

Degree Program Student Learning Report

Revised August 2017

Department of Business

BS in Business Administration

For 2016-2017 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the school, department, and degree program missions.

University Mission	School Mission	Department Mission	Degree Program Mission
<p>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>	<p>The mission of the School of Professional Studies (SPS) to develop students' skills and knowledge so they can successfully perform in their professional career of choice, and to prepare them to be lifelong learners in a diverse society. This is accomplished in a positive academic climate which is supported by academic and intellectual freedom, and faculty who are dedicated to a quality educational experience.</p>	<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.</p>	<p>The BSBA is designed to meet the continued demand for business administration majors who understand the function of business and can utilize those functions in an increasingly competitive, global economy.</p>

University Mission	School Mission	Department Mission	Degree Program Mission
	and foster student achievement of their personal and professional goals reflective of their field of study. Innovative teaching strategies are used across diverse educational platforms to facilitate student learning outcomes.		

B. Align school purposes, department purposes, and program student learning outcomes with their appropriate University commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The SPS provides this support by providing two-year, four-year, and graduate educational opportunities in business, sport management, technology, justice studies, nursing, and emergency medical services.	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.			
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			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
pursuits and continuous improvement of programs.			
To provide university-wide student services, activities and resources that complement academic programs.			
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.		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.

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
As a department, we will continue to re-evaluate our assessment measures to continue making improvements within our department.	Y	The program was not reviewed during the last cycle. The current SLO's were reviewed. It was determined to not make any changes to the current SLO's.

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
A peer review was not conducted last year.		

PART 4
Evidence of Student Learning

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

A.						
Student Learning Outcome						
SLO #1: Students will demonstrate competence in specialized business skills and technologies.						
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)	
1A. On-site supervisor evaluations of the 150-hour internship experience of BADM 4793; Business	1A. 90% percent of students will receive a 5 or better (7-point scale) on both supervisor	1A. Business majors enrolled in BADM 4793.	1A. N = 3	1A. All students received 5 or above on the internship experience evaluation.	Y	

**A.
Student Learning Outcome**

SLO #1: Students will demonstrate competence in specialized business skills and technologies.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																																
<p>1B. ETS Field Test: 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.</p>	<p>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.</p>	<p>1B. All students in the capstone course MGMT 4813. Strategies and Policies will be administered the ETS Field Test.</p>	<p>1B N =45 Fall 2016 N = 47 Spring 2017</p>	<p>1B. Fall 2016. 34 of 45 (76%) scored above 140. Instructor failed to differentiate online students from on-ground students. Spring 2017. 35 of 47 (74%) scored about 140.</p> <table border="1" data-bbox="181 1249 873 1730"> <thead> <tr> <th></th> <th>2016-2017</th> <th>Ass ind Spring 2017</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>Ass Ind</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Acctg</td> <td align="center">43</td> <td></td> <td align="center">46</td> </tr> <tr> <td>Econ</td> <td align="center">41</td> <td></td> <td align="center">41</td> </tr> <tr> <td>Mgmt</td> <td align="center">63</td> <td></td> <td align="center">64</td> </tr> <tr> <td>Quant</td> <td align="center">34</td> <td></td> <td align="center">33</td> </tr> <tr> <td>Fin</td> <td align="center">39</td> <td></td> <td align="center">37</td> </tr> <tr> <td>Legal Soc</td> <td align="center">49</td> <td></td> <td align="center">49</td> </tr> </tbody> </table>		2016-2017	Ass ind Spring 2017	2016-2017	Ass Ind				Acctg	43		46	Econ	41		41	Mgmt	63		64	Quant	34		33	Fin	39		37	Legal Soc	49		49	<p align="center">Y</p>
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A.
Student Learning Outcome

SLO #1: Students will demonstrate competence in specialized business skills and technologies.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)												
	1C. CPA Exam Passage Rate	1C. State ranking	NA	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Info Sys</td> <td style="text-align: center;">51</td> <td></td> <td style="text-align: center;">53</td> </tr> <tr> <td>Infl Issues</td> <td style="text-align: center;">51</td> <td></td> <td style="text-align: center;">53</td> </tr> <tr> <td>Mktg</td> <td style="text-align: center;">50</td> <td></td> <td style="text-align: center;">52</td> </tr> </table>	Info Sys	51		53	Infl Issues	51		53	Mktg	50		52	
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			NA	1C. RSU is ranked 3 rd in Oklahoma.													

