



Public Disclosure of Student Learning Form

Institution:	<u>Albertus Magnus College</u>
Academic Business Unit:	<u>Undergraduate Business Administration & Management (SEGP/ADP & Day programs), New Dimensions ASBM, BSBM, & MBA and SEPG MBA</u>
Academic Year:	<u>2013-14</u>

Outcomes Assessment Results

For Academic Year: 2013-2014

Section I: Student Learning Assessment

Student Learning Assessment for <i>ASBM, New Dimensions Program</i>	
Intended Student Learning Outcomes for <i>ASBM</i> :	
1. <i>Demonstrate specific skills in teamwork, collaborative writing, scientific method</i>	
2. <i>Demonstrate knowledge of Management Principles, Economics, Organizational Management, Financial Management; apply learning from various general education disciplines and ASBM business and economics courses to foundational strategic management topics</i>	
3. <i>Demonstrate the ability to meet College benchmarks in core skills including: Reading Comprehension, Written and Oral Communication, Information Literacy, and Critical Thinking, including interpretation, analysis, evaluation, and reflection</i>	
4. <i>Demonstrate the capacity for creative thinking</i>	
5. <i>Demonstrate an ability to articulate essential ethical questions and define moral decision-making at the individual, business, and societal level</i>	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>ETS Proficiency Profile Test (PP) administered in the capstone course of the ASBM program</i>	<i>Each cohort will reach an overall score at or above the ETS PP national average for each content area</i>
2. <i>Capstone course project</i>	<i>100% of students will achieve a grade of 75% in the capstone course</i>
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:

<i>Online Course Evaluations</i>	<i>On a scale of 1-5, where 1=N/A, 2=poor, 3=fair, 4=good, and 5=excellent, with three categories (Curriculum, Instructor, and Learning Team), scores for each course in the ASBM will average a minimum of 3.00 for each category</i>	
2. <i>Instructor End-of-Course Surveys</i>	<i>Instructors wrote short written responses to the following categories for each course taught: Liked Best / Like Least / Course Materials / Ideas for assignments / Additional Comments. Performance Targets/Criteria have not been set</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>For all categories, Albertus ASBM students' scores are slightly below the national norm (438 / 427)</i>		x
2. <i>All 47 undergraduate business students in the Business Case Studies courses for the 2013-2014 academic year received a passing grade of 75% for the capstone assignment and for the course. 100% of students received a grade of 80% or higher, 96% of students received a grade of 84% or better, and 87% of students received a grade of 87% or higher</i>	x	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>The Online Course Evaluations for the 2013-2014 academic year, on a scale of 1-5, averaged above 4.0 for each of the targeted areas, with the category of Instructor ranking highest (an average of 4.4), followed by Curriculum (averaging just under 4.4) and then Learning Teams (which averaged just under 4.1). The overall evaluation for the New Dimensions program was just over 4.1, with Business Management and Administration courses evaluated at 3.9</i>	x	
2. <i>The Instructor End-of-Course Survey responses have not been normed and are not quantitative. Therefore, any evaluation is of necessity subjective. Overall, of 38 instructor responses (out of 98 total instructors for courses in the</i>		

