<table>
<thead>
<tr>
<th>Degree Program Mission</th>
<th>Department Mission</th>
<th>School Mission</th>
<th>University Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. State the school, department, and degree program missions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PART 1**

**FOR 2018-2019 Academic Year**

**BS in Business Administration**

Revised August 2017

**Degree Program Student Learning Outcomes**
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Department Purposes</th>
<th>School Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide an environment which fosters a sense of diversity and inclusion, and promotes leadership skills.</td>
<td>Communication in multiple methods of learning and teaching.</td>
<td>Service to diverse society and leadership through traditional and innovative methods.</td>
</tr>
<tr>
<td>Organizational leadership and research in knowledge, theory and research in the social sciences.</td>
<td>Innovative programs that support students' specialization in educational foundation courses.</td>
<td>To provide a diverse liberal arts education that supports specialization.</td>
</tr>
<tr>
<td>The student will demonstrate mastery of current business, and critical and creative thinking.</td>
<td>Business and emergency services.</td>
<td>Educational foundation courses.</td>
</tr>
<tr>
<td>Educational leadership, and research in knowledge, theory and research in the social sciences.</td>
<td>Education in sport management, and emergency services.</td>
<td>Educational foundation courses.</td>
</tr>
<tr>
<td>Bachelor's degrees, and seven associate degrees.</td>
<td>Bachelor's degrees.</td>
<td>Bachelor's degrees.</td>
</tr>
</tbody>
</table>

**University Commitments**

- Achieve educational outcomes that are used across diverse programs and fields of study.
- Innovative teaching strategies are used across diverse programs and fields of study.
- To provide quality associate degree, bachelor's degree, and graduate degrees.
- To provide a diverse liberal arts education that supports specialization.
- To promote academic freedom and intellectual diversity.
- To provide support for diverse student learning outcomes.
- To provide support for diverse student learning outcomes.
- To provide support for diverse student learning outcomes.
- To provide support for diverse student learning outcomes.
- To provide support for diverse student learning outcomes.
<table>
<thead>
<tr>
<th>NA</th>
<th>NA</th>
<th>Proposed Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Implemented?</td>
<td>Y/N</td>
</tr>
</tbody>
</table>

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

Proposed or implemented on this academic year.

Please note if no changes were either proposed or implemented in the preceding report, should also be reported and discussed here. 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.

Revisit each institutional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed or implemented change was implemented or commented 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.

Revisit each institutional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed or implemented change was implemented or commented 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.

**PART 2**

<table>
<thead>
<tr>
<th>University Commitments</th>
<th>Student Learning Outcomes</th>
<th>Department Purposes</th>
<th>School Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide ORAL graduates to meet the needs of the area, state, region and nation.</td>
<td>STO#2: Students will be able to express substantive ways in which career in business.</td>
<td>To promote and encourage student, faculty, staff and community climate that creates opportunities for interaction in a positive academic environment.</td>
<td>To support and strengthen student, faculty and administrative structures, programs, and resources.</td>
</tr>
<tr>
<td>The institution encourages the university's core mission, faculty, and the administration's commitment to that mission.</td>
<td></td>
<td></td>
<td>To support and strengthen student, faculty and administrative structures, programs, and resources.</td>
</tr>
<tr>
<td>The institution recognizes the unique role universities play in society.</td>
<td></td>
<td></td>
<td>To provide university-wide student, faculty, and administrative structures, programs, and resources.</td>
</tr>
</tbody>
</table>
The program was not subject to review in the previous cycle.

<table>
<thead>
<tr>
<th>Comments</th>
<th>Implemented</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>This faculty-led oversight is integral to AAB’s commitment to the continuous improvement of student learning and institutional effectiveness. The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process.</td>
</tr>
</tbody>
</table>

Response to University Assessment Committee Peer Review
### Evidence of Student Learning

#### SLO #1: The student will demonstrate mastery of current knowledge, theory and research in organizational leadership.

Below for each additional outcome, SLO numbers should be updated accordingly.

**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 evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I) above. For the degree program, see the.

<table>
<thead>
<tr>
<th>Standard Met (Y/N)</th>
<th>Size of Sample (n)</th>
<th>Sampling Method</th>
<th>Standard Performance</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Conclusions

IC. Eighty percent (80%) or better.

IC. Rubric-graded Leadership Research.

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IC. Eighty percent (80%) or better.

IC. Rubric-graded Leadership Research.
Proposed Institutional or Assessment Changes

PART 5

The majority of OGL students are fully employed while completing the BS in Organizational Leadership. It is encouraging and speaks to the quality of student learning outcomes. The department can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weaknesses gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below is a discussion of changes the department is considering which are aimed at improving institutional effectiveness.

Both programs that OGL students are becoming interested in and pursuing graduate education at RUI.

The following conclusions can be drawn:

1. Acceptees into the RUI MPA program from this current academic year are graduating and employed.
2. Students report having full-time
3. E. Sample
4. Performance
5. Measure
6. A.

Student Learning Outcomes

A.

Practice these skills. The department will look at methods to improve verbal communication skills and increase opportunities for OGL students to

However, eighty percent was set as the standard because employees are expected to verbally communicate in an articulate and above-average student performed an average (C or better) level on the Capstone Presentation assessment. The performance standard was set at eighty percent (80).
C. List the indirect measures (see appendix): Responses to Risk Alumini Survey.


B. List the direct measures (see appendix): Rubric-based Leadership Research Paper in ORUL 3113: Foundations of Organizational Leadership.

How many different assessment measures were used? 4

### Summary of Assessment Measures

**PART 6**

<table>
<thead>
<tr>
<th>Rationale and Impact</th>
<th>Applicable Learning Outcomes</th>
<th>Proposal Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating mastery of current knowledge also includes the ability to speak in an articulate manner in a professional setting.</td>
<td>The student will demonstrate mastery of current knowledge, theory, and research in organizational leadership.</td>
<td>Increase opportunities for other students to improve verbal communication skills and methods to practice these skills.</td>
</tr>
</tbody>
</table>
### Documentation of Faculty Participation and Review

**PART 6 (A & B)**

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicated during the face-to-face peer review session. Improving student learning or student engagement in the classroom. Please provide a brief description below. More detail can be shared pedagogical insights that improves student learning or classroom engagement.</td>
</tr>
</tbody>
</table>

**Dean**

**Department Head**

**Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Signatures</th>
<th>Names</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reviewed by:**

**Faculty Members**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Roles in the Assessment Process</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(e.g., collect data, analyze data, prepare report)</td>
</tr>
</tbody>
</table>

A. Provide the names and signatures of faculty members who contributed to this report and indicate their respective roles.