

Degree Program Student Learning Report

Revised August 2017

Department of English & Humanities

AA in Liberal Arts For 2020-2021 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
No specific changes were proposed in Part 5 of the 2019-20 SLR. Please consult the 2013-14 AA-LA SLR, Part 2; there, one can see reported six 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; hence, the Humanities faculty members do not plan any further changes for the time being.	NA	The changes reported in the 2013-14 AA-LA SLR, Part 2, are now eight years old; nevertheless, the annual sample sizes remain rather small. Hence, 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.

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
For 2019-20, no peer review occurred due to biennial cycle of review. The 2020-21, UAC Peer Review Report proposed <u>no</u> "Recommendations."	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 #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. 2020-21 is now the eighth 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 10 total sections (only 2 sections had any 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
				AA-LA Students per Category	AA-LA Students per Category	
				Summer 2020	Summer 2020	
				1	1 of 1	100%
				Fall 2020	Fall 2020	
				NA	NA	NA
				Spring 2021	Spring 2021	
				1	1 of 1	100%
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. 2020-21 is now the eighth year	5 total AA-LA students, from 8 total sections (5 sections had one AA-LA student), 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	5 of 5 total AA-LA students (100%) met the performance standard.	Y

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.

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H.
Conclusions

2020-21 performance results for SLO #1 are 100% for both assessment measures (AMs 1A & 1B) 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 perennial small sample sizes, one must review 2020-21 results in relation to previous years (cf. the two Tables below).

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

YEAR	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	8-YR
RESULTS	2 of 2	2 of 2	6 of 7	3 of 3	4 of 5	9 of 9	15 of 15	7 of 7	48 of 50
PERCENTAGE	100%	100%	85.71%	100%	80%	100%	100%	100%	96%

AM 1A is embedded in HUM 2113 (Humanities I), a General Education course. As the performance standard is essentially a "C" grade, the Humanities faculty expect AA-LA students (as distinguished from all Gen Ed students, as reported in the Gen Ed SLR) to meet the performance standard. In the final analysis, AM 1A sample sizes remain too small to draw meaningful conclusions apart from the obvious: 2020-21 AA-LA students met or surpassed the performance standard.
 2020-21 performance results (100%) continue the long-term trend of student success, as they match the 100% results of 5 of 7 previous years: 2019-20, 2017-18, 2015-16, 2014-15, & 2013-14. In the 2 of 7 previous years when the performance results were under 100%, each year reflects only one student performing below the standard. In fact, over the past eight years, only 2 of 50 (4%) AA-LA students have not met the performance standard. This indicates long-term student success.

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)				
AM 1B: Humanities II Presentation year-over-year comparison									
YEAR	2020-21	2019-20	2017-18	2016-17	2015-16	2013-14	2014-15	2013-14	8-YR
RESULTS	5 of 5	4 of 4	7 of 7	3 of 3	5 of 6	18 of 18	11 of 12	58 of 60	
PERCENTAGE	100%	100%	100%	100%	83.33%	100%	91.7%	96.67%	

AM 1B is embedded in HUM 2223 (Humanities II), a General Education course. As the performance standard is essentially a "C" grade, the Humanities faculty expect AA-LA students (as distinguished from all Gen Ed students, as reported in the Gen Ed SLR) to meet the performance standard. In the final analysis, AM 1B sample sizes remain too small to draw meaningful conclusions apart from the obvious: 2020-21 AA-LA students met or surpassed the performance standard.

2020-21 performance results (100%) continue the long-term trend of student success, as they match the 100% results of 5 of 7 previous years--2019-20, 2018-19, 2017-18, 2016-17, & 2014-15--and now 5 years consecutively! In the 2 of 7 previous years when the performance results were under 100%, each year reflects only one student performing below the standard. In fact, over the past eight years, only 2 of 60 (3.34%) AA-LA students have not met the performance standard. This indicates long-term student success.

