Outcomes Assessment Results

For Academic Year: 2012-13

Section I: Student Learning Assessment

B.S. and Post-Baccalaureate in Accounting Student Learning Assessment for *SCHOOL OF BUSINESS*

Intended Student Learning Outcomes for *Bachelor of Science & Post Baccalaureate Accounting*	
1. Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork)	
2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication)	
3. Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology)	
4. Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/Critical Thinking)	
5. Apply theory and practice in solving organizational problems. (Theory and Practice)	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. *The Accounting Program conducted direct assessments using an internally developed rubric to assess a team project.*	*70% of students must have earned a 2 or higher to meet the standard.*
2. *Comprehensive Business Exam*	*Baseline Measure – as this is the first administration*
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. *Survey on Team Project for team effectiveness*	*75% would indicate effectiveness*
2. *2012 SSI data on faculty concern for individual students in the program and faculty availability after class and during office hours.*	*Both items should be identified as strengths in the SSI results. A strength equal top half of importance and top quartile in satisfaction, according to Noel Levitz.*

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *85% achieve a 2 or higher on the Team Project*	X	
2. *CBE results indicated that approximately half of the students scored at a "basic" level of accounting knowledge*	Baseline	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *91% of teams reported that they worked well as a team and that the work load was evenly spread amongst the team members and that the team was effective*	X	
2. *Both items were identified as Strengths.*	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Even though the target was met: A project with greater depth should be chosen; although the project assessed basic accounting concepts, a more robust project would allow faculty to more thoroughly review student teambuilding skills.		
2. Faculty will map course outcomes to CBE test outcomes to ensure comprehensive coverage of items.		

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<tr>
<td colspan="4">B.S. and Post-Baccalaureate in Business Management and B.S. in Management Services
Student Learning Assessment for SCHOOL OF BUSINESS</td>
</tr>
<tr>
<td colspan="4">Intended Student Learning Outcomes for <i>Bachelor of Science & Post Baccalaureate Business Management</i></td>
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<tr>
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<td colspan="2">Performance Targets/Criteria for Direct Measures:</td>
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<td colspan="2"><i>Baseline Measure</i></td>
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<td colspan="2">2.   <i>2012 SSI data on the item "content in courses within my major is valuable."</i></td>
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	Met	Not Met
1. *Instuction in major is excellent was identified as a Strength in the 2012 SSI*	X	
2. *Content of courses in major is valuable was identified as a strength in the 2012 SSI*	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. *Revision of course outcomes in order to map clearly to CBE exam objectives. Better administration of the CBE exam in terms of scheduling and student completion.*		

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	Met	Not Met
1. *Instuction in major is excellent was identified as a Strength in the 2012 SSI*	X	
2. *Content of courses in major is valuable was identified as a strength in the 2012 SSI*	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. *Revision of course outcomes in order to map clearly to CBE exam objectives. Better administration of the CBE exam in terms of scheduling and student completion.*		

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Student Learning Assessment for <i>SCHOOL OF BUSINESS</i></td></tr>
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<tr><td colspan="4">1. Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork)</td></tr>
<tr><td colspan="4">2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication)</td></tr>
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Direct Measures of Student Learning:</td><td colspan="2">Performance Targets/Criteria for Direct Measures:</td></tr>
<tr><td colspan="2">1. <i>CBE Exam</i></td><td colspan="2"><i>Baseline Measure</i></td></tr>
<tr><td colspan="2">2. <i>Field project with presentation scored by faculty-developed rubric</i></td><td colspan="2"><i>50% of students would score a 3 or 4 (highest scores) on the assignments scored by rubric</i></td></tr>
<tr><td colspan="2">Assessment Tools for Intended Student Learning Outcomes—
Indirect Measures of Student Learning:</td><td colspan="2">Performance Targets/Criteria for Indirect Measures:</td></tr>
<tr><td colspan="2">1. <i>2012 SSI Results for student intellectual growth</i></td><td colspan="2"><i>Item should be identified as a strength.</i> A strength equal top half of importance and top quartile in satisfaction, according to Noel Levitz.</td></tr>
<tr><td colspan="2">2. <i>2012 SSI Results for major requirements are clear and reasonable</i></td><td colspan="2"><i>Item should be identified as a strength.</i> A strength equal top half of importance and top quartile in satisfaction, according to Noel Levitz.</td></tr>
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<tr><td align="center">Met</td><td align="center">Not Met</td></tr>
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1. *Under one half of the students scored below the basic level for management test items*	Baseline	
2. *Over 50 percent scored 3 or 4 on the project/presentation rubric*	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *Students identified student intellectual growth in the program as a strength*	X	
2. *Students identified Eco/Finance major requirements as clear and reasonable.*	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		