<p><i>ASBM in 2013-2014), 13 were positive or very positive about the textbook while 5 expressed concerns; 4 were positive about course assignments, while 3 expressed concerns; 5 were positive about course content, while three expressed concern about the content (two saying the material was too difficult for some of the students in the cohort). Additionally, 3 instructors stated concerns about the five week length of the courses as being too short,</i></p>		
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met: (#1 addresses Performance Target 1, which was not met; #2 addresses Performance Target 2, which was met)</p>		
<p>1. <i>The ETS PP Test has indicated over the past decade consistent scores in all discipline areas. These scores have been for the most part quite near but generally not exceeding the national norms. The consistency of these scores indicates program stability, but the inability to exceed national norms indicates a need to look carefully at specific course objectives and assessments. The College will undergo a program review of targeted Learner Guides in the ASBM, focusing on course objectives, learning outcomes, and assessment.</i></p> <p><i>Additionally, a course in accounting (BE 161A) has now been fully incorporated into the ASBM curriculum. An evaluation will be done on how the mathematics course (MA 105A) helps prepare students for BE 161A. The College has increased its mathematics and writing tutoring programs by extending hours into the weekday evenings, which should benefit ASBM students.</i></p> <p><i>Lastly, the New Dimensions program will shift the administration of the ETS PP from the ASBM to the BSBM in the upcoming academic year. In its place, the ETS MFT (Major Field Test) in Business for Associate Degree Programs will be utilized in the ASBM.</i></p>		
<p>2. <i>The information available in the Instructor End-of-Course Survey responses are anecdotal but do come from teachers who have just completed teaching a course. However, if the survey itself were adjusted to include quantitative data as well as the written responses, it could prove to be effective in indirectly assessing course effectiveness and student learning. Therefore, future surveys will need to include a normative scale for the areas of learning objectives, curriculum, student engagement, textbook and other assigned readings, and overall course effectiveness. The first phase of this will be instituted in the fall of 2014. The following question will be added to all End-of-Course Surveys: "Did the course meet the intended learning objectives?" All learning objectives from each course will be listed with a scale of 1-5 for each (1=not at all, 2=occasionally, 3=sometimes, 4=often, 5=always).</i></p>		
<p>3. <i>(Course of Action 3)</i></p>		
<p>4. <i>(Course of Action 4)</i></p>		

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for <i>Undergraduate BS Degree ADP & Day Program</i>	
Intended Student Learning Outcomes for: <i>Undergraduate BS degree ADP and Day Program</i>	
1 .	Exhibit basic competencies in interpersonal skills, oral and written communication, leadership, and teamwork appropriate for the business world.
2 .	Acquire and apply basic knowledge in the student's chosen field.
3 .	Integrate the functional components of business into a workable whole.
4 .	Illustrate the ability to apply critical thinking and reasoning skills and to utilize effective problem solving techniques.
5 .	Demonstrate an awareness and appreciation for cultural, ethical, and responsible behaviors in a global world
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	.
1 Comprehensive Business Exam (CBE)) .	Each student will score a minimum of 66% (Basic Proficiency) in three or more of the eight examination domains .
2 Capstone BE 391 course Presentation and Paper .	Seniors will score of 5.1 (85%) or better (out of a score of 1-6) for their capstone project written presentation (a-e of the rubric) and oral paper (f-j of the rubric).
Assessment Tools for Intended Student Learning Outcomes—	Performance Targets/Criteria for Indirect Measures:

Indirect Measures of Student Learning:			
1 Student Satisfaction Survey .	Business students will rate each area at 4.00 or better using a 5 point scale; (1=strongly disagree to 5=Strongly Agree).		
2 End of Course Evaluation Survey .	Scores of 4.00 or above for each category using a 5.00 point scale.		
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1 Seventy six students completed the online Comprehensive Business Exam (CBE). Of the 76 students, 61.1% (14/23) Day students met the target; 50.1% (27/53) ADP students met the target; 54% (41/76) of all undergraduate senior business students met the target.			X
2 Of the 78 graduating seniors completing the BE 391 capstone course case presentation and paper, the average score met the target of 5.10 or higher for each evaluation criteria. ADP students (53) scored an average of 5.10 or higher for each evaluation criterion. Day students (25) met the criteria in five of the areas. The average score was 4.73/6.00 in <i>Analysis of Data</i> ; 4.68/6.00 in <i>Formulation of Recommendation</i> ; and 4.84/6.00 in <i>Critical Thinking</i> .		X	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1 The average for all students is 4.1, which exceeds the target score of 4.0. On an individual objective level, student perceptions are that the College meets the target on all but one objective. The Student Satisfaction Survey averaged 3.8 for Day business students - just below target and the ADP business students exceed this target at 4.2		X	
2 The Business Department met the target set for End of Course Evaluation Survey .		X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1 For Direct Measure #1: . <ul style="list-style-type: none">Assure the content material of the domain is being covered in classes. The department chair will continue to send a list of objectives for the eight domains of the CBE to instructors. Each instructor will incorporate these learning objectives into their courses.Continue to assess individual student scores in relationship to their major/concentration.Analyze domains to determine the specific areas of student difficulty.Provide a student incentive of one point to final BE 391 course grade for each domain score at or above target.			

