

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

Fall 2015 – Spring 2016

The Department of Business in the School of Business & Technology
Masters of Business Administration

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 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.

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.	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 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			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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

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
In the original MBA program proposal, the former School administrators proposed that assessment of the MBA program occur during the MBA capstone course. That course was not offered for the first time until Spring 2016		Due to the stated reasons, changes will be stated for the first time in the current assessment report.

(after the 2014-2015 assessment report deadline.) Therefore, the 2015-2016 report is the first assessment report to be submitted for the MBA program.		
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PART 3

Discussion About the University Assessment Committee’s 2015-2016 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
NA – The 2015-2016 Assessment Report is the first to be submitted for the MBA program.		

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. The student will develop an integrative understanding of the key functions of business administration including management, marketing, accounting, and finance.	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.	1A. N=12	1A. 12 of 12 (100%) earned above a B (80%) on the project: Four students earned an A. Eight students earned a B.	1A. These 12 students comprised the first graduating class. This project was a culmination of knowledge gained in all core classes. These scores show that our students are leaving the program with a well-rounded understanding of advanced business functions.	Y
	1B. Pre-test/Post-test in MBA Prep course SP 3950.	1B. Students will improve post-test scores over pre-test scores by at least 10%.	1B. Required course for any non-business degreed student seeking full admission into the MBA program.	1B. N=5	1B. Pre-test avg – 14.6 Post-test avg – 18.6	Post-test scores reflect an increase in student learning centered around basic finance and accounting concepts. This was the first MBA prep course offered. A permanent course ID has been established; and the faculty are making additional improvements to the course content and assignments.	Y
2. The student will demonstrate an understanding of ethical, legal, and social issues impacting the operations of the modern business entity.	2A. Rubric-graded case studies in BADM 5233 Critical Thinking and Ethics.	2A. Eighty percent of students will score a B (80%) or better.	2A. Required of all majors enrolled in BADM 5233.	2A. N=34	2A. This instructor of the course left the university and did not leave a gradebook.	2A. We are not able to report results or conclusions for the first offering of this class. However, the course was offered for the second time Fall 2016. Data was collected and will be reported in the next assessment report.	?
	2B. Course grade in BADM	2B. Eighty percent of	2B. All students enrolled in	2B. N=16	2B. 15 of 16 students earned an A in the course. One student	2B. Although this is an indirect measure of student learning, it	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)
	5223 Business Law.	students will earn a B (80%) or better.	BADM 5223.		earned a B.	does imply that students did gain a general understanding and application of Business Law concepts.	
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.	3. Rubric-graded presentation in MGMT 5313 Business Strategy.	3. Eighty percent of students will receive a B (80%) or better.	3. Required of all MBA students. Serves as the Capstone project for the program.	N=12	12 of 12 students (100%) received a B or better on the capstone project as measured by rubric. One student earned an A, and 11 students earned a B on the project.	Again, all students are performing at a very high level. The team presentations for the capstone project were graded by the instructor along with external graders (selected graduate faculty). Although all students met the performance standard, a plan should be implemented to continue improving students' presentation and teamwork skills.	Y

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.

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
All student learning outcomes.	A re-evaluation of all SLOs that will take into consideration suggestions from the UAC, as well as examining the assessment of the MBA program as it grows.	The MBA program has grown significantly in the last academic year and the department has implemented changes in course format (changing from 16-week traditional courses to 8-week blended courses). The number of students from non-business undergraduate programs has also increased. These changes will require a re-evaluation of all SLO's.	Undetermined. The process is ongoing.

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

PART 7 (A & B)

Assessment Measures and Faculty Participation

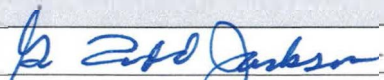

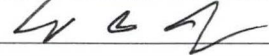

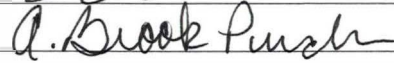
A. Assessment Measures:




- 1) How many different assessment measures were used? Five

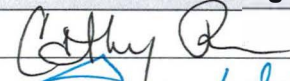
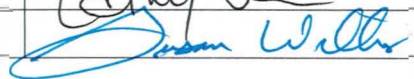
Documentation of Faculty Assessment

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) Reviewed by  Data Collector  

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

- 2) List the direct measures (see rubric): Rubric-scored capstone project, Rubric-scored capstone presentation, Critical Thinking and Ethic case study, and Pre-Test/Post-Tests in SP 3950 MBA Preparatory.
- 3) List the indirect measures (see rubric): Course grade in BADM 5223 Business Law.

B.

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
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.

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	The sampling methodology is appropriate for most assessment	The sampling methodology is appropriate for some assessment	The sampling methodology is appropriate for none of the

measures.	measures.	measures.	assessment measures.
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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
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.

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	The faculty role is identified and it	The faculty roles are not identified.	The faculty roles are not identified.

and it is apparent that the majority of the faculty participated in the process. The roles are varied.

is apparent that the majority of the faculty participated in the process. The roles are not varied.

Few faculty participated.

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