Degree Program Student Learning Report
Revised November 2019

Department of Business

MBA Business Administration

For 2023-2024 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 excellence in teaching, research, and university service. The	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
	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: Formulate appropriate solutions and strategies for business scenarios. Revised SLO #3: Construct analyses and solutions applicable to specialized business problems.
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: Weigh alternative positions to promote effective team outcomes.
To provide a general liberal arts education that supports specialized academic programs and prepares	Students have obtained a liberal arts foundation in their respective baccalaureate programs. This	Facilitate students' willingness to expand their knowledge into a graduate program. Help students	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
students for lifelong learning and service in a diverse society.	graduate degree is taught with a highly specialized focus in the business field.	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 #4: Appraise their MBA experience as valuable for career preparation.

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
Additional assessment measures will be considered for SLO #3.	N	An assessment for each option area was captured for the current period. Additional assessments might be considered for future assessment periods.

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
Move ahead with revision plans to assess MBA program.	Y	For SLO #4 an additional response item from the MBA graduating survey was included in the results. Additional assessments for SLO#3 will be considered for the following year.

PART 4
Evidence of Student Learning

A. Student Learning Outcome

SLO #1: Formulate appropriate solutions and strategies for business scenarios.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
1A. Rubric-graded business plan in MGMT 5313: Business Strategy.	1A. Eighty percent of students will score B (80%) or better.	1A. Required of all MBA students. Serves as the program's capstone project.	1A. n = 43	1A. 100 percent of students met the standard. |	n	A	B	C	D	F
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Summer	8	8	0	0	0	0
Fall	15	15	0	0	0	0
Spring	20	20	0	0	0	0
Totals	43	43	0	0	0	0
Percentages		100.0%	0.0%	0.0%	0.0%	0.0%		1A. Y
1B. Rubric-graded leadership presentation in MGMT 5133: Organizational Behavior.	1B. Eighty percent of students will earn B (80%) or better.	1B. Core course required of all MBA students	1B. N/A	1B. Course not offered during this assessment period.	1B. N/A
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 = 48	1C. 77.1 percent of students met the standard. |	n	A	B	C	D	F
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Summer	0	0	0	0	0	0
Fall	48	7	30	7	4	0
Spring	0	0	0	0	0	0
Totals	48	7	30	7	4	0
Percentages		14.6%	62.5%	14.6%	8.3%	0.0%		1C. Y

A. Student Learning Outcome

A.
Student Learning Outcome

SLO #1:   Formulate appropriate solutions and strategies for business scenarios.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
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 = 52	1D. 41.1 percent of students met the standard.	1D. N
1E. MGMT 5243: Enterprise Resource Management: Sales and Distribution Exercises and Case Study using SAP HANA/S4 provided by the SAP UA 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 = 42	1E: 95.2 percent of students met the standard.	1E. Y
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. This course was not offered during the report period.	1F. n = 0	1F. 82.1% of students met the standard	1F. Y

1D. 41.1 percent of students met the standard.

	n	A	B	C	D	F
Summer	0	0	0	0	0	0
Fall	56	6	17	18	12	3
Spring	0	0	0	0	0	0
Totals	56	6	17	18	12	3
Percentages		10.7%	30.4%	32.1%	21.4%	5.4%

1E: 95.2 percent of students met the standard.

	n	A	B	C	D	F
Summer	0	0	0	0	0	0
Fall	63	60	0	0	0	3
Spring	0	0	0	0	0	0
Totals	63	60	0	0	0	3
Percentages		95.2%	0.0%	0.0%	0.0%	4.8%

1F. 82.1% of students met the standard

	n	A	B	C	D	F
Summer	11	3	6	2	0	0
Fall	56	22	24	8	2	0
Spring	0	0	0	0	0	0
Totals	67	25	30	10	2	0
Percentages		37.3%	44.8%	14.9%	3.0%	0.0%

A.
Student Learning Outcome

SLO #1: Formulate appropriate solutions and strategies for business scenarios.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
1G. Combined mid-term and 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 = 41	1G. 82.1 percent of students met the standard. |	n	A	B	C	D	F
Summer	0	0	0	0	0	0
Fall	28	8	15	4	1	0
Spring	0	0	0	0	0	0
Totals	28	8	15	4	1	0
Percentages		28.6%	53.6%	14.3%	3.6%	0.0%		1G. Y
1H. Pre-test/Post-test in MKTG 5143: Strategic Global Marketing	1H. The average post-test score will be at least 110% of the average pre-test score	1H. Core course required of all MBA students.	1H. n = 48	1H. Spring 2024: The average post-test score (17.604) was 109.2% of the average pretest score (16.125).	1H. N
1I. Combined midterm and final examinations in FINA 5133: Financial Management	1I. 80 percent of students will score B (i.e., 80%) or better.	1I. Core course required of all MBA students	1I. n = 10	1I. 100 percent of students met the standard. |	n	A	B	C	D	F
Summer	10	8	2	0	0	0
Fall	0	0	0	0	0	0
Spring	0	0	0	0	0	0
Totals	10	8	2	0	0	0
Percentages		80.0%	20.0%	0.0%	0.0%	0.0%		1I. Y

H.

