

Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to **SAVE** your progress as you work!

Academic Program

Business Administration, B.S.

Submission Year

2023-2024

Assessment Coordinator Name

Mick Fekula

Enter Assessment Coordinator Email

mfekula@lander.edu

Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome
Major Enrollment

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
Using a five-year rolling average, the number of students enrolled in the major for this Baccalaureate program is greater than or equal to 12.5.

Performance Target for "Partially Met"
Not Applicable

Performance Target for "Not Met"
Using a five-year rolling average, the number of students enrolled in the major for this Baccalaureate program is less than 12.5.

Assessment Measure Used
Annual Productivity Report

Frequency of Assessment
Annually

Data Collected for this Timeframe (Results)
5-year Rolling Average: 661.2

Score (Met=3, Partially Met=2, Not Met=1)
3

Comments/Narrative
Average 5-year BSBA enrollment has increased 11% due to online programs enrollment increases.

Resources Needed to Meet/Sustain Results
Additional full-time faculty are needed in all business disciplines to meet the student demand for classes contributing to their progress for graduation

Explanation of How Resources Will Be Used
New faculty will teach the additional sections

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Completions (Degrees Awarded)

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded for this Baccalaureate program is greater than or equal to 8.

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded for this Baccalaureate program is less than 8.

Assessment Measure Used

Annual Productivity Report

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

5-year Rolling Average: 139.4

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Graduation rates increased due to online classes and the addition of programs. The 5-year rolling average increased went from 132 to 139.4. 162 graduated in AY 2022-2023, up from 142 in 2021-2022.

Resources Needed to Meet/Sustain Results

Additional full-time faculty are needed in all business disciplines to meet the student demand for classes contributing to their progress for graduation

Explanation of How Resources Will Be Used

New faculty will teach the additional sections

Goal Summary

Goal Summary/Comments

BSBA enrollment increased by 10%

Changes Made/Proposed Related to Goal

None

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

BSBA graduates will possess the business knowledge necessary for success in their careers.

Pillar of Success Supported

Robust Student Experience

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will know accounting principles

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Mean percent Correct equal to or greater than 40%

Performance Target for "Partially Met"

Mean percent Correct equal to or greater than 32%

Performance Target for "Not Met"

Mean percent Correct less than 32%

Assessment Measure Used

MFT Indicator: Accounting

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data was collected in Fall 2022 and Spring 2023. 130 students were tested and the mean percent correct for Accounting was 33%.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

130 students were tested and the mean percent correct for Accounting was 33%. This is a 1% improvement. The comparative Institutions mean was 38.2, standard deviation 4.2. Our goal is to be at least at the mean of comparative institutions. We are currently at the mean minus more than one standard deviation.

The CAMI (Curriculum Assessment, Management and Improvement) committee will direct action to improve the curriculum by examining the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

This year's Item Analysis suggests we improved in activity based costing and budgeting. Our students

are still scoring less than 80% of the national norm in conceptual foundations, cost concepts, cost/volume/profit analysis, nonroutine decision making, and product costing systems. Accounting faculty will be asked to continue to examine these areas relative to the current curriculum objectives.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will know economics principles

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Mean percent Correct equal to or greater than 50%

Performance Target for "Partially Met"

Mean percent Correct equal to or greater than 41%

Performance Target for "Not Met"

Mean percent Correct less than 41%

Assessment Measure Used

MFT Indicator: Economics

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data was collected in Fall 2022 and Spring 2023. 130 students were tested and the mean percent correct for Economics was 45%.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

Data was collected in Fall 2022 and Spring 2023. 130 students were tested and the mean percent correct for Economics was 45%, which increased from 41% last year. The comparative Institutions mean was 47, standard deviation 3.4. Our goal is to be at least at the mean of comparative institutions.

We are currently at the mean minus less than one standard deviation.

The CAMI (Curriculum Assessment, Management and Improvement) committee will direct action to improve the curriculum by examining the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

The Item Analysis suggests that we improved in Supply and demand, but our students are scoring less than 80% of the national norm in the following areas: resource markets, measurement of economic performance, scarcity and opportunity cost, market failure, exchange rates, and balance of payments.

Economics is not an emphasis area, so the economics professors will be asked to assess whether the low scoring assessed items are relevant to current curriculum objectives.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable.

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will know finance principles

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Mean percent Correct equal to or greater than 40%

Performance Target for "Partially Met"

Mean percent Correct equal to or greater than 35.7%

Performance Target for "Not Met"

Mean percent Correct less than 35.7%

Assessment Measure Used

MFT Indicator: Finance

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data was collected in Fall 2022 and Spring 2023. 130 students were tested and the mean percent correct for Finance was 37%.

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

Data was collected in Fall 2022 and Spring 2023. 130 students were tested and the mean percent correct for Finance was 37%, which increased from 35% last year. The comparative Institutions mean was 39.9, standard deviation 2.8. Our goal is to be at least at the mean of comparative institutions. We are currently at the mean minus just about one standard deviation.

The CAMI (Curriculum Assessment, Management and Improvement) committee will direct action to improve the curriculum by examining the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

As of this writing, the finance faculty examined the finance item analysis and identified a difference between the Lander and national scores for Working Capital Management.

The following changes implemented last year impacted scores this year. Financial Statement Analysis improved from .77 to .90 and Working Capital Management from .71 to 80.5. Cost of capital, Financial markets and environment, and capital structure improved as well, but did not yet cross the 80% threshold. Capital budgeting and the time value of money scored lower this year.

The CAMI and finance faculty will consider these results.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

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Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will know Management principles

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Mean percent Correct equal to or greater than 55%

Performance Target for "Partially Met"

Mean percent Correct equal to or greater than 47.5%

Performance Target for "Not Met"

Mean percent Correct less than 47.5%

Assessment Measure Used

MFT Indicator: Management

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data was collected in Fall 2022 and Spring 2023. 130 students were tested and the mean percent correct for Management was 47%.

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

Data was collected in Fall 2022 and Spring 2023. 130 students were tested and the mean percent correct for Management was 47%, which increased from 44% last year. The comparative Institutions mean was 54, standard deviation 5. Our goal is to be at least at the mean of comparative institutions. We are currently 1.4 standard deviations below the mean.

Our score is slightly improved but still not close to the mean for the comparative group.

This year's item analysis shows that our students are scoring less than 80% of the national norm in the following areas: Communication, Functions, Group/team dynamics, History and theory, and Leadership and motivation. But there was some improvement in the item scores for Communication, History and theory, and Leadership and motivation. Strategic Analysis improved to more than 80% of the national score. In contrast, group/team dynamics decreased from the prior year.

The management faculty will be asked to examine the remaining low areas relative to the current curriculum objectives.

Resources Needed to Meet/Sustain Results

none

Explanation of How Resources Will Be Used

Not applicable.

Outcome 5

Outcomes are specific, **measurable** statements that reflect the broader goals.

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Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will know Marketing principles

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Mean percent Correct equal to or greater than 50%

Performance Target for "Partially Met"

Mean percent Correct equal to or greater than 42%

Performance Target for "Not Met"

Mean percent Correct less than 42%

Assessment Measure Used

MFT Indicator: Marketing

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data was collected in Fall 2022 and Spring 2023. 130 students were tested and the mean percent correct for Marketing was 45%.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

130 students were tested and the mean percent correct for Marketing was 45%. Comparative Institutions mean was 48.8, standard deviation 4.2. Our goal is to be at least at the mean of comparative institutions. We are currently within one standard deviation (.91) of the mean.

Our Marketing score improved but is still below the mean for the comparative group.

