

## PLO Report -2018-2019

Learning Outcomes Year	Acquire and demonstrate <b>analytical and problem-solving skills</b> within various disciplines of business— accounting, economics, finance, management, and marketing.	Learn to describe, discuss and <b>analyze current events in American business</b> with attention to the global, social and ethical dimensions of events.	Acquire the <b>communication, research and technological skills</b> needed to analyze a business situation (problem and/or opportunity), and prepare and present a management report	Engage in at least one <b>internship</b> or service learning experience to demonstrate relevancy of foundational and theoretical knowledge of their academic major and to gain career-related experiences	Develop <b>critical thinking</b> 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
2013-14	BUS 2980	BUS1000	BUS2980	BUS2990	BUS1008
2014-15	BUS 2980	BUS1000	BUS 2980	BUS2990	BUS1300
2015-16	BUS 2980	BUS1000	BUS 2980	BUS2990	BUS1300
2016-17	BUS 2980	BUS1000	BUS 2980	BUS 2990	BUS1300

In the academic year 2015-16, Notre Dame de Namur’s School of Business and Management’s faculty began to author new program learning outcomes. At the time, the Office of Institutional Research had just completed revising the Thematic Learning Outcomes for the University’s general education program. Following that, there was a university-wide revision of program learning outcomes. The Office of Institutional Research worked with the academic unit leaders (then the program director of the accelerated undergraduate business program) to align the program learning outcomes. The university desired this because both programs yielded an identical degree – a Bachelor of Science in Business – but had different program learning outcomes. The process included key stakeholders and outputs. The Office of Institutional Research and the academic unit leaders drafted entirely new program learning outcomes. With input from the School of Business and Management’s faculty, the Office of Institutional Research and the academic unit leader finalized the program learning outcomes of the program. The result was a uniform set of program learning outcomes that no longer included references to an internship, in which the accelerated business students did not participate, and a separate ethical learning outcome that duplicated an existing outcome, which covered geo-political awareness. New learning outcomes adopted were as follows:

Learning Outcomes Year	Define, critically assess, and solve complex business problems.	Describe, analyze, and evaluate current events in American business with attention to diversity, global, social, and ethical dimensions or implications.	Prepare and present a management report, based upon the analysis of a business problem and application of communication, research, and technology.
2017-18	BUS 2980 (Simulation & ETS)	Instrument was under development.	BUS 2980 (Crowley Inn Case)
2018-19	BUS 2980 (Simulation & ETS)	BUS 2980 Assignment	BUS 2980 (Crowley Inn Case)

## Undergraduate Day Program Learning Outcomes Results 2018-19

Performance Indicator		Definition			
<p><b>PLO #1:</b> Students will define, critically assess, and solve complex business problems.</p>		<p>There are two primary tools used to assess student performance regarding this PLO. The first is a semester long web-based computer-based simulation where students “run” a company and develop their strategy, define how they will compete, and make critical business decisions in multiple disciplines, e.g. marketing, product positioning, pricing, financing, operations/manufacturing planning etc. Students are assessed in financial analysis and management, operations, marketing, human resources management and strategic analysis and planning. The second method employed is the Major Field Test in Business conducted by the ETS testing service.</p>			
		Analysis of Results			
Performance Measure	Measurement instrument	Current Results	Analysis of Results	Action Taken	
<p>In the simulation, the goal is to achieve a mean score of &gt;3 in all assessed categories. The high-level goal for the ETS-MFT exam is to achieve a cohort mean score of &gt;150.</p>	<p>The measurement instruments are direct and summative in nature ---in both cases they are externally developed.</p>	<p>The overall mean scores in the simulation activity are below our target goal, and the ETS cohort mean is below our target of 150.</p>	<p>Please see below since there is a broad summary of results</p>	<p>Please see below since there is a broad summary of results</p>	<p>There are multiple charts supporting this PLO. See below for charts.</p>

