



Public Disclosure of Student Learning

Institution	<u>Nichols College</u>
Academic Business Unit	<u>Academic Affairs - Undergraduate</u>
Academic Year	<u>2015-2016</u>

Report of Student Learning and Achievement

Institution

Name of your Academic Business Unit

For Academic Year: 2015-2016

Mission of Academic Affairs

Academic Affairs fosters an engaging educational environment that promotes the pursuit of outstanding teaching, learning, leadership and scholarship, both in and out of the classroom, and supports a culture that includes creative thinking and service.

Student Learning Assessment for BSBA

Program Intended Student Learning Outcomes – Bachelor of Science in Business Administration

1. *Create and present effective oral and written forms of professional communication*
2. *Critically interpret quantitative and/or qualitative information in an integrated manner to recommend viable solutions for business problems.*
3. *Discuss the legal & ethical obligations and responsibilities of business, and apply personal decisions that demonstrate a willingness to act responsibly in both environments*
4. *Identify the cultural and human differences that create the interconnectedness of a global society, and discuss how those differences impact personal, community, and world business issues that arise in the global environment*
5. *Demonstrate the fundamentals of effective leadership and team dynamics in a business environment.*
6. *Apply the major business concepts in the areas of accounting, marketing, economics, finance and management.*

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:

Performance Objectives (Targets/Criteria) for Direct Measures:

- | | |
|---|--|
| 1. <i>Peregrine Testing Service</i>
Program ISLOs Assessed by this Measure: #6 | <i>85% students will achieve and maintain a baseline score of 45 in test subject areas.</i> |
| 2. <i>Business Simulation</i>
Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6 | <i>80% students will achieve an average of 2.0 or above on the Business Simulation Rubric.</i> |

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. <i>Senior Exit Surveys</i> Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6	<i>Score a 3 (agree) or above on likert scale indicating the student has achieved learning in the BSBA program SLO's.</i>
2. <i>Business Simulation Student Survey</i> Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6	<i>Score a 3 or above on Student Survey administered after completing the Business Strategy Simulation.</i>
Assessment Results: Program 1	
Summary of Results from Implementing Direct Measures of Student Learning:	
<p>1. Peregrine Testing Service – End-of-Program Comprehensive Examination: Overall Average Scores for the following subjects:</p> <ul style="list-style-type: none"> • Accounting - 41.1 • Business Ethics - 38.0 • Business Finance - 32.9 • Business Integration - 40.9 • Business Leadership - 38.3 • Economics - 34.3 • Global Dimensions - 35.4 • Information Systems - 43.2 • Legal Environment - 40.6 • Management - 43.4 • Human Resource Mgt. - 48.2 • Operations Mgt. - 36.5 • Org. Behavior - 45.1 • Marketing - 36.4 <p>(193 students tested)</p>	
<p>2. Business Simulation – Target met. Students enjoy this approach to learning; using a software program that allows students to manipulate data to make business decisions. Students work in teams to analyze a company's revenues, stock prices, annual image rating, global unit sales, global market share and other financial ratios. In addition, students identify ethical issues and provide a summary team presentation on the overall</p>	

performance of the company based on their team decisions. A new rubric has been created that will include distinct measures for communication and leadership. New rubric will be implemented in fall, 2016.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Senior Exit Interview – newly created senior exit interviews will begin fall, 2016 to coincide with implementation of new course evaluation system. Students will complete survey electronically as part of the capstone evaluation. This will provide automated data tracking.

2. Business Simulation Student Survey – newly created measure to begin fall, 2016. No results to report.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<i>Peregrine Test – End of Program</i>	<i>Business Simulation</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Senior Exit Survey</i>	<i>Business Simulation Student Survey</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Create and present effective oral and written forms of professional communication.</i>		Met			Met	N/A		
2. <i>Critically interpret quantitative and/or qualitative information in an integrated manner to recommend viable solutions for business problems.</i>		Met			Met	N/A		
3. <i>Discuss the legal & ethical obligations and responsibilities of business, and apply personal decisions that demonstrate a willingness to act responsibly in both environments.</i>		Met			Met	N/A		
4. <i>Identify the cultural and human differences that create the interconnectedness of a global society, and discuss how those differences impact personal, community, and world business issues that arise in the global</i>		Met			Met	N/A		

<i>environment.</i>								
5. <i>Demonstrate the fundamentals of effective leadership and team dynamics in a business environment</i>		Met			Met	N/A		
6. <i>Apply the major business concepts in the areas of accounting, marketing, economics, finance and management.</i>	Not Met	Met			Met	N/A		

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. Program ISLO #6: The performance targets for this ISLO dealing with knowledge of the functional areas of business were not met on the comprehensive exam (Peregrine). In particular, results indicated that the areas of Accounting, Finance, Economics and Global Dimensions students were not performing up to expectations. However, a recent curriculum review and redesign of General Education and Business Core curriculums will assist in improving these scores. The General Education curriculum (eff. Fall, 2016) has a focus on Global Awareness, and further, the curriculum emphasizes interdisciplinary studies to ensure more coverage in all of these areas.

It should be noted that our students that select majors/concentrations in the aforementioned areas meet and exceed the target score. Business faculty are reviewing upper level courses to include continued exposure in these disciplines for those students not majoring in them.

2. Program ISLO #1 & #5 – A new rubric has been developed to be partnered with the Business Simulation. In addition to evaluating student’s ability to make business decisions and business knowledge, it will will measure the student’s ability to present their findings, as well as their leadership role in the team decision making portion of the simulation.

Finally, a survey has been added upon completion of the simulation where students will self-assess their learning from the Business Simulation. The survey will serve as an indirect measure of all 6 ISLO’s, and will begin in fall, 2016.

3. Program ISLO’s 1-6 – A new automated Senior Exit Survey will begin fall, 2016. Senior focus groups were conducted and added to this process May, 2016. Preliminary results indicate students have and appreciate strong relationships with faculty. Program ISLO #1 in particular is considered a strength by students. They are confident in their ability to communicate and present as a result of a required course Effective Speaking, as well as the focus on delivering presentations across the curriculum and in our *Professional Development Seminars*.