



Public Disclosure of Student Learning Form

Institution:	Albertu Magnus College
Academic Business Unit:	Undergraduate Business Administration & Management (SEGP/ADP & Day programs)
Academic Year:	2011-2012

Report of Student Learning and Achievement
Undergraduate Business Administration & Management (SEGP/ADP & Day programs)
Albertus Magnus College

For Academic Year: 2011-2012

Mission of the Undergraduate Business Administration & Management (SEGP/ADP & Day programs)

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.

Student Learning Information for: Undergraduate Business Administration & Management (SEGP/ADP & Day programs)

Intended Student Learning Outcomes for: **Undergraduate Business Administration & Management (SEGP/ADP & Day programs)**

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/Methods for Intended Student Learning Outcomes—
Direct Measures of Student Learning:

Performance Targets/Criteria for Direct Measures:

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 a 5.1 (85%) or better (out of a score of 1-6) on their capstone project written paper (a-e of the rubric) and oral presentation (f-j) of the rubric.

Assessment Tools/Methods for Intended Student Learning Outcomes—

Performance Targets/Criteria for Indirect Measures:

Indirect Measures of Student Learning:			
1. Student Satisfaction Survey	On the survey, all students will indicate they are satisfied (4) or very satisfied (5) with each area of the survey.		
2. End of Course Evaluation	Students will rate each category at 4.00 or above using a 5.00 point scale.		
Summary of Results from Direct Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. Seventy- eight students completed the online Comprehensive Business Exam. Of these 78 students, 48.2 % (13/27) Day students met target; 76.5% (39/51) ADP students met target; 66.7% of all undergraduate senior business students met target.			X
2. Of the 78 graduating seniors completing the capstone course case presentation and paper, all ADP students (51) scored a 5.10 or higher on each evaluation criterion. Day students (27) met all areas with the exception of one, Formation of recommendation, where they scored 4.8/6.0.			X
Summary of Results from Indirect Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. Student Satisfaction Survey average 4.17		X	
2. Spring 2011 Course evaluations average 4.63		X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
<p>1. For Direct Measure #1:</p> <p>Assure the content material of the domain is being covered in classes. All instructors will be provided a list of the objectives for each test domain and they will incorporate these learning objectives in their courses.</p> <p>Consider developing an overarching finance course to provide additional financial material to all students.</p> <p>Continue to assess individual student scores in relationship to their major.</p> <p>Analyze domains to determine the specific areas of difficulty for students.</p> <p>Examine the feasibility of testing students when they declare their major (sophomore/junior year) to establish a baseline. Test students again in their senior year to determine the degree of improvement each student achieved in the business areas.</p>			

2. For Direct Measure #2:

Create a business department presentation style guide book to develop a clear and consistent view for student presentations.
Continue to require that students take selected written papers to the writing center for review and feedback from peer writing associates

3. For Indirect Measure #1:

Although target were met, we will:

Work with department to develop course specific strategies that will impact indirect measures

Implement curricular strategies

4. For indirect Measure #2:

Continue to evaluate results, follow up, and review progress.