CRAIG SCHOOL OF BUSINESS

ANNUAL ASSESSMENT REPORT FOR 2016-2017

B.S. in Business Administration

The Craig School of Business (CSB) grants the Bachelor of Science in Business Administration degree. Within the degree, students choose a specialization (option) that is supported by the academic departments that conform CSB as listed in Table 1. CSB is accredited by the Association to Advance Collegiate Schools of Business (AACSB), which is the most rigorous and prestigious business accreditation any business school can achieve.

Department	Option
Accounting	Accounting
Finance and Business Law	Finance International Business Real Estate / Urban Land Economics
Information System and Decision Sciences	Computer Information Systems Data Analytics (special option)
Management	Management Human Resource Management Entrepreneurship
Marketing	Marketing Sports Marketing Logistics and Supply Management

Table 1. Specialization Areas and Academic Departments

In consultation with faculty, in 2014-2015 CSB Assessment Team revised and implemented the current assessment plan. This plan includes nine student-learning outcomes (SLOs) derived from the BA program goals listed is Table 2. CSB assesses the nine SLOs every year. The majority of SLOs are assessed twice yearly.

CSB Business Administration graduates will:

1. Have discipline specific knowledge
2. Make judgments utilizing business decision support and productivity tools
3. Work effectively with others
4. Demonstrate an understanding and appreciation for global, cultural, and ethical values
5. Demonstrate professional development with an applied experience in business
6. Have competency in oral communication
7. Have competency in written communication
8. Have competency in quantitative reasoning

Table 2. BA Program Goals

The learning outcomes we assessed this year are:

BA Graduates will:

SLO 1 (**KN**)

Demonstrate **comprehension of all functional areas** of business (e.g., accounting, finance, marketing, organizational behavior, human resources, legal and social issues, and information systems).

SLO 2 (IT)

Demonstrate the ability to make data informed judgments utilizing spreadsheets and other **analytical tools and technology**.

SLO 3 (TM)

Demonstrate the ability to **work effectively with other people** through effective teamwork practices and to contribute substantively to a group product.

SLO 4.1 (GL)

Demonstrate awareness of **global business environments and cultural diversity** in addressing business problems.

SLO 4.2 (ET)

Apply often conflicting **ethical theories to manage their behavior** in business situations.

SLO 5 (XP)

Demonstrate professional career development as a result of at least one **applied experience** in business.

SLO 6 (OR)

Prepare and deliver a coherent, professional **oral presentation** on a business issue.

SLO 7 (WR)

Demonstrate the **ability to write** a clear, concise, well-organized and properly framed analysis of a business issue.

SLO 8 (QR)

Demonstrate the ability to **reason quantitatively**.

Methods that we use to assess the student learning outcomes.

CSB uses a variety of direct and indirect methods to assess the nine learning outcomes of the BA program. Methods include exams; assignments that are assessed using rubrics and checklists; and surveys. In addition to these methods, CSB uses the Assessment Center, a comprehensive method that facilitates the assessment of various outcomes simultaneously. As a result, four of the nine outcomes are assessed using multiple methods (SLOs 3, 4.2, 6 and 7).

The Assessment Center presents students with the opportunity to participate in a business simulation where they are required to write memos, give impromptu presentations, and take part in group meetings. The activity is approximately three hours long and is video-taped. The performance of students in this activity is assessed by trained, independent raters not affiliated with the University. An additional benefit of using the Assessment Center is that assessment results for CSB students can be compared to the results of a group of approximately 20,000 participants from various institutions.

SLO 1

Functional Areas Exit Exam. Students in the last semester in the program take the Exit Exam, which is administered at the end of the semester in the capstone business courses for the various options. The Exit Exam consists of five fundamental questions from each of the program's functional areas. The questions are selected from a pool of questions prepared by faculty coordinating and teaching the program core courses. Five versions of the exam are administered with each version consisting of ten questions—five each, from two functional areas. That is, a given student is only tested on two areas, but by randomly distributing the versions, all ten functional areas are assessed. Over 50 students for each version are assessed. Exams are graded centrally. The benchmark for the Exit Exam is that at least 70 percent of students achieve a score of 60 percent or better in each area.

SLO 2

Information Technology Assignment. Students in the core course IS130 create models using spreadsheet software (i.e., MS Excel) to support business scenario analysis (sensitivity, what-if or goal-seeking analysis) and decision-making. The spreadsheet software facilitates calculation and provides both graphing tools and pivot tables. Using this software, students create a model to make calculations and projections using specific input and output variables. The model students create should allow opportunity to change the value of the input variables and observe the impact of these changes on the value of the output variables. Students make business decisions, based upon their observations, and write up a brief report with a recommendation on the best course of action to improve the business.

Instructors assess each model and reports using the Information Technology Rubric, which examines five categories at three levels. The assessment categories are: Problem

Identification, Model Creation, Incorporation of Relevant Data, Technology Execution, Results Interpretation and the levels are: 3=exceeds expectations, 2=meets or marginally exceeds expectations, and 1=does not meet expectations. The benchmark for the Information Technology Assignment is that at least 70 percent of the students achieve a score of 60 percent or higher in the overall rubric score.

The decision making component of SLO 2 is also assessed as part of the Assessment Center.

SLO 3

Team Work Activity. Students in the core course MGT 110 participate in the Assessment Center, which includes team work activities and group meetings. In the Spring, 2017 semester, students in the capstone Management class MGT 187 and capstone Information Systems class IS 18) repeated the assessment activity as a posttest. The results from both the MGT 110 class and the posttest can be compared to a comparison group of approximately 20,000 participants. The teamwork activity is assessed using the Assessment Center Teamwork Rubric, which examines five categories. The categories are: Contribution to Team Meetings, Facilitation of Other Members' Contributions, Timely Completion and Quality of Individual Tasks, and Conflict Resolution. The results are presented as percentiles in the context of the comparison group. The benchmark for the Teamwork Activity is the 50 percent percentile.

