

Degree Program Student Learning Report

Revised August 2017

Department of Business

BS in Business Administration

For 2018-2019 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.	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.	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 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.

University Mission	School Mission	Department Mission	Degree Program Mission
	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, nursing, and emergency medical services.	Offer a baccalaureate program that promotes lifelong learning and prepares the student for graduate education in sport management, business, or law.	SLO#1: The student will demonstrate appropriate management and leadership skills in the industry in a variety of events and venues and for varying populations.
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 graduate with an educational foundation containing the crucial body of knowledge necessary for employment in sport management.	SLO#2: The student will apply ethical, accounting, management, marketing and communication principles to business scenarios.
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.		
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide university-wide student services, activities and resources that complement academic programs.		Provide business graduates to meet the needs of the area, state, region and nation.	SLO#3: Students will be able to express substantive ways in which the degree has prepared them for a career in business.
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

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
The program was not subject to review in the previous cycle.	NA	NA

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
The program was not subject to review in the previous cycle.	NA	NA

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.

SLO #1: The student will demonstrate appropriate management and leadership skills in the industry in a variety of events and venues and for varying populations.						
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)	
1A. On-site supervisor evaluation of the 150-hour internship experience of BADM 4793: Business Internship.	1A. Eighty percent of students will receive a 5 or better (7-point Likert scale) on the supervisor evaluation	1A. All students enrolled in BADM 4793: Business Internship. Internship is an elective course for BSBA students.	1A. N = 2	1A. 2 of 2 (100%) students received 7 on the internship supervisor evaluation.	1A. Y	

SLO #1: The student will demonstrate appropriate management and leadership skills in the industry in a variety of events and venues and for varying populations.

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<p>1B. Students are administered the Educational Testing Service Field Test in Business. The field test measures student knowledge in nine 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 will be administered the ETS Field Test</p>	<p>1B. N=60</p>	<p>1B.</p> <table border="1" data-bbox="527 1207 1299 1554"> <thead> <tr> <th colspan="4">MFT Scores</th> </tr> <tr> <th>Scaled Score Range</th> <th>Spring 2018</th> <th>Fall 2018</th> <th>Spring 2019</th> </tr> </thead> <tbody> <tr><td>200</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>195-199</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>190-194</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>185-189</td><td>0</td><td>1</td><td>0</td></tr> <tr><td>180-184</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>175-179</td><td>3</td><td>0</td><td>0</td></tr> <tr><td>170-174</td><td>2</td><td>1</td><td>1</td></tr> <tr><td>165-169</td><td>3</td><td>1</td><td>2</td></tr> <tr><td>160-164</td><td>9</td><td>0</td><td>12</td></tr> <tr><td>155-159</td><td>6</td><td>5</td><td>17</td></tr> <tr><td>150-154</td><td>9</td><td>10</td><td>8</td></tr> <tr><td>145-149</td><td>16</td><td>8</td><td>11</td></tr> <tr><td>140-144</td><td>8</td><td>4</td><td>4</td></tr> <tr><td>135-139</td><td>6</td><td>9</td><td>4</td></tr> <tr><td>130-134</td><td>0</td><td>4</td><td>1</td></tr> <tr><td>125-129</td><td>0</td><td>2</td><td>0</td></tr> <tr><td>120-124</td><td>0</td><td>0</td><td>0</td></tr> </tbody> </table> <table border="1" data-bbox="276 1207 487 1753"> <thead> <tr> <th colspan="2">Spring 2018</th> <th colspan="2">Standard Deviation</th> </tr> </thead> <tbody> <tr> <td>Mean</td> <td>153</td> <td></td> <td>11</td> </tr> <tr> <td>Scaled Score</td> <td></td> <td>Mean</td> <td>Standard Deviation</td> </tr> <tr> <td>Fall 2018</td> <td></td> <td>Mean</td> <td>Standard Deviation</td> </tr> <tr> <td>Scaled Score</td> <td></td> <td>147</td> <td>12</td> </tr> <tr> <td>Spring 2019</td> <td></td> <td>Mean</td> <td>Standard Deviation</td> </tr> <tr> <td>Scaled Score</td> <td></td> <td>148</td> <td>9</td> </tr> </tbody> </table>	MFT Scores				Scaled Score Range	Spring 2018	Fall 2018	Spring 2019	200	0	0	0	195-199	0	0	0	190-194	0	0	0	185-189	0	1	0	180-184	0	0	0	175-179	3	0	0	170-174	2	1	1	165-169	3	1	2	160-164	9	0	12	155-159	6	5	17	150-154	9	10	8	145-149	16	8	11	140-144	8	4	4	135-139	6	9	4	130-134	0	4	1	125-129	0	2	0	120-124	0	0	0	Spring 2018		Standard Deviation		Mean	153		11	Scaled Score		Mean	Standard Deviation	Fall 2018		Mean	Standard Deviation	Scaled Score		147	12	Spring 2019		Mean	Standard Deviation	Scaled Score		148	9	<p>1B. Y</p>
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1C. ETS Field Test in Business.	1C. Students will perform to the 50 th percentile in each of the nine major areas on the ETS Field Test.	1C. All Students in capstone sections.	1C. N=60	<table border="1"> <thead> <tr> <th colspan="4">1C.</th> </tr> <tr> <th>Assessment Indicator Number</th> <th>Assessment Indicator Title</th> <th>Spring 2018 Mean Percent Correct</th> <th>Fall 2018 Mean Percent Correct</th> <th>Spring 2019 Mean Percent Correct</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Accounting</td> <td>47</td> <td>42</td> <td>46</td> </tr> <tr> <td>2</td> <td>Economics</td> <td>44</td> <td>38</td> <td>39</td> </tr> <tr> <td>3</td> <td>Management</td> <td>68</td> <td>62</td> <td>64</td> </tr> <tr> <td>4</td> <td>Quantitative Business Analysis</td> <td>34</td> <td>33</td> <td>32</td> </tr> <tr> <td>5</td> <td>Finance</td> <td>41</td> <td>41</td> <td>40</td> </tr> <tr> <td>6</td> <td>Marketing</td> <td>53</td> <td>46</td> <td>49</td> </tr> <tr> <td>7</td> <td>Legal and Social Environment</td> <td>49</td> <td>44</td> <td>46</td> </tr> <tr> <td>8</td> <td>Information Systems</td> <td>54</td> <td>49</td> <td>51</td> </tr> <tr> <td>9</td> <td>International Issues</td> <td>43</td> <td>37</td> <td>40</td> </tr> </tbody> </table>	1C.				Assessment Indicator Number	Assessment Indicator Title	Spring 2018 Mean Percent Correct	Fall 2018 Mean Percent Correct	Spring 2019 Mean Percent Correct	1	Accounting	47	42	46	2	Economics	44	38	39	3	Management	68	62	64	4	Quantitative Business Analysis	34	33	32	5	Finance	41	41	40	6	Marketing	53	46	49	7	Legal and Social Environment	49	44	46	8	Information Systems	54	49	51	9	International Issues	43	37	40	1C. Y
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H. Conclusions

