Degree Program Student Learning Report

Revised November 2019

Department of Business

MBA 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.	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. Curricula for the associate, bachelors, and graduate degrees are developed by expert faculty who are dedicated to an excellence in teaching, research, and university	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 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.

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 graduate program that encourages critical thinking in business and exceptional written and oral communication for business practices.	Revised SLO #1: Students will create appropriate solutions and plans for business problems and opportunities through a cohesive and in-depth understanding and application of the key functions and disciplines of business administration.
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 advanced education in business. This will allow the student to find upper-level 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.	Revised SLO #2: Students will apply the skills and behaviors necessary to perform as effective team members and to share and implement team leadership.
To provide a general liberal arts education that supports specialized	Students have obtained a liberal arts foundation in their respective	Facilitate students' willingness to expand their knowledge into a	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
academic programs and prepares students for lifelong learning and service in a diverse society.	baccalaureate programs. This graduate degree is taught with a highly specialized focus in the business field.	graduate program. Help students utilize research to stay current on business practices so that students truly become lifelong learners that flourish in a diverse society.	
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.	New SLO #3: Students will apply advanced business skills that enable professional advancement.

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
Add SLO #3: Develop advanced business skills to enable professional development. Although not specifically proposed in the previous report, two assessment measures were added to address the accounting and management options being added to the MBA program. Additional measures are planned to address other program options that are being added.	Y	The SLO was further modified as "Students will apply advanced business skills to enable professional advancement." These changes reflect our desire to offer meaningful courses that have a positive effect on the student's professional life. Previously, this SLO was assessed solely with the Graduating MBA Survey. Moving forward, measures pertaining to the courses that apply specifically to the new concentration areas will be added.
Add 3-4 assessment measures, focusing on program core courses.	Y	Five measures pertaining to core MBA courses added this year.
SLOs #1 and #2 were reworded to utilize "create" and "apply" as the key verbs. The focus of each of these SLOs did not change.	Y	The changes have been made to align the SLOs with higher levels in Bloom's taxonomy.

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
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. <u>Note</u>: 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.

<table>
<tr><td colspan="7">A.
Student Learning Outcome</td></tr>
<tr><td colspan="7">SLO #1:   Students will create appropriate solutions and plans for business problems and opportunities through a cohesive and in-depth understanding and application of the key functions and disciplines of business administration.</td></tr>
<tr>
<td>B.
Assessment Measure</td>
<td>C.
Performance Standard</td>
<td>D.
Sampling Method</td>
<td>E.
Sample Size (n)</td>
<td colspan="2">F.
Results</td>
<td>G.
Standard Met (Y/N)</td>
</tr>
<tr>
<td>1A. Rubric-graded business plan in MGMT 5313: Business Strategy.</td>
<td>1A. Eighty percent of students will score B (80%) or better.</td>
<td>1A. Required of all MBA students. Serves as the program capstone project.</td>
<td>1A. n = 17</td>
<td colspan="2">

1A. 100 percent of students met the standard.

	n	A	B	C	D	F
Fall	5	5	0	0	0	0
Spring	12	12	0	0	0	0
Total	17	17	0	0	0	0
Percentages		100%	0%	0%	0%	0%

</td>
<td>1A. Y</td>
</tr>
<tr>
<td>1B. Rubric-graded leadership presentation in MGMT 5133: Organizational Behavior.</td>
<td>1B. Eighty percent of students will earn B (80%) or better.</td>
<td>1B. Core course required of all MBA students</td>
<td>1B. n = 0 MGMT 5133 was not offered in Summer 2020, Fall 2020, or Spring 2021. It is offered Summer of 2021.</td>
<td colspan="2">1B. No results to report for this academic year.</td>
<td>1B. N/A</td>
</tr>
</table>