SLO 4.1

Global Awareness Unit. Students in the core course MKTG 100S complete a unit on awareness of global business environments and cultural diversity and take an exam after they complete the unit. The exam consists of 30 multiple choice questions. Exams are collected and graded by the course coordinator. The benchmark for the exam is to have at least 70 percent of students meet the benchmark score of 60 percent.

SLO 4.1 is also assessed using the Functional Area Exit Exam described in SLO 1.

SLO 4.2

Ethical Behavior Activity. Students in the core course MGT 110 participate in the Assessment Center's business simulation. The Ethical Behavior Activity is assessed using the Assessment Center Ethics Rubric, which examines five categories. The categories are: Identification of Ethical Issues, Identification of Ethical Theories or Concepts, Ethical Self-awareness, and Analysis of Ethical Issues. The results are presented as percentiles in the context of the comparison group. The benchmark is the 50th percentile.

SLO 4.2 is also assessed using the Functional Area Exit Exam described in SLO 1.

SLO 5

Service Learning Activity. Students in the core course MKTG 100s participate in a service learning project. At the end of the project students write a reflection of their participation in

the project. Course instructors assess a sample of the reflections using the Service Learning Checklist, which examines three assessment areas. The assessment areas are: (i) Engagement in Professional Activities, (ii) Enhancement of Professional Skills, and (iii) Exposure to Quality Learning Experience. The benchmark for the service learning activity is a score of 70 percent or higher of the maximum aggregate score in each assessment area.

In the Spring 2017, a new method was introduced. This method requires that students report in survey form on the learning outcomes of their participation in the project. The course coordinators collected and summarized the surveys. The survey examines specifically three assessment areas and surveys 12 other possible outcomes. The assessment areas are: (i) Communication (oral and written), (ii) Time Management, and (iii) Application of Knowledge. The other possible outcomes include (a) readiness for career work; (b) leadership; (c) problem-solving skills; (d) oral communication; (e) application of technical skills; (f) creativeness; (g) awareness of civic duties; (h) networking; (i) teamwork. The survey was scored assigning points to positive (Yes) responses. In total, each student could get a maximum score of 10. In this method, the benchmark is that 70 percent of students score 60 percent or better in the survey.

Internship Program. Students who take part in an internship obtain work experiences in a local business or nonprofit organization. Student internships are coordinated and supervised by a faculty member ensuring an academic relationship with the student's option. All students and work site supervisors are assessed by completing a midterm evaluation and a final evaluation. A sample of Internship Experience Reports are also assessed for attainment of the following areas: Learning objectives, increase in proficiency in discipline-related skills, impact on academics and professional development, and overall quality experience related to their option.

The importance of the experience to developing professional skills is rated on 11 categories at 6 levels from 0=not important to 6=very important. The categories are Critical Thinking, Ethical Awareness, Global Awareness, Integrated Knowledge of Business, Motivation/Initiative, Oral Communication, Quantitative Reasoning, Teamwork, Technology Usage, Time Management, and Written Communication. The overall impact of the experience is rated at 6 levels from 0=poor to 6=excellent.

International Business Programs Study Abroad Survey. Students participate in the optional Study Abroad Summer Program. In this program, students take classes and visit local business organizations. Students fill out the survey before and after the end of the program. The survey provides an indirect measure of improvement in 12 categories at six levels. The categories are: Verbal Communication, Written Communication, Ethical Judgment, Interpersonal Skills, Motivation/Initiative, Work Ethic, Team Work Skills, Analytical/Quantitative, Flexibility/Adaptability, Computer Skills, Intercultural Skills, and Global Knowledge.

SLO 6

Oral Presentation Assignment. Students in the core course MGT 110 complete a presentation assignment which is built on the results identified in the course Assessment Center. More specifically, students are required to record a video of themselves giving a presentation regarding how they were going to improve and/or build upon the Assessment Center results identified in their feedback. These presentations are approximately four minutes long and are recorded and uploaded as private YouTube videos. Once the videos are recorded, students send the link to their instructor. The instructor uses the Oral Presentation Rubric to score the presentations, which assesses student videos in four categories. The categories are Organization, Language Usage, Presentation Skills, and Video Recording Technology Usage. The benchmark for the oral presentation is that at least 70 percent of the students meet or exceed the benchmark of 60 percent.

SLO 7

Writing Assignment Checklist. Students in the core course BA105W write a piece as part of the course requirements. Five writing samples are collected from each section. Faculty volunteers and business professional volunteers assess the samples using the Writing Checklist, which assesses writing in four categories and two levels. The categories are: Central Message/Content, Organization, Mechanics, and Professionalism, and two levels: Y=Meets Expectations and N=Does not meet expectations. The benchmark for the written assignment is that at least 70 percent of the students meet or exceed an overall score of 60 percent.

SLO 7 is also assessed as part of the Assessment Center.

SLO 8

Quantitative Reasoning Assignment. Students in the course DS123 create and analyze mathematical models that may include formulas, graphs, tables, or schematics, and draw inferences from them. Instructors teaching the course assess each model using the Quantitative Reasoning Rubric, which examines four categories and four levels. The assessment categories are: Quality of Algebraic Thinking, Quality of Graphic Depictions, Quality of Execution of Numerical Techniques and Quality of Verbal Explanations, and the levels are: 4=Exemplary, 3=Competent, 2= Developing, and 1=Beginning. The benchmark for the Quantitative Reasoning Assignment is that at least 70 percent of the students achieve a score of 60 percent in total (and that at least 70 percent of students achieve a score of 2 or higher for each category).

SLO 8 is also assessed using the Functional Area Exit Exam described in SLO 1.

