

**GENERAL EDUCATION
STUDENT LEARNING REPORT**
(Rev. August 2013)

ROGERS STATE UNIVERSITY
Department of Biology
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.	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 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 2011-12 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
BIOL 1114 & 1144: Post-test scores for the comprehensive pre-post exam will be counted as part of the final exam score in all sections.	Y	The faculty feel that we will obtain a more honest effort by students on the assessment test by incorporating the questions into our final exam for these courses. No impact on the budget.
BIOL 1114 (online): An online version of the comprehensive pre-post exam will be administered to students in these sections.	N	Faculty have expressed concern about putting an assessment test into an online course. If students managed to copy and distribute this exam, the integrity of the assessment instrument would be compromised. Presently online sections are being assessed with a standard comprehensive final exam.
BIOL 1134: In the Spring 2012 term, a comprehensive final exam was dropped in favor of just four unit exams. An average of these exams was used for assessing student progress in this course in that term. The class average on these four exams was substantially lower than the class average obtained on a comprehensive	Y	A comprehensive final exam was given in this course in the Spring 2013 term. The instructor believes that a comprehensive summative measure is a better metric of student progress than averaging different unit exams. No impact on budget.

final used in the previous spring. Consequently, the instructor decided to reinstitute a comprehensive final exam to assess this course.		
BIOL 3103: A new assessment instrument is being developed for this course.	Y	Two instruments were used to assess the course this year including a comprehensive exam and a student paper. There is no impact on the budget.

- 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 assessments. 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 peer-review report for biology general education was found.		

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)
BIOL 1114: <i>General Biology</i>	Comprehensive Pre-Post Exam	70% of students will score 70% or	Given to all students in both Fall &	Fall 147	These tables summarize student scores for the Fall and Spring terms.	Mean scores were 69% and 62% for Fall & Spring terms.	N

	<p>Comprises a 40 multiple-choice question exam on basic concepts covered in the course.</p> <p>This exam was administered with the pre-test given on first class and the post-test given at time of final exam.as a pre-post test</p> <p>We consider two results: 1) post test scores, and 2) the difference in pre-post test scores.</p> <p>Here, we discuss the post-test score results. Change in pre-post scores is discussed in next section.</p>	above.	Spring terms.	<u>Spring</u> 87	<table border="1"> <thead> <tr> <th colspan="2">Fall 2012 Score Distribution</th> </tr> </thead> <tbody> <tr><td>0-49%</td><td>18</td></tr> <tr><td>50-59%</td><td>30</td></tr> <tr><td>60-69%</td><td>21</td></tr> <tr><td>70-79%</td><td>38</td></tr> <tr><td>80-89%</td><td>23</td></tr> <tr><td>90-100%</td><td>17</td></tr> <tr><td>Average:</td><td>68.6</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Spring 2013 Score Distribution</th> </tr> </thead> <tbody> <tr><td>0-49%</td><td>19</td></tr> <tr><td>50-59%</td><td>15</td></tr> <tr><td>60-69%</td><td>27</td></tr> <tr><td>70-79%</td><td>18</td></tr> <tr><td>80-89%</td><td>6</td></tr> <tr><td>90-100%</td><td>2</td></tr> <tr><td>Average:</td><td>61.6</td></tr> </tbody> </table>	Fall 2012 Score Distribution		0-49%	18	50-59%	30	60-69%	21	70-79%	38	80-89%	23	90-100%	17	Average:	68.6	Spring 2013 Score Distribution		0-49%	19	50-59%	15	60-69%	27	70-79%	18	80-89%	6	90-100%	2	Average:	61.6	<p>The mean was 66% when both terms are combined.</p> <p>53% (78 of 147) scored $\geq 70\%$ for the Fall term.</p> <p>30% (26 of 87) scored $\geq 70\%$ for the Spring term.</p> <p>44% (104 of 234) scored $\geq 70\%$ when terms are combined.</p> <p>While these results fall well below our standard, they are a substantial improvement over the last assessment cycle. The average at that time was 60% with only 29% scoring $\geq 70\%$. The post exam is now used by all instructors as part of their final exam. This may have a solicited a better effort from students.</p>	
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<p>BIOL 1114: <i>General Biology</i></p>	<p>Comprehensive Pre-Post Exam</p> <p>Comprises a 40 multiple-choice question exam on basic concepts covered in the course.</p> <p>This exam was administered with the pre-test given on first class and the post-test given</p>	70% of students will improve on the post-test by 20% or greater over the pre-test.	Given to all students in Fall & Spring terms.	<u>Fall</u> 147 <u>Spring</u> 87	<p>These tables summarize the difference in student scores for the pre & post test scores for each term.</p>	<p>Student improved by an average of 26% & 19% for Fall & Spring terms.</p> <p>Mean improvement was 23% when both terms are combined.</p> <p>76% (111 of 147) improved their score by $\geq 20\%$ for the Fall term.</p> <p>48% (42 of 87) improved</p>	N																																

