

**Annual Key Assessment Findings and Curricular Improvements  
Business & Economics Department/A&S  
Undergraduate BA/BS Programs  
AY 2009-10**

**I. Key Assessment Findings**

*Senior Assessment*

**A. Senior Capstone Course:**

Seniors enroll in a capstone course in management strategy. The course brings together and synthesizes material from accounting, finance, micro and macro economics, marketing, operations, information systems, business ethics, and international business to assess organizations and develop alternative courses of action based on the goals of the organization and fit within larger business environment. The assessment of student performance is based on exams, case study and final project. Table 1 provides the distribution of grades in the capstone course for FA09, SP10, and overall and Table 2 provides results of a rubrics which was specifically developed for this course.

**Table 1  
Management Strategy Results  
Department of Business & economics  
AY2009-2010**

	A+, A, A-		B+, B, B-		C+, C, C-		D, F		<b>Total</b>
	#	%	#	%	#	%	#	%	
<b>FA09</b>	15	48.4%	16	51.6%	0	0.0%	0	0.0%	31
<b>SP10</b>	17	47.2%	14	38.9%	5	13.9%	0	0.0%	36
<b>Overall</b>	32	47.8%	31	46.3%	5	7.5%	0	0.0%	67

As the Table 1 shows, over the AY2009-10 period, there was no failing student in the capstone course. Overall, 94% of the students passed it with grades of As and Bs.

**Table 2**  
**Student Learning Assessment Rubric**  
**Department of Business and Economics**  
**Undergraduate Program**  
**Rubric for Business Strategy Course (MGT475)**  
**AY2009-10**

Trait	Level						Mean	SD	Total N
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)				
	N	%	N	%	N	%			
<b>1) Answers Question</b>	7	10%	60	90%	0	0%	2.10	0.31	67
<b>2) States Thesis and Takes a Stand</b>	12	18%	55	82%	0	0%	2.18	0.39	67
<b>3) Structures Answer</b>	20	30%	47	70%	0	0%	2.30	0.46	67
<b>4) Situates Answer with Case/Question</b>	31	46%	36	54%	0	0%	2.46	0.50	67
<b>(5) Terms and Concepts Used Correctly</b>	56	84%	11	16%	0	0%	2.84	0.37	67
<b>6) Grammar &amp; Spelling</b>	67	100%	0	0%	0	0%	3.00	0.00	67
<b>7) Balanced Analysis</b>	56	84%	11	16%	0	0%	2.84	0.37	67
<b>8) Logical Consistency</b>	67	100%	0	0%	0	0%	3.00	0.00	67

- Note: 1) The "N" represents the number of students at each level of performance for each trait.  
2) The "%" represents the percentage of the number of students falling at the level performance for each trait against the total number of students.  
3) The mean is the average of all scores across the levels within the trait.  
4) The standard deviation (SD) is the measure of the variability of the data set, indicating how "spread out" these data are from the mean value.

As the Table 2 shows, 100% of the students taking MGT475 exceeded expectations on "Grammar & Spelling" as well as "Logical Consistency" traits. However, only 7% exceeded expectations on "Answer Question" trait with the lowest mean of 2.1 which indicate majority of them just met the expectations. Trait 4, "Situates Answer with Case/Question" had the largest standard deviation of 0.50 but a mean value of 2.84 which is close to exceeding expectations. As noted, no one received below expectations in all the 8 traits. Also noted, the last 4 traits exceed expectations between 84%-100%, whereas, for the first 4 traits the percentages were between 10% to 46%. It appears, in this class, students do not have any problem with knowing the concepts, grammar or spelling as well as being able to analyze and logically be consistent.

However, there is a need to improve the way they answer the questions, state the thesis, structure their answer or situate answer with the case or the question.

### **B. Senior Comprehensive Examination**

All students are required to take a senior assessment to graduate. Students are provided with sample questions to facilitate preparation. Faculty members are encouraged to make themselves available to students who are preparing for the exam. In any event, virtually all students pass the exam within two attempts. It should also be noted that the senior assessment is a rigorous exam. In the field of accounting for example, a field with an above average failure rate, the exam has been compared by alum to the CPA exam in terms of rigor. Table 2 provides the distribution of grades in the BA-Comp exam for FA09, SP10, and overall. Also, rubrics for BA-Comp exam has been developed and is applied to AY2009-10 and the results are provided in Table 3.

**Table 3**  
**Senior Comprehensive Examination Results**  
**Department of Business & economics**  
**AY 2009-10**

	<b>Fail</b>		<b>Pass</b>		<b>Pass w/Honors</b>		<b>TOTAL</b>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	
<b>FA09</b>	4	22.2%	11	61.1%	3	16.7%	18
<b>SP10-1st</b>	7	14.9%	33	70.2%	7	14.90%	47
<b>SP10-2nd</b>	0	0.0%	13	100%	0	0.0%	13
<b>Overall</b>	11	14.1%	57	73.1%	10	12.8%	78

Out of the four students who failed in the FA09, three passed the BA-Comp after repeating in the early SP10 exam and one failed it again who passed it after retaking it later in the SP10. All the 7 students who failed in the first exam given in SP10 passed it after retaking it later in the SP10. Overall, 86% of the students passed or passed with honor the comprehensive exams. The rest passed it after repeating it.

**Table 4**  
**Student Learning Assessment Rubric**  
**Department of Business and Economics**  
**Undergraduate Program**  
**Rubric for Senior Comprehensive Exam**  
**AY2009-10**

Trait	Level						Mean	SD	Total N
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)				
	N	%	N	%	N	%			
<b>1) Critical Thinking /Analytical Skills</b>	12	25%	21	44%	15	31%	1.94	0.76	48
<b>2) Knowledge of Business/Economics Topic and Concepts</b>	15	31%	21	44%	12	25%	2.06	0.76	48
<b>3) Clear/Effective Writing</b>	11	23%	26	54%	11	23%	2.00	0.68	48

Note: 1) The "N" represents the number of students at each level of performance for each trait.

2) The "%" represents the percentage of the number of students falling at the level performance for each trait against the total number of students.

3) The mean is the average of all scores across the levels within the trait.

4) The standard deviation (SD) is the measure of the variability of the data set, indicating how "spread out" these data are from the mean value.

As the results in Table 4 shows, the three traits had averages close to 2 which is the mean for "Meeting Expectations" trait. The standard deviations for the first two traits were 0.76, whereas, for the "Clear/Effective Writing" trait was a little lower (0.68). About 47% of the students evaluated, on the average, met the expectations; whereas, only 26% on the average exceeded expectations and about 29% were below expectations. It appears there is a need to improve the percentage of the students who at least meet the expectation and more importantly, those exceeding the expectations. It is noted that "Clear/Effective Writing" trait had the lowest percentage of students exceeding the expectations.

## **II. Curricular Improvements**

- **Course numbers were reviewed and changed**
- **Course requisites were reviewed and updated**
- **Creating a BS program in Accounting**
- **Sports Management minor & specialization was added; classes started in spring**
- **A personal career marketing plan component was added to MGT 345, Marketing Management**
- **Dismissal procedure reviewed: Twice a year students are being assessed and if they do not meet the departmental requirements warnings are given or they are eventually dismissed from the department**
- **Developing double major in international business and modern language**