

# Degree Program Student Learning Report

Revised November 2019

## Select Academic Department

### AA in Elementary Education

Select 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: 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  |
|--|---|---|--|
| excellence in oral and written communications, scientific reasoning and critical and creative thinking.  | creativity, empirical and evidence-based inquiry, experimental investigation and theoretical explanation of natural phenomena and innovative technology.                                      | students duality associate and baccalaureate degrees.   |  |
| To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning. | The School will educate its majors to think independently and have the knowledge, skills, and vision to work in all types of situations and careers and communicate with all types of people. | The Department will promote and foster skills to think critically, creatively, and skills to work in social situations as well as the ability to communicate with a diverse population. |  |
| To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.              | The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.   | Serve the University and the community through the provision of quality general education courses which promote lifelong learning and services to a diverse society.                    | SLO #1: Demonstrate proficiency in the intellectual skills needed to advance to a higher degree in elementary education. |
| To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.                             | The School will foster a community of scholars among the faculty and students of the institution.   | Promote a community of scholars among faculty and students through research and scholarly experiences.  |  |
| To provide university-wide student services, activities and resources that complement academic programs.   | The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.  |   |  |
| To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.  | The School will foster a community of scholars among the faculty and students of the institution.   |   |  |
| To promote and encourage student, faculty, staff and community interaction in a positive academic  |   | Offer and promote student and community interaction to create opportunities for cultural,   |  |

| 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?<br>(Y/N) | Comments |
|-----------------|-----------------------|----------|
| N/A             |                       |          |

**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<br>(Y/N) | Comments |
|--|----------------------|----------|
| No recommendations were provided by the UAC. |                      |          |

## 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.

| <b>A.</b>  |  |   |   |  |   |                                     |
|--|--|---|---|--|---|-------------------------------------|
| <b>Student Learning Outcome</b>  |  |   |   |  |   |                                     |
| <b>B.</b>  | <b>C.</b>  | <b>D.</b>   | <b>E.</b>   | <b>F.</b>  | <b>G.</b>   | <b>H.</b>                           |
| <b>Assessment Measure</b>  | <b>Performance Standard</b>  | <b>Sampling Method</b>  | <b>Sample Size (n)</b>  | <b>Results</b>   | <b>Standard Met (Y/N)</b>   | <b>Conclusions</b>                  |
| SLO #1: Demonstrate proficiency in the intellectual skills needed to advance to a higher degree in elementary education.   | The transcript of RSU students graduating from the AA in Elementary Education program at RSU will be examined, and their retention/graduate GPA will be evaluated. | 80% of Graduates will achieve a GPA $\geq 2.5$ ; the minimum GPA required for entrance into many bachelor level education programs in Oklahoma. This is a statewide standard for admission to a bachelor degree in education. | All students graduating from RSU's AA-Elementary Education program during the stated assessment period. | N= 17<br><br>Seventeen students graduated with an AA in EE during the assessment period (Summer 2020, Fall 2020, Spring 2021). | Of the 17 students graduating with a degree in AA/EE during the assessment period, <b>17 graduated with an overall GPA <math>\geq 2.5</math></b> . Thus, <b>100%</b> of graduates maintained an overall GPA of 2.5 or higher. | Yes, exceeded performance standard. |
| <b>H.</b>  |  |   |   |  |   |                                     |
| <b>Conclusions</b>   |  |   |   |  |   |                                     |
| The minimum GPA requirement to attend an Oklahoma Bachelor's program in Education is 2.5. Students enrolled in the Associate in Arts in Elementary Education program are provided the necessary resources and support to be successful in their coursework. Over the past six years, students graduating with an Associates in Arts in Elementary Education have exceeded this performance standard. |  |   |   |  |   |                                     |

**A.  
Student Learning Outcome**

| SLO #2: Demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.  |   |   |  |  |                              |
|--|---|---|--|--|------------------------------|
| <b>B. Assessment Measure</b>   | <b>C. Performance Standard</b>  | <b>D. Sampling Method</b>   | <b>E. Sample Size (n)</b>  | <b>F. Results</b>  | <b>G. Standard Met (Y/N)</b> |
| 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 $\geq 240$ , the state mandated threshold. | Test scores for All AA-Elementary Education graduates that took the OGET. | N=14<br>Thirteen of the 14 AAEE graduating students completed the OGET during the assessment period (Summer 2019, Fall 2019, Spring 2020). | All twelve students who completed the OGET passed with a score $\geq 240$ . This equates to a 92.9% competency rate. | Yes.                         |

**H.**

**Conclusions**

The successful passing of the OGET is required by the state of Oklahoma to become a certified teacher. The composite score is used to measure a variety of competencies including reading, communication skills, mathematics, computation, liberal studies, and writing. This metric indicates that students enrolled in the Associate in Arts in Elementary Education program are taught the skills to be successful on this assessment. Over the past six years, students graduating with an Associates in Arts in Elementary Education have exceeded this performance standard.

**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 proposed changes. |                              |                      |

**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 composite score and Grade Point Average
- 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             |
|-------------------------------------|--------------------------------|-----------------------|
| Christi Mackey, Assistant Professor | Compiled data and wrote report | <i>Christi Mackey</i> |
| Lori O'Malley                       | Reviewed document              | Lori O'Malley         |

B. Reviewed by:

| Titles          | Name                 | Signature            | Date           |
|-----------------|----------------------|----------------------|----------------|
| Department Head | <i>Brian Andrews</i> | <i>Brian Andrews</i> | <i>6/28/22</i> |
| Dean            |                      | <i>Scott D. Mack</i> | <i>6/30/22</i> |