

Degree Program Student Learning Report

Revised August 2017

Department of English & Humanities

AA in Liberal Arts 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.	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.	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.	The Associate in Arts in Liberal Arts is designed to provide students with a sound grounding in our cultural heritage in a two-year degree which meets the general education requirements for transfer to a four-year degree.

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.	#1: Students will demonstrate written, oral, and visual communication skills, as well as the ability to think creatively and critically.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.	#2: Students will demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.
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 of Arts and Sciences offers general education courses of high quality and purpose that provide a foundation for lifelong learning.	Serve the University and the community by providing quality general education courses that 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.	#3: Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the Associate of Arts in Liberal Arts (AA-LA) degree program.
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
<p>No specific changes were proposed in Part 5 of the 2018-19 SLR. Please consult the 2013-14 AA-LA SLR, Part 2; there, one can see reported <u>six</u> instructional or assessment changes resulting from both the 2012-13 AA-LA SLR and independent deliberations among the Humanities faculty. The Humanities faculty are continuing to evaluate these changes, and their results are reported in this SLR, Part 4, below. Due to perennial small sample sizes, meaningful Conclusions are difficult to draw; thus, the Humanities faculty members do not plan any further changes for the time being.</p>	<p>NA</p>	<p>The changes reported in the 2013-14 AA-LA SLR, Part 2, are now seven years old; nevertheless, the annual sample sizes remain rather small. Thus, Humanities faculty members continue to gather and to analyze available data about the impact of these changes, but the perennial small sample sizes limit meaningful Conclusions. For the time being, the impact of the 2013-14 changes is discussed within the context of the general Conclusions reported in Part 4, Section H below.</p>

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
<p>The 2018-19 UAC Peer Review Report proposed <u>no</u> “Recommendations.” For 2019-20, no peer review occurred due to biennial cycle of review.</p>	<p>NA</p>	<p>NA</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 #1						
SLO #1:	B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
	Students will demonstrate written, oral, and visual communication skills, as well as the ability to think creatively and critically.					
1A: Students in Humanities I (HUM 2113) will complete an in-class presentation displaying oral and visual communication skills, as well as creative and critical thinking. (Online students will submit a paper/project in lieu of the presentation.)	At least 70% of the students who present will score 70% or higher.	Data from all AA-LA students who presented are included. 2019-20 is now the seventh year (cf. 2013-14 AA-LA SLR, Parts 2 & 4) that sample size and results report AA-LA students separately from all general education students.	2 total AA-LA students, from 11 total sections (only 1 section had AA-LA students), analyzed according to: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT <i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B	2 of 2 total AA-LA students (100%) met the performance standard.		Y
1B: Students in Humanities II (HUM 2223) will complete an in-class presentation displaying oral and visual communication	At least 70% of the students who present will score 70% or higher.	Data from all AA-LA students who presented are included. 2019-20 is now the seventh year	4 total AA-LA students, from 10 total sections (only 2 sections had AA-LA students), analyzed according to: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT <i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B	4 of 4 total AA-LA students (100%) met the performance standard.		Y

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Student Learning Outcome #1

SLO #1: Students will demonstrate written, oral, and visual communication skills, as well as the ability to think creatively and critically.

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H.
Conclusions

2019-20 performance results are 100% for both assessment measures (AMs 1A & 1B) for SLO #1 for all assessed instructor statuses and delivery modes.
NOTE: instructor statuses and deliver modes not reported in sample size (column E.) and results (column F.) above indicates no AA-LA students in other sections. Due to small sample sizes, one must review 2019-20 results in relation to previous years (cf. the two Tables below).

AM 1A: Humanities I Presentation year-over-year comparison

YEAR	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	7-YR
RESULTS	2 of 2	6 of 7	3 of 3	4 of 5	9 of 9	15 of 15	7 of 7	46 of 48
PERCENTAGE	100%	85.71%	100%	80%	100%	100%	100%	95.84%

2019-20 performance results (100%) match those of 4 of 6 previous years: 2017-18, 2015-16, 2014-15, & 2013-14. Even though the 2019-20 sample size is less than half that of 2018-19, it is close to 2017-18, but it is still too small to draw meaningful conclusions apart from the obvious: AA-LA students met or surpassed the performance standard. As the performance standard is essentially a "C" grade, one should expect AA-LA students (as distinguished from all General Education students) to meet the standard. In fact, over the past seven years, only 2 (4.16%) AA-LA students have not met the performance standard.

