

# General Education Student Learning Report

Revised June 2017

## Department of Business

For 2023-2024 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 degree programs that promote critical thinking in various facets 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 and 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.

<b>Proposed Change</b>	<b>Implemented? (Y/N)</b>	<b>Comments</b>
In the preceding year, no changes to the basic structure of the assessment process was proposed. A need to review the assessment instruments for alignment with specific course objectives was noted.	Y	The review of the assessment instruments for alignment with course objectives is an annual task. The current instruments were reviewed by lead faculty and determined to adequately address the major learning objectives of the applicable courses.

### 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 recommendation 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.	Y	

**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.

<b>A.</b> <b>Student Learning Outcome</b>																					
SLO #1: Think critically and creatively.																					
<b>A.</b> <b>Assessment Measure</b>	<b>B.</b> <b>Performance Standard</b>	<b>C.</b> <b>Sampling Method</b>	<b>D.</b> <b>Sample Size (n)</b>	<b>E.</b> <b>Results</b>	<b>F.</b> <b>Standard Met (Y/N)</b>																
1A. Pre & post-test scores in ECON 2113: Principles of Macroeconomics	1A. Students will improve post-test scores over pre-test scores by at least 10%.	1A. Required of all AA in Business Administration, AA in Accounting, and BS in Business Administration students.	1A. n = 64	1A. Average post-test score exceeded average pre-test score by 39.2 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: center;"><b>Fall</b></td> <td style="text-align: center;">28</td> <td style="text-align: center;">40.4%</td> <td style="text-align: center;">71.8%</td> </tr> <tr> <td style="text-align: center;"><b>Spring</b></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: center;"><b>Year</b></td> <td style="text-align: center;">64</td> <td style="text-align: center;">37.0%</td> <td style="text-align: center;">76.2%</td> </tr> </tbody> </table>		n	Pre-test	Post-test	<b>Fall</b>	28	40.4%	71.8%	<b>Spring</b>	36	34.4%	79.7%	<b>Year</b>	64	37.0%	76.2%	1A. Y
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1B. Pre & post-test scores in ECON 2123: Principles of Microeconomics	1B. Students will improve post-test scores over pre-test scores by at least 10%.	1B. Required of all AA in Business Administration, AA in Accounting, and BS in Business Administration students.	1B. n = 103	1B. Average post-test score exceeded average pre-test score by 27.3 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: center;"><b>Fall</b></td> <td style="text-align: center;">44</td> <td style="text-align: center;">51.8%</td> <td style="text-align: center;">80.6%</td> </tr> <tr> <td style="text-align: center;"><b>Spring</b></td> <td style="text-align: center;">59</td> <td style="text-align: center;">52.5%</td> <td style="text-align: center;">78.7%</td> </tr> <tr> <td style="text-align: center;"><b>Year</b></td> <td style="text-align: center;">103</td> <td style="text-align: center;">52.2%</td> <td style="text-align: center;">79.5%</td> </tr> </tbody> </table>		n	Pre-test	Post-test	<b>Fall</b>	44	51.8%	80.6%	<b>Spring</b>	59	52.5%	78.7%	<b>Year</b>	103	52.2%	79.5%	1B. Y
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**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)
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**G.  
Conclusions**

1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes
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 are learning to think critically and creatively from the readings, coursework, and examinations administered in ECON 2113 & ECON 2123.
4. What strengths and weaknesses in student learning do the results indicate?  
Both assessment measures show a substantial increase in post-test results over pre-test results, although the differential was greater in ECON 2113. The results support an assertion of pedagogical strength. No specific weaknesses are noted.
5. What implications are there for enhancing teaching and learning?  
The solid results obtained in these two foundational economics courses show that meaningful instruction is taking place in all sections. The instructor of these two courses should, however, continue to enhance and refine the delivery of both courses so that the concepts imparted are retained by students and reflected in their MFT results.
6. How can the assessment process be improved?  
The assessment process involving pre-tests and post-test is appropriate. As with all assessments, though, there needs to be an annual review of the assessment instrument to assure that it remains aligned with the course's learning objectives.

