

<b>Academic Program Name:</b>	Department of Business Administration (DBA)
<b>Academic Program Assessment Coordinator:</b>	Deborah Natvig
<b>Submission Date of This Report:</b>	August 21, 2008

<b>Program Goal</b>	<b>Student Learning Outcome</b>	<b>Assessment Instruments and Frequency of Assessment</b>	<b>Expected Outcome</b>	<b>Summary of Data Collected</b>	<b>Review of Results and Actions Taken</b>
1. Students graduating from Lander University with a degree in Business Administration will be effective communicators in both oral and written communication	Written communication: 1. Students will construct grammatically correct text; formulate logical, complete, and articulate thoughts in a concise manner; use appropriate level of detail to support knowledge; and exhibit awareness of audience and purpose of text.	ICT Literacy Assessment – Advanced Level (I-Skills); Each semester (seniors)  Description of I-Skills:  I-Skills assesses student abilities to: navigate, evaluate, and make sense of the information available through digital technology, assess critical thinking, and test literacy skills with national standards.  Web Link: <a href="http://www.ets.org">www.ets.org</a>	Met = 59% or more of graduating seniors select optimal responses in sections of the I-Skill assessment tool related to written communication.  Partially met = between 38 and 58% of graduating seniors select optimal responses;  Not met = 39% or fewer will select the optimal responses  Levels adjusted due to change in assessment results being reported by ETS (I-Skills vendor). New levels used beginning Fall 2007.	Spring 2006 42% (n=24) Partially met  Fall 2006 49% (n=35) Partially met  Spring 2007 53% (n=45) Partially met  Fall 2007 50% (n = 23) Partially met  Spring 2008 49% (n = 56) Partially met  AY 07-08 50% (n = 79) Partially met	Plan for 2008-09 developed at the 5-5-08 DBA meeting - based on most recent assessment results: 1. Core classes will have a written assignment or an oral presentation that will be assessed using a rubric to determine student proficiency levels in oral and written communication.  Legal Briefs: BA 251;  Business Plans: BA 414  Business letters: BA 499

			<p>Met = 53% and above</p> <p>Partially met = 32 – 52 %</p> <p>Not met = 31% and below</p>		<p>Email etiquette will be taught in BA 205 and reinforced in BA 304.</p> <p>2. Interactive grammar tutorials will be made available to all students via the DBA home page.</p> <p>3. Writing Criterion (a writing evaluation tool) that was pilot tested in ECON 202 during 07-08 will be continued.</p> <p>Results of the review during 8-20-08 DBA meeting:</p> <p>1. Written assignments will be incorporated in designated DBA classes as per 5-5-08 except that the memo in BA 325 will be changed to an email assignment.</p> <p>2. Email etiquette will be taught in BA</p>
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					<p>205 and reinforced in BA 304. Faculty will receive instruction on 8-28-08 on email etiquette being taught to students.</p> <p>3. Interactive grammar tutorials are posted on the DBA home page in the 'Student Resources' category.</p> <p>4. Writing Criterion (a writing evaluation tool) has been purchased for all students taking ECON 202 for Fall semester. Faculty are to encourage students taking ECON 202 to use the tool for other classes as well.</p> <p>5. A Goal 1 leadership team has been developed to coordinate the assessment process for written</p>
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					communication.
	Written communication: 2. Graduating seniors will write memos that are assessed as being acceptable	<a href="#">Rubric</a> to assess memos written by graduating seniors	Met = 75% or more of graduating seniors will write memos that are assessed as being acceptable (rubric score of 10 or greater);  Partially met = Between 50% and 74% of graduating seniors will write memos that are assessed as being acceptable;  Not met = less than 50% of graduating seniors will write memos that are assessed as being acceptable.	Fall 2005 15% (n=40) Not met  Spring 2006 23 % (n = 47) Not met  Fall 2006 59% (n=32) Partially met  Spring 2007 63% (n = 24) Partially met  Fall 2007 (No data)  Spring 2008 65% (n = 52) Partially met  AY 2007-08 65% (n=52) Partially met	2008-09 Plan developed at the 5-5-08 DBA meeting - based on most recent assessment results:  1. Memos written in: ACCT 202, MGMT 301, BA 325, and BA 499.  2. Faculty teaching ENG 275 will join the assessment team for written memos.  Results of the review during the 8-20-08 DBA meeting: 1. Memos written in: ACCT 202, MGMT 301, and BA 499. BA 325 will change strategy and incorporate email as a mode of communication to be assessed.  2. Faculty teaching

