CRAIG SCHOOL OF BUSINESS
ANNUAL ASSESSMENT REPORT FOR 2017-2018
B.S. in Business Administration

The mission of the Craig School of Business (CSB) is to *educate and inspire a diverse student body and support economic development in Central California and beyond*. In accordance to its mission, CSB grants the Bachelor of Science in Business Administration (BA) degree. CSB is accredited by the Association to Advance Collegiate Schools of Business (AACSB) since 1958. Within the BA degree, the academic departments that comprise CSB offer 13 specialization or options as listed in Table 1. Students choose one of these specializations to complete their degree.

Department	Option
Accounting	Accounting
Finance and Business Law	Finance International Business Real Estate / Urban Land Economics
Information Systems 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

The current Student Outcome Assessment Plan (SOAP) was formulated in 2014-2015 by the CSB Assessment Team and is available for consultation at

http://www.fresnostate.edu/academics/oie/documents/new-soap/csb/CSB_BA_SOAP_2018.pdf . The plan includes nine student-learning outcomes (SLOs) derived from the BA program goals listed in Table 2.

CSB Business Administration graduates will:

Goal 1. Have discipline specific knowledge

Goal 2. Make judgments utilizing business decision support and productivity tools

Goal 3. Work effectively with others

Goal 4. Demonstrate an understanding and appreciation for global, cultural, and ethical values

Goal 5. Demonstrate professional development with an applied experience in business

Goal 6. Have competency in oral communication

Goal 7. Have competency in written communication

Goal 8. Have competency in quantitative reasoning

Table 2. BA Program Goals

Nine of the SLOs are assessed every year while some are assessed twice a year.

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**.

1. 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 offers students 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. The Assessment Center results are compared to the results of a group of approximately 20,000 participants from various institutions nationwide.

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 target for the Exit Exam is that at least 70 percent of students meet or exceed the benchmark score of 60 percent in each subject area.**

SLO 2

Information Technology Assignment. Students in the core course IS130 create spreadsheet models (i.e., MS Excel) to support business scenario analysis (sensitivity, what-if or goal-seeking analysis) and decision-making. The spreadsheet model that students create includes calculations, graphs, and/or pivot tables. Using the spreadsheet software, students create the model to facilitate calculations and projections using specific input and output variables. The model should allow students to change the values of input variables and observe the impact of these changes on the value of the output variables. Based on their observations, students make business decisions and write up a brief report with recommendations on the best course of action to improve the given business scenario.

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, and

Results Interpretation. The levels are: 3=exemplary, 2=acceptable, and 1=unsatisfactory. **The target for the Information Technology Assignment is that at least 70 percent of the students meet or exceed the benchmark score of 60 percent in the overall rubric score. That is, a student who scores three in all five categories will have an overall rubric score of 15. The benchmark is that 70 percent of students have a score of nine or higher.**

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. A final posttest in offered to students in the capstone course beginning with the Spring 2017 semester. 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. Since results are compared with 20,000 other participants nationwide, the results are presented as percentiles. **The target for the Teamwork Activity is that at least 50 percent of students meet or exceed the benchmark 50th percentile score.** Since the results are presented as percentiles in the context of the comparison group, the target represent the medium rank among the comparison group.

SLO 4.1

Global and Cultural 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 upon completion of the unit. The exam consists of 30 multiple-choice questions and assess general knowledge of international business. Topics included are cultural aspects (including demographics), marketing decisions (including logistics), environmental aspects (including economic, legal, financial, trade agreements), and international business models. The course coordinator collects and grades the exam. **The target for the Global and Cultural Awareness exam is that at least 70 percent of students meet or exceed 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. Since results are compared with 20,000 other participants nationwide, the results are presented as percentiles. **The target for the Ethical Behavior Activity is that at least 50 percent of students meet or exceed the benchmark 50th percentile score.** Since the results are presented as percentiles in the context of the

comparison group, the target represent the medium rank among the comparison group. 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. The professional development resulting from this project is assessed with the Student Participation Survey. The course coordinator collects and summarizes the surveys. The survey examines three assessment areas and surveys 13 possible outcomes. The assessment areas are: Communication (oral and written), Time Management, and Problem Solving. The other possible outcomes include Leadership; Problem-Solving; Oral Communication; Written Communication; Application of Technical Knowledge; Creativity; Awareness of Civic Duties; Networking; Teamwork; Confidence, Resourcefulness, Analytical Skills and readiness for a future career. The survey results are aggregated and presented as percent of students who report having improved on each outcome (i.e., selecting Yes). **The target for the Service Learning Activity is that each outcome is selected by at least 40 percent of students,** which would indicate that they believe their professionals skills indeed improved.

Internship Program. Students who take part in an internship course for academic credit obtain work experience in international, national, and local, businesses and nonprofit organizations. Student internships are coordinated and supervised by a faculty member ensuring an academic relationship with the student's option in the Business Administration or Economics major. Students participating in academic credit internships complete assignments and assessments to engage in higher order thinking and provide the opportunity to demonstrate growth in professional development areas. The CSB Internship Program is considered a High Impact Practice (HIP) at Fresno State. The program is assessed in many different ways to ensure students are participating in a quality professional development experience.

