

GENERAL EDUCATION STUDENT LEARNING REPORT

(Rev. August 2013)

ROGERS STATE UNIVERSITY
Department of History and Political Science
For Academic Year 2012-13

Effectively assessing a General Education course should address a number of factors:

- 1) Valid student learning outcomes should be clearly articulated;
- 2) Valid assessment measures should be used, consistent with the standards of professional practice;
- 3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

Relationship of the General Education Program Mission and Outcomes to University Mission and Commitments

RSU Mission	General Education 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	General Education at Rogers State University provides a broad foundation of intellectual skills, knowledge, and perspectives to enable students across the University to achieve professional and personal goals in a dynamic local or global society.
RSU Commitments	General Education 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.	1) Acquire and evaluate information. 2) Analyze and integrate knowledge. 3) Develop perspectives and an understanding of the human experience. 4) Communicate effectively.
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.	
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	1) Acquire and evaluate information. 2) Analyze and integrate knowledge. 3) Develop perspectives and an understanding of the human experience. 4) Communicate effectively.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.	
To provide university-wide student services, activities, and resources that complement academic programs.	
To support and strengthen student, faculty, and administrative structures that promote shared	

RSU Mission	General Education Mission
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.	

Discussion of Instructional Changes Resulting from 2010-11 General Education Student Learning Report

- 1) List and discuss all instructional or assessment changes proposed in Part 3 of last year's General Education Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year's report, whether included in the report or not should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on General Education Curriculum or Budget
The measurement standard for <u>American History to 1877</u> was to have increased from 60% of students achieving an average of 60% on all exams to a higher standard of 65%/65%; however, the faculty agreed to increase it to 70%/70%, which will elevate the course's measurement standard to that of the department's other general education courses.	Y	None anticipated.

- 2) [Complete this part only if the general education course(s) was among those that were peer reviewed last year.] The University Assessment Committee in their General Education Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state "No changes were recommended."

Feedback and Recommended Changes from the University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented
N/A		

Analysis of Evidence of General Education Student Learning Outcomes

- 3) The four General Education Outcomes are listed below. For each outcome, indicate the General Education course(s) being assessed, and provide a brief narrative of the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw any relevant conclusions related to the strengths and weaknesses of students' performance. Finally, indicate whether the performance measure was met or not.

