

Salem University
School of Business Program Review

2019-2020 Final Year Review

August 2020
Submitted by

Dr. Marc Getty, Dean

School of Business Highlights for 2020-2021

The School of Business has had an eventful year as faculty have joined, student assessments have been added and many of faculty have participated in community outreach events designed to benefit the public. The Program Learning Outcomes are elaborated on throughout this document and thus it is important to define their importance to our assessment system.

The program learning outcomes for the undergraduate business program are outlined below:

1. Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management
2. Knowledge, skills, and abilities to compete in the global market economy. (Further broken out to include knowledge of quantitative and qualitative skills for use in global marketplace.
3. Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business. (Further broken out to include skills necessary for employment in business and to also gain entrance to advanced degree programs).
4. Ability to communicate information in written, oral, and graphic formats. (Further broken down to include writing, speaking and presentation skills).

One of the subjects of focus was Quantitative Research and Statistics as our pre-post assessment results have shown students have not performed as well as other areas (The *inbound* aggregate score for Salem business students was 51.60% and the *outbound* score was 47.60%. When we review the aggregate *outbound* assessment results for Salem students versus the aggregate Accreditation Council for Business Schools and Programs (ACBSP) we find that Salem students aggregate score (for all subjects & learning outcomes) was 55.14% and a comparative 51.31% for all other ACBSP region 2 students. These results are corroborated by the internal assessment results in the Capstone course MGT499 (Business Simulation) as 72% of Salem were shown to be proficient by using the outcome rubric to assess their results in all business subject areas. In addition, the MBA Capstone assessment shows that Salem graduate students compare favorably with other University's (Peregrine External Comprehensive exam used) students as Salem scored 58.27% versus 58.09% for other MBA students. The Logic model and Business Administration Program Rubric are attached below.

The School of Business Overview

The School of Business was the focal point of the Assessment Academy team in the second year of project (2010-2011). The program learning outcomes for the undergraduate business program are outlined below:

1. Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management.
2. Knowledge, skills, and abilities to compete in the global market economy.

3. Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business.
4. Ability to communicate information in written, oral, and graphic formats.

As indicated above, the broad elements needed to support the Assessment System, such as program learning objectives and course-level student learning objectives, had been implemented previously. In 2010-2011, as suggested by the Assessment Academy Mentor, the assessment framework was augmented by adding baseline or gateway assessment. This change was helpful in that it provided three analytic points for student learning outcomes instead of just two.

- Gateway (Level I): Entering first-year students start by taking the Accuplacer® examination. As noted above, Business also collects an assessment of general business knowledge. Accuplacer provides a standardized assessment of Mathematics and English to determine the need for developmental courses. About 70% of business majors need developmental courses, compared to 68% for the University as a whole.

- Midpoint (Level II): The curriculum for Business includes 75 credits in general education foundation (54 credits) and international focus courses (21 credits). Business major courses are interspersed with these over the first three years of the program. Therefore, the relative midpoint of the Assessment System's data is defined as being between 75 and 90 earned credits. The students' data at that point include their courselevel achievement as well as a program level assessment.

- Capstone (Level III): In their last semester, students demonstrate their knowledge, skills and abilities relative to the each of the program learning outcomes within a capstone learning experience. A final assessment is integrated. Two other program and assessment changes were implemented. The capstone was changed to implement a business simulation. The program also implemented a locally developed objective test to be used as a longitudinal assessment of knowledge.

Program Assessment rubric were created and data are collected for the purposes of assessment from the time the student enters the program through their post-graduation period, including continuing education (e.g., to earn an advanced degree or postgraduate certificate) and employment. The academic year begins in September each year and ends in August. Therefore, analysis and reporting fits within this timeframe. The Dean of the School is charged with data analyses by late spring annually, with final decisions about program revisions by end of August for implementation in September. In contrast, courses are reviewed on a monthly cycle consistent with the monthly course delivery. These data include Course-end Surveys, instructor reflections, grades, completions, and retention.

