

## **Student Learning Assessment 5-Year Plan**

2020-2025

**Name of Program:** Bachelor of Science in Business Administration

**Name of Contact Person:** Regina Tawah, Ph.D

### **Program Goals:**

1. Effective written communication skills
2. Effective oral communication skills
3. Problem solving and critical thinking skills
4. Global awareness and sensitivity to diversity
5. Professionalism
6. Ethics
7. Mastery of business discipline knowledge and skills

### **Program Learning Outcomes**

1. Students will demonstrate effective written communication
2. Students will demonstrate effective oral communication
3. Students will use critical thinking to solve business problems
4. Students will demonstrate global awareness and sensitivity to diversity
5. Students will demonstrate professionalism
6. Students will demonstrate ethics
7. Students will demonstrate knowledge of the business disciplines

<b>Business Discipline</b>	<b>Student Learning Outcomes (SLOs)</b>
Accounting	<p>ASLO1 - Prepare and evaluate financial statements according to generally accepted accounting principles and identify, research, and propose solutions to accounting and financial reporting concerns</p> <p>ASLO2 - Analyze and communicate the effect of basic tax rules on individuals, partnerships and corporations, and prepare basic tax returns</p> <p>ASLO3 - Analyze and evaluate costing systems, and prepare appropriate reports for managerial decision support</p>
Banking and Finance	<p>FSLO1 - Students will determine the value of an asset and identify the relationship between risk and return through financial analysis of a company</p> <p>FSLO2 - Students will apply the bank chartering process and explain the current debate on financial market regulation</p> <p>FSLO3 - Students will apply the different strategies related to trading stocks and bonds to construct a well-diversified portfolio</p>
Economics	<p>ESLO1 - To critically apply economic analysis and reasoning to evaluate and make inferences on policy issues</p> <p>ESLO2 - To demonstrate awareness of current global economic issues</p> <p>ESLO3 - To utilize quantitative and economic analysis in business decision-making</p>
Marketing	<p>MkSLO1 - Apply various marketing research techniques to identify and solve complex marketing problems</p> <p>MkSLO2 - Develop a marketing portfolio</p> <p>MkSLO3 - Develop marketing strategies using the 4P's (product, price, price and promotion)</p>
Management	<p>MgSLO1 - Explain management functions and the role of structures, strategies, teams, efficiency and motivation in organizational growth and development</p> <p>MgSLO2 - Formulate a set of managerial decisions, policies and procedures that influence the behavior and performance of individuals and groups in the organization</p> <p>MgSLO3 - Identify, describe, and synthesize the key internal and external issues facing the organization</p>
Business Information Systems	<p>BISSLO1 - Identify and describe opportunities and challenges facing e-business systems in today's global business environment</p> <p>BISSLO2 - Apply the Software Development Lifecycle (SDLC) using a prescribed methodology and a computer aided software engineering (CASE) tool</p> <p>BISSLO3 - Design and formulate solutions for management problems using Decision Support Systems models/Data Analytics</p>

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments* (when and what?)	How results are used for improvement (when and what?)
1. Students will demonstrate effective written communication	MGMT 101, MGMT 241, FINA 320, ENGL 361, ECON 321, MGMT 440	Assignments Projects Papers Case Pre-Test & Post-Test	Every 2 semesters	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.
2. Students will demonstrate effective oral communication	MGMT 101, MGMT 241, MKTG 231, MGMT 440	Oral Presentation of paper, project, or case	Every 2 semesters	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.

<p>3. Students will use critical thinking to solve business problems</p>	<p>MGMT 101, MKTG 231, ACCT 211/212), FINA 320, BUAD 350, BUIS 360, ECON 321, ECON 351, MGMT 356, MGMT 440, MGMT 480, ECON 483</p>	<p>Assignments Projects Exam Question Research Papers Research Presentations Case</p>	<p>Every 2 semesters</p>	<p>At end of each semester in which assessment is conducted, at least 70% meets Expectations</p>	<p>A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.</p>
<p>4. Students will demonstrate global awareness and sensitivity to diversity</p>	<p>MGMT 101, ACCT 211/212, FINA 320, MGMT 344, BUIS 360, ECON 321, MGMT 440</p>	<p>Assignments Projects Exam Question Research Papers Research Presentations Case</p>	<p>Every 2 semesters</p>	<p>At end of each semester in which assessment is conducted, at least 70% meets Expectations</p>	<p>A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.</p>

5. Students will demonstrate professionalism	MGMT 101, ENGL 361, BUIS 360, MGMT 356/358	Assignments Projects Research Papers Research Presentations Case	Every 2 semesters	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.
6. Students will demonstrate ethics	MGMT 101, ACCT 211/212, MGMT 241, MGMT 356/358, MGMT 440	Assignments Projects Exam Question Research Papers Research Presentations Case	Every 2 semesters	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.

