

Outcomes Assessment and Program Improvement

Bachelors Degree Programs

SECTION 1 – PAST ASSESSMENT RESULTS

The College of Business Undergraduate assessment plan was conceived several years ago and has remained a continuous focus of the College leadership. While the desired learning objectives have changed with the changes in the business environment, the way in which these outcomes are achieved has undergone a substantial change. With the rise of skill-based education, the undergraduate curriculum migrated from passively acquiring knowledge to one that emphasizes active learning through numerous problem-solving exercises designed to instill the essential skills and attitudes combined with a basic understanding of business.

A defining characteristic of a preeminent educational institution is a commitment to an on-going program of curriculum evaluation, program enhancements, and teaching innovations. With the input of students, faculty, peer schools, student advisors, AACSB, and our business constituency our undergraduate curriculum reflects the rapid changes in learning methods, business practices, and technology.

SECTION 2 – REVISED ASSESSMENT PLAN

1. Plan Development Process

In September 2003 Dean Avijit Ghosh convened the Core Curriculum Committee and gave them three tasks:

- ❑ Review the recommendations of past curriculum committees.
- ❑ Evaluate the current business core in the context of the educational needs of business students in the current business climate.
- ❑ Develop an implementation plan for any changes.

In March 2004 the Core Curriculum Committee submitted its findings and recommendations. On April 14th, 15th, and 16th of 2004, the committee presented its recommendations to the full faculty for input. On April 28th the full faculty approved the proposal to redesign the curriculum and working groups were formed to refine the recommendations surrounding: Math (calculus) and Statistics; Economics; Business Communications; Computer Skills; an Introduction to Business Course; and new courses in Business Processes and Management of Information Technology.

Refinements were completed and the final proposal was approved by the College Educational Policy Committee February, 2005. In September 2005 the full faculty approved the final proposal. Business faculty began working with the faculty in other colleges to adjust courses to better meet the needs of business students and proposals for several new courses were submitted to the campus for approval. By fall 2007 the newly created Business 101 course was piloted with 30 freshman students and

preparations were made for a full roll-out (approximately 700 students per year) to coincide with the opening of the Business Instructional Facility in fall 2008.

2. Student Learning Objectives

The Undergraduate programs offer students a global and interdisciplinary perspective that prepares them for the business world. Course work integrates elements of accountancy, finance, and business administration with technology management, globalization, and entrepreneurship.

The Bachelors curriculum program goals and learning outcomes are:

□ Disciplinary Competence

Students will demonstrate an understanding of the core business and strategic concepts involved in managing a business.

□ Critical Thinking & Problem Solving

Students will demonstrate the ability to analyze an unstructured problem, formulate solutions, identify strengths and weaknesses of those solutions, and make an appropriate recommendation.

□ Professional Responsibility

Students will demonstrate the ability to identify a professional dilemma and evaluate alternative courses of action.

□ Leadership & Teamwork

Students demonstrate the ability to collaborate as an effective team member in varying roles in a diverse group and in diverse environments.

□ Communication Skills

Students will express themselves logically, succinctly & using correct grammar and composition when communicating in oral or written form.

□ Multicultural Diversity

Students will develop an understanding of the importance of diversity issues in business management.

3. Measures and Methods Used to Measure Outcomes

□ Disciplinary Competence

- Course embedded assessment: Individual case write-up in BAdm 449 using the scoring criteria outlined in the syllabus.

□ Critical Thinking & Problem Solving

- Course embedded assessment: Individual case write-up in BAdm 449 using the scoring criteria outlined in the syllabus.

- Student reported improvement on the annual senior survey. Seniors will evaluate the difference in their abilities from entering to exiting the College of Business in the following six areas: (1) Ability to locate, screen, and organize information (2) Problem solving skills (3) Effective use of technology (4) Ability to reason mathematically and (5) Ability to draw conclusions from evidence.
- Professional Responsibility
 - Assessment of individual case write-up the professional responsibility case of the Pharmaceutical Industry versus AIDS, in BAdm 449 (capstone business course).
 - Student reported change on the annual senior survey question; Ability to understand values and ethical standards.
- Multicultural Diversity
 - Measure the percent of the undergraduate student body participating in Study Abroad opportunities.
 - Student reported improvement on the annual senior survey. Seniors will evaluate the difference in their abilities from entering to exiting the College of Business in the following two areas: (1) Understand cultural & ethical differences (2) Ability to get along with people whose attitudes are different than mine.
- Communication Skills
 - Course imbedded assessment of major oral group case presentation in BAdm 449 using the scoring criteria outlined in the syllabus.
 - Course imbedded assessment of major written group case presentation in BAdm 449 using the scoring criteria outlined in the syllabus.
 - Student reported improvement on the annual senior survey. Seniors will evaluate the difference in their abilities from entering to exiting the College of Business in the following two areas: (1) Ability to speak effectively (2) Ability to write effectively.
- Teamwork & Leadership
 - Students will evaluate themselves and their team members on leadership skills and teamwork using the teamwork rubric.
 - Student reported improvement on the annual senior survey. Seniors will evaluate the difference in their abilities from entering to exiting the College of Business in the following area: (1) Ability to work cooperatively in groups.

SECTION 3 – PROCESS FOR USING THE RESULTS

1. Plans for Using Results

The Outcomes Assessment Process for the Undergraduate degrees is managed by the multidisciplinary Undergraduate Advisory Committee. The data is compiled annually and reviewed by the committee. Recommendations for change are made to the Educational Policy Committee for the College of Business.