Faculty members are engaged in the data collection and analysis process at all levels. These efforts include course-level assessments, the objective tests, and supervision of the capstone learning experience, which are detailed within the syllabi. Students' performances in the capstone are assessed using a rubric that defines academic progress on four levels:

(1) Unacceptable

(2) Emerging

(3) Proficient

(4) Distinguished.

Faculty members are consulted with respect to course and program strengths and opportunities for improvement. The feedback is provided through their reflections on each course that analyze what has gone well and what difficulties were encountered during a course. As appropriate, the faculty member recommends corrective action can be taken to improve the given course. In addition, the faculty participate in meetings that create a forum for the exchange of ideas designed to strengthen the program and improve overall student learning outcome achievement.

The Assessment Model for the BSBA offers a set of student referenced evaluations within the core content area of instruction (class assessment, course-end evaluations), just prior graduation in the form a capstone project assessments, and both graduation and employer surveys after graduation. The model further offers a standards-based Accuplacer® assessment completed upon admission to the University as a way of establishing student readiness. The model shows, as a result of our experience gained during the Assessment Academy, basic evaluations to be conducted at the gateway, midpoint and then a capstone evaluation just prior to graduation. The overall goal of the model is to establish methods for measuring student outcomes using three sets of information, student feedback, employer feedback and University feedback. In addition, the BSBA Assessment Framework is organized through a system of data repositories (Namely: Accuplacer, gateway assessments, portfolio reviews, student projects, final exams, course-end surveys, graduate surveys, employer surveys, and midpoint and capstone assessments). The data is captured both for general education and content area courses by a combination of portfolios and databases. The data are analyzed using rubrics, questionnaires, interviews, and objective formats. The framework defines the timing associated with each assessment and it varies from pre-admission to graduation and on continuous basis in some cases. The framework also provides a context for how each assessment will be used. In the case of the Accuplacer assessment, for example, it determines student placement college-level or developmental courses. In the case of portfolio reviews, student selected artifacts are used to show growth and development longitudinally. In the 2016-2017 academic year the school gathered and analyzed external assessment data using *Peregrine* tools designed to understand student outcomes at the Gateway, Midpoint and Capstone milestones.

Substantive	Changes for 2019-2020	Rationale	Outcome
2019-2020	Recommending additional professors (teaching talent) with Economics skills to improve PLO #1 & PLO # 3.	The assessment results have shown a lower performance in Marketing than expected (Results- Salem 53% to ACBSP 57%). We also need more assistance from	In an effort to improve the proficiency rates of PLO #1 the following action is recommended by the administration. Administration is reviewing Economics as

		additional qualified economics professors (Results Salem- 51%, ACBSP-51%)	the outbound assessment scores have are underperforming our ACBSP region 2 peers (52.16%-Salem vs. 55.49% ACBSP region 2)
2019-2020	Administration has been gathering evidence in response to ACBSP opportunities for improvement. report in the fall of 2019	The Business School has enhanced the value of BSBA and MBA degrees through ACBSP accreditation	The School will be provide a status report to ACBSP on Sept. 15 th 2019 (Four opportunities for improvement).
2019-2020	Additional Concentrations for the MBA (Public Administration & Information Technology Management) program were introduced. Also a potential DBA program is being considered.	As a result of <i>research and Advisory committee guidance</i> , we are proposing a Doctorate of Business Administration program.	The Public Administration & Information Technology specializations are now enrolling students. The DBA program has been reviewed & approved by the State of West Virginia (HEPC) & the Higher Learning Commission (HLC)
2019-2020	The Business school hosted the student program meeting in November. The <i>program learning outcomes</i> were explained and there importance to overall achievement was demonstrated.	Students need to understand the framework of the business program, how they will be measured and assessed as well as the support systems available to assist them as advance their education.	The Business School program meetings have been well received by students as there is plenty of interaction and questions with respect overall expectations aligned with program learning outcomes (PLOs).
2019-2020	Add more longitudinal results to our <i>Peregrine</i> external assessment database. This will make the assessment system more robust and reliable relative to adhering to student learning outcomes #1-4.	The business school administration is continually trying to improve the assessment system to ensure it is robust and the evidence can be corroborated or refuted. The PLOs should be measured by more than just two types of assessment in order to create a more robust system. Add external assessments will enhance the assessment system.	The School of Business Assessment System now contains a set of internal and external assessments and a process to make program decisions based comparative data. The school now has an increasing set of information upon which to make program decisions related to student achievement and program quality through PLO data.

