

BSBA, Warner Robins

Semester reporting: Spring Semester 2020
Academic Program Assessment

Program and Assessment Report Information

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In which college or school is this program located?	Business
Program Type:	Undergraduate
For which program is this assessment being submitted?	BSBA
Reporting Cycle:	Annual Reporting Cycle
Which semester were the data collected and analyzed?	Spring Semester 2020
For which campus are these assessments being submitted?	Warner Robins
Approximately how many students are in this program at this location?	162

Student Learning Outcomes

SLO 1

SLO 1: What is the first Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)	Identify important business theories involving global, diversity and ethical issues
SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)	Embedded exam questions (2 in ECON 3175 – International Economics and 3 in BUSA 3101 – Business Ethics)
SLO 1: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)	70% of students will get embedded questions correct
SLO 1: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	89
SLO 1: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)	Embedded questions will be revised to be more challenging.

Student Learning Outcomes

SLO 2

SLO 2: What is the second Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)	Solve complex problems using quantitative and qualitative data.
SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)	Embedded questions in Production and Operations Management
SLO 2: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....).	70% of students will get embedded questions correct
SLO 2: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	71
SLO 2: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)	Embedded questions will be revised to be more challenging.

Student Learning Outcomes

SLO 3

SLO 3: What is the third Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)	Demonstrate competency by correctly applying concepts to a range of business events.
SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)	National standardized exam (ETS Major Field Test) for eight business areas
SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....).	Exam average by eight topic areas will be within 3% of the national average
SLO 3: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	60
SLO 3: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)	Finance faculty will add mastery mid-term and final exam as experiment where students must master basic concepts to get credit (all-or-nothing grading: 100% or 0%). If successful, will adopt in other gap topics that are below criteria.

Student Learning Outcomes

SLO 4

SLO 4: What is the fourth Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)	Communicate effectively in both written and oral formats.
SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)	Project paper and presentation in capstone strategic management class
SLO 4: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....)	rating of at least 4.0 out of scale of 1-5, 5=highest
SLO 4: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	100
SLO 4: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)	Due to pandemic, oral presentations were not conducted in Spring 2020. These will be re-introduced in an online format so that all sections will report this outcome, not just face-to-face sections.

Sampling

How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?	6
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Open Box for Assessment Comments

Open Text Box For Assessment Comments:	Over 70% of students are achieving competency on the embedded questions and so new more complex questions were drafted Summer 2020 to be implemented in the upcoming year. The MFT by topic report (SLO 3) indicates gaps in: Economics and Finance (all campuses) Marketing (online) Quantitative Analysis (online & Cochran campus). As an experiment, all Principles of Finance (FINA 3110) sections will include a “mastery” midterm and cumulative final exam. These two exams will require students to master the “basics” to get credit (all-or-nothing grading, 100% or 0%). The quiz uses algorithmic grading so students get unlimited attempts and the computations change with each attempt. The “mastery” component emphasizes core concepts (such as present value) to verify that all students have a basic foundation in finance topics. Based on the outcome of this experiment, faculty in Economics & Statistics may use this or other ideas to address the basic core concepts. The shortfalls in Marketing will be monitored to see if it is just a fleeting cohort issue. Due to pandemic, oral presentations were not conducted in Spring 2020. These will be re-introduced in an online format so that all sections will report this outcome, not just face-to-face sections.
If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below. (Also submit any COVID-19 correspondence from your accrediting body to assessment@mga.edu when you submit this form with your Department name and program in the subject line.)	Due to pandemic, oral presentations were not conducted in Spring 2020. These will be re-introduced in an online format so that all sections will report this outcome, not just face-to-face sections.