					<p>ENG 275 joined the assessment team for written memos in Summer 2008.</p> <p>3. A Goal 1 leadership team has been developed to coordinate the assessment process for written communication</p>
	<p>3. Oral Communication: Students will express ideas verbally in a clear and concise manner.</p>	<p><a href="#">Rubric</a> to assess oral presentations given by graduating seniors</p>			<p>2008-09 Plan developed at the 5-5-08 DBA meeting based on most recent assessment results:</p> <p>Rubrics to assess presentations were pilot tested in 2007-08.</p> <p>1. The formal assessment process will begin Fall 2008.</p> <p>2. Individual oral presentations will be required in ECON 201, MGMT 330, FINA 301.</p>

					<p>3. Presentations will be video taped or digitally recorded so students can view their presentations.</p> <p>4. Small digital recorders will be purchased for student use.</p> <p>Results of review of 2008-09 plan at 8-20-08 DBA meeting:</p> <p>1. The formal assessment process will begin Fall 2008 and will be coordinated by the Goal 1 Leadership team.</p> <p>2. Individual oral presentations will be included as class requirements in ECON 201, MGMT 330, FINA 301.</p> <p>3. Presentations will be video taped or digitally recorded so students can view</p>
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					their presentations.  4. Small digital recorders have been purchased for student use.
2. Students graduating from Lander University with a degree in business administration will be effective users of technology in decision-making	Students will be able to demonstrate the use of computers and software applications to make appropriate decisions.	ICT Literacy Assessment – Advanced Level (I-Skills); Each semester (seniors)  Description of I-Skills:  I-Skills assesses student abilities to: navigate, evaluate, and make sense of the information available through digital technology, assess critical thinking, and test literacy skills with national standards.  Web Link: <a href="http://www.ets.org">www.ets.org</a>	Met = 75% of graduating seniors will score 550 or greater on the ICT Literacy Assessment (I-Skills) – [547 is the national average]  Partially met = Between 50% and 74% of graduating seniors will score 550 or greater;  Not met = Less than 50% of graduating seniors will score 550 or greater.	Spring 2006 52% (n = 48) Partially met  Fall 2006 66% (n = 35) Partially met  Spring 2006 69% (n=45) Partially met  Fall 2007 48% (n = 23) Not met*  Spring 2008 48% (n=56) Not met*  AY 07-08 48% (n = 79) Not met*	Plan for 2008-09 developed at the 5-5-08 DBA meeting - based on most recent assessment results: 1. DBA will work with I-Skills technology staff to resolve the problem with the computer program.  2. Content for BA 304 and BA 205 will be reviewed to determine if content items need to be added or modified. Content taught in BA 205 and BA 304 will be reinforced in core and emphasis classes.  Results of review of 2008-09 plan at 8-21-08 DBA meeting: 1. DBA and I-Skills
				* During the administration of the computer based assessment there were items that malfunctioned.	

