EckelkampCollege of Global Business and Professional Studies

2011-2012 Annual Assessment of Student Learning

September 27, 2012

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**Eckelkamp College of Global Business and Professional Studies**

**2011-2012 Annual Assessment of Student Learning**

# Mission & Vision

Eckelkamp College of Global Business and Professional Studies Mission Statement

The mission of the Eckelkamp College of Global Business & Professional Studies (ECGBPS) 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.

# Preface

Personnel Change

 Midway through the 2011-2012 academic year, the Director of Curriculum and Assessment for the College of Business was terminated. The position was restructured and combined with the Director of Faculty resulting in the Assistant to the Dean for ECGBPS Curriculum and OPTIONS Faculty. This personnel change caused a disruption in the completion of many of the recommendations and agenda items for the 2011-2012 academic year. However, the change did result in a multitude of curricular changes. Additionally, the college lost two faculty members during the 2011-2012 academic year. Lastly, the individual in the Curriculum Coordinator position is no longer with Fontbonne. Since the individual left in July, the position has been vacant with a new person starting in October 2012. This has caused a disruption in completing assessment related tasks.

Organization

This report is organized by degree and major for each of the College’s 19 degrees. Each section will include the objectives, methods, data, analysis, conclusions, and recommendations for that particular degree.

## Defining Goals, Objectives and Outcomes

 Goal. A goal is an overarching, general statement describing the intended purposes of a degree program. Goals encapsulate and are supported by any number of objectives. Goal statements act as a foundation for a degree program and link it to the College’s and University’s larger mission and vision. Goals remain relatively stable over time. Goals statements are generally not used at the course level. Goals are fulfilled through the achievement of the objectives.

Objective**.** An objective is a specific, measurable statement describing what students should be able to know or do after completing a degree program or course. Objectives encapsulate and are supported by the program’s curriculum, including any number of outcomesat both the program and course level. Objectives represent the “identity” of a program and should be reviewed more frequently than goals to ensure they are meeting the needs of the College’s stakeholders.

Outcome**.** Anoutcome is a specific, measurable statement that describes how students will achieve each Objective. The outcome is an end-product in the form of an assignment or performance that can be measured using explicit criteria at either the course or program level. As such, outcomes are also a description of the assessment instrument used to collect data, which is used to evaluate the degree to which the objective has been met.

## Degrees offered through the ECGBPS

Undergraduate Degrees:

* Bachelor of Arts in Human Resource Management (BHRM) [FKA Organizational Studies (BOS)]
* Bachelor of Arts in Contemporary Studies (BCS)
* Bachelor of Arts in Corporate Communication (BCC)
* Bachelor of Arts in Leadership Studies (BLS)
* Bachelor of Business Administration (BBA)
* Bachelor of Science in Accounting (BSACC)
* Bachelor of Science in Business Administration (BSBA)
* Bachelor of Science in Marketing (BSMKT)
* Bachelor of Science in Management (BSM)
* Bachelor of Science in Managerial Analytics (BMA)
* Bachelor of Science in Sports Management (BSSM)
* Bachelor of Science in Sports & Entertainment Management (BSSEM)

Graduate Degrees:

* Master of Accountancy (MACC)
* Master of Business Administration (MBA)
* Master of Management (MM)
* Master of Science in Accounting (MSA)
* Master of Science in Nonprofit Management (MSNPM)
* Master of Science in Supply Chain Management (MSSCM)
* Master of Science in Taxation (MST)

## Goals and Learning Objectives for Degrees in the ECGBPS

 The College has three overarching goals and their supporting learning objectives which apply to each of the College’s degrees. These goals and objectives are in addition to the degree-specific goals and objectives. The degree-specific goals and objectives are listed under each degree’s section. The College will need to determine what interaction these overarching goals will have on the individual degrees, especially as more degrees undergo the program review process.

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 ECGBPS, students will be able to:

1. Use business knowledge and understanding to think critically and analytically, communicate effectively, demonstrate technological competence, act ethically, and make ethical decisions.
2. Recognize the responsibility of the individual and business organization to the social environment within a global perspective.
3. 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 ECGBPS, 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 ECGBPS, students will be able to:

1. Demonstrate their understanding of forces that shape business practices: ethical, global, social/cultural, legal, and technological issues in real world business settings.
2. Use the business knowledge skills obtained to solve complex business problems.
3. Use interpersonal and organizational dynamics in order to succeed in business.

## Selected Assessment Related Changes in 2011-2012

Accreditation. During the 2011-2012 academic year, the college submitted their first Quality Assurance report to the Association of Collegiate Business Schools and Programs (ACBSP). We sought to have the condition removed from our accreditation. In April 2012, we were notified that the condition removal had been granted and we were granted full accreditation.

End of Program Surveys.During the 2011-2012 academic year, we began administering End of Program Surveys to all of our OPTIONS degree programs. This survey focuses on the student experience throughout their program with the OPTIONS Business office, Financial Aid office, and Curriculum office. It also asks them about their mastery of their program’s objectives. One of our goals for the 2012-2013 academic year is to create similar program evaluations for all of our traditional programs.

MFT in the MBA program. During the 2011-2012 academic year, we attempted to remove the MFT from the capstone course and establishing testing as a stand-alone 0 credit course. However, we discovered that too few students were required to take the test because of the implementation date for making the MFT a graduation requirement. Effective Fall 2012, the MFT exam was put back into the capstone course (BUS 589), until an unknown date in the future when all students would fall into the catalog requiring the MFT for graduation.

Curriculum Changes. As a result of the personnel changes, many of our programs have undergone substantial changes to the curriculum. The sheer number of changes and the timing of the changes has resulted in some assessment related activities and priorities to be pushed back from their original timeline. However, we believe all the curriculum changes are for the positive and will benefit our students and, potentially, created more avenues for increasing our enrollment.

##  Review of Assessment Data from 2011-2012

The College has two major assessment instruments currently in use: the Major Field Test (MFT) and the CompXM. The MFT and CompXM collect data from students in the College’s BSBA, BBA, and MBA programs.

### Selected highlights:

* Undergraduate MFT scores and percentile rankings in most of the subject areas has improved. However, it is hard to determine the extent of the improvement because ETS changed the test during the 2010-2011 academic year, making comparisons between this year and prior years difficult.
* Graduate international student MFT scores improved by two percentile points.
* Graduate and undergraduate OPTIONS students CompXM scores dramatically increased.

### Areas for Improvement:

* Graduate international students CompXM scores dramatically decreased during the 2011-2012 academic year.
* Undergraduate students continue to score poorly on several subject areas, including finance and quantitative business analysis.
* Graduate students average total and subject area scores on the MFT continue to be very poor, ranking in the 1st percentile.
* Undergraduate BSBA students continue to perform lower on the CompXM as compared to the BBA students.

## Selected Recommendations for 2012-2013

Conduct program review and/or outcomes re-alignment of degree programs. With all the curricular changes to many of the programs and the creation of six new programs, one of our goals for the 2012-2013 academic year is to re-examine all of our programs to ensure that they meeting ACBSP requirements; that the courses align with the learning outcomes and vice versa; and that all programs have measurable learning objectives.

Create additional program assessments.Many of our programs lack program assessments. One of the College’s goals for the 2012-2013 academic year is to ensure that every program has a minimum of three program assessments in place. Additional assessments in each program that already have assessments in place, will be highly beneficial and allow us to see a more holistic understanding and evaluation of the program. For programs that currently have no assessments in place, it is imperative that we develop the instruments and begin evaluating those programs.

# Bachelor of Arts in Human Resource Management (BHRM) [FKA as the BA Organizational Studies (BOS)]

New Objectives:

1. Ethics/Legal: Examine the role that ethical and legal principles play in making socially and fiscally responsible decisions throughout the employment relationship including the hiring process, training, evaluation, and termination.
2. Global: Evaluate how training on multicultural awareness and a commitment to creating a diverse workforce can assist an organization in its ability to function effectively in a global environment.
3. Communication: Effectively express organization viewpoints through written and oral communication throughout the employment relationship including disclosure organizational decisions to employees, drafting job descriptions and employment policies, conducting interviews of prospective employees, facilitating employee training sessions, and implementing performance reviews.
4. Critical Thinking: Analyze financial statements, organizational and department structures, and plans for production to effectively assess staff efficiency, forecast staffing needs, and design compensation and benefits systems that promote business viability and employee motivation.
5. Technology: Value the importance of technology in the human resources environment and effectively incorporate it into human resources forecasting and planning, payroll and benefits administration, employee evaluations, and both the recruitment and retention of employees.
6. Functional Areas: Demonstrate an understanding of the key functional areas of business including accounting, economics, finance, management, and marketing and their effect on human resources decision-environment.

Old Objectives**:**

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.

## Methods

The BOS degree did not have assessment instruments in place to systematically collect data about student learning. The College is working to create instruments to systematically evaluate the new program and its objectives.

Recommendations

The College’s 2010-2011 assessment report outlined several recommendations (table 1). All the recommendations not completed in the 2011-2012 academic year, will continue to be on the agenda of assessment items for the 2012-2013 academic year as described in tables 1 and 2.

