STUDENT LEARNING ASSESSMENT REPORT

SUBMITTED BY: SOUMYA SIVAKUMAR
DATE: OCTOBER, 2013
BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:

Hard copies of all documents are stored with the director of the BBA.

EXECUTIVE SUMMARY

List all of the program’s learning outcomes: (regardless of whether or not they are being assessed this year)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Year of Last Assessment</th>
<th>Year of Next Planned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate functional knowledge of their major specialty, an appreciation for</strong></td>
<td>2011-12</td>
<td>2013-14</td>
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<tr>
<td><strong>the interrelation of the business areas, and broad-based current business</strong></td>
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<tr>
<td><strong>knowledge</strong></td>
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<tr>
<td><strong>Use analytical and reflective skills to evaluate issues and situations critically</strong></td>
<td>2011-12</td>
<td>2014-15</td>
</tr>
<tr>
<td><strong>Employ leadership and collaborative skills</strong></td>
<td>2011-12</td>
<td>2014-15</td>
</tr>
<tr>
<td><strong>Demonstrate the ability to function effectively in an international environment</strong></td>
<td>2010-11</td>
<td>2013-14</td>
</tr>
<tr>
<td><strong>Communicate skillfully in multiple forms of expression</strong></td>
<td>2012-13</td>
<td>2014-15</td>
</tr>
<tr>
<td><strong>Use current business technology effectively</strong></td>
<td>2011-12</td>
<td>2013-14</td>
</tr>
<tr>
<td><strong>Exhibit rational and ethical decision making</strong></td>
<td>2012-13</td>
<td>2014-15</td>
</tr>
<tr>
<td><strong>Apply creative and innovative thinking</strong></td>
<td>2011-12</td>
<td>2014-15</td>
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</table>
Describe how the program’s outcomes support Marymount’s Mission, Strategic Plan, and relevant school plan:

The Bachelor of Business Administration supports Marymount’s mission and strategic plan by supporting the four Shared Strategic Priorities of the University.

- **Enhancing the intellectual experience.**
  - The Bachelor of Business Administration program had 429 students enrolled as BBA majors (2012-2013). We had 428 students enrolled in 2011-12. While the enrollment numbers are stable, the numbers have not shown the same level of increase as the last years, but they do reflect the national trend in drop in college enrollment. Students have the option of specializing in one of the following areas: accounting, business law, finance, international business, management, marketing, general business, hospitality management, and sport management.
  - The School of Business Administration is constantly monitoring the business environment and looking for ways to improve the program such as by offering new specialties and business electives. Trends and enrollment in these specialties are monitored to ensure that we maintain an up-to-date program and offer the specialties necessary for our students to succeed.
  - We made MGT 185 a permanent course which a summer residential course for high school seniors. Taught over 2 full weeks and weekends, this course drew students from all over the country including the west coast and Puerto Rico. Students were exposed to International economics, finance, marketing, and management in a class room setting for part of the day and spent the rest of the day visiting local businesses to learn more about the challenges of and need for international business. Though regarded internally as a marketing tool to recruit students to MU, this course has made MU well known amongst local businesses who are now eager to entertain our students for company visits. Two students from the past summer MGT 185 have now enrolled fulltime as freshmen.
  - The BBA curriculum undergoes revisions to respond to changes to the Liberal Arts Core. MGT 291 had been revised in 2011-12 to meet the University Writing Intensive and Global requirements. Faculty who are teaching the WI courses have attended the workshops and we have been working with adjunct faculty to assure they attend the workshops as well.
  - We also continued MGT 285 as a temporary course for the second year. MGT 285 is a Global Business Experience course which is open to sophomores and juniors. The course designed to even attract non-business students is a combination of on-campus lectures, course work, a one-week international immersion experience, and a group project. This over-subscribed course taught doing business in Asia and also took the students to India. The students got to interact with management in many Indian companies (headquartered in Bangalore), attend guest lectures at Amrita University, and formally interacted with their BBA and MBA students. They also were able to visit the world famous Taj Mahal amongst other course related trips.
This report does not cover the business law specialty, as it is included in the Paralegal Program report.

