

# Degree Program Student Learning Report

Revised August 2017

## Department of English & Humanities

### **AA in Liberal Arts For 2023-2024 Academic Year**

#### **PART 1**

#### **Degree Program Mission and Student Learning Outcomes**

**A.** State the College, Department, and Degree Program missions.

<b>University Mission</b>	<b>College Mission</b>	<b>Department Mission</b>	<b>Degree Program Mission</b>
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 College 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 (AA-LA) 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 College purposes, Department purposes, and Program student learning outcomes with their appropriate University commitments.

<b>University Commitments</b>	<b>College Purposes</b>	<b>Department Purposes</b>	<b>Student Learning Outcomes</b>
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 College 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. Demonstrate creative and critical thinking.

<b>University Commitments</b>	<b>College Purposes</b>	<b>Department Purposes</b>	<b>Student Learning Outcomes</b>
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 College 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. 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 College 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 College 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.	
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 College 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 for this academic year.

<b>Proposed Change</b>	<b>Implemented? (Y/N)</b>	<b>Comments</b>
SLO #1 Assessment Measure was an in-class presentation. Now it will be a Critical Thinking Essay.	#1. Demonstrate creative and critical thinking.	Humanities teaching faculty were dissatisfied with the concept of and with students' performance for the in-class presentation as an assessment measure. During covid-19, in-class presentations were impossible and had to be moved online or suspended. Similarly, online sections cannot conduct in-class presentations. Students across all instructional delivery modes (On-Ground, Online, Blended) can complete an essay for assessment.
SLO #2 Assessment Measure was an essay. Now it will be a Comprehensive Final Exam.	#2. Demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.	Humanities teaching faculty believe that the essay that had been the assessment measure for SLO #2 will work better as an AM for SLO #1. Humanities teaching faculty believe also that a Comprehensive Final Exam will be a better AM for SLO #2.

**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.

<b>Peer Review Feedback</b>	<b>Implemented? (Y/N)</b>	<b>Comment</b>
No Peer Review occurred during 2023-2024 for 2022-2023.	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.

<b>A.</b>																												
<b>Student Learning Outcome #1</b>																												
<b>SLO #1:</b>	Demonstrate creative and critical thinking.																											
<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>																							
<b>1A:</b> Students in <b>Humanities I</b> (HUM 2113) will complete a <b>Critical Thinking Essay</b> displaying creative and critical thinking.	At least 70% of the students who submit will score 70% or higher.	Data from all AA-LA students who submitted are included.  2023-2024 is now the 11 <sup>th</sup> 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.	1 total AA-LA student, from 12 total sections (only 3 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	1 of 1 total AA-LA students (100%) met the performance standard.	Y																							
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<b>1B:</b> Students in <b>Humanities II</b> (HUM 2223) will complete a <b>Critical Thinking Essay</b> displaying creative and critical thinking.	At least 70% of the students who submit will score 70% or higher.	Data from all AA-LA students who submitted are included.  2023-2024 is now the 11 <sup>th</sup> year	4 total AA-LA students, from 7 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	4 of 4 total AA-LA students (100%) met the performance standard.	Y																							
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**A.**  
**Student Learning Outcome #1**

**SLO #1:** Demonstrate creative and critical thinking.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																												
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**H.**  
**Conclusions**

NOTE: An "0" reported in Sample Size (Column E.) above indicates at least one AA-LA student enrolled in a section, but no (zero) student(s) completed or submitted the assignment; thus, there is no data (NA) for Results (Column F.). Instructor Statuses and Delivery 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 2023-2024 results in relation to previous years (cf. the two Tables below) to develop any meaningful conclusions.

**AM 1A:** Humanities I (HUM 2113) Critical Thinking Essay five-year comparison

YEAR	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	5-YR
RESULTS	1 of 1	2 of 3	0 of 2	2 of 2	ND	5 of 8
PERCENTAGE	100%	66.67%	0%	100%	ND	62.5%

**AM 1B:** Humanities II (HUM 2223) Critical Thinking Essay five-year comparison

YEAR	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	5-YR
RESULTS	4 of 4	4 of 4	2 of 3	3 of 5	3 of 4	16 of 20
PERCENTAGE	100%	100%	66.67%	60%	75%	80%

AM 1A table shows that 2023-2024 performance results (100%) are consistent with or surpass the student success rate of the four previous years. The 100% success rate for 2023-2024 and 2020-2021 suggests that the poor performance rate (0%) of 2021-2022 is an anomaly, negatively exaggerated by the very small sample size of only two students, as across the other four years, only one student performed below the standard.

**A.  
Student Learning Outcome #1**

**SLO #1:** Demonstrate creative and critical thinking.

<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>
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AM 1B table shows that 2023-2024 performance results (100%) continue a two-year trend of the highest student success! Even across the three previous years, only 1-2 students did not meet the performance standard, but the percentages are skewed negatively due to very small sample sizes.

NOTE: AM 1A is embedded in HUM 2113 (Humanities I), and AM 1B is embedded in HUM 2223 (Humanities II); both are General Education courses, and the two AMs parallel one another across the two courses. Although the two courses are sequential in their numbering/sequence and their historical-chronological content, because they are Gen Ed courses, neither has a prerequisite, and students (whether Gen Ed or AA-LA) may take Humanities II before they take Humanities I. This is noteworthy for two reasons.