Table . BOS Recommendations from 2010-2011

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Recommendation | Priority | Required Resources/Time | Timeline for Completion | Status |
| Conduct complete program review  | High | High | March | Completed  |
| Re-instate the End of Program survey | Medium | Medium | March | Completed |
| Create new learning objectives for the program  | High | High | February | Completed |

Table . BHRM Recommendations for 2012-2013

|  |  |  |  |
| --- | --- | --- | --- |
| Recommendations | Priority | Required Resources/Time | Timeline |
| Determine and create instruments/artifacts to systemically evaluate the new program objectives  | High | High | Spring 2013 |
| Establish a protocol for instructors to ensure artifacts are being submitting in a timely manner and with the required documentation | High | Low | Fall 2013 |

# Bachelor of Arts in Contemporary Studies (BCS)

Objective:

1. Examine ethics, leadership, and public responsibility issues in relation to individual, management, and corporate liability.

## Methods

The BCS degree does not currently have assessment instruments in place to systematically collect data about student learning.

## Recommendations

The BCS degree does not have any recommendations at this time. New students are no longer being enrolled in this program. Once current students have completed, the program will be removed.

# Bachelor of Arts in Corporate Communication (BCC)

Objectives:

1. Demonstrate the cogent writing and speaking skills needed for employment in business or advancement in the current organization.
2. Achieve proficiency in technology and software applications that support future trends in corporate communications.
3. Communicate, with demonstrated awareness, sensitivity to corporate and global communities’ diversity.
4. Compare and contrast the basic functions of business and the required leadership skills needed for organizational success.
5. Analyze the relationship between positioning, brand awareness, and attitude in the marketing arena.
6. Demonstrate the ability to present a positive corporate image via public relations and media communications especially during crises.
7. Analyze the responsibilities and liabilities of the organization to ensure legal and ethical positions are not violated.

## Methods

Capstone Portfolio Project. The assessment instrument is a Career E-Portfolio in the capstone course (BCC490). The portfolio requires students to include career tools such as their resume, a mission statement, examples of their work and references. The portfolios are scored with rubric designed to assess that project. Data from this assessment was collected and analyzed for the first time in the first term of the fall semester of the 2011-2012 academic year. Potential changes and creation of new assessment instruments will be considered in the 2012-2013 academic year.

## Results

 Capstone Portfolio Project.Table 3 highlights the results the BCC 490 Capstone for the 2011-2012 academic year.

Table 3. BCC Portfolio Project Evaluation of Student Performance

|  |  |
| --- | --- |
|   | Performance Indicators |
| Assessment Tool | Excellent | Good | Adequate | Poor |
| Portfolio Project | 5 | 1 | 1 | 0 |

## Analysis

Capstone Portfolio Project. Based on the students’ performances on the capstone portfolio project, it would appear that we are providing them with the appropriate information throughout their program. Given that this is the first year we have used this assessment tool, we cannot make definitive statements regarding the project or the program. We will continue to monitor students’ performances on this tool for the next couple of years until we have enough data to determine if any changes or adjustments need made to it.

## Recommendations

The College’s 2010-2011 assessment report outlined several recommendations (table 4). All the recommendations not completed in the 2011-2012 academic year, will continue to be on the agenda of assessment items for the 2012-2013 academic year as described in tables 4 and 5.

Table . BCC Recommendations from 2010-2011

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Recommendation** | **Priority** | **Required Resources/Time** | **Timeline for Completion** | **Status** |
| Review and refine the learning outcomes of all programs so they are more specific and are reflective of the curriculum | High | High | May | In Progress |
| Review the results of the first scored portfolios and make any necessary changes to the rubric and/or portfolio | High | Medium | November | In Progress |
| Establish desired cut-off scores on the portfolio | Low | Medium | October | No Progress |
| Re-instate the End of Program survey | Medium | Medium | December | Completed |

Table . BCC Recommendations for 2012-2013

|  |  |  |  |
| --- | --- | --- | --- |
| **Recommendation** | **Priority** | **Required Resources/Time** | **Timeline** |
| Determine and create instruments/artifacts to systemically evaluate the new program objectives  | High | High | Spring 2013 |
| Establish a protocol for instructors to ensure artifacts are being submitting in a timely manner and with the required documentation | High | Low | Fall 2013 |

The BCC degree is scheduled to undergo a program review in the 2012-2013 academic year. The program review process involves refining the program objectives and aligning courses so they more accurately reflect the learning objectives of the program. This process will involve a redesigning of the capstone course to create a project that demonstrates students’ masterly of the program learning objectives. This project will be used to assess students’ learning and mastery in the program.

# Bachelor of Arts in Leadership Studies (BLS)

## Objectives:

1. Develop leadership strategies that incorporate ethical principles.
2. Demonstrate an awareness of the international business environment and the opportunities that exist for domestic organization expansion.
3. Utilize effective means to create written and oral communications to employees within an organization.
4. Apply both quantitative and qualitative factors in the analysis of decisions made in leadership roles.
5. Understand the changing role of technology in business and how to use technology when making management decisions.

## Methods

To date, we have established three assessment instruments for this new program.

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.

Leadership project. Students will complete a leadership project in their capstone course to assess students’ understanding of the role quantitative and qualitative factors play in a leader’s decisions.

International business project. Students will complete an international business project in the International Business course to demonstrate their understanding of conducting of the international business environment and its application to the domestic business environment.

## Results

 This program was approved during the 2011-2012 academic year with implementation in Fall 2012. As a result, we do not yet have assessment results for this program.

## Recommendations

 The recommendations for the 2012-2013 academic year are outlined below in Table 6.

Table 6. BLS Recommendations for 2012-2013

|  |  |  |  |
| --- | --- | --- | --- |
| **Recommendation** | **Priority** | **Required Resources/Time** | **Timeline** |
| Determine and create additional instruments/artifacts to systemically evaluate the new program and its objectives  | High | High | Spring 2013 |
| Create End of Program Surveys | Medium | Low | Spring 2013 |

# Bachelor of Accounting (BSACC)

## Objectives:

1. Create and audit financial statements according to Generally Accepted Accounting Principles
2. File tax returns for individuals and businesses
3. Use internal and external information to make financial decisions
4. Compare, contrast, and select accounting systems
5. Illustrate ethical awareness
6. Recognize and discuss current economic and global business issues

## Methods

 To date, we have established three assessment instruments for this new program.

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.

Seaside Marina practice set. The Seaside Marian practice set is an online practice set designed by Ivy Software, Inc. for Intermediate and Systems accounting students. Using a manual system online, the student reinforces the financial accounting cycle and can complete an optional flow chart exam, real-world documentation, payroll, and bank reconciliation.

Integrated audit practice case. The integrated audit practice case is a manual audit practice case designed to help students learn to solve audit problems by applying knowledge from different sources. Students are required to use a wide variety of information to make audit decisions and integrate that information throughout an audit.

## Results

 This program was approved during the 2010-2011 academic year with implementation in Fall 2011. As a result, we do not yet have assessment results for this program. The integrated audit practice case is being utilized for the first time in Fall 2012. We will be able to evaluate the tool and determine any necessary changes.

## Recommendations

 The recommendations for the 2012-2013 academic year are outlined below in Table 7.

Table 7. BSACC Recommendations for 2012-2013

|  |  |  |  |
| --- | --- | --- | --- |
| **Recommendation** | **Priority** | **Required Resources/Time** | **Timeline** |
| Determine and create additional instruments/artifacts to systemically evaluate the new program and its objectives  | High | High | Spring 2013 |
| Create End of Program Surveys | Medium | Low | Spring 2013 |

# Bachelor of Science in Business Administration (BSBA) and Bachelor of Business Administration (BBA)

New Objectives:

1. Examine the role that ethical and legal principles play in making socially and fiscally responsible decisions in business.
2. Examine how businesses can function effectively in a global environment through cultural analysis and strategic alignment.
3. Utilize effective means to express ideas through both oral and written communication and apply concepts in writing using proper APA format.
4. Analyze decisions through critical thinking and use of quantitative and analytical processes.
5. Understand the importance of technology in the business environment and effectively incorporate it into business operations.
6. Demonstrate an understanding of the key functional areas of business-accounting, finance, management, and marketing and their linkages to both success and failure in the business environment.

Old Objectives**:**

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.

## Methods

 The College uses two primary methods to assess student achievement in the BSBA and the BBA programs: the Major Field Test and the CompXM.

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.

CompXM*.* The CompXM is an individual exam where students participate in a computer-generated simulation as a decision-making manager of a fictitious global company. The CompXM is a wrap-up to the team-based Capstone simulation, in which students participate throughout the duration of their capstone course.

During the CompXM, each student is involved in developing strategy, executing tactics, and analyzing competitors while learning many business concepts. Students are scored by their company’s performance along several performance measures called the “Balanced Scorecard” as well as by correctly answering questions from the “Board Query” related to their simulated industry. The Balanced Scorecard is a measure of business acumen, and the Board Query is a measure of business knowledge. The CompXM is a product of Capsim Management Simulations, Inc.

## Results

Major Field Test (MFT). Tables 8 and 9 highlight the results of the Major Field Test for the BBA and BSBA students for the last three academic years.

