

Degree Program Student Learning Report

Revised November 2019

Department of Business

BS in Business Administration

For 2019-2020 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.	<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</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.	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 and global economy.

University Mission	School Mission	Department Mission	Degree Program Mission
	service. The programs in the SPS 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, and nursing.	Offer a baccalaureate program that promotes critical thinking in various facets of business and excellence in communication for business practices.	Revised SLO #1: The student will demonstrate the ability to think critically, while using excellent business communication practices, to solve problems in management, accounting, and marketing.
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 student with an educational foundation containing the crucial body of knowledge necessary for employment in management, accounting, human resource management, and marketing. This is accomplished through innovative teaching practices in a safe learning environment that promotes tolerance for diverse perspectives in culture and society.	
To provide a general liberal arts education that supports specialized	The baccalaureate degrees are taught with a general education	Facilitate students' willingness to expand their knowledge from	Revised SLO #2: The student will be able to utilize his/her degree to

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
academic programs and prepares students for lifelong learning and service in a diverse society.	liberal arts perspective and an emphasis in a specialized business field.	baccalaureate programs to graduate degree programs so that students truly become lifelong learners that flourish in a diverse society.	obtain employment in the area of study and/or seek admission to a graduate degree program.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.		Have a diverse faculty that is committed to academic excellence so that students receive the most current information in their academic pursuits.	
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.		To provide business graduates that meet the needs of the local community, state, and national businesses that might benefit from the student's education in this program.	

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
There were no proposed changes in the previous assessment.	n/a	n/a

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
Should the Department Outcome be to prepare students for "employment in sport management"?	Y	This error was corrected.
Do SLOs match the appropriate Department Purposes?	Y	SLOs were revised and now match the appropriate Department Purpose.
Internship supervisor ratings can be a great method of determining student capabilities. However, are the supervisors rating the work ethic of the student or the students' knowledge of business? (See SLO #3) Can you provide the evaluation questions to show how they relate to the learning objective?	Y	SLO #3 has been removed from the Assessment Plan. The Internship ratings did not provide a statistically significant number to represent how well students performed in this area.

Also, if the internship is a voluntary option, is it the best way to assess the program? Even If it is a reasonable assessment tool, if only 2 students out of well over 100 complete it, the value as an assessment tool for the overall program of study is almost completely absent as it is not statistically relevant.		
SLO #1B and #1C. However, the SLO says students “will demonstrate appropriate management and leadership skills in a variety of events and venues.” Should this assessment measure be tied to an SLO that reflects knowledge rather than a demonstration of skills? In addition, what percentage of the students are taking the field tests?	Y	This SLO was updated and a measure will be implemented to accurately assess the new SLO.
SLO #1B and #1C. It would be helpful if you revealed more clearly the numbers or percentages of students who are passing the performance standard rather than making the reader do the math themselves. Finally, is there a way to determine how to improve the scores of those who are not achieving the established performance standard.	Y	The math will be calculated in future assessments. After the new assessment plan is implemented the Business Department faculty will determine where improvement is needed and how create a plan to improve the scores of those students who are not achieving the standards.
SLO #1B. Since the test is divided into nine areas, should you reflect the scores in each of the nine areas in order to best determine in which areas students are excelling and in which areas they are struggling? The SLO does not reveal what is deemed an appropriate score on the MFT in business. Is a 70% an average score or the minimum passing score. Can you clarify the percentage that reveals the national average for each year and why you chose 70%?	Y	In future, scores will be reported in each of the nine areas. In addition, the Performance Standard will be updated to reflect expected student performance in each category as an overall pass/fail measure.
Why did you select the 50 th percentile? If students only met the 50% percentile in two indicators, why is the standard met? What are the national standards and are these standards the absolute minimum in the field or do they represent something else? Since you talk about comparing our students to other programs in SLO #1B, how are students comparing to the national average in SLO #1C?	Y	The 50 th percentile will be used to reflect standards-based grading system. The standard should not have been reported as met. Future SLOs will only use the Major Field Test to assess overall learning, not as a comparative score with students in other programs. Therefore, year-over-year results will be compared to determine is performance is improving.