2019-2020	<p>The weakest performing area in BSBA assessment results is microeconomics (PLO #1) as Salem aggregate scores for the area</p> <p>Recommending additional tutoring services to support reported weaknesses in quantitative skills in economics.</p>	<p>Recommending additional tutoring services to support reported weaknesses in analytical skills such as those used in economics.</p>	<p>Moving forward the department recognizes the importance of skills in PLO#1 in order to qualify for graduate school (PLO 3#).</p> <p>The administration will be requesting that Tutor.com and peer tutoring be used as services to support quantitative courses to a greater extent</p>
2019-2020	<p>The addition of a dedicated financial management trading room that will likely increase the proficiency of students in PLOs #1 & #3. In addition, the Securities Industry Examination (SIE) are being supported via the curriculum and career advisement.</p>	<p>The number of hands on application in business to be increased to improve students understanding of markets, financial management and improve the likelihood they go to advanced study.</p>	<p>The administration will be making great use of the trading room in 2019-2020 and beyond. Activities will be developed for the Trading Room aligned to program learning outcomes with scoring rubrics. The SIE track is fully implemented as of the fall 2019</p>

The School of Business Assessment Report for Academic Year 2019-2020

The following chart illustrates the outbound assessment results for all aggregate Salem Business students versus the ACBSP benchmark student results. The Salem results are either more favorable or comparable in each subject area. This third-party assessment provides results in an unbiased manner via a comprehensive exam that asks students to demonstrate they are proficient in each subject area of business.

Assessment- Student Learning Outcomes Alignment

Program Learning Outcome	Assessment #1 Name: Marketing Plan/Assessment & Gateway Assessment Exam Where: Marketing 231 When: First Semester Core	Assessment #2 Name: NPV/Budget Analysis Where: Finance 345 When: Mid-point assessment semester 5-6	Assessment #3 Name: Capstone project & Capstone Assessment Exam Where: MGT499 When: Final semester	Assessment #4 Name: Peregrine Gateway (inbound) Comprehensive Exam Where: MKT 231 When: Normally 2 nd business course (First 3 semesters)	Assessment #5 Name: Peregrine Capstone (Outbound) Comprehensive Exam Where: MGT499 Capstone When: Final Semester
1. Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management					
a) Knowledge of Business management			X	x	X
b). Knowledge of Financial management	X	X	X	X	X
c). Knowledge of statistics			X	X	X
d). Knowledge of Marketing	X		X	X	X
e) Knowledge of Human Resources			X	X	X

2. Knowledge, skills, and abilities to compete in the global market economy.					
a) Knowledge of quantitative skill for use in the global marketplace	X	X	X	X	X
b) Knowledge of soft skills used in business	X			X	X
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		x		x	x
b) Abilities to gain entrance to advance business program				x	x
4. Ability to communicate information in written, oral, and graphic formats					
a) Writing skills	x	x	x		
b) Speaking skills	x	x	x		
c) Presentation skills	x	x	x		

Admissions Data Trend –All Programs

BSBA Admissions Data -360 enrolled				
2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
New - 93	New – 88	New - 275	New- 408	New - 385

Return -56	Return - 254	Return - 130	Return - 208	Return - 212
------------	--------------	--------------	--------------	--------------

The BSBA Admissions/reentry chart above notes a decreasing trend in new admissions while a similar increasing trend for reentering students is taking place.