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<tr><td colspan="3">B.S. and Post-Baccalaureate in Human Resource Management & B.S. Capstone in Human Resource Management
Student Learning Assessment for SCHOOL OF BUSINESS</td></tr>
<tr><td colspan="3">Intended Student Learning Outcomes for Bachelor of Science & Post Baccalaureate Human Resource Management</td></tr>
<tr><td colspan="3">1.   Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork)</td></tr>
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Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. *CBE Exam – Social Environment*	*Baseline Measure*	
2. *CBE Exam – Legal Environment*	*Baseline Measure*	

Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. *2012 SSI Faculty Knowledgeable in their Field*	*Item should be identified as a strength.* A strength equal top half of importance and top quartile in satisfaction, according to Noel Levitz.	
2. *2012 SSI Clear Understanding of Learning Outcomes in HR Major*	*Item should be identified as a strength.* A strength equal top half of importance and top quartile in satisfaction, according to Noel Levitz.	

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *More than half of the students scored at or above the basic level in social environment.*	Baseline	

2. *Under half of the students scored at or above the basic level in legal environment*	Baseline	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *Students identified faculty knowledgeable in their field as a strength.*	X	
2. *Students identied as a strength a clear understanding of learning outcomes in HR Major.*	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		

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<tr><td colspan="2" align="center">**B.S. in Information Technology & Management (accelerated)**
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<tr><td colspan="2">Intended Student Learning Outcomes for *Bachelor of Science Information Technology & Management (accelerated)*</td></tr>
<tr><td colspan="2">1.   Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork)</td></tr>
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<tr><td>Assessment Tools for Intended Student Learning Outcomes—
Direct Measures of Student Learning:</td><td>Performance Targets/Criteria for Direct Measures:</td></tr>
<tr><td>1.   Project portfolio assessed by rubric</td><td>All teams will score 80% or higher</td></tr>
<tr><td>2.   Project presentation assessed by rubric</td><td>All teams will score 80% of higher</td></tr>
<tr><td>Assessment Tools for Intended Student Learning Outcomes—
Indirect Measures of Student Learning:</td><td>Performance Targets/Criteria for Indirect Measures:</td></tr>
<tr><td>1.   *2012 SSI score for computers labs are adequate and accessible.*</td><td>*Item should be identified as a strength.* A strength equal top half of importance and top quartile in satisfaction, according to Noel Levitz.</td></tr>
<tr><td>2.   *2012 SSI score for online support assists learning objectives for most courses.*</td><td>*Item should be identified as a strength.* A strength equal top half of importance and top quartile in satisfaction, according to Noel Levitz.</td></tr>
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<tr><td>Met</td><td>Not Met</td></tr>
<tr><td>*1.   There were 6 teams and all six of the teams scored 80% or higher on each of the four rubrics used to assess the*</td><td align="center">X</td><td></td></tr>
</table>

	Met	Not Met
portfolio.		
2. Average Presentation score was 90%.	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	**Performance Target Was…**	
	Met	Not Met
1. *Students indicated computer labs as a strength.*	X	
2. *Students indicated online support as a strength.*	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		