First, because both Humanities I and Humanities II are Gen Ed courses, some AA-LA students might take one or the other, or even both courses, before these students declare officially for the AA-LA degree. In brief, the sample sizes reported do not necessarily reflect the number of AA-LA students active to graduation. This is perhaps especially so for Humanities I (AM 1A), and this perhaps explains why AA-LA Humanities II (AM 1B) Sample Sizes are usually larger than those of Humanities I, even though overall Gen Ed enrollment in Humanities I is usually larger than for Humanities II. Humanities faculty speculate that some Gen Ed students who succeed in Humanities I might, due to their success, subsequently declare officially for the AA-LA degree and continue onto Humanities II.

Second, insofar as the same AA-LA students are being assessed as they complete both courses, their Performance Results (*i.e.*, demonstration of skills and learning) across the two courses either shows consistency or perhaps improves from Humanities I (AM 1A) to Humanities II (AM 1B). In brief, if AM 1B Performance Results hold, AA-LA students do perhaps seem to improve their writing skills from Humanities I to Humanities II.

In the final analysis, these conclusions remain speculative, as the combination of (1) too small overall sample sizes and (2) the inability to track specific, identical students makes direct analysis and more meaningful conclusions problematic between AM 1A and AM 1B to explain the differences of students' Performance Results.

**A.  
Student Learning Outcome #2**

**SLO #2:** Demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.

<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>																												
<p><b>2A:</b> Students in <b>Humanities I</b> (HUM 2113) will complete a <b>Comprehensive Final Exam</b>, in which they will demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.</p>	<p>At least 70% of the students who submit will score 70% or higher.</p>	<p>Data from all AA-LA students who submitted are included. 2023-2024 is now the 11<sup>th</sup> year (cf. 2013-14 AA-LA SLR, Parts 2 &amp; 4) that sample size and results report AA-LA students separately from all general education students.</p>	<p>2 total AA-LA students, from 12 total sections (only 3 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</p> <table border="1" data-bbox="678 688 951 1230"> <thead> <tr> <th colspan="4">AA-LA Students per Category</th> </tr> <tr> <th colspan="4">Summer 2023</th> </tr> <tr> <td>0</td> <td>FT</td> <td>OL</td> <td>NA</td> </tr> <tr> <th colspan="4">Fall 2023</th> </tr> <tr> <td>1</td> <td>FT</td> <td>OL</td> <td>100%</td> </tr> <tr> <th colspan="4">Spring 2024</th> </tr> <tr> <td>1</td> <td>FT</td> <td>OG</td> <td>100%</td> </tr> </thead></table>	AA-LA Students per Category				Summer 2023				0	FT	OL	NA	Fall 2023				1	FT	OL	100%	Spring 2024				1	FT	OG	100%	<p>2 of 2 total AA-LA students (100%) met the performance standard.</p>	<p>Y</p>
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**A.  
Student Learning Outcome #2**

**SLO #2:** 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)		
			3	FT	OG	3 of 3	FT	OG	100%
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**H.  
Conclusions**

NOTE: An "0" reported in Sample Size (Column E.) above indicates at least one AA-LA student enrolled in a section, but no (zero) student(s) completed or submitted the assignment; thus, there is no data (NA) for Results (Column F.). Instructor Statuses and Delivery 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 2023-2024 results in relation to previous years (cf. the two Tables below) to develop any meaningful conclusions.

NOTE: AM 2A is embedded in HUM 2113 (Humanities I), and AM 2B is embedded in HUM 2223 (Humanities II); both are General Education courses.

**AM 2A: Humanities I (HUM 2113) Comprehensive Final Exam five-year comparison**

YEAR	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	5-YR
RESULTS	2 of 2	2 of 3	3 of 3	2 of 2	2 of 2	11 of 12
PERCENTAGE	100%	66.7%	100%	100%	100%	91.76%

**AM 2B: Humanities II (HUM 2223) Comprehensive Final Exam five-year comparison**

YEAR	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	5-YR
RESULTS	4 of 4	5 of 5	4 of 5	5 of 5	4 of 4	22 of 23
PERCENTAGE	100%	100%	80%	100%	100%	95.96%

Each table shows that 2023-2024 performance results (100%) are consistent with the student success rate over the four previous years and continue a five-year trend of the highest student success, of 100% performance results! This consistent 100% success rate suggests that the poor performance rate for AM 2A for 2022-23 (66.7%) is an anomaly, negatively exaggerated by the small sample size of only three students. Over five years, only 1 student in each course has not met the performance standard. This indicates perennial student (and degree) success.



## 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
None at this time.	SLO #1 & SLO #2	New changes require time to collect data and assess.

## PART 6


### Summary of Assessment Measures

- A. How many different assessment measures were used? = 4
- B. List the direct measures (see appendix) = [1A] Humanities I (HUM 2113) Critical Thinking Essay; [1B] Humanities II (HUM 2223) Critical Thinking Essay; [2A] Humanities I (HUM 2113) Comprehensive Final Exam; [2B] Humanities II (HUM 2223) Comprehensive Final Exam.

## 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. 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	James Ford		6/21/24
Dean	Susan Willis		

## 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?

