

## STUDENT LEARNING ASSESSMENT REPORT

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**PROGRAM:** Business Administration (B.B.A.)

**SUBMITTED BY:** Soumya Sivakumar

**DATE:** October 10, 2018

**BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:**

Hard/soft copies of all documents/data are stored with the director of the BBA program.

### EXECUTIVE SUMMARY

#### Program description from the Course Catalog:

The 2017-18 Undergraduate Catalog description for the BBA is as follows:

Students earning a Bachelor of Business Administration degree complete a 51-credit business core that provides an overview of the primary business functions. Students also choose a specialty, providing more in-depth study of a particular business area. For highly qualified students, there is a B.B.A./M.B.A. option. All B.B.A. students complete an internship, which provides an opportunity for application of theory and for the cultivation of business skills. It also enables students to include experience working in a Washington-area business, government agency, or financial institution on their résumés.

Upon successful completion of this program,

- our students will demonstrate competence and understanding of basic business disciplines and concepts
- our students will demonstrate problem solving skills, supported by appropriate analytical techniques
- our students will demonstrate leadership and collaborative skills
- our students will have a global perspective
- our students will be effective communicators
- our students will use current business technology effectively
- our students will have an ethical perspective in their professional field

It should be noted that after consultation with PIE, all of the Learning Outcomes had been reviewed, revised, and carefully reworded in the last assessment period (2016-17). The wording changes have been derived directly from AACSB's 2013 Assurance of Learning Standards and are based on Bloom's taxonomy. In particular, effort has been made to make all of the outcomes more closely aligned with the desired outcomes of MU's business school accrediting body (ACBSP). Further, the changes will be reflected in the 2019-20 Undergraduate Catalog.

The learning outcomes as listed above are assessed on a rotational basis. Table 1 below provides an overview of the assessment schedule. Learning outcome marked with a \*\* is assessed every year, while those marked with \* have been assessed in the 2017-18 period. Please see the table below for more detail.

Table 1

Learning Outcome	Year of Last Assessment	Assessed this year	Year of Next Planned Assessment
<b><i>Our students will demonstrate competence and understanding of basic business disciplines and concepts**</i></b>	2015-16	YES	2017-18
<b><i>Our students will demonstrate problem solving skills, supported by appropriate analytical techniques*</i></b>	2014-15	YES	2019-20
<b><i>Our students will demonstrate leadership and collaborative skills*</i></b>	2014-15	YES	2019-20
<b><i>Our students will have a global perspective*</i></b>	2014-15	YES	2019-20
<i>Our students will be effective communicators</i>	2016-17	NO	2018-19
<i>Our students will use current business technology effectively</i>	2016-17	NO	2018-19
<i>Our students will have an ethical perspective in their professional field</i>	2016-17	NO	2018-19

**Note:** Outcome bold and highlighted \*\* is assessed every year, Outcomes in bold and highlighted \* are assessed this year.

**Describe briefly how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan:**

Marymount's vision is to be known as a comprehensive Catholic university, a place that fosters intellectual curiosity, service to others, and a global perspective. The BBA program outcomes directly support several of the strategic plan initiatives that relate to Marymount's mission and school goals. The Strategic plan calls for several initiatives that are supported by BBA program outcomes. See Table A for a summarized discussion.

MU Strategic Plan Initiative	Support from BBA Program outcomes
Offer rigorous, cohesive, integrated undergraduate and graduate curricula that produce superior graduates able to succeed in their positions and communities	1. BBA students can specialize in one of the following nine areas: accounting, business law, finance, international business, marketing, general business, human resource management, sport management, and purchasing and contract management. <b><i>Data from several courses including the capstone courses that all BBA students (regardless of their specialty) have to take are included as direct measures of learning outcomes including demonstration of competence and understanding of basic business disciplines and concepts.</i></b> The BBA program continuously monitors environmental trends and identifies new specialty areas.

