

Bachelor of Science Business Administration  
Six- year Outcomes Assessment Report Revision  
March 3, 2014

**Bachelor of Science: Business Administration major  
Six-year Outcomes Assessment Report  
July 2013**

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**Introduction**

While the Business Administration program has had a systematic outcome assessment plan for several years, following the end of the six year outcomes assessment report provided the department with outcome data that placed more emphasis on direct measures of learning was needed in the new six-year plan. The department used the six-year assessment report to develop the program outcomes and assessment methods moving into the next six years (Please see new plan below). The change of annual assessment times and methods provide the department with how the approach to teaching affects the success of business students, separating business assessment data from accounting, include field testing or pilot testing as a direct measure on a small group of students, alumni survey to measure succeeding at furthering their education, obtaining employment and advancing in their careers, and the need for course mapping in order to provide data points for continuous quality improvement in course content, delivery, and assessment outcomes.

The six year assessment reports include the same difficulties in holistic thinking results in survey courses BU 250 survey course, senior level capstone course and internship supervisor evaluations in the senior level courses. Students seem to struggle with issues of critical thinking and independent learning. Students need to be weaned off instructors' direction and be better prepared for the independent application they will be required to do upon degree completion. Feedback indicates that learning how to learn is a challenge for students. The data results of the six-year report suggest that the department must effectively move students from the theory of business to practice/application of business into real experiences that create holistic and critical thinking applications.

The department is currently moving to make the student experience more "real" to the work world. The department is offering more options for alternative learning formats such as active learning assignments, service-learning projects, use of technology to augment hands on experiences, case studies, professional oral presentations, research and business writing assignments, in various courses across the business curriculum. In addition to the various changes in approach to delivery and content in courses, the department is forming an business advisory council composed of small business leaders, health care administrators, various leader of the community and non-profit leaders. This will provide the business department with input into needed skills from area employers. Further, spring and fall adjunct faculty trainings will begin August 2014. The focus of trainings will be on program assessments, centralized data collection site and continuous quality improvement measures.

In addition, the business department is offering new special topics courses in Fall 2013-14, Spring 2014 in order to test the market for new curriculum, student interest and data that will be used by the advisory council to develop potential new minors, programs or course offerings to better meet employer market need and assist students with more holistic thinking, critical thinking and independent learning. The desire is to create learning communities in the department and community where "all members of the group and community are learners, and the group and community is organized to learn as a whole system" (Baker, 1999). Baker (1999) uses the term to mean "a relatively small group that may include students, teachers, administrators, and others who have a clear sense of membership, common goals, and opportunity for extensive face-to-face interaction" (p. 99). This method creates opportunities for student learning goes deeper and more integrated, aids in retention and changes civic contributions to the community. Tinto (1995) and MacGregor, Tinto, and Linbald (2000).

## Program Outcomes by Future Assessment Year and Methodology 2013-2020

Business Administration Program Outcome	Academic Year					
Upon completion of the program each student will be able to...	2013-2014	2014-2015	2015-2016	2016-2017	2018-2019	2019-2020
1. Emphasize decision-making from an organizational perspective, integrating the traditional academic areas of accounting, finance, management, and marketing;	BU 490-Capstone Simulation	Major Field Test; BU 490 Capstone Rubric		Major Field Test; BU 490 Capstone Rubric	BU 490-Capstone Simulation	
2. Integrate business theory with business practice, bridging the gap between the classroom and the work place;	Internship Supervisor Evaluations	BU 410 Project Evaluation; Primary Research Rubric	Internship Supervisor Evaluations	BU 410 Project Evaluation; Primary Research Rubric		Internship Supervisor Evaluations
3. Develop analytical and interpersonal skills necessary for problem solving;	BU 490-Capstone Simulation; Team/Leadership Rubric		BU 490-Capstone Simulation; Team/Leadership Rubric			BU 490-Capstone Simulation; Team/Leadership Rubric
4. Learn how to manage business information, blending technological expertise with written and oral communication skills;		BU 410 Project Evaluation; Primary Research	Internship Supervisor Evaluations	BU 410 Project Evaluation; Primary Research		Internship Supervisor Evaluations

		Rubric		Rubric		
6. Become academically prepared for graduate and further study.	Alumni Survey	Major Field Test; BU 490 Capstone Rubric	Alumni Survey	Major Field Test; BU 490 Capstone Rubric		Alumni Survey

## SUMMARY OF ANNUAL ASSESSMENT METHODS

Program Objective	2007-2008 Tools	2008-2009	2010-2011	2011-2012	2012-2013
1. Emphasize decision-making from an organizational perspective, integrating the traditional academic areas of accounting, finance, management, and marketing;	BU250 Participation in the Undergraduate Research Symposium  BU490 – Capstone Research Paper Rubric	Internship Supervisor Evaluations	BU490-Capstone® Simulation	BU490-Capstone® Simulation	BU490-Capstone® Simulation
2. Integrate business theory with business practice, bridging the gap between the classroom and the work place;	Internship Supervisor Evaluations		BU490-Capstone® Simulation  Internship Supervisor Evaluations	BU490-Capstone® Simulation  Internship Supervisor Evaluations	BU490-Capstone® Simulation
3. Develop analytical and interpersonal skills necessary for problem solving;	BU250 Participation in the Undergraduate Research Symposium  BU490 – Capstone Research Paper Rubric  Internship Supervisor Evaluations	Internship Supervisor Evaluations  BU390 (ST) Public Relations class – Comprehensive group project.	BU490-Capstone® Simulation  Internship Supervisor Evaluations	BU490-Capstone® Simulation  Internship Supervisor Evaluations	BU490-Capstone® Simulation
4. Learn how to manage business information, blending technological expertise with written and oral communication skills;	BU250 Participation in the Undergraduate Research Symposium	Internship Supervisor Evaluations  PA340-Grant Proposal Writing—Writing a grant proposal	BU490-Capstone® Simulation  BU219 Oral Presentations BU219 Pre-Post tests  BU250 Oral Presentations	BU490-Capstone® Simulation  BU219 Oral Presentations BU219 Pre-Post tests  BU250 Oral Presentations	BU490-Capstone® Simulation  BU490 – Capstone Research Paper Rubric

			BU410 Research Paper	BU410 Research Paper	
5.	Appreciate the impact of the liberal arts on social activity and business enterprise.	BU490 – Capstone Research Paper Rubric	BU410 Appreciating Diversity test	BU410 Appreciating Diversity test	
6.	Become academically prepared for graduate and further study.	BU490 – Capstone Research Paper Rubric	Post-internship job placement	Post-internship job placement	Number of students who are known to be continuing into graduate programs

## PROGRESS ON OBJECTIVES

**Objective 1:** Emphasize decision-making from an organizational perspective, integrating the traditional academic areas of accounting, finance, management, and marketing.

**Benchmark 1:** 50% of teams will score above the 5<sup>0th</sup> percentile in the BU 490 Capism Simulation.

**Benchmark was achieved in 2012-13.**

**Please see Consolidated Summations for Results from Annual Reports for more detail.**

### Assessment of Student Learning

The assessment of student learning for the first two years of the assessment plan is described in the information below. As indicated, student learning was assessed primarily through the use of the marketing plan, internship evaluations and capstone research paper. These types of assessment devices were used the first year of the assessment plan.

### Analysis of Collected Information

The specific information that was analyzed 2007-2008 year included:

- **BU250 Undergraduate Research Symposium:**
- **BU490 Research Paper using the Capstone Rubric**
- **Internship Evaluations**

### **Actions Taken Based of Assessment Feedback**

Based on the overall results from the first BU 250 Undergraduate Research Symposium marketing plans and posters, students were not prepared for performing secondary/primary research, creating graphs, budgets and spreadsheets needed to analyze and predict forecasts as it is linked to profit and loss.

Further, in the BU 490 research paper this also lead to the same conclusion that students still need more exposure to development of integration of course material across accounting, finance, management, and marketing.

The first years (FY 2008 and 2009) indicated that students had difficulty integrating subject matter; but the results were primarily qualitative, and did not provided quantitative measures. Beginning in 2001-2011 the Capsim® Capstone simulation was used to provide a quantitative measure. The simulation requires students to think holistically to make decisions. Based on the overall results of the simulation, improvement has been demonstrated over the time period measured; but the results could improve: in 2012-2013, three of five teams were in the top half of Balanced Scorecard rankings (when compared to other participating undergraduate teams, globally; and no team finished in the bottom quartile. The department is currently moving to make the student experience more “real” to the work world. The department is offering more options for alternative learning formats such as active learning assignments, service-learning projects, and use of technology to augment hands on experiences, case studies, professional oral presentations, research and business writing assignments, in various courses across the business curriculum.