- **Capitalizing on the region’s rich resources.**
  - Through internships, guest lecturers, and student projects, the BBA fully engages the business community in the Washington, D.C. metro region. We are making great strides in developing new contacts in business and reaching out to the Embassies to provide educational opportunities for our students. MGT 185 in International Business course for high school seniors took students to local businesses (Lockheed Martin, Arlington 911 call center), DC/local hot spots (The Capitol, the Baltimore Port), and Embassies (India, Japan, Saudi Arabia). This could naturally lead to more internship and employment opportunities for our students in the long run.
  - Local small businesses and nonprofit organizations serve as “clients” for a number of classes to offer students the opportunity to prepare strategic plans for these organizations. For example, The Catholic Herald, a weekly newspaper based out of Arlington, worked with our MKT 412 (Marketing Research) students to conduct their customer satisfaction and expansion of services study. Students presented their findings in class and these were summarized and presented by top management to the Board and also recommend strategies to increase readership and improve membership.

- **Building community.**
  - The BBA is proud of the community we have developed with our potential students, students, faculty and staff. Student clubs such as SIFE offer opportunities for students to engage with the broader Marymount community.
  - Additionally, some faculty members volunteered time to the Future Business Leaders of America high school organization to judge the state competition. We have also been able to host the organization’s Fall conference in past years. This event brings over 200 local high school students to the campus. One of our faculty members in a Board Member on the FBLA.
  - While in India, the class of MGT 285 was able to formally interact with their counterparts in an Indian university. This allowed our current MU students to see for themselves how well prepared they would be with an education at MU for their future careers. The interactions allowed our students to compare the differences in education philosophies and the strategies in two countries and contrast them with the goals that the institutions had for preparing their students for the global workplace.
  - The School of Business Administration has a record-breaking internship enrollment. What makes each internship remarkable is that every one of these students can expect to end the summer with a genuine feeling of accomplishment, moving closer to graduation with new practical experience and additional career opportunities. Each of these business students has a substantive written list of duties/responsibilities that is meaningful and relevant to their degree, negotiated and signed by the student and supervisor. Highlights of the success include:
- Fortune 500 companies, local businesses, and start-up companies.
- Government agencies/Foreign embassies U.S Air Force, FBI; Qatar, UAE, Saudi Arabia, Turkey
- For profit firms: banking, insurance; consulting; construction; aerospace; environment; Information Technology accounting, management, medical services, hospitality services
- Not for Profit Organizations: Virginia Tech Applied Research, Ashoka, Hudson Institute, Marymount Univ
- Internships Abroad: Lebanon, Saudi Arabia, Nicaragua
- Internships Outside DC Area: Baltimore, MD, Chambersburg, PA, Gastonia, NC

- Honoring the values and traditions of Marymount’s Catholic heritage.
  - While the BBA requires PH 305 Business Ethics for graduation, ethical considerations are taught across the business core. Every discipline includes some discussion about the moral and ethical decisions that must be made in business settings today.
  - Additionally, we are planning to introduce a Social Entrepreneurship Minor that will highlight this growing area of business development and explore ways to use business skills to address social issues facing the World.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements:

Direct measures were predominantly based on the internship supervisor surveys and various projects in courses, including the capstone course. Internship supervisor surveys are completed and signed by the direct supervisors of students performing internships for credit. The business plan project is currently judged by the dean and associate dean of the School of Business, director of the BBA, and an outside executive-level professional from a business environment.

Indirect measures used for assessment were from the student internship surveys and, when available, the graduating student survey administered by the Office of Institutional Effectiveness. Students completing the internship for credit are required to complete a survey at the end of their internship experience that captures their impressions of their education received at Marymount.

Strengths
The fact that all students are required to perform an internship makes the student and supervisor surveys an effective tool. Our business accrediting bodies look upon this assessment tool favorably. The capstone course offers an opportunity to measure the performance of our students through the development of the business plan project.
Academic Year: 2012-13

Program: BBA

Challenges
We are in the midst of implementing a new curriculum. Because it will take a number of years for the changes to take place, we will not be able to accurately assess the new program. We rely heavily on the team project from the capstone course for assessment. In the future we hope to have an instrument in place to measure individual performance thorough portfolio analysis or an individual assignment in conjunction with the business plan.

Planned Improvements
Changes to the BBA curriculum include required one-credit courses at every level in the Spring semester. The Sophomore Business Experience will focus on the 200-level business courses and involve a project that enforces the information learned in courses students have taken to this point. Additionally, the purpose and need for an interdisciplinary curriculum will be stressed. The MGT 223 course successfully ran for the first time Spring 2010. The Junior Business Experience will enforce previous courses and the relationship of the various disciplines, but will also begin students for a career in their selected field of study. The course ran for the first time in Spring 2011. The Senior Business Experience is developed to review material over the student’s education and support research for the capstone course. This course ran for the first time in Spring 2012. We are also moving toward using student portfolios and management simulations for assessment. It will be a number of years before we begin to see the effects of the new curriculum as it is implemented. Future faculty hires will focus on the strategic management and capstone courses.