1A: Supervisors evaluate interns on the following: professionalism, attitude, adaptability and co-worker cooperation. Since students self-select to pursue and internship experience, these students tend to be highly motivated and confident in their career choices. Supervisors have reported that they have been pleased with the level of knowledge and skill that RSU business students bring to their businesses and organizations.

1B: 60 students completed the Business MFT and 91.7% attained a score greater than 140; RSU is performing at or better than national average indicating learning outcome is being satisfactorily met.

1C: Each assessment indicator provides a list of the mean (average) percent correct of test questions answered in particular subdomains/content areas for the group as a whole. Although our students only met the 50% standard within two indicators, they continue to perform within or above national standards.

**A.
Student Learning Outcome**

SLO #2: The student will apply ethical, accounting, management, marketing, and communication principles to business scenarios.																				
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)															
2A. Final exam scores for ACCT 2103: Accounting I.	2A. Seventy percent of students will earn a C or better on the final exam.	2A. Required of all AA in Accounting majors.	2A. N=30	2A. Twenty-six students earned an A or B, 2 students earned a C, and 2 students earned below a C. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr> <td>12</td><td>14</td><td>2</td><td>1</td><td>1</td></tr> <tr> <td>%</td><td>40</td><td>47</td><td>7</td><td>3</td></tr> </table>	A	B	C	D	F	12	14	2	1	1	%	40	47	7	3	2A. Y
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2B. Final exam scores for ACCT 2203: Accounting II.	2B. Seventy percent of students will earn a C or better on the final exam.	2B. Required of all AA in Accounting majors.	2B. N=45	2B. Twenty-four students earned an A or B, 2 students earned a C, and 2 students earned below a D. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td></tr> <tr> <td>7</td><td>31</td><td>4</td><td>3</td></tr> <tr> <td>%</td><td>15.6</td><td>68.8</td><td>8.9</td><td>6.7</td></tr> </table>	A	B	C	D	7	31	4	3	%	15.6	68.8	8.9	6.7	2B. Y		
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2C. Pre & post test scores for BADM 3113: Business Communications.	2C. Students will improve posttest scores over pretest scores by at least 10%.	2C. Required of all AA in Accounting students.	2C. N=28	2C. Pretest AVG – 61.6% Posttest AVG – 76.8%	2C. Y															
2D. Pre & post test scores for MKTG 3113: Principles of Marketing.	2D. Students will improve posttest scores over pretest scores over pretest	2D. Required of all AA in Accounting students.	2D. N=32	2D. Pretest AVG – 35.63% Posttest AVG – 87.5%	2D. Y															

