

General Education Student Learning Report

Revised June 2017

Department of Business For 2021-2022 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>Curricula for the associate, bachelors, and graduate degrees are developed by expert faculty who are dedicated to excellence in teaching, research, and university service. The programs in the SPS are dynamic, and foster student achievement of their personal and professional goals</p>	<p>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.</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
	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
No changes were proposed in the preceding year.	N/A	

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
The UAC had no recommendations in the previous cycle.		

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 #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. n= 76	1A. Average post-test score exceeded average pre-test score by 41.2 percent. <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">n</th> <th style="text-align: center;">Pre-test</th> <th style="text-align: center;">Post-test</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Fall</td> <td style="text-align: center;">40</td> <td style="text-align: center;">44.1%</td> <td style="text-align: center;">81.6%</td> </tr> <tr> <td style="text-align: left;">Spring</td> <td style="text-align: center;">36</td> <td style="text-align: center;">34.4%</td> <td style="text-align: center;">79.7%</td> </tr> <tr> <td style="text-align: left;">Year</td> <td style="text-align: center;">76</td> <td style="text-align: center;">39.5%</td> <td style="text-align: center;">80.7%</td> </tr> </tbody> </table>		n	Pre-test	Post-test	Fall	40	44.1%	81.6%	Spring	36	34.4%	79.7%	Year	76	39.5%	80.7%	1A. Y
	n	Pre-test	Post-test																		
Fall	40	44.1%	81.6%																		
Spring	36	34.4%	79.7%																		
Year	76	39.5%	80.7%																		
1B. Pre & post-test scores in ECON 2123: Principles of Microeconomics	1B. Students will improve posttest scores over pretest scores by at least 10%.	1B. Required of all AA in Business Administration, AA in Accounting, and BS in Business Administration students	1B. n = 109	1B. Average post-test score exceeded average pre-test score by 29.7 percent. <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">n</th> <th style="text-align: center;">Pre-test</th> <th style="text-align: center;">Post-Test</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Fall</td> <td style="text-align: center;">56</td> <td style="text-align: center;">52.5%</td> <td style="text-align: center;">74.8%</td> </tr> <tr> <td style="text-align: left;">Spring</td> <td style="text-align: center;">53</td> <td style="text-align: center;">51.2%</td> <td style="text-align: center;">88.8%</td> </tr> <tr> <td style="text-align: left;">Year</td> <td style="text-align: center;">109</td> <td style="text-align: center;">51.9%</td> <td style="text-align: center;">81.6%</td> </tr> </tbody> </table>		n	Pre-test	Post-Test	Fall	56	52.5%	74.8%	Spring	53	51.2%	88.8%	Year	109	51.9%	81.6%	1B. Y
	n	Pre-test	Post-Test																		
Fall	56	52.5%	74.8%																		
Spring	53	51.2%	88.8%																		
Year	109	51.9%	81.6%																		
G. Conclusions																					
1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes, for each assessment measure, the average post-test score was substantially higher than the average pre-test score. 2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? The results are consistent.																					

**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)
<p>3. What are the most valuable insights gained from the assessment results? Students in both ECON 2113 and ECON 2123 appear to have increased their fundamental knowledge of economics from taking these courses.</p> <p>4. What strengths and weaknesses in student learning do the results indicate? The results indicate that both ECON 2113 and ECON 2123 are designed and delivered to achieve effective learning in the fundamentals of economics. No weaknesses are indicated by the results.</p> <p>5. What implications are there for enhancing teaching and learning? Course design and delivery for both courses should continue to be reviewed for ways to achieve even higher results in subsequent years.</p> <p>6. How can the assessment process be improved? The high level of the pre-test scores in ECON 2123 indicate that the difficulty level of the instrument might be increased to provide a better measure of students' true knowledge of microeconomics prior to taking the course. The assessment instruments for both courses should be reviewed to ensure that all of the specific course learning objectives are being represented. A detailed report based on those specific course learning objectives could then be produced.</p>					

