DEPARTMENT OF BUSINESS SELF-ASSESSMENT

For the Seven Year Period Ending August 2011
Strategic Goals for Majors from 2005-2011

1. Students completing the major in Business shall possess the fundamental substantive or technical competence to facilitate acquisition of and success in entry-level positions, and

2. Students completing the major in Business shall acquire breadth of perspective and creative vision for application in environmental analysis and strategic decision-making at middle and upper organizational levels.

Strategic Goals for Business Minors from 2005-2011

1. Students completing the minor in Business shall possess substantive or technical competence in some areas that compliment their major, and

2. Give students the opportunity for additional study in specific areas of business.

While there are no specifically articulated learning goals for minors, required courses (e.g., Statistics, Financial Accounting, Organizational Behavior) ensure minimal exposure to core concepts such as data analysis, the financial language of accounting, and human capital. Flexibility in selection of electives to complete the minor allows students to tailor the minor to compliment their major.

Learning Goals for Non-Majors and Minors

Students who are neither majors nor minors fall into one of two categories: students taking general education requirements offered by the Department of Business or students taking a limited number of business courses. The latter category is restricted due to prerequisites required for most business courses.

Although there are no specific learning goals for non-majors and minors, business courses that provide general education credit do meet some of the University’s learning goals (see section “General Education Courses”).

Assessment Methods

The assessment method involved two processes: 1) senior portfolio 2) senior exit survey. The senior portfolio is an exit level assessment process which has two parts:

1. Presenting a physical portfolio drawn from the student’s academic and non-academic experiences since becoming a business major, which demonstrates achievement of department learning goals and provides a means for evaluating students’ written communication and computing/technology skills.
2. Giving an oral presentation followed by questions from a panel of evaluators (i.e., faculty for non-distinguished portfolios; faculty and business professionals in the case of distinguished portfolios), usually related to the portfolio, to demonstrate that the student meets the Department’s speaking requirement (i.e., capable of making a timed, organized, coherent professional presentation on a business-related topic; capable of answering business-related questions in an articulate and detailed way).

During this process students showcase their understanding of business concepts and theories through the practical application of their knowledge to a panel of evaluators as a way of determining achievement of strategic goals 1 and 2. A secondary objective is that the portfolio will become evidence of the student’s work which may be presented to a potential employer or a graduate school admission’s counselor.

The oral presentation, using visuals aids, showcases a student’s command of a subject (technical competence and vision) while demonstrating their skill, talent or experience in communicating that knowledge. A Q&A is designed to assess the student’s use of a primary communication methodology (face-to-face persuasion).

Students work with their academic adviser to define a post-graduation objective for the portfolio and devise a portfolio plan. The post-graduation objective influences the actual content of the portfolio.

**Summary and Interpretation of Findings**

The results of the portfolio and senior exit survey provide data from students and faculty after students have documented their portfolio and made their oral presentation. All of the responses are used as raw data for the analysis of the business major. The results of the analysis are shown in graphic form as appendices to this document.

**Strategic Goals 1 & 2**

Appendix A1a shows a graphical depiction of the students’ perception that they achieved the Department’s first strategic goal for majors, which is “...substantive or technical competence...in entry-level positions.” Across the past seven years, it is clear that well over 90% of the students perceive they have either average or distinguished substantive or technical competence to be successful in an entry-level job or graduate school. Appendix A1b shows the faculty’s perception that students achieved this goal. Faculty assessors also believe this to be true but only for approximately 80% of the students. In other words, students have inflated perceptions of their competence level, which is not uncommon among self-rating research.