This year's item analysis shows that our students are scoring less than 80% of the national norm in the following areas: Marketing services and Marketing research and information technology tools. But our students improved in marketing mix, strategic marketing planning, segmenting consumer and organizational markets, scanning the marketing environment, and marketing of social causes,

The marketing faculty will be asked to examine these areas relative to the current curriculum objectives.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable.

Outcome 6

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge,

skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will know Quantitative Analysis principles

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Mean percent Correct equal to or greater than 35%

Performance Target for "Partially Met"

Mean percent Correct equal to or greater than 28%

Performance Target for "Not Met"

Mean percent Correct less than 28%

Assessment Measure Used

MFT Indicator: Quantitative Business Analysis

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data was collected in Fall 2022 and Spring 2023. 130 students were tested and the mean percent correct for Quantitative Business Analysis was 27%.

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

130 students were tested and the mean percent correct for Quantitative Business Analysis was 27%. Comparative Institutions mean was 32, standard deviation 4.5. Our goal is to be at least at the mean of comparative institutions. We are currently low slightly more than than one standard deviation below the mean.

This year's Item Analysis shows that our students are scoring less than 80% of the national norm in the following areas: distributions, statistical process control, sampling and estimation, time series forecasting, conditional/joint probabilities, and measures of central tendency and dispersion. In contrast, we saw improvement in counting rules, correlation and regression, and hypothesis testing.

The quantitative management faculty will be asked to examine these areas relative to the current curriculum objectives.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable.

Outcome 7

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will know Information Systems principles

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Mean percent Correct equal to or greater than 42%

Performance Target for "Partially Met"

Mean percent Correct equal to or greater than 37%

Performance Target for "Not Met"

Mean percent Correct less than 37%

Assessment Measure Used

MFT Indicator: Information Systems

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data was collected in Fall 2022 and Spring 2023. 130 students were tested and the mean percent correct for Information Systems was 38%.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

130 students were tested and the mean percent correct for Information Systems was 38%. This is a 1% improvement over last year. Comparative Institutions mean was 40, standard deviation 4.7. Our goal is to be at least at the mean of comparative institutions. We are currently within one standard deviation (.43) of the mean.

This year's Item Analysis shows that our students improved in decision support & expert systems and systems planning development, which were low last year. The students also improved in Management information systems, Enterprise systems, Network and internet technology, and Systems investigation and analysis. In contrast, students scored less than 80% of the national norm in the following areas:

Software Technology, Transaction processing Systems, and Database management systems. The information systems faculty will be asked to examine these areas relative to the current curriculum objectives.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable.

Outcome 8

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will know Legal and Social Environment principles

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Mean percent Correct equal to or greater than 50%

Performance Target for "Partially Met"

Mean percent Correct equal to or greater than 44%

Performance Target for "Not Met"

Mean percent Correct less than 44%

Assessment Measure Used

MFT Indicator: Legal and Social Environment

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data was collected in Fall 2022 and Spring 2023. 130 students were tested and the mean percent correct for Legal and Social Environment was 43%.

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

130 students were tested and the mean percent correct for Legal and Social Environment was 43%. This is a 2% improvement over last year. Comparative Institutions mean was 48, standard deviation 3.5. Our goal is to be at least at the mean of comparative institutions. We are currently 1.43 standard

deviations below the mean.

Since these MFT results are new, the action is to report the results to the CAMI (Curriculum Assessment, Management and Improvement) committee and direct that they take action to improve the curriculum by examining the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

This year's Item Analysis shows that our students are scoring less than 80% of the national norm in the following areas: administrative law, security regulation, and employment law. But students improved in constitution and business, contract and sales law, tort law, courts and legal systems, and business organizations. The legal and social environment faculty will be asked to examine these areas relative to the current curriculum objectives.

The legal and social environment faculty will be asked to examine these areas relative to the current curriculum objectives.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable.

Outcome 9

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will know International Issues

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Mean percent Correct equal to or greater than 45%

Performance Target for "Partially Met"

Mean percent Correct equal to or greater than 35%

Performance Target for "Not Met"

Mean percent Correct less than 35%

Assessment Measure Used

MFT Indicator: International Issues

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data was collected in Fall 2022 and Spring 2023. 130 students were tested and the mean percent correct for International Issues was 39%.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

130 students were tested and the mean percent correct for International Issues was 39%. This is a 4% increase over last year. Comparative Institutions mean was 42.2, standard deviation 4.0. Our goal is to be at least at the mean of comparative institutions. We are currently within one standard deviation (.8) of the mean.

This year's Item Analysis shows that our improved in all of the following areas: international finance, international marketing, international and cross cultural management, and international economics (exchange rates and balance of payments).

The relevant faculty will be asked to continue to examine these areas relative to the current curriculum objectives to achieve the overall 45% goal.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Outcome 10

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Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will have business knowledge

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Students will report that they have adequately (or better) learned, or are adequately (or better) prepared in 80% of the Learning and Development items on the exit survey.

Performance Target for "Partially Met"

Students will report that they have adequately (or better) learned, or are adequately (or better) prepared in 70% of the Learning and Development items on the exit survey

Performance Target for "Not Met"

Students will report that they have adequately (or better) learned, or are adequately (or better) prepared in less than 70% of the Learning and Development items on the exit survey.

Assessment Measure Used

Indirect: Student Program Exit Survey

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Students reported that they adequately (or better) learned or are prepared in 100% of the Learning and Development items on the Exit Survey related to Business Knowledge, Skills, Perspectives & Responsibilities, and Career Readiness. Overall, they scored a 4.1 on a 5-point scale.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The students' highest-rated preparedness areas were ethical perspectives and responsibilities and career readiness to make a positive societal impact (4.5). Next, students felt well-prepared in (a) management knowledge, (b) skills related to decision-making, leadership, and technology use, (c) perspectives and responsibilities on social issues and diversity and inclusion, and (d) career readiness related to forward-thinking capability and resourcefulness in organizations (4.4).

The following areas were rated as 4.3: (a) problem-solving and writing skills, (b) general business knowledge, (c) sustainability perspectives and responsibility, and (d) career readiness to be relevant and ready to make organizational contributions. Slightly lower on the scale (4.2-4.0), though still prepared, were (a) skills in speaking, computer, and entrepreneurship, (b) marketing knowledge, and (c) the assessment of their career plan.

The following areas were rated as 3.8 to 3.9: spreadsheet and data analysis skills, their electronic career portfolio status, and global perspectives. The following knowledge areas rated 3.5 to 3.7: legal and social issues, information systems, quantitative analysis, accounting, and international issues. A knowledge of economics and finance rated the lowest at 3.4

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Outcome 11

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employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will have general business knowledge

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

Mean MFT Overall Score equal to or greater than 146

Performance Target for "Partially Met"

Mean MFT Overall Score equal to or greater than 138

Performance Target for "Not Met"

Mean MFT Overall Score less than 138

Assessment Measure Used

Direct: MFT Overall Score

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

130 Lander students tested between fall 2022 and spring 2023. The Lander mean was 140 and standard deviation 10.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

The ETS 2022 Comparative Data Guide shows data for September 2021 through June 2023 for domestic institutions (325) and 35,472 student examinees. The institutional mean was 148.7, Median 149, and standard deviation 6.4.

130 Lander students tested between fall 2022 and spring 2023. The Lander mean was 140 and standard deviation 10. Comparative Institutions mean is 145.5 and standard deviation 4.2. Our goal is to be at least at the mean of comparative institutions. We are currently at the mean minus more than one standard deviation for comparative schools and the national mean.

