

ASSESSMENT for the UDVAR-HAZY SCHOOL OF BUSINESS 2011-2012

Student Learning Outcomes and Assurance of Learning

The faculty of the UHSB appreciates the importance of having clear, measurable objectives that define the learning expectations they have for their students. These objectives must emerge from and reflect the mission and goals of the division, which reflect the mission, goals and core themes of the college. For several years the business faculty has been refining their program and course learning objectives. The faculty also understands that assurance of learning is a continuous improvement approach to education that requires on-going assessment and development.

MISSION

The mission of the Udvar-Hazy School of Business is to prepare students for successful employment, advanced learning and service to community. We are committed to providing an environment that embraces experiential learning, stimulates academic excellence and incorporates ethical considerations.

UHSB GOALS (Department goals reflect the core themes of the college)

1. Provide students with core business knowledge and skills that enable attainment of advanced business degrees and success in a rapidly changing, competitive business environment. (Core Theme One – A Culture of Learning)
2. Develop students' awareness of and analytical and decision-making skills regarding business ethical issues. (Core Theme Two – A Culture of Values)
3. Establish partnerships with the community and alumni to provide an education that responds to local and industry needs and affords valuable, applied learning opportunities and community engagement. (Core Theme Three – A Culture of Community)
4. Employ highly qualified faculty members who foster open, innovative, analytical, and student-focused learning environments. Support academically and professionally active faculty who model continuous improvement in their practice and service. (Core Theme One – A Culture of Learning)

COURSES AND PROGRAMS OFFERED

Two bachelors of science degrees are offered by the UHSB: a BS in Business Administration ([BS-BADM degree requirements link](#)) and a BS in Accounting ([BS-ACCT degree requirements link](#)). The Bachelors of Business Administration program was established in 2000 with an emphasis in Business Administration. The other four BS-BADM emphasis areas followed: Accounting in 2005, Finance in 2009, Visual Technology in 2000 and Management Information Systems in 2011 ([BS-BADM emphases requirements link](#)). The Bachelor's in Accounting was established in Fall, 2007. Four other programs of study are offered through the Business

Department: an Associate of Applied Science in Operations Management ([AAS-OM degree requirements link](#)), an Associate of Science in Business ([AS-BUS degree requirements link](#)), an Associate of Applied Science ([AAS-Marketing degree requirements link](#)) and a certificate in Marketing ([Certificate- Marketing requirements link](#)). The integrated studies department also has two emphases options from the School of Business: in Operations Management ([BS-Integrated Studies OM Emphasis requirements link](#)) and in General Business ([BS-Integrated Studies BUS Emphasis requirements link](#)).

Student Learning Outcomes for Business Majors

Following are the UHSB learning outcomes and objectives (2011-2012). Outcomes one to four are for all business division graduates. Outcome five is only for graduates of the bachelor's degree in Accounting. The Accounting area is in the process of developing a separate program and department, which is developing its own learning outcomes.

1. Students will demonstrate a working level knowledge of the core functional areas of business:
 - A. Students will demonstrate a working level knowledge of core business functions in accounting, economics, finance, information systems, international business, legal and social environment, marketing, and management.
 - B. Students will analyze a complex business situation, identify relevant functional business issues and suggest viable courses of action
2. Students will analyze a complex business situation and develop sound alternatives for action, utilizing qualitative and quantitative analysis
3. Students will possess the interpersonal and communication skills necessary to succeed in business.
 - A. Students will deliver professional quality oral presentations
 - B. Students will prepare professional quality written presentations
 - C. Students will understand and demonstrate the essential qualities of successful teamwork
4. Students will analyze a complex business situation and identify relevant ethical issues and suggest viable courses of action
5. Accounting graduates will have an understanding of business processes and a working level knowledge of the accounting services that provide reliable and relevant information to business decision-makers.
 - A. Students will analyze accounting situations, identify relevant accounting issues and recommend viable courses of action.
 - B. Students will demonstrate professional level proficiency at tax preparation.

In the past, in the UHSB, learning has been assessed primarily by individual instructors' course assessments and indirect means, such as surveying employers and students. Though this type of assessment is of use in developing programs and identifying their strengths and weaknesses, DSC has come to appreciate the importance of direct measures of student learning. The business faculty, therefore, in 2010, established five direct learning outcomes for graduating students as noted above.

BUSINESS PROGRAM LEARNING OUTCOMES ASSESSMENT CHART

The following table provides a summary of business student learning outcomes, the assessment methods, benchmarks, timing, results and actions taken. 2011-2012: Establishing baselines and consistency of assessment. In response to assessment, the 2012-2013 outcomes will be modified.

