

## **Part I. 2006-2007 Program Assessment Report\***

**Name of Departments:** Business Law, Finance, Marketing, Management, and Systems and Operations Management.

**List of Programs:** Bachelor of Science in Business Administration

**College Mission<sup>1</sup>:** The College of Business and Economics provides high quality education that prepares students from diverse backgrounds for leadership in today's complex, global economy. Our graduates are effective communicators and ethical decision makers who are proficient in the theory and practice of business. Our faculty members are excellent teachers who maintain academic and professional currency. Our college actively partners with business, government, and community organizations to enhance its teaching and research mission.

### *High Quality Education*

The college regularly evaluates its curriculum and pedagogy to meet the changing needs of students and the emerging needs of business while maintaining high academic standards. The curriculum emphasizes critical thinking, effective communication, teamwork, and ethical decision-making as a foundation for leadership.

Students are encouraged to apply discipline-based and cross-functional knowledge gained in the classroom to practical situations.

The college fosters a learning environment that maximizes opportunity for a diverse student population and provides meaningful student support services.

### **Program Learning Goals:**

#### General Learning Goals:

1. Our graduates have strong written and oral communication skills.
2. Our graduates have strong problem solving skills.
3. Our graduates have strong critical thinking skills.
4. Our graduates have an understanding of ethics and social responsibility.
5. Our graduates have strong information technology skills.
6. Our graduates can work effectively in teams.

#### Management Specific Learning Goals:

1. Our graduates understand the global context of business.
2. Our graduates understand the cross-functional and interdisciplinary nature of business problems.
3. Our graduates understand and can apply basic business concepts.

**Assessment Liaison:** Leah Marcal

**College:** Business and Economics

***\*The deadline for submitting this report to the Associate Dean is September 24th.***

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<sup>1</sup> This is the portion of the college mission which specifically addresses student learning.

## Part II. 2006-2007 Assessment Activities for the Business Administration Program

Student Learning Outcomes	Assessment Dates	Assessment Procedures	Summary of Findings	Use of Findings for Program Improvement
Strong written and oral communication skills	Fall 2006 and Spring 2007	<p><u>BUS 302</u>: (fall only) Students' writing skills were assessed with case analysis and students' oral presentation skills were assessed with a formal oral presentation of their written case analysis. Students received all grading rubrics (e.g., for written work and presentations) at the start of the semester so they understood what was expected.</p> <p><u>MKT 304</u>: (spring only) Students' writing skills were assessed with a situation audit.</p> <p><u>SOM 306</u>: Essay exam questions were used to assess students' ability to clearly communicate and interpret results from operations management problems.</p>	<p><u>BUS 302</u>: Roughly 93% of students' written work was deemed good or very good. And 99% of students' oral presentations were good or very good.</p> <p><u>MKT 304</u>: Some 85% of the students' writing was deemed acceptable or good, and 15% was deemed unacceptable.</p> <p><u>SOM 306</u>: In fall (spring), some 67% (91%) of students demonstrated good or very good writing skills; while 32% (9%) demonstrated writing skills that were considered not good enough.</p>	<p><u>MKT 304</u>: Despite the use of turn-it-in, instructors continue to have an unacceptable problem with plagiarism. Consequently, students are now asked to perform various citation exercises and their work is returned until it is done correctly.</p> <p><u>SOM 306</u>: Given college-wide concerns about students' writing skills, all instructors will now require a written case in addition to regular homework and exams.</p>
Strong problem solving skills	Fall 2006 and Spring 2007	<p><u>FIN 303</u>: (fall only) Multiple-choice exam questions were used to assess students' knowledge of investment decisions, finance decisions, and the use of financial data. All questions require students to have strong problem solving skills.</p> <p><u>MKT 304</u>: (spring only) Students' problem solving skills are assessed within a situation audit.</p> <p><u>Math 103</u>: (spring only) Students' mathematical skills were assessed within 10 final exam questions. All questions require students to have strong problem solving skills.</p> <p><u>SOM 306</u>: Students' problem solving skills were assessed with multiple-choice exam questions which require careful analysis of operations management problems.</p>	<p><u>FIN 303</u>: Roughly 81% of students correctly answered questions covering investment decisions; 71% answered questions covering financing decisions; and 77% answered questions covering the use of financial data.</p> <p><u>MKT 304</u>: 27% of the students' work was good; 63% was acceptable, and 10% was unacceptable.</p> <p><u>Math 103</u>: Frequency analysis suggests that students have the greatest difficulty with derivatives, continuity, and graphs. Additionally, students in sections with supplemental instruction performed significantly better.</p> <p><u>SOM 306</u>: Students' success in solving operations problems varies from 23% deemed not good enough in fall to 30% deemed not good enough in spring.</p>	<p>Faculty were becoming increasingly concerned with students' lackluster quantitative (and thereby problem solving) skills. This led to a change in the program's required mathematics course. In Spring 2007, Math 103 (Mathematical Methods for Business) has replaced Math 102 (College Algebra) for the entire business college. The economics department chair was instrumental in the 103 course design and faculty are confident that the material covered in Math 103 is a much better fit for business majors. Thus, students' quantitative (and problem solving) skills are expected to improve.</p> <p><u>Math 103</u>: The math department recommends an increase in the proportion of sections with supplemental instruction; improved homework problems for the class; and a need to revise topics that lack relevance to business.</p>

