

## STUDENT LEARNING ASSESSMENT REPORT

SUBMITTED BY: SOUMYA SIVAKUMAR

DATE: SEPTEMBER 2015

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)

*Highlighted outcomes assessed this year*

Learning Outcome	Year of Last Assessment	Year of Next Planned Assessment
<i>Demonstrate functional knowledge of their major specialty, an appreciation for the interrelation of the business areas, and broad-based current business knowledge</i>	2014-15	2015-16
<i>Use analytical and reflective skills to evaluate issues and situations critically</i>	2014-15	2016-17
<i>Employ leadership and collaborative skills</i>	2014-15	2016-17
<i>Demonstrate the ability to function effectively in an international environment</i>	2014-15	2015-16
<i>Communicate skillfully in multiple forms of expression</i>	2012-13	2015-16
<i>Use current business technology effectively</i>	2012-13	2015-16
<i>Exhibit rational and ethical decision making</i>	2012-13	2015-16
<i>Apply creative and innovative thinking</i>	2012-13	2016-17

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 372 students enrolled as BBA majors (2014- 2015). We had 398 students enrolled in 2013-14. 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. For example, an interdisciplinary minor in Sustainability offers students a three-credit course (MKT 204 Sustainable Marketing) to choose from in order to complete the requirements of the minor.
  - We had 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. Typically students are exposed to International economics, finance, marketing, and management in a classroom 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 that are now eager to entertain our students for company visits. In the past, several students from this course had enrolled fulltime as freshmen. However, in the past couple of summers, this course has not taken off and has had less than the minimum number of students to run the course. After meeting with different stakeholders in Admissions and Academic Affairs, we advertised, interviewed, and recruited Dr. Rimkus as the Faculty Coordinator for Summer. Working closely with his office, and implementing several initiatives in 2015-16, we hope to increase the interest and enrollment in the next year.
  - 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. FIN 400 Senior Seminar in Finance was approved as a WI course which allows our students to not only get one more WI course offered in the School of Business and the BBA program, but also teaches them to write well within their field of study. Similarly, MGT 489 Senior Seminar, which is a required course for all BBA students in their senior year, is being piloted as a WI in 2015-16. Several full time faculty members who are teaching these recently approved WI courses have attended MU workshops and received training in teaching writing intensive courses. We have also been working with adjunct faculty to ensure they attend the workshops as well. Two adjunct faculty members in the BBA program were trained in 2014-15.
  - 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 typically exposes students to local businesses (e.g. 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, Phoenix Bikes, a community based youth mentoring non-profit that is located in Arlington, worked with one of our Marketing professors and students to conduct their customer satisfaction and expansion of services study. The findings and report were presented to top management.
  
- *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. One of the BBA faculty members had been a Board Member on the FBLA for 3 out of 4 years in the past.
  - Faculty members have worked with local non-profits that serve the Arlington community and have helped these organizations expand their services and satisfy their constituents better (e.g. Phoenix Bikes).
  - The School of Business Administration has had a great year of 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, 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: Marymount University
    - Internships Abroad: Saudi Arabia
    - Internships Outside DC Area: Maryland, North Carolina.
  
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- *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.

- Service to society is a hallmark of a Catholic heritage. We have introduced a Social Entrepreneurship Minor that highlights this growing area of business development and explores ways to use business skills to address social issues facing the World. In particular, this interdisciplinary minor is open to students in any major. It is designed for students who are service and socially minded entrepreneurs wishing to develop skills in the nonprofit and for-profit sectors. Students analyze social issues in today's global economy and learn how to apply business skills to address those issues, thereby fostering change. Students will be required to complete a community-based project of inquiry for their final project. Four courses required by students to receive this minor are located in the BBA program.