Table 8. Average Total Scores and National Percentile Rank on the MFT for BSBA and BBA Students by Academic Year and Unit

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Unit | AY08-09 | Percentile | AY09-10 | Percentile | AY10-11 | Percentile | AY11-12\*\* | Percentile |
| OPTIONS (BBA Students) | 139.3 | 5th | 142.8 | 10th | 142.1 | 10th | 145.1 | 20th |
| *# students* | 44 |   | 108 |   | 112 |   | 81 |   |
| Traditional (BSBA Students) | 144.1 | 14th | 143.8 | 11th | 142.6 | 10th | 143.5 | 13th |
| *# students* | 39 |   | 51 |   | 45 |   | 28 |   |
| TOTAL | 141.5 | 7th | 143.1 | 11th | 142.2 | 10th | 144.7 | 17th |
| *# students* | 83 |   | 159 |   | 157 |   | 109 |   |
| \*\*New version of the test |  |  |  |  |  |  |

Table 9. Average Percentage of Correct Responses and National Percentile Rank on the MFT for BSBA and BBA students by Subject Areas, Academic Year and Unit

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | AY08-09 | AY09-10 | AY10-11 | AY11-12\*\* |
| OPTIONS (BBA Students) | Mean Percent Correct | Percentile | Mean Percent Correct | Percentile | Mean Percent Correct | Percentile | Mean Percent Correct | Percentile |
| Accounting | 40 | 9th | 44 | 21st | 38 | 6th | 38 | 19th |
| Economics | 34 | 3rd | 39 | 10th | 39 | 10th | 38 | 12th |
| Management | 41 | 4th | 45 | 10th | 45 | 10th | 52 | 18th |
| Quantitative Business Analysis | 31 | 1st | 36 | 5th | 37 | 7th | 34 | 4th |
| Finance | 38 | 4th | 43 | 10th | 41 | 7th | 36 | 16th |
| Marketing | 39 | 5th | 44 | 13th | 44 | 13th | 49 | 17th |
| Legal & Social Environment | 41 | 21st | 41 | 21st | 43 | 31st | 58 | 59th |
| Information Systems | 56 | 34th | 57 | 41st | 53 | 18th | 54 | 77th |
| International Issues | 36 | 2nd | 43 | 8th | 43 | 8th | 44 | 10th |
| *# Students* | 44 |   | 108 |   | 112 |   | 81 |   |
| Traditional (BSBA Students) |   |   |   |   |   |   |   |   |
| Accounting | 44 | 21st | 44 | 21st | 40 | 9th | 33 | 6th |
| Economics | 39 | 10th | 39 | 10th | 38 | 8th | 37 | 9th |
| Management | 46 | 13th | 46 | 13th | 48 | 18th | 53 | 20th |
| Quantitative Business Analysis | 41 | 18th | 38 | 9th | 39 | 12th | 40 | 42nd |
| Finance | 45 | 13th | 45 | 13th | 40 | 6th | 31 | 4th |
| Marketing | 43 | 10th | 45 | 16th | 46 | 19th | 53 | 33rd |
| Legal & Social Environment | 40 | 16th | 41 | 21st | 44 | 36th | 58 | 59th |
| Information Systems | 55 | 27th | 55 | 27th | 53 | 18th | 42 | 16th |
| International Issues | 44 | 10th | 45 | 12th | 45 | 12th | 46 | 14th |
| *# Students* | 39 |   | 51 |   | 45 |   | 28 |   |
| TOTAL  |   |   |   |   |   |   |   |   |
| Accounting | 42 | 12th | 44 | 21st | 39 | 7th | 37 | 15th |
| Economics | 36 | 5th | 39 | 10th | 38 | 8th | 38 | 12th |
| Management | 44 | 9th | 45 | 10th | 46 | 13th | 52 | 18th |
| Quantitative Business Analysis | 36 | 5th | 37 | 7th | 37 | 7th | 35 | 7th |
| Finance | 41 | 7th | 44 | 11th | 41 | 7th | 35 | 12th |
| Marketing | 41 | 7th | 44 | 13th | 45 | 16th | 50 | 20th |
| Legal & Social Environment | 41 | 21st | 41 | 21st | 43 | 31st | 58 | 59th |
| Information Systems | 56 | 34th | 56 | 34th | 53 | 18th | 51 | 60th |
| International Issues | 40 | 4th | 43 | 8th | 43 | 8th | 45 | 13th |
| *# Students* | 83 |   | 159 |   | 157 |   | 109 |   |
| \*\* New version of the test |  |  |  |  |  |  |  |  |

CompXM. Tables 10 through 12 highlight the results of the CompXM for the BBA and BSBA students for the last three academic years

Table 10. Average Balanced Scorecard, Board Query scores and International Comparison Percentiles for BSBA and BBA Students by Academic Year and Unit

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| OPTIONS (BBA Students) | AY08-09 | Percentile | AY09-10 | Percentile | AY10-11 | Percentile | AY11-12 | Percentile |
| Balanced Scorecard | 242.77 | 25.56 | 281.00 | 30.49 | 244.24 | 24.33 | 265.18 | 30.28 |
| Board Query | 265.55 | 42.19 | 244.47 | 24.08 | 255.30 | 30.32 | 273.62 | 30.42 |
| Total | 508.32 |   | 525.47 |   | 499.54 |   | 538.80 |   |
| *# Students* | 103 |   | 104 |   | 119 |   | 81 |   |
| Traditional (BSBA Students) | AY08-09 | Percentile | AY09-10 | Percentile | AY10-11 | Percentile | AY11-12 | Percentile |
| Balanced Scorecard | 218.35 | 14.64 | 191.96 | 8 | 209.35 | 13.04 | 193.54 | 7.64 |
| Board Query | 215.47 | 24.28 | 208.33 | 13.86 | 198.69 | 12.23 | 205.86 | 10.11 |
| Total | 433.82 |   | 400.29 |   | 408.04 |   | 399.40 |   |
| *# Students* | 47 |   | 49 |   | 52 |   | 28 |   |
| **TOTAL**  | AY08-09 | Percentile | AY09-10 | Percentile | AY10-11 | Percentile | AY11-12 | Percentile |
| Balanced Scorecard | 235.12 | 22.14 | 252.49 | 23.29 | 233.63 | 20.89 | 246.78 | 24.47 |
| Board Query | 249.86 | 34.25 | 232.90 | 20.8 | 238.09 | 24.82 | 256.21 | 24.84 |
| Total | 484.98 |   | 485.39 |   | 471.72 |   | 502.99 |   |
| *# Students* | 150 |   | 153 |   | 171 |   | 109 |   |

Table 11. Average Balanced Scorecard Sub-scale Scores for BSBA and BBA Students by Academic Year and Unit

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| OPTIONS (BBA Students) | Score Range | AY08-09 | AY09-10 | AY10-11 | AY11-12 |
| Financial | 0-125 | 55.14 | 65.22 | 56.15 | 61.50 |
| Internal Business | 0-125 | 57.02 | 64.01 | 56.26 | 58.92 |
| Customer Market | 0-125 | 73.25 | 82.10 | 75.09 | 76.78 |
| Learning & Growth | 0-125 | 57.35 | 69.67 | 56.75 | 67.98 |
| Total | 0-500 | 242.77 | 281.00 | 244.24 | 265.18 |
| *# Students* |   | 103 | 104 | 119 | 81 |
| Traditional (BSBA Students) | Score Range | AY08-09 | AY09-10 | AY10-11 | AY11-12 |
| Financial | 0-125 | 48.57 | 40.72 | 49.23 | 43.26 |
| Internal Business | 0-125 | 50.25 | 43.19 | 46.32 | 42.63 |
| Customer Market | 0-125 | 68.73 | 67.07 | 69.48 | 69.43 |
| Learning & Growth | 0-125 | 55.55 | 40.98 | 44.32 | 38.22 |
| Total | 0-500 | 218.35 | 191.96 | 244.24 | 193.54 |
| *# Students* |   | 47 | 49 | 52 | 28 |
| TOTAL  | Score Range | AY08-09 | AY09-10 | AY10-11 | AY11-12 |
| Financial | 0-125 | 53.11 | 57.37 | 54.04 | 56.81 |
| Internal Business | 0-125 | 54.93 | 57.34 | 53.24 | 54.74 |
| Customer Market | 0-125 | 71.86 | 77.29 | 73.38 | 74.89 |
| Learning & Growth | 0-125 | 56.79 | 60.48 | 52.97 | 60.34 |
| Total | 0-500 | 235.12 | 252.49 | 233.63 | 246.78 |
| *# Students* |   | 150 | 153 | 171 | 109 |

Table 12. Average Board Query Sub-scale Scores for BSBA and BBA Students by Academic Year and Unit