Exit Exam – Summary results

Area	Spring 2017		Fall 2016		Spring 2016		Fall 2015		Spring 2015	
	Mean%	%>=60%	Mean%	%>=60%	Mean%	%>=60%	Mean%	%>=60%	Mean%	%>=60%
Management	60%	**68%**	68%	73%	65%	78%	66%	82%	64%	83%
Global	66%	78%	70%	92%	73%	93%	73%	90%	72%	93%
Economics	62%	**67%**	58%	**67%**	62%	70%	64%	73%	56%	**58%**
Ethics	62%	**67%**	57%	**62%**	64%	78%	65%	71%	50%	**51%**
Marketing	80%	90%	78%	90%	78%	89%	76%	86%	82%	95%
Finance	58%	**63%**	64%	**67%**	61%	**66%**	59%	**58%**	48%	**44%**
Accounting	55%	**65%**	57%	**58%**	57%	**61%**	51%	**53%**	48%	**43%**
Business Law	61%	**65%**	56%	**54%**	58%	**63%**	49%	**44%**	42%	**32%**
Information Systems	71%	85%	68%	81%	73%	85%	71%	74%	58%	**63%**
Decision Sciences	71%	87%	67%	79%	70%	81%	77%	88%	42%	**31%**

Table 1b. Exit Exam (Historical)

Assessment data yielded the following results:

SLO 1

Functional Areas Exit Exam. CSB created and implemented for the first time the Exit Exam in Spring 2015. Based upon item analysis, the exam was modified and similarly administered at the end of each subsequent semester. There were approximately 50 students for each version. The results of the Exit Exam are depicted in Table 1a.

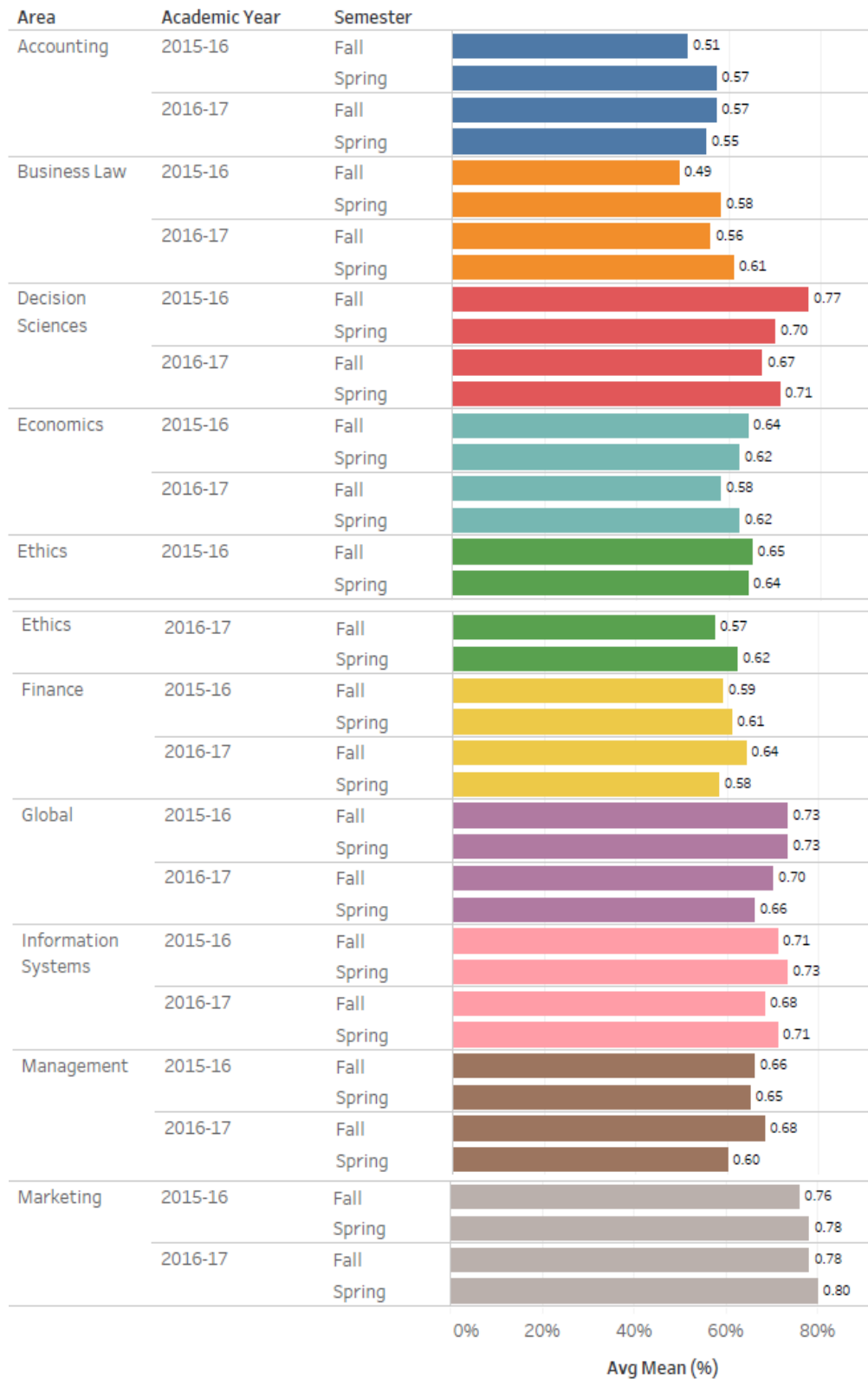| Exit Exam	Spring 2017		Fall 2016	
Area	Mean%	%>=60%	Mean%	%>=60%
Management	60%	**68%**	68%	73%
Global	66%	78%	70%	92%
Economics	62%	**67%**	58%	**67%**
Ethics	62%	**67%**	57%	**62%**
Marketing	80%	90%	78%	90%
Finance	58%	**63%**	64%	**67%**
Accounting	55%	**65%**	57%	**58%**
Business Law	61%	**65%**	56%	**54%**
Information Systems	71%	85%	68%	81%
Decision Sciences	71%	87%	67%	79%

Table 1a. Exit Exam

With a benchmark of at least 60 percent, in the most recent semester six areas (Management, Economics, Ethics, Finance, Accounting, and Business Law) failed to achieve the 70 percent goal, although all areas were above the 60 percent threshold.