**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.

**Challenges**

We have recently implemented 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 BBA program unless we follow it for a number of years. So far we have relied heavily on the team project from the capstone course for assessment. But for the first time this year we have used the Capsim simulation based final exam (nation wide exam) in the MGT 323 course as an external measure of assessing the BBA. It will take a few iterations of the exam to decide if it will be useful as an assessment tool, but we are exploring the possibility as it allows for comparisons with other universities and the national average. Further, we also intend 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 focuses on the 200-level business courses and involves 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 has been successful since it ran for the first time in Spring 2010. The Junior Business Experience MGT 323 enforces previous courses and the relationship of the various disciplines, and also begins students for a career in their selected field of study. MGT 323 is the Junior Business seminar and has successfully run since the spring of 2013. This course is simulation based and requires students to compete in a hypothetical industry space in groups and run their own companies making decisions on production, research and development, marketing, and pricing. The simulation is offered by a company called Capsim that also offers a nationwide exam that tests students at the end of the course. The Capsim simulation has been adopted as a teaching tool by several accredited universities nationwide. The Senior Business Experience MGT 423 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 2013. 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 that were being rolled out have now been implemented at all levels. Since it makes sense to do the assessment of the BBA in the upper classmen years and in the capstone courses, we have had very few data points from the past years. We have only been able to completely assess the program with the new curriculum changes to the program this past year when the impact those changes was assessed in the 2013-14 academic year, which was the year of the BBA detailed 5-year Program Review. To aid that effort, questions were added to the internship surveys to capture responses for future assessment. The learning outcomes were retooled to express outcomes of the new curriculum and are now consistent with the desired outcomes of business school accrediting bodies ACSBP and AACSB.

**Outcome and Past Assessment**

**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. From the year 2006-07 when we first started assessing learning goals for the BBA program, performance on a national standardized test (ETS) had been the direct measure for learning outcome 1. However, based on the

recommendation from the Assessment Committee, which did not see the ETS as an appropriate measure, we decided to suspend using the ETS as an assessment tool. We replaced it with a project from the capstone course and the internship supervisor survey, which provided more valid measures of the learning goal. Both BBA faculty and the Assessment Committee responses to this measure have been positive. This learning outcome has been assessed and met every subsequent year. All business plans met or exceeded minimum standards as based on the rubric. However, as the business plan is a group project, we added an individual level measurement of this learning outcome as well. The Capsim simulation based final exam in MGT 323, a course that every BBA student is required to take, has been identified as suitable individual level measure. Comp-XM® is a simulation-based competency exam and goes beyond just reporting the recall of acquired knowledge. It is widely used both as a final exam and for program assessment to provide data for assurance of learning, and accreditation with organizations such as AACSB and ACBSP. It is useful since it provides a clear picture of how effectively students can use their BBA knowledge to actively manage a business in an evolving, competitive environment. The reporting comes with easy to read reports, and comparison to national performance across subscribing universities. Since this is the first year we are using this measure, we have set the performance standard as 70% of students will meet or exceed standards.

### Assessment Activity

<u>Outcome Measures</u> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Data Collection</u> <i>Discuss the data collected and student population</i>	<u>Analysis</u> <i>1) Describe the analysis process.                      2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Comp-XM® business simulation based final exam in MGT 323	70% of students will meet or exceed standards (in the next assessment cycle, we propose to increase this threshold to 75% of students)	The performance of 56 students on this exam was examined.	74.3% of the students met or exceeded the standards for performance (scoring 60% or above in the exam). Data from individual performance evaluations to course based assurance of learning outcomes included functional performance, class standings, and comparative scores.
Project in MGT 489 (Direct)	85% of students will meet or exceed standards	Seven business plans were evaluated based on the rubric included in the appendix.	All seven (100%) of the business plans met or exceeded minimum standards for written plans and six out of seven (85.7%) met or exceeded minimum standards for oral presentations as based on the rubric. A panel of 6 judges assessed the plans.
Survey of internship supervisors (Direct)	90% of supervisors will “agree” or “strongly agree” that the student had a comprehensive understanding of basics	56 internship supervisors responded (98% response rate)	53 of the 56 (94.6%) internship supervisors either agreed or strongly agreed that the student possessed a comprehensive understanding of the basics of the field of business. This is higher than the last assessment (87.7%). This includes all the surveys from Fall and Spring.
Survey of student interns (Indirect)	90% of students will “agree” or “strongly agree” that the student had a comprehensive	There were 57 students who completed the internship survey (100%)	53 of the 57 (92.9%) students either agreed or strongly agreed they had comprehensive understanding of business basics. This is much higher than previously seen figures. (84.2% in 2011-12). This includes all the surveys from Fall and Spring.



