

# Degree Program Student Learning Report

Revised May 2020

## Department of Business

# Select Degree Program

For 2022-2023 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
<p>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>	<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,</p>	<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.</p>	<p>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.</p>

University Mission	School Mission	Department Mission	Degree Program Mission
	<p>research, and university 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.</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
<p>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.</p>	<p>The SPS provides this support by providing two-year and four-year educational opportunities in business, sport management, technology, justice studies, and nursing.</p>	<p>Offer a baccalaureate program that promotes critical thinking in various facets of business and excellence in communication for business practices.</p>	<p>SLO #1: Demonstrate the ability to think critically, while using excellent business communication practices, to solve problems in management, accounting, and marketing.</p>
<p>To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety</p>	<p>The SPS accomplishes its mission through traditional and innovative learning opportunities including one graduate program, nine bachelor's</p>	<p>Provide the student with an educational foundation containing the crucial body of knowledge necessary for employment in management, accounting, human</p>	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
that is supportive of teaching and learning.	programs, and seven associate degrees.	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 students for lifelong learning and service in a diverse society.	The baccalaureate degrees are taught with a general education liberal arts perspective and an emphasis in a specialized business field.	Facilitate students' willingness to expand their knowledge from baccalaureate programs to graduate degree programs 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.	SLO #2: Utilize 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.

Proposed Change	Implemented? (Y/N)	Comments
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.	N	For ACBPS accreditation, it was determined that we need to continue the MFT for the foreseeable future. This is to provide external benchmarking for the BSBA program. We will continue to review our option areas for assessments to augment the MFT results. We have also determined that our benchmark of 50 percent scores for the nine MFT subject areas is not realistic as 50 percent exceeds the national average in most areas. Accordingly, we have revised the standard to reflect 40 percent average scores in the nine subject areas.

## 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 immediately preceding year. All recommendations from the previous biannual were implemented as noted in 2021-2022 student learning report.	N/A	

**PART 4**  
**Evidence of Student Learning**

<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, an elective course for BSBA students.	1A. n = 5	1A. All students enrolled in BADM 4794 received an overall rating of 6 or better by their agency supervisors. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Term</th> <th>n</th> <th>7</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>Summer</td> <td>1</td> <td>1</td> <td></td> </tr> <tr> <td>Fall</td> <td>2</td> <td></td> <td>2</td> </tr> <tr> <td>Spring</td> <td>2</td> <td>2</td> <td></td> </tr> <tr> <td>Totals</td> <td>5</td> <td>3</td> <td>2</td> </tr> </tbody> </table>	Term	n	7	6	Summer	1	1		Fall	2		2	Spring	2	2		Totals	5	3	2	1A. Y
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1B. Students are administered the Educational Testing Service Field Test in Business. The test measures student	1B. Seventy percent of the students completing their coursework will demonstrate their practical applications of business knowledge at a score of 140 on the ETS Major	1B. All students in the capstone course, MGMT 4813: Business Strategy and Policy, will be administered the ETS Field Test.	1B. n = 67	1B. 72 percent of students taking the ETS Field Test scored 140 or better.	1B. Y																				

