Degree Program Student Learning Report

Revised May 2020

Select Academic Department

AA in Elementary Education

For 2023-2024 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the school, department, and degree program missions.

University Mission	College 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 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.	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	College 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	The College will offer innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, creativity, empirical and evidence-based inquiry, experimental	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional students duality associate and baccalaureate degrees.	SLO #2: Demonstrate proficiency in the practical skills needed to advance to a higher degree in elementary education.

University Commitments	College Purposes	Department Purposes	Student Learning Outcomes
communications, scientific reasoning and critical and creative thinking.	investigation and theoretical explanation of natural phenomena and innovative technology.		
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 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 College 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 College 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 College 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 College 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 climate that creates opportunities for cultural, intellectual and personal		Offer and promote student and community interaction to create opportunities for cultural, intellectual, and personal enrichment.	

University Commitments	College Purposes	Department Purposes	Student Learning Outcomes
enrichment for the University and the communities it serves.			

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
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 (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.

A. Student Learning Outcome					
SLO #1: Demonstrate proficiency in the intellectual skills needed to advance to a higher degree in elementary education.					
B. Assessment Measure	**C. Performance Standard**	**D. Sampling Method**	**E. Sample Size (n)**	**F. Results**	**G. Standard Met (Y/N)**
The transcript of RSU students graduating from the AA in Elementary Education program in Fall 2023, Spring 2024 at RSU will be examined, and their retention/graduate GPA will be evaluated.	**80% of graduates will achieve a GPA ≥ 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 = 16 graduating AAEE students **Sixteen** students graduated with an AA in EE during the assessment period (Fall 2023, Spring 2024)	Of the 16 students graduating with a degree in AA/EE during the assessment period, **14 graduated with an overall GPA ≥ 2.5 GPA.** Thus, **87.5% of graduates maintained an overall GPA of 2.5 or higher.**	Yes, exceeded performance standards.
H. Conclusions					
The minimum GPA requirement to attend an Oklahoma Bachelor's program in Education is 2.5. Students enrolled in the Associate in Arts in the Elementary Education program are provided the necessary resources and support to be successful in their coursework. Over the past eight years, students graduating with an Associate 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. Assessment Measure	**C. Performance Standard**	**D. Sampling Method**	**E. Sample Size (n)**	**F. Results**	**G. Standard Met (Y/N)**
The Child Psychology Observation Paper grade of students enrolled in PSY 3043: Child Psychology course will be examined and evaluated.	**80% of AA-EE students will earn a 70 percent or better** on the assessment. (Rubric provided in Appendix B.)	The assessment scores include all students enrolled in PSY 3043: Child Psychology courses during the fall 2022 and spring 2023 semesters.	N = 118 Child Psychology Observation Paper Of the 118 Child Psychology Observation Papers, **105 (88.99%)** earned a 70 percent or higher on the Observation Paper during the Fall 2023 and Spring 2023 semesters.	Approximately **96.43%** of students enrolled in an online section and **87%** of students enrolled an on-ground section of PSY 3043 received a grade of 70 percent or better on the Child Psychology Observation Paper. (Table of grades are in Appendix C.)	Yes, exceeded performance standards.
H. Conclusions					
Approximately **89 percent of students met or exceeded the performance standard** for the Observation Paper. This is the second year that this measurement has been used. Both years the performance standard was met. For Elementary Education majors the artifact can be included in a portfolio used for future assessment, a teaching licensure requirement. It is important to note that a majority of the students that earned a grade below 60 is a result of not submitting the assignment.					

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 change.		

PART 6
Summary of Assessment Measures

A. How many different assessment measures were used? 2

B. List the direct measures (see appendix): GPA & Child Psychology Observation Paper Grade

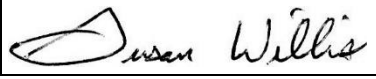
C. List the indirect measures (see appendix): n/a

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 from full-time and part-time faculty. Completed report.	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Brian Andrews		5/30/2024
Academic Dean	Dr. Susan Willis		6-5-24

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?

Appendix B

CHILD OBSERVATION PAPER RUBRIC				
CRITERIA	**Advanced 100%**	**Proficient 85%**	**Developing 75%**	**Below 65%**
Description of Participant, Activities, and Rationale 10 points	The student provided a thorough description of the participant (age, sex) in detail, the games/tasks that were taught, and an explanation of why those were developmentally appropriate.	The student provided a good but not thorough description of the participant (age, sex) in detail, the games/tasks that were taught, and an explanation of why those were developmentally appropriate.	The student attempted to provide some of the details requested but left out other details pertinent to the assignment.	The student left out many details or did not present the information requested.
Piagetian Analysis 15 points	Student demonstrated a thorough understanding of Piagetian concepts related to cognitive development related to the learning episodes with the participant.	Student demonstrated a moderate understanding of Piagetian concepts related to cognitive development related to the learning episodes with the participant.	Student demonstrated a beginning, but inadequate understanding of Piagetian concepts related to cognitive development related to the learning episodes with the participant.	Student did not demonstrate an understanding of Piagetian concepts related to cognitive development related to the learning episodes with the participant.
Vygotskian Analysis 15 points	Student demonstrated a thorough understanding of Vygotskian concepts related to cognitive	Student demonstrated a moderate understanding of Vygotskian concepts related to cognitive	Student demonstrated a beginning, but inadequate understanding of Vygotskian concepts related	Student did not demonstrate an understanding of Vygotskian concepts related to cognitive development

	development related to the learning episodes with the participant.	development related to the learning episodes with the participant.	to cognitive development related to the learning episodes with the participant.	related to the learning episodes with the participant.
Kohlberg Analysis 15 points	Student demonstrated a thorough understanding of Kohlberg concepts related to cognitive development related to the learning episodes with the participant.	Student demonstrated a moderate understanding of Kohlberg concepts related to cognitive development related to the learning episodes with the participant.	Student demonstrated a beginning, but inadequate understanding of Kohlberg concepts related to cognitive development related to the learning episodes with the participant.	Student did not demonstrate an understanding of Kohlberg concepts related to cognitive development related to the learning episodes with the participant.
Erikson Analysis 15 points	Student demonstrated a thorough understanding of Erikson concepts related to cognitive development related to the learning episodes with the participant.	Student demonstrated a moderate understanding of Erikson concepts related to cognitive development related to the learning episodes with the participant.	Student demonstrated a beginning, but inadequate understanding of Erikson concepts related to cognitive development related to the learning episodes with the participant.	Student did not demonstrate an understanding of Erikson concepts related to cognitive development related to the learning episodes with the participant.
Physical Analysis 15 points	The student demonstrates an extensive understanding of physical development	The student demonstrates an understanding of physical development by discussing at least	The student demonstrates a beginning understanding of physical	The student does not discuss physical development.

	by discussing at least one of the following: child's large and small motor skills, coordination, behavior changes, puberty (if appropriate), sensory (if appropriate).	one of the following: child's large and small motor skills, coordination, behavior changes, puberty (if appropriate), sensory (if appropriate).	development but barely mentions it or gives little evidence.	

Appendix C

	A	B	C	D	F	Total
Online N	72	4	2	0	12	**90**
Online %	80%	4.44%	2.22%	0%	13.33%	**100%***
On Ground N	25	2	0	0	1	**28**
On Ground %	89.29%	7.14%	0%	0%	3.57%	**100%**
Total	97	6	2	0	13	**118**
Total %	82.20%	5.08%	1.7%	0%	11.02%	**100%**

***Rounding Error