Learning Outcome for Business Majors	Assessment Method	Benchmark	Timing/ Placement	Results/ Action
1A. Students will demonstrate a working level knowledge of core business functions in accounting, economics, finance, information systems, international business, legal and social environment, marketing, & management.	Direct: ETS Major Field Test in Business Indirect: Employer & Student surveys	Mean score > 50 th percentile on each section	Annually Capstone, MGMT 4800	
1B. Students will analyze a complex business situation, identify relevant functional business issues & suggest viable courses of action	Complex case study assessment rubric.	Mean score >4/5 on all criteria	Sample Years 1 & 3 MGMT 4800	
2. Students will process a complex business situation & develop sound alternatives for action utilizing qualitative & quantitative analysis	Complex case study assessment rubric.	Mean score >4/5 on all criteria	Sample Years 1 & 3 MGMT 4800	
3A. Students will deliver professional quality oral presentations	Class presentation rubric. Indirect: Employer surveys	Mean score >4/5 on all criteria	Sample Years 2 & 4 MGMT 3400	
3B. Student will prepare professional quality written presentations	Written proposal rubric, by English faculty Indirect: Employer surveys	Mean score >4/5 on all criteria	Annually FIN 3150	
3C. Students understand & demonstrate the essential qualities of successful teamwork	Rubric assessing team project.	Mean score >4/5 on all criteria	Sample Years 1 & 3 MGMT 3600	
4. Students will analyze a complex business situation & identify relevant ethical issues and suggest viable courses of action	Final case study rubric. Indirect: Student surveys	Mean score >4/5 on all criteria	Sample Years 2 & 4 MGMT 3510	
5A. Accounting graduates will analyze accounting situations, identify relevant accounting issues & recommend viable courses of action.	Case study rubric Indirect: Employer Surveys	Mean score \geq 4/5 on all criteria	Sample Years 2 & 4 ACCT 4600	
5B. Accounting graduates demonstrate proficiency at tax preparation.	National VITA exams Indirect: Client Surveys	80% pass VITA tests	Annually ACCT 3400	

Note: In alternate years, 3 faculty members, not including the course instructor, will assess a sampling of students.

Summary of 2011-2012 Assessment Data

The following table provides a summary of learning outcomes, the Spring 2012 assessment results and recommendations.

Learning Outcomes	Results/Recommendations/Actions
1A. Students will demonstrate a working level knowledge of core business functions in accounting, economics, finance, information systems, marketing, international business, legal and social environment, and management.	The mean for all students taking the ETS Business Major's field test was the 86th percentile, nationally. The function area breakdown is above 50 th percentile in each area, while scoring in the 80th percentile or better in 7 of the 9 areas. The two lowest rankings were the 63 rd percentile in economics and the 76 th percentile in management. Study into results' trends will be conducted. Awarding points for ETS exam results and recognition strategies will be conducted in 2012-2013. Recommended to benchmark at the 80th percentile.
1B. Students will analyze a complex business situation, identify relevant functional business issues and suggest viable courses of action	The rubric mean scores out of 5 and percentage ≥ 4 were: Identification (3.62 – 49%); Qualitative (4.49 – 100%); Quantitative (3.87 – 60%); Synthesis for Action (3.96 – 74%).
2. Students will process a complex business situation and develop sound alternatives for action utilizing qualitative and quantitative analysis	Recommendations: To assist teams to work more cohesively, improve the identification of functional issues and seek further development of quantitative analysis.
3A. Students will deliver professional quality oral presentations	The rubric mean scores out of 5 and percentage ≥ 4 were: Content (4.53 – 94%); Presentation (4.3 – 76%); Audience Engagement (4.7 – 97%); and Professionalism (4.65 – 91%). Presentation skills weakest area. Persuasion skills weak. Preparation insufficient. Recommendations: Establish standards and tips for presentation skills which all appropriate courses support and develop in students. Have a course where students video their presentations for self-assessment.
3B. Student will prepare professional quality written presentations	All students' writing proposals were graded by both the business course instructor and an English faculty member. Thesis statement was the highest rubric criterion score, but still below 80% achieving ≥ 4 . The two graders' scores were not significantly different on thesis and structure, but were significantly different on support and style. The business faculty grades were lower. Recommendations: All business faculty members continue to emphasize the importance of good writing and use the newly developed writing rubric. Standardize grading.
3C. Students understand and demonstrate the essential qualities of successful teamwork	The proposed teamwork assessment strategy was found unmanageable. The rubrics were too complex for standardization and did not produce useful information. It will be replaced in 2012-1013.
4. Students will analyze a complex business situation and identify relevant ethical issues and suggest viable courses of action	The rubric mean scores out of 5 and percentage ≥ 4 were: Identified (3.24- 59%); Analyzed (4.21 – 79%); Actions (3.9 – 69%); Writing (3.8 – 69%). Three criteria skills areas need improvement. Recommendations: Future emphasis on identifying ethical issues.
5A. Accounting graduates will analyze accounting situations, identify relevant accounting issues and recommend viable courses of action.	The peer/self/client evaluations were inconsistent and biased. Practicums require different levels of work from students, difficult to standardize assessment. Determined that ACCT 4600 is not best course for standardized assessment. Best if faculty does summative assessment. Establish a new assessment strategy.
5B. Accounting graduates demonstrate proficiency at tax preparation.	Results of VITA Exams: Mean scores: Ethics- 99.5%; Basic-91.6%; Intermediate-89.6%; Advanced – 90.7%. 100% of the students passed with > 80% score. Recommendation: Stay the course. In the future all students will also take a new IRS competency test.