H.
Conclusions

Supervisors in the field continue to be satisfied with the overall performance of our students. The students' performance during the internship indicates students are taking what they learn in their core course work and are applying it to their internship.

A.
Student Learning Outcome

SLO #2: The student will demonstrate mastery of current knowledge, theory and research in Business.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
2A. Pre and Post Test	2A. Students will improve	2A. Required course for all	2A. Summer 2016: N = 38	2A. Summer 2016 (Online): Pre avg – 41%	Y

A.
Student Learning Outcome

SLO #2: The student will demonstrate mastery of current knowledge, theory and research in Business.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
scores from MKTG 3113 Principles of Marketing.	post-test scores over pre-test scores by at least 10%.	AA Business Administration majors. Complete sections were chosen as samples.	Fall 2016: N = 73 Spring 2017: N = 51	Post avg – 79% Pre avg – 60% Post avg – 80% (Online) Pre avg – 63% Post avg – 77% Pre avg – 63% Post avg – 79%	N (Fall 2016) Y (Spring 2017)
2B. Pre and Post Test scores from BCOM 3113 Business Communication.	2B. Students will improve post-test scores over pre-test scores by at least 10%.	2B. Required course for all Business Administration majors. Three sections were chosen as a sample.	2B. Fall 2016: N = 51 Spring 2017: N = 20	2B: Fall 2016: An 8% improvement in posttest scores was achieved. Spring 2017: A 12.9% improvement in posttest scores was achieved.	Y
2C. Pre and Post Test scores from ECON 3003 International Economic Issues and Policies	2C. Students will improve post-test scores over pre-test scores by at least 10%.	2C. Required course for all Business Administration majors. Both sections were included in measure.	2C. N=46	2C. Pre test avg: 51.6% Post test avg: 67.1%	Y

H.
Conclusions

Post-test MKTG 3113 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. We are continuing to see improvement in student proficiency of basic communication skills (business writing and speaking). The Business Communications faculty are continually improving the curriculum and assignments for this course. On-ground and online students are showing proficiency in legal issues surrounding business practices. A new instructor revised the ECON 3003 curriculum. Student learning has improved as compared to last year. The Economics faculty are continuing to revise the curriculum in ways that will make a positive impact on student learning.

A.
Student Learning Outcome

SLO #3: The student will evaluate the quality of the internship experience and the business educational experience.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
3. A self-evaluation will be completed by each student intern over their internship experience in BADM 4793 Business Internship.	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=3	3. 3 of 3 students (100%) rated themselves with a 6 or better on the internship self-evaluation.	

H.
Conclusions

This measurement serves as some indication of the students' sense of preparedness to work in business. Student responses show their confidence and belief that they possess the knowledge and skills to perform in the industry.

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
Greater emphasis is being placed on encouraging more students to do internships. Therefore, greater emphasis will be placed on assessing the student learning occurring during the internship experience and the relationship to core Business classes.	SLO1: Students will demonstrate competence in specialized business skills and technologies.	BADM 4793 is an elective course; however, students continue to report the benefits from participating and the practical learning that occurs. Therefore, the faculty believe that greater emphasis should be placed on encouraging students to intern. In addition, supervisors continue to report that Business students are prepared for internships and full-time work. We wish to continue to build upon this success.

PART 6
Summary of Assessment Measures

- A. How many different assessment measures were used? 7**
- B. List the direct measures (see appendix): 6**
- C. List the indirect measures (see appendix): 1**

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

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

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Athy Kannermer	Athy Kannermer	9-28-17
Dean	Susan Willis	Susan Willis	9-28-17