

Degree Program Student Learning Report (rev. 7/14)

Fall 2015 – Spring 2016

The Department of Business in the School of Business & Technology

Business Administration, B.S.

Effectively assessing a degree program should address a number of factors:

- 1) Valid student learning outcomes should be clearly articulated;
- 2) Valid assessment measures should be used, consistent with the standards of professional practice;
- 3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

PART 1 (A & B)

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

A. Clearly 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 SBT is to support RSU in its mission to prepare students to achieve professional and personal goals in dynamic local and global communities.	The Department of Business offers dynamic business degree programs designed to prepare RSU students for success in today's competitive business climate.	The Bachelor of Science in Business Administration is designed to meet the continuing demand for business administration majors who understand the function of business and can utilize those functions in an increasingly competitive, global economy.

B. Clearly state school purposes, department purposes and degree program student learning outcomes. Align student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes 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.	The Department will foster students' critical thinking skills and specialized business skills.	1. Students will demonstrate competence in specialized business skills and technologies.
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 employment in business.	
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.	2. 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 services, activities and resources that complement academic programs.		Business graduates will meet the needs of the area, state, region and nation.	3. The student will evaluate the quality of the internship experience and the business educational experience.
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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

Discussion of Instructional Changes Resulting from 2014-2015 Degree Program Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
A greater emphasis on basic writing skills will be added to BADM 3113.	Y	The students are beginning to show a greater understanding of the importance of both written and verbal communication. Incremental improvements have been noticed in written and verbal assignments given in upper division courses; however, the impact of the additional emphasis on grammar, sentence structure, and plagiarism will continue to be assessed for a longer term.

PART 3

Discussion About the University Assessment Committee's 2014-2015 Peer Review Report

The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state “No changes were recommended.”

Feedback and Recommended Changes from the University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented
Part 4, SLO #1A: A more detailed narrative describing the significance of the SAP Recognition Program as an indirect measure was requested.	Y	A more detailed description was added.
Part 4, SLO #1A: It was suggested that additional measures be added.	Y	Data regarding student internships (both student self- evaluations and employer evaluations) were collected and reported.

PART 4

Analysis of Evidence of Student Learning Outcomes

For all student learning outcomes (as listed in Part 1 B above), describe the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw relevant conclusions related to strengths and weaknesses of their performance.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
1. Students will demonstrate competence in specialized business	1A. 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.	1A. Business majors enrolled in BADM 4793.	1A. N=6	1A. 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. This indicates	Y

