

**Educational Programs Institutional Effectiveness Plan and Report**

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| **Assessment Cycle (YYYY-YY)** | 2019-20 |
| **Educational Program** | Bachelor of Arts in Business Administration |
| **Program/Assessment Coordinator** | Matthew Sweet/Jacob Fait |
| **Date (DD/MM/YYYY)** | 7.16.2020 |

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| **Program Mission Statement:** To use stakeholder feedback to prepare our students for their future career as ethical, globally aware, and civic-oriented business leaders. |

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| **Student Learning Outcomes**   1. Students will apply the foundational common professional components (CPC)[[1]](#footnote-1) to solve business problems. 2. Students will apply business knowledge in a service project. 3. Students will demonstrate knowledge and skills that indicate appropriate professional demeanor and career readiness |

**Student Learning Outcomes for Educational Programs**

| **I.**  **Student Learning Outcome** | **II.**  **Methods of Assessment (Short description of each assessment used to assess each outcome)** | **III.**  **Action Steps to be taken this cycle to Achieve the Outcome (should be drawn from the previous cycle’s use of results)** | **IV.**  **Assessment Results and Analysis of Results (include data and discuss the results). If the program is delivered through distance learning, all results and analysis must be provided for conventional delivery and distance learning delivery.** | **V.**  **Use of Results: Changes to be implemented next cycle.** |
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| **Outcome 1:** Students will apply the foundational common professional components (CPC)[[2]](#footnote-2) to solve business problems. | **Objective 1:** Students will complete the CPC the Peregrine Academics Undergraduate CPC exam.  Students complete the Peregrine Academics Undergraduate CPC exam in the in the BUSN 449 Policy, Ethics, and Strategy Course. This is a direct, external, and summative assessment, scored on a normalized percent correct method.  We benchmark against ACBSP region 3 and expect students to score within 5% of the region 3 average for each category.  **Objective 2:** Students will distinguish between the four functions of management, the skills managers use, and how these skills are used to improve organizations.  Students were assessed via a twenty-question multiple choice quiz. Students are expected to score at least 80 out of 100. | Discuss improvements in strategic planning meeting and annual Faculty in-service. Appoint an ad-hoc committee to further improve student learning.  Faculty recommend conducting a review session for students prior to taking the capstone exam. This review can consist of modules where our students historically scored lower.  An assessment should be added to the BUSN 322 class to further explore these three topics to help improve the scores.  Faculty discussion around these assessment results have centered on the administration of the exam itself. In some students in the class assessed in the exam were not yet of senior status. Further students complained about the cost of the exam.  Recommendations for improvement include working with faculty advisorsto limit the BUSN 449 class to rising or graduating seniors, and consider adding a budget line to cover the cost of this assessment for students.  Lastly, the CoB has added a full-time faculty member to the faculty roster.  In order to increase the usefulness of the assessment results, faculty will be required to report all data in a disaggregated format.  Currently the assessment results have not been collected by the topics being assessed. In order to provide more meaningful assessment information, faculty determined that the data should be collected by the five categories being assessed to provide better data upon which to draw conclusions concerning student learning. | Data for this assessment is collected from the BUSN 449 course taught in spring 2020.     |  |  |  |  | | --- | --- | --- | --- | | CPC TOPIC | BABA Average Score | Region 3 Average Score | Gap | | Accounting | 61.82 | 54.58 | 7.24 | | Communications | 67.27 | 57.41 | 9.86 | | Ethics | 66.14 | 56.48 | 9.66 | | Finance | 58.41 | 50.11 | 8.30 | | Business Integration and Strategic Management | 68.86 | 60.67 | 8.19 | | Leadership | 59.55 | 58.15 | 1.40 | | Economics | 57.73 | 52.65 | 5.08 | | International Business | 57.73 | 55.28 | 2.45 | | Management Information Systems | 63.41 | 62.72 | 0.69 | | Business Law | 62.50 | 60.74 | 1.76 | | Management | 65.68 | 59.28 | 6.40 | | Marketing | 62.95 | 58.37 | 4.58 | | Quantitative Research/ Statistics | 57.27 | 53.84 | 3.43 | | Average Score | 62.25 | 56.89 | 5.36 |   Students Exceeded the benchmark goal in each assessment category this year.  