A.
Student Learning Outcome

SLO #1: Students will create appropriate solutions and plans for business problems and opportunities through a cohesive and in-depth understanding and application of the key functions and disciplines of business administration.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
1C. Combined midterm and final examinations in ACCT 5113: Accounting for Management	1C. 50 percent of students will score B (i.e., 80%) or better.	1C. Core course required of all MBA students.	1C. n = 65	1C. 51 percent of students met the standard.	1C. Y
1D: Combined midterm and final examinations in MGMT 5223: Production/Operations Management	1D. 50 percent of students will score B (i.e., 80%) or better.	1D. Core course required of all MBA students.	1D. n = 60	1D. 50 percent of students met the standard.	1D. Y
1E. MGMT 5243: Enterprise Resource Management: Sales and Distribution Exercises and Case Study using SAP HANA/S4 provided by the SAP University Alliance Business Integration curriculum.	1E. 80 percent of students will score B (i.e., 80%) or better.	1E. Core course required of all MBA students.	1E. n = 10	1E: 80 percent of students met the standard.	1E. Y

1C. Results table:

	n	A	B	C	D	F
Fall	27	7	4	7	5	4
Spring	38	13	9	5	6	5
Total	65	20	13	12	11	9
Percentages		31%	20%	18%	17%	14%

1D. Results table:

	n	A	B	C	D	F
Fall	0	0	0	0	0	0
Spring	60	6	24	18	6	6
Total	60	6	24	18	6	6
Percentages		10%	40%	30%	10%	10%

1E. Results table:

	n	A	B	C	D	F
Fall	45	35	1	3	1	5
Spring	0	0	0	0	0	0
Total	45	35	1	3	1	5
Percentages		78%	2%	7%	2%	11%

	A. Student Learning Outcome					

A.
Student Learning Outcome

SLO #1: Students will create appropriate solutions and plans for business problems and opportunities through a cohesive and in-depth understanding and application of the key functions and disciplines of business administration.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
1F. Comprehensive final examination scores in BADM 5233: Critical Thinking and Ethics.	1F. 80 percent of students will score B (i.e., 80%) or better.	1F. Core course required of all MBA students.	1F. n = 67	1F. 88 percent of students met the standard.	1F. Y
1G. Comprehensive final examination scores in ECON 5123: Managerial Economics.	1G. 70 percent of students will score B (i.e., 80%) or better.	1G. Core course required of all MBA students.	1G. n = 67	1G. 76 percent of students met the standard.	1G. Y

1F. 88 percent of students met the standard.

	n	A	B	C	D	F
Fall	0	0	0	0	0	0
Spring	67	36	23	8	0	0
Total	67	36	23	8	0	0
Percentages		54%	34%	12%	0%	0%

1G. 76 percent of students met the standard.

	n	A	B	C	D	F
Fall	0	0	0	0	0	0
Spring	67	27	24	12	4	0
Total	67	27	24	12	4	0
Percentages		40%	36%	18%	6%	0%

H.
Conclusions

This year, we added five assessment measures relative to MBA core courses to the two courses from which assessment measures were already being captured. These new measures focus on the "in-depth" aspect of the SLO relative to the key functions and disciplines of business administration. In the upcoming academic year, we will capture data for assessment measures pertaining to the remaining two core courses. Performance standards vary across the measures in consideration of differences in content and general difficulty of the courses. Tight yet attainable standards have been set to facilitate continuous improvement. Collectively, the results from performance measures 1A through 1G indicate that the learning outcome is being achieved.

In conjunction with the fall 2020 assessment measure for 1A, the MGMT 5313 course instructor for that semester noted the following:

A. Student Learning Outcome					
SLO #1: Students will create appropriate solutions and plans for business problems and opportunities through a cohesive and in-depth understanding and application of the key functions and disciplines of business administration.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)

- Overall student performance on both the Capstone Plan and presentation demonstrated a strong, integrative comprehension of management strategy and planning, marketing analysis and application, accounting principles and systems, and corporate financial strategy and planning.
- Feedback from the 2019-2020 assessment cycle indicated that students felt there was an overly rigorous workload with case studies, also designed to measure this SLO. To allow more time to focus on the Business Plan and allow learners to demonstrate this outcome, the number of case studies were reduced, and learners expressed a perspective that a realistic, yet challenging workload has been attained to help them achieve SLO #1.

