

Degree Program Student Learning Report

Revised November 2019

Department of Business

AA in Business Administration

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	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) 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 an excellence in teaching, research, and university service. The programs in the SPS are</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 Associate of Arts in Business Administration is intended to provide a foundation in the functional areas of business. Knowledge gained in this program is applicable in industry, service, retail, and government employment.

University Mission	School Mission	Department Mission	Degree Program Mission
	dynamic, 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, and nursing.	Offer an associate degree program that promotes critical thinking and excellence in communication for basic 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 SPS accomplishes its mission through traditional and innovative learning opportunities including one graduate program, nine bachelor's programs, and seven associate degrees	Provide the student with an educational foundation containing the crucial body of knowledge necessary for entry-level employment in business. This is accomplished through innovative teaching practices in a safe learning environment that promotes tolerance for diverse perspectives in culture and society.	Revised SLO #1: AA in Business Administration students will demonstrate basic competency in the fundamental areas of business represented by the lower-division business courses comprising the business associate degree.
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	The associate degrees are taught with an emphasis on general education with an introduction to a specialized field.	Facilitate students' willingness to expand their knowledge from entry-level programs to baccalaureate and graduate degree programs so that students truly become lifelong	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
		learners that flourish in a diverse society.	
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.		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.			
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 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
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There were no proposed changes in Part 5 of the previous assessment cycle.	n/a	There were no proposed changes in Part 5 of the previous assessment cycle.
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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
Should SLO #2 be moved up to reflect students obtaining an educational foundation rather than competence in multiple methods of communication?	Y	This SLO was moved and changed to align better with the Department Purposes.
For all student learning outcome results, it would be helpful to clearly present the number that would reflect the "performance standard."	Y	Going forward the number will be given.
SLO #1 Assessment Measure 1. Should there not be more than one assessment measure for each SLO? This was addressed in 2015-2017 and 2016-2017.	Y	The assessment measure previously used was specific to the communication aspect of the SLO. Going forward SLO #1 will change and there will be a different assessment to measure student outcomes.
SLO #1 Are ethical standards taught in BADM 3113 Business Communications? If not, how is this standard addressed?	Y	Ethical standards are not specifically addressed in Business Communications. It is recommended in Part 5 of this report that SLO #1 be changed.
SLO #1 Assessment Measure 1. Standard says all students will increase scores but results only show	Y	This assessment measure should reflect whether individual students increased his/her average. There is a proposed

average of scores. Should this reflect whether all students improved by 10% rather than just averages?		changed for SLO#1, so the assessment measure will change as well.
SLO #1 H. Conclusions. It would be helpful if the changes to the curriculum were specified more clearly to reveal how the changes helped the students.	Y	The Business Communication curriculum changed to include mock interviews, impromptu speeches, and a group project presentation to help students better prepare for professional communication.
SLO #2C. Should the results reveal the number of students improving their knowledge rather than averages of the entire student body? Also, is mastery only a 10% increase in knowledge or should there be an objective standard that is reached?	Y	The results should better reflect individual student improvement. There is a change to SLO #2 recommended in Part 5 of this report.
SLO #2E. Should the results reveal the number of students improving their knowledge rather than averages of the entire student body? Also, is mastery only a 10% increase in knowledge or should there be an objective standard that is reached?	Y	Again, the assessment data should have been collected to reflect how individual students improved his/her knowledge. There is a recommended change to SLO #2 in Part 5 of this report for the next assessment cycle.
Although PART 4 revealed an area where students are struggling, PART 5 reveals that there are no changes proposed to improve this area. Since the purpose of assessment is to improve our teaching, should there not be a change proposed?	Y	Per Part 5 of this report, only students who are in the AA in Business Administration will be assessed. This will help the business department determine if students in this program are truly struggling in a particular area and then can be properly addressed.
PART 6C. No indirect measures are presented, and no appendix exists, although it is referenced.	Y	No indirect measures are assessed in this program. This will be noted in the report.

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.

A. Student Learning Outcome																	
SLO #1: The student will apply ethical and communication principles to business scenarios.																	
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)												
1. Pre & Post test scores for BADM 3113: Business Communications	1. Students will improve post test scores over pretest scores by at least 10%	1. Required of all AA in Business Administration Students	Fall: 95 Spring: 72 Year: 167	1. Average scores: <table><tr><td></td><td>Pre-test</td><td>Post-test</td></tr><tr><td>Fall</td><td>67.1%</td><td>73.1%</td></tr><tr><td>Spring</td><td>69.9%</td><td>82.7%</td></tr><tr><td>Year</td><td>68.5%</td><td>78.0%</td></tr></table>		Pre-test	Post-test	Fall	67.1%	73.1%	Spring	69.9%	82.7%	Year	68.5%	78.0%	1. N
	Pre-test	Post-test															
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Spring	69.9%	82.7%															
Year	68.5%	78.0%															
H. Conclusions																	
<div>1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? No, the standard was not attained in the fall semester, but was attained in the spring semester.</div> <div>2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? Because multiple measures are used, students in various degree programs were being assessed. Therefore, the assessment results do not provide an accurate reflection of how students perform in the AA in Business Administration Program, but simply reflected how students enrolled in each class performed.</div> <div>3. What are the most valuable insights gained from the assessment results? The assessments scores reflected in this report do not provide insight into how the students perform in the AA in Business Administration Program. Changes implemented in the Fall of 2021 will provide more insight into only the students in the AA in Business Administration Program and how those students meet the SLO for this degree. See Part 5 of this report for proposed changes.</div> <div>4. What strengths and weaknesses in student learning do the results indicate? This assessment shows improvement in oral and written communication (strength), but it does not assess ethical standards (weakness). Also, there is no way to discern specifically AA in Business Administration Program students from current assessment methods; this assessed all students enrolled in Business Communications, without consideration of the student’s program of study. See Part 5 for proposed changes to address this.</div>																	