Table 1b and Figure 1 show historical results from Spring 2015 to Spring 2017. As depicted, the scores for the Spring 2015 initial implementation were below expectation. With a benchmark of at least 60 percent, only three areas (Management, Global, and Marketing) achieved a goal of at least 70 percent of the students achieving the benchmark.

After item analysis assisted in improving questions on the exam, there was significant improvement in subsequent semesters. For both Fall 2015 and Spring 2016, all but three areas (Finance, Accounting, and Business Law) achieved the goal of at least 70 percent of the students achieving the benchmark score of 60 percent or better, and even these three areas showed substantial improvement each semester.

The results fell again in Fall 2016 and Spring 2017 with six areas (Management, Economics, Ethics, Finance, Accounting, and Business Law) failing to achieve the 70 percent goal, although most areas were above the 60 percent threshold.

Average Scores by AY and Area

Area	Academic Year	Semester	Avg Mean (%)
Accounting	2015-16	Fall	0.51
		Spring	0.57
	2016-17	Fall	0.57
		Spring	0.55
Business Law	2015-16	Fall	0.49
		Spring	0.58
	2016-17	Fall	0.56
		Spring	0.61
Decision Sciences	2015-16	Fall	0.77
		Spring	0.70
	2016-17	Fall	0.67
		Spring	0.71
Economics	2015-16	Fall	0.64
		Spring	0.62
	2016-17	Fall	0.58
		Spring	0.62
Ethics	2015-16	Fall	0.65
		Spring	0.64
Ethics	2016-17	Fall	0.57
		Spring	0.62
Finance	2015-16	Fall	0.59
		Spring	0.61
	2016-17	Fall	0.64
		Spring	0.58
Global	2015-16	Fall	0.73
		Spring	0.73
	2016-17	Fall	0.70
		Spring	0.66
Information Systems	2015-16	Fall	0.71
		Spring	0.73
	2016-17	Fall	0.68
		Spring	0.71
Management	2015-16	Fall	0.66
		Spring	0.65
	2016-17	Fall	0.68
		Spring	0.60
Marketing	2015-16	Fall	0.76
		Spring	0.78
	2016-17	Fall	0.78
		Spring	0.80

Percent of Students with Score Higher than 60 Percent

Area	Academic Year	Semester	%Student Scoring Above 60%
Accounting	2015-16	Fall	0.53
		Spring	0.61
	2016-17	Fall	0.58
		Spring	0.65
Business Law	2015-16	Fall	0.44
		Spring	0.63
	2016-17	Fall	0.54
		Spring	0.65
Decision Sciences	2015-16	Fall	0.88
		Spring	0.81
	2016-17	Fall	0.79
		Spring	0.87
Economics	2015-16	Fall	0.73
		Spring	0.70
	2016-17	Fall	0.67
		Spring	0.67
Ethics	2015-16	Fall	0.71
		Spring	0.78
	2016-17	Fall	0.62
		Spring	0.67
Finance	2015-16	Fall	0.58
		Spring	0.66
	2016-17	Fall	0.67
Finance	2016-17	Spring	0.63
Global	2015-16	Fall	0.90
		Spring	0.93
	2016-17	Fall	0.92
		Spring	0.78
Information Systems	2015-16	Fall	0.74
		Spring	0.85
	2016-17	Fall	0.81
		Spring	0.85
Management	2015-16	Fall	0.82
		Spring	0.78
	2016-17	Fall	0.73
		Spring	0.68
Marketing	2015-16	Fall	0.86
		Spring	0.89
	2016-17	Fall	0.90
		Spring	0.90

Figure 1. Exit Exam

SLO 2

Information Technology Assignment. The results of the Information Technology Assignment assessment are depicted in Table 2 and Figure 2.

Technology Rubric 2016 - 2017	
Category	% >= 2
Project Identification*	97%
Project Translation	91%
Information Evaluation and Incorporation	95%
Technology Application	85%
Project Interpretation	89%
Total Mean Score (N=425)	9.4
Total Mean Percent	78%
% >= 60%	88%

*Not included in aggregated totals due to missing values

Results from Technology Rubric 2016 - 2017					
	Identify	Translate	Info Eval	Apply	Interpret
1	3%	9%	5%	15%	10%
2	84%	52%	50%	39%	47%
3	13%	39%	45%	46%	42%
%2-3	97%	91%	95%	85%	89%

Table 2. Information Technology and Decision Making
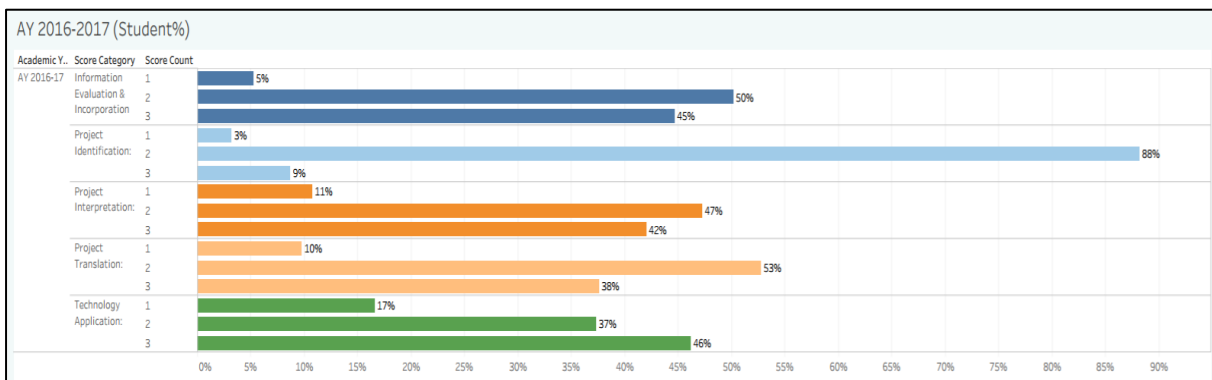
Figure 2. Information Technology and Decision Making

As depicted, results indicate that the total mean score was 78 percent. Also, the results indicate that 88 percent of students score at or above 60 percent, which exceed by 18 percentage points the benchmark that at least 70 percent of students achieve a score of 60 percent or better overall.