- Assessment conversations with both faculty teaching MGMT 5313 included discussion of other activities and assessments that might augment the learning of this outcome. For example, curriculum may be supplemented by use of an interactive gaming model which requires learners to apply management, marketing, accounting, and financial strategies. However, due to time constraints, either the current Business Plan or the interactive gaming model can be integrated. The literature states that approximately half of all Business Strategy courses use the gaming model. Because students expressed strong positive feedback regarding learning opportunities associated with the current Business Plan, faculty have agreed to continue with this curriculum model as Quality Matters certification is pursued.

A. Student Learning Outcome

SLO #2: Students will apply the skills and behaviors necessary to perform as effective team members and 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 B (80%) or better.	2. Core course required for all MBA students	2. n = 17	2. 100 percent of students met the standard.	2. Y

2. 100 percent of students met the standard.

	n	A	B	C	D	F
Fall	5	5	0	0	0	0
Spring	12	12	0	0	0	0
Total	17	17	0	0	0	0
Percentages		100%	0%	0%	0%	0%

H. Conclusions

The business plan assignment is implemented as a group project with instructor assignment of group membership based on undergraduate degree emphasis and occupational skills. The project required a variety of group interaction skills including project management and conflict resolution. Students also had to learn to interact in online environment. The results indicate that the learning outcome is being achieved.

A. Student Learning Outcome

SLO #3: Students will apply advanced business skills that enable professional advancement.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
3A. Rubric-graded term paper in MGMT 5143: Supply Chain Management	3A. Eighty percent of students will earn a B or better.	3A. Results for all students enrolled in MGMT 5143 were included.	3A. n = 10	3A. 90 percent of students met the standard.	3A. Y
3B. Rubric-graded analysis projects in ACCT 5213: Financial Statement Analysis	3B. Eighty percent of students will earn a B or better.	3B. All students enrolled in MGMT 5213.	3B. n = 42	3B. 86 percent of students met the standard.	3B. Y
3C. Response to Question 7(a) of Graduating MBA Survey: "Please rate your satisfaction with your major department in helping you prepare for your chosen career."	3C. Eighty percent of respondents will indicate that they are somewhat satisfied or very satisfied.	3C. All graduating MBA students are invited to respond. For the 2019-2020 report, there were 6 graduates.	3C. n = 3 (50 percent response rate)	3C. 100 percent of respondents indicated that they are somewhat satisfied.	3C. Y

3A. Results table:

	n	A	B	C	D	F
Fall	0	0	0	0	0	0
Spring	10	9	0	0	0	1
Total	10	9	0	0	0	1
Percentages		90%	0%	0%	0%	10%

3B. Results table:

	n	A	B	C	D	F
Fall	42	29	7	4	1	1
Spring	0	0	0	0	0	0
Total	42	29	7	4	1	1
Percentages		69%	17%	10%	2%	2%

3C. Results table:

Response	**Count**	**Percentage**
Very Satisfied	-	0%
Somewhat Satisfied	3	100%
Somewhat Dissatisfied	-	0%
Very Dissatisfied	-	0%

A. Student Learning Outcome					
SLO #3: Students will apply advanced business skills that enable professional advancement.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
H. Conclusions					
Concentration areas in accounting, business analytics, management, sport management, and health care management are being added to the MBA program. In conjunction with that assessment, measures pertaining to the accounting and management options have been added this year, with a view toward adding assessment measures pertaining to the business analytics, sport management, and health care management options as those options are implemented. These initial results establish benchmarks for year-over-year comparisons to facilitate an active continuous improvement effort. The results of assessment measure 3A indicate that students can integrate supply chain management principles in a detailed examination of contemporary matters pertaining to logistics. The results of assessment measure 3B indicate that students can apply a structured methodology to the analysis of a company's financial information and then synthesize the results in a valuation of the company and its security interests. Assessment measure 3C indicates that MBA program graduates perceive that they have gained valuable long-term knowledge through completion of the graduate program. Assessment measures 3A, 3B, and 3C collectively indicate that SLO #3 is being met. We will continue to examine responses to the Graduating MBA Survey as well practices in other MBA programs to ensure that RSU's MBA graduates receive a highly meaningful and valuable learning 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
Regarding MBA core courses, two additional assessment measures will be implemented: • Pre-test/Post-test in MKTG 5143: Strategic Global Marketing. • Comprehensive final examination in FINA 5133: Financial Management.	SLO #1	MKTG 5143 and FINA 5133 are the only MBA core courses for which assessment measures have not yet been implemented.
Assessment measures will be added for the business analytics, sport management, and health care management options.	SLO #3	We would like to capture assessments relative to each of the five new program options. Assessment measures are already being captured for the accounting and management options.