A. Student Learning Outcome										
SLO #2: The student will demonstrate mastery of current knowledge in basic business courses.										
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results			G. Standard Met (Y/N)			
2B. Final exam scores for ACCT 2203: Accounting II	2B. Seventy percent of students will earn a C or better on the final exam.	2B. Required of all AA in Business Administration students.	Fall: 56	Fall 2019: 53 of 56 (94.6%) >= C			2C. Y			
					A	B		C	D	F
				N	32	15		6	1	2
				%	57.1%	26.8%		10.7%	1.8%	3.6%
			Spring: 91	Spring 2020: 78 of 91 (85.7%) >= C						
					A	B		C	D	F
				N	32	15		6	1	2
				%	57.1%	26.8%		10.7%	1.8%	3.6%
			Year: 147	Year: 131 of 147 (89.1%) earned C or better						
2C. Pre & post test scores for MKTG 3113: Principles of Marketing	2C. Students will improve posttest scores over pretest scores by at least 10 percent.	2C. Required of all AA in Business Administration students.	2C. Fall: 111 Spring: 95 Year: 206	2C. Average scores:						
					Pre-test	Post-test				
				Fall	70.1%	86.5%				
				Spring	62.1%	82.9%				
				Year	66.4%	84.9%				
2D. Pre & post test scores for MGMT 3013: Principles of Management	2D. Students will improve posttest scores over pretest scores by at least 10 percent.	2D. Required of all AA in Business Administration students.	2D. Fall: 81 Spring: 75 Year: 156	2D. Average scores:			2D. N			
					Pre-test	Post-test				
				Fall	87.4%	97.2%				
				Spring	76.1%	83.5%				
				Year	81.9%	90.6%				

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B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																																																
2E. Pre & post test scores ECON 2113: Principles of Macroeconomics 2F. Comprehensive final exam scores for ECON 2123: Principles of Microeconomics	2E. Students will improve posttest scores over pretest scores by at least 10 percent. 2F. Seventy percent of students will earn a C or better on the comprehensive final exam.	2E. Required of all AA in Accounting students. 2F. Required of all AA in Accounting students.	2E. Fall: 30 Spring: 14 Year: 44 2F. Fall: 48 Spring: 59 Year: 107	2E. Average scores: <table border="1"><thead><tr><th></th><th>Pre-test</th><th>Post-test</th></tr></thead><tbody><tr><td>Fall</td><td>46.3%</td><td>85.0%</td></tr><tr><td>Spring</td><td>38.0%</td><td>79.2%</td></tr><tr><td>Year</td><td>41.2%</td><td>81.5%</td></tr></tbody></table> 2F. Fall: 40 of 48 (83%) >= C <table border="1"><thead><tr><th></th><th>A</th><th>B</th><th>C</th><th>D</th><th>F</th></tr></thead><tbody><tr><td>N</td><td>3</td><td>20</td><td>17</td><td>5</td><td>3</td></tr><tr><td>%</td><td>6.3%</td><td>41.7%</td><td>35.4%</td><td>10.4%</td><td>6.3%</td></tr></tbody></table> Spring: 46 of 59 (78%) >= C <table border="1"><thead><tr><th></th><th>A</th><th>B</th><th>C</th><th>D</th><th>F</th></tr></thead><tbody><tr><td>N</td><td>9</td><td>23</td><td>14</td><td>10</td><td>3</td></tr><tr><td>%</td><td>15.3%</td><td>39.0%</td><td>23.7%</td><td>16.9%</td><td>5.1%</td></tr></tbody></table> Year: 86 of 107 (80%) >= C		Pre-test	Post-test	Fall	46.3%	85.0%	Spring	38.0%	79.2%	Year	41.2%	81.5%		A	B	C	D	F	N	3	20	17	5	3	%	6.3%	41.7%	35.4%	10.4%	6.3%		A	B	C	D	F	N	9	23	14	10	3	%	15.3%	39.0%	23.7%	16.9%	5.1%	2E. Y 2F. Y
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H. Conclusions																																																					
1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes, with the qualification provided below 2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? Because multiple measures are used, students in various degree programs were being assessed. Therefore, the assessment results do not provide an accurate reflection of how students perform in the AA in Business Administration Program, but simply reflected how students enrolled in each class performed. See Part 5 for changes to correct this deficiency.																																																					

