

# Degree Program Student Learning Report

Revised November 2019

## Department of Business

### **BS in Business Administration**

For 2021-2022 Academic Year

#### **PART 1**

#### **Degree Program Mission and Student Learning Outcomes**

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

<b>University Mission</b>	<b>School Mission</b>	<b>Department Mission</b>	<b>Degree Program Mission</b>
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 excellence in teaching, research, and university service. The</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
	<p>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.</p>		

**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.	SLO #1: 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 academic programs and prepares	The baccalaureate degrees are taught with a general education liberal arts perspective and an	Facilitate students' willingness to expand their knowledge from baccalaureate programs to graduate	SLO #2: Implement the business knowledge acquired in the degree to obtain employment in the area of

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
students for lifelong learning and service in a diverse society.	emphasis in a specialized business field.	degree programs so that students truly become lifelong learners that flourish in a diverse society.	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.	SLO #2: Implement the business knowledge acquired in the degree to obtain employment in the area of study and/or seek admission to a graduate degree 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.

<b>Proposed Change</b>	<b>Implemented? (Y/N)</b>	<b>Comments</b>
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.	Y	Faculty have been instructed to review the content of their courses in regard to specific course learning objectives. That is an ongoing process. The MFT has inherent limitations that may need to be addressed by either replacement or supplementation. That, too, is under current consideration by the Business Department faculty.  SLOs were reworded to follow UAC guidelines.

### PART 3

#### Response to University Assessment Committee Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Nevertheless, respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

<b>Peer Review Feedback</b>	<b>Implemented (Y/N)</b>	<b>Comments</b>
1. Trim conclusions	Y	1. Conclusions in the current report were kept brief.
2. SLO #2 is not a direct measure	Y	2. The exit survey from MGMT 4813 was listed as an indirect measure in Part 6 of the prior year's report and is appropriately listed as an indirect measure in the current year's report.
3. More consistency in conclusions narrative	Y	3. Conclusions in the current report were reviewed for consistency.
4. Follow up in part 5	Y	4. Appropriate follow-up for the proposed change in Part 5 of the prior year's report is included in Part 2 of the current year's report.

