

## STUDENT LEARNING ASSESSMENT REPORT

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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>	2015-16	2016-17
<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	2017-18
<i>Communicate skillfully in multiple forms of expression</i>	2012-13	2017-18
<i>Use current business technology effectively</i>	2011-12	2017-18
<i>Exhibit rational and ethical decision making</i>	2012-13	2017-18
<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 373 students enrolled as BBA majors (2015- 2016). We had 372 students enrolled in 2014-15. Not only are the enrollment numbers stable, the numbers have not shown the same level of decrease as in the last years. We are optimistic about this upward trend in enrollment in the next academic year. Students have the option of specializing in one of the following areas: accounting, business law, finance, international business, management, marketing, general business, hospitality management, sport management, and purchasing and contract 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.
  - The SBA Dean's office has also worked on introducing a new specialty area based on the business needs of the DC metro area. This new specialty Purchasing and Contract Management provides students with the principles of doing business with, and as, the government including procurement and contracts management, essential components of doing business with Federal, state and local governments. The specialty considers the organization of the government, its departments and agencies, and what they buy and sell. The specialty focuses on the core competencies recognized by the National Contract Management Association in their Contract Management Body of Knowledge.
  - 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 had made MU well known amongst local businesses that were 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. Working closely with the admissions office, and implementing several initiatives in 2015-16, we hope to increase the interest and enrollment in the next year. We propose to offer it every other year and the next offering would be the summer of 2017.
  - 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 now an approved WI course which allows all the BBA students to acquire two WI courses in their major and one in their liberal arts core. 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. One adjunct faculty member in the BBA program became WI trained in 2015-16.

- 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. Students in the Marketing Research course (MKT 412) work with local small businesses to collect and analyze data building a symbiotic relationship between Marymount and its neighbors in the community.
  - This new specialty Purchasing and Contract Management provides students with the principles of doing business with, and as, the government including procurement and contracts management, essential components of doing business with Federal, state and local governments. This specialty has the potential to arm our undergraduate students with the necessary skills needed for a successful career in government contracting thereby capitalizing on our proximity to the DC metro area.
  
- *Building community.*
  - The BBA is proud of the community we have developed with our potential students, students, faculty and staff. Student clubs offer opportunities for students to engage with the broader Marymount community.
  - 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. Katherine Hanley Shelter).
  - 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

- 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
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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. The Social Entrepreneurship Minor 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 relevant national standardized testing, 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 six judges including 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. Further, we have added two nation wide exams as

an external direct measure of assessing the BBA – (i) the Capsim simulation based final exam in a course that all BBA students take in their major, and (ii) the Major Fields Test for Bachelor’s degree in Business conducted by the ETS in 2015-16. The ETS Major Fields Test is designed to measure a BBA student’s subject knowledge and the ability to apply facts, concepts, theories, and analytical methods. This makes it a very useful assessment tool, allowing for comparisons with other universities and the national average. This is also in line with other peer and aspirational schools and will provide us with several data points to aid our ACBSP accreditation requirements.

### **Challenges**

We had recently implemented a new curriculum. Because it would take a number of years for the changes to take place, we were not able to accurately assess the BBA program unless we followed it for a number of years. So far we had relied heavily on the team project from the capstone course for assessment. But, as we recently instituted two nation wide external measures (see above), it will take a few iterations of the two to accurately assess the BBA program with comparative and trend data. Further, we are also working on 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. The introduction of the two new national level tests in 2014-15 and 2015-16 is another step in a positive direction.

**Describe how the program implemented its planned improvements from last year:**

<b>Outcome</b>	<b>Planned Improvement</b>	<b>Update</b> <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
1. <i>Demonstrate functional knowledge of their major specialty, an appreciation for the interrelation of the business areas, and broad-based current business knowledge.</i>	As mentioned earlier, changes to curriculum should address any concerns. Additionally, quality of student performance and internship opportunities should be examined continuously.	Student performance on the MGT 489 was monitored closely and data reported. Student internships are continuously examined and data has been reported in a very detailed manner. See Internship survey results in appendices (student and supervisor) Finally, both Capsim and ETS exams (both national) have been used to assess overall performance.
2. <i>Employ leadership and collaborative skills</i>	Students have expressed that team building and leadership skills are an area for improvement. We hope to explore an undergraduate course in business leadership.	The BBA program is proposing a few changes to the UCIC (currently the paperwork is being delivered to the SBA curriculum committee) which includes changing the Management specialty into Human Resource Management. This will allow for courses that teach leadership to be included in the near future. This is a first step to achieving this goal. In the meanwhile, instructors are encouraged to use group projects in their courses as a team building and leadership exercise. The learning outcome that this proposed improvement relates to was not measured in the 2015-16 report.
3. <i>Use analytical and reflective skills to evaluate issues and situations critically.</i>	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”	We continue to encourage faculty to use local DC based resources in designing their projects. The learning outcome that this proposed improvement relates to was not measured in the 2015-16 report, but will be measured for sure in the capstone in 2016-17.

	projects.	
4. <i>Demonstrate the ability to function effectively in an international environment</i>	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.	We increased the conservative benchmark threshold to 85% for the AY 2014-15 and were able to demonstrate that students had a strong ability to function effectively in an international environment. The learning outcome that this proposed improvement relates to was not measured in the 2015-16 report, but will be measured in the capstone in 2016-17.

**Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report:**

Responses to last year’s UAC feedback.

- *The committee has never instructed the program to not use ETS as an assessment tool.* We understand that the UAC did not suggest any specific test/nationalized assessment vehicle like the ETS. Will avoid making that reference in the future. But, we are happy to have reintroduced the ETS in addition to the Capsim, in order to get very detailed reports on our learning outcomes.
- *Recommendations from 2013-14 are not reported. Recommendations from 2012-2013 should have been reported as the last year that the UAC gave feedback.*  
Was later sent as an addendum last year. In the future, will make it a priority to provide responses to UAC comments in the report itself and not as an addendum.
- *The first outcome is a bit complex and could benefit by being simplified or broken up into multiple outcomes. “Appreciation” is a bit difficult to measure*  
We are aware of the concern and are working with the Associate Dean’s office at the SBA, who is our resident ACBSP expert, in aligning the outcome with ACBSP language and Bloom’s taxonomy so that words like “appreciation” which are difficult to measure will be removed from the outcome. These changes will be communicated to the Office of Planning and Institutional Effectiveness as soon as they are finalized.
- *Excellent introduction of the Comp-XM for assessment purposes. Do the students take it seriously? Targets seem very reasonable.*  
Thank you. The syllabus requires the students to take the Comp-XM exam in order to get a grade in the course. A summary of their performance on the exam shows that they take an average of 2.5 hours to complete the exam. The exam allows them 4 hours, and thus evidences their involvement.

- *Great use of multiple judges and inferences for program improvement as a result of the analysis.*
- *Great application of results from LO #4 to improve quality in other courses.*
- *Well presented summary of data, excellent use of multiple measures, appropriate performance standards and great reflection on the results.*

Thank you. We will strive to keep it that way and even do better in the coming years.

### **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, following the curriculum changes implemented, based on the recommendation from the Assessment Committee, we had temporarily suspended using the ETS as an assessment tool and replaced it with a project from the capstone course and the internship supervisor survey. 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 in 2014-15. The Capsim simulation based final exam in MGT 323, a course that every BBA student is required to take, had 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 still the beginning stages of using this measure, we have set the performance standard as 70% of students will meet or exceed standards. It will take a few iterations to assess trends.

Further, based on the recommendation of the Assessment Committee, we reinstated the ETS in 2016 as an additional individual level direct measure of the BBA program. All BBA students will take this test in their Senior capstone course MGT 489. The ETS® Major Field Test for the Bachelor's Degree in Business contains 120 multiple-choice questions designed to measure a student's subject knowledge and the ability to apply facts, concepts, theories and analytical methods. Some questions are grouped in sets and based on diagrams, charts and data tables. The questions represent a wide range of difficulty and cover depth and breadth in assessing student learning outcomes and achievement levels. Since this is the

first instance of implementation, we have set the performance standard as 60% of students will meet or exceed standards (scoring 50% or above in the exam). It will take a few iterations to assess trends.

### 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>
<i>ETS® Major Field Test for the Bachelor's Degree in Business</i>	65% of students will meet or exceed standards (score above 60% on the exam). In the next assessment cycle, we propose to increase this standard to scoring above 65% on the exam.	The performance of 18 students on this exam was examined.	100% of the students met or exceeded minimum standards for the test. This is an assessment at the Institutional level. However, <i>ETS®</i> has not yet compiled the annual comparative national results for this testing period. If an update is required for this assessment period, then the BBA Director is happy to amend this report when that data is available from <i>ETS®</i> .
Comp-XM® business simulation based final exam in MGT 323 (Direct)	75% of students will meet or exceed standards (in the previous assessment cycle, we had proposed to increase this threshold from 70% to 75% of students)	The performance of 66 students on this exam was examined.	78.5% of the students met or exceeded the standards for performance (scoring 50% 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	Eleven business plans were evaluated based on the rubric included in the appendix.	All eleven (100%) of the business plans met or exceeded minimum standards for written plans and all eleven (100%) met or exceeded minimum standards for oral presentations as based on the rubric. A panel of 6 judges assessed the plans. For the first time, prizes were awarded in four different categories including overall viability of the plan, and best presentation.
Survey of internship supervisors (Direct)	90% of supervisors will “agree” or “strongly agree” that the student had a comprehensive understanding of basics	39 internship supervisors responded (100% response rate)	100% of internship supervisors either agreed or strongly agreed that the student possessed a comprehensive understanding of the basics of the field of business. 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 understanding of basics	There were 39 students who completed the internship survey (100% response rate)	86.1% of student interns either agreed or strongly agreed they had comprehensive understanding of business basics. This is a decline from previously seen figures. (92.9% in the previous assessment year of 2014-15). This includes all the surveys from Fall and Spring.