7. Students will demonstrate knowledge of the business disciplines	<i>Refer to the different Business Disciplines below</i>	<i>Refer to the different Business Disciplines below</i>	<i>Refer to the different Business Disciplines below</i>	<i>Refer to the different Business Disciplines below</i>	<i>Refer to the different Business Disciplines below</i>
7A. ASLO1 - Prepare and evaluate financial statements according to generally accepted accounting principles and identify, research and propose solutions to accounting and financial reporting concerns	ACCT311	Assignments Problem Sets Projects Exams Research Papers Research Presentations	Every other semester	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.
7A. ASLO2 - Analyze and communicate the effect of basic tax rules on individuals, partnerships and corporations, and prepare basic tax returns	ACCT315, ACCT316	Assignments Projects Exam Question Research Papers Research Presentations Case	Every other semester	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.

7A. ASLO3 - Analyze and evaluate costing systems, and prepare appropriate reports for managerial decision support	ACCT313	Assignments Projects Exam Question Research Papers Research Presentations Case	Every other semester	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.
7F. FSLO1 Students will determine the value of an asset and identify the relationship between risk and return through financial analysis of a company	FINA422, FINA320	Assignments Problem Sets Projects Exam Question Research Papers Research Presentations Case	Every other semester	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.
7F. FSLO2 Students will apply the bank chartering process and explain the current debate on financial market regulation	FINA424	Assignments Projects Exam Question Research Papers Research Presentations Case	Every other semester	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.

7F. FSLO3 Students will apply the different strategies related to trading stocks and bonds to construct a well-diversified portfolio	FINA422	Assignments Projects Exam Question Research Papers Research Presentations Case	Every other semester	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.
7E. ESLO1 To critically apply economic analysis and reasoning to evaluate and make inferences on policy issues	ECON312 ECON311	Assignments Projects Exam Question Research Papers Research Presentations Case	Every other semester	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.
7E. ESLO2 To demonstrate awareness of current global economic issues	ECON321 ECON341	Assignments Projects Exam Question Research Papers Research Presentations Case	Every other semester	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.



7E. ESLO 3 To utilize quantitative and economic analysis in business decision-making	ECON483 ECON351	Assignments Projects Exam Question Research Papers Research Presentations Case	Every other semester	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.
7Mk. MkSLO 1 Apply various marketing research techniques to identify and solve complex marketing problems	MKTG430	Assignments Projects Exam Question Research Papers Research Presentations Case	Every other semester	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.
7Mk. MkSLO 2 Develop a marketing portfolio	MKTG437	Assignments Projects Exam Question Research Papers Research Presentations Case	Every other semester	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.

<p>7Mk. MkSLO 3 Develop marketing strategies using the 4P's (product, price, price and promotion)</p>	<p>MKTG231 MKTG438</p>	<p>Assignments Projects Exam Question Research Papers Research Presentations Case</p>	<p>Every other semester</p>	<p>At end of each semester in which assessment is conducted, at least 70% meets Expectations</p>	<p>A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.</p>
<p>7Mg. MgSLO1 Explain management functions and the role of structures, strategies, teams, efficiency and motivation in organizational growth and development</p>	<p>MGMT101</p>	<p>Assignments Projects Exam Question Research Papers Research Presentations Case</p>	<p>Every other semester</p>	<p>At end of each semester in which assessment is conducted, at least 70% meets Expectations</p>	<p>A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.</p>
<p>7Mg. MgSLO2 Formulate a set of managerial decisions, policies and procedures that influence the behavior and performance of individuals and groups in the organization</p>	<p>MGMT347 MGMT440</p>	<p>Assignments Projects Exams Research Papers Research Presentations</p>	<p>Every other semester</p>	<p>At end of each semester in which assessment is conducted, at least 70% meets Expectations</p>	<p>A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.</p>

MgSLO3 Identify, describe and synthesize the key internal and external issues facing the organization	MGMT347 MGMT440	Assignments Projects Exams Research Papers Research Presentations	Every other semester	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.
7BIS. BISSLO1 Identify and describe opportunities and challenges facing e-business systems in today's global business environment	BUIS 463	Assignments Projects Exams Research Papers Research Presentations	Every other semester	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.
7BIS. BISSLO2 Apply the Software Development Life-Cycle (SDLC) using a prescribed methodology and a computer aided software engineering (CASE) tool	BUIS361	Assignments Projects Exams Research Papers Research Presentations	Every other semester	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.