2. Timeline for Implementation

Program Goals	Learning Objectives	Assessment Item	Assessment Standard	Schedule	Action Items
Disciplinary competence	Demonstrate an understanding of the core business & strategic concepts involved in management.	Comprehensive exam of core knowledge embedded in FIN 300.	Students taking the exam will attain a score of 60% or greater	Annually	<i>Evaluated from 2005 forward. Includes only Finance majors. An alternate measure is being explored</i>
		Assessment of individual case write-up in BADM 449 using the scoring criteria outlined in the syllabus.	Students will attain a score of 85% or greater on the exam	Annually	<i>Evaluated from FA05 forward</i>
Teamwork & Leadership	Demonstrates the ability to collaborate as an effective team member in varying roles in a diverse group and in diverse environments	Students will evaluate themselves & their team members on leadership skills and teamwork using teamwork rubric #1-04-04-07	Student scores on the teamwork evaluation rubric will exceed 75%	Annually	<i>Begin Fall 2008</i>
		Evaluate senior survey enter to exit change on the following: 1. Ability to work cooperatively in groups	Mean scores on teamwork question on the senior survey will shift .5 or greater.	Annually	<i>Evaluation from 2002 forward</i>
Critical Thinking & Problem Solving	Students will demonstrate the ability to analyze an unstructured problem, formulate solutions, identify strengths and weaknesses of those solutions, and make an appropriate recommendation.	Assessment of individual case write-up in BADM 449 using the scoring criteria outlined in the syllabus.	Students will attain a score of 85% or greater on individual case write-ups	Annually	<i>Evaluated from FA05 forward</i>
		Evaluate senior survey enter to exit change on the following: 1. Locate, screen, organize information 2. Problem-solving skills 3. Effectively use technology 4. Use mathematical reasoning 5. Draw conclusions from evidence	Students will report >.5 point improvement in each of the 5 critical thinking/problem solving questions in the senior survey.	Annually	<i>Evaluation from 2002 forward</i>

Program Goals	Learning Objectives	Assessment Item	Assessment Standard	Schedule	Action Items
Professional Responsibility	Demonstrates the ability to identify an ethical dilemma & evaluate alternative courses of action.	Assessment of individual case write up of ethics case (Pharmaceutical Industry vs. AIDS) in BADM 449.	Students will attain a score of 80% or greater on the case write up	Annually	<i>Explore using a pre & post ethics test when BUS 101 is introduced in fall 2008</i>
		Evaluate senior survey enter to exit change on the following: 1. Ability to understand values & ethical standards	Mean scores will shift .5 or greater on the ethical understanding question on the senior survey	Annually	<i>Evaluation from 2002 forward</i>
Multicultural Diversity	Develop an understanding of the importance of diversity issues in business management.	Percent of students participating in Study Abroad opportunities.	Each academic year the percent participation will increase.	Annually	<i>Evaluation from '03-'04 forward</i>
		Evaluate senior survey enter to exit change on the following: 1. Understand cultural differences 2. Get along with people whose attitudes are different than mine	Mean scores on each of the two diversity questions will shift .5 or greater.	Annually	<i>Evaluation from 2002 forward</i>
Communication Skills	Expresses oneself logically, succinctly & using correct grammar and composition when communicating in oral or written form.	Assessment of major ORAL group case presentation in BADM 449 using the scoring criteria outlined in the syllabus	Mean scores on the oral presentation will exceed 85%	Annually	<i>First evaluation AY06-07 as a group presentation. Will be using individual presentation starting FA08</i>
		Assessment of major WRITTEN group case presentation in BADM 449 using the scoring criteria outlined in the syllabus	Mean scores on the written presentation will exceed 85%	Annually	<i>First evaluation AY06-07 as a group presentation. Will be using individual presentation starting FA08</i>
		Evaluate senior survey enter to exit change on the following: 1. Ability to speak effectively 2. Ability to write effectively	Mean scores on the communication questions on the senior survey will shift .5 or greater.	Annually	<i>Evaluation from 2002 forward</i>

3. Findings to Date

Results-to-date can be found in appendix I through VI.

APPENDIX I: DISCIPLINARY COMPETENCE – B.S. (ACCOUNTANCY, BUSINESS, FINANCE)

Program Goal: **Disciplinary Competence**

Learning Objective: Demonstrate an understanding of the core business and strategic concepts involved in management.

Assessment Item 1: Comprehensive exam of core knowledge embedded in Finance 300.
Standard: Ninety-five percent of students will score 60% or greater on exam.

Schedule: Annually (minimum)

Date Assessed	Sample Size	# Meeting Std.	% Meeting Std
Spring 2005	243	236	97.0%
Fall 2005	329	321	97.6%
Spring 2006	294	282	95.9%
Fall 2006	397	391	98.5%
Spring 2007	316	301	95.3%
Fall 2007			

Assessment Item 2: Assessment of case write-up scores in BADM 449 capstone course.
Standard: Ninety percent of students will score 85% (17 points) or greater on the 5 cases dealing with basic understanding of the business discipline.

