

## General Education Student Learning Report (rev. 7/15)

Fall 2018 – Spring 2019

# Department of Business

Effectively assessing a degree program 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 Degree Program Learning Outcomes to Departmental and University Missions

| <b>RSU Mission</b>   | <b>General Education Mission</b>  |
|--|---|
| 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.            |
| <b>RSU Commitments</b>   | <b>General Education Outcomes</b>   |
| 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"><li>1) Think critically and creatively.</li><li>2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.</li><li>3) Use written, oral, and visual communication effectively.</li></ol> |

| <b>RSU Mission</b>  | <b>General Education Mission</b>   |
|---|--|
| 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.  | <ul style="list-style-type: none"> <li>4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.</li> <li>5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.</li> </ul>  |
| To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.   | <ul style="list-style-type: none"> <li>1) Think critically and creatively.</li> <li>2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.</li> <li>3) Use written, oral, and visual communication effectively.</li> <li>4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.</li> <li>5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.</li> </ul> |
| 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 1

### Discussion of Instructional Changes Resulting from 2017-2018 General Education Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 4 of last year's General Education Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, 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."

| <b>Instructional or Assessment Changes</b>   | <b>Changes Implemented (Y/N)</b> | <b>Impact of Changes on Degree Program Curriculum or Budget</b>   |
|--|----------------------------------|---|
| Obtain consistency across pre-test/post-test measures used within Economics courses. | Y                                | The Economics faculty have worked together to create consistency across assessment measures. This collaboration has also ensured consistency in content delivery across on-ground and online sections of all three Economics courses. |

## PART 2

### Discussion of the University Assessment Committee's 2017-2018 Peer Review Report

[Complete this part only if the general education course(s) was among those that were peer reviewed last year.] The University Assessment Committee in its Degree Program 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."

| <b>Feedback and Recommended Changes from the University Assessment Committee</b> | <b>Suggestions Implemented (Y/N)</b> | <b>Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented</b> |
|--|--------------------------------------|---|
| The courses were not subject to review in the previous cycle.                    | NA                                   | NA  |

## PART 3

### Analysis of Evidence of Student Learning Outcomes

The five General Education Outcomes are listed below. For each outcome, indicate the General Education courses 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 strengths and weaknesses of their performance. Finally, indicate whether the performance measure was met or not.

### OUTCOME 1: Think critically and creatively

| A.<br>Course | B.<br>Assessment Measures        | C.<br>Performance Standards  | D.<br>Sampling Methods   | E.<br>Sample Size (N)   | F.<br>Results                             | G.<br>Conclusions  | H.<br>Performance Standards Met (Y/N) |   |   |   |   |    |    |    |   |   |   |    |      |    |     |     |  |   |
|--------------|----------------------------------|--|--|---|---|--|---------------------------------------|---|---|---|---|----|----|----|---|---|---|----|------|----|-----|-----|--|---|
| ECON 2113    | Pre & Post Test scores           | Students will improve posttest scores over pretest scores by at least 10%.           | Required course for all Business Administration majors. Three sections were included in measure. | n=41  | Pretest avg – 51%<br>Posttest avg – 82.3% | Learning improved by 31.3% as indicated from the pretest/posttest scores. Learning improvement was consistent between online sections and on-ground sections which indicates that the inconsistencies once present in instruction have been removed. | Y                                     |   |   |   |   |    |    |    |   |   |   |    |      |    |     |     |  |   |
| ECON 2123    | Comprehensive final exam scores. | Seventy percent of students will earn a C or better on the comprehensive final exam. | Three sections were chosen for inclusion.  | n=74<br><table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>N</td><td>19</td><td>24</td><td>17</td><td>7</td><td>7</td></tr><tr><td>%</td><td>26</td><td>32.2</td><td>23</td><td>9.4</td><td>9.4</td></tr></table> |   | A  | B                                     | C | D | F | N | 19 | 24 | 17 | 7 | 7 | % | 26 | 32.2 | 23 | 9.4 | 9.4 | Eighty-one percent of students earned a C or better on the final exam. The performance standard was met with inclusion of both an on-ground section and two online sections taught by two different instructors. | Y |
|              | A                                | B  | C  | D   | F   |  |                                       |   |   |   |   |    |    |    |   |   |   |    |      |    |     |     |  |   |
| N            | 19                               | 24   | 17   | 7   | 7   |  |                                       |   |   |   |   |    |    |    |   |   |   |    |      |    |     |     |  |   |
| %            | 26                               | 32.2   | 23   | 9.4   | 9.4                                       |  |                                       |   |   |   |   |    |    |    |   |   |   |    |      |    |     |     |  |   |