	understanding of basics		
Survey of graduating students (Indirect)	80% of graduating students will feel that their education was “excellent” or “good” in helping them succeed in a job in their field	Eighty eight SBA students completed the graduating student survey	Of the 88 students answering the questionnaire, 69.3% of students felt that their education was “excellent” or “good” in preparing them for a job in their field. In the past this score has ranged between 64% and 73%. Further, 88.6% of the students felt that their education was “excellent” or “good” in helping them solve problems in their field using their knowledge or skills.

### 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. We will monitor the changes very closely and also the new individual level measurement adopted.

**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.

### Outcome and Past Assessment

**Learning Outcome 2:** *Employ leadership and collaborative skills*

**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 complete a business plan in the capstone course. All students in the capstones course were able to meet the standards. Many of the higher-level core courses also require in-depth team projects and/or presentations and we will evaluate student work from these courses in the future. Additionally, previous results from the graduating student survey indicated that no less than 92% of students responded that their education provided “excellent” or “good” preparation to be part of an effective team. This is an improvement from the previous year.

### Assessment Activity

<u>Outcome Measures</u> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Data Collection</u> <i>Discuss the data collected and student population</i>	<u>Analysis</u> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Project in MGT 489 (Direct)	80% of students will meet or exceed standards	Seven team projects in MGT 489 were evaluated by a panel of 6 outside judges	All teams were evaluated by the judges as meeting the standard for teamwork.
Survey of internship supervisors (Direct)	90% of supervisors will “agree” or “strongly agree” that the student is an effective team player	56 internship supervisors responded (98% response rate – two did not respond completely)	46 (84%) internship supervisors either agreed or strongly agreed that the student was an effective team player.
Graduating student survey (Indirect)	80% of students will indicate that their education has prepared them to work as part of a team and to lead a team.	There were 88 BBA students who completed the graduating student survey.	92% of graduating students felt that their education was “excellent” or “good” in preparing them to work as part of a team and 85.2% felt that their education was “excellent” or “good” in preparing them to lead a team. These scores were better than past years (83% and 81%).

### Interpretation of Results

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

A large number of required courses entail group projects, therefore our students are exposed to teamwork at various times throughout their studies. However, we are lacking proper leadership and teambuilding opportunities for students. We are investigating an opportunity to offer leadership skills to our highest achieving students in the future.

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

All students completing the capstone course in the BBA program are required to produce a business plan. This is usually done as a team project. When students present their plans at the end of semester, they are critiqued by a panel made up of faculty, a current MBA student, and professionals currently working in business fields. This business plan project has gained importance over the year in the students’ eyes and we are interested in finding ways to reward students for their incredible work. We are moving toward making it more of a competition with a prize for the best team effort.

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



Students have expressed that team building and leadership skills are an area for improvement. We hope to explore an undergraduate course in business leadership.

### Outcome and Past Assessment

**Learning Outcome 3:** *Use analytical and reflective skills to evaluate issues and situations critically.*

**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 2012-2013. Faculty has been making steady progress in including projects that serve the local business community and also provide opportunities for students to pick up much needed analytical skills. For example, In MKT 412, students did a live marketing research project. This project involved critical analysis of current market shares and strategy, interviewing staff and management, designing a questionnaire, collecting and tabulating data, analyzing the data, and recommending changes.