AM 1B: Humanities II Presentation year-over-year comparison

YEAR	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	7-YR
RESULTS	4 of 4	7 of 7	5 of 5	3 of 3	5 of 6	18 of 18	11 of 12	53 of 55
PERCENTAGE	100%	100%	100%	100%	83.33%	100%	91.7%	96.36%

**A.
Student Learning Outcome #1**

SLO #1:	Students will demonstrate written, oral, and visual communication skills, as well as the ability to think creatively and critically.				
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)

2019-20 performance results (100%) match those of 4 of 6 previous years: 2018-19, 2017-18, 2016-17, & 2014-15. As with AM 1A, the small sample size (a perennial issue) hinders meaningful conclusions apart from the obvious (per above). As with AM 1A, again, one should expect AA-LA students to meet the standard; in fact, over the past seven years, only 2 (3.64%) AA-LA students have not met the performance standard.

For SLO #1, the two AMs (each an in-class Presentation) parallel one another across two different (though sequential) courses: AM 1A = Humanities I; AM 1B = Humanities II (*n.b.*, though the two courses are chronological in sequence, students may take Humanities II before they take Humanities I). Why noteworthy? Insofar as the same students are being assessed as they complete both courses, their performance (*i.e.*, demonstration of skills and learning) across the two courses remains consistent. In the final analysis, AA-LA students have been highly successful in meeting or surpassing the performance standard for both AMs for the past seven consecutive years (per the Tables above). Even so, as this assessment occurs at the General Education course level, we would (do) expect self-selected Liberal Arts students to perform well.

**A.
Student Learning Outcome #2**

SLO #2:	Students will demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.				
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
2A: Students in Humanities I (HUM 2113) will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities	At least 70% of the students who present will score 70% or higher.	Data from all AA-LA students who submitted are included. 2019-20 is now the seventh year (cf. 2013-14 AA-LA SLR, Parts 2 & 4)	0 total AA-LA students, from 11 total sections (0 sections had AA-LA students), analyzed according to: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT <i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B	0 of 0 total AA-LA students (NA) met the performance standard.	NA

**A.
Student Learning Outcome #2**

SLO #2:	Students will demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.																																					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																																	
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2B: Students in Humanities II (HUM 2223) will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them. <i>N.B.</i> , Individual instructors may use more specific prompts for “diverse forces.”	At least 70% of the students who present will score 70% or higher.	Data from all AA-LA students who submitted are included. 2019-20 is now the seventh year (cf. 2013-14 AA-LA SLR, Parts 2 & 4) that sample and results report AA-LA students separately from all general education students.	4 total AA-LA students, from 10 total sections (only 2 sections had AA-LA students), analyzed according to: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT <i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B	3 of 4 total AA-LA students (75%) met the performance standard.	Y																																	
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**H.
Conclusions**

2019-20 performance results are positive for AM 2B for SLO #2 for all assessed instructor statuses and delivery modes; no AA-LA students were assessed for AM 2A. NOTE: instructor statuses and deliver modes not reported in sample size (column E.) and results (column F.) above indicates no AA-LA students in other sections.

**A.
Student Learning Outcome #2**

SLO #2: Students will demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
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Due to small sample sizes, one must review 2019-20 results in relation to previous years (cf. the two Tables below).

AM 2A: Humanities I Essay year-over-year comparison

YEAR	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	7-YR
RESULTS	ND	3 of 6	2 of 3	3 of 5	7 of 9	13 of 15	5 of 5	33 of 43
PERCENTAGE	ND	50%	66.67%	60%	77.78%	86.67%	100%	76.74%

2019-20, no AA-LA students completed AM 2A; thus, conclusions are impossible. Moreover, small sample sizes over the previous six years skew negatively the results percentages and produce exaggerated lower percentage differences in relation to the performance standard. In raw numbers, as the table above shows, from 2014-15 to 2018-19 (5 years), only 1 to 3 students each year have missed the performance standard. Still, performance results for AM 2A are consistently the weakest of counterpart measures. In brief, AA-LA students in Humanities I seem to be weak essay writers (for further reflection, please consult remarks at bottom).

