

Intensive Undergraduate Business Administration Year End Assessment Report
Learning Outcome Assessment Comments and Analysis
Report: Spring 2019

Learning Outcomes:

1. Students will 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 US 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 allow 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 (the evening students are working adults who have the option for an internship, but are not required to do so).

Three different instruments have been used to assess these learning outcomes. They follow the cumulative information where indicated. (The third instrument is a student survey and had not been used in the previous year by the faculty member teaching the capstone course. This year, that information was again collected.)

First instrument: ETS Exams: For detail please refer to the report dated April 24, 2019 from Don Campodonico. The overall cohort mean score of 132 last year represented the lowest UG Intensive Business cohort score since we began testing in fall 2009. We asserted last year that this score was clearly an anomaly given that the previous sixteen cohorts averaged 147.5 with a standard deviation of 4.8. Indeed, this year's score of 143 brings the cohort closer to the average range of previous years.

This year's score represents students from two classes; 13 on the Belmont campus and three at our Tracy campus. This cohort score for these 16 students is 143, which falls just below the 149.5 national median.

As noted in Professor Campodonico’s analysis: “the discipline-specific scores were on par with past cohorts, although only two ETS discipline specific mean scores were exceeded, those being Marketing and Information Systems. It has been our experience that Intensive cohorts score much better than day cohorts in Information Systems, likely due in part to their real-world experience. The most poorly scored disciplines were Quantitative Business Analysis and Legal Environment. As I’ve stated in the past, there is not a course in the Intensive program that reinforces the use of statistics and other quantitative methods with the minor exception of applying standard deviation in the chapter on risk and return in the Corporate Finance class.”

Second instrument: 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 and leadership, analyzing its financial data, looking at its competitive and environmental positions, and identifying its current strategy and challenges. The students then develop a set of alternative strategies and analyze their relative pros and cons considering all the factors of the business, finally selecting and defending the one that they consider most advantageous.

The performance of the AY 2019 classes were fairly standard to those of previous years. Every other year for the past few are shown below for comparison. Notably, these scores were consistent among instructors, with a different instructor at each campus.

Undergraduate Intensive Business Learning Outcome Summary

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

Signature Assignment: Final Case Analysis in the Capstone Course, BUS 2980

| Program Learning Outcome | 2011 | 2012 | 2015 | 2017 | 2018 | 2019 |
|---|------|------|------|------|------|------|
| 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 | 4.7 | 3.8 | 4.4 | 4.8 | 4.2 |
| 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 | 4.2 | 4.1 | 4.6 | 4.8 | 4.1 |
| 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 | 4.2 | 4.0 | 4.8 | 4.5 | 4.0 |

| | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| 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 | 4.2 | 3.5 | 4.2 | 4.5 | 3.7 |
| 5. Demonstrates ability to choose from alternatives determine an appropriate strategic direction and spell out an implementation plan. | 4.1 | 3.8 | 3.7 | 4.2 | 4.4 | 3.7 |
| Summary | 4.2 | 4.2 | 3.8 | 4.4 | 4.6 | 4.0 |

Third Instrument: Survey of Graduating Seniors:

The graduation survey has been in place since the Spring of 2009, though students were not surveyed in 2018. This year and in previous year, students have completed anonymous graduation surveys designed to enable them to self-assess achievement relative to the PLOs. It also has additional sections which ask 1) to rank the effectiveness of the program in terms of the classroom/faculty experience and 2) to evaluate the relevance of the major core courses.

The following table details the results of surveys that address each of the PLOs:

SELF ASSESSMENT OF PROGRAM LEARNING OUTCOMES

| | |
|---|-----|
| PLO #1: Analytical and problem solving skills | 4.1 |
| PLO #2: Describe, discuss and analyze | 4.6 |
| PLO #3 Communication, research, and tech skills | 4.6 |
| PLO #5: Work with people of diverse backgrounds | 4.8 |

Summary and Recommendations:

An analysis of data in all categories indicates that the program is meeting its objectives. In addition, increasing enrollment would improve our ability to provide a wider range of courses more frequently and that continues to be our primary goal.

This assessment includes the Tracy cohort for the second time. Their overall scores were similar to the Belmont cohort, even with different instructors in the capstone class, and reflects the value of the programming at that satellite campus and the consistency of the courses offered at each program.