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	61 SBA students completed the graduating student survey	Of the 61 students answering the questionnaire, 69% 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 69%. Further, 71% of the students felt that their education was “excellent” or “good” in helping them solve problems in their field using their knowledge or skills.
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### Interpretation of Results

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

Direct measures show a very strong evidence of student learning. Trends will be continued to be monitored to make program improvements. 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 a decrease 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 get 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:** *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 2012-13. 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 courses like MKT 412 typically 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 second time we will be using MKT 412 as a direct measure. We have always used MGT 489 in the past.

**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)	85% of students will meet or exceed standards	Eleven business plans were evaluated based on the rubric included in the appendix.	All eleven (100%) of the business plans met or exceeded minimum standards for written plans and all eleven (100%) met or exceeded minimum standards for oral presentations as based on the rubric. The plans were assessed by a panel of 6 judges.
Project from MKT 412 (Direct)	80% of students will meet or exceed standards based on agreed upon rubric	The projects of 17 students were examined and scored.	All 17 (100%) 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)	80% of supervisors will “agree” or “strongly agree” that the student possessed the skills of written and spoken communication necessary to succeed professionally.	39 internship supervisors responded (100 % response rate)	93% 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.	There were 39 students who completed the internship survey (100%)	97% 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)	80% of students will indicate a good or excellent ability to develop a coherent written argument and deliver a coherent oral presentation	61 students completed the graduating student survey	Of the students completing the survey, 67% indicated a good or excellent ability to develop a coherent written argument and 74% 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. 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. We will also monitor MGT 489 as it recently became a Writing Intensive course in the business core during this assessment period.

**Outcome and Past Assessment**

**Learning Outcome 3:** *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 2012-13, 98.2% of supervisors and 84.2% 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, 86.1% 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.

**Assessment Activity**

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss the data collected and student population</i>	<b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Project from MKT 485 (Direct)	80% of students will meet or exceed standards	The final projects of 25 students were examined and scored.	Of the 25 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.
Survey of internship supervisors	80% of supervisors will “agree” or “strongly agree”	39 internship supervisors responded (100 % response)	100% of the supervisors “agree” or “strongly agree” that the student had an understanding of business

(Direct)	that the student had an understanding of business ethics and ethical behavior.	rate)	ethics and ethical behavior. This is consistent with past surveys.
Survey of student interns (Indirect)	80% of students will “agree” or “strongly agree” that the student had an understanding of business ethics and ethical behavior	There were 39 students who completed the internship survey (100% response rate)	84.6% of the students either agreed or strongly agreed they had an understanding of business ethics and ethical behavior.
Survey of graduating students (Indirect)	80% of students will indicate a good or excellent understanding of major ethical dilemmas in their field and determine the appropriate ethical response	61 students completed the graduating student survey	Of the students completing the survey, 67% indicated a good or excellent understanding of major ethical dilemmas in their field and 71% 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 MKT 485 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, a business ethics course which is part of the business core, ethics is reinforced in several core and elective courses.

**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.

**Learning Outcome 4: *Use current business technology effectively***

**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.*

When last evaluated in 2011-12, 77.64% of student interns agreed that their education has prepared them to use current business technology effectively. This is lower than what was expected, but corresponds closely with the comments from the graduating students. And, 77.1% of graduating students felt that their education was “excellent” or “good” in preparing them to use technology effectively in a workplace environment.

### 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>
Capsim simulation in MGT 323 based on using spreadsheets and other related business technology (Direct)	80% of students will meet or exceed standards	66 students were evaluated.	64 (96.9%) of students met or exceeded the standards.
Student Intern survey (Indirect)	80% of students interns will indicate that their education has prepared them to use current business technology effectively	There were 39 students who completed the internship survey (100%)	79.4% of student interns agreed that their education has prepared them to use current business technology effectively. This is lower than what was expected, but corresponds closely with the comments from the graduating students.
Survey of graduating students (Indirect)	80% of students will indicate a good or excellent understanding of the use current business technology effectively	61 students completed the graduating student survey	67% of students felt that their education was “excellent” or “good” in preparing them to use technology effectively in a workplace environment

### Interpretation of Results

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

Though 67% of the graduating students said that they were prepared well to use business technology effectively, past comments included suggestions of particular business software that could be taught in the BBA program more effectively (e.g. Excel, Access, and Quickbook). All

students now have to complete an Excel based Accounting Lab course (1 credit) as part of their business core. This is in direct response to suggestions for improvement by our graduating students. Further, their MGT 323 Capstone course requires them to use a spreadsheet based simulation through the course and this provides them an opportunity to complete the course both as a member of team and also be evaluated on an individual basis through the final exam which is also simulation based.

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

We need to make a strong push to include more relevant business technology in all our classes. For example, MKT 412 has introduced (in addition to Excel) statistical packages such as SPSS.

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

We were conservative about the performance standard expectations and kept all restricted to only 80%. This allows us to benchmark current performance. We will make adjustments in the future as needed.