MBA Admissions Data -69 enrolled				
2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
New - 22	New - 15	New - 35	New- 38	New- 20
Return - 7	Return - 52	Return - 54	Return - 30	Return - 16

The MBA admissions/reentry chart above indicates a decreasing trend in new enrollments while the reentering students are trending upward.

Graduate Data -All Business Programs						
Yr.	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ASBA	45	49	121	10	10	11
BSBA	25	34	239	113	60	56
MBA	109	84	110	83	82	68
Totals	179	167	470	206	152	135

The ASBA & BSBA enrollment trend is downward during the 2014 & 2015 timeframe as exemplified by the tables above. The number of returning students was higher for both the BSBA and MBA programs during 2016 and dropped during 2017. During the same period the number of graduates has increase dramatically 2010 & 2017. In 2016-2019 academic years, 1309 individuals graduated within the ASBA, BSBA or MBA programs.

Assessments

The charts in the sections below represent comparative aggregate Salem student results as scored on the *Peregrine* comprehensive exam outbound for both the MBA and BSBA programs. The comprehensive third-party (Peregrine Inc.) exams assess many of the program learning outcomes and all of the principal subject areas in business administration. These external assesments allow school administrators to understand if learning is taking place (student achievement) and to what degree our business adminstration programs are comparable with similarly situated programs at other Universities (Program Quality). These comparative results have allowed us to make decisions (Reflected in our change charts above) about what program changes might be warranted and what the final directives are.

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. 126 students completed the gateway assessment with 49.75% of them scored proficient or better thus our benchmark rate. 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.

Midpoint Assessment

The midpoint assessment was taken by 141 students in 2019 - 2020 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 - 2018 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 64 students in 2019 - 2020 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 2013 - 2018 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.

2019-2020 Assessment Summary

The School of Business has returned 130 undergraduate students in the fall of 2019 along with 54 in the MBA program. The School has also graduated for all business degree programs undergraduate and graduate. If we examine the assessment results for undergraduate Business Administration students we will note the gateway assessment benchmark of 35% proficiency was exceeded Gateway Assessment Outcome #1-Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management. ... A) Knowledge of Business Management ... 50 (40%) 34(27%) 42(33%) (0%) B) Knowledge of Financial Management ... C) Knowledge of Statistics ... D) Knowledge of Marketing... 44 (35%) 39(31%) 19 (15%) 27 (21%) E) Knowledge of Human Resources ... 24 (19%) 46 (37%) 32 (25%) 24 (19%) Outcome #2-Knowledge, skills, and abilities to compete in the global market economy. ... A) Knowledge of quantitative skill for use in global marketplace ... 18 (14%) 39 (31%) 37 (29%) 32 (26%) B) Knowledge of soft skills used in the global marketplace ... 28 (22%) 37 (30%) 33 (26%) 28 (22%) Outcome #3- Knowledge, skills, and abilities for employment or

as 49.5% were proficient or better on the assessment. The midpoint assessment benchmark of 55% proficiency was similarly exceeded as 71% of students were proficient or better on the assessment. When we examined the capstone assessment results we find that 63% of students are proficient or better just under the benchmark percentage of 65%. When we compare our GPAs for all business courses in 2015-2016, we find that GPA has increased to 2.57 from 2.36 in 2014-2015. This may be indicative of better student study habits and overall performance. This increase is also consistent with the increased student proficiencies realized during the 2015-2016 academic year. We will be incorporating additional external assessments during the 2016-2017 academic year in order to provide additional insights relative to strengths and weaknesses of the program. When we review the individual course GPAs we find the averages are consistent with assessment outcomes in those areas. For example, the course GPA for MGT222-Human Resource Management is 2.00 which far below the overall average of 2.57 for all BSBA courses and certainly considerably lower than a subject such BUS323-Commercial Law at 3.22. Thus, different assessment results are suggesting similar overall outcomes.