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| OPTIONS (BBA Students) | Score Range | AY08-09 | AY09-10 | AY10-11 | AY11-12 |
| Human Resources | 0-52 | 23.60 | 30.67 | 33.58 | 34.94 |
| Marketing | 0-75 | 31.36 | 36.25 | 38.19 | 39.63 |
| Finance | 0-119 | 75.17 | 60.76 | 62.66 | 70.27 |
| Operations | 0-22 | 7.51 | 8.77 | 9.26 | 15.19 |
| Production | 0-57 | 55.79 | 47.46 | 29.03 | 44.99 |
| Accounting | 0-93 | 20.42 | 19.47 | 40.18 | 24.12 |
| Strategy | 0-77 | 51.70 | 41.20 | 42.40 | 44.48 |
| Total | 0-500 | 265.55 | 244.47 | 255.30 | 273.62 |
| *# Students* |   | 103 | 104 | 119 | 81 |
| Traditional (BSBA Students) | Score Range | AY08-09 | AY09-10 | AY10-11 | AY11-12 |
| Human Resources | 0-52 | 25.62 | 26.78 | 23.38 | 28.14 |
| Marketing | 0-75 | 30.85 | 28.37 | 24.90 | 26.79 |
| Finance | 0-119 | 54.13 | 55.24 | 51.42 | 53.89 |
| Operations | 0-22 | 8.64 | 5.18 | 6.27 | 11.32 |
| Production | 0-57 | 42.60 | 42.92 | 21.67 | 24.61 |
| Accounting | 0-93 | 16.30 | 15.41 | 37.21 | 30.61 |
| Strategy | 0-77 | 37.34 | 34.43 | 33.83 | 30.50 |
| Total | 0-500 | 215.47 | 208.33 | 198.69 | 205.86 |
| *# Students* |   | 47 | 49 | 52 | 28 |
| TOTAL  | Score Range | AY08-09 | AY09-10 | AY10-11 | AY11-12 |
| Human Resources | 0-52 | 24.23 | 29.42 | 30.48 | 33.19 |
| Marketing | 0-75 | 31.20 | 33.73 | 34.15 | 36.33 |
| Finance | 0-119 | 68.58 | 58.99 | 59.25 | 66.06 |
| Operations | 0-22 | 7.87 | 7.62 | 8.35 | 14.19 |
| Production | 0-57 | 51.65 | 46.01 | 26.79 | 39.75 |
| Accounting | 0-93 | 19.13 | 18.17 | 39.27 | 25.79 |
| Strategy | 0-77 | 47.20 | 39.03 | 39.80 | 40.89 |
| Total | 0-500 | 249.86 | 232.90 | 238.09 | 256.21 |
| *# Students* |   | 150 | 153 | 171 | 109 |

## Analysis

Major Field Test (MFT). The College’s BSBA and BBA students showed some improvement in their percentile rankings on the MFT this year; however, the scores only improved slightly. Given that the test used in this academic year is different to the test used in previous academic years, it is difficult to ascertain if the improvement is due to better understanding of the subject areas or if it is due to the changes in the test.

The MFT is comprised of several subject areas. Overall, the College’s BSBA and BBA students showed improvement in the areas of management, marketing, and legal and social environment. However, it is evident that in the area of finance our students’ understanding of the subject is worsening. In the area of information systems, our BSBA students had significant drops. Again, it is difficult to ascertain if these changes are due to the change in the test or to a decrease in our students’ understanding of the subjects. We will be better able to determine that next year.

 The data from the MFT provides evidence that the College’s students have demonstrated *some level* of achievement regarding the goals and objectives for the BSBA and BBA degrees. What is not known is what level of performance constitutes having fully satisfied those goals and objectives. Additionally, the lack of performance goals is compounded by generic learning objectives. These factors make the process of identifying curricular or pedagogical areas in need of intervention that much more difficult, and should be addressed in the upcoming academic year.

CompXM. Over the last five years, the average scores for BSBA and BBA students on the CompXM has stayed about the same. We have seen slight gains and losses from year to year, but no real significant improvements. One of the issues with this tool is that it is not standardized. Different instructors teach it differently with some teaching to the simulation and some focusing more on the content. As a result, we are considering revamping the capstone course and removing this tool. If we remove the tool, we would place it with some type of capstone project. If we decide to keep the tool, we would need to find a way to standardize the simulation.

As with the MFT, the CompXM provides evidence that the College’s students have demonstrated *some level* of achievement regarding the goals and objectives for the BSBA and BBA degrees. What is not known is what level of performance constitutes having fully satisfied those goals and objectives. Additionally, the lack of performance goals is compounded by generic learning objectives. These factors make the process of identifying curricular or pedagogical areas in need of intervention that much more difficult, and should be addressed in the upcoming academic year.

## Recommendations

The College’s 2010-2011 assessment report outlined several recommendations (table 13). All the recommendations not completed in the 2011-2012 academic year, will continue to be on the agenda of assessment items for the 2012-2013 academic year as described in tables 13 and 14.

Table . BSBA and BBA Recommendations from 2010-2011

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Recommendation | Priority | Required Resources/Time | Timeline for Completion | Status |
| Increase full-time faculty participation in shaping the College's assessment process and in driving the curricular recommendations that follow | High | High | Ongoing | In progress |
| Consider using the MFT to gather additional background information from students for analysis | Low | Medium | December | Completed  |
| Identify a peer group from institutions administering the MFT in order to make more meaningful comparisons  | High | Low | December | Completed |
| Identify faculty and staff who will directly contribute to assessment efforts in each degree program | Medium | High | May | Completed |
| Create a panel of faculty to determine a grading scale for the MFT in the context of the curriculum | Medium | High | May | Completed  |
| Re-instate the End of Program surveys for the BBA program | Medium | Medium | October | Completed |
| Utilize faculty and staff to consider curricular changes based on student performance on the MFT | High | High | March | In progress  |
| Use the peer group percentile rankings to set performance goals on the MFT | High | Medium | June | In progress |
| Conduct exit interviews with graduating students | Medium | High | May | Discontinued |
| Create and distribute Alumni surveys | Medium | Medium | May | No progress |
| Review and refine the learning outcomes of the programs | High | High | May | Completed |

Table . BSBA and BBA Recommendations for 2012-2013

|  |  |  |  |
| --- | --- | --- | --- |
| Recommendations | Priority | Required Resources/Time | Timeline |
| Evaluate MFT questions to determine fitness with College’s goals | Medium | Medium | Fall 2012 |
| Determine additional program assessments | High | High | Spring 2012 |

# Bachelor of Science in Management (BSM)

## Objectives:

1. Apply the major theories supporting the practical applications of leadership by analyzing the practices of an organization and recommending improvements.
2. Analyze the ability of management to be leaders in the traditional functional areas of planning, organizing, leading, and controlling within an organization.
3. Assess the challenges facing management in the 21st century organization and the impact of those challenges on performance.
4. Construct solutions to improve management performance with the contemporary issues facing organizations.
5. Debate the leadership actions necessary to perform in the 21st century organization.
6. Analyze the importance of management skills in the leadership of organizations and practice them in the presentation of analyses and proposed resolutions for leadership issues arising from the contemporary private and public sector workplace.

## Methods

To date, we have established three assessment instruments for this new program.

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.

CompXM.The CompXM is an individual exam where students participate in a computer-generated simulation as a decision-making manager of a fictitious global company. The CompXM is a wrap-up to the team-based Capstone simulation, in which students participate during their capstone course.

During the CompXM, each student is involved in developing strategy, executing tactics, and analyzing competitors while learning many business concepts. Students are scored by their company’s performance along several performance measures called the “Balanced Scorecard” as well as by correctly answering questions from the “Board Query” related to their simulated industry. The Balanced Scorecard is a measure of business acumen, and the Board Query is a measure of business knowledge. The CompXM is a product of Capsim Management Simulations, Inc.

Business Internship. This assessment requires a minimum of 150 hours of time in the workplace of an ongoing private or nonprofit organization. Here an outside and independent evaluator measures the level of general management knowledge applied to the daily performance of activities and the practice of leadership to analyze issues and propose solutions for implementation.

## Results

 This program was approved during the 2011-2012 academic year with implementation in Fall 2012. As a result, we do not yet have assessment results for this program.

## Recommendations

 The recommendations for the 2012-2013 academic year are outlined below in Table 15.

Table 15. BSM Recommendations for 2012-2013

|  |  |  |  |
| --- | --- | --- | --- |
| **Recommendation** | **Priority** | **Required Resources/Time** | **Timeline** |
| Determine and create additional instruments/artifacts to systemically evaluate the new program and its objectives  | High | High | Spring 2013 |
| Create End of Program Surveys | Medium | Low | Spring 2013 |

# Bachelor of Science in Managerial Analytics (BMA)

## Objectives:

1. Understand how ethical and legal principles apply to the quantitative aspects of business.
2. Demonstrate an awareness of the international business environment and its application to domestic accounting, finance, and information technology principles.
3. Utilize effective means to create both written and oral communications to employees within an organization that will provide them with the ability to comprehend quantitative data and its use in decision-making.
4. Apply quantitative factors in the analysis of decisions made in leadership roles.
5. Understand the changing role of technology in business and its use in producing and analyzing quantitative data.

## Methods

To date, we have established three assessment instruments for this new program.

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.

Legal case studies project. Students will complete a legal case studies project in their Social and Legal Environment course to assess students’ mastery of ethical and legal business principles.

International business project. Students will complete an international business project in the International Business course to demonstrate their understanding of conducting of the international business environment and its application to the domestic business environment.

## Results

 This program was approved during the 2011-2012 academic year with implementation in Fall 2012. As a result, we do not yet have assessment results for this program.

## Recommendations

 The recommendations for the 2012-2013 academic year are outlined below in Table 16.

Table 16. BMA Recommendations for 2012-2013

|  |  |  |  |
| --- | --- | --- | --- |
| **Recommendation** | **Priority** | **Required Resources/Time** | **Timeline** |
| Determine and create additional instruments/artifacts to systemically evaluate the new program and its objectives  | High | High | Spring 2013 |
| Create End of Program Surveys | Medium | Low | Spring 2013 |
| Establish a protocol for instructors to ensure artifacts are being submitting in a timely manner and with the required documentation | High | Low | Fall 2013 |

# Bachelor of Science in Marketing (BSMKT)

## Objectives:

1. Analyze consumer behavior in order to derive models for new product introduction and brand management.
2. Identify new target markets, domestic and international marketing opportunities and competitive advantages to satisfy existing and emerging consumer needs.
3. Design an integrated marketing communication campaign, including advertising messages, public relations, sales promotions, e-commerce, and personal selling initiatives.
4. Conduct marketing research to determine problem discovery techniques, research design, and interpretation of data.
5. Critique markets experiencing rapid growth and develop sound market entry strategies.
6. Outline product movement across geographic areas using effective logistic strategies, purchasing, warehousing, and inventory control.
7. Evaluate legal restraints, government controls, socio-economic and cultural differences in order to develop a proficient marketing plan.