				<p>Students did not receive scores for these items. Program Manager for ICT I-Skills currently is trying to determine if scores can be pro-rated to adjust for the items not scored and therefore not included in the student scores.</p>	<p>technology staff implemented plan to resolve the problem with the computer program during the summer administration of the assessment. Will continue to follow-up in Fall 2008.</p> <p>2. Content for BA 304 and BA 205 was reviewed and it was determined that the content was appropriate in both courses. No changes were made.</p> <p>3. All upper and lower core courses were reviewed to determine how technology skills were being utilized in each course. Specific assignments and projects were discussed for each course that require the use of technology skills to</p>
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					<p>make decisions. Lower core courses focus primarily on problem identification and learning how to obtain information that pertains to the problem. Upper core courses focus on how to use information to develop options, how to determine which option is best and how to implement strategies to resolve the problem. All core courses provide opportunities for students to practice technology skills introduced in BA 205 and BA 304. The steps in the problem solving process are appropriately being taught and reinforced in the core and also in emphasis courses.</p> <p>3.</p>
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					<p>Recommendations were made to modify some class assignments to help reinforce student skills.</p> <p>4. Additional tools to measure student learning outcomes were discussed. The Goal 2 Leadership team will coordinate efforts in this area during Fall 2008.</p>
<p>3. Students graduating from Lander University with a degree in business administration will have a clear perception of business ethics.</p>	<p>1. Individual ethical decision-making skills of students will improve between sophomore and senior year in the business program</p>	<p>Business Reality ethics assessment was used unsuccessfully in AY 2007-08. (See Column E)</p> <p>EthicsGame were pilot tested in Summer 2008 and will be implemented as the assessment tool beginning Fall 2008.</p> <p>EthicsGame</p> <p>Weblink: <a href="http://www.ethicsgame.com">www.ethicsgame.com</a></p>	<p>Met = 75% of seniors will show improvement in ethical decision-making between their sophomore and senior years.</p> <p>Partially Met = Between 50% and 74% of seniors will show improvement in ethical decision-making between their sophomore and senior years.</p> <p>Not Met = 49% or fewer of the seniors will show</p>	<p>Assessment started in Fall 2007 using the Business Reality Assessment tool. At the end of Spring semester 2008, we were informed by the vendor that there was a program malfunction and the vendor was not able to provide data needed to complete analysis of student achievement. A new assessment tool was pilot tested Summer 2008 and data collection is</p>	<p>1. A new assessment tool (EthicsGame) was pilot tested Summer 2008 and will be adopted for use for Fall 2008.</p> <p>2. The new course in Business Ethics has been approved. It was taught as a special topics course during 07-08. It will be part of the regular curriculum rotation beginning Fall 2008.</p>

		<p>EthicsGame is an interactive web-based simulation that explores ethical problems faced by business leaders on a daily basis. The topics included are:</p> <ul style="list-style-type: none"> <li>• Conflict of Interest</li> <li>• Governance</li> <li>• Employee Rights</li> <li>• Discrimination</li> <li>• Vendor/Customer Relationships</li> <li>• Corporate Social Responsibility</li> <li>• International Issues</li> </ul> <p>Each semester in BA 251 (sophomore class) and BA 499 – (senior class)</p>	<p>improvement in ethical decision-making between their sophomore and senior years.</p>	<p>scheduled to begin Fall 2008. This goal involves tracking individual students from sophomore year to senior year. We will not have first results until December 2010 when Fall 2008 sophomores are seniors.</p> <p>Pilot test with seniors. Summer 2008 (n = 13) No data will be available until sophomores from Fall 2008 become seniors (AY 2009-2010).</p>	<p>3. The increased emphasis on ethical decision-making that was initiated in Fall 07 will continue in core and emphasis courses.</p> <p>Strategies to increase the emphasis on ethical decision-making will be reviewed/ developed at the 8-25-08 DBA meeting.</p>
	<p>2. Senior business students (as a class) demonstrate ethical decision making skills.</p>	<p>Business Reality ethics assessment was used unsuccessfully in AY 2007-08.</p> <p>EthicsGame was pilot tested in Summer 08 and will</p>	<p>Met = 75% of seniors will score 'good' or above in quality decision-making based on evaluation criteria established by vendor.</p>	<p>Assessment started in Fall 2007 using the Business Reality Assessment tool. At the end of Spring semester 2008, we were informed by the vendor that there</p>	<p>1. A new assessment tool (EthicsGame) was pilot tested Su 2008 and will be used for Fall 08. Use of Results/Plans for Improvement</p>