Conclusions

8

A.					
Student Learning Outcome					
SLO #1: Formulate appropriate solutions and strategies for business scenarios.					
B. **Assessment** **Measure**	**C.** **Performance** **Standard**	**D.** **Sampling** **Method**	**E.** **Sample** **Size (n)**	**F.** **Results**	**G.** **Standard** **Met** **(Y/N)**

1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes
2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? The results are not completely consistent. Six of the nine standards were met, and one did not have results since the course was not offered during the report period. One of the two standards that wasn't met (1H), was just below the threshold. Standard 1D has been met in prior years. Since there was no change in course instructor, it may be that the student mix for the current year affected the result.
3. What are the most valuable insights gained from the assessment results? Overall, a high level of quality of course design and instructional delivery are evident. Students appear to be acquiring the knowledge, skills and abilities expected for a graduate business program.
4. What strengths and weaknesses in student learning do the results indicate? Overall, the results provide strong indications that substantial learning is taking place within the MBA core. The performance standards for assessments 1C and 1D are set lower, reflecting the more quantitative nature of these courses.
5. What implications are there for enhancing teaching and learning? An appropriate level of rigor is being maintained across the MBA core. However, each MBA core course needs to be continually refined to promote effective learning in an online environment. The results for MGMT 5223: Production/Operations Management (1D) need to be further considered for possible adjustments to the course design or instructional approach.
6. How can the assessment process be improved? Each performance measure needs to be reviewed annually to assure that it is an appropriate reflection of the learning that is expected to occur in each of the program's core courses. The assessment instrument for MKTG 5143 (1H) likely needs revision. Students scored high on the pre-test, leaving little room to show improvement on the post-test.

A. Student Learning Outcome					

A.
Student Learning Outcome

SLO #2: Weigh alternative positions to promote effective team outcomes.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
2A. Rubric-graded presentation of business plan in MGMT 5313: Business Strategy.	2A. Eighty percent of students will score B (80%) or better.	2A. Core course required for all MBA students.	2A. n = 43	2A. 100 percent of students met the standard.	2A. Y
2B. Rubric-graded group cases (with presentations) in ACCT 5113: Accounting for Managers	2B. Eighty percent of students will score B (80%) or better.	2B. Core course required for all MBA students.	2B. n = 13	2B. 82.1 percent of students met the standard.	2B. Y

2A. Results:

	n	A	B	C	D	F
Summer	8	8	0	0	0	0
Fall	15	15	0	0	0	0
Spring	20	17	3	0	0	0
Totals	43	40	3	0	0	0
Percentages		93.0%	7.0%	0.0%	0.0%	0.0%

2B. Results:

	n	A	B	C	D	F
Summer	0	0	0	0	0	0
Fall	56	42	4	2	6	2
Spring	0	0	0	0	0	0
Totals	56	42	4	2	6	2
Percentages		75.0%	7.1%	3.6%	10.7%	3.6%

H.
Conclusions

1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes.
2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? The pattern is consistent as both standards were met.

A.					
Student Learning Outcome					

SLO #2:	Weigh alternative positions to promote effective team outcomes.				

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)

3. What are the most valuable insights gained from the assessment results? The MBA students demonstrate an ability to collaborate to produce effective outcomes.
4. What strengths and weaknesses in student learning do the results indicate? Students appear to be able to work together to apply the knowledge imparted in the program.
    a. The business plan assignment of MGMT 5313 is implemented as a group project with instructor assignment of group membership based on undergraduate degree emphasis and occupational skills. The project requires a variety of group interaction skills including project management and conflict resolution. Students also must learn to interact in online environment. The results indicate that the learning outcome is being achieved.
    b. The group assignments in ACCT 5113 require students to use a range of knowledge and skills to not only develop solutions to a set of real-world cases, but to also communicate their solutions in an effective manner through a video presentation. The results indicate that the learning outcome is being achieved.
5. What implications are there for enhancing teaching and learning? Collaborative assignments are valuable for building key organization and leadership skills that are valued in businesses. Although the use of discussion forums is widespread in the MBA program, the representation of major collaborative assignments across the MBA core needs to be increased.
6. How can the assessment process be improved? In MGMT 5313, the business plan presentations could be critiqued by managers from businesses that are recognized as RSU constituents. This would have the benefit of providing students with a range of perspectives and feedback concerning the business plans developed. It would also have the valuable benefit of promoting RSU's MBA students to these constituent organizations for possible hiring. This idea is still under consideration.

