

**Annual Key Assessment Findings and Curricular Improvements  
Business & Economics Department/A&S  
Undergraduate BA/BS Programs  
AY 2010-11**

**I. Key Assessment Findings**

*Senior Assessment*

**A. Senior Capstone Course:**

Seniors enroll in a capstone course in business strategy (MGT475). 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 the larger business environment. The assessment of student performance is based on exams, case studies and final projects. Table 1 provides the distribution of grades in the capstone course for FA10, SP11, and overall.

**Table 1  
Business Strategy Results  
Department of Business & Economics  
AY2010-2011**

	A+, A, A-		B+, B, B-		C+, C, C-		D, F		Total
	#	%	#	%	#	%	#	%	
<b>FA10</b>	26	61.9	15	35.7	1	2.4	0	0	42
<b>SP11</b>	14	41.2	12	35.3	7	21.6	1	2.9	34
<b>Overall</b>	40	52.6	27	35.5	8	10.5	1	1.3	76

As Table 1 displays, over the AY2010-11 period, there was one failing student in the capstone course. Overall, 88% of the students passed with grades of As and Bs.

### 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 FA10, SP11, and overall. Also, rubrics for BA-Comp exam has been developed and is applied to AY2010-11 and the results are provided in Table 3.

**Table 2**  
**Senior Comprehensive Examination Results**  
**Department of Business & Economics**  
**AY2010-2011**

	Fail		Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	
<b>FA10</b>	6	40.0%	8	53.3%	1	6.7%	15
<b>SP11-1st</b>	10	16.4%	47	77.0%	4	6.6%	61
<b>SP11-2nd</b>	0	0.0%	14	100%	0	0.0%	14
<b>Overall</b>	16	17.8%	69	76.7%	5	5.6%	90

The 6 students who failed in the FA10 passed the BA-Comp after repeating it in the early SP11 exam. All 10 students who failed the first SP11 exam passed after retaking it later in the SP11. Overall, 82% of the students who took the comprehensive exam passed or passed with honors. The remaining students passed after repeating it.

**Table 3**  
**Results of Student Learning Assessment Rubric**  
**Department of Business & Economics**  
**Undergraduate Program**  
**Rubric for Senior Comprehensive Exam**  
**AY2010-2011**

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>	9	23%	18	45%	13	33%	1.90	0.74	40
<b>2) Knowledge of Business/Economics Topic and Concepts</b>	21	53%	11	28%	8	20%	2.33	0.80	40
<b>3) Clear/Effective Writing</b>	14	35%	16	40%	10	25%	2.10	0.78	40
<b>Overall Average</b>	14.7	37%	15.0	38%	10.3	26%	2.11	0.79	40

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 Table 3 shows, the three traits had averages close to 2 which is the mean for the "Meeting Expectations" trait. The "Knowledge of Business/Economics Topic and Concept" trait was somewhat higher than 2. The standard deviations for the second trait was 0.80 which was slightly higher than the other two traits. The "Clear Thinking/Analytical Skills" trait shows the lowest variation (0.74). About 38% of the students evaluated, on average, met the expectations; 37% on the average exceeded expectations and about 26% were below expectations. About 53% of students "Knowledge of Business/Economics Topics and Concepts" exceeded expectations. It appears there is a need to improve the percentage of the students who exceed expectation in "Critical thinking" and "Clear/Effective Writing."

## II. Curricular Improvements

### *International Business*

#### **A. Move from B.S.B.A to B.A.**

The largest major within the Department of Business and Economics is the B.S.B.A. in Management. The department is currently working towards guiding more students away from Management, into our other majors that are more employable. Altering our International Business major from a B.S. to a B.A. allows students to gain a greater “international” experience by making room for a required minor in foreign language, as well as study abroad experience. The following alterations have been approved by the department faculty.

- 1) Require a minor (18 units) in a foreign language.**
  - a. “In house” proficiency examination acceptable.
- 2) Require one experience abroad. These options include:**
  - a. One semester abroad (preferred)
  - b. Overseas Internship (such as UK Parliament opportunity)
  - c. Mission trip (including the TRS 158 course)
  - d. Equivalent experience (as approved by advisor)
- 3) Suggest completion of one of the interdisciplinary regional certificate programs.**
  - a. European Studies certificate.
  - b. Other certificate programs being developed, including East Asian Studies and Latin American Studies.