Assignment: GLO-BUS Business Simulation

Course# BUS 2980

<b>Data Collection for PLO #1 Discipline</b>	<b>Spring 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Spring 2015</b>	<b>Fall 2016</b>	<b>Spring 2018</b>	<b>Fall 2018</b>	<b>Mean</b>
Financial Analysis	2	2.5	3.3	2.6	3.3	2.6	3	2.76
Financial Management	2	2.7	3.2	2.4	2.7	3.1	3.25	2.76
Operations Management	3.3	2.3	1.1	4.2	2.2	3.5	2	2.66
Marketing Management	2.6	2.5	2.5	3.5	2.6	4.1	3.5	3.04
Human Resource Management	1.8	3.1	1.6	2.5	1.7	2.7	2	2.20
Strategic Analysis & Planning	2	2.7	3.7	1.7	2.5	2.5	3	2.59

### Discipline Definitions

**Financial Analysis:** assessment of the individual's skills in analyzing financial ratios and financial statements.

**Financial Management:** assessment of the group's ability to apply financial management principles.

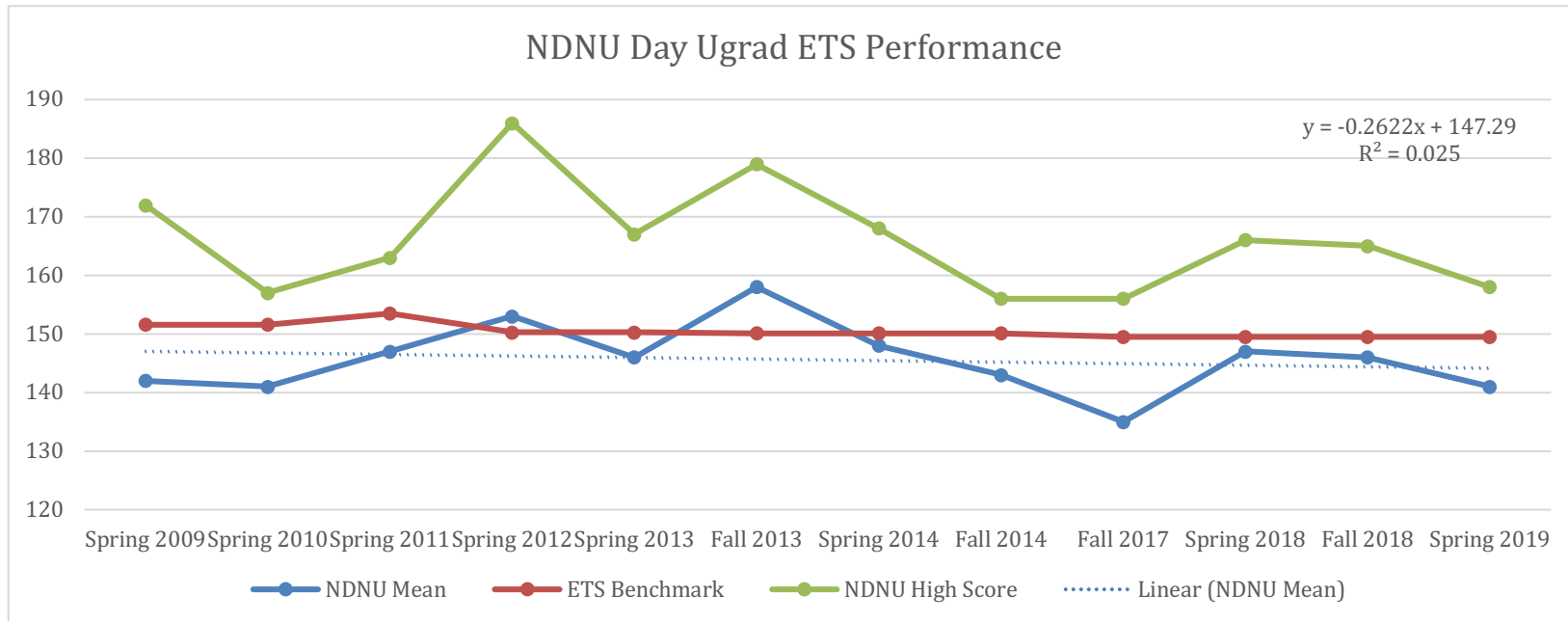
**Operations Management:** assessment of the group's ability to manage production operations and control production costs.