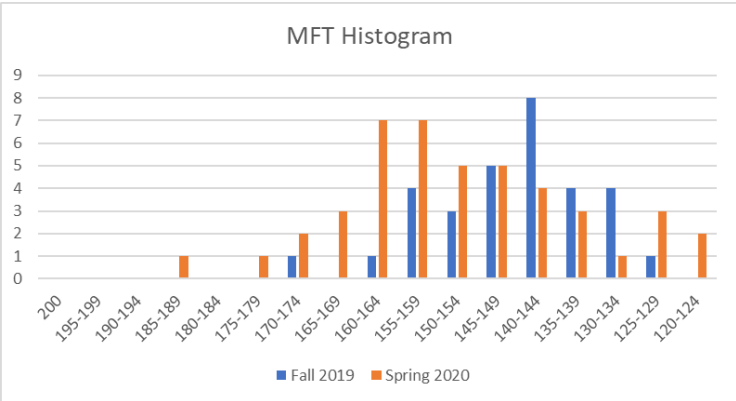
SLOs #2A-G. Do these SLOs reflect the application of principles to business scenarios or do they reflect knowledge of business practices and standards? All of the sampling methods are concerned about AA in Accounting majors. Are all BS in Business Administration required to complete the AA in Accounting? If not, why was this sampling method chosen?	Y	For future assessments, this SLO is changed. All BS in Business majors are not required to do an AA in Accounting, this was a mistake on part of the report writer from the previous cycle.
How does the self-assessment exam reveal the application of principles to business scenarios? Since 100% of students accomplished the standard, have we set the bar too low? Is there anything to be learned from this?	Y	There was nothing to be learned from this assessment practice. The SLO and assessment measure will change for the next assessment cycle.
SLO #2 H Conclusions. If over 90% of our students are meeting our standards, should we consider raising the bar a little so that we have opportunities to improve ourselves?	Y	This standard will change along with the SLOs, assessment measures, and performance measures for the next assessment cycle.
Why is there a difference in on-ground and online courses? Are any of the other standards able to be assessed by differentiating between on-ground and online courses? Could this provide valuable information that could help us improve our courses?	Y	The assessment outcomes in future assessment cycles will not differentiate between online and on ground courses.
SLO #3 should be completely removed. It is not statistically relevant and cannot express ways in which the degree has prepared them for a career in business. This should be removed and replaced with something that is more able to do so. In addition, the supervisors are rating areas that are personal characteristics and intrinsic skills rather than on academic advancement so it is not reflective on the value of the degree in any way.	Y	SLO #3 was removed from the assessment plan for 2020-2021.

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: The student will demonstrate appropriate management and leadership skills in the industry in a variety of events and venues 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 = 4	1A. Three agency supervisors completed the BADM 4793 Form S4 survey. Each of these three students received an overall score of 7. The fourth student participated in a Disney internship that provided their own summary. This student received an overall rating of “successfully met expectations of the role.” The student received “outstanding ratings” on twelve specific evaluation areas and a “satisfactory” rating in one area. 1B. Fall: 22 Of 31 (71%) met the benchmark.	1A. Y