		<p>be implemented as the assessment tool beginning Fall 2008.</p> <p>Each semester in BA 499 – (senior class)</p> <p>EthicsGame</p> <p>Weblink:  <a href="http://www.ethicsgame.com">www.ethicsgame.com</a></p> <p>EthicsGame is an interactive web-based simulation that explores ethical problems faced by business leaders on a daily basis. The topics included are:</p> <ul style="list-style-type: none"> <li>• Conflict of Interest</li> <li>• Governance</li> <li>• Employee Rights</li> <li>• Discrimination</li> <li>• Vendor/Customer Relationships</li> <li>• Corporate Social Responsibility</li> <li>• International Issues</li> </ul>	<p>Partially Met = Between 50% and 74% of seniors will score 'good' or above in quality decision-making based on evaluation criteria set established by vendor.</p> <p>Not Met = 49% or fewer of the seniors will score 'good' or above in quality decision-making based on evaluation criteria set established by vendor.</p>	<p>was a program malfunction and the vendor was not able to provide data needed to complete analysis of student achievement. A new assessment tool was pilot tested Summer 2008 and data collection is scheduled to begin Fall 2008. We will not have first results until December 2010 when Fall 2008 sophomores are seniors.</p> <p>Summer 2008 – Guided Pilot test</p> <p>100% (n=13) Met</p>	<p>BA499: Increase use of in-class discussion tools related to the meaning and consequences of ethical dilemmas.</p> <p>Strategies to increase the emphasis on ethical decision-making will be reviewed/developed at the 8-25-08 DBA meeting.</p>
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<p>4. Students graduating from Lander University with a degree in business administration will possess leadership skills.</p>	<p>1. Business students will demonstrate individual leadership skills in 5 areas:</p> <ol style="list-style-type: none"> <li>1. Modeling</li> <li>2. Inspiring</li> <li>3. Challenging</li> <li>4. Enabling</li> <li>5. Encouraging</li> </ol>	<p>Student Leadership Practices Inventory (SLPI) is the only leadership tool designed specifically for students and young adults. It measures the following leadership practices:</p> <ol style="list-style-type: none"> <li>1. <b>Modeling</b> the way</li> <li>2. <b>Inspiring</b> a shared vision</li> <li>3. <b>Challenge</b> the process</li> <li>4. <b>Enabling</b> others to act</li> <li>5. <b>Encouraging</b> the heart.</li> </ol> <p>Web link: <a href="http://www.leadershipchallenge.com">www.leadershipchallenge.com</a></p> <p>Completed each semester by seniors.</p>	<p>Met = 75% of the seniors will be at the 50<sup>th</sup> percentile or above for all of the five leadership practices;</p> <p>Partially met = Between 50% and 74% of seniors will be at the 50<sup>th</sup> percentile or above; for all of the five leadership practices;</p> <p>Not met = 49% or fewer of all seniors will be at the 50<sup>th</sup> percentile or above for all of the five leadership practices.</p>	<p>Spring 2007 (Pilot) 48% (n=59) Not met</p> <p>Fall 2007 50% (n=22) Partially met</p> <p>Spring 2008 42% (n=55) Not met</p> <p>AY 07-08 44% (n=77) Not met</p>	<p>At 5-5-08 DBA meeting, the definition of leadership approved by faculty in Fall 07 was reviewed and discussed.</p> <p>Strategies and techniques to more actively support the acquisition of leadership skills will be part of the faculty planning meeting in August 2008.</p> <p>The 5-5-08 plan to discuss strategies and techniques to more actively support the acquisition of leadership skills will be discussed at the 8-28-08 DBA meeting.</p>
	<p>2. Senior business students (as a class) will demonstrate leadership skills in 5 areas:</p>	<p>Student Leadership Practices Inventory (SLPI) is the only leadership tool designed specifically for</p>	<p>Met = Average percentile of all seniors will be equal to or greater than the 50<sup>th</sup> percentile.</p>	<p>Spring 2007 (Pilot) 61<sup>st</sup> percentile (n=59) Met</p>	<p>At 5-5-08 DBA meeting, the definition of leadership approved by faculty in Fall 07 was</p>