NOTE: For SLO #1, the two AMs (each an in-class Presentation) parallel one another across two different courses: AM 1A = Humanities I; AM 1B = Humanities II. Although the two courses are sequential in their numbering/sequence and their historical-chronological content, because they are General Education courses, neither has a prerequisite, and 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 results (*i.e.*, demonstration of skills and learning) across the two courses remains highly 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 eight 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)																																																																
<p>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 and our responses to them.</p> <p>NOTE: Individual instructors may use more specific prompts for “diverse forces.”</p>	<p>At least 70% of the students who present will score 70% or higher.</p>	<p>Data from all AA-LA students who submitted are included.</p> <p>2020-21 is now the eighth 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.</p>	<p>2 total AA-LA students, from 10 total sections (only 2 sections had any AA-LA students), analyzed according to:</p> <p><i>Instructor Status</i></p> <p>Full-Time = FT vs. Part-Time = PT <i>Delivery Mode</i></p> <p>On-Ground = OG; Online = OL; Blended = B</p> <table border="1" data-bbox="771 653 998 1205"> <thead> <tr> <th colspan="4">AA-LA Students per Category</th> </tr> <tr> <th colspan="4">Summer 2020</th> </tr> <tr> <td>1</td> <td>FT</td> <td>OL</td> <td></td> </tr> <tr> <th colspan="4">Fall 2020</th> </tr> <tr> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <th colspan="4">Spring 2021</th> </tr> <tr> <td>1</td> <td>FT</td> <td>OG</td> <td></td> </tr> </thead></table>	AA-LA Students per Category				Summer 2020				1	FT	OL		Fall 2020				NA	NA	NA	NA	Spring 2021				1	FT	OG		<p>2 of 2 total AA-LA students (100%) met the performance standard.</p> <table border="1" data-bbox="771 191 998 653"> <thead> <tr> <th colspan="4">AA-LA Students per Category</th> </tr> <tr> <th colspan="4">Summer 2020</th> </tr> <tr> <td>1</td> <td>of 1</td> <td>FT</td> <td>OL</td> </tr> <tr> <td>100%</td> <td></td> <td></td> <td></td> </tr> <tr> <th colspan="4">Fall 2020</th> </tr> <tr> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <th colspan="4">Spring 2021</th> </tr> <tr> <td>1</td> <td>of 1</td> <td>FT</td> <td>OG</td> </tr> <tr> <td>100%</td> <td></td> <td></td> <td></td> </tr> </thead></table>	AA-LA Students per Category				Summer 2020				1	of 1	FT	OL	100%				Fall 2020				NA	NA	NA	NA	Spring 2021				1	of 1	FT	OG	100%				<p align="center">Y</p>
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<p>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.</p> <p>NOTE: Individual</p>	<p>At least 70% of the students who present will score 70% or higher.</p>	<p>Data from all AA-LA students who submitted are included.</p> <p>2020-21 is now the eighth year (cf. 2013-14 AA-LA SLR, Parts 2 & 4) that sample and results report AA-LA students separately from all</p>	<p>5 total AA-LA students, from 8 total sections (5 sections had one AA-LA student), analyzed according to:</p> <p><i>Instructor Status</i></p> <p>Full-Time = FT vs. Part-Time = PT <i>Delivery Mode</i></p> <p>On-Ground = OG; Online = OL; Blended = B</p> <table border="1" data-bbox="1356 653 1502 1205"> <thead> <tr> <th colspan="4">AA-LA Students per Category</th> </tr> <tr> <th colspan="4">Summer 2020</th> </tr> <tr> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <th colspan="4">Fall 2020</th> </tr> <tr> <td>1</td> <td>FT</td> <td>OL</td> <td></td> </tr> </thead></table>	AA-LA Students per Category				Summer 2020				NA	NA	NA	NA	Fall 2020				1	FT	OL		<p>3 of 5 total AA-LA students (60%) met the performance standard.</p> <table border="1" data-bbox="1356 191 1502 653"> <thead> <tr> <th colspan="4">AA-LA Students per Category</th> </tr> <tr> <th colspan="4">Summer 2020</th> </tr> <tr> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <th colspan="4">Fall 2020</th> </tr> <tr> <td>1</td> <td>of 1</td> <td>FT</td> <td>OL</td> </tr> <tr> <td>100%</td> <td></td> <td></td> <td></td> </tr> </thead></table>	AA-LA Students per Category				Summer 2020				NA	NA	NA	NA	Fall 2020				1	of 1	FT	OL	100%				<p align="center">N</p>																				
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**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)
instructors may use more specific prompts for "diverse forces."	general education students.		1	PT	OG	1 of 1	PT	OG	100%
			Spring 2021			Spring 2021			
			1	FT	OG	1 of 1	FT	OG	100%
			1	FT	OL	0 of 1	FT	OL	0%
			1	PT	B	0 of 1	PT	B	0%

**H.
Conclusions**

2020-21 performance results for SLO #2 are mixed, with 100% for AM 2A, but only 60% for AM 2B, 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 perennial small sample sizes, one must review 2020-21 results in relation to previous years (cf. the two Tables below).