	<ul style="list-style-type: none"> Individual student test scores will be evaluated by faculty to correlate with student's major.
2	<p>For Direct Measure #2: Although the overall target was met, faculty agreed to:</p> <ul style="list-style-type: none"> Introduce mini case studies in business classes throughout the curriculum. Continue to require that students take selected written papers to the writing center for review and feedback from peer writing associates.
3	<p>For Indirect Measure #1: Although target was met, the department will:</p> <ul style="list-style-type: none"> Review survey questions to ensure that the terms being used are familiar to students Rewrite the questions so that they more clearly align with stated program objectives Standardize course objectives for each course based on CBE domain objectives to increase consistency among instructors Review course offerings and related objectives for courses that are designed to meet Objective #2 Develop strategies to increase student response rates on the survey
4	<p>For Indirect Measure #2: The target was met ,which suggests that students agree that business courses and faculty are effective. In addition, they perceived that they had developed the ability to use decision support tools and to apply business knowledge in an integrated manner. Faculty recommendations as a result of these findings are:</p> <ul style="list-style-type: none"> To ensure that End of Course Evaluations are being reviewed by program directors and that director's are responsive to student ratings and comments. To develop strategies to increase student response rates on the survey To ensure that adjunct faculty are aware of the end of course student evaluations and have access to the survey at the end of every course they teach.

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

Operational Assessment for Undergraduate Business BS Degree ADP & Day Programs

Mission of the Undergraduate Business BS Degree ADP & Day Program:		
The mission of the Department of Business Administration and Management is to build upon the liberal arts focus of the College and to provide a base of knowledge and experiences that will enable our graduates to become business leaders, capable of making sound and ethical business decisions in a continuously changing environment.		
Intended Operational Outcomes:		
1. Educational technology resources and support will be provided for all business faculty and students to provide appropriate and timely transition to new technology and updates. This includes the eLearning platform, Google email, ePortfolio ,etc.		
2. Create a business advisory board which will be instrumental in assessing and aligning local business interests, student needs, and the learning outcomes of the department.		
3. Obtain appropriate faculty and administrative support for desired operational effectiveness.		
4. Business courses will be evaluated by students in that course followed by an evaluation by department chairs, directors, and the faculty member to discuss the results for needed continuous teaching improvement and effectiveness.		
Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:	
1. Continual review of available technology and support	Assessment and discussions at monthly department meetings	
2. Business advisory board	In place by Spring 2015 and scheduled meetings two times a year	
3. Full time faculty and administrative support for department	Annual needs assessment indicating required faculty and support needs and desired operational effectiveness	
4. Review of online course evaluation for teaching effectiveness	Review results of all course surveys and work with faculty on a continual basis for teaching effectiveness.	
Summary of Results from Implementing Operational Assessment Measures:	Performance Target Was...	
	Met	Not Met
1. All business courses and faculty met our goal of utilize the eLearning format. New and adjunct faculty have continual access to the multiple sources including the newly hired Institutional Technology Specialists and other technology staff support. Monthly training programs are offered by ITS	X	

2. Faculty agreed to have an advisory board. Plans for implementation is underway	X	
1. A full time faculty for the Day/ADP program resigned and the end of the spring 2014 semester. Approval for two full-time faculty members and the hiring process assure new faculty is in place for fall 2014. Program review and needs assessment are currently taking place for faculty and administrative support for department	X	
2. All courses taught by full time and adjunct faculty are reviewed.	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Faculty and department chairs continue to work with the ITS department to enrich our academic programs with the enhancement of technology. ITS continues to train and update faculty on latest technology for course enrichment. The new Flex courses and Quality Matters format will be implemented with the assistance of our IT specialists.		
2. Faculty will continue to request administrative support especially in light of the current curriculum review of majors, concentrations, and courses.		
4. While evaluations met the performance targets, faculty, course content, and delivery will continue to be monitored. Best practices and faculty forums will continue to enhance our course development and teaching methods. The <i>Quality Matters</i> initiative will be implemented		