	<p>at time of final exam as a pre-post test</p> <p>We consider two results: 1) post test scores, and 2) the difference in pre-post test scores</p> <p>Here, we discuss the change between pre and pre-post test scores.</p>				<p>Fall 2012</p> <p>Score Distribution (Post Test Improvement)</p> <table border="1"> <tr><td>0-10%</td><td>10</td></tr> <tr><td>10-20%</td><td>26</td></tr> <tr><td>20-30%</td><td>51</td></tr> <tr><td>30-40%</td><td>38</td></tr> <tr><td>40-50%</td><td>19</td></tr> <tr><td>50-60%</td><td>2</td></tr> <tr><td>60-70%</td><td>1</td></tr> <tr><td>70-80%</td><td>0</td></tr> <tr><td>80-90%</td><td>0</td></tr> <tr><td>90-100%</td><td>0</td></tr> <tr><td>Average gain:</td><td>25.7%</td></tr> </table> <p>Spring 2013</p> <p>Score Distribution (Post Test Improvement)</p> <table border="1"> <tr><td>0-10%</td><td>19</td></tr> <tr><td>10-20%</td><td>26</td></tr> <tr><td>20-30%</td><td>21</td></tr> <tr><td>30-40%</td><td>13</td></tr> <tr><td>40-50%</td><td>7</td></tr> <tr><td>50-60%</td><td>1</td></tr> <tr><td>60-70%</td><td>0</td></tr> <tr><td>70-80%</td><td>0</td></tr> <tr><td>80-90%</td><td>0</td></tr> <tr><td>90-100%</td><td>0</td></tr> <tr><td>Average gain:</td><td>19.4%</td></tr> </table>	0-10%	10	10-20%	26	20-30%	51	30-40%	38	40-50%	19	50-60%	2	60-70%	1	70-80%	0	80-90%	0	90-100%	0	Average gain:	25.7%	0-10%	19	10-20%	26	20-30%	21	30-40%	13	40-50%	7	50-60%	1	60-70%	0	70-80%	0	80-90%	0	90-100%	0	Average gain:	19.4%	<p>their score by $\geq 20\%$ for the Spring term.</p> <p>65% (153 of 234) of students scored $\geq 70\%$ for both terms combined.</p> <p>These results fall slightly below our standard. Like the post-test scores, there was also improvement over last assessment cycle. The mean improvement at that time was 21% with 56% improving their score by $\geq 20\%$.</p>	
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<p>BIOL 1114: General Biology (Online)</p>	<p>Comprehensive Final Exam</p>	<p>70% of students will score 70% or above.</p>	<p>Given to all students in all online sections.</p>	<p>Spring + Fall 110</p>	<p>This table summarizes student scores for both semesters.</p>	<p>The average score was 75% for the Spring term.</p> <p>79% (77 of 101) scored $\geq 70\%$.</p> <p>These results meet our desired standard. These</p>	<p>Y</p>																																												

