Degree Program Student Learning Report

Revised August 2017

Department of Business

BS in Business Administration

For 2017-2018 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.	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. Curricula for the associate, bachelors and graduate degrees are developed by expert faculty who are dedicated to an excellence in teaching, research and university service. The programs in the SPS are dynamic, and foster student achievement of	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 BSBA is designed to meet the continued demand for business administration majors who understand the function of business and can utilize those functions in an increasingly competitive, global economy.

University Mission	School Mission	Department Mission	Degree Program Mission
	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 baccalaureate program that promotes lifelong learning and prepares the student for graduate education in business.	The student will demonstrate appropriate management and leadership skills in the industry in a variety of events and venues and for varying populations.
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 employment in business.	The student will apply the ethical, legal, marketing and communication principles to business scenarios.
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 baccalaureate degrees are taught using a large array of innovative methods.	Facilitate student ability to expand their knowledge base from the Arts and Sciences including competence in multiple methods of communication.	The student will demonstrate mastery of current knowledge, theory and research in business.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.		Provide an environment which fosters a tolerance of diverse perspectives of culture and society.	
To provide university-wide student		Provide sport management	Students will be able to express

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes	
services, activities and resources that complement academic programs.		graduates to meet the needs of the area, state, region and nation.	substantive ways in which the degree has prepared them for a career in business.	
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
As a department, we will continue to re-evaluate our assessment measures to continue making improvements within our department.		

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) 2016-17 SLR Part 1, B. lists three department purposes, whereas 2015-16 SLR Part 1, B. lists five department purposes. Need to clarify whether this is accidental or deliberate. Listing all department purposes is appropriate, even if there is not a specific SLO corresponding to each department purpose.	Y	
2) 2016-17 SLO #1 AM 1A. Results (F.) lack both raw data and a percentage; 2015-16 SLO #1 AM 1A. Results (F.) is the appropriate way to present Results to ensure clarity for external readers. Also, 2016-17 SLO #1 AM 1A. lacks any narrative Conclusions (H.)--as does SLO #1 AM 1B. Narrative Conclusions (H.) are needed for each AM for each SLO. If the department decides to report narrative Conclusions (H.) for all the AMs for a given SLO together in one extensive, robust narrative, rather than a set of narrative Conclusions (H.) for each AM for any given SLO, that is the department's decision, but, regardless, robust narrative Conclusions (H.) are necessary for meaningful assessment.	Y	
3) 2016-17 SLO #1 appears to add AM 1C as a new AM. As discussed above, all changes need to be reported in Part 2.	Y	
4) 2016-17 SLO #1 Conclusions (H.) are only two sentences and rather empty; robust narrative Conclusions (H.) are necessary for meaningful assessment.	Y	

5) 2016-17 SLO #2 reads: "The student will demonstrate mastery of current knowledge, theory and research in Business" (sic). A comma is needed after "theory." The use of "mastery" in SLO	Y	
6) #2 raises the same issues or questions as raised regarding the SLR for AA, Accounting in Recommendation 7 (above), especially in light of the inconsistencies in reporting Results (F.) for AMs 2A., 2B., and 2C., where in 2A., 2B., and 2C., percentages are reported, but no data; these inconsistencies repeat those reported above for AA, Accounting and AA, Business Administration.	Y	
7) 2016-17 SLO #2 Conclusions (H.) are longer than those for SLO #1, but they need still greater development to explain whether and how students have demonstrated "mastery" of the elements or components identified in SLO #2.	Y	
8) 2016-17 SLO #3 Conclusions (H.) are underdeveloped; robust narrative Conclusions (H.) are necessary for meaningful assessment.	Y	

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. <u>Note</u>: 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.

<table>
<tr><td colspan="7">A.
Student Learning Outcome</td></tr>
<tr><td colspan="7">SLO #1: The student will demonstrate appropriate management and leadership skills in the industry in a variety of events and venues and for varying populations.</td></tr>
</table>

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
On-site supervisor evaluation of the internship BADM 4793. .	Eighty percent of students will receive a 5 or better (7-point scale) on the evaluation.	Business majors enrolled in BADM 4793.	6 of 6 (100%) of interns received 5 or above on the field experience evaluation:	Supervisors in the field continue to be satisfied with the overall performance of our students.	

H. Conclusions

<table>
<tr><td colspan="7">A.
Student Learning Outcome</td></tr>
<tr><td colspan="7">SLO #3: The student will demonstrate mastery of current knowledge, theory and research in Business.</td></tr>
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B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)

3A. Pre and Post Test scores from MKTG 3113 Principles of Marketing.	3A. Students will improve post-test scores over pre-test scores by at least 10%.	3A. Required course for all BSBA Business Administration majors. Complete sections were chosen as samples.	3A. N=19
			
			N = 62
			
			N = 36
				2A. <u>Summer 2017</u>
				   Pre-test avg – 41%
				   Post-test avg – 79%
				
				<u>Fall 2017</u>
				Pre-test – 11.78
				Post-test – 13.35	

3B. Pre and Post Test scores from BCOM 3113 Business Communication.	3B. Students will improve post-test scores over pre-test scores by at least	3B. Required course for all Business Administration majors. One section was	3B. N = 10 (001R Spr 18) N = 2 (002R Spr 18	<u>Spring 2018</u> Pre-test avg – 9.75 Post-test avg – 11.17	Y

A.
Student Learning Outcome

SLO #3: The student will demonstrate mastery of current knowledge, theory and research in Business.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
	10%.	chosen as a sample.		3B. For Summer 2017 students showed an overall improvement of 25.81%. For Fall 2017 students showed a 23% improvement. For Spring 2018 students showed a 10% improvement.	

A.
Student Learning Outcome

SLO #4: Students will be able to express substantive ways in which the degree has prepared them for a career in business.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
3. A self- evaluation will be completed by each student intern over their internship experience in BADM 4793 Business Internship.	3. Eighty percent of students will rate the quality of the experience as 5 or better on a 7-point scale.	3. Required of all majors enrolled in BADM 4793 Business Internship.	3. N=6	3. 6 of 6 students (100%) rated themselves with a 6 or better on the internship self-evaluation.	

H.
Conclusions

PART 5
Proposed Instructional or Assessment Changes

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to 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

PART 6
Summary of Assessment Measures

A. How many different assessment measures were used? 4

B. List the direct measures (see appendix): Internship supervisor evaluations, pre/post test evaluations, and intern satisfaction scores

C. List the indirect measures (see appendix):