

**Lander University College of Business BSBA Assessment**

<b>BSBA</b>	<b>Topic</b>	<b>Course Type/Measure</b>	<b>Target Met, Partial, Not Met</b>	<b>Date</b>	<b>Findings Met, Partial, Not Met</b>	<b>Actions: click to Go To</b>
<b>Program Goal 1</b>	<i>BSBA graduates will possess the business knowledge necessary for success in their careers.</i>					
Outcome 1	Students will know Accounting principles	BA 499 Direct: MFT Exam	% correct 40, 32, <32	2022-2023 Annually	33%, Partial	<a href="#">ACCT</a>
Outcome 2	Students will know Economics principles	BA 499 Direct: MFT Exam	% correct 50, 41, <41	2022-2023 Annually	45% Partial	<a href="#">ECON</a>
Outcome 3	Students will know Finance principles	BA 499 Direct: MFT Exam	% correct 40, 35.7, <35.7	2022-2023 Annually	37% Partial	<a href="#">FINA</a>
Outcome 4	Students will know Management principles	BA 499 Direct: MFT Exam	% correct 55, 47.5, <47.5	2022-2023 Annually	47% Not met	<a href="#">MGMT</a>
Outcome 5	Students will know Marketing principles	BA 499 Direct: MFT Exam	% correct 50, 42, <42	2022-2023 Annually	45% Partial	<a href="#">MKTG</a>
Outcome 6	Students will know Quantitative Analysis principles	BA 499 Direct: MFT Exam	% correct 35, 28, <28	2022-2023 Annually	27% Not met	<a href="#">QUANT</a>
Outcome 7	Students will know Information Systems principles	BA 499 Direct: MFT Exam	% correct 42, 37, <37	2022-2023 Annually	38% Partial	<a href="#">MIS</a>
Outcome 8	Students will know Legal and Social Environment principles	BA 499 Direct: MFT Exam	% correct 50, 44, <44	2022-2023 Annually	43% Not met	<a href="#">LAWSOC</a>
Outcome 9	Students will know International Issues	BA 499 Direct: MFT Exam	% correct 45, 35, <35	2022-2023 Annually	39% Partial	<a href="#">INTL</a>
Outcome 10	Students will have business knowledge	E-mailed Indirect: Exit Survey	% Learned/ Prepared Items 80, 70, <70	2022-2023 Annually	100% Met	<a href="#">KNOWSURV</a>
Outcome 11	Students will have general business knowledge	BA 499 Direct: MFT Exam	Score 146, 138, <138	2022-2023 Annually	140 Partial	<a href="#">MFTSUM</a>
Goal 1 Summary Comments: <a href="#">Here</a>						
Files in support of Goal 1. Artifacts, Instruments, Rubrics, Results: <a href="#">Here</a>						
<b>Program Goal 2</b>	<i>BSBA graduates will be effective communicators.</i>					
Outcome 1	Students will be able to make effective oral presentations	Direct: BA 299 Career Presentation	% Students score 15+: 80, 70, <70 Avg 16.5, Item Avg 2.4, SD .38	2022-2023 Annually	Met 90%, 17.6 Avg, & 5 of 7 Items (Delivery & Rapport not met)	<a href="#">CommOral</a>

Outcome 2	Students will be able to write effectively	Direct: Essay BA 414 Case BA 499*	70% Students score 70, 60, <60; Avg 70, SD 3, Item Avg 14, SD 1.00 (<15)	2022-2023 Annually	Not Met 67%, Partial 90%, Met Avg 73.4, & 3 of 5 Items (Word choice & Grammar not met)	<a href="#">CommWrite</a>
Outcome 3	Students will know how to communicate effectively	E-mailed Indirect: Exit Survey	% Prepared 80, 70, <70 Avg 4, 3.5, <3.5, SD <1	2022-2023 Annually	Met oral 96% & written 99%, Avgs 4.2 & 4.3	<a href="#">CommSurv</a>
Goal 2 Summary Comments: <a href="#">Here</a>						
Files in support of Goal 2. Artifacts, Instruments, Rubrics, Results: <a href="#">Here</a>						
Program Goal 3	<i>BSBA graduates will have an appreciation for ethics, ethical decision-making and the social responsibility of business to all stakeholders.</i>					
Outcome 1	Students will be able to identify and analyze ethical issues and dilemmas.	Direct: Essay FINA 301 Case BA 499*	% Students score 70+: 80, 70, <70	2022-2023 Semi-Annually	Met 80%	<a href="#">ETHICS</a>
Outcome 2	Students will be able to identify and analyze corporate social responsibility issues.	Direct: 3 Essays on Values, Diversity, Impact BA 299/399*	% Students score 17.5+: 80, 70, <70 Item Avgs 2.5-3, SD <1	2022-2023 Annually	Partial for overall outcome. Met items for values, diversity, & impact	<a href="#">SOCRESP</a>
Outcome 3	Students will know the legal, ethical, & social aspects of business	E-mailed Indirect: Exit Survey	% Prepared 80, 70, <70	2022-2023 Annually	Met 97% Met for all items: 89-100%	<a href="#">SOCRESPSURV</a>
Goal 3 Summary Comments: <a href="#">Here</a>						
Files in support of Goal 3. Artifacts, Instruments, Rubrics, Results: <a href="#">Here</a>						
Program Goal 4	<i>BSBA graduates will apply relevant methods and technologies to analyze and solve problems.</i>					
Outcome 1	Students will be capable of applying spreadsheet functions to business problem solving.	Direct: Spreadsheet Exercises in BA 250	Average %: 85, 80,<80	2021-2022 Semi-Annually	NA	<a href="#">SPREADSH</a>
Outcome 2	Students will be able to identify business problems, formulate alternatives, and select most appropriate solution.	Direct: Case Analysis in MGMT 330	% Students score 9+: 70, 60, <60 Item Avgs 2.1+	2021-2022 Semi-Annually Reassessed in 2022-2023	Met 70% Partial for items: Problem Identification low	<a href="#">PROBSOLV</a>
Outcome 3	Students will know the relevant	E-mailed Indirect:	% Prepared 80, 70, <70	2022-2023 Annually	Met 97%	<a href="#">PROBSURV</a>