7BIS. BISSLO3 Design and formulate solutions for management problems using Decision Support Systems models/Data Analytics	BUIS462	Assignments Projects Exams Research Papers Research Presentations	Every other semester	At end of each semester in which assessment is conducted, at least 70% meets Expectations	A summary report will be done by the end of the semester in which assessment is conducted. This will indicate proportion of students at or above the benchmark, the strengths and weaknesses of students and possible strategies to address the weaknesses. The results will be reviewed by faculty and other external stakeholders along with the instrument and rubrics, which may be revised if called for by current best practices.
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### Yearly Timeline of the Assessment Plan

**Year 1:** Convene faculty and staff assessment retreat for the start of the fall 2020 semester. Review and revise as needed the instruments and processes of assessment with due consideration of stakeholders' (students, alumni, Board of Advisors, faculty) feedback as well as the approaches to using the data collected to improve the Business Administration program. Use the revised instruments to obtain feedback from stakeholders. Review the major field test (MFT) results and compare against the fall 2019 results given the curriculum adjustments that were made to address MFT-related issues. Review and revise program goal assessment plan. Review assessment management systems for selection and implementation by spring 2021.

**Year 2:** Review assessment results and compare with year 1. Use data from stakeholders to evaluate the effectiveness of learning outcomes in contributing to program goals. Adjust, as necessary. With new strategic plan, ensure strategic plan, program goals and course alignment. Revise assessment for new goals and outcomes where needed.

**Year 3:** Review learning outcomes assessment results and compare with years 1 and 2. Determine ways to improve data collection and use for the purposes of continuous improvement.

**Year 4:** Review assessment results. Conduct a trend analysis of years 1 through 4.

**Year 5:** Carry out a comprehensive review of the program goals, learning outcomes and assessment instruments, after doing an environmental scan to determine their suitability and effectiveness. Make necessary adjustment.

### Mapping of Expected Learning Outcomes to Courses

Program Learning Outcome	MGMT 101	ACCT 211	ACCT 212	MKTG 231	MGMT 241	FINA 320	MGMT 344	ENGL 361	BUAD 350	BUIS 360	ECON 321	ECON 351	MGMT 356	MGMT 358	MGMT 480	MGMT 440	ECON 483
<b>To Write Effectively</b>	R, A				R, A	R, A		R, A			R, A			R, A		M	
<b>To Communicate Orally Effectively</b>	I, A			R, A	R, A											M	
<b>To solve problems through the use of critical thinking</b>	I, A	R	R	R		R, A			R	R, A	R	R, A	R		M	M, A	M
<b>Global awareness and sensitivity to diversity</b>	I	R	R			R, A	R			R	R, A					M, A	
<b>Professionalism</b>	I, A							R, A		R			R	M, A			
<b>Ethics</b>	I, A	R	R		R, A								R, A	M, A		M, A	
<b>Mastery of business knowledge and skills</b>	I, A	R, A	R, A	R, A	R, A	R, A	R, A	R, A	I, A	I/R*, A	R, A	R, A				M, A	

I = Introduce; R = Reinforce; M = Master; I/R\* Based on Major

Master of Business Administration  
Student Learning Assessment Five-Year Plan  
Spring 2020 – Spring 2025

**Name of Program:** Master of Business Administration

**Name of Contact Person:** Granville M. Sawyer Jr., Program Coordinator

**Program Goals:**

1. Bowie State University MBA graduates will demonstrate their knowledge of and ability to apply discipline specific theories and concepts in: 1) Accounting (to be assessed spring 2021); 2) Finance (assessed 2019-2020); 3) Management (assessed 2019-2020); 4) Management Information Systems (to be assessed spring 2020-2021); and 5) Marketing (assessed 2019-2020).
2. Bowie State University MBA graduates will demonstrate their ability to work collaboratively to accomplish group tasks.
3. Bowie State University MBA graduates will demonstrate the ability to analyze real world business challenges and develop innovative strategies to meet these challenges.
4. Bowie State University MBA graduates will demonstrate the ability to effectively present well-developed solutions to business problems and challenges.

### **Program Learning Outcomes**

1. Managerial Finance: Students will be able to demonstrate the ability to gather and apply information for comprehensive financial analysis.
2. Strategic Management: Students will be able to describe the key components of strategic management model and discuss the significance of the model for business firms in a changing environment.
3. Marketing Management (MKTG 538) – Students will be able to identify, discuss, and apply the steps of the marketing planning process.
4. Students will demonstrate their ability to work effectively in groups to develop business solutions and business plans.
5. Students will demonstrate capacity in using organizational theory and design concepts through a written case study.
6. Students will produce professional, written business case analyses and orally present/defend them.

