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Bachelors in Business Administration Student Learning Assessment Report

**Department Chair: Chad Patrizi
Year: 2005**

Program Profile
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Program Profile

Number of full-time faculty: Four full time faculty including Professor Linda Beach Professor Derick Jackson, and Professor Richard Hutchins

Number of adjunct faculty: 29

Number of students: 719

Bachelors of Arts in Business Administration

The Bachelor of Business Administration is a professionally focused degree that is designed to produce graduates who possess practical knowledge and associated critical thinking skills desired in today's competitive business world. Students will be grounded in the study of business through a core curriculum of management, information systems, marketing, law, finance, accounting, economics, and business strategy. They are also given the opportunity to pursue interesting specializations in areas of their choice, to include marketing, organizational behavior, international business, information technology, and entrepreneurial/small business management. This degree is applicable for any student interested in and/or working in any number of business, government, military, or other professions.

Bachelor of Arts in Business Administration Learning Outcomes

In addition to the institutional student learning outcomes, the Bachelor of Business Administration also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of Business Administration, graduates in this degree program will be able to:

- Explain and apply fundamental accounting and financial management operations to enhance business decision making processes.
- Discuss economic factors associated with government, business, and consumer environments and apply theoretical techniques to analyze markets.
- Apply management, human resource, and personnel practices and approaches to organizational problem solving.
- Integrate market and marketing information into a strategic plan.
- Apply concepts of contract, tort, Uniform Commercial Code (UCC), and property law to business situations.
- Articulate the external and internal environments of a business organization and formulate appropriate strategies in the context of competitive forces and environmental factors.
- Collect information through the use of various data tools enhancing business problem solving capabilities.
- Describe how information systems transform business processes within the modern corporate organization.

Curricular Mapping

Institutional Student Learning Outcomes	Core & Required Courses	Narrative Comments
<p>Academic Skill Graduates of APUS will possess academic skill related to their specific discipline. The graduate will master the generally accepted theories, concepts, principles, and/or practices associated with their discipline.</p>	GM229 - Accounting I GM304 - Business Law GM306 - Business Theory GM401 - Operations Research GM402 - Principles of Financial Management GM414 - Business Strategy MC300 - Principles and Theory of Management MC302 - Management Information Systems MC306 - Statistics MK300 - Principles and Theory of Marketing SS101 - Microeconomics SS102 - Macroeconomics	Courses provide the student with the research skills and the opportunity to demonstrate theories, concepts, principles, and/or practices associated within the discipline
<p>Communication Graduates of APUS will be able to clearly communicate ideas in written form.</p>	GM414- Business Strategy MC300 – Principles and Theory of Management MK300- Principles and Theory of Marketing	Courses provide students with assignments that enhance communication skill sets.
<p>Critical Thinking Graduates of APUS will be able to analytically identify issues with the ability to evaluate problems, formulate solutions, and evaluate the consequences. Graduates will be able to express a variety of other viewpoints and methods of inquiry.</p>	MC306 - Statistics GM401 - Operations Research SS101 - Microeconomics SS102 - Macroeconomics	
<p>Information Literacy Graduates of APUS will be technologically proficient in accessing and using information. The graduate will be able to gather information from a variety of sources, use information in an appropriate manner to address issues and take action.</p>	GM306 utilizes databases including Lois Law and Harvard Business Review GM229 – requires research as well as accounting reporting	Course syllabi and classroom software platforms now introduce students to numerous opportunities to access information from web-based research sites.
<p>Lifelong Learning Graduates of APUS will have the ability to identify, pursue and acquire specific and new knowledge after the end of formal schooling. They will be able to apply this knowledge in real world settings.</p>		By providing students with a highly interactive classroom and promoting academic success with peer-to-peer learning, students will develop a positive attitude to learning and recognize life experiences as learning opportunities.