<b>Team BSC rankings (percentile of all teams in the Capsim database)</b>	<b>2010- 2011</b>	<b>2011- 2012</b>	<b>2012- 2013</b>
	84	92	42
	80	50	70
	46	36	96
	18	28	31
	12		97
High	84	92	97
Low	12	28	31
Average	48	51.5	67.2
Teams Above 50th	2	2	3

Drawbacks of this are:

- 1) the scores are team-based, and do not reflect individual efforts. It is possible to have one or two members of a group making all the decisions,
- 2) This simulation is multifaceted, and does not isolate the skill sets identified in the program objective.
- 3) Teams are comprised of a mix of majors (Accounting and Business Administration) by intent. For an appropriate business simulation experience, teams are encouraged to be as diverse as possible. However, this makes it next to impossible to assign results to either major.
- 4.) In the future, in order to identify students' scores based on major, students will be placed in team based on their discipline.

### **Recommended Future Directions Academic Program/Curriculum**

Based on the overall reports from the previous 6 years, it would suggest the need for more coordination across the curriculum in order to achieve the skills needed for accounting and business. The coordination of curriculum will be approached by monthly department meetings, assessment measurements will be mapped in business courses moving forward in 2014-15. In addition, an business advisory committee will be established by the department in order to gather information from real work providers in order to shape curriculum to meet the needs of the changes in the field. Finally, based on the outcomes resulting from the six year assessment results courses described above, efforts may be directed toward assessing business courses currently offered by the department.

#### Recommendations:

1. Explore the possibility of adding individual assignments and exercises along with the Capstone simulation.
2. Explore the addition of Comp-XM (also from Capsim) individual assessment test.
3. Develop additional assessment methods for this Objective.
4. Capstone senior paper will be incorporated into senior level courses offered every spring/fall. Paper will incorporate the college wide capstone rubric as the evaluation instrument.
5. Spring and Fall adjunct faculty trainings beginning August 2014. Focus of trainings will be on program assessments, centralized data collection site and continuous quality improvement measures

### **Assessment Process**

In order to provide a standardized vehicle to assess individual courses, the business department plans to implement at pretests and posttests quiz-type assessment instruments that will be administered each quarter in each course where such assessment is appropriate. Additionally, plans are being made to administer the major field test for business that will be administered during the senior year. This is intended to provide data to be used to assess the level at which the departments learning objectives have been met just prior to graduation. Also, the business assessment measurements need to be reflective of only business majors.

**Objective 2:** Integrate business theory with business practice, bridging the gap between the classroom and the work place.

**Benchmark 1:** Seventy percent of all interns will score average or above average performance in all areas on the supervisor evaluations.

**Benchmark:** Was not met.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>BU490 Capsim Simulation</b>				<b>Two of five</b> teams scored above the 50 <sup>th</sup> percentile— <b>none</b> in the top 10%--Indicates difficulty in problem solving.	<b>Two of four</b> teams scored above the 50 <sup>th</sup> percentile— <b>one</b> team in the top 10%	<b>Three of five</b> teams scored above the 50 <sup>th</sup> percentile— <b>Two</b> teams in the top 10%
<b>Internship Supervisor Evaluations</b>	Need for improved analytical, holistic, and critical thought processes.	Need to take an unstructured situation, assess need, analyze alternative course of action and make a decision	Supervisor eval. scores declined in 2009-2010 from the year before.	<b>66%</b> -Outstanding in Communication  <b>25%</b> outstanding in professional bhvir.  <b>17%</b> outstanding in work performance.	<b>63%</b> -Outstanding in Communication  <b>57%</b> outstanding in professional bhvir.  <b>57%</b> outstanding in work performance.	

### Assessment of Student Learning

The assessment of student learning for the first six years of the assessment plan is described in the information above. As indicated, student learning is assessed primarily through the use of internship supervisor evaluation and BU 490 Capism. These types of assessment devices were used in the assessment plan.

In 2007-2008 -2009 and 2010, the internship supervisor feedback indicated our students were having difficulty in the areas of communications and work-related problem solving. By 2011-2012 students appear to have demonstrated improvement in these areas; however, because of different measurement procedures, is it difficult to determine. Also, results for internship evaluations are

consolidated across majors in the Department. Thus, results for Accounting, Business Administration, and Information Technology are not segregated.

### **Analysis of Collected Information**

The specific information that was analyzed 2007-2013 year included:

- Supervisor Internship Evaluations
- BU 490 Capism

### **Actions Taken Based of Assessment Feedback**

Based on the overall results from the Internship Supervisor Evaluations, students need to take an unstructured situation, assess need, analyze alternative course of action and make a decision (critical thinking and problem solving skills). Further, the department needs to collect data in a methodical process by utilizing curriculum mapping and store data in a central area so when staffing changes are made the data is not lost.

In 2007-2008 and 2008-2009, the internship supervisor feedback indicated our students were having difficulty in the areas of communications and work-related problem solving. By 2011-2012 students appear to have demonstrated improvement in these areas; however, because of different measurement procedures, is it difficult to determine. Also, results are consolidated across majors in the Department. Thus, results for Accounting, Business Administration, and Information Technology are not segregated.

The Capsim® Capstone simulation results (shown above) could imply improvement on this objective; but must be considered with the caveats detailed in the previous summation of Objective 1.

### **Recommended Future Directions Academic Program/Curriculum**

The results would suggest the need for more coordination across the curriculum in order to achieve the skills needed for accounting and business. The coordination of curriculum will be approached by monthly department meetings, assessment measurements will be mapped in business courses moving forward in 2014-15. Based on the outcomes resulting from the six year assessment results courses described above, efforts may be directed toward assessing business courses currently offered by the department.

### **Assessment Process**

Additionally, plans are being made to administer the major field test for business that will be administered during the senior year. This is intended to provide data to be used to assess the level at which the departments learning objectives have been met just prior to graduation. Also, the business assessment measurements need to be reflective of only business majors.

Recommendations:

1. Annual Outcomes Assessment reports should have a consistent manner of evaluating internship supervisor feedback.
2. Segregate results for Accounting, Business Administration, and Information Technology.
3. Additional methods of measurement should be developed for this objective.

**Objective 3: Develop analytical and interpersonal skills necessary for problem solving.**

**Benchmark: Fifty percent of all students will receive a rating 70% or higher in communication and problem solving.**

**Benchmark: Cannot determine based on data. Revisions in method will need to be made in the future.**

	<b>2007-2008</b>	<b>2008-2009</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
<b>BU250 URS</b>	Improvement needs to take place with respect to analytical reasoning and critical thinking				
<b>BU490 Rubric</b>	Students need to provide a greater depth of analysis.				
<b>BU490 Capsim Simulation</b>			<b>Two of five</b> teams scored above the 50 <sup>th</sup> percentile— <b>none</b> in the top 10%--Indicates difficulty in problem solving.	<b>Two of four</b> teams scored above the 50 <sup>th</sup> percentile— <b>one</b> team in the top 10%	<b>Three of five</b> teams scored above the 50 <sup>th</sup> percentile— <b>Two</b> teams in the top 10%
<b>Internship Supervisor Evaluations</b>	Need for improved analytical, holistic, and critical thought processes.	Need to take an unstructured situation, assess need, analyze alternative course of action and make a decision	<b>66%</b> -Outstanding in Communication  <b>25%</b> outstanding in professional bhvir.  <b>17%</b> outstanding in work performance.	<b>63%</b> -Outstanding in Communication  <b>57%</b> outstanding in professional bhvir.  <b>57%</b> outstanding in work performance.	
<b>Public Relations Comprehensive Group Project</b>	Improvement needs to take place with respect to analytical reasoning and critical thinking				

## Assessment of Student Learning

The assessment of student learning for the first six years of the assessment plan is described in the information above. As indicated, student learning is assessed primarily through the use of internship supervisor evaluation, team project in the BU 490 course, BU 250 Undergraduate Research Symposium and the public relations comprehensive group project. Although various assessment measurements were in place, a standard reporting method to assess student learning in the areas of problem solving will need to be created by the department.

