



Program: Bachelor of Business Administration	Completed By: Benoy Joseph
Department: College of Business Administration (all majors)	Date: 5/31/2007

Goal 1: Students will be able to demonstrate and apply knowledge from the major field to identify and solve problems in the respective areas.

Outcomes	Research Methods	Findings	Review	Actions
Benchmarks: From 50% to 75% of students across six majors will score 70% or better on major field test.	<p>Custom-designed major field tests are administered to majors in the BBA Business Strategy capstone course. Dates: Sp/F 03; Tests revised; admin Sp/Su 04; Fall 04.</p> <hr/> <p>2006: Tests were reviewed, improved, and administered in Spring 06.</p> <hr/> <p>2007: Tests were administered in the Fall 06.</p>	<p>Median scores were 10-20% below the benchmark in 2003 and 2004. Because tests were revised for 2004, comparisons between 03 and 04 results would not be meaningful. Fall 04 results are being analyzed.</p> <hr/> <p>Spring 2006 results are being analyzed.</p> <hr/> <p>2007: Major field test scores ranged from 39% for MKT to 73% for OMS.</p>	<p>Students lack incentives to prepare and perform well on tests; material tested was covered in courses taken two or more semesters ago.</p> <hr/> <p>2005-06: Faculty committees have reviewed findings and suggested improvements in the coverage of key concepts across multiple sections of survey courses. Test scores have improved for accounting majors.</p> <hr/> <p>2006-07: Small sample sizes for two majors (IST; OMS) limit the validity of findings for those areas. Mean scores range from 44% (MKT) & 51% (IST) to 61% (MLR) & 71% (OMS).</p>	<p>Capstone courses were introduced in Marketing and Information Systems to assess major field knowledge in a course within the major; faculty are investigating feasibility of embedded assessment measures at various stages of the program.</p> <hr/> <p>2006: Curriculum improvements have been implemented in all of the BBA major areas. Marketing has reviewed grading practices and instituted tighter grading across courses to reduce grade inflation and improve student learning.</p> <hr/> <p>2006-07: Scores declined slightly in all areas except IST & OMS. Faculty recommend no curricular changes but suggest including incentives for students to take tests seriously.</p>



<p>2004: Students ratings of satisfaction with courses, curriculum, and services will be at the mean of ratings among peer schools.</p>	<p>Exit surveys of graduating seniors to assess satisfaction with learning experience at CSU were analyzed by EBI. Data collected in Dec 2003 and May 2004 and combined for analysis.</p>	<p>CSU ranked higher than average for: faculty responsiveness; grades and student effort for major & required courses; class size; breadth of curriculum; development of effective management and leadership skills. Ranked lower for: career placement; advising; facilities and computing resources; and student organizations/extra-curricular activities.</p>	<p>Actions were recommended and adopted for improvements in selected areas of lower rankings.</p>	<ul style="list-style-type: none"> - Career Services coordinator hired to serve business students with internships and career counseling. - Advising staff includes a new assistant director; on-line registration introduced in 2004; degree audit being implemented; physical facilities upgraded; - Computer labs have expanded service hours - Financial support increased for student organizations
<p>2006: Students will rate satisfaction with programs of study, instructional quality, and support services of the College. Peer benchmarking is not assessed because the contract with a commercial survey house (EBI) was discontinued in 2005.</p>	<p>2006: Exit surveys are being custom-designed and will be administered to graduates in the summer and fall semesters 2007.</p>	<p>2007: Results for sample of 28 graduating seniors showed high overall satisfaction with the BBA program, quality of education and instruction, and preparation for career.</p>	<p>2007: Neutral or moderately negative ratings were observed for team work, thinking globally, and making effective oral presentations.</p>	<p>2007: Team work is required in selected courses but no formal course is required in understanding team dynamics. Global business courses are not required in BBA but concepts are covered in many courses. Curriculum review is recommended. Oral presentation skills are covered formally in a core course.</p>



Goal 2: Students will be able to communicate effectively in writing and in oral presentations.