- Strategic Coherence
- Barriers to Entry
- 5-Force Industry Analysis
- Stakeholder Assignment
- Value Chain

Schedule: Annually (minimum)

Date Assessed	Sample Size	# Meeting Std.	% Meeting Std
Fall 2005	234	228	97.4%
Fall 2006	294	266	90.5%
Spring 2007	384	378	98.4%
Summer 2007	63	60	95.2%
Fall 2007	420	371	88.3%

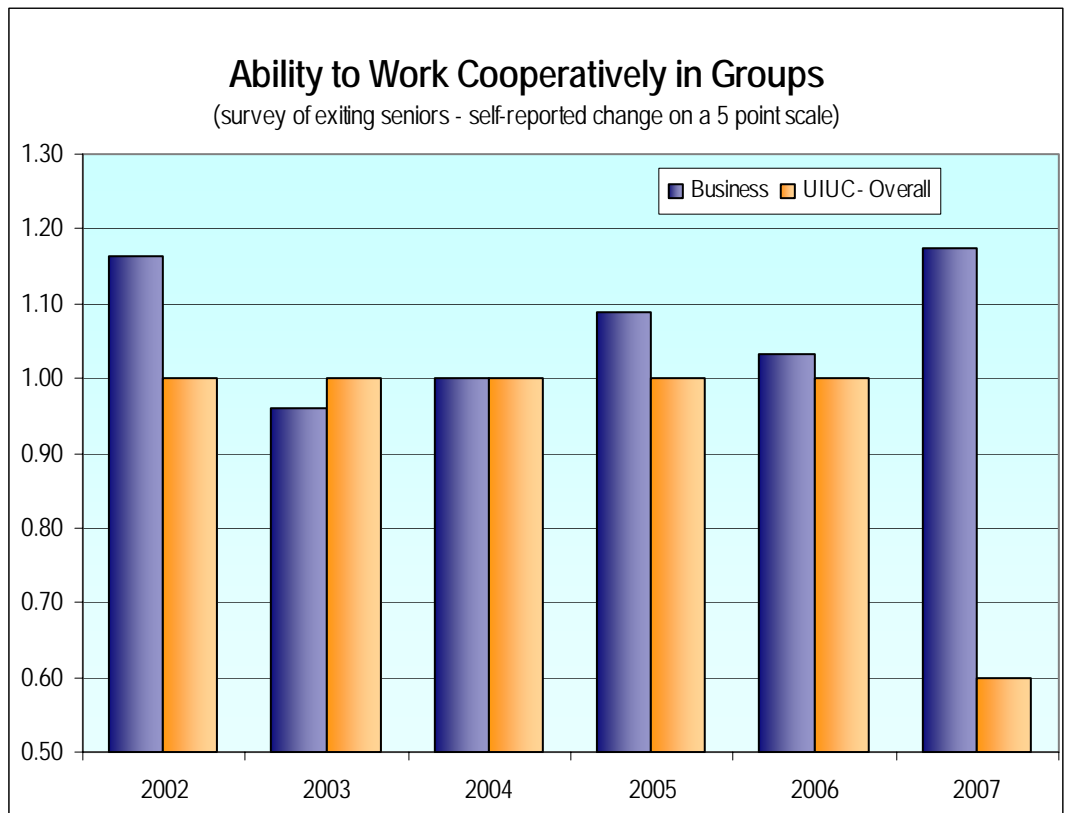
Program Goal: **Teamwork & Leadership**

Learning Objective: Demonstrates the ability to collaborate as an effective team member in varying roles in a diverse group and in diverse environments.

Assessment Item #1: Senior Survey

Standard: Students will report an average change of 0.5 points or greater between their entering abilities and their exiting abilities.

Schedule: Annually



Sample Size (N)	405	418	280	275	367	302
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Assessment Item #2: Peer Evaluation

Standard: Mean scores on the teamwork evaluation rubric will exceed 75%

Schedule: Annually beginning in Fall 2008

Program Goal: **Critical Thinking and Problem Solving**

Learning Objective: Demonstrate the ability to integrate, synthesize, and apply business concepts and theories appropriately.

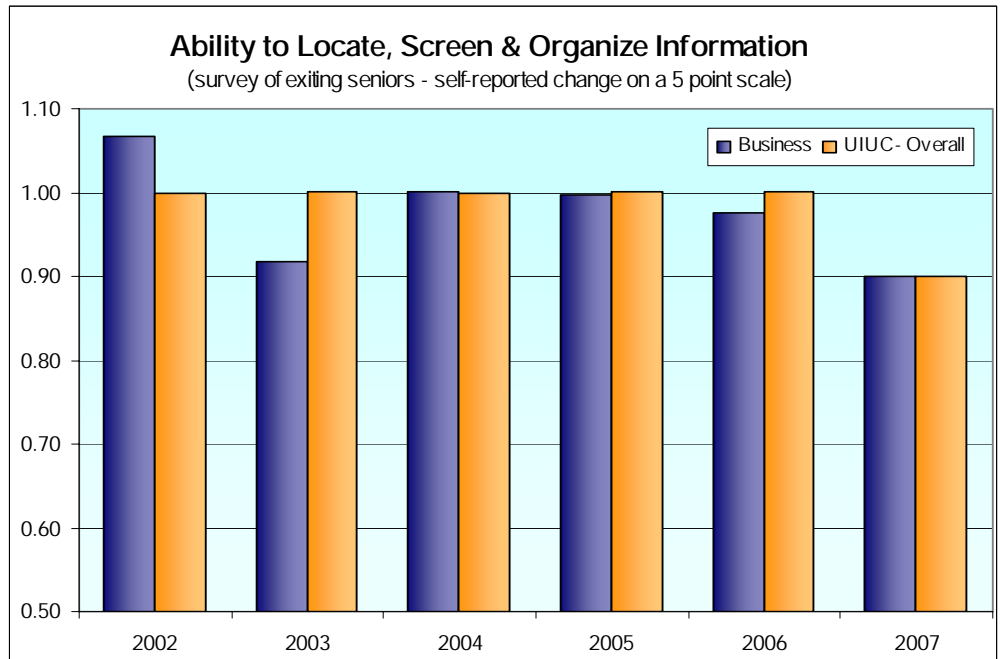
Key Elements:

- Ability to locate, screen, organize information
- Problem solving skills
- Effectively use technology
- Use mathematical reasoning
- Draw conclusions from evidence

Assessment Item: Senior Survey

Standard: Students will report an average change of 0.5 points or greater between their entering abilities and their exiting abilities.

