

GENERAL EDUCATION STUDENT LEARNING REPORT

(Rev. August 2013)

ROGERS STATE UNIVERSITY
Department of Math and Physical Science
For Academic Year 2012-2013

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.

RSU Mission	General Education Mission
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 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 2011 - 2013 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
No changes recommended.		

- 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
No changes were recommended.		

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)
a. GEOL 1014 – Earth Science	a. Students were required to acquire and analyze data that is scientifically sound. These data are the initial foundation for a required term project that requires them to: 1. evaluate the validity of the data and; 2. analyze the data in the context of what earth science process classification each event datum represents.	a. 70% of the Earth Science students will score at the 70% level or higher on data acquisition and analysis.	a. Each student is required to submit a term project. Their research data is reviewed and graded for scientific validity as well as their interpretation of the area of earth science impact.	a. 115 (11-12) 115 (12-13)	a. 100/115 (87%) of students met the assessment performance standard in 2011-2012; 88/116 (75.8%) of the students scored 70% or higher on this assessment in 2012-2013.	Although the overall percentage of students meeting this performance standard declined, based on anecdotal data, the probable cause is a belief by some students that the assessment is unnecessary to achieve their academic goal for the class. No changes needed.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
b. GEOL 1014- Earth Science	b. Students were required to acquire and analyze data that is scientifically sound. These data are the initial foundation for their term project discussed in Part 1 above. Once they determine the validity of the data, they then have to analyze the data in the context of what earth science classification type each event data represents.	b. Earth Science students will score at the 70% level or higher on the overall data acquisition and analysis for their term project.	b. Each student is required to submit a term project. Their research data is reviewed and graded for scientific validity as well as their interpretation of the area of earth science impact.	115 (11-12) 116 (12-13)	b. 98/115 (85%) of students scored 70% or higher for their final score on the data acquisition for the term project (2011-12). 92/116 (79.3%) of students scored 70% or higher for their final score on the data acquisition for the term project (2012-13).	No changes needed.	Y
c. Math 1513 – College Algebra	c. Students were assessed by determining the average score on all college algebra chapter exams.	c. 70% of students will score 70% or better on the average of all college algebra exams.	c. The average of all student chapter exams were analyzed and assessed.	c. 304 (FA12, SP13, and SU 13)	c. 216/304 (71.1%) scored 70% or better on the average of all college algebra chapter exams.	No changes needed.	Y
d. MATH 1513 -- College Algebra	d. Students were assessed on five different course components:	d. 70% of all College Algebra students will perform at a 70%	d. Student homework assignments for each of the	d. (1) 237 (2) 321 (3) 293 (4) 323	d. (1) 237/328 (72.2%) (2) 225/321 (70.1%) (3) 218/293 (74.4%) (4) 251/323 (77.7%)	No changes needed.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
	(1)Function Operations and Composition, (2) Zeros of Polynomial Functions, (3) Variation, (4) Logarithmic Functions, and (5) Sequences and Series	level or better in each of the five listed course components.	following were graded: (1) Function Operations and Composition (2) Series of Polynomial Functions (3) Variation (4)Logarithmic Functions, and (5) Sequences and Series.	(5) 302}	(5)219/302 (72.5%)		

Outcome 2: Analyze and integrate knowledge.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
GEOL 1014 – Earth Science	Students were required to analyze the data they acquired for their term project (see section 1) discussion. The students were to accurately determine what part of the earth processes were causing each event	70% of students will score at the 70% level or higher.	All student term projects from Fall 2012 and Spring 2013 were assessed for accurate analysis of the earth processes.	116	98/115 (85%) of all students scored 70% or higher on accurately evaluating the earth processes required for the term project.	No changes needed.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
	documented in the term project.						

Outcome 3: Develop perspectives and an understanding of the human experience.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
GEOL 1014 – Earth Science	Part of the term project assignment (see discussion in section 1) is to research and analyze each earth science event and its impact on humans. In addition, the student must determine if there are precautions, technology or relief plans in place to modify, remedy or alleviate the negative impacts on human inhabitants of the area.	70% of all students will score at or above the 70% level on this section of the term paper.	This section of the student term paper is analyzed for understanding of the earth processes and evaluating the human responses to those processes.	116	97/116 (83.6%) of the students performed at a 70% level or higher.	No changes needed.	Y

Outcome 4: Communicate effectively.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
GEO1014 - Earth Science	The students' discussion of the Earth processes involved in their term project was assessed. Included in the written discussion was a requirement to accurately explain and integrate the scientific data as well as an evaluation of the process's impact globally and on humans.	70% of the students will score 70% or higher on this written discussion.	An evaluation of each student's discussion section of their final term project was conducted.	116	92/116 (70.3%) of the students scored 70% or better on this assessment.	No changes needed.	Y

- 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
None proposed.			

- 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

- 6) 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)	Signatures
Mr. Sam Richardson	Collected and analyzed College Algebra data.	<i>Sam Richardson</i>
Mr. Larry Elzo	Collected and analyzed College Algebra data.	<i>Larry Elzo</i>
Dr. Jamie M. Graham	Collected and analyzed Earth Science data.	<i>Jamie M. Graham</i>

- 7) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Jamie M. Graham	<i>Jamie M. Graham</i>	10/16/13
Dean	Dr. Keith Martin	<i>Keith W. Martin</i>	10/23/2013