The effect of the experience in students' 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 travel abroad (i.e., Sydney, Australia and Barcelona, Spain) to take classes and visit local business organizations. Students fill out a survey at the beginning and at 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, 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 target for the Oral Presentation Assignment is that at least 70 percent of the students meet or exceed the benchmark of 60 percent in each category.**

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 target for the Written Assignment is that at least 70 percent of the students meet or exceed the benchmark score of 60 percent in the overall rubric score.** 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 target for the Quantitative Reasoning Assignment is that at least 70 percent of the students meet or exceed the benchmark score of 60 percent in the overall rubric score and that at least 70 percent of students meet or exceed the benchmark score of 2 (Developing) in each category.**

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

Exit Exam – Summary results												
	Spring 2018		Spring 2017		Fall 2016		Spring 2016		Fall 2015		Spring 2015	
Area	Mean %	%>=60 %	Mean %	%>=60 %	Mean %	%>=60 %	Mean %	%>=60 %	Mean %	%>=60 %	Mean %	%>=60 %
Management	66%	74%	60%	68%	68%	73%	65%	78%	66%	82%	64%	83%
Global	72%	89%	66%	78%	70%	92%	73%	93%	73%	90%	72%	93%
Economics	63%	72%	62%	67%	58%	67%	62%	70%	64%	73%	56%	58%
Ethics	64%	75%	62%	67%	57%	62%	64%	78%	65%	71%	50%	51%
Marketing	77%	90%	80%	90%	78%	90%	78%	89%	76%	86%	82%	95%
Finance	55%	60%	58%	63%	64%	67%	61%	66%	59%	58%	48%	44%
Accounting	55%	59%	55%	65%	57%	58%	57%	61%	51%	53%	48%	43%
Business Law	66%	84%	61%	65%	56%	54%	58%	63%	49%	44%	42%	32%
Information Systems	71%	88%	71%	85%	68%	81%	73%	85%	71%	74%	58%	63%
Decision Sciences	65%	79%	71%	87%	67%	79%	70%	81%	77%	88%	42%	31%

Table 1b. Exit Exam (Historical)

Assessment Center																
	Fall 2014 n=545		Spring 2015 n=316		Fall 2015 n=397		Spring 2016 n=281		Fall 2016 n=392		Spring 2017 n=278		Fall 2017 n=427		Spring 2018 n=280	
Category	Mean	%>50	Mean	%>50	Mean	%>50	Mean	%>50	Mean	%>50	Mean	%>50	Mean	%>50	Mean	%>50
Speech	33	27%	37	35%	38	32%	43	41%	35	31%	34	28%	34	28%	27	16%
Leadership	41	22%	53	54%	50	50%	49	47%	40	35%	46	49%	45	42%	40	37%
Decision Making	22	7%	30	21%	35	28%	49	51%	27	19%	32	23%	26	15%	31	21%
Plan & Organize	33	15%	39	34%	39	36%	37	29%	39	38%	43	40%	37	32%	43	40%
Communication	38	14%	40	31%	37	26%	38	31%	31	20%	39	32%	29	18%	33	23%
Teamwork	56	34%	56	51%	62	63%	56	57%	42	36%	55	53%	45	37%	56	61%
Ethics	51	35%	54	67%	53	63%	57	68%	55	64%	54	64%	52	59%	60	73%

*Note: All values in table are percentiles. These percentiles are against a normative database of overall 20,000 university students. A higher value means a better result.

Table 3b. Assessment Center (Historical)

2. **Assessment data yielded the results shown below.** A visualization of these results is available in the CSB AoL Visualization (https://tableau.fresnostate.edu/views/TableauAssessmentPresentation/TableauPresentation?:iid=1&:isGuestRedirectFromVizportal=y&:embed=y:)

SLO 1

Functional Areas Exit Exam. The results of the Exit Exam are shown in Table 1a and Figure 1.

	Spring 2018		Spring 2017	
Area	Mean%	%>=60%	Mean%	%>=60%
Management	66%	74%	60%	68%
Global	72%	89%	66%	78%
Economics	63%	72%	62%	67%
Ethics	64%	75%	62%	67%
Marketing	77%	90%	80%	90%
Finance	55%	60%	58%	63%
Accounting	55%	59%	55%	65%
Business Law	66%	84%	61%	65%
Information Systems	71%	88%	71%	85%
Decision Sciences	65%	79%	71%	87%

Table 1a. Exit Exam

Figure 1. Exit Exam average Score

With a benchmark score of 60 percent and a target of 70 percent of students meeting or exceeding the benchmark, in the most recent semester all areas, except Finance and Accounting, achieved the target and all areas, except Finance and Accounting, were above the 60 percent benchmark.

Figure 2 shows historical results from Spring 2015 to Spring 2018. As shown, the scores for the Spring 2015 initial implementation were below expectation. Only three areas

(Management, Global, and Marketing) achieved the target. 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 target and even these three areas showed substantial improvement each semester.