Schedule: Annually



BUSINESS Sample Size (N)

405

418

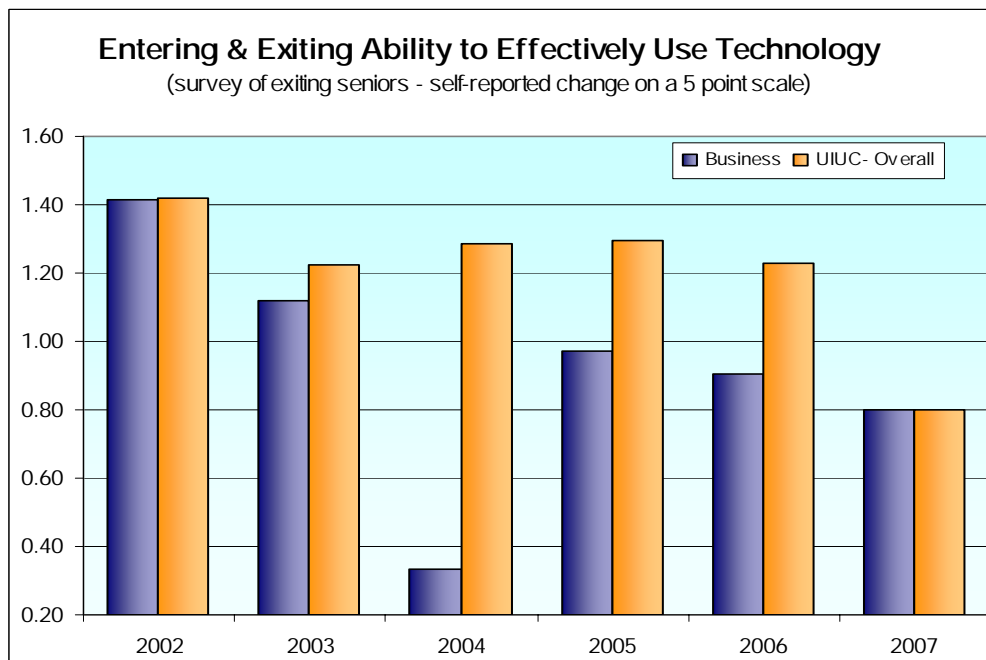
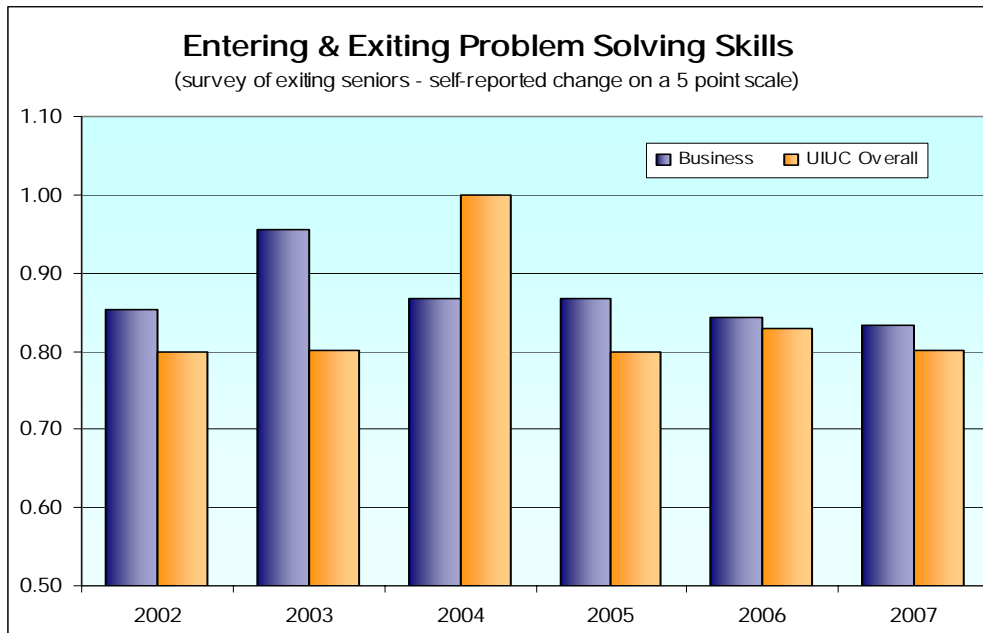
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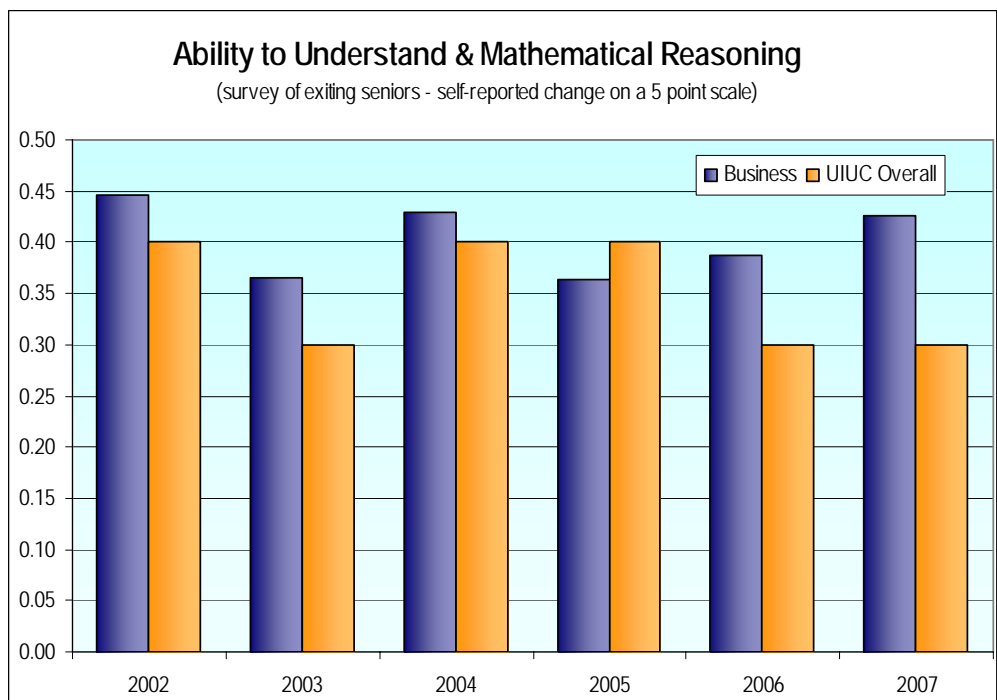
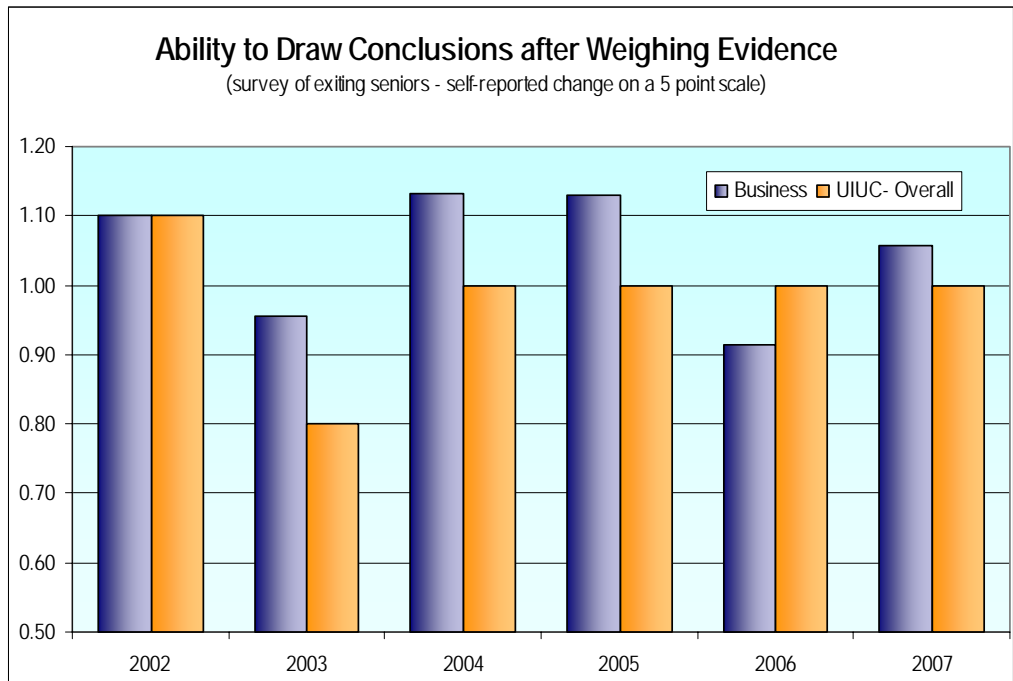
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APPENDIX III: CRITICAL THINKING & PROBLEM SOLVING – B.S. (ACCY, BADM, FIN)