Degree Program Student Learning Outcomes For Business Administration Program		
Perform fundamental accounting and financial management operations associated with business enterprise management.	GM229-Accounting, GM402-Principles of Financial Management	
Analyze economic factors associated with the general business environment and a specific business organization.	SS101- Micro Economics, SS102- Macro Economics	
Apply management, human resource, and personnel practices and approaches to organizational problem solving.	MC300- Principles and Theory of Management, GM306-Business Theory	
Integrate market and marketing information into a strategic plan	MK300-Principles and Theory of Management GM414- Business Strategy	
Apply concepts of contract, tort, Uniform Commercial Code (UCC), and property law to business situations.	GM304- Business Law	
Critically analyze the external and internal environments of a business organization and formulate appropriate strategies in the context of competitive forces and environmental factors.	GM401-Operations Research MC306- Statistics GM414- Business Strategy MC302-Management Information Systems	

**Student Learning Assessment Plan
Bachelor in Business Administration
Reporting Period: 2005**

Course Level Assessment	Use of Assessment Information for Continuous Improvement
<p>In GM304 and GM314, end of course survey results revealed that students felt that the interaction with the professor was limited.</p>	<p>In GM304, the professor expanded office hours and now contacts all students personally by sending out notices to students that they have the option of contacting the professor to discuss classroom topics. In GM316, the professor now posts weekly announcements in all classrooms and sends the same announcements out to students by email, to remind them of weekly deadlines.</p>
<p>In GM304, using a critical legal thinking case approach, the students submit weekly assignments in which they are required to apply the concepts learned during that week.</p>	<p>In addition to weekly individual feedback, exemplary student responses are posted for all students to view. By establishing student expectations from the beginning of the session, the quality of the weekly student's weekly assignments continuously improve throughout the duration of the course.</p>
<p>In GM 314 & 316, end of course survey results revealed that students would like more feedback during the course so they can monitor their progress during the course.</p>	<p>In an attempt to provide more formative feedback to the students, the professor (who teaches both GM314 and GM316) now requires a four-step process for students to complete research papers in all classes. These steps include: 1) approval of topic, 2) submission of a 1-page outline of the research paper, 3) submission of a rough draft, and 4) submission of a final draft. This new process allows students to: 1) receive formative feedback from the professor to guide students in the right direction towards a high quality final paper, and 2) the intermediate deadlines encourage students to begin working on their paper earlier.</p>
<p>Review of Business Administration course objectives by LOA Director using objectives checklist.</p>	<p>Business Administration faculty members are required to go through a web-based course objectives review process (www.slo-initiative.com). Course objectives were reviewed, and refined if necessary, to ensure alignment with degree program outcomes and best practices. Course objectives for approximately 35 core, required, and major courses for Business Administration have been reviewed as of November 15, 2005.</p>
Degree Program Level Assessment	Use of Assessment Information for Continuous Improvement

All Business Administration students are required to take the Major Field Test, a nationally sponsored test by the Educational Testing Service. The Major Field Test in Business contains 120 multiple-choice items, some of which are grouped in sets and based on such materials as diagrams, charts, and tables of data. The questions are designed to measure a student's knowledge and ability to apply significant facts, concepts, theories, and analytical methods. The major areas covered by the tests are Accounting, Economics, Management, Finance, Marketing, Quantitative Business Analysis and Information Systems, Legal and Social Environment, and International Issues.

Results are distributed to Department Chairs for continuous improvement of their courses and programs. Major Field Test results are limited at this time for students, but program is increasingly yielding testing results.

National Average	n	sd
152.5	80,044	13.7

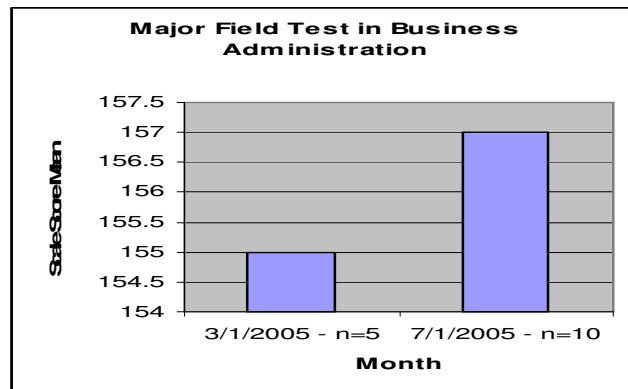
March 2005	n	sd	July 2005	n	sd
155	5	10.4	157	10	17.9

** The numbers in the tables above represent scale score means, and the range is from 120-200. See the Comparative Data Guide on APUS Learning Outcomes Assessment Website for more information.

