

## Bachelor of Science in Business Administration, Online

Semester reporting: Spring Semester 2022

Reporting cycle: Annual Reporting Cycle

### Academic Program Assessment by Concentration Report Information

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| <b>Prepared on:</b> 8/8/2022  | Prepared by: stan.ketchel@mga.edu  |
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| <b>In which college or school is this program located?</b>  | Business   |
| <b>Program Type:</b>  | Undergraduate  |
| <b>Approximately how many students are in this program at this location? Break out by concentrations.</b> | General Business – 84<br>Supply Chain – 0<br>* 631 students with 'undeclared concentrations' |

## Student Learning Outcomes

### SLO1

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| <p><b>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.....)</b></p>  | <p>Analyze and discuss situations involving a global environment and diversity issues.</p>   |
| <p><b>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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b></p>   | <p>Embedded questions in International Economics. Question on the money market and foreign exchange market. Question on exchange rates.</p>  |
| <p><b>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....)</b></p>  | <p>Average grade of 70 or better on each question</p>  |
| <p><b>SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b></p>   | <p>Embedded questions in International Economics. Question on the money market and foreign exchange market. Question on exchange rates.</p>  |
| <p><b>SLO 1: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</b></p>  | <p>N/A for General Business Concentration students on the Online campus</p> <p>N/A for Supply Chain and Logistics Management Concentration students on the Online campus</p>   |
| <p><b>SLO 1: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented 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.)</b></p> | <p>No students concentrating in General Business nor Supply Chain enrolled in International Economics on the Online campus (no class offered on that campus) so no assessment measures for this outcome in this year. Total review of the entire Assessment by Concentration to be done in the Fall Semester of 2022 for the School of Business Academic Assessment.</p> |

**SLO2**

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| <p><b>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.....)</b></p>   | <p>Solve complex problems using quantitative and qualitative data.</p>   |
| <p><b>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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b></p>   | <p>Embedded questions in Business Statistics<br/>Question on regression analysis. Question on hypothesis testing.</p>  |
| <p><b>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....)</b></p>  | <p>Average grade of 70 or better on each question</p>  |
| <p><b>SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b></p>   | <p>Embedded questions in Business Statistics<br/>Question on regression analysis. Question on hypothesis testing.</p>  |
| <p><b>SLO 2: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</b></p>  | <p>N/A for General Business Concentration students on the Online campus<br/><br/>N/A for Supply Chain and Logistics Management Concentration students on the Online campus</p>   |
| <p><b>SLO 2: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented 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.)</b></p> | <p>No students concentrating in General Business nor Supply Chain enrolled in Business Statistics on the online campus (no class offered on that campus) so no assessment measures for this outcome in this year. Total review of the entire Assessment by Concentration to be done in the Fall Semester of 2022 for the School of Business Academic Assessment.</p> |

**SLO3**

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| <p><b>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.....)</b></p>  | <p>Analyze cases containing ethical issues, identify possible courses of action, and discuss the potential outcomes of those actions.</p>   |
| <p><b>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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b></p>   | <p>Embedded questions in Principles of Management<br/>Question on business ethics. Question on strategy and considerations on stakeholders.<br/>Question on social responsibility.</p>                                    |
| <p><b>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....)</b></p>  | <p>Average grade of 70 or better on each question.</p>  |
| <p><b>SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b></p>   | <p>Embedded questions in Principles of Management<br/>Question on business ethics. Question on strategy and considerations on stakeholders.<br/>Question on social responsibility.</p>                                    |
| <p><b>SLO 3: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</b></p>  | <p>2 students in General Business Concentration on the Online Campus. Both students met target performance – 100%.<br/><br/>N/A for Supply Chain and Logistics Management Concentration students on the Online campus</p> |
| <p><b>SLO 3: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented 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.)</b></p> | <p>Total review of the entire Assessment by Concentration to be done in the Fall Semester of 2022 for the School of Business Academic Assessment.</p>   |

**SLO4**

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| <p><b>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.....)</b></p>  | <p>Understand and apply core concepts in business effectively.</p>  |
| <p><b>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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b></p>                                  | <p>Score on ETS Major Field Test</p>  |
| <p><b>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....)</b></p>   | <p>Score on ETS Major Field Test is above median-3% national score. All calculations were made based on the annual national to institution report from ETS, July 2022 version. Of note, in AY 2021-2022, ETS instituted a new exam version. With this new version being different, so were the benchmarks. Therefore our traditional year-to-year comparison would not be valid. This year's analysis compares the institutional outcomes to national averages in the above noted report.</p> |
| <p><b>SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b></p>  | <p>Score on ETS Major Field Test is above median-3% national score. All calculations were made based on the annual national to institution report from ETS, July 2022 version. Of note, in AY 2021-2022, ETS instituted a new exam version. With this new version being different, so were the benchmarks. Therefore our traditional year-to-year comparison would not be valid. This year's analysis compares the institutional outcomes to national averages in the above noted report.</p> |
| <p><b>SLO 4: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</b></p> | <p>General Business: 48% (51/106)<br/><br/>N/A for Supply Chain and Logistics Management Concentration students on the Online campus</p>  |

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| <p><b>SLO 4: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented 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.)</b></p> | <p>Topics where students performed significantly under national average (twelve of them in management, seven in marketing, seven in quantitative analysis, six in legal environment, and four in information systems) were shared with the faculty. Further, the Accounting and Finance Department has assessed and shared their shortcoming areas. For the marketing and management statistics below, green indicates areas where performance exceeded the national average by more than 3%. Yellow indicates areas where performance fell short of the national average by more than 3%. Non-highlighted areas are within +/- 3% of the national average. Red areas are where performance fell short of the national average of more than 15%, or one converted standard deviation from the total ETS score measure.</p> |
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### Sampling

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| <p><b>How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location? (Provide Number and by Concentration)(Example: BA Contemporary Musicianship - 26, BA Contemporary Musicianship Classical - 41, BA Contemporary Musicianship Commercial - 17)</b></p> | <p>General Business – 84<br/>Supply Chain – 0</p> |
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### Open Box for Assessment Comments

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| <p><b>Required: In this field, please document the overall use of assessment results for continuous improvement (consider the past, present, and future and specifically address these in your narrative).</b></p> | <p>Last was a test year for determining how to assess by concentration under a more broadly implemented School of Business Assessment. During this process, it became clear that the assessment plan set up in Jan 2019 copied the assessment for the BSBA rather than create specific learning outcomes and measures specific to students in the concentrations. The assessment plan was be revised by the faculty and School of Business to target the specific learning outcomes for specific concentrations as well as overall BSBA learning outcomes. These concentration-specific learning outcomes were assessed in the concentration courses in which</p> |
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|   | <p>students are enrolled. A new assessment plan for the concentration was be forwarded to Academic Affairs. With the change to exam form, the assessment methods are still sound, but year-to-year assessment is not valid, so institution to national average assessment was used.</p>   |
| <p><b>Optional Open Text Box For Assessment Comments:</b></p>   | <p>NA</p>   |
| <p><b>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 <a href="mailto:assessment@mga.edu">assessment@mga.edu</a> when you submit this form with your Department name and program in the subject line.)</b></p> | <p>During AY 20-21, the Dean of the School of Business passed away in March. The School of Business was in its first year implementing redesigned assessments developed under his leadership in AY 19-20. Between March 2021 and June 2022 the School of business transitioned through a Dean, a temporary Dean and an Interim Dean. These leadership changes were disruptive to organizational continuity, including implementation and documentation of the newly launched assessment process. At the time of this report, a new permanent dean came on in July 2022.</p> |