<p>BIOL 1144: General Cell Biology</p>	<p>Comprehensive Pre-Post Exam</p> <p>Comprises a 40 multiple-choice question exam on basic concepts covered in the course.</p> <p>This exam was administered with the pre-test given on first class and the post-test given at time of final exam, as a pre-post test</p> <p>We consider two results: 1) post test scores, and 2) the difference in pre-post test scores.</p> <p>Here, we discuss the post-test score results. Change in pre-post scores is discussed in next section..</p>	<p>70% of students will score 70% or above.</p>	<p>Given to all students in both Fall & Spring terms.</p>	<p>Fall 193</p> <p>Spring 129</p>	<p>These tables summarize student scores for the fall and spring terms.</p> <table border="1" data-bbox="535 1491 747 1743"> <thead> <tr> <th colspan="2">Fall 2012</th> </tr> <tr> <th>Score Distribution</th> <th></th> </tr> </thead> <tbody> <tr> <td>0-49%</td> <td>14</td> </tr> <tr> <td>50-59%</td> <td>33</td> </tr> <tr> <td>60-69%</td> <td>41</td> </tr> <tr> <td>70-79%</td> <td>50</td> </tr> <tr> <td>80-89%</td> <td>34</td> </tr> <tr> <td>90-100%</td> <td>21</td> </tr> <tr> <td>Average:</td> <td>70.11</td> </tr> </tbody> </table> <table border="1" data-bbox="763 1491 974 1743"> <thead> <tr> <th colspan="2">Spring 2013</th> </tr> <tr> <th>Score Distribution</th> <th></th> </tr> </thead> <tbody> <tr> <td>0-49%</td> <td>20</td> </tr> <tr> <td>50-59%</td> <td>31</td> </tr> <tr> <td>60-69%</td> <td>27</td> </tr> <tr> <td>70-79%</td> <td>22</td> </tr> <tr> <td>80-89%</td> <td>17</td> </tr> <tr> <td>90-100%</td> <td>12</td> </tr> <tr> <td>Average:</td> <td>65.55</td> </tr> </tbody> </table>	Fall 2012		Score Distribution		0-49%	14	50-59%	33	60-69%	41	70-79%	50	80-89%	34	90-100%	21	Average:	70.11	Spring 2013		Score Distribution		0-49%	20	50-59%	31	60-69%	27	70-79%	22	80-89%	17	90-100%	12	Average:	65.55	<p>results have risen sharply since the last cycle. The average at that time was around 71%. Only 50% of students scored $\geq 70\%$.</p>	<p>N</p>
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<p>Biology</p>	<p>Comprises a 40 multiple-choice question exam on basic concepts covered in the course.</p> <p>This exam was administered with the pre-test given on first class and the post-test given at time of final exam. as a pre-post test</p> <p>We consider two results: 1) post test scores, and 2) the difference in pre-post test scores</p> <p>Here, we discuss the change between pre and pre-post test scores.</p>	<p>improve on the post-test by 20% or greater over the pre-test.</p>	<p>Fall & Spring terms.</p>	<p>Spring 125</p>	<p>scores for the pre & post test scores for each term.</p> <table border="1" data-bbox="277 705 370 974"> <tr> <th colspan="2">Fall 2012</th> </tr> <tr> <th colspan="2">Score Distribution</th> </tr> <tr> <th colspan="2">(Post Test Improvement)</th> </tr> <tr> <td>0-10%</td> <td>11</td> </tr> <tr> <td>10-20%</td> <td>27</td> </tr> <tr> <td>20-30%</td> <td>42</td> </tr> <tr> <td>30-40%</td> <td>46</td> </tr> <tr> <td>40-50%</td> <td>29</td> </tr> <tr> <td>50-60%</td> <td>24</td> </tr> <tr> <td>60-70%</td> <td>5</td> </tr> <tr> <td>70-80%</td> <td>1</td> </tr> <tr> <td>80-90%</td> <td>0</td> </tr> <tr> <td>90-100%</td> <td>0</td> </tr> <tr> <td>Average gain:</td> <td>31.62%</td> </tr> </table> <table border="1" data-bbox="789 705 881 974"> <tr> <th colspan="2">Spring 2013</th> </tr> <tr> <th colspan="2">Score