### Assessment Activity

<u>Outcome Measures</u> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Data Collection</u> <i>Discuss the data collected and student population</i>	<u>Analysis</u> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Project from MKT 412 (Direct)	85% of students will meet or exceed standards based on agreed upon rubric (threshold increased from 80%)	The projects of 17 students were examined and scored.	16/17 (94%) students met the standards established for the project. This is the second time we are using this project as a measure.
Survey of internship supervisors (Direct)	85% of supervisors will “agree” or “strongly agree” that the student had analytical and reflective skills to evaluate issues and situations critically (threshold increased from 80%)	56 internship supervisors responded (98% response rate)	52 out of 56 (92.8%) supervisors “agree” or “strongly agree” that the student had an understanding of and showed initiative in solving problems and thinking critically as compared to 86.7% in past years.

Survey of student interns (Indirect)	85% of student interns will indicate that their education has prepared them to use analytical and reflective skills to evaluate issues and situations critically (threshold increased from 80%)	There were 57 BBA students who completed the student-intern survey.	53 out of 57 (92.9%) of the students either agreed or strongly agreed their education at MU has given them problem-solving and critical-thinking skills needed in a professional/business environment
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**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 a strong understanding of analytical and critical skills. Students were very excited to be working on a live project and felt that their efforts had a direct relationship to the success or failure of their recommendations. The client also received the recommendations in good spirit and has provided an update that they have employed some of the recommendations and have seen success in their business.

**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. Students were able to see the direct relationship between their critical analysis of a situation and the results of applying the recommended changes.

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

We will continue to use MKT 412 as a measurement for this outcome and will explore using a project in the capstone course to also measure analytical and reflective skills. We are encouraging faculty to use our local DC based resources and design more such “live” projects.

**Learning Outcome 4:** *Demonstrate the ability to function effectively in an international environment*

Is this outcome being reexamined?  Yes  No

**Assessment Activity**

<u>Outcome Measures</u> <i>Explain how student learning will be measured and indicate whether it is direct or</i>	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Data Collection</u> <i>Discuss the data collected and student population</i>	<u>Analysis</u> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
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<i>indirect.</i>			
Project in MKT 485 (Direct)	85% of student teams will meet or exceed standards (threshold increased from 80%)	Final projects from 42 students were examined and scored	40 out of 42 (95%) students met the standards established for the project. This is the second time we are using this project as a measure.
Student Intern survey (Indirect)	80% of students interns will indicate that their education has prepared them to understand cultural differences and succeed in a global professional/business environment (threshold increased from 80%)	There were 57 students who completed the internship survey (100%)	53 out of 57 (92.9%) student interns agreed that their education has prepared them to understand cultural differences and succeed in a global professional/business environment.
Survey of internship supervisors (Direct)	85% of supervisors will “agree” or “strongly agree” that the student showed respect for cultural differences and an had an understanding of working in a global environment (threshold increased from 80%)	56 internship supervisors responded (98% response rate)	54 out of 56 (96.4%) supervisors “agree” or “strongly agree” that the student showed respect for cultural differences and an had an understanding of working in a global environment.

### Interpretation of Results

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

Based on internship supervisor surveys, students have a strong understanding of how to function in an international environment. We will recommend that the graduating student survey add that item line as a question to ask our graduating students when evaluating preparation.

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

We will continue to use MKT 412 as a measurement for this outcome and will explore using other courses in the BBA to measure this learning outcome.

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

We had been conservative in the past about the performance standard expectations and kept all restricted to only 80%. This allowed us to benchmark current performance. We have made the necessary adjustments in this assessment year and will continue to check in the future as needed.