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

YEAR	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	8-YR
RESULTS	2 of 2	ND	3 of 6	2 of 3	3 of 5	7 of 9	13 of 15	5 of 5	35 of 45
PERCENTAGE	100%	ND	50%	66.67%	60%	77.78%	86.67%	100%	77.78%

2020-21 performance results (100%) are the highest by far in 7 years, equaling results not achieved since 2013-14. Nevertheless, the small sample sizes in these 2 years, as well as in 5 of 6 intervening years (excepting 2014-15), skew the results percentages and produce exaggerated higher and lower percentage differences in relation to the 70% performance standard. Thus, while the 2020-21 100% performance results are very positive, the small sample size remains too small to draw a meaningful conclusion celebrating an upward success trend, as even with 100% performance results, AM 2A eight-year results (77.78%) remain lower than those for AM 2B (86.79%), and AM 2A annual performance results are otherwise historically consistently the weakest of the four measures (2 apiece) for SLOs #1 & #2. In brief, despite 2020-21 100% results, AA-LA students in Humanities I might still be weak essay writers (for further reflection, please consult NOTE at bottom).

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

YEAR	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	8-YR
RESULTS	3 of 5	3 of 4	5 of 6	4 of 4	3 of 3	5 of 6	13 of 13	10 of 12	46 of 53
PERCENTAGE	60%	75%	83.34%	100%	100%	83.34%	100%	83.34%	86.79%

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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2020-21 performance results (60%) declined 15% from 2019-20 results--now a three-year consecutive decline--and are 40% lower than the 100% results of 2017-18, 2016-17, & 2014-15; in brief, 2020-21 results are the lowest over 8 years. Nevertheless, the small sample sizes between 2020-21 and 2015-16 (only 2014-15 & 2013-14 have had sample sizes of 10 or more), skew the results percentages and produce exaggerated higher and lower percentage differences in relation to the 70% performance standard. In raw numbers, as the table above shows, for 2020-21, only 2 students did not meet the standard. The only other year when 2 students did not meet the standard was 2013-14, but its 12 students sample size resulted in an 83.34% success rate, 23.34% higher than 2020-21, but with the same number of students not meeting the performance standard. Otherwise, in the 3 other years when the performance results were not 100%, only 1 student apiece did not meet the standard. In brief, over now 8 years, only 7 of 53 (13.21%) AA-LA students have not met the AM 2B performance standard.

NOTE: For SLO #2, the two AMs (each an Essay) parallel one another across two different courses: AM 2A = Humanities I; AM 2B = Humanities II. Although the two courses are sequential in their numbering/sequence and their historical-chronological content, because they are General Education courses, neither has a prerequisite, and students may take Humanities II before they take Humanities I. This situation is noteworthy because it renders direct analysis between AM 2A and AM 2B (as well as analysis in relation to AM 1A and AM 1B) impossible. Nevertheless, the Humanities faculty do propose two speculative conclusions.

First, AM 2B 8-YR results (86.79%) are 9.01% higher than AM 2A 8-YR results (77.78%), and, as the Tables for AM 2B and AM 2A indicate, 2020-21 is the first year since 2013-14 that AM 2B performance results are not significantly higher than AM 2A results. Hence, insofar as the same students are being assessed as they move from completing Humanities I (AM 2A) to completing Humanities II (AM 2B), AM 2B 8-YR performance results of 9.01% higher suggest overall improved student learning from Humanities I to Humanities II on the same, parallel assignment. The prospect of this improved performance is important for the second conclusion.

Second, both SLO #2 AMs assess specifically writing skills, whereas both SLO #1 AMs assess oral and visual communication skills. As the Tables for the SLO #1 AMs indicate, AM 1A has had 100% performance results for 6 of 8 years, with 8-YR results of 96%, and AM 1B has had 100% performance results for 6 of 8 years, with 8-YR results of 96.67%. By contrast, as the Tables for the SLO #2 AMs indicate, AM 2A has had 100% performance results only 2 of 8 years, with 8-YR results of 77.78%, while AM 2B has had 100% performance results only 3 of 8 years, with 8-YR results of 86.79%. At first glance, then, AA-LA students appear to demonstrate substantially stronger oral and visual communication skills than writing skills--but, if AM 2B performance results hold, they do seem to improve their writing skills.

Humanities faculty observe anecdotally that all students need to improve their writing skills--though neither Humanities I nor Humanities II are writing instruction courses. The question is, then, are students' oral and visual communication skills just naturally stronger, or are faculty expectations for writing skills higher and, thus, their 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, these two sets of conclusions remain speculative, as overall sample sizes are too small to reach more meaningful conclusions on this matter.

