

Degree Program Student Learning Report

Revised August 2017

Department of Business

MBA

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.	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.	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.
	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,		

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 SBT provides this support by providing two-year, four-year, and graduate educational opportunities in business, sport management, and technology.	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 SBT accomplishes its mission through traditional and innovative learning opportunities including one graduate degree, six bachelor's degrees, and four associate degrees.	Provide the graduate with an educational foundation containing the crucial body of knowledge necessary for advanced employment in business.	2. The student will demonstrate an understanding of ethical, legal, and social issues impacting the operations of the modern business entity. 3. The student will understand the skills and behaviors necessary to perform as an effective team member and demonstrate the ability to use those skills to share and implement team leadership.
To provide a general liberal arts education that supports specialized			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
academic programs and prepares students for lifelong learning and service in a diverse society.			
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.			
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
The MBA program was not reviewed last year.		

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
The MBA program was not reviewed last year.		

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 = 10	1A. 10 of 10 (100%) earned a B (80%) or above on the project: Nine students earned an A. One student earned a B.	Y	
1B. Final grade in FINA 5133: Financial Management	1B. Eight percent of students will earn a B (80%) or better.	1B. Core MBA course.	N = 18	1B: 18 of 18 (100%) earned a B (80%) or above in the course. Two students earned a B. Sixteen students earned an A.	Y	
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
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

A. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
Dana Gray	data collection	Dana Gray
Gwen Savitz	data collection	Gwen Savitz
Robert Moore	data collection	Robert Moore
A. Brook Purdum	data collection	A. Brook Purdum

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Cathy Hennings	Cathy Hennings	9-28-17
Dean	Susan Willis	Susan Willis	9-28-17

