2008-2009 ANNUAL DEPARTMENTAL
ASSESSMENT OF STUDENT LEARNING

College of Global Business and Professional Studies

October 1, 2009

Table of Contents

List of Figures

2008-2009 Annual Departmental Assessment of Student Learning
College of Global Business and Professional Studies

Preface

Degrees offered in the College:

Undergraduate Majors:
- Bachelor of Science in Business Administration
- Bachelor of Business Administration (OPTIONS
- Bachelor of Science in Sports Management
- Bachelor of Arts in Organizational Studies (OPTIONS)
- Bachelor of Arts in Contemporary Studies (OPTIONS)
- Bachelor of Arts in Corporate Communication (OPTIONS)
- Bachelor of Science in Sports & Entertainment Management (OPTIONS)

Graduate Majors:
- Master of Business Administration (International, Weekend, and OPTIONS)
- Master of Science in Accounting
- Master of Science in Taxation
- Master of Management (OPTIONS and Online)
- Master of Science in Supply Chain Management (OPTIONS and Online)

SECTION I: Learning Outcomes for majors in the College of Global Business and Professional Studies

College of Global Business and Professional Studies Mission and Vision Statement

The mission of the College of Global Business & Professional Studies (CGBPS) at Fontbonne University is to provide academically sound traditional and non-traditional programs that are responsive to current and future business needs. The programs strive to create a supportive environment that provides individualized attention to a diverse student population. Consistent with the liberal arts orientation of the University, programs are designed to enhance students' ethical and global perspective, enrich their overall quality of life professionally and personally, and prepare them for successful careers.

Our Statement of Vision

To be recognized for educating articulate, analytical thinkers charged with seeking ethical and socially responsible solutions to serve a dynamic business world in need.

Goals and Learning Outcomes of the CGBPS:

Goal 1: To confirm the mission, values, and purposes of Fontbonne University by continuing to provide distinctive programs recognized for their academic excellence and enhancing students' personal and professional quality of life by preparing them for successful business careers.
Upon completion of a major in the CGBPS, students will be able to:

A. Use business knowledge and understanding to think critically and analytically, communicate effectively, demonstrate technological competence, act ethically, and make ethical decisions.
B. Recognize the responsibility of the individual and business organization to the social environment within a global perspective.
C. Assume responsibility as citizens and business leaders.

Goal 2: To actively support the ongoing initiatives of Fontbonne University by enhancing students' ethical and global perspective.
Upon completion of a major in the CGBPS, students will be able to:
A. Identify their responsibilities in the continuous pursuit of individual and corporate ethical behavior and global citizenship.
B. Understand the impact global perspectives have on the development of solutions and implementation of resolutions to issues.
C. Achieve personal and professional goals by participating in organizations that embrace ethical standards, diversity, and pursue excellence.

Goal 3: To provide quality business educational experiential and active learning methods reflective of a liberal and professional body of knowledge.
Upon completion of a major in the CGBPS, students will be able to:
A. Demonstrate their understanding of forces that shape business practices: ethical, global, social/cultural, legal, and technological issues in real world business settings.
B. Use the business knowledge skills obtained, to solve complex business problems.
C. Use interpersonal and organizational dynamics in order to succeed in business.

Goal 4: Demonstrate knowledge, skills, and abilities required of the undergraduate business degree.
A. Bachelor of Science in Business Administration
    1. Obtain the foundation for more in-depth study of specific business topics.
    2. Acquire competencies needed for positions in business or advancement in their current jobs.
    3. Examine business practices pertaining to effectively managing organizational needs.
B. Bachelor of Business Administration (OPTIONS)
    1. Obtain the foundation for more in-depth study of specific business topics.
    2. Acquire competencies needed for positions in business or advancement in their current jobs.
    3. Examine business practices pertaining to effectively managing organizational needs.
C. Bachelor of Science in Sports Management
    1. Obtain the foundation for more in-depth study of specific sports management topics.
    2. Acquire competencies needed for positions in the sports management business or advancement in their current jobs.
    3. Gain knowledge and skills necessary to coordinate and conduct a sporting event.
    4. Identify legal issues and critically analyze legal facts in a sports management scenario.
D. Bachelor of Science in Sports & Entertainment Management (OPTIONS)
    1. Examine topics and issues pertaining to managing sports and entertainment values and figures.
    2. Acquire competencies needed for positions in the sports management or entertainment business or advancement in their current jobs.
E. Bachelor of Arts in Organizational Studies (OPTIONS)
    1. Obtain the foundation for more in-depth study of specific organizational studies topics.
    2. Develop leadership and administrative qualities to assume managerial positions.

3. Examine management, motivational, and communication techniques used in leadership roles.
4. Acquire competencies needed for positions in business or advancement in their current jobs.

F. Bachelor of Arts in Contemporary Studies (OPTIONS)
   1. Examine ethics, leadership, and public responsibility issues in relation to individual, management, and corporate liability.

G. Bachelor of Arts in Corporate Communication (OPTIONS)
   1. Develop writing and speaking skills to effectively present ideas and information.
   2. Communicate effectively within the corporate and global communities.
   3. Acquire competencies needed for positions in business or advancement in their current jobs.

Goal 5:   Demonstrate knowledge, skills, and abilities required of the graduate business degree.

A. Master of Business Administration (International, Weekend, & OPTIONS)
   1. Acquire the competencies needed for obtaining or advancement in managerial careers through a professional business education, assessment, self-reflection, and skill development.
   2. Recognize the interrelationships between the functional areas of business, and leverage this knowledge to analyze and solve complex business problems.
   3. Understand how the rapidly changing political, economic, global, legal, technological, and social environments interact with organizations to guide ethical short- and long-term decision-making.
   4. Understand the strategic manager's role in leading others, developing potential, and building social capital within organizations.

B. Master of Science in Accounting
   1. Acquire the competencies needed for obtaining or advancement in accounting careers through a professional business education, assessment, self-reflection, and skill development.
   2. Use the knowledge and skills obtained to gain further professional certification.

C. Master of Science in Taxation
   1. Acquire the competencies needed for obtaining or advancement in taxation careers through a professional business education, assessment, self-reflection, and skill development.

D. Master of Management (OPTIONS and Online)
   1. 1. Acquire the competencies needed for obtaining or advancement in managerial careers through a professional business education, assessment, self-reflection, and skill development.
   2. Examine internal organizational operations to streamline processes.
   3. Understand the strategic manager's role in leading others, developing potential, and building social capital within organizations.

E. Master of Science in Supply Chain Management (OPTIONS and Online)
   1. Acquire competencies needed for obtaining or advancement in a supply chain related career through a professional business education, assessment, self-reflection, and skill development.
   2. Utilize the knowledge and skills obtained to gain further professional certifications.
   3. Examine internal and external processes to streamline practices and procedures.

SECTION II: Methods

Below is a list of the internal assessment tools that are implemented or currently under development by the CGBPS.

Major Field Test (MFT):

This standardized test is designed to assess mastery of concepts, principles, and knowledge expected of students at the conclusion of an academic major in specific subject areas. In addition to factual knowledge, the tests evaluate students' abilities to analyze and solve problems, understand relationships, and interpret material. The MFT is a product of Educational Testing Services.

The Major Field Test for the Bachelor's Degree in Business contains 120 multiple-choice questions designed to measure students' subject knowledge and the ability to apply facts, concepts, theories and analytical methods. Some questions are grouped in sets and based on diagrams, charts and data tables. The questions represent a wide range of difficulty and cover depth and breadth in assessing students' achievement levels.

The Major Field Test for the MBA consists of 124 multiple-choice questions, half of which are based on short case-study scenarios. Questions employ materials such as diagrams, graphs and statistical data. Most of the questions require knowledge of specific information drawn from marketing, management, finance and managerial accounting, or a combination of these.

Results from the MFT do not include scores of international students because those students require alternative assessment methods.

CompXM:

Students participate in a computer-generated simulation as a decision-making manager of a fictitious global company. This manager works within a management team to run the company as it competes against other companies. Each student will be involved in developing strategy, executing tactics, and analyzing competitors while learning many business concepts. Students are scored by their company's performance along several dimensions as well as by correctly answering "board queries" related to their simulation industry. The CompXM is a product of Capsim Management Simulations, Inc. Results from the CompXM do not include scores of international students because those students require alternative assessment methods.

Performance Management Assessment (PMA):

The Performance Management Assessment provides students with behavioral feedback by participating in a simulated compressed work day. Business skills assessed may include decision-making, communication, teamwork, and organization. Activities in this assessment include group meetings, speeches and in-basket exercises. Students receive feedback about their performance, which is useful for their professional careers. Students take the PMA at the beginning of their degree and at the end to provide a snapshot of their development. The PMA is a product of Academic Behaviors Assessment.

Internship/Practicum Evaluation:

This instrument is administered by the faculty in the College upon each student's completion of the internship/practicum. Forms are sent to the site supervisors who provided the internship/practicum for Fontbonne students. Data collected from the evaluation includes assignments completed, interpretation of work concepts, and the intern's ability to deal with ambiguity, think analytically, and engage in problem solving. The evaluation also asks about the students' written and oral communication skill and proficiency with technology.

Office of Student Affairs Alumni Employment Survey:
      The Alumni Employment Survey is sent to all university graduates to measure their employment status after graduation. This survey is administered annually to capture information such as the percentage of alumni who are employed, the types of industries where alumni are employed, the percentage who have continued their education, and alumni perception of their preparation for their chosen career.

CGBPS Employer Survey:
      This instrument will be administered by the CGBPS at the end of each semester to past, current, and potential employers. Information captured will include assessment of Market research will include a needs approach within a scope of desired skill-sets, achieved experience, and education levels. (Survey is being developed.)

Arbitration/Mock Trial
      This instrument was not used in the 08-09 academic year.

Sports Marketing Plan
      This instrument was not used in the 08-09 academic year.

