

Degree Program Student Learning Report

Revised November 2019

Department of Business

BS in Business Administration

For 2020-2021 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
<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>	Y	
<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>	Y	
SLO #3 will be removed	Y	
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.	Y	
For the next assessment cycle the BS in Business Administration will not use ACCT 2103 final exams, ACCT 2203 final exams,	Y	

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		
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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.		

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 the ability to think critically, while using excellent business communication practices, to solve problems in management, accounting, and marketing.					
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 = 3	1A. Three agency supervisors completed the BADM 4793 Form S4 survey. Two students received average scores of 7.0 and one student received an average score of 6.75.	1A. Y

**A.
Student Learning Outcome**

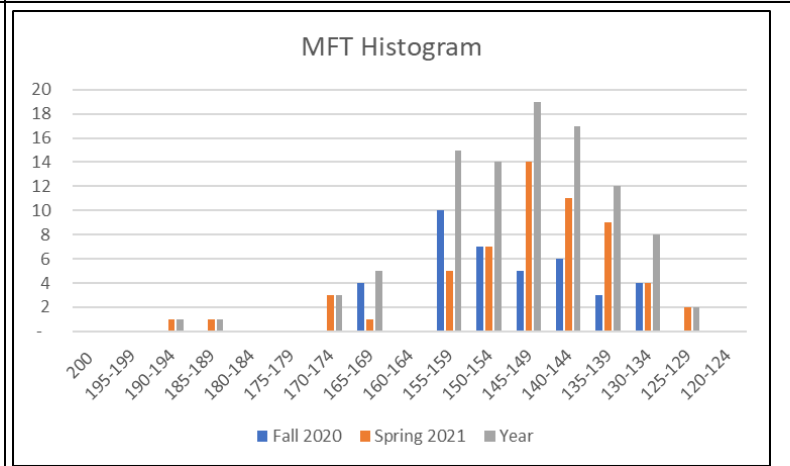
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B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																																																																																																																																																									
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 scoring at or above 140 on the ETS Major Field Test in Business.	1B. All students in the capstone course (MGMT 4813) are administered the ETS Field Test.	1B. N = 97	<p>1B. 77 percent of students met the standard for the year.</p> <table border="1"> <thead> <tr> <th rowspan="2">Score Ranges</th> <th colspan="2">Fall 2020</th> <th colspan="2">Spring 2021</th> <th colspan="2">Year</th> </tr> <tr> <th>n</th> <th>Cumul%</th> <th>n</th> <th>Cumul%</th> <th>n</th> <th>Cumul%</th> </tr> </thead> <tbody> <tr><td>200</td><td>-</td><td>0%</td><td>-</td><td>0%</td><td>-</td><td>0%</td></tr> <tr><td>195-199</td><td>-</td><td>0%</td><td>-</td><td>0%</td><td>-</td><td>0%</td></tr> <tr><td>190-194</td><td>-</td><td>0%</td><td>1</td><td>2%</td><td>1</td><td>1%</td></tr> <tr><td>185-189</td><td>-</td><td>0%</td><td>1</td><td>3%</td><td>1</td><td>2%</td></tr> <tr><td>180-184</td><td>-</td><td>0%</td><td>-</td><td>3%</td><td>-</td><td>2%</td></tr> <tr><td>175-179</td><td>-</td><td>0%</td><td>-</td><td>3%</td><td>-</td><td>2%</td></tr> <tr><td>170-174</td><td>-</td><td>0%</td><td>3</td><td>9%</td><td>3</td><td>5%</td></tr> <tr><td>165-169</td><td>4</td><td>10%</td><td>1</td><td>10%</td><td>5</td><td>10%</td></tr> <tr><td>160-164</td><td>-</td><td>10%</td><td>-</td><td>10%</td><td>-</td><td>10%</td></tr> <tr><td>155-159</td><td>10</td><td>36%</td><td>5</td><td>19%</td><td>15</td><td>26%</td></tr> <tr><td>150-154</td><td>7</td><td>54%</td><td>7</td><td>31%</td><td>14</td><td>40%</td></tr> <tr><td>145-149</td><td>5</td><td>67%</td><td>14</td><td>55%</td><td>19</td><td>60%</td></tr> <tr><td>140-144</td><td>6</td><td>82%</td><td>11</td><td>74%</td><td>17</td><td>77%</td></tr> <tr><td>135-139</td><td>3</td><td>90%</td><td>9</td><td>90%</td><td>12</td><td>90%</td></tr> <tr><td>130-134</td><td>4</td><td>100%</td><td>4</td><td>97%</td><td>8</td><td>98%</td></tr> <tr><td>125-129</td><td>-</td><td>100%</td><td>2</td><td>100%</td><td>2</td><td>100%</td></tr> <tr><td>120-124</td><td>-</td><td>100%</td><td>-</td><td>100%</td><td>-</td><td>100%</td></tr> <tr><td>N</td><td>39</td><td></td><td>58</td><td></td><td>97</td><td></td></tr> <tr><td>Mean</td><td>150</td><td></td><td>148</td><td></td><td>149</td><td></td></tr> <tr><td>Std. Dev.</td><td>10</td><td></td><td>13</td><td></td><td>12</td><td></td></tr> </tbody> </table>	Score Ranges	Fall 2020		Spring 2021		Year		n	Cumul%	n	Cumul%	n	Cumul%	200	-	0%	-	0%	-	0%	195-199	-	0%	-	0%	-	0%	190-194	-	0%	1	2%	1	1%	185-189	-	0%	1	3%	1	2%	180-184	-	0%	-	3%	-	2%	175-179	-	0%	-	3%	-	2%	170-174	-	0%	3	9%	3	5%	165-169	4	10%	1	10%	5	10%	160-164	-	10%	-	10%	-	10%	155-159	10	36%	5	19%	15	26%	150-154	7	54%	7	31%	14	40%	145-149	5	67%	14	55%	19	60%	140-144	6	82%	11	74%	17	77%	135-139	3	90%	9	90%	12	90%	130-134	4	100%	4	97%	8	98%	125-129	-	100%	2	100%	2	100%	120-124	-	100%	-	100%	-	100%	N	39		58		97		Mean	150		148		149		Std. Dev.	10		13		12		1B. Y
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Student Learning Outcome**