Describe how the program implemented its planned improvements from last year:
The curriculum changes to the BBA are being rolled out, but have not been implemented for current junior and senior level courses. Due to the fact that most of the assessment takes place in the capstone course, we have not been able to assess the program with the new curriculum changes to the program. It is anticipated that those changes will be assessed in the 2013-14 academic year, which is the year of the BBA detailed 5-year Program Review. Questions were added to the internship surveys to capture response for future assessment. The learning outcomes were retooled to express outcomes of the new curriculum and are consistent with the desired outcomes of business school accrediting bodies ACSBP and AACSB.
Learning Outcome 1: Demonstrate functional knowledge of their major specialty, an appreciation for the interrelation of the business areas, and broad-based current business knowledge.

Is this outcome being reexamined? ☑ Yes □ No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

This outcome has been examined every year since AY 2006-2007. Performance on the national standardized test, project from the capstone course, as well as the internship supervisor survey had been the direct measures for this outcome for past years. However, we have decided to suspend using the ETS exam as a measure until the new curriculum is in place. In the past internship supervisors surveys, over 90% of the supervisors believed that students had a comprehensive understanding of basic constructs; however, last year this measure dropped to only 85%. All business plans met or exceeded minimum standards as based on the rubric. This is a group project and future analysis should include an individual measurement as well.

**Outcome and Past Assessment**

### Assessment Activity

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Performance Standard</th>
<th>Data Collection</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project in MGT 489</strong> (Direct)</td>
<td>85% of students will meet or exceed standards (Increase from previous goal of 80% for the past one cycle)</td>
<td>Six* business plans were evaluated based on the rubric included in the appendix.</td>
<td>All six (100%) of the business plans met or exceeded minimum standards for written plans and five out of six (84%) met or exceeded minimum standards for oral presentations as based on the rubric. The plans were assessed by a panel of 7 judges.</td>
</tr>
<tr>
<td><strong>Survey of internship supervisors</strong> (Direct)</td>
<td>90% of supervisors will “agree” or “strongly agree” that the student had a comprehensive understanding of basics</td>
<td>57 internship supervisors responded (100% response rate)</td>
<td>50 of the 57 (87.7%) internship supervisors either agreed or strongly agreed that the student possessed a comprehensive understanding of the basics of the field of business. This is approximately the same as last year. This includes all the surveys from Fall and Spring.</td>
</tr>
<tr>
<td><strong>Survey of student interns</strong> (Indirect)</td>
<td>90% of students will “agree” or “strongly agree”</td>
<td>There were 57 students who completed the internship</td>
<td>48 of the 57 (84.2%) students either agreed or strongly agreed they had comprehensive understanding of business</td>
</tr>
</tbody>
</table>
Survey of graduating students  
survey (100%)  
basics. This is in line with previous years figures. This includes all the surveys from Fall and Spring.

Survey of graduating students  
80% of graduating students will feel that their education was “excellent” or “good” in helping them succeed in a job in their field  
Seventy one SBA students completed the graduating student survey  
Of the 71 students answering the questionnaire, 73.2% of students felt that their education was “excellent” or “good” in preparing them for a job in their field. This score is a significant increase from the past year (64.8%).

*Arlington Coffee, Food Truck, Crepe Parisienne, BelVino, Stepping Stones, Lectures Online (projects available on request)

**Interpretation of Results**

**Extent this Learning Outcome has been achieved by students** *(Use both direct and indirect measure results)*:  
Internship supervisor surveys revealed similar high scores this year as compared to previous years. Over the past year, the quality of internship opportunities for students has improved. Indirect measures showed an increase in student satisfaction. This will be monitored to determine a possible trend.

**Program strengths and opportunities for improvement relative to assessment of outcome:**  
It is hoped that changes in the curriculum will result in more positive results. These changes will not be apparent for a number of years however since the current students are following the old curriculum. After the changes are in place, we will reevaluate using the ETS exam.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**  
As mentioned earlier, changes to curriculum should address any concerns. Additionally, quality of student performance and internship opportunities should be examined continuously.
Learning Outcome 2: Demonstrate the ability to function effectively in an international environment

Is this outcome being reexamined? □ Yes □ No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

Students in the BBA program are required to take one international course from five different course options in partial fulfillment of their degree requirements. This learning outcome was last measured in 2010-11 where an indirect measure included examining final projects in two out of the five different courses and the expectation was set at 90% of students meeting or exceeding standards. 87% of students had actually met those expectations. No adjustments were made to the assessment plans this year and it still stays at 90% as this is an important university wide goal to have a global perspective in our programs. MGT 285 with a two week immersion in a foreign culture/country was approved as a temporary course and ran twice (Panama and India) and was an astounding success. 100% of the students achieved or exceeded the standards as a direct measure of the learning outcome.