Table 1. Undergraduate Assessment Instruments

						Undergraduate Students				
Method of Assessment (implemented)	Years Used	Students Assessed	When Assessment Done	Administration of Assessment	Goals/ Outcomes Addressed	Rationale for Method to Assess the Goals/Outcome
Major Field Test (Fall 07 Traditional) (Spring 08 OPTIONS)	2 years	BBA, BUS Students	End of program; Fall, Spring, & Summer BBA435 BUS470	CGBPS faculty; outcomes measured by ETS (an external assessment company).	1A 2B 3A 4A1, 4B1	• Provides an objective and efficient method to assess students' broad base of business knowledge. • Allows for easy comparison of scores within the university's programs and against other universities with national normative data. • Provides benchmarking and trend data and an inexpensive and streamlined administration.
CompXM (Fall 2007)	2 years	BBA, BUS students	Capstone Course / End of program: Fall & Spring BBA435 BUS470	CGBPS faculty during the course. Data management provided by Capsim Management Systems Inc. (an external assessment company).	1A 2B 3A, 3B 4A1, 4A2, 4A3 4B1, 4B2, 4B3	• Measures knowledge of business in an active, applied methodology • Objective automated evaluation (based on Dept. set criteria) • Realistic preview into the business world including applying business functions, forecasting business trends, and accommodating fast changing consumer preferences • Offers formative assessment data to students • Allows for easy comparison of scores within the university's programs and against other universities with national normative data. • Provides benchmarking and trend data and an inexpensive and streamlined administration.
Performance Management Assessment (Implemented in stages: February 07 first OPTIONS groups, Traditional students added February 08.)	2 + years	BBA, BUS students	Early in core program and late in core program; no specific course; Fall, Spring, & Summer sessions, approximately five times per calendar year.	CGBPS Staff;, Academic Behaviors Assessment (an external assessment company), organizes data collection.	1A, 2B, 3A, 3C 4A2, 4B2, 4E2, 4E4	• Gives students skills feedback for development • Measures business skills in an active, applied methodology • Hands on opportunity to experience a simulated business environment • Provides pre- and post-test data • Offers formative assessment data to students

Undergraduate Students						
Method of Assessment (implemented)	**Years Used**	**Students Assessed**	**When Assessment Done**	**Administration of Assessment**	**Goals/ Outcomes Addressed**	**Rationale for Method to Assess the Goals/Outcome**
CGBPS Employer Survey (to be developed for implementation Fall 2009)	0 years	All business graduates	Post graduation	CGBPS Assessment Coordinator	1C 2C 3C 4A2, 4B2, 4E1 4F1, 4G2	• Provides an employer constituent perspective • Identifies gaps between business education and what is needed for job and career success
Office of Student Affairs Alumni Employment Survey*	10+ years	Graduates from prior calendar year	Annually	Office of Student Affairs	1B, 1C, 2A, 2C, 3B, 3C 4A2, 4B2, 4E1, 4E2 4F1, 4D1, 4D2	• Provides an alumni constituent perspective • Identifies gaps between education and what is needed for job and career success
Internship/ Practicum Evaluation more than 5 years; data for 3 semesters	>5 years Data from 3 semesters	BUS, SPT students	Junior or Senior year Fall, Spring, & Summer	SPT, BUS faculty	1A, 1B, 1C 2A, 2C 4A1, 4A3, 4B2, 4C1, 4C2	• Provides a professional vs. academic perspective. • Identifies gaps between business education and what is needed for job and career success. • Examines whether students' have a practical, and productive understanding of the business environment.

* Responses collected from CGBPS alumni were substantially incomplete in the past and as such no data will be reported here.

Table 2. Graduate Assessment Instruments

Graduate Students						
Method of Assessment	**Years Used**	**Students Assessed**	**When Assessment Done**	**Administration of Assessment**	**Goals/ Outcomes Addressed**	**Rationale for Method to Assess Goals/Outcome**
Major Field Test (Fall 07 Traditional) (Spring 08 OPTIONS)	2 years	MBA students	End of program; MBA519 BUS 589 Fall & Spring	CGBPS faculty; outcomes measured by ETS (an external assessment company).	1A 2B 3A 4A1, 4B1 5A1	• Provides an objective and efficient method to assess students' broad base of business knowledge. • Allows for easy comparison of scores within the university's CGBPS and against other universities with national normative data. • Provides benchmarking and trend data and an inexpensive and streamlined administration.
CompXM (Fall 2007)	2 years	MBA (Weekend, International, and OPTIONS students)	Capstone Course / End of program MBA516 BUS 589 Fall & Spring	CGBPS faculty during the course. Data management provided by Capsim Management Systems Inc. (an external assessment company).	1A 2B 3A, 3B 4A1, 4A2, 4A3 4B1, 4B2, 4B3 5A1, 5A2, 5A3	• Measures knowledge of business in an active, applied methodology • Objective automated evaluation (based on Dept. set criteria) • Realistic preview into the business world including applying business functions, forecasting business trends, and accommodating fast changing consumer preferences • Provides formative assessment data to students • Allows for easy comparison of scores within the university's CGBPS and against other universities with national normative data. • Provides benchmarking and trend data and an inexpensive and streamlined administration.
Performance Management Assessment (Implemented in stages: February 07 first OPTIONS groups, Traditional students added February 08,)	2.5 years	MBA (no international students)	Early in core program and late in core program; no specific course; Fall, Spring , Summer semester	CGBPS Staff; Academic Behaviors Assessment (an external assessment company), organizes data collection.	1A, 2B, 3A, 3C 4A2, 4B2, 4E2, 4E4 5A1,5A3 5D1, 5D3	• Gives students skills feedback for development • Measures business skills in an active, applied methodology • Hands on opportunity to experience a simulated business environment • Provides pre- and post-test data • Provides formative assessment data to students

Graduate Students						
Method of Assessment	**Years Used**	**Students Assessed**	**When Assessment Done**	**Administration of Assessment**	**Goals/ Outcomes Addressed**	**Rationale for Method to Assess Goals/Outcome**
CGBPS Employer Survey (to be developed for implementation Fall 2009)	0 years	All graduates	Post graduation	CGBPS Assessment Coordinator	1C, 2C, 3C 4A2, 4B2, 4E1 4F1, 4G2	• Provides an employer constituent perspective • Identifies gaps between business education and what is needed for job and career success
CGBPS Alumni Employment Survey*	10+ years	Graduates from prior calendar year	Annually	Office of Student Affairs	1B, 1C, 2A, 2C, 3B, 3C 4A2, 4B2, 4E1, 4E2 4F1, 4D1, 4D2	• Provides an alumni constituent perspective • Identifies gaps between business education and what is needed for job and career success

* Responses collected from CGBPS alumni were substantially incomplete in the past and as such no data will be reported here.

SECTION III: Data and Analysis

A. Data

Learning Outcome 1A:

Upon completion of a major in the CGBPS, students will be able to use business knowledge and understanding to think critically and analytically, communicate effectively, demonstrate technological competence, act ethically, and make ethical decisions.

Major Field Test

Table 3. Average total score on the MFT for Undergraduate students by Unit and Fiscal Year.

Score range is 120-200

	Fiscal Year		
Unit	**2007-2008**	**2008-2009**	**% Change**
OPTIONS	n/a	140.16 (n=36)	n/a
Traditional	148.87 (n= 16)	141.52 (n = 40)	-4.94%
Combined	148.87 (n=16)	140.84 (n=76)	n/a

Table 4. Average total score on the MFT for Graduate students by Unit and Fiscal Year

Score range is 220-300

	Fiscal Year		
Unit	**2007-2008**	**2008-2009**	**% Change**
OPTIONS	n/a	237.32 (n= 73)	n/a
Traditional	n/a	236.21 (n= 14)	n/a
Combined	n/a	237.15 (n =87)	n/a

CompXM

Table 5. Average total score on the CompXM for Undergraduate students by Unit and Fiscal Year

Unit	Fiscal Year 2007-2008	2008-2009	% Change
OPTIONS	547.08(n=61)	520.60 (n=100)	-4.84%
Traditional	352.51(n=22)	411.42 (n=48)	16.71%
Combined	498.12 (n=83)	485.83(n =148)	-2.47%

Score range is 0-1000

Table 6. Average total score on the CompXM for Graduate students by Unit and Fiscal Year

Unit	Fiscal Year 2007-2008	2008-2009	% Change
OPTIONS	454.16 (n=37)	n/a*	n/a
Traditional	536.84 (n=26)	465.63 (n=45)	-13.26%
Combined	488.29 (n=63)	465.63 (n=45)	n/a%

Score range is 0-1000

* Second year data for OPTIONS graduate students was not available because of an inconsistency in the way those exams were proctored.

Performance Management Assessment

Table 7. Average total score on the PMA for Undergraduate students by Unit and Pre/post test

Unit	PMA 1	PMA 2	% Change
OPTIONS	520.93 (n=111)	533.85 (n=111)	2.48%
Traditional	544.83 (n=6)	520.33 (6)	-4.50%
Combined	522.16(n=117)	533.17 (n =117)	2.11%

Score range is 0- 1000

Table 8. Average total score on the PMA for Graduate students by Unit and Pre/post test

Unit	PMA 1	PMA 2	% Change
OPTIONS	539.75 (n=70)	550.49 (n =70)	1.99%
Traditional	504.50 (n=2)	638.50 (n=2)	26.56%
Combined	538.78 (n=72)	552.78 (n=72)	2.60%

Score range is 0-1000

Internship/ Practicum Evaluations

Table 9. Average rating for BUS485 & BUS484 students by Competency and Term

Competency	Term			
	FA07	**SP07**	**FA08**	**SP09**
A) Broad Business Knowledge	3.14	3.14	2.75	2.90
B) Communication	3.36	3.36	3.50	2.90
C) Analytical thinking	3.44	3.44	3.50	3.00
D) Technology	3.80	3.80	3.66	3.66
N	7	11	4	11

(Employers rate students using a scale ranging from 1 to 4, where 1=poor and 4 excellent)

Learning Outcome 1B: *Upon completion of a major in the CGBPS, students will be able to :* Recognize the responsibility of the individual and business organization to the social environment within a global perspective.

Internship/ Practicum Evaluations

Table 10. Average rating for BUS485 & BUS484 students by Competency and Term

Competency	Term			
	FA07	**SP07**	**FA08**	**SP09**
A) Broad Business Knowledge	3.14	3.14	2.75	2.90
B) Communication	3.36	3.36	3.50	2.90
C) Analytical thinking	3.44	3.44	3.50	3.00
D) Technology	3.80	3.80	3.66	3.66
N	7	11	4	11

(Employers rate students using a scale ranging from 1 to 4, where 1=poor and 4 excellent)

Learning Outcome 1C: *Upon completion of a major in the CGBPS, students will be able to:* Assume responsibility as citizens and business leaders.

Internship/ Practicum Evaluations

Table 11. Average rating for BUS485 & BUS484 students by Competency and Term

Competency	Term			
	FA07	**SP07**	**FA08**	**SP09**
A) Broad Business Knowledge	3.14	3.14	2.75	2.90
B) Communication	3.36	3.36	3.50	2.90
C) Analytical thinking	3.44	3.44	3.50	3.00
D) Technology	3.80	3.80	3.66	3.66
N	7	11	4	11

(Employers rate students using a scale ranging from 1 to 4, where 1=poor and 4 excellent)

Learning Outcome 2A: *Upon completion of a major in the CGBPS, students will be able to:* Identify their responsibilities in the continuous pursuit of individual and corporate ethical behavior and global citizenship.