External Program Assessment

The UHSB has been participating in program and department assessments through external reviewers. The two most significant external evaluations were carried out by the Northwest Commission on Colleges and Universities (2002) ([NWCCU Accreditation Report link](#)) and the International Association to Advance Collegiate Schools of Business (2010) ([AACSB Review link](#)). From these two evaluations' recommendations, changes have been and continue to be made.

Formative Program Assessment

Because of the response-to-industry nature of the department programs, ongoing communication and mentoring with participants and employers provides formative feedback. On-going assessment of student progress is maintained by two attentive advisors and the faculty. The knowledge and skills applications of all degree-required business courses are identified as part of the assessment of the department learning outcomes. Course supervisors then develop syllabi that link directly to the identified program outcomes. Beyond knowledge building, the professors work on developing nine main skills areas: teamwork; oral and written presentations; analysis of ethical issues and case studies; statistical, qualitative and quantitative analysis; and community service. ([Formative Program Assessment link](#)).

Summative Program Assessment

Every three or four years, all college programs undergo program reviews that are sent to the college Trustees and State Regents. The last review of the business department programs was in 2010 ([Regent Program Review link](#)). In recognition of the past lack of direct measures of assurance of learning, a total overhaul of the UHSB's assessment is taking place. The department began in the 2011-2012 academic year to administer comprehensive, summative data assessments, according to the above listed learning outcomes. ([Summative Assessments Spring 2012 link](#)). Three summative assessments take place in the senior capstone course, the rest are embedded in other upper level courses. In alternate years, three faculty members, not including the course instructor, will assess a sampling of students in rubric evaluated courses. Student and employer surveys will provide indirect assessment of achievement of learning outcomes. 2011-2012 was the first year for establishing baselines and testing the new assessment strategies.

Satisfaction and Engagement Measures

Though considered indirect measures of success, satisfaction measures, non-the-less provide valuable information on organizational performance. Currently the Udvar-Hazy School of Business has three satisfaction measures: 1) the Bachelor Student Survey; 2) the National Survey of Student Engagement (NSSE); and 3) the Employer Survey. The [Bachelor Student Survey link](#), which has been completed for a number of years, is a college-wide instrument and explores student satisfaction with learning in both lower and upper division courses, as well as with key services such as the library and technology. The results for the 2012 Bachelor Student Survey show well over 80% of the students indicated that they either agreed somewhat or agree strongly to positive statements regarding the services and education they received at DSC and from the Business Department. The two lowest agreement ratings were for 'The Library at DSC is adequate for my upper division coursework' (80%) and 'The computer facilities at DSC are adequate for my upper division coursework' (71%). The Bachelor Student Survey will be under reconstruction in 2012-2013. The NSSE results provide insights into how students engage, learn

and develop at DSC ([NSSE](#)). It queries students on subjects such as faculty standards, interactions, writing requirements, homework expectations, and academic rigor. DSC's results are also compared to national averages. The Employer Survey has been conducted on an irregular basis and was last completed in Fall 2009, plans are underway to reestablish regular employer surveying, with an across campus standardization of the form.

Assessment of Faculty

UHSB faculty members are assessed regularly by both peers and administrators to provide feedback and suggestions for improvement, as college policy defines (see faculty e-portfolios). Students also provide faculty assessment for all courses at least once per year (see faculty e-portfolios). Faculty development funds are available upon request by either a faculty member or supervisor and upon determination of a faculty committee.