

# Degree Program Student Learning Report

Revised August 2017

## Department of Business

### Master of Business Administration

### 2018-2019 AY

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

<b>University Mission</b>	<b>School Mission</b>	<b>Department Mission</b>	<b>Degree Program Mission</b>
<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) 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.</p> <p>Curricula for the associate, bachelors and graduate degrees are developed by expert faculty who are dedicated to an excellence in teaching, research and university service. The programs in the SPS are dynamic, and foster student</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 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.</p>

University Mission	School Mission	Department Mission	Degree Program Mission
	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 graduate program that promotes lifelong learning and prepares the student for advancement in business.	<b>SLO#1:</b> 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 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 business.	<b>SLO#2:</b> 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.	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.	
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.	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide university-wide student services, activities and resources that complement academic programs.		Provide MBA graduates to meet the needs of the area, state, region and nation.	
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.

<b>Peer Review Feedback</b>	<b>Implemented (Y/N)</b>	<b>Comments</b>
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 develop an integrative understanding of the key functions of business administration including management, marketing, accounting, and finance.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																				
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=15	1A. <b>Fall 2018:</b> 15 of 15 students earned a C or better on the project. <table border="1" data-bbox="885 1249 998 1470"> <tr><td>A</td><td>B</td><td>C</td></tr> <tr><td>9</td><td>3</td><td>3</td></tr> <tr><td>%</td><td>60</td><td>20</td><td>20</td></tr> </table> <b>Spring 2018:</b> Two students scored 80 or above, 2 scored between 70 and 79, and 1 scored between 60 and 69. <table border="1" data-bbox="625 1228 738 1470"> <tr><td>B</td><td>C</td><td>D</td></tr> <tr><td>2</td><td>2</td><td>1</td></tr> <tr><td>%</td><td>40</td><td>40</td><td>20</td></tr> </table>	A	B	C	9	3	3	%	60	20	20	B	C	D	2	2	1	%	40	40	20	Y
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9	3	3																							
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1B. Rubric-graded leadership presentation in MGMT 5133: Organizational Behavior.	1B. Eighty percent of students will earn a B (80%) or better.	1B. Core MBA course. Required for all MBA students.	1B. n=17	1B. 16 of 17 students earned an A on the project. <table border="1" data-bbox="300 1228 414 1407"> <tr><td>A</td><td>F</td></tr> <tr><td>16</td><td>1</td></tr> <tr><td>N</td><td></td></tr> <tr><td>%</td><td>94</td><td>6</td></tr> </table>	A	F	16	1	N		%	94	6	Y											
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H.  
Conclusions

SLO #1: The student will develop an integrative understanding of the key functions of business administration including management, marketing, accounting, and finance.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
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Performance of students in MGMT 5313 was far higher than performance from the previous semester (Spring 2018 data provided for reference). Students still struggle greatly understanding financial ratios and how to interpret this material for a company's use. The department must emphasize the understanding of financial ratios within FINA 5133 Financial Management as well as the entry-level prep course taken by candidates without a Business undergraduate degree. Students in the Fall 2018 class suggested that FINA 5133 Financial Management be offered in the 8-week period immediately before MGMT 5313 Business Strategy. They believe that learning how to interpret financial ratios immediately before beginning capstone would be beneficial. Students once again performed exceptionally well in MGMT 5133.

**A.**  
**Student Learning Outcome**

SLO #2: 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.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)												
2. Rubric-graded business plan in MGMT 5313: Business Strategy.	2. Eighty percent of students will score a B (80%) or better.	2. Core MBA course. Required for all MBA students.	2. n=15	2. Fall 2018: 15 of 15 students earned a C or better on the project. <table border="1" style="display: inline-table; vertical-align: middle;"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>9</td> <td>3</td> <td>3</td> </tr> <tr> <td>%</td> <td>60</td> <td>20</td> <td>20</td> </tr> </tbody> </table>		A	B	C	N	9	3	3	%	60	20	20	Y
	A	B	C														
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%	60	20	20														

**H.**  
**Conclusions**

2A. Students were required to complete the capstone project in groups of three. Each group was formed by the instructor who considered undergraduate degree/emphasis as well as current occupation (skills) when building the teams. As possible each team allowed group members the opportunity to showcase and to lead within their strengths (accounting, operations, marketing, etc). The students learned project management, time management and conflict resolution while developing viable business plans.

**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.

<b>Proposed Change</b>	<b>Applicable Learning Outcomes</b>	<b>Rationale and Impact</b>
No changes proposed		

**PART 6**  
**Summary of Assessment Measures**


- A. How many different assessment measures were used? 2
- B. List the direct measures (see appendix): rubric-graded business plan in MGMT 5313: Business Strategy and rubric-graded leadership presentation in MGMT 5133: Organizational Behavior.
- C. List the indirect measures (see appendix):

**PART 7**  
**Faculty Participation and Signatures**

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

Faculty Name	Assessment Role	Signature

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Cathy Konnerer		5/31/19
Dean	Susan W. Tils		5-31-19