Internship/ Practicum Evaluations

Table 12. Average rating for BUS485 & BUS484 students by Competency and Term

Table 10	Term			
Competency	FA07	SP07	FA08	SP09
A) Broad Business Knowledge	3.14	3.14	2.75	2.90
B) Communication	3.36	3.36	3.50	2.90
C) Analytical thinking	3.44	3.44	3.50	3.00
D) Technology	3.80	3.80	3.66	3.66
N	7	11	4	11

(Employers rate students using a scale ranging from 1 to 4, where 1=poor and 4 excellent)

Learning Outcome 2B: *Upon completion of a major in the CGBPS, students will be able to:* Understand the impact global perspectives have on the development of solutions and implementation of resolutions to issues.

Major Field Test.

Table 13. Average percent correct on the MFT for International Issues subject questions for Undergraduate students by Unit and Fiscal Year

	Fiscal Year		
Unit	2007-2008	2008-2009	% Change
OPTIONS	n/a	37.6% (n=40)	n/a
Traditional	45.5% (n=16)	48% (n=36)	5.49%
Combined	45.5% (n=16)	40.57% (n=76)	n/a

CompXM

Table 14. Average score for Undergraduate students on Production related quiz questions by Unit and Fiscal Year

	Fiscal Year		
Unit	2007-2008	2008-2009	% Change
OPTIONS	18.21 (n=61)	20.4 (n=100)	12.01%
Traditional	14.31 (n=22)	16.04 (n =48)	12.04%
Combined	17.18 (n=83)	18.99 (n=148)	10.51%

Range is 0-57

Table 15. Average score for Undergraduate students on Operations related quiz questions by Unit and Fiscal Year

	Fiscal Year		
Unit	2007-2008	2008-2009	% Change
OPTIONS	9.21(n=61)	9.40 (n=100)	2.03%
Traditional	6.18 (n=22)	7.33(n=48)	18.63%
Combined	8.41 (n=83)	8.73 (n=148)	3.81%

Range is 0-22

Table 16. Average score for Graduate students on Production related quiz questions by Unit and Fiscal Year

	Fiscal Year		
Unit	2007-2008	2008-2009	% Change
OPTIONS	21.08 (n=37)	n/a	n/a
Traditional	29.73 (n=26)	19.86 (n=45)	-33.18%
Combined	24.65 (n=63)	19.87 (n=45)	n/a

Range is 0-57

Table 17. Average score for Graduate students on Operations related quiz questions by Unit and Fiscal Year

	Fiscal Year		
Unit	2007-2008	2008-2009	% Change
OPTIONS	12.43 (n=37)	n/a	n/a
Traditional	12.53 (n=26)	12.26 (n=45)	-2.17%
Combined	12.48 (n=63)	12.27 (n=45)	n/a

Range is 0-22

Performance Management Assessment

Table 18. Average score for Undergraduate students on the Speech portion of the PMA by Unit and Pre/post test

Table 16			
Unit	PMA 1	PMA 2	% Change
OPTIONS	181.40 (n=111)	186.58 (n=111)	2.85%
Traditional	174.33 (n=6)	192.33(n=6)	10.33%
Combined	181.04 (n=117)	186.87 (n=117)	3.22%

Range is 0-233

Table 19. Average score for Graduate students on the Speech portion of the PMA by Unit and Pre/post test

Unit	PMA 1	PMA 2	% Change
OPTIONS	184.85 (n=70)	184.57 (n=70)	-0.15%
Traditional	187.50 (n=2)	207.50 (n=2)	10.67%
Combined	184.93 (n=72)	185.17 (n=72)	0.13%

Range is 0-233

Learning Outcome 2C: *Upon completion of a major in the CGBPS, students will be able to:* Achieve personal and professional goals by participating in organizations that embrace ethical standards, diversity, and pursue excellence.

Internship/ Practicum Evaluations

Table 20. Average rating for BUS485 & BUS484 students by competency and term

	Term			
Competency	FA07	SP07	FA08	SP09
A) Broad Business Knowledge	3.14	3.14	2.75	2.90
B) Communication	3.36	3.36	3.50	2.90
C) Analytical thinking	3.44	3.44	3.50	3.00
D) Technology	3.80	3.80	3.66	3.66
N	7	11	4	11

(Employers rate students using a scale ranging from 1 to 4, where 1=poor and 4 excellent)

Learning Outcome 3A: *Upon completion of a major in the CGBPS, students will be able to:* Demonstrate their understanding of forces that shape business practices: ethical, global, social/cultural, legal, and technological issues in real world business settings.

CompXM

Table 21. Average score for Undergraduate students on Human Resources related quiz questions by Unit and Fiscal Year

	Fiscal Year		
Unit	2007-2008	2008-2009	% Change
OPTIONS	28.62 (n=61)	29.00 (n=100)	1.33%
Traditional	13.09 (n=22)	25.21 (n=48)	92.59%
Combined	24.51 (n=83)	27.77 (n=148)	13.30%

Range is 0-52

Table 22. Average score for Graduate students on Human Resources related quiz questions by Unit and Fiscal Year

	Fiscal Year		
Unit	2007-2008	2008-2009	% Change
OPTIONS	28.16 (n=37)	n/a	n/a
Traditional	34.31 (n=26)	34.00 (n=45)	-0.90%
Combined	30.70 (n=63)	34.00 (n=45)	n/a

Range is 0-52

Major Field Test

Table 23. Average percent correct on the MFT for Legal & Social Environment subject questions for Undergraduate students by Unit and Fiscal Year

Table 21	Fiscal Year		
Unit	2007-2008	2008-2009	% Change
OPTIONS	n/a	41.40% (n=40)	n/a
Traditional	48.00% (n= 16)	42.00% (n=36)	-12.50%
Combined	48.00% (n=16)	41.57% (n=76)	n/a

Performance Management Assessment

Table 24. Average score for Undergraduate students on the Customer Service Initiative Selection Meeting portion of the PMA by Unit and Pre/post test

Table 22			
Unit	PMA 1	PMA 2	% Change
OPTIONS	126.69 (n=111)	124.57 (n=111)	-1.67%
Traditional	136.33 (n=6)	115.33 (n=6)	-15.40%
Combined	127.19 (n=117)	124.10 (n=117)	-2.43%

Range is 0-233

Table 25. Average score for Undergraduate students on the CEO Selection Meeting portion of the PMA by Unit and Pre/post test

Unit	PMA 1	PMA 2	% Change
OPTIONS	143.36(n=111)	143.14(n=111)	-0.15%
Traditional	149.66(n=6)	136.00 (n=6)	-9.13%
Combined	143.68(n=117)	142.78(n=117)	-0.63%

Range is 0-233

Table 26. Average score for Graduate students on the Customer Service Initiative Selection Meeting portion of the PMA by Unit and Pre/post test

Unit	PMA 1	PMA 2	% Change
OPTIONS	130.21 (n=70)	133.49 (n=70)	2.52%
Traditional	133.00 (n=2)	149.50 (n=2)	12.41%
Combined	130.29 (n=72)	133.91 (n=72)	2.78%

Range is 0-233

Table 27. Average score for Graduate students on the CEO Selection Meeting portion of the PMA by Unit and Pre/post test

Unit	PMA 1	PMA 2	% Change
OPTIONS	140.62(n=70)	149.74(n=70)	6.48%
Traditional	133.50(n=2)	145.50 (n=2)	8.61%
Combined	140.43(n=72)	149.62(n=72)	6.55%

Range is 0-233

Learning Outcome 3B: *Upon completion of a major in the CGBPS, students will be able to:*
Use the business knowledge skills obtained, to solve complex business problems

CompXM

Table 28. Average score for Undergraduate students on the Balanced Scorecard by Unit and Fiscal Year

	Fiscal Year		
Unit	2007-2008	2008-2009	% Change
OPTIONS	307.59 (n=61)	277.28 (n=100)	-9.85%
Traditional	200.97 (n=22)	207.69 (n=48)	3.34%
Combined	281.95 (n=83)	255.36 (n=148)	-9.43%

Range is 0-500

Table 29. Average score for Graduate students on the Balanced Scorecard related quiz questions by Unit and Fiscal Year

	Fiscal Year		
Unit	2007-2008	2008-2009	% Change
OPTIONS	209.13 (n=37)	n/a*	n/a
Traditional	238.91 (n=26)	218.45 (n=45)	-8.56%
Combined	221.43 (n=63)	218.46 (n=45)	n/a

Range is 0-500
* Second year data for OPTIONS graduate students was not available because of an inconsistency in the way those exams were proctored.

Learning Outcome 3C: *Upon completion of a major in the CGBPS, students will be able to:*
Use interpersonal and organizational dynamics in order to succeed in business.

Performance Management Assessment

Table 30. Average score for Undergraduate students on the Customer Service Initiative Selection Meeting portion of the PMA by Unit and Pre/post test

Unit	PMA 1	PMA 2	% Change
OPTIONS	126.69 (n=111)	124.57 (n=111)	-1.67%
Traditional	136.33 (n=6)	115.33 (n=6)	-15.40%
Combined	127.19 (n=117)	124.10 (n=117)	-2.43%

Range is 0-233

Table 31. Average score for Undergraduate students on the CEO Selection Meeting portion of the PMA by Unit and Pre/post test

Unit	PMA 1	PMA 2	% Change
OPTIONS	143.36(n=111)	143.14(n=111)	-0.15%
Traditional	149.66(n=6)	136.00 (n=6)	-9.13%
Combined	143.68(n=117)	142.78(n=117)	-0.63%

Range is 0-233

Table 32. Average score for Graduate students on the Customer Service Initiative Selection Meeting portion of the PMA by Unit and Pre/post test

Unit	PMA 1	PMA 2	% Change
OPTIONS	130.21 (n=70)	133.49 (n=70)	2.52%
Traditional	133.00 (n=2)	149.50 (n=2)	12.41%
Combined	130.29 (n=72)	133.91 (n=72)	2.78%

Range is 0-233

Table 33. Average score for Graduate students on the CEO Selection Meeting portion of the PMA by Unit and Pre/post test

Unit	PMA 1	PMA 2	% Change
OPTIONS	140.62(n=70)	149.74(n=70)	6.48%
Traditional	133.50 (n=2)	145.00 (n=2)	8.61%
Combined	140.43(n=72)	149.62(n=72)	6.55%

Range is 0-233

Learning Outcome 4A1: *Upon completion of a Bachelor of Science in Business Administration, students will be able to:* Obtain the foundation for more in-depth study of specific business topics.