In 2007-2008 and 2008-2009, the internship supervisor feedback indicated our students were having difficulty in the areas of communications and work-related problem solving. By 2011-2012 students appear to have demonstrated improvement in these areas; however, because of different measurement procedures, is it difficult to determine. Also, results are consolidated across majors in the Department. Thus, results for Accounting, Business Administration, and Information Technology are not segregated. In addition, more detailed assessments will need to be established for the department in order to gather more accurate data.

The Capsim® Capstone simulation results (shown above) could imply improvement on this objective; but must be considered with the caveats detailed in the previous summation of Objective 1.

## Analysis of Collected Information

The specific information that was analyzed 2007-2013 year included:

- Supervisor Internship Evaluations
- Public Relations Comprehensive Group Project
- BU 490 Capism
- BU 490 Rubric
- BU URS

## Actions Taken Based of Assessment Feedback

Based on the overall results from the Internship Supervisor Evaluations, students need to develop analytical and interpersonal skills in order to make decisions in the workplace (critical thinking and problem solving skills). Further, the department needs to collect data in a methodical process by utilizing curriculum mapping and store data in a central area so when staffing changes are made the data is not lost. Also, much of the work of professional business administration is in team settings. **All of our upper-division business courses will include a team project or other team assignment. For this goal, the faculty will use the *teamwork score* based on data from BU 490 capstone course. Students will provide peer evaluations of their team members on attributes such as attendance, quality of input, and timeliness over one group project required in the course. The range of possible scores is one (worst) to five (best).**

The first years (FY 2008 and 2009) indicated that students had difficulty integrating subject matter; but the results were primarily qualitative, and did not provided quantitative measures. Beginning in 2010-2011 the Capsim® Capstone simulation was used to provide a quantitative measure. The simulation requires students to think holistically to make decisions. Based on the overall results

of the simulation, improvement has been demonstrated over the time period measured; but the results could improve: in 2012-2013, three of five teams were in the top half of Balanced Scorecard rankings (when compared to other participating undergraduate teams, globally; and no team finished in the bottom quartile.

<b>Team BSC rankings (percentile of all teams in the Capsim database)</b>	<b>2010- 2011</b>	<b>2011- 2012</b>	<b>2012- 2013</b>
	84	92	42
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	18	28	31
	12		97
High	84	92	97
Low	12	28	31
Average	48	51.5	67.2
Teams Above 50th	2	2	3

Drawbacks of this are:

- 1) the scores are team-based, and do not reflect individual efforts. It is possible to have one or two members of a group making all the decisions,
- 2) This simulation is multifaceted, and does not isolate the skill sets identified in the program objective.
- 3) Teams are comprised of a mix of majors (Accounting and Business Administration) by intent. For an appropriate business simulation experience, teams are encouraged to be as diverse as possible. However, this makes it next to impossible to assign results to either major

### **Recommended Future Directions Academic Program/Curriculum**

The results would suggest the need for more coordination across the curriculum in order to achieve the skills needed for business. The coordination of curriculum will be approached by monthly department meetings, assessment measurements will be mapped in business courses moving forward in 2014-15. Based on the outcomes resulting from the six year assessment results courses described above, efforts may be directed toward assessing business courses currently offered by the department.

### Recommendations:

1. Explore the possibility of adding individual assignments and exercises along with the Capstone simulation.
2. Explore the addition of Comp-XM (also from Capsim) individual assessment test.
3. Develop teamwork peer evaluation for BU 490 Capstone course.
4. Administer major field test for business in senior year.
5. Capstone senior paper will be incorporated into senior level courses offered every spring/fall. Paper will incorporate the college wide capstone rubric as the evaluation instrument.
6. Spring and Fall adjunct faculty trainings beginning August 2014. Focus of trainings will be on program assessments, centralized data collection site and continuous quality improvement measures
7. The results show a general improvement in analytic skills.
8. More measures for interpersonal skill need to be developed.
9. Standard method for collecting data in areas of analytic and problem solving skills will need to be developed across curriculum.
10. More measures of individual acumen with analytic skill need to be developed.
11. Spring and Fall adjunct faculty trainings beginning August 2014. Focus of trainings will be on program assessments, centralized data collection site and continuous quality improvement measures

### **Assessment Process**

In order to provide a standardized vehicle to assess this objective, the business department plans to develop and implement an assessment instrument to gather data.

Additionally, plans are being made to administer the major field test for business that will be administered during the senior year. This is intended to provide data to be used to assess the level at which the departments learning objectives have been met just prior to graduation. Also, the business assessment measurements need to be reflective of only business majors.

**Objective 4: Learn how to manage business information, blending technological expertise with written and oral communication skills.**

**Benchmark: Eighty percent of all students will receive an avg. rating 85% or higher in written and oral communication skills.**

**Benchmark: Was not met.**

	<b>2007-2008</b>	<b>2008-2009</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
<b>BU250 Undergraduate Research Symposium</b>	Judges were impressed with how the students presented themselves and their ideas. Still, students seemed to be able to <b>communicate</b> their ideas better verbally than in writing.				
<b>Internship Supervisor Evaluations:</b>		[Students need to develop better] interpersonal communication [skills], and problem solving skills.			
<b>PA340-Grant Proposal Writing</b>		Approaching a large project, with many variables, appeared to be quite challenging for the students.			
<b>BU490 Capsim Simulation</b>			<b>Two of five</b> teams scored above the 50 <sup>th</sup> percentile— <b>none</b> in the top 10%--Indicates difficulty in problem solving.	<b>Two of four</b> teams scored above the 50 <sup>th</sup> percentile— <b>one</b> team in the top 10%	<b>Three of five</b> teams scored above the 50 <sup>th</sup> percentile— <b>Two</b> teams in the top 10%
<b>BU490 Capstone Rubric paper</b>					Sections below a 90% score were:  III. Demonstrates Effective Integration of Liberal Arts  V. Demonstrates Understanding of, Integrates, and Applies Values of Mercy, Service, Hospitality, and Justice.
<b>BU219 Oral</b>			100% of students completed the oral	<i>100% of the BU 219 students completed the</i>	

<b>Presentations</b>			presentation and written report assignment with a grade of a B or better.	<i>oral presentation and written report assignment with a grade of a B or better</i>	
<b>BU219 Pre-test and Post-test:</b>			Pre-test class average was 51.73% and Post-test class average 72.28%.	<i>Pre-test class average was 44.57% and Post-test class average 87.76%</i>	
<b>BU250 Oral Presentations:</b>			67% of the BU 250 students completed the oral presentation and written report assignment with a grade of a B or better.	65% of the BU 250 students completed the oral presentation and written report assignment with a grade of a B or better.	
<b>BU410 Research Paper</b>			74% of the BU 410 student's completed a research paper with a grade of a B or better.	100% of the BU 410 student's completed a research paper with a grade of a B or better.	

### Assessment of Student Learning

The assessment of student learning for the first six years of the assessment plan is described in the information above. As indicated, student learning is assessed primarily through the internship supervisor evaluation, BU 250 Undergraduate Research Symposium and oral presentations, BU 490 Capsim simulation, BU 490 capstone rubric paper, BU 219 pretest and posttests and BU 410 research paper.

In 2007-2008 the BU 250 Undergraduate Marketing project was evaluated by outside judges as well as via a written marketing plan rubric. Based on the feedback and analysis students were evaluated higher in their ability to verbally articulate the material rather than communicate their research in a written marketing plan. Further the pretest and posttests administered in BU 219 indicate student improvement from the beginning of the course and the exit examination at the end of the course. Also, students in BU 410 were required to develop a research paper in organizational behavior. The paper was evaluated by a rubric and students were given feedback on two drafts of the paper before the final draft was submitted. Data indicated that without the feedback from the draft reviews, students would have not met the B or better benchmark. In 2008-2009, the internship supervisor feedback indicated our students were having difficulty in the areas of communications and work-related problem solving. By 2011-2012 students appear to have demonstrated improvement in these areas; however, because of different measurement procedures, it is difficult to determine. Also, results are consolidated across majors in the Department. Thus, results for Accounting, Business Administration, and Information Technology are not segregated. In addition, more detailed assessments will need to be established for the department in order to gather more accurate data.

The Capsim® Capstone simulation results (shown above) could imply improvement on this objective; but must be considered with the caveats detailed in the previous summation of Objective 1.