Business School Gateway Assessment

Assessment of Ability to Support Student Learning and Development

A brief analysis of the data findings

In 2019-2020, gateway assessments were taken by 126 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 49.75% were proficient or better on student learning outcome number one in terms of marketing knowledge (within PLO #1) at gateway in 2018-2019. 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, 24.25% in 2018-2019 were proficient at level one. When PLO #3 is examined in terms of student proficiency, we find that 45.5 % 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 26.5% 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.

Business School Midpoint Assessment (Assessment #2)

Assessment of Ability to Support Student Learning and Development

1c) A brief analysis of the data findings.

The 68 students who took the midpoint assessment were assessed and 79% performed at the proficient level for the years 2019-2020 in the area of business management. In the area of financial management, 78% of students performed at the proficient level or higher. Students are proficient at the midpoint assessment in the area of presentation skills as 63% were at least proficient here exceeding the 35% benchmark.

In 2019-2020, the student proficiency (Or better) percentages are the following:

- PLO #1 -78.5%
- PLO #2 – 56%
- PLO #3 – 47%
- PLO #4 – 63%

Thus, all of the PLO proficiencies are better than the 55% benchmark except PLO #3.

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).

School Capstone Assessment (Assessment #3)

Assessment of Ability to Support Student Learning and Development

Capstone Assessment - A brief analysis of the data findings.

The Capstone assessment was taken by 56 students in 2019-2020 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.

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

In 2019-2020 , the results were the following:

PLO #1 –74 %

PLO #2 – 82%

PLO #3- 64%

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 (8). The average proficiency score was therefore, 63%, just under the benchmark percentage of 65% at level III. 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 the PLOs suggests that the 72.27% 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 63.4% for 2019-2020.

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. Overall, 41 students completed the BSG-simulation within the capstone course.

School Capstone Assessment (Assessment #3)

Assessment of Ability to Support Student Learning and Development

Capstone Assessment - A brief analysis of the data findings.

The Capstone assessment was taken by 56 students in 2019-2020 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.

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

In 2019-2020 , the results were the following:

