

GENERAL EDUCATION STUDENT LEARNING REPORT

(Rev. August 2013)

ROGERS STATE UNIVERSITY
Department of Psychology, Sociology, and CJ
For Academic Year 2012-2103

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 2012-2013 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
The Psychology faculty met as a group to re-evaluate the assessment procedures for PSY 1113 Introduction to Psychology. The proposed 50 question pre-test/post-test instrument proved too cumbersome to effectively use in practical situations based on an item analysis, thus, the faculty determined that the assessment method should be altered. It was determined that a performance standard on multiple unit exams would be employed with the following standard: 70% of students will achieve a mean score of 70% or higher on multiple unit exams. These unit exams would include the proposed 11 required areas including: History & Systems, Research, Biological Basis of Behavior, Human Development, Consciousness, Memory, Learning, Social Behavior, Personality, Psychological	Y	No changes to curriculum or budget.

Disorders, and Treatment of Psychological Disorders.		
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- 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)

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)

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

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)
PSY 1113 INTRODUCTION TO PSYCHOLOGY	Multiple unit exams assessing core knowledge as follows: Exam #1: History & Systems, Research, Biological Basis of Behavior; Exam #2: Human Development, Memory, Learning; Exam #3 Personality, Consciousness; Exam #4: Social Behavior, Psychological Disorders, and Treatment of Psychological Disorders.	70% of students will achieve a mean score of 70% or higher on multiple unit exams.	Multiple unit exams.	120	Standard met: 74% of students achieved a competence score equal to or greater than 70% on exam 1, 17% A's, 23% B's, 34% C's, 19% D's, and 7% F's. 71% of students achieved a competence score equal to or greater than 70% on exam 2, 15% A's, 24% B's, 31% C's, 22% D's, and 7% F's. 70% of students achieved a competence score equal to or greater than 70% on exam 3, 14% A's, 25% B's, 31% C's, 20% D's, and 10% F's. 74% of students	The data reveals that students met the criteria set in the performance standard and are learning the core areas of knowledge determined by the psychology faculty. No changes necessary at this time.	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)
SOC 1113 INTRODUCTION TO SOCIOLOGY	Multiple unit exams assessing core knowledge including Sociological Perspective, Research, Culture, Socialization, Social Interaction and Structure, Groups and Organizations, Deviance, Social Class, Global Stratification, Race/Ethnicity, Families, Education, Religion, Government, Population,	70% of students will achieve a mean score of 70% or higher on the combined score on multiple unit exams.	Combined score on multiple unit exams.	140	<p>achieved a competence score equal to or greater than 71% on exam 4, 14% A's, 26% B's, 31% C's, 23% D's, and 6% F's.</p> <p>Standard met: 81% of students achieved a competence score equal to or greater than 70%, 14% A's, 36% B's, 31% C's, 6% D's, and 14% F's.</p>	The data reveals that students met the criteria set in the performance standard and are learning the core areas of knowledge determined by the psychology faculty. No changes necessary at this time.	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)
SOC 3213 MINORITY GROUPS	Social Change Exam assessing diverse cultures	At least 80% of students will score \geq 70% on exam.	Examination	26 (All students who completed the course were assessed)	Standard met: 81% of the 26 students scored 70% or better including 19% A's, 38% B's, 23% C's, 12% D's, and 8% F's on the exam.	The data reveals that students met the criteria set in the performance standard. No changes necessary at this time.	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)

- 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."

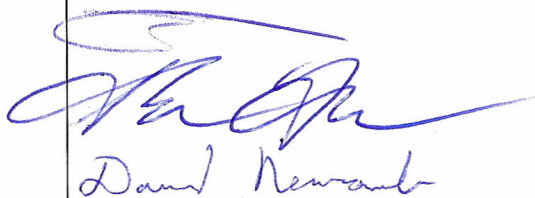
General Education Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on the General Education Curriculum, General Education Student Learning Report or Budget
No changes are planned			

- 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.

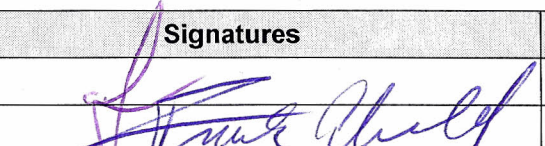
Description

Documentation of Faculty Assessment

- 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
Dr. Kevin M.P. Woller	Prepare report, review report, collect data, analyze data	
Dr. Sharon Fernlund	Collect data, analyze data	
Dr. David Newcomb	Collect data, analyze data	

- 7) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Abe Marrero		10-31-13
Dean	Dr. Frank Elwell		10-31-13