The item analysis for each area of the MFT will determine the curriculum improvements needed and in turn impact the overall average MFT score.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Goal Summary

Goal Summary/Comments

The students' highest-rated preparedness areas were ethical perspectives and responsibilities and career

readiness to make a positive societal impact. Students rated themselves the lowest in the quantitative discipline areas, including analytics, accounting, and finance. These results correlate with MFT performance in those particular items. The quantitative disciplines remain challenging for students, and our faculty have established strategic plan action item 1.5.1 to consider better curriculum integration of topics like analytics and related quantitative disciplines.

We administered the exit survey for the first time this past year and solicited students' perspectives on their preparedness according to knowledge, skills, perspectives and responsibilities, and career readiness. The results suggest that students generally feel adequately or better prepared in all of the areas. They feel particularly well-prepared regarding ethical responsibilities, and their capability to impact society positively. The low-rated include the quantitative disciplines and their confidence in their analytic skills.

Changes Made/Proposed Related to Goal

Since our MFT average scores are lower than comparative institutions and the national averages, faculty continue to work on ways to improve the scores. We have set a high objective in each of the MFT categories to reach the average of comparative schools, and in most cases, we are still well below the target. Since the MFT is only through the second year of administration, we are still challenged to determine the best course of action. The following are under consideration:

- Continue to target curriculum changes based on the item analysis results. This is challenging because the MFT items that do not always align with our curriculum, and it is sometimes unclear what particular curriculum changes address the MFT test items.
- The Educational Testing Service recommends incentivizing the testing process. We do not assign course points based on students' MFT scores at the undergraduate level. This is a problem because the evidence suggests some students submit the MFT after having spent only 20 to 30 minutes in the system, and these cases correlate with extremely low if not the lowest possible scores. One proposal is to assign course points to the score. Another approach would be to eliminate these cases as outliers since we would be taking action on data that's not reflective of a student's genuine effort.
- Another proposal is to offer systematic discipline review sessions because students might have taken the relevant courses in the distant past. The sophomore accounting courses are particular examples of this.

The COB faculty will decide the best course of action or combination thereof in 2023-2024.

The exit survey suggests that students still perceive quantitative disciplines, particularly analytics, to be an issue concerning their preparedness. They also feel that their electronic career readiness portfolios are prepared but not as well as possible. Finally, they're unsure if their career plan is as developed as they would like. As new results, these are being communicated to the relevant faculty for consideration. As mentioned above, a strategic action item is already addressing quantitative skills.

Upload Rubrics/Other Files

ACDG_Business_2023.pdf

MFTCustomComparativeDataReport_10102023_12
10.PDF

MFT bachelors-deg-bus-test-description.pdf

Comparative Schools Fall 2023.xlsx

Sorted MFT Items 2022 vs 2023 - Post.xlsx

2023 vs 2022 MFT results - post.xlsx

COB Exit Survey – Preparedness.pdf

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

BSBA graduates will be effective communicators.

Pillar of Success Supported

Robust Student Experience

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will be able to make effective oral presentations

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

At least 80% of the students will score higher than 15 on the Oral Communications Rubric.

The average score will be at least 16.85 with a standard deviation no greater than 1.75.

The average score of each rubric criterion item will be at least 2.4 (rounded up) with a standard deviation no greater than .38.

Performance Target for "Partially Met"

At least 70% of the students scored higher than 15 on the Oral Communications Rubric.

The average score is at least 14.7.

The average score of one or more rubric criteria items is at least 2.4.

Performance Target for "Not Met"

Less than 70% of the students scored higher than 15 on the Oral Communications Rubric.

The average score is less than 14.7.

The average score of one or more rubric criterion items is less than 2.1.

Assessment Measure Used

Direct:
Career Readiness Presentation in BA 299
and Rubric

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data was collected in Fall 2022 and Spring 2022.
This analysis includes Fall 2022 data since this
assessment is being repeated due to last year's
results.

90% of the students scored 15 or higher
The average score was 17.6

Score (Met=3, Partially Met=2, Not Met=1)

2

The Criterion Items with (Mean, SD) are:

Organization (2.9, 0.19)

Language (2.7, 0.34)

Delivery (2.2, 0.6)

Visual Design (2.6, 0.37)

Supporting Material (2.6, 0.48)

Central Message (2.8, 0.35)

Rapport with Audience (1.8, 0.64)

Comments/Narrative

The target for this goal was once again met in two of the three categories assessed. 90% of the students scored 15 or higher on the oral communications rubric which exceeds the target and is a significant improvement over last year (up from 82%). The average score for the oral communications rubric was 17.6 which also exceeds the target and is an improvement over last year (up from 16.9). The target was partially met because two of the seven criterion items on the rubric scored a 2.2 (delivery) and a 1.8 (audience rapport), and not the 2.4 minimum.

The data indicate that improvements can continue to be made in delivery and rapport with the audience. Visual design and the use of supporting material improved this year, as well as all the other items: organization, language, and central message. According to the rubric criteria, delivery can be improved by ensuring the speaker does not appear tentative and students can improve their connections to the audience through better eye contact.

The BA 299 curriculum was improved in 2022 by adding more emphases on oral communication skills. We integrated oral presentation coaching with a focus on delivery, visual design, supporting material, and rapport with the audience.

This is the second year that we assessed oral communication using item analyses to determine where oral communication could be improved by the various criteria. This year shows that scores for particular presentation criteria could be improved, even though the summative oral communication measure improved and met the target.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will be able to write effectively

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

At least 70% of the students will score 70 or higher on the Written Communications Rubric.

The average score will be at least 70 with a standard deviation no greater than 3.00.

The average score of each rubric criterion will be at least 14 with a standard deviation no greater than 1.00 for scores less than 15.

Performance Target for "Partially Met"

At least 70% of the students will score 60 or higher on the Written Communications Rubric.

The average score will be at least 60.

The average score of each rubric criterion will be at least 13.

Performance Target for "Not Met"

Less than 70% of the students scored higher than 60 on the Oral Communications Rubric.

The average score is less than 60.

The average score of each rubric criterion is less than 13.

Assessment Measure Used

Direct:
BA 414 Case and Rubric
BA 499 Portfolio and Rubric (this measure was not

Frequency of Assessment

Planned for every two years, but because of low scores in 2021, this assessment is being done

employed in 2022-2023 because not enough BA 499 students had made it through the new BA 499 criteria that began with sophomores in 2021) annually

Data Collected for this Timeframe (Results)

Fall 2022 data was assessed in response to low 2021 scores. The data collected in Spring 2021 and Fall 2022 was assessed with a more robust analysis involving item analyses and an interrater reliability check.

Score (Met=3, Partially Met=2, Not Met=1)

2

67% of the Fall 2022 students scored 70 or higher and 90% scored 60 or higher.

The average score was 73.4

The Criterion Items with (Mean, SD) are:

Professional Appearance (16.1, 2.2)

Content Development (15.2, 2.0)

Sentence Structure (14.4, 2.7)

Word Choice and Grammar (13.8, 2.2)

Mechanics-Spelling, Capitalization, Punctuation (13.9, 2.1)

Comments/Narrative

Student performance improved in most areas; although we did not completely meet the target. 67% of the Fall 2022 students scored 70 or higher and 90% scored 60 or higher, which means we partially met one target. The average score for the written communications rubric was 73.4 which meets the target and is up significantly from the 62.9% score last year.

Three of the five rubric criterion items met the minimum standard: professional appearance, content development, and sentence structure, with two of those three increasingly significantly. Word choice and grammar, and mechanics improved but not to the standard.

All scores had high standard deviations which prompted a review of interrater reliability. In response, we analyzed the results again by omitting reviewer average scores greater than one SD from the Mean (both plus and minus) and replacing those with the resulting average. The result was an increase in the students' overall average score from 73.4 (SD 9.3) to 76.6 (SD 1.1). All items except word choice and grammar improved and came within standard. These results suggest that word choice and grammar should be focal point for improvement.