**A.  
Student Learning Outcome**

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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>																																																																																																																																																									
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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 Fields Test will equal or exceed 40 percent.	1C. Same as 1B.	1C. Same as 1B.	1C. An average score of 40 or greater was attained in six of the nine subject areas, three of the average scores exceeding 50 percent. <table border="1" data-bbox="993 561 1810 1110"> <thead> <tr> <th colspan="5" data-bbox="993 561 1810 613"><b>Major Field Test</b></th> </tr> <tr> <th colspan="5" data-bbox="993 613 1810 662"><b>Departmental Summary of Assessment Indicators</b></th> </tr> <tr> <th data-bbox="993 662 1234 703"></th> <th colspan="2" data-bbox="1234 662 1409 703"><b>Mean Correct Percentages</b></th> <th colspan="2" data-bbox="1409 662 1810 703"><b>Weighted Means</b></th> </tr> <tr> <th data-bbox="993 703 1234 743"><b>Department</b></th> <th data-bbox="1234 703 1409 743"><b>FA22</b></th> <th data-bbox="1409 703 1566 743"><b>SP23</b></th> <th data-bbox="1566 703 1682 743"><b>2023</b></th> <th data-bbox="1682 703 1810 743"><b>2022</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="993 743 1234 776">Accounting</td> <td data-bbox="1234 743 1409 776">41</td> <td data-bbox="1409 743 1566 776">38</td> <td data-bbox="1566 743 1682 776">40</td> <td data-bbox="1682 743 1810 776">37</td> </tr> <tr> <td data-bbox="993 776 1234 808">Economics</td> <td data-bbox="1234 776 1409 808">50</td> <td data-bbox="1409 776 1566 808">46</td> <td data-bbox="1566 776 1682 808">48</td> <td data-bbox="1682 776 1810 808">45</td> </tr> <tr> <td data-bbox="993 808 1234 841">Management</td> <td data-bbox="1234 808 1409 841">60</td> <td data-bbox="1409 808 1566 841">55</td> <td data-bbox="1566 808 1682 841">58</td> <td data-bbox="1682 808 1810 841">56</td> </tr> <tr> <td data-bbox="993 841 1234 873">Quant Bus Anal.</td> <td data-bbox="1234 841 1409 873">32</td> <td data-bbox="1409 841 1566 873">27</td> <td data-bbox="1566 841 1682 873">30</td> <td data-bbox="1682 841 1810 873">32</td> </tr> <tr> <td data-bbox="993 873 1234 906">Finance</td> <td data-bbox="1234 873 1409 906">37</td> <td data-bbox="1409 873 1566 906">38</td> <td data-bbox="1566 873 1682 906">37</td> <td data-bbox="1682 873 1810 906">38</td> </tr> <tr> <td data-bbox="993 906 1234 938">Marketing</td> <td data-bbox="1234 906 1409 938">58</td> <td data-bbox="1409 906 1566 938">46</td> <td data-bbox="1566 906 1682 938">52</td> <td data-bbox="1682 906 1810 938">49</td> </tr> <tr> <td data-bbox="993 938 1234 971">Legal/Soc Env.</td> <td data-bbox="1234 938 1409 971">53</td> <td data-bbox="1409 938 1566 971">49</td> <td data-bbox="1566 938 1682 971">51</td> <td data-bbox="1682 938 1810 971">48</td> </tr> <tr> <td data-bbox="993 971 1234 1003">Info Systems</td> <td data-bbox="1234 971 1409 1003">43</td> <td data-bbox="1409 971 1566 1003">40</td> <td data-bbox="1566 971 1682 1003">42</td> <td data-bbox="1682 971 1810 1003">42</td> </tr> <tr> <td data-bbox="993 1003 1234 1036">Int'l Issues</td> <td data-bbox="1234 1003 1409 1036">43</td> <td data-bbox="1409 1003 1566 1036">40</td> <td data-bbox="1566 1003 1682 1036">42</td> <td data-bbox="1682 1003 1810 1036">42</td> </tr> <tr> <td data-bbox="993 1036 1234 1068"><b>Aggregate Means</b></td> <td data-bbox="1234 1036 1409 1068"><b>46</b></td> <td data-bbox="1409 1036 1566 1068"><b>42</b></td> <td data-bbox="1566 1036 1682 1068"><b>44</b></td> <td data-bbox="1682 1036 1810 1068"><b>43</b></td> </tr> </tbody> </table>	<b>Major Field Test</b>					<b>Departmental Summary of Assessment Indicators</b>						<b>Mean Correct Percentages</b>		<b>Weighted Means</b>		<b>Department</b>	<b>FA22</b>	<b>SP23</b>	<b>2023</b>	<b>2022</b>	Accounting	41	38	40	37	Economics	50	46	48	45	Management	60	55	58	56	Quant Bus Anal.	32	27	30	32	Finance	37	38	37	38	Marketing	58	46	52	49	Legal/Soc Env.	53	49	51	48	Info Systems	43	40	42	42	Int'l Issues	43	40	42	42	<b>Aggregate Means</b>	<b>46</b>	<b>42</b>	<b>44</b>	<b>43</b>	1C. Y
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**H.  
Conclusions**

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?  
Overall, the results indicate the ability of BSBA students to think critically and apply business concepts to business situations.
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?  
The results across the three measures are consistent.

**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>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>
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- What are the most valuable insights gained from the assessment results?  
RSU's BSBA students exhibit business learning and performance at a level that is comparable with other universities.
- What strengths and weaknesses in student learning do the results indicate?  
RSU's BSBA program exhibits relative strength in the areas of management, marketing, and legal/social environment. Areas of relative weakness include quantitative business analysis and finance. Accounting, economics, information systems, and international issues are areas that are currently satisfactory, but also carry significant potential for improvement.
- What implications are there for enhancing teaching and learning?  
Course design and delivery for all areas need to be evaluated to identify what is and is not working. We need to continue to pursue Quality Matters certification for all core courses.
- How can the assessment process be improved?  
The assessment could be augmented with course-specific metrics from upper-division courses within the BSBA program's option areas.

**A.  
Student Learning Outcome**

SLO #2:

<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 2022 and spring 2023 semesters were surveyed.	2. N = 68	2. 45 of 68 respondents indicated that they had either secured employment related to their programs of study or had received admission to a graduate program.	2. Y

**H.  
Conclusions**

- 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? N/A
- What are the most valuable insights gained from the assessment results? Students appear to be having success using their BSBA degrees to obtain employment related to their areas of study.
- What strengths and weaknesses in student learning do the results indicate? Although students are finding employment at a relatively high rate, only a handful of students indicated that they had sought acceptance in a graduate program. This might reflect the current nature of the job market. That is, if the job market for business school graduates cools, the interest in pursuing graduate education will likely increase.
- What implications are there for enhancing teaching and learning? We need to continue to focus on the key knowledge, skills, and abilities that our business advisory board participants have emphasized as being important to successful business careers. For example, communication and presentation skills are important for all the program’s option areas and need to be included in the related upper-division courses.
- How can the assessment process be improved? An additional survey could be administered to the program’s graduates three years after matriculation.

**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 explore augmenting our existing assessment measures with measures that focus on each of the option areas under the BSBA.	SLO #1	Though the MFT provides generalized measures of student learning relative to the ETS-defined nine subject areas, we think that obtaining internal measure by option area will allow us to get feedback that is more closely aligned with RSU business students and the constituents that the BSBA program serves.
We will explore surveying the program’s graduates three years after matriculation.	SLO #2	Surveying students three years after matriculation may provide a better indication of the value of their BSBA degree.

**PART 6**

**Summary of Assessment Measures**

- A. How many different assessment measures were used? 4
- B. List the direct measures (see appendix): Internship Agency Surveys from BADM 4793: Business Internship, MFT score distribution, and 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.** Provide the 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	
Dr. Brook Purdum	Data collection – MGMT 4813	
Dr. Todd Jackson	Report writing	

**B.** Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Todd Jackson		
Dean	Dr. Susan Willis		

## 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?