A. Student Learning Outcome					
SLO #2: The student will demonstrate mastery of current knowledge in basic business courses.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
<p>3. What are the most valuable insights gained from the assessment results? The assessments scores reflected in this report do not provide insight into how the students perform in the AA in Business Administration Program. Changes implemented in the Fall of 2020 will provide more insight into only the students in the AA in Business Administration Program and how those students meet the SLO for this degree. See Part 5 for proposed changes to correct.</p> <p>4. What strengths and weaknesses in student learning do the results indicate? There is no way to discern AA in Business Administration Program student's weaknesses or strengths from current assessment methods. See Part 5 for proposed changes.</p> <p>5. What implications are there for enhancing teaching and learning? There is no way to discern changes needed to instruction and learning for this degree program based on current data collection methods. See Part 5 for proposed changes.</p> <p>6. How can the assessment process be improved? The assessment process can be improved by only collecting data from students who are in the AA in Business Administration Program. This improvement will be made by developing one assessment measure for this program and will be administered to only the AA in Business Administration Program students in his/her last semester of coursework. See Part 5 for proposed changes.</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 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
Change SLO#1 to state the following: AA in Business Administration students will demonstrate basic competency in the fundamental areas of business represented by the lower-division business courses comprising the business associate degree.	SLO #1	The change to SLO #1 will better reflect the department purpose of providing the student with an educational foundation containing the crucial body of knowledge necessary for entry-level employment in business.
Removing SLO #2.	SLO #2	After a discussion with the business department faculty, it was agreed upon that one SLO would be appropriate for the associate degree program.
The assessment will be changed to better reflect the outcomes of the students who are in the AA in Business Administration Program. The way the current assessments are administered does not reflect only the AA in Business Administration students but included all students in the particular courses that are assessed.		One assessment (that will include a pool of questions will be created to include general business areas as follows: BADM 3113, MKTG 3113, MGMT 3013, ECON 2113, ECON 2123, ACCT 2103, and ACCT 2203. An assessment that includes these areas of business will indicate a basic competency in the fundamental areas of business. The new assessment will be given to students upon his/her application for graduation.
The performance standard for the new assessment tool will be as follows: 80% of students will pass the Assessment for the AA in Business Administration with a 75% or above.		This performance standard increases what is currently expected (70% of students to pass with a 70%) which ensures that faculty is continuously improving instruction.




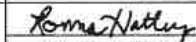

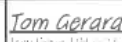

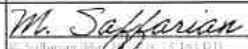


PART 6
Summary of Assessment Measures

- A.** How many different assessment measures were used? There are 7 assessment measures used.
- B.** List the direct measures: 1) Final exam scores for Financial Accounting (ACCT 2103), 2) Final exam scores for Managerial Accounting (ACCT 2203), 3) Pre-test/Post-test scores for Principles of MGMT (MGMT 3013), 4) Pre-test/Post-test scores for Principles of Marketing (MKTG 3113), 5) Pre-test/Post-test for Business Communications, 6) Pre-test/Post-test for Principles of Microeconomics (ECON 2113), and 7) Pre-test/Post-test for Principles of Macroeconomics (ECON 2123)
- C.** List the indirect measures: There were no indirect measures assessed.

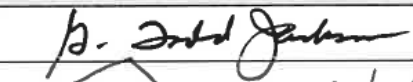
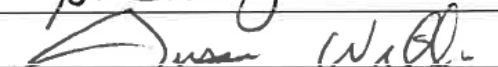
PART 7

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
Tom Carment	Collect ACCT 2203 data	 Thomas Carment (May 26, 2020 10:23 CDT)
Bruce Richardson	Collect BADM 3113/MGMT 3013 data	 BRUCE RICHARDSON (May 27, 2020 12:21 CDT)
Brook Purdum	Collect MGMT 3013 data	 Brook Purdum (May 26, 2020 10:41 CDT)
Ronna Hatley	Collect BADM 3113 data	 Ronna Hatley (May 26, 2020 13:25 CDT)
Hailey Gillispie	Collect MKTG 3113 data	 Hailey Gillispie (May 26, 2020 10:11 CDT)
Tom Gerard	Collect ACCT 2103/MKTG 3113 data	 Tom Gerard (May 27, 2020 11:12 CDT)
Josh Ang	Collect ECON 2113 data	 Joshua Ang (May 27, 2020 12:34 CDT)
Masoud Saffarian	Collect ECON 2123 data	 M. Saffarian (May 26, 2020 12:44 CDT)
Todd Jackson	Compile data and advise regarding changes to assessments and SLOs	 T. Todd Jackson (May 27, 2020 15:51 CDT)
Stephanie Jones	Write assessment report	 Stephanie Jones (May 28, 2020 2:05 CDT)

B. 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

- 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?