## Methods

To date, we have established three assessment instruments for this new program.

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.

International marketing plan.Students will complete an international marketing plan in the International Marketing course to assess students’ mastery of multiple programmatic learning objectives.

Marketing research plan. Students will complete a marketing research plan in the Marketing Research course to demonstrate their understanding of conducting, analyzing and interpreting marketing research.

## Results

 This program was approved during the 2010-2011 academic year with implementation in Fall 2011. As a result, we do not yet have assessment results for this program. We do, however, anticipate having some results in the 2012-2013 academic year.

## Recommendations

 The recommendations for the 2012-2013 academic year are outlined below in Table 17.

Table 17. BSMKT Recommendations for 2012-2013

|  |  |  |  |
| --- | --- | --- | --- |
| **Recommendation** | **Priority** | **Required Resources/Time** | **Timeline** |
| Determine and create additional instruments/artifacts to systemically evaluate the new program and its objectives  | High | High | Spring 2013 |
| Create End of Program Surveys | Medium | Low | Spring 2013 |
| Establish a protocol for instructors to ensure artifacts are being submitting in a timely manner and with the required documentation | High | Low | Fall 2013 |

# Bachelor of Science in Sports Management (BSSM) and Bachelor of Science in Sports & Entertainment Management (BSSEM)

Objectives:

1. Demonstrate knowledge of the fundamental principles of the sport management field. In particular, students should possess an understanding of the key functions of management, sport marketing, sport finance, sport communication, sport sociology and psychology, sport law, international sport, and sport governance, and the interaction of these concepts in a practical environment.
2. Understand global linkages and apply models of cultural analysis to global sport management issues.
3. Demonstrate a working familiarity with concepts and procedures related to ethical “good practice” and conduct.
4. Appreciate individual differences and recognize all dimensions of diversity including ethnicity, gender, age, physical differences, sexual orientation, race, and religion.
5. Develop critical thinking models that include qualitative and quantitative techniques and be able to analyze and solve problems using these models in an ethical context.
6. Effectively apply a variety of oral and written business and professional communications styles.
7. Effectively apply technology to analyze and interpret data and understand its potential power in a dynamic business and professional world.
8. Demonstrate leadership, growth, and the ability to synthesize knowledge both in the classroom and in a practical sport setting.

## Methods

The BSSM degree currently utilizes three primary methods to assess student learning: Internships/Practicum Evaluations and the Sports Marketing Plan. The BSSEM does not yet have any assessment methods in place, but a senior capstone project is currently being designed.

Sports marketing plan**.** Students will demonstrate sports marketing knowledge and skills by creating and implementing a sports marketing plan for a sporting or entertainment event. The students will be responsible for presenting their plan to the professor and classmates. Marketing plan papers and videotape of students presenting the plan will be collected. Upon collection of these materials, the professor will use a rubric designed to evaluate the marketing plan.

Capstone project. Five weeks out of the semester, students will be responsible for coordinating the Special Olympics Young Athletes Program at St. George School. Each week, a group leader/project manager will be assigned to ensure that the program runs effectively and efficiently.

Internships/Practicum evaluation. Supervisors evaluate and provide feedback on various aspects of the student’s internship/practicum experience. This instrument will be administered by the Director of Sports Management upon completion of the internship/practicum for each student. Forms are sent to the employers who provided the internship/practicum to the student. Information collected includes assignments completed and interpretation of work concepts. Overall student intern performance will be noted specifically dealing with analytical thinking, problem solving, written and oral communication, and technology use.

## Results

Sports marketing plan. Table 18 highlights the results the BSSM sports marketing plan evaluation for the 2010-2011 and 2011-2012 academic years.

Table . BSSM Sports Marketing Plan Evaluation of Student Performance.

|  |  |
| --- | --- |
|   | Performance Indicators |
|   | AY 2010-11 | AY 2010-11 |
| Assessment Tool | Excellent | Good | Adequate | Excellent |
| Marketing Plan | 15 | 4 | 1 | 13 |

Capstone project. Table 19 highlights the results of the BSSM capstone project evaluation for 2011-2012 academic year involving the Special Olympics.

Table 19. BSSM Capstone Project Evaluation of Student Performance

|  |  |
| --- | --- |
|   | Performance Indicators |
| Criteria | Excellent | Good | Adequate |
| Special Olympics Evaluation | 3 | 3 | 0 |
| Special Olympics Paper | 5 | 0 | 1 |
| Professionalism | 5 | 0 | 1 |
| Overall Performance | 5 | 0 | 1 |

Internship/Practicum evaluation. Table 20 highlights the results of the Internship/Practicum evaluations for the 2010-2011 and 2011-2012 academic years.

Table . BSSM Internship/Practicum Evaluations of Student Performance.

|  |  |  |
| --- | --- | --- |
|   | Performance Indicators |  |
|   | AY 10-11 |   | AY 11-12 |
| Criteria | Excellent |   | Excellent | Good | Adequate | Fair |
| The student arrived at work and was ready to begin at the designated time. | 10 |   | 3 | 1 | 0 | 0 |
| The student performed their assigned tasks in an efficient and timely manner. | 10 |   | 3 | 1 | 0 | 0 |
| The student followed the company guidelines or codes for dress and behavior. | 10 |   | 4 | 0 | 0 | 0 |
| The student performed as a working member of the team. | 10 |   | 3 | 1 | 0 | 0 |
| The student made contributions to the work with ideas or suggestions. | 10 |   | 1 | 2 | 0 | 1 |
| The student pursued additional work when initial duties were complete. | 10 |   | 2 | 1 | 0 | 1 |
| The student demonstrated a positive attitude towards work assignments. | 10 |   | 3 | 0 | 1 | 0 |
| The student needed little supervision to perform assigned tasks. | 10 |   | 4 | 0 | 0 | 0 |
| The student demonstrated a general "academic" knowledge of the assigned work. | 10 |   | 3 | 0 | 1 | 0 |
| The student demonstrated characteristics you seek in a fulltime employee. | 10 |   | 4 | 0 | 0 | 0 |
| The student's overall performance. | 10 |   | 4 | 0 | 0 | 0 |

## Analysis

 Based on the three current assessment tools, BSSM students are demonstrating their learning throughout the program. Students that did an internship were rated lower in the 2011-12 academic year as compared to the previous year. Additionally, most students did very well on their sports marketing plans and on their capstone projects, with only a few students performing “adequately.” Since these assessments have only been in place for a short time, we will continue to monitor them until the tools have been used enough to determine if the lower evaluations are a result of a problem with the tool.

## Recommendations

The College’s 2010-2011 assessment report outlined several recommendations (table 21). All the recommendations not completed in the 2011-2012 academic year, will continue to be on the agenda of assessment items for the 2012-2013 academic year as described in tables 21 and 22.

Table . BSSM and BSSEM Recommendations from 2010-2011

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Recommendation | Priority | Required Resources/Time | Timeline for Completion | Status |
| Review and refine the learning outcomes of the programs  | High | High |  | Completed |
| Refine the BSSM and BSSEM goals and objectives | High | Medium |  | Completed |
| Establish performance goals for the assessment instrument(s) | Low | Medium | May | No Progress |
| Re-instate the End of Program survey in the BSSEM  | Medium | Medium | December | No Progress |

Table . BSSM and BSSEM Recommendations for 2012-2013

|  |  |  |  |
| --- | --- | --- | --- |
| Recommendation | Priority | Required Resources/ Time | Timeline |
| Conduct exit interviews with graduating students | Medium | Medium | Spring 2013 |
| Create the capstone course case study project for the BSSEM | High | Medium | Spring 2013 |
| Create a pre/post test to be administered to sophomores and seniors in the BSSM | Medium | High | Fall 2013 |
| Establish a protocol for instructors to ensure artifacts are being submitting in a timely manner and with the required documentation | High | Low | Fall 2013 |

# Master of Accountancy (MACC)

## Objectives:

1. Create and audit financial statements according to Generally Accepted Accounting Principles; including examination, detection, and investigation of possible financial statement fraud
2. Discuss the flow of accounting information systems with other information systems; integrating knowledge of financial accounting, cost accounting, and auditing skills as they apply to computerized accounting systems
3. Determine the cost of capital, including evaluation of capital budgeting, working capital, cash flow, capitalization structure, and dividend policy
4. Promote and prioritize ethical awareness
5. Apply accounting theory and research skills to evaluate financial statements in order to justify strategic decisions for companies
6. Examine how and why occupational fraud is committed, how it can be deterred, and how alleged fraud is investigated and resolved
7. Apply theoretical and practical knowledge to the workplace by thinking critically about the application of accounting theories and practices to various issues
8. Examine selected laws relevant to the operation of business and commerce with which accountants and auditors should be familiar, such as contracts; commercial sales transactions; negotiable instruments; agency; business associations; debtor and creditor relations; regulation of business; and property
9. Explain concepts of federal income tax laws and their applications to business entities, including tax strategies and tax reporting of corporations, corporate distributions, partnerships, S corporations, and limited liability companies

## Methods

To date, we have established one assessment instrument for this new program.