**Marketing Management:** assessment of the group's ability to effectively market the company's product and control marketing costs.

**Human Resource Management:** assessment of the group's proficiency in workforce management and controlling labor costs.

**Strategic Analysis & Planning:** assessment of the group's strategic planning and strategic thinking skills.

## ETS-MFT Analysis of Results



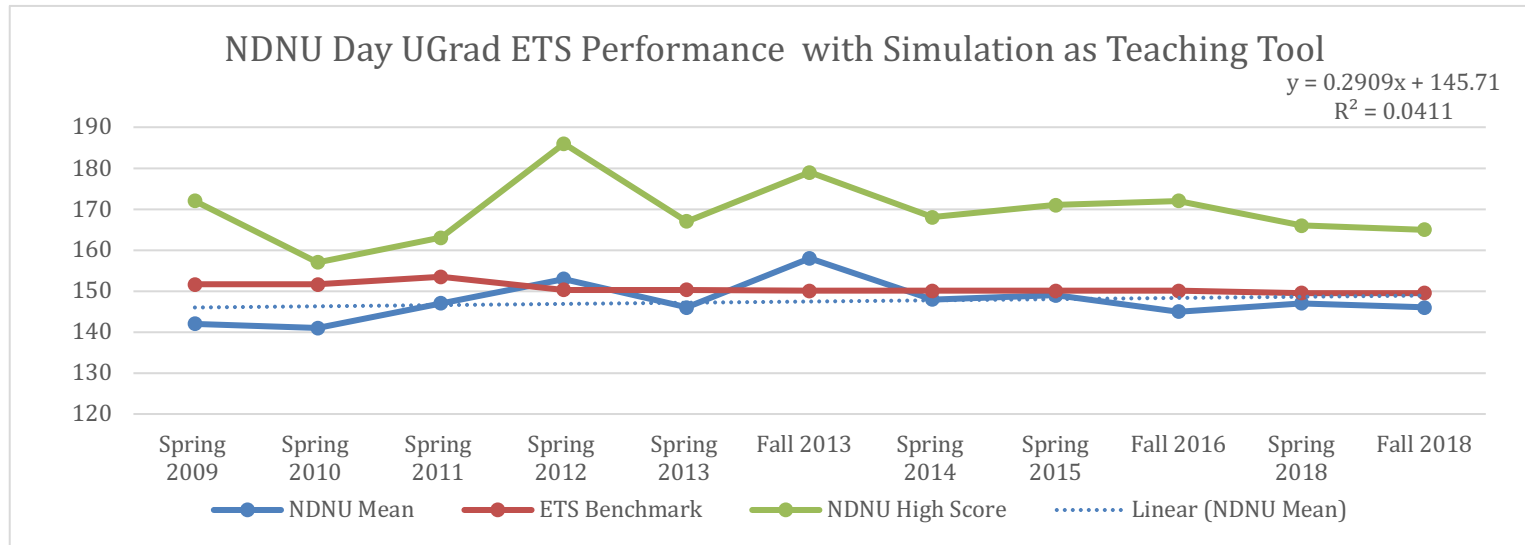
The NDNU mean ETS score of 146 in Fall 18 places this cohort in a tie with the cohort from Spring 2013 and a significant improvement from cohort score of 135 in Spring 2017. This also exceeds the mean ETS score of all day cohorts of 145.3 up till Spring 2019. Five (5) of the fifteen (15) students met or exceeded the national ETS mean. The linear trend of NDNU mean scores illustrates slight decline ( $y = -0.2622x + 147.29$ ). However, when the ETS scores are filtered by use of simulation in course, a different pattern emerges as explained later.