AM 2B: Humanities II Essay year-over-year comparison

YEAR	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	7-YR
RESULTS	3 of 4	5 of 6	4 of 4	3 of 3	5 of 6	13 of 13	10 of 12	43 of 48
PERCENTAGE	75%	83.34%	100%	100%	83.34%	100%	83.34%	89.58%

2019-20 performance results declined 8.34% from 2018-19 results and 25% from 2017-18 & 2016-17 results; they are the lowest results in the past seven years. Nevertheless, small sample sizes skew negatively the results percentages and produce exaggerated lower percentage differences in relation to the performance standard. In raw numbers, as the table above shows, in three of the four years when the performance results were not 100%, only 1 student did not meet the standard; in fact, over the past seven years, only 5 (10.42%) AA-LA students have not met the performance standard.

For SLO #2, the two AMs (each an Essay) parallel one another across two different (though sequential) courses: AM 2A = Humanities I; AM 2B = Humanities II (*n.b.*, though the two courses are chronological in sequence, students may take Humanities II before they take Humanities I). Why noteworthy? First, AM 2B 7-YR results are 12.84% higher than AM 2A 7-YR results. Insofar as the same students are being assessed as they move from Humanities I (AM 2A) to Humanities II (AM 2B), AM 2B higher performance suggests improved student learning from course to course on the same, parallel assignment. Second, both AMs for SLO #2 assess specifically writing skills, whereas both AMs for SLO #1 assess primarily oral and visual presentation skills. SLO #2 7-YR results: 2A = 76.74%; 2B = 89.58% versus SLO #1 7-YR results: 1A = 95.84%; 1B = 96.36%. At first glance, AA-LA students exhibit stronger oral and visual presentation skills than writing skills: by 19.1% in Humanities I & by 6.78% in Humanities II. The question is, however, are students' presentation skills really stronger, or are faculty expectations for writing skills higher and, thus, grade evaluations are lower? The latter seems more likely, and not just because two of the FT Humanities I/II instructors also teach Composition I/II. In the final analysis, students always need to improve their writing skills, but sample sizes are too small to reach more meaningful conclusions on this matter.

A.
Student Learning Outcome #3

SLO #3:	Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the Associate of Arts in Liberal Arts (AA-LA) degree program.																								
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																				
<p>Students graduating with an Associate of Arts in Liberal Arts (AA-LA) degree will complete the Graduating Senior Survey as a part of their graduation application process.</p> <p>In the Survey, students will rate their degree of satisfaction (or dissatisfaction) in response to a series of categories/questions.</p>	<p>At least 80% of the students graduating with an Associate of Arts in Liberal Arts (AA-LA) degree will rate overall satisfaction with the educational experience afforded by the degree.</p>	<p>Students must complete the Graduating Senior Survey at the time they apply for graduation.</p> <p>Graduation applications are not considered complete unless the Survey is completed.</p>	<p>Results are taken from the 2019-2020 Graduating Senior Survey, disaggregated by degree program, as provided by Mary A. Millikin, Ph.D., Associate Vice President for Academic Affairs, Office for Accountability and Academics.</p> <p>NOTE: According to Dr. Millikin, "No graduate in the AA in Liberal Arts completed a survey for this [2019-2020] academic year."</p> <p>All students in the sample are AA-LA program majors.</p>	<p>0 of 0 total students (No Data) rated overall satisfaction with the educational experience afforded by the AA-LA degree in four selected sample degree categories</p> <table border="1" data-bbox="690 1165 901 1365"> <tr> <td>1. Quality of Instruction in Major</td> <td></td> </tr> <tr> <td>Very Satisfied</td> <td>No Data</td> </tr> </table> <table border="1" data-bbox="690 1365 901 1575"> <tr> <td>2. Availability of Faculty for Academic Help</td> <td></td> </tr> <tr> <td>Very Satisfied</td> <td>No Data</td> </tr> </table> <table border="1" data-bbox="690 1575 901 1785"> <tr> <td>3. Overall Major Experience</td> <td></td> </tr> <tr> <td>Very Satisfied</td> <td>No Data</td> </tr> </table> <table border="1" data-bbox="690 1785 901 2003"> <tr> <td>4. Overall Department Experience</td> <td></td> </tr> <tr> <td>Very Satisfied</td> <td>No Data</td> </tr> </table> <table border="1" data-bbox="690 2003 901 2100"> <tr> <td>5. Overall RSU Experience [Comparison/Control]</td> <td></td> </tr> <tr> <td>Very Satisfied</td> <td>No Data</td> </tr> </table>	1. Quality of Instruction in Major		Very Satisfied	No Data	2. Availability of Faculty for Academic Help		Very Satisfied	No Data	3. Overall Major Experience		Very Satisfied	No Data	4. Overall Department Experience		Very Satisfied	No Data	5. Overall RSU Experience [Comparison/Control]		Very Satisfied	No Data	NA
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H.