### Analysis of Collected Information

The specific information that was analyzed 2007-2013 year included:

- Supervisor Internship Evaluations
- BU 219 Pretest and Posttest
- BU 490 Capism
- BU 250 Oral Presentation
- BU 250 URS
- BU 410 Research paper

### Actions Taken Based of Assessment Feedback

Based on the overall results from the Internship Supervisor Evaluations, BU 219 pretest and posttests, BU 490 Capism, BU 250 URS and oral presentation and BU 410 research paper the assessment points out students need more support to learn how to manage business information, blending technological expertise with written and oral communication skills. In the future, the department to collect data in a methodical process and store data in a central area so when staffing changes are made the data is not lost. In every business course, the faculty strives to improve students' skills for understanding and applying core technical concepts. **To assess this goal in the future, the faculty will administer a quiz in BU 410, which is the upper level business course of the undergraduate program. The quiz will consist of 20 multiple-choice items drawn from all of the required courses in the program.** In addition to, incorporating a capstone senior paper offered every spring. Paper will incorporate the college wide capstone rubric as the evaluation tool.

The first years (FY 2008 and 2009) indicated that students had difficulty integrating subject matter; but the results were primarily qualitative, and did not provided quantitative measures. Beginning in 2010-2011 the Capsim® Capstone simulation was used to provide a quantitative measure. The simulation requires students to think holistically to make decisions. Based on the overall results of the simulation, improvement has been demonstrated over the time period measured; but the results could improve: in 2012-2013, three of five teams were in the top half of Balanced Scorecard rankings (when compared to other participating undergraduate teams, globally; and no team finished in the bottom quartile.

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Drawbacks of this are:

- 1) the scores are team-based, and do not reflect individual efforts. It is possible to have one or two members of a group making all the decisions,
- 2) This simulation is multifaceted, and does not isolate the skill sets identified in the program objective.
- 3) Teams are comprised of a mix of majors (Accounting and Business Administration) by intent. For an appropriate business simulation experience, teams are encouraged to be as diverse as possible. However, this makes it next to impossible to assign results to either major

### **Recommended Future Directions Academic Program/Curriculum**

This would suggest the need for more coordination across the curriculum in order to achieve the skills needed for business. The coordination of curriculum will be approached by monthly department meetings, assessment measurements will be mapped in business courses moving forward in 2014-15. Based on the outcomes resulting from the six year assessment results courses described above, efforts may be directed toward assessing business courses currently offered by the department. We believe that our expectations regarding students' ability to answer the quiz questions are reasonable, and so at this point we need to consider ways to improve the presentation of business concepts in our curriculum so that students are better able to internalize the concepts and apply them later. Students seem to be improving in the ability to manage business information, but more targeted assessment methods need to be developed and applied.

#### Recommendations:

1. Explore the possibility of adding individual assignments and exercises along with the Capstone simulation.
2. Explore the addition of Comp-XM (also from Capsim) individual assessment test.

3. Students seem to be improving in the ability to manage business information, but more targeted assessment methods need to be developed and applied.
4. The City of Smithville simulation needs to have results reported vis-à-vis the goal.
5. Methods to assess objectives within the curriculum from survey courses to capstone courses.
6. Assessment measures for online business program will reflect the same assessment measures as the face to face courses on campus. This will be implemented Fall 2014 –ongoing.
7. Administer a quiz in BU 410
8. Incorporate senior capstone paper course offered in spring/fall.
9. Spring and Fall adjunct faculty trainings beginning August 2014. Focus of trainings will be on program assessments, centralized data collection site and continuous quality improvement measures

### **Assessment Process**

In order to provide a standardized vehicle to assess this objective, the business department plans to develop and implement an assessment instruments to gather data.

Additionally, plans are being made to administer the major field test for business that will be administered during the senior year. This is intended to provide data to be used to assess the level at which the departments learning objectives have been met just prior to graduation. Also, the business assessment measurements need to be reflective of only business majors.

**Objective 5:** Appreciate the impact of the liberal arts on social activity and business enterprise.

**Benchmark:** Eighty percent of students will achieve an 85 % or better on the Appreciating and Valuing Diversity standard test.

**Benchmark:** Benchmark was met

	<b>2007-2008</b>	<b>2008-2009</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
<b>BU490 Capstone Rubric research paper</b>	<i>Students need to improve in their ability to integrate concepts that are not from business textbooks into the discussion of business strategy</i>				Sections below a 90% score were:  III. Demonstrates Effective Integration of Liberal Arts  V. Demonstrates Understanding of, Integrates, and Applies Values of Mercy, Service, Hospitality, and Justice.
<b>BU410 Appreciating and Valuing Diversity test</b>			<i>87% of students completed "Appreciating and Valuing Diversity" testing with a score of 72% or higher</i>	<i>90% of the BU 410 students completed "Appreciating and Valuing Diversity" testing with a score of 70% or higher</i>	

**Assessment of Student Learning**

The assessment of student learning for the first six years of the assessment plan is described in the information above. As indicated, student learning is assessed primarily through the use of BU 490 course capstone research paper and the BU 410 Appreciating and Valuing Diversity test. Although various assessment measurements were in place, another method of measurement will be explored by the department.

In 2007-2008 and 2008-2009, there was only one measurement in place during that period. In 2010-11 the department implemented a standard test in order to expand the assessment measure. In the future, the department will examine additional instruments in order to comprehensively examine the data for changes in program delivery.

**Analysis of Collected Information**

The specific information that was analyzed 2007-2013 year included:

- BU 410 Research paper
- BU 410 Appreciating and Valuing Diversity Test

### **Actions Taken Based of Assessment Feedback**

Based on the overall results from the BU 410 testing and the BU 490 research paper the assessment points out students have grasped the concept that the liberal arts has on the practice of business. The department will explore additional methods to measure impact across the curriculum. **To further assess this goal in the future, the faculty will continue to administer the Appreciating and Valuing Diversity test in BU 410, which is the upper level business course of the undergraduate program.**

### **Recommended Future Directions Academic Program/Curriculum**

The impact of the liber arts on business assessment would suggest the need for more coordination across the curriculum in order to achieve the skills needed for business. The coordination of curriculum will be approached by monthly department meetings, assessment measurements will be mapped in business courses moving forward in 2014-15. Based on the outcomes resulting from the six year assessment results courses described above, efforts may be directed toward assessing business courses currently offered by the department to help students integrate the liberal arts into the business curriculum.

### Recommendations:

1. Students seem to be improving in the ability to integrate the liberal arts into business practices , but more targeted assessment methods need to be developed and applied.
2. Methods to assess objectives within the curriculum from survey courses to capstone courses.
3. Assessment measures for online business program will reflect the same assessment measures as the face to face courses on campus. This will be implemented Fall 2014 –ongoing.
4. Administer a test in BU 410
5. Incorporate senior capstone paper course offered in spring/fall.
6. Spring and Fall adjunct faculty trainings beginning August 2014. Focus of trainings will be on program assessments, centralized data collection site and continuous quality improvement measures

**Objective 6:** Become academically prepared for graduate and further study.

**Benchmark:** 100% of the students graduating with a business degree will be prepared to attend graduate school or pursue further study.

**Benchmark:** Was not met. Objective and benchmark will need revised in future. Objective is not reflective of student's needs to pursue employment.

	2007-2008	2008-2009	2010-2011	2011-2012	2012-2013
<b>BU490 Capstone Rubric research paper</b>	<i>Given that some students will pursue graduate programs, more depth and thoroughness of analysis is needed for them to be successful at that level.</i>				
<b>Post-internship job placement</b>			<i>34% of the students that received a Business Administration degree are employed with full or part-time employment. While 66% remain in school or are seeking employment</i>	<ul style="list-style-type: none"> <li>• <i>42% of the students that received a Business Administration degree are employed with full time</i></li> <li>• <i>37% gained part-time employment.</i></li> <li>• <i>21% remain in school or are seeking employment.</i></li> </ul>	
<b>Number of students who are known to be continuing into graduate programs</b>				4 students are known to have entered graduate programs.	3 students are known to have entered graduate programs.

For Job placement: Need to more precisely define the time element (i.e. how soon after graduation) in this measure.

This objective should be modified to include job placement and continuing for graduate school.

## CONSOLIDATED SUMMATIONS OF RESULTS FROM ANNUAL REPORTS

Below are the conclusions reached, as stated in the annual outcomes assessment reports.

