

**Salem International University**  
School of Business Program Review

2015-2016 Final Year Review

August 2016  
Submitted by

Dr. Marc Getty, Dean

<b>Academic Year</b>	<b>Changes 2015-2016</b>	<b>Rationale</b>	
2015-2016	Complete preliminary questionnaire & self-study for ACBSP Accreditation	The business school needs to make significant process towards earning ACBSP accreditation this academic year	We have been assigned a mentor for Accreditation guidance and we have formed a steering committee that will lead us through these initial steps this year.
2015-2016	Additional Concentrations for BSBA & MBA program are being considered	As a result of research and Advisory committee guidance, concentrations we are examining additional concentrations within the BSBA & MBA programs along with considering eliminating some that lack enrollment	These modifications are under consideration currently.
2015-2016	The faculty have suggested that additional tools/simulations in other areas such as marketing are warranted	Simulations and demonstrative assignments have proven to be useful not only within teaching, but also as powerful program assessment tools.	We are currently reviewing/piloting Stock Trak with some of finance and economics courses. We are also looking at retail management & marketing simulations for use within MKT231 and the retail management concentration.
2015-2016	The Faculty are in agreement that additional measurements are needed to make our assessment system more robust	The reasoning behind adding additional measurements to corroborate or challenge evidence present within the current system	We are currently research alternative measurements that will suitable and we will develop them and implement them in the 2015-2016 academic year.

2014-2015	Using additional LiveText functionality to support data analysis, the assessment process and overall continuous process improvement	Various physical and electronic databases were assembled during the Assessment Academy years. The Academic Affairs Committee determined that LiveText would be used throughout the Assessment System to create more streamlined methods of gathering, measuring, aligning and presenting course and program reviews as well as SLOs.	The assessment system will be modified to include additional points of measurement given the low proficiency results in statistics shown in the Program review in August of 2014. The rubric used within LiveText will be modified to include these additional measurements.
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2014-2015	<p>A Program Learning Outcome rubric will be modified to assess the BSBA students' proficiencies at the gateway, midpoint and capstone points. The modifications will include additional measures not shown in the 2013-2014 program review.</p>	<p>Student performance can be measured using the program learning outcome rubric. The results will be used to guide modifications to the program, as appropriate.</p>	<p>The PLO rubric will be enhanced into the LiveText continuous quality improvement system for use in assessing student learning outcomes within the BSBA program. The changes have been completed for the August 2015 final program review.</p>
2014-2015	<p>Additional MBA concentrations in Engineering Management and Sales Management have been added as options.</p>	<p>In discussions with the Advisory Committee during the May 2014 and October 2015 meetings the subjects and career paths of Marketing, Sales and Engineering Management were offered. The BLS data suggests growth in these areas through 2020.</p>	<p>The concentrations in Engineering Management and Sales Management started to be offered in late 2014 and have enrolled 5 students between then and August 2015.</p>

2014-2015	The faculty uncovered a need to implement a graduate capstone simulation that is unique from the undergraduate BSG simulation used to assess learning.	After evaluating several alternatives the faculty has decided to select the CapSim simulation as a pilot in the fall of 2015.	The CapSim simulation was implemented for the first time as a pilot in a small class in August 2015. Since the final results yielded a very small sample size, we will need to run the simulation again in order to gather more useful data.
2014-2015	The number of general education courses will be reduced (Business courses increased) to be more closely aligned with competing schools.	The Academic and Affairs Committee and Advisory committee agree that asking business students to complete 75 credit hours (Of 120cr) within the program is too much and needs to be reduced. An increase in business course will provide an opportunity for a more robust program with increased proficiencies in problem areas and enhance the program appeal overall.	The courses will be selected in the January/February 2015 timeframe and the reviewed by both Academic Affairs and the Advisory committee in April/May 2015. The Board of Trustees will provide final approval of the selected changes in the fall of 2015.
2014-2015	Additional MBA & BSBA concentrations in Retail Management have been added as options.	In discussions with the Advisory Committee & in light of a comparative research study & in consultation with retail business leaders, we have uncovered a need in the food service sector. The concentrations will assist in developing managers and leaders in the industry.	The concentrations in Retail Management are being offered for the first time in the fall of 2015.

2014-2015	An outcome from the fall 2014 Advisory Committee meeting is our students should be learning more about the financial markets	The faculty conducted research in order to select a platform or tools that would help students learn about the different securities markets.	Stock Trak was selected as a pilot platform and is being implemented within FIN344 (Finance I) for undergraduate students as of September 2015. We expect to gather initial feedback from students
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2014-2015	The number of general education courses will be reduced (Business courses increased) to be more closely aligned with competing schools.	The Academic and Affairs Committee and Advisory committee agree that asking business students to complete 75 credit hours (Of 120cr) within the program is too much and needs to be reduced. An increase in business course will provide an opportunity for a more robust program with increased proficiencies in problem areas and enhance the program appeal overall.	The courses will be selected in the January/February 2015 timeframe and the reviewed by both Academic Affairs and the Advisory committee in April/May 2015. The Board of Trustees will provide final approval of the selected changes in the fall of 2015.
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**Business School Gateway**

**Assessment of Ability to Support Student Learning and Development**

**1a) A brief description of the assessment and its use in the program:**

Gateway Assessment

The goal of this assessment is to provide a method to gather student performance data within the first business course taken, namely Marketing 231. The assessment is comprehensive marketing

plan that is developed by the student over the entire course in phases. The assessment then serves as a benchmark measure of student performance throughout the program at level I.

The marketing assessment measures students understanding of fundamental concepts within the context of marketing plan. The marketing plan and analysis is a tool that measures the ability to develop an overall mission, financial analysis, expense analysis, market share/competition, target market, product and marketing strategy for an institution. The accounting assessment measures the student's ability to perform entry level financial tasks. The ratio analysis/financial statement analysis is an assessment that measures the ability to perform business/financial management tasks within a corporate environment. The business assessment measures the student's ability to understand and perform entry level tasks to operate a business.

Each of the gateway assessments encourage students learn more about the 21<sup>st</sup> century global market place. The marketing assessment measures the ability of the student to determine how competitive forces will affect company business alternatives. In addition, the student must examine the capacity issues confronting the company and make a prudent set of decisions in a global marketplace. The students also focus on risk management as it is essential that student have skills to properly evaluate global risk and thus the project incorporates these aspects. The plan also asks that students develop a quantitative analysis of the chosen company as these are important to understand when developing a comprehensive marketing plan. Skills in financial statement and business valuation will be useful and applicable regardless of what country the student is employed.

The undergraduate Bachelor of Science in Business Administration is structured such that many of the topics learned are related and prepare the student for Graduate level business schools such as the Master of Business Administration at Salem International University and also similarly situated Universities with like advanced degree programs. The courses include Accounting, Statistics, Marketing, Finance, Management, International Business, Human Resource Management and Operations Management.

In 2014-2015, gateway assessments were taken by 35 students to measure outcomes in marketing, business management and accounting. If the student studied marketing at the entry point of the business program, they were assessed using the Comprehensive Marketing Plan Project.

Each course aligns directly with the Program Learning Outcomes as shown below.

**1b) A description of how this assessment specifically aligns with the program learning outcome it is cited for in Section III.**

The assessment(s) will measure the following three key areas entry level marketing, fundamentals of accounting and entry level business concepts.