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1B. Students are administered the Educational Testing Service Field Test in Business. The 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.	1B. Seventy percent of the students completing their major coursework will demonstrate their practical applications of business knowledge by score at or above 140 on the ETS Major Field Test in Business.	1B. All students in the capstone will be administered the ETS Field Test.	1B. Fall: 31 Spring: 45 Year: 76	Spring: 35 of 45 (78%) met the benchmark. Year: 56 of 76 (75%) met the benchmark. <table><tr><th colspan="3">TOTAL TEST</th></tr><tr><th>Scaled Score Range</th><th>Fall 2019</th><th>Spring 2020</th></tr><tr><td>200</td><td>0</td><td>0</td></tr><tr><td>195-199</td><td>0</td><td>0</td></tr><tr><td>190-194</td><td>0</td><td>0</td></tr><tr><td>185-189</td><td>0</td><td>1</td></tr><tr><td>180-184</td><td>0</td><td>0</td></tr><tr><td>175-179</td><td>0</td><td>1</td></tr><tr><td>170-174</td><td>1</td><td>2</td></tr><tr><td>165-169</td><td>0</td><td>3</td></tr><tr><td>160-164</td><td>1</td><td>7</td></tr><tr><td>155-159</td><td>4</td><td>7</td></tr><tr><td>150-154</td><td>3</td><td>5</td></tr><tr><td>145-149</td><td>5</td><td>5</td></tr><tr><td>140-144</td><td>8</td><td>4</td></tr><tr><td>135-139</td><td>4</td><td>3</td></tr><tr><td>130-134</td><td>4</td><td>4</td></tr><tr><td>125-129</td><td>1</td><td>2</td></tr><tr><td>120-124</td><td>0</td><td>1</td></tr><tr><td>N</td><td>31</td><td>45</td></tr><tr><td>MEAN</td><td>145</td><td>152</td></tr><tr><td>STD.DEV.</td><td>10</td><td>15</td></tr></table>	TOTAL TEST			Scaled Score Range	Fall 2019	Spring 2020	200	0	0	195-199	0	0	190-194	0	0	185-189	0	1	180-184	0	0	175-179	0	1	170-174	1	2	165-169	0	3	160-164	1	7	155-159	4	7	150-154	3	5	145-149	5	5	140-144	8	4	135-139	4	3	130-134	4	4	125-129	1	2	120-124	0	1	N	31	45	MEAN	145	152	STD.DEV.	10	15	1B. Y
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B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results			G. Standard Met (Y/N)		
1C. ETS Field Test in Business.	1C. The mean percent correct will be at least 50 percent in each of the nine major areas on the ETS Field Test.	1C. All Students in capstone sections.	1C. Fall: 31 Spring: 45	1C.					
				Assessment Indicator Number	Assessment Indicator Title	Fall Mean Percent Correct		Spring Mean Percent Correct	2020 Weighted Averages
				1	Accounting	42		45	44
				2	Economics	39		39	39
				3	Management	58		67	63
				4	Quantitative Business Analysis	28		34	32
				5	Finance	38		41	40
				6	Marketing	47		53	51
				7	Legal and Social Environment	47		52	50
				8	Information Systems	47		53	51
				9	International Issues	36		39	38
H. Conclusions									
<ul style="list-style-type: none">Does the assessment evidence indicate the learning outcome is being satisfactorily met? Although the first two performance standards were met, the third performance standard was not met. For this measure, the performance standard was met in only one area in the fall semester but was met in four areas in the spring semester. This is an improvement over the previous									

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<p>year in which the performance standard was met in only one area in the fall and only two areas in the spring. As discussed in Part 3 above, the benchmark will be changed to promote improvement in year-over-year performance.</p> <ul style="list-style-type: none"> Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? The results reflect a contradictory pattern because of who was being assessed. The Major Field Test gives an accurate representation of what is being learned in the BS in Business Administration program. However, the assessments given in individual classes include students from various degree programs, so it does not provide an accurate assessment. This will be changed for future assessments. What are the most valuable insights gained from the assessment results? The consistent attainment of the benchmark across all nine MFT areas is not realistic. Rather, a year-over-year comparison as an indicator of continuous improvement is relevant. What strengths and weaknesses in student learning do the results indicate? The Major Fields Test reflects several areas of weakness for students. Economics, Quantitative Business Analysis, and International Issues are the weakest. However, these areas do not need addressed for improvement because there are no degree programs in these specific areas. Students will continue to take these classes as part of the overall business degree program. Strong areas of performance are in Accounting, Management, Marketing, and Information Systems. This is a good indicator that students are learning what is necessary for the areas of concentration for the BS in Business Administration. What implications are there for enhancing teaching and learning? The quantitative analysis, economics, and international areas of business should be adjusted for better student learning. It might be good to make sure these classes are offered in face-to-face format rather than in an online environment or to improve online delivery. How can the assessment process be improved? This assessment process can be improved by implementing a survey to know what our students are doing after graduation. Also, updating the SLOs will give the business department better focus regarding assessment measures. 					