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments* (when and what?)	How results are used for improvement (when and what?)
<p>1. Managerial Finance FINA 520: Students will be able to demonstrate the ability to gather and apply information for comprehensive financial analysis.</p>	<p>FINA 520 Managerial Finance</p>	<p>Students were assigned a project to pick, track and analyze a publicly traded company based on their most recent financial statements.</p>	<p>End of each semester</p>	<p>Most students were able to pick a company and do some sort of data based analysis using the financial statements. Most students had a satisfactory response to question 1 on the history of the company. The biggest challenge came in question 2 where they were expected to access and analyze all 3 major financial statements and the key financial ratios. Most students were using only income statement and not the other</p>	<p>Based on the results, we realized that more emphasis needs to be given on students using all 3 financial statements in their analysis instead of just using Income Statement or part of Balance Sheet or Cash flow statement. The cohort of students who took the same assignment in Spring 2018 were clearly instructed to use all three financial statements and put more emphasis on the data analysis part of the project. We did see marginal improvement in terms of how many students were trying to access all the three financial statements from the company website and other public filings. But clearly much more needs to be done. The instructor has currently assigned 50% weight for that part of the project in Spring 2019</p>



				<p>two financial statements. Their analysis of the financial ratios was also incomplete. The link between the data in the statements and ratios and conclusion on the financial health of the company was also borderline satisfactory. For question 3 , most students were able to pick a key competitor based on their overall perception and none of them used references such as market capitalization or sales revenue or employee strength to compare. The comparison with the competitor was also weak in terms of using hard data. The conclusion part</p>	<p>versus 30% in Fall 2017. Announcements on blackboard (BSU Learning Management System) are also being given emphasizing this.</p> <p>Most students in the class struggled with the tests. The average class performance was a failing grade. The finance faculty teaching this class decided to do midterm interventions with calling students in to meet physically with the instructor and discuss the challenges they were facing. Most students mentioned lack of time in preparing for these tests with everything else in their lives. Some were critical of the length of the test and the level of difficulty. Many of them requested some face to face preparatory sessions.</p> <p>Clearly intervention was urgently needed going forward. Current thought process of the finance faculty group is to offer these fully online classes in a more hybrid mode where the students also get face to face class time with the faculty</p>
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				<p>was satisfactory for most students.</p>	<p>teaching this class. These face to face sessions will be more interactive with students reading the material ahead of time and coming in to discuss with the professor and other fellow students in the class and these sessions will be graded.</p>
<p>2 Strategic Management: Students will be able to describe the key components of strategic management model and discuss the significance of the model for business firms in a changing environment.</p>	<p>MGMT 640 Strategic Management</p>	<p>Rubric Assignments Projects Exams Research Papers Research Presentations</p>	<p>End of the semester</p>	<p>Each Semester 100% meet expectations</p>	<p>GLO-BUS business simulation has been used in recent years as the main tool to assess learning outcomes of students enrolled in Strategic Management (MGMT 640) course. The purpose of the simulation is to translate knowledge gained in the MBA Program including business strategy to manage a virtual enterprise. Students are grouped into teams (2-3 individuals each) to manage the enterprise and compete with each other for market share, profitability, and other goals. The simulation and related activities (e.g., quizzes, research paper) last for entire academic semester. The simulation, in</p>

					<p>terms of learning outcomes, measures individual students' performance in nine key managerial skills such as leadership, collaboration, analytical, and other proficiencies. It also provides collective data about the average class performance for each academic semester that could be deployed for comparison purposes.</p> <p>The class average showed substantial performance improvement from Spring 2017 semester to Fall 2017 semester. On the other hand, the class average shows inconsistent performance of students in Fall 2018 as compared to Fall 2017. Five categories show skills improvement, while four categories show setback performance for students' skills. It seems that class overall performance is influenced, among other things, by the number of students enrolled in the course level of their achievement motivation as well as their educational background. For example, students enrolled in the</p>
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					<p>course who possess undergraduate business degree are expected to perform better in the simulation game as compared to students who don't have undergraduate business degrees.</p> <p>The course instructor (Dr. Falih M. Alsaaty) is planning to implement the following steps in future to enhance the overall learning outcomes of students:</p> <ol style="list-style-type: none"> <li>1. Increase in-class (or Blackboard) course discussions and activities.</li> <li>2. Foster students' collaboration among themselves with emphasis on the simulation game.</li> <li>3. Improve guidance as students work on class assignments and projects.</li> </ol>
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<p>3. Marketing Management (MKTG 538) – Students will be able to identify, discuss, and apply the steps of the marketing planning process.</p>	<p>MKTG 538 Marketing Management</p>	<p>Students performance on development of a comprehensive marketing plan was assess using the rubric shown below.</p>	<p>End of the semester</p>	<p>Each Semester 100% meet expectations</p>	<p>Students did well on the marketing plans as the assessment rubric indicates. Future plans include further improving their performance through a review of skills or concepts that could have been applied more effectively and exploring other instructional methodologies such as online delivery of the class using a video capability such as Zoom or Black Board Collaborate Ultra.</p>
<p>4. Students will demonstrate their ability to work effectively in groups to develop business solutions and business plans.</p>	<p>MGMT 640 Strategic Management</p>	<p>Assignments Projects Exams Research Papers Research Presentations</p>	<p>End of the semester</p>	<p>Each Semester 100% meet expectations</p>	<p>Each student was assessed on his/her ability to work collaboratively in teams. Data showed significant improvement in student performance over academic 2017-2018 and 2018-2019.</p>
<p>5. Students will demonstrate capacity in using organizational theory and design concepts through a written case study.</p>	<p>MGMT 544 Organizational Behavior</p>	<p>Students will demonstrate a knowledge of organizational design through case study of a corporate and, governmental</p>	<p>End of the semester</p>	<p>Each Semester 100% meet expectations</p>	<p>Results of analysis using a rubric designed for the case analysis showed all students met minimum standards for performance with some student doing excellent work on the case.</p>

