



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>2012-13</u>

Report of Student Learning and Achievement
Undergraduate BS Degree ADP&Day Program
Albertus Magnus College

For Academic Year: 2012-2013

Mission of the Undergraduate BS Degree ADP&Day Program
<p>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.</p>

Student Learning Information for Undergraduate BS Degree ADP&Day Program	
Intended Student Learning Information 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.
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Demonstrate an awareness and appreciation for cultural, ethical, and responsible behaviors in a global world.
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	
2. End of Course Evaluation		Scores of 4.00 or above results of 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. Eighty one students completed the online Comprehensive Business Exam (CBE). Of the 81 students , 33.3% (9/27) Day students met the target; 57.4 % (31/54) ADP students met the target; 49.4% (40/81) of all undergraduate senior business students met the target.			X
2. Of the 82 graduating seniors completing the capstone course case presentation and paper, ADP students (54) scored an average of 5.10 or higher on each evaluation criterion with the exception of one, <i>Formation of Recommendation</i> , where they scored 4.97/6.0. Day students (28) met all areas with the exception of one, <i>Analysis of Data</i> , where their average score was 5.08/6.0.			X
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. Student Satisfaction Survey average 4.23		X	
2. Spring 2011 Course evaluations average 4.55		X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. For Direct Measure #1: Assure the content material of the domain is being covered in classes. A list of objectives for the eight domains of the CBE will continue to be distributed 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 difficulty for students . Provide a student incentive of one point to final BE 391 course grade for each domain score at or above target.			
2. For Direct Measure #2:			

Create a business department presentation style guide book to develop a clear and consistent view for student presentations.
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. For Indirect Measure #1:

Although target was met: The Department will continue to meet, review the data, and develop program and course strategies.

4. For Indirect Measure #2:

Continue to evaluate results, follow up, and review progress

Report of Student Learning and Achievement
ASBM, New Dimensions Program (Cohort based format)
Albertus Magnus College
College

For Academic Year: 2012-2013

Mission of the ASBM, New Dimensions Program (Cohort based format)
The mission of The School of New Dimensions is to provide high-quality, non-traditional education leading to Associate, Bachelor, or Master’s degrees. New Dimensions is designed for adult learners who have work experience and who wish to maintain their professional and personal activities while pursuing their educational goals.

Student Learning Information for ASBM, New Dimensions Program (Cohort based format)	
Intended Student Learning Information for ASBM :	
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 ability to effectively apply the methods and insights of the following disciplines to an understanding of the self, the community, and the world: Literature, Philosophy, World Religions, Psychology, Sociology, History, Natural Science, Mathematics; demonstrate an ability to articulate essential ethical questions and define moral decision-making at the individual 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 passing grade in the capstone course</i>	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <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>Faculty evaluated course grids</i>	<i>On a scale of 1-5, where 1=N/A, 2=poor, 3=fair, 4=good, and 5=excellent, the target score for the course analyzed in the ASBM, EN 105A (Collaborative College Writing), will be a minimum of 3.00 for each of the selected categories: Mechanics of Writing, Forms of Writing (Rhetorical Strategies), Research and Citation, and Content</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</i>		x
2. <i>All 71 undergraduate business students in the Business Case Studies courses for the 2012-2013 academic year received a passing grade for the capstone assignment and for the course. 90% of students received a grade of B- or higher, and 72% of students received a grade of B+ 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 2012-2013 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 (4.4), followed by Curriculum (4.3) and then Learning Teams (which averaged just above 4.0)</i>	x	
2. <i>The Faculty Evaluation grids for EN 105 show student competence at between FAIR and GOOD (3.43 overall), with Content rated highest, followed by Research and Citation, Forms of Writing, and then Mechanics of Writing</i>	x	
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)		
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</i>		

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.

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.

- 2. Rubrics in ASBM courses will continue to be utilized in an effort to standardize both teaching and assessment. This has been done in the writing and capstone courses, and a writing rubric is being employed program-wide. Faculty workshops will continue to be offered to review rubrics and their application and to stress the importance of their continued use. Additionally, a writing across the curriculum approach is being developed, specifically looking at how various rhetorical strategies can be integrated into existing courses through writing assignments. Since mechanics of writing was the lowest ranked category in the Faculty Assessment grid, a consideration of how to incorporate the development of writing skills (with emphasis on mechanics) not only in the writing courses (EN 105 and EN 104) taught at the beginning of the ASBL program, but throughout the program, is necessary. Given the expansion of online coursework, online writing workshops and reviews will be one effective way to do this.*

Report of Student Learning and Achievement
BSBM-New Dimensions (Cohort based format)
Albertus Magnus College

For Academic Year: 2012-2013

Mission of the *BSBM-New Dimensions (Cohort based format)*

The mission of the BSBM cohort based program 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 *BSBM-New Dimensions (Cohort based format)*