Outcome 1: Acquire and evaluate information.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																																																																																																												
HIST 2483 American History to 1877	Embedded exams	≥70% of students will earn ≥70%.	All students who finish the course.	N=463 (2012-13)	<table><tr><th colspan="6">Number of Students 2012-13</th></tr><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>OG</td><td>56</td><td>130</td><td>108</td><td>61</td><td>62</td></tr><tr><td>OL</td><td>12</td><td>12</td><td>10</td><td>6</td><td>6</td></tr><tr><td>TOT</td><td>68</td><td>142</td><td>118</td><td>67</td><td>68</td></tr></table> <table><tr><th colspan="6">Number of Students 2011-12</th></tr><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>OG</td><td>35</td><td>83</td><td>115</td><td>56</td><td>29</td></tr><tr><td>OL</td><td>29</td><td>38</td><td>51</td><td>21</td><td>16</td></tr><tr><td>TOT</td><td>64</td><td>121</td><td>166</td><td>77</td><td>45</td></tr></table> <table><tr><th colspan="6">Percentage of Students 2012-13</th></tr><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>OG</td><td>13</td><td>31</td><td>26</td><td>15</td><td>15</td></tr><tr><td>OL</td><td>26</td><td>26</td><td>22</td><td>13</td><td>13</td></tr></table> <table><tr><th colspan="6">Percentage of Students 2011-12</th></tr><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>OG</td><td>11</td><td>26</td><td>36</td><td>18</td><td>9</td></tr><tr><td>OL</td><td>19</td><td>25</td><td>33</td><td>14</td><td>10</td></tr></table> KEY: OG = on ground OL = online TOT = Total	Number of Students 2012-13							A	B	C	D	F	OG	56	130	108	61	62	OL	12	12	10	6	6	TOT	68	142	118	67	68	Number of Students 2011-12							A	B	C	D	F	OG	35	83	115	56	29	OL	29	38	51	21	16	TOT	64	121	166	77	45	Percentage of Students 2012-13							A	B	C	D	F	OG	13	31	26	15	15	OL	26	26	22	13	13	Percentage of Students 2011-12							A	B	C	D	F	OG	11	26	36	18	9	OL	19	25	33	14	10	<p>The data, which cover two academic cycles, reveal a great deal of similarity in the results of the embedded exams. This suggests that the measure is rigorous and consistent. All instructors (including adjuncts) taught HIST 2483 using individually-developed tests. The proportional results across the grade range are largely constant.</p> <p>There is no significant difference between online and on ground results.</p> <p>The standard of ≥70% of students earning ≥70% was met in both academic cycles for both on ground and online students.</p>	<p>Y</p> <p>The combination of on ground and online grades in 2012-13 that meet or exceed the standard of 70% is 71%.</p> <p>68 + 142 + 118 = 328</p> <p>328 / 463 = 71%</p>
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HIST 2493 America History Since 1877	Embedded exams.	≥70% of students will earn ≥70%.	All students who finish the course.	N=265 (2012-13)	<table><tr><th colspan="6">Number of Students 2012-13*</th></tr><tr><th></th><th>A</th><th>B</th><th>C</th><th>D</th><th>F</th></tr><tr><td>OG</td><td>34</td><td>53</td><td>66</td><td>26</td><td>31</td></tr><tr><td>OL</td><td>22</td><td>22</td><td>10</td><td>1</td><td>0</td></tr><tr><td>TOT</td><td>56</td><td>75</td><td>76</td><td>27</td><td>31</td></tr></table> <p>*Some data not turned in.</p> <table><tr><th colspan="6">Number of Students 2011-12</th></tr><tr><th></th><th>A</th><th>B</th><th>C</th><th>D</th><th>F</th></tr><tr><td>OG</td><td>33</td><td>73</td><td>67</td><td>43</td><td>37</td></tr><tr><td>OL</td><td>17</td><td>21</td><td>12</td><td>12</td><td>18</td></tr><tr><td>TOT</td><td>50</td><td>94</td><td>79</td><td>55</td><td>55</td></tr></table> <table><tr><th colspan="6">Percentage of Students 2012-13</th></tr><tr><th></th><th>A</th><th>B</th><th>C</th><th>D</th><th>F</th></tr><tr><td>OG</td><td>16</td><td>25</td><td>31</td><td>12</td><td>15</td></tr><tr><td>OL</td><td>40</td><td>40</td><td>18</td><td>2</td><td>0</td></tr></table> <table><tr><th