	A. Student Learning Outcome					

SLO #3: Construct analyses and solutions applicable to specialized business problems.

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 and/or a comprehensive final exam in MGMT 5233: Entrepreneurship/New Venture Initiation	3A. Eighty percent of students will earn a B or better.	3A. Results for all students enrolled in MGMT 5143 were included.	3A. n = 28	3A. 96.4 percent of students met the standard.	3A. Y
3B. Rubric-graded analysis projects in ACCT 5213: Financial Statement Analysis and/or Rubric-graded analysis projects in ACCT 5233: Accounting & Financial Analytics	3B. Sixty percent of students will earn a B or better.	3B. All students enrolled in ACCT 5213 (SU) and ACCT 5233 (SP).	3B. n = 22	3B. 81.8 percent of students met the standard.	3B. Y
3C. Combined midterm and final examinations in BADM 5143: Business Analytics I and/or rubric-graded final project in TECH 5443:	3C. Eighty percent of students will earn B or better.	3C. All students enrolled in BADM 5143.	3C. n = 7	3C. 100 percent of students met the standard.	3C. Y

3A. 96.4 percent of students met the standard.

	n	A	B	C	D	F
Summer	0	0	0	0	0	0
Fall	28	27	0	0	0	1
Spring	0	0	0	0	0	0
Totals	28	27	0	0	0	1
Percentages		96.4%	0.0%	0.0%	0.0%	3.6%

3B. 81.8 percent of students met the standard.

	n	A	B	C	D	F
Summer	6	5	0	0	0	1
Fall	0	0	0	0	0	0
Spring	16	10	3	3	0	0
Totals	22	15	3	3	0	1
Percentages		68.2%	13.6%	13.6%	0.0%	4.5%

3C. 100 percent of students met the standard.

	n	A	B	C	D	F
Summer	3	0	3	0	0	0
Fall	4	2	2	0	0	0
Spring	0	0	0	0	0	0
Totals	7	2	5	0	0	0
Percentages		28.5%	71.4%	0.0%	0.0%	0.0%

A. Student Learning Outcome

SLO #3: Construct analyses and solutions applicable to specialized business problems.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Data & Information Management 3D. Rubric-graded term paper in HLSC 5333: Legal Aspects of Health Care or a rubric-graded term paper in HLSC 5113: Strategic Management in Healthcare	3D. Sixty percent of students will score B or better.	3D. All students enrolled in HLSC 5333(SP).	3D. n = 6	3D. 66.6 percent of students met the standard.	3D. Y

3D.

	n	A	B	C	D	F
Summer	-	-	-	-	-	-
Fall	6	2	2	1	0	1
Spring	-	-	-	-	-	-
Totals	6	2	2	1	0	-
Percentages		33.3%	33.3%	16.7%	0%	16.7%

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
3E. Rubric-graded term project in SPMT 5523: Sport Marketing and/or combined midterm and final exams in SPMT 5543: Communication in Sport	3E. Eighty percent of students will score B or better.	3E. All students enrolled in SPMT 5523(FA) and SPMT 5543(SP).	3E. n = 5	3E. 83.3 percent of students met the standard.	3E. Y

	n	A	B	C	D	F
Summer	0	0	0	0	0	0
Fall	5	1	2	1	1	0
Spring	7	2	5	0	0	0
Totals	12	3	7	1	1	0
Percentages		25.0%	58.3%	8.3%	8.3%	0.0%

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? The results are consistent in that all five standards were met.

A. Student Learning Outcome						
SLO #3: Construct analyses and solutions applicable to specialized business problems.						
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results		G. Standard Met (Y/N)

- What are the most valuable insights gained from the assessment results? An appropriate level of rigor is being maintained within the concentration areas represented by these courses. Since the option areas are still relatively new, trends in the assessment measures are not yet discernible.
- What strengths and weaknesses in student learning do the results indicate? No weaknesses are indicated. Regarding strengths:
    a. The results of assessment measure 3A indicate that management option students can apply management concepts to develop plans for new businesses and ventures.
    b. The results of assessment measure 3B indicate that students can apply a structured methodology to evaluate a company's financial statement for entity and security risk and valuation determinations.
    c. The results of assessment measure 3C indicate that students can apply advanced data analysis methodologies to develop tabular and graphical reports to support management and investor decision making.
    d. The results of assessment measure 3D indicate that students have learned to apply basic research methods to examine and discuss legal issues pertinent to health care administration.
    e. The results of assessment measure 3E generally indicate that students can effectively develop communication strategies and marketing strategies for sport organizations.
- What implications are there for enhancing teaching and learning? In an online learning environment, it will be particularly important for the program's concentration area courses to adapt to changes in content as well as continuing to refine course design and instructional delivery. The results for assessment measure 3E need to be further considered in terms of possible course design and delivery changes.
- How can the assessment process be improved? For the program's concentration areas, additional courses will likely need to be brought into the assessment framework. This is because specific concentration area courses may not necessarily be offered every academic year. However, that was not necessary for the current period.