	<p>Following such monitoring, a new specialty based on the needs of the DC area, was started in the year 2016-17. 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. While we currently do not have any students in the specialty, there is some interest generated in current students and we have a faculty champion who will help promote the specialty.</p> <ol style="list-style-type: none"> <li>2. The BBA curriculum responds efficiently to the need for rigor and integration. Responding to market demand and need for cohesion between undergraduate and graduate curricula, the management specialty was changed to human resource management in 2017-18 giving the students the opportunity to not only grow intellectually at the undergraduate level but to also avail of Marymount's graduate degree in human resources with the BBA setting a pathway to the Human Resource Management graduate program.</li> <li>3. The BBA maximizes a student's academic experience by requiring an internship before graduation. The SBA had a yet another great year of internship enrollment. What makes each internship remarkable is that each student can expect to end the semester 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. Internships have been secured by students at Fortune 500 companies, local businesses, start-ups, government agencies, embassies, banks, consulting, hospitality services, management, medical services, not-for-profit organizations, and international internships. <b><i>Data from supervisors and student interns are included in indirect measures to measure several learning outcomes including demonstration of functional knowledge of specialty.</i></b></li> <li>4. In order to continue to offer a rigorous curriculum, the BBA had instituted several curriculum changes in AY 2016-17. These briefly include replacing one required math course with a more relevant and rigorous math requirement in the LAC, replacing three 1-credit courses in the business core with a 3-credit capstone course in strategy which is also writing intensive. This strategy capstone course is taken in conjunction with another capstone seminar course, lending the BBA students with a cohesive and integrated curriculum. Further, <b><i>data from both of these courses are used as direct measures of one or more learning outcomes.</i></b></li> </ol>
Foster students' global perspective	<ol style="list-style-type: none"> <li>1. The BBA requires an international course for graduation in the business core at the senior level. Examples of such courses include international marketing, international finance etc. <b><i>Projects/assignments from these courses (chosen for relevance) have been/will continue to be used as direct measures when the BBA learning outcomes on global perspective.</i></b></li> <li>2. BBA faculty have invited industry and country experts as guest speakers in their classrooms, accompanied students on study abroad courses, and taken their own international and diverse work experiences into the classrooms.</li> </ol>

<p>Strengthen the emphasis on ethics and the Catholic intellectual tradition inside and outside the curriculum</p>	<ol style="list-style-type: none"> <li>1. The BBA requires Business Ethics for graduation, and 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. <b>Further data from relevant and/or capstone courses are used as direct measures of the BBA learning outcome on ethics.</b></li> <li>2. 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.</li> </ol>
<p>Strengthen Marymount's ties to the larger community through outreach and collaboration</p>	<ol style="list-style-type: none"> <li>1. Through internships, guest lecturers, and student projects, the BBA fully engages the business community in the Washington, D.C. metro region. We have made great strides in developing new contacts in business and reaching out to the Embassies to provide educational opportunities for our students. This has been particularly successful in securing internships, guest speakers, and completing research assignments for local businesses as projects in coursework (e.g. in the past marketing research students have designed surveys and analyzed data for local businesses). <b>Data from supervisors and student interns are included in indirect measures to measure several learning outcomes.</b></li> </ol>

**Provide a brief description of the assessment process used including strengths, challenges and planned improvements and provide evidence of the existence of a culture of continuous improvement based on assessment:**

- Our assessment uses a rich combination of direct and indirect measures to measure the learning outcomes
- Direct measures include the following:
  - Student Test scores on the ETS® Major Field Test for the Bachelor's Degree in Business (henceforth referred to as the ETS test)
  - Student test scores on the Comp-XM® business simulation based final exam by CAPSIM (capstone simulation) a nationally normed test based on a business simulation
  - Student scores on a project/paper/presentation/business plan in a capstone/upper level specialty course separated into individual knowledge/skill components that will allow for analysis, interpretation, and improvements
- Indirect measures that complement the direct measures included the following:
  - Survey of internship supervisors
  - Survey of student interns
  - Survey of graduating students
- A conscious effort was made to assess **all** the students in the BBA program regardless of their specialty, which could be challenging given different specialties to choose from. Some learning outcomes lent themselves nicely to be measured across specialties. For example, in order to measure Learning outcome #1: *Our*



Arlington, Virginia

*students will demonstrate competence and understanding of basic business disciplines and concepts*, we used several direct measures—the ETS test scores, CAPSIM simulation exam scores, business plans and presentations from a Capstone course, in addition to other indirect measures such as the graduating student surveys, and internship supervisor/student surveys. Further, direct measures now allow us to report results for separate business disciplines (e.g. marketing, finance, accounting, operations) which mirror our specialties. This allows us the opportunity to find specific problems areas that need to be improved.

