

## Undergraduate Program-Specific Student Learning Outcome and Success Annual Report

### I. Program Information

Program/Department: Bachelor of Science in Business Administration

Department Chair: Joseph McAloon

Department Assessment Committee Contact: Audrey Pereira

### II. Program-Specific Student Learning Outcomes (Educational Objectives)

*List ALL Program-Specific SLOs first, and the assessment timeline (annual or bi-annual) for assessing each program SLO.*

Program SLO	Expected Timing of assessment (annual, semester, bi-annual, etc.)
<b>Program Intended Student Learning Outcomes</b>	
1. Students will be able to explain the major concepts in the functional areas of accounting, marketing, finance, and management.	Annual
2. Students will be able to evaluate the legal, social and economic environments of business.	Annual
3. Students will be able to describe the global environment of business.	Annual
4. Students will be able to describe and explain the ethical obligations and responsibilities of business.	Annual
5. Students will be able to apply decision-support tools to business decision making.	Annual
6. Students will be able to construct and present effective oral and written forms of professional communications.	Annual
7. Students will be able to apply knowledge of business concepts and functions in an integrated manner.	Annual

<b>Intended Student Learning Outcomes: Concentration in Management</b>	
8. Students will be able to demonstrate knowledge of and competencies in performing the basic activities of managers in an organizational setting.	Annual
9. Students will be able to demonstrate an understanding of team effectiveness and apply the principles of effective leadership in an organizational setting.	Annual
<b>Intended Student Learning Outcomes: Concentration in Marketing</b>	
10. Students will be able to demonstrate knowledge and competencies in fundamental marketing concepts, theories, and principles in areas of marketing policy, market and consumer behavior, product distribution, promotion, and pricing.	Annual
11. Students will be able to identify types of business strategies that contribute to establishing brands in a global setting.	Annual
<b>Intended Student Learning Outcomes: Concentration in Accounting</b>	
12. Students will be able to understand how to calculate, record, and provide financial information about the reporting entity that is useful to its present and potential equity investors, its lenders, and other creditors to assist them in making decisions about providing resources to the entity.	Annual
13. Students will be able to identify types of taxes used by federal and state governments to raise revenue, differentiate between tax avoidance and tax evasion; apply the tax tables and tax rate schedules to determine taxable income or refund.	Annual
14. Students will be able to understand the functions of managerial and cost accounting in the areas of planning with the use of budgets; controlling, by assessing the entity's financial performance, and decision-making where the entity uses results of its financial performance to make current and future decisions.	



**III. SLO Assessment (Please report on the SLO's most recently reviewed)**

Using the table below, list and briefly describe the direct methods used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

Dept. SLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 <sup>th</sup> year, 1 <sup>st</sup> year, etc.)	To which students were assessments administered (all, only a sample, etc.)
SLO #'s 1 - 14	Bachelor of Science in Business Administration (BSBA) Capstone Business Simulation Project (direct measure of learning outcomes)	Senior year	Sample
SLO #'s 1 - 14	BSBA Capstone Integrated Case (direct measure of learning outcomes)	Senior year	Sample
SLO #'s 1 - 14	BSBA Internship Survey (indirect measure of learning outcomes)	Junior and Senior year	Sample
SLO #'s 1 - 14	BSBA Senior Exit Survey (indirect measure of learning outcomes)	Senior year	Sample

**IV. Summary of Findings:** Briefly summarize the results of the assessments reported in Item III above and how do these compare to the goals you have set?

<b>Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</b>	<b>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</b>	<b>What changes have been made as a result of using the data/evidence?</b>
BSBA Capstone Business Simulation Project BSBA Capstone Integrated Case BSBA Internship Survey BSBA Senior Exit Survey	Department chair, assessment coordinator, and faculty with results below desired thresholds	LO 3: For students concentrating in Accounting, LO 3 was not met in one indirect measure, student exit survey. (71%, with 7 respondents. The threshold was 80%.) Although the direct and other indirect measures were met, BSAD faculty who teach accounting students were advised of students' perceptions regarding this LO.
BSBA Capstone Business Simulation Project BSBA Capstone Integrated Case BSBA Internship Survey BSBA Senior Exit Survey	Department chair, assessment coordinator, and faculty with results below desired thresholds	LO 10: This LO was not met in one of the direct measures (simulation project). However, because the average for this LO was a 3.8 and the acceptable range is 4.0 and above, at this time, the only action taken was to advise the marketing instructors.

**V. SSC Data**

Indicate a student success performance measure(s) that the department identified as a key measure that it wants to improve. Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

<b>Student Success Measure (data point from SSC)</b>	<b>Rationale for selection</b>	<b>Planned or Implemented Intervention</b>	<b>Current score/ Target Score</b>
Graduation Rate by 1 <sup>st</sup> Year GPA	The data indicates that the BSAD has a higher than average FSU institution graduation rate for students with mid-range GPAs, but lower than average graduation rates for some of the higher end GPA ranges.	The BSAD chair will reach out to 1 <sup>st</sup> year students with GPA's 3.6 and higher and inform them about the new business honor society and business department club opportunities.	Current scores: -8.5% 4.0+, -3.4% 3.8-3.99, and -6.4% 3.6-3.79. Target scores: at least 0% (the same as the institution)

**VI. Phase I Data**

Indicate department success performance measure(s) that the department identified as a key measure that it wants to improve (from phase 1 data).

Number of graduates, number of majors, credit production, substitutions etc.

<b>Department Performance Measure (data point from Phase 1)</b>	<b>Rationale for selection</b>	<b>Planned or Implemented Intervention</b>	<b>Current score/ Target Score</b>
Increase FT faculty in department	While there have been increasingly fewer FT BSAD faculty each year as shown on the phase 1 data (12-AY 14; 11-AY 15; and 10-AY 16), the number of BSAD majors and minors has increased each of these three years. This has caused many advisee loads at or over 50 students and classes over the optimal levels.	Administration approved searches for two new tenure track BSAD faculty members. These searches are scheduled to begin Fall 2017.	Currently: 10 BSAD FT tenure track faculty Target: 12 BSAD tenure track FT by Fall 2018 and 13 by 2019.
Increase number of Entrepreneurship Minor students	There is currently only 1 student enrolled as an Entrepreneurship Minor.		Current: 3 Target: 20

**VII. Activities and Adjustments to/Deviation from the Department Assessment Plan**

Describe any changes in the assessment plan including new SLOs, new assessments.

There are no changes in the assessment plan.