	methods and technologies to analyze and solve problems	Exit Survey			Met for all items: 96-99%	
Goal 4 Summary Comments: <a href="#">Here</a>						
Files in support of Goal 4. Artifacts, Instruments, Rubrics, Results: <a href="#">Here</a>						
Program Goal 5	<i>BSBA graduates will be ready to succeed in their careers and make a positive impact on society.</i>					
Outcome 1	Students will identify and explain their core values as those impact career choices and ethical behavior	Direct: BA 399/499 Essays	% Students score 3+: 80, 70, <70	2023-2024 Annually	NA	<a href="#">Values</a>
Outcome 2	Students will understand the value of diversity and inclusivity in the context of organizations	Direct: BA 299 Essay	% Students score 3+: 80, 70, <70 SD<1	2022-2023 Annually	Met 83% Partial SD 1.5	<a href="#">DivIncl</a>
Outcome 3	Students will understand their Positive Societal Impact in the context of their career	Direct: BA 299/499 Essay	% Students score 3+: 80, 70, <70 SD<1	2022-2023 Annually	Met 98%	<a href="#">Impact</a>
Outcome 4	Students will identify and explain forward-thinking behaviors	Direct: BA 399/499 Essay	% Students score 17.5+: 80, 70, <70 Item Avgs 2.5-3, SD <1	2023-2024 Annually	NA	<a href="#">ForThnk</a>
Outcome 5	Students will produce an electronic Career Readiness portfolio	Direct: BA 499 ePortfolio	% Students score 80+: 80, 70, <70 Item Avgs 2.5	2022-2023 Annually	Not Met 30% Not Met all items	<a href="#">PortFol</a>
Outcome 6	Students will explain how their knowledge makes them relevant to their chosen career field	Direct: BA 499 Essay	% Students score 17.5+: 80, 70, <70 Item Avgs 2.5-3, SD <1	2023-2024 Annually	NA	<a href="#">Relev</a>
Outcome 7	Students will explain how their capabilities make them resourceful in their chosen career field	Direct: BA 499 Essay	% Students score 17.5+: 80, 70, <70 Item Avgs 2.5-3, SD <1	2023-2024 Annually	NA	<a href="#">Resource</a>
Outcome 8	Students will make progress and complete the Exploring Your Potential program	Direct: EYP status in BA 299/399/499	% Students get certificate 90, 80, <80	2022-2023 Annually	Partial 85%	<a href="#">EYP</a>

Outcome 9	Students will know they are career ready and know what it means to make a positive impact on society	E-mailed Indirect: Exit Survey	% Prepared 80, 70, <70	2022-2023 Annually	Met 96%	<a href="#">ReadySurv</a>
Goal 5 Summary Comments: <a href="#">Here</a>						
Files in support of Goal 5. Artifacts, Instruments, Rubrics, Results: <a href="#">Here</a>						

## Goal 1

### MFT Accounting

#### Findings

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

#### Actions

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.

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### MFT Economics

#### Findings

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

#### Actions

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.

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## **MFT Finance**

### **Findings**

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

### **Actions**

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.

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## **MFT Management**

### **Findings**

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

### **Actions**

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.

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## **MFT Marketing**

### **Findings**

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

### **Actions**

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.

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## **Quantitative Analysis**

### **Findings**

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

### **Actions**

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 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.

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## **MFT Information Systems**

### **Findings**

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

### **Actions**

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.

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## **MFT Legal and Social Environment**

### **Findings**

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%.

### **Actions**

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.

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## **International**

### **Findings**

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

### **Actions**

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 we 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.