		or non-profit organization.			
<p>6. Students will produce written and presented business case analyses.</p>	<p>MGMT 541 Entrepreneurship</p>	<p>Assignments Projects Exams Research Papers Research Presentations</p>	<p>End of the semester</p>	<p>100% meet expectations Every semester</p>	<p>Six students pursued individual entrepreneurship ventures with 6 Business Plans. The 6 students performed well (170 lowest to 196 highest with 200 maxim score possible). The lessons from Fall 2018 assessment I implemented have had a huge impact on Fall 2019, which I am doing this semester of Spring 2020 These are:</p> <ol style="list-style-type: none"> <li>1. Student access to BSU Library data base to enable quality research information for their secondary research information.</li> <li>2. Template for Business Plan</li> <li>3. Lecture Business Plans earlier on the semester and get student jump start on their business plans as they conduct customer Discovery.</li> <li>4. Finally, schedule one on one meeting with students and also</li> </ol>

					offer to review the business plans in the interim.
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**Yearly Timeline of the Assessment Plan**

**Year 1:** Transition from comprehensive exams as the primary form of assessment to course-level assessment and use of the MBA Major Field Test for external assessment.

**Year 2:** Review results of course-level assessments and students’ performance on the MBA MFT. Modify curriculum or assessments to improve results, data capture, and year-over-year comparisons.

**Year 3:** Conduct a review of the updated learning outcomes against program goals, stakeholder recommendations, and reviewers’ suggestions. Conduct a trend analysis among years one to three. Identify opportunities for improvement, departmental best practices, and alternative assessment approaches.

**Year 4:** Review existing learning outcomes for effectiveness, appropriateness, and timeliness. Continue yearly analysis. Make adjustments as necessary.

**Year 5:** Conduct a review of the program goals and learning outcomes across external programs and industry recommendations. Confirm learning outcomes are appropriate and make adjustments as necessary. By year five, all assessment instruments should be updated. A clearly defined process for evaluation and assessment will become the culture of the department.

**Mapping of Expected Learning Outcomes to Courses**

<b>Expected Learning Outcomes</b>	<b>FINA 520</b>	<b>MKTG 538</b>	<b>MGMT 544</b>	<b>MGMT 541</b>	<b>MGMT 640</b>
1. Managerial Finance: Students can demonstrate the ability to gather and apply information for comprehensive financial analysis.	I		R	R	R/M
2. Strategic Management: Students can describe key components of strategic management model and discuss the significance of the model for business firms.	I			R	R/M
3. Marketing Management (MKTG 538) – Students will be able to identify, discuss, and apply the steps of the marketing planning process.		I		R	R/M
4. Students will demonstrate their ability to work effectively in groups to develop business solutions and business plans.	I	R	R		R/M
Students will demonstrate capacity in using organizational theory and design concepts through a written case study.			I	R	R/M
6. Students will produce written and presented business case analyses.	I	R	R	R	M

**Key**

**I** = Introduction of Learning Outcome

**R** = Reinforcement of Learning Outcome

**M** = Mastery of Learning Outcomes at Senior Level



Academic Program  
Student Learning Assessment 5-Year Plan  
Spring 2020 – Spring 2025

**Name of Program:** Master of Science in Management Information Systems

**Name of Contact Person:** Andrew H. Mangle, Ph.D., Program Director

**Program Goals:**

1. Have a strong set of technical knowledge and skills in addition to a broad background in business to enable them to develop and manage a full spectrum of IS projects and IS systems.
2. Have a strong knowledge and ability in applying IS theory and concepts to modern IS analysis, design and implementation.
3. Have strong understanding of Ethical Standards for Information Systems Professionals and commitment to follow the ethical codes and codes of conduct.
4. Able to identify new business opportunities and innovative solutions using advanced and emerging information technologies.
5. Knowledgeable on existing and emerging information technologies and their impact on the IS functions.
6. Able to prepare high quality requirement specifications, business processes models, data, information and knowledge models as well as IS architectures using state-of-the-art modeling techniques.
7. Able to critically analyze and question knowledge claims in IS.
8. Able to communicate effectively both verbally and in writing - prepare and present expected outputs from the analysis, design, implementation, and maintenance phases of information system development.