colspan="6">Percentage of Students 2011-12</th></tr><tr><th></th><th>A</th><th>B</th><th>C</th><th>D</th><th>F</th></tr><tr><td>OG</td><td>13</td><td>29</td><td>26</td><td>17</td><td>13</td></tr><tr><td>OL</td><td>21</td><td>26</td><td>15</td><td>15</td><td>23</td></tr></table> <p>KEY: OG = on ground OL = online TOT = Total</p>	Number of Students 2012-13*							A	B	C	D	F	OG	34	53	66	26	31	OL	22	22	10	1	0	TOT	56	75	76	27	31	Number of Students 2011-12							A	B	C	D	F	OG	33	73	67	43	37	OL	17	21	12	12	18	TOT	50	94	79	55	55	Percentage of Students 2012-13							A	B	C	D	F	OG	16	25	31	12	15	OL	40	40	18	2	0	Percentage of Students 2011-12							A	B	C	D	F	OG	13	29	26	17	13	OL	21	26	15	15	23	<p>The data, which cover two academic cycles, reveal a great deal of similarity in the results of the embedded exams. This suggests that the measure is rigorous and consistent. All instructors (including adjuncts) taught HIST 2493 using individually-developed tests. The proportional results across the grade range are largely constant. The only exception is the high percentage of results in grades A and B in the 2012-13 online course. These result from one veteran adjunct professor and are an anomaly; his results are not usually so skewed.</p> <p>The significant difference in 2012-13 between online and on ground results is apparently due to an abnormality, as noted above.</p> <p>The standard of ≥70% of students earning ≥70% was met in both academic cycles for both on ground and online students.</p>	<p>Y</p> <p>The combination of on ground and online grades in 2012-13 that meet or exceed the standard of 70% is 78%.</p> <p>56 + 75 + 76 = 207</p> <p>207 / 265 = 78%</p>
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POLS 1113 American Federal Government	Embedded exams.	≥70% of students will earn ≥70%.	All students who complete the course are included.	N=878 (2012-13)	<table><tr><th colspan="6">Number of Students 2012-13</th></tr><tr><th></th><th>A</th><th>B</th><th>C</th><th>D</th><th>F</th></tr><tr><td>OG</td><td>145</td><td>184</td><td>181</td><td>114</td><td>111</td></tr><tr><td>OL</td><td>64</td><td>35</td><td>19</td><td>5</td><td>20</td></tr><tr><td>TOT</td><td>209</td><td>219</td><td>200</td><td>119</td><td>131</td></tr></table> <table><tr><th colspan="6">Number of Students 2011-12</th></tr><tr><th></th><th>A</th><th>B</th><th>C</th><th>D</th><th>F</th></tr><tr><td>OG</td><td>100</td><td>145</td><td>152</td><td>102</td><td>100</td></tr><tr><td>OL</td><td>60</td><td>27</td><td>24</td><td>11</td><td>48</td></tr><tr><td>TOT</td><td>160</td><td>172</td><td>176</td><td>113</td><td>148</td></tr></table> <table><tr><th colspan="6">Percentage of Students 2012-13</th></tr><tr><th></th><th>A</th><th>B</th><th>C</th><th>D</th><th>F</th></tr><tr><td>OG</td><td>20</td><td>25</td><td>25</td><td>16</td><td>15</td></tr><tr><td>OL</td><td>45</td><td>24</td><td>13</td><td>3</td><td>14</td></tr></table> <table><tr><th colspan="6">Percentage of Students 2011-12</th></tr><tr><th></th><th>A</th><th>B</th><th>C</th><th>D</th><th>F</th></tr><tr><td>OG</td><td>17</td><td>24</td><td>25</td><td>17</td><td>17</td></tr><tr><td>OL</td><td>36</td><td>16</td><td>14</td><td>6</td><td>28</td></tr></table> <p>KEY: OG = on ground OL = online TOT = Total</p>	Number of Students 2012-13							A	B	C	D	F	OG	145	184	181	114	111	OL	64	35	19	5	20	TOT	209	219	200	119	131	Number of Students 2011-12							A	B	C	D	F	OG	100	145	152	102	100	OL	60	27	24	11	48	TOT	160	172	176	113	148	Percentage of Students 2012-13							A	B	C	D	F	OG	20	25	25	16	15	OL	45	24	13	3	14	Percentage of Students 2011-12							A	B	C	D	F	OG	17	24	25	17	17	OL	36	16	14	6	28	<p>The data, which cover two academic cycles, reveal a great deal of similarity in the results of the embedded exams. This suggests that the measure is rigorous and consistent. All instructors (including adjuncts) taught POLS 1113 using individually-developed tests. The proportional results across the grade range are largely constant.</p> <p>The high percentage of A and B grades in the online courses are due to the online instructor's pedagogy rather than something attributable to online delivery.</p> <p>The standard of ≥70% of students earning ≥70% was met in both academic cycles for both on ground and online students.</p>	<p>Y</p> <p>The combination of on ground and online grades in 2012-13 that meet or exceed the standard of 70% is 72%.</p> <p>209 + 219 + 200 = 628</p> <p>628 / 878 = 72%</p>