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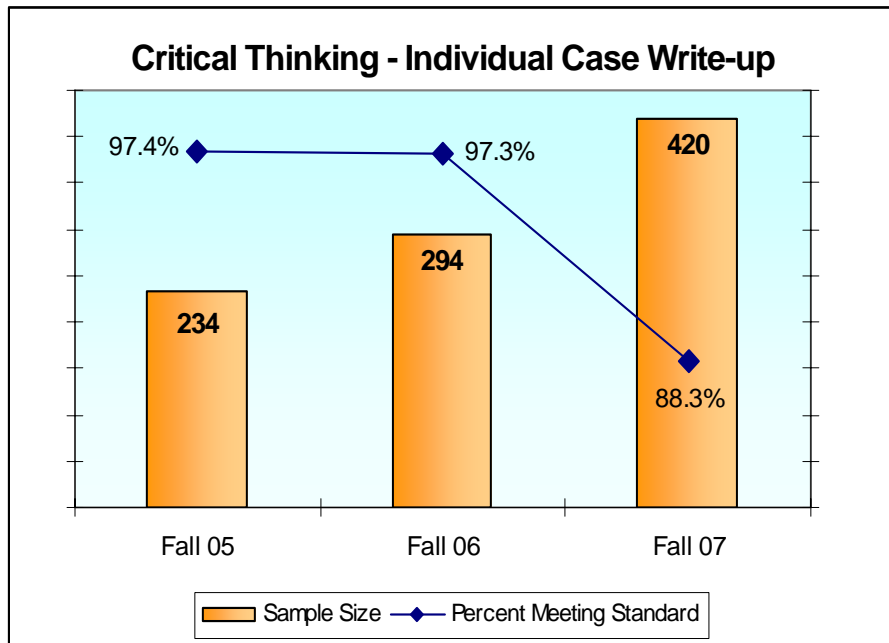
Program Goal: **Critical Thinking and Problem Solving**

Learning Objective: Demonstrate the ability to integrate, synthesize, and apply business concepts and theories appropriately.

Assessment Item: Individual case write-up in BAdm 449 (capstone) using the scoring criteria outlined in the syllabus.

Standard: Students will attain a score of 85% or greater on individual case write-ups.