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for <i>BSBM-New Dimensions (Cohort based format)</i>		
Intended Student Learning Outcomes for <i>(Program 1)</i> :		
1. <i>Demonstrate Business Writing skills</i>		
2. <i>Demonstrate Business Presentation skills</i>		
3. <i>Demonstrate Knowledge in a variety of Business Subjects</i>		
4. <i>Demonstrate Scientific (Critical) Thinking Skills</i>		
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. <i>ETS Business Test</i>	<i>Score above national norms/Knowledge of Business Subject Areas</i>	
2. <i>BE396/BE397 Capstone Course</i>	<i>Over 95 % of students pass the course/Writing Skills, Presentation Skills, Scientific Thinking demonstrated</i>	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>End-of-course Survey of Faculty</i>	<i>At least 80% of respondents report that the course meets stated objectives?</i>	
2. <i>End-of-Course Survey of Students</i>	<i>Average "4" on a 5-point scale/Course objectives met?</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met

1. <i>BSBM-ND Student Results are favorable when compared to other programs and national norms</i>		x
2. <i>Over 95 % of students pass the BE396/397 capstone course with a score of C- (73) or higher. Writing Skills, Presentation Skills, and Scientific Thinking are demonstrated in this course.</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>On End-of-course faculty surveys, at least 80% of respondents report that the course meets stated objectives.</i>	X	
2. <i>On anonymous End-of-course student surveys, at least 80% of respondents report that the course meets stated objectives.</i>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Knowledge of Business Areas—As in previous years, the ND-BSBM ETS overall scores fall slightly below national norms for all subject areas. Student scores improved in the areas of Management, Marketing, and Legal over the 2013 scores. There was a slight decline in scores for 2014 in the areas of quantitative analysis, accounting, economics, and information systems. Courses in the ND-BSBM curriculum are being analyzed and evaluated with the ADP-BSBM courses. Drawing the best aspects from each during the course rewrite process should provide learning gains for the students.		
2. We will shift from the ETS exams to the CBE exams with all new cohorts from this point on. This shift will enable us to make better comparisons to the ADP program, which uses the CBE exams as an assessment tool.		

Outcomes Assessment Results

For Academic Year: 2013 -2014

Section I: Student Learning Assessment

Student Learning Assessment for <i>MBA Program – New Dimensions (Cohort based Format) and ADP (Modular Based Format)</i>	
Intended Student Learning Outcomes for <i>Division of Professional and Graduate Studies MBA Program</i> :	
1. <i>Demonstrate skills in quantitative analysis, decision-making, teamwork, leadership, scientific method, information literacy, statistical analysis and problem solving.</i>	
2. <i>Demonstrate knowledge of accounting, business law, marketing, organizational behavior, economics, financial management, business ethics, information systems, human resources, management principles, international/global business, quantitative management and entrepreneurship.</i>	
3. <i>Demonstrate critical and strategic thinking skills through evaluating research methods, conducting research, and analyzing and interpreting research results.</i>	
4. <i>Demonstrate the ability to present ideas logically and persuasively, and demonstrate the capacity for informed moral decision-making in the business environment.</i>	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>ETS MBA test is administered to all ND students at the conclusion of the program. This assessment was administered to Cohort based students during this academic year.</i>	<i>Students score at or above the national norm score on the overall portion of the test and in the field components.</i>
2. <i>Comprehensive business plan - Students are required to complete a capstone project that includes the development of a Comprehensive Business Plan. Both Cohort and ADP students completed this assessment. At the beginning of the academic year ADP students were transitioned over from a portfolio to the comprehensive business plan.</i>	<i>The performance target set for each student is to attain a good (3) or exemplary (4) score based on the capstone rubric for the final project and presentation.</i>