Outcomes	Research Methods	Findings	Review	Actions
<p>Writing: Students must score at a "proficient" level for written reports and assignments in the business capstone course</p>	<p>Scoring rubric used in the capstone strategy course to rate quality of written work ranging from "exemplary" and "proficient" to "marginal" and "unacceptable."</p>	<p>For 3 sections (n=65): 5% exemplary; 37% proficient; 58% marginal. None were rated unacceptable.</p> <hr/> <p>2006: For 4 sections (n=137): 38% exemplary; 52% proficient; 9% marginal.</p> <hr/> <p>2007: Three sections (n=102): 32% rated exemplary; 51% proficient; 15% marginal.</p>	<p>Nearly 6 out of ten graduates are not proficient in business writing. Marginal scores were significantly greater in one off-campus section. Six percent of students are non-native speakers of English.</p> <hr/> <p>2006: Significant improvements are noted over the previous year even though 18% of students in the sample were non-native speakers of English.</p> <hr/> <p>2007: 21% were non-native speakers of English. Slight decline in scores noted.</p>	<p>Faculty advised to give clear guidelines and expectations about the quality of written assignments, and provide more feedback to students. Students should seek assistance from the College's Academic Support Center for tutoring assistance in writing.</p> <hr/> <p>2006: Instructor qualifications and common expectations across sections have been tightened in communications courses.</p> <hr/> <p>2007: Faculty urged to use more written assignments and tests.</p>
<p>Oral Presentations: Students must score at a "proficient" level for oral presentations made in the business capstone course</p>	<p>Scoring rubric used to rate quality of oral presentations ranging from "exemplary" and "proficient" to "marginal" and "unacceptable"</p>	<p>For 3 sections (n=65): 3% exemplary; 54% proficient; 43% marginal. None were rated unacceptable.</p> <hr/> <p>2006: For 4 sections (n=137): 20% exemplary; 74% proficient; 6% marginal.</p> <hr/> <p>2007: For 3 sections: 13% exemplary; 73% proficient; 14% marginal.</p>	<p>Nearly six of ten graduates are proficient or exemplary in making oral presentations. But more than 40% are marginal.</p> <hr/> <p>2006: Significant improvements noted. Only 6% of students were rated as marginal (vs. 43% in 2005).</p> <hr/> <p>2007: Small declines may be due to sampling error.</p>	<p>Faculty advised to give clear guidelines and expectations about the quality of oral presentations. Students should seek assistance from the College's Academic Support Center for tutoring assistance in writing.</p> <hr/> <p>2006: Actions taken in 2005 appear to be effective.</p> <hr/> <p>2007: No new actions taken.</p>

Program: Bachelor of Business Administration



Goal 3: Students will be able to demonstrate critical thinking skills in business decision making.

Outcomes	Research Methods	Findings	Review	Actions
<p>Students must score at a "good" or "acceptable" level in analyzing business problems and cases in the business capstone course.</p>	<p>Scoring rubric used to rate critical thinking and reasoning skills, ranging from "good" and "acceptable" to "poor."</p> <hr/> <p>2007: Rubric changed to 4-point scale: exemplary; proficient; marginal; and unacceptable.</p>	<p>75% were rated "good;" 25% were rated "acceptable." None were rated "poor."</p> <hr/> <p>2006: 85% rated good; 15% acceptable; none rated poor.</p> <hr/> <p>2007: 32% rated exemplary; 51% proficient; 17% marginal.</p>	<p>Graduating BBA students demonstrate acceptable levels of critical thinking and reasoning skills for business. Scoring rubric's application to business is a minor concern.</p> <hr/> <p>2006: Significant improvements suggest that students are being challenged to better demonstrate their critical thinking skills.</p> <hr/> <p>2007: New scale shows that 84% are proficient or exemplary—no significant difference from ratings in 2006.</p>	<p>Continue to encourage students to think critically about business problems and solutions. An improved rubric is being developed.</p> <hr/> <p>Critical thinking rubric is under review and efforts are being made to improve it or search for an improved version.</p> <hr/> <p>2007: Integrative thinking skills appear to be satisfactory. No actions recommended.</p>