Appendices A2a and A2b show a graphical depiction of the students’ and faculty’s perception that students achieved the Department’s second strategic goal for majors, which is “...breadth of perspective and creative vision for application in environmental analysis and strategic decision-making at middle and upper organizational levels.” Again we see that, across the years, well over 90% of the students believe they have the capacity to be successful at middle- and upper-levels...
of management, except for the class of 2010. Similar to faculty’s perceptions of students’ achievement of strategic goal 1, on average faculty perceived 80% of students had the capability to engage in analysis and decision-making common to mid- to upper-level managers. Using 80% of students as the benchmark by which to evaluate the Business program, the Department of Business is satisfied with the aggregate results for strategic goals 1 and 2. Interestingly, the class of 2010 received the highest percentage of students, as rated by faculty, as being minimally qualified, as opposed to average or distinguished, for entry-level as well as middle- and upper-level positions (i.e., strategic goals 1 and 2). In reviewing students’ overall GPA, there is no indication that this was an academically weaker class. However, anecdotal comments from these students suggest they didn’t take the senior portfolio seriously because faculty didn’t seem to support it. This uncovers one of the weaknesses of our current assessment process; relying heavily on the senior portfolio may not be the most accurate and objective way to assess the Business program. We have addressed this concern in the way we intend to assess our program in the future.

Learning Goals

Appendices B1-B10 graph the students’ perception of the degree to which the Business program has addressed the ten learning goals. In terms of evaluating the Business program, we were mainly concerned with the percentage of students who perceived the program to have addressed or developed specific areas either “a lot” or “completely.” The percentages reported below reflect the aggregate of these two response categories.

Appendix B1 indicates that in the last seven years over 50% of students perceive the business program has developed/enhanced their mathematical reasoning. We might expect this percentage to be lower than other learning goals since only 5 (i.e., 210Q/110Q in new curriculum, 225, 226, 310, 330) of the 9 required courses utilize mathematical reasoning.

Appendix B2 displays that only about 40% of students perceive the business program has developed/enhanced their computing/technology skills while Appendix C depicts faculty perceive approximately 80% of students having met the computing goal (i.e., beyond word processing) at the average or distinguished level. In other words students are less likely to feel they have developed sufficient computing skills as compared to faculty expectations. One reason for this discrepancy could be the lack of clarity in terms of the computing goal. The Department’s learning goal for computing has been loosely defined (beyond basic word processing) in the past. To address this issue, we have made this goal more definitive in our revised learning goals.

Given the computing tools and software that are available to business professionals, greater emphasis and attention should be given to this learning goal. Although funds are limited to purchase specialized software (e.g., accounting, human resource management, project management), generic programs like SPSS, Excel and Access should be integrated into most courses and assignments. It should be noted, however, we are somewhat hampered by lack of access to a computer teaching lab suitable in size to serve an average class size. For example, the Business Statistics course (110Q/210Q) has been updated to incorporate the use of SPSS. Yet, none of the computer labs in Carnegie can house a class of 35 students.
Appendix B3 and B4 show that about 60% of students perceive the business program has developed/enhanced their primary and secondary research skills. The addition of Business Research Methods (211) should facilitate students’ skills in these areas. Since statistics and research methods are pre-requisites for core courses (i.e., Financial Management (330), Marketing Management (340), Organizational Behavior (260S)/Leading & Managing Effective Organizations (365S) in the new curriculum) assignments and projects in these upper-level courses will be expected to utilize these tools.

Appendix B5 depicts that about 75% of students perceive the business program has developed/enhanced their leadership/teamwork skills. This is clearly one of the program’s strengths.

Although the range fluctuates between 60 and 80 percent, over 70% of students perceive the business program has developed/enhanced their written and oral communication skills (see Appendix B6 & B7). Similarly, Appendix D depicts the faculty’s perception of the students’ achievement in meeting the speaking goal. Across the past seven years the faculty perceive approximately 80% or more of students having met the speaking goal at the average or distinguished level. These finding suggest the program has done well to address communications skills and is in contrast to the 2000-2004 assessment report which indicated greater emphasis was needed in these areas.

According to Appendix B8, only 20% of students perceive the business program has addressed cross-cultural or global issues. Given that most business nowadays is global, this is clearly an area in much need of improvement. The business program has begun to address this concern via the new Business major that requires at least one global business-related course be taken as part of each concentration. Students will have the opportunity to select from a short list of options, such as BUSN 250 (International Business), international-focused economics or political science courses, or study abroad (with a pre-approved project). In addition, individual courses within the curriculum will be expected to discuss cross-cultural issues where appropriate.