Additionally, the results indicate that that across categories, the percent of students scoring at or above 2 (Meet Expectations) were high at 97, 91, 95, 85 and 89 percent. The categories of Project Translation, Technology Application, and Project Interpretation are the most relevant criteria for assessment in this particular assignment. Out of these three, Technology Application shows the lowest percent of students meeting expectation, with 85 percent. This may indicate that there is room for improvement in the ability to use the spreadsheet software effectively, but overall, expectations are met. The Interpretation category shows the highest improvement with 89 percent compared to the previous year at 66 percent. The results indicate that students demonstrate an adequate level of expertise in using the technology and instructors successfully emphasized the importance of results interpretation.

The results of Decision-Making Activity of the CSB Assessment Center shown in Table 3a below show that scores are consistently improving and in when students were tested in their final semester in the program the scores reach the goal of 50 percentile.

SLO 3

Team Work Activity. The results of the Teamwork Activity of the CSB Assessment Center are summarized in Table 3a. Since the scores are in percentiles, the goal is for average scores to be near or above the 50 percentile. All of the average scores reported except for the Spring 2017 posttest in the last column are for students in the MGT 110 class which is generally taken in the students' junior year

As depicted, all of the average scores for the posttest, with the exception of the Leadership category, indicate significant improvement, and all of the average scores on this posttest except Leadership and Oral Communications meet or exceed the 50th percentile benchmark. Only teamwork and ethics consistently meet the 50th percentile benchmark for the MGT 110 participants.

The scores for students participating in the select capstone courses (posttest) were specifically matched with their scores when they participated in an earlier semester while enrolled in the MGT 110 course. The average scores for this matched sample are shown in Table 3b and reinforce the findings reported above to overall average scores. These matched sample results indicate significant improvement during the latter part of the students' course of study for all areas except leadership and teamwork, which have historically had the higher average scores in the pretest, and thus the least opportunity for improvement. These results are encouraging and show that students indeed acquired knowledge in the areas relevant to their career as business professionals.

Skill	Fall 2013 N=284	Spring 2014 N=271	Fall 2014 N=274	Spring 2015 N=316	Fall 2015 N=397	Spring 2016 N=459	Fall 2016 N=278	Spring 2017 N=278	Spring 2017 Posttest N=106
Leadership	50.3	39.3	41.9	52.8	50.0	48.4	39.9	46.4	46.3
Decision-Making	32.9	19.9	24.8	30.3	34.8	49.0	27.1	32.2	51.5
Planning and Organizing	30.1	30.6	34.5	38.5	39.5	37.3	38.9	43.3	56.6
Oral Communication	42.1	42.9	34.0	39.5	36.8	37.6	31.1	39.1	43.4
Teamwork	55.3	50.7	60.4	55.7	61.6	56.3	42.4	55.0	58.9
Ethics	56.1	50.8	51.4	54.2	52.9	56.6	54.9	54.2	NA
Writing	36.8	36.4	29.7	34.5	32.8	36.6	35.5	41.0	51.2

*Note: All values in table are percentiles. These percentiles are against a normative database of overall 10,000 university students. A higher values means a better result.

Table 3a. Assessment Center

Skill	MGT 110 Pretest	Spring 17 Posttest	Change
Leadership	49.4	46.3	-3.1
Decision-Making	37.6	51.5	13.9
Planning and Organizing	37.3	56.6	19.3
Oral Communication	38.9	43.4	4.5
Teamwork	59.6	58.9	-0.8
Writing	40.1	51.9	11.8

*Note: All values in table are percentiles. These percentiles are against a normative database of overall 10,000 university students. A higher value means a better result.

Table 3b. Assessment Center: Entry to Exit

SLO 4.1

Global Awareness. The results of the Global Awareness post unit test show a mean score of 67 and 75 percent for the Fall 2016 and Spring 2017 respectively, with a 73 and 76 percent of respective scores meeting the benchmark of 60 percent (Table 4).

Global and Cultural Awareness			
Fall 2016		Spring 2017	
Mean%	%>=60%	Mean%	%>=60%
67	73	75	76

Table 4. Global and Cultural Awareness

The results from the Exit Exam in Table 1a show an average global score of 66 percent In Spring 2017 and 92 percent in the Fall 2016 with 78 percent and 92 percent of participants meeting or exceeding the benchmark score of 60 percent.

SLO 4.2

Ethical Behavior Activity. The results for the Ethical Behavior Activity as part of the CSB Assessment Center in Table 3a above show that ethical behavior scores have consistently met the expectation of on or above the 50 percentile.

The results from the Exit Exam in Table 1a above depict an average ethics score the last two semesters of 60 percent. However, the percentage of students achieving the benchmark score of 60 percent fell below the 70 percent target. There is definitely room for improvement in this area.

SLO 5

Service Learning Activity. This year, a new method was introduce to assess this SLO. In previous years, a sample of student reports were assessed. This method depended on the availability of report raters, which prove impractical. In addition, the new method represents the assessment of individual student skills and not the assessment of a group of students' skills, like the previous method was. Thus, a survey was used to assess this activity. In the survey, students were asked to report on the impact of their participation in their development of communication and time management skills and on other possible learning outcomes. Table 5a list these other possible outcomes.

Ninety-eight students participated in the survey. Eighty eight percent of students selected more that one of the outcomes with 9 percent selecting only one and only 3 percent selecting none.