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.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
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1C. ETS Field Test in Business.	1C. The weighted average percent correct scores for 5 of 9 areas in the Major Field Test will exceed 50 percent.	1C. All students in the capstone course (MGMT 4813) are administered the ETS Field Test.	1C. Fall: n = 39 Spring: n = 58 Year: n = 97	<p>1C. The weighted average score for two of nine areas met or exceeded 50 percent. In four other areas, the weighted average scores exceeded 40 percent.</p> <table border="1" data-bbox="1035 597 1797 1230"> <thead> <tr> <th>Assessment Indicator Number</th> <th>Assessment Indicator Title</th> <th>Fall Mean Percent Correct</th> <th>Spring Mean Percent Correct</th> <th>2021 Weighted Averages</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Accounting</td> <td>45</td> <td>42</td> <td>43</td> </tr> <tr> <td>2</td> <td>Economics</td> <td>37</td> <td>38</td> <td>37</td> </tr> <tr> <td>3</td> <td>Management</td> <td>67</td> <td>64</td> <td>65</td> </tr> <tr> <td>4</td> <td>Quantitative Business Analysis</td> <td>35</td> <td>34</td> <td>34</td> </tr> <tr> <td>5</td> <td>Finance</td> <td>41</td> <td>40</td> <td>40</td> </tr> <tr> <td>6</td> <td>Marketing</td> <td>51</td> <td>49</td> <td>50</td> </tr> <tr> <td>7</td> <td>Legal and Social Environment</td> <td>50</td> <td>47</td> <td>48</td> </tr> <tr> <td>8</td> <td>Information Systems</td> <td>48</td> <td>50</td> <td>49</td> </tr> <tr> <td>9</td> <td>International Issues</td> <td>38</td> <td>39</td> <td>38</td> </tr> </tbody> </table>	Assessment Indicator Number	Assessment Indicator Title	Fall Mean Percent Correct	Spring Mean Percent Correct	2021 Weighted Averages	1	Accounting	45	42	43	2	Economics	37	38	37	3	Management	67	64	65	4	Quantitative Business Analysis	35	34	34	5	Finance	41	40	40	6	Marketing	51	49	50	7	Legal and Social Environment	50	47	48	8	Information Systems	48	50	49	9	International Issues	38	39	38	1C. N
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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**