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2A. Final 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 BSBA Students.	2A. Fall: 108 Spring: 119 Year: 227	2A. Fall 2019: 102 of 108 (94.4%) >= C <table border="1"> <tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>N</td><td>65</td><td>25</td><td>12</td><td>1</td><td>5</td></tr> <tr><td>%</td><td>60.2%</td><td>23.1%</td><td>11.1%</td><td>0.9%</td><td>4.6%</td></tr> </table> Spring 2020: 104 of 119 (87.4%) >= C <table border="1"> <tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>N</td><td>80</td><td>16</td><td>8</td><td>5</td><td>10</td></tr> <tr><td>%</td><td>67.2%</td><td>13.4%</td><td>6.7%</td><td>4.2%</td><td>8.4%</td></tr> </table> Year: 206 of 227 (90.1%) earned C or better.		A	B	C	D	F	N	65	25	12	1	5	%	60.2%	23.1%	11.1%	0.9%	4.6%		A	B	C	D	F	N	80	16	8	5	10	%	67.2%	13.4%	6.7%	4.2%	8.4%	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 BSBA Students.	2B. Fall: 56 Spring: 91 Year: 147	2B. Fall 2019: 53 of 56 (94.6%) >= C <table border="1"> <tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>N</td><td>32</td><td>15</td><td>6</td><td>1</td><td>2</td></tr> <tr><td>%</td><td>57.1%</td><td>26.8%</td><td>10.7%</td><td>1.8%</td><td>3.6%</td></tr> </table> Spring 2020: 78 of 91 (85.7%) >= C <table border="1"> <tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>N</td><td>32</td><td>15</td><td>6</td><td>1</td><td>2</td></tr> <tr><td>%</td><td>57.1%</td><td>26.8%</td><td>10.7%</td><td>1.8%</td><td>3.6%</td></tr> </table> Year: 131 of 147 (89.1%) earned C or better.		A	B	C	D	F	N	32	15	6	1	2	%	57.1%	26.8%	10.7%	1.8%	3.6%		A	B	C	D	F	N	32	15	6	1	2	%	57.1%	26.8%	10.7%	1.8%	3.6%	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 percent.	2C. Required of all BSBA Students.	2C. Fall: 70 Spring: 72 Year: 142	2C. Average scores: <table><tr><td></td><td>Pre-test</td><td>Post-test</td></tr><tr><td>Fall</td><td>67.1%</td><td>73.1%</td></tr><tr><td>Spring</td><td>69.9%</td><td>82.7%</td></tr><tr><td>Year</td><td>68.5%</td><td>78.0%</td></tr></table>		Pre-test	Post-test	Fall	67.1%	73.1%	Spring	69.9%	82.7%	Year	68.5%	78.0%	2C. N
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2D. Pre & post test scores for MKTG 3113: Principles of Marketing	2D. Students will improve posttest scores over pretest scores by at least 10 percent.	2D. Required of all BSBA Students.	2D. Fall: 111 Spring: 95 Year: 206	2D. Average scores: <table><tr><td></td><td>Pre-test</td><td>Post-test</td></tr><tr><td>Fall</td><td>70.1%</td><td>86.5%</td></tr><tr><td>Spring</td><td>62.1%</td><td>82.9%</td></tr><tr><td>Year</td><td>66.4%</td><td>84.9%</td></tr></table>		Pre-test	Post-test	Fall	70.1%	86.5%	Spring	62.1%	82.9%	Year	66.4%	84.9%	2D. Y
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Spring	62.1%	82.9%															
Year	66.4%	84.9%															
2E. Pre & post test scores for MGMT 3013: Principles of Management	2E. Students will improve posttest scores over pretest scores by at least 10 percent.	2E. Required of all BSBA Students.	2E. Fall: 81 Spring: 75 Year: 156	2E. Average scores: <table><tr><td></td><td>Pre-test</td><td>Post-test</td></tr><tr><td>Fall</td><td>87.4%</td><td>97.2%</td></tr><tr><td>Spring</td><td>76.1%</td><td>83.5%</td></tr><tr><td>Year</td><td>81.9%</td><td>90.6%</td></tr></table>		Pre-test	Post-test	Fall	87.4%	97.2%	Spring	76.1%	83.5%	Year	81.9%	90.6%	2E. N
	Pre-test	Post-test															
Fall	87.4%	97.2%															
Spring	76.1%	83.5%															
Year	81.9%	90.6%															
2F. Pre & post test scores ECON 2113: Principles of Macroeconomics	2F. Students will improve posttest scores over pretest scores by at least 10 percent.	2F. Required of all BSBA Students.	2F. Fall: 30 Spring: 47 Year: 77	2F. Average scores: <table><tr><td></td><td>Pre-test</td><td>Post-test</td></tr><tr><td>Fall</td><td>46.3%</td><td>85.0%</td></tr><tr><td>Spring</td><td>38.0%</td><td>79.2%</td></tr><tr><td>Year</td><td>41.2%</td><td>81.5%</td></tr></table>		Pre-test	Post-test	Fall	46.3%	85.0%	Spring	38.0%	79.2%	Year	41.2%	81.5%	2F. Y
	Pre-test	Post-test															
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Year	41.2%	81.5%															