**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.

<b>A.</b> <b>Student Learning Outcome</b>																																																														
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<b>B.</b> <b>Assessment Measure</b>	<b>C.</b> <b>Performance Standard</b>	<b>D.</b> <b>Sampling Method</b>	<b>E.</b> <b>Sample Size (n)</b>	<b>F.</b> <b>Results</b>				<b>G.</b> <b>Standard Met (Y/N)</b>																																																						
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 = 9	1A. All students enrolled in BADM 4793 received an overall rating of 5 or better by their agency supervisors. <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>n</th> <th>7</th> <th>6</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> </thead> <tbody> <tr> <td><b>Summer</b></td> <td>2</td> <td>1</td> <td>1</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td><b>Fall</b></td> <td>2</td> <td>1</td> <td>1</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td><b>Spring</b></td> <td>5</td> <td>3</td> <td>1</td> <td>1</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td><b>Totals</b></td> <td>9</td> <td>5</td> <td>3</td> <td>1</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td><b>Percentages</b></td> <td></td> <td>56%</td> <td>33%</td> <td>11%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>					n	7	6	5	4	3	2	1	<b>Summer</b>	2	1	1	-	-	-	-	-	<b>Fall</b>	2	1	1	-	-	-	-	-	<b>Spring</b>	5	3	1	1	-	-	-	-	<b>Totals</b>	9	5	3	1	-	-	-	-	<b>Percentages</b>		56%	33%	11%	0%	0%	0%	0%	1A. Y
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<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>																																																																																																																																																																																																					
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	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. n = 97	<p>1B. 69 percent of students scored 140 or above, just missing the standard of 70 percent (see conclusions below).</p> <table border="1" data-bbox="926 574 1766 1419"> <thead> <tr> <th rowspan="2">Score Ranges</th> <th colspan="2">Summer 2021</th> <th colspan="2">Fall 2021</th> <th colspan="2">Spring 2022</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> <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><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><td>-</td><td>0%</td></tr> <tr><td>190-194</td><td>-</td><td>0%</td><td>-</td><td>0%</td><td>-</td><td>0%</td><td>-</td><td>0%</td></tr> <tr><td>185-189</td><td>-</td><td>0%</td><td>-</td><td>0%</td><td>-</td><td>0%</td><td>-</td><td>0%</td></tr> <tr><td>180-184</td><td>-</td><td>0%</td><td>-</td><td>0%</td><td>-</td><td>0%</td><td>-</td><td>0%</td></tr> <tr><td>175-179</td><td>-</td><td>0%</td><td>-</td><td>0%</td><td>1</td><td>3%</td><td>1</td><td>1%</td></tr> <tr><td>170-174</td><td>-</td><td>0%</td><td>1</td><td>2%</td><td>-</td><td>3%</td><td>1</td><td>2%</td></tr> <tr><td>165-169</td><td>1</td><td>6%</td><td>2</td><td>7%</td><td>-</td><td>3%</td><td>3</td><td>5%</td></tr> <tr><td>160-164</td><td>2</td><td>19%</td><td>3</td><td>13%</td><td>4</td><td>16%</td><td>9</td><td>15%</td></tr> <tr><td>155-159</td><td>2</td><td>31%</td><td>5</td><td>24%</td><td>4</td><td>29%</td><td>11</td><td>27%</td></tr> <tr><td>150-154</td><td>2</td><td>44%</td><td>3</td><td>30%</td><td>6</td><td>48%</td><td>11</td><td>39%</td></tr> <tr><td>145-149</td><td>2</td><td>56%</td><td>4</td><td>39%</td><td>1</td><td>52%</td><td>7</td><td>46%</td></tr> <tr><td>140-144</td><td>4</td><td>81%</td><td>12</td><td>65%</td><td>5</td><td>68%</td><td>21</td><td>69%</td></tr> <tr><td>135-139</td><td>-</td><td>81%</td><td>5</td><td>76%</td><td>5</td><td>84%</td><td>10</td><td>80%</td></tr> <tr><td>130-134</td><td>-</td><td>81%</td><td>7</td><td>91%</td><td>-</td><td>84%</td><td>7</td><td>87%</td></tr> <tr><td>125-129</td><td>3</td><td>100%</td><td>2</td><td>96%</td><td>4</td><td>97%</td><td>9</td><td>97%</td></tr> <tr><td>120-124</td><td>-</td><td>100%</td><td>2</td><td>100%</td><td>1</td><td>100%</td><td>3</td><td>100%</td></tr> <tr><td>N</td><td>16</td><td></td><td>46</td><td></td><td>31</td><td></td><td>93</td><td></td></tr> <tr><td>Mean</td><td>147</td><td></td><td>144</td><td></td><td>146</td><td></td><td>145</td><td></td></tr> <tr><td>Std. Dev.</td><td>12</td><td></td><td>12</td><td></td><td>13</td><td></td><td>12</td><td></td></tr> </tbody> </table>	Score Ranges	Summer 2021		Fall 2021		Spring 2022		Year		n	Cumul%	n	Cumul%	n	Cumul%	n	Cumul%	200	-	0%	-	0%	-	0%	-	0%	195-199	-	0%	-	0%	-	0%	-	0%	190-194	-	0%	-	0%	-	0%	-	0%	185-189	-	0%	-	0%	-	0%	-	0%	180-184	-	0%	-	0%	-	0%	-	0%	175-179	-	0%	-	0%	1	3%	1	1%	170-174	-	0%	1	2%	-	3%	1	2%	165-169	1	6%	2	7%	-	3%	3	5%	160-164	2	19%	3	13%	4	16%	9	15%	155-159	2	31%	5	24%	4	29%	11	27%	150-154	2	44%	3	30%	6	48%	11	39%	145-149	2	56%	4	39%	1	52%	7	46%	140-144	4	81%	12	65%	5	68%	21	69%	135-139	-	81%	5	76%	5	84%	10	80%	130-134	-	81%	7	91%	-	84%	7	87%	125-129	3	100%	2	96%	4	97%	9	97%	120-124	-	100%	2	100%	1	100%	3	100%	N	16		46		31		93		Mean	147		144		146		145		Std. Dev.	12		12		13		12		1B. N
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175-179	0	1																																																																																																																																	
170-174	0	2																																																																																																																																	
165-169	0	3																																																																																																																																	
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**A.  
Student Learning Outcome**