### Program Learning Outcomes

1. Our students shall prepare requirement specifications.
2. Our students shall develop models based on requirement specifications.
3. Our students shall recognize opportunities and critically analyze information system solutions.
4. Our students shall write professional, accurate, and discipline specific documentation
5. Our students shall orally present professional, accurate, and discipline specific material
6. Our students shall identify global factors that impact business enterprise information system solutions

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments* (when and what?)	How results are used for improvement (when and what?)
1. Our students shall prepare requirement specifications.	INSS 615, INSS 880, INSS 880, INSS 890, INSS 898	Assignments Projects Exams Research Papers Research Presentations	End of each semester	Each Semester 100% meet expectations	Each course's instrument will be analyzed with a summary report. The instruments and results will be reviewed with faculty and external stakeholders. Additionally, each rubric will be assessed and revised to reflect current best practices.

2. Our students shall develop models based on requirement specifications.	INSS 650, INSS 880, INSS 880, INSS 890, INSS 898	Rubric Assignments Projects Exams Research Papers Research Presentations	End of the semester	Each Semester 100% meet expectations	Each course's instrument will be analyzed with a summary report. The instruments and results will be reviewed with faculty and external stakeholders. Additionally, each rubric will be assessed and revised to reflect current best practices.
3. Our students shall recognize opportunities and critically analyze information system solutions.	INSS 640, INSS 673, INSS 880, INSS 880, INSS 890, INSS 898	Assignments Projects Exams Research Papers Research Presentations	End of the semester	Each Semester 100% meet expectations	Each course's instrument will be analyzed with a summary report. The instruments and results will be reviewed with faculty and external stakeholders. Additionally, each rubric will be assessed and revised to reflect current best practices.

4. Our students shall write professional, accurate, and discipline specific documentation	INSS 615, INSS 638, INSS 640, INSS 650, INSS 673, INSS 675, INSS 880, INSS 880, INSS 890, INSS 898	Assignments Projects Exams Research Papers Research Presentations	End of the semester	Each Semester 100% meet expectations	Each course's instrument will be analyzed with a summary report. The instruments and results will be reviewed with faculty and external stakeholders. Additionally, each rubric will be assessed and revised to reflect current best practices.
5. Our students shall orally present professional, accurate, and discipline specific material	INSS 615, INSS 638, INSS 640, INSS 650, INSS 673, INSS 675, INSS 880, INSS 880, INSS 890, INSS 898	Assignments Projects Exams Research Papers Research Presentations	End of the semester	Each Semester 100% meet expectations	Each course's instrument will be analyzed with a summary report. The instruments and results will be reviewed with faculty and external stakeholders. Additionally, each rubric will be assessed and revised to reflect current best practices.
6. Our students shall identify global factors that impact business enterprise information system solutions	INSS 615, INSS 638, INSS 640, INSS 650, INSS 673, INSS 675, INSS 880, INSS 880, INSS 890, INSS 898	Assignments Projects Exams Research Papers Research Presentations	End of the semester	100% meet expectations Every semester	Each course's instrument will be analyzed with a summary report. The instruments and results will be reviewed with faculty and external stakeholders. Additionally, each rubric will be assessed and revised to reflect current best practices.

### **Yearly Timeline of the Assessment Plan**

**Year 1:** Transition from comprehensive exams as the primary form of assessment to course-level assessment

**Year 2:** Review results of course-level assessments. Compare year one learning outcome results against year zero's comprehensive exam results. Modify curriculum or assessments to improve results, data capture, and year-over-year comparisons.

**Year 3:** Conduct a review of the updated learning outcomes against program goals, stakeholder recommendations, and reviewers' suggestions. Conduct a trend analysis among years zero to three. Identify opportunities for improvement, departmental best practices, and alternative assessment approaches.

**Year 4:** Review existing learning outcomes for effectiveness, appropriateness, and timeliness. Continue year over year analysis. Make adjustments as necessary.

**Year 5:** Conduct a review of the program goals and learning outcomes across external programs and industry recommendations. Confirm learning outcomes are appropriate and make adjustments as necessary. By year 5, all assessment instruments should be updated. A clearly defined process for evaluation and assessment will become the culture of the department.

