

Degree Program Student Learning Report

Revised November 2019

Department of Business

MBA 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</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
	service. The programs in the SPS are 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 a graduate program that encourages critical thinking in business and exceptional written and oral communication for business practices.	Revised SLO #1: The student will develop a cohesive 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 student with an advanced education in business. This will allow the student to find upper-level 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.	Revised SLO #2: 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 academic programs and prepares	Students have obtained a liberal arts foundation in their respective baccalaureate programs. This	Facilitate students' willingness to expand their knowledge into a graduate program. Help students	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
students for lifelong learning and service in a diverse society.	graduate degree is taught with a highly specialized focus in the business field.	utilize research to stay current on business practices so that students truly become lifelong 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.		To provide business graduates that meet the needs of the local community, state, and national businesses that might benefit from the student's education in this program.	

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
No changes proposed.		

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 #1 and SLO #2 be swapped so that they more clearly tie to related Department Purposes?	Y	Adjustments were made to the SLO to better reflect Department Purposes.
Why are there only two SLOs for an MBA program? Could the HLC assessment plan provide additional assessment areas? Why aren't the major field exam scores used for the assessment?	Y	An SLO was added. The MBA program does not use the MFT in the MBA program.
It appears that SLOs come from only two courses. Since this is a graduate program and a new one at that, should we not be assessing a greater percentage of our program?	Y	For the next assessment cycle, we are adding 3-4 assessments, focusing on program core courses.

Is the standard to achieve a B (80%) or better or to “earn a C or better”? Since this is graduate work, is a C not equivalent to an F in undergraduate work?	Y	We have adjusted the assessment standards to be 90% will achieve a 90% or better.
Although SLO #1 conclusions state that the faculty are looking at changes in the program to improve the students’ ability to meet standards, these are not reflected in PART 5 where they should be addressed.	Y	Changes will be addressed in Part 5 of this 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. 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 B (80%) or better.	1A. Required of all MBA students. Serves as the program capstone project.	1A. Fall: 5 Spring: 7	1A. Fall: 80 percent earned B or better. <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>I</td></tr><tr><td>N</td><td>3</td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td></tr><tr><td>Percentage</td><td>60%</td><td>20%</td><td>0%</td><td>0%</td><td>0%</td><td>20%</td></tr></table> Spring: 100 percent earned B or better. <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>N</td><td>3</td><td>4</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Percentage</td><td>43%</td><td>57%</td><td>0%</td><td>0%</td><td>0%</td></tr></table>				A	B	C	D	F	I	N	3	1	0	0	0	1	Percentage	60%	20%	0%	0%	0%	20%		A	B	C	D	F	N	3	4	0	0	0	Percentage	43%	57%	0%	0%	0%	1A. Y
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Percentage	43%	57%	0%	0%	0%																																									
1B. Rubric-graded leadership presentation in MGMT 5133: Organizational Behavior.	1B. Eighty percent of students will earn B (80%) or better.	1B. Core course required for all MBA students	1B. 26	1B. 96 percent earned B or better. <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>N</td><td>11</td><td>14</td><td>1</td><td>0</td><td>0</td></tr><tr><td>Percentage</td><td>42%</td><td>54%</td><td>4%</td><td>0%</td><td>0%</td></tr></table>				A	B	C	D	F	N	11	14	1	0	0	Percentage	42%	54%	4%	0%	0%	1B. Y																					
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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)
H. Conclusions					
<p>1A. As fall 2019 was the first semester that the MBA program was online, it was a transitional year. The student who earned an incomplete stated that he did not want to take this capstone course online. The capstone Business Plan was the only assignment he did not complete.</p> <p>Feedback from students during the fall semester indicated they felt there was a rigorous workload with case studies, also designed to measure this SLO. To allow more time to focus on the Business Plan and allow learners to demonstrate this outcome, the number of case studies have been reduced. It is anticipated that 2020-2021 results will reflect this curricular change.</p> <p>1B. Stemming from the online conversion, this assessment measure was implemented through a series of online assignments and graded discussion forums collectively worth 200 points. The technology and means of implementing a group presentation in an online environment are still being developed for this course.</p> <p>Collectively, the results from 1A and 1B indicate that the learning outcome is being achieved.</p>					

A. Student Learning Outcome					
SLO #2: 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.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
2. Rubric-graded business plan in	2. Eighty percent of students will score B (80%) or better.	2. Core course required for all MBA students	2. Fall: 5	2. Fall: 80 percent earned B or better.	2. Y

A. Student Learning Outcome											
SLO #2: 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.											
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results						G. Standard Met (Y/N)	
MGMT 5313: Business Strategy.			Spring: 7		A	B	C	D	F	I	
				N	3	1	0	0	0	1	
				Percentage	60%	20%	0%	0%	0%	20%	
				Spring: 100 percent earned B or better.							
					A	B	C	D	F		
				N	3	4	0	0	0		
				Percentage	43%	57%	0%	0%	0%		
H. Conclusions											
The business plan assignment is implemented as a group project with instructor assignment of group membership based on undergraduate degree emphasis and occupational skills. The project required a variety of group interaction skills including project management and conflict resolution. Students also had to learn to interact in online environment. The results indicate that the learning outcome is being achieved.											

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
Add SLO #3: Develop advanced business skills to enable professional advancement.	Use Graduating MBA Survey Report to gauge the impact of an MBA.	This will assist the RSU MBA program to offer meaningful courses that have a positive effect on the student's professional life.
Add 3-4 assessment measures, focusing on program core courses.	SLO 1, SLO 2, and SLO 3	Adding assessments will give a more robust view if students are accomplishing all 3 learning outcomes.



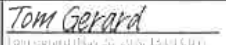
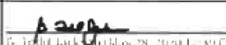
PART 6
Summary of Assessment Measures

- A. How many different assessment measures were used? 2
- B. List the direct measures: Rubric-graded Business Plan in MGMT 5313. Rubric-graded Leadership presentation in MGMT 5133.
- C. List the indirect measures: No indirect measures used.

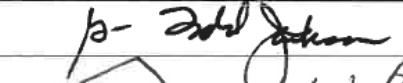
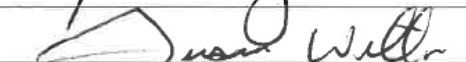
PART 7

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. Mary Millikin	Collect MGMT 5313 Data	 <small>Mary Millikin (May 20, 2020 10:25 CDT)</small>
Dr. Stephanie Jones	Collect MGMT 5313 Data	 <small>Stephanie Jones (May 20, 2020 10:41 CDT)</small>
Dr. Tom Gerard	Collect MGMT 5133 Data	 <small>Tom Gerard (May 20, 2020 10:41 CDT)</small>
Dr. Todd Jackson	Compile data and write report	 <small>Todd Jackson (May 20, 2020 10:42 CDT)</small>

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?