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GEOG 2243 Human Geography	Embedded exams.	≥70% of students will earn ≥70%.	All students who complete the course are included.	N=329	<table><tr><th colspan="6">Number of Students 2012-13</th></tr><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>OG</td><td>60</td><td>61</td><td>57</td><td>29</td><td>22</td></tr><tr><td>OL</td><td>20</td><td>23</td><td>24</td><td>18</td><td>15</td></tr><tr><td>TOT</td><td>80</td><td>84</td><td>81</td><td>47</td><td>37</td></tr></table> <table><tr><th colspan="6">Number of Students 2011-12</th></tr><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>OG</td><td>45</td><td>70</td><td>65</td><td>27</td><td>16</td></tr><tr><td>OL</td><td>20</td><td>21</td><td>19</td><td>12</td><td>21</td></tr><tr><td>TOT</td><td>65</td><td>91</td><td>84</td><td>39</td><td>37</td></tr></table> <table><tr><th colspan="6">Percentage of Students 2012-13</th></tr><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>OG</td><td>26</td><td>27</td><td>25</td><td>13</td><td>10</td></tr><tr><td>OL</td><td>20</td><td>23</td><td>24</td><td>18</td><td>15</td></tr></table> <table><tr><th colspan="6">Percentage of Students 2011-12</th></tr><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>OG</td><td>20</td><td>31</td><td>29</td><td>12</td><td>7</td></tr><tr><td>OL</td><td>22</td><td>23</td><td>20</td><td>13</td><td>23</td></tr></table> KEY: Table 1 reflects absolute numbers. Table 2 reflects those numbers in percentage. OG = on ground OL = online TOT = Total	Number of Students 2012-13							A	B	C	D	F	OG	60	61	57	29	22	OL	20	23	24	18	15	TOT	80	84	81	47	37	Number of Students 2011-12							A	B	C	D	F	OG	45	70	65	27	16	OL	20	21	19	12	21	TOT	65	91	84	39	37	Percentage of Students 2012-13							A	B	C	D	F	OG	26	27	25	13	10	OL	20	23	24	18	15	Percentage of Students 2011-12							A	B	C	D	F	OG	20	31	29	12	7	OL	22	23	20	13	23	<p>The data, which cover two academic cycles, reveal a great deal of similarity in the results of the embedded exams for on ground courses. This suggests that the measure is rigorous and consistent. All instructors (including adjuncts) taught GEOG 2243 using individually-developed tests. The proportional results across the grade range are largely constant.</p> <p>There is substantial difference, however, in the pass-fail percentage on tests between on ground and online classes, as reflected in the table below. The reason is likely attributable to the fact that online students do not fully utilize the online office hours, participate in chat sessions, or turn in their assignments on time, which may contribute to lower test grades.</p> <table><tr><td></td><td>≥70%</td><td>≤69%</td><td></td></tr><tr><td>OG</td><td>78%</td><td>22%</td><td rowspan="2">2012-2013</td></tr><tr><td>OL</td><td>67%</td><td>33%</td></tr><tr><td>OG</td><td>80%</td><td>20%</td><td rowspan="2">2011-2012</td></tr><tr><td>OL</td><td>65%</td><td>35%</td></tr></table>		≥70%	≤69%		OG	78%	22%	2012-2013	OL	67%	33%	OG	80%	20%	2011-2012	OL	65%	35%	<p>Y</p> <p>The standard of ≥70% of students earning ≥70% was met in both academic cycles for both on ground and online students.</p> <p>The combination of on ground and online grades in 2012-13 that meet or exceed the standard of 70% is 74%.</p> <p>80 + 84 + 81 = 245</p> <p>245 / 329 = 74%</p>
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Outcome 1 (continued): Acquire and evaluate information.

