

July 14, 2014

To: Craig Brewer, Dean
School of Business and Management

From: Lillian Barden, Director
Undergraduate Intensive Business Program

Cc: Therese Madden, Assessment council representative.
Don Campodonico

Re: Learning outcome assessment comments and analysis
Period covered: Fall 2013 and Spring 2014 and cumulative since Fall 2009

Intensive Undergraduate Business Administration Learning Outcomes:

1. Students will acquire and demonstrate analytical and problem solving skills within various disciplines of business—accounting, economics, finance, management and marketing.
2. Students will learn to describe, discuss and analyze current events in American business with attention to the global, social, and ethical dimensions of events.
3. Students will acquire the communication, research and technological skills needed to analyze a business situation (problem and/or opportunity), and prepare and present a management report.
4. Students will develop critical thinking abilities and a foundation of ethical principles that allows them to work effectively, respectfully, ethically, and professionally with people of diverse ethnic, cultural, gender, and other backgrounds.

Note: The Intensive Business learning outcomes are identical to those of the Day UG Business program with the exception of an internship project as the Evening students are already working adults.

Three different instruments have been used to assess these learning outcomes. They follow with the cumulative information where indicated.

ETS Exams: For detail, please refer to the reports previously submitted by Don Campodonico dated 3/12/14 and 5/2/2014. As the cumulative data indicate, with the exception of the Fall 2013 class the scores are fairly consistent over time. The Fall class was problematic as it was small (10 students) and 3 were day students and two of the students finished the test in under an hour so obviously did not give it sufficient effort.

Capstone Course Signature Assignment Assessment –The final case analysis for the Intensive students consists of the selection of a real organization, generally industry specific or of a midcap size, conducting research into its history, leadership, analyzing financial data, looking at both its competitive and environmental position and identifying its current strategy and challenges. The student then develops a set of alternate strategies and analyzes their relative pros and cons, considering all the factors of the business and finally selects and defends one they consider most advantageous.

The evidence indicates consistency over time (with the caveat that the classes have always been taught by the program director)

Undergraduate Intensive Business Learning Outcome Summary

Data Collection for PLO #1, 2, 3 and 4

Signature Assignment: Final Case Analysis in the Capstone Course

Course #BUS 2980

Course Learning Outcomes	SP 2011	FA 2011	SP 2012	FA 2012	SP 2013	FA 2013	SP 2014
1. Uses appropriate research and written communication skills to describe/discuss a contemporary organization and its competitive position in its industry (PLO #3)	4.0	3.7	4.0	4.3	4.7	4.4	4.6
2. Demonstrates understanding of the interrelated disciplines of business to identify the critical strategic questions facing the organization in its current domestic and global economic climate (PLO # 2)	4.5	4.0	4.3	4.6	4.2	4.4	4.5
3. Demonstrates analytical and problem solving skills by using financial analysis and other proven models to understand a business situation from various perspectives (PLO #1)	4.2	3.8	4.4	4.5	4.2	4.3	4.4
4. Demonstrates critical thinking skills and understanding of the business climate to identify and assess a variety of strategic directions available to the organization under scrutiny (PLO #4)	4.3	4.0	4.4	3.7	4.2	4.1	4.1
5. Demonstrates ability to choose from alternatives, determine an appropriate strategic direction and spell out an implementation plan.	4.1	3.8	4.0	3.9	3.8	4.4	4.3
Summary	4.2	3.9	4.2	4.2	4.2	4.3	4.4

Survey of Graduating Seniors: The same survey has been given at the end of each semester and following is a summary of the results. There are additionally many comments supplementing the data including:

- Additional comments after the first two sections
- Question as to the relevance of the core courses
- Request for suggestions for improvement
- Career plans after graduation

With minor dips, the student survey seems to indicate a high level of satisfaction with the program as experienced. Many of the students indicated that they were planning to go on to our MBA program and several have already entered.

The detail of the comments is available, as are the individual cohort results.