Distribution</th> </tr> <tr> <th colspan="2">(Post Test Improvement)</th> </tr> <tr> <td>0-10%</td> <td>14</td> </tr> <tr> <td>10-20%</td> <td>24</td> </tr> <tr> <td>20-30%</td> <td>36</td> </tr> <tr> <td>30-40%</td> <td>28</td> </tr> <tr> <td>40-50%</td> <td>14</td> </tr> <tr> <td>50-60%</td> <td>5</td> </tr> <tr> <td>60-70%</td> <td>2</td> </tr> <tr> <td>70-80%</td> <td>0</td> </tr> <tr> <td>80-90%</td> <td>0</td> </tr> <tr> <td>90-100%</td> <td>0</td> </tr> <tr> <td>Average gain:</td> <td>25.58%</td> </tr> </table>	Fall 2012		Score Distribution		(Post Test Improvement)		0-10%	11	10-20%	27	20-30%	42	30-40%	46	40-50%	29	50-60%	24	60-70%	5	70-80%	1	80-90%	0	90-100%	0	Average gain:	31.62%	Spring 2013		Score Distribution		(Post Test Improvement)		0-10%	14	10-20%	24	20-30%	36	30-40%	28	40-50%	14	50-60%	5	60-70%	2	70-80%	0	80-90%	0	90-100%	0	Average gain:	25.58%	<p>average of 32% and 26% for the Fall and Spring terms. The average was 29% for both terms combined.</p> <p>80% (147 of 185) of students improved their score by $\geq 20\%$ for the Fall term.</p> <p>68% (85 of 125) of students improved their score by $\geq 20\%$ for the Spring term.</p> <p>75% (232 of 310) of students improved their score by $\geq 20\%$ for the both terms combined.</p> <p>Our desired standard was exceeded in Fall 2012 term, but fell just short in Spring 2013. When numbers are combined for both terms, however, we met and exceeded the desired goal.</p> <p>A comparison with the last two academic years shows an encouraging upward trend. Below is the average amount of improvement and the percentage of students meeting the standard for the last three cycles.</p> <p>2010-11 24% 65%</p>	
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<p>BIOL 1134: <i>General Environmental Biology</i></p>	<p>Comprehensive Final Exam</p>	<p>70% of students will have an average score of 70% or higher.</p>	<p>Given to all students in the Spring 2013 term.</p>	<p>Spring 16</p>	<p>This table summarizes student scores for the spring term.</p> <table border="1" data-bbox="711 701 1008 974"> <thead> <tr> <th colspan="2">Spring 2013 Score Distribution</th> </tr> </thead> <tbody> <tr> <td>0-49%</td> <td>0</td> </tr> <tr> <td>50-59%</td> <td>1</td> </tr> <tr> <td>60-69%</td> <td>4</td> </tr> <tr> <td>70-79%</td> <td>4</td> </tr> <tr> <td>80-89%</td> <td>7</td> </tr> <tr> <td>90-100%</td> <td>0</td> </tr> <tr> <td>Average:</td> <td>74.52</td> </tr> </tbody> </table>	Spring 2013 Score Distribution		0-49%	0	50-59%	1	60-69%	4	70-79%	4	80-89%	7	90-100%	0	Average:	74.52	<p>2011-12 27% 68% 2012-13 29% 75%</p> <p>As the post-test scores have been stable, this can only be explained by the doing more poorly on their pre-test scores. This suggests students entering college-level study are becoming less prepared.</p>	<p>N</p>
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<p>The average test score was 75%. 69% (11 of 16) scored $\geq 70\%$. These results fall just short of our performance standard this year. Given the small size of this class, one more student scoring $\geq 70\%$ would have put our success rate at 75%. This is a substantial improvement over last assessment cycle. At that time, an average of four unit exams was used for assessment instead of a comprehensive final exam. The average was 69% with only 39% of students scoring $\geq 70\%$. This is also a slight improvement over 2011-12</p>																							