**A.
Student Learning Outcome #3**

<p>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.</p>																									
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 program.</p>	<p>Students who complete the Graduating Senior Survey at the time they apply for graduation.</p>	<p>1 total student.</p> <p>All students in the sample are AA-LA program majors.</p> <p>Results are taken from the 2020-2021 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>1 of 1 total students (100%) rated overall satisfaction with the educational experience afforded by the AA-LA degree in each of the four selected program-specific categories.</p> <table border="1"> <tr> <td colspan="2">1. Quality of Instruction in Major</td> </tr> <tr> <td>Very Satisfied</td> <td align="center">1</td> </tr> <tr> <td colspan="2">2. Availability of Faculty for Academic Help</td> </tr> <tr> <td>Somewhat Satisfied</td> <td align="center">1</td> </tr> <tr> <td colspan="2">3. Overall Major Experience</td> </tr> <tr> <td>Somewhat Satisfied</td> <td align="center">1</td> </tr> <tr> <td colspan="2">4. Overall Department Experience</td> </tr> <tr> <td>Somewhat Satisfied</td> <td align="center">1</td> </tr> <tr> <td colspan="2">5. Overall RSU Experience [Comparison/Control]</td> </tr> <tr> <td>Somewhat Satisfied</td> <td align="center">1</td> </tr> </table>	1. Quality of Instruction in Major		Very Satisfied	1	2. Availability of Faculty for Academic Help		Somewhat Satisfied	1	3. Overall Major Experience		Somewhat Satisfied	1	4. Overall Department Experience		Somewhat Satisfied	1	5. Overall RSU Experience [Comparison/Control]		Somewhat Satisfied	1	NA
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**H.
Conclusions**

Over now an eight-year span, AA-LA students have expressed 100% total satisfaction (either “Very Satisfied” or “Somewhat Satisfied”) in all the selected program-specific categories for 4 of 8 years: 2020-21, 2018-19, 2015-16, and 2013-14. Only in 3 of 8 years--2017-18, 2016-17, and 2014-15 (NOTE: For 2019-20 no students completed the Survey)--did only one or two student(s) rate “somewhat dissatisfied” in two or three of the four selected program-specific categories. In these minor “somewhat dissatisfied” cases, however, small sample sizes skew negatively the results percentages and produce exaggerated lower percentage differences in relation to meeting or surpassing the 80% performance standard. In brief, the data show that AA-LA students are highly satisfied with the educational experience

**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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afforded by the degree program.

To contextualize better the very positive results of AA-LA students' overall satisfaction with the AA-LA degree, compare the 8-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" (96.36%) and their "Overall Department Experience" (92.73%) surpasses that of their "Overall RSU Experience" (89.09%).

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

CATEGORY	KEY	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	8-YR							
1. Quality of Instruction in Major	VS	1	100%	ND	1	100%	3	60%	3	37.5%	8	80%	13	65%	Data Not Collected	29 of 45	64.45%
	SS			ND			5	20%	5	62.5%	2	20%	6	30%	Data Not Collected	14 of 45	31.11%
	TOT	1	100%	ND	1	100%	4	80%	8	100%	10	100%	19	95%	43 of 45	95.56%	
2. Availability of Faculty for Academic Help	VS			ND	1	100%	3	60%	5	62.5%	7	70%	12	60%	Data Not Collected	9 of 15	60%
	SS	1	100%	ND			2	25%	2	25%	3	30%	6	30%	Data Not Collected	3 of 15	20%
	TOT	1	100%	ND	1	100%	3	60%	7	87.5%	10	100%	18	90%	12 of 15	80%	
3. Overall Major Experience	VS			ND	1	100%	3	60%	3	37.5%	7	70%	12	60%	Data Not Collected	33 of 55	60%
	SS	1	100%	ND	2	40%	5	62.5%	5	62.5%	3	30%	6	30%	Data Not Collected	20 of 55	36.36%
	TOT	1	100%	ND	1	100%	5	100%	8	100%	10	100%	18	90%	53 of 55	96.36%	
4. Overall Department Experience	VS			ND	1	100%	3	60%	2	25%	7	70%	10	50%	Data Not Collected	28 of 55	50.91%
	SS	1	100%	ND	2	40%	4	50%	4	50%	3	30%	8	40%	Data Not Collected	22 of 55	41.82%
	TOT	1	100%	ND	1	100%	5	100%	6	75%	10	100%	18	90%	51 of 55	92.73%	
5. Overall RSU Experience [control]	VS			ND	1	100%	3	60%	3	37.5%	6	60%	9	45%	Data Not Collected	27 of 55	49.09%
	SS	1	100%	ND	1	20%	3	37.5%	3	37.5%	4	40%	8	40%	Data Not Collected	22 of 55	40%
	TOT	1	100%	ND	1	100%	4	80%	6	75%	10	100%	17	85%	49 of 55	89.09%	

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 eight years old, yet the annual sample sizes remain rather small; hence, the Humanities faculty continue to gather and to analyze data about these changes (as reported in Part 4, above), but we do not believe that 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

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.	
Scott Reed	Contributed data for HUM 2113 & HUM 2223. Reviewed and approved final draft.	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Mary M Mackie	Mary M Mackie	6-7-2021
Dean	Keith W Martin		6/8/2021