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

**OUTCOME 2: Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.**

| <b>A.<br/>Course</b> | <b>B.<br/>Assessment<br/>Measures</b> | <b>C.<br/>Performance<br/>Standards</b>  | <b>D.<br/>Sampling<br/>Methods</b>   | <b>E.<br/>Sample<br/>Size<br/>(N)</b>                         | <b>F.<br/>Results</b>  | <b>G.<br/>Conclusions</b>  | <b>H.<br/>Performance<br/>Standards<br/>Met<br/>(Y/N)</b> |
|----------------------|---------------------------------------|--|--|---|--|--|---|
| ECON 3003            | Pre & Post<br>Test scores             | Students will<br>improve<br>posttest<br>scores over<br>pretest scores<br>by at least<br>10%. | Required<br>course for all<br>Business<br>Administration<br>majors. Both<br>sections were<br>included in<br>measure. | 7 (on-<br>ground<br>section)<br><br>29<br>(online<br>section) | Pretest avg – 64%<br>Posttest avg – 83%<br><br>Pretest avg – 47.5%<br>Posttest avg – 73% | Learning improved by<br>19% in the on-ground<br>section and 25.5% in the<br>online section. Significant<br>changes were once again<br>made to the rigor of the<br>course. The majority of<br>students completing this<br>course were business<br>majors or non-majors who<br>had completed both<br>ECON 2113 and ECON<br>2123. This likely<br>contributed to higher<br>pretest scores within the<br>sample. The N for the on-<br>ground section was very<br>small. The instructor<br>allowed the assessment<br>measure to be completed<br>as an optional bonus<br>assignment. Moving | Y   |

| <b>A.<br/>Course</b> | <b>B.<br/>Assessment<br/>Measures</b> | <b>C.<br/>Performance<br/>Standards</b> | <b>D.<br/>Sampling<br/>Methods</b> | <b>E.<br/>Sample<br/>Size<br/>(N)</b> | <b>F.<br/>Results</b> | <b>G.<br/>Conclusions</b>   | <b>H.<br/>Performance<br/>Standards Met<br/>(Y/N)</b> |
|----------------------|---------------------------------------|---|------------------------------------|---------------------------------------|-----------------------|---|---|
|                      |                                       |   |                                    |                                       |                       | forward the<br>pretest/posttest measures<br>will become mandatory<br>assignments to accurately<br>reflect the learning of all<br>enrolled students<br>regardless of motivation<br>towards bonus points. |   |

**OUTCOME 3: Use written, oral, and visual communication effectively.**

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

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

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

**OUTCOME 5: Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.**

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

#### PART 4

##### Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

State any proposed instructional or assessment changes to be implemented for 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 and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

| General Education Outcomes | Instructional or Assessment<br>Changes | Rationale for Changes | Impact of Planned Changes on<br>Student Learning and Other<br>Considerations. |
|----------------------------|--|-----------------------|---|
|                            |  |                       |   |

| General Education Outcomes   | Instructional or Assessment Changes  | Rationale for Changes  | Impact of Planned Changes on Student Learning and Other Considerations.  |
|--|--|--|--|
| <p>4. Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.</p> <p>5. Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.</p> | <p>The department has determined the need for an additional general education global studies course. MGMT 3033: Conflict Resolution: I'm Always Right! will be offered for the first time Fall 2019.</p> <p>MGMT 3033: Conflict Resolution: I'm Always Right! will incorporate service learning into its curriculum.</p> | <p>This new course fills a gap within the existing business and global studies curriculum. Curriculum that exposes students to global conflict resolution techniques and global conflict resolution responses/outcomes will be beneficial to a variety of majors.</p> <p>The department has very few service learning opportunities consistently woven into the curriculum. This course will provide a unique opportunity for service learning across multiple majors.</p> | <p>We believe that students will react positively to the addition of this curriculum and will see value in studying conflict resolution from a global perspective.</p> <p>We believe that adding service learning to the new course will provide for unique learning opportunities and result in positive learning experiences for our students.</p> |



## PART 5

### Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

| Description |
|-------------|
|             |

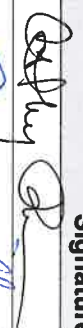


## PART 6 (A & B)

### Documentation of Faculty Participation and Review

A. 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<br>(e.g., collect data, analyze data, prepare report, review report, etc.) | Signatures |
|----------------------|--|------------|
| Dr. Masoud Saffarian | Data collection / Analysis   |            |
| Dr. Tom Carment      | Data collection  |            |
| Dr. Joshua Ang       | Data collection / Analysis   |            |

B. Reviewed by:

| Titles          | Names   | Signatures  | Date    |
|-----------------|---|---|---------|
| Department Head | Dr. Cathy Kennes  |  | 5/29/19 |
| Dean            |  |  | 5-29-19 |