Schedule: Annually



APPENDIX IV: PROFESSIONAL RESPONSIBILITY – B.S. (ACCOUNTANCY, BUSINESS, FINANCE)

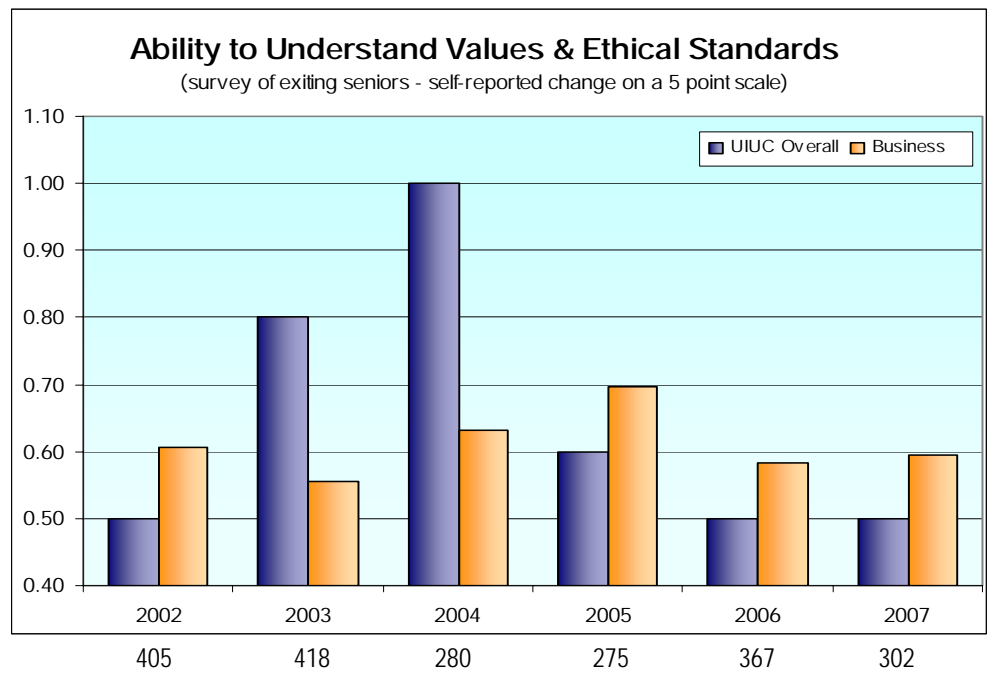
Program Goal: **Professional Responsibility**

Learning Objective: Demonstrates the ability to identify an ethical dilemma and evaluate alternative courses of action

Assessment Item #1: Senior Survey

Standard: Students will report an average change of 0.5 points or greater between their entering abilities and their exiting abilities.

Schedule: Annually



Assessment Item #2: Assessment of Individual case write-up of professional responsibility case (**Pharmaceutical Industry vs. AIDS**) in BADM 449.

Standard: Students will attain a score of 80% or greater on the case write-up involving professional responsibility.

Schedule: Sample from a minimum of one section per semester

Semester	Total Students	Students meeting standard	Percent meeting Standard
Spring '07	80	62	77.5%
Summer '07	17	17	100%
Spring '07	32	32	100%
Fall '08			

Program Goal: **Multicultural Diversity**

Learning Objective: Demonstrate an understanding of the importance of diversity issues in business management.

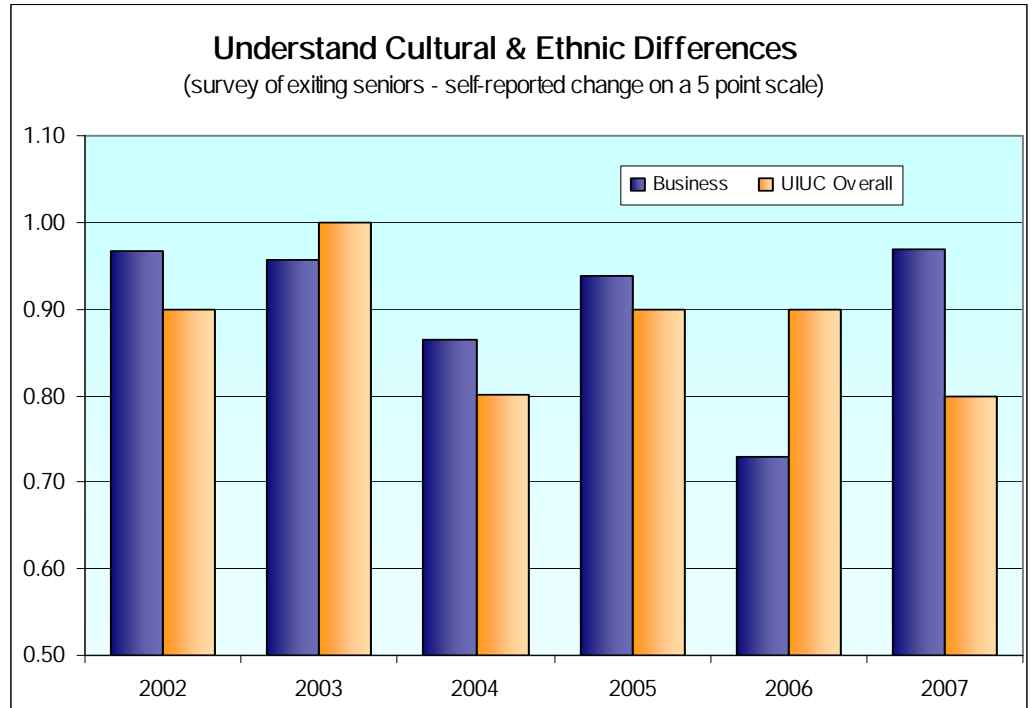
Key Elements:

- Understanding cultural and ethnic differences
- Get along with people whose attitudes are different

Assessment Item #1: Senior Survey

Standard: Students will report an average change of 0.5 points or greater between their entering abilities and their exiting abilities.