	<ol style="list-style-type: none"> <li>1. Modeling</li> <li>2. Inspiring</li> <li>3. Challenging</li> <li>4. Enabling</li> <li>5. Encouraging</li> </ol>	<p>students and young adults. It measures the following leadership practices:</p> <ol style="list-style-type: none"> <li>1. <b>Modeling</b> the way</li> <li>2. <b>Inspiring</b> a shared vision</li> <li>3. <b>Challenge</b> the process</li> <li>4. <b>Enabling</b> others to act</li> <li>5. <b>Encouraging</b> the heart.</li> </ol> <p>Web link:  <a href="http://www.leadershipchallenge.com">www.leadershipchallenge.com</a></p> <p>Completed each semester by seniors.</p>	<p>Partially met = Average percentile of all seniors is between the 40<sup>th</sup> and 49<sup>th</sup> percentile;</p> <p>Not met = Average percentile of all seniors is the 39<sup>th</sup> percentile or less.</p>	<p>Fall 2007 65<sup>th</sup> percentile (n=22) Met</p> <p>Spring 2008 58<sup>th</sup> percentile (n=55) Met</p> <p>AY 07-08 61<sup>st</sup> percentile (n=77) Met</p>	<p>reviewed and discussed.</p> <p>Strategies and techniques to more actively support the acquisition of leadership skills will be part of the faculty planning meeting in August 2008.</p> <p>The 5-5-08 plan to discuss strategies and techniques to more actively support the acquisition of leadership skills will be discussed at the 8-28-08 DBA meeting.</p>
	<p>3. Business students will improve their individual leadership skills between their freshman and senior year.</p> <p>Skill areas:</p> <ol style="list-style-type: none"> <li>1. Modeling</li> <li>2. Inspiring</li> <li>3. Challenging</li> </ol>	<p>Student Leadership Practices Inventory is the only leadership tool designed specifically for students and young adults. It measures the following leadership practices:</p> <ol style="list-style-type: none"> <li>1. <b>Modeling</b> the way</li> </ol>	<p>Met = 75% of seniors will show improvement in their average score of the 5 leadership practices between their freshman and senior year.</p> <p>Partially met = Between 50% and 74% of seniors will show improvement</p>	<p>Results will not be available until the 2007-08 freshman are seniors (AY 2010-2011)</p>	<p>N/A until results are available (2010-11)</p>

	<p>4. Enabling 5. Encouraging</p>	<p><b>2. Inspiring</b> a shared vision <b>3. Challenge</b> the process <b>4. Enabling</b> others to act <b>5. Encouraging</b> the heart.</p> <p>Web link: <a href="http://www.leadershipchallenge.com">www.leadershipchallenge.com</a></p> <p>New freshmen - Fall semester.</p> <p>Seniors - Summer, Fall, and Spring semesters</p>	<p>in their average score of the 5 leadership practices between their freshman and senior year.</p> <p>Not met = 49% or fewer of the seniors will show improvement in their average score of the 5 leadership practices between their freshman and senior year.</p>		
	<p>4. Students will demonstrate individual leadership skills in completing a peer evaluation exercise.</p>	<p>The Business Strategy Game – measures business skills and decision-making capabilities of students relative to business schools world-wide. Eight measures are defined, one of which is Leadership Skills.</p> <p>Web link: <a href="http://www.globus.com">www.globus.com</a></p> <p>Seniors spring</p>	<p>Met = 75% of all seniors are at the 50<sup>th</sup> percentile or above for Leadership Skills,</p> <p>Partially met = between 50% and 74% of all seniors are at the 50<sup>th</sup> percentile or above for Leadership Skills;</p> <p>Not Met = 49% or fewer of all seniors are at the 50%</p>	<p>Results: Spring 2007: 61 % - (n=46) Partially Met</p> <p>Spring 2008: 82% (n=57) Met</p>	<p>A plan to more actively support the acquisition of leadership skills will be developed at the 8-28-08 DBA meeting.</p>