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																																					
skills and technologies.	1B. ETS Fieldtest: Students are administered the Educational Testing Service Field Test in Business. The field test measures student knowledge in nine subject areas of business: management, marketing, accounting, economics, finance,	1B. Seventy percent of the students completing their major course work will demonstrate their practical applications of business knowledge by scoring at or above 140 (70 percent) on the ETS Major Field Test in Business.	1B. All students in the capstone course MGMT 4813: Strategies and Policies will be administered the ETS Field Test.	1B.N =40 Fall 2015 N = 49 Spring 2016	<p>1B. Fall 2015. 26 of 43 (60%) scored above 140. Instructor failed to differentiate online students from on-ground students.</p> <p>Spring 2016. 34 of 49 (69%) scored about 140.</p> <table border="1" data-bbox="961 976 1512 1127"> <thead> <tr> <th>Score</th> <th># students online</th> <th># students In class</th> </tr> </thead> <tbody> <tr> <td>Over 140</td> <td>27</td> <td>22</td> </tr> <tr> <td>< 140</td> <td>18</td> <td>16</td> </tr> </tbody> </table> <table border="1" data-bbox="961 1157 1434 1417"> <thead> <tr> <th>Ass Ind</th> <th>2014-2015</th> <th>Ass ind inclass</th> <th>2014-2015</th> </tr> </thead> <tbody> <tr> <td>Acctg</td> <td>36</td> <td></td> <td>39</td> </tr> <tr> <td>Econ</td> <td>34</td> <td></td> <td>42</td> </tr> <tr> <td>Mgmt</td> <td>46</td> <td></td> <td>58</td> </tr> <tr> <td>Quant</td> <td>29</td> <td></td> <td>35</td> </tr> <tr> <td>Fin</td> <td>34</td> <td></td> <td>40</td> </tr> <tr> <td>Legal Soc</td> <td>55</td> <td></td> <td>59</td> </tr> </tbody> </table>	Score	# students online	# students In class	Over 140	27	22	< 140	18	16	Ass Ind	2014-2015	Ass ind inclass	2014-2015	Acctg	36		39	Econ	34		42	Mgmt	46		58	Quant	29		35	Fin	34		40	Legal Soc	55		59	<p>students are taking what they learn in the classroom and are applying it to their internship. Internship is not required; therefore, the department must place greater emphasis on encouraging more students to complete an internship.</p> <p>1B. The results are lower than in the past. The instructor for this course refused link this assessment to a course grade or provide any type of incentive for performance (as has been practice in previous semesters). It is possible that some students did not put forth their best effort when taking the assessment. However, a new instructor was</p>	N
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	quantitative business analysis legal and social environment international business, and information systems.				<table border="1" data-bbox="961 370 1434 467"> <tr> <td>Info Sys</td> <td>48</td> <td></td> <td>55</td> </tr> <tr> <td>Int'l Issues</td> <td>39</td> <td></td> <td>40</td> </tr> <tr> <td>Mktg</td> <td>47</td> <td></td> <td>57</td> </tr> </table>	Info Sys	48		55	Int'l Issues	39		40	Mktg	47		57	assigned to the course and comparisons will be made in future semesters.	
Info Sys	48		55																
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2. The student will demonstrate mastery of current knowledge, theory and research in Business.	<p>2A. Pre and Post Test scores from MKTG 3113 Principles of Marketing.</p> <p>2B. Pre and Post Test scores from BCOM 3113 Business Communication.</p> <p>2C. Rubric-graded writing assignment in BCOM 3113</p>	<p>2A. Students will improve post-test scores over pre-test scores by at least 10%.</p> <p>2B. Students will improve post-test scores over pre-test scores by at least 10%.</p> <p>2C. Eighty percent of students will receive a C</p>	<p>2A. Required course for all AA Business Administration majors. Complete sections were chosen as samples.</p> <p>2B. Required course for all Business Administration majors. One section was chosen as a sample.</p> <p>2C. Required course for all Business Administration</p>	<p>2A. N=45</p> <p>2B. N=22</p> <p>2C. N=22</p>	<p>2A. Pre-test avg – 15.05 Post-test avg – 17.82</p> <p>2B. The performance standard was met; however, additional emphasis on basic writing skills was added during the Spring 2016 semester.</p> <p>2C. 21 of 22 students received a C or better on the assignment as measured by rubric. Seventeen students earned an A, 2 earned a B, 2 earned a C, and 1 student earned a D.</p> <table border="1" data-bbox="961 1360 1276 1393"> <tr> <td></td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> </table>		A	B	C	D	<p>2A. Post-test scores do not reflect any overall deficiencies. We have had instructional consistency in the Principles of Marketing course for several years which reflects in continued accomplishment of goal.</p> <p>2B. Further improvement and progression toward heightened performance standards is expected as curriculum improvements</p>	<p>Y</p> <p>Y</p> <p>Y</p>							
	A	B	C	D															

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)					
	Business Communications.	(70%) or better.	majors. One section was chosen as a sample.		<table border="1" data-bbox="961 370 1276 402"> <tr> <td>N</td> <td>17</td> <td>2</td> <td>2</td> <td>1</td> </tr> </table>	N	17	2	2	1	<p>continue.</p> <p>2C. This is the first year that curriculum changes were added and data gathered in this course. Using this measurement along with the pre/post –test results presents promising information. We will continue to assess the impact of the curriculum changes over time. We will also begin to use this assessment in online sections of BCOM 3113 for online vs on-ground comparisons.</p>	
N	17	2	2	1								
3. The student will evaluate the quality of the internship experience and the business educational	3. A self-evaluation will be completed by each student intern over their internship experience in BADM 4793 Business	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.	This measurement serves as some indication of the students' sense of preparedness to work in business. Student responses show their confidence and	Y					

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
experience.	Internship.					belief that they possess the knowledge and skills to perform in the industry.	

PART 5

Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state “No changes are planned.”

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
All student learning outcomes	As a department, we will continue to re-evaluate our assessment measures to continue making improvements within our department.		On going process.

PART 6

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description
<ol style="list-style-type: none">1. As a department we continue to imbed SAP into core upper division business courses.2. Dr. Todd Jackson has revised the Accounting Information Systems curriculum to include several advanced information processing projects (including an extensive SAP project).3. Dr. Cathy Kennemer has incorporated a service learning component into Marketing Research. The students perform basic marketing research for a selected non-profit organization.