## Results by Business Discipline

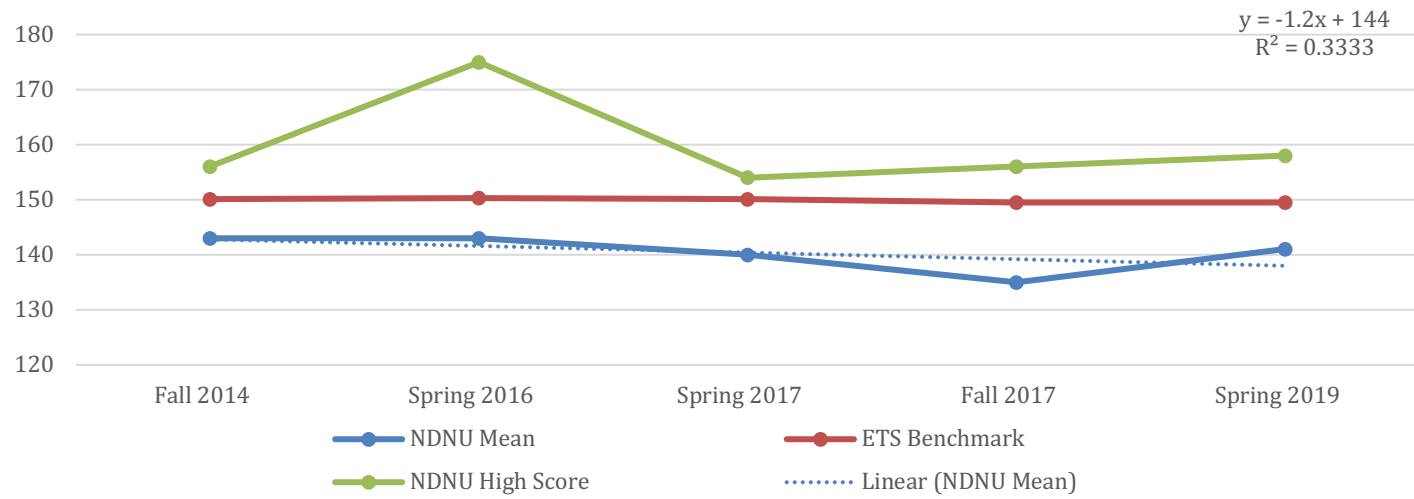
<b>Fall 18</b>				
<b>Discipline</b>	<b>NDNU% Correct</b>	<b>ETS% Correct</b>	<b>NDNU Difference</b>	<b>%Ranking</b>
Accounting	37%	43.2%	- 6.2%	27%-tile
Economics	38%	40.6%	- 2.6%	6%
Management	58%	61.5%	- 3.5%	25%
Quantitative Bus. Analysis	25 %	34.0%	- 9.0%	15%
Finance	47%	43.3%	+ 3.7%	28%
Marketing	52%	50.5%	+ 1.5%	35%
Legal & Social Environment	46%	46.8%	- 0.8%	36%
Information Systems	52%	51.5%	+ 0.5%	90%
International Issues	33%	41.0%	- 8.0%	52%

In terms of discipline specific scores, this cohort exceeded the ETS discipline specific mean score in three of the nine disciplines, Marketing, Finance, and Information Systems. Several others are just short of meeting the national mean. However, improvements need to be made in quantitative business analysis, accounting, and international disciplines.

A separate analysis of the NDNU mean scores comparison to ETS scores when using simulation in class and without it shows a pattern of correlation between use of simulation in the capstone course and performance on ETS.



### NDNU Day UGrad ETS Performance without Simulation as Teaching Tool





	Percentile with simulation	Percentile without simulation
Accounting	39%	14%
Economics	29%	14%
Management	20%	14%
Quantitative Bus. Analysis	15%	3%
Finance	38%	11%
Marketing	33%	11%
Legal Environment	30%	13%
Information Technology	39%	33%
International	30%	8%

