IACBE Annual Report

For Academic Year: 2012-13

Program-Level Intended Outcomes Form: UG Business Program

Student Learning Information for the UG Business Program	
Mission of the UG Business Program:	To develop men and women who will model Christ-like character and equip them to transform society through sacrificial service and effective leadership.
Intended Student Learning Outcomes for the UG Business Program :	
1.	**Hope and Courage** - Graduates will possess the resolve to move forward as they face the unknown and demonstrate the willingness to attempt something new or different even though it might be hard or difficult.
2.	**Integrity** - Graduates will possess discernment to know good from evil and demonstrate through their actions evidence of what they profess to believe.
3.	**Personal excellence** - Graduates will possess the fortitude and perseverance by doing their best in all their endeavors. They will be aware that the gifts and talents they have come from God and they will be accountable to Him for how they use them. In addition they must be proactive, responsible and reliable persons who will follow through on assignments and tasks.
4.	**Servant leadership and teamwork skills** – Graduates will demonstrate character qualities of humility & selflessness as they focus on service to their communities. They will be able to function interdependently and collaboratively; they will be able to work effectively with others to accomplish tasks, in both group and one.
5.	**Communication skills** - Graduates will be able to effectively communicate both orally and in writing and exercise effective listening habits.
6.	**Critical thinking and decision-making skills** - Graduates will possess creative and critical thinking skills and the ability to solve problems and add value to organizations.
7.	**Integrative skills** - Graduates will be able to analyze and understand complex business issues and understand the economic, cultural, social and psychological factors that affect organizations.
8.	**Awareness of international context** - Graduates will demonstrate awareness of cross-cultural issues that affect business and the interdependent nature of the global economy, and participate in international projects.
9.	**Functional knowledge** - Graduates will possess a solid understanding of the key functional areas of business.

<table>
<tr><th>Assessment Tools/Methods for Intended Student Learning Outcomes - Direct Measures of Student Learning</th><th>Performance Targets/Criteria for Direct Measures:</th></tr>
<tr><td>Internship Evaluation</td><td>• The mean evaluation scores from employers for the following items will be at least 7.5 (9-point scale); results noted in bold:
o Attitude – 8.7
o Personality/Maturity – 8.5
o Communication Skills – 8.0
o Critical Thinking/Decision Making Skills – 8.0
o Motivation and Drive – 8.2
o Interest/Enthusiasm – 8.2
o Integrity – 8.5
o Leadership Ability – 8.0
o Quality of Work – 8.1
o Technical Development – 8.0</td></tr>
<tr><td>CBE Exam</td><td>• The mean score on the CBE Exam will be at least 75%.
Result: 69%
<table>
<tr><th></th><th>The mean objective percentages for each content area (mean of specific discipline objectives) will be at least 70%.</th><th>RWC's business students will be comparable to or above the level of proficiency and mastery of business students at all other institutions in each competency area (discipline).</th><th>RWC will have fewer non-proficient business students than all other institutions in each competency area (discipline).</th></tr>
<tr><td>Accounting</td><td>67%</td><td>25% vs. 17%</td><td>46% vs. 59%</td></tr>
<tr><td>Finance</td><td>62%</td><td>18% vs. 12%</td><td>56% vs. 67%</td></tr>
<tr><td>Economics</td><td>66%</td><td>18% vs. 11%</td><td>32% vs. 54%</td></tr>
<tr><td>Societal Environment</td><td>66%</td><td>50% vs. 34%</td><td>26% vs. 41%</td></tr>
<tr><td>Legal Environment</td><td>60%</td><td>28% vs. 21%</td><td>51% vs. 55%</td></tr>
<tr><td>Management</td><td>68%</td><td>19% vs. 15%</td><td>25% vs. 43%</td></tr>
<tr><td>International Business</td><td>72%</td><td>28% vs. 26%</td><td>25% vs. 34%</td></tr>
<tr><td>Marketing</td><td>78%</td><td>59% vs. 31%</td><td>10% vs. 32%</td></tr>
</table></td></tr>
<tr><td>Capstone Course</td><td>• All students will score at least 80% on their final strategic audit oral presentations (report).
Result: 23/29 students; Range 60-100
• All students will score at least 80% on their strategic audit peer evaluations.
Result: 26/29 students; Range 70-100
• All students will score at least 80% on their personal strategic audits.
Result: Not utilized in current academic year</td></tr>
<tr><td>Applied International Business Project</td><td>• All students will earn at least 80% on their applied international business project.
Result: 24/28 students; Range 79-94</td></tr>
<tr><td>Experiential/Service-Learning Projects</td><td>• The majority of full-time business students will participate in Enactus or other service-learning projects.
Result: 94% of full-time business students (100% of seniors) participated in experiential/service-learning projects</td></tr>
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Assessment Tools/Methods for Intended Student Learning Outcomes - Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
Alumni Survey	The following alumni survey items will have a mean score of 3.0 or higher (4.0 scale) – *note that data reported is from Spring 2009; data will be collected again in 2014*: • **Hope & Courage** o 11A (developed in hope & courage) – **3.0** • **Integrity** o 11B (developed in integrity) – **3.3** • **Personal Excellence** o 11C (developed in personal excellence) – **3.4** • **Servant Leadership** o 11D (developed in servant leadership) – **3.4** o 24 (education prepared me for leadership roles) – **3.1** o 25 (education prepared me to serve) – **3.1** • **Communication Skills** o 12A (satisfied with competence in oral communication) – **3.2** o 12B (satisfied with competence in written communication) – **3.2** • **Critical Thinking & Decision Making Skills** o 12C (satisfied with competence in decision making) – **3.3** o 12M (satisfied with competence in creative and critical thinking) – **3.3** o 12N (satisfied with competence in problem solving) – **3.4** • **Integrative Skills** o 7 (learned to analyze, synthesize, and present information) – **3.1** o 12O (satisfied with analyzing/understanding complex business situations) – **3.3** • **Awareness of International Context** o 12D (satisfied with understanding global business) – **2.8** • **Functional Knowledge** o 12E (satisfied with competence in accounting) – **2.9** o 12F (satisfied with competence in business law) – **3.0** o 12G (satisfied with competence in economics) – **2.9** o 12H (satisfied with competence in finance) – **3.1** o 12I (satisfied with competence in management) – **3.2** o 12J (satisfied with competence in marketing) – **3.3** o 12K (satisfied with competence in statistics and quantitative analysis) – **2.8** o 12L (satisfied with competence in ethics) – **3.5**
Summative Course Evaluation Data	At least 70% of students in business courses will indicate that their courses helped them grow in the following areas (average across all business course evaluations during the academic year): • **Hope & Courage – 77%** • **Integrity – 92%** • **Personal Excellence – 93%** • **Servant Leadership – 80%**