# Appendix

**Table 1**
**MGT 489 Business Plan Rubric**

	1 Not acceptable	2 acceptable	3 outstanding
Accounting and finance	Doesn't illustrate an understanding of accounting practices, income statements and balance sheets	Illustrates acceptable understanding of accounting practices, income statements and balance sheets	Illustrates an outstanding understanding and application of accounting practices, income statements and balance sheets
Marketing	Doesn't illustrate an understanding of market segmentation, targeting and positioning	Illustrates a satisfactory level of understanding of market segmentation, targeting and positioning	Illustrates an outstanding understanding and application of market segmentation, targeting and positioning
Management and Human Resources	Doesn't illustrate an understanding of organizational structure and personnel issues	Illustrates an acceptable level of understanding of organizational structure and personnel issues	Illustrates an outstanding understanding and application of organizational structure and personnel issues
Teamwork	Doesn't illustrate an understanding of the effective creation and utilization of teams and teamwork	Illustrates an acceptable understanding of the effective creation and utilization of teams and teamwork	Illustrates an outstanding level of understanding and application of the effective creation and utilization of teams and teamwork
Communication Skills	Doesn't illustrate the ability to communicate effectively in an oral and/or written manner	Illustrates the ability to communicate effectively in an oral and/or written manner	Illustrates an outstanding ability to communicate effectively in an oral and/or written manner

**Table 2: BBA Only: Summary of Student Self-Evaluations of their Internships**

Scale is 1 to 5, with 1 being "Strongly disagree" and 5 being "Strongly agree."

<b>Self-Evaluation Element</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Blank</b>	<b>Total</b>	<b>Mean</b>	<b>SD</b>
1. The tasks which I was assigned in this internship were educationally valuable to me.	0	0	2	6	16	0	24	4.58	0.654
2. The tasks which I was assigned helped me understand and contribute to this organization.	0	0	0	5	19	0	24	4.79	0.415
3. This internship experience helped clarify my goals for future learning and professional development.	0	0	3	5	16	0	24	4.54	0.721
4. My education at Marymount gave me a comprehensive understanding of the basics of the profession.	1	0	1	10	12	0	24	4.33	0.917
5. My courses in my area of specialization at Marymount prepared me to complete the tasks required of me while completing this internship.	0	1	5	6	12	0	24	4.21	0.932
6. My education to date at Marymount helped prepare me to communicate in a professional environment during this internship.	0	0	0	3	21	0	24	4.88	0.338
7. My education to date at Marymount has given me problem-solving and critical-thinking skills needed in a professional/business environment	0	0	0	6	18	0	24	4.75	0.44
8. My education to date at Marymount prepared me for ethical decision making while completing this internship.	0	0	2	6	16	0	24	4.58	0.65
9. My Marymount education has prepared me to understand cultural differences and succeed in a global professional/business environment.	1	0	1	4	18	0	24	4.58	0.93
10. My Marymount education has prepared me to use current business technology effectively.	2	0	1	8	13	0	24	4.25	1.15
11. My Marymount education prepared me to employ leadership and collaborative/team skills.	0	1	2	5	16	0	24	4.50	0.834



**Academic Year: 2014-15**

**Program: BBA**

Source: Student-provided evaluations of their Fall 2014 internships. Compiled 9/26/15



**Table 3: BBA Only: Summary of Supervisor Evaluations of their Interns' Performance**

Scale is 1 to 5, with 1 being "Strongly disagree" and 5 being "Strongly agree."

<b>Evaluation Element</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>(blank)</b>	<b>Total</b>	<b>Mean</b>	<b>Sdev</b>
1. The intern possessed a comprehensive understanding of the basics of the professional/business field.	0	0	2	6	16	0	24	4.58	0.654
2. The intern possessed a comprehensive understanding of the basics of his/her specialization.	0	0	4	6	14	0	24	4.42	0.776
3. The intern possesses the skills in written communication necessary to succeed professionally.	0	0	2	7	15	0	24	4.54	0.658
4. The intern possesses the skills of spoken communication necessary to succeed professionally.	0	0	2	8	14	0	24	4.50	0.659
5. The intern showed an understanding of the importance of professional ethics and ethical behavior.	0	1	1	3	19	0	24	4.67	0.761
6. The intern learned from supervision and accepted comments well.	0	1	2	6	15	0	24	4.46	0.833
7. The intern possesses and uses time management skills.	0	1	5	9	9	0	24	4.08	0.88
8. The intern showed initiative in solving problems and thinking critically.	0	1	2	5	16	0	24	4.50	0.83
9. The student intern showed respect for cultural differences and an understanding of working in a global environment.	0	0	2	2	20	0	24	4.75	0.61
10. The intern maintained a professional level of appearance and was consistently punctual.	1	0	3	5	15	0	24	4.38	1.01
11. The intern was capable of employing leadership and collaborative/team skills.	0	1	3	4	16	0	24	4.46	0.884