Additionally, the majority of students believe that they learn about communication (91 percent) and time management skills (93 percent).

Score summarization results on an average score of 8.6 (86 percent) positive responses and a score distribution that shows that 91 percent of students score on or above the benchmark of 60 percent (Table 5b).

Generally, the students are engaging in professional activities with multiple quality learning experiences resulting in enhancement of skills.

Service Learning Outcomes
1. Better prepared for career work.
2. Develop or continue to build my leadership skills.
3. Enhance my problem-solving skills.
4. Improve my speaking ability.
5. Apply my technical skills to a job/project/task.
6. Be more creative in my job/project/task.
7. Become more civic-minded.
8. Gain/build social and/or business networks.
9. Learn how to better work in a team.
10. Enhance/Improve other skills or traits (please elaborate)

Table 5a. Service Learning Outcomes

Service Learning Results	
Total Points	Percent of Students
7	9%
8	18%
9	27%
10	37%
Average Score = 8.6	**Students with score >= 60% = 91%**

Table 5b. Service Learning Results

<u>Internship Program</u>. Two hundred and sixty-two interns were placed for 3-units of academic credit for 2016-2017. Graduating seniors were the majority of participating interns at 72 percent. Student interns rated the overall learning value of the internship experience at 5.8, which is the highest rating in three years. As a direct result of the internship, 50 percent of program participants were offered some type of continuous employment at the work site or referred to a position at another organization. The results of the Internship program surveys are depicted in Table 5c.

Internship Program Results 2016 - 2017				
Area	Intern Self Rated Start Average	Intern Self Rated End Average	Employer Rated Start Average	Employer Rated End Average
Critical thinking	4.4	5.0	4.9	5.2
Ethical awareness	4.9	5.1	4.7	5.1
Global awareness	4.0	4.5	4.7	4.56
Integrated knowledge of business	3.9	5.0	4.5	5.0
Motivation/Initiative	4.8	5.3	4.3	4.9
Oral communication skills	4.2	5.1	4.5	5.1
Quantitative reasoning	4.3	4.8	4.6	5.1
Team work	4.7	5.1	4.9	5.3
Technology usage	4.5	5.2	4.9	5.3
Time management	4.4	5.0	4.5	4.9
Written communication skills	4.3	5.0	4.1	4.6

Table 5c. Internship Program

Student interns self-rated the most growth in the integrated knowledge of business skills section. This skill is referring to the classroom knowledge being applied at the internship work site. This professional skill can be a possible indicator of professional career development and career readiness through participation in the experience. Student interns also self-rated an increase in Oral Communication Skills and Time Management. Employers noted Oral Communication and Motivation/Initiative were the largest areas of growth for the student interns.

The second method of assessment used for the Internship Program consisted of a random sample of 56 Internship Experience Reports reviewed by assigned faculty. The reviewers indicated 95 percent of students reported successfully completing 2-3 learning objectives over their internship hours. The reviewers also reported 92 percent of students noted a positive impact on their academic study or classroom experience after completing their internship. One hundred percent of students noted their internship had a direct impact on their professional development overall. Lastly, 93 percent of students indicated that they agreed or strongly agreed that the experience was of quality and was related to their option or major.

International Business Programs Study Abroad Survey.

The results of the Study Abroad program survey are depicted in Tables 5d and e for both the summer program in Sydney, Australia and Barcelona, Spain, each of which had just over 80 students participating in the two week abroad component of their six week summer classes.

Areas	Before	After	% Increase
Verbal communication skills	4.4	5.0	12%
Written communication skills	4.6	4.9	7%
Ethical judgment	4.9	5.4	8%
Interpersonal skills	4.7	5.1	10%
Motivation/Initiative	4.8	5.3	11%
Work ethic	4.9	5.4	8%
Team work skills	4.8	5.0	5%
Analytical/Quantitative skills	4.5	5.0	10%
Flexibility/Adaptability	4.9	5.4	9%
Computer skills	4.8	4.9	1%
Intercultural skills	4.5	5.2	15%
Global knowledge	4.4	5.2	20%

Table 5d. Study Abroad Program (Sydney)

Areas	Before	After	% Increase
Verbal communication skills	4.1	4.8	18%
Written communication skills	4.3	4.4	4%
Ethical judgment	4.5	5.1	13%
Interpersonal skills	4.3	4.9	15%
Motivation/Initiative	4.4	5.1	17%
Work ethic	4.7	5.1	8%
Team work skills	4.3	5.2	20%
Analytical/Quantitative skills	4.3	4.8	10%
Flexibility/Adaptability	4.3	5.2	22%
Computer skills	4.5	4.7	3%
Intercultural skills	4.1	5.0	24%
Global knowledge	3.8	4.9	31%

Table 5e. Study Abroad Program (Barcelona)

As depicted, there was an increase in the student self-ratings of every skill level after completing the trip compared to prior to the trip. As has been the case in past years, the greatest increases occurred in the areas of Global knowledge and Intercultural skills, which have significantly lower ratings prior to the experience.

SLO 6

Oral Presentation. As an improvement to the process in Spring 2016, students prepared two videos—one as a pretest and another as a posttest following analysis of initial pretest results. For both semesters, the videos were then scored as part of their class grade. Scores for Organizations, Language Usage, Presentations Skills, and Technology Usage (video recording) did not vary meaningfully across any of the four dimensions. Results are depicted in Table 6 and Figure 3.

Language Usage and Technology Usage have consistently exceeded the goal of at least 70 percent of the scores meeting or exceeding a score of 70 percent. Compared to previous years, Organization improved after instructors emphasized this area (see Section 6). Comparison of pretest to posttest results indicate modest improvement in all areas except in Organization, which fell considerably low.

The oral communication scores from the Assessment Center Activity depicted in Table 1 show consistently lower results below the 50th percentile. The scores from the Internship Program (Table 5c) and Study Abroad (Tables 5 d and e) show improvement upon completion of the respective activity.