Student Learning Outcomes	Assessment Dates	Assessment Procedures	Summary of Findings	Use of Findings for Program Improvement
Strong critical thinking skills	Fall 2006 and Spring 2007	<p><u>BUS 302</u>: (fall only) Students' ability to think critically was assessed with written case analysis. Students must clearly state the problem; clarify key ideas; use a strategic perspective; separate advocacy statements from fact; and make a clear decision.</p> <p><u>MKT 304</u>: (spring only) Students' critical thinking skills were assessed within a situation audit.</p>	<p><u>BUS 302</u>: Almost all students (98%) demonstrated good or very good critical thinking skills when writing up their case analysis.</p> <p><u>MKT 304</u>: Some 48% of the students' work was deemed good; 42% was acceptable; and 10% was unacceptable.</p>	No course or program changes are associated with these findings.
Understanding of ethics and social responsibility	Fall 2006	<p><u>BUS 302</u>: Students' understanding of ethics was assessed with an ethics case analysis wherein students must apply ethical theories and recommend a course of action.</p> <p><u>FIN 303</u>: Multiple-choice exam questions covered students' knowledge of financial ethics and regulatory requirements.</p>	<p><u>BUS 302</u>: Most students (87%) demonstrated a good or very good understanding of ethics in their case analysis.</p> <p><u>FIN 303</u>: More than 85% of students correctly answered questions covering ethics and regulatory requirements.</p>	<u>BUS 302</u> : Over the past year, Gateway faculty have made a concerted effort to improve their coverage of ethics.
Strong information technology skills	Spring 2007	<u>SOM 306</u> : Students' information technology skills were assessed within a short business case. The case analysis requires the use of various computer programs.	<u>SOM 306</u> : Roughly 77% of students were successful in using software to solve operations problems.	No course or program changes are associated with these findings.
Work effectively in teams	Spring 2007	Teamwork skills were assessed in BUS 302. Every student filled out an online team evaluation form for each teammate for every assignment that required group work. The online form contains 10 attributes that characterize good teamwork (e.g., attended meetings; came prepared; completed tasks on time; improved final product, etc.) The ten attributes are scored from 0 (strongly disagree) to 10 (strongly agree).	Students cannot determine how an individual teammate rated their performance. However, they are allowed to view their own average scores. Despite this anonymity, students are often reluctant to give teammates low scores. Mean scores on all 10 attributes ranged from a low of only 8.7 (encouraged innovation) to a high of 9.1 (listened and showed respect). Moreover, the overall mean total score (out of 100 points) was 89.1.	No course or program changes are associated with these findings.
Understand the cross-functional and interdisciplinary nature of business problems	Fall 2006	Students' ability to apply cross-functional and discipline-based knowledge was assessed in BUS 302 with case analysis wherein students must correctly apply major concepts from six lower-division business core classes.	Almost all students (98%) demonstrated good or very good ability to apply major concepts from the lower-division core in their case analysis.	No course or program changes are associated with these findings.

Student Learning Outcomes	Assessment Dates	Assessment Procedures	Summary of Findings	Use of Findings for Program Improvement
Understand and apply basic business concepts	Fall 2006 and Spring 2007	<p><u>ETS-MFT</u>: The Major Field Test in Business was given to 84 randomly selected students enrolled in the capstone course. 120 multiple-choice questions test students' knowledge of accounting, economics, management, quantitative business analysis, finance, marketing, legal environment, information systems, and international issues.</p> <p><u>BUS 302L</u>: Students take a multiple-choice exam in each of the six lower-division core business subjects: financial and managerial accounting; business law; micro and macroeconomics; and statistics. Students must score a minimum of 50% on each exam to pass BUS 302L and they have three opportunities to take each exam.</p> <p><u>FIN 303</u>: (fall only) Multiple-choice exam questions were used to assess students' knowledge of investment decisions, finance decisions, and the use of financial data.</p> <p><u>MKT 304</u>: (spring only) students' knowledge of marketing principles was assessed within a situation audit.</p> <p><u>SOM 306</u>: Students' knowledge of basic operations management concepts was assessed with exam questions; and their ability to analyze operations management problems was assessed within a short business case (spring only).</p>	<p><u>ETS-MFT</u>: A breakdown of mean scores by subject area shows that students scored highest on the information systems, management, and finance questions (53% to 54% correct) and lowest on quantitative business analysis, legal environment, and marketing questions (43% to 45% correct).</p> <p><u>BUS 302L</u>: Consistently high failure rates (i.e., roughly 15%) are seen in the financial and managerial accounting exams and the statistics exam. Alternatively, fairly low failure rates are seen in the business law exam (less than 6%).</p> <p><u>FIN 303</u>: Roughly 81% of students correctly answered questions covering investment decisions; 71% correctly answered questions covering financing decisions; and 77% correctly answered questions covering the use of financial data.</p> <p><u>MKT 304</u>: Some 27% of the students' work was good; 68% was acceptable; and 5% was unacceptable.</p> <p><u>SOM 306</u>: Students appear to do fairly well with basic concepts as 87% (83%) of their answers were deemed good enough or very good in fall (spring). Their success in solving operations problems was not as strong with 77% falling into the categories good enough or very good.</p>	<p>Poor performance on the ETS-MFT statistics questions has been reported to the BUS 302 director who plans to assign more cases with statistical content. Additionally, there is some discussion of covering more statistical concepts in the SOM 306 class.</p> <p><u>BUS 302L</u>: Relevant departments (systems and operations management, business law, economics, and accounting) are reviewing and updating their exam questions. Online review materials are also being improved. (This process is ongoing.) The BUS 302 steering committee is also working to construct reliability measures for the exam questions.</p> <p><u>SOM 306</u>: Many faculty suspect that students' difficulty in solving operations problems is caused by poor math background. It is hoped that the newly adopted MATH 103 course will better prepare future students.</p>