The College of Business is discussing a process to encourage and require proofreading before submitting written assignments. Initial discussions were conflicted with some faculty disagreeing over the process. COB is also assessing the possibility of establishing a writing-intensive approach toward improving written products, comprising a written product submission, review and feedback, and resubmission process for products included in our writing assessment. We believe it is challenging to improve writing skills without focusing on particular products and feedback on those products.

The College of Business will ensure that our focus is on improving the curriculum through data-driven interventions instead of changing artifacts or assessment instruments. However, in the case of our current writing rubric and assessment process, we believe it is also necessary to make changes. This most recent writing assessment involved three faculty members who were assigned to independently

review the same 30 student. The interrater reliability was low in four of the five item analyses and each rater varied from the mean in at least one item.

The CAMI is still assessing the current rubric to determine whether the written criterion categories are appropriate for the sample of student artifacts being assessed. Performance descriptors are missing for two of the levels in sentence structure, and the grammar and mechanics criterion specify a particular number of errors for specific performance levels. These issues can cause the rubric score to skew based on one criterion.

The Assessment Sub-Committee of the Curriculum Assessment, Management and Improvement (CAMI) Committee is again tasked to revise the rubric and review process accordingly while considering the AAC&U Value Rubrics approach. The AAC&U Written Communication Value Rubric states, "The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts."

Finally, the College of Business added additional writing assessment activities to our professional development series: BA 299, BA 399, and BA 499. Data analysis for these activities will start in 2023-2024.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will know how to communicate effectively

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

80% or more of the students report that they are adequately (or better) prepared to speak and write, and the mean score for each speaking and writing is at least 4.0 with a standard deviation less than 1.

Performance Target for "Partially Met"

70% or more of the students report that they are adequately (or better) prepared to speak and write, and the mean score for each speaking and writing is at least 3.5 with a standard deviation less than 1.

Performance Target for "Not Met"

Less than 70% of the students report that they are adequately (or better) prepared to speak and write, and the mean score for each speaking and writing is below 3.5 with a standard deviation less than 1.

Assessment Measure Used

Indirect: Student Program Exit Survey

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

71 students responded to the Exit Survey and reported that they are adequately (or better) prepared to speak (96%) and write (99%). The mean score for speaking was 4.2 and writing 4.3 on a 5-point scale.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The speaking and writing targets were met on the Exit Survey. This was the first administration of the Exit Survey and the target was met so no changes are planned. The average item score on the Exit Survey was 4.1, so these communication items are reported as above average for preparation items.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Goal Summary

Goal Summary/Comments

We decided to reassess communication again this year outside of the normal every-other-year sequence. This is also the first year we were able to administer the exit survey with parts related to communication.

The speaking and writing targets were met on the Exit Survey. This was the first administration of the Exit Survey, and the target was met so no changes are planned. The average item score on the Exit Survey was 4.1, so these communication items are reported as above average for preparation items.

The direct measures for oral communication improved this year in response to interventions in the BA 299 course, where the instructor offered presentation coaching based on the items that scored low last year. 90% of the students scored 15 or higher on the oral communications rubric, which exceeds the target and is a significant improvement over last year (up from 82%). The average score for the oral communications rubric was 17.6, which exceeds the target and is an improvement over last year (up from 16.9).

The target was partially met because two of the seven criterion items on the rubric scored a 2.2 (delivery) and a 1.8 (audience rapport), not the 2.4 minimum. Thus, results data show that improvements can continue to be made in delivery and rapport with the audience. Visual design and the use of supporting

material improved this year, as well as all the other items: organization, language, and central message. According to the rubric criteria, delivery can be improved by ensuring the speaker does not appear tentative, and students can improve their connections to the audience through better eye contact. The CAMI will present these items to the COB faculty for further consideration.

Regarding written communication, students were apprised that their submissions would be subject to a revise and resubmit process if they were found deficient. No students were required to revise and resubmit, but COB is discussing a future proposal where revising and resubmit would be routine. In response to our intervention, student performance improved in most areas, although we did not wholly meet the target. 67% of the Fall 2022 students scored 70 or higher, and 90% scored 60 or higher, which means we partially met one target. The average score for the written communications rubric was 73.4, which meets the target and is up significantly from the 62.9% score last year.

Three of the five rubric criterion items met the minimum standard: professional appearance, content development, and sentence structure, with two of those three increasing significantly. Word choice and grammar, and mechanics improved, but not to the standard.

Because all scores had high standard deviations, we examined adjustments to the results based upon standard deviations. The result was an increase in the overall student average score from 73.4 (SD 9.3) to 76.6 (SD 1.1). All items except word choice and grammar improved and came within the standard. These results suggest that word choice and grammar must remain a focal point for improvement. The CAMI will present these items to the COB faculty for further consideration.

The College of Business is discussing a process to encourage and require proofreading before submitting written assignments. Initial discussions were conflicted, with some faculty disagreeing. The College of Business is also assessing the possibility of establishing a writing-intensive approach toward improving written products, comprising a written product submission, review and feedback, and resubmission process for products included in our writing assessment. We believe it is challenging to improve writing skills without focusing on particular products and feedback on those products.

The College of Business will ensure that our focus is on improving the curriculum through data-driven interventions instead of changing artifacts or assessment instruments. However, in the case of our current writing rubric and assessment process, we believe it is also necessary to make changes. This most recent writing assessment involved three faculty members who were assigned to review the same 30 students independently. The interrater reliability was low in four of the five-item analyses, and each rater varied from the mean in at least one item.

The CAMI is still assessing the current rubric to determine whether the written criterion categories are appropriate for the sample of student artifacts being assessed. Performance descriptors are missing for two of the levels in sentence structure, and the grammar and mechanics criterion specify a particular number of errors for specific performance levels. These issues can cause the rubric score to skew based on one criterion.

The Assessment Sub-Committee of the Curriculum Assessment, Management, and Improvement (CAMI) Committee is again tasked to revise the rubric and review process accordingly while considering the AAC&U Value Rubrics approach. The AAC&U Written Communication Value Rubric states, "The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts."

Finally, the College of Business added writing assessment activities to our professional development series: BA 299, BA 399, and BA 499. Data analysis for these activities will start in 2023-2024.

Changes Made/Proposed Related to Goal

This was the first administration of the Exit Survey, and the target was met so no changes are planned.

The direct measures for oral communication improved this year in response to interventions in the BA 299 course, where the instructor offered presentation coaching based on the items that scored low last year. 90% of the students scored 15 or higher on the oral communications rubric, which exceeds the target and is a significant improvement over last year (up from 82%). The average score for the oral communications rubric was 17.6, which exceeds the target and is an improvement over last year (up from 16.9).

Visual design and the use of supporting material improved this year, as well as all the other items: organization, language, and central message. According to the rubric criteria, delivery can be improved by ensuring the speaker does not appear tentative, and students can improve their connections to the audience through better eye contact. The CAMI will present these items to the COB faculty for further consideration.

Regarding written communication, students were apprised that their submissions would be subject to a revise and resubmit process if they were found deficient. No students were required to revise and resubmit, but COB is discussing a future proposal where revising and resubmit would be routine.

In response to our intervention, student performance improved in most areas, although we did not wholly meet the target. 67% of the Fall 2022 students scored 70 or higher, and 90% scored 60 or higher, which means we partially met one target. The average score for the written communications rubric was 73.4, which meets the target and is up significantly from the 62.9% score last year.

Three of the five rubric criterion items met the minimum standard: professional appearance, content development, and sentence structure, with two of those three increasing significantly. Word choice and grammar, and mechanics improved, but not to the standard. The CAMI will present these items to the COB faculty for further consideration.