**UNDERGRADUATE INTENSIVE BUSINESS ADMINISTRATION SURVEY OF GRADUATING SENIORS
SUMMARY OF RESULTS**

SECTION 1: EFFECTIVENESS OF THE INTENSIVE BUSINESS PROGRAM	SP 2011	FA 2011	SP2012	SP2013	FA2013	SP2014	MEAN
I feel that the overall program was challenging.	4.0	4.4	4.2	4.2	4.4	4.2	4.2
I found the work with my peers in classes to be very helpful in the learning process."	4.4	4.3	4.3	4.3	4.3	4.2	4.3
I found most of my teachers to be generally available for help when I needed it	4.5	4.6	4.7	4.8	4.5	4.8	4.7
I generally found most classroom environments congenial and non-threatening	4.5	4.6	4.3	4.8	4.5	4.7	4.6
I feel that NDNU prepared me well for my professional development goals	4.4	4.6	4.3	4.6	4.4	4.7	4.5
I recommend NDNU to my friends and family	4.8	4.7	4.3	4.8	4.6	4.9	4.7
	4.5	4.5	4.4	4.6	4.4	4.6	

SECTION 2: SELF ASSESSMENT OF PROGRAM LEARNING OUTCOMES	SP2011	FA2011	SP2012	SP2013	FA2013	SP2014	MEAN
I acquired and can demonstrate analytical and problem solving skills within various disciplines of business—accounting, economics, finance, management and marketing	4.4	4.5	4.4	4.0	4.3	4.1	4.3
I learned to describe, discuss and analyze current events in American business with attention to the global, social and ethical dimensions of events	4.4	4.6	4.6	4.5	4.6	4.6	4.6
I developed critical thinking abilities and a foundation of ethical principles	4.5	4.6	4.7	4.8	4.3	4.6	4.6
I can work effectively, respectfully, ethically, and professionally with people of diverse ethnic, cultural, gender, and other backgrounds	4.8	4.4	4.8	4.8	4.7	4.8	4.7
	4.5	4.6	4.6	4.7	4.5	4.5	

SECTION 3.RELEVANCE OF CORE COURSES IN THE MAJOR							
	SP2011	FA2011	SP2012	SP13	FA2013	SP2014	MEAN
Management Principles/Org Behavior	4.6	4.2	4.7	4.5	4.1	4.6	4.5
Marketing Principles	4.2	3.5	4.4	4.2	4.3	4.4	4.2
International Business		4.1	4.4	3.6	4.0	4.0	4.0
Operations/Technology Mgmt	3.7	3.7	4.4	3.9	4.3	4.0	4.0
Professional Writing	4.5	4.2	4.5	4.6	3.9	4.4	4.4
Legal Environment of Business	4.7	3.9	4.4	4.7	4.0	3.9	4.3
Prof. Ethics and Social Responsibility	4.4	4.0	4.5	4.6	4.1	4.2	4.3
Corporate Finance	4.7	4.3	4.7	4.8	4.1	4.3	4.5
Business Policy/Strategy	4.8	4.8	4.8	4.8	4.3	4.9	4.7
	4.5	4	4.5	4.4	4.1	4.3	

Summary and Recommendations:

The Intensive Business program, as well as the SBM, has experienced a good deal of change in the past several years, including changes in leadership, core course requirements and adjustments to syllabi and assessment processes. But I do feel that our assessment processes are demonstrating consistent and positive outcomes.

On the whole, it seems that the program is meeting its objectives, though it could certainly improve. Increasing enrollment would certainly improve our ability to provide a wider range of courses more frequently and that would be our current goal. Current enrollment still hovers in the 75 to 100 amount and should be in the 150 to 175 range to offer a robust program.

The improvement in full-time faculty, particularly in Marketing, should improve student performance in this area. The core course configuration seems to be stabilizing, as does the faculty assigned to each course. We need to do work in the solidifying of concentrations and course substitutions which I am working this summer.

In addition, there needs to be some attention to succession planning for the Director position

All backup information is available upon request.