Each course aligns directly with the program learning outcomes as shown below.

**Program Learning Outcome 1: Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management.**

For students taking the MKT231 assessment, the learning outcomes are aligned with the development of a business marketing plan. In addition, the student is asked to develop a plan of action to improve the company's public relations and offer an advertising budget, which are also aligned with the marketing abilities associated with this learning outcome.

**Program Learning Outcome 2: Knowledge, skills, and abilities to compete in the global market economy.**

For Students taking the MKT 231 assessments outcomes are aligned with the global economic forces at work in a marketing plan. The student will be assessed relative to the ability to examine and execute in globally competitive environment using this business case. In addition, the requirement to create a company website reinforces how business leaders can offer a global presence and compete effectively in world.

**Program Learning Outcome 3: Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business.**

The Mkt231 assessment certainly evaluates fundamental concepts in marketing and, they are relied upon in future coursework in order to enter advance degree programs in business or to become employed in the field. Any student seeking to earn an advanced degree such as an M.B.A. or M.S. will be required to understand and develop marketing plans and demonstrate their knowledge of such documents. Thus, PLO #3 is aligned to each of assessments at gateway.

**Program Learning Outcome 4: Ability to communicate information in written, oral, and graphic formats.**

For students taking the MKT231 assessment this outcome is aligned with the requirement to design and communicate this case study in written, oral and graphical formats. The students are required and are assessed based on their ability to first communicate the written plan for company changes, offer appropriate graphical presentations and oral describe the respective solutions to the business problems presented in the case.

**1c) A brief analysis of the data findings**



In 2015-2016, gateway assessments were taken by 35 students to measure outcomes in marketing, business management and accounting. If the student studied marketing at the entry point of the business program, they were assessed using the Marketing Plan assessment.

The objective at gateway is that at least 35% of students taking the assessment (Level one) would be proficient. When we look at the Mkt231 gateway assessments 72% were proficient or better on student learning outcome number one in terms of marketing knowledge (within PLO #1) at gateway in 2015-2016. Similarly, program learning outcome numbers two and four are aligned with this Gateway assessment and when we examine the various student outcomes relative to PLO #2, 79% in 2015-2016 were proficient at level one. When PLO #3 is examined in terms of student proficiency, we find that 73% of students are proficient in terms of their progress towards employment in business and/or gaining entrance and advance field of study. When PLO #4 is examined in terms of student proficiency, we find that 67.5% of students are proficient in communicating in written, oral and graphical formats at mid-year. The gateway assessments provide a benchmark for measuring learning outcomes as students enter their first business courses. The aggregate outcomes can be examined relative to the midpoint and capstone assessments for comparative analysis.

#### **1d) An interpretation of how that data provides evidence for meeting learning outcomes.**

Each of the assessments in marketing, business management and accounting at gateway align with program learning outcome one in the areas of financial management, business management and marketing management.

#### **Program Learning Outcome 1: Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management.**

The Mkt231 case assessment encourages the student to demonstrate their understanding of competitive forces, capacity issues and marketing and promotion. It also demonstrates how they can make intelligent business decisions using statistics, financial analysis, and marketing techniques by calculating business risks, debt and equity valuations, breakeven analysis and taxes. In addition, students, create financial statements and value businesses based on their skills that they learn in the course. When PLO#1 was reviewed mid-year 2014-2015 with respect to these gateway assessments, 72 % of students were proficient or better at level I. Thus, the expected 35% proficiency was exceeded for PLO#1.

## **Program Learning Outcome 2: Knowledge, skills, and abilities to compete in the global market economy**

The data from each of the gateway assessments suggests that many of the students are at least proficient in both quantitative and soft skills necessary to be successful in the global marketplace. Reviewing soft skills, 79% were at least proficient in 2014-2015.

## **Program Learning Outcome 3: Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business**

When PLO #3 is reviewed for 2014-2015 it is noted that 73% are at least proficient relative to the knowledge and skills necessary to gain employment in business. A like percentage, 76% of students are at least proficient in the area of having prerequisite skills necessary to enter advanced program of study in business. Again, in all cases the benchmark of 35% proficiency or better was achieved.

## **Program Learning Outcome 4: Ability to communicate information in written, oral, and graphic formats**

The final set of data relates to the communication skills (PLO#4) of students at level one in written, oral and graphic formats. In 2013-2014, the proficiency outcomes were written (66%), oral (67%) and graphic (70%) in terms of being at least proficient at the gateway level.

## **Summary-Gateway Assessments**

The gateway assessments are gathered from Marketing 231 as this starting point for business students in the program. When the assessment data was reviewed we noted that the targeted 35% student proficiency percentage was generally exceeded when the student was assessed within the comprehensive marketing plan. Each of the program learning outcomes in business management, financial management, marketing, entrance into an advanced degree program and into business field, competing in the global marketplace and communicating effectively in the business environment were addressed with this Gateway assessment.

## **Comprehensive Marketing Plan – Instrument**

In Week 4 of this course, you will submit your final project. The final project is a comprehensive marketing plan for a product, or business of your choice. Your project will consist of a written proposal and a Powerpoint presentation. Your audience is the person in charge of deciding whether your marketing plan will be approved or not.

For **Week Two**, *submit a rough-draft outline of your project*. While this is to be a working draft of your project, try to provide as many specific details as you can. This way I can give you specific feedback and direction for your final project

- You may create any specific client, in any type of business enterprise you wish, and complete a marketing plan which highlights your creative process. Since marketing is built on research,

analyzing data, developing objectives and creating strategies to meet these objectives, we will take this opportunity to apply our learned theory to a company which would exist in real life.

- Therefore, if you have a business, or have ever considered owning your own business, this project assignment is the ideal opportunity for you to create a viable marketing plan which would be applicable to your *target clients, or consumers*. Make this marketing plan *as realistic as possible*, including all *financial data*.
- You will need to create a plan which encompasses the **"four Ps" of marketing -- product, promotion, price, and place**. Integral to your plan will be a **customer driven marketing strategy**, which understands and fulfills customer needs.
- **Your project will include a written proposal as well as a PowerPoint presentation**. Assume you are presenting your plan to a group of potential financial investors for your firm. For Completed details, please refer to the *itemized elements of the marketing plan* listed directly below:

- Presentation Cover
  - Executive Summary
  - Situation Analysis
  - Market Summary
  - Market Demographics and Geographic Analysis
  - Market Behaviors
  - Market Needs
  - Market Growth
  - SWOT
  - Competitive Analysis (at least 2 Competitors)
  - Product and Service Offerings
  - Keys to Success
  - Critical Issues
  - Mission
  - Target market
  - Marketing Objectives (At least 1 objective should be measurable)
  - Positioning
  - Strategies (4 P's)
  - Market Research
  - Creative Process
- Logo
  - Tagline
  - What type of advertising will you implement in order to meet your objectives?
  - Summary
  - References - in APA format

In Week Two, you began your marketing plan. Using the feedback from weeks 2 submit your final draft of your comprehensive Marketing Plan project. Your project should include your *written proposal* and *PowerPoint presentation* for your marketing plan.