The College of Business is discussing a process to encourage and require proofreading before submitting written assignments. COB is also discussing the possibility of establishing a writing-intensive approach toward improving written products, comprising a written product submission, review and feedback, and resubmission process for products included in our writing assessment.

COB also believes the writing rubric needs revision due to interrater reliability issues.

Finally, the College of Business added writing assessment activities to our professional development series: BA 299, BA 399, and BA 499. Data analysis for these activities will start in 2023-2024.

Upload Rubrics/Other Files

Lander COB Oral Communication Rubric.pdf

Written Communication Assessment Rubric.pdf

Combined all 2023 BSBA COB Exit Survey -
Preparedness (Responses).xlsx

Written Communications Assessment Results Fall
2022.xlsx

Oral Communications Assessment Results Fall
2022a.xlsx

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

BSBA graduates will have an appreciation for ethics, ethical decision-making and the social responsibility of business to all stakeholders.

Pillar of Success Supported

Robust Student Experience

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will be able to identify and analyze ethical issues and dilemmas.

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

80% or more of the students will score 70 or higher on the Ethics Assessment Rubric.

Performance Target for "Partially Met"

70% or more of the students will score 70 or higher on the Ethics Assessment Rubric.

Performance Target for "Not Met"

Less than 70% of the students scored 70 or higher on the Ethics Assessment Rubric.

Assessment Measure Used

Direct:
Case Essay

Frequency of Assessment

Every two years

Data Collected for this Timeframe (Results)

The target was met with 80% of the students scoring 70% or higher than the ethics assessment

Score (Met=3, Partially Met=2, Not Met=1)

3

with an average score of 82%.

Comments/Narrative

This result continues to be an increase over the assessment done four years ago when only 59% of the students scored above 70%. It is a slight decrease from the ethics assessment done in 2020-2021 when all of the students scored above 70% and the average was 84%; however, this year more students scored higher than the previous assessment. The average for those scoring above 70% was an 87%, as opposed to the average of 84% from two years ago. There are no plans to change the curriculum as performance is increasing for most of the students.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will be able to identify and analyze corporate social responsibility issues.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

Core Values and Ethical Decision Target

80% of the students will achieve at least 17.5 out of 25 points

The average Item Scores will be at least:

- Identifies Core Values: 3, SD<1
- Poses Appropriate Questions: 2.5
- Explains Impact of Core Values: 3, SD<1

Diversity & Inclusivity Target

80% of the students will achieve at least 25 out of 35 points

The average Item Scores will be at least:

- Knowledge (3): 2.5
- In Context: 3, SD<1
- Application: 3, SD<1

Positive Societal Impact Target

80% of the students will achieve at least 17.5 out of 25 points

The average Item Scores will be at least:

- Explain Force for Good: 3, SD<1
- Impact as a Member: 3, SD<1
- Employer Impact: 2.5
- Identify Business Courses: 2.5

Performance Target for "Partially Met"

Core Values and Ethical Decision Target

At least 70% of the students will achieve at least 17.5 out of 25 points and two of the three Item Scores will meet their targets:

- Identifies Core Values: 3, SD<1
- Poses Appropriate Questions: 2.5
- Explains Impact of Core Values: 3, SD<1

Diversity & Inclusivity Target

At least 70% of the students will achieve at least 25 out of 35 points and two of the three Item Scores will meet their targets:

- Knowledge (3): 2.5
- In Context: 3, SD<1
- Application: 3, SD<1

Positive Societal Impact Target

At least 70% of the students will achieve at least 17.5 out of 25 points and three of the four Item Scores will meet their targets:

- Explain Force for Good: 3, SD<1
- Impact as a Member: 3, SD<1
- Employer Impact: 2.5
- Identify Business Courses: 2.5

Performance Target for "Not Met"

Less than 70% of the students scored 17.5 or 25 on the respective rubric, less than half of the criterion item scores achieved their respective minimums, and results for two of the three Social Responsibility assessments did not meet the target.

Assessment Measure Used

Direct:

Rubric and Essays on Core Values, Diversity and Inclusivity, and Positive Societal Impact.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Core Values and Ethical Decision Results

Score (Met=3, Partially Met=2, Not Met=1)

2

- The students met this target with 100% of the students achieving a 10.5 or higher. There was an anomaly this time because students did not answer one of the items on the rubric when the instrument failed to ask them about the impact of core values. They answered the other two items which were to identify core values and pose questions about the values. Scores on these items were 4.9 and 4.2 respectively, so they met those

targets.

Diversity & Inclusivity Results

- Only 39% of the students scored a 25 or higher on the diversity of inclusivity essay. The low scores were attributed to the failure of the essay assignment to specify the need to define diversity and inclusion, as well as their differences. In all but three cases, students made no statements related to defining the terms. In contrast, the items regarding diversity and inclusion in organizational contexts and the application of diversity and inclusion scored well with 4.01 and 4.3 respectively, with low scores attributed to a failure to address these areas at all (the standard deviations were 1.46 and 1.40 respectively). 83% of the students achieved a score of 16 or higher (out of 20 points) on the two items that were fully answered, which meets the target commensurate with achieving 25 out of 35 points.

Positive Societal Impact Results

- The students met the target for positive societal impact with 80% achieving a score of 18 or higher out of 25 possible points. All of the individual items scored above the target with averages of 4.3, 4.3, 4.1, and 3.3 respectively.

Comments/Narrative

We partially met the outcome to "identify and analyze corporate social responsibility issues" because the instruments used did not capture all of the desired data. However when the target was adjusted to make it commensurate with the full assessment, we met the targets for the three measures. The students showed that they were able to identify core values and pose questions about those values. Regarding diversity and inclusion, students were able to identify the importance of these issues in the organizational context and express their support for diversity and inclusion in organizations. Finally, the students achieved the target for understanding the positive societal impact of business on society.

This is the first time these measures were employed because the professional development curriculum was significantly revised in 2021-2022. There are no changes proposed, except to ensure the instruments are revised to fully measure the concepts assessed.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will know the legal, ethical, & social aspects of business

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

80% or more of the students will report that they are adequately or better prepared in their social, ethical, sustainability, diversity and inclusion, and positive societal impact perspectives and responsibilities.

Performance Target for "Partially Met"

70% or more of the students will report that they are adequately or better prepared in their social, ethical, sustainability, diversity and inclusion, and positive societal impact perspectives and responsibilities.

Performance Target for "Not Met"

Less than 70% or more of the students will report that they are adequately or better prepared in their social, ethical, sustainability, diversity and inclusion, and positive societal impact perspectives and responsibilities.

Assessment Measure Used

Indirect: Student Program Exit Survey

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

71 students responded to the Exit Survey and below are the percentages of students reporting that they are adequately (or better) prepared for those items. When the items are combined into one measure, 97% report they are adequately (or better) prepared in the legal, ethical, and social aspects of business. We met the target.

KNOWLEDGE: Legal and Social Issues, 89%

PERSPECTIVES & RESPONSIBILITIES:

- Social, 97%
- Ethical, 99%
- Sustainability, 97%
- Diversity and Inclusion, 96%
- Positive Societal Impact, 100%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The legal, ethical, & social aspects of business targets were met on the Exit Survey. This was the first administration of the Exit Survey and the target was met so no changes are planned. The average item score on the Exit Survey was 4.1, so these legal, ethical, & social aspects of business items all show as above average for preparation items.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

There are three instruments used in assessing our ethics and social responsibility goal: an ethical dilemma essay, corporate social responsibility products, and the Exit Survey.