PLO #1 –74 %

PLO #2 – 82%

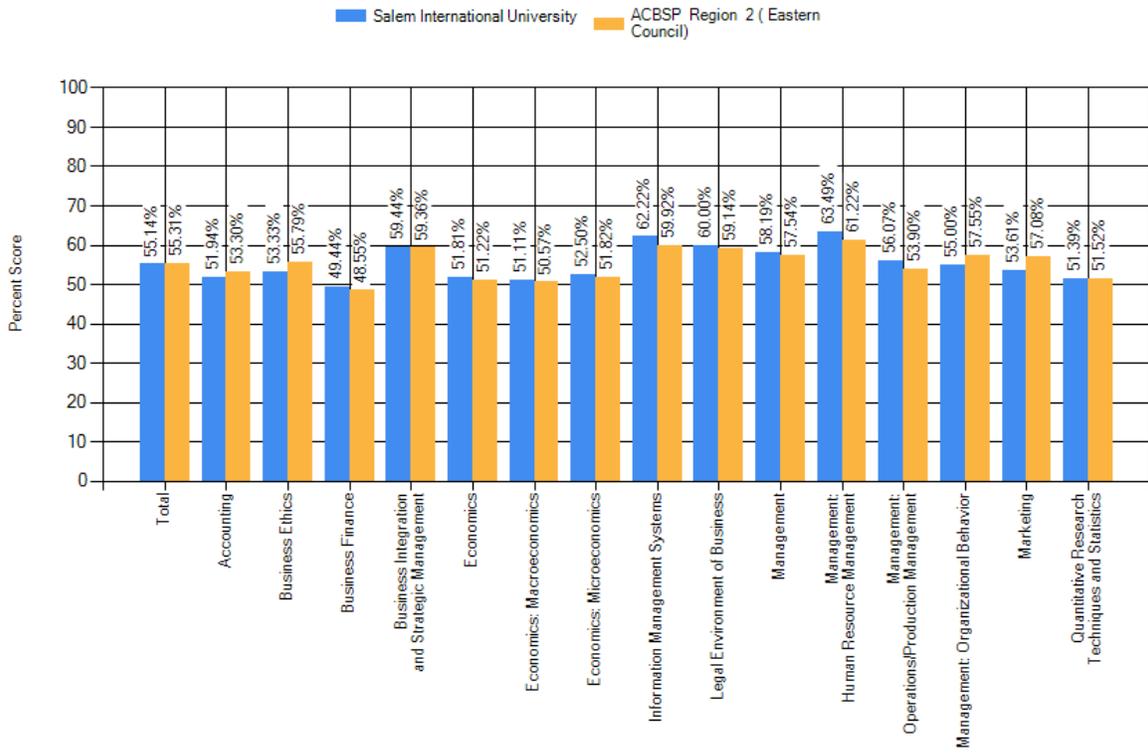
PLO #3- 64%

PLO #4 – 33%

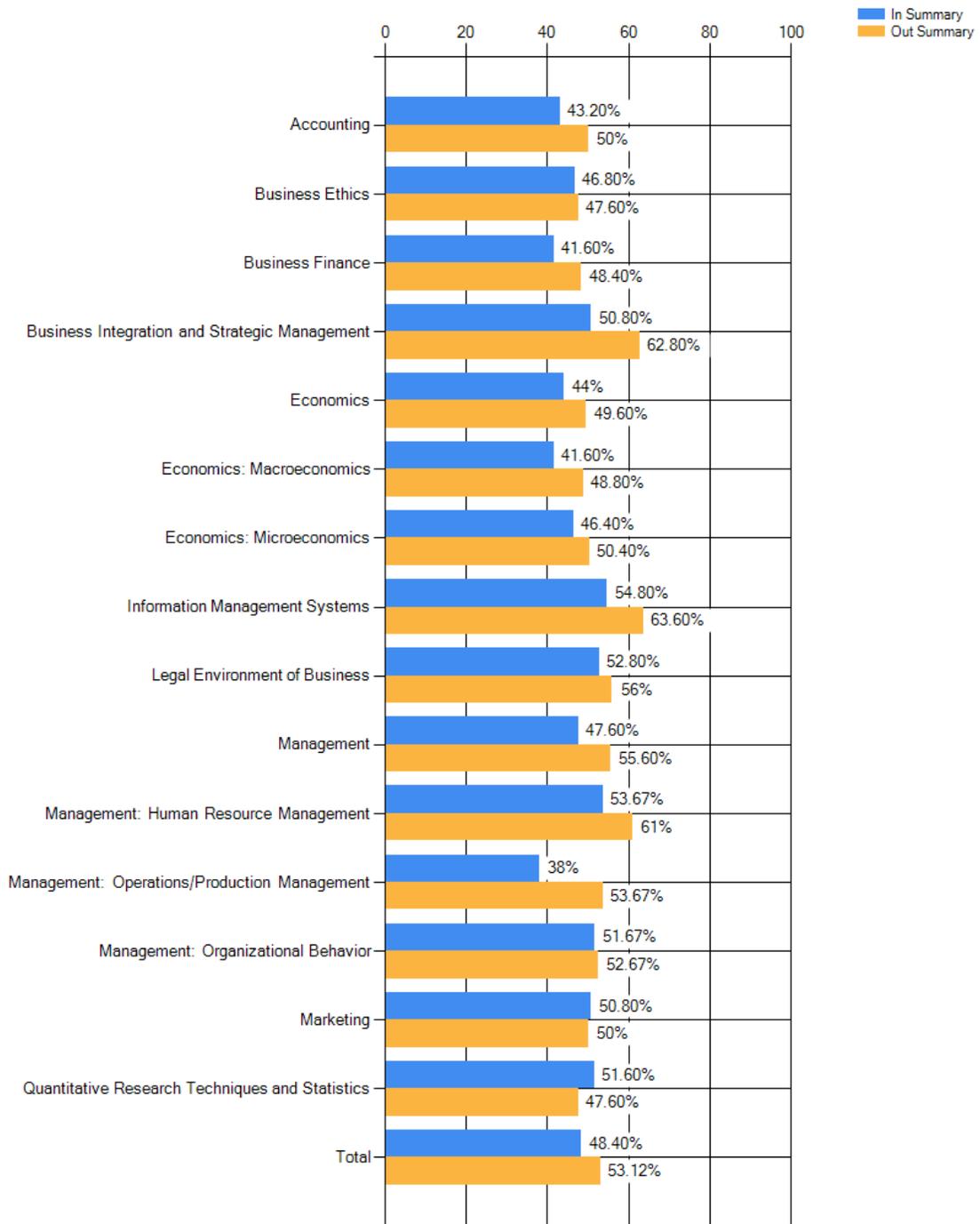
The students who took the capstone assessment were evaluated in each area of business previously defined and thus approach the benchmark of 65% proficiency was not achieved to this point with a very sample (8). The average proficiency score was therefore, 63%, just under the benchmark percentage of 65% at level III. 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 the PLOs suggests that the 72.27% 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 63.4% for 2017-2018.