**Total Points = 200 pts**

Written Proposal = 100pts

PowerPoint Presentation = 100pts

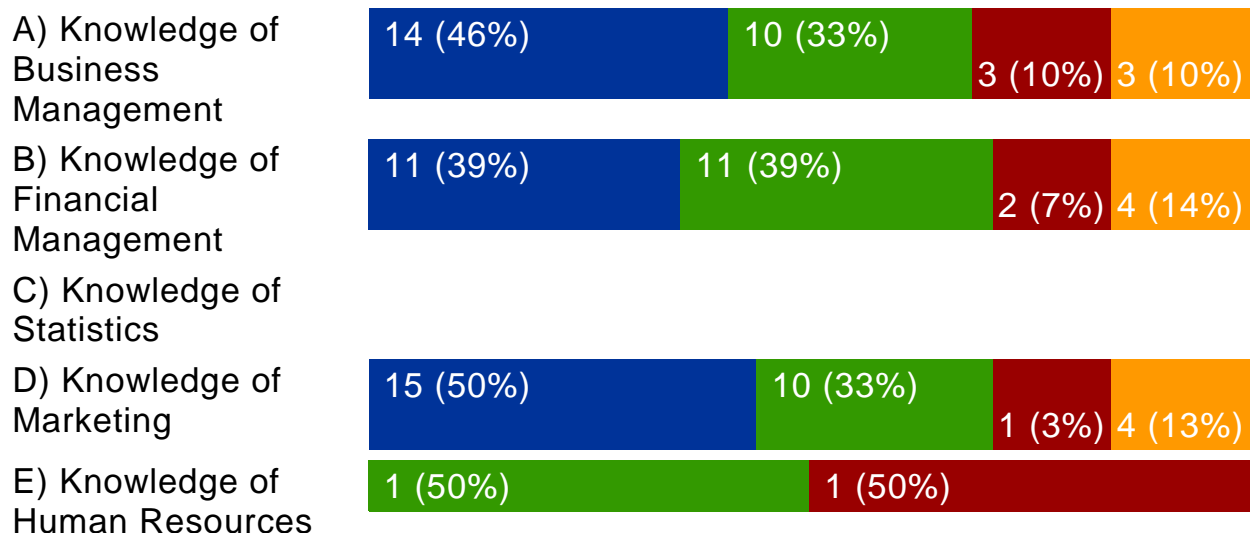
## Business School Gateway Assessment

### Assessment of Ability to Support Student Learning and Development

Distinguished (4 pts)	Proficient (3 pts)	Emerging (2 pts)	Unacceptable (1 pts)				
Outcome #1-Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management.							
A) Knowledge of Business Management	<u>14</u>	<u>10</u>	<u>3</u>				
B) Knowledge of Financial Management	<u>11</u>	<u>11</u>	<u>2</u>				
C) Knowledge of Statistics	0	0	0				
D) Knowledge of Marketing	<u>15</u>	<u>10</u>	<u>1</u>				
E) Knowledge of Human Resources	0	<u>1</u>	<u>1</u>				
Outcome #2-Knowledge, skills, and abilities to compete in the global market economy.							
A) Knowledge of quantitative skill for use in global marketplace	<u>1</u>	<u>4</u>	0				
B) Knowledge of soft skills used in the global marketplace	<u>13</u>	<u>9</u>	<u>6</u>				
Outcome #3-Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business.							
A) Skills necessary for employment in business	<u>14</u>	<u>9</u>	<u>3</u>				

B) Abilities to gain entrance to advanced programs in business	<u>12</u>	<u>11</u>	<u>3</u>			
Outcome #4-Ability to communicate information in written, oral, and graphic formats.						
A) Writing Skills	<u>12</u>	<u>8</u>	<u>6</u>			
B) Speaking Skills	<u>12</u>	<u>9</u>	<u>7</u>			
C) Presentation Skills	<u>12</u>	<u>10</u>	<u>5</u>			

Outcome #1- Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management.

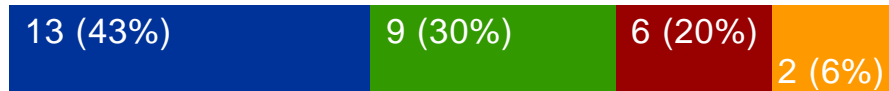


Outcome #2-  
Knowledge, skills,  
and abilities to  
compete in the  
global market  
economy.

A) Knowledge of  
quantitative skill for  
use in global  
marketplace



B) Knowledge of soft  
skills used in the  
global marketplace

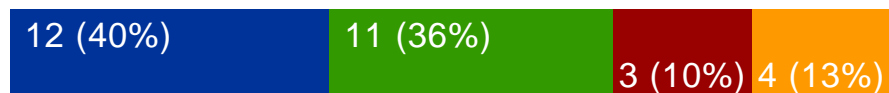


Outcome #3-  
Knowledge, skills,  
and abilities for  
employment or for  
admission to  
advanced programs  
in the field of  
business.

A) Skills necessary  
for employment in  
business

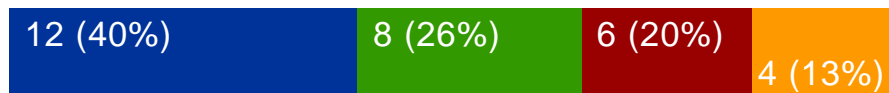


B) Abilities to gain  
entrance to  
advanced programs  
in business



Outcome #4-Ability  
to communicate  
information in  
written, oral, and  
graphic formats.

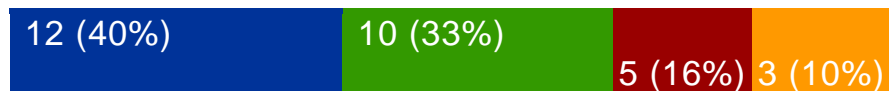
A) Writing Skills



B) Speaking Skills



C) Presentation  
Skills



 Distinguished Proficient Emerging Unacceptable

## **Business School Midpoint Assessment**

### **Assessment of Ability to Support Student Learning and Development**

#### **1a) A brief description of the assessment and its use in the program:**

The goal of this assessment is to provide a method to gather student performance data at the midpoint of business courses taken. The assessment then serves as a benchmark measure of student performance throughout the program at level II.

The midpoint assessment was taken by 55 students in 2014-2015 and it seeks to measure outcomes in business management, financial management, statistics and written communication and presentation skills at level two (Midpoint). The student should be at least proficient amongst these skills and if so, he or she will possess many of the abilities to gain advancement to graduate business program of study and/or enter the workforce in business. The objective at midpoint is that at least 55% of students taking the assessment (Level two) would be at least proficient in the previously described areas.

#### **1b) A description of how this assessment specifically aligns with the standards it is cited for in Section III.**

The assessment measures quantitative skills and business concepts in the areas of capital budgeting and net present value analysis as well as creating written reports and presenting them effectively. .

The Midpoint assessment measures students understanding of reinforced concepts within the context of financial management of a business. The Capital Budgeting assessment conducted at midpoint serves to measure the student's ability develop a capital budgeting plan using a series of cash inflows and outflows over period of years and a system of constraints. The midpoint assessment aligns directly with all four Program Learning Outcomes as outlined below.

**Program Learning Outcome 1: Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management.**

The students taking the midpoint assessment within the Fin345 course are assessed on their skills to manage a business, apply financial management skills and use statistical tools. Specifically, this assessment is aligned with program learning outcomes one (PLO#1) as the student is provided a level of income of approximately \$1,700.00 per month and also a budgeting list of expenses. Then the student is asked to analyze the budget after it is created and to further plan for unexpected events and to provide a report on its application to a real world example.