Conclusions

2019-20, no students completed the Graduating Senior Survey; thus, conclusions are impossible. In the absence of new data, consult the 7-YR table below.

Over the previous six years, AA-LA students have expressed 100% total satisfaction (either "Very Satisfied" or "Somewhat Satisfied") in each of the four selected degree categories in 2018-19, 2015-16, and 2013-14. Only in 2017-18, 2016-17, and 2014-15 did only one or two student(s) rate "somewhat dissatisfied" in two or three of the four selected degree categories. In these minor "somewhat dissatisfied" cases, however, small sample sizes skew negatively the results percentages

**A.
Student Learning Outcome #3**

SLO #3: Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the Associate of Arts in Liberal Arts (AA-LA) degree program.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
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and produce exaggerated lower percentage differences in relation to meeting or surpassing the 80% performance standard.


DEGREE OF SATISFACTION KEY: VS = "Very Satisfied"; SS = "Somewhat Satisfied"; TOT = Total Overall Degree of Satisfaction

CATEGORY	KEY	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	7-YR
1. Quality of Instruction in Major	VS	ND	1 100%	3 60%	3 37.5%	8 80%	13 65%		28 of 44 63.64%
	SS	ND		1 20%	5 62.5%	2 20%	6 30%	No Data	14 of 44 31.82%
	TOT	ND	1 100%	4 80%	8 100%	10 100%	19 95%		42 of 44 95.45%
2. Availability of Faculty for Academic Help	VS	ND	1 100%	3 60%	5 62.5%				9 of 14 64.29%
	SS	ND			2 25%	No Data	No Data	No Data	2 of 14 14.29%
	TOT	ND	1 100%	3 60%	7 87.5%				11 of 14 78.57%
3. Overall Major Experience	VS	ND	1 100%	3 60%	3 37.5%	7 70%	12 60%	7 70%	33 of 54 61.11%
	SS	ND		2 40%	5 62.5%	3 30%	6 30%	3 30%	19 of 54 35.19%
	TOT	ND	1 100%	5 100%	8 100%	10 100%	18 90%	10 100%	52 of 54 96.3%
4. Overall Department Experience	VS	ND	1 100%	3 60%	2 25%	7 70%	10 50%	5 50%	28 of 54 51.85%
	SS	ND		2 40%	4 50%	3 30%	8 40%	5 50%	22 of 54 40.74%
	TOT	ND	1 100%	5 100%	6 75%	10 100%	18 90%	10 100%	50 of 54 92.59%
5. Overall RSU Experience [control]	VS	ND	1 100%	3 60%	3 37.5%	6 60%	9 45%	5 50%	27 of 54 50%
	SS	ND		1 20%	3 37.5%	4 40%	8 40%	5 50%	21 of 54 38.89%
	TOT	ND	1 100%	4 80%	6 75%	10 100%	17 85%	10 100%	48 of 54 88.89%

To contextualize better the very positive results of AA-LA students' overall satisfaction with the AA-LA degree, compare the 7-YR totals for Category 3. "Overall Major Experience" & Category 4. "Overall Department Experience" with Category 5. "Overall RSU Experience." AA-LA students' overall satisfaction with both their "Overall Major Experience" and their "Overall Department Experience" surpasses that of their "Overall RSU Experience."

