

GENERAL EDUCATION STUDENT LEARNING REPORT

(Rev. August 2013)

ROGERS STATE UNIVERSITY
Department of Business
For Academic Year 2014-2015

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 2014 - 2015 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

- 2) [None of the General Education Student Learning Reports for the 2012-2013 academic year were peer reviewed due to the Spring 2013 General Education Forum and the appointment of the General Education Task Force. Therefore this section does not need to be completed.]

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

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)
ECON 3003	Pre & Post Test scores	Students will improve posttest scores over pretest scores by at least 20%.	Complete sections were chosen as samples and administered the pretest and the same group administered the posttest.	29	Pretest avg – 26.1 Posttest avg – 29.93	The department must explore potential issues further.	N
ECON 2113	Pre & Post Test scores	Students will improve posttest scores over pretest scores by at least 20%.	Complete sections were chosen as samples and administered the pretest and the same group administered the posttest.	62	Pretest avg – 8.0 Posttest avg – 9.89	Posttest scores do not reflect any overall deficiencies.	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)

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)

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)

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
1. Acquire and evaluate information.	Obtain consistency among pre & post test scales used in Economics courses.	Pre & Post Tests have been used as the assessment measure. However, each instructor uses a different pre & post test scale; therefore, an overall measure of the standard cannot be achieved.	An accurate overall measure of student performance will be achieved.

- 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) A. How many full time faculty (regardless of department affiliation) teach in the program? 10
- B. 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, etc.)	Signatures
Dr. Todd Jackson	Reviewer	
Dr. Masoud Saffarian	Data Collection	
Dr. Gary Marche'	Data Collection	
Dr. Terry Sutton	Data Collection	
Mr. Bob Willis	Reviewer	
Dr. David Johnk	Data Collection	

7) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Cathy Kennemer		11-3-15
Dean	Dr. Susan Willis		11-5-15