**Table 4: BBA Only: Summary of Student Self-Evaluations of their Internships**

Scale is 1 to 5, with 1 being "Strongly disagree" and 5 being "Strongly agree."

<b>Self-Evaluation Element</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Blank</b>	<b>Total</b>	<b>Mean</b>	<b>SD</b>
1. The tasks which I was assigned in this internship were educationally valuable to me.	0	0	1	9	23	0	33	4.67	0.540
2. The tasks which I was assigned helped me understand and contribute to this organization.	0	0	1	4	28	0	33	4.82	0.465
3. This internship experience helped clarify my goals for future learning and professional development.	0	0	3	5	25	0	33	4.67	0.645
4. My education at Marymount gave me a comprehensive understanding of the basics of the profession.	0	0	2	14	17	0	33	4.45	0.617
5. My courses in my area of specialization at Marymount prepared me to complete the tasks required of me while completing this internship.	0	0	3	13	17	0	33	4.42	0.663
6. My education to date at Marymount helped prepare me to communicate in a professional environment during this internship.	0	0	1	12	20	0	33	4.58	0.561
7. My education to date at Marymount has given me problem-solving and critical-thinking skills needed in a professional/business environment	0	1	3	11	18	0	33	4.39	0.79
8. My education to date at Marymount prepared me for ethical decision making while completing this internship.	0	0	3	8	22	0	33	4.58	0.66
9. My Marymount education has prepared me to understand cultural differences and succeed in a global professional/business environment.	0	0	2	11	20	0	33	4.55	0.62
10. My Marymount education has prepared me to use current business technology effectively.	0	1	4	15	13	0	33	4.21	0.78



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11. My Marymount education prepared me to employ leadership and collaborative/team skills.	0	0	3	13	17	0	33	4.42	0.663
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Source: Student-provided evaluations of their Spring 2015 internships.

**Table 5: BBA Only: Summary of Supervisor Evaluations of their Interns' Performance**

Scale is 1 to 5, with 1 being "Strongly disagree" and 5 being "Strongly agree."

<b>Evaluation Element</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>(blank)</b>	<b>Total</b>	<b>Mean</b>	<b>Sdev</b>
1. The intern possessed a comprehensive understanding of the basics of the professional/business field.	0	0	1	10	21	1	33	4.48	0.972
2. The intern possessed a comprehensive understanding of the basics of his/her specialization.	0	0	2	11	19	1	33	4.39	0.998
3. The intern possesses the skills in written communication necessary to succeed professionally.	0	1	4	12	15	1	33	4.15	1.093
4. The intern possesses the skills of spoken communication necessary to succeed professionally.	0	0	3	14	15	1	33	4.24	1.001
5. The intern showed an understanding of the importance of professional ethics and ethical behavior.	0	0	1	6	25	1	33	4.61	0.966
6. The intern learned from supervision and accepted comments well.	0	0	0	5	27	1	33	4.70	0.918
7. The intern possesses and uses time management skills.	0	0	2	14	16	1	33	4.30	0.98
8. The intern showed initiative in solving problems and thinking critically.	0	0	1	16	15	1	33	4.30	0.95
9. The student intern showed respect for cultural differences and an understanding of working in a global environment.	0	0	0	4	28	1	33	4.73	0.91
10. The intern maintained a professional level of appearance and was consistently punctual.	0	0	2	7	23	1	33	4.52	1.00
11. The intern was capable of employing leadership and collaborative/team skills.	0	0	5	10	17	1	33	4.24	1.062

Source: Supervisors' Evaluation of Spring 2015.