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
Matthew Oberrieder	University Assessment Committee member and Department Assessment Coordinator. Contributed individual data for HUM 2113 and HUM 2223. Collected, calculated, analyzed, reported, and evaluated all data for both HUM 2113 and HUM 2223. Reported and evaluated data from the Graduating Senior Survey. Prepared Student Learning Report and approved final draft.	
Renée Cox	Contributed data for HUM 2113 & HUM 2223. Reviewed and approved final draft.	EMAIL ATTACHED
Scott Reed	Contributed data for HUM 2113 & HUM 2223. Reviewed and approved final draft.	EMAIL ATTACHED

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Mary M Mackie		6-1-2020
Dean	Keith W Martin		6/2/2020

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
No changes are planned.	NA	2013-14 AA-LA SLR, Part 2, reports <u>six</u> instructional or assessment changes. These changes are now seven years old, yet the annual sample sizes remain rather small; thus, the Humanities faculty continue to gather and to analyze data about these changes (as reported in Part 4, above), but we do not believe there is any need for further changes at this time.

PART 6

Summary of Assessment Measures

- A. How many different assessment measures were used? = 5
- B. List the direct measures (see appendix):
 [1] Humanities I (HUM 2113) Presentation; [2] Humanities II (HUM 2223) Presentation; [3] Humanities I (HUM 2113) "Diverse Forces" Essay; [4] Humanities II (HUM 2223) "Diverse Forces" Essay
- C. List the indirect measures (see appendix):
 [5] Graduating Senior Survey

Matthew Oberrieder

From: Renee Cox
Sent: Wednesday, May 27, 2020 4:31 PM
To: Matthew Oberrieder
Subject: Electronic Signature (Cox): Approval of 2019-20 AA-LA SLR Draft

My electronic signature below signifies my review and approval of the 2019-2020 AA-LA SLR draft.

Jacklan Renee Cox
27 May 2020

From: Matthew Oberrieder <moberrieder@rsu.edu>
Sent: Wednesday, May 27, 2020 12:18 PM
To: Scott Reed <sreed@rsu.edu>; Renee Cox <reneecox@rsu.edu>
Subject: 2019-20 AA-LA SLR Draft

Scott and Renee:

Please find attached the 2019-20 AA-LA SLR completed draft for your review. You two are the other two regular, FT HUM I/II instructors, which is why you are receiving it.

If you find it acceptable, please reply directly to this email with your "electronic signature" indicating your approval. Please reply before this Friday (5/29) morning.

If you detect some serious issue(s) with the report (or easily correctable typos, misspellings), please "reply all" with your specific suggestion for change. If you have suggestions for change, please be specific about where and what. Please reply before this Friday (5/29) morning.

Thank you.

Dr. Matthew Oberrieder
Associate Professor of Humanities
Dept. of English and Humanities
Baird Hall 215L
Rogers State University
1701 W. Will Rogers Blvd.
Claremore, OK 74017
(918) 343-7743

Matthew Oberrieder

From: Scott Reed
Sent: Thursday, May 28, 2020 11:55 AM
To: Matthew Oberrieder
Cc: Renee Cox
Subject: Re: 2019-20 AA-LA SLR Draft

I approve, Matt. Well done.

Scott Robert Reed
Assistant Professor
English & Humanities
Rogers State University
918-343-7588

On May 27, 2020, at 12:17 PM, Matthew Oberrieder <moberrieder@rsu.edu> wrote:

Scott and Renee:

Please find attached the 2019-20 AA-LA SLR completed draft for your review. You two are the other two regular, FT HUM I/II instructors, which is why you are receiving it.

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<2019-20 EH AA-LA SLR.docx>