Major Field Test

Table 34. Average percent correct on the MFT for all subject questions for BSBA students by Subject and Fiscal Year

Subject	Fiscal Year 2007-2008	2008-2009	% Change
Accounting	52.00%	45.00%	-13.46%
Economics	41.50%	41.50%	0.00%
Finance	50.00%	46.00%	-8.00%
Information Systems	59.50%	57.50%	-3.36%
International Issues	45.50%	48.00%	5.49%
Legal & Social Environment	48.00%	42.00%	-12.50%
Management	50.50%	47.00%	-6.93%
Marketing	47.00%	43.50%	-7.45%
Quant. Business Analysis	41.00%	40.50%	-1.22%
All Subjects	48.33% (n=16)	45.67% (n=40)	-5.52%

CompXM

Table 35. Average score for BSBA students by Subject and Fiscal Year

Table 33 Subject	Fiscal Year 2007-2008	2008-2009	Range	%Change
Human Resources	13.09	25.21	0-52	92.56%
Marketing	21.36	28.96	0-75	35.55%
Finance	42.41	51.65	0-119	21.78%
Operations	6.18	7.33	0-22	18.63%
Production	14.32	16.04	0-57	12.04%
Accounting	30.59	39.35	0-93	28.65%
Strategy	23.59	35.19	0-77	49.16%
Combined	151.55 (n=22)	203.73 (n=48)	0-500	34.43%

Internship/Practicum Evaluations

Table 36. Average rating for BUS485 & BUS484 students by Competency and Term

Competency	Term			
	FA07	SP07	FA08	SP09
A) Broad Business Knowledge	3.14	3.14	2.75	2.90
B) Communication	3.36	3.36	3.50	2.90
C) Analytical thinking	3.44	3.44	3.50	3.00
D) Technology	3.80	3.80	3.66	3.66
N	7	11	4	11

(Employers rate students using a scale ranging from 1 to 4, where 1=poor and 4 excellent)

Learning Outcome 4A2: *Upon completion of a Bachelor of Science in Business Administration, students will be able to:* Acquire competencies needed for positions in business or advancement in their current jobs.

CompXM

Table 37. Average score for BSBA students on Internal Business scorecard by Subject and Fiscal Year

Subject	Fiscal Year		
	2007-2008	2008-2009	% Change
Internal Business	40.13 (n=19)	48.75(n=46)	21.46%

Range is 0-125

Performance Management Assessment

Table 38. Average score for BSBA students on the Inbasket portion of PMA by Unit and Pre/post test

Unit	PMA 1	PMA 2	% Change
Inbasket Score	84.50 (n=6)	76.66(n=6)	-9.27%

Range is 0-301

Learning Outcome 4A3: *Upon completion of a Bachelor of Science in Business Administration, students will be able to:* Examine business practices pertaining to effectively managing organizational needs.

Internship/Practicum Evaluations

Table 39. Average rating for BUS485 & BUS484 students by competency and term

Competency	Term			
	FA07	SP07	FA08	SP09
A) Broad Business Knowledge	3.14	3.14	2.75	2.90
B) Communication	3.36	3.36	3.50	2.90
C) Analytical thinking	3.44	3.44	3.50	3.00
D) Technology	3.80	3.80	3.66	3.66
N	7	11	4	11

(Employers rate students using a scale ranging from 1 to 4, where 1=poor and 4 excellent)

CompXM

Table 40. Average Learning & Growth score of BSBA students by Subject and Fiscal Year

Subject	Fiscal Year		% Change
	2007-2008	2008-2009	
Learning & Growth	43.28 (n=19)	51.19 (n=46)	18.28%

Range is 0-125

Learning Outcome 4B1: *Upon completion of a Bachelor in Business Administration, students will be able to:* Obtain the foundation for more in-depth study of specific business topics.

CompXM

Table 41. Average Subject scores of BBA students by Subject and Fiscal Year

Subject	Fiscal Year		Range	%Change
	2007-2008	2008-2009		
Human Resources	28.62	29.00	0-52	1.32%
Marketing	38.69	35.30	0-75	-8.76%
Finance	61.69	60.95	0-119	-1.20%
Operations	9.21	9.40	0-22	2.03%
Production	18.21	20.40	0-57	12.01%
Accounting	39.97	45.02	0-93	12.64%
Strategy	43.10	43.25	0-77	0.35%
Combined	239.49 (n=61)	243.32 (n=100)	0-500	1.60%

Major Field Test

Table 42. Average percent correct on the MFT for all subject questions for Undergraduate BBA students by subject and Fiscal Year

Table 40	Fiscal Year		
Subject	2007-2008	2008-2009	% Change
Accounting	n/a	41.60%	n/a
Economics	n/a	35.60%	n/a
Finance	n/a	39.20%	n/a
Information Systems	n/a	58.00%	n/a
International Issues	n/a	37.60%	n/a
Legal & Social Environment	n/a	41.40%	n/a
Management	n/a	42.00%	n/a
Marketing	n/a	41.60%	n/a
Quant. Business Analysis	n/a	33.60%	n/a
All Subjects	n/a	41.18% (n=35)	n/a

Learning Outcome 4B2: *Upon completion of a Bachelor in Business Administration, students will be able to:* Acquire competencies needed for positions in business or advancement in their current jobs.

Performance Management Assessment

Table 43. Average score for BBA students on the Inbasket portion of PMA by Unit and Pre/post test

Unit	PMA 1	PMA 2	% Change
Inbasket Score	74.10 (n=78)	86.13 (n=78)	16.23%

Range is 0-301

CompXM

Table 44. Average Internal Business score of BBA students by Subject and Fiscal Year

	Fiscal Year		
Subject	2007-2008	2008-2009	% Change
Internal Business	70.30 (n=60)	62.99 (100)	-10.40%

Range is 0-125

Internship/Practicum Evaluations

Table 45. Average rating for BUS485 & BUS484 students by competency and term

Competency	Term			
	FA07	SP07	FA08	SP09
A) Broad Business Knowledge	3.14	3.14	2.75	2.90
B) Communication	3.36	3.36	3.50	2.90
C) Analytical thinking	3.44	3.44	3.50	3.00
D) Technology	3.80	3.80	3.66	3.66
N	7	11	4	11

(Employers rate students using a scale ranging from 1 to 4, where 1=poor and 4 excellent)

Learning Outcome 4B3: *Upon completion of a Bachelor in Business Administration, students will be able to:* Examine business practices pertaining to effectively managing organizational needs.

CompXM

Table 46. Average Learning & Growth score of BBA students by Subject and Fiscal Year

Subject	Fiscal Year		% Change
	2007-2008	2008-2009	
Learning & Growth	73.29 (n=60)	67.94 (n=100)	-10.40%

Range is 0-125

Learning Outcome 4C1: *Upon completion of a Bachelor of Science in Sports Management, students will be able to:* Obtain the foundation for more in-depth study of specific sports management topics.

Internship/Practicum Evaluations

Table 47. Average rating for BUS485 & BUS484 students by competency and term

Competency	Term			
	FA07	SP07	FA08	SP09
A) Broad Business Knowledge	3.14	3.14	2.75	2.90
B) Communication	3.36	3.36	3.50	2.90
C) Analytical thinking	3.44	3.44	3.50	3.00
D) Technology	3.80	3.80	3.66	3.66
N	7	11	4	11

(Employers rate students using a scale ranging from 1 to 4, where 1=poor and 4 excellent)

Learning Outcome 4C2: *Upon completion of a Bachelor of Science in Sports Management, students will be able to:* Acquire competencies needed for positions in the sports management business or advancement in their current jobs.

Internship/ Practicum Evaluations

Table 48. Average rating for BUS485 & BUS484 students by competency and term

	Term			
Competency	**FA07**	**SP07**	**FA08**	**SP09**
A) Broad Business Knowledge	3.14	3.14	2.75	2.90
B) Communication	3.36	3.36	3.50	2.90
C) Analytical thinking	3.44	3.44	3.50	3.00
D) Technology	3.80	3.80	3.66	3.66
N	7	11	4	11

(Employers rate students using a scale ranging from 1 to 4, where 1=poor and 4 excellent)

Learning Outcome 4C3: *Upon completion of a Bachelor of Science in Sports Management, students will be able to:* Gain knowledge and skills necessary to coordinate and conduct a sporting event. No data is available for this learning outcome.

Learning Outcome 4C4: *Upon completion of a Bachelor of Science in Sports Management, students will be able to:* Identify legal issues and critically analyze legal facts in a sports management scenario. No data is available for this learning outcome.

Learning Outcome 4D1: *Upon completion of Bachelor of Science in Sports & Entertainment Management, students will be able to:* Examine topics and issue pertaining to managing sports and entertainment values and figures. No data is available for this learning outcome.

Learning Outcome 4D2: *Upon completion of a major in Bachelor of Science in Sports & Entertainment Management, students will be able to:* Acquire competencies needed for positions in the sports management business or advancement in their current jobs. No data is available for this learning outcome.

Learning Outcome 4E1: *Upon completion of a Bachelor of Arts in Organizational Studies, students will be able to:* Obtain the foundation for more in-depth study of specific organizational studies topics.   No data is available for this learning outcome.

Learning Outcome 4E2: *Upon completion of a Bachelor of Arts in Organizational Studies, students will be able to:* Develop leadership and administrative qualities to assume managerial positions.

Performance Management Assessment

Table 49. Average score for BOS students on the Customer Service Initiative Selection Meeting portion of the PMA by Unit and Pre/post test

Unit	PMA 1	PMA 2	% Change
OPTIONS	116.90 (n=33)	126.88 (n=33)	8.53%

Range is 0-233

Table 50. Average sore for BOS students on the CEO Selection Meeting portion of the PMA by Unit and Pre/post test

Unit	PMA 1	PMA 2	% Change
OPTIONS	138.54 (n=33)	141.97 (n=33)	2.47%

Range is 0-233

Learning Outcome 4E3: *Upon completion of a Bachelor of Arts in Organizational Studies, students will be able to:* Examine management, motivational, and communication techniques used in leadership roles. No data is available for this learning outcome.

Learning Outcome 4E4: *Upon completion of a Bachelor of Arts in Organizational Studies, students will be able to:* Acquire competencies needed for positions in business or advancement in their current jobs.

Performance Management Assessment

Table 51. Average score for BOS students on the Inbasket portion of the PMA by Unit and Pre/post test

Unit	PMA 1	PMA 2	% Change
OPTIONS	58.55 (n=33)	64.94 (n=33)	10.93%

Range is 0-301

Learning Outcome 4F1: *Upon completion of a Bachelor of Arts in Contemporary Studies, students will be able to:* Examine ethics, leadership, and public responsibility issues in relation to individual, management, and corporate liability. No data is available for this learning outcome.