Capstone case analysis and presentation. As part of the capstone, students will apply accounting theory, research skills, and fraud examination knowledge to company financial statements to strategize and make decisions. This will end with a presentation to local executives who will have input on the capstone case analysis and presentation grade.

## Results

 This program was approved during the 2011-2012 academic year with implementation in Fall 2012. As a result, we do not yet have assessment results for this program.

## Recommendations

 The recommendations for the 2012-2013 academic year are outlined below in Table 23.

Table 23. MACC Recommendations for 2012-2013

|  |  |  |  |
| --- | --- | --- | --- |
| **Recommendation** | **Priority** | **Required Resources/Time** | **Timeline** |
| Determine and create additional instruments/artifacts to systemically evaluate the new program and its objectives  | High | High | Spring 2013 |
| Create End of Program Surveys | Medium | Low | Spring 2013 |

# Master of Business Administration (MBA)

New Objectives:

1. Ethics/Legal: Evaluate the impact of ethical and legal principles on decisions within your organization and determine a solution that is aligned with your personal and organizational values and legal responsibilities.
2. Global: Evaluate how using cultural analysis and strategic alignment can increase size, scope, production and revenue of organizations in the global environment.
3. Analytical and Communication Skills: Formulate sound business decisions based on quantitative and qualitative analysis and defend such decisions and analysis through superior oral and written communication using APA guidelines.
4. Technology: Integrate technology into business operations to maximize efficiency and effectiveness.
5. Functional Areas: Integrate the key functional areas of business – accounting, finance, marketing and management to implement an organization’s strategic plan and to predict its successes and failures in the business environment.

Old Objectives:

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.

## Methods

 The College uses two primary methods to assess student achievement in the MBA program: the Major Field Test and the CompXM.

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 Master’s of Business Administration contains 124 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.

CompXM.The CompXM is an individual exam where students participate in a computer-generated simulation as a decision-making manager of a fictitious global company. The CompXM is a wrap-up to the team-based Capstone simulation, in which students participate during their capstone course.

During the CompXM, each student is involved in developing strategy, executing tactics, and analyzing competitors while learning many business concepts. Students are scored by their company’s performance along several performance measures called the “Balanced Scorecard” as well as by correctly answering questions from the “Board Query” related to their simulated industry. The Balanced Scorecard is a measure of business acumen, and the Board Query is a measure of business knowledge. The CompXM is a product of Capsim Management Simulations, Inc.

Results

Major Field Test (MFT). Tables 24 and 25 highlight the results of the Major Field Test for the MBA students for the last three academic years.

Table . Average Total Scores and National Percentile Rank on the MFT for MBA Students by Academic Year and Unit

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Unit | AY08-09 | Percentile | AY09-10 | Percentile | AY10-11 | Percentile | AY11-12\*\* | Percentile |
| OPTIONS | 240.2 | 15th | 236.3 | 5th | 234.4 | 4th | 225.9 | 1st |
| *# students* | 51 |  | 87 |  | 41 |  | 12 |  |
| Traditional\* | 228.7 | 1st | 228.1 | 1st | 223.3 | 1st | 234.7 | 3rd |
| *# students* | 49 |  | 49 |  | 16 |  | 17 |  |
| All Students | 234.6 | 4th | 233.3 | 1st | 231.2 | 1st | 231.1 | 2nd |
| *# students* | 100 |  | 136 |  | 57 |  | 29 |  |
| \*includes International students |  |  |  |  |  |  |
| \*\* New version of the test |  |  |  |  |  |  |

Table . Average Percentage of Correct Responses and National Percentile Rank on the MFT for MBA Students by Subject Areas, Academic Year and Unit

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | AY08-09 | AY09-10 | AY10-11 | AY11-12\*\* |
| OPTIONS  | Mean Percent Correct | Percentile | Mean Percent Correct | Percentile | Mean Percent Correct | Percentile | Mean Percent Correct | Percentile |
| Marketing | 48 | 15th | 45 | 6th | 41 | 1st | 31 | 1st |
| Management | 49 | 15th | 44 | 5th | 45 | 5th | 38 | 1st |
| Finance | 37 | 10th | 36 | 7th | 30 | 1st | 30 | 1st |
| Managerial Accounting | 42 | 13th | 38 | 5th | 35 | 1st | 33 | 1st |
| Strategic Integration | 45 | 13th | 41 | 7th | 38 | 1st | 32 | 1st |
| # Students | 51 |   | 87 |   | 41 |   | 12 |   |
| Traditional\* |   |   |   |   |   |   |   |   |
| Marketing | 32 | 1st | 34 | 1st | 34 | 1st | 52 | 15th |
| Management | 37 | 1st | 37 | 1st | 39 | 1st | 39 | 1st |
| Finance | 33 | 3rd | 31 | 1st | 28 | 1st | 35 | 5th |
| Managerial Accounting | 33 | 1st | 33 | 1st | 32 | 1st | 39 | 7th |
| Strategic Integration | 34 | 1st | 31 | 1st | 32 | 1st | 48 | 1st |
| # Students | 49 |   | 49 |   | 16 |   | 17 |   |
| TOTAL |   |   |   |   |   |   |   |   |
| Marketing | 40 | 1st | 41 | 3rd | 39 | 1st | 45 | 3rd |
| Management | 43 | 4th | 42 | 1st | 43 | 4th | 39 | 1st |
| Finance | 35 | 7th | 34 | 6th | 30 | 1st | 33 | 2nd |
| Managerial Accounting | 38 | 5th | 36 | 1st | 34 | 1st | 37 | 2nd |
| Strategic Integration | 39 | 3rd | 37 | 1st | 36 | 1st | 43 | 1st |
| # Students | 100 |   | 136 |   | 57 |   | 29 |   |
| \*Includes international students; \*\* New version of the test |  |  |  |  |  |

CompXM. Tables 26 through 28 highlight the results of the CompXM for the MBA students for the last three academic years

Table . Average Balanced Scorecard, Board Query scores and International Comparison Percentiles for MBA Students by Academic Year and Unit

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| OPTIONS  | AY08-09 | Percentile | AY09-10 | Percentile | AY10-11 | Percentile | AY11-12 | Percentile |
| Balanced Scorecard | 258.44 | 32.00 | 284.19 | 38.00 | 330.33 | 53.50 | 318.67 | 64.00 |
| Board Query | 207.20 | 28.20 | 305.80 | 42.43 | 327.21 | 55.88 | 325.28 | 55.88 |
| Total | 465.64 |  | 589.99 |  | 657.54 |  | 643.95 |  |
| *# Students* | 105 |  | 91 |  | 82 |  | 46 |  |
| Traditional\* |  |  |  |  |  |  |  |  |
| Balanced Scorecard | 246.70 | 16.50 | 279.13 | 36.00 | 231.77 | 19.00 | 361.73 | 64.00 |
| Board Query | 196.83 | 7.00 | 279.03 | 39.50 | 202.75 | 18.00 | 394.58 | 83.00 |
| Total | 443.53 |  | 558.16 |  | 434.52 |  | 756.31 |  |
| *# Students* | 38 |  | 39 |  | 20 |  | 19 |  |
| TOTAL |  |  |  |  |  |  |  |  |
| Balanced Scorecard | 255.83 | 26.83 | 283.06 | 37.56 | 319.38 | 49.67 | 331.26 | 51.08 |
| Board Query | 204.89 | 22.14 | 299.85 | 41.78 | 313.38 | 51.67 | 345.54 | 57.85 |
| Total | 460.73 |  | 582.92 |  | 632.76 |  | 676.80 |  |
| *# Students* | 143 |  | 130 |  | 102 |  | 65 |  |
| \*Includes international students |  |  |  |  |  |  |

Table . Average Balanced Scorecard Sub-scale Scores for MBA Students by Academic Year and Unit

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| OPTIONS | Score Range | AY08-09 | AY09-10 | AY10-11 | AY11-12 |
| Financial | 0-125 | 55.38 | 67.90 | 79.81 | 77.88 |
| Internal Business | 0-125 | 55.61 | 66.34 | 74.14 | 76.34 |
| Customer Market | 0-125 | 86.46 | 83.24 | 93.00 | 83.46 |
| Learning & Growth | 0-125 | 60.99 | 66.71 | 83.38 | 81.00 |
| Total | 0-500 | 258.44 | 284.19 | 330.33 | 318.67 |
| *# Students* |  | 105 | 91 | 82 | 46 |
| Traditional\* |  |  |  |  |  |
| Financial | 0-125 | 59.40 | 61.98 | 48.79 | 86.31 |
| Internal Business | 0-125 | 54.67 | 65.17 | 56.82 | 83.08 |
| Customer Market | 0-125 | 80.23 | 83.68 | 78.66 | 100.54 |
| Learning & Growth | 0-125 | 52.41 | 68.30 | 47.51 | 91.80 |
| Total | 0-500 | 246.70 | 279.13 | 231.77 | 361.73 |
| *# Students* |  | 38 | 39 | 20 | 19 |
| TOTAL  |  |  |  |  |  |
| Financial | 0-125 | 56.27 | 66.58 | 76.37 | 80.34 |
| Internal Business | 0-125 | 55.40 | 66.08 | 72.21 | 78.31 |
| Customer Market | 0-125 | 85.08 | 83.34 | 91.41 | 88.45 |
| Learning & Growth | 0-125 | 59.08 | 67.07 | 79.39 | 84.15 |
| Total | 0-500 | 255.83 | 283.06 | 319.38 | 331.26 |
| *# Students* |  | 143 | 130 | 102 | 65 |
| \*Includes international students |  |  |