Capstone Assessment Summary

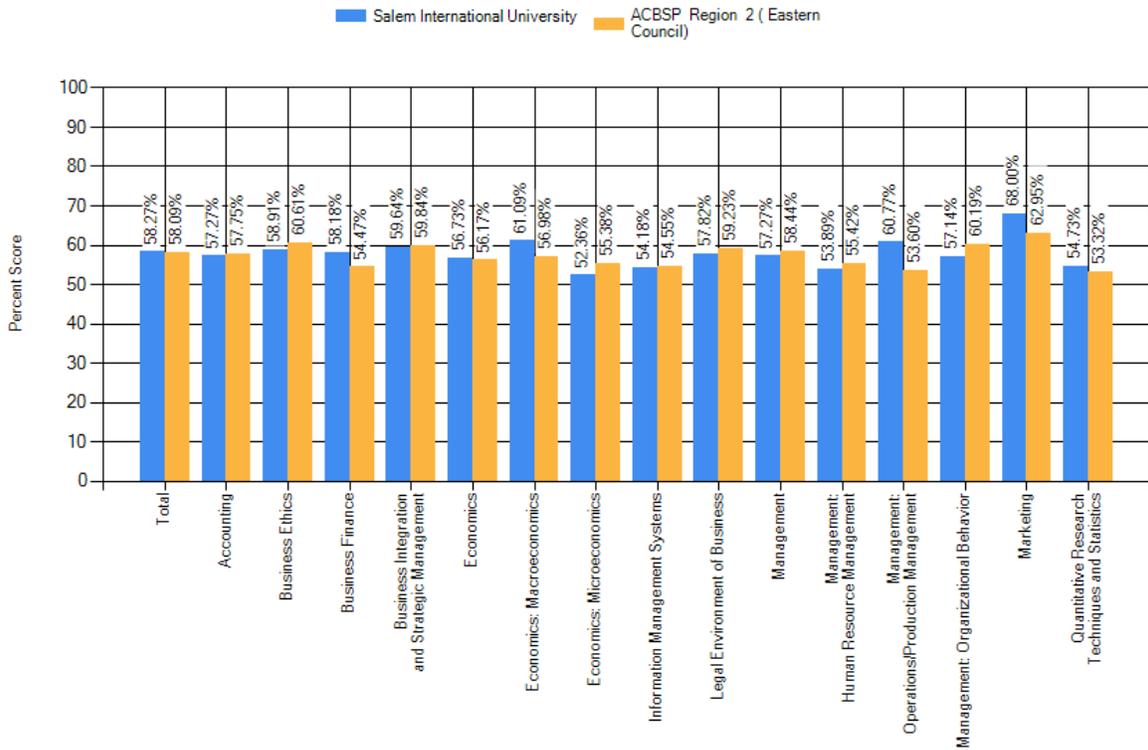
The MGT499 capstone assesses each of the four program learning outcomes using a comprehensive business simulation as measure student results. The assessment provides student assessment results in the form of individual scores (Percentile rankings) in leadership and business management, financial management, 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.



