



## Public Disclosure of Student Learning Form

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<b>Institution:</b>	Bemidji State University
<b>Academic Business Unit:</b>	Business Administration
<b>Academic Year:</b>	2014-2015

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International Assembly for Collegiate Business Education  
11374 Strang Line Road  
Lenexa, Kansas 66215  
USA

**Outcomes Assessment Results  
For Academic Year: 2014-2015**

<b>Mission of the Business Administration</b>
<p><i>Mission Statement</i></p> <p><i>Educate students through a learning-centered environment. Graduates will be prepared for entry into and advancement in careers in business and for contributions to their global and local communities.</i></p>

**Section I: Student Learning Assessment - Business Administration - Management Emphasis**

<b>Business Administration</b>
<b>Student Learning Assessment for Business Administration - Management Emphasis</b>
<b>General Program Intended Student Learning Outcomes (General Program ISLOs)</b>
<p>1. <i>Graduates will attain higher learning in the field of business</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers. Graduates will be prepared to contribute to their global and local communities.</i></p>
<p>2. <i>Graduates will demonstrate information literacy</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>
<p>3. <i>Graduates will demonstrate ability to use practical business tools</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>
<p>4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers. Graduates will be prepared to contribute to their global and local communities.</i></p>
<p>5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment</i></p>

Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i>	
<b>Intended Student Learning Outcomes: <i>Business Administration - Management Emphasis</i></b>	
1. <i>Students will be able to explain the importance of human resource management to business success.</i> Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i>	
2. <i>Students will be able to evaluate policies and procedures related to employment processes.</i> Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i>	
3. <i>Students will be able to apply best practices in organizational processes to enhance organizational outcomes.</i> Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i>	
4. <i>Students will be able to apply modern leadership and motivational theories to practical work situations.</i> Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i>	
5. <i>Students will be able to demonstrate an understanding of the fundamental issues that promote corporate social responsibility.</i> Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers. Graduates will be prepared to contribute to their global and local communities. Graduates will be prepared to contribute to their global and local communities.</i>	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning for <i>Business Administration - Management</i>:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures for <i>Business Administration - Management</i>:</b>
1. <i>Senior exam</i> General Program ISLOs Assessed by this Measure: 1. <i>Management Emphasis</i> ISLOs Assessed by this Measure: none	<i>Average student performance will be at 50<sup>th</sup> percentile or above for peer institutions on MFAT.</i>
2. <i>Capstone Experience Rubric</i> General Program ISLOs Assessed by this Measure: 1. 2. 3. 4. 5.	<i>At least 90% of the graduates will demonstrate adequate level of performance or higher on the following assessment rubrics: program level student learning outcomes section, information literacy section, the use of</i>

<p><i>Management Emphasis</i> ISLOs Assessed by this Measure: <i>none</i></p>	<p><i>practical business tools section, the communication skills and effective team work section, and the ability to analyze complex business situations and ethical obligations in a realistic business environment section.</i></p>
<p>3. <i>Management Emphasis Exam</i></p> <p>General Program ISLOs Assessed by this Measure: <i>none</i></p> <p><i>Management Emphasis</i> ISLOs Assessed by this Measure: <i>1. 2. 3. 4. 5.</i></p>	<p><i>At least 75% of students taking the exam will score at least 60% or higher. (Passing score = 60%; Target passing rate = 75% will pass).</i></p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning for <i>Business Administration - Management</i>:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures for <i>Business Administration - Management</i>:</b></p>
<p>1. <i>Senior survey</i></p> <p>General Program ISLOs Assessed by this Measure: <i>1. 2. 3. 4. 5.</i></p> <p><i>Management Emphasis</i> ISLOs Assessed by this Measure: <i>none</i></p>	<p><i>At least 70% of each year’s graduates will indicate they attained learning in the functional areas of business.</i></p>
<p>2. <i>Graduate Placement Survey</i></p> <p>General Program ISLOs Assessed by this Measure:</p> <p><i>Management Emphasis</i> ISLOs Assessed by this Measure: <i>none</i></p>	<p><i>At least 80% of each year’s graduates will be employed in related field, or in graduates school, within 2 years.</i></p>
<p>3. <i>Management Senior Survey</i></p> <p>General Program ISLOs Assessed by this Measure: <i>none</i></p> <p><i>Management Emphasis</i> ISLOs Assessed by this Measure: <i>1. 2. 3. 4. 5.</i></p>	<p><i>At least 70% of students graduating with a Management emphasis will indicate they are able to demonstrate the Student Learning Outcomes of the Management Emphasis.</i></p>
<p align="center"><b>Assessment Results: <i>Business Administration – Management Emphasis</i></b></p>	
<p><b>Summary of Results from Implementing Direct Measures of Student Learning:</b></p>	
<p>1 <i>Senior Exam.</i></p> <p><i>Note: The results for the MFT are the combined results of three majors, Accounting, Business Administration, and CIS. We don’t have a separation of the results for the MFT by the three majors.</i></p>	

**Senior Exam Performance Target:**

*Average student performance will be at 50<sup>th</sup> percentile or above for peer institutions on MFAT.*

The results for Summer 2014, Fall 2014, and Spring 2015 are combined.

**Results:** National Goal met; Peer Goal met

**Results SU14, F14, SP15**

BSU Mean score = 154 (n=174)

Median of the Institutional Means = 151 (n=563)

Median of the Institutional Means for Peer Group = 152 (n=11)

2 *Capstone Experience Rubric.*

*For papers and presentations - exceeded goals. Proposed to continue with work. For team work - we didn't meet any of the goals. These results are not broken down by major.*

**Papers Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.5.

**Met our goal in every category:**

SLO#1: Goal: 90% > 3.5, Achievement: 91% > 3.5, Average score: 4.4

SLO #2: Goal: 90%> 3.5, Achievement: 98% >3.5, Average score: 4.3

SLO #3: Goal: 90%> 3.5, Achievement: 98% > 3.5, Average score: 4.3

SLO #4: Goal: 90%> 3.5, Achievement: 95% > 3.5, Average score: 4.3

SLO #5: Goal: 90%> 3.5, Achievement: 98% > 3.5, Average score > 4.4

**Presentation Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.5.

**Met our goal in every category:**

Content Knowledge: Goal: 90% > 3.5, Achievement: 97% > 3.5, Average score: 4.6

Coherence & Organization: Goal: 90%> 3.5, Achievement: 100% >3.5, Average score: 4.3

Speaking Skills: Goal: 90% > 3.5, Achievement: 97% > 3.5, Average score: 4.4

Use of Visual Aids: Goal: 90% > 3.5, Achievement: 100% > 3.5, Average score: 4.3

Professionalism: Goal: 90% > 3.5, Achievement: 100% > 3.5, Average score : 4.0

**Team Work Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of

> 3.5.

**Short of goal in all categories:**

Effectively Communicate Goal: 90% > 3.5, Achievement: 88% > 3.5, Average score: 4.0

Interpersonal Skills -Team Work Goal: 90% > 3.5, Achievement: 88% > 3.5, Average score: 4.5

Leadership Skills -Team Work Goal: 90% > 3.5, Achievement: 84% > 3.5, Average score: 4.0

Personal Attitude Goal: 90% > 3.5, Achievement: 88% > 3.5, Average score: 4.0

Good Communication Goal: 90% > 3.5, Achievement: 87% > 3.5, Average score: 4.1

**3 Management Emphasis Exam**

95.4% of students taking the OB exam score at least 60% or higher. (n=65)

92% of students taking the HR exam score at least 60% or higher (n=87)

**Summary of Results from Implementing Indirect Measures of Student Learning:**

**1 Senior survey**

**Graduating Senior Survey results: (Summer 2014, Fall 2014, Spring 2015)**

Respondents: 134

Percentage of graduates who agree (strongly, moderately, or somewhat on a 6-point scale) with the following statement:

As a graduating senior in Business Administration, I am able to demonstrate an understanding of the following functional areas:

Accounting: 92.5

Economics: 87.3

Management: 97.8

Marketing: 97.0  
Legal Environment: 84.3  
Finance: 85.8  
Quantitative/Statistical: 77.6  
Operations Management: 91.0  
International/Global: **65.7**  
Ethics: 94.0

Percentage of graduates who agree with the following statement:

As a graduating senior in Business Administration, I am able to process facts into information upon which to base informed decisions: 95.5.

Percentage of graduates who agree with the following statement:

As a graduating senior in Business Administration, I am able to use:

Internet: 99.3  
Word processing: 97.8  
Spreadsheets: 97.8  
Presentation software: 97.8  
Database management software: 85.8

Percentage of graduates who agree with the following statements:

As a graduating senior in Business Administration, I am able to:

Communicate effectively using written skills 99.3  
Communicate effectively using verbal skills 98.5  
Work effectively as part of a team: 99.3

Percentage of graduates who agree with the following statements:

As a graduating senior in Business Administration, I am able to:

Analyze complex business situations and ethical obligations in a realistic business environment: 94.0.

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

## 2 Graduate Placement Survey

*The performance objectives (targets/criteria) for both department is that: at least 80% of each year's graduates will be employed in related field, or in graduate school, within 2 years. For the year 2013, Business Administration had 80.51% of their graduates in related employment of continuing education. As noted in previous summaries, this information is a year behind the annual report submission.*

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

**3 Management Senior Survey results: (Summer 2014, Fall 2014, Spring 2015)**  
 Respondents: 80

Percentage of graduates who indicate their understanding or ability is somewhat good, good, or very good with regard to the following Management SLOs:

*Explain the importance of human resource management to business success: 100.0%.*

*Evaluate policies and procedures related to employment processes: 96.3%.*

*Apply best practices in organizational processes to enhance organizational outcomes: 100.0%.*

*Apply modern leadership and motivational theories to practical work situations: 100.0%.*

*Demonstrate an understanding of the fundamental issues that promote corporate social responsibility: 100.0%*

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
	Senior Exam	Capstone Experience Rubric	Management Emphasis Exam		Senior Survey	Graduate Placement Survey	Management Senior Survey	
General Program ISLOs	Performance Target Was...	Performance Target Was...	Performance Target Was...		Performance Target Was...	Performance Target Was...	Performance Target Was...	
1. <i>Graduates will attain higher learning in the field of business</i>	Met	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	Met	N/A	
2. <i>Graduates will demonstrate information literacy</i>	N/A	Papers and presentations Met; Team	N/A		Met except for International/Global	N/A	N/A	