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)																																				
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 BSBA Students.	2G. Fall: 48 Spring: 59 Year: 107	2G. Fall: 40 of 48 (83%) >= C <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>N</td><td>3</td><td>20</td><td>17</td><td>5</td><td>3</td></tr><tr><td>%</td><td>6.3%</td><td>41.7%</td><td>35.4%</td><td>10.4%</td><td>6.3%</td></tr></table> Spring: 46 of 59 (78%) >= C <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>N</td><td>9</td><td>23</td><td>14</td><td>10</td><td>3</td></tr><tr><td>%</td><td>15.3%</td><td>39.0%</td><td>23.7%</td><td>16.9%</td><td>5.1%</td></tr></table> Year: 86 of 107 (80%) >= C				A	B	C	D	F	N	3	20	17	5	3	%	6.3%	41.7%	35.4%	10.4%	6.3%		A	B	C	D	F	N	9	23	14	10	3	%	15.3%	39.0%	23.7%	16.9%	5.1%	2G. Y
	A	B	C	D	F																																						
N	3	20	17	5	3																																						
%	6.3%	41.7%	35.4%	10.4%	6.3%																																						
	A	B	C	D	F																																						
N	9	23	14	10	3																																						
%	15.3%	39.0%	23.7%	16.9%	5.1%																																						
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. Elective for BSBA Students.	2H. Fall: 31 Spring: 21 Year: 52	2H. Average scores: <table><tr><td></td><td>Pre-test</td><td>Post-test</td></tr><tr><td>Fall</td><td>38.4%</td><td>76.1%</td></tr><tr><td>Spring</td><td>26.4%</td><td>79.1%</td></tr><tr><td>Year</td><td>33.6%</td><td>77.3%</td></tr></table>				Pre-test	Post-test	Fall	38.4%	76.1%	Spring	26.4%	79.1%	Year	33.6%	77.3%	2H. Y																								
	Pre-test	Post-test																																									
Fall	38.4%	76.1%																																									
Spring	26.4%	79.1%																																									
Year	33.6%	77.3%																																									
H. Conclusions																																											
<ul style="list-style-type: none">Does the assessment evidence indicate the learning outcome is being satisfactorily met? Based on the existing assessment measures, the results indicate that the learning outcome is being satisfactorily met. Six of the eight performance standards were met. The two standards that were not met were just under the benchmarks. However, the assessments used for this SLO do not fully reflect the students’ ability to apply ethical accounting, management, marketing, and communication principles to business scenarios. This SLO and assessment measures will be changed for the next assessment cycle.																																											

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)
<ul style="list-style-type: none"> Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? Multiple measures were used for this outcome. The assessment scores reflected in this report do not provide insight into how students perform in the BS in Business Administration program. Changes implement in the Fall of 2020 will provide better insight into on the students in the BS in Business Administration program. See Part 5 for proposed changes to correct this. What are the most valuable insights gained from the assessment results? The results of the assessment do not give insight into specific facets of the BS in Business Administration program because students in other degree options are included in the assessment data. This will be changed for the assessment plan in the fall of 2020. What strengths and weaknesses in student learning do the results indicate? It is difficult to gauge student learning from this assessment as scores are given as an overall average and not individually. How can the assessment process be improved? The assessment process can be improved by only collecting data from students who are in the BS in Business Administration Program. The improvement will be implemented in assessments done in the fall of 2020. 					

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)
3. A self-evaluation will be completed by each student intern over their internship experience in BADM Business Internship.	3. Eighty percent of students will rate the quality of their internship experience as valuable.	3. All students enrolled in BADM 4793: Business Internship.	3. n = 4	3. 100 percent of students rated the quality of their internship experience as valuable.	3. Y
H. Conclusions					
<ul style="list-style-type: none"> Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? Multiple measures are not used for this outcome. N/A What strengths and weaknesses in student learning do the results indicate? Students participating in the internship program consistently indicate that it is a valuable experience. Since a relatively small percentage of students currently participate in internships, the results are not meaningful in assessment of the BSBA degree program. What implications are there for enhancing teaching and learning? This SLO is removed for the fall 2020 assessment plan. 					