### Mapping of Expected Learning Outcomes to Courses

Expected Learning Outcomes	INSS 615	INSS 638	INSS 640	INSS 650	INSS 673	INSS 675	INSS 880	INSS 888	INSS 890	INSS 898
1. Our students shall prepare requirement specifications.	I		R		R	R	M	M	M	M
2. Our students shall develop models based on requirement specifications.				I			R	M	R	M
3. Our students shall recognize opportunities and critically analyze information system solutions.			I		I		R	M	R	M
4. Our students shall write professional, accurate, and discipline specific documentation	I	I	I	I	I	I	R	M	R	M
5. Our students shall orally present professional, accurate, and discipline specific material	I	I	I	I	I	I	R	M	R	M
6. Our students shall identify global factors that impact business enterprise information system solutions and refine technical skills	I	I	I	I	I	I	R	M	R	M

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**Masters of Public Administration Five-Year Assessment Plan  
2015-2020**

Submitted by Dr. David Abrahams, MPA Program Coordinator

**MPA Program Goals**

*Program Goal 1 (PG1): To develop professionals who will perform effectively as administrators, analysts, general managers, and leaders in public sector and public-oriented organizations.*

Graduates of the MPA program will be able to:

- Understand the political, economic, and social context of public administration
- Conceptualize a complex issue into a coherent, persuasive written statement or oral presentation.
- Communicate effectively in an organization
- Develop well-written, persuasive business reports, memos, and letters
- Explain and interpret findings and conclusions and justify a conclusion or recommendation (BSU Catalog pp.98-99).

*Program Goal 2 (PG2): To develop the skill level and knowledge base of students in the theory and application of new technologies now in use in order to access, analyze, and utilize information that is pertinent to the field of public administration.*

Graduates of the MPA program will be able to:

- Acquire and use analytical tools for evaluating information, solving problems, and making sound decisions
- Analyze different sources of information and various perspectives
- Provide arguments, formulate questions and make evidence-based decisions for the public good
- Identify ethical dilemmas and apply one of several evaluative frameworks to form a standard for dealing with the dilemma.

*Program Goal 3 (PG3): To develop and strengthen students' research and analytical skills, enabling them to perform problem-solving activities across a broad spectrum of professional disciplines.*

Graduates of the MPA program will be able to:

- Investigate the relationship between multiple variables in a complex problem
- Conceptualize and identify multiple solutions for a single, complex problem
- Assess the value of different variables in a particular problem and conceptualize new solutions or approaches to the problem.

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*Program Goal 4 (PG4): To develop students' capacity for information literacy in order to conceptualize and interpret the social, economic and political environment in which public administration takes place.*

Graduates of the MPA program will be able to:

- Develop the skills needed to work productively in organizational teams in a public sector environment
- Understand the importance of culture and diversity to organizations
- Incorporate effective group consultation and teamwork within diverse and cross-functional environments in accomplishing organizational goals.

**Assessment Method:**

Students completing the Master of Public Administration Program will demonstrate competence and the ability to apply the principles of Qualitative Research, Organizational Behavior and Policy Analysis from the core curriculum Learning goal.

**Methods of Assessment:**

Assessment Instrument	Time Frame	Feedback
Program Goals Evaluation Instrument	Evaluate Qualitative Learning goals every 3 years. Next evaluation fall 2019. Implementation of Evaluation Instrument in the Public Policy Concept and Public Policy Analysis Courses began fall 2016. Develop additional analysis reports and charts, developed and standardized reports and charts for faculty use by spring 2017.	Measures student learning strengths and weaknesses. Faculty will utilize information to identify course content that students need extra time on in class.



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<b>Assessment Instrument</b>	<b>Time Frame</b>	<b>Feedback</b>
Advance to Candidacy	Student must complete 18-24 credit hours with a 3.25 average or better in their Program of Study curriculum.	Indicates student's ability to achieve course learning goals. Students whose GPA goes below 3.0 are placed on academic probation. Students must receive advisement, an academic plan of action is created to remediate problem and students signs contract agreeing to plan of action.
Comprehensive Exam	Fall and spring every year to students who have completed their Program of Study requirements and have Advanced to Candidacy.	Use scores to determine how effectively students are learning the material. Changes in course content/presentation may be necessary
Student Survey	Administer every semester	Use results to improve instruction/curriculum in business core as well as in the major areas.
Alumni Survey	Administer every other year	Use to improve instruction/curriculum in the major areas

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**MPA Program Assessment Implementation Plan  
began in the fall of 2015**