Figure 2. Exit Exam Target by Area

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 target, although most areas were above the 60 percent benchmark. In an effort to improve these results, a set of descriptions of the concepts associated with the most frequently missed questions on the exam was distributed to all faculty and all students in the School. Efforts to improve included urging faculty to emphasize these concepts throughout the curriculum whenever appropriate and attaching posters to walls in various student areas. This initiative did not seem to have an impact in the results as seen in Table 1b. In the Spring 2018 results show an improvement in the target in most areas, except Finance and Accounting. Results in these two areas decrease below the benchmark and the target.

	Sp 2018	Sp 2017	Fall 2016	Sp 2016
Sep-Present Value	36%	49%	38%	43%
Oct-Minors	27%	35%	30%	26%
Nov-Ret Earnings	43%	48%	50%	41%
Dec-Elasticity	44%	43%	42%	41%
Feb-Amoral Businesses	37%	47%	25%	26%
Mar-P-values	48%	53%	56%	40%
Apr-Reorder Points	39%	26%	57%	34%

Table 1b. Most Missed Questions

SLO 2

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

With a benchmark score of 60 percent and a target of 70 percent of students meeting or exceeding the benchmark, results indicate that the total mean score was 75 percent and that 82 percent of students score at or above 60 percent, which exceed by 12 percentage points the target.

Additionally, the results indicate that that across categories, the percent of students scoring at or above 2 (Acceptable) were high at 89, 89, 83, 92 and 75 percent. The categories of Project Translation, Technology Application, and Project Interpretation are the most relevant criteria for assessment in this particular assignment. Compared with the previous year, Technology Application shows a steep improvement; with 92 percent compared to 85. The Interpretation category shows the lowest average with 75 percent. Overall results seem to be lower than the previous year, although the target is being met. The results indicate that students demonstrate an adequate level of expertise in using technology to support decision-making. A possible explanation for the decline is high instructor turnover as a result of faculty retirements and hiring of new part-time instructors.

Information Technology Rubric			
	2017 – 2018 (n=344)	2016 -2017 (n=425)	2015 -2016 (n=192)
Category	% >= 2	% >= 2	% >= 2
Project Identification	89%	97%	81%
Project Translation	89%	91%	80%
Information Evaluation and Incorporation	83%	95%	88%
Technology Application	92%	85%	85%
Project Interpretation	75%	89%	67%
Total Mean Score (N=344)	11.2	9.4	-
Total Mean Percent	75%	78%	63%
% >= 60%	82%	88%	78%

	Identify	Translate	Evaluate	Apply	Interpret
Exemplary - 3	27%	33%	48%	54%	30%
Acceptable - 2	62%	56%	35%	38%	45%
Unsatisfactory - 1	11%	11%	17%	8%	25%
%2-3	89%	89%	83%	92%	75%

Table 2. Information Technology and Decision Making

Figure 2. Information Technology and Decision Making

The results of Decision-Making Activity of the CSB Assessment Center shown in Table 3b below show that when students were tested in their final semester in the program, the scores reach the target 50th percentile.

SLO 3

Team Work Activity. The results of the Teamwork Activity of the CSB Assessment Center are summarized in Table 3a.

With a benchmark in the 50th percentile and a target of 50 percent of students meeting or exceeding the benchmark, results indicate that the total mean percentile for Fall 2017 was 45 and for Spring 2018 was 56 and that 37 percent and 61 percent of students score at or above the 50th percentile, which falls short in the Fall 2017 but exceeds by 11 points the target in the Spring 2018.

	Fall 2017 n=427		Spring 2018 n=280	
Skill	Mean	%>50	Mean	%>50
Teamwork	45	37%	56	61%

Table 3a. Teamwork

Average scores for the posttest indicate improvement. As shown in Table 3b post-test for Team Work indicate a 58th percentile mean and a 62 percent of student meeting the target.

	Pre		Post		Change	
	Fall 2014 - Spring 2018		**Spring 2017 and 2018 n=169**			
Skill	Mean	%>50	Mean	%>50	Mean	%>50
Speech	35	30%	36	33%	1	**3%**
Leadership	45	41%	50	**51%**	4	**10%**
Decision Making	32	23%	51	**54%**	19	**31%**
Plan & Organize	39	32%	52	**54%**	13	**22%**
Communication	36	23%	49	45%	13	**22%**
Teamwork	53	48%	58	**62%**	4	**14%**
Ethics	55	**61%**	66	**77%**	12	**15%**

*Note: All values in table are percentiles. These percentiles are against a normative database of overall 20,000 university students. A higher value means a better result.

Table 3b. Assessment Center: Entry to Exit

SLO 4.1

Global Awareness Exam. The results of the Global and Cultural Awareness post unit test show a mean score of 69 and 64 percent for the Fall 2017 and Spring 2018 respectively (Table 4a and Figure 4.1).