**Program Learning Outcome 2: Knowledge, skills, and abilities to compete in the global market economy.**

The student needs to understand fundamental global economic forces in order to successfully complete this midpoint assessment. The assessment examines the market forces coupled with students decisions in creating an effective budget that can used over time. Thus, students ability to complete effectively can be assessed using this tool and it is aligned with PLO #2.

**Program Learning Outcome 3: Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business.**

Students will be assessed on fundamental quantitative and decision-making skills and abilities as it aligns with gaining entrance to advanced degree programs or being employed in business. The primary skills assessed are budgeting, quantitative analysis and managing and making effective business/financial decisions all of which are necessary to excel in advanced business degree programs and in the field of business.

**Program Learning Outcome 4: Ability to communicate information in written, oral, and graphic formats.**

Students assessed using this midpoint (Level II) budgeting and analysis instrument demonstrate proficiencies in writing a clear and effective report and also shows them able to communicate and present the finished product to an audience and convey knowledge and understanding.

**1c) A brief analysis of the data findings.**



The students who took the midpoint assessment were assessed and 86% performed at the proficient level for the years 2015-2016 in the area of business management. In the area of financial management, 77% of students performed at the proficient level or higher. In the area of statistics, 67% of students have performed proficient or higher at level two. Students are proficient at the midpoint assessment in the areas of written communication and presentation skills as the percentages are 74% and 82% respectfully.

In 2015-2016, the student proficiency (Or better) percentages are the following:

- PLO #1 -76%
- PLO #2 – 82%
- PLO #3 – 77%
- PLO #4 – 78%

**1d) An interpretation of that data provides evidence for meeting learning outcomes.**

The midpoint assessment aligns with each of the program learning outcomes and the following sections will detail the specific evidence for each outcome.

**Program Learning Outcome 1: Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management.**

The undergraduate business program measures the reinforcement of many of learning outcomes with the midpoint assessment namely, financial management, business management and decision making, statistics and communicating ideas effectively. The midpoint assessment is aligned with program outcome one by the quantitative aspects of the assessment in capital budgeting and analysis as well as to be able to communicate and present the information effectively. The outcomes for the midpoint indicate that statistics are a lower in overall percentage of proficiency (Level 2) at 67% of students, however this is still significantly above the target threshold percentage for level 2 of 55%. The financial management and business management outcomes were also very positive as an average 81.5% of students were at least proficient in these areas. The students in general, tend to understand how to use basic financial tools and can demonstrate that fact at the end second finance course (FIN345-Midpoint assessment).

**Program Learning Outcome 2: Knowledge, skills, and abilities to compete in the global market economy.**

Much of the quantitative knowledge and decision- making abilities that students must learn in business school will translate to international companies and institutions regardless of their physical location. So, skills such as capital budgeting and net present value analysis as defined in the midpoint assessment are useful abroad and prepare students for work in the global market economy. When the outcomes are examined relative to competing in the global market economy, the evidence indicates that 82% of all students taking the midpoint assessment are least proficient in this area and thus the expected benchmark of 55% all students and this level.

### **Program Learning Outcome 3: Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business**

The undergraduate Bachelor of Science in Business Administration is structured such that many of the topics learned are related and prepare the student for Graduate level business schools such as the Master of Business Administration at Salem International University and also similarly situated Universities with like advanced degree programs. The courses include Accounting, Statistics, Marketing, Finance, Management, International Business, Human Resource Management and Operations Management.

When the outcomes are reviewed for entrance into the field of business or having skills necessary to gain entrance into a degree program at midpoint it is noted that 79.5% are at least proficient relative to the knowledge and skills required.

### **Program Learning Outcome 4: Ability to communicate information in written, oral, and graphic formats**

The final outcome data relates to the communication skills of students at level one in written, oral and graphic formats. In 2014-2015, the outcomes were written (74%), oral (77%) and graphic (82%) in terms of being at least proficient at the midpoint level the proficiency levels are similar to that of the gateway with a substantially higher benchmark and it would appear as though progress is being made in all outcomes associated with communications skill necessary for employment in business.

## **Summary of FIN345-Midpoint Assessment**

The Fin345 midpoint assessment measures the student's ability to design and create a budget that can be enhanced to be used in the business world. The students are specifically assessed relative to quantitative skills in business management, financial management and statistics prescribed within program learning outcome #1. The remaining PLO's measure student skills and abilities in competing in the global business marketplace using both quantitative and qualitative (Soft) skills, gaining skills and abilities to enter advanced degree programs and to start a career in the business field, and to learning to communicate effectively using oral, written and graphical methods The school has established a 55% student proficiency percentage or better as target at midpoint (Level II). The student assessment results have

## **Midpoint Assessment Instrument**

### **Overview of the Assessment:**

*Your monthly income will be \$1697.23 plus \$3.00 in interest income on your savings account. This should be entered in as your income amounts for each month.*

*Your monthly expenses will be as follows:*

*Groceries of \$100.00*

*Car payment of \$125.28*

*Rent of \$425.00*

*Utilities of \$220.00*

*Telephone, land line \$22.00*

*Cell Phone \$ 35.00*

*Cable TV \$ 35.00*

*Car insurance, monthly payment \$78.00*

*Prescriptions and medicines \$30.00*

*Gasoline \$ 100.00*

*Health Insurance \$100.00 per month*



Garden supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
<b>Home totals</b>	<b>702.00</b>	<b>710.00</b>	<b>702.00</b>	<b>702.00</b>	<b>702.00</b>	<b>702.00</b>	<b>702.00</b>	<b>702.00</b>	<b>702.00</b>	<b>702.00</b>	<b>702.00</b>	<b>702.00</b>	<b>702.00</b>	<b>8,432.00</b>

### Daily living

Groceries	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	<b>1,200.00</b>
Child care	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Dry cleaning	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Dining out	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Housecleaning service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Dog walker	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
<b>Daily living totals</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>1,200.00</b>

### Transportation

Gas/fuel	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	<b>1,200.00</b>
Insurance	78.00	78.00	78.00	78.00	78.00	78.00	78.00	78.00	78.00	78.00	78.00	78.00	78.00	<b>936.00</b>
Repairs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Car payment	125.28	125.28	125.28	125.28	125.28	125.28	125.28	125.28	125.28	125.28	125.28	125.28	125.28	<b>1,503.36</b>
Parking	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Public transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
<b>Transportation totals</b>	<b>303.28</b>	<b>303.28</b>	<b>303.28</b>	<b>303.28</b>	<b>303.28</b>	<b>303.28</b>	<b>303.28</b>	<b>303.28</b>	<b>303.28</b>	<b>303.28</b>	<b>303.28</b>	<b>303.28</b>	<b>303.28</b>	<b>3,639.36</b>

### Entertainment

Cable TV	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	<b>420.00</b>
Video/DVD rentals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Movies/plays	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Concerts/clubs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
<b>Entertainment totals</b>	<b>35.00</b>	<b>35.00</b>	<b>35.00</b>	<b>35.00</b>	<b>35.00</b>	<b>35.00</b>	<b>35.00</b>	<b>35.00</b>	<b>35.00</b>	<b>35.00</b>	<b>35.00</b>	<b>35.00</b>	<b>35.00</b>	<b>420.00</b>

