

General Education Student Learning Report

Revised May 2023

UNIV 1152 The University Experience

For 2022-2023 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

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

University Mission	School Mission	Department Mission	General Education Mission
<p>Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.</p>	<p>The mission of the School of Professional Studies (SPS) is to develop students' skills and knowledge so they can successfully perform in their professional career of choice, and to prepare them to be lifelong learners in a diverse society. This is accomplished in a positive academic climate which is supported by academic and intellectual freedom, and faculty who are dedicated to a quality educational experience.</p> <p>The mission of the School of Arts & Science is the preparation of students to achieve professional and personal goals in their respective disciplines and to</p>	<p>To support academic progress, student engagement, and well-being to ensure student satisfaction and successful student experiences, thereby improving retention and graduation outcomes.</p>	<p>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.</p>

University Mission	School Mission	Department Mission	General Education Mission
	enable their success in dynamic local and global communities.		

B. Align each of the program student learning outcomes with the institutional purposes and commitments.

University Commitments	School 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 communications, scientific reasoning, and critical and creative thinking.	The SPS and SAS accomplish their missions through traditional and innovative learning opportunities including two graduate program, 22 bachelor's programs, 12 associate degrees, and two certificates	To support academic progress, student engagement, and well-being to ensure student satisfaction and successful student experiences, thereby improving retention and graduation outcomes.	<ol style="list-style-type: none"> 1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. 3) Use written, oral, and visual communication effectively. 4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values. 5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
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 Schools will educate 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.	To support academic progress, student engagement, and well-being to ensure student satisfaction and successful student experiences, thereby improving retention and graduation outcomes.	<ol style="list-style-type: none"> 4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.
To provide a general liberal arts education that supports specialized academic program and prepares students for lifelong learning	The Schools will offer general education courses of high quality and purpose that provide a foundation for life-long learning.	To support academic progress, student engagement, and well-being to ensure student satisfaction and successful student	<ol style="list-style-type: none"> 1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
and service in a diverse society.		experiences, thereby improving retention and graduation outcomes.	3) Use written, oral, and visual communication effectively. 4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values. 5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
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.			

PART 2

Follow-Up on Proposed Changes Made in Previous Assessment Cycle

Follow up on each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported here. Indicate whether the proposed change was implemented and comment accordingly. Please note if no changes were either proposed or implemented for this academic year.

Proposed Change	Implemented? (Y/N)	Comments
This is the first Student Learning Report for UNIV 1152, The University Experience		

PART 3

Response to University Assessment Committee Feedback

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. 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)	Comment
This is the first Student Learning Report for UNIV 1152, The University Experience		

PART 4
Evidence of Student Learning

Provide evidence of student progress for each of the student learning outcomes associated with the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. A copy of the table should be inserted below for each additional outcome. SLO numbers should be updated accordingly.

A. Student Learning Outcome					
SLO Think Critically and Creatively #1:					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
UNIV 1152 final course grade	70% of all students enrolled in UNIV 1152 will score at the 70% competency level or higher for all assignments and exams	All students enrolled (full population) in UNIV 1152 during the 2022-23 AY.	N = 630	<p>A = 56.2% B = 13.8% C = 8.4% D = 2.7% F = 13.3% W = 5.6%</p> <p>78.4% achieved 70% or higher Mean overall UNIV 1152 GPA = 2.86</p> <p>In analyzing results by course modality, students enrolled in face-to-face UNIV 1152 were significantly more likely to succeed with a C or better than were online students ($\alpha \leq .05$). See table below.</p> <p>In disaggregating the data by class, sophomores significantly outperformed freshmen. Freshmen are required to enroll in UNIV 1152. Most sophomores were actually entering freshmen, who had accrued college credits in high school through concurrent enrollment and Advanced Placement. These students were more prepared for college level work.</p>	Y

**A.
Student Learning Outcome**

**SLO Think Critically and Creatively
#1:**

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results				F. Standard Met (Y/N)
					Course Modality	N	Mean UNIV 1152 GPA	Std. Deviation
				Final grade	Face to Face	358	3.01	1.501
					Online	272	2.66	1.620

**G.
Conclusions**

1. UNIV 1152 provides opportunities for first-time freshmen to apply critical thinking skills at the collegiate level. To this end, nearly eight out of 10 entering freshmen achieved anticipated levels of successful application of critical thinking.
2. There has been some discussion among faculty that entering freshmen, who were in high school during the height of the COVID pandemic, demonstrated a greater degree of disengagement than pre-COVID cohorts. This course's purposes are amplified in usefulness, because it helps students "connect" from their first semester on.
3. Students who enrolled in face-to-face course modality were significantly more successful than were those who enrolled online. However, there is greater dispersion in scores for online students, indicating that some students are better suited/more prepared to learn online than are others.
4. The 21.6% of UNIV 1152 students who did not complete the course with a C or better will have useful feedback for course delivery. The Office of Accountability and Academics is planning to survey these students for feedback.