Regarding the ethical dilemma assessment, no changes are planned because most students' performance is increasing. This year, more students scored higher than the previous assessment. The result continues to be an increase over the assessment done four years ago, when only 59% of the students scored above 70%. It is a slight decrease from the ethics assessment done in 2020-2021, when all of the students scored above 70%, and the average was 84%; but again, more students scored higher this year. The average for those scoring above 70% was 87%, as opposed to 84% from two years ago.

We partially met the outcome to "identify and analyze corporate social responsibility issues" because the instruments did not capture all the desired data. However, for the measured items, we met all targets and this is a new measure, so no changes are planned other than to ensure that the assessment instrument is complete for the data we want to capture.

We met the legal, ethical, & social aspects of business Exit Survey targets. This was the first administration of the Exit Survey. The average item score on the entire Exit Survey was 4.1, and scores for the ethical, & social aspects of business items all show above the average of all survey items. The knowledge of legal and social issues scored 3.7, but the standard deviation was high, and 89% of the students reported adequate preparation or better.

Changes Made/Proposed Related to Goal

We will revise the instruments used for the identification and analysis of corporate social responsibility issues to ensure they capture all of the data specified in the rubric. Otherwise, no changes are proposed because the ethical dilemma results continue to increase and the targets for the exit survey items met.

Upload Rubrics/Other Files

Artifacts - 2023 Ethics Assessment.pdf

Ethics Case 2021 - Pizza Redlining Assessment.pdf

Ethics Assessment Rubric.pdf

Ethics Assessment Responses Spring 2023a.xlsx

Core Values and Ethics Exercise Assessment.pdf

Positive Societal Impact Essay Assessment.pdf

Diversity and Inclusivity Essay Assessment.pdf

Lander COB Core Values and Ethical Decision Rubric.pdf

Lander COB Diversity Inclusivity Rubric.pdf

Lander COB Positive Societal Impact Rubric.pdf

299 Core Values and Ethics Assessment Responses 2022-2023.xlsx

Positive Societal Impact Responses 2022-2023.xlsx

Diversity and Inclusivity Responses 2022-2023.xlsx

COB Exit Survey – Preparedness.pdf

2023 BSBA COB Exit Survey - Preparedness - Societal Issues.xlsx

Goal 5

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

BSBA graduates will apply relevant methods and technologies to analyze and solve problems.

Pillar of Success Supported

Robust Student Experience

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will be capable of applying spreadsheet functions to business problem solving.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

Students will achieve an average score of 85% or higher on the capstone assessment and 85% or

higher on the individual exercises demonstrating the creation of formulas, the insertion of functions, the creation of charts, sorting data, and performing data analysis. These exercises are done in the Pearson MyITLab system and the particular functions are assessed in the exercises found in chapters 1, 2, 3, 4, and 8.

Performance Target for "Partially Met"

Students will achieve an average score of 80% or higher on the capstone assessment and 80% or higher on the individual exercises demonstrating the creation of formulas, the insertion of functions, the creation of charts, sorting data, and performing data analysis.

Performance Target for "Not Met"

Students achieved an average score less than 80% on the capstone assessment and less than 80% on the on the individual exercises demonstrating the creation of formulas, the insertion of functions, the creation of charts, sorting data, and performing data analysis.

Assessment Measure Used

Direct:
Software providing assessments of student demonstrations of spreadsheet function performance

Frequency of Assessment

Every other year

Data Collected for this Timeframe (Results)

Not assessed this year.

Score (Met=3, Partially Met=2, Not Met=1)

Comments/Narrative

Not assessed this year. Will be assessed in 2023-2024.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will be able to identify business problems, formulate alternatives, and select most appropriate solution.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

70% or more of the students will score 9 or higher on the Problem Solving Assessment Rubric and average 2.1 or higher on each item.

Performance Target for "Partially Met"

At least 60% of the students will score 9 or higher on the Problem Solving Assessment Rubric and average 2.1 or higher on at least three of the four items.

Performance Target for "Not Met"

Less than 60% of the students scored 9 or higher on the Problem Solving Assessment Rubric

Assessment Measure Used

Direct:
Problem Solving Case and Rubric

Frequency of Assessment

Every other year

Data Collected for this Timeframe (Results)

In 2022-2023, this goal was met with 70% of the students achieving a 9 or better on the Case. We reassessed the data using item analysis because we had a high standard deviation. The following results show students perform well enough in all areas except identifying and understanding the problem; therefore, we are only partially meeting the target when we use item analysis:

- Identify and Understand Problem: 1.8
- Identify the Alternatives: 2.9
- Evaluate the Alternatives: 2.7
- Recommendations: 2.2

Score (Met=3, Partially Met=2, Not Met=1)

2

The results also show that face-to-face sections met the target in all areas, but the online section scored low (1.5) on identifying and understanding the problem. In contrast, the online section scored higher than the face-to-face section in each of the other three items analyzed.

Comments/Narrative

We added two different analyses to this year's results. In 2022-2023, this goal was met with 70% of the students achieving a 9 or better on the Case. We reassessed the data using item analysis because we had a high standard deviation. We examined each measured item and differentiated online from face-to-face sections. We found that students scored lower in "identifying and understanding the problem" with that result being low in the online section but meeting the target in the face-to-face section. In contrast, the online section scored higher than the face-to-face section in the other three items analyzed.

The CAMI will work with the relevant faculty to improve these results through a curriculum change.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will know the relevant methods and technologies to analyze and solve problems

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

80% or more of the students will report that they are adequately or better prepared in each of the following areas related to problem solving: Spreadsheets, Data Analysis, Problem Solving, Decision Making, Computer, and Technology Use.

Performance Target for "Partially Met"

70% or more of the students will report that they are adequately or better prepared in each of the following areas related to problem solving: Spreadsheets, Data Analysis, Problem Solving, Decision Making, Computer, and Technology Use.

Performance Target for "Not Met"

Less than 70% of the students will report that they are adequately or better prepared in each of the following areas related to problem solving: Spreadsheets, Data Analysis, Problem Solving, Decision Making, Computer, and Technology Use.

Assessment Measure Used

Indirect: Student Program Exit Survey

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

71 students responded to the Exit Survey. Below are the percentages of students reporting that they are adequately (or better) prepared for methods and technologies to analyze and solve problems. When the items are combined into one measure, 97% report they are adequately (or better) prepared in business's legal, ethical, and social

Score (Met=3, Partially Met=2, Not Met=1)

3

aspects. We met the target.

97% for combined skills measures: Relevant methods and technologies to analyze and solve problems

- 99% Technology Use
- 96% Spreadsheets
- 96% Data Analysis
- 99% Problem Solving
- 99% Decision-Making
- 97% Computer

We met the “relevant methods and technologies to analyze and solve problems” targets on the Exit Survey. This was the first administration of the Exit Survey, and we met the targets, so no changes are planned. The average score for all items on the survey was 4.1. The average for “relevant methods and technologies to analyze and solve problems” was 4.2, so this measure is above the overall average for preparation items.

Comments/Narrative

We met the target for “relevant methods and technologies to analyze and solve problems” on the student exit survey. This is the first administration of the survey, and we have no historical data, so no changes are planned at this time.

However, we are considering the results to differentiate adequately prepared versus well-prepared and very well-prepared percentages of students. In this regard, 85% or more students report being well prepared or better in technology use, problem-solving, and decision-making skills. In contrast, only 68% report being well prepared or better for data analysis and problem-solving. 72% report being well prepared or better in computer skills. The Cami will report these results to the relevant faculty for consideration.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

We use three measures to assess our goal to have graduates apply relevant methods and technologies to analyze and solve problems: spreadsheet exercises, a problem-solving case, and the student exit survey.