Global and Cultural Awareness		
	Fall 2017	Spring 2018
Area	Mean%	Mean%
Global	71	66
Cultural	68	63
Total	69	64

Global Awareness Subareas		
	Fall 2017	Spring 2018
Subarea	Mean%	Mean%
Business Models	70	67
Marketing Decision	65	56
Environment	77	73
International Business	74	73

Table 4a. Global and Cultural Awareness

The results for Global knowledge from the Exit Exam in Table 1b show an average score of 72 in Spring 2018 with an 89 percent of participants meeting or exceeding the benchmark score of 60 percent.
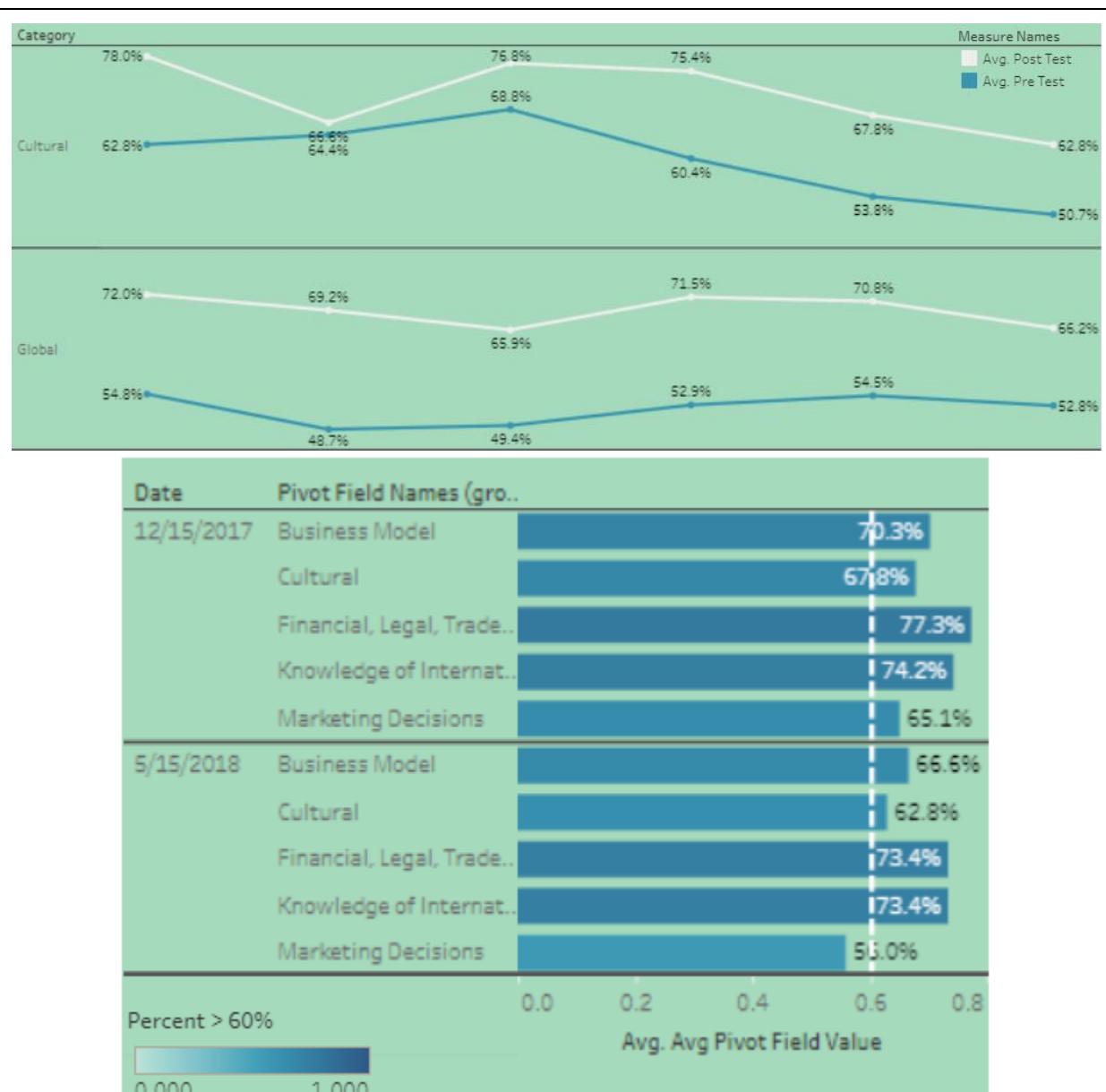
Figure 4.1 Global and Cultural Awareness

SLO 4.2

Ethical Behavior Activity. The results for the Ethical Behavior Activity as part of the CSB Assessment Center in Table 3b and Table 4b show that ethical behavior scores have consistently met the expectation of on or above the 50 percentile, with average percentile of 52 in the Fall 2017 and 60 average percentile in the Spring 2018. With 59 and 73 percent of scores greater than the 50 percentile in the Fall 2017 and the Spring 2018, the results fell short in the Fall by 1 point, but exceed the target in the Spring by 13 points.