		semester	percentile or greater.		
	5. Senior students (as a class) will demonstrate leadership skills in completing a peer evaluation exercise.	The Business Strategy Game – measures business skills and decision-making capabilities of students relative to business schools world-wide. Eight measures are defined, one of which is Leadership Skills.  Web link: <a href="http://www.glo-bus.com">www.glo-bus.com</a>  Seniors spring semester	Met = Average percentile of all seniors is greater than or equal to 50% for Leadership Skills;  Partially Met = Average percentile of all seniors is between 40 <sup>th</sup> and 49 <sup>th</sup> percentile;  Not Met = Average percentile of all seniors is 39% or less.	Results: Spring 2007: 57 % - Met  Spring 2008: 65% (n=57) - Met	A plan to more actively support the acquisition of leadership skills will be developed at the 8-28-08 DBA meeting.
5. Students graduating from Lander University with a degree in Business Administration will be capable problem solvers.	1. Students will identify problems, select and evaluate alternatives and select most appropriate alternatives to solve problems.	ICT Literacy Assessment – Advanced Level (I-Skills); Each semester (seniors)  Description of I-Skills:  I-Skills assesses student abilities to navigate, evaluate, and make sense of the information available through	Sp 2006 – Sp 2007 Met = 60% percent or more of graduating seniors will select the optimal responses in sections of the I-Skill assessment tool related to problem solving.  Partially Met = 40% - 59% percent of graduating seniors will select the optimal responses	Spring 2006 33% (n=48) Not Met  Fall 2006 43% (n=35) Partially Met  Spring 2007 43% (n=45) Partially met  Fall 2007 41% (n=23) Partially met	1. Strategies and techniques to enhance student's problem-solving skills will be part of the planning meeting, August 08.  2. Explore course-embedded assessments to measure student achievements in problem-solving will

		<p>digital technology, assess critical thinking, and test literacy skills with ACRL standards.</p> <p>Web Link: <a href="http://www.ets.org">www.ets.org</a></p>	<p>in sections of the I-Skill assessment tool related to problem solving.</p> <p>Not Met = 39% or fewer of the graduating seniors will select the optimal responses in sections of the I-Skill assessment tool related to problem solving.</p> <p>Levels adjusted due to change in the way assessment results were reported by ETS (I-Skills vendor). New levels used beginning Fall 2007.</p> <p>Met = 52% and above</p> <p>Partially met = 31 – 51 %</p> <p>Not met = 30% and below</p>	<p>Spring 2008 39% (n=56) Partially met</p> <p>AY 07-08 39% (n=79) Partially met</p>	<p>be explored.</p> <p>Strategies and techniques to enhance students' problem solving skills and to identify additional tools for assessment will be discussed at the 8-28-08 DBA meeting.</p>
	2. Students will demonstrate individual problem	The Business Strategy Game – measures business	Met = 75% the seniors at the 50 <sup>th</sup> percentile or above	Results: Spring 2007: 38% - Not Met (n=46)	Strategies and techniques to enhance students'

	<p>solving skills in analyzing financial ratios and financial statements</p>	<p>skills and decision-making capabilities of students relative to business schools world-wide. Eight measures are defined, one of which is Financial Analysis Skills.</p> <p>Web link: <a href="http://www.glo-bus.com">www.glo-bus.com</a></p> <p>Seniors spring semester</p>	<p>for Financial Analysis;</p> <p>Partially met = between 50% and 74% of all seniors are at the 50<sup>th</sup> percentile or above for Financial Analysis;</p> <p>Not Met = 49% or fewer of all seniors are at the 50% percentile or greater.</p>	<p>Spring 2008: 58% - Met (n=57)</p>	<p>problem solving skills will be discussed at the 8-28-08 DBA meeting.</p>
	<p>3. Senior students (as a class) will demonstrate problem solving skills in analyzing financial ratios and financial statements</p>	<p>The Business Strategy Game – measures business skills and decision-making capabilities of students relative to business schools world-wide. Eight measures are defined, one of which is Leadership Skills.</p> <p>Web link: <a href="http://www.glo-bus.com">www.glo-bus.com</a></p> <p>Seniors spring semester</p>	<p>Met = Average percentile of all seniors is greater than 50% for Financial Analysis;</p> <p>Partially Met = Average percentile of all seniors is between 40<sup>th</sup> and 49<sup>th</sup> percentile;</p> <p>Not Met = Average percentile of all seniors is 39% or less.</p>	<p>Results: Spring 2007: 42 % - (n=46) Partially Met</p> <p>Spring 2008: 55% - Met (n=57)</p>	<p>Strategies and techniques to enhance students' problem solving skills will be discussed at the 8-28-08 DBA meeting.</p>