3. <i>Portfolio - At the beginning of the academic year, students had the option to submit a Portfolio that includes work completed throughout the program and demonstrates how they met the Learning Outcomes specified above or complete a comprehensive business plan. At the midpoint of the academic year, all students were transitioned out of the portfolio option and into the completion of a business plan (noted above). Students in both delivery modes are now required to complete the business plan.</i>	<i>Each student should achieve a 3.5 or higher in the Stage Two submission.</i>	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Student Online Course Evaluations</i>	<i>On a scale of 1-5, where 1=N/A, 2=poor, 3=fair, 4=good, and 5=excellent, with three categories (Curriculum, Instructor, and Learning Team), scores for each course in the MBA will average a minimum of 4.00 for each category.</i>	
2. <i>End-of-course Survey of Faculty</i>	<i>At least 80% of faculty respondents report that the course meets expectations relative to objectives, design, content and the development of writing and oral presentation skills.</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Overall ETS scores for academic year 2013 – 2043 students showed a slight increase in scores in most all categories over the previous year, however scores were still below national norms. Of particular note was that students scored relatively low in the finance and accounting field tests.</i>		X*
2. <i>Student scores in the capstone business plan project reflect significant achievement. All students scored above the good level. However, an analysis of grades for the capstone shows that there is a statistically significant difference ($p = .0155$) between the ND/cohort and ADP/Mod scores. ND scores are higher (mean= 3.888 out of 4, $n=20$) than ADP (mean = 3.59, $n=24$). A discussion of this differential is provided below.</i>	X	
3. <i>Portfolio rubric scores indicate that students demonstrated improvement. One hundred percent scored exemplary (4.0). These scores reflect an improvement over the previous four group's portfolio scores. This assessment was used during the first part of the academic year and was then phased out, as students in the ADP delivery mode were required to complete a comprehensive business plan.</i>	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Student end of course evaluations of instructors resulted in scores exceeding 4.0 on a 5.0 scale in all categories. Average scores, for the various categories, in the ND program ranged from 4.3 – 4.7. Over similar categories in the ADP program, scores averaged between 4.4 and 4.8.</i>	X	
2. <i>The answers provided by faculty members were qualitative in nature, however more than 80% felt that courses and materials were appropriate. The design of these surveys will be changed to obtain quantitative data in the future to improve this assessment. A few courses (MBA 506, MBA 520 and MBA 621) could use some attention.</i>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>ETS scores are and have been below the national norms. Of particular note are the low scores in finance and accounting. To “close the loop” the required courses have been changed. We have moved from a combined finance/accounting course to two separate courses. The revised offerings begin with the new academic year (2014 – 2015) and will match those courses offered in the mod program. Specifically, cohort students will take MB 520: Accounting Concepts and MB 612: Financial Theory. Hopefully, this change results in improved ETS field scores. It is also apparent that to begin accurate program comparisons and further evaluate mod student attainment of program objectives, mod based students should also be taking the ETS exam. This change will be instituted in the 2014 – 2015 academic year. In addition, a few other core course requirements were made during this year that results in both delivery systems having identical core course requirements.</i>		
2. <i>In the discussion of the capstone Comprehensive Business Plan scores (previous section), it was noted that the mean scores for the cohort students were statistically different than those of the mod based program. (Cohort mean scores are greater than mod scores.) This is only a one-year comparison, but should be followed to see if the same pattern is evident in subsequent years. The reason to follow this result is that in the Mod format students do not have a preset course sequence and take different courses at different times depending on an individual’s schedule. In the cohort model, there are six courses prior to the capstone course with each having a component that helps students prepare for the capstone business plan. It will be interesting to see if the lock step courses (cohort) might provide an advantage in completing the capstone business plan and overall learning over the mod format. Alternatively, the differential could be attributed to the fact that this is the first group of Mod students completing the Business Plan.</i>		