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
Internship Evaluation	√	
CBE Exam		Partially
Capstone Course		Partially
Applied International Business Project	√	
Experiential/Service-Learning Projects	√	
Summary of Results from Implementing Indirect Measures of Student Learning:	**Performance Target Was…**	
	Met	**Not Met**
Alumni Survey	Mostly	
Summative Course Evaluation Data	√	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:

CBE Exam

- The mean score on the CBE Exam (69%) did NOT meet the target of 75%, but was up slightly from the prior year (second consecutive increase).
- The mean objective percentages for the following content areas (mean of specific discipline objectives) did NOT meet the target of 70%: accounting, economics, finance, societal environment, legal environment, and management. However, when comparing our students to those from other institutions who took the exam, our students demonstrated proficiency and mastery at a higher level and had fewer non-proficient students in nearly all categories. This is an indication that our mean percentage targets may be overly aggressive and is consistent with prior years.
- Our business students were comparable to or above the level of proficiency and mastery of business students at all other institutions in all areas. All areas improved over the prior year except management and marketing, which decreased slightly.
- We had fewer non-proficient business students (vs. other institutions) in all competency areas.

The undergraduate faculty have not had an opportunity to review and discuss these results and their implications. These results demonstrate strong performance across the business disciplines relative to peer institutions. No specific action is deemed necessary at this point.

Capstone Course

- These objectives are stretch targets. We are satisfied with 80-90% fulfillment on this objective, which is consistent with prior years. No action is deemed necessary.

Alumni Survey (results and analysis from 2009; distributed again in 2014)

- ***Awareness of international context*** - We have made some significant progress in providing a stronger international perspective in the undergraduate business program. We recently implemented a new major in international business and have established three semester study-abroad programs in business for our students. For the past five years we have engaged our ENACTUS team in microenterprise/economic development work in Guatemala and India and also work with international students to host a Global Marketplace exposition. These steps are having an impact, as evidenced by a comparison of alumni satisfaction in understanding global business between graduates during the past five years and those who graduated 6-10 years ago. Only 42% of graduates from 6-10 years ago agreed or strongly agreed that they were satisfied with their knowledge and competence in understanding global business, whereas more than 80% of recent alumni agreed with this statement. The faculty will continue exploring opportunities to better leverage our international initiatives and integrate more international applications and implications into existing courses.
- ***Satisfaction with competence in accounting, economics, and statistics/quantitative analysis*** - Alumni rated their satisfaction with knowledge in accounting, economics, and statistics slightly below the target of 3.0. It is worth noting that recent alumni generally rated these areas higher and that the CBE results do not indicate weaknesses in these areas of competency. The Comprehensive Business Exam results, overall, evidence strength across the business disciplines, both in absolute terms and relative to other institutions. RWC business students exceeded the level of mastery and/or proficiency vs. all other institutions in each discipline and fewer were non-proficient vs. all other institutions in each discipline. No action is deemed necessary.