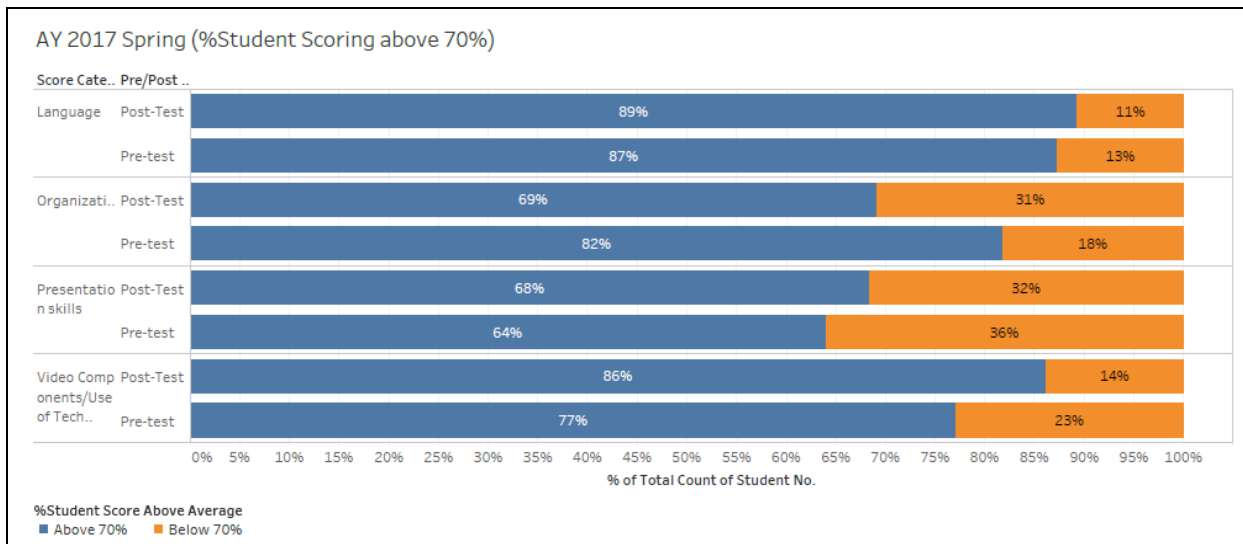| Oral Communication 2016-17			
Category	Pre >=70%	Post >=70%	% Increase
Organization	82%	69%	-13%
Language Usage	87%	89%	2%
Presentation Skills	64%	68%	4%
Technology Usage	77%	86%	9%

Table 6. Oral Presentation

Figure 3. Oral Presentation

SLO 7

<u>Writing Assignment Checklist</u>. The results for writing assessment as part of the CSB Assessment Center in Table 3 show that writing scores are consistently lower than expected. Writing is however an area of focus over the reminder of the curriculum, and the scores from the Internship Program (Table 5c) and Study Abroad (Table 5e and e) show improvement upon completion of the respective activity.

Writing is explicitly assessed as part of the BA105W business writing course. In Spring 2017, all BA 105W courses used a similar writing assignment where students prepared a business letter to respond to a customer complaint. A sample of 124 student assignments was selected using a systematic random sample from all BA 105W sections. Each assignment was evaluated by a CSB faculty member and by a community member on the Business Advisory Council, using a checklist of elements, to which an evaluator checks yes or no. These evaluations were similar to evaluations from a sample of BA 105W assignments sampled from Spring 2016 and Spring 2015 BA 105W students. Results are depicted in Table 7.

As depicted, the average weighted score from the evaluations was 73 out of 100 possible points. The checklist items were in four groups. The percentage scores overall for individual groups were 83 percent for Content, 67 percent for Organization, 73 percent for Mechanics, and 67 percent for Professionalism. The goal is for each of these averages to be 70 percent or better and was achieved for Content and Mechanics, but fell about 3 percent short in Organization and Professionalism.

Another School goal is for at least 70 percent of students to score 60, or better, out of 100 possible weighted total points. We exceeded that goal with 75 percent of the students scoring 60 or higher in total score.

Writing Checklist Category	Spring 2015 %	Spring 2016 %	Spring 2017 %
Content	82	80	83
Organization	69	73	67
Mechanics	74	69	73
Professionalism	69	72	67
Average Weighted Score	**74**	**74**	**73**
Students with score > 60	**69**	**83**	**75**

Table 7. Writing Assignment

BA 105W is taken by business administration majors and non-business majors. In the evaluations (two evaluations per student), 186 were evaluations of assignments from business majors and 42 were from non-business majors. The business majors scored a little higher average total score of 74, with 78 percent scoring 60 or better. Non-business majors had an average score of 70, with only 66 percent scoring 60 or better.

In comparing the 124 evaluations done by faculty to the 124 evaluations done by community business professionals, the average total scores were 74 for faculty and 72 for business professionals. However, there were interesting differences in the component group scores. On Mechanics, faculty evaluators assigned an average of 69 percent of possible points in comparison to 77 percent for business professional evaluators. However, in Organization, the faculty average score of 73 percent of the possible points, while the business professional average score was only 62 percent.

BA 105W instructors should consider taking steps to improve organization (based on business professional evaluators), Mechanics (based on faculty evaluators) and professionalism of student writing (based on faculty and business professional evaluators). The scores in Content (purpose, main point, support) were well above Organization, Mechanics, and Professionalism scores and were the main factor in keeping the percent with scores of 60 or higher above the goal.

SLO 8

Quantitative Reasoning Assignment. The results of the Quantitative Reasoning Assignment assessment are in Table 8 and Figure 4.

As depicted, results indicate that the total mean score was 87 percent. Also, the results indicate that, in the Fall 2016 and the Spring 2017, 92 percent and 96 percent of students score at or above 60 percent, which exceeded by 22 and 26 percentage points the benchmark that at least 70 percent of students achieve a score of 60 percent or better overall.

