General Education Student Learning Report

Revised June 2017

Department of Business

For 2019-2020 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
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	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. Curricula for the associate, bachelors, and graduate degrees are developed by expert faculty who are dedicated to an excellence in teaching, research, and university service. The programs in the SPS are dynamic, and foster student achievement of their personal and	The mission of the Department of Business is to provide quality programs to support the School of Professional Studies' mission to prepare students to achieve professional and personal goals in the 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.

University Mission	School Mission	Department Mission	General Education Mission
	professional goals reflective of their field of study. Innovative teaching strategies are used across diverse educational platforms to facilitate student learning outcomes.		

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 accomplishes its mission through traditional and innovative learning opportunities including one graduate program, nine bachelor's programs, and seven associate degrees	Offer a degree programs that promote critical thinking in various faucets of business and excellence in communication for business practices.	
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 School will educate its 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.	Provide the student with an educational foundation containing the crucial body of knowledge necessary for employment in management, accounting, human resource management, and marketing. This is accomplished through innovative teaching practices in a safe learning environment that promotes tolerance for diverse perspectives in culture and society.	
To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.	The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.	Facilitate students' willingness to expand their knowledge from entry-level programs to baccalaureate and graduate degree programs so that students truly become lifelong	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.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
		learners that flourish in a diverse society.	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.	The School will foster a community of scholars among the faculty and students of the institution.	Have a diverse faculty that is committed to academic excellence so that students receive the most current information in their academic pursuits.	
To provide university-wide student services, activities and resources that complement academic programs.	The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.		
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.	The School will foster a community of scholars among the faculty and students 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.	The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.		

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 or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
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.	Y	This course was introduced in Fall 2019 and has been enormously popular. The instructors have received excellent evaluations.
MGMT 3033: Conflict Resolution: I'm Always Right! will incorporate service learning into its curriculum.	Y	Service learning projects were conducted in the fall semester, but were circumvented by the coronavirus epidemic in the spring semester.

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
Not applicable for this report year.		

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. <u>Note</u>: 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 #1: Think critically and creatively.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
1A. Pre & post test scores in ECON 2113: Principles of Macroeconomics	1A. Students will improve posttest scores over pretest scores by at least 10%.	1A. Required of all AA in Business Administration, AA in Accounting, and BS in Business Administration students	1A. Fall: 30 Spring: 14 Year: 44	1A. Average scores: 		Pre-test	Post-test
---	---	---
Fall	46.3%	85.0%
Spring	38.0%	79.2%
Year	41.2%	81.5%		1A. Y
1B. Comprehensive final exam scores for ECON 2123: Principles of Microeconomics	1B. Seventy percent of students will earn a C or better on the comprehensive final exam.	1B. Required of all AA in Business Administration, AA in Accounting, and BS in Business Administration students	1B. Fall: 48 Spring: 59 Year: 107	1B. Fall: 40 of 48 (83%) >= C 		A	B	C	D	F
N	3	20	17	5	3
%	6.3%	41.7%	35.4%	10.4%	6.3% | Spring: 46 of 59 (78%) >= C |	A	B	C	D	F
N	9	23	14	10	3
%	15.3%	39.0%	23.7%	16.9%	5.1%	 Year: 86 of 107 (80%) >= C	1B. Y
G.					

6

A. Student Learning Outcome					
SLO #1: Think critically and creatively.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
Conclusions					
The results of the two assessment measures support the assertion that students completing the two principles courses in economics at RSU acquire knowledge that promotes their ability to think critically and creatively on matters of economic importance.					

A. Student Learning Outcome					
SLO #2: Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
2A. Pre & post test scores for ECON 3003: International Economic Issues and Policies.	2A. Students will improve posttest scores over pretest scores by at least 10%.	2A. Course is now one of two electives for BSBA students to meet the global studies general education requirement.	2A. Fall: 31 Spring: 21 Year: 52	2A. Average scores: |	Pre-test	Post-test
---	---	---
Fall	38.4%	76.1%
Spring	26.4%	79.1%
Year	33.6%	77.3%		2A. Y
2B. Pre & post test scores for MGMT 3033: Conflict Resolution: I'm Always Right!	2B. Students will improve posttest scores over pretest scores by at least 10%.	2B. Course is now one of two electives for BSBA students to meet the global studies general education requirement.	2B. Fall: 21 Spring: 33 Year: 54	2B. Average scores: |	Pre-test	Post-test
---	---	---
Fall	61.4%	74.8%
Spring	45.9%	77.1%
Year	51.9%	76.2%		2B. Y

A. Student Learning Outcome					
SLO #2: Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
G. Conclusions					
The results for both assessment measures support the assertion that the two global studies general education courses offered in the Department of Business convey substantial knowledge to promote students' life-long ability to acquire, analyze and evaluate knowledge of human cultures and the physical and natural world.					

A. Student Learning Outcome					
SLO #3: Use written, oral, and visual communication effectively.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
G. Conclusions					

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)
G. Conclusions					

A. Student Learning Outcome					
SLO #5: Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
G. Conclusions					

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.

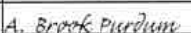| Proposed Change	Rationale
No proposed changes.	

PART 6
Assessment Measures and Faculty Participation

A. Summary of assessment measures:

1) How many different assessment measures were used? 4

2) List the direct measures (see appendix): Pre/Post Tests and a Comprehensive Final Exam

3) List the indirect measures (see appendix): None

B. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
Dr. Joshua Ang	Data collection - ECON 2123 and ECON 3003	
Dr. Massoud Saffarian	Data collection – ECON 2113	M. Saffarian
Dr. Brook Purdum	Data collection – MGMT 3033	A. Brook Purdum
Dr. Todd Jackson	Write assessment report	

Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Todd Jackson		5-29-20
Dean	Dr. Susan Willis		5-29-20

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	Indirect Measures
• Comprehensive exams	• Graduate exit interviews
• Class assignments	• Focus group responses
• Juried review of performances and exhibitions	• Job placement statistics
• Internship or clinical evaluations	• Graduate school placement statistics
• Portfolio evaluation	• Graduation and retention rates
• Pre/post exams	• Student and alumni surveys that assess perceptions of the program
• Third-party exams such as field tests, certification exams, or licensure exams	• Employer surveys that assess perceptions of graduates
• Senior thesis or capstone projects	• 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 particular 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?