SLO #1: 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)																																																																																			
1C. ETS Field Test in Business.	1C. The weighted average percent correct scores for 5 of 9 areas in the Major Fields Test will exceed 50 percent.	1C. All Students in capstone sections.	1C. Summer: 16 Fall: 46 Spring: 31 Year: 93	<p>1C. The weighted average score for one of nine areas met or exceeded 50 percent. In six other areas, the weighted average scores exceeded 40 percent.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="6" style="text-align: center;"><b>Major Field Test</b></th> </tr> <tr> <th colspan="6" style="text-align: center;"><b>Departmental Summary of Assessment Indicators</b></th> </tr> <tr> <th rowspan="2" style="text-align: left;">Department</th> <th colspan="3" style="text-align: center;">Mean Correct Percentages</th> <th colspan="2" style="text-align: center;">Weighted Means</th> </tr> <tr> <th style="text-align: center;">SU21</th> <th style="text-align: center;">FA21</th> <th style="text-align: center;">SP22</th> <th style="text-align: center;">2022</th> <th style="text-align: center;">2021</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td style="text-align: center;">42</td> <td style="text-align: center;">35</td> <td style="text-align: center;">38</td> <td style="text-align: center;">37</td> <td style="text-align: center;">43</td> </tr> <tr> <td>Economics</td> <td style="text-align: center;">31</td> <td style="text-align: center;">48</td> <td style="text-align: center;">49</td> <td style="text-align: center;">45</td> <td style="text-align: center;">37</td> </tr> <tr> <td>Management</td> <td style="text-align: center;">58</td> <td style="text-align: center;">56</td> <td style="text-align: center;">56</td> <td style="text-align: center;">56</td> <td style="text-align: center;">65</td> </tr> <tr> <td>Quant Bus Anal.</td> <td style="text-align: center;">36</td> <td style="text-align: center;">29</td> <td style="text-align: center;">35</td> <td style="text-align: center;">32</td> <td style="text-align: center;">34</td> </tr> <tr> <td>Finance</td> <td style="text-align: center;">40</td> <td style="text-align: center;">37</td> <td style="text-align: center;">38</td> <td style="text-align: center;">38</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Marketing</td> <td style="text-align: center;">51</td> <td style="text-align: center;">47</td> <td style="text-align: center;">50</td> <td style="text-align: center;">49</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Legal/Soc Env.</td> <td style="text-align: center;">48</td> <td style="text-align: center;">48</td> <td style="text-align: center;">47</td> <td style="text-align: center;">48</td> <td style="text-align: center;">48</td> </tr> <tr> <td>Info Systems</td> <td style="text-align: center;">50</td> <td style="text-align: center;">42</td> <td style="text-align: center;">37</td> <td style="text-align: center;">42</td> <td style="text-align: center;">49</td> </tr> <tr> <td>Int'l Issues</td> <td style="text-align: center;">38</td> <td style="text-align: center;">42</td> <td style="text-align: center;">43</td> <td style="text-align: center;">41</td> <td style="text-align: center;">38</td> </tr> <tr> <td><b>Aggregate Means</b></td> <td style="text-align: center;"><b>44</b></td> <td style="text-align: center;"><b>43</b></td> <td style="text-align: center;"><b>44</b></td> <td style="text-align: center;"><b>43</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </tbody> </table>	<b>Major Field Test</b>						<b>Departmental Summary of Assessment Indicators</b>						Department	Mean Correct Percentages			Weighted Means		SU21	FA21	SP22	2022	2021	Accounting	42	35	38	37	43	Economics	31	48	49	45	37	Management	58	56	56	56	65	Quant Bus Anal.	36	29	35	32	34	Finance	40	37	38	38	40	Marketing	51	47	50	49	50	Legal/Soc Env.	48	48	47	48	48	Info Systems	50	42	37	42	49	Int'l Issues	38	42	43	41	38	<b>Aggregate Means</b>	<b>44</b>	<b>43</b>	<b>44</b>	<b>43</b>	<b>45</b>	1C. N
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<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
<b>H. Conclusions</b>					
<ol style="list-style-type: none"> <li>1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? The results are inconclusive.</li> <li>2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? Since the standard related to supervisor internships was met, but the standards related to the MFT were not met, the results are inconsistent.</li> <li>3. What are the most valuable insights gained from the assessment results? High reliance on the MFT for assessment for all business students may not be appropriate. For transfer students, much of the exam's focus will likely be on courses that these students took at other institutions. For example, many students transfer their credits for Accounting I &amp; II from other institutions, and this is the primary content tested for that subject area of the MFT. Also, for many of this year's graduates, the courses in which key knowledge tested on the MFT applies would have been taken during the early stages of the COVID-19 pandemic, with generally recognized negative effects on student learning. That appears evident by the significant drop in MFT scores from the prior year to the current year. Administration of the MFT was also plagued by multiple technical issues this year, potentially affecting results.</li> <li>4. What strengths and weaknesses in student learning do the results indicate? The internship supervisor evaluations of students indicate overall strength in terms of the participating students being well-equipped by their coursework to meet agency expectations. Although the total MFT scores were lower this year, there was some variance in the performance in subject areas. Performance in the areas of economics and international issues increased from the prior year, while the other subject areas decreased or remained the same.</li> <li>5. What implications are there for enhancing teaching and learning? The faculty members in each subject area will need to determine if the changes in MFT scores are permanent or transitory and possibly modify course design and delivery accordingly.</li> </ol>					