Additionally, the results indicate that that across categories, the percent of students scoring between 2 (Developing) and 4 (Exemplary) were consistently high at 98, 97, 95, 98 and 97 percent.

Quantitative Reasoning Rubric 2016 -2017	
Category	% >= 2
Quality of Algebraic Thinking	98%
Quality of Graphic Depictions	97%
Quality of Execution Numeric Techniques	98%
Quality of Verbal Explanation	97%
Total Mean Score (n=619)	13
Total Mean Percent	87%
% >= 60%	94%

Quantitative Reasoning Rubric 2016 -2017				
	Algebraic	Graphic	Numeric	Verbal
1	2%	3%	2%	3%
2	10%	8%	5%	11%
3	47%	48%	48%	58%
4	42%	41%	45%	27%
% 2 - 4	98%	97%	98%	97%

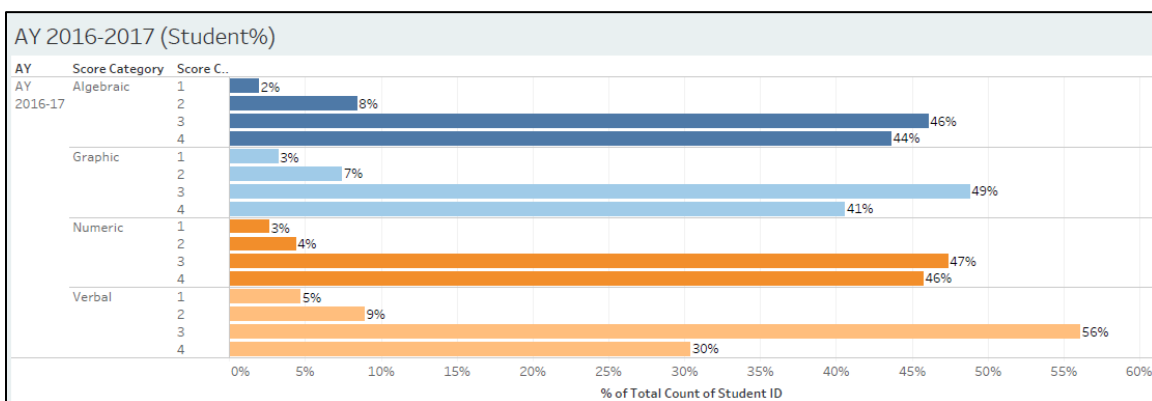**Table 8. Quantitative Reasoning**

Figure 4. Quantitative Reasoning

The changes that were made as a result of assessment data:

SLO 1

Functional Areas Exit Exam. A set of descriptions of the concepts associated with the most frequently missed questions on the exam was distributed to all faculty and students in the School. Faculty was strongly encouraged to emphasize these concepts throughout the curriculum whenever appropriate.

SLO 3

Team Work Activity. The Team Work Activity is assessed as part of the Assessment Center Activity. This activity to date has been conducted in the core MGT 110 course which is generally taken fairly early in the upper division curriculum and thus represents a pretest to our upper division curriculum. Based upon these results, in the Spring 2017 a similar activity was conducted in the two of the capstone courses taken in the last semester of the undergraduate program to gather posttest results. This Fall 2017, the activity will be conducted in two other capstone courses. The results are being tabulated. It is the School's hope that posttest scores will show improvement. It is important to note, that it will be possible to pair scores at the individual student level, which will indicate the level of improvement from junior to senior year in the program.

SLO 5

Service Learning Activity. The Service Learning checklist was redesigned to simplify the assessment task and to focus on assessment of individual scores as opposed to group scores as was done in previous years.

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5. The assessment activities that will be conducted in the 2017-2018 AY

CSB will conduct the assessment of all SLOs (1-8) this year using the established methods. Additional activities that will be conducted include
  (1) Emphasis across courses on misunderstood concepts identified as a result of the exit exam
  (2) Assessment Center Activity for capstone classes to gather posttest results from students completing their undergraduate program.
  (3) Continued the review of core courses by the School Committee on Undergraduate Program (CUP).
  (4) Systematic dissemination of assessment results to CSB faculty

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6. Progress made since the last review:

The Committee on Undergraduate Programs met with the coordinators of six of the core courses in which SLOs are assessed. The purpose of these meetings was to:

  (1) Discuss the content areas and assessment activities for the course
  (2) Review alignment of course objectives with course requirements

(3) Check for syllabi compliance with APM 241
(4) Identify level of impact of the course on each SLO
(5) Review consistency across sections of objectives, requirements, and impact on SLOs.

During the review, committee members and coordinators discussed actions that have been or should be taken to enhance outcome attainment. Improvement actions and recommendations included:

SLO 2

IS 130 instructors emphasized the requirement for students to write a brief report describing the best course of action or decision to be made that they identified with the observations they made interacting with the model they created in the spreadsheet software. This was useful in providing material to better assess the students' ability to interpret results. Results on this category seem to have improved as seen in Table 2.

SLO 4.1

The course coordinator of MKT100S is working on the redesigned of the Global and Cultural Awareness Exam to include a balanced mix of questions. The redesign refines the exam to be a direct measure of global and cultural awareness and more indicative of the areas that comprise awareness of global and cultural issues. This will allow the identification of the areas that instructors must emphasize in the corresponding unit of study as opposed to only knowing how well student do overall in the exam. The new exam will be deployed starting in the Fall 2017 semester.

SLO 6

MGT 110 instructors emphasize the requirement for students to set up the environment in which they record the video presentation to eliminate noise or other distractions. Anecdotal improvements were reported on the having a controlled environment as set up for the video.

SLO 7

BA 105W instructors are considering requiring the use of online training to refresh grammar (Mechanics) skills. This will allow them to focus their instruction on the more relevant topics of writing strategies and format of business writing. In addition, a request was made to increase the hiring of highly qualified instructors to teach the class and to address course requirements and syllabi inconsistencies among sections and instructors.