							cycle when the average on comprehensive final was a 73%.	
BIOL 1134: <i>General Environmental Biology (Online)</i>	Average of three unit exams	70% of students will score 70% or above.	Given to all students in Spring + Summer online sections	<u>Spring + Summer</u> 37	This table summarizes student scores for the Spring & Summer terms. Spring + Summer 2013 Score Distribution 0-49% 3 50-59% 3 60-69% 10 70-79% 10 80-89% 10 90-100% 1 Average: 71.74	Average test scores were 72% for the Spring & Summer terms combined. 57% (21 of 37) scored $\geq 70\%$. These results fell below our desired standard. They are also a slightly below our numbers for the last cycle. The mean score at that time was 76% with 76% scoring $\geq 70\%$.	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)
BIOL 1114: <i>General Biology</i>	Science Literacy Quiz Comprises a 15-question multiple choice assessment on the principles of science and the scientific method.	70% of test takers will score 70% or above.	Given to all students in both Fall and Spring terms. Administered as part of the lab final.	Fall + Spring 216	This table summarizes for student scores for Fall & Spring terms. Fall 2012 + Spring 2013 Score Distribution 0-49% 20 50-59% 15 60-69% 63 70-79% 32 80-89% 65 90-100% 21 Average: 70.83	Average test scores were 71% when both terms are combined. 55% (118 of 216) scored $\geq 70\%$. These results fall below our desired standard. They are also very consistent with those seen over the last two cycles. Scores for these two cycles average	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)																
BIOL 1144: General Cell Biology	Science Literacy Quiz Comprises a 15-question multiple choice assessment on the principles of science and the scientific method.	70% of students will score 70% or above.	Given to all students in both Fall and Spring terms. Administered as part of the lab final.	Spring 301	This table summarizes student scores for Fall & Spring terms. <table border="1" data-bbox="1084 674 1386 999"> <thead> <tr> <th colspan="2">Fall 2012 + Spring 2013 Score Distribution</th> </tr> </thead> <tbody> <tr> <td>0-49%</td> <td>14</td> </tr> <tr> <td>50-59%</td> <td>10</td> </tr> <tr> <td>60-69%</td> <td>65</td> </tr> <tr> <td>70-79%</td> <td>58</td> </tr> <tr> <td>80-89%</td> <td>118</td> </tr> <tr> <td>90-100%</td> <td>36</td> </tr> <tr> <td>Average:</td> <td>75.70</td> </tr> </tbody> </table>	Fall 2012 + Spring 2013 Score Distribution		0-49%	14	50-59%	10	60-69%	65	70-79%	58	80-89%	118	90-100%	36	Average:	75.70	around 71% with 54% scoring $\geq 70\%$. This assessment is given to students by their lab instructors. Part of the low scores may be due to how these instructors are giving the quiz. Some instructors are telling students that their performance on the quiz has no effect on their grade for the course. This is likely resulting in a less than honest effort by these students. Faculty will explore ways of improving the integrity of this quiz.	Y
Fall 2012 + Spring 2013 Score Distribution																							
0-49%	14																						
50-59%	10																						
60-69%	65																						
70-79%	58																						
80-89%	118																						
90-100%	36																						
Average:	75.70																						