Only about 40% of students believe the business program has done well in terms of exposing them to ethical issues (see Appendix B9). This is also an area of weakness that should be addressed. Rather than require students to take a course in business ethics, it seems more appropriate for each course to cover ethical issues as it pertains to the specific content area. Further analysis by course (see section “Learning Objectives by Required Courses”) shows that some courses are doing a better job of covering/discussing ethical issues than others.

Finally, B10 shows that about 70% of students perceive the business program has addressed creativity in problem solving. While this is a strength of the program, there is still room for improvement in terms of the degree to which individual courses motivate students to engage in such activity.

**Difficulty Demonstrating Learning Goals via Portfolio Process**

Appendices E1-E5 depict the students’ perception of difficulty demonstrating certain objectives (i.e., research and information management, teamwork and leadership, decision making or
problem solving, integration of management knowledge, and computing skills beyond basic word processing) as they prepared their portfolio. By reviewing the percentage of students who stated they experienced “little” to “no difficulty” (i.e., ratings of 4 and 5), it is clear that there are areas where the program is doing well (i.e., greater than 60% of students) and others where much improvement is needed (i.e., less than 60% of students).

Coinciding with Appendix B5, the trends indicate that the Department’s curriculum is successfully preparing students in the area of leadership/teamwork (Appendix E3). Over time it has become more difficult for students to demonstrate decision making (Appendix E4) and computing skills (Appendix E1), however. This is a curious trend since many courses have either remained the same (e.g., Organizational Behavior – organizational analysis assignment has remained the same) or added assignments that have required decision making or computing skills (e.g., Financial Accounting – addition of Excel spreadsheets).

In the areas of research and information management (Appendix E2) and integration of business disciplines (Appendix E5), the results are rather poor. As previously mentioned, the creation and requirement of the research methods course (211) in the new curriculum should help address the research and information management area. In terms of the integration of business disciplines, this result is not surprising since most business majors specialize in a particular sub-field of business (e.g., accounting, finance, marketing, etc.) and seek out projects and experiences that align with those interests, thus making it difficult for them to demonstrate integration across disciplines.

Learning Goals by Required Courses

Appendices F-O illustrate our students’ opinions as they relate to the achievement of learning goals in the courses required for a business major. The learning objectives evaluated are:

<table>
<thead>
<tr>
<th>Learning Objective</th>
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<tbody>
<tr>
<td>Mathematical reasoning/quantitative analysis</td>
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<tr>
<td>Computing/Technology</td>
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<tr>
<td>Primary Research</td>
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<tr>
<td>Secondary Research</td>
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<tr>
<td>Leadership and Teamwork</td>
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<tr>
<td>Communication-written</td>
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<tr>
<td>Communication-oral</td>
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<tr>
<td>Cross-cultural/Global</td>
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<tr>
<td>Ethics</td>
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<tr>
<td>Creative Problem Solving</td>
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</table>

The students were asked to indicate which of their major courses contributed to the achievement of these learning goals. Mathematical reasoning (see Appendix F) was perceived to be dominant in courses which require data management and analysis such as Statistics (110Q/210Q), Financial Accounting (225), Managerial Accounting (226), Operations Management (310), and Financial Management (310).
Computing and Technology (see Appendix G) was dominant in Marketing Management (340) and to a lesser degree in Organizational Behavior/Leading & Managing (260S/365S) and Financial Management (330). Particular concern is noted for Business Statistics (110Q/210Q) and Operations Management (310), both of which are fields in which computer programs are relevant and necessary to perform the work. As mentioned previously, the statistics course has been recently modified so that students will gain experience using SPSS for statistical analyses. Project management, operations management, and simulation programs could be incorporated into the Operations Management course to bring the course up-to-date with what current employers expect from recent graduates.