BSBA vs. acbsp region 2 Outbound (Capstone) Assessment



BSBA -Inbound vs. Outbound Assessment



The MBA results are comparable to other MBA students according to *Peregrine* data for 2019-2020.

Proposed	Changes for 2020-2021	Rationale	Outcome
2020-2021	Although Economics professors have been hired in the previous academic year, the school will need to secure additional talent in the subject moving forward.	The school experienced comparable assessment results to other ACBSP schools, but will need more diverse talent in economics to ensure we have expertise in the area each and every month.	The school will actively be seeking economics professors during the academic year. We look to hire two more adjunct professors.
2020-2021	The DBA program will be launched in 2021.	As a result of <i>research and Advisory committee guidance</i> , we are a DBA with four specializations in information technology management,	We will launch the DBA first cohort of 12 in January of 2021.

		leadership, accounting & project management.	
2020-2021	The Business school hosts the student program meeting in November. The program learning outcomes are explained and their importance to overall achievement will be demonstrated.	Students need to understand the framework of the business program, how they will be measured and assessed as well as the support systems available to assist them as they advance their education.	The program Business School program meetings have been well received by students as there is plenty of interaction and questions with respect to overall expectations aligned with program learning outcomes (PLOs).
2020-2021	Add more longitudinal results to our <i>Peregrine</i> external assessment database. This will make the assessment system more robust and reliable relative to adhering to student learning outcomes #1-4.	The business school administration is continually trying to improve the assessment system to ensure it is robust and the evidence can be corroborated or refuted. The PLOs should be measured by more than just two types of assessment in order to create a more robust system. Add external assessments will enhance the assessment system.	The School of Business Assessment System now contains a set of internal and external assessments and a process to make program decisions based on comparative data. The school now has an increasing set of information upon which to make program decisions related to student achievement and program quality through PLO data.
2020-2021	The weakest performing area in BSBA assessment results is economics & finance (PLO #1) as Salem aggregate scores for the area Recommending additional tutoring services to support reported weaknesses in quantitative skills in economics.	Recommending additional tutoring services to support reported weaknesses in analytical skills such as those used in economics.	Moving forward the department recognizes the importance of skills in PLO#1 in order to qualify for graduate school (PLO 3#). The administration will be requesting that Tutor.com and peer tutoring be used as services to support quantitative courses to a greater extent
2020-2021	The addition of a dedicated financial management trading room & additional enhancements to increase the proficiency of students in PLOs #1 & #3	The number of hands-on applications in business to be increased to improve students' understanding of markets, financial management and improve the likelihood they will go to advanced study.	The administration will be making great use of the trading room in 2020-2021 and beyond. Activities will be developed for the Trading Room aligned to program learning outcomes with scoring rubrics.

2020-2021	Proposal to modify the economics courses so that content is delivered in a linear/interactive way.	The undergraduate economics results and analytical skills ranks shown on the BSG outbound assessment are of concern as the scores are low.	We will use more connect exercises within economics course in order to provide students with more immediate feedback, insight and guidance
2020-2021	Add additional dynamic/visual learning content/opportunities within courses to better engage learners.	External (Peregrine) outbound assessment results for undergraduate & graduate students are comparable to other ACBSP schools across subject areas, although in previous years Salem had outperformed others in most subject areas.	More content being added/changed with courses to better ensure learning is taking place. Results will reviewed in August.