Schedule: Annually



Sample Size (N)

405

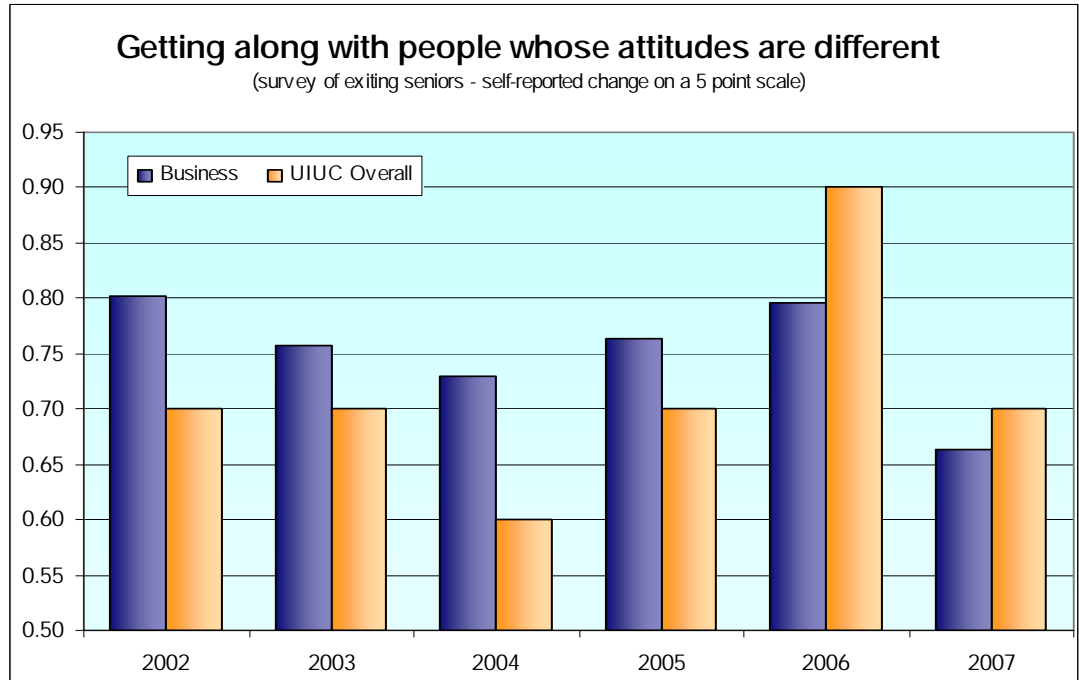
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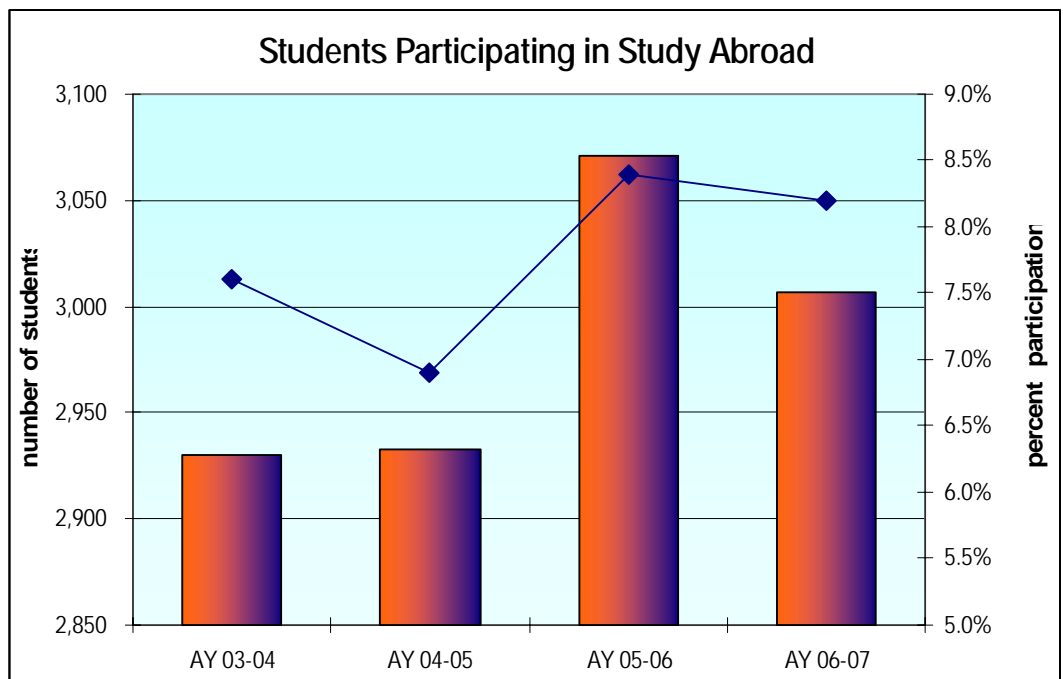
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Assessment Item #2: Percent of students participating in Study Abroad Opportunities
Standard: Students participation will continue to increase.
Schedule: Annually