PART 7 (A & B)

Assessment Measures and Faculty Participation

A. Assessment Measures:

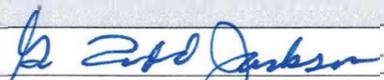
- 1) How many different assessment measures were used? Six
- 2) List the direct measures (see rubric): Internship supervisor evaluation, ETS Field Test, Pre/Post test scores from Principles of Marketing and Business Communications, Rubric-graded writing assignment in Business Communications.
- 3) List the indirect measures (see rubric): Student self-evaluations in BADM 4793 Internship.

B.

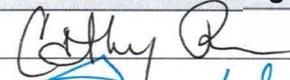
Documentation of Faculty Assessment

8) A. How many full time faculty (regardless of department affiliation) teach in the program? 10

B. Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Dr. Todd Jackson	Reviewer/Data Collection	
Dr. Masoud Saffarian	Data Collection	
Dr. David Johnk	Data Collection	
Bob Willis	Reviewer	
Brook Purdum	Data Collection	

9) *Gwendolyn Sautz* Reviewed by *Data Collection* 

Titles	Names	Signatures	Date
Department Head	Dr. Cathy Kennemer		10/17/14
Dean	Dr. Susan Willis		10-18-16

RUBRIC FOR STUDENT LEARNING STUDENT LEARNING REPORT

1) A. Are the school, department and program missions clearly stated?

Exemplary	Established	Developing	Undeveloped
The program, department, and school missions are clearly stated.	The program, department, and school missions are stated, yet exhibit some deficiency (e.g., are partial or brief).	The program, department, and school missions are incomplete and exhibit some deficiency (e.g., are partial or brief).	The program, department, and school missions are not stated.

B. Are student learning outcomes and department purposes aligned with university commitments and school purposes?

Exemplary	Established	Developing	Undeveloped
Student learning outcomes and department purposes are aligned with university commitments and school purposes.	Student learning outcomes and department purposes demonstrate some alignment with university commitments and school purposes.	Student learning outcomes and department purposes demonstrate limited alignment with university commitment and school purposes.	Student learning outcomes and department purposes do not demonstrate alignment with university commitment and school purposes.

2) How well did the department incorporate instructional or assessment changes from last year's report or from other assessment activities?

Exemplary	Established	Developing	Undeveloped
All planned changes were listed, whether they were implemented or not, and their impact on curriculum or program budget was discussed thoroughly.	Most planned changes were listed, and their status or impact on curriculum or program budget was discussed.	Some planned changes were listed, and their status or impact on curriculum or program budget was not clearly discussed.	No planned changes were listed, and their status or impact on curriculum or program budget was not discussed.

3) Did the department include peer review feedback and provide rationale for implementing or not implementing suggestions?

Exemplary	Established	Developing	Undeveloped
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All reviewer feedback was listed, and for each suggestion a clear rationale was given for its being implemented or not.	Most reviewer feedback was listed, and for most suggestions a rationale was given for their being implemented or not.	Some reviewer feedback was listed, and for some suggestions a rationale was given for their being implemented or not.	Feedback from reviewers was not included.
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4) A. Are the student learning outcomes listed and measurable?

Exemplary	Established	Developing	Undeveloped
All student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Most student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Some student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Student learning outcomes are either not listed or not measurable.

B. Are the assessment measures appropriate for the student learning outcomes?

Exemplary	Established	Developing	Undeveloped
All assessment measures are appropriate to the student learning outcomes.	Most assessment measures are appropriate to the student learning outcomes.	Some assessment measures are appropriate to the student learning outcomes.	None of the assessment measures are appropriate to the student learning outcomes.

C. Do the performance standards provide a clearly defined threshold at an acceptable level of student performance?

Exemplary	Established	Developing	Undeveloped
All performance standards provide a clearly defined threshold at an acceptable level of student performance.	Most performance standards provide a clearly defined threshold at an acceptable level of student performance.	Some of the performance standards provide a clearly defined threshold at an acceptable level of student performance.	No performance standards provide a clearly defined threshold at an acceptable level of student performance.

D. Is the sampling method appropriate for all assessment measures?

Exemplary	Established	Developing	Undeveloped
The sampling methodology is appropriate for all assessment measures.	The sampling methodology is appropriate for most assessment measures.	The sampling methodology is appropriate for some assessment measures.	The sampling methodology is appropriate for none of the assessment measures.