### **Summary of Results and Next Steps:**

Student performance in BU 250 2007-08 Undergraduate Research Symposium based on the scores compiled from the judges rubric evaluation of marketing projects shows students have difficulty in integrating disciplines into a comprehensive project report. The same difficulties in holistic thinking results are reflective in the BU 490 Research paper in the senior level course. Students seem to struggle with issues of critical thinking and independent learning. Students need to be weaned off instructors' direction and be better prepared for the independent application they will be required to do upon degree completion. Feedback indicates that learning how to learn is a challenge for students. In addition, the same results reflected in the data from external internship supervisor evaluations, which suggest the data includes consistent variables contributing to the student learning experiences. The data results of the six-year report suggest that the department must effectively move students from the theory of business to practice/application of business into real experiences that create holistic and critical thinking applications. The change of annual assessment times and methods provide the department with how the approach to teaching affects the success of business students, separation of accounting assessment data from business administration, and the need for course mapping in order to provide data points for continuous quality improvement in course content, delivery, and assessment outcomes.

The department is currently moving to make the student experience more "real" to the work world. The department is offering more options for alternative learning formats such as active learning assignments, service-learning projects, use of technology to augment hands on experiences, case studies, professional oral presentations, research and business writing assignments, in various courses across the business curriculum.

**Objective 1: Emphasize decision-making from an organizational perspective, integrating the traditional academic areas of accounting, finance, management, and marketing.**

### 2007-2008

#### **BU250 Undergraduate Research Symposium:**

*During the development of the project students had difficulty with the requirement to **integrate subject matter** from other courses. The*

*difficultly with this directive indicates that improvement needs to take place in other freshman and sophomore courses with respect to the integration of subject matter.*

**BU490 Research Paper using the Capstone Rubric:**

*Improvements need to be made in the holistic thought processes used in classes.*

**2008-2009**

**Internship Supervisor Evaluations:**

*[Students need to develop a better] ability to think holistically, integrating academic areas (of accounting, finance, economics, HR, etc.) into one business concept.*

**2010-2011**

**BU490-Capsim Capstone® simulation.**

The Goal: *The goal is to have a majority of teams finish in the top half [of Balanced Scorecard rankings] of all competing teams, globally.*

The result: Only two of five teams scored above the 50<sup>th</sup> percentile. The rankings were

- *Team Andrews = 84<sup>th</sup> percentile*
- *Team Baldwin = 18*
- *Team Chester = 80*
- *Team Erie = 46*
- *Team Ferris = 12*

Conclusion: A prime requirement of the simulation is that students must make decisions regarding all aspects of business strategy and operations. It can be reasonably concluded that most students had difficulty doing this.

**2011-2012**

**BU490-Capsim Capstone® simulation.**

The Goal: *The goal is to have a majority of teams finish in the top half [of Balanced Scorecard rankings] of all competing teams, globally.*

The Result: Two of four teams finished in the top half.

Comparing 2,272 teams competing globally, MAC teams in BU490 had **BSC percentile rankings** as follows:

- Team Andrews = 92<sup>nd</sup> percentile
- Team Chester = 36<sup>th</sup>
- Team Digby = 50<sup>th</sup>
- Team Erie = 28<sup>th</sup>

Conclusions: *Overall the results were satisfactory. Having a team finish in the top 10% is a first in the three years the simulation has been used.—All teams finished above the bottom quartile.---Better coaching by the instructor should improve overall scores next time.* A prime requirement of the simulation is that students must make decisions regarding all aspects of business strategy and operations. It can be concluded that proportionately fewer students than in the prior year had difficulty doing this.

## 2012-2013

### **BU490-Capsim Capstone® simulation.**

**Simulation Goal 1:** *A majority of teams shall score above 5000 points (of a possible 8000) on the Analyst Report—a report that is generated within the simulation.*

The Results: Only 2 of the 5 teams scored above 5000

Team Andrews = 2,971

Team Baldwin = 5,407

Team Chester = 4,369

Team Digby = 2,862

Team Erie = 5,822

Observation: *Given the success in the BSC portion of the simulation, it is possible that the goal of 5000 points may be a bit high; but this threshold will remain in place for next year.*

**Simulation Goal 2:** *A majority of teams will achieve a cumulative Balanced Scorecard raw score of 600.*

The results: **BSC Scores:** *of a possible 1000 points, team total were as follows:*

Team Andrews = 501

Team Baldwin = 841

Team Chester = 680

*Team Digby = 456*  
*Team Erie = 851*

Observation: *The goal should be higher. It should be restated next year as 3 of 4 teams or 4 of 5 teams.—Ideally, all business students should do well on the raw scores.*

**Simulation Goal 3:** *A majority of teams shall finish in the top half of Balanced Scorecard comparative rankings of all teams globally.*

The Results: *Comparing 2,473 teams participating globally, MAC teams in BU490 had **BSC percentile rankings** as follows:*

*Team Andrews = 42<sup>nd</sup> percentile*

*Team Baldwin = 96<sup>th</sup>*

*Team Chester = 70<sup>th</sup>*

*Team Digby = 31<sup>st</sup>*

*Team Erie = 97<sup>th</sup>*

Observation: *The goal was met, as 3 of 5 teams finished above the 50<sup>th</sup> percentile. This is the first class to have two teams in the top 10%.*

Simulation conclusion: proportionately more students than previous were able to make decisions from an organizationally holistic perspective.

### **Summary of Results and Next Steps:**

Students seem to struggle with issues of critical thinking and independent learning. Students need to be weaned off instructors' direction and be better prepared for the independent application they will be required to do upon degree completion. Feedback indicates that learning how to learn is a challenge for students. In addition, the same results reflected in the data from external internship supervisor evaluations, which suggest the data includes consistent variables contributing to the student learning experiences. The data results of the six-year report suggest that the department must effectively move students from the theory of business to practice/application of business into real experiences that create holistic and critical thinking applications. The change of annual assessment times and methods provide the department with how the approach to teaching affects the success of business students, separation of accounting assessment data from business administration, and the need for course mapping in order to provide data points for continuous quality improvement in course content, delivery, and assessment outcomes.

The department is currently moving to make the student experience more “real” to the work world. The department is offering more options for alternative learning formats such as active learning assignments, service-learning projects, use of technology to augment hands on experiences, case studies, professional oral presentations, research and business writing assignments, in various courses across the business curriculum.

## Objective 2: Integrate business theory with business practice, bridging the gap between the classroom and the work place.

### 2007-2008

#### **Internship Supervisor Evaluations:**

[There is a] need for faculty to address aspects in curriculum and pedagogy that may lead to improved analytical, holistic, and critical thought processes. Below is the section of the 2007-2008 report that pertains to internship feedback from supervisors.

*Overall, the supervisors at the host sites liked our interns. They perceived our interns as friendly, courteous, and technically effective. Although no average score in the evaluations is terribly bad, the following questions were noticeably below average:*

4.	<i>Developed an effective rapport with clients, including being a receptive listener and offering helpful suggestions.</i>	3.5	88%
13.	<i>Demonstrated an understanding of the operations and principles of managing the specific business.</i>	3.5	88%
16.	<i>Demonstrated an understanding of how to handle special arrangements for customers, as necessary.</i>	3.5	88%

#### Conclusions

*These three questions have the common aspect of requiring the student to think in a non-prescribed manner—to respond appropriately to a spontaneous (and possibly unstructured) situation. To appropriately respond, the student would need to have a predisposition to analyze and think critically—quickly.*

*Again, the results are not disastrously low; but the results do point to a need for faculty to address aspects in curriculum and pedagogy that may lead to improved analytical, holistic, and critical thought processes. These results are consistent with the results from the BU250 participation in the URS and the BU490 application of the Capstone Rubric.* The department is currently moving to make the student experience more “real” to the work world. The department is offering more options for alternative learning formats such as active learning assignments, service-learning projects, use of technology to augment hands on experiences, case studies, professional oral presentations, research and business writing assignments, in various courses across the business curriculum.

## 2008-2009

Below is the section of the 2008-2009 report pertaining to internship supervisor feedback.