**A.
Student Learning Outcome**

SLO #2: The student will apply ethical, accounting, management, marketing, and communication principles to business scenarios.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																		
2E. Self-assessment exam scores for MGMT 3013: Principles of Management.	scores by at least 10%. 2E. Seventy percent of students will earn a 21 or higher (out of 30) on the self-assessment exam.	2E. Required of all AA in Accounting students.	2E. N=23	2E. Twenty-three (100%) students scored above a 21 on the self-assessment exam.	2E. Y																		
2F. Pre & Post Test scores for ECON 2113: Principles of Macroeconomics.	2F. Students will improve posttest scores over pretest scores by at least 10%.	2F. Required of all AA in Accounting students.	2F. N=41	2F. Pretest AVG – 51% Posttest AVG – 82.3%	2F. Y																		
2G. Comprehensive final exam scores for ECON 2123: Principles of Microeconomics.	2G. Seventy percent of students will earn a C or better on the comprehensive final exam.	2G. Required of all AA in Accounting students.	2G. N=74	2G. <table border="1" data-bbox="519 1239 641 1627"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>19</td> <td>24</td> <td>17</td> <td>7</td> <td>7</td> </tr> <tr> <td>%</td> <td>26</td> <td>32.2</td> <td>23</td> <td>9.4</td> <td>9.4</td> </tr> </tbody> </table>		A	B	C	D	F	N	19	24	17	7	7	%	26	32.2	23	9.4	9.4	2G. Y
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2H. Pre & Post Test scores for ECON 3003: International Economic Issues and Policies.	2H. Students will improve posttest scores over pretest scores by at least 10%.	2H. Required course for all Business Administration majors. Both sections were included in measure	2H. 7 (on-ground section) 29 (online section)	2H. Pretest AVG – 64% Posttest AVG – 83% Pretest AVG – 47.5% Posttest AVG – 73%	2H. Y																		

**A.
Student Learning Outcome**

SLO #2: The student will apply ethical, accounting, management, marketing, and communication principles to business scenarios.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
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H.

Conclusions

2A: 94% of students earned a 70% or greater on final exam in ACCT 2103: Accounting I, indicating learning outcome is being satisfactorily met.

2B: 93.1% of students earned a 70% or greater on final exam in ACCT 2203: Accounting I, indicating learning outcome is being satisfactorily met.

2C: Learning improvement in BADM 3113: Business Communications of 15.2%, indicating learning outcome is being satisfactorily met.

2D: Learning improvement in MKTG 3113: Principles of Marketing of 51.9%, indicating learning outcome is being satisfactorily met.

2E: All students scored a 21 or greater on the self-assessment exam MGMT 3013: Principles of Management, indicating learning outcome is being satisfactorily met.

2F: Learning improvement ECON 2113: Principles of Macroeconomics of 31%, indicating learning outcome is being satisfactorily met.

2G: 81% of students earned a 70% or greater on final exam in ECON 2123: Principles of Microeconomics, indicating learning outcome is being satisfactorily met.

2H: Learning improvement in ECON 3003: International Economic Issues and Policies of 19% for on-ground and 25.5% online courses, indicating learning outcome is being satisfactorily met.

A.
Student Learning Outcome

SLO #3: Students will be able to express substantive ways in which the degree has prepared them for a career in business.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)				
<p>3A. On-site supervisor evaluation of the 150-hour field experience of BADM 4793 Business Internship</p>	<p>3A. Eighty percent of students will receive a 5 or better (7-point Likert scale) on both supervisor evaluations</p>	<p>3A. 2 of 2 surveyed.</p>	<p>3A. N = 2</p>	<p>3A. 1 of 1 (100%) students received 6 or above on the internship experience evaluation:</p> <table border="1" data-bbox="1092 1245 1170 1402"> <tr> <td>N</td> <td>2</td> </tr> <tr> <td>%</td> <td>100</td> </tr> </table>	N	2	%	100	<p>3A. Y</p>
N	2								
%	100								
<p>3B. A self-evaluation will be completed by each student intern over their internship experience in BADM 4793 Business Internship.</p>	<p>3B. Eighty percent of students will rate the quality of their internship experience as valuable.</p>	<p>3B. 2 of 2 surveyed.</p>	<p>3B. N=2</p>	<p>3B. 2 of 2 students (100%) rated their internship experience as valuable.</p>	<p>3B. Y</p>				

H.

Conclusions

3A: Supervisors evaluate interns on the following: professionalism, attitude, adaptability and co-worker cooperation and based on supervisor evaluations, students are meeting their expectations.

3B: The self-evaluation scores along with internship supervisor scores serve as some indication of the sense of preparedness to work in the sport industry. Students reported specific business skills that they were exposed to by the employers. Both students reported that their confidence and level of business understanding increased as a result of the experience.

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
No changes proposed		

PART 6
Summary of Assessment Measures

- A. How many different assessment measures were used?
 - a. 13
- B. List the direct measures (see appendix):
 - a. Comprehensive exams
 - b. Internship or clinical evaluations
 - c. Pre/post exams
 - d. Third-party exams such as field tests, certification exams, or licensure exams
- C. List the indirect measures (see appendix):
 - a. NA

Documentation of Faculty Assessment

- 8) A. How many full time faculty (regardless of department affiliation) teach in the program? [Click here to enter text.](#)
 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
Amanda Moore A. Brook Funder	collect data, analyze data, prepare report, review report, etc.	Amanda Moore A. Brook Funder

9) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Cathy Koenig	Cathy Koenig	5/31/19
Dean	Susan Wilts	Susan Wilts	5-31-19