Intended Student Learning Information for ***BSBM-New Dimensions (Cohort based format)***:

1. *Demonstrate Business Writing skills*
2. *Demonstrate Business Presentation skills*
3. *Demonstrate Knowledge in a variety of Business Subjects*
4. *Demonstrate Scientific (Critical) Thinking Skills*

Assessment Tools for Intended Student Learning Outcomes—
Direct Measures of Student Learning:

Performance Targets/Criteria for Direct Measures:

1. *ETS Business Test*
2. *BE396/BE397 Capstone Course*

Score above national norms/Knowledge of Business Subject Areas
*Over 95 % of students pass the course/Writing Skills, Presentation Skills,
 Scientific Thinking demonstrated*

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/Does the course design foster the learning of subject matter and the development of writing, speaking and thinking skills?</i>	
2. <i>End-of-Course Survey of Students</i>	<i>Average "4" on a 5-point scale/Course objectives met? Instructor performance? Materials useful? etc.</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 98% of BSBM students demonstrate writing, speaking, and scientific thinking in their final project</i>	x	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met Not Met
1. <i>Feedback on course design (including online courses) is positive overall; suggested revisions are reviewed at time of course re-write.</i>	x	
2. <i>Student Feedback is overwhelmingly positive; Feedback is regularly delivered to faculty to help make revisions where needed</i>	x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
<p>1. Knowledge of Business Areas—New Dimensions scores have remained remarkably consistent in this area for at least the past 7 years. However, the ETS scores from New Dimensions’ students do not meet National Norms for 2013. The functional areas where we particularly fall short are:</p> <ul style="list-style-type: none"> a. Legal (16 points) b. Management (14 points) c. Marketing (14 points) d. International Issues (10 points) <p>To address these gaps, we should do the following:</p> <ul style="list-style-type: none"> 1) Review the course objectives and Learner Guides for the key courses we deliver in these functional knowledge areas, consider other courses/additions to courses that might supplement/complement the material we present in these key courses, review who has been teaching in these areas, and if we need to make adjustments, brainstorm areas for improvement, and implement changes. 2) Consider if we should continue to track our progress by using the ETS tests. Since the ETS tests no longer provide us comparisons to other programs (Day, formerly ADP), it might be useful to switch to the test used by other AMC business program areas so that we could better 		

compare our results to those areas. This comparability would allow for easier identification of best practices from one program to the next.

3) Whether we use the ETS tests or another assessment test(s), we should do a pre-test (ideally in BE301) and then do a post-test two years later (in BE396) in order to better measure growth in student knowledge.

2. Writing Skills (Targets are met, but work needs to continue.)

Because the student population is very diverse in skill-level, there have been over the years a number of faculty comments about the poor writing skills of some students. Because of efforts described below, there appears to have been steady progress in this area.

The BSBM program has benefited greatly from increased efforts by the Writing Center to help students with writing problems bring their writing skills at least up to minimum levels of performance. A series of steps supported efforts by the Writing Center.

1) Mandatory Writing Workshops were held for all ND-BSBM faculty.

2) Faculty members were encouraged to refer students to the Writing Center. (Actual visits by students are voluntary.)

3) The Writing Center was “brought to the students.” Tutors were available prior to on-ground classes at the Long Wharf site. “Virtual tutors” were also available.

4) Faculty received written feedback from tutors who worked with students referred by those faculty members.

These efforts seem to have brought learning gains, but this is an ongoing work-in-progress. The Director of this Writing program has agreed to make changes in the tracking form to better track PGS student activity.

3. Transition to a new Portal/Information Literacy

As with the Writing Center, BSBM students have benefited tremendously from the Information Technology Services Department, which has offered excellent training programs (one-on-one coaching, workshops, and online courses) for students in need of help in a variety of areas. The transition to the elearning format (Moodle) has been very successful largely because of the great efforts of the ITS training staff and ND support people.

4. *Knowledge of Economics*

Economics was selected as an area of improvement for 2013. Efforts were made to bolster the curriculum in that area and adjust the delivery of material. The average score in the latest batch of ETS tests is identical to the average from 2012, but the results are close to the national norm for 2013 (only a four-point difference). Given the efforts we need to invest in the functional areas listed above, we should probably continue the ongoing efforts in the area of economics and check to see the results in 2014.

Report of Student Learning and Achievement
MBA Program – New Dimensions (Cohort based Format)
Albertus Magnus College

For Academic Year: 2012-2013

Mission of the Undergraduate for MBA Program – New Dimensions (Cohort based Format)
The mission of the MBA is to produce graduates that exhibit highly developed analytical and communication skills, demonstrate mastery of vital tools and concepts used in the business environment, and are prepared to engage in ethical leadership in their chosen career fields. In keeping with the mission of Albertus Magnus College, the program is one that is designed to a formative process that assists students from a wide range of backgrounds gain access to higher education, acquire advanced academic skills and knowledge, and develop the capacity to be informed, effective, and ethical citizens.