Both primary and secondary research (see Appendices H & I) are addressed mainly in three courses – Marketing Management (340), Organizational Behavior/Leading & Managing (260S/365S), and Financial Management (330). All three courses require an applied research project that involves collecting primary and/or secondary data. One could argue that courses such as Statistics (110Q/210Q), International Business (250), and Operations Management (310) should be designed in such a way as to provide students with the opportunity to collect data or at least analyze/synthesize secondary research. The Department has begun to address the research issue via the new BUSN major by requiring Research Methods (211), a 2-semester hour course that should be taken as an add-on course to any Stats course. BUSN 211 will require students to collect primary and secondary research as part of a semester-long project. Both Statistics and Research Methods are pre-requisites for Organizational Behavior (260S)/Leading & Managing Effective Organizations (365S) and Marketing Management (340), both of which include assignments that utilize a substantial amount of primary and secondary research. BUSN 211 is also a prerequisite of upper-level courses such as Applied Business (381 & 481), Creative Promotional Strategy (442), and Human Resource Management (465S).

Leadership and Teamwork (see Appendix J) are clearly addressed in Organizational Behavior/Leading & Managing (260S/365S) and Marketing Management (340). Interestingly, students work in teams in the Marketing Management course but leadership/teamwork topics are not explicitly covered within the course content as it is in Organizational Behavior. A similar approach could be taken in courses where it makes sense to have students work in teams on a significant and/or applied project (e.g., Statistics, International Business, Operations Management, Financial Management).

Both written and oral communication (see Appendices K & L) are quite strong in courses which are more interpersonal in nature, such as Organizational Behavior/Leading & Managing (260S/365S), Marketing Management (340), and Business Law (370). Both Organizational Behavior and Business Law are writing intensive so therefore it makes sense that a large percentage of students perceive these courses addressed this learning goal. Marketing Management is not a writing intensive course, and yet it was endorsed by the majority of students as addressing the written communication learning goal. Other courses within the curriculum can be redesigned to address these learning goals as well. For example, projects that require oral presentations or reports can be incorporated into courses such as Statistics, International Business, and Operations Management.
Cross-cultural or global issues (see Appendix M) are perceived by students to be addressed in Organizational Behavior/Leading & Managing (260S/365S) and Marketing Management (340). Because International Business (250) was one of two options required for the major, and the fact that the number of International Business sections offered has decreased in the last few years due to staffing issues, most students chose the other option (i.e., Business Law, 370) rather than this course, which would explain the small percentage of students that perceived this course contributed to their understanding of cross-cultural issues.

A large percentage of students perceive Organizational Behavior/Leading & Managing (260S/365S) contributed to their understanding of ethical issues (see Appendix N). To a lesser extent, both Marketing Management (340) and Business Law (370) contributed to the achievement of this learning goal as well. However, given a Business major within a liberal arts setting, one could make the argument that all courses within the Business major should address this specific learning goal. This learning goal will be of particular focus in the next year as we discuss redesigning courses and the program in general.

Finally, all of the courses seemed to address creative problem solving by about 50% of our students (see Appendix O). The only course where this did not hold true was International Business (250); again, this may be due to the few numbers of students who actually took the course. It should be a goal of the Department of Business to raise the level of creative problem solving and critical thinking in each of the required courses.

Given the business program’s new curriculum, faculty identified which learning goals are addressed in each course (see Appendix P). In doing so, the Department can identify those learning goals that do not receive the same level of emphasis as compared to others. Cells highlighted in red indicate areas where greater emphasis is needed. Specifically, ethics, global, and computing goals need greater attention in the curriculum, which corroborates the findings from the senior exit surveys. In addition, teamwork is tapped by only a few of the required courses.

Distinguished v. Not Distinguished

At the conclusion of the Department’s portfolio assessment, the faculty selects those portfolios they believe are “distinguished.” Distinguished portfolios are ones in which portfolio elements are mainly drawn from experiences outside of coursework and clearly demonstrate mastery of learning goals. Appendix Q shows students have inflated perceptions of their performance as compared to faculty ratings. This finding is similar to faculty vs. students’ perceptions of achievement of strategic goals 1 and 2. Interestingly, faculty has selected fewer portfolios as distinguished since the year 2005. This may be the result of a number of different factors. One may be that students who have very busy schedules must choose where to spend their time most effectively. Since the student may not perceive the benefit of a distinguished portfolio, they may choose to spend the time elsewhere. Another possibility is that students have not had exposure to the types of exercises and projects that make for distinguished portfolios. Internships, a major source of those projects, have become far more limited in the last few years.