### Health



<b>Dues/subscriptions totals</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
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**Personal**

Clothing	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Gifts	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Salon/barber	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Books	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Music (CDs, etc.)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
<b>Personal totals</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**Financial obligations**

Long-term savings	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Retirement (401k, Roth IRA)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Credit card payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Income tax (additional)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Other obligations	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
<b>Financial obligation totals</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**Misc. payments**

Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
<b>Misc. payments totals</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

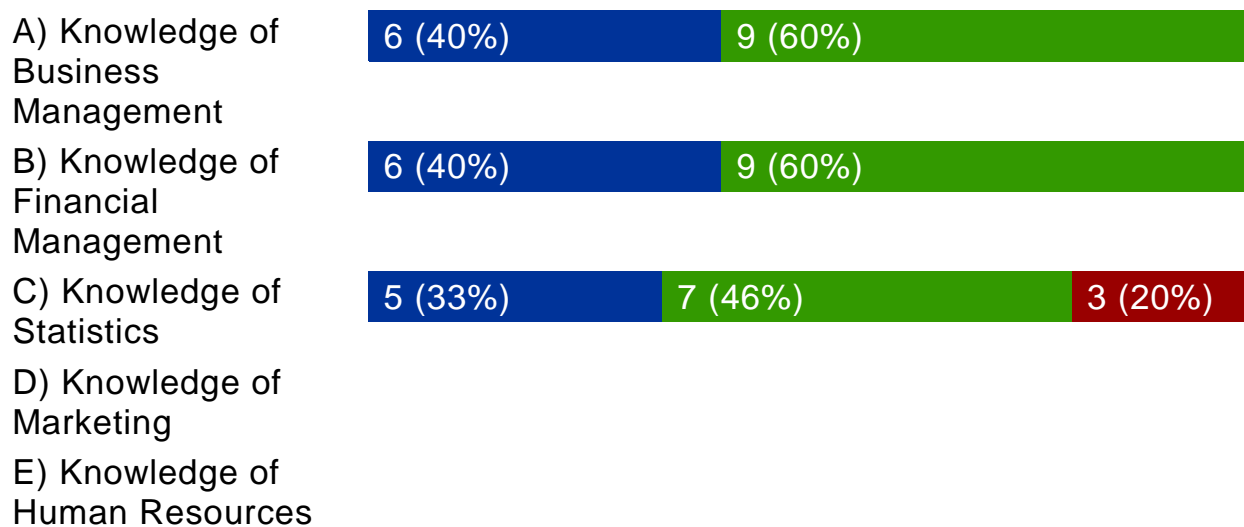
<b>Total expenses</b>	1,27	1,27	1,27	1,27	1,270	1,27	1,27	1,27	1,27	1,27	1,27	1,27	1,27	<b>15,25</b>
	0.28	8.28	0.28	0.28	.28	0.28	0.28	0.28	0.28	0.28	0.28	0.28	0.28	<b>1.36</b>
<b>Cash short/extra</b>	429.	421.	FAL	429.	#NA	429.	429.	429.	429.	429.	429.	429.	429.	<b>5,151.</b>
	95	95	SE	95	ME?	95	95	95	95	95	95	95	95	<b>40</b>

Distinguished (4 pts)	Proficient (3 pts)	Emerging (2 pts)	Unacceptable (1 pts)				
Outcome #1-Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management.							
A) Knowledge of Business Management	<u>6</u>	<u>9</u>	0				
B) Knowledge of Financial Management	<u>6</u>	<u>9</u>	0				
C) Knowledge of Statistics	<u>5</u>	<u>7</u>	<u>3</u>				
D) Knowledge of Marketing	0	0	0				
E) Knowledge of Human Resources	0	0	0				
Outcome #2-Knowledge, skills, and abilities to compete in the global market economy.							
A) Knowledge of quantitative skill for use in global marketplace	<u>6</u>	<u>9</u>	0				
B) Knowledge of soft skills used in the global marketplace	<u>2</u>	<u>10</u>	<u>3</u>				
Outcome #3-Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business.							
A) Skills necessary for employment in business	<u>5</u>	<u>8</u>	<u>2</u>				
B) Abilities to gain entrance to advanced programs in business	<u>5</u>	<u>5</u>	<u>5</u>				
Outcome #4-Ability to communicate information in written, oral, and graphic formats.							
A) Writing Skills	<u>1</u>	<u>9</u>	<u>5</u>				



B) Speaking Skills	<u>1</u>	<u>9</u>	<u>5</u>				
C) Presentation Skills	<u>2</u>	<u>8</u>	<u>5</u>				

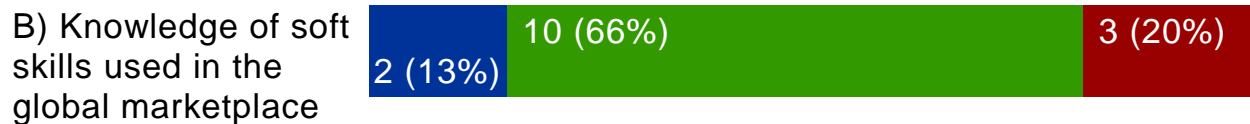
Outcome #1-  
 Knowledge, skills,  
 and abilities in  
 business  
 management,  
 financial  
 management,  
 international  
 business, marketing,  
 statistics, and human  
 resource  
 management.



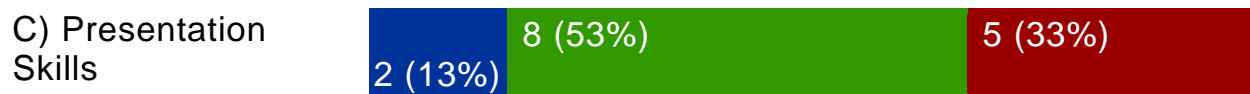
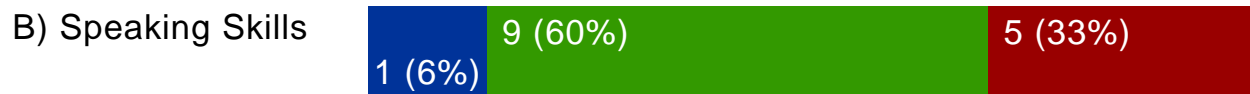
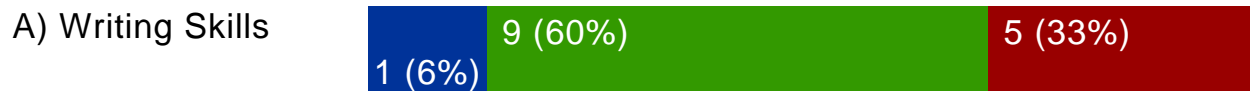
Outcome #2-  
 Knowledge, skills,  
 and abilities to  
 compete in the  
 global market  
 economy.



use in global marketplace



Outcome #3- Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business.



Distinguished
  Proficient
  Emerging
  Unacceptable

## **Assessment of Ability to Support Student Learning and Development**

### **1a) A brief description of the assessment and its use in the program:**

The goal of this assessment is to provide a method to gather student performance data at the Capstone of business courses taken. The assessment then serves as a benchmark measure of student performance throughout the program at level III. The capstone assessment is a comprehensive business simulation that measures student's ability to make sound business decisions in variety of important areas. Individual student scores are provided for each content area and those results are compared relative to approximately 40,000 other students taking the same assessment at the same time worldwide.