<b>A. Student Learning Outcome</b>						
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6. How can the assessment process be improved? It may be necessary to supplement the MFT with assessment metrics taken in selected upper-division courses. This will provide insight into whether any pedagogical deficiencies are attributable to courses taken at RSU or to courses taken by students at other institutions. It will also provide control relative to subject matter content that might be tested on the MFT, but not necessarily emphasized to the same degree in RSU business courses.						

<b>A. Student Learning Outcome</b>						
SLO #2: Implement the business knowledge acquired in the degree to obtain employment in the area of study and/or seek admission to a graduate degree program.						
<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>		<b>G. Standard Met (Y/N)</b>
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 completing MGMT 4813 during the fall 2021 and spring 2022 semesters were surveyed.	2. n = 37	2. 22 of 37 respondents (59.5 percent) indicated that they had either secured employment related to their program of study or had received admission to a graduate program.		2. Y
<b>H. Conclusions</b>						

<b>A. Student Learning Outcome</b>					
SLO #2: Implement the business knowledge acquired in the degree to obtain employment in the area of study and/or seek admission to a graduate degree program.					
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<ol style="list-style-type: none"> <li>1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes</li> <li>2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? N/A</li> <li>3. What are the most valuable insights gained from the assessment results? Graduates of the BSBA degree acquire knowledge that is recognized by businesses and other organizations as well as graduate schools.</li> <li>4. What strengths and weaknesses in student learning do the results indicate? The results provide overall external validation that BSBA graduates acquire knowledge that is valued by external entities. No particular weaknesses are indicated by the results.</li> <li>5. What implications are there for enhancing teaching and learning? Results in this area could always be better in terms of not just the percentage, but also the quality of jobs and graduate school acceptances. Our primary means for improvement in this area will always be better instructional design and delivery that leads to better-prepared graduates.</li> <li>6. How can the assessment process be improved? Surveying BSBA graduates as to their employment and further education at 3 to 5 years after graduation would provide additional insight regarding the ability of students to successfully utilize their BSBA degrees.</li> </ol>					

## 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.



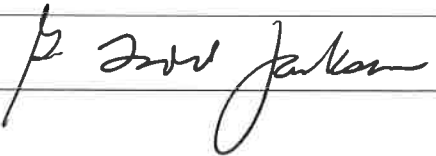
Proposed Change	Applicable Learning Outcomes	Rationale and Impact
Given the evident limitations of the Major Field Test (MFT) as noted in conclusions to SLO #1, the MFT might be replaced with an examination developed by the Business Department faculty. Alternatively, we might seek to employ assessment measures in selected upper-division courses within each option area and use these results to supplement the MFT results.	SLO #1	The MFT results are subject to potential influence from the pedagogical practices at other institutions since transfer students comprise a significant portion of eventual graduates from the BSBA program. Utilizing assessment methods that focus on learning that would have occurred in upper-division option-specific courses will provide a better measure of the effectiveness of instruction in RSU's Business Department.

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


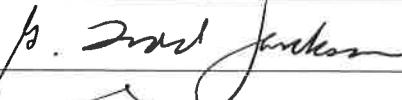
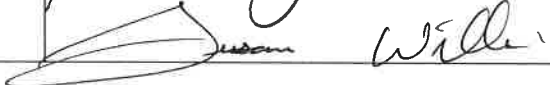
- A. How many different assessment measures were used? Four
- B. List the direct measures (see appendix): Internship Agency Surveys from BADM 4793: Business Internship, MFT score distribution, MFT content area average scores
- C. List the indirect measures (see appendix): Exit survey from MGMT 4813: 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. Amy Evans	Data collection – BADM 4793	 Amy L. Evans (May 25, 2022 22:05 CDT)
Dr. Brook Purdum	Data collection – MGMT 4813	 A. Brook Purdum (May 25, 2022 20:23 CDT)
Dr. Todd Jackson	Report writing and data collection – BADM 4793	

B. Reviewed by:

Titles	Name	Signature	Date
UAC Business Rep	Dr. Brook Purdum	 Dr. Brook Purdum (Jun 3, 2022 13:23 CDT)	
Department Head	Dr. Todd Jackson		6-8-2022
Dean	Dr. Susan Willis		6-8-22

## 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?