Learning Outcome 4G1: *Upon completion of a Bachelor of Arts in Corporate Communication, students will be able to:* Develop writing and speaking skills to effectively present ideas and information.   No data is available for this learning outcome.

Learning Outcome 4G2: *Upon completion of a Bachelor of Arts in Corporate Communication, students will be able to:* Communicate effectively within the corporate and global communities. No data is available for this learning outcome.

Learning Outcome 4G3: *Upon completion of a Bachelor of Arts in Corporate Communication, students will be able to:* Acquire competencies needed for positions in business or advancement in their current jobs. No data is available for this learning outcome.

Learning Outcome 5A1: *Upon completion of a Master of Business Administration, students will be able to: Acquire the competencies needed for obtaining or advancement in managerial careers through a professional business education, assessment, self-reflection, and skill development.*

CompXM

Table 52. Average score for MBA students on the Human Resources and Strategy scorecard by Subject and Fiscal Year

Subject	Fiscal Year		Range	% Change
	2007-2008	2008-2009		
Human Resources	30.70(n=63)	34.00 (n=45)	0-52	10.75%
Strategy	42.81(n=63)	39.73 (n=45)	0-77	-7.19%

Major Field Test

Table 53. Average percent correct for MBA students on the MFT for Management and Strategic Integration subject questions by Subject and Fiscal Year

Subject	Fiscal Year		% Change
	2007-2008	2008-2009	
Management	n/a	45.88% (n=73)	n/a%
Strategic Integration	n/a	43.13% (n=14)	n/a%
Combined	n/a	44.50% (n=87)	n/a%

Performance Management Assessment

Table 54. Average difference between Self-Rated and Rater-Rated scores for MBA students by Skill and Pre/post test

Skill	PMA 1	PMA 2	% Change
Initiative	-40.27	-51.98	-29.09%
Decision Making	-36.38	-32.06	11.86%
Organization	-32.50	-27.24	16.19%
Communication	-28.06	-26.82	4.43%
Team Work	-31.15	-27.56	11.53%
Combined	-33.67 (n=45)	-33.13(n=45)	1.60%

Students rate themselves on a scale of 0-100. Professional raters rate students on a scale of 0-100. The resulting difference is reported here in average.

Learning Outcome 5A2: *Upon completion of a Master of Business Administration, students will be able to: Recognize the interrelationships between the functional areas of business, and leverage this knowledge to analyze and solve complex business problems.*

CompXM

Table 55. Average total scores for graduate MBA students on the Balanced Scorecard and Board Query by Module and Fiscal Year

Module	2007-2008	2008-2009	Range	% Change
ScoreCard Total	221.43 (n=63)	218.46 (n=45	0-500	-1.34%
Board Query Total	266.86 (n=63)	247.18 (n=45)	0-500	-7.37%
Combined	488.29 (n=63)	465.64 (n=45)	0-1000	-4.64%

Learning Outcome 5A3: *Upon completion of a Master of Business Administration, students will be able to: Understand how the rapidly changing political, economic, global, legal, technological, and social environments interact with organizations to guide ethical short- and long-term decision-making.*

CompXM

Table 56. Average score of MBA students on the Balanced Scorecard by Subject and Fiscal Year

	Fiscal Year			
Subject	2007-2008	2008-2009	Range	% Change
Financial	52.55	47.03	0-125	-10.51%
Internal Business	51.41	50.92	0-125	-0.95%
Customer	70.57	70.51	0-125	-0.08%
Learning & Growth	46.90	50.00	0-125	6.61%
Combined	221.43 (n= 63)	218.46 (n= 45)	0-500	-1.34%

Performance Management Assessment

Table 57. Average of total scores for MBA students by Skill and Pre/post test

Skill	PMA 1	PMA 2	% Change
Total Scores	532.85 (n=47)	552.35 (n=47)	3.66%

Range is 0-1000

Learning Outcome 5A4: *Upon completion of a Master of Business Administration, students will be able to: Understand the strategic manager's role in leading others, developing potential, and building social capital within organizations.* No data is available for this outcome.

Learning Outcome 5B1: *Upon completion of a Master of Science in Accounting, students will be able to: Acquire the competencies needed for obtaining or advancement in accounting careers through a professional business education, assessment, self-reflection, and skill development.* No data is available for this learning outcome.

Learning Outcome 5B2: *Upon completion of a Master of Science in Accounting, students will be able to: Use the knowledge and skills obtained to gain further professional certification and development.*   No data is available for this learning outcome.

Learning Outcome 5C1: *Upon completion of a Master of Science in Taxation, students will be able to: Acquire the competencies needed for obtaining or advancement in taxation careers through a professional business education, assessment, self-reflection, and skill development.*   No data is available for this learning outcome.

Learning Outcome 5D1: *Upon completion of a Master of Management, students will be able to: Acquire the competencies needed for obtaining or advancement in managerial careers through a professional business education, assessment, self-reflection, and skill development.*

Performance Management Assessment

Table 58. Average of difference between Self-Rated and Rater-Rated scores for MM students by Skill and pre/post PMA

Skill	PMA 1	PMA 2	% Change
Initiative	-32.48	-43.28	-33.25%
Decision Making	-33.78	-36.74	-8.77%
Organization	-19.29	-31.96	-65.66%
Communication	-19.84	-25.92	-30.61%
Team Work	-22.86	-23.00	-0.60%
Combined	-25.65(n=25)	-32.18 (n=25)	-25.46

Students rate themselves on a scale of 0-100. Professional raters rate students on a scale of 0-100. The resulting difference is reported here in average.

Learning Outcome 5D2: *Upon completion of a Master of Management, students will be able to: Examine internal organizational operations to streamline processes.* No data is available for this learning outcome.

Learning Outcome 5D3: *Upon completion of a Master of Management, students will be able to: Understand the strategic manager's role in leading others, developing potential, and building social capital within organizations.*

Performance Management Assessment

Table 59. Average of Total Scores for MM students by Skill and Pre/post test

Skill	PMA 1	PMA 2	% Change
Total Scores	549.92 (n=25)	553.62 (n=26)	0.67%

Range 0-1000

B. Analysis/Explanation

Goal 1: To confirm the mission, values, and purposes of Fontbonne University by enhancing students' ethical and global perspective, personal and professional quality of life, and preparing them for successful business careers.

Outcome 1A: Upon completion of a major in the CGBPS, students will be able to use business knowledge and understanding to think critically and analytically, communicate effectively, demonstrate technological competence, act ethically, and make ethical decisions.

Major Field Test. The MFT addresses the business knowledge, understanding, and critical and analytical thinking aspects of learning outcome 1A. This analysis references Tables 3 and 4 on page 19.

Undergraduate total scores on the MFT have been relatively low over the last two academic years. Although national percentile data is available for these tests, they are generally not useful for the College because population data segmented by institutional type, size and selectivity is not available from ETS.

The difference between average scores for undergraduate OPTIONS and traditional units on the MFT from FY08-09 is marginal. Additionally, it's difficult to attribute the slight dip in scores for traditional students from year to year to anything other than differences in n. The difference between average scores for graduate OPTIONS and traditional units on the MFT is also marginal. The College is pleased to see that the administrative differences within each unit are not producing gaps in performance on this assessment.

The FY08-09 graduate and undergraduate data provides a solid base line by which to compare future performances on the MFT. The data also documents Fontbonne students' level of comprehension regarding the dimensions on the MFT, which gives the College a starting point for making changes.

CompXM. The CompXM addresses the business knowledge, understanding, critical and analytical thinking, and technological competence aspects of learning outcome 1A. This analysis references Tables 5 and 6 on page 20.

Large differences in the total average scores for undergraduate OPTIONS and traditional students appear on the CompXM. These differences may be attributed to the simulated medium of the CompXM, which can be a more difficult interface than a standardized exam like the MFT. Because OPTIONS students are generally older than traditional students, the ability to maintain performance levels through the simulation could be an effect of maturation, rather than

competence. Despite those differences, these two fiscal years of CompXM data reflects the students' ability to complete and participate in a complex simulated business exercise.

Traditional graduate scores had large decreases from year to year. Overall OPTIONS undergraduates scored higher on average than any other segment. Second year data for OPTIONS graduate students was not available because of an inconsistency in the way those exams were proctored.

Performance Management Assessment. The PMA addresses the business knowledge, understanding, critical and analytical thinking, and effective communication aspects of learning outcome 1A. This analysis references Table 7 on page 20 and Table 8 on page 21.

The PMA is the only assessment employed by the College at this time that provides a pre-post measure of student learning. However, this benefit also means it takes longer for students to complete both the PMA I and the PMA II. As such, the traditional students have a very low n, and any interpretation about their data unit will be limited. Both Undergraduate and Graduate students improved their performance on the PMAII, indicating that their ability to manage time, communicate effectively, and provide leadership, among other skills, had increased during their time as students within the College. However, the College will need to decide how much gain is expected from PMA I to PMA II.

Because the PMA is a behaviors-based assessment, it provides a different type of measure than the CompXM and MFT. This difference allows the College to view student learning from an additional perspective. Multiple perspectives will help the College better understand how and why learning is occurring.

Internship/ Practicum Evaluations. The Internship/ Practicum Evaluations address the business careers aspects of learning outcome 1A. This analysis references Table 9 on page 21.

On average, students have received excellent evaluations from their site supervisors over the last two years. However, this indirect measure of learning is too generic and collects data about too few students to make any meaningful conclusions about students in the CGBPS as a whole.

Learning Outcome 1B-2A: These outcomes do not have data to support them and no analysis can be provided at this time.

Goal 2: To actively support the ongoing initiatives of Fontbonne University by enhancing students' ethical and global perspective.

Outcome 2B: Understand the impact global perspectives have on the development of solutions and implementation of resolutions to issues.

Major Field Test. The MFT International Issues subject area addresses the global perspectives aspect of learning Outcome 2B. This analysis references Table 13 on page 23.

Traditional undergraduate students saw a large increase in their ability to correctly answer questions related to international issues, and that increase is bolstered by a healthy number of students taking the exam. OPTIONS undergraduates did not perform as well in FY08-09 and their lower scores brought down the overall average change from year to year. The differences between the divisions in 08-09 could be explained by differences in curriculum.

There is no counterpart to the international issues subject on the graduate version of the MFT. Furthermore, the MFT is only given to MBA, BUS, and BBA students. Although these students make up a large percentage of the College's enrollment, generalizations about outcomes at the College level based on this data is still limited.