*Generally, the supervisors at the host sites liked our interns. They perceived our interns as friendly, courteous, and technically effective. Because this is the second year we have tracked the evaluation results in this way, and now have the perspective of time. Although no average score in the evaluations is terribly bad, overall scores this year were lower than last year.*

*The following questions (shown in **Table 1**) give evidence of potential problem areas, given scores **below the respective Overall Average for two consecutive years.***

Areas of Evaluation	Averages FA08-SP09	Averages FA07-SP08	Change	FA08-SP09 Below 08-09 Overall Average	FA07-SP08 Below 07-08 Overall Average
<b>Communication Skills:</b>					
4. Developed an effective rapport with clients, including being a receptive listener and offering helpful suggestions.	3.3	3.5	-0.2	Below	Below
13. Demonstrated an understanding of the operations and principles of managing the specific business.	3.4	3.5	-0.1	Below	Below
16. Demonstrated an understanding of how to handle special arrangements for customers, as necessary.	3.2	3.5	-0.3	Below	Below
<b>Overall Average</b>	3.5	3.6			

*The following questions showed the greatest drop (i.e. .3 or more) in line item averages from last year to this:*

Areas of Evaluation	Averages FA08-SP09	Averages FA07-SP08	Change	FA08-SP09 Below 08-09 Overall Average	FA07-SP08 Below 07-08 Overall Average
<b>Communication Skills:</b>					
1. Gave full attention to clients/customers during direct client contact.	3.4	3.7	-0.3	Below	
2. Communicated clearly and pleasantly with clients/customers.	3.3	3.7	-0.4	Below	
16. Demonstrated an understanding of how to handle special arrangements for customers, as necessary.	3.2	3.5	-0.3	Below	Below

*It is significant to notice that **Question 16 appears on both lists**: below average for two consecutive years AND showed a large decline from one year to the next. Questions 16 (handling special arrangement for customers) implies **the need for 1) active listening and analytical skills and 2) quick, holistic assessment of problems, and the ability to match solution to need quickly.** In a sense,*

*Question 16 is a summative result of the problem areas indicated in the other questions shown in the above two tables. If there is a need area that should be targeted, this would seem to provide an indication for a starting point.*

Students seem to struggle with issues of critical thinking and independent learning. Students need to be weaned off instructors' direction and be better prepared for the independent application they will be required to do upon degree completion. Feedback indicates that learning how to learn is a challenge for students. In addition, the same results reflected in the data from external internship supervisor evaluations, which suggest the data includes consistent variables contributing to the student learning experiences. The data results of the six-year report suggest that the department must effectively move students from the theory of business to practice/application of business into real experiences that create holistic and critical thinking applications. The change of annual assessment times and methods provide the department with how the approach to teaching affects the success of business students, separation of accounting assessment data from business administration, and the need for course mapping in order to provide data points for continuous quality improvement in course content, delivery, and assessment outcomes.

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## 2010-2011

### **BU490-Capsim Capstone® simulation.**

The Goal: *The goal is to have a majority of teams finish in the top half [of Balanced Scorecard rankings] of all competing teams, globally.*

The result: Only two of five teams scored above the 50<sup>th</sup> percentile. The rankings were

- *Team Andrews = 84<sup>th</sup> percentile*
- *Team Baldwin = 18*
- *Team Chester = 80*
- *Team Erie = 46*
- *Team Ferris = 12*

Conclusion: The simulation challenges students to make decisions in a very realistic scenario; however, it must be recognized that simulations are limited in their capacity to perfectly mimic an actual setting. In this environment, it can be concluded that most students struggled with the type of decision making necessary in the (real) work place.

### **Internship Supervisor Evaluations:**

- *66% of the students received a supervisor evaluation rating of outstanding in the area of communication skills. While 34% received a very good or lower rating.*
- *25% of the students received a supervisor evaluation of outstanding in the area of professional behavior. While 75% received a very good or lower rating.*
- *17% of the students received a supervisor evaluation of outstanding in the area of work performance. While 83% received a very good or lower rating.*

### **2011-2012**

#### **BU490-Capsim Capstone® simulation.**

The Goal: *The goal is to have a majority of teams finish in the top half [of Balanced Scorecard rankings] of all competing teams, globally.*

The Result: Two of four teams finished in the top half.

Comparing 2,272 teams competing globally, MAC teams in BU490 had **BSC percentile rankings** as follows:

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- *Team Chester = 36<sup>th</sup>*
- *Team Digby = 50<sup>th</sup>*
- *Team Erie = 28<sup>th</sup>*

Conclusions: *Overall the results were satisfactory. Having a team finish in the top 10% is a first in the three years the simulation has been used.—All teams finished above the bottom quartile.---Better coaching by the instructor should improve overall scores next time. The simulation challenges students to make decisions in a very realistic scenario. In this environment, proportionately more students than the year before were able to perform well.*

### **Internship Supervisor Evaluations:**

- *63% of the students received a supervisor evaluation rating of outstanding in the area of communication skills. While 37% received a very good or lower rating.*
- *57% of the students received a supervisor evaluation of outstanding in the area of professional behavior. While 43% received a very good or lower rating.*
- *57% of the students received a supervisor evaluation of outstanding in the area of work performance. While 43% received a very good or lower rating.*

Observation: The percentage for communication skills is about the same as the previous year. The scores for professional behavior and work performance were substantially higher this year.

## 2012-2013

### **BU490-Capsim Capstone® simulation.**

**Simulation Goal 1:** *A majority of teams shall score above 5000 points (of a possible 8000) on the Analyst Report—a report that is generated within the simulation.*

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*Team Erie = 5,822*

Observation: *Given the success in the BSC portion of the simulation, it is possible that the goal of 5000 points may be a bit high; but this threshold will remain in place for next year.*

**Simulation Goal 2:** *A majority of teams will achieve a cumulative Balanced Scorecard raw score of 600.*

The results: **BSC Scores:** *of a possible 1000 points, team total were as follows:*

*Team Andrews = 501*

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*Team Erie = 851*

Observation: *The goal should be higher. It should be restated next year as 3 of 4 teams or 4 of 5 teams.—Ideally, all business students should do well on the raw scores.*

### **Simulation Goal 3:**

A majority of teams shall finish in the top half of Balanced Scorecard comparative rankings of all teams globally.

*The Results: Comparing 2,473 teams participating globally, MAC teams in BU490 had **BSC percentile rankings** as follows:*

*Team Andrews = 42<sup>nd</sup> percentile*

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*Team Erie = 97<sup>th</sup>*

Observation: *The goal was met, as 3 of 5 teams finished above the 50<sup>th</sup> percentile.* This is the first class to have two teams in the top 10% .

Simulation conclusion: proportionately more students than previous were able to see connections between classroom and business reality. However, it must be recognized that simulations have their limitations in trying to re-create a real situation with real uncertainties and risks.

### **Summary of Results and Next Steps:**

Students seem to struggle with issues of critical thinking and independent learning. Students need to be weaned off instructors' direction and be better prepared for the independent application they will be required to do upon degree completion. Feedback indicates that learning how to learn is a challenge for students. In addition, the same results reflected in the data from external internship supervisor evaluations, which suggest the data includes consistent variables contributing to the student learning experiences. The data results of the six-year report suggest that the department must effectively move students from the theory of business to practice/application of business into real experiences that create holistic and critical thinking applications. The change of annual assessment times and methods provide the department with how the approach to teaching affects the success of business students, separation of accounting assessment data from business administration, and the need for course mapping in order to provide data points for continuous quality improvement in course content, delivery, and assessment outcomes.

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### **Objective 3 Develop analytical and interpersonal skills necessary for problem solving.**

**2007-2008**

### **BU250 Undergraduate Research Symposium:**

Re: Analytic skills.

[Students'] *natural disposition was not one that would lead to determining the appropriate questions that ought to be asked; rather, it was more closely akin to merely expecting someone else to determine the questions that could then be quickly and simply answered. Such a result would seem to say that by the second semester of the sophomore year, students have not been effectively practiced at thinking this way. Such a situation indicates improvement needs to take place with respect to analytical reasoning and critical thinking in the freshman and sophomore accounting and business classes.*

### **BU490 Capstone Rubric Research Paper:**

*Students need to provide a greater depth of analysis.*

### **Internship Supervisor Evaluations:**

[There is a] *need for faculty to address aspects in curriculum and pedagogy that may lead to improved analytical, holistic, and critical thought processes.*

## **2008-2009**

### **Internship Supervisor Evaluations:**

[Students need to develop a better ] *ability to create form out of chaos; to take an unstructured situation, assess need, analyze alternative course of action and make a decision*

### **Public Relations Comprehensive Group Project:**

[Student had] *particular difficulty in approaching unstructured situations and applying critical thinking skills.*

## **2010-2011**

### **BU490-Capsim Capstone® simulation.**

The Goal: *The goal is to have a majority of teams finish in the top half [of Balanced Scorecard rankings] of all competing teams, globally.*

The result: Only two of five teams scored above the 50<sup>th</sup> percentile. The rankings were

- *Team Andrews = 84<sup>th</sup> percentile*
- *Team Baldwin = 18*
- *Team Chester = 80*
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- *Team Ferris = 12*

Conclusion: Given that the simulation is, ultimately, a problem-solving exercise, it can be reasonably concluded that most students had trouble in this area.