		Work Not Met						
3. <i>Graduates will demonstrate ability to use practical business tools</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global Met	N/A	N/A	
4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global Met	N/A	N/A	
5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global Met	N/A	N/A	
<b>Intended Student Learning Outcomes: Business Administration Management</b>	<i>Senior Exam</i>	<i>Capstone Experience Rubric</i>	<i>Management Emphasis Exam</i>		<i>Senior Survey</i>	<i>Graduate Placement Survey</i>	<i>Management Senior Survey</i>	
	Performance Target Was...	Performance Target Was...	Performance Target Was...		Performance Target Was...	Performance Target Was...	Performance Target Was...	
1. <i>Students will be able to explain the importance of human resource management to business success.</i>	N/A	N/A	Met		N/A	N/A	Met	
2. <i>Students will be able to evaluate policies and procedures related to employment processes.</i>	N/A	N/A	Met		N/A	N/A	Met	

3. <i>Students will be able to apply best practices in organizational processes to enhance organizational outcomes.</i>	N/A	N/A	Met		N/A	N/A	Met	
4. <i>Students will be able to apply modern leadership and motivational theories to practical work situations.</i>	N/A	N/A	Met		N/A	N/A	Met	
5. <i>Students will be able to demonstrate an understanding of the fundamental issues that promote corporate social responsibility.</i>	N/A	N/A	Met		N/A	N/A	Met	

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

1. *Senior Exam.*

a. *Peer Group Makeup Change:*  
*Description was provided on a change in the composition of our “peer” group we have selected for IACBE purposes. Specifically, for the current analysis (Su 14 thru Sp15), two of our peers did not have MFT scores (Minnesota State University Moorhead and Culver-Stockton College, MO.) In an attempt to create a peer group somewhat comparable to that of the past, Minnesota State University Mankato was added to fill out our peer group for Su14 through Sp15.*

b. *Results of BSU institutional performance by academic area:*  
*While not part of our actual assessment plan, we also evaluate BSU’s institutional mean score on each of the nine assessment indicators provided by ETS, as a means of helping us identify any areas for improvement. The results show that BSU’s institutional mean score met or exceeded the median of the institutional means for the national and peer comparative groups in each of the following assessment areas: accounting, economics, management, quantitative, finance, marketing, legal and social environment, and information systems. We did not meet the median score for the national or peer comparative group in the area of international issues. As we look further into the “international issues,” we need to*

look at those content areas that are tested as international areas: Accounting, management, economics, finance and marketing are in the international coverage.

*Closing the Loop for International - Management:*

*International Cross Cultural Management: An additional review will be presented in class on international cross cultural management*

*Who: Teachers of BUAD 3351*

*When: Continuation of what we implemented in Spring 2015*

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results and [Appendix 4](#) 2014-2015 Closing the Loop MFT Exam Decisions

2. *Capstone Experience Rubric.*

*Team Work:*

*Faculty will incorporate peer evaluations in their Strategy classes to assist in meeting this goal which we fell slightly short on. Goal was increased from 3.0 to 3.5 from last year so if goal is not met again next year we will review the possibility of revising our goal as it may be set too high for team work.*

*Closing the Loop Decision: Leave the new criteria (3.5) the same for another year. Current faculty are going to incorporate peer evaluations as one approach to improve student performance on the Team Works rubric measurements.*

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

**Section I: Student Learning Assessment - Business Administration – Marketing Emphasis**

**Business Administration**

**Student Learning Assessment for Business Administration – Marketing Emphasis**

**General Program Intended Student Learning Outcomes (General Program ISLOs)**

1. *Graduates will attain higher learning in the field of business*

*Broad-Based Student Learning Goals Associated with this Outcome: Graduates will be prepared for entry into and advancement in business careers. Graduates will be prepared to contribute to their global and local communities.*

2. *Graduates will demonstrate information literacy*

<p>Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>
<p>3. <i>Graduates will demonstrate ability to use practical business tools</i>          Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>
<p>4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i>          Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers. Graduates will be prepared to contribute to their global and local communities.</i></p>
<p>5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment</i>          Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>
<p><b>Intended Student Learning Outcomes: Business Administration – Marketing Emphasis</b></p>
<p>1. <i>Students will be able to explain the current definition of marketing as well as the current usage of the marketing concept.</i>          Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>
<p>2. <i>Students will be able to explain market segmentation and will be able to describe the most popular ways to segment U.S. markets.</i>          Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>
<p>3. <i>Students will be able to explain how products and services are positioned to achieve competitive advantage.</i>          Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>
<p>4. <i>Students will be able to describe the product life cycle and how marketing is conducted during the stages of the life-cycle.</i>          Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>
<p>5. <i>Students will be able to distinguish between elements of marketing channel and elements of the supply chain by comparing and contrasting the two concepts.</i>          Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>

<p>6. <i>Students will be able to identify the differences between qualitative and quantitative marketing research and will be able to give examples of each.</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>	
<p><b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Direct Measures:</b></p>
<p>1. <i>Senior exam</i></p> <p>General Program ISLOs Assessed by this Measure: <i>1.</i></p> <p><i>Marketing Emphasis</i> ISLOs Assessed by this Measure: <i>none</i></p>	<p><i>Objective (Target/Criterion) for Direct Measure 1</i></p>
<p>2. <i>Capstone Experience Rubric</i></p> <p>General Program ISLOs Assessed by this Measure: <i>1. 2. 3. 4. 5.</i></p> <p><i>Marketing Emphasis</i> ISLOs Assessed by this Measure: <i>none</i></p>	<p><i>At least 90% of the graduates will demonstrate adequate level of performance or higher on the following assessment rubrics: program level student learning outcomes section, information literacy section, the use of practical business tools section, the communication skills and effective team work section, and the ability to analyze complex business situations and ethical obligations in a realistic business environment section.</i></p>
<p>3. <i>Marketing Emphasis Exam</i></p> <p>General Program ISLOs Assessed by this Measure: <i>none</i></p> <p><i>Marketing Emphasis</i> ISLOs Assessed by this Measure: <i>1. 2. 3. 4. 5. 6.</i></p>	<p><i>At least 70% of students taking the exam will score 60 %.( Passing score = 60%; Target passing rate = 70% will pass).</i></p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>
<p>1. <i>Senior survey</i></p> <p>General Program ISLOs Assessed by this Measure: <i>1. 2. 3. 4. 5.</i></p> <p><i>Marketing Emphasis</i> ISLOs Assessed by this Measure: <i>none</i></p>	<p><i>At least 70% of each year's graduates will indicate they attained learning in the functional areas of business.</i></p>
<p>2. <i>Graduate Placement Survey</i></p> <p>General Program ISLOs Assessed by this Measure: <i>1.</i></p> <p><i>Marketing Emphasis</i> ISLOs Assessed by this Measure: <i>none</i></p>	<p><i>At least 80% of each year's graduates will be employed in related field, or in graduates school, within 2 years.</i></p>
<p>3. <i>Marketing Senior Survey</i></p>	

General Program ISLOs Assessed by this Measure: none  
Marketing Emphasis ISLOs Assessed by this Measure: 1. 2. 3. 4. 5.  
6.

*At least 70% of students graduating with a Marketing emphasis will indicate they are able to demonstrate the Student Learning Outcomes of the Marketing Emphasis.*

**Assessment Results: Business Administration – Marketing Emphasis**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. *Senior Exam.*

*Note: The results for the MFT are the combined results of three majors, Accounting, Business Administration, and CIS. We don't have a separation of the results for the MFT by the three majors.*

**Senior Exam Performance Target:**

*Average student performance will be at 50<sup>th</sup> percentile or above for peer institutions on MFAT.*

The results for Summer 2014, Fall 2014, and Spring 2015 are combined.

**Results:** National Goal met; Peer Goal met

Results SU14, F14, SP15

BSU Mean score = 154 (n=174)

Median of the Institutional Means = 151 (n=563)

Median of the Institutional Means for Peer Group = 152 (n=11)

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

2. *Capstone Experience Rubric.*

*For papers and presentations - exceeded goals. Proposed to continue with work. For team work - we didn't meet any of the goals. These results are not broken down by major.*

**Papers Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.5.

**Met our goal in every category:**

SLO#1: Goal: 90% > 3.5, Achievement: 91% > 3.5, Average score: 4.4

SLO #2: Goal: 90% > 3.5, Achievement: 98% > 3.5, Average score: 4.3

SLO #3: Goal: 90% > 3.5, Achievement: 98% > 3.5, Average score: 4.3

SLO #4: Goal: 90% > 3.5, Achievement: 95% > 3.5, Average score: 4.3

SLO #5: Goal: 90% > 3.5, Achievement: 98% > 3.5, Average score > 4.4

**Presentation Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.5.

**Met our goal in every category:**

Content Knowledge: Goal: 90% > 3.5, Achievement: 97% > 3.5, Average score: 4.6

Coherence & Organization: Goal: 90% > 3.5, Achievement: 100% > 3.5, Average score: 4.3

Speaking Skills: Goal: 90% > 3.5, Achievement: 97% > 3.5, Average score: 4.4

Use of Visual Aids: Goal: 90% > 3.5, Achievement: 100% > 3.5, Average score: 4.3

Professionalism: Goal: 90% > 3.5, Achievement: 100% > 3.5, Average score : 4.0

**Team Work Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.5.

**Short of goal in all categories:**

Effectively Communicate Goal: 90% > 3.5, Achievement: 88% > 3.5, Average score: 4.0

Interpersonal Skills -Team Work Goal: 90% > 3.5, Achievement: 88% > 3.5, Average score: 4.5

Leadership Skills -Team Work Goal: 90% > 3.5, Achievement: 84% > 3.5, Average score: 4.0

Personal Attitude Goal: 90% > 3.5, Achievement: 88% > 3.5, Average score: 4.0

Good Communication Goal: 90% > 3.5, Achievement: 87% > 3.5, Average score: 4.1

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

3. *Marketing Emphasis Exam*

51.4% of students taking the exam scored 60% or higher (n=37)

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. **Graduating Senior Survey results: (Summer 2014, Fall 2014, Spring 2015)**  
Respondents: 134

Percentage of graduates who agree (strongly, moderately, or somewhat on a 6-point scale) with the following statement:

As a graduating senior in Business Administration, I am able to demonstrate an understanding of the following functional areas:

Accounting: 92.5  
Economics: 87.3  
Management: 97.8  
Marketing: 97.0  
Legal Environment: 84.3  
Finance: 85.8  
Quantitative/Statistical: 77.6  
Operations Management: 91.0  
International/Global: **65.7**  
Ethics: 94.0

Percentage of graduates who agree with the following statement:

As a graduating senior in Business Administration, I am able to process facts into information upon which to base informed decisions: 95.5.