Overall GPA
Appendix R provides business majors’ overall GPA for the past seven years. Average GPA has slightly increased over time, which suggests that our majors are more academically prepared than in the past, assuming grade inflation has remained constant.

General Education Courses

Business Statistics (110Q/210Q) and Organizational Behavior/Leading & Managing (260S/365S) are the only two courses in the curriculum that are required by all majors and minors and subsequently provide general education credit. Based on ratings provided by students majoring in business, both classes address the specific general education credit it was designed to tap as well as many other learning goals.

In reviewing Appendix F, Business Statistics (110Q/210Q) clearly developed/enhanced mathematical reasoning, the general education goal for which it was intended. About 50% of students also perceive it addressed creative problem solving/critical thinking (Appendix O). However, few students perceive this course addressed computing/technology (Appendix G), primary research (Appendix H), secondary research (Appendix I), leadership/teamwork (Appendix J), written communication (Appendix K), oral communication (Appendix L), cross-cultural issues (Appendix M), or ethics (Appendix N). Given the content and nature of this course, at a minimum this course should be capturing computing/technology, primary and secondary research, and ethics areas. It also should be redesigned to include communication (written and oral) and leadership/teamwork opportunities.

Given its general education goal, Organizational Behavior/Leading & Managing (260S/365S) would be expected to address primary and secondary research (Appendices H & I), cross-cultural issues (Appendix M), and ethics (Appendix N) and would not be expected to tap mathematical reasoning. Organizational Behavior does moderately well in terms of addressing primary research. However, it has done less well in terms of addressing secondary research. For both learning goals, there has been a decline in perceptions within the last two graduating classes. Over the last four years two instructors have taught the class; yet the major research assignment in the course has remained the same. It’s possible that these instructors had slightly different foci for the course since one instructor had much more practical experience while the other had more research experience. The majority of students perceive the course has historically addressed cross-cultural and ethical issues. Yet, a decline in ratings occurs for the class of 2011. These learning goals should be monitored so that a downward trend does not result. In addition, well over 50% of students perceive this course developed/enhanced their leadership/teamwork (Appendix J), written communication (Appendix K), oral communication (Appendix L), and creative problem solving (Appendix O) skills. About 40% of students perceive the course developed/enhanced computing/technology (Appendix G) skills.

Proposed Changes

As part of the curriculum revision process and the passage of the new BUSN major during spring 2011, the Department has re-evaluated the student learning goals and the assessment process.

Below is the Department of Business’ Revised Student Learning Goals:
1. **Communication Skills Learning Goal**: Students graduating with a Business degree will be able to effectively present information orally and in writing.

   Oral communication:
   1.1. present ideas effectively to others in one-on-one, small-group, and large-group situations. (S)
   1.2. demonstrate acceptable presentation skills (e.g., demonstrates confidence and poise through body language, eye contact, vocal tone). (S)
   1.3. present information in an organized and logical manner. (S)
   1.4. demonstrate acceptable use of visual aids (e.g., PowerPoint). (S)
   1.5. support ideas with proper citation and documentation. (S)

   Written communication:
   1.6. present information and ideas in a clear, organized, and concise manner. (S)
   1.7. use acceptable paragraph and sentence structure with minimal grammar, punctuation, and spelling errors. (S)
   1.8. use acceptable word choice, tone, and format given intended audience. (K, S)
   1.9. support ideas with proper citation and documentation. (S)
   2.0. in general, is perceived as a professional document. (S, V)

2. **Critical Thinking Skills Learning Goal**: Students graduating with a Business degree will be able to critically evaluate, analyze and interpret information to solve problems and make business decisions. Students will be able to:

   2.1. evaluate information to determine if the premises are valid, to identify key facts and arguments, and to determine what appropriate action, if any, is warranted. (K, S)
   2.2. evaluate the quality of qualitative and quantitative information. (K, S)
   2.3. use appropriate foundational theory and research to support ideas. (K, S)
   2.4. select appropriate quantitative and/or qualitative research methods for problem solving. (K, S)
   2.5. select, generate, and interpret appropriate statistical calculations. (K, S)
   2.6. perform fundamental quantitative business analysis techniques. (K, S)
   2.7. perceive a variety of plausible solutions and opportunities. (K, S)