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## **Exit Survey Business Knowledge**

### **Findings**

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.

### **Actions**

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

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## **MFT Overall Business Knowledge**

### **Findings**

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

### **Actions**

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.

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## **Goal 1: 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.

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### Goal 1 Artifacts, Instruments, Rubrics, Results



MFT



2023 MFT



MFTCustomCompar



Comparative%20Sc



2023%20vs%202022 Sorted%20MFT%20I



bachelors-deg-bus-Comparative Data GativeDataReport\_10'ools%20Fall%2020%20MFT%20results%202022%20vs'



COB Exit Survey – Combined%20all%20  
Preparedness.pdf



02023%20BSBA%20C

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## Goal 2

### Communication - Oral

#### Findings

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.

- 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)

#### Action

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.

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### Communication – Written

#### Findings

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.

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)

## Action

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 increasing 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.

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## Exit Survey - Communication

### Findings

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.

### Action

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.

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## Goal 2: 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.

## Goal 2 Artifacts, Instruments, Rubrics, Results



Rubric - Oral



Results%20-%20Ora



Rubric- Written



Results%20-%20Wri



COB Exit Survey –



Results%20Exit%20

Communication.pdf1%20CommunicatorCommunication.pdf

ten%20Commnicati Preparedness.pdf

Survey%20Combine

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## Goal 3

### Ethical Issues

#### Findings

The target was met with 80% of the students scoring 70% or higher than the ethics assessment with an average score of 82%.

#### Action

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.

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### Social Responsibility Issues

#### Findings

##### Core Values and Ethical Decision Results

- 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.

#### Action

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.

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## **Exit Survey - Legal, Ethics, & Social Knowledge**

### **Findings**

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%

### **Action**

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.

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## **Goal 3: 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, & and 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.

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### Goal 3 Artifacts, Instruments, Rubrics, Results

					
Ethics Case 2021 - Pizza Redlining Assessment	Rubrics scored - 2023 Ethics Assessment	Rubric Ethics Assessment.pdf	Results%20Ethics%20Assessment%20Sp	Exercise Core Values and Ethics Assessment	Rubric Core Values and Ethical Decision
					
Results%20Core%20Values%20and%20Inclusivity Assessment	Essay Diversity and Inclusivity Assessment	Rubric Diversity - Inclusivity.pdf	Results%20Diversity%20and%20Inclusivi	Essay Positive Societal Impact Assessment	Rubric - Positive Societal Impact.pdf
					
Results%20Positive%20Societal%20Imp	Exit Survey - Preparedness.pdf	Results%20Exit%20Survey%20-%20Prep			

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## Goal 4

### Spreadsheet Functions

#### Findings

Not assessed this year.

#### Action

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

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### Problem Solving

#### Findings

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

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.

#### Action

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.

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### Exit Survey – Problem Solving

#### Findings

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 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.

### **Action**

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.

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### **Goal 4: 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 or 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.

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## Goal 4 Artifacts, Instruments, Rubrics, Results



Exercises for  
Spreadsheet Assess



Rubric - Problem  
Solving Revised for



Results%20Problem  
%20Solving%20Item



Exit Survey –  
Preparedness.pdf



Results%20Exit%20  
Survey%20-%20Skills

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## Goal 5

### Values & Career Choices

#### Findings

Not assessed in 2022-2023

#### Action

None

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### Diversity & Inclusivity

#### Findings

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.

#### Action

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.

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### Societal Impact

#### Findings

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

#### Action

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.

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## **Forward-Thinking**

### **Findings**

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

### **Action**

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

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## **Career ePortfolio**

### **Findings**

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.

### **Action**

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.

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## **Relevance**

### **Findings**

Not assessed in 2022-2023

### **Action**

None

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## **Resourcefulness**

### **Findings**

Not assessed in 2022-2023

### **Action**

None

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## **Exploring Your Potential**

### **Findings**

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

### **Action**

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.

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## **Exit Survey – Readiness & Impact**

### **Findings**

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.

### **Action**

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.

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## **Goal 5: 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.

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### Goal 5 Artifacts, Instruments, Rubrics, Results



Exercise Core Values and Ethics Asand Ethical Decision



Rubric Core Values Asand Ethical Decision



Essay Diversity and Inclusivity Assessment



Rubric Diversity and Inclusivity.pdf



Results%20-%20Diversity%20and%20Inclusivity



Essay Positive Societal Impact Assessment



Rubric Positive Societal Impact.pdf



Results%20Positive Societal Impact



Essay Forward-Thinking



Rubric Forward-Thinking R



Portfolio Items Outline.pdf



Results%20-%20Portfolio%20Assessment



Essay Relevance Assessment.pdf



Rubric Relevance Career Readiness.pc



Essay Resourceful Assessment.pdf



Rubric Resourcefulness Car



Exploring Your Potential Program.p



Exit Survey – Preparedness.pdf



Results%20Exit%20Survey%20-%20Preparedness

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