Percentage of graduates who agree with the following statement:

As a graduating senior in Business Administration, I am able to use:

Internet: 99.3  
Word processing: 97.8  
Spreadsheets: 97.8  
Presentation software: 97.8  
Database management software: 85.8

Percentage of graduates who agree with the following statements:

As a graduating senior in Business Administration, I am able to:

Communicate effectively using written skills 99.3  
Communicate effectively using verbal skills 98.5  
Work effectively as part of a team: 99.3

Percentage of graduates who agree with the following statements:

As a graduating senior in Business Administration, I am able to:

Analyze complex business situations and ethical obligations in a realistic business environment: 94.0.

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results



2. *Graduate Placement Survey*

The performance objectives (targets/criteria) for both department is that: at least 80% of each year's graduates will be employed in related field, or in graduate school, within 2 years. For the year 2013, Business Administration had 80.51% of their graduates in related employment of continuing education. As noted in previous summaries, this information is a year behind the annual report submission.

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

3. **Marketing Senior Survey results: (Summer 2014, Fall 2014, Spring 2015)**

Respondents: 31

Percentage of graduates who indicate their ability is somewhat good, good, or very good with regard to the following Marketing SLOs:

Explain the current definition of marketing as well as the current usage of the marketing concept: 96.8%.

Explain market segmentation and will be able to describe the most popular ways to segment U.S. markets: 96.8%.

Explain how products and services are positioned to achieve competitive advantage: 96.8%.

Describe the product life cycle and how marketing is conducted during the stages of the life-cycle: 96.8%.

Distinguish between elements of marketing channel and elements of the supply chain by comparing and contrasting the two concepts: 100%.

Identify the differences between qualitative and quantitative marketing research and will be able to give examples of each: 96.8%.

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	Senior Exam	Capstone Experience Rubric	Marketing Emphasis Exam		Senior Survey	Graduate Placement Survey	Marketing Senior Survey	
	Performance Target Was...	Performance Target Was...	Performance Target Was...		Performance Target Was...	Performance Target Was...	Performance Target Was...	
1.  <i>Graduates will attain higher learning in the field of business</i>	Met	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	Met	N/A	

2. <i>Graduates will demonstrate information literacy</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
3. <i>Graduates will demonstrate ability to use practical business tools</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
<b>Intended Student Learning Outcomes: <i>Business Administration Marketing</i></b>	<i>Senior Exam</i>	<i>Capstone Experience Rubric</i>	<i>Marketing Emphasis Exam</i>		<i>Senior Survey</i>	<i>Graduate Placement Survey</i>	<i>Marketing Senior Survey</i>	
	Performance Target Was...	Performance Target Was...	Performance Target Was...		Performance Target Was...	Performance Target Was...	Performance Target Was...	
1. <i>Students will be able to explain the current definition of marketing as well as the current usage of the marketing concept.</i>	N/A	N/A	Not Met		N/A	N/A	Met	

2. <i>Students will be able to explain market segmentation and will be able to describe the most popular ways to segment U.S. markets.</i>	N/A	N/A	Not Met		N/A	N/A	Met	
3. <i>Students will be able to explain how products and services are positioned to achieve competitive advantage.</i>	N/A	N/A	Not Met		N/A	N/A	Met	
4. <i>Students will be able to describe the product life cycle and how marketing is conducted during the stages of the life-cycle.</i>	N/A	N/A	Not Met		N/A	N/A	Met	
5. <i>Students will be able to distinguish between elements of marketing channel and elements of the supply chain by comparing and contrasting the two concepts.</i>	N/A	N/A	Not Met		N/A	N/A	Met	
6. <i>Students will be able to identify the differences between qualitative and quantitative marketing research and will be able to give examples of each.</i>	N/A	N/A	Not Met		N/A	N/A	Met	
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>								

1. *Senior Exam.*

*c. Peer Group Makeup Change:*

*Description was provided on a change in the composition of our “peer” group we have selected for IACBE purposes. Specifically, for the current analysis (Su 14 thru Sp15), two of our peers did not have MFT scores (Minnesota State University Moorhead and Culver-Stockton College, MO.) In an attempt to create a peer group somewhat comparable to that of the past, Minnesota State University Mankato was added to fill out our peer group for Su14 through Sp15.*

*d. Results of BSU institutional performance by academic area:*

*While not part of our actual assessment plan, we also evaluate BSU’s institutional mean score on each of the nine assessment indicators provided by ETS, as a means of helping us identify any areas for improvement. The results show that BSU’s institutional mean score met or exceeded the median of the institutional means for the national and peer comparative groups in each of the following assessment areas: accounting, economics, management, quantitative, finance, marketing, legal and social environment, and information systems. We did not meet the median score for the national or peer comparative group in the area of international issues. As we look further into the “international issues,” we need to look at those content areas that are tested as international areas: Accounting, management, economics, finance and marketing are in the international coverage.*

*Closing the Loop for International – Marketing:*

*BUAD 3361 Marketing covers International Marketing in Chapter 8 Global Marketing.*

*The Student Learning Objectives for International Marketing are as follows:*

- 1. Describe the components of a country market assessment*
- 2. Understand the marketing opportunities in BRIC Countries.*
- 3. Identify the various market entry strategies.*
- 4. Highlight the similarities and differences between a domestic marketing strategy and a global market strategy.*

*Closing the Loop Strategies on International Marketing: Students will read the chapter, listen and participate in an instructor led discussion during class time. Students will be assessed on International Marketing by participating in a homework assignment. The homework assignment is a group presentation on International Marketing where students will present their findings to their peers in groups of 4-6 students during class time.*

*Who: Instructors of BUAD 3361*

*When: Beginning Spring 2016*

*Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results and [Appendix 4](#) 2014-2015 Closing the Loop MFT Exam Decisions*

2. *Capstone Experience Rubric.*

Team Work:

*Faculty will incorporate peer evaluations in their Strategy classes to assist in meeting this goal which we fell slightly short on. Goal was increased from 3.0 to 3.5 from last year so if goal is not met again next year we will review the possibility of revising our goal as it may be set too high for team work.*

*Closing the Loop Decision: Leave the new criteria (3.5) the same for another year. Current faculty are going to incorporate peer evaluations as one approach to improve student performance on the Team Works rubric measurements.*

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

3. *Marketing Emphasis Exam*

*The intended student learning outcomes for the Marketing emphasis are appropriate for the bachelor's degree level. Specifically, the SLOs clearly describe what students are expected to know and be able to do at the conclusion of the degree program.*

*Marketing faculty reviewed the 2014-2015 results as well as the CTL decisions from 2012-2013, and 2013-2014. The following curricular changes were partially implemented. Full implementation of these changes represent the CTL decisions for 2014-2015.*

- *The SLOs for BUAD 3569 were identified as SLO1, SLO3, and SLO5.*
- *SLOs need to be identified for BUAD 3750.*
- *In the marketing emphasis, standardize how BASLOs, SLOs, course objectives, activities, interactions and assessments are communicated to BSU students in course syllabi and course schedule (use Quality Matters topic 1 as a guideline). Course syllabus example:*

**Marketing Emphasis Student Learning Outcomes:** *In this course you will develop knowledge and skills in support of the following Marketing Emphasis Learning Outcomes (underlined outcomes are a focus of this course):*

- *Explain the current definition of marketing as well as the current usage of the marketing concept.*
- *Explain market segmentation and will be able to describe the most popular ways to segment U.S. markets.*
- *Explain how products and services are positioned to achieve competitive advantage.*
- *Describe the product life cycle and how marketing is conducted during the stages of the life-cycle.*
- *Distinguish between elements of marketing channels and elements of the supply chain by comparing and contrasting the two concepts.*
- *Students will be able to identify the differences between qualitative and quantitative marketing research and will be able to give examples of each.*

*See Course Schedule Example in the next row\**

- *The Marketing Emphasis Assessment Exam will be revised from 50 core questions to include 30 core questions with 5 questions each per SLO (SLO1, SLO2, SLO3, SLO4, SLO5, SLO6). The new exam will launch for fall 2015.*
- *The 2013-2014 recommendation that BUAD 4468 be taught by full-time (non-adjunct) faculty has been implemented.*
- *Recommend BUAD 4467 be taught by Director, Center of Marketing Assistance & Research Solutions or other full-time (non-adjunct) faculty*
- *Recommend BUAD 3361 Marketing cover the topic of International Marketing. To accomplish this, students will read chapter 8. The SLOs for chapter 8 are:*
  5. *Describe the components of a country market assessment*
  6. *Understand the marketing opportunities in BRIC Countries.*
  7. *Identify the various market entry strategies.*
  8. *Highlight the similarities and differences between a domestic marketing strategy and a global market strategy.*

*In addition to reading chapter 8, students will listen and participate in instructor led discussion. Students will be assessed on International Marketing by participating in a group presentation. Students will present their findings to their peers in groups of 4-6 students during class time.*
- *To address issues related to product and services positioning, students in BUAD 4468 will research and write a paper or other activity. In BUAD 3568, students will participate in a discussion post or other activity.*
- *To address issues related to product life-cycle and how marketing is conducted during the stages of life-cycle, students in BUAD 3361, 3567, and 4468 will research product/services related to product life-cycle. Student will then either will participate in a discussion post, in-class discussion, or other activity.*

*Effective: Spring Semester 2016*

*Instructors: Marketing Instructors*

Please see [Appendix 4](#) 2014-2015 Closing the Loop MFT Exam Decisions

## **Section I – Student Learning Assessment *Business Administration – Finance Emphasis***

<b><i>Business Administration</i></b>
<b>Student Learning Assessment for <i>Business Administration – Finance Emphasis</i></b>
<b>General Program Intended Student Learning Outcomes (General Program ISLOs)</b>
1. <i>Graduates will attain higher learning in the field of business</i>

<p>Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers. Graduates will be prepared to contribute to their global and local communities.</i></p>
<p>2. <i>Graduates will demonstrate information literacy</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>
<p>3. <i>Graduates will demonstrate ability to use practical business tools</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>
<p>4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers. Graduates will be prepared to contribute to their global and local communities.</i></p>
<p>5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>
<p><b>Intended Student Learning Outcomes: <i>Business Administration – Finance Emphasis</i></b></p>
<p>1. <i>Students will be able to interpret financial statements.</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>
<p>2. <i>Students will be able to analyze time value of money concepts.</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>
<p>3. <i>Students will be able to apply principles of capital budgeting.</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>
<p>4. <i>Students will be able to analyze the relation between risk and return.</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>
<p>5. <i>Students will be able to analyze capital structure decisions.</i></p>

Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i>	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
1. <i>Senior exam</i> General Program ISLOs Assessed by this Measure: 1. <i>Finance Emphasis</i> ISLOs Assessed by this Measure: none	<i>Average student performance will be at 50<sup>th</sup> percentile or above for peer institutions on MFAT. (Implementation for online students Fall 2014).</i>
2. <i>Capstone Experience Rubric</i> General Program ISLOs Assessed by this Measure: 1. 2. 3. 4. 5. <i>Finance Emphasis</i> ISLOs Assessed by this Measure: none	<i>At least 90% of the graduates will demonstrate adequate level of performance or higher on the following assessment rubrics: program level student learning outcomes section, information literacy section, the use of practical business tools section, the communication skills and effective team work section, and the ability to analyze complex business situations and ethical obligations in a realistic business environment section.</i>
3. <i>Finance Emphasis Exam</i> General Program ISLOs Assessed by this Measure: none <i>Finance Emphasis</i> ISLOs Assessed by this Measure: 1. 2. 3. 4. 5.	<i>At least 60% of students taking the exam will score 60 %.( Passing = 60%; Target = 60% will pass).</i>
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. <i>Senior survey</i> General Program ISLOs Assessed by this Measure: 1. 2. 3. 4. 5. <i>Finance Emphasis</i> ISLOs Assessed by this Measure: none	<i>At least 70% of each year's graduates will indicate they attained learning in the functional areas of business.</i>
2. <i>Graduate Placement Survey</i> General Program ISLOs Assessed by this Measure: 1. <i>Finance Emphasis</i> ISLOs Assessed by this Measure: none	<i>At least 80% of each year's graduates will be employed in related field, or in graduates school, within 2 years.</i>
3. <i>Finance Senior Survey</i>	



General Program ISLOs Assessed by this Measure: none  
Finance Emphasis ISLOs Assessed by this Measure: 1. 2. 3. 4. 5.

*At least 70% of students graduating with a Finance emphasis will indicate they are able to demonstrate the Student Learning Outcomes of the Finance Emphasis.*

**Assessment Results: Business Administration – Finance Emphasis**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. *Senior Exam.*

*Note: The results for the MFT are the combined results of three majors, Accounting, Business Administration, and CIS. We don't have a separation of the results for the MFT by the three majors.*

**Senior Exam Performance Target:**

*Average student performance will be at 50<sup>th</sup> percentile or above for peer institutions on MFAT.*

The results for Summer 2014, Fall 2014, and Spring 2015 are combined.

**Results:** National Goal met; Peer Goal met

**Results SU14, F14, SP15**

BSU Mean score = 154 (n=174)

Median of the Institutional Means = 151 (n=563)

Median of the Institutional Means for Peer Group = 152 (n=11)

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

2. *Capstone Experience Rubric.*

*For papers and presentations - exceeded goals. Proposed to continue with work. For team work - we didn't meet any of the goals. These results are not broken down by major.*

**Papers Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.5.

**Met our goal in every category:**

SLO#1: Goal: 90% > 3.5, Achievement: 91% > 3.5, Average score: 4.4

SLO #2: Goal: 90% > 3.5, Achievement: 98% > 3.5, Average score: 4.3

SLO #3: Goal: 90% > 3.5, Achievement: 98% > 3.5, Average score: 4.3

SLO #4: Goal: 90% > 3.5, Achievement: 95% > 3.5, Average score: 4.3

SLO #5: Goal: 90% > 3.5, Achievement: 98% > 3.5, Average score > 4.4

**Presentation Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.5.

**Met our goal in every category:**

Content Knowledge: Goal: 90% > 3.5, Achievement: 97% > 3.5, Average score: 4.6

Coherence & Organization: Goal: 90% > 3.5, Achievement: 100% > 3.5, Average score: 4.3

Speaking Skills: Goal: 90% > 3.5, Achievement: 97% > 3.5, Average score: 4.4

Use of Visual Aids: Goal: 90% > 3.5, Achievement: 100% > 3.5, Average score: 4.3

Professionalism: Goal: 90% > 3.5, Achievement: 100% > 3.5, Average score : 4.0

**Team Work Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.5.

**Short of goal in all categories:**

Effectively Communicate Goal: 90% > 3.5, Achievement: 88% > 3.5, Average score: 4.0

Interpersonal Skills -Team Work Goal: 90% > 3.5, Achievement: 88% > 3.5, Average score: 4.5

Leadership Skills -Team Work Goal: 90% > 3.5, Achievement: 84% > 3.5, Average score: 4.0

Personal Attitude Goal: 90% > 3.5, Achievement: 88% > 3.5, Average score: 4.0

Good Communication Goal: 90% > 3.5, Achievement: 87% > 3.5, Average score: 4.1

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

3. *Finance Emphasis Exam*

74.2% of students taking the exam scored 60% or higher (n=31)

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. **Graduating Senior Survey results: (Summer 2014, Fall 2014, Spring 2015)**  
Respondents: 134

Percentage of graduates who agree (strongly, moderately, or somewhat on a 6-point scale) with the following statement:

As a graduating senior in Business Administration, I am able to demonstrate an understanding of the following functional areas:

Accounting: 92.5  
Economics: 87.3  
Management: 97.8  
Marketing: 97.0  
Legal Environment: 84.3  
Finance: 85.8  
Quantitative/Statistical: 77.6  
Operations Management: 91.0  
International/Global: **65.7**  
Ethics: 94.0

Percentage of graduates who agree with the following statement:

As a graduating senior in Business Administration, I am able to process facts into information upon which to base informed decisions: 95.5.

Percentage of graduates who agree with the following statement:

As a graduating senior in Business Administration, I am able to use:

Internet: 99.3  
Word processing: 97.8  
Spreadsheets: 97.8  
Presentation software: 97.8  
Database management software: 85.8

Percentage of graduates who agree with the following statements:

As a graduating senior in Business Administration, I am able to:

Communicate effectively using written skills 99.3  
Communicate effectively using verbal skills 98.5  
Work effectively as part of a team: 99.3

Percentage of graduates who agree with the following statements:

As a graduating senior in Business Administration, I am able to:

Analyze complex business situations and ethical obligations in a realistic business environment: 94.0.  
Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

2. *Graduate Placement Survey*

*The performance objectives (targets/criteria) for both department is that: at least 80% of each year's graduates will be employed in related field, or in graduate school, within 2 years. For the year 2013, Business Administration had 80.51% of their graduates in related employment of continuing education. As noted in previous summaries, this information is a year behind the annual report submission.*

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

3. **Finance Senior Survey results: (Fall 2014, Spring 2015)**

Respondents: 23

Percentage of graduates who indicate their ability is somewhat good, good, or very good with regard to the following Finance SLOs:

Interpret financial statements: 100%.

Analyze time value of money concepts: 95.7%.

Apply principles of capital budgeting: 95.7%.

Analyze the relation between risk and return: 100%.

Analyze capital structure decisions: 95.7%.

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	Senior Exam	Capstone Experience Rubric	Finance Emphasis Exam		Senior Survey	Graduate Placement Survey	Finance Senior Survey	
	Performance Target Was...	Performance Target Was...	Performance Target Was...		Performance Target Was...	Performance Target Was...	Performance Target Was...	
1. <i>Graduates will attain higher learning in the field of business</i>	Met	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	Met	N/A	

2. <i>Graduates will demonstrate information literacy</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
3. <i>Graduates will demonstrate ability to use practical business tools</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
<b>Intended Student Learning Outcomes: Business Administration Finance Emphasis</b>	<i>Senior Exam</i>	<i>Capstone Experience Rubric</i>	<i>Finance Emphasis Exam</i>		<i>Senior Survey</i>	<i>Graduate Placement Survey</i>	<i>Finance Senior Survey</i>	
	Performance Target Was...	Performance Target Was...	Performance Target Was...		Performance Target Was...	Performance Target Was...	Performance Target Was...	
1. <i>Students will be able to interpret financial statements.</i>	N/A	N/A	Met		N/A	N/A	Met	

2. <i>Students will be able to analyze time value of money concepts.</i>	N/A	N/A	Met		N/A	N/A	Met	
3. <i>Students will be able to apply principles of capital budgeting.</i>	N/A	N/A	Met		N/A	N/A	Met	
4. <i>Students will be able to analyze the relation between risk and return.</i>	N/A	N/A	Met		N/A	N/A	Met	
5. <i>Students will be able to analyze capital structure decisions.</i>	N/A	N/A	Met		N/A	N/A	Met	

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

1. *Senior Exam.*

*Peer Group Makeup Change:*

*Description was provided on a change in the composition of our “peer” group we have selected for IACBE purposes. Specifically, for the current analysis (Su 14 thru Sp15), two of our peers did not have MFT scores (Minnesota State University Moorhead and Culver-Stockton College, MO.) In an attempt to create a peer group somewhat comparable to that of the past, Minnesota State University Mankato was added to fill out our peer group for Su14 through Sp15.*

*Results of BSU institutional performance by academic area:*

*While not part of our actual assessment plan, we also evaluate BSU’s institutional mean score on each of the nine assessment indicators provided by ETS, as a means of helping us identify any areas for improvement. The results show that BSU’s institutional mean score met or exceeded the median of the institutional means for the national and peer comparative groups in each of the following assessment areas: accounting, economics, management, quantitative, finance, marketing, legal and social environment, and information systems. We did not meet the median score for the national or peer comparative group in the area of international issues. As we look further into the “international issues,” we need to look at those content areas that are tested as international areas: Accounting, management, economics, finance and marketing are in the international coverage.*

*Closing the Loop for International – Finance*

*Incorporate the International Finance chapter in BUAD 3771, to include learning objectives, content delivery, and examinations.*

*Who: Teachers of 3771*

*When: Continuation of what we implemented Spring 2014*

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results and [Appendix 4](#) 2014-2015 Closing the Loop MFT Exam Decisions

2. *Capstone Experience Rubric.*

*Team Work:*

*Faculty will incorporate peer evaluations in their Strategy classes to assist in meeting this goal which we fell slightly short on. Goal was increased from 3.0 to 3.5 from last year so if goal is not met again next year we will review the possibility of revising our goal as it may be set too high for team work.*

*Closing the Loop Decision: Leave the new criteria (3.5) the same for another year. Current faculty are going to incorporate peer evaluations as one approach to improve student performance on the Team Works rubric measurements.*

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

**Section I: Student Learning Assessment - Business Administration - Entrepreneurship/Small Business Management Emphasis**

**Business Administration**

**Student Learning Assessment for Business Administration - Entrepreneurship/Small Business Management Emphasis**

**General Program Intended Student Learning Outcomes (General Program ISLOs)**

1. *Graduates will attain higher learning in the field of business.*  
Broad-Based Student Learning Goals Associated with this Outcome: *Graduates will be prepared for entry into and advancement in business careers. Graduates will be prepared to contribute to their global and local communities.*
2. *Graduates will demonstrate information literacy.*  
Broad-Based Student Learning Goals Associated with this Outcome: *Graduates will be prepared for entry into and advancement in business careers.*
3. *Graduates will demonstrate ability to use practical business tools.*

Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i>	
4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team.</i> Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers. Graduates will be prepared to contribute to their global and local communities.</i>	
5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment.</i> Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i>	
<b>Intended Student Learning Outcomes: Business Administration - Entrepreneurship/Small Business Management Emphasis</b>	
1. <i>Students will be able to articulate and evaluate components of a business plan.</i> Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i>	
2. <i>Students will be able to identify and evaluate financial and accounting concepts relevant to entrepreneurs.</i> Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i>	
3. <i>Students will be able to identify and analyze "new" business opportunities and apply marketing concepts relevant to entrepreneurs.</i> Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i>	
4. <i>Students will be able to evaluate principles of management relevant to entrepreneurs.</i> Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i>	
5. <i>Students will be able to evaluate principles of ethics and government regulations relevant to entrepreneurs.</i> Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers. Graduates will be prepared to contribute to their global and local communities.</i>	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
1. <i>Senior exam</i>  General Program ISLOs Assessed by this Measure: 1. <i>Entrepreneurship/Small Business Management Emphasis</i> ISLOs Assessed by this Measure: none	<i>Average student performance will be at 50<sup>th</sup> percentile or above for peer institutions on MFAT. (Implementation for online students Fall 2014).</i>
2. <i>Capstone Experience Rubric</i>	



<p>General Program ISLOs Assessed by this Measure: 1. 2. 3. 4. 5.  <i>Entrepreneurship/Small Business Management Emphasis</i> ISLOs Assessed by this Measure: <i>none</i></p>	<p><i>At least 90% of the graduates will demonstrate adequate level of performance or higher on the following assessment rubrics: program level student learning outcomes section, information literacy section, the use of practical business tools section, the communication skills and effective team work section, and the ability to analyze complex business situations and ethical obligations in a realistic business environment section.</i></p>
<p>3. <i>Entrepreneurship/Small Business Management Emphasis Exam</i>          General Program ISLOs Assessed by this Measure: <i>none</i>  <i>Entrepreneurship/Small Business Management Emphasis</i> ISLOs Assessed by this Measure: 1. 2. 3. 4. 5.</p>	<p><i>At least 60% of students taking the exam will score 60 %.( Passing = 60%; Target = 60% will pass).</i></p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes—          Indirect Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>
<p>1. <i>Senior survey</i>          General Program ISLOs Assessed by this Measure: 1. 2. 3. 4. 5.  <i>Entrepreneurship/Small Business Management Emphasis</i> ISLOs Assessed by this Measure: <i>none</i></p>	<p><i>At least 70% of each year’s graduates will indicate they attained learning in the functional areas of business.</i></p>
<p>2. <i>Graduate Placement Survey</i>          General Program ISLOs Assessed by this Measure: 1.  <i>Entrepreneurship/Small Business Management Emphasis</i> ISLOs Assessed by this Measure: <i>none</i></p>	<p><i>At least 80% of each year’s graduates will be employed in related field, or in graduates school, within 2 years.</i></p>
<p>3. <i>Entrepreneurship/Small Business Management Senior Survey</i>          General Program ISLOs Assessed by this Measure: <i>none</i>  <i>Entrepreneurship/Small Business Management Emphasis</i> ISLOs Assessed by this Measure: 1. 2. 3. 4. 5.</p>	<p><i>At least 70% of students graduating with an Entrepreneurship/Small Business Management emphasis will indicate they are able to demonstrate the Student Learning Outcomes of the Entrepreneurship/Small Business Management Emphasis.</i></p>
<p><b>Assessment Results: Business Administration - Entrepreneurship/Small Business Management Emphasis</b></p>	
<p><b>Summary of Results from Implementing Direct Measures of Student Learning:</b></p>	
<p>1. <i>Senior Exam.</i></p>	

*Note: The results for the MFT are the combined results of three majors, Accounting, Business Administration, and CIS. We don't have a separation of the results for the MFT by the three majors.*

**Senior Exam Performance Target:**

*Average student performance will be at 50<sup>th</sup> percentile or above for peer institutions on MFAT.*

The results for Summer 2014, Fall 2014, and Spring 2015 are combined.

**Results:** National Goal met; Peer Goal met

Results SU14, F14, SP15

BSU Mean score = 154 (n=174)

Median of the Institutional Means = 151 (n=563)

Median of the Institutional Means for Peer Group = 152 (n=11)

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

2. *Capstone Experience Rubric.*

*For papers and presentations - exceeded goals. Proposed to continue with work. For team work - we didn't meet any of the goals. These results are not broken down by major.*

**Papers Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.5.

**Met our goal in every category:**

SLO#1: Goal: 90% > 3.5, Achievement: 91% > 3.5, Average score: 4.4

SLO #2: Goal: 90%> 3.5, Achievement: 98% >3.5, Average score: 4.3

SLO #3: Goal: 90%> 3.5, Achievement: 98% > 3.5, Average score: 4.3

SLO #4: Goal: 90%> 3.5, Achievement: 95% > 3.5, Average score: 4.3

SLO #5: Goal: 90%> 3.5, Achievement: 98% > 3.5, Average score > 4.4

**Presentation Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.5.

**Met our goal in every category:**

Content Knowledge: Goal: 90% > 3.5, Achievement: 97% > 3.5, Average score: 4.6

Coherence & Organization: Goal: 90%> 3.5, Achievement: 100% >3.5, Average score: 4.3

Speaking Skills: Goal: 90%> 3.5, Achievement: 97% > 3.5, Average score: 4.4

Use of Visual Aids: Goal: 90%> 3.5, Achievement: 100% > 3.5,Average score: 4.3

Professionalism: Goal: 90%> 3.5, Achievement: 100% > 3.5,Average score : 4.0

**Team Work Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of

> 3.5.

**Short of goal in all categories:**

Effectively Communicate Goal: 90% > 3.5, Achievement: 88% > 3.5, Average score: 4.0

Interpersonal Skills -Team Work Goal: 90% > 3.5, Achievement: 88% > 3.5, Average score: 4.5

Leadership Skills -Team Work Goal: 90%> 3.5, Achievement: 84% > 3.5, Average score: 4.0

Personal Attitude Goal: 90%> 3.5, Achievement: 88% > 3.5, Average score: 4.0

Good Communication Goal: 90%> 3.5, Achievement: 87%>3.5, Average score: 4.1

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

3. *Entrepreneurship/Small Business Management Emphasis Exam*

41.7% of students taking exam scored 60% or higher (n=36)

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. **Graduating Senior Survey results: (Summer 2014, Fall 2014, Spring 2015)**

Respondents: 134

Percentage of graduates who agree (strongly, moderately, or somewhat on a 6-point scale) with the following statement:

As a graduating senior in Business Administration, I am able to demonstrate an understanding of the following functional areas:

Accounting: 92.5

Economics: 87.3

Management: 97.8

Marketing: 97.0

Legal Environment: 84.3

Finance: 85.8

Quantitative/Statistical: 77.6  
Operations Management: 91.0  
International/Global: **65.7**  
Ethics: 94.0

Percentage of graduates who agree with the following statement:

As a graduating senior in Business Administration, I am able to process facts into information upon which to base informed decisions: 95.5.

Percentage of graduates who agree with the following statement:

As a graduating senior in Business Administration, I am able to use:

Internet: 99.3  
Word processing: 97.8  
Spreadsheets: 97.8  
Presentation software: 97.8  
Database management software: 85.8

Percentage of graduates who agree with the following statements:

As a graduating senior in Business Administration, I am able to:

Communicate effectively using written skills 99.3  
Communicate effectively using verbal skills 98.5  
Work effectively as part of a team: 99.3

Percentage of graduates who agree with the following statements:

As a graduating senior in Business Administration, I am able to:

Analyze complex business situations and ethical obligations in a realistic business environment: 94.0.

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

## 2. Graduate Placement Survey

*The performance objectives (targets/criteria) for both department is that: at least 80% of each year's graduates will be employed in related field, or in graduate school, within 2 years. For the year 2013, Business Administration had 80.51% of their graduates in related employment of continuing education. As noted in previous summaries, this information is a year behind the annual report submission.*

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

## 3. Entrepreneurship Senior Survey results: (Summer 14, Fall 2014, Spring 2015)

Respondents: 33.

Percentage of graduates who indicate their ability is somewhat good, good, or very good with regard to the following Entrepreneurship SLOs:

Identify components of a business plan: 97.0%

Evaluate sources of equity and debt financing for entrepreneurial ventures: 90.9%

Analyze the costs and benefits relevant to buying an existing business: 90.9%

Analyze the costs and benefits relevant to purchasing a franchise: 84.8%

Analyze the costs and benefits relevant to creating a sole proprietorship or a partnership or a corporation: 84.8%

Apply marketing concepts to promote small business operations: 100%

Describe the principles of business ethics and governmental regulations relevant to small business operations: 81.8%

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	Senior Exam	Capstone Experience Rubric	Entrepreneurship/SBM Emphasis Exam		Senior Survey	Graduate Placement Survey	Entrepreneurship/SBM Senior Survey	
	Performance Target Was...	Performance Target Was...	Performance Target Was...		Performance Target Was...	Performance Target Was...	Performance Target Was...	
1. Graduates will attain higher learning in the field of business	Met	Papers and presentations Met; Team	N/A		Met except for International/Global	Met	N/A	

		Work Not Met						
2. <i>Graduates will demonstrate information literacy</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
3. <i>Graduates will demonstrate ability to use practical business tools</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
<b>Intended Student Learning Outcomes: Business Administration Entrepreneurship/Small Business Management Emphasis</b>	<i>Senior Exam</i>	<i>Capstone Experience Rubric</i>	<i>Entrepreneurship/SBM Emphasis Exam</i>		<i>Senior Survey</i>	<i>Graduate Placement Survey</i>	<i>Entrepreneurship/SBM Senior Survey</i>	
	Performance Target Was...	Performance Target Was...	Performance Target Was...		Performance Target Was...	Performance Target Was...	Performance Target Was...	
1. <i>Students will be able to articulate and evaluate components of a business plan.</i>	N/A	N/A	Not Met		N/A	N/A	Met	

2. <i>Students will be able to identify and evaluate financial and accounting concepts relevant to entrepreneurs.</i>	N/A	N/A	Not Met		N/A	N/A	Met	
3. <i>Students will be able to identify and analyze “new” business opportunities and apply marketing concepts relevant to entrepreneurs.</i>	N/A	N/A	Not Met		N/A	N/A	Met	
4. <i>Students will be able to evaluate principles of management relevant to entrepreneurs.</i>	N/A	N/A	Not Met		N/A	N/A	Met	
5. <i>Students will be able to evaluate principles of ethics and government regulations relevant to entrepreneurs.</i>	N/A	N/A	Not Met		N/A	N/A	Met	

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

1. *Senior Exam.*

*Peer Group Makeup Change:*

*Description was provided on a change in the composition of our “peer” group we have selected for IACBE purposes. Specifically, for the current analysis (Su 14 thru Sp15), two of our peers did not have MFT scores (Minnesota State University Moorhead and Culver-Stockton College, MO.) In an attempt to create a peer group somewhat comparable to that of the past, Minnesota State University Mankato was added to fill out our peer group for Su14 through Sp15.*

*Results of BSU institutional performance by academic area:*

*While not part of our actual assessment plan, we also evaluate BSU’s institutional mean score on each of the nine assessment indicators provided by ETS, as a means of helping us identify any areas for improvement. The results show that BSU’s institutional mean score met or exceeded the median of the institutional means for the national and peer comparative groups in each of the following assessment areas: accounting,*

economics, management, quantitative, finance, marketing, legal and social environment, and information systems. We did not meet the median score for the national or peer comparative group in the area of international issues. As we look further into the “international issues,” we need to look at those content areas that are tested as international areas: Accounting, management, economics, finance and marketing are in the international coverage.