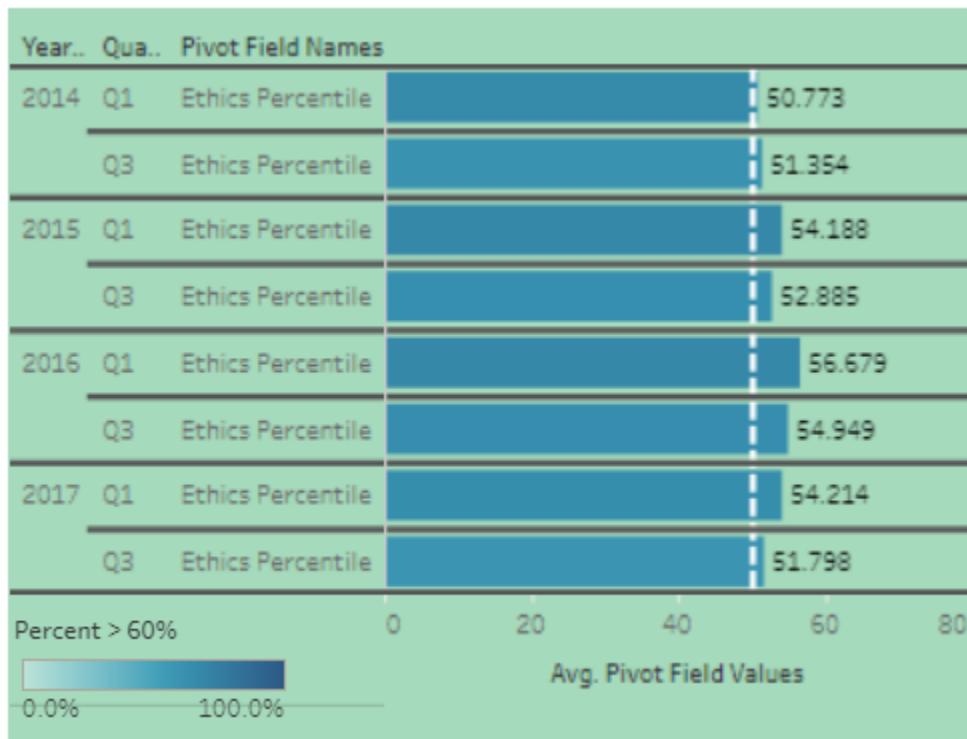|	Fall 2017 n=427		Spring 2018 n=280	
Category	Mean	%>50	Mean	%>50
Ethics	52	59%	60	73%

Table 4b. Ethics Awareness

Figure 4.2 Ethics

The Ethics results from the Exit Exam in Table 1b show an average ethics score of 64 and 62 percent, with 75 percent and 67 percent meeting the benchmark score of 60 percent.

SLO 5

Service Learning Activity. In the Service Learning survey, students were asked to report on the impact of their participation in communication and time management skills and on other possible learning outcomes.

In the Fall 2017, 128 students participated in the survey. In the Spring 2018, 186 students participated in the survey. Results indicate, for example, that 61 and 62 percent of students believe their problem-solving skills improved as a result of participation in the project.

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

Category	Fall 2017	Spring 2018
Leadership	63	73
Problem-solving	61	62
Speaking Ability	58	57
Writing Ability	40	35
Application of Technical Skills	59	59
Creativity	58	57
Civic Mindedness	34	32
Networking	52	53
Team Work	71	69
Confidence	42	46
Resourcefulness	38	55
Analytical Skills	45	34
Prepared for Future Career	48	47

Table 5a. Service Learning Outcomes

Internship Program. Three hundred and sixteen interns were placed for 3-units of academic credit for 2017-2018. Graduating seniors (2017-2018 AY) were the majority of participating interns at 72 percent. Student interns rated the overall learning value of the internship experience at 5.7 (Likert Scale of 1-6 with 6 being Excellent) which is a slight drop from last year rating. Student interns rated communication and feedback with their supervisor at 5.6, which is .2 higher than last year. Internship faculty increased communication with the supervisors to encourage dialogue and continuous feedback for the students during this academic year.

