned arguments appropriate to topic and purpose.						
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)	
Students in BGS 4003 will submit a literature review to be incorporated into their capstone projects.	At least 75% of students sampled will receive a score of 3 or higher. ----- Scoring Scale: 5: Demonstrates mastery 4: Demonstrates developing mastery 3: Demonstrates competence	Includes data from students who completed this measure.	N = 9	9 of 9 students (100%) met the performance standard. Distribution of Scores: SCORE NUMBER OF STUDENTS 5 3 4 4 3 2 2 0 1 0	Y	

	<p>2: Demonstrates developing competence 1: Demonstrates little or no competence</p>				
<p>Students in BGS 4003 will submit a research and methodology section to be incorporated into their capstone projects.</p>	<p>At least 75% of students sampled will receive a score of 3 or higher. ----- Scoring Scale: 5: Demonstrates mastery 4: Demonstrates developing mastery 3: Demonstrates competence 2: Demonstrates developing competence 1: Demonstrates little or no competence</p>	<p>Includes data from students who completed this measure.</p>	<p>N = 8</p>	<p>8 of 8 students (100%) met the performance standard. Distribution of Scores: SCORE NUMBER OF STUDENTS 5 3 4 4 3 1 2 0 1 0</p>	<p>Y</p>
<p>Students in BGS 4003 will submit a findings section to be incorporated into their capstone projects.</p>	<p>At least 75% of students sampled will receive a score of 3 or higher. ----- Scoring Scale: 5: Demonstrates mastery 4: Demonstrates developing mastery</p>	<p>Includes data from students who completed this measure.</p>	<p>N = 6</p>	<p>6 of 6 students (100%) met the performance standard. Distribution of Scores: SCORE NUMBER OF STUDENTS 5 3 4 1 3 2 2 0 1 0</p>	<p>Y</p>

	<p>3: Demonstrates competence 2: Demonstrates developing competence 1: Demonstrates little or no competence</p>				
H. Conclusions					
<p>By the time these assignments are due, students have spent over a year working with their mentors and have had their capstone proposals approved. The generally high scores reflect the progress they have made with their ability to conduct research.</p> <p>Note on sample size: The low sample sizes, as compared to other measures, are the result of the pandemic. Several students were unable to complete their projects and requested incompletes.</p>					

A. Student Learning Outcome												
<p>SLO #5: Students will communicate in writing and speech with an awareness of audience by using language conventions appropriate to the occasion and task.</p>												
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)							
<p>Students in BGS 4003 will develop and defend a BGS capstone project.</p> <p>Scoring Scale: 5: Demonstrates mastery</p>	<p>At least 75% of students sampled will receive a score of 3 or higher.</p> <p>----- Scoring Scale: 5: Demonstrates mastery</p>	<p>Includes data from students who completed this measure.</p>	<p>N = 6</p>	<p>6 of 6 students (100%) met the performance standard.</p> <p>Distribution of Scores:</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td>SCORE</td> <td>NUMBER OF STUDENTS</td> </tr> <tr> <td>5</td> <td>3</td> </tr> <tr> <td>4</td> <td>1</td> </tr> </table>	SCORE	NUMBER OF STUDENTS	5	3	4	1	<p>Y</p>	
SCORE	NUMBER OF STUDENTS											
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	4: Demonstrates developing mastery 3: Demonstrates competence 2: Demonstrates developing competence 1: Demonstrates little or no competence			3 2 1	2 0 0	
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**H.
Conclusions**

The sample size is small owing, again, to the pandemic. All students who submitted their projects received passing grades, but that does not mean it was easy for them. Many BGS students come to the capstone seminars unprepared to engage in serious research. This has less to do with the program and more to do with the coursework they completed up to that point. Serious effort has been taken to orient BGS students to the rigors and techniques of scholarly research and composition. Most are able to submit satisfactory work, even though it does not reflect a developing mastery. Nevertheless, the program will continue to prepare students in BGS 3003 for scholarly activities and in BGS 4003 guide them towards their scholarly ends. The BGS committee will be consulted to offer suggestions on how student learning can be improved and objectives better met.