Student Learning Information for MBA Program – New Dimensions (Cohort based Format)	
Intended Student Learning Information for <i>Division of Professional and Graduate Studies MBA Program (Cohort based Format)</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 students at the conclusion of the</i>	<i>Over 80% of students to attain the national norm score on the overall</i>

<i>program.</i>	<i>portion of the test and in the field components.</i>	
2. <i>Students are required to complete a capstone project that includes the development of a 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>	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Faculty assessment of student performance in MBA 520 Managerial Finance.</i>	<i>Over 80% of students to reach above average rating in quantitative and mathematical reasoning 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 2012 – 2013 had 40% of a sample of students meeting the goal of being at or above national norms. However, an additional 40% were within minus one standard deviation of the college scores.* Similar results hold for the ETS “field” scores.</i>		X*
2. <i>Student scores in the capstone business plan project reflect significant achievement. Seventy three percent scored exemplary and a cumulative total fell into the above average category. All students met the good (3) score or above.</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Seventy three percent of students scored exemplary in quantitative and mathematical reasoning while the remainder of students scored at an above average level.</i>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>ETS scores below the national norms suggest that we might review our course offerings and program of study, examine admission policies and/or reconsider our program orientation. When we evaluate overall assessment (see item #2, below), we can discuss student ETS performance.</i>		
2. <i>Given that the assessment measures between programs are not consistent and that some of the assessment criteria may not be the best measures, it is recommended that over the next year assessment in the New Dimensions and the Division of Professional and Graduate Studies be revised on two fronts. First, for obtaining improved assessment measures. Second, to improve consistency between programs. Over the past year, a step has been taken to improve consistency. The portfolio plan in the DPGS has been replaced with a Comprehensive Business Plan, which is the same capstone requirement as the one in the New Dimensions Program.</i>		

Report of Student Learning and Achievement
MBA Program (Module based Format)
Albertus Magnus College

For Academic Year: 2012-2013

Mission of the MBA Program (Module based Format)

The mission of the MBA is to produce graduates that exhibit highly developed analytical and communication skills, demonstrate mastery of vital tools and concepts used in the business environment, and are prepared to engage in ethical leadership in their chosen career fields. In keeping with the mission of Albertus Magnus College, the program is one that is designed to a formative process that assists students from a wide range of backgrounds gain access to higher education, acquire advanced academic skills and knowledge, and develop the capacity to be informed, effective, and ethical citizens

Student Learning Information for MBA Program (Module based Format)

Intended Student Learning Information for *the Division of Professional and Graduate Studies, MBA Program Module Based Format*:

1. *Demonstrate skills in quantitative analysis, decision making, teamwork, leadership, scientific method, information literacy, statistical analysis and problem solving.*
2. *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.*
3. *Demonstrate critical and strategic thinking skills through evaluating research methods, conducting research, and analyzing and interpreting research results.*
4. *Demonstrate the ability to present ideas logically and persuasively, and demonstrate the capacity for informed moral decision making in the business environment.*

Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. <i>Students are required to submit a Portfolio which includes work completed throughout the program and demonstrates how they met the Learning Outcomes specified above.</i>	<i>Each student should achieve a rubric mean score of 3.0 in Stage One submission and a 3.5 or higher in the State Two submission.</i>	
2. <i>Faculty assessment of student performance in MB 512: Ethical Issues in Business</i>	<i>Each student should achieve a mean score of 3.0 or higher in the final course product.</i>	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Students are required to write a reflection paper at the conclusion of the program assessing how they have grown personally and as students, learners, and business professionals.</i>	<i>Score between exemplary (A) and intermediate (B).</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Portfolio rubric scores indicate that students demonstrated improvement from Stage One to Stage Two. All students met the Stage One goal and 88 percent of students met the Stage Two goal. *</i>	X*	
2. <i>Scores for the MB 512: Ethical Issues in Business show competency in ethical reasoning skills with 100% (n = 20) meeting the goal. The target of 3.0 may be too low. Should the MB 512 criteria be kept (see discussion below), the target should be revised upward.</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Student scores on the reflection paper reflect that they have developed their skills. Eighty eight percent scored in the exemplary category, while the remainder scored in the intermediate category.</i>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>Given that the assessment measures between programs are not consistent and that some of the assessment criteria may not be the best measures, it is recommended that over the next year assessment in the New Dimensions and the Division of Professional and Graduate Studies be revised on two fronts. First, for obtaining improved assessment measures. Second, to improve consistency between programs. Over the past year, a step has been taken to improve consistency. The portfolio plan in the DPGS has been replaced with a Comprehensive Business Plan, which is the same capstone requirement as the one in the New Dimensions Program.</i>		