CompXM. The CompXM Production and Operations sub-scales address the solutions and resolutions aspects of learning Outcome 2B. This analysis references Tables 14-17 on pages 23 and 24.

Undergraduate students in both units saw gains on the Operations sub-scale and significant gains on the Production sub-scale from year to year. Both years had substantial n's. OPTIONS students maintained noticeably higher overall scores for both measures. Despite these positive gains, students are still scoring relatively low on each measure (9 of 22 for Operations, 19 of 57 for Production). It's clear that students have improved from year to year, but it's not clear how much better they would have to perform on these particular measures to satisfy the outcomes above.

The graduate students performed significantly lower on the Production measure from year to year. Furthermore, the graduate students had similar raw scores on Production, scoring approximately 19 of 57, despite the fact that both graduate and undergraduate students take the same exam. Scores for Operations were relatively flat from year to year, and graduate students scored higher than undergraduate students with an average raw score of 12 of 22.

Performance Management Assessment. The PMA Speech sub-scale addresses the global perspective aspects of learning Outcome 2B. The content of the Speech portion of the PMA relates to expanding business to an international market. This analysis references Tables 18 and 19 on pages 24 and 25.

Both units of undergraduate students saw gains on the Speech portion of the PMA; however, only 6 students are represented on the traditional side so it's difficult to make conclusions about that population as a whole. On the other hand, the OPTIONS students had higher n's and should have seen more gain. Not only should students improve their oral communication skills through the course of their degree program, but the contents of the Speech are similar in PMA I and PMA II meaning students had fewer obstacles when formulating their arguments.

Graduate students saw very small gains and were relatively flat from year to year. The traditional side had very few students and so any conclusions about that population are limited. The graduate OPTIONS scores are close in range or lower than the undergraduate scores and this is a concern to the College.

Learning Outcome 2C: *Achieve personal and professional goals by participating in organizations that embrace ethical standards, diversity, and pursue excellence.* This outcome does not have data to support it and no analysis can be provided at this time.

Goal 3: To provide quality business educational experiential and active learning methods reflective of a liberal and professional body of knowledge.

Learning Outcome 3A: *Upon completion of a major in the CGBPS, students will be able to:* Demonstrate their understanding of forces that shape business practices: ethical, global, social/cultural, legal, and technological issues in real world business settings.

CompXM. The CompXM Human Resources sub-scale addresses the social/cultural and legal aspects of learning Outcome 3A. This analysis references Tables 21 and 22 on page 26.

Undergraduate students in both units improved performance from year to year. The traditional unit had large gains in 08-09 but this is due to the fact that 07-08 was a particularly low scoring year. That average represents an individual class, and so there may be some external reason students didn't perform as well as others. The range for this metric is 0-52. In 08-09 undergraduate students scored an average of 27.77 and in 07-08 graduate students scored an average of 30.70. The College hasn't established if this is an acceptable performance or not.

Traditional graduate students performed relatively the same from year to year. Second year data for OPTIONS graduate students was not available because of an inconsistency in the way those exams were proctored.

Of note from the 07-08 graduate data is that traditional students scored several points higher than OPTIONS students. The opposite occurred for the undergraduate students for both fiscal years. Again, age and maturity may be playing a role between the two divisions. The graduate students are all adults, but the traditional undergraduate students are still relatively young compared to their older OPTIONS counterparts. These differences may mean it is inappropriate the lump traditional and OPTIONS undergraduate students together as a single unit of analysis.

*Major Field Test***.** The Major Field Test Legal & Social Environment sub-scale addresses the social/cultural and legal aspects of learning Outcome 3A. This analysis references Tables 23 and 24 on pages 26 and 27.

There is no graduate counterpart to the Legal & Social Environment sub-scale on the MFT. This analysis only references the undergraduate students.

Traditional undergraduate students saw a decrease from year to year on this sub-scale, and this should concern the College. Awareness about social and legal issues is an outcome that appears many times over and so the College should expect student performance to persist over time.

*Performance Management Assessment***.** The Customer Service and CEO Selection Meeting sub-scales address the real world business aspects of learning Outcome 3A. This analysis references Tables 24-27 on page 27.

Traditional undergraduate students saw decreases in the Customer Service Initiative meeting and in the CEO Selection meeting scores. OPTIONS undergraduates fared only slightly better. These meetings are both structured in a similar way. In a leaderless group, students must come to consensus on a number of decisions. Together these two measures provide some evidence that undergraduate students are not learning how to engage effectively in group

settings. Even if you ignore the traditional students because of their low n, the lack of improvement is still noteworthy.

The n for the traditional graduate students is too low to be considered, but OPTIONS students did see some minor improvements. These gains are relatively small, and the College should consider how much gain on any particular sub-score is expected for students.

Learning Outcome 3B: *Upon completion of a major in the CGBPS, students will be able to:* Use the business knowledge and skills obtained to solve complex business problems.

CompXM. The CompXM Balanced Scorecard sub-scale addresses the complex business problems aspects of learning Outcome 3A. This analysis references Tables 28 and 29 on page 28.

The scores for undergraduate OPTIONS students decreased by nearly 10% from year to year. However, average scores for this population for both fiscal years were higher than any other traditional or graduate average. Conventionally, the College would expect graduate students to perform the same as or better than undergraduate students on the CompXM because it is the same simulation.

Traditional graduate students also saw a large drop from year to year. It's not clear why these large differences in performance are occurring. Nonetheless, this segment of students is acquiring less than half of the available points on the Balanced Scorecard. The College should determine an adequate cut off score for this sub-scale.

Learning Outcome 3C: *Upon completion of a major in the CGBPS, students will be able to:* Use interpersonal and organizational dynamics in order to succeed in business.

Performance Management Assessment. The Customer Service and CEO Selection Meeting sub-scales address the real world business aspects of learning Outcome 3A. This analysis references Tables 30-33 on pages 28 and 29.

Traditional undergraduate students saw decreases in the Customer Service Initiative meeting and in the CEO Selection meeting scores. OPTIONS undergraduates fared only slightly better. These meetings are both structured in a similar way. In a leaderless group, students must come to consensus on a number of decisions. Together these two measures provide some evidence that undergraduate students are not learning how to engage effectively in group settings. Even if you ignore the traditional students because of their low n, the lack of improvement is still noteworthy.

The n for the traditional graduate students is too low to be considered, but OPTIONS students did see some minor improvements. These gains are relatively small, and the College should consider how much gain on any particular sub-score is expected for students.

Goal 4: Demonstrate knowledge, skills, and abilities required of the undergraduate business degree.

Learning Outcome 4A1: *Upon completion of a Bachelor of Science in Business Administration, students will be able to:* Obtain the foundation for more in-depth study of specific business topics.

Major Field Test. The subject questions of the MFT address the foundation for more in-depth study aspect of learning Outcome 4A1. This analysis references Table 34 on page 30.

It should be noted that the MFT subject areas are not scaled equally. For example it is more difficult to score well on the Economics related questions than on the Information Systems related question. The listing below ranks the subject area form highest overall mean ("least difficult") to the lowest overall mean ("most difficult").

National Means for Percent Correct on MFT Subject Areas:
1. Info Systems (58)
2. Finance (54.9)
3. Management (54.7)
4. International Issues (54)
5. Marketing (52)
6. Accounting (49.8)
7. Economics (47.4)
8. Quantitative Business Analysis (46.2)
9. Legal & Social Environment (46.1)

In 2007-2008 BSBA students performed below the national mean in every subject area except Accounting, Information Systems, and Legal & Social Issues. In 2008-2009, students did not perform above the national mean in any subject area.

CompXM. The Board Query questions of the CompXM address the foundation for more in-depth study aspect of learning Outcome 4A1. This analysis references Table 35 on page 30.

BSBA students saw significant gains in all areas of the Board Query, most notably in the areas of Human Resources, Marketing and Strategy. It's not clear why these groups had larger gains than the other subjects. As with the MFT, the College will need to establish cut off scores in relation to the curriculum.

Internship/Practicum Evaluations. On average, students have received excellent evaluations from their site supervisors over the last two years. However, this indirect measure of learning is too generic and collects data about too few students to make any meaningful conclusions about students in the CGBPS as a whole.

Learning Outcome 4A2: *Upon completion of a Bachelor of Science in Business Administration, students will be able to:* Acquire competencies needed for positions in business or advancement in their current jobs.

CompXM. The Internal Business questions of the CompXM address the competencies aspect of learning Outcome 4A2. This analysis references Table 37 on page 31.

As with the Board Query scores above, BSBA students saw significant gains from year to year. Students are scoring relatively low on this scale but the College should determine a score range for acceptable performance.

Performance Management Assessment. The Inbasket questions of the PMA address the competencies aspect of learning Outcome 4A2. This analysis references Table 38 on page 31.

Of all dimensions of the PMA, the Inbasket exercises are where the College should expect to see significant gains. Student performance on the selection meetings is highly contingent on the effects of other group members. On the other hand, the Inbasket exercises are relatively the same between PMA I and PMA II. The low n for this segment may be an explanation as to why scores decreased after the second test.

Internship/Practicum Evaluations. On average, students have received excellent evaluations from their site supervisors over the last two years. However, this indirect measure of learning is too generic and collects data about too few students to make any meaningful conclusions about students in the CGBPS as a whole.

Learning Outcome 4A3: *Upon completion of a Bachelor of Science in Business Administration, students will be able to:* Examine business practices pertaining to effectively managing organizational needs.

Internship/Practicum Evaluations. On average, students have received excellent evaluations from their site supervisors over the last two years. However, this indirect measure of learning is too generic and collects data about too few students to make any meaningful conclusions about students in the CGBPS as a whole.

CompXM. The Learning & Growth questions of the CompXM address the business practices aspect of learning Outcome 4A3. This analysis references Table 40 on page 32.

The BSBA students saw large gains from year to year. As with other metrics from the CompXM, it's not clear why these gains occurred.

Learning Outcome 4B1: *Upon completion of a Bachelor in Business Administration, students will be able to:* Obtain the foundation for more in-depth study of specific business topics.

CompXM. The Board Query scores from the CompXM address the foundation for more in-depth study aspect of learning outcome 4B1. This analysis references Table 41 on page 33.

BBA students saw gains in all but two of the subject areas from year to year: Marketing and Finance. Areas that saw notable gains were Production and Accounting, each increasing by approximately 12%. Overall scores on this sub-scale increased marginally.

Major Field Test. The subject scores on the MFT address the foundation for more in-depth study aspect of learning outcome 4B1. This analysis references Table 42 on page 33.