A. Student Learning Outcome						
SLO #4: Appraise their MBA experience as valuable for career preparation.						
B. **Assessment Measure**	**C.** **Performance Standard**	**D.** **Sampling Method**	**E.** **Sample Size (n)**	**F.** **Results**		**G.** **Standard Met (Y/N)**
4a. Response to Question 5.8 of Graduating MBA Survey: "Please rate your satisfaction with your major department in helping you prepare for your chosen career."	4a. Eighty percent of respondents will indicate that they are somewhat satisfied or very satisfied.	4a. Survey was sent to the MBA graduates for the 2022-2023 academic year.	4a. n = 8	4a. Very Satisfied (6) 75.0% Somewhat Satisfied (1) 12.5% Total 87.5%		4a. Y
4b. Responses to Questions 21.1, 21.2, & 21. 3 regarding pay raise, promotion, or change of job since enrolling in the MBA program.	4b. At least half of survey respondents will indicate having received a pay raise, promotion, or change in job since embarking on the MBA.	4b. Survey was sent to the MBA graduates for the 2022-2023 academic year.	4b. n = 8	4b. 62.5% indicated having received a pay raise. 50% indicated having received a promotion. 25% indicated having had a change in jobs. Since the highest of these percentages exceeds 50%, the standard was met.		4b. Y —

A. Student Learning Outcome						
SLO #4: Appraise their MBA experience as valuable for career preparation.						
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results		G. Standard Met (Y/N)
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? Yes
- What are the most valuable insights gained from the assessment results? Although the number of respondents is small, the results indicate overall satisfaction regarding the value of RSU's MBA program for career preparation and advancement.
- What strengths and weaknesses in student learning do the results indicate? As an overall measure, the results indicate general strength (i.e., quality) of the MBA program. No specific weaknesses are indicated.
- What implications are there for enhancing teaching and learning? RSU's MBA program imparts real value that can be further enhanced through continued exploration and implementation of technology that will enhance instruction and interaction among students. A continuous review of both core and option-area courses is necessary to keep the program's content current and valuable to students.
- How can the assessment process be improved? Ways to increase the response rate to the Graduating MBA Survey will need to be explored.

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
Although it was not an issue for the current assessment period, we will continue to consider additional assessment measures to ensure the five option areas are consistently assessed.	SLO #3	SLO #3 Since concentration courses are not offered with the same frequency as core courses, measures from additional concentration course may be needed to have reportable results for each area each year.

PART 6
Summary of Assessment Measures

A. How many different assessment measures were used? 16

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: Case Study using SAP HANA/S4 provided by the SAP University Alliance Business Integration curriculum.
- Combined midterm and final examinations in ECON 5123
- Pre-test/Post-test in MKTG 5143: Strategic Global Marketing
- Combined midterm and final examinations in FINA 5133: Financial Management
- Rubric-graded presentation of business plan in MGMT 5313: Business Strategy.
- Rubric-graded group cases (with presentations) in ACCT 5113: Accounting for Managers
- Rubric-graded term paper in MGMT 5143: Supply Chain Management
- Rubric-graded analysis projects in ACCT 5213: Financial Statement Analysis
- Combined midterm and final examinations in BADM 5143: Business Analytics I
- Rubric-graded term project in SPMT 5523: Sport Marketing and combined midterm and final exams in SPMT 5543: Communication in Sport

C. List the indirect measures:
- Response to Questions 5.8, 21.1, 21.2, & 21. 3 of Graduating MBA Survey
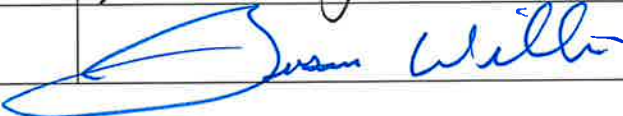
PART 7
Faculty Participation and Signatures

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

Faculty Name	Assessment Role	Signature
Dr. Todd Jackson	Report writing and data collection	
Dr. David Johnk	Data collection	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Todd Jackson		6.4.24
Dean	Dr. Susan Willis		6-4-24

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?