A.
Student Learning Outcome

SLO #4: **Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.**

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)														
UNIV 1152 midterm course grade to focus on individual experiences at the University	70% of all students enrolled in UNIV 1152 will score at the 70% competency level or higher for assignments and exams through midterm.	All students enrolled (full population) in UNIV 1152 during the 2022-23 AY.	N = 534	<p>A = 37.6% B = 10.9% C = 5.1% "P" = 26.0% D = 5.4% F = 15.0%</p> <p>79.6% achieved 70% or higher Mean UNIV 1152 GPA = 3.37</p> <p>In analyzing results by course modality, students enrolled in face-to-face UNIV 1152 were significantly more likely to succeed with a C or better than were online students ($\alpha \leq .05$). See table below.</p> <p>In disaggregating the data by class, the only significant differences at mid-term were between freshmen and sophomores enrolled in UNIV 1152, with sophomores performing better. Freshmen are required to enroll in UNIV 1152. Most sophomores were actually entering freshmen, who had accrued college credits in high school through concurrent enrollment and Advanced Placement. These students were more prepared for college level work.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Course Modality</th> <th style="text-align: center;">N</th> <th style="text-align: center;">Mean UNIV 1152 GPA</th> <th style="text-align: center;">Std. Deviation</th> </tr> </thead> <tbody> <tr> <td rowspan="2" style="text-align: center;">Mid-Term Grade</td> <td style="text-align: center;">Face to Face</td> <td style="text-align: center;">176</td> <td style="text-align: center;">3.49</td> <td style="text-align: center;">.901</td> </tr> <tr> <td style="text-align: center;">Online</td> <td style="text-align: center;">139</td> <td style="text-align: center;">3.21</td> <td style="text-align: center;">1.053</td> </tr> </tbody> </table>		Course Modality	N	Mean UNIV 1152 GPA	Std. Deviation	Mid-Term Grade	Face to Face	176	3.49	.901	Online	139	3.21	1.053	Y
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Mid-Term Grade	Face to Face	176	3.49	.901															
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G.

**A.
Student Learning Outcome**

SLO #4: **Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.**

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
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Conclusions

1. UNIV 1152 provides opportunities for students to develop a perspective on the human experience. Eight out of 10 students achieved anticipated levels of successful development of the human experience. This SLO becomes increasingly important to remediate adolescents from the COVID experience.
2. Students who enrolled in face-to-face course modality were significantly more successful than were those who enrolled online. Similarly to the evaluation of the final grade for critical thinking, there is greater dispersion in midterm scores for online students, indicating that some students are better suited/more prepared to learn online than are others.
3. The 20.4% of UNIV 1152 students who did accomplish 70% or better of midterm competencies will have useful feedback for course delivery. The Office of Accountability and Academics is planning to survey these students for feedback.

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 improving course instruction and program curriculum. Below discuss potential changes the department is considering aimed at improving student learning or the assessment process. These proposals will be revisited in next assessment cycle.

Proposed Change	Rationale
A new Director of Student Success has been hired and begins his role on June 1, 2023. Results from this analysis will be shared with the Director of Student Success for planning. It is anticipated that analysis of UNIV 1152 will be completed with greater granularity.	Without a dedicated Director for Student Success in 2022-2023, details of student performance have yet to be identified in UNIV 1152. RSU's General Education Program and students' first-year experience will be enhanced with increased focus.

PART 6

Assessment Measures and Faculty Participation

Summary of assessment measures:

- 1) How many different assessment measures were used? 2
- 2) List the direct measures (see appendix): midterm and final grades
- 3) List the indirect measures (see appendix): none in 2022-23

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
Alyssa Cravens	UNIV 1152 Interim Coordinator; UNIV 1152 faculty and student mentor	<i>Alyssa Cravens</i>
Mary Millikin	Assessment analysis and reporting from the Office for Accountability & Academics	<i>Mary A. Millikin</i>

Reviewed by:

Titles	Name	Signature	Date
Ex-officio officer, University Assessment Committee	Mary A. Millikin	<i>Mary A. Millikin</i>	5/23/23

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 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?