Student interns self-rated the most growth in the Integrated Knowledge of Business skills. This skill refers to the classroom knowledge being applied at the internship worksite (Table 5c and Figure 5). 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 Global Awareness and Integrated Knowledge of Business skills were the largest areas of growth for the student interns.
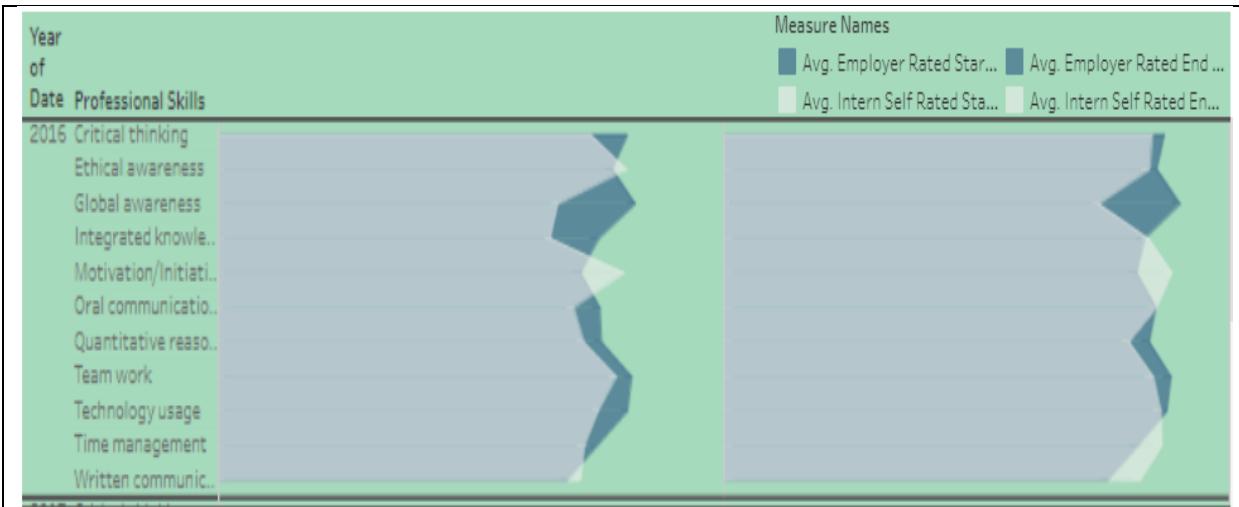
Figure 5. Internship Program

Figure 5 show on the left scores before the start of the internship program. The lighter color shows intern self-rates and the darker color shows employers rates. On the right, the graph indicate that although the employer rate did not change, interns self-rate scores where higher at the end of their participation in the program.

Professional Skills Gained: Students vs. Employers							
CSB Internship Program							
Professional Skills	**Intern Self Rated Start Average**		**Intern Self Rated End Average**		**Employer Rated Start Average**		**Employer Rated End Average**	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Critical thinking	4.4	4.2	5.0	4.9	4.9	4.7	5.2	5.2
Ethical awareness	4.9	4.8	5.1	5.2	4.7	5.1	5.1	5.3
Global awareness	4.0	4.0	4.5	4.7	4.7	4.3	4.56	5.0
Integrated knowledge of business	3.9	4.0	5.0	5.0	4.5	4.4	5.0	5.0
Motivation/Initiative	4.8	4.8	5.3	5.3	4.3	5.1	4.9	5.4
Oral communication skills	4.2	4.3	5.1	5.0	4.5	4.7	5.1	5.1
Quantitative reasoning	4.3	4.2	4.8	4.8	4.6	4.7	5.1	5.1
Team work	4.7	4.8	5.1	5.2	4.9	5.0	5.3	5.5
Technology usage	4.5	4.5	5.2	5.1	4.9	5.0	5.3	5.4
Time management	4.4	4.4	5.0	5.1	4.5	4.9	4.9	5.2
Written communication skills	4.3	4.3	5.0	4.9	4.1	4.6	4.6	5.1

Table 5c. Internship Program

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 96 percent of students reported successfully completing 2-3 learning objectives over their internship hours. The reviewers also reported 84 percent of students noted a positive impact on their academic study or classroom experience after completing their internship. Ninety six 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.

Faculty also noted that reports reflect that professional skills were enhanced by participating in the program. That is, results are again fairly strong that the internships were effective, as reflected in the student reports. The three professional skills enhance that were most reported were Technology Usage (59%), Oral Communication (46%), and Time Management (43%).

International Business Programs Study Abroad Survey.

The results of the Study Abroad program survey are shown 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.

As shown, 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.

Areas	Before	After	% Increase
Verbal communication skills	4.3	4.9	12%
Written communication skills	4.5	4.9	8%
Ethical judgment	4.8	5.2	10%
Interpersonal skills	4.6	5.0	9%
Motivation/Initiative	4.6	5.1	12%
Work ethic	4.8	5.3	9%
Team work skills	4.7	5.1	9%
Analytical/Quantitative skills	4.5	5.0	10%
Flexibility/Adaptability	4.6	5.3	14%
Computer skills	4.6	4.8	5%
Intercultural skills	4.3	5.1	18%
Global knowledge	4.2	5.2	24%

Table 5d. Study Abroad Program (Sydney)

Areas	Before	After	% Increase
Verbal communication skills	4.4	4.9	12%
Written communication skills	4.3	4.6	7%
Ethical judgment	4.6	4.9	9%
Interpersonal skills	4.5	5.0	11%
Motivation/Initiative	4.7	5.2	11%
Work ethic	4.9	5.2	6%
Team work skills	4.6	5.3	16%
Analytical/Quantitative skills	4.4	4.7	8%
Flexibility/Adaptability	4.6	5.2	15%
Computer skills	4.5	4.7	3%
Intercultural skills	4.0	5.0	26%
Global knowledge	3.8	4.9	33%

Table 5e. Study Abroad Program (Barcelona)

SLO 6

Oral Presentation. 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, and Technology Usage (video recording) did not vary meaningfully across any of the three dimensions while Presentation Skills was significantly lower than the other dimensions. Results are shown in Table 6.