Table . Average Board Query Sub-scale Scores for MBA Students by Academic Year and Unit

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| OPTIONS | Score Range | AY08-09 | AY09-10 | AY10-11 | AY11-12 |
| Human Resources | 0-52 | 32.16 | 35.22 | 37.20 | 39.22 |
| Marketing | 0-75 | 36.36 | 50.40 | 52.54 | 48.26 |
| Finance | 0-119 | 54.89 | 76.52 | 82.81 | 82.09 |
| Operations | 0-22 | 9.83 | 13.12 | 11.24 | 12.78 |
| Production | 0-57 | 14.69 | 27.15 | 26.99 | 61.43 |
| Accounting | 0-93 | 33.34 | 53.36 | 64.32 | 30.78 |
| Strategy | 0-77 | 32.23 | 50.04 | 52.10 | 50.72 |
| Total | 0-500 | 207.20 | 305.80 | 327.21 | 325.28 |
| *# Students* |   | 105 | 91 | 82 | 46 |
| Traditional\* |   |  |  |  |  |
| Human Resources | 0-52 | 18.83 | 27.11 | 17.40 | 44.00 |
| Marketing | 0-75 | 26.63 | 31.75 | 29.00 | 48.42 |
| Finance | 0-119 | 50.42 | 78.54 | 55.00 | 101.53 |
| Operations | 0-22 | 8.00 | 10.74 | 11.30 | 16.11 |
| Production | 0-57 | 19.14 | 32.68 | 18.65 | 47.89 |
| Accounting | 0-93 | 40.15 | 57.52 | 34.95 | 82.79 |
| Strategy | 0-77 | 34.71 | 40.69 | 36.45 | 53.84 |
| Total | 0-500 | 196.83 | 279.03 | 202.75 | 394.58 |
| *# Students* |   | 38 | 39 | 20 | 19 |
| TOTAL  |   |  |  |  |  |
| Human Resources | 0-52 | 29.20 | 33.42 | 35.00 | 40.62 |
| Marketing | 0-75 | 34.20 | 46.25 | 49.93 | 48.31 |
| Finance | 0-119 | 53.90 | 76.97 | 79.72 | 87.77 |
| Operations | 0-22 | 9.22 | 12.59 | 11.25 | 13.75 |
| Production | 0-57 | 15.80 | 28.38 | 26.06 | 57.48 |
| Accounting | 0-93 | 34.86 | 54.28 | 61.05 | 45.98 |
| Strategy | 0-77 | 32.79 | 47.96 | 50.36 | 51.63 |
| Total | 0-500 | 204.89 | 299.85 | 313.38 | 345.54 |
| *# Students* |   | 143 | 130 | 102 | 65 |
| \*Includes international students |  |  |  |

## Analysis

Major Field Test (MFT).The College’s MBA students continue to score consistently in the bottom percentile overall on the MFT. Additionally, there was no real change in the overall scores as compared to previous years.

The MFT is comprised of several subject areas, and the College’s students showed some improvement in the areas of marketing, accounting and finance. They did, however, show a decline in management. Traditional international students saw the biggest gains in the subject areas of marketing, finance and accounting. Non-traditional students saw large decreases in the areas of marketing, management and strategic integration. Given that the test used in this academic year is different to the test used in previous academic years, it is difficult to ascertain if changes in scores are due to the students’ understanding of the subject areas or if they are due to the changes in the test.

 The overall percentiles seem low, but it is not clear how well the College’s students *should* be scoring on the exam. The percentile rankings are based on scores from every university that administers the MFT nationwide (over 200 institutions for the graduate version). This population includes institutions that enroll students that are more academically prepared than Fontbonne’s students.

 The data from the MFT provides evidence that the College’s students have demonstrated *some level* of achievement regarding the goals and objectives for the MBA degree. What is not known is what level of performance constitutes having fully satisfied those goals and objectives. Additionally, the lack of performance goals is compounded by generic learning objectives. These factors make the process of identifying curricular or pedagogical areas in need of intervention that much more difficult, and should be addressed in the upcoming academic year.

CompXM.Overall, scores on the CompXM have steadily increased over the last four academic years. This is particularly true for our resident graduate students. However, the resident graduate students saw a decrease in their scores from the 2010-2011 academic year to the 2011-2012 academic year. The traditional international students had huge increases in scores as compared to previous years. This could be attributed to the better English language comprehension as compared to previous students. This year, all students did better on the board query component of the simulation as compared to the balanced scorecard component of the simulation.

. One of the issues with this tool is that it is not standardized. Different instructors teach it differently with some teaching to the simulation and some focusing more on the content. As a result, we are considering revamping the capstone course and removing this tool. If we remove the tool, we would place it with some type of capstone project. If we decide to keep the tool, we would need to find a way to standardize the simulation.

As with the MFT, the CompXM provides evidence that the College’s students have demonstrated *some level* of achievement regarding the goals and objectives for the MBA degree. What is not known is what level of performance constitutes having fully satisfied those goals and objectives. Additionally, the lack of performance goals is compounded by generic learning objectives. These factors make the process of identifying curricular or pedagogical areas in need of intervention that much more difficult.

## Recommendations

The College’s 2010-2011 assessment report outlined several recommendations (table 29). All the recommendations not completed in the 2011-2012 academic year, will continue to be on the agenda of assessment items for the 2012-2013 academic year as described in tables 29 and 30.

Table . MBA Recommendations from 2010-2011

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Recommendation | Priority | Required Resources/Time | Timeline for Completion | Status |
| Increase full-time faculty participation in shaping the College's assessment process and in driving the curricular recommendations that follow | High | High | Ongoing | In progress |
| Consider using the MFT to gather additional background information from students for analysis | Low | Medium | December | Completed  |
| Identify a peer group from institutions administering the MFT in order to make more meaningful comparisons  | High | Low | December | Completed |
| Identify faculty and staff who will directly contribute to assessment efforts in each degree program | Medium | High | May | Completed |
| Create a panel of faculty to determine a grading scale for the MFT in the context of the curriculum | Medium | High | May | Completed  |
| Re-instate the End of Program surveys for the BBA program | Medium | Medium | October | Completed |
| Utilize faculty and staff to consider curricular changes based on student performance on the MFT | High | High | March | In progress  |
| Use the peer group percentile rankings to set performance goals on the MFT | High | Medium | June | In progress |
| Conduct exit interviews with graduating students | Medium | High | May | Discontinued |
| Create and distribute Alumni surveys | Medium | Medium | May | No progress |
| Review and refine the learning outcomes of the programs | High | High | May | Completed |

Table . MBA Recommendations for 2012-2013

|  |  |  |  |
| --- | --- | --- | --- |
| Recommendations | Priority | Required Resources/Time | Timeline |
| Evaluate MFT questions to determine fitness with College’s goals | Medium | Medium | Fall 2012 |
| Determine additional program assessments | High | High | Spring 2012 |

# Master of Management (MM)

Objectives:

1. Apply the functions and responsibilities of management.
2. Analyze financial data in order to determine the financial performance of a company, and integrate those factors into managerial decision making.
3. Formulate a marketing strategy based on realistic opportunities and tempered by organizational constraints.
4. Develop and implement effective human resource plans which support the organization’s strategic goals.
5. Identify and adapt leadership and communication styles when working with diverse internal and external constituents.
6. Examine the ethical environment of business, consider the impact business has on various stakeholders, and use this information to make socially responsible decisions.
7. Evaluate the impact of globalization, technology, diversity, and competition on management.
8. Utilize effective decision-making, including: determine challenges facing an organization, conduct research, collect data, formulate and analyze alternative solutions, implement a strategy, and apply quality control measures to insure continuous improvement.

## Methods

Capstone Project. The assessment instrument is a research paper in the capstone course (MGT519). The paper is scored with a rubric that is aligned with the learning objectives. . The results of the capstone projects can be found in table 31. The learning objectives for the paper are:

* Financial Performance
* Leadership
* Ethical Environment
* Organizational Challenges
* Effective Decision-Making
* Style
* Convention

## Results

Capstone project. Data from this assessment was collected and analyzed for the first time in the first term of the fall semester of the 2011-2012 academic year

Table 31. MM Capstone Project Evaluation of Student Performance

|  |  |
| --- | --- |
|   | Performance Indicators |
| Assessment Tool | Excellent | Good | Adequate | Poor |
| Project Paper | 20 | 8 | 2 | 3 |

## Analysis

 Based on the current assessment tool, MM students are demonstrating their learning throughout the program. Most students faired ‘good’ or ‘excellent’ on their projects. However, a handful of the students only scored ‘adequate’ or ‘fair’ on the tool. Since we are just beginning to use these tools, it is difficult to determine if the lower performances were a result of lack of knowledge or difficulty of the project. We will monitor students’ performances on this project over the next year and then determine if any changes need to be made.