### **Internship Supervisor Evaluations:**

- *66% of the students received a supervisor evaluation rating of outstanding in the area of communication skills. While 34% received a very good or lower rating.*
- *25% of the students received a supervisor evaluation of outstanding in the area of professional behavior. While 75% received a very good or lower rating.*
- *17% of the students received a supervisor evaluation of outstanding in the area of work performance. While 83% received a very good or lower rating.*

(Note: These results include majors of Accounting, Business Administration, and Information Technology.)

### **2011-2012**

#### **BU490-Capsim Capstone® simulation.**

The Goal: *The goal is to have a majority of teams finish in the top half [of Balanced Scorecard rankings] of all competing teams, globally.*

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Conclusions: *Overall the results were satisfactory. Having a team finish in the top 10% is a first in the three years the simulation has been used.—All teams finished above the bottom quartile.---Better coaching by the instructor should improve overall scores next time.* Given that the simulation is, ultimately, a problem-solving exercise, it can be reasonably concluded that proportionately more students than last year were able to perform well in this regard.

### **Internship Supervisor Evaluations:**

- *63% of the students received a supervisor evaluation rating of outstanding in the area of communication skills. While 37% received a very good or lower rating.*
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- 57% of the students received a supervisor evaluation of outstanding in the area of work performance. While 43% received a very good or lower rating.

Observation: The percentage for communication skills is about the same as the previous year. The scores for professional behavior and work performance were substantially higher this year.

## 2012-2013

### **BU490-Capsim Capstone® simulation.**

**Simulation Goal 1:** A majority of teams shall score above 5000 points (of a possible 8000) on the Analyst Report—a report that is generated within the simulation.

The Results: *Only 2 of the 5 teams scored above 5000*

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*Team Erie = 5,822*

Observation: *Given the success in the BSC portion of the simulation, it is possible that the goal of 5000 points may be a bit high; but this threshold will remain in place for next year.*

**Simulation Goal 2:** A majority of teams will achieve a cumulative Balanced Scorecard raw score of 600.

The results: **BSC Scores:** *of a possible 1000 points, team total were as follows:*

*Team Andrews = 501*

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Observation: *The goal should be higher. It should be restated next year as 3 of 4 teams or 4 of 5 teams.—Ideally, all business students should do well on the raw scores.*

### **Simulation Goal 3:**

A majority of teams shall finish in the top half of Balanced Scorecard comparative rankings of all teams globally.

*The Results: Comparing 2,473 teams participating globally, MAC teams in BU490 had **BSC percentile rankings** as follows:*

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*Team Erie = 97<sup>th</sup>*

Observation: *The goal was met, as 3 of 5 teams finished above the 50<sup>th</sup> percentile.* This is the first class to have two teams in the top 10% .

Simulation conclusion: Given that the simulation is, ultimately, a problem-solving exercise, it can be reasonably concluded that proportionately more students than last year were able to perform well in this regard.

### **Summary of Results and Next Steps:**

Students seem to struggle with issues of critical thinking and independent learning. Students need to be weaned off instructors' direction and be better prepared for the independent application they will be required to do upon degree completion. Feedback indicates that learning how to learn is a challenge for students. In addition, the same results reflected in the data from external internship supervisor evaluations, which suggest the data includes consistent variables contributing to the student learning experiences. The data results of the six-year report suggest that the department must effectively move students from the theory of business to practice/application of business into real experiences that create holistic and critical thinking applications. The change of annual assessment times and methods provide the department with how the approach to teaching affects the success of business students, separation of accounting assessment data from business administration, and the need for course mapping in order to provide data points for continuous quality improvement in course content, delivery, and assessment outcomes.

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**Objective 4 Learn how to manage business information, blending technological expertise with written and oral communication skills.**

## 2007-2008

### **BU250 Undergraduate Research Symposium:**

Re: Communication.

*In the URS, the judges were impressed with how the students presented themselves and their ideas. Still, students seemed to be able to **communicate** their ideas better verbally than in writing. Writing components often exhibited a predisposition toward inappropriate brevity. This would seem to indicate a greater need for critical thinking and writing to be developed in freshman and sophomore Accounting and Business classes.*

## 2008-2009

### **Internship Supervisor Evaluations:**

*[Students need to develop better] interpersonal communication [skills] in a business environment. This includes listening to assess the customer's need, and then appropriately responding. In a more general sense, this is much related to a disposition of problem solving.*

### **PA340-Grant Proposal Writing**

*Approaching a large project, with many variables, appeared to be quite challenging for the students.*

## 2010-2011

### **BU490-Capsim Capstone® simulation.**

The Goal: *The goal is to have a majority of teams finish in the top half [of Balanced Scorecard rankings] of all competing teams, globally.*

The result: Only two of five teams scored above the 50<sup>th</sup> percentile. The rankings were

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- *Team Erie = 46*
- *Team Ferris = 12*

Conclusion: Small group communication is a lynchpin in this simulation. Although the BSC rankings are not conclusive in this regard, it is highly improbable—based on experience with running this simulation—that a team can succeed without good group communication. Also not seen here is the proficiency of communication students exhibited in their final presentations.

Presentations should be evaluated separately from the general simulation results.

**BU219 Oral Presentations:**

*100% of the BU 219 students completed the oral presentation and written report assignment with a grade of a B or better.*

**BU219 Pre-test and Post-test:**

*Pre and post tests were conducted in BU 219. Pre-test class average was 51.73% and Post-test class average 72.28%.*

**BU250 Oral Presentations:**

*67% of the BU 250 students completed the oral presentation and written report assignment with a grade of a B or better.*

**BU410 Research Paper:**

*74% of the BU 410 student's completed a research paper with a grade of a B or better.*

**2011-2012**

**BU490-Capsim Capstone® simulation.**

The Goal: *The goal is to have a majority of teams finish in the top half [of Balanced Scorecard rankings] of all competing teams, globally.*

The Result: *Two of four teams finished in the top half.*

*Comparing 2,272 teams competing globally, MAC teams in BU490 had **BSC percentile rankings** as follows:*

- *Team Andrews = 92<sup>nd</sup> percentile*
- *Team Chester = 36<sup>th</sup>*
- *Team Digby = 50<sup>th</sup>*
- *Team Erie = 28<sup>th</sup>*

Conclusions: *Overall the results were satisfactory. Having a team finish in the top 10% is a first in the three years the simulation has been used.—All teams finished above the bottom quartile.---Better coaching by the instructor should improve overall scores next time. Small group communication is a lynchpin in this simulation. Although the BSC rankings are not conclusive in this regard, it is highly improbable—based on experience with running this simulation—that a team can succeed without good group communication. Also not seen here is the proficiency of communication students exhibited in their final presentations.*

**BU219 Oral Presentations:**

*100% of the BU 219 students completed the oral presentation and written report assignment with a grade of a B or better.*  
Observation: This maintains the standard set in the previous year.

**BU219 Pre-test and Post test:**

*Pre and post tests were conducted in BU 219. Pre-test class average was 44.57% and Post-test class average 87.76%.*  
Observation: This increase in the average scores exceeds the increase in the previous year.

**BU250 Presentation and written report:**

*65% of the BU 250 students completed the oral presentation and written report assignment with a grade of a B or better.*  
Observation: This performance level is essentially the same as the previous year.

**BU410 Research Project:**

*100% of the BU 410 student's completed a qualitative field research project with a grade of a B or better.*  
Observation: This exceeds the performance level in the previous year.