3. **Ethics Learning Goal**: Students graduating with a Business degree will be able to understand and evaluate ethical issues and situations. Students will be able to:

   3.1. identify and examine the multiple perspectives of an ethical dilemma. (K, S)
   3.2. identify the relevant facts and assumptions related to an ethical dilemma. (K, S)
   3.3. analyze and debate multiple solutions to an ethical dilemma, determine the best alternative available, and describe how the decision maximizes the benefit and minimizes the risk for everyone involved. (K, S, V)
   3.4. explain the influence of corporate culture when making business decisions. (K)

4. **Global Learning Goal**: Students graduating with a Business degree will be able to demonstrate an understanding of the global environment. Students will be able to:
4.1a. Understand how elements of different countries and subcultures, such as political systems (e.g., governing structures), social forces (e.g., demographic shifts), economic forces (e.g., changes in income, distribution of income, macroeconomic conditions), technology (e.g., the Internet, digital media, electronic and wireless communications), competitive forces (e.g., capacity for firms to compete globally), and regulatory forces (e.g., laws influencing and protecting competition, consumers, and companies), affect organizations and the people within those organizations. (K)

4.1b. Compare and contrast elements of different countries and subcultures in terms of political systems (e.g., governing structures), social forces (e.g., demographic shifts), economic forces (e.g., changes in income, distribution of income, macroeconomic conditions), technology (e.g., the Internet, digital media, electronic and wireless communications), competitive forces (e.g., capacity for firms to compete globally), and regulatory forces (e.g., laws influencing and protecting competition, consumers, and companies) as they affect organizations. (K)

4.2. Explain the role the global environment plays in the overall success of organizations. (K)

4.3. Recognize the strengths and weaknesses of doing business in a global economy. (K)

4.4. Recognize the threats and opportunities facing organizations in a continuously changing and global environment. (K)

4.5. Recognize and appreciate how differences among individuals positively impacts organizations. (K, V)

5. **Computing Skills Learning Goal:** Students graduating with a Business degree will be able to demonstrate proficiency in the use of technology. Students will be able to:

5.1. Select appropriate software program for use in management decision making. (K, S)

5.2. Use a word processing program such as MS Word to design professional quality documents (reports, memos, etc.), including the ability to import and appropriately integrate tables and graphics. (K, S)

5.3. Use a spreadsheet program such as MS Excel to manipulate and analyze data, including basic operations on cells and cell ranges, formulas and functions, filters, sorts, and develop graphs and charts. (K, S)

5.4. Use a presentation program such as MS PowerPoint to present information in an appropriate and sophisticated manner, including design templates, color and animation schemes, custom animation, and importation of charts, tables, and graphics. (K, S)

5.5. Use the Internet to conduct effective and efficient information search using public library web sites and Internet search engines such as Google. (K, S)

5.6. Find and extract documents from informational databases. (K, S)

5.7. Use electronic communications (e.g., email, instant messenger, discussion groups) to send, receive, and organize information in a manner that increases both individual and group productivity. (K, S)

5.8. Use statistical software programs (e.g., SPSS) to analyze data.

6. **Teamwork Learning Goal:** Students graduating with a Business degree will be able to understand group dynamics and work effectively in teams. Students will be able to:

6.1. Understand how to develop and manage a team. (K, S)

6.2. Work effectively in team activities within and outside the classroom. (S)
6.3. explain the benefits of working with a diverse group. (K, V)

7. **Business Concepts Learning Goal:** Students graduating with a Business degree will be able to understand business concepts related to finance, marketing, and management. Students will be able to:
   7.1. define, describe, and apply basic business concepts associated with Finance. (K, S)
   7.2. define, describe, and apply basic business concepts associated with Management. (K, S)
   7.3. define, describe, and apply basic business concepts associated with Marketing. (K, S)