## Recommendations

The College’s 2010-2011 assessment report outlined several recommendations (table 32). All the recommendations not completed in the 2010-2011 academic year, will continue to be on the agenda of assessment items for the 2011-2012 academic year as described in tables 32 and 33.

Table . MM Recommendations from 2010-2011

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  Recommendations | Priority | Required Resources/Time | Timeline for Completion | Status |
| Review the results from the first scored research papers and make any necessary changes to the rubric and/or assignment prompt | High | Medium | October | In progress |
| Establish desired cut-off scores on the research paper | Low | Medium | May | No progress |
| Re-instate the End of Program survey | Medium | Medium | December | Completed |
| Conduct exit interviews with graduating students | Medium | High | May | Discontinued |
| Create and distribute Alumni surveys | Medium | Medium | May | No Progress |

Table . MM Recommendations for 2012-2013

|  |  |  |  |
| --- | --- | --- | --- |
| **2012-2013 Recommendations** | **Priority** | **Required Resources/Time** | **Timeline** |
| Establish a protocol for instructors to ensure artifacts are being submitting in a timely manner and with the required documentation | High | Low | Fall 2013 |
| Realign program objectives to match curriculum changes | High | High | Fall 2013 |
| Determine and create additional instruments/artifacts to systemically evaluate the program objectives | High | High | Spring 2013 |

# Master of Science in Accounting (MSA)

Objective:

1. Acquire the competencies needed for obtaining or advancement in accounting careers through a professional business education, assessment, self-reflection, and skill development.

## Methods

The MSA degree does not currently have assessment instruments in place to systematically collect data about student learning.

## Recommendations

The College’s 2010-2011 assessment report outlined several recommendations (table 34). All the recommendations not completed in the 2011-2012 academic year, will continue to be on the agenda of assessment items for the 2012-2013 academic year.

Table . MSA Recommendations from 2010-2011

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Recommendations | Priority | Required Resources/Time | Timeline for Completion | Status |
| Review and refine the learning outcomes and objectives of the program so they are more specific and are reflective of the curriculum | High | High | May | No progress  |
| Conduct exit interviews with graduating students | High | High | May | Discontinued |
| Create and distribute Alumni surveys | Medium | Medium | May | No progess |

The MSA degree is scheduled to undergo a program review in the 2013-2014 academic year. The program review process involves re-writing the MSA learning objectives so they are supported by and more accurately reflect the curriculum. This process will also include the development of a capstone project which is aligned with the new learning objectives to capture data about those learning objectives.

# Master of Science in Nonprofit Management (MSNPM)

Objectives:

1. Analyze various models and methods of board governance and leadership and the management of duties and responsibilities for moving the organization from mission statement to mission success.
2. Create a continuous model to strategically plan, develop, implement and evaluate services and programs to enhance organizational effectiveness.
3. Develop essential skills to identify, manage and maximize recurring and sustainable sources of revenue.
4. Apply fundraising principles, processes and skills to advance the organization.
5. Examine the impact of fiscal and legal requirements under which nonprofits operate and analyze the effects of federal and state laws on the various types of nonprofit organizations.
6. Apply the financial and human resource principles necessary to sustain a nonprofit organization including how to balance and support a volunteer staff.
7. Effectively communicate and advocate for a mission-based organization.
8. Assess the day-to-day operations of a nonprofit organization and propose a plan for high-impact management.
9. Examine the importance of ethical issues and the influence these issues have on management decision-making.
10. Synthesize acquired skills and knowledge in an experiential environment that results in a capstone project based on a student’s area of interest.

## Methods

An assessment instrument has been designed as part of the capstone course (NPM 580). The capstone course was supposed to be offered for the first time in the fall of 2012; however, low enrollment numbers have resulted in it being offered in an independent study format.

## Recommendations

Due to the newness of the program, the College is working to create assessment instruments for the program.

Table . MSNPM Recommendations for 2012-2013

|  |  |  |  |
| --- | --- | --- | --- |
| **2012-2013 Recommendations** | **Priority** | **Required Resources/Time** | **Timeline** |
| Realign program objectives to match curriculum changes | High | High | Fall 2013 |
| Determine and create instruments/artifacts to systemically evaluate the program objectives | High | High | Spring 2013 |
| Establish a protocol for instructors to ensure artifacts are being submitting in a timely manner and with the required documentation | High | Low | Fall 2013 |

# Master of Science in Supply Chain Management (MSSCM)

Objectives:

1. Develop analytical models to evaluate logistics and sourcing options and overall supply chain design.
2. Establish relative supply chain metrics and supplier score cards that can be applied consistently within an organization and across the supply chain.
3. Create guidelines for improving supply chain processes and implement changes in a manner that are sustainable.
4. Apply skill to systematically design and improve supply chain using tools and approaches such as lean, six sigma, and supply chain best practices, including the Supply Chain Operations Reference model (SCOR).
5. Develop supply chain strategies to create value through effective negotiation strategies.
6. Manage supply chain processes to ensure balance of inventory optimization strategies
and financial attributes such as cost and cash flow while maintaining quality and delivery expectations.
7. Transform end-to-end supply chain through key elements of integrated processes, tools and systems, and demand planning and forecasting.
8. Evaluate supply chain processes to ensure alignment with strategic goals, and to minimize supply chain cost as well as life cycle costs and/or total cost of ownership.
9. Apply foundational concepts and approaches from disciplines such as Operations Management, accounting, economics and statistics to evaluate and improve end-to-end- supply chain processes and alignment with organizational needs.

## Methods

Capstone Project. The assessment instrument is a research paper in the capstone course (SCM590) and a corresponding PowerPoint presentation. The paper and presentation are scored with rubrics that are aligned with the learning objectives. The learning objectives for the paper are:

* Supply Chain Design
* Supply Chain Metrics
* Improvement of the Supply Chain Process
* Supply Chain Effectiveness
* End-to-End Supply Chain Integration
* Supply Chain Alignment

The objectives of the presentation are:

* Presentation Contents
* Key Message for Leadership
* Presentation

## Results

Capstone Project. Data from this assessment was collected and analyzed for the first time in the first term of the fall semester of the 2011-2012 academic year. Results of the project are found in table 36.

Table 36. MSSCM Capstone Project Evaluation of Student Performance

|  |  |
| --- | --- |
|   | Performance Indicators |
| Assessment Tool | Excellent | Good | Adequate | Poor |
| Project Paper | 6 | 9 | 9 | 0 |
| Project Presentation | 5 | 9 | 9 | 1 |

## Analysis

 Based on the current assessment tools, SCM students are demonstrating their learning throughout the program. Over half of the students faired ‘good’ or ‘excellent’ on their projects and presentations. However, approximately a third of the students only scored ‘adequate’ on the tools. Since we are just beginning to use these tools, it is difficult to determine if the lower performances were a result of lack of knowledge or difficulty of the project. We will monitor students’ performances on this project over the next year and then determine if any changes need to be made.

## Recommendations

The College’s 2009-2010 assessment report outlined several recommendations (table 37). All the recommendations not completed in the 2010-2011 academic year, will continue to be on the agenda of assessment items for the 2011-2012 academic year as described in tables 37 and 38.

Table . MSSCM Recommendations from 2010-2011

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Recommendations | Priority | Required Resources/ Time | Timeline for Completion | Status |
| Review the results from the first scored research papers and make any necessary changes to the rubric and/or assignment prompt | High | Medium | May | Ongoing |
| Establish desired cut-off scores on the MSSCM research paper | Low | Medium | May | No progress |
| Re-instate the End of Program survey | Medium | Medium | December | Completed |
| Conduct exit interviews with graduating students | Medium | High | May | Discontinued |
| Create and distribute Alumni survey | Medium | Medium | May | No progress |

Table . MSSCM Recommendations for 2012-2013

|  |  |  |  |
| --- | --- | --- | --- |
| **2012-2013 Recommendations** | **Priority** | **Required Resources/Time** | **Timeline** |
| Establish a protocol for instructors to ensure artifacts are being submitting in a timely manner and with the required documentation | High | High | Fall 2013 |
| Realign program objectives to match curriculum changes | High | High | Fall 2013 |
| Determine and create additional instruments/artifacts to systemically evaluate the program objectives | High | High | Spring 2013 |
| Establish a protocol for instructors to ensure artifacts are being submitting in a timely manner and with the required documentation | High | Low | Fall 2013 |

# Master of Science in Taxation (MST)

Objective:

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

## Methods

The MST degree does not currently have assessment instruments in place to systematically collect data about student learning.

## Recommendations

The College’s 2010-2011 assessment report outlined several recommendations (table 26). All the recommendations not completed in the 2011-2012 academic year, will continue to be on the agenda of assessment items for the 2012-2013 academic year.

Table . MST Recommendations from 2010-2011

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Recommendations | Priority | Required Resources/Time | Timeline for Completion | Status |
| Review and refine the learning outcomes and objectives of the program so they are more specific and are reflective of the curriculum | High | High | May | No progress |
| Conduct exit interviews with graduating seniors | Medium | High | NA | Discontinued |
| Create and distribute Alumni surveys | Medium | Medium | May | No Progress |

The MST degree will not be considered for program review until the 2013-2014 academic year. The program review process involves re-writing the MST learning objectives so that they are supported by and more accurately reflect the curriculum. This process will also include the development of a capstone project which is aligned with the new learning objectives to capture data about those learning objectives.