Oral Communication									
Category	Spring 2015 >=70%	Spring 2016 Pre >=70%	Spring 2016 Post >=70%	2016-17 Pre >=70%	2016-17 Post >=70%	Fall 2017 Pre >=70%	Fall 2017 Post >=70%	Spring 2018 Pre >=70%	Spring 2018 Post >=70%
Organization	64%	75%	83%	74%	58%	85%	79%	82%	77%
Language Usage	96%	70%	77%	82%	85%	84%	87%	80%	78%
Presentation Skills	71%	73%	73%	68%	71%	60%	73%	64%	66%
Technology Usage	68%	89%	94%	88%	89%	96%	98%	97%	97%

Table 6. Oral Presentation

Organization, Language Usage and Technology Usage have consistently exceeded the target of at least 70 percent of the scores meeting or exceeding a score of 70 percent. Comparison of pretest to posttest results indicate improvement in all areas except in Organization, which fell considerably low. There is also room for improvement in Presentation Skills, as not all targets were met.

The oral communication scores from the Assessment Center Activity shown in Table 1b 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.

SLO 7

<u>Writing Assignment Checklist</u>. Writing is explicitly assessed as part of the BA105W business writing course. All BA 105W courses used a similar writing assignment where students prepared a business letter to respond to a customer complaint. A sample of 125 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. Results are shown in Table and Figure 7.

As shown, the average weighted score from the evaluations was 74 out of 100 possible points. The checklist items were in four groups. The percentage scores overall for individual groups were 83 percent for Content, 69 percent for Organization, 73 percent for Mechanics, and 71 percent for Professionalism. The benchmark is for each of these averages to be 70 percent or better and was achieved for Content, Mechanics, and Professionalism, but fell about 1 percent short in Organization.

The target 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 79 percent of the students scoring 60 or higher in total score.

Writing Checklist Category	Spring 2015 %	Spring 2016 %	Spring 2017 %	Spring 2018 %
Content	82	80	83	83
Organization	69	73	67	69
Mechanics	74	69	73	73
Professionalism	69	72	67	71
Average Weighted Score	**74**	**74**	**73**	**74**
Students with score > 60	**69**	**83**	**75**	**79**

Table 7. Writing Assignment

Figure 7. Writing Assignment

BA 105W is taken by business administration majors and non-business majors. In the evaluations (two evaluations per student), 188 were evaluations of assignments from business majors and 62 were from non-business majors. The business majors scored an average total score of 74, with 79 percent scoring 60 or better. Non-business majors had an average score of 75, with 79 percent scoring 60 or better.

In comparing the 125 evaluations done by faculty to the 125 evaluations done by community business professionals, the average total scores were 71 for faculty and 78 for business professionals. However, there were interesting differences in the component group scores. On Mechanics, faculty evaluators assigned an average of 65 percent of possible points in comparison to 80 percent for business professional evaluators and in Organization, the faculty average score of 64 percent of the possible points, while the business professional average score was higher at 75percent. However, in Professionalism, the faculty average score was 72 percent of the possible points, while the business professional average score was 70 percent.

BA 105W instructors should consider taking steps to improve Organization and Mechanics (based on faculty evaluators), Profesionallism (based on business evaluators) and Organization 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.

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 5d and e) show improvement upon completion of the respective activity.

SLO 8

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

As shown, results indicate that the total mean score was 74 percent. In addition, the results indicate that 91 percent of students score at or above 60 percent, which exceeded by 21 percentage points the target that at least 70 percent of students achieve the benchmark score of 60 percent or better overall.

The results indicate that that across categories, the percent of students scoring between 2 (Developing) and 4 (Exemplary) were consistently high at 91, 93, 91, 91 percent.

Quantitative Reasoning Rubric				
	2017 -2018 (n=741)	2016-2017	2015-2016	2014-2015
Category	% >= 2	% >= 2	% >= 2	% >= 2
Quality of Algebraic Thinking	91%	98%	96%	77%
Quality of Graphic Depictions	93%	97%	93%	88%
Quality of Execution Numeric Techniques	91%	98%	93%	75%
Quality of Verbal Explanation	91%	97%	93%	71%
Total Mean Score	12	13	-	-
Total Mean Percent	74%	87%	-	-
% >= 60%	91%	94%	93%	-

	Algebraic	Graphic	Numeric	Verbal
4	24	37	21	25
3	46	44	53	54
2	20	11	16	13
1	9	7	9	9
% 2 - 4	91%	93%	91%	91%