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results and [Appendix 4](#) 2014-2015 Closing the Loop MFT Exam Decisions

2. *Capstone Experience Rubric.*

Team Work:

Faculty will incorporate peer evaluations in their Strategy classes to assist in meeting this goal which we fell slightly short on. Goal was increased from 3.0 to 3.5 from last year so if goal is not met again next year we will review the possibility of revising our goal as it may be set too high for team work.

Closing the Loop Decision: Leave the new criteria (3.5) the same for another year. Current faculty are going to incorporate peer evaluations as one approach to improve student performance on the Team Works rubric measurements.

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

3. *Entrepreneurship/Small Business Management Emphasis Exam*

For the 2015-2016 academic year we will emphasize principles of management relevant to entrepreneurs (SLO #4) as well as continuing to focus on development of business plans (SLO #1) and identifying new opportunities and marketing those opportunities (SLO #3). As stated above the needs regarding SLOs #1 and #3 have already been addressed. For SLO #4 a curriculum review is necessary and will be completed by Michael Johnson, Rod Henry and Tom Fauchald by Wednesday November 25<sup>th</sup>, 2015. The results of this review will lead to the development of strategies to address SLO #4. These strategies will likely include additional emphasis in the form of content from textbooks and/or supplemental resources as well as the development of new assignments or exam questions that help students better understand principles of management relevant to entrepreneurs. These strategies may be implemented in the Entrepreneurship course (BUAD 4458), the Small Business Case Analysis course (BUAD 4469) or both courses depending on what the curriculum review reveals.

Effective: Spring 2016

Instructors: BuAd 4458 Entrepreneurship and BuAd 4469 Small Business Case Analysis course

Please see [Appendix 4](#) 2014-2015 Closing the Loop MFT Exam Decisions

## **Section I: Student Learning Assessment - Business Administration – International Business Emphasis**

### **Business Administration**

### **Student Learning Assessment for Business Administration – International Business Emphasis**



**General Program Intended Student Learning Outcomes (General Program ISLOs)**

1. *Graduates will attain higher learning in the field of business*

Broad-Based Student Learning Goals Associated with this Outcome: *Graduates will be prepared for entry into and advancement in business careers. Graduates will be prepared to contribute to their global and local communities.*

2. *Graduates will demonstrate information literacy*

Broad-Based Student Learning Goals Associated with this Outcome: *Graduates will be prepared for entry into and advancement in business careers.*

3. *Graduates will demonstrate ability to use practical business tools*

Broad-Based Student Learning Goals Associated with this Outcome: *Graduates will be prepared for entry into and advancement in business careers.*

4. *Graduates will demonstrate good communication skills and ability to work effectively as part of a team*

Broad-Based Student Learning Goals Associated with this Outcome: *Graduates will be prepared for entry into and advancement in business careers. Graduates will be prepared to contribute to their global and local communities.*

5. *Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment*

Broad-Based Student Learning Goals Associated with this Outcome: *Graduates will be prepared for entry into and advancement in business careers.*

**Intended Student Learning Outcomes: *Business Administration – International Business Emphasis***

1. *Students will be able to articulate the importance of international business and explain the basic concepts of international business.*

Broad-Based Student Learning Goals Associated with this Outcome: *Graduates will be prepared for entry into and advancement in business careers.*

2. *Students will be able to analyze and evaluate the formal institutions that international business – politics, laws, and economics.*

Broad-Based Student Learning Goals Associated with this Outcome: *Graduates will be prepared for entry into and advancement in business careers.*

3. *Students will be able to analyze and evaluate the role of informal institutions: cultures, ethics, and norms.*

Broad-Based Student Learning Goals Associated with this Outcome: *Graduates will be prepared for entry into and advancement in business careers.*

4. *Students will be able to construct the case for global and regional economic integration.*

Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i>	
5. <i>Students will be able to evaluate the importance of the management of global supply chains and apply the concepts.</i> Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i>	
6. <i>Students will be able to analyze and evaluate international finance and global governance, including corporate social responsibility.</i> Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers. Graduates will be prepared to contribute to their global and local communities.</i>	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
1. <i>Senior exam</i> General Program ISLOs Assessed by this Measure: 1. <i>International Business Emphasis</i> ISLOs Assessed by this Measure: none	<i>Average student performance will be at 50<sup>th</sup> percentile or above for peer institutions on MFAT. (Implementation for online students Fall 2014).</i>
2. <i>Capstone Experience Rubric</i> General Program ISLOs Assessed by this Measure: 1. 2. 3. 4. 5. <i>International Business Emphasis</i> ISLOs Assessed by this Measure: none	<i>At least 90% of the graduates will demonstrate adequate level of performance or higher on the following assessment rubrics: program level student learning outcomes section, information literacy section, the use of practical business tools section, the communication skills and effective team work section, and the ability to analyze complex business situations and ethical obligations in a realistic business environment section.</i>
3. <i>International Business Emphasis Exam</i> General Program ISLOs Assessed by this Measure: none <i>International Business Emphasis</i> ISLOs Assessed by this Measure: 1. 2. 3. 4. 5. 6.	<i>At least 60% of students taking the exam will score 60 %.( Passing score = 60%; Target passing rate = 60% will pass).</i>
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. <i>Senior survey</i> General Program ISLOs Assessed by this Measure: 1. 2. 3. 4. 5.	<i>At least 70% of each year's graduates will indicate they attained learning in the functional areas of business.</i>

<p><i>International Business Emphasis</i> ISLOs Assessed by this Measure: <i>none</i></p>	
<p>2. <i>Graduate Placement Survey</i> General Program ISLOs Assessed by this Measure: 1. <i>International Business Emphasis</i> ISLOs Assessed by this Measure: <i>none</i></p>	<p><i>At least 80% of each year's graduates will be employed in related field, or in graduates school, within 2 years.</i></p>
<p>3. <i>International Business Senior Survey</i> General Program ISLOs Assessed by this Measure: none <i>International Business Emphasis</i> ISLOs Assessed by this Measure: 1. 2. 3. 4. 5. 6.</p>	<p><i>At least 70% of students graduating with an International Business emphasis will indicate they are able to demonstrate the Student Learning Outcomes of the International Business Emphasis.</i></p>
<p><b>Assessment Results: <i>Business Administration – International Business Emphasis</i></b></p>	
<p><b>Summary of Results from Implementing Direct Measures of Student Learning:</b></p>	
<p>1. <i>Senior Exam.</i> <i>Note: The results for the MFT are the combined results of three majors, Accounting, Business Administration, and CIS. We don't have a separation of the results for the MFT by the three majors.</i></p> <p><b><u>Senior Exam Performance Target:</u></b> <i>Average student performance will be at 50<sup>th</sup> percentile or above for peer institutions on MFAT.</i></p> <p>The results for Summer 2014, Fall 2014, and Spring 2015 are combined.</p> <p><b><u>Results:</u></b> National Goal met; Peer Goal met</p> <p><u>Results SU14, F14, SP15</u> BSU Mean score = 154 (n=174) Median of the Institutional Means = 151 (n=563) Median of the Institutional Means for Peer Group = 152 (n=11) Please see <a href="#">Appendix 3</a> 2014-2015 Student Learning Outcome Results</p>	
<p>2. <i>Capstone Experience Rubric.</i></p>	

*For papers and presentations - exceeded goals. Proposed to continue with work. For team work - we didn't meet any of the goals. These results are not broken down by major.*

**Papers Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.5.

**Met our goal in every category:**

SLO#1: Goal: 90% > 3.5, Achievement: 91% > 3.5, Average score: 4.4

SLO #2: Goal: 90%> 3.5, Achievement: 98% >3.5, Average score: 4.3

SLO #3: Goal: 90%> 3.5, Achievement: 98% > 3.5, Average score: 4.3

SLO #4: Goal: 90%> 3.5, Achievement: 95% > 3.5,Average score: 4.3

SLO #5: Goal: 90%> 3.5, Achievement: 98% > 3.5, Average score > 4.4

**Presentation Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.5.

**Met our goal in every category:**

Content Knowledge: Goal: 90% > 3.5, Achievement: 97% > 3.5, Average score: 4.6

Coherence & Organization: Goal: 90%> 3.5, Achievement: 100% >3.5, Average score: 4.3

Speaking Skills: Goal: 90%> 3.5, Achievement: 97% > 3.5, Average score: 4.4

Use of Visual Aids: Goal: 90%> 3.5, Achievement: 100% > 3.5,Average score: 4.3

Professionalism: Goal: 90%> 3.5, Achievement: 100% > 3.5,Average score : 4.0

**Team Work Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.5.

**Short of goal in all categories:**

Effectively Communicate Goal: 90% > 3.5, Achievement: 88% > 3.5, Average score: 4.0

Interpersonal Skills -Team Work Goal: 90% > 3.5, Achievement: 88% > 3.5, Average score: 4.5

Leadership Skills -Team Work Goal: 90%> 3.5, Achievement: 84% > 3.5, Average score: 4.0

Personal Attitude Goal: 90%> 3.5, Achievement: 88% > 3.5, Average score: 4.0

Good Communication Goal: 90% > 3.5, Achievement: 87% > 3.5, Average score: 4.1

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

3. *International Business Emphasis Exam*

100% of students taking the exam scored 60% or higher (n=3)

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. **Graduating Senior Survey results: (Summer 2014, Fall 2014, Spring 2015)**

Respondents: 134

Percentage of graduates who agree (strongly, moderately, or somewhat on a 6-point scale) with the following statement:

As a graduating senior in Business Administration, I am able to demonstrate an understanding of the following functional areas:

Accounting: 92.5  
Economics: 87.3  
Management: 97.8  
Marketing: 97.0  
Legal Environment: 84.3  
Finance: 85.8  
Quantitative/Statistical: 77.6  
Operations Management: 91.0  
International/Global: **65.7**  
Ethics: 94.0

Percentage of graduates who agree with the following statement:

As a graduating senior in Business Administration, I am able to process facts into information upon which to base informed decisions: 95.5.