E. Is the sample size listed for each assessment measure?

Exemplary	Established	Developing	Undeveloped
Sample size was listed for all assessment measures.	Sample size was listed for most assessment measures.	Sample size was listed for some assessment measures.	Sample size was not listed for any assessment measures.

F. How well do the data provide clear and meaningful overview of the results?

Exemplary	Established	Developing	Undeveloped
For all student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For most student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For some student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For none of the student learning outcomes were the results clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.

G. Are the conclusions reasonably drawn and significantly related to student learning outcomes?

Exemplary	Established	Developing	Undeveloped
All conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Most conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Some conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	No conclusions are reasonably drawn and significantly based on the results or related to the strengths and weaknesses in student performance.

H. Does the report indicate whether the performance standards were met?

Exemplary	Established	Developing	Undeveloped
Stated for all performance standards.	Stated for most performance standards.	Stated for some performance standards.	Not stated for any performance standard.

5) How well supported is the rationale for making assessment or instructional changes? The justification can be based on conclusions reported in Part 4 or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum degree plan, assessment process, or budget.

Exemplary	Established	Developing	Undeveloped
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All planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is well grounded and convincingly explained.	Most planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is mostly well grounded and convincingly explained.	Some planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is lacking or is not convincingly explained.	No planned changes are specifically focused on student learning and based on the conclusions. There is no rationale.
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6) Did the faculty include at least one teaching technique they believe improves student learning or student engagement in the classroom?

Yes	No		
The faculty has included at least one teaching technique they believe improves student learning or student engagement in the classroom.	The faculty has not included any teaching techniques they believe improve student learning or student engagement in the classroom.		

7) A. How well did the faculty vary the assessment measures?

Exemplary	Established	Developing	Undeveloped
Assessment measures vary and include multiple direct measures and at least one indirect measure. The number of measures is consistent with those listed.	Assessment measures vary, but they are all direct. The number of measures is consistent with those listed.	Assessment measures do not vary or are all indirect. There is some inconsistency in the number of measures recorded and the total listed.	Assessment measures are not all listed or are listed in the wrong category. The total number of measures is not consistent with those listed.

B. Does the list of faculty participants clearly describe their role in the assessment process?

Exemplary	Established	Developing	Undeveloped
The faculty role is clearly identified and it is apparent that the majority of the faculty participated in the process. The roles are varied.	The faculty role is identified and it is apparent that the majority of the faculty participated in the process. The roles are not varied.	The faculty roles are not identified. Few faculty participated.	The faculty roles are not identified. Faculty participation is not sufficiently described to make a determination about who participated.

EXPLANATION & EXAMPLES OF DIRECT AND INDIRECT EVIDENCE

DIRECT EVIDENCE of student learning is tangible, visible, self-explanatory evidence of exactly what students have and haven't learned.

Examples include:

- 1) Ratings of student skills by their field experience supervisors.
- 2) Scores and pass rates on licensure/certification exams or other published tests (e.g. Major Field Tests) that assess key learning outcomes.
- 3) Capstone experiences such as research projects, presentations, oral defenses, exhibitions, or performances that are scored using a rubric.
- 4) Written work or performances scored using a rubric.
- 5) Portfolios of student work.
- 6) Scores on locally-designed tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations that are accompanied by test blueprints describing what the tests assess.
- 7) Score gains between entry and exit on published or local tests or writing samples.
- 8) Employer ratings of the skills of recent graduates.
- 9) Summaries and analyses of electronic class discussion threads.
- 10) Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the program.

INDIRECT EVIDENCE provides signs that students are probably learning, but the evidence of exactly what they are learning is less clear and less convincing. Examples include:

- 1) Course grades.
- 2) Assignment grades, if not accompanied by a rubric or scoring guide.
- 3) For four year programs, admission rates into graduate programs and graduation rates from those programs.
- 4) For two year programs, admission rates into four-year institutions and graduation rates from those programs.
- 5) Placement rates of graduates into appropriate career positions and starting salaries.
- 6) Alumni perceptions of their career responsibilities and satisfaction.
- 7) Student ratings of their knowledge and skills and reflections on what they have learning over the course of the program.
- 8) Those questions on end-of-course student evaluations forms that ask about the course rather than the instructor.
- 9) Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
- 10) Honors, awards, and scholarships earned by students and alumni.

Suskie, L. (2004). *Assessing Student Learning: A Common Sense Guide*. Anker Publishing Company: Bolton, MA