Note on sample size: The sample size is small owing, again, to the pandemic.

A. Student Learning Outcome						
SLO #6: Students will display aptitude in drawing connections across courses and connect coursework to academic, professional, and social lives.						
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)	
Students in BGS 4003 will develop a prospectus: a brief	At least 75% of students sampled	Includes data from students who	N = 14	12 of 14 students (85%) met the performance standard.	Y	

<p>summary and evaluation of their hitherto-completed university coursework, research interests, and capstone project ideas.</p>	<p>will receive a score of 3 or higher. ----- Scoring Scale: 5: Demonstrates mastery 4: Demonstrates developing mastery 3: Demonstrates competence 2: Demonstrates developing competence 1: Demonstrates little or no competence</p>	<p>completed this measure.</p>		<p>Distribution of Scores:</p> <table border="1"> <thead> <tr> <th>SCORE</th> <th>NUMBER OF STUDENTS</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>3</td> </tr> <tr> <td>4</td> <td>4</td> </tr> <tr> <td>3</td> <td>5</td> </tr> <tr> <td>2</td> <td>2</td> </tr> <tr> <td>1</td> <td>0</td> </tr> </tbody> </table>	SCORE	NUMBER OF STUDENTS	5	3	4	4	3	5	2	2	1	0
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1	0															

**H.
Conclusions**

The purpose of this assignment is to invite students to reflect on their past academic accomplishments and to look ahead to their capstone projects. They are asked, among other things, to: (1) list their areas of concentration (i.e., minors); (2) share the titles and brief summaries of the texts and/or media that have influenced them academically; (3) identify anticipated themes, issues, goals, and/or topics of possible projects, what would make those projects unique, and what questions they seek to answer; and (4) provide short description(s) that succinctly state(s) the proposition(s)/argument(s) of their projects. This assignment gives students an opportunity, right from the start of the fall semester, to situate themselves in the course and to see how they will be expected to bring their past learning to bear on their capstone projects. The assignment, although not easy, is low-pressure and helps students to orient themselves to the two-semester capstone process.

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
<p>The BGS Coordinator recommends that a committee—departmental or interdepartmental—oversee the instruction and assessment of the program. (The proposed change not implemented from last AY owing to the pandemic.)</p>	<p>An oversight committee potentially would affect all SLOs.</p>	<p>In its development stage, the BGS had a steering committee in charge of the program’s design and implementation. Since then, the committee has effectively dissolved through inactivity. Given the increasing student demand for this program, there is a pressing need once again to rely on the collective wisdom that only a committee can provide. Such a committee could annually review syllabi, suggest changes to instructional methods and measures, and collaborate on assessment reports. A committee would be useful also in developing a strategic plan to promote the program. The BGS Coordinator is hopeful that by next academic year a BGS committee will be in place and ready to discuss SLR recommendations in order to implement in a timely manner changes for improvement.</p>

PART 6
Summary of Assessment Measures


A. How many different assessment measures were used? Eight (8)

B. List the direct measures (see appendix): (1) Mentor Meetings, (2) Research and Methodology Statement (BGS 3003), (3) Annotated Bibliography, (4) Literature Review, (5) Research and Methodology Section (BGS 4003), (6) Findings Section, (7) Capstone Project, (8) Self-Evaluation and Prospectus


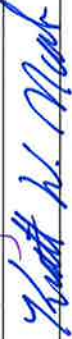
C. List the indirect measures (see appendix): None

PART 7
Faculty Participation and Signatures

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

Faculty Name	Assessment Role	Signature
Francis A Grabowski III	Collected, confirmed, and evaluated data for BGS 3003 and BGS 4003. Prepared Student Learning Report and approved final draft.	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Mary M Mackie		5-28-2020
Dean	DR. KEITH MARTIN		6/2/2020

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?