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
<p>SLO#1 changed to: The student will demonstrate the ability to think critically, while using excellent business communication practices, to solve problems in management, accounting, and marketing.</p> <p>This will be measured through nine areas tested on the Major Fields Test. The Performance Standard for the Major Fields Test will be adjusted to be more realistic for our students.</p>	Revised SLO #1	The Major Fields Test assesses students in some areas that are not his/her field of study. Performance Standards will be adjusted to reflect this.
<p>SLO #2 changed to: The student will be able to utilize his/her degree to obtain employment in the area of study and/or seek admission to a graduate degree program.</p> <p>A survey will be created to give students who are also taking the Major Fields Test so we can assess if we are preparing students for a career or further study through this baccalaureate degree program. The Sampling Method for this survey will be: Required of all in the capstone class for the BS in Business Administration.</p>	Revised SLO #2	The business faculty would like to know whether students are being employed in his/her field of study or if he/she is furthering education after graduation.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
SLO #3 will be removed	Previous SLO #3	This SLO was not providing statistically significant outcomes.
Performance Standard for SLO #1 will be changed to: The weighted average mean percent correct scores for 5 of 9 areas in the Major Fields Test will exceed 50 percent.	Revised SLO #1	This will give us a realistic view of what our students are learning in the BS in Business Administration program. Students correctly answering fifty percent of questions in 5 of the 9 areas in the Major Fields Test demonstrates passing for standards-based assessment. The revised standard represents an improvement relative to the current and recent years and the standard can be tightened once this benchmark has been attained. Accordingly, the new standard promotes continuous improvement.
For the next assessment cycle the BS in Business Administration will not use ACCT 2103 final exams, ACCT 2203 final exams, pre/post test for BADM 3113, pre/post-test for MKTG 3113, self-assessment for MGMT 3013, pre/post-test for ECON 2113, pre/post-test for ECON 2123, pre/post-test for ECON 3003 for any assessment measures	Previous SLO #2	The Major Fields Test better serves assessment of learning within the BS in Business Administration Program. The administration of a variety of assessment tools in a consistent manner across multiple sections taught by different instructors is not feasible.

PART 6
Summary of Assessment Measures

- A.** How many different assessment measures were used? Twelve assessment measures were used.
- B.** List the direct measures (see appendix): Comprehensive exams, pre/post-tests, internships, and a third-party field test were the direct measures used.
- C.** List the indirect measures (see appendix): No indirect measures were used for this assessment.

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
Tom Carment	Collect ACCT 2203 data	<u>Thomas Carment</u> Thomas Carment (May 28, 2020 19:23 CDT)
Bruce Richardson	Collect BADM 3113/MGMT 3013 data	<u>B. Richardson</u> BRUCE RICHARDSON (May 27, 2020 25:12 CDT)
Brook Purdum	Collect MGMT 3013 data	<u>A. Brook Purdum</u> A. Brook Purdum (May 25, 2020 8:41 CDT)
Ronna Hatley	Collect BADM 3113 data	<u>Ronna Hatley</u> Ronna Hatley (May 27, 2020 19:04 CDT)
Hailey Gillispie	Collect MKTG 3113 data	<u>Hailey Gillispie</u> Hailey Gillispie (May 28, 2020 08:00 CDT)
Tom Gerard	Collect ACCT 2103/MKTG 3113 data	<u>Tom Gerard</u> Tom Gerard (May 27, 2020 09:29 CDT)
Josh Ang	Collect ECON 2113 data	<u>Josh Ang</u> Joshua Ang (May 27, 2020 19:24 CDT)
Masoud Saffarian	Collect ECON 2123 data	<u>M. Saffarian</u> M. Saffarian (May 28, 2020 12:16 CDT)
Todd Jackson	Compile data and advise regarding changes to assessments and SLOs	<u>T. Jackson</u> T. Todd Jackson (May 22, 2020 15:51 CDT)
Stephanie Jones	Write assessment report	<u>Stephanie Jones</u> Stephanie Jones (May 28, 2020 20:43 CDT)

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Todd Jackson	<u>T. Todd Jackson</u>	5-29-20
Dean	Dr. Susan Willis	<u>Susan Willis</u>	5-29-20

Appendix

Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

Examples:

Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.

Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.

Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

Direct Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

Indirect Measures

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.

Performance Standard

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

Examples:

At least 70% of students will score 70% or higher on a comprehensive final exam.

At least 75% of students will earn score a “Proficient” or higher rating on the Communicate Effectively rubric.

Sampling Method

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

Examples:

All students enrolled in BIOL 4801 Biology Research Methods II

All majors graduating in the 2016-17 academic year.

Sample Size

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

Results

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

Standard Met?

This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

Conclusion

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?