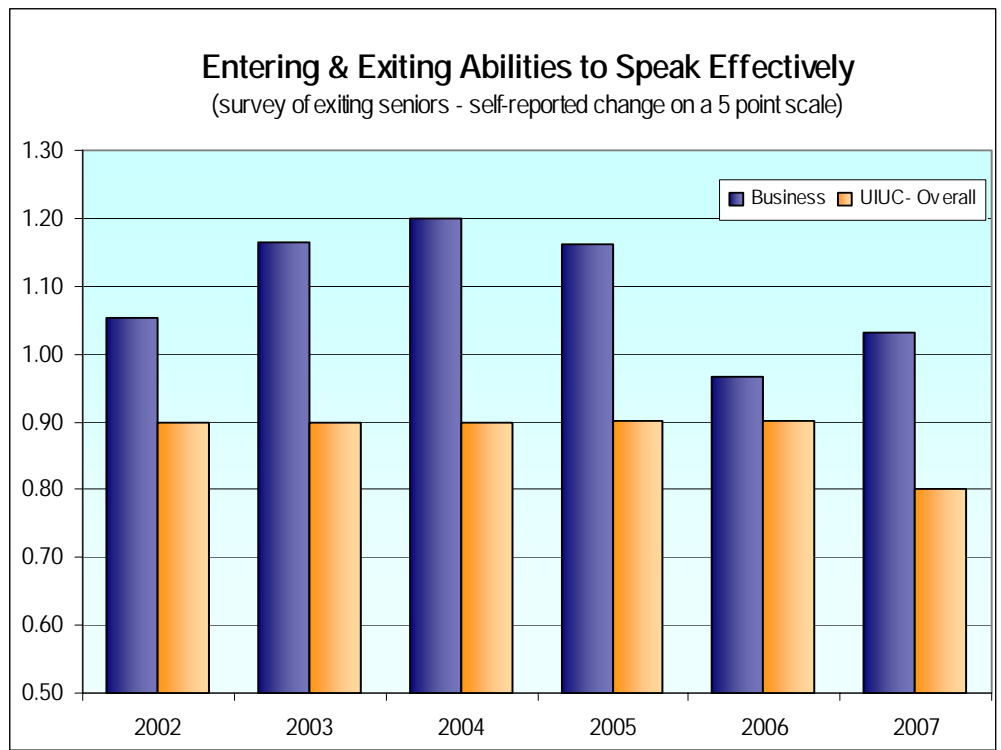
Program Goal: **Communication Skills**

Learning Objective: Expresses oneself logically, succinctly using correct grammar and composition when communicating in oral or written form.

Assessment Item #1: Senior Survey

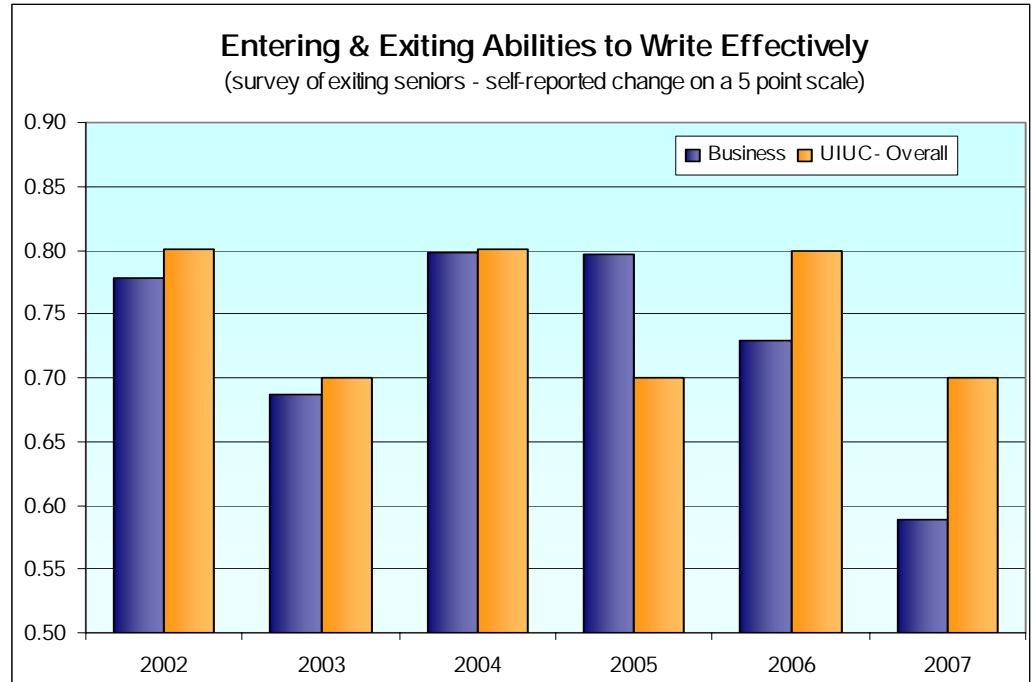
Standard: Students will report an average change of 0.5 points or greater between their entering abilities and their exiting abilities.

Schedule: Annually



Sample Size (N)
302

405 418 280 275 367



Assessment Item #2: Oral Presentation

Standard: Mean scores on the oral presentations will exceed 85%.

Schedule: Annually

Date Assessed	Sample Size	# Meeting Std.	% Meeting Std
Fall 2005	78	78	100%
Fall 2006	98	98	100%
Spring 2007	140	140	100%
Summer 2007	20	20	100%
Spring 2007	81	81	100%
Fall 2007	140	140	100%

Assessment Item #3: Written Presentation

Standard: Mean scores on the oral presentations will exceed 85%.

Schedule: Annually

Date Assessed	Sample Size	# Meeting Std.	% Meeting Std
Fall 2005	78	78	100%
Fall 2006	98	98	100%
Spring 2007	140	140	100%
Summer 2007	20	20	100%
Spring 2007	81	81	100%
Fall 2007	140	140	100%