**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 post-test scores over pre-test scores by at least 10%.	2A. All students completing ECON 3003 for the academic year are included.	2A. n = 21	2A. Average post-test score exceeded average pre-test score by 33.0%. <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><b>Fall</b></td> <td style="text-align: center;">6</td> <td style="text-align: center;">46.7%</td> <td style="text-align: center;">68.3%</td> </tr> <tr> <td><b>Spring</b></td> <td style="text-align: center;">9</td> <td style="text-align: center;">45.6%</td> <td style="text-align: center;">80.0%</td> </tr> <tr> <td><b>Year</b></td> <td style="text-align: center;">15</td> <td style="text-align: center;">46.0%</td> <td style="text-align: center;">79.0%</td> </tr> </tbody> </table>		n	Pre-test	Post-test	<b>Fall</b>	6	46.7%	68.3%	<b>Spring</b>	9	45.6%	80.0%	<b>Year</b>	15	46.0%	79.0%	2A. Y
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2B. Pre & post test scores for MGMT 3033: Conflict Resolution: I'm Always Right!	2B. Students will improve post-test scores over pre-test scores by at least 10%.	2B. All students completing MGMT 3033 for the academic year are included.	2B. n = 103	2B. Average post-test score exceeded average pre-test score by 20.2%. <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><b>Fall</b></td> <td style="text-align: center;">45</td> <td style="text-align: center;">52.6%</td> <td style="text-align: center;">66.0%</td> </tr> <tr> <td><b>Spring</b></td> <td style="text-align: center;">58</td> <td style="text-align: center;">51.1%</td> <td style="text-align: center;">76.5%</td> </tr> <tr> <td><b>Year</b></td> <td style="text-align: center;">103</td> <td style="text-align: center;">51.7%</td> <td style="text-align: center;">71.9%</td> </tr> </tbody> </table>		n	Pre-test	Post-test	<b>Fall</b>	45	52.6%	66.0%	<b>Spring</b>	58	51.1%	76.5%	<b>Year</b>	103	51.7%	71.9%	2B. Y
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**G.  
Conclusions**

- Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?  
The results are consistent.
- What are the most valuable insights gained from the assessment results?  
As global studies general education courses, the results support the assertion that students completing these courses can acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.
- What strengths and weaknesses in student learning do the results indicate?  
The results reflect teaching effectiveness in both courses. No weaknesses are noted.
- What implications are there for enhancing teaching and learning?



**A.**  
**Student Learning Outcome**

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

<b>A.</b> <b>Assessment Measure</b>	<b>B.</b> <b>Performance Standard</b>	<b>C.</b> <b>Sampling Method</b>	<b>D.</b> <b>Sample Size (n)</b>	<b>E.</b> <b>Results</b>	<b>F.</b> <b>Standard Met (Y/N)</b>
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The instructional methods being employed in these courses should be continued, with refinements considered that reflect the delivery modes (i.e., on-line and on-ground) of the sections delivered.

- How can the assessment process be improved?

The use of the pre-test / post-test methodology is defensible for these courses. However, as with all assessments, the assessment instruments need to be reviewed periodically to ensure that alignment with course objectives is maintained.

## 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.

<b>Proposed Change</b>	<b>Rationale</b>
No changes to the basic structure of the assessment process are seen to be needed.	Although the standards are all met, the assessment instruments confirm that measurable learning relative to key learning objectives are being met.

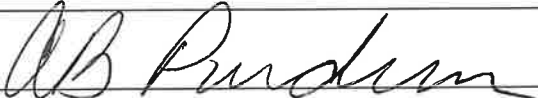
**PART 6**  
**Assessment Measures and Faculty Participation**

Summary of assessment measures:

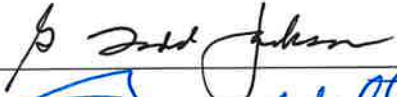

- 1) How many different assessment measures were used? 4
- 2) List the direct measures (see appendix): Pre/Post Tests in ECON 2123, ECON 2123, ECON 3003, and MGMT 3033
- 3) List the indirect measures (see appendix): None

**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. Brook Purdum	Data collection and report writing	

Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. G. Todd Jackson		6.4.24
Dean	Dr. Susan Willis		6-4-24

## 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?