The 2008-2009 fiscal year was the first year data was available for the BBA students. BBA students met the national mean for just one subject area: Information Systems. Otherwise, the BBA

students scored much lower than the national mean on all other subject areas especially Quantitative Business Analysis. The BBA students' mean percent correct for that subject was 33.6% versus the national mean of 46.2%.

Learning Outcome 4B2: *Upon completion of a Bachelor in Business Administration, students will be able to:* Acquire competencies needed for positions in business or advancement in their current jobs.

Performance Management Assessment. The Inbasket subscale addresses the competencies aspect of learning outcome 4B2. This analysis references Table 43 on page 34.

BBA students saw large gains from year to year on the Inbasket exercise. The Inbasket exercises require students to prioritize a number of tasks and to respond to those tasks in a concise way. The Inbasket exercises are not contingent on the actions of other group members. This increase in performance is likely due to the students increased ability to remain organized, communicate effectively and prioritize.

CompXM. The Internal Business subscale addresses the competencies aspect of learning outcome 4B2. This analysis references Table 44 on page 34.

BBA students' performance on this sub-scale decreased from year to year. It's not clear why a decrease of this size occurred.

Internship/Practicum Evaluations. On average, students have received excellent evaluations from their site supervisors over the last two years. However, this indirect measure of learning is too generic and collects data about too few students to make any meaningful conclusions about students in the CGBPS as a whole.

Learning Outcome 4B3: *Upon completion of a Bachelor in Business Administration, students will be able to:* Examine business practices pertaining to effectively managing organizational needs.

CompXM. The Internal Business subscale addresses the competencies aspect of learning outcome 4B3. This analysis references Table 46 on page 35.

BBA students' performance on this sub-scale decreased from year to year. It's not clear why a decrease of this size occurred.

Learning Outcomes 4C1-4E1. These outcomes do not have data to support them and no analysis can be provided at this time.

Learning Outcome 4E2: *Upon completion of a Bachelor of Arts in Organizational Studies, students will be able to:* Develop leadership and administrative qualities to assume managerial positions.

The Customer Service and CEO selection meetings address the leadership and administrative qualities aspects of learning outcome 4E2. This analysis references Tables 49 and 50 on page 37.

BOS students saw only marginal gains on their CEO selection meeting scores between the PMAI and PMAII. They performed better on the Customer Service selection meeting. Despite these gains, it's

not known if this level of performance indicates that the BOS students have successfully achieved the learning outcome.

   Learning Outcome 4E3. This outcome does not have data to support it and no analysis can be provided at this time.

   Learning Outcome 4E4: *Upon completion of a Bachelor of Arts in Organizational Studies, students will be able to:* Acquire competencies needed for positions in business or advancement in their current jobs.

   The Inbasket sub-scale of the PMA addresses the competencies aspect of learning outcome 4E4. This analysis references Table 51 on page 37.

   BOS students saw large gains on the Inbasket from PMA I to PMA II. Unfortunately the PMA is no longer required of these students and no additional data is collected that can support this learning outcome. Alternative assessment instruments will need to be identified and administered in the future for this degree program.

   Learning Outcome 4E3. These outcomes do not have data to support them and no analysis can be provided at this time.

   Goal 5: Demonstrate knowledge, skills, and abilities required of the graduate business degree.

   Outcome 5A1:*(* Master of Business Administration (International, Weekend, & OPTIONS) *Acquire the competencies needed for obtaining or advancement in managerial careers through a professional business education, assessment, self-reflection, and skill development.*

   CompXM. The Human Resources and Strategy subject areas were chosen because they relate to the competencies and advancement aspects of Learning Outcome 5A1. This analysis references Table 52 on page 38.

   Although the Human Resources subject area saw a large improvement from year to year, the Strategy scores on the Balanced Scorecard portion of the exam decreased. The divergent directions taken by these two measures could be a result of the relationship between the two. The nature of a Balanced Scorecard requires students to mind multiple success factors in their simulated business. Students can't grow one aspect of their business by ignoring another. These figures represent the students' interaction with complex business problems.

   Major Field Test. The Management and Strategic Integration subject areas were chosen because they relate to the competencies aspect of Learning Outcome 5A1. This analysis references Tables 53 on page 38.

   There's no year to year data to analyze for MBA students on this measure. Students scored well below the national mean on both subject areas.

   It should be noted that the MFT subject areas are not scaled equally. For example it is more difficult to score well on the Managerial Accounting related questions than on the Management related questions. The listing below ranks the subject area form highest overall mean ("least difficult") to the lowest overall mean ("most difficult").

National Means for Percent Correct on MFT Subject Areas:
1. Management (57.1)
2. Marketing (55.6)
3. Strategic Integration (52.2)
4. Managerial Accounting (50.7)
5. Finance (44.9)

Performance Management Assessment. Self-Rated and Rater-Rated gap scores were chosen because they relates to the self-reflection aspect of Learning Outcome 5A1. This analysis references Table 54 on page 39.

In general, the gap between MBA students' own assessment of their skills and the raters' assessment of their skills decreased between PMA I and PMA II, with the exception of Initiative. Realistic self-assessment and self-reflection are important outcomes for MBA students and this data indicates that students are becoming more proficient in those areas over time.

Despite a slight overall improvement in self-assessment, the gap between the two measures is still too large. This gap would mean that an MBA student who rates herself an 80 (out of 100) on her organization skills is being rated 53 by the PMA raters. This gap is so large that even accounting for common threats to internal validity like confounding variables or inconsistency between raters would probably not be enough to explain the difference. These large gaps echo observations among faculty and staff that many of the MBA students lack the degree of self-reflection required of successful graduates.

Learning Outcome 5A2: *Upon completion of a Master of Business Administration, students will be able to: Recognize the interrelationships between the functional areas of business, and leverage this knowledge to analyze and solve complex business problems.*

CompXM. The Balanced Scorecard and Board Query totals were chosen because they relate to the complex business problems aspects in Learning Outcome 5A2. This analysis references Table 55 on page 39.

MBA students performed slightly worse on the Board Query portion of the CompXM from year to year, but maintained a relatively flat performance on the Balanced Scorecard. It's not clear why these differences are occurring.

The Balanced Scorecard rewards students for recognizing "interrelationships" within business. Identifying ways to improve student performance on this portion of the CompXM in particular could be an area of focus for the College. Understanding how well the MBA curriculum prepares students for each dimension of the CompXM will provide a more critical perspective for the future.

Learning Outcome 5A3: *Upon completion of a Master of Business Administration, students will be able to: Understand how the rapidly changing political, economic, global, legal, technological, and social environments interact with organizations to guide ethical short- and long-term decision-making.*

CompXM. The individual Balanced Scorecard metrics were chosen because they relate to the changing environments aspects of Learning Outcome 5A3. This analysis references Table 56 on page 40.

MBA students performed relatively the same or better year to year on individual areas of the Balanced Scorecard with the exception of Finance. This data provides context to the analysis from learning outcome 5A2. Of particular note is the improvement within the Learning & Growth area. As with 5A2, understanding any incongruence between the curriculum and the content of the CompXM will provide a richer perspective.

Performance Management Assessment. The total PMA score was chosen because it relates to the ethical short-term and long-term decision making aspects in Learning Outcome 5A3. This analysis references Table 57 on page 40.

The MBA students saw a slight gain on their total scores between the PMA I and PMA II, but it's not clear why they didn't see larger gains. An examination of the sub-scales within the PMA under other learning outcomes shows differential improvements across the assessment. Understanding these differential improvements can help the College better shape and develop formative feedback. Another variable that may weigh on this data is student motivation. Students have very likely improved their skills more than what is being recorded here, but if they are not motivated to participate in the assessment, then those skills will not be as evident.

Additionally, it's not clear if the short and long-term decision making simulated by the PMA relates to *ethical* decision making. Many studies in college outcomes literature measure ethical decision making by using dilemma scenarios, which are not addressed by the PMA. The PMA may not be an appropriate instrument for measuring students' ethical development.

Learning Outcomes 5A4, 5B1, 5B2, and 5C1. These outcomes do not have data to support them and no analysis can be provided at this time.

Learning Outcome 5D1: Upon completion of a Master of Management, students will be able to: Acquire the competencies needed for obtaining or advancement in managerial careers through a professional business education, assessment, self-reflection, and skill development.

The self-rating/rater-rating scores address the self-reflection aspect of learning outcome 5D1. This analysis references Table 58 on page 41.

The MM students did not improve their ability to realistically assess their abilities from PMAI to PMAII as much as others did for the same measurement. The gaps between their rating and that of the raters increased in every skill area. This would indicate that MM students seemingly became worse in those skill areas. These large swings are more likely the result of unreliable measurements either by the PMA itself or in the way it was administered that particular time. In any case, the PMA is no longer required for the MM students and so a new assessment instrument must be identified for this degree program.

Learning Outcome 5D2: This outcome does not have data to support it and no analysis can be provided at this time.

Learning Outcome 5D3: *Upon completion of a Master of Management, students will be able to: Understand the strategic manager's role in leading others, developing potential, and building social capital within organizations.*

The total score of the PMA addresses the manager's role aspect of learning outcome 5D3. This analysis references Table 59 on page 41.

The MM students saw relatively small gains between PMA I and PMA II. Although it's not clear why their scores increased, the College could reasonably expect that their performance would improve more than it did. The College will need to establish expectations for gains between each test.

CONCLUSION

The 2008-09 academic year was pivotal for the College of Global Business and Professional Studies. Assessment data over the last year drove the College's decision to implement a number of academic and operational changes. These changes are indicative of the ongoing process of data collection, analysis, feedback, and improvement that is emerging within the College. Many of those changes and the rationale to support them are listed below.

1. In October of 2009, the College adopted a new delivery format within the OPTIONS unit and will cease offering the rolling cohort model to new students. The new format does not rely on Study Teams and limits the number of program starts to five a year. This change was implemented after reviewing feedback and data from several sources:
   - Focus groups revealed that some student attrition was directly linked to dissatisfaction with the Study Teams. Academically motivated students perceived that other team members were not contributing equally and grading did not reflect reality.
   - Formal surveys administered to faculty and students reflected a general dissatisfaction with the group model citing its lack of effectiveness, among other reasons.
   - Audit exceptions within the Financial Aid department were mostly associated with the group model. These exceptions posed greater threats to the College's viability than could be justified by their potential benefits.
   - Enrollment data indicated group starts continued to decline as more and more groups were being transitioned to new later start dates.
   - Student feedback as reported by the National Survey of Student Engagement (NSSE) indicated significant dissatisfaction with the financial aid process, which was complicated by the group model.