We met the target for the spreadsheet functions learning outcome in 2021-2022. This outcome is not assessed again until 2023-2024

The problem-solving case is not officially assessed again until 2023-2024; however, the committee reassessed the data using item analyses on the rubric because the standard deviation from the prior results was high. The item analysis showed that the students were scoring lower than the target for identifying and understanding the problem. The CAMI will work with the relevant faculty to improve these results through a curriculum change.

The exit survey results show that we are meeting the target for this measure; however, a closer analysis of the items shows that there is room for improvement in spreadsheets, data analysis, and computer skills based on student self-reported perceptions of their preparation.

Changes Made/Proposed Related to Goal

The CAMI will work with the relevant faculty to improve these results through a curriculum change.

The CAMI will consider the results regarding spreadsheets, data analysis, and computer skills. 96% or more of the students report being adequately are better prepared in the skills, but not necessarily well prepared.

In addition to adding the exit survey this year, the CAMI made improvements in the problem-solving rubric which revealed the areas necessary for curriculum improvement, in particular problem identification and understanding.

Upload Rubrics/Other Files

2022-2023 Problem Solving - Item Analysis.xlsx

Problem Solving Rubric Revised for Item Analysis.pdf

COB Exit Survey – Preparedness.pdf

2022-2023 Problem Solving - Item Analysis.xlsx

Goal 6

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

BSBA graduates will be ready to succeed in their careers and make a positive impact on society.

Pillar of Success Supported

Graduates Who Are Gainfully Employed or Admitted to Graduate School

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge,

skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will identify and explain their core values as those impact career choices

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

80% of the students will score 3 or higher (SD<1) on the (a) Poses Appropriate Questions criterion of the Core Values and Ethical Decision Rubric, and the (b) Explains how a prospective employer positively impacts society criterion of the Positive Societal Impact Rubric.

Performance Target for "Partially Met"

70% of the students will score 3 or higher (SD<1) on the (a) Poses Appropriate Questions criterion of the Core Values and Ethical Decision Rubric, and the (b) Explains how a prospective employer positively impacts society criterion of the Positive Societal Impact Rubric. This target is also partially met if students scored 80% on one of these criteria and less than 80% on the other.

Performance Target for "Not Met"

Less than 70% of the students scored 3 or higher (SD<1) on the (a) Poses Appropriate Questions criterion of the Core Values and Ethical Decision Rubric, and the (b) Explains how a prospective employer positively impacts society criterion of the Positive Societal Impact Rubric.

Assessment Measure Used

Direct:
BA 399 and BA 499 Essays, and Two Criteria from the Core Values and Ethical Decision Rubric and Positive Societal Impact Rubric

Frequency of Assessment

Every other year

Data Collected for this Timeframe (Results)

Not assessed in 2022-2023

Score (Met=3, Partially Met=2, Not Met=1)

Comments/Narrative

Not yet assessed due to ongoing revisions to the professional development curriculum.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will understand the value of diversity and inclusivity in the context of organizations

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

80% of the students will score 3 or higher (SD<1) on the In Context criterion of the Diversity & Inclusivity Rubric.

Performance Target for "Partially Met"

70% of the students will score 3 or higher (SD<1) on the In Context criterion of the Diversity & Inclusivity Rubric.

Performance Target for "Not Met"

Less than 70% of the students scored 3 or higher (SD<1) on the In Context criterion of the Diversity & Inclusivity Rubric.

Assessment Measure Used

Direct:
BA 299

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The target was met with 83% of the students scoring three or higher; however we are calling it partially met because the standard deviation was very high at 1.5. Four students scored very low with two of those scoring a one and zero respectively.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

Since this is the first administration of this essay we are not planning any changes at this time; however, we are examining the assignment to ensure the directions are clear since the standard deviation was high.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will understand their Positive Societal Impact in the context of their career

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

80% of the students will score 3 or higher (SD<1) on the "knows how they can positively impact society as a member of an organization" criterion of the Positive Societal Impact Rubric.

Performance Target for "Partially Met"

70% of the students will score 3 or higher (SD<1) on the "knows how they can positively impact society as a member of an organization" criterion of the Positive Societal Impact Rubric.

Performance Target for "Not Met"

Less than 70% of the students scored 3 or higher (SD<1) on the "knows how they can positively impact society as a member of an organization" criterion of the Positive Societal Impact Rubric.

Assessment Measure Used

Direct:
BA 299 and BA 499 Essays: "knows how they can positively impact society as a member of an organization" criterion of the Positive Societal Impact Rubric

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The target was met with 98% of the students scoring three or higher.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

This is the first administration of this assessment and we met the target. There are no changes planned at this time because the revisions to the professional development program are on going.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 4**Outcomes** are specific, **measurable** statements that reflect the broader goals.Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).**Most goals have at least two outcomes measured.****What type of Outcome would you like to add?**

Student Learning Outcome

Enter Outcome

Students will identify and explain forward-thinking behaviors

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

80% or more of the students will score 17.5 or higher on the Career Readiness Forward-Thinking rubric and the average score of each Criterion Item will be at least:

- Identify an example of forward-thinking behavior: 2.5
- Are you forward thinking: 2.5
- How have you become forward thinking: 2.5
- Explain Becoming a Forward-Thinking Leader: 3, SD<1

Performance Target for "Partially Met"

70% or more of the students will score 17.5 or higher on the Career Readiness Forward-Thinking rubric and the average score of each Criterion Items will be at least 2.5

Performance Target for "Not Met"

Less than 70% or of the students scored 80 or higher on the Career Readiness Forward-Thinking rubric and the average score of the Criterion Items was less than 2.5

Assessment Measure UsedDirect:
BA 399 and BA 499 Essays**Frequency of Assessment**

Annually

Data Collected for this Timeframe (Results)

The earliest results will be available at the end of the Spring 2024 semester.

Score (Met=3, Partially Met=2, Not Met=1)

Comments/Narrative

This assessment is deferred to spring 2024 because that is the first class that will have gone through the entire revised professional development program.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 5

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will produce an electronic Career Readiness Portfolio

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

80% or more of the students will score 80 or higher on the Career Readiness Portfolio rubric and the average score of each Criterion Item will be at least 2.5

Performance Target for "Partially Met"

70% or more of the students will score 80 or higher on the Career Readiness Portfolio rubric and the average score of at least four of the seven each Criterion Items will be at least 2.5

Performance Target for "Not Met"

Less than 70% or of the students scored 80 or higher on the Career Readiness Portfolio rubric and the average score of four or more of the seven Criterion Items was less than 2.5

Assessment Measure Used

Direct: eCareer Readiness Portfolio

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

We did not meet this target since only 30% of the portfolios scored 80 or higher. The weighted rubric indicates that all of the criterion items need improvement.