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<tr>
<td>Project in MGT 285 (Direct)</td>
<td>90% of students will meet or exceed standards</td>
<td>Four team projects in MGT 285 were evaluated by a panel of 3 outside judges</td>
<td>All of the teams were evaluated as having met the standards of the ability to function in an international environment.</td>
</tr>
<tr>
<td>Survey of internship supervisors (Direct)</td>
<td>90% of supervisors will “agree” or “strongly agree” that the student showed respect for cultural differences and an understanding of working in a global environment</td>
<td>57 internship supervisors responded (100% response rate)</td>
<td>49 (86%) internship supervisors either agreed or strongly agreed that the student showed respect for cultural differences and an understanding of working in a global environment.</td>
</tr>
<tr>
<td>Survey of student interns (Indirect)</td>
<td>90% of students will “agree” or “strongly agree” that their education has prepared them to understand cultural differences and succeed in a</td>
<td>There were 57 students who completed the internship survey (100%)</td>
<td>50 of the 57 (87.7%) students either agreed or strongly agreed they their education has prepared them to understand cultural differences and succeed in a</td>
</tr>
</tbody>
</table>
understand cultural differences and succeed in a global professional/business environment

global professional/business environment. This represents an increase from the previous years (last year 86%). This includes all the surveys from Fall and Spring.

Interpretation of Results

Extent this Learning Outcome has been achieved by students (Use both direct and indirect measure results):
The results are very promising. Our direct and indirect measures indicate a very strong performance on this learning outcome. It helps that Marymount students are so diverse and therefore becomes imperative that our students demonstrate the sensitivity they need to succeed in an increasingly global workplace.

Program strengths and opportunities for improvement relative to assessment of outcome:
All students in the BBA program complete an international course. This important requirement aligns very nicely with the university goal of achieving a global perspective. In addition, the option to travel abroad for a shorter period than a semester abroad, with their class in an elective course that gives them an opportunity to immerse themselves in another cultural and business environment, develop camaraderie with their classmates, and return with this enriching experience is very encouraging to students.

Discuss planned curricular or program improvements for this year based on assessment of outcome:
Students have expressed that they would like to see more courses offering an international visit. We are currently discussing incorporating an international visit our international courses.
**Outcome and Past Assessment**

**Learning Outcome 3:** Communicate skillfully in multiple forms of expression.

**Is this outcome being reexamined?** ☑ Yes ☐ No

*If yes, give a brief summary of previous results (including trends) and any changes made to the program.*

This outcome was last examined in 2008-2009. Many of our courses require students work together in groups and produce written reports and also present their report or findings orally to an audience. Some course like MKT 412 use a live project and therefore the audience also includes client members. MGT 489 is our capstone course that has all students working on a business plan. This is a very popular project for students and gets them really enthused. MKT 412 has started using DC businesses as the feeding ground for live projects that students can work on in a semester. This is the first time we will be using MKT 412 as a direct measure. We have always used MGT 489 in the past. 89% of students met this learning outcome the last time we measured it. So we increased the performance standard to 85% from 80% for this assessment round.

**Assessment Activity**

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<tr>
<td><strong>Project in MGT 489 (Direct)</strong></td>
<td>85% of students will meet or exceed standards (Increase from previous goal of 80% for the past one cycle)</td>
<td>Six* business plans were evaluated based on the rubric included in the appendix.</td>
<td>All six (100%) of the business plans met or exceeded minimum standards for written plans and five out of six (84%) met or exceeded minimum standards for oral presentations as based on the rubric. The plans were assessed by a panel of 7 judges.</td>
</tr>
<tr>
<td><strong>Project from MKT 412 (Direct)</strong></td>
<td>80% of students will meet or exceed standards based on agreed upon rubric</td>
<td>The projects of 23 students were examined and scored.</td>
<td>All 23 (100%) students met the standards established for the project. This is the first time we are using this project as a measure.</td>
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</table>
### Survey of internship supervisors (Direct)

80% of supervisors will “agree” or “strongly agree” that the student possessed the skills of written and spoken communication necessary to succeed professionally.

<table>
<thead>
<tr>
<th>57 internship supervisors responded (100% response rate)</th>
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50 (88.6%) supervisors “agree” or “strongly agree” that the student possessed the skills of written and spoken communication necessary to succeed professionally.