2. In November of 2008, Fontbonne's business programs formally consolidated to create the College of Global Business and Professional Studies. This consolidation was in response to several situational factors and feedback from faculty and staff:
   - 53% of Fontbonne's enrollment is within one of its business-related majors. Formally recognizing those departments as a College more accurately reflects the role those departments play in carrying out the mission of the University.
   - Consistent feedback from various committee meeting minutes reflected that the administrative divisions between the traditional and OPTIONS units was no longer the most efficient structure.
   - Student comments from NSSE data indicated confusion and frustration with what appear to be an arbitrary division between the units.

3. The College unified its traditional and OPTIONS MBA programs to emphasize its status as a single College and to achieve more operational efficiencies. This decision was also made with the support of the following data:

- Student feedback from End of Course and End of Program surveys indicated an increased demand for greater flexibility.
- Faculty and staff feedback indicated a desire to offer one quality MBA program by consolidating resources.

4. The College created five new concentrations within the MBA to give students access to a diversity of business fields. The concentrations were in Management, Supply Chain Management, International Business and International Marketing. These concentrations also allowed the College to achieve several operational efficiencies. This decision was also made with the support of the following data:
   - Results from the CompXM and MFT revealed that students were consistently scoring below the national average on Management and International Business related questions.
   - Increased external demand from the College's constituencies for more niche program offerings.

5. The College now requires students to earn 48 hours, including Composition 1 and Composition 2, before they can formally declare a major. These changes were made based on the following data:
   - Results from the Performance Management Assessment consistently show that students are struggling with written communication and formulating arguments for a prepared speech.
   - Comments from Faculty End of Course surveys consistently reflected that many students were not prepared for college-level course work, including quantitative and communication skills.
   - Students from the undergraduate programs consistently scored below the national average on the Quantitative Business Analysis subject area of the MFT.

The 2008-09 academic year also marked the first time the College had multiple years of data by which to formally evaluate its academic programs. Last year's assessment report emphasized the need for the College to continue collecting data in a consistent and systematic way before any substantive conclusions and recommendations could be made. This report is confirmation that the College has achieved that goal. The previous report also cited the need to develop several surveys that would have provided indirect evidence of student learning. The College did not complete those recommendations, but those were of a lower priority than the more fundamental need to establish baseline data.

Currently, the College primarily uses three major assessment instruments: the Performance Management Assessment (PMA), the Major Field Test (MFT), and the CompXM. One limitation to the three major instruments in use is that they only reflect performance by BBA, BSBA, and MBA students. Although these degree programs make up a substantial percentage of enrollments in the College, this limitation will impact conclusions about the large general outcomes (1, 2, and 3). Compiling and analyzing this data revealed and documented areas in which the College is impacting student learning and areas that need improvement.

Selected Highlights:
- BSBA students improved their performance by 34% on the Board Query portion of the CompXM from FY07-08 to FY08-09.

- BSBA students had the largest gain (5.49%), of all subjects, on the International Issues subject questions on the MFT from FY07-08 to FY08-09.

- BBA students had the largest gain (12.64%), of all subjects, on the Accounting subject questions on the CompXM from FY 07-08 to FY08-09

- MBA students improved their performance by 10.75% on the Human Resources portion of the CompXM from FY07-08 to FY08-09.

Selected Opportunities for Improvement:
- In FY08-09, traditional and OPTIONS MBA students scored lower on the Finance portion than any other area of the CompXM.

- Traditional graduate students' overall performance on the CompXm decreased by 13% from FY07-08 to FY08-09.

- Undergraduate and graduate students made only marginal gains in their overall performance on the PMA I and the PMA II.

- BSBA, BBA, and MBA all had significant gaps between their self-evaluated scores and rater-evaluated scores for key skill areas like Organization, Communication, and Teamwork.

Many areas of improvement relate to the assessment process itself. For example, the College could do a better job of measuring important psycho-social outcomes like ethical decision-making and leadership capacity. Although these outcomes are difficult to quantify, their connection to the College's and University's mission should receive equal attention. Many of the College's degree programs offered little to no data as evidence of having achieved their learning outcomes. Furthermore, the lack of a distinct assessment plan for each degree makes collecting data and making meaning out it even more difficult.

Although there are many areas of improvement facing the College, the assessment data also poses important questions that may not have been considered previously. Among those is the challenge of deciding which critical perspectives are most important. Does the College care more about a value-added perspective or an external benchmarking perspective? What level of performance would indicate that students are achieving the desired outcomes? The answer to these and other questions should flow from an ongoing, collaborative process between the College's faculty and staff.

SECTION IV: Response/Recommendations

In addition to recommending changes, the College's annual assessment calls for an evaluation of the instruments currently in use. Suskie[1] provides a straightforward framework by which to evaluate assessment instruments. Her five dimensions model characterizes "good" assessments as being a.) used

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[1] Linda Suskie, What is "Good" Assessment? A Synthesis of Principles of good Practice. From "What is "good" assessment? A new model for fulfilling accreditation expectations" presented at the First Annual International Assessment and Retention Conference, Phoenix AZ, June 2006.

and useful; b.) cost-effective; c.) able to yield reasonable accurate and truthful results; d.) valued; and e.) are those that flow from clear and important goals (2006). The following descriptions draw on Suskie's framework to outline strengths and weaknesses of the College's most used instruments.

Performance Management Assessment

Of the three large assessment instruments the College uses, the PMA has the potential to provide very useful and valued direct evidence of student learning. The PMA measures outcomes relevant to all the College's many degree programs. For example, having effective communication skills is not exclusive to any particular business degree. The PMA is a behavioral assessment and taps into learning as performance. The PMA is the only assessment instrument that provides pre- and post-test data and thus has the most potential for the College to communicate to students and stakeholders the value-added by its programs.

Despite these benefits and features, the PMA has fallen short of its potential. It is very expensive for students and suffers from poor administrative support from ABA (its proprietor). Students have little to no incentive to perform well on the assessment and often do not understand why it is important to them. The PMA requires significant departmental oversight to coordinate, and the majority of departmental time spent on this assessment is on preparation, not on providing adequate feedback to students.

The PMA lacks face-validity for certain measurements. For example, the instrument measures variables like Initiative and Leadership so broadly that they are almost meaningless. ABA's percentile data is based on results from a small number of universities and doesn't have the benefit of a national population like the MFT.

Major Field Test

The MFT is relatively inexpensive and easy to administer. The MFT is created by ETS, which provides ample documentation of the instrument's reliability and validity. The instrument is valued by staff because it is a standardized exam and creates consistent data. The MFT is administered during the normal class session and doesn't require students to alter their normal schedule. Additionally, the MFT measures knowledge that is directly related to the College's many degrees.

Currently students have very little to no incentive to perform well on the MFT. It is administered as part of a course at the end of their program, without any formal connections to their current learning. The MFT is largely a summative assessment, and the feedback that a student does receive does not identify specific weaknesses or strengths.

CompXM

The CompXM is easy to administer, has high face-validity, and is valued by faculty and students. It has clear and meaningful goals that relate to many of the College's outcomes. The CompXM is a simulation and as such requires the student to integrate knowledge to a greater degree than a standardized exam like the MFT. The CompXM also provides more detailed summative and formative data for students, which means learning continues while students participate in the exam.

The CompXM is dynamic almost to a fault. Faculty have flexibility in determining the length and complexity of the CompXM and this has resulted in inconsistent data over the last year. Although a standard for how to administer the CompXM has been established the College will not be able to exercise complete control over individual decisions and that may mean the accuracy of some data may be compromised in the future.

Recommendations:

Most of the recommendations below relate to identifying new assessments or refining existing ones with the aim of improving the data collection and analysis process. These changes would in turn better document student learning. Because this is the first year much of this data has been widely available, few of the recommendations are related to examining curricular or pedagogical issues. Now that it has become more formalized within the College, the assessment process should be guided by the faculty, and supported by staff, continuously throughout the year.

All these recommendations are important but it is not realistic to expect that the College would be able to complete all of them within this fiscal year. In an effort to receive the maximum benefit from the assessment process, the following recommendations have been organized by their priority, the level of resources needed to complete, and anticipated timeline.

Table 60. Recommendations

Recommendation	Priority	Required Resources/ Time	Timeline
Develop a communication plan for advisors and faculty to share the results of the CompXM, PMA, and MFT on a quarterly basis.	High	Low	November
Increase full-time faculty participation in shaping the College's assessment process and in driving the curricular recommendations that follow.	High	High	Ongoing
Develop a communication plan for current students that improves a) student motivation, and b) formative feedback from the PMA	High	Low	December
Establish a process to systematically collect existing capstone projects from the BOS, BCC, BCS, BSEM, BSSM, MM (online and face-to-face), MST, MSA and SCM (online and face-to-face) degree programs	High	Moderate	January
Develop rubrics that are aligned with program level learning outcomes to analyze existing capstone projects in the BOS, BCC, BCS, SEM, BSSM, MM (online and face-to-face), MST, MSA, and SCM (online and face-to-face) degree programs.	High	High	January
Create a panel of faculty to determine a grading scale for the CompXM in the context of the curriculum.	High	High	March
Utilize faculty and staff to consider curricular changes based on student performance on the MFT.	High	High	March
Utilize faculty and staff to consider curricular changes based on student performance on the CompXM.	High	High	March
Review and refine the learning outcomes of all programs so they are more specific and are reflective	High	High	May

of our curriculum.			
Create more differentiation between the Capsim simulation within the BBA and MBA capstone courses.	Moderate	Moderate	January
Collaborate with the ESL department to identify appropriate ways to assess the international student population.	Moderate	High	February
Explore the possibility of consolidating the PMA course numbers into one listing for both traditional and OPTIONS students.	Moderate	Moderate	February
Create a panel of faculty to determine a grading scale for the MFT in the context of the curriculum.	Moderate	High	February
Identify faculty and staff who will directly contribute to assessment efforts in each degree program, where appropriate.	Moderate	High	March
Revise internship/practicum survey to better address sport management related outcomes.	Low	Low	March
Identify ways to improve self-assessment among graduate students and consider piloting in one program.	Low	High	March
Perform a content analysis on the End of Program survey data and review the instrument for updates, if necessary.	Low	Low	April
Identify a new or existing instrument to assess ethical decision making.	Low	Moderate	April
Identify an instrument to assess leadership capacity.	Low	Moderate	May
Develop a CGBPS employer survey	Low	Moderate	May
Explore the possibilities of using locally-authored questions on a portion of the MFT.	Low	Moderate	June
Consider using the MFT to gather additional background information from students for analysis.	Low	Moderate	June
Investigate the cost of purchasing segmented percentile data for the MFT in order to make more meaningful comparisons.	Low	Moderate	June
Increase the level of assurance received from ABA regarding the reliability of the PMA.	Low	Moderate	June