Last year’s results recorded two lower categories: Finance (32.14%) and Quantitative Research/Statistics (34.29). This year’s results improved in those categories by 26.27 percentage points and 22.98 percentage points, respectively.   |  |  |  |  | | --- | --- | --- | --- | | Student 1 | 100 | Student 15 | 85 | | Student 2 | 90 | Student 16 | 95 | | Student 3 | 70 | Student 17 | 95 | | Student 4 | 100 | Student 18 | 100 | | Student 5 | 95 | Student 19 | 75 | | Student 6 | 90 | Student 20 | 55 | | Student 7 | 90 | Student 21 | 85 | | Student 8 | 100 | Student 22 | 100 | | Student 9 | 70 | Student 23 | 95 | | Student 10 | 85 | Student 24 | 70 | | Student 11 | 95 | Student 25 | 70 | | Student 12 | 95 |  |  | | Student 13 | 95 |  |  | | Student 14 | 100 | Average: | 88 |   Students were expected to score at least an 80% on this assignment. Nineteen of twenty-five met the success criteria. The most missed questions on the quiz dealt with differing types of management skills. | **Recommendations:**  Continue to work to improve faculty understanding of CPC topics & place additional emphasis on the exam in the BUSN 449 course.  **Recommendations:**  Spend additional time in class discussing the technical, analytical, human, strategic, and conceptual skills managers use to achieve organizational goals. |
| **Outcome 2:** Students will apply business knowledge in a service project. | **Objective 1:** Students will present on financial literacy to Tusculum Experience students.  Students will give three presentations to first- and second-year students in the OREN-105 “Tusculum Experience” class as part of the BUSN 352 Business Service-Learning Practicum. These presentations help new college students understand basic personal finance.  Students were assessed using a presentation rubric. The rubric is a 12-point Likert scale with 12 being the high score.  **Objective 2:** Students will apply accounting and tax knowledge to assist additional community members in filing an accepted federal income tax return.  The assessment occurs in the VITA 200 Volunteer Income Tax Assistance class by the successful filing of federal tax returns. The goal of this objective is to increase the number of community federal tax returns students assisted in completing that were submitted and accepted by 10% over last year’s VITA class. | Assist students to develop more visuals for their presentations,  Provide more class time for students to rehearse their presentations in class as a preview for ideas on improvement.  Instructor will spend additional time covering discussing presentation content with students to ensure they understand materials being presented.  In order to provide more community involvement, the VITA program plans to train additional student leaders and expand the locations the students can offer VITA services.  This service-learning course is intended to allow students to practice practical accounting skills while engaging with the community. Increased involvement will allow the students additional opportunities to practice these hands-on accounting skills. | All students who participated in this assessment satisfied the categories on the rubrics. The Rubric categories and average scores attained are as follows:   |  |  | | --- | --- | | **Category** | **Fall 2019 Average Rubric Score** | | Purpose was communicated clearly | 10.67 | | Organized and easy to follow | 10.67 | | Presenter displayed understanding of the topic | 9.71 | | Presenter was well prepared | 9.62 | | Spoke clearly and effectively | 10.67 | | Time of presentation was used effectively | 10.00 | | Visual enhanced presentation | 10.29 | | Responded well to audience | 10.57 | | Presenter engaged the audience | 10.57 |   Students scored the lowest on preparation (9.62).    Students were assessed by the number of total accepted federal tax returns, therefore growing the VITA program offered increased opportunity to apply accounting and tax knowledge in our community. In 2017-2018, the VITA program had 669 accepted federal tax returns. In 2018-2019, there were 895 accepted federal tax returns, representing a growth of 34%. During the 2019-2020 season, VITA participation was severely affected by the Covid-19 outbreak. Therefore, the students were only able to complete 378 tax returns. However, the fact that the students were able to assist 378 in this pandemic time, shows a true commitment to civic engagement. | **Recommendations:**  In addition to presenting to students in the financial literacy class, students will begin to present to local organizations. This will allow the students to expand civic engagement to parts of our community.  **Recommendations:**  Continue to allow opportunities for our students to become civically engaged in our community. |