### Survey of student interns (Indirect)

80% of students interns will indicate that their education has prepared them to communicate in a professional manner during their internship.

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<tr>
<th>There were 57 students who completed the internship survey (100%)</th>
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48 (84.2%) of the students either agreed or strongly agreed their education at MU has prepared them to communicate in a professional manner during their internship.

### Survey of graduating students (Indirect)

85% of students will indicate a good or excellent ability to develop an coherent written argument and deliver a coherent oral presentation.

<table>
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<th>Seventy two students completed the graduating student survey</th>
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Seventy two students completed the graduating student survey. Of the students completing the survey, 80.3% indicated a good or excellent ability to develop a coherent written argument and 81.9% indicated they could deliver a coherent oral presentation. These scores are nearly identical to previous findings.

### Extent this Learning Outcome has been achieved by students (Use both direct and indirect measure results):

Based on internship supervisor surveys and graduating student surveys, students have strong communication skills. Students were very excited to be working on a live project with a real client as an audience and felt that their oral presentations of their written reports were well received by the client. The other direct measure, the business plan in the capstone course also shows very strong performance on this learning outcome.

### Program strengths and opportunities for improvement relative to assessment of outcome:

We require all Marketing majors to students to complete MKT 412. By using the project from MKT 412 we are able to capitalize on the expertise of our faculty member who teaches the course.

### Discuss planned curricular or program improvements for this year based on assessment of outcome:

We will continue to develop and use other courses and their projects as direct measures of this learning outcome in the future.
Learning Outcome 4: Exhibit rational and ethical decision making.

Is this outcome being reexamined? ☑ Yes ☐ No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

Students and supervisors have consistently ranked ethics as a strong component of the program. When last evaluated in 2010-11, 97.6% of supervisors and 95.3% of students “agree” or “strongly agree” that the student had an understanding of business ethics and ethical behavior. Of the students completing the graduating survey, 86.2% indicated a good or excellent understanding of major ethical dilemmas in their field and 86.2% indicated they could determine the appropriate ethical response to situations.

Assessment Activity

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<tr>
<td>Explain how student learning will be measured and indicate whether it is direct or indirect.</td>
<td>Define and explain acceptable level of student performance.</td>
<td>Discuss the data collected and student population</td>
<td>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</td>
</tr>
<tr>
<td>Project from PH 305 (Direct)</td>
<td>80% of students will meet or exceed standards based on agreed upon rubric (same as last time this was examined)</td>
<td>The projects of 121 students were examined and scored.</td>
<td>Of the 121 students, only one did not meet the standards established for the project. This is the second time we are using this project as a measure.</td>
</tr>
<tr>
<td>Survey of internship supervisors (Direct)</td>
<td>90% of supervisors will “agree” or “strongly agree” that the student had an understanding of business ethics and ethical behavior.</td>
<td>57 internship supervisors responded (100% response rate)</td>
<td>56 (98.2%) supervisors “agree” or “strongly agree” that the student had an understanding of business ethics and ethical behavior. This is consistent with past surveys.</td>
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<td>Survey of student interns (Indirect)</td>
<td>90% of students will “agree” or “strongly agree” that the student</td>
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had an understanding of business ethics and ethical behavior | internship survey (100%) | and ethical behavior. This is lower than in the past (95%)
--- | --- | ---
Survey of graduating students (Indirect) | 85% of students will indicate a good or excellent understanding of major ethical dilemmas in their field and determine the appropriate ethical response | Seventy two students completed the graduating student survey | Of the students completing the survey, 86.1% indicated a good or excellent understanding of major ethical dilemmas in their field and 81.9% indicated they could determine the appropriate ethical response to situations. These scores are nearly identical to previous findings.

**Extent this Learning Outcome has been achieved by students (Use both direct and indirect measure results):**

Measuring effectively a student’s understanding and appropriate response to an ethical situation is difficult. By using the project from PH 305 we are able to capitalize on the expertise of our faculty member who teaches the course. This is one area where students and supervisors are quite distant in their agreement that students are well versed in ethical business behavior. However, based on internship supervisor surveys and graduating student surveys, students have a strong understanding of ethics in a business environment. In addition to PH 305, business ethics is reinforced in every business core course as well as electives. It is our cornerstone.

**Program strengths and opportunities for improvement relative to assessment of outcome:**

We require all students to complete PH 305, Business Ethics and students express a positive experience from this course. Students have expressed that ethics is stressed throughout their education at Marymount. This is something we are proud of and are taking steps to accurately measure.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

We will continue to use PH 305 as a measurement for this outcome and will explore using a project in the capstone course to also measure rational and ethical decision making.