

Degree Program Student Learning Report

Revised August 2017

Department of Business

BS in Business Administration

For 2016-2017 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 | Degree Program 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. | <p>The mission of the School of Professional Studies (SPS) 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 an excellence in teaching, research and university service. The programs in the SPS are dynamic,</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. | The MBA is designed to assist students to meet their primary professional and personal goals, including graduating with sufficient competitive skills and knowledge to obtain meaningful employment and facilitate reasonable career advancement in all areas of business. |

| University Mission | School Mission | Department Mission | Degree Program Mission |
|--------------------|---|--------------------|------------------------|
| | and foster student achievement of their personal and professional goals reflective of their field of study. Innovative teaching strategies are used across diverse educational platforms to facilitate student learning outcomes. | | |

B. Align school purposes, department purposes, and program student learning outcomes with their appropriate University 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 provides this support by providing two-year and four-year educational opportunities in business, sport management, technology, justice studies, nursing, and emergency medical services. | Offer a graduate program that promotes lifelong learning and prepares the student for advanced career opportunities in business. | 1. The student will develop an integrative understanding of the key functions of business administration including management, marketing, accounting, and finance. |
| 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 SPS accomplishes its mission through traditional and innovative learning opportunities including one graduate program, nine bachelor's programs and seven associate degrees. | Provide the graduate with an educational foundation containing the crucial body of knowledge necessary for advanced employment in business. | <ol style="list-style-type: none"> 1. Analyze the internal and external (local, regional, national, and global) business environments and demonstrate an understanding of ethical, legal, and social issues impacting the operations of the modern business entity. 2. Understand the skills and behaviors necessary to perform as an effective team |

| University Commitments | School Purposes | Department Purposes | Student Learning Outcomes |
|---|--|---------------------|---|
| | | | <p>member, and demonstrate the ability to use those skills to share and implement team leadership.</p> |
| <p>To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.</p> | <p>The baccalaureate degrees are taught using a large array of innovative methods.</p> | | <p>1. Demonstrate acceptance and understanding of the importance of diversity of members of the university, of local and world communities, and in business operations.</p> |
| <p>To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.</p> | | | |
| <p>To provide university-wide student services, activities and resources that complement academic programs.</p> | | | |
| <p>To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.</p> | | | |
| <p>To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal</p> | | | |

| University Commitments | School Purposes | Department Purposes | Student Learning Outcomes |
|--|-----------------|---------------------|---------------------------|
| enrichment for the University and the communities it serves. | | | |

PART 2

Revisit Proposed Changes Made in Previous Assessment Cycle

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

| Proposed Change | Implemented? (Y/N) | Comments |
|-----------------|-----------------------|----------|
| | | |

PART 3

Response to University Assessment Committee Peer Review

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. Nevertheless, 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) | Comments |
|---|----------------------|----------|
| 1) 2015-16 SLR Part 5 includes proposed changes; these changes are not included or discussed in 2016-17 SLR Part 2; all changes, whether proposed, planned, or unplanned, need to be addressed in Part 2, even if | | |

| | | |
|---|--|--|
| <p>(perhaps especially if) the degree program is not being peer reviewed in that year.</p> <p>2) 2016-17 SLO #1 lacks any Conclusions (H.). Please review various recommendations above about the need for robust narrative Conclusions.</p> <p>3) 2016-17 SLR Part 4 lacks any reporting for SLOs #2 and #3; these SLOs are reported on 2015-16 SLR and are included in 2016-17 SLR Part 1B. Some substantial explanation is needed.</p> | | |
|---|--|--|

PART 4
Evidence of Student Learning

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

| A. Student Learning Outcome | | | | | |
|---|--|---|-------------------------------|---|----------------------------------|
| SLO #1: The student will develop an integrative understanding of the key functions of business administration including management, marketing, accounting, and finance. | | | | | |
| B. Assessment Measure | C. Performance Standard | D. Sampling Method | E. Sample Size (n) | F. Results | G. Standard Met (Y/N) |
| 1A. Rubric-graded business plan in MGMT 5313 Business Strategy. | 1A. Eighty percent of students will score a B (80%) or better. | 1A. Required of all MBA students. Serves as the Capstone project for the program. | n = 5 | 1A. 2 of 5 (40%) earned a B (80%) or above on the project: Two students earned an B. Two students earned a C. Two students earned a D. | N |
| 1B. Rubric-graded case study in MGMT 5133 Organizational Behavior | 1B. Eighty percent of students will earn a B (80%) or better. | 1B. Core MBA course. | N = 19 | 1B: 19 of 19 (100%) earned a B (80%) or above in the course. Four students earned a B. Fifteen students earned an A. | Y |
| H. Conclusions | | | | | |
| Performance of students in MGMT 5313 was lower than performance from the previous year. Students struggled greatly understanding financial ratios and how to interpret this material for a company's use. The department must emphasize the understanding of financial ratios within FINA 5133 Financial Management as well as the entry-level prep course taken by candidates without a Business undergraduate degree. Students performed exceptionally well in MGMT 5133. The department will re-evaluate approaches to teaching quantitative material. | | | | | |

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 improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

| Proposed Change | Applicable Learning Outcomes | Rationale and Impact |
|---|-------------------------------------|-----------------------------|
| The department will look for additional assessment measures to implement. | | |

PART 6

Summary of Assessment Measures

- A. How many different assessment measures were used? 2
- B. List the direct measures (see appendix): 2
- C. List the indirect measures (see appendix): 0

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 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?