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<td colspan="4">Intended Student Learning Outcomes for Bachelor of Science Sports, Arts & Entertainment Management</td>
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<td colspan="2">Performance Targets/Criteria for Direct Measures:</td>
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<tr>
<td colspan="2">1. Portfolios Scored by Faculty Developed Rubrics</td>
<td colspan="2">Overall Rubric Score of 2 (Meets Standards) or Above. 3 is highest score</td>
</tr>
<tr>
<td colspan="2">2. CBE Exam scores for Management</td>
<td colspan="2">Baseline Measure</td>
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Indirect Measures of Student Learning:</td>
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<td colspan="2">1. Reflection Paper on achievement of program learning outcomes</td>
<td colspan="2">Satisfaction with learning outcomes.</td>
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<td colspan="2">2. 2012 SSI results for Major Requirements are Clear and Reasonable</td>
<td colspan="2">Item should be identified as a strength. A strength equal top half of importance and top quartile in satisfaction, according to Noel Levitz.</td>
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<tr>
<td colspan="2">1. Overall Scores for each Rubric: Teamwork: 2.49;Communication 2.45; Theory and Practice 2.15</td>
<td>X</td>
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2. *Under one half of the students scored below the basic level for management test items.*		Baseline	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was…	
		Met	Not Met
1. *There was overall satisfaction, but students did not find many courses that addressed teamwork directly.*		X	
2. *Major Requirements identified as a strength.*		X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. *SAEM 304 and other 200+ level courses in SAEM will include a specific teamwork learning outcome.*			

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<tr><td colspan="2" align="center">**Masters in Business Administration**
Student Learning Assessment for *SCHOOL OF BUSINESS*</td></tr>
<tr><td colspan="2">Intended Student Learning Outcomes for the MBA

To enhance the career potential of students from various academic and societal backgrounds through a traditional and enterprising education that provides the applied career skills and knowledge of best practices that is desired by employers in the public, private, and non-profit sectors. The School of Business will be the regional leader in developing and adapting programs that prepare students with the skills desired in the workforce through excellence in management programs and business discipline programs.</td></tr>
<tr><td colspan="2">1. To provide skilled, knowledgeable and socially responsive leadership for business and other institutions.</td></tr>
<tr><td colspan="2">2. To provide an academically rigorous and pragmatic program in business management.</td></tr>
<tr><td colspan="2">3. To provide students with the broader skills to recognize the nature, direction and timing of change in both the domestic and global business environment, and to respond to these changes effectively.</td></tr>
<tr><td colspan="2">4. To provide an understanding of international business and cultures.</td></tr>
<tr><td colspan="2">5. Develop and demonstrate team building skills.</td></tr>
<tr><td colspan="2">6. Manage a team to analyze a problem and achieve a goal.</td></tr>
<tr><td colspan="2">7. Demonstrate ability to present and evaluate ideas clearly in both written and oral form.</td></tr>
<tr><td colspan="2">8. Research and develop analytical reports.</td></tr>
<tr><td colspan="2">9. Develop and demonstrate a basic knowledge and understanding of information technology and basic concepts.</td></tr>
<tr><td colspan="2">10 Demonstrate ability to utilize software that is commonly used in the industry</td></tr>
<tr><td>Assessment Tools for Intended Student Learning Outcomes—
Direct Measures of Student Learning:</td><td>Performance Targets/Criteria for Direct Measures:</td></tr>
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1. *Pilot Portfolio Project*	*Basic completion by both students and faculty*		
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:		
1. *2012 SSI Scores for students have clear understanding of learning outcomes expected in MBA.*	*Item should be identified as a strength.* A strength equal top half of importance and top quartile in satisfaction, according to Noel Levitz.		
2. *2012 SSI scores for Academic Advisor is knowledgeable in MBA field.*	*Item should be identified as a strength.* A strength equal top half of importance and top quartile in satisfaction, according to Noel Levitz.		
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…		
		Met	Not Met
1. *Students and Faculty could complete the pilot project with little to no trouble. Minor changes were made in the process to facilitate ease of use.*		X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…		
		Met	Not Met
1. *Clear understanding of learning outcomes identified as a strength.*		X	
2. *Academic advisor knowledgeable in the field is identified as a strength.*		X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			