### **1b) A description of how this assessment specifically aligns with the standards it is cited for in Section III.**

The assessment measures a comprehensive set of business skills and abilities in the areas of Human Resource Management, Marketing, Leadership and Business management, financial management, Statistics and International business as well as creating written reports and presenting them effectively. .

The Capstone assessment measures student's skills and abilities of demonstrated and integrated concepts within the many content areas of business using international business simulation as the primary tool. The Capstone assessment aligns directly with all four Program Learning Outcomes as outlined below.

#### **Program Learning Outcome 1: Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management.**

The capstone assessment is aligned to PLO #1 by evaluating student's ability to critically think, make business decisions, financial decisions, human resource decisions, marketing decisions, use statistical tools and analysis and operate in global environment.

#### **Program Learning Outcome 2: Knowledge, skills, and abilities to compete in the global market economy.**

Students are assessed on their ability to make decisions in a global marketplace. The business simulation assessment incorporates thousands of individual student scores from different universities around the work and compares them to our student scores throughout the evaluation period. Thus, the nature of the simulation itself provides information as to the ability of our students to compete in the global market economy (PLO#2)

**Program Learning Outcome 3: Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business.**

When the student is assessed using this capstone simulation they have the opportunity to demonstrate proficiency in many areas business leadership and management. The skills demonstrated within the assessment in financial analysis and statistics, leadership and management, human resource management, and international business operations provide evidence that the student is prepared for entry into an advanced degree program and for work in the business field and is therefore aligned with PLO #3.

**Program Learning Outcome 4: Ability to communicate information in written, oral, and graphic formats.**

Students are assessed on their communications (Oral, written and graphic –PLO #4) skills and abilities within the capstone as student critically evaluate each other's overall simulation choices in a formal presentation using decision summary report. Thus, the school can assess the student's ability to effectively relate their ideas in framework similar to business presentation.

**1c) A brief analysis of the data findings.**

The Capstone assessment was taken by just 3 students in 2015-2016 (by mid-year) and it seeks to measure outcomes in business management, financial management, statistics, international business, marketing, human resources, leadership and business management and written communication and presentation skills at level III (Capstone). The student should be at least proficient amongst these skills and if so, he or she will possess many of the abilities to gain advancement to graduate business program of study and/or enter the workforce in business. The objective at capstone is that at least 65% of students taking the assessment would be at least proficient in the previously described areas.

We have a small sample size as of this mid-year report for students that have completed the capstone assessment.

When we review the individual data over time we note the following student proficiency (Or higher) percentage of:

**In 2015-2016 (by mid-year – very small sample), the results were the following:**

PLO #1 –33 %

PLO #2 – 33%

PLO #3- 16.5%

PLO #4 – 33%

The students who took the capstone assessment were evaluated in each area of business previously defined and thus approach the benchmark of 65% proficiency was not achieved to this point with a very sample (3).

**1d) An interpretation of how that data provides evidence for meeting learning outcomes.**

The capstone assessment aligns with each of the program learning outcomes and the following sections will detail the specific evidence for each outcome.

**Program Learning Outcome 1: Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management.**

The Capstone assessment allows students to demonstrate their skill and abilities in business management, financial management, international business management and global operations, statistics and marketing. The students earn individual scores for each subject area relative to student scores from many different Universities worldwide. This unique set of information then allows us to make comparisons and perhaps adjustments. The assessment data supporting PLO #1 suggests that the 33% student proficiency (Or better) benchmark at level III has been achieved relative to many of skills prescribed in the outcome. When we itemized the individual subject areas of PLO #1, such as business management, financial management, marketing and international business the average percentage of students that met or exceeded a proficient level was 44% for 2015-2016.

**Program Learning Outcome 2: Knowledge, skills, and abilities to compete in the global market economy.**

The data specific PLO #2 assesses both quantitative skills and soft skills developed for use in the global marketplace. When the outcomes are examined relative to competing in the global market economy, the evidence indicates that 33% of all students taking the capstone assessment are least proficient in terms of global marketplace preparedness. Therefore, this outcome is lower than the 65% proficiency benchmark for the level III capstone assessment.

### **Program Learning Outcome 3: Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business**

We also assessed PLO #3 which when itemized, examines the propensity of students to gain the skills and abilities to enter advanced degree programs and also to go on to work successfully in the field of business.

When the outcomes are reviewed at capstone it is noted that 16.5% are at least proficient relative to the knowledge and skills necessary to gain employment in business or to go into an advanced degree program. This percentage for all data gathered approaches the 65% targeted rate of student proficiency or higher.

### **Program Learning Outcome 4: Ability to communicate information in written, oral, and graphic formats**

The final outcome data for PLO #4 relates to the communication skills of students at level one in written, oral and graphic formats. When we examine the dataset across all years we find that students are generally proficient at capstone as written communications skills are 33%, oral skills at 33% and presentation skills at 33%. The average then of these itemized percentages is 33%, again not approaching the targeted student proficiency rate or higher of 65%.

### **Capstone Assessment Summary**

The MGT499 capstone assesses each of the four program learning outcomes using a comprehensive business simulation as measure student results. The assessment provides student assessment results in the form of individual scores (Percentile rankings) in leadership and business management, financial management, human resource management, financial analysis, international business operations and marketing management. The school has targeted 65% as benchmark for student proficiency or higher and in general this program learning outcome expectation is being achieved in business management, international business, financial management, and marketing which are subject areas within the program learning outcome #1. Two program learning outcome #1 subject areas where the expectations of target were not approached or exceeded consistently are human resource management and statistics. Thus, these two areas will require further analysis and study. The remaining program learning outcome results continue to approach or exceed the targeted threshold of 65% student proficiency at level III. Overall, the capstone assessment is well received by student and faculty and more importantly it is assisting the business school to ensure that students are achieving their learning goals.

The following is an example of the individual scores and feedback from the MGT499 capstone assessment simulation:

The Business  
Strategy Game

Learning Assurance Report

www.bsg-  
online.com

Industry 7 MGT499L114MR

March 26, 2014

Percentile Ranking vs. All Simulation Players Worldwide Over the Last 12 Months

(Population statistics: Students = 40,075, Companies = 14,296, Schools = 416, Countries = 36)

Student 1	9	23	0	25	55	46	49		92
Student 2	0	0	0	25	55	46	49		92
Student 3	84	86	27	69	80	64	34		55
Student 4	84	86	63	69	80	64	34		55
Student 5	84	86	98	69	80	64	34		55
Student 6	28	86	14	80	96	90	39		50
Student 7	28	23	98	80	96	90	39		50
Student 8	0	0	0	25	55	46	49		92
Student 9	9	7	44	80	96	90	39		50
Student 10	3	1	0	68	34	51	34		79
Student 11	84	86	5	68	34	51	34		79
Student 12	9	2	14	45	70	66	36		18
Student 13	28	86	14	45	70	66	36		18
Student 14	1	1	0	45	70	66	36		18
Student 15	84	23	27	68	34	51	34		79
<b>Class Average</b>	<b>36</b>	<b>40</b>	<b>27</b>	<b>57</b>	<b>67</b>	<b>63</b>	<b>38</b>	<b>N/A</b>	<b>59</b>