**Average ETS Performance by Discipline from 2009-2019 with and without simulation**

Performance Indicator		Definition																			
<p><b>PLO #2:</b> Students will learn to describe, discuss and analyze current events in American Business with attention to the global, social, and ethical dimensions of events.</p>		<p>This PLO has been measured since 2012. The PLO is assessed as part of BUS 1000 Business Foundation class held every semester. In 2018, the PLO switched to being assessed in the Capstone class.</p>																			
		Analysis of Results																			
Performance Measure	Measurement instrument	Current Results	Analysis of Results	Action Taken	<div style="text-align: center;"> <h3>PLO #2</h3> <table border="1"> <caption>PLO #2 Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>3.5</td> </tr> <tr> <td>2013</td> <td>3.76</td> </tr> <tr> <td>2014</td> <td>3.17</td> </tr> <tr> <td>2015</td> <td>3.4</td> </tr> <tr> <td>2016</td> <td>3.75</td> </tr> <tr> <td>2017</td> <td>3.5</td> </tr> <tr> <td>2018</td> <td>3.6</td> </tr> </tbody> </table> </div>	Year	Score	2012	3.5	2013	3.76	2014	3.17	2015	3.4	2016	3.75	2017	3.5	2018	3.6
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<p>On a 0-5 scale with 3 being Adequate Contributor our goal is &gt;3 scores</p>	<p>The instrument used is an on-line discussion of a business topic that is current with that semester. This is both a direct and formative measurement</p>	<p>The average results were            2012=3.5            2013= 3.76            2014 =3.17            2015=3.4            2016=3.75            2017=3.5            2018=3.6</p>	<p>The results suggest that students are adequately participating in current business issue discussion and their insights are at our expectations.</p>	<p>More emphasis on external analysis needs to take place in the Capstone class.</p>																	

Performance Indicator		Definition																	
<p><b>PLO #3:</b> Students will prepare and present a management report, based upon the analysis of a business problem and application of communication, research, and technology.</p>		<p>This PLO has been assessed every year since 2008. A case study used in the Business Policy and Strategy class (aka Capstone) is used as the assessment instrument. Students are assessed on five separate issues that address: 1) use of accounting data to facilitate business decisions, 2) decision making surrounding multiple business issues and organizational structure and process, and 3) using finance tools and concepts to facilitate a critical business decision. Students generate a written report outlining their approach on five (5) separate strategic issues and present their findings in an oral presentation to their fellow students.</p>																	
		Analysis of Results																	
Performance Measure	Measurement instrument or process?	Current Results	Analysis of Results	Action Taken	<p style="text-align: center;"><b>PLO #3</b></p> <table border="1"> <caption>PLO #3 Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>4.18</td> </tr> <tr> <td>2014</td> <td>4.13</td> </tr> <tr> <td>2015</td> <td>4.19</td> </tr> <tr> <td>2016</td> <td>4.15</td> </tr> <tr> <td>2017</td> <td>3.9</td> </tr> <tr> <td>2018</td> <td>4.21</td> </tr> </tbody> </table>	Year	Score	2013	4.18	2014	4.13	2015	4.19	2016	4.15	2017	3.9	2018	4.21
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Achieve a mean score of >4 in each of the five areas of assessment	The measurement instrument is both direct and summative.	Nine of the 13 assessments are above our target level of 4, with a mean of 4.21	Developing a strategic group map, keeping track of logistics, and proper use of leverage are problems.	Reinforce basic Marketing Principles, review Just-in-Time principles, and emphasize WAAC in corporate finance.															

**In Conclusion:**

On PLO #1, the students have performed at or above required criteria using a simulation on four out of six disciplines. The students have also performed at or above our internally set criteria using internal assessment tools on PLO#2 and PLO#3. However, they are coming up short on the ETS exams which is a second measure of PLO #1. Although overall ETS scores have also gone down nationally, NDNU mean shows a slight downward slope when seen over the last few years. However, when the performance on ETS scores is filtered based on use of simulation in the capstone class, the performance trend appears to be an upward trend with a smaller gap between national ETS means and NDNU means. This indicates the value of continued use of simulation in the capstone course to continue to build on the positive trend seen. Some other possible steps include review of the ETS exams by discipline to identify areas for improvement and required areas of emphasis across disciplines. Another alternative to be considered is a pre and post-assessment tool when they enter the program in an entry level Foundations class and when they exit the program and take an upper division requirement that is created internally as an assessment measure for additional validation of learning.