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

While we need improvement in every area of the portfolio, this result is not surprising at this point. The portfolio process is new to the professional development curriculum. Students have been given the latitude to be creative in their efforts, but the results suggest that we need to employ a more structured approach to ensure students fulfill important criteria. The appearance, resume, and cover letter are more heavily weighted in our calculations, and students need to improve their performance in these areas. We will make the appropriate curriculum changes to emphasize portfolio improvement in BA 399 and BA 499.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 6

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will explain how their capabilities make them relevant to their chosen career field

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

80% or more of the students will score 17.5 or higher on the Career Readiness Relevance rubric and the average score of each Criterion Item will be at least:

- Business topic areas knowledge: 3, SD<1
- The most relevant Lander COB courses: 2.5
- How knowledge makes the student relevant: 3, SD<1

Performance Target for "Partially Met"

70% or more of the students will score 17.5 or higher on the Career Readiness Relevance rubric and the average score of each Criterion Items will be at least 2.5

Performance Target for "Not Met"

Less than 70% or of the students scored 80 or higher on the Career Readiness Relevance rubric and the average score of the Criterion Items was less than 2.5

Assessment Measure Used

Direct:
BA 499 Essay

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Not assessed in 2022-2023

Score (Met=3, Partially Met=2, Not Met=1)**Comments/Narrative**

Not yet assessed due to ongoing revisions to the professional development curriculum.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 7

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will explain how their capabilities make them resourceful in their chosen career field

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

80% or more of the students will score 17.5 or higher on the Career Readiness Resourceful rubric and the average score of each Criterion Item will be at least:

- Used Prior Answers: 2.5
- Stated new capabilities: 3, SD<1
- Explained resourcefulness: 3, SD<1

Performance Target for "Partially Met"

70% or more of the students will score 17.5 or higher on the Career Readiness Resourceful rubric and the average score of each Criterion Items will be at least 2.5

Performance Target for "Not Met"

Less than 70% or of the students scored 80 or higher on the Career Readiness Resourceful rubric and the average score of the Criterion Items was less than 2.5

Assessment Measure Used

Direct:
BA 499 Essay

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Not assessed in 2022-2023

Score (Met=3, Partially Met=2, Not Met=1)**Comments/Narrative**

Not yet assessed due to ongoing revisions to the professional development curriculum.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 8

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will make progress and complete the Exploring Your Potential program

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

Upon completing BA 299, 90% of the enrolled students will have completed Exploring Your Potential (EYP) Courses 1 and 2, and have received a certificate for each course.

Upon completing BA 399, 90% of the enrolled students will have completed Exploring Your Potential (EYP) Course 3 and received a certificate for Course 3.

Upon completing BA 499, 90% of the enrolled students will have completed Exploring Your Potential (EYP) Course 4 and received a certificate for Course 4.

Performance Target for "Partially Met"

Upon completing BA 299, 80% of the enrolled students will have completed Exploring Your Potential (EYP) Courses 1 and 2, and have received a certificate for each course.

Upon completing BA 399, 80% of the enrolled students will have completed Exploring Your Potential (EYP) Course 3 and received a certificate for Course 3.

Upon completing BA 499, 80% of the enrolled students will have completed Exploring Your Potential (EYP) Course 4 and received a certificate for Course 4.

Performance Target for "Not Met"

Upon completing BA 299, less than 80% of the enrolled students completed Exploring Your Potential (EYP) Courses 1 and 2, and have received a certificate for each course.

Upon completing BA 399, less than 80% of the enrolled students completed Exploring Your Potential (EYP) Course 3 and received a certificate for Course 3.

Upon completing BA 499, less than 80% of the enrolled students completed Exploring Your Potential (EYP) Course 4 and received a certificate for Course 4.

Assessment Measure Used

Direct: EYP course and module completion status throughout BA 299, BA 399, and BA 499

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

We are partially meeting the target with 85% of the students completing the requirements through to attaining a certificate.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

The BA 299 students generally complete less of the EYP modules because they must complete two courses with multiple modules during their sophomore year, while only one course is required during the other years. In some cases, they complete most of the modules but fall just short of attaining the certificate. Completion rates are higher for juniors and seniors since they must complete the EYP to earn an A for BA 399 and BA 499 in their junior and senior years.

The professional development instructors are producing a more structured course with milestones to assist students in achieving EYP completion.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 9

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will know they are career ready and know what it means to make a positive impact on society

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

80% or more of the students will report that they are adequately or better prepared in each of the following areas related to career readiness and societal impact: (a) Electronic Career Portfolio, (b) Career Plan, (c) Ready for a Career, (d) Possess Relevant Knowledge, (e) Able to be Resourceful, (f) Forward-Thinking Capable, and (g) Can Make a Positive Societal Impact.

Performance Target for "Partially Met"

70% or more of the students will report that they are adequately or better prepared in each of the following areas related to career readiness and societal impact: (a) Electronic Career Portfolio, (b) Career Plan, (c) Ready for a Career, (d) Possess Relevant Knowledge, (e) Able to be Resourceful, (f) Forward-Thinking Capable, and (g) Can Make a Positive Societal Impact. This target is also partially met if students scored 80% on four of these seven criteria and less than 70% on the other.

Performance Target for "Not Met"

Less than 70% of the students reported that they are adequately or better prepared in each of the following areas related to career readiness and societal impact: (a) Electronic Career Portfolio, (b) Career Plan, (c) Ready for a Career, (d) Possess Relevant Knowledge, (e) Able to be Resourceful, (f) Forward-Thinking Capable, and (g) Can Make a Positive Societal Impact.

Assessment Measure Used

Indirect: Student Program Exit Survey

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The (a) Electronic Career Portfolio, (b) Career Plan, (c) Ready for a Career, (d) Possess Relevant Knowledge, (e) Able to be Resourceful, (f) Forward-Thinking Capable, and (g) Can Make a Positive Societal Impact targets were met on the Exit Survey. And 96% of the students reported that they are adequately are better prepared in these areas.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

This was the first administration of the Exit Survey, and the target was met so no changes are planned. The average item score on the entire Exit Survey was 4.1. In these career readiness items, the overall average was 4.3, exceeding the entire survey's. Each of the other items scored a 4.1 or higher, exceeding the survey's. The electronic career portfolio scored a 3.9, and this lower average aligns with the assessment made by COB faculty that the portfolios need to be improved. The students' highest self-report rating was being prepared to make a positive societal impact, 4.5.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

We established the Career Readiness Program goal in 2022 so the assessments are being done for the first time.

The program goal has nine outcomes five of which were assessed this year. Since the program is new, major changes are not being made, but the assessment results indicate that improvements are required in all facets of the career readiness portfolio preparation, so our professional development curriculum is being revised accordingly. The structure of the professional development courses is also being refined to ensure students are incentivized to complete more of the Exploring Your Potential Program.

The exit survey indicates that students seem satisfied with their career readiness preparation, although the readiness portfolios need improvement. Students feel they are most capable of making a positive impact on society.

Changes Made/Proposed Related to Goal

Career readiness and positive societal impact represent the changes made in response to our changing mission and the recent changes to the AACSB accreditation standards.

The two main areas for change and improvement are the career readiness portfolio and incentivizing completion of the Exploring Your Potential program to earn all certificates. The CAMI and professional development director will proceed accordingly with curriculum changes.

Upload Rubrics/Other Files

Lander COB Core Values and Ethical Decision Rubric.pdf

Lander COB Diversity Inclusivity Rubric.pdf

Lander COB Positive Societal Impact Rubric.pdf

Lander COB Career Readiness Forward-Thinking Rubric.pdf

Lander COB Career Readiness Portfolio Rubric.pdf

Lander COB Career Readiness Relevance Rubric.pdf

Lander COB Career Readiness Resourceful Rubric.pdf

COB Exit Survey – Preparedness.pdf

2023 BSBA COB Exit Survey - Preparedness - Career and Impact.xlsx

Diversity and Inclusivity Responses 2022-2023.xlsx

Positive Societal Impact Responses 2022-2023.xlsx

Portfolio Assessment Spring 2023 .xlsx
Diversity and Inclusivity Essay Assessment.pdf
Core Values and Ethics Exercise Assessment.pdf
Positive Societal Impact Essay Assessment.pdf
Forward-Thinking Essay Assessment.pdf
Resourceful Essay Assessment.pdf
Relevance Essay Assessment.pdf

Dean's Email Address

mfekula@lander.edu

Approved by Dean?

Yes

Signature of Dean

Michael J.Fekula

Comments from Dean's Review

Concur

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.