When compared against 80,044 individual students from participating colleges and universities nationwide, preliminary results from the Major Field Test in Business Administration indicate:

In **March**, APUS Business Administration students (n=5) scored **above** the national mean. The mean total score of APUS students is 155 with a standard deviation of 10.4. The national mean score is 152.5 with a standard deviation of 13.7. APUS students scored at or below 55% of students from participating colleges and universities nationwide in March.

In **July**, APUS Business Administration students (n=10) scored **above** the national mean. The mean total score of APUS students is 157 with a standard deviation of 17.9. The national mean score is 152.5 with a standard deviation of 13.7. APUS students scored at or below 60% of students from participating colleges and universities nationwide in July.



<p>Faculty and Department Chairs are required to fill out a faculty evaluation worksheet to review the content of their syllabi, use of Educator tools, conduct within the classroom, and use of best practices in the Business Administration program.</p>	<p>The Department Chair in Business Administration reviews faculty evaluations to ensure that the course and syllabus meet standards and expectations that are established in the faculty handbook. If there are deficiencies in the course, syllabus, or teaching practices (effectiveness), the Department Chair notifies the faculty member for corrective action. Results show that newsgroups are not being used effectively to promote peer-to-peer learning. Business Administration faculty members were required to complete an online workshop that encourages the use of best practices in online teaching and learning, including increasing the interactivity in the classroom.</p>
<p>All Business Administration students are required to take an end of program survey before they graduate. Likert-type scale and open-ended survey questions inquire about: 1) instructor performance, 2) course materials, 3) technology, and the 4) usefulness, currency, and relevancy of academic programs.</p>	<p>Data are shared regularly with Student and Academic services to inform decisions at those levels.</p>
<p>Review of Business Administration Program by Provost</p>	<p>Syllabus redesign application exercises were created by the Director of Faculty Development, and all Business Administration instructors were required to convert their old “student course guide” into a new syllabus template to ensure consistency among all courses and degree programs. Approximately 21 courses in the Business Administration program have converted to the new syllabus format as of November 15, 2005. MC345, MC346, MC463, MC465, MC466, MC302, MC345 GM252, GM414, GM301, GM404, GM315, GM363, GM110, GM111, GM250, GM251, GM401, GM304 SS102 SS101</p>
<p>Institutional Level Assessment</p>	<p>Use of Assessment Information for Continuous Improvement</p>
<p>After a student graduates from the Business Administration program, employers of students are sent a survey that inquires on the: 1) extent to which APUS students are meeting the institutional objectives, and 2) competencies that graduates brings to the job that may be a direct reflection of his/her educational experience with the University System.</p>	<p>The newly revised survey was placed into our new survey software (Websurveyor), and data collection began in July of 2005. Data will be shared regularly with Student and Academic Services to inform decisions at those levels.</p>

All Business Administration students are required to take an end of program survey before they graduate. Likert-type scale and open-ended survey questions inquire about the extent to which APUS students are meeting their institutional objectives (i.e., they are asked to rate their proficiency in the five institutional outcomes of APUS - Academic Skill, Communication, Critical Thinking, Information Literacy, and Lifelong Learning).

Data are shared regularly with Student and Academic Services to inform decisions at those levels. In response to overall survey results, and in an effort to promote lifelong learning skills for students, Business Administration faculty were required to complete an online workshop that encourages the use of best practices in online teaching and learning, including increasing the interactivity in the classroom. By implementing the best practices learned in the workshop, faculty now provide students with more interactive experiences that promote academic success with peer-to-peer learning.