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
						percentage of students meeting the standard for the last three cycles. 2010-11 69% 40% 2011-12 74% 65% 2012-13 76% 70%	

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)																
BIOL 3103: <i>Plants and Civilization</i>	Comprehensive Final Exam	70% of students will have an average score of 70% or higher.	Given to all students in the May 2013 intersession term.	Summer 19	This table summarizes student scores for the Spring term. <table border="1"> <thead> <tr> <th colspan="2">Summer 2013 Score Distribution</th> </tr> </thead> <tbody> <tr> <td>0-49%</td> <td>0</td> </tr> <tr> <td>50-59%</td> <td>0</td> </tr> <tr> <td>60-69%</td> <td>0</td> </tr> <tr> <td>70-79%</td> <td>0</td> </tr> <tr> <td>80-89%</td> <td>1</td> </tr> <tr> <td>90-100%</td> <td>18</td> </tr> <tr> <td>Average:</td> <td>94.23</td> </tr> </tbody> </table>	Summer 2013 Score Distribution		0-49%	0	50-59%	0	60-69%	0	70-79%	0	80-89%	1	90-100%	18	Average:	94.23	The average test score was 94%. 100% (19 of 19) of students scored \geq 70%. These results meet our desired standard.	Y
Summer 2013 Score Distribution																							
0-49%	0																						
50-59%	0																						
60-69%	0																						
70-79%	0																						
80-89%	1																						
90-100%	18																						
Average:	94.23																						

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)																
BIOL 3103: Plants and Civilization	Written Paper	70% of students will have an average score of 70% or higher.	Given to all students in the May 2013 Intersession term.	Summer 19	<p>This table summarizes student scores for the spring term.</p> <table border="1"> <thead> <tr> <th>Score Distribution</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>0-49%</td> <td>1</td> </tr> <tr> <td>50-59%</td> <td>0</td> </tr> <tr> <td>60-69%</td> <td>0</td> </tr> <tr> <td>70-79%</td> <td>0</td> </tr> <tr> <td>80-89%</td> <td>2</td> </tr> <tr> <td>90-100%</td> <td>16</td> </tr> <tr> <td>Average:</td> <td>94.73</td> </tr> </tbody> </table>	Score Distribution	Count	0-49%	1	50-59%	0	60-69%	0	70-79%	0	80-89%	2	90-100%	16	Average:	94.73	<p>The average test score was 95%. 94% (18 of 19) of students scored $\geq 70\%$. These results meet our desired standard.</p>	Y
Score Distribution	Count																						
0-49%	1																						
50-59%	0																						
60-69%	0																						
70-79%	0																						
80-89%	2																						
90-100%	16																						
Average:	94.73																						

- 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
Outcome 1: Acquire and evaluate information.	BIOL 1114 & 1144: A new pre/post exam is being written for each of these courses. It will be used starting in the Fall term.	The old exam had only 40 questions and was not considered to be sufficiently comprehensive. Some questions will also be reworded for clarity.	None
Outcome 2: Analyze and	BIOL 1114/1144/1134 labs:	Currently, the literacy quiz is	None

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
integrate knowledge.	Faculty will explore means of administering the Science Literacy Quiz in a way that will reflect a more honest measure of student progress.	being given to students by their lab instructors, most of whom are adjunct instructors. Some instructors are telling students that the quiz has no impact on their grade. It is believed this is likely having the effect of reducing scores as students don't feel a good score is needed.	







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
None





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
Craig Zimmermann	Analyzed data and prepared report	<i>Craig Zimmermann</i>
Sue Katz	Collected data and reviewed report	<i>Sue Katz</i>
Jerry Bowen	Collected data and reviewed report	<i>Jerry Bowen</i> 15 Oct 2014

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report)	Signatures
Don Glass	Collected data and reviewed report	
Claudia Glass	Collected data and reviewed report	
Jae-Ho Kim	Collected data and reviewed report	
Adele Register	Collected data and reviewed report	
Emily Shelton	Collected data and reviewed report	Not available
Eric Lee	Collected data and reviewed report	
Jin Seo	Reviewed report	

7) Reviewed by:

Titles	Names	Signatures	Date
Department Head			25 Oct 2013
Dean			19/25/2013