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HIST 2013 World Civilization I	Embedded exams.	≥70% of students will earn ≥70%.	All students who complete the course are included.	N=21	<table><tr><th colspan="6">Number of Students 2012-13*</th></tr><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>OG</td><td>7</td><td>7</td><td>4</td><td>2</td><td>1</td></tr><tr><td>OL</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>TOT</td><td>7</td><td>7</td><td>4</td><td>2</td><td>1</td></tr></table> <p>*Some data not turned in.</p> <table><tr><th colspan="6">Number of Students 2011-12</th></tr><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>OG</td><td>6</td><td>8</td><td>6</td><td>1</td><td>5</td></tr><tr><td>OL</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>TOT</td><td>6</td><td>8</td><td>6</td><td>1</td><td>5</td></tr></table> <table><tr><th colspan="6">Percentage of Students 2012-13</th></tr><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>OG</td><td>33</td><td>33</td><td>19</td><td>10</td><td>5</td></tr><tr><td>OL</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr></table> <table><tr><th colspan="6">Percentage of Students 2011-12</th></tr><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>OG</td><td>23</td><td>31</td><td>23</td><td>4</td><td>19</td></tr><tr><td>OL</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr></table> <p>KEY: Table 1 reflects absolute numbers. Table 2 reflects those numbers in percentage. OG = on ground OL = online TOT = Total</p>	Number of Students 2012-13*							A	B	C	D	F	OG	7	7	4	2	1	OL	-	-	-	-	-	TOT	7	7	4	2	1	Number of Students 2011-12							A	B	C	D	F	OG	6	8	6	1	5	OL	-	-	-	-	-	TOT	6	8	6	1	5	Percentage of Students 2012-13							A	B	C	D	F	OG	33	33	19	10	5	OL	-	-	-	-	-	Percentage of Students 2011-12							A	B	C	D	F	OG	23	31	23	4	19	OL	-	-	-	-	-	<p>The data, which cover two academic cycles, varies to some extent, but the small N does not allow for informed speculation. Overall, the data reveal substantial similarity in the results of the embedded exams.</p> <p>The high percentage of A and B grades is likely due to the instructor's pedagogy.</p> <p>The standard of ≥70% of students earning ≥70% was met in both academic cycles.</p>	<p>Y</p> <p>The proportion of grades in 2012-13 that meet or exceed the standard of 70% is 86%.</p> <p>7 + 7 + 4 = 18 18 / 21 = 86%</p>
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Outcome 1 (continued): Acquire and evaluate information.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																																																																																																												
HIST 2023 World Civilization II	Embedded exams.	≥70% of students will earn ≥70%.	All students who complete the course are included.	N=15	<table><tr><th colspan="6">Number of Students 2012-13*</th></tr><tr><th></th><th>A</th><th>B</th><th>C</th><th>D</th><th>F</th></tr><tr><td>OG</td><td>7</td><td>4</td><td>1</td><td>1</td><td>2</td></tr><tr><td>OL</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>TOT</td><td>7</td><td>4</td><td>1</td><td>1</td><td>2</td></tr></table> <p>*Some data not turned in.</p> <table><tr><th colspan="6">Number of Students 2011-12</th></tr><tr><th></th><th>A</th><th>B</th><th>C</th><th>D</th><th>F</th></tr><tr><td>OG</td><td>3</td><td>6</td><td>4</td><td>1</td><td>2</td></tr><tr><td>OL</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>TOT</td><td>3</td><td>6</td><td>4</td><td>1</td><td>2</td></tr></table> <table><tr><th colspan="6">Percentage of Students 2012-13</th></tr><tr><th></th><th>A</th><th>B</th><th>C</th><th>D</th><th>F</th></tr><tr><td>OG</td><td>47</td><td>27</td><td>7</td><td>7</td><td>12</td></tr><tr><td>OL</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr></table> <table><tr><th colspan="6">Percentage of Students 2011-12</th></tr><tr><th></th><th>A</th><th>B</th><th>C</th><th>D</th><th>F</th></tr><tr><td>OG</td><td>19</td><td>38</td><td>25</td><td>6</td><td>13</td></tr><tr><td>OL</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr></table> <p>KEY: Table 1 reflects absolute numbers. Table 2 reflects those numbers in percentage. OG = on ground OL = online TOT = Total</p>	Number of Students 2012-13*							A	B	C	D	F	OG	7	4	1	1	2	OL	-	-	-	-	-	TOT	7	4	1	1	2	Number of Students 2011-12							A	B	C	D	F	OG	3	6	4	1	2	OL	-	-	-	-	-	TOT	3	6	4	1	2	Percentage of Students 2012-13							A	B	C	D	F	OG	47	27	7	7	12	OL	-	-	-	-	-	Percentage of Students 2011-12							A	B	C	D	F	OG	19	38	25	6	13	OL	-	-	-	-	-	<p>The data, which cover two academic cycles, varies to some extent, but the small N does not allow for informed speculation. Therefore, the higher overall percentage of the ≥80% test grades in 2012- 13 compared to those of 2011- 12 cannot be considered anomalous.</p> <p>The standard of ≥70% of students earning ≥70% was met in both academic cycles for both on ground and online students.</p>	<p>Y</p> <p>The proportion of grades in 2012-13 that meet or exceed the standard of 70% is 80%.</p> <p>7 + 4 + 1 = 12</p> <p>12 / 15 = 80%</p>
Number of Students 2012-13*																																																																																																																			
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- 4) State any proposed instructional or assessment changes to be implemented in the next academic year. They should be based on conclusions reported in Part 3 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes, emphasizing student learning and classroom instruction. Also describe the anticipated impact on the university's general education curriculum, and on the budgets of the department or university. If no changes are planned, simply state "No changes are planned."

General Education Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on the General Education Curriculum, General Education Student Learning Report or Budget
No changes are planned.			

- 5) (OPTIONAL) If your department or an individual faculty member has developed a teaching technique they believe improves student learning or student engagement in the classroom, please share it below. Examples can be seen at <http://www.rsu.edu/committees/assessment/docs/FacultyInsights.pdf> . Please briefly describe the instructional practice. More detail can be communicated during the face to face peer review session. The Peer Review Report does not rate this part, but it does note whether or not any contribution has been made.

Description

Documentation of Faculty Assessment

- 8) A. How many full time faculty (regardless of department affiliation) teach in the program? Varies. Ten or more.
- B. Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Sigismund Wilson	Discussion & evaluation	Sigismund Wilson
DANIEL ULBRICH	Discussion & Evaluation	Dan Ulbrich
David Tait	discussion & evaluation	David Tait
P. Taylor	discussion + evaluation	Phyllis Taylor
S. Housel	collect data; prepared report	S. Housel

9) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Kw Hicks	[Signature]	10/28/13
Dean	Frank W. Elwell	[Signature]	11-13-13