Percentage of graduates who agree with the following statement:

As a graduating senior in Business Administration, I am able to use:

Internet: 99.3  
Word processing: 97.8  
Spreadsheets: 97.8  
Presentation software: 97.8  
Database management software: 85.8

Percentage of graduates who agree with the following statements:

As a graduating senior in Business Administration, I am able to:

Communicate effectively using written skills 99.3

Communicate effectively using verbal skills 98.5

Work effectively as part of a team: 99.3

Percentage of graduates who agree with the following statements:

As a graduating senior in Business Administration, I am able to:

Analyze complex business situations and ethical obligations in a realistic business environment: 94.0.

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

2. *Graduate Placement Survey*

*The performance objectives (targets/criteria) for both department is that: at least 80% of each year's graduates will be employed in related field, or in graduate school, within 2 years. For the year 2013, Business Administration had 80.51% of their graduates in related employment of continuing education. As noted in previous summaries, this information is a year behind the annual report submission.*

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

3. **International Business Senior Survey results: (Summer 2014, Spring 2015)**

Respondents: 3.

Percentage of graduates who indicate their ability is somewhat good, good, or very good with regard to the following International Business SLOs:

Articulate the importance of international business: 100%

Explain the basic concepts of international business: 100%

Analyze and evaluate the political institutions of international business: 100%

Analyze and evaluate the legal institutions of international business: 100%

Analyze and evaluate the economic institutions of international business: 100%

Analyze and evaluate the roles of cultures, ethics, and norms in international business: 100%

Construct the case for global and regional economic integration: 100%

Evaluate the importance of the management of global supply chains and apply the concepts: 100%

Analyze and evaluate international finance: 100%

Analyze and evaluate global governance: 100%

Analyze and evaluate issues of corporate social responsibility: 100%

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	Senior Exam	Capstone Experience Rubric	International Business Emphasis Exam		Senior Survey	Graduate Placement Survey	International Senior Survey	
	Performance Target Was...	Performance Target Was...	Performance Target Was...		Performance Target Was...	Performance Target Was...	Performance Target Was...	
1. <i>Graduates will attain higher learning in the field of business</i>	Met	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	Met	N/A	
2. <i>Graduates will demonstrate information literacy</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
3. <i>Graduates will demonstrate ability to use practical business tools</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	

5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
<b>Intended Student Learning Outcomes: International Business Emphasis</b>	<i>Senior Exam</i>	<i>Capstone Experience Rubric</i>	<i>International Business Emphasis Exam</i>		<i>Senior Survey</i>	<i>Graduate Placement Survey</i>	<i>International Senior Survey</i>	
	Performance Target Was...	Performance Target Was...	Performance Target Was...		Performance Target Was...	Performance Target Was...	Performance Target Was...	
1. <i>Students will be able to articulate the importance of international business and explain the basic concepts of international business.</i>	N/A	N/A	Met		N/A	N/A	Met	
2. <i>Students will be able to analyze and evaluate the formal institutions that international business – politics, laws, and economics.</i>	N/A	N/A	Met		N/A	N/A	Met	
3. <i>Students will be able to analyze and evaluate the role of informal institutions: cultures, ethics, and norms.</i>	N/A	N/A	Met		N/A	N/A	Met	
4. <i>Students will be able to construct the case for global and regional economic integration.</i>	N/A	N/A	Met		N/A	N/A	Met	



5. <i>Students will be able to evaluate the importance of the management of global supply chains and apply the concepts.</i>	N/A	N/A	Met		N/A	N/A	Met	
6. <i>Students will be able to analyze and evaluate international finance and global governance, including corporate social responsibility.</i>	N/A	N/A	Met		N/A	N/A	Met	

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

- Senior Exam.*

*Peer Group Makeup Change:*  
*Description was provided on a change in the composition of our “peer” group we have selected for IACBE purposes. Specifically, for the current analysis (Su 14 thru Sp15), two of our peers did not have MFT scores (Minnesota State University Moorhead and Culver-Stockton College, MO.) In an attempt to create a peer group somewhat comparable to that of the past, Minnesota State University Mankato was added to fill out our peer group for Su14 through Sp15.*

*Results of BSU institutional performance by academic area:*  
*While not part of our actual assessment plan, we also evaluate BSU’s institutional mean score on each of the nine assessment indicators provided by ETS, as a means of helping us identify any areas for improvement. The results show that BSU’s institutional mean score met or exceeded the median of the institutional means for the national and peer comparative groups in each of the following assessment areas: accounting, economics, management, quantitative, finance, marketing, legal and social environment, and information systems. We did not meet the median score for the national or peer comparative group in the area of international issues. As we look further into the “international issues,” we need to look at those content areas that are tested as international areas: Accounting, management, economics, finance and marketing are in the international coverage.*  
Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results and [Appendix 4](#) 2014-2015 Closing the Loop MFT Exam Decisions
- Capstone Experience Rubric.*

*Team Work:*

*Faculty will incorporate peer evaluations in their Strategy classes to assist in meeting this goal which we fell slightly short on. Goal was increased from 3.0 to 3.5 from last year so if goal is not met again next year we will review the possibility of revising our goal as it may be set too high for team work.*

*Closing the Loop Decision: Leave the new criteria (3.5) the same for another year. Current faculty are going to incorporate peer evaluations as one approach to improve student performance on the Team Works rubric measurements.*

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

3. *Senior Survey International/Global – components were across the different areas of emphasis.*

*Finance:*

*Incorporate the International Finance chapter in BUAD 3771, to include learning objectives, content delivery, and examinations.*

*Who: Teachers of 3771*

*When: Continuation of what we implemented Spring 2014*

*Management:*

*International Cross Cultural Management: An additional review will be presented in class on international cross cultural management*

*Who: Teachers of BUAD 3351*

*When: Continuation of what we implemented in Spring 2015*

*Economics:*

*Stress the importance of monetary and fiscal policy, and the basics of exchange rates, through learning objectives, content delivery, and examinations, in Econ 2100.*

*Who: Teachers of Econ 2100*

*When: continuation of what we implemented in Spring 2015*

*Accounting:*

*IFRS – include in Accounting 1102*

**Marketing:**

*BUAD 3361 Marketing covers International Marketing in Chapter 8 Global Marketing.*

*The Student Learning Objectives for International Marketing are as follows:*

- 1. Describe the components of a country market assessment*
- 2. Understand the marketing opportunities in BRIC Countries.*
- 3. Identify the various market entry strategies.*
- 4. Highlight the similarities and differences between a domestic marketing strategy and a global market strategy.*

*Closing the Loop Strategies on International Marketing: Students will read the chapter, listen and participate in an instructor led discussion during class time. Students will be assessed on International Marketing by participating in a homework assignment. The homework assignment is a group presentation on International Marketing where students will present their findings to their peers in groups of 4-6 students during class time.*

*Who: Instructors of BUAD 3361*

*When: Beginning Spring 2016*

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results and [Appendix 4](#) 2014-2015 Closing the Loop MFT Exam Decisions

**Section I: Student Learning Assessment - Computer Information Systems Major**

**Computer Information Systems**

**Student Learning Assessment for Computer Information Systems**

**General Program Intended Student Learning Outcomes (General Program ISLOs)**

- 1. Graduates will attain higher learning in the field of business*

*Broad-Based Student Learning Goals Associated with this Outcome: Graduates will be prepared for entry into and advancement in business careers. Graduates will be prepared to contribute to their global and local communities.*

<p>2. <i>Graduates will demonstrate information literacy</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>	
<p>3. <i>Graduates will demonstrate ability to use practical business tools</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>	
<p>4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers. Graduates will be prepared to contribute to their global and local communities.</i></p>	
<p>5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>	
<b>Intended Student Learning Outcomes: Computer Information Systems</b>	
<p>1. <i>Students will be able to analyze information systems solutions professionally and ethically.</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers. Graduates will be prepared to contribute to their global and local communities.</i></p>	
<p>2. <i>Students will be able to evaluate the management of data through computer technology.</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>	
<p>3. <i>Students will be able to apply information systems (IS) solutions within industry settings.</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>	
<p>4. <i>Students will be able to apply algorithmically multiple problem solving techniques.</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>	
<p>5. <i>Students will be able to develop software in at least one higher-level programming language using an object-oriented approach.</i>  Broad-Based Student Learning Goals Associated with this Outcome: <i>Graduates will be prepared for entry into and advancement in business careers.</i></p>	
<b>Assessment Instruments for Intended Student Learning Outcomes—  Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>

<p>1. <i>Senior exam</i></p> <p>General Program ISLOs Assessed by this Measure: 1.</p> <p><i>Computer Information Systems Major</i> ISLOs Assessed by this Measure: none</p>	<p><i>Average student performance will be at 50<sup>th</sup> percentile or above for peer institutions on MFAT. (Implementation for online students Fall 2014).</i></p>
<p>2. <i>Capstone Experience Rubric</i></p> <p>General Program ISLOs Assessed by this Measure: 1. 2. 3. 4. 5.</p> <p><i>Computer Information Systems Major</i> ISLOs Assessed by this Measure: none</p>	<p><i>At least 90% of the graduates will demonstrate adequate level of performance or higher on the following assessment rubrics: program level student learning outcomes section, information literacy section, the use of practical business tools section, the communication skills and effective team work section, and the ability to analyze complex business situations and ethical obligations in a realistic business environment section.</i></p>
<p>3. <i>Computer Information Systems Major Emphasis Exam</i></p> <p>General Program ISLOs Assessed by this Measure: none</p> <p><i>Computer Information Systems Major</i> ISLOs Assessed by this Measure: 1. 2. 3. 4. 5.</p>	<p><i>At least 60% of students taking the exam will score at least 60% or higher. (Passing score = 60%; Target passing rate = 60% will pass)</i></p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>
<p>1. <i>Senior survey</i></p> <p>General Program ISLOs Assessed by this Measure: 1. 2. 3. 4. 5.</p> <p><i>Computer Information Systems Major</i> ISLOs Assessed by this Measure: none</p>	<p><i>At least 70% of each year's graduates will indicate they attained learning in the functional areas of business.</i></p>
<p>2. <i>Graduate Placement Survey</i></p> <p>General Program ISLOs Assessed by this Measure: 1.</p> <p><i>Computer Information Systems Major</i> ISLOs Assessed by this Measure: none</p>	<p><i>At least 80% of each year's graduates will be employed in related field, or in graduates school, within 2 years.</i></p>
<p>3. <i>Computer Information Systems Major Senior Survey</i></p> <p>General Program ISLOs Assessed by this Measure: none</p> <p><i>Computer Information Systems Major</i> ISLOs Assessed by this Measure: 1. 2. 3. 4. 5.</p>	<p><i>At least 70% of students graduating with a Computer Information Systems Major will indicate they are able to demonstrate the Student Learning Outcomes of the Computer Information Systems Major.</i></p>

**Assessment Results: Computer Information Systems Major**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. *Senior Exam.*

*Note: The results for the MFT are the combined results of three majors, Accounting, Business Administration, and CIS. We don't have a separation of the results for the MFT by the three majors.*

**Senior Exam Performance Target:**

*Average student performance will be at 50<sup>th</sup> percentile or above for peer institutions on MFAT.*

The results for Summer 2014, Fall 2014, and Spring 2015 are combined.