<b>Leadership Skills</b>	Assessment of the individual's leadership and independent thinking skills. Based co-managers' answers for items 4, 5, 6, 7, 10 on the peer evaluation exercise.
<b>Collaboration &amp; Teamwork</b>	Assessment of the individual's collaborative skills, teamwork, and ability to work well with others. Based on co-managers' answers for items 1, 3, 8, 9, 11 on the peer evaluation exercise.
<b>Financial Analysis</b>	Assessment of the individual's skills in analyzing financial ratios and financial statements. Based on the individual's answers to selected questions from Quiz #2.
<b>Financial Management</b>	Assessment of the group's ability to apply financial management principles. Based on the company's ROE, credit rating, and stock price performances.
<b>Operations Management</b>	Assessment of the group's ability to manage production operations and control production costs. Based on the company's production cost competitiveness as measured by production costs per unit (adjusted for product quality and product line breadth), capacity utilization, and management of finished goods inventories.
<b>Marketing Management</b>	Assessment of the group's ability to effectively market the company's product and control marketing costs. Based on the company's market image and marketing costs per unit sold.
<b>Human Resources Management</b>	Assessment of the group's proficiency in workforce management and controlling labor costs. Based on work- force compensation, workforce productivity, and labor costs per unit sold.
<b>Strategic Analysis &amp; Planning</b>	Assessment of the group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-Year Strategic Plan exercise.
<b>Corporate Social Responsibility</b>	Assessment of group's awareness of and commitment to operating the company in a socially responsible manner and being a "model corporate citizen". Based on the % of company revenues spent on the six corporate social responsibility initiatives.

### **Business Administration Capstone Assessment Outcome Academic Year 2015-2016**

Outcome #1-Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics,



and human resource management.

A) Knowledge of Business Management

B) Knowledge of Financial Management

C) Knowledge of Statistics

D) Knowledge of Marketing

E) Knowledge of Human Resources

Outcome #2-Knowledge, skills, and abilities to compete in the global market economy.

A) Knowledge of quantitative skill for use in global marketplace

B) Knowledge of soft skills used in the global marketplace

Outcome #3-Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business.

A) Skills necessary for employment in business

B) Abilities to gain entrance to advanced programs in business

Outcome #4-Ability to communicate information in written, oral, and graphic formats.

A) Writing Skills

B) Speaking Skills

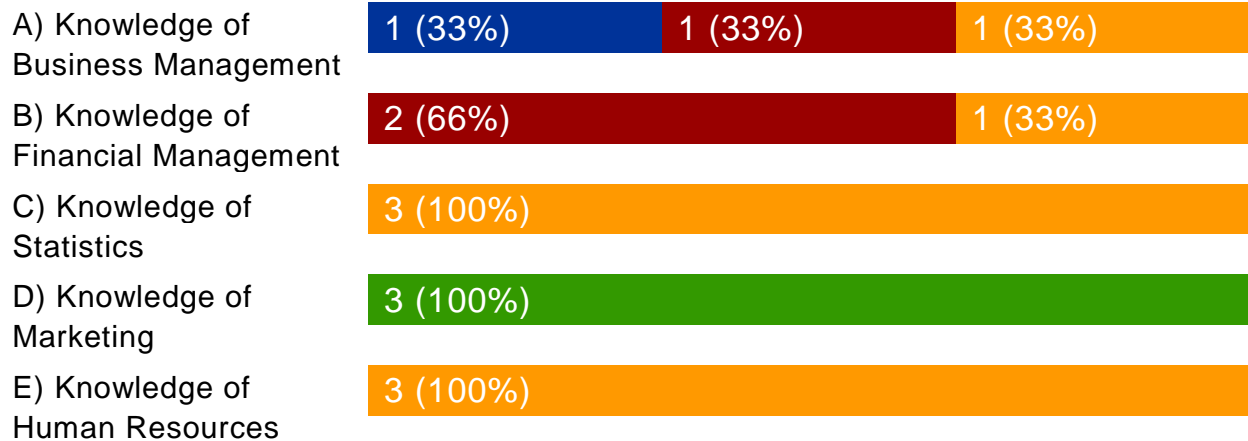
C) Presentation Skills

Outcome #5 - Multicultural Awareness

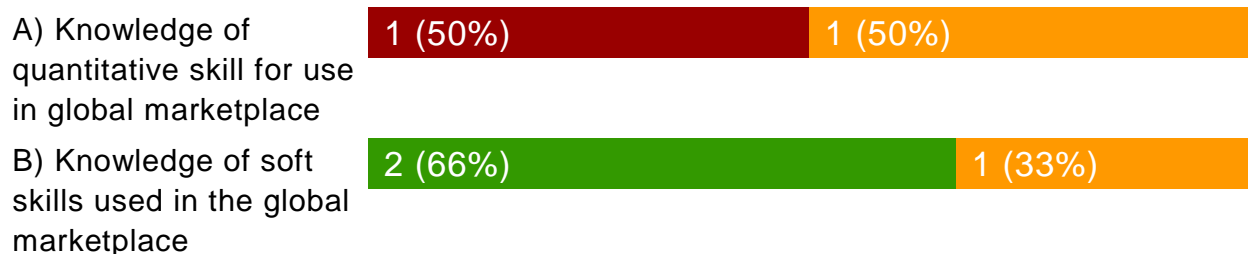
Outcome # 6-Writing/ listening/speaking skills

Outcome #1-  
Knowledge, skills, and  
abilities in business  
management, financial  
management,  
international business,  
marketing, statistics,

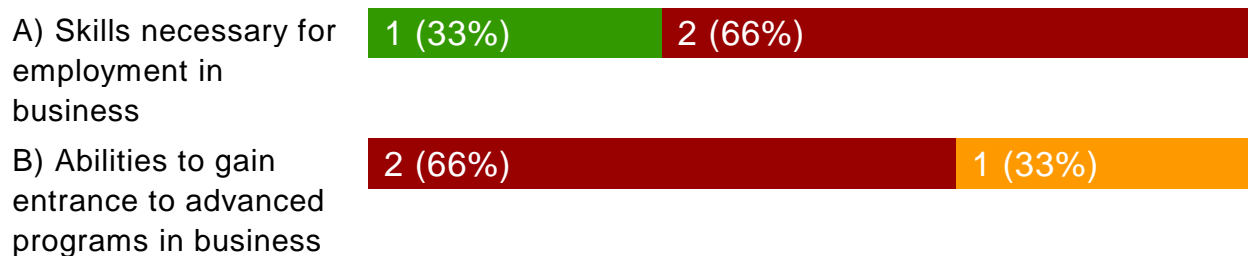
and human resource management.



Outcome #2- Knowledge, skills, and abilities to compete in the global market economy.

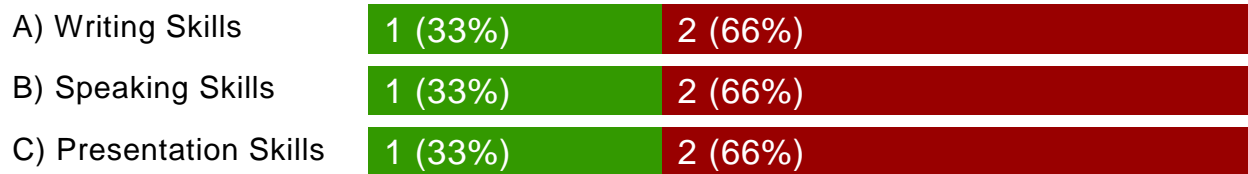


Outcome #3- Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business.