| **Outcome 3:** Students will demonstrate knowledge and skills that indicate appropriate professional demeanor and career readiness | **Objective 1:** Students will communicate professionally in written communication.  Assessed via the AACU Written Communication Value rubric. Students are expected to score at least 3 on each rubric category.  **Objective 2:** Students will communicate professionally in oral presentation.  Assessed via the AACU Oral Communication Value rubric. Students are expected to score at least 3 on each rubric category out of 5 on each rubric category. | Instead of reporting aggregate data from rubric scores, disaggregate average scores so determinations of where student improvement learning can be better identified.  As a pilot test, this course is being discontinued from the program. Instead business students will take the professional communication class offered in the English department. The scores will be reported in a disaggregated format to allow for better analysis. Since the focus of the assessment is on written communication rather than business content the faculty determined that the assessment should occur in the English department.  Instead of reporting aggregate data from rubric scores, disaggregate average scores so determinations of where student improvement learning can be better identified.  As a pilot test, this course is being discontinued from the program. Instead business students will take the professional communication class offered in the English department. The scores will be reported in a disaggregated format to allow for better analysis. Since the focus of the assessment is on written communication rather than business content the faculty determined that the assessment should occur in the English department | Twenty students participated in this assessment, of those 17 (85%) met or exceeded the assessment criteria. Presented below are the average rubric scores for each student:   |  |  |  |  | | --- | --- | --- | --- | | Student 1 | 1.7 | Student 11 | 3.7 | | Student 2 | 4 | Student 12 | 4 | | Student 3 | 3.7 | Student 13 | 3.3 | | Student 4 | 3 | Student 14 | 3.3 | | Student 5 | 3.3 | Student 15 | 3.3 | | Student 6 | 2.7 | Student 16 | 3 | | Student 7 | 3.3 | Student 17 | 2.7 | | Student 8 | 4 | Student 18 | 3.7 | | Student 9 | 3.7 | Student 19 | 4 | | Student 10 | 3 | Student 20 | 4 |   The instructor reported the scores in aggregate. The average score was 3.37 As this assessment is moving from ENGL 233 back to BUSN 325.  Nineteen students participated in this assessment, of those 18 (95%) met or exceeded the assessment criteria. Presented below are the average rubric scores for each student:   |  |  |  |  | | --- | --- | --- | --- | | Student 1 | 3.3 | Student 11 | 3.7 | | Student 2 | 3 | Student 12 | 4 | | Student 3 | 3.7 | Student 13 | 3.7 | | Student 4 | 3.7 | Student 14 | 3.3 | | Student 5 | 3.3 | Student 15 | 3.3 | | Student 6 | 4 | Student 16 | 3 | | Student 7 | 4 | Student 17 | 3.3 | | Student 8 | 3.3 | Student 18 | 3.7 | | Student 9 | 4 | Student 19 | 2.3 | | Student 10 | 3 |  |  |   The instructor reported the scores in aggregate. The average score was 3.45 As this assessment is moving from ENGL 233 back to BUSN 325. | **Recommendations:**  As this assessment is moving from ENGL 233 back to BUSN 325, future collections should report data in a disaggregated to better determine where improvements can be made.  **Recommendations:**  As this assessment is moving from ENGL 233 back to BUSN 325, future collections should report data in a disaggregated to better determine where improvements can be made. |

1. The Common Professional Components (CPC) of business include 12 topics essential to business education: Accounting, Ethics, Finance, Business Integration and Strategic Management, Leadership, Economics, International Business, Management Information Systems, Business Law, Management, Marketing, and Quantitative Research/ Statistics. [↑](#footnote-ref-1)
2. The Common Professional Components (CPC) of business include 12 topics essential to business education: Accounting, Ethics, Finance, Business Integration and Strategic Management, Leadership, Economics, International Business, Management Information Systems, Business Law, Management, Marketing, and Quantitative Research/ Statistics. [↑](#footnote-ref-2)