PART 6
Summary of Assessment Measures

A. How many different assessment measures were used? 9
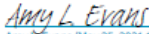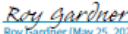
B. List the direct measures:
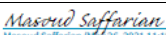
- Rubric-graded Business Plan in MGMT 5313
- Rubric-graded Leadership presentation in MGMT 5133
- Combined midterm and final examinations in ACCT 5113
- Combined midterm and final examinations in MGMT 5223
- MGMT 5243: Enterprise Resource Management: Sales and Distribution Exercises and Case Study using SAP HANA/S4 provided by the SAP University Alliance Business Integration curriculum.
- Rubric-graded term paper in MGMT 5143
- Rubric-graded analysis projects in ACCT 5213
- Comprehensive final examination in ECON 5123

C. List the indirect measures:
- Response to Question 7(a) of Graduating MBA Survey

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. Amy Evans	Data collection – BADM 5233	Signature: *Amy L Evans* Amy L Evans (May 25, 2021 10:54 CDT) Email: aevans@rsu.edu
Dr. Roy Gardner	Data collection – MGMT 5243	Signature: *Roy Gardner* Roy Gardner (May 25, 2021 11:52 CDT) Email: rgardner@rsu.edu
Dr. Todd Jackson	Report writing and data collection – ACCT 5113 and ACCT 5213	Signature: _____ G. Todd Jackson (May 26, 2021 09:02 CDT) Email: tjackson@rsu.edu
Dr. David Johnk	Data collection – MGMT 5223 and MGMT 5143	Signature: *David W Johnk* David W Johnk (May 25, 2021 13:28 CDT) Email: djohnk@gmail.com
Dr. Mary Millikin	Data collection – MGMT 5313	Signature: *Mary A. Millikin* Mary A. Millikin (May 25, 2021 11:31 CDT) Email: mmillikin@rsu.edu
Dr. Brook Purdum	Data collection – MGMT 5313	Signature: *Brook Purdum* Brook Purdum (May 25, 2021 20:11 CDT) Email: bpurdum@rsu.edu
Dr. Massoud Saffarian	Data collection – ECON 5123	Signature: *Masoud Saffarian* Masoud Saffarian (May 26, 2021 11:19 CDT) Email: msaffarian@rsu.edu

B. Reviewed by:

Titles	Name	Signature	Date
UAC Business Rep	Dr. Brook Purdum	Signature: *Brook Purdum* Brook Purdum (May 27, 2021 11:52 EDT) Email: bpurdum@rsu.edu	
Department Head	Dr. Todd Jackson	Signature: _____ G. Todd Jackson (May 27, 2021 10:33 CDT) Email: tjackson@rsu.edu	
Dean	Dr. Susan Willis	Signature: *Susan Willis* Susan Willis (May 27, 2021 10:45 CDT) 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	Indirect Measures
• Comprehensive exams	• Graduate exit interviews
• Class assignments	• Focus group responses
• Juried review of performances and exhibitions	• Job placement statistics
• Internship or clinical evaluations	• Graduate school placement statistics
• Portfolio evaluation	• Graduation and retention rates
• Pre/post exams	• Student and alumni surveys that assess perceptions of the program
• Third-party exams such as field tests, certification exams, or licensure exams	• Employer surveys that assess perceptions of graduates
• Senior thesis or capstone projects	• 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?