**2012-2013**

**BU490-Capsim Capstone® simulation.**

***Simulation Goal 1:*** *A majority of teams shall score above 5000 points (of a possible 8000) on the Analyst Report—a report that is generated within the simulation.*

The Results: Only 2 of the 5 teams scored above 5000

*Team Andrews = 2,971*

*Team Baldwin = 5,407*

*Team Chester = 4,369*

*Team Digby = 2,862*

*Team Erie = 5,822*

Observation: *Given the success in the BSC portion of the simulation, it is possible that the goal of 5000 points may be a bit high; but this threshold will remain in place for next year.*

***Simulation Goal 2:*** *A majority of teams will achieve a cumulative Balanced Scorecard raw score of 600.*

The results: ***BSC Scores:*** *of a possible 1000 points, team total were as follows:*

*Team Andrews = 501*

*Team Baldwin = 841*  
*Team Chester = 680*  
*Team Digby = 456*  
*Team Erie = 851*

Observation: *The goal should be higher. It should be restated next year as 3 of 4 teams or 4 of 5 teams.—Ideally, all business students should do well on the raw scores.*

### **Simulation Goal 3:**

A majority of teams shall finish in the top half of Balanced Scorecard comparative rankings of all teams globally.

*The Results: Comparing 2,473 teams participating globally, MAC teams in BU490 had **BSC percentile rankings** as follows:*

*Team Andrews = 42<sup>nd</sup> percentile*

*Team Baldwin = 96<sup>th</sup>*

*Team Chester = 70<sup>th</sup>*

*Team Digby = 31<sup>st</sup>*

*Team Erie = 97<sup>th</sup>*

Observation: *The goal was met, as 3 of 5 teams finished above the 50<sup>th</sup> percentile. This is the first class to have two teams in the top 10% .*

Simulation conclusion: Small group communication is a lynchpin in this simulation. Although the BSC rankings are not conclusive in this regard, it is highly improbable—based on experience with running this simulation—that a team can succeed without good group communication. Also not seen here is the proficiency of communication students exhibited in their final presentations. However, there is an improvement from the previous year to this.

### **BU490 - Capstone Research Paper using the Capstone Rubric**

*The Goal is 90% of available points in each section of the rubric.*

The results:

#### **Rubric Section (with weights shown)**

I. Demonstrates Effective Writing and Communication (20%)

II. Demonstrates Depth in the Discipline (30%)

III. Demonstrates Effective Integration of Liberal Arts (15%)

IV. Demonstrates Good Research Practice and Use of Information

#### **Average percentage of points.**

96%

93%

86%

90%

(20%)

V. Demonstrates Understanding of, Integrates, and Applies Values of Mercy, Service, Hospitality, and Justice (15%)

87%

*The Goal was not met. Only 3 of 5 sections achieved a 90% score.*

Observations:

**Re: Section III.**

*The 86% score in this section is primarily because of a relatively low score (76%) in the subsection: “5. Demonstrates understanding of and integrates other disciplines (e.g., history, social sciences, quantitative and scientific reasoning, aesthetics, and humanities)”*

***This aspect of the paper will receive added emphasis and instruction next year, so as to draw attention to the need to integrate various areas of learning.***

**Re: Section V**

*The portion of the paper that is intended to address this section is the portion that requires students to address the values and principles that guide decision making in successful businesses. – This portion of the paper generally suffers from a lack of (both) depth and scope. Students struggle to identify and describe such values and principles and also struggle to find company exemplars.— Such a deficiency indicates the need to give greater emphasis to this in prior courses, and in BU490.*

## **Objective 5 Appreciate the impact of the liberal arts on social activity and business enterprise.**

### **2007-2008**

#### **BU490 Capstone Rubric research paper:**

Conclusion: *Students need to improve in their ability to integrate concepts that are not from business textbooks into the discussion of business strategy.*

### **2010-2011**

#### **BU410 Appreciating and Valuing Diversity test:**

*87% of the BU 410 students completed “Appreciating and Valuing Diversity” testing with a score of 72% or higher.*

### **2011-2012**

#### **BU410 Appreciating and Valuing Diversity test:**

*90% of the BU 410 students completed “Appreciating and Valuing Diversity” testing with a score of 70% or higher.*

The results are essentially the same as the previous year.

### **Summary of Results and Next Steps:**

Students seem to struggle with issues of critical thinking and independent learning. Students need to be weaned off instructors’ direction and be better prepared for the independent application they will be required to do upon degree completion. Feedback indicates that learning how to learn is a challenge for students. In addition, the same results reflected in the data from external internship supervisor evaluations, which suggest the data includes consistent variables contributing to the student learning experiences. The data results of the six-year report suggest that the department must effectively move students from the theory of business to practice/application of business into real experiences that create holistic and critical thinking applications. The change of annual assessment times and methods provide the department with how the approach to teaching affects the success of students, separation of accounting assessment data from business administration, and the need for course mapping in order to provide data points for continuous quality improvement in course content, delivery, and assessment outcomes.

The department is currently moving to make the student experience more “real” to the work world. The department is offering more options for alternative learning formats such as active learning assignments, service-learning projects, use of technology to augment hands on experiences, case studies, professional oral presentations, research and business writing assignments, in various courses across the business curriculum. This will enhance students’ abilities to become academically prepared for graduate studies and successful employment placement.

## **Objective 6 Become academically prepared for graduate and further study.**

### **2007-2008**

#### **BU490 Capstone Rubric research paper:**

Conclusions: *Given that some students will pursue graduate programs, more depth and thoroughness of analysis is needed for them to be successful at that level.*

Conclusion: *Faculty should use variants of the Capstone Rubric for research and analysis projects in classes prior to BU490.*

### **2010-2011**

#### **Post-internship job placement:**

*After graduation and completion of the internship program, 34% of the students that received a Business Administration degree are employed with full or part-time employment. While 66% remain in school or are seeking employment.*

### **2011-2012**

#### **Post-internship job placement:**

*After graduation and completion of the internship program,*

- *42% of the students that received a Business Administration degree are employed with full time*
- *37% gained part-time employment.*
- *21% remain in school or are seeking employment.*

Observation: Full-time and part-time employment rates were noticeably higher than the previous year.

## **2012-2013**

### **Number of students who are known to be continuing into graduate programs**

The Goal: continuous improvement from the year before.

For graduates in the May commencement program:

2012 – 4 students are known to have entered graduate programs.

2013 – 3 students are known to have entered graduate programs.

Goal was not met.

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

This section examines whether or not improvement has been accomplished, over time, in the achievement of program objectives. The business department has developed a new six year plan (please see above) in order to improve student outcomes of the program. In addition, the six-year report has made the department more cognizant of assessing outcomes without the assessment plans being initiated and driven by particular faculty members and measurements that are more direct indicators of success in objectives 2 and 4 of the program. The department is currently moving to make the student experience more “real” to the work world. The department is offering more options for alternative learning formats, such as active learning assignments, service-learning projects, use of technology to augment hands on experiences, case studies, professional oral presentations, research and business writing assignments, in various courses across the business curriculum. Further the department will assess on line programs with the same matrix as the face to face classes; thus assessing not only the same course but the different modes of course delivery.

1. The Capsim® Capstone Business Strategy Simulation is a team-based exercise in which each team of students manages a company in an industry of six companies, all competing for the same customers. The simulation requires students in each team to work together and apply what they have learned in their curriculum to make decisions regarding all aspects of business operations (e.g. R&D, production, human resources, marketing, finance, etc.) and strategy. In the simulation students must take charge of a complex situation, identify key variables that affect performance, determine and manage the cause-and-effect-relationships of those variables, and adapt decisions to react to competitive pressures that are constantly changing. Students compete directly against other teams in the class, and indirectly with teams world-wide by means of comparative scores on a balanced score card tool.

At the end of the simulation, each team must give a presentation to the class that explains their strategy, actions to implement the strategy, and results.

This is an excellent tool for causing students to use knowledge, skills, and dispositions that reflect several of the program’s learning objectives. There are three performance goals listed for the simulation. To achieve success in these measures, collectively, indicates students’ effectiveness in achieving several program objectives.

However, the simulation indicates success in a couple of the program objectives (especially, Objectives 2 and 4) only tangentially. **Measures that more directly give indication of success in Objectives 2 and 4 should be developed.**

2. In looking back at what has been used for measures, it appears that too much of the outcomes analysis depends upon what a relatively few full-time faculty are doing in their classes.

**More systemic and systematic measures should be incorporated, which are not instructor specific.**

3. In the past, no online courses—or courses taught on-campus by adjunct faculty—were included in the assessment results. In the Fall semester of 2012, there were 58 Business Administration majors taking on-campus classes. In that same semester, there were 53 Business Administration majors matriculating via online classes.
4. Please see recommendations following each objective in report for details.

## References

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