

Pittsburg State University
Faculty Senate General Education Committee
Assessment of Student Learning Outcomes

General Education Course Assessment Report

Date: Date of report

Author: Name of person who completed report

Course # & Title: Course prefix, #, and full title (as shown in catalog)

Course Description

Copy/paste course description from the catalog here or attach course syllabus. The course description should be the same for all sections of a course.

General Education Goals/Objectives in the Course Syllabus

Copy/paste the statement of the PSU general education goals and objectives relevant to this course found in the syllabus for the student or attach the course syllabus. This statement should be the same for all sections of the course and should specify the general education goal(s) and the objective(s) that this course will fulfill. Ideally this statement will link one or more PSU general education objectives to one or more specific course objectives.

A. Student Learning Outcomes (SLOs)

Use the table (see below). In the first column, type the student learning outcomes, which may be in the form of course objectives, course goals (without objectives), or course competencies. If there are course goals and objectives, it is the course objectives that are measured by course assignments and linked to PSU general education objectives. In the second column, link the course objectives (the SLOs) to at least one PSU general education objective (state the goal # and objective # or for goal #3 the Part # with objective #).

B. Course Assessment Plan

Use the table, columns 3-7. Identify at least one direct measure to assess each course SLO. Direct measures consist of items on an exam, a paper (short or long), a lab write-up, a written project, an oral presentation, etc., all of which are evaluated by faculty. Assignments in which students evaluate themselves (e.g., a journal, a self-analysis) are indirect measures.

C. Results

Use the table, column 8. Present results for at least 3 measurements (e.g., 3 years if course offered annually, 3 semesters if course offered each semester). If results are not available for 3 times, explain why. At the end of this format document, there are examples of graphs and figures that may be used.

D. Analysis and Interpretation of Results and Plan for Course Improvement

State whether the results of the SLOs were acceptable or need improvement. Summarize the faculty's analysis and interpretation of the results for each of the SLOs. Explicitly justify decisions about the SLOs that were acceptable and those that need improvement. For SLOs that need of improvement, describe a detailed plan for improvement that includes (a) what will be improved, (b) who will work on the improvement, (c) when the work will be done and completed, and (d) how the change will be evaluated.

IF the entire course was delivered to some sections face-to-face and was delivered to other sections only online, analyze and interpret results, comparing the outcomes for the two delivery modes. Explain why the results differed substantively by delivery mode.

Feedback on the Course Assessment Report

Faculty Senate General Education Committee's written summary of the rubric review by the Committee will be attached here. Director of Assessment's written suggestions for improvement will be attached here.

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<u>1. Student Learning Outcomes</u>	<u>2. PSU General Education Objectives</u>	<u>3. Course Sections</u>	<u>4. Description of Technique with Target</u>	<u>5. Students</u>	<u>6. Course Frequency</u>	<u>7. Course Delivery</u>	<u>8. Results</u>
<i>State the course objective, competency, or SLO</i>	<i>Specify the goal and objective # or for goal #3, the part and objective #</i>	<i>List the sections assessed</i>	<i>Briefly describe the assignment used to measure students' knowledge, skills, and/or values for the student learning statements & target</i>	<i>Identify students assessed</i>	<i>State the frequency for offering the course</i>	<ul style="list-style-type: none"> ○ Face-to-face ○ Online (fully) 	<i>% of students who met target for past 3 years or semesters</i>
1. Students will describe the effects of a contemporary social issue on the well-being of families.	Part II Social Studies, Objective 1: Demonstrate an understanding of contemporary social issues.	All 6 sections	Comprehensive, 50-item, multiple-choice and short-answer final exam on the 4 major topics (specify major topics). Target 70% or higher score. (direct measure)	150 students, 125 in 5 face-to-face sections and 25 in 1 online section	Annually in spring semester	X Face-to-face X Online	2011-12 84% of students met target 2010-11 78% of students met target 2009-10 82% of students met target
2. Students will evaluate the effects of technological and economic changes on US families in rural areas.	Part II Social Studies, Objective 2: Evaluate the impact of scientific, technological, economic, and intellectual change on social and political institutions.	Sections 1-5	15-page essay comparing history and status today of one of 4 major course topics, evaluated by faculty using the attached rubric. Target Satisfactory or higher on rubric. (direct measure)	125 students	Annually in spring semester	X Face-to-face ○ Online	2011-12 85% of student met target 2010-11 90% of students met target 2009-10 88% of students met target
		Section 6	3-part portfolio of a rural county with demographic trends for education, employment, and health care, evaluated by faculty using the attached rubric. Target Satisfactory or higher on rubric. (direct measure)	25 students	Annually in spring semester	○ Face-to-face X Online	2011-12 89% of students met target 2010-11 87% of students met target 2009-10 82% of students met target
		Section 6	2-page student self-evaluation of the portfolio content. Target 80% or higher score. (indirect measure)	25 students	Annually in spring semester	○ Face-to-face X Online	2011-12 80% of students met target 2010-11 82% of students met target 2009-10 76% of students met target

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Sample graph and figure for presentation of results.

