

DEGREE PROGRAM STUDENT LEARNING REPORT

(Rev. August 2013)

ROGERS STATE UNIVERSITY
Department of Business
For Academic Year Fall 2014 – Spring 2015

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.

Relationship of Degree Program (or Major) Learning Outcomes to Departmental and University Missions

Name of Degree, including Level and Major: B.S. Business Administration

- 1) A. Insert and clearly state the school, department and degree program missions in the spaces below.

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.	Roger State University's School of Business and Technology prepares students by developing outstanding knowledge and skills in their field of study, while placing great emphasis on the individual's personal development of core values and ethics.	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. Insert and clearly state school purposes, department purposes and degree program student learning outcomes in the spaces below, making sure to align the degree program 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,	The School will offer innovative	The Department will foster	Students will demonstrate

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
<p>baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.</p>	<p>degrees which focus upon developing skills in written communication, critical thinking, and specialized business skills.</p>	<p>students' critical thinking skills and specialized business skills.</p>	<p>competence in specialized business skills and technologies.</p>
<p>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.</p>			
<p>To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.</p>			
<p>To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.</p>			
<p>To provide university-wide student services, activities and resources that complement academic programs.</p>			
<p>To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.</p>			
<p>To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates</p>			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.			

Discussion of Instructional Changes Resulting from 2013-2014 Degree Program Student Learning Report

- 2) 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
No changes were planned or implemented.	NA	NA

- 3) 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
Additional narrative required	Y	Additional narrative in the conclusions sections was included.

Analysis of Evidence of Student Learning Outcomes

- 4) 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 any 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)
<p>1. Students will demonstrate competence in specialized business skills and technologies</p>	<p>1a. SAP Recognition Program. Students complete three courses that are comprised of at least 33% SAP content.</p>	<p>1a. At least 5 students will complete the SAP Recognition Program in 2014-15.</p>	<p>Students self-select to complete the SAP Recognition Program.</p>	<p>14 students completed the SAP Recognition Program in 2014-15</p>	<p>14 students completed the SAP Recognition Program in 2014-15.</p>	<p>The majority of the coursework for the SAP Recognition Program is embedded within the BADM curriculum. Students then take 1 additional ERP course to complete the program. Companies express the desire for students with SAP training; therefore, more students are taking advantage of the Program.</p>	<p>Y</p>

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	2b. 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, quantitative business analysis legal and social environment international business, and information systems.	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.	All students in the capstone will be administered the ETS Field Test.	63	<p>60 of 63 (95%) scored above 140. Overall mean = 153. Avg: 152.3</p> <table border="1" data-bbox="877 1052 1029 1570"> <thead> <tr> <th>Score</th> <th># students online</th> <th># students In class</th> </tr> </thead> <tbody> <tr> <td>Over 140</td> <td>28</td> <td>32</td> </tr> <tr> <td>< 140</td> <td>3</td> <td>0</td> </tr> </tbody> </table> <table border="1" data-bbox="486 1052 845 1522"> <thead> <tr> <th></th> <th>2014-2015</th> <th>Ass ind inclass</th> <th>2014-2015</th> </tr> </thead> <tbody> <tr> <td>Ass Ind online</td> <td>42</td> <td></td> <td>43</td> </tr> <tr> <td>Acctg</td> <td>42</td> <td></td> <td>40</td> </tr> <tr> <td>Econ</td> <td>60</td> <td></td> <td>61</td> </tr> <tr> <td>Mgmt</td> <td>37</td> <td></td> <td>35</td> </tr> <tr> <td>Quant</td> <td>43</td> <td></td> <td>38</td> </tr> <tr> <td>Fin</td> <td>64</td> <td></td> <td>62</td> </tr> <tr> <td>Legal Soc</td> <td>58</td> <td></td> <td>55</td> </tr> <tr> <td>Info Sys</td> <td>38</td> <td></td> <td>44</td> </tr> <tr> <td>Intl Issues</td> <td>57</td> <td></td> <td>61</td> </tr> <tr> <td>Mktg</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Score	# students online	# students In class	Over 140	28	32	< 140	3	0		2014-2015	Ass ind inclass	2014-2015	Ass Ind online	42		43	Acctg	42		40	Econ	60		61	Mgmt	37		35	Quant	43		38	Fin	64		62	Legal Soc	58		55	Info Sys	38		44	Intl Issues	57		61	Mktg				<p>The aggregate subject area scores did not vary significantly from last year's results; however, the total number of students meeting or exceeding the performance standard increased. Incremental progress was made in raising the number of students who can demonstrate proficiency in all areas of business.</p> <p>The online vs live subject area scores did not vary significantly from each</p>	Y
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	2c. Pre & Post Test scores from MKTG 3113.	Students will improve posttest scores over pretest scores by at least 20%.	Complete sections were chosen as samples and administered the pretest and the same group administered the posttest.	80	Pretest avg – 6.35 Posttest avg – 8.32	other: Scores in Quantitative Business are lower than desired. Posttest scores do not reflect any overall deficiencies.	Y
	2d. Pre & Post Test scores from ECON 3003	Students will improve posttest scores over pretest scores by at least 20%.	Complete sections were chosen as samples and administered the pretest and the same group administered the posttest.	29	Pretest avg – 26.1 Posttest avg – 29.93	In combination with the ETS subject area scores in International Issues, the department must explore potential issues further.	N

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)
			d the posttest.				

5) 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.
1. Students will demonstrate competence in specialized business skills and technologies	A greater emphasis on basic writing skills will be added to BADM 3113.	Based on faculty discussions written communication skills across majors should be improved.	Increasing effort towards basic writing skills in BADM 3113 will increase writing competencies across disciplines in upper division courses.

6) (OPTIONAL) If your department or an individual faculty member has developed a teaching technique they believe improves student learning or student engagement in the classroom, please share it below. Examples can be seen at <http://www.rsu.edu/committees/assessment/docs/Faculty/Insights.pdf>. Please briefly describe the instructional practice. More detail can be communicated during the face to face peer review session. The Peer Review Report does not rate this part, but it does note whether or not any contribution has been made.

Description







7) Assessment Measures:

- A. How many different assessment measures were used? 4
- B. List the direct measures (see rubric): (1) SAP Recognition Program; (2) ETS Major Field Test; (3) Pre & Post Test Scores from MKTG 3113; (4) Pre & Post Test Scores from ECON 3003.
- C. List the indirect measures (see rubric): *Click here to enter text.*



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	
Dr. Masoud Saffarian	Data Collection	
Dr. Gary Marche'	Data Collection	
Dr. Terry Sutton	Data Collection	
Mr. Bob Willis	Reviewer	
Dr. David Johnk	Data Collection	

9) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Cathy Kennemer		11-3-15
Dean	Dr. Susan Willis		11-5-15