**Results:** National Goal met; Peer Goal met

**Results SU14, F14, SP15**

BSU Mean score = 154 (n=174)

Median of the Institutional Means = 151 (n=563)

Median of the Institutional Means for Peer Group = 152 (n=11)

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

2. *Capstone Experience Rubric.*

*For papers and presentations - exceeded goals. Proposed to continue with work. For team work - we didn't meet any of the goals. These results are not broken down by major.*

**Papers Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.5.

**Met our goal in every category:**

SLO#1: Goal: 90% > 3.5, Achievement: 91% > 3.5, Average score: 4.4

SLO #2: Goal: 90%> 3.5, Achievement: 98% >3.5, Average score: 4.3

SLO #3: Goal: 90%> 3.5, Achievement: 98% > 3.5, Average score: 4.3

SLO #4: Goal: 90%> 3.5, Achievement: 95% > 3.5, Average score: 4.3

SLO #5: Goal: 90%> 3.5, Achievement: 98% > 3.5, Average score > 4.4

**Presentation Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.5.

**Met our goal in every category:**

Content Knowledge: Goal: 90% > 3.5, Achievement: 97% > 3.5, Average score: 4.6

Coherence & Organization: Goal: 90%> 3.5, Achievement: 100%>3.5, Average score: 4.3

Speaking Skills: Goal: 90%> 3.5, Achievement: 97% > 3.5, Average score: 4.4

Use of Visual Aids: Goal: 90%> 3.5, Achievement: 100% > 3.5,Average score: 4.3

Professionalism: Goal: 90%> 3.5, Achievement: 100% > 3.5,Average score : 4.0

**Team Work Category:**

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of

> 3.5.

**Short of goal in all categories:**

Effectively Communicate Goal: 90% > 3.5, Achievement: 88% > 3.5, Average score: 4.0

Interpersonal Skills -Team Work Goal: 90% > 3.5, Achievement: 88% > 3.5, Average score: 4.5

Leadership Skills -Team Work Goal: 90%> 3.5, Achievement: 84% > 3.5, Average score: 4.0

Personal Attitude Goal: 90%> 3.5, Achievement: 88% > 3.5, Average score: 4.0

Good Communication Goal: 90%> 3.5, Achievement: 87%>3.5, Average score: 4.1

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

3. *Computer Information Systems Major Emphasis Exam*

50% of the students scored at least 60% or higher (n=4)\*

\*Two students were CIS graduates who volunteered.

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. **Graduating Senior Survey results: (Summer 2014, Fall 2014, Spring 2015)**

Respondents: 134

Percentage of graduates who agree (strongly, moderately, or somewhat on a 6-point scale) with the following statement:

As a graduating senior in Business Administration, I am able to demonstrate an understanding of the following functional areas:

Accounting: 92.5  
Economics: 87.3  
Management: 97.8  
Marketing: 97.0  
Legal Environment: 84.3  
Finance: 85.8  
Quantitative/Statistical: 77.6  
Operations Management: 91.0  
International/Global: **65.7**  
Ethics: 94.0

Percentage of graduates who agree with the following statement:

As a graduating senior in Business Administration, I am able to process facts into information upon which to base informed decisions: 95.5.

Percentage of graduates who agree with the following statement:

As a graduating senior in Business Administration, I am able to use:  
Internet: 99.3  
Word processing: 97.8  
Spreadsheets: 97.8  
Presentation software: 97.8  
Database management software: 85.8

Percentage of graduates who agree with the following statements:

As a graduating senior in Business Administration, I am able to:  
Communicate effectively using written skills 99.3  
Communicate effectively using verbal skills 98.5  
Work effectively as part of a team: 99.3

Percentage of graduates who agree with the following statements:

As a graduating senior in Business Administration, I am able to:  
Analyze complex business situations and ethical obligations in a realistic business environment: 94.0.

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results



2. *Graduate Placement Survey*

For the year 2013, Computer Information Systems has 100% of their graduates in related employment or continuing education. This information is a year behind the annual report submission. Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

3. **CIS Senior Survey results: (Summer 2014, Fall 2014, Spring 2015)**

Respondents: 3

Percentage of graduates who indicate their ability is somewhat good, good, or very good with regard to the following CIS SLOs:

Analyze information systems solutions professionally and ethically: 100%

Evaluate the management of data through computer technology: 100%

Apply information systems (IS) solutions within industry settings: 66.7%

Apply algorithmically multiple problem solving techniques: 100%

Develop software in at least one higher-level programming language using an object-oriented approach: 100%

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	<i>Senior Exam</i>	<i>Capstone Experience Rubric</i>	<i>CIS Emphasis Exam</i>		<i>CIS Senior Survey</i>	<i>Graduate Placement Survey</i>	<i>CIS Senior Survey</i>	
	Performance Target Was...	Performance Target Was...	Performance Target Was...		Performance Target Was...	Performance Target Was...	Performance Target Was...	
1. <i>Graduates will attain higher learning in the field of business</i>	Met	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	Met	N/A	
2. <i>Graduates will demonstrate information literacy</i>	N/A	Papers and presentations Met; Team	N/A		Met except for International/Global	N/A	N/A	

		Work Not Met						
3. <i>Graduates will demonstrate ability to use practical business tools</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment</i>	N/A	Papers and presentations Met; Team Work Not Met	N/A		Met except for International/Global	N/A	N/A	
<b>Intended Student Learning Outcomes: Computer Information Systems Major</b>	<i>Senior Exam</i>	<i>Capstone Experience Rubric</i>	<i>CIS Emphasis Exam</i>		<i>Senior Survey</i>	<i>Graduate Placement Survey</i>	<i>CIS Senior Survey</i>	
	Performance Target Was...	Performance Target Was...	Performance Target Was...		Performance Target Was...	Performance Target Was...	Performance Target Was...	
1. <i>Students will be able to analyze information systems solutions professionally and ethically.</i>	N/A	N/A	Not Met		N/A	N/A	Met	
2. <i>Students will be able to evaluate the management of data through computer technology.</i>	N/A	N/A	Not Met		N/A	N/A	Met	

3. Students will be able to apply information systems (IS) solutions within industry settings.	N/A	N/A	Not Met		N/A	N/A	Not Met	
4. Students will be able to apply algorithmically multiple problem solving techniques.	N/A	N/A	Not Met		N/A	N/A	Met	
5. Students will be able to develop software in at least one higher-level programming language using an object-oriented approach.	N/A	N/A	Not Met		N/A	N/A	Met	

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

1. Senior Exam.

*Peer Group Makeup Change:*

*Description was provided on a change in the composition of our "peer" group we have selected for IACBE purposes. Specifically, for the current analysis (Su 14 thru Sp15), two of our peers did not have MFT scores (Minnesota State University Moorhead and Culver-Stockton College, MO.) In an attempt to create a peer group somewhat comparable to that of the past, Minnesota State University Mankato was added to fill out our peer group for Su14 through Sp15.*

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*While not part of our actual assessment plan, we also evaluate BSU's institutional mean score on each of the nine assessment indicators provided by ETS, as a means of helping us identify any areas for improvement. The results show that BSU's institutional mean score met or exceeded the median of the institutional means for the national and peer comparative groups in each of the following assessment areas: accounting, economics, management, quantitative, finance, marketing, legal and social environment, and information systems. We did not meet the median score for the national or peer comparative group in the area of international issues. As we look further into the "international issues," we need to look at those content areas that are tested as international areas: Accounting, management, economics, finance and marketing are in the international coverage.*

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results and [Appendix 4](#) 2014-2015 Closing the Loop MFT Exam Decisions

2. Capstone Experience Rubric.

Team Work:

Faculty will incorporate peer evaluations in their Strategy classes to assist in meeting this goal which we fell slightly short on. Goal was increased from 3.0 to 3.5 from last year so if goal is not met again next year we will review the possibility of revising our goal as it may be set too high for team work.

Closing the Loop Decision: Leave the new criteria (3.5) the same for another year. Current faculty are going to incorporate peer evaluations as one approach to improve student performance on the Team Works rubric measurements.

Please see [Appendix 3](#) 2014-2015 Student Learning Outcome Results

3. *CIS Emphasis Exam and Senior Survey.*

The 2012-2013 implemented adjustments resulted in Information Systems meeting the national median goal prescribed in the assessment plan. Therefore, we will, again, continue with those adjustments in place for the following year.

Additionally, the following new adjustments will be implemented for 2015-2016 to further strengthen the curriculum based upon specific content area results.

Information Systems, Information Technology Concepts, Hardware Technology

*BuAd 2280 Computer Business Applications course adjustments:*

*Increase Hardware Technology coverage;*

*Increase System Software and Applications Software coverage.*

*(Professors Kari Wood and Halbana Tarmizi)*

*BuAd 3381 Management Information Systems course adjustments:*

*Add Hardware Technology coverage;*

*Narrow Network project focus;*

*Add Network Technology content to exam.*

*(Professor Douglas Leif)*

*Finally, a couple exam questions were changed, and the exam key corrected, effective for Fall 2015 CIS exam.*

*Other items effective: Spring 2016*

*Instructors: BuAd 2280 and BuAd 3381*

Please see [Appendix 4](#) 2014-2015 Closing the Loop MFT Exam Decisions