Outcome #4-Ability to communicate information in written,

oral, and graphic formats.



■ Distinguished ■ Proficient ■ Emerging ■ Unacceptable

### BSBA GPA Analysis and Data

The average programmatic grade point averages (GPA, measured on a 4.0 scale ) were also examined as it related to entering the undergraduate business program (gateway -Level I), at midpoint (Level II) and the capstone (Level III). If a student entered the program in Accounting 111, the average GPA was 2.52. If the student entered the program in the Marketing 231, the average GPA was 2.36. If the student entered the program in Introduction to Business 110, the School of Business Assessment Summary average GPA was 2.34. Thus, the students with the highest average Gateway GPA (Accounting 111) had the lowest proficiency. When the midpoint GPA data was reviewed the average GPA was 3.07. So, given that the average GPA for the Gateway assessed student was 2.41, there is a noted upward trend in GPA at midpoint and this is consistent with the increased proficiency at Level II (67%). When we evaluated the capstone assessed students relative to GPA we noted that the average GPA went up yet again to 3.28. Again, the students taking the capstone assessment were more proficient than midpoint at 61% on average. Overall, there is a relationship between the upward trend in student GPA from the gateway to the capstone and the proficiency level of business students across all program learning outcomes.

### History of Assessment within the Business School

Gateway Assessment

The gateway assessment provides a benchmark for measuring learning outcomes as students enter their first business courses. The aggregate outcomes can be examined relative to the midpoint and capstone assessments to follow for comparative analysis.

The School of Business target at gateway is that at least 35% of students taking the assessment (Level one) would be proficient or better. The students who took the marketing assessment were evaluated and 59% of them were at least proficient as scored by the assessment for all years 2010 -2013. The accounting assessment is comprised of a final test that measures financial statement information and ratio analysis for a corporate entity. Ten of the questions examine knowledge of ratio analysis and 15 questions measure financial statement knowledge. The students that entered the business program in accounting 111 took the assessment in that course which measures quantitative skills to a larger degree than the marketing or business management assessment. Using the same gateway benchmark for proficiency at level one, 32%, of students were proficient. Students entering the introductory business 110 course at gateway, 69% were proficient. The business management assessment measures the student's understanding of fundamental business skills and concepts in statistics, management, marketing, leadership and financial management.

#### Midpoint Assessment

The midpoint assessment was taken by 106 students in 2010 - 2014 and it seeks to measure outcomes in business management, financial management, statistics and written communication and presentation skills at level two (Midpoint). The student should be at least proficient amongst these skills and if so, he or she will possess many of the abilities to gain advancement to graduate business program of study and/or enter the workforce in business. The objective at midpoint is that at least 55% of students taking the assessment (Level two) would be at least proficient in the previously escribed areas. The students who took the midpoint assessment were evaluated and 67% of them were at least proficient as scored by the assessment for all years 2010 - 2013 in the area business management (Program learning outcome #1). Essentially, such students will make prudent decisions based on the financial tools they have learned to develop. In the area of financial management (PLO #1), students were proficient or higher at the rate of 70%. Thus, the students can create and use the financial models and calculate the appropriate numbers on whole. The analysis reveals less encouraging numbers in the area of statistics (PLO #1) as 51% have the expected proficiency at level two. Students are proficient at the midpoint assessment in the areas of written communication and presentation skills (PLO #4) as the percentages are 57% and 64% respectively.

#### Capstone Assessment

The Capstone assessment was taken by 56 students in 2010 - 2014 and it seeks to measure outcomes in business management, financial management, statistics, international business, marketing, human resources, leadership and business management and written communication and presentation skills at level III (Capstone). The student should be at least proficient amongst these skills and if so, he or she will possess many of the abilities to gain advancement to graduate business program of study and/or enter the workforce in business. The objective at capstone is that at least 65% of students taking the assessment would be at least proficient in the

previously described areas. The students who took the capstone assessment were evaluated in each areas of business previously defined and were at least proficient as scored by the assessment for all years 2010 - 2013 except in Statistics and Human Resource Management (PLO #1) which both were well below the 65% threshold each year. The student proficiency percentage in Statistics was 51% and Human Resource Management was 56%. Since the expected student proficiency is higher at level III, Statistics and Human Resource Management may areas of difficulty that warrant change. The other notable elements assessed in Business and Financial Management (PLO #1) were measured in the 70% student proficiency percentage and Marketing (PLO #1) was at 64%. Thus, some of the outcomes described in PLO #1 approach or exceed the proficiency target of 65%. The lowest student proficiency percentage relative to any of the learning outcomes other than Statistics and Human Resource Management is Oral, Written and Presentation communications skills (PLO #4) and it was measured at 62% student proficiency and thus may warrant additional focus. The areas related to being prepared to compete in the global marketplace (PLO #2) and abilities for employment in business or advancement to an advanced business degree program (PLO #3) each score approached the student proficiency threshold of 65% at 63% and 65% respectively. The capstone simulation results now reflect evaluations for each of the stated outcomes and we can recognize where we have succeeded and where we have work to do. For example, in our most recent academic years we realized that while student results were quite high in areas such as marketing and business management, students did not, in general score as high in statistics and human resource management. This will provide evidence and support the notion that some areas are problematic and must be addressed moving forward.

<b>Academic Year</b>	<b>Decision</b>	<b>Rationale</b>	<b>Result</b>
2015-2016	Complete preliminary questionnaire & self-study for ACBSP Accreditation	The business school needs to make significant process towards earning ACBSP accreditation this academic year	We have been assigned a mentor for Accreditation guidance and we have formed a steering committee. We have completed the preliminary questions (Represents 60% of Self Study). We have been authorized to complete the Self-Study for the Business School. The final submission is due 7/2017.
2015-2016	Additional Concentrations for BSBA & MBA program	As a result of research and Advisory committee guidance, concentrations we are examining additional concentrations within the BSBA & MBA programs along	The MBA-Retail Management Specialization was launched in April of 2016. The enrollment started slowly and is expected to gradually increase over time.

	are being considered	with considering eliminating some that lack enrollment	
2015-2016	The faculty have suggested that additional tools/simulations in other areas such as marketing are warranted	Simulations and demonstrative assignments have proven to be useful not only within teaching, but also as powerful program assessment tools.	We have successfully used Stock Trak with some of finance and economics courses. We are also looking at retail management & marketing simulations for use within MKT231 and the retail management concentration.
2015-2016	The Faculty/Advisory Committee are in agreement that additional measurements are needed to make our assessment system more robust	The reasoning behind adding additional measurements to corroborate or challenge evidence present within the current system	We have added the Peregrine Assessments within MKT231, FIN345, MGT499 & BUS699 courses within the BSBA & MBA programs. The resulting reports are used for assessment as well as HLC & ACBSP accreditation purposes.
2015-2016	Hire additional faculty to teach ground/distance education courses	Adding more qualified faculty on a full-time basis will enhance the student's learning experience, the quality of the programs will better and faculty will be more committed to our University	We have hired a total of nine full-time business faculty (And one faculty lecturer) in the past two years. Two are campus based and the remaining seven are under annual agreements and teach either hybrid courses or pure distance education