Although the first two performance standards were met, the third performance standard was not met. For this measure, the performance standard was met in three areas (Management, Marketing, and Legal and Environment) in the fall semester and was met in two areas (Management and Marketing) in the spring semester. Across the nine areas, the scores reflect only slight changes from the previous year, with the necessary shift to online course delivery likely having a slight negative result. In that year, the scores for the Legal and Social Environment and Information Systems slightly cleared the 50 percent standard. In the current year, these two areas fell slightly below the standard. Management is the only area where we are consistently clearing the standard by a significant amount. In forthcoming year, we need to carefully review our instructional practices in the core business courses that apply to the other eight areas. Pursuing Quality Matters (QM) certification for the online sections of these courses may help some. However, since QM focuses on course design as opposed to course content, our efforts to improve cannot stop there. We will bolster our efforts to raise the MFT scores by first reviewing our content coverage in our business core courses. From there, we can focus on improving pedagogy.

**A.
Student Learning Outcome**

SLO #2: 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.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
2. A survey is administered to students near the end of their completion of the capstone course, MGMT 4813: Business Strategy	2. 50 percent of respondents will indicate that they have either obtained employment related to their field of study or have received admission to a graduate program.	2. All students enrolled in MGMT 4813 are asked to respond.	2. n = 53	2. 29 of 53 respondents (54.7 percent) indicated that they had either secured employment related to their program of study or had received admission to a graduate program.	2. Y

**H.
Conclusions**

Regarding the survey, at the end of the fall semester, students were sent a two-question Google form with only “Yes” or “No” responses allowed, but only five responses were obtained. In the spring semester, students were provided, through an LMS assignment, a survey consisting of open-ended questions about the Bachelor of Science in Business Administration program. The forty-eight survey responses were examined for indications that respondents had either secured employment related to their fields of study (25 students) or received admission to a graduate program (4 students). There were students who indicated that they had jobs (e.g., bartender, equipment operator, etc.) where the nature of the employment was clearly not related to a business program. These were not included as positive responses. Some students indicated that they had not yet reached their final academic term and, therefore, had not yet actively sought employment related to their fields of study. The results indicate that students are finding employment related to their degrees and gaining admission to graduate programs. However, the results could be stronger. Moving forward, we will work to strengthen relationships with area businesses and professional firms to provide solid pathways for employment of our graduates.

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
We will work to improve our results in the nine MFT content areas by reviewing the coverage of the core business courses that pertain to these areas. From there, we can focus on pedagogical changes.	SLO #1	Examining the content of our core business courses via the content covered in the MFT will help us determine where students may simply not be receiving instruction. In other areas, it may be that pedagogical changes are necessary to improve student scores.

PART 6
Summary of Assessment Measures




- A. How many different assessment measures were used? Four
- B. List the direct measures (see appendix): Internship Agency Surveys from BADM 4793: Business Internship, MFT score distribution, MFT content area average scores
- C. List the indirect measures (see appendix): Exit survey from MGMT 4813: Strategies and Policies

PART 7
Faculty Participation and Signatures

A. Names and signatures of all full time and adjunct faculty who contributed to this report:

Faculty Name	Assessment Role	Signature
Dr. Brook Purdum	Data collection – MGMT 4813	Signature:  <small>Brook Purdum (May 25, 2021 20:10 CDT)</small> Email: bpurdum@rsu.edu
Dr. Todd Jackson	Report writing and data collection – BADM 4793	Signature:  <small>G. Todd Jackson (May 26, 2021 09:03 CDT)</small> Email: tjackson@rsu.edu

B. Reviewed by:

Titles	Name	Signature	Date
UAC Business Rep	Dr. Brook Purdum	Signature:  <small>Brook Purdum (May 27, 2021 11:56 EDT)</small> Email: bpurdum@rsu.edu	
Department Head	Dr. Todd Jackson	Signature:  <small>G. Todd Jackson (May 27, 2021 10:43 CDT)</small> Email: tjackson@rsu.edu	
Dean	Dr. Susan Willis	Signature:  <small>Susan Willis (May 27, 2021 10:42 CDT)</small> Email: swillis@rsu.edu	

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?