**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. All students completing ECON 3003 for the academic year are included.	2A. n = 31	2A. Average post-test score exceeded average pre-test score by 41.0 percent. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">n</th> <th style="text-align: center;">Pre-test</th> <th style="text-align: center;">Post-test</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td style="text-align: center;">10</td> <td style="text-align: center;">41.0%</td> <td style="text-align: center;">78.0%</td> </tr> <tr> <td>Spring</td> <td style="text-align: center;">21</td> <td style="text-align: center;">37.6%</td> <td style="text-align: center;">80.5%</td> </tr> <tr> <td>Year</td> <td style="text-align: center;">31</td> <td style="text-align: center;">38.7%</td> <td style="text-align: center;">79.7%</td> </tr> </tbody> </table>		n	Pre-test	Post-test	Fall	10	41.0%	78.0%	Spring	21	37.6%	80.5%	Year	31	38.7%	79.7%	2A. Y
	n	Pre-test	Post-test																		
Fall	10	41.0%	78.0%																		
Spring	21	37.6%	80.5%																		
Year	31	38.7%	79.7%																		
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. All students completing MGMT 30333 for the academic year are included.	2B. n = 84	2B. Average post-test score exceeded average pre-test score by 21.4 percent. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">n</th> <th style="text-align: center;">Pre-test</th> <th style="text-align: center;">Post-test</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td style="text-align: center;">42</td> <td style="text-align: center;">41.8%</td> <td style="text-align: center;">61.3%</td> </tr> <tr> <td>Spring</td> <td style="text-align: center;">42</td> <td style="text-align: center;">39.6%</td> <td style="text-align: center;">62.9%</td> </tr> <tr> <td>Year</td> <td style="text-align: center;">84</td> <td style="text-align: center;">40.7%</td> <td style="text-align: center;">62.1%</td> </tr> </tbody> </table>		n	Pre-test	Post-test	Fall	42	41.8%	61.3%	Spring	42	39.6%	62.9%	Year	84	40.7%	62.1%	2B. Y
	n	Pre-test	Post-test																		
Fall	42	41.8%	61.3%																		
Spring	42	39.6%	62.9%																		
Year	84	40.7%	62.1%																		

**G.
Conclusions**

1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes, for each assessment measure, the average post-test score was substantially higher than the average pre-test score.
2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? The results are consistent.
3. What are the most valuable insights gained from the assessment results? Students in both ECON 3003 and MGMT 3033 appear to have increased their fundamental knowledge of global studies from taking these courses.
4. What strengths and weaknesses in student learning do the results indicate? The results indicate that both ECON 3003 and MGMT 3033 are designed and delivered to achieve effective learning relative to global studies. No weaknesses are indicated by the results.
5. What implications are there for enhancing teaching and learning? Course design and delivery for both courses should continue to be reviewed for ways to achieve even higher results in subsequent years.

**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)
<p>6. How can the assessment process be improved? The assessment instruments should be reviewed to ensure that the specific learning objectives of each course are represented. Aligning the questions on the assessment instruments with specific course objectives will enable more detailed conclusions to be presented.</p>					

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 change to the basic structure of the assessment process is seen to be necessary. However, a review of the assessment instruments for identification and alignment with specific course objectives will ensure that all course objectives are being represented and will facilitate the preparation of more detailed reports.	To be able to identify ways in which course instruction can most effectively be improved, it is essential to identify the specific course objectives in which students might not be excelling. A periodic review of the assessment instruments will help achieve that goal.



PART 6
Assessment Measures and Faculty Participation

Summary of assessment measures:



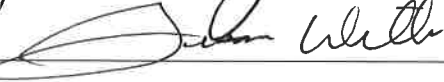
- 1) How many different assessment measures were used? 4
- 2) List the direct measures (see appendix): Pre/Post Tests in ECON 2123, ECON 2123, ECON 3003, and MGMT 3033
- 3) List the indirect measures (see appendix): None

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
Dr. Joshua Ang	Data collection – ECON 2123 and ECON 3003	 Joshua Ang (May 28, 2022 10:03 GMT+7)
Dr. Massoud Saffarian	Data collection – ECON 2113	p. Todd Jackson as Proxy for Dr. Saffarian
Dr. Brook Purdum	Data collection-MGMT 3033	
Dr. Todd Jackson	Report writing	

Reviewed by:

Titles	Name	Signature	Date
UAC Business Rep	Dr. Brook Purdum	 Dr. Brook Purdum (Jun 8, 2022 13:29 CDT)	
Department Head	Dr. Todd Jackson		6-9-2022
Dean	Dr. Susan Willis		6-8-22

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?