Table 8. Quantitative Reasoning

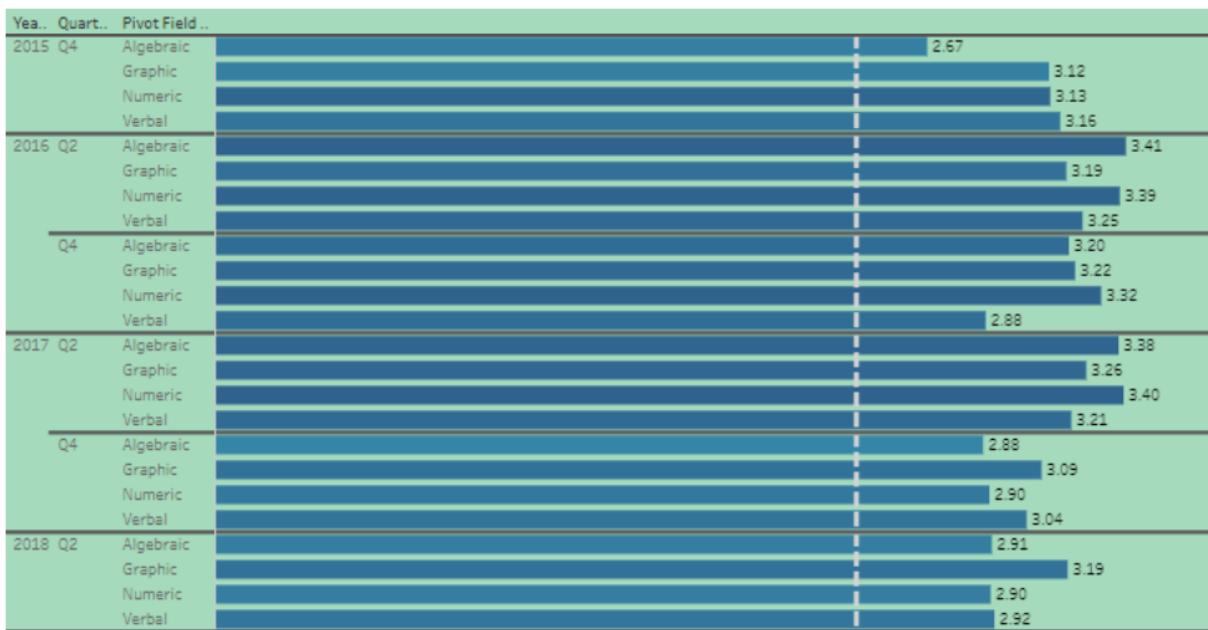| Yea..	Quart..	Pivot Field ..	
2015	Q4	Algebraic	2.67
		Graphic	3.12
		Numeric	3.13
		Verbal	3.16
2016	Q2	Algebraic	3.41
		Graphic	3.19
		Numeric	3.39
		Verbal	3.25
	Q4	Algebraic	3.20
		Graphic	3.22
		Numeric	3.32
		Verbal	2.88
2017	Q2	Algebraic	3.38
		Graphic	3.26
		Numeric	3.40
		Verbal	3.21
	Q4	Algebraic	2.88
		Graphic	3.09
		Numeric	2.90
		Verbal	3.04
2018	Q2	Algebraic	2.91
		Graphic	3.19
		Numeric	2.90
		Verbal	2.92

Figure 8. Quantitative Reasoning

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

SLO 1

Functional Areas Exit Exam. In an effort to improve these results, a set of descriptions of the concepts associated with the most frequently missed questions on the exam was distributed to all faculty and all students in the School. Efforts to improve included urging faculty to emphasize these concepts throughout the curriculum whenever appropriate and attaching posters to walls in various student areas. This initiative did not seem to have an impact in the results.

SLO 2

Information Technology Assignment. Instructors continue to emphasize the importance of both building a decision support system where input variable are easily adjustable and have the change automatically update output variables and of providing a clear interpretation of results. In the Spring 2019, a new course to expand of this goal will be offered.

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. In the Spring 2017 and Fall 2018 a similar activity was conducted in the capstone courses taken in the last semester of the undergraduate program to

gather posttest results. Results indicate that there is a significant improvement in team work skills from entering to program to exiting at graduation.

SLO 4

Global Awareness Exam. Questions in the global awareness exam were updated to balance the coverage of the various topics that encompass global awareness. This change would facilitate the identification of topics that need to be further emphasize in the study of Global Awareness. The exam includes two major categories, Cultural and Global Awareness. Global Awareness was further divided into Business Models, Financial Legal and Trade, Knowledge of International Markets, and Marketing Decisions.

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.

Internship Program. The Internship Program checklist to assess student experience reports and the instructions given to students for writing the report were corrected to achieve a better match. In addition, evaluation instructions given to the group of faculty assessors were prepared to explain what each item in the checklist means and what they should be looking for in each report.

5. The assessment activities that will be conducted in the 2018-2019 AY

CSB will conduct the assessment of all SLOs (1-8) this year using the established methods. The Assessment Team with new membership will focus on designing an Assessment Awareness campaign to educate faculty and students on assessment activities and results and in collecting detailed information on actions that have been initiated to improved SLO results. CSB will be focused on completing the self-assessment report as we prepare for AACSB reaccreditation.

6. Progress made since the last review:

The Assessment Team received a grant from the Office of Institutional Effectiveness (OIE) to improve dissemination of assessment results and collections of details on improvement actions. A Tableau visualization (performance dashboard) was developed and is now hosted at the University Tableau Server. The dashboard was presented to faculty in the CSB Faculty Meeting on August 22, 2018 with great impact. This presentation raised awareness on assessment and various faculty members expressed interest in actively participating in the Assessment Team. Awareness and active participation was the goal of the OIE project.