Assessment Tool Project	Project Status	Project Goals for Assessment	Target Date for core learning objectives
Program Goal Evaluation Instrument	Instrument has been completed and implementation of Evaluation Instrument in the Public Policy Concept and Public Policy Analysis Courses began Fall 2016.	<ul style="list-style-type: none"> <li>• Assessment of Instrument began in the fall of 2015</li> <li>• Learning Goal Evaluation Instrument has been completed Fall 2016</li> <li>• Analysis reports and charts will be developed and standardized for faculty use. spring 2017</li> <li>• Evaluate Core Learning Goals every 3 years.</li> </ul>	Evaluate Qualitative Learning goals every 3 years. <b>Next evaluation fall 2019.</b> Data Gathering on Public Policy Concept and Public Policy Analysis Courses begun. Fall 2016 and Spring 2017. Evaluation of Public Policy Concept and Public Policy Analysis Courses fall 2017. Evaluate Learning Goals every 3 years. <b>Next evaluation fall 2020.</b> Data Gathering Organizational Behavior Learning goals, spring 2020 and fall 2021. Evaluate Organizational Behavior Learning, spring 2022. Evaluate Learning Goals every 3 years. <b>Next evaluation spring 2025.</b>

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Assessment Tool Project	Project Status	Project Goals for Assessment	Target Date for core learning objectives
<p>Comprehensive Exam – Comprehensive Exam is used as an indirect measure of assessment. The results are to determine how effectively students are learning the material. Changes in course content/presentation may be necessary</p>	<p>Fall and Spring every year administer to students who have completed their Program of Study requirements and have Advanced to Candidacy take the Comprehensive Exam The MPA Dept is currently utilizing the Comprehensive Exams from Fall 2009 thru Spring 2011 to report on student Pass/ Fail Rates. Currently data from Spring 2009 &amp; 2011 is missing from the report.</p>	<ol style="list-style-type: none"> <li>1) Create with MPA faculty assessment rubrics and tools to track students to assess student-learning outcome. Create 1<sup>st</sup> level of assessment which will capture student outcomes from Comprehensive Exams data for fall 2015 &amp; spring 2016. The student learning outcomes will be from 3-core subject area on exam (Public Policy, Qualitative Research and Organization Behavior).</li> <li>2) Create 2<sup>nd</sup> level of assessment analysis form Comp Exam for 2016-2017. The 2<sup>nd</sup> level of assessment analysis consists of analyzing Student Comp Result on a statement level of the 3 core learning objectives on the component Level.</li> <li>3) Finally analyze Student Comp Result on an individual statement level for each core learning objective from 2017 forward.</li> </ol>	<ol style="list-style-type: none"> <li>1) Utilize 1<sup>st</sup> level of assessment tools and enter results from Comprehensive Exams data for fall 2015 &amp; spring 2016. The captured from 3 core subject area.</li> <li>2) Obtain missing Comprehensive Exams data for fall &amp; spring 2015 and 2016 in order to begin 1<sup>st</sup> level of assessment. <b>Note: Due to faculty turn over 1<sup>st</sup> level of assessment will occur fall 2016.</b></li> <li>3) Begin entering 2<sup>nd</sup> level of assessment analysis form Comp Exam results into report by 11/2016 for report</li> <li>4) MPA faculty will review 2<sup>nd</sup> level of assessment data from the fall 2016 Comp Exam and make revisions to assessment tools for spring 2017 assessment.</li> </ol>

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MPA Curriculum Map

	BSU MPA Program Goals				NASPAA Competencies				
COURSE	PLO1	PLO2	PLO3	PLO4	Lead and Manage	Participate in & Contribute to the Policy Process	Analyze, Synthesize Think Critically and Problem Solve	Articulate a Public Service Perspective	Communicate & Interact Productively with a Diverse & Changing Workforce & Citizenry
Core Courses									
PUAD 502 Qualitative Research	I	I	R	I			X	X	X
MGMT 511 Organizational Behavior	I	I		I	X		X	X	X
PUAD 524 Public Budgeting	I	R	R		X	X	X	X	
MGMT 571 Human Resource Management	I			R	X		X		
MGMT 584 Management Statistics	R	R	R			X	X		X
PUAD 601 Concepts of Public Administration	I	I		I	X	X		X	

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Other Courses									
MGMT 501 Managing Public & Private Organizations	I	I		R	X			X	X
ECON 522 Public Finance	I	R							
PUAD 605 Manager in Technological Society	R				X			X	X
PUAD 603 Public Policy Analysis	I	R		R	X	X	X	X	X

	BSU MPA Program Goals				NASPAA Competencies				
COURSE	PLO1	PLO2	PLO3	PLO4	Lead and Manage	Participate in & Contribute to the Policy Process	Analyze, Synthesize Think Critically and Problem Solve	Articulate a Public Service Perspective	Communicate & Interact Productively with a Diverse & Changing Workforce & Citizenry
MGMT 677 Labor Relations Management	I	R		I			X		X
PUAD 704 Evaluation Research	R	R		R					

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PUAD 710 Intergovernmental Relations Seminar	R		R	M	X		X	X	
MGMT 741 Organizational Development	R	R		M		X		X	X
MGMT 772 Human Resources Management Seminar				I					
Comprehensive Exam									
PUAD 799 Comprehensive Exam	M	M	M	M	X	X	X	X	X