8. **Application of concepts:** Students graduating with a Business degree will be able to apply their understanding of business concepts and processes to business, public administration, and/or non-profit situations. Students will be able to:
   8.1. apply foundational theory and research to a hypothetical or real situation. (K, S)

*Note: Learning goals and outcomes are subject to refinement as the assurance of learning effort informs and influences our continuous improvement efforts.*

K=knowledge  
S=skill  
V=value

As one can see some of the student learning goals have been retained (e.g., communication, teamwork) while others have been added (i.e., application) to emphasize the strengths of the program as well as the needs of the external environment (e.g., market demand). The department has also identified various ways in which each learning goal outcome can be achieved via task statements. These task statements are further clarified as providing knowledge, skill, or ability. The Department of Business believes these student learning goals reinforce the goals of a liberal arts institution, such as Witt, within the context of a business major, providing students with the best of both worlds.

In order to assess these learning goal outcomes, modifications will be made to the assessment process. These changes are outlined below.

1. **Communication (Oral and Written)**

   **Assessment Method:**
   - End-of-semester evaluation in all required courses
   - Case analysis in BUSN 460
   - Oral presentations in BUSN 340
   - Assessors’ ratings of students’ writing as part of physical portfolio
   - Assessors’ ratings of students’ oral presentations
   - Senior Exit Survey
   - Alumni Survey

2. **Critical Thinking**
Assessment Method:
- End-of-semester evaluations in all required courses
- Case analysis in BUSN 460
- Marketing project grade (BUSN 340)
- Assessors’ ratings of students’ physical portfolio and/or oral presentation in terms of critical thinking
- Senior Exit Survey
- Alumni Survey

3. Ethics

Assessment Method:
- End-of-semester evaluation in all required courses
- Assessors’ ratings of students’ physical portfolio and/or oral presentation in terms of awareness of ethical issues in decision making
- Senior Exit Survey
- Alumni Survey

4. Cross-cultural/Global

Assessment Method:
- End-of-semester evaluation in all required courses
- Standardized exam
- Percentage of undergraduate business students who enroll in study abroad courses/programs
- Third semester competency in a second language
- Assessors’ ratings of students’ physical portfolio and/or oral presentation in terms of awareness of cross-cultural/global issues
- Senior Exit Survey
- Alumni Survey

5. Computing

Assessment Method:
- End-of-semester evaluation in all required courses
- Computing software proficiency in project-related courses (BSUN 381, 481, 441, etc.)
- Assessor’s ratings of student work included in physical portfolio and/or oral presentation
- Senior Exit Survey
- Alumni Survey

6. Teamwork

Assessment Method:
- End-of-semester evaluation in all required courses
- Peer review of team members in BUSN 365S (formerly 260S) and 460
- Peer review of team members in project-related courses (BUSN 340, 381, 481, 441, etc.)
- Assessor’s ratings of students’ physical portfolio and/or oral presentation in terms of teamwork
- Senior Exit Survey
- Alumni Survey
7. Business Concepts

**Assessment Method:**
- End-of-semester evaluation in all required courses
- Standardized exam
- Case analysis in BUSN 460
- Grades in BUSN 330, 340, 365S
- Assessor’s ratings of students’ physical portfolio and/or oral presentation in terms of knowledge and use of business concepts
- Senior Exit Survey
- Alumni Survey

8. Application

**Assessment Method:**
- End-of-semester evaluation in all required courses
- Assessors’ ratings of the student’s ability to apply business theory and concepts to real-life situations and organizations
- Client assessment in project-related courses (BUSN 381, 481, 441, 465, etc.)
- Senior Exit Survey
- Alumni Survey

In addition, IDEA course evaluations are able to assess the degree to which each course addresses several of our learning goals:

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>IDEA Item</th>
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<tbody>
<tr>
<td>Communication</td>
<td>#28 – Developing skill in expressing myself orally or in Writing</td>
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<tr>
<td>Critical Thinking</td>
<td>#26 – Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) # 29 – Learning how to find and use resources for answering questions or solving problems #31 – Learning to analyze and critically evaluate ideas, arguments, and points of view #32 – Acquiring an interest in learning more by asking my own questions and seeking answers</td>
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<tr>
<td>Ethics</td>
<td>#30 – Developing a clearer understanding of, and commitment to, personal values</td>
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<tr>
<td>Global</td>
<td>#27 – Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</td>
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<tr>
<td>Teamwork</td>
<td>#25 – Acquiring skills in working with others as a member of a team</td>
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<tr>
<td>Business Knowledge</td>
<td>#21 – Gaining factual knowledge (terminology, classifications, methods, trends)</td>
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<tr>
<td>Application</td>
<td>#22 – Learning fundamental principles, generalizations, or theories</td>
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<tr>
<td>#24 – Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
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<td>#23 – Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
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Senior Portfolio (will begin with 2012 graduating class): The Senior Portfolio process will be modified to place greater emphasis on the student learning goals. Currently majors summarize an experience (e.g., internship) and then detail the learning goals that were addressed in that experience. By asking students to provide evidence of competency for each of the learning goals, students will be able to recognize the developmental and incremental building of knowledge, skill, and ability through successive and/or different types of experiences. Also, most potential employers are less interested in any specific experience and instead more interested in varied behavioral examples or experiences that demonstrate mastery in a particular area, such as critical thinking.

One problem with the current senior portfolio process is that the Department of Business faculty serve as the assessors. To provide a more objective assessment of our students, and thus our program, assessors outside the Department should be used for all majors. In the past the Department has utilized business professionals to evaluate students who have submitted a Distinguished Portfolio. The Department proposes to use business professionals for all seniors during the senior portfolio process. These assessors would provide ratings for each student on each of the student learning goals and aggregated feedback would be provided to the student to compare self ratings with assessor ratings. Aggregated assessors’ ratings across all students for each learning goal would provide the Department with an objective measure of student achievement on departmental learning goals. Finally, an informal feedback session after the portfolio process between the assessors and faculty would help identify general areas of improvement and possible ways to address those weaknesses.

Senior Exit Survey (will begin with 2012 graduating class): The senior exit survey will be modified to reflect the revised student learning goals.

Alumni Survey (first administration will occur spring 2012): The purpose of the alumni survey would be to determine whether students were actually prepared for the work environment within the first five years of graduating. Specifically, graduates will evaluate the degree to which they were actually able to demonstrate the eight learning goals in their job after graduation. Open-ended questions would allow alumni to express what elements of the BUSN program were particularly beneficial as well as those elements that were not and suggestions for improvement.
Standardized Test (will begin with 2013 graduating class): In order to assess the students’ knowledge of core business knowledge, seniors will take a standardized exam in the capstone course that is administered at the beginning of the semester. The cost of this exam would be assumed by the student in the form of a fee, much like in art and science courses. The results of the exam should alert students where they may need remedial work in weak areas. Aggregated test scores will also provide information as to which topics may need greater emphasis in the capstone course.

To ensure students are aware of the learning goals and guide them toward achieving these goals, the Department will require majors to develop a Personal Development Plan (PDP) with the aid of his/her advisor. The PDP (see Appendix S) will encourage students to think carefully about current and potential experiences in which to engage in order to gain competency of each learning goal. Upon declaring a major in Business, students will be introduced to the learning goals as well as major course requirements. At least once per year, advisors will meet with their advisees to review the PDP and offer suggestions for other experiences that would help them develop skills and abilities related to learning goals.

The more immediate changes which will be considered are:

1. Continued adherence to prerequisites.
2. Conscious inclusion of content on ethical and social responsibility and cross-cultural sensitivity throughout the Business curriculum, but particularly in required courses.
3. Provide more written and oral communication opportunities throughout the Business curriculum, but particularly in required courses.
4. Conscious inclusion of research and information management content within the curriculum, but particularly in required courses.
5. Review and adjustment of the Department’s quantitative courses for inclusion of computing requirements.

Resource Needs

A significant upgrade in our facilities is necessary. Current teaching conditions are antiquated and not conducive to learning. A computing instruction lab is critical to addressing the computing weakness in the curriculum.

In general, technology available for the classroom needs to be upgraded, this includes regular software upgrades. Lack of access to technological resources is a major limiting factor to improving course content.