- Noticing a paucity in the number and breadth of direct measures in measuring learning outcomes, the nationally normed CAPSIM and the ETS tests were introduced in the past couple of years and this has made program assessment more rigorous and allows us to make planned improvements for the future. Further, following the recommendations of the UAC, the we were able to find the funding to buy more detailed ETS reports at the individual student/functional levels to access more granularity in our assessment task.
- In pursuit of continuous program improvements, based on past years' test scores, conferences with instructors, and discussions with the students in MGT 323: Junior Business Seminar (CAPSIM based capstone course), we had made several changes in the BBA curriculum in 2016-17. Briefly, we had replaced three 1-credit courses in the Business Core with a 3-credit strategy course (MGT 451) which provided the students a richer capstone experience and a more in-depth opportunity in which to practice strategic decision making within the Capsim simulation environment. These changes were implemented in 2017-18 and we have planned a continual assessment of the impact of these curricular changes in the years going forward.

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

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
<p>Our students will demonstrate competence and understanding of basic business disciplines and concepts</p>	<p>Direct measures from Capsim results showed a slight downward trend over the past 2 assessment cycles. After consultation with key stakeholders (students, instructors), the BBA made several curriculum changes. While the benefits of having a Capsim like simulation in the BBA cannot be underestimated, both faculty and students felt that placing such a simulation in a 3-credit strategy course (instead of 1-credit simulation-only course) will allow them to reap the benefits of the simulation. We passed those changes through Faculty Council in the 2016-17 year, and they took effect in the 2017-18 year. Also, we reevaluated the standards for assessment in this cycle. <i>We will closely monitor those changes and report on them in the next assessment cycle.</i></p> <p>The MGT 489 business plan is a team based project and it would be useful to have an individual measure that is capable of breaking down student performance at the discipline level. Having students take the Capsim exam is very useful as it provides this breakdown by discipline. Since we have now located Capsim in a strategy based capstone course, we are confident that this will allow us to make discipline level improvements in the future.</p>	<p>Improvements completed include:</p> <ol style="list-style-type: none"> <li>1. Changes to the direct assessment measures in the capstone course. The Capsim assessment now provides a measure of the functional areas separately and at the individual student level instead of a summary measure, so that problem areas are easily identifiable. Our assessment of the outcome reports on the results at the individual student/functional levels</li> <li>2. Getting more granularity in the ETS data at the individual student/functional areas has made assessment of this learning outcome more meaningful and actionable. Our assessment using this measure reports on the results at the individual student/functional levels</li> <li>3. Rewording of the learning goal to reflect UAC recommendations and ACBSP guidelines will be reflected in the 2018-19 catalog</li> <li>4. Changes to curriculum (new specialties, new courses, eliminated courses) are monitored on a continual basis</li> </ol>
<p>Our students will be effective communicators</p>	<p>Since the survey question in the student intern survey was a summary measure of communication skills preparedness, we did not include it as an additional indirect measure in this report. We intend to work with the Internship Director and break that summary measure down into its components and provide one more indirect measure to assessing this learning outcome in the future.</p> <p>We will continue to develop and use other courses and their projects as direct measures of this learning outcome in the</p>	<p>Improvements completed include:</p> <ol style="list-style-type: none"> <li>1. We have broken down the summary measure of this outcome into its component measures (verbal and written) and this change in measurement will be reflected in the student intern survey, the next time this outcome is measured (2018-19).</li> <li>2. Further, we wanted to measure this outcome in a cascade of courses at the sophomore-junior-senior years at the individual student level, track their progress, and make course corrections so that the</li> </ol>

	<p>future. We will also monitor MGT 489 as it recently became a Writing Intensive course in the business core during this assessment period.</p>	<p>students leave the BBA program being able to communicate verbally and at a writing level better than they started at. For this, we needed to monitor the students' progress at the individual level at three different points in the afore mentioned years. We therefore identified four courses that could help us achieve that - MGT 291 in the sophomore year, MGT 304 in the junior year, and MGT 451/MGT 489 in the senior year.</p> <ol style="list-style-type: none"> <li>3. We chose MGT 291 (Business Communication) and MGT 304 (Organizational Management) since they are both part of the business core (all BBA students take it) in the cascade, thus allowing us to continuously measure this outcome. This level of tracking at the individual student will greatly enhance our ability to measure this outcome and make meaningful recommendations to faculty and implement measurable changes in the future.</li> <li>4. MGT 304 was not WI and therefore we worked with the faculty teaching the course to (1) create an approved WI syllabus and (2) get WI trained. As of date, we have progressed significantly in getting UCIC/FC approvals in making MGT 304 a writing intensive course. The changes will get implemented in the 2018-19 year, reflect in the catalog, and the course will be taught as a WI course for the first time in Fall 2019.</li> <li>5. MGT 451, MGT 489 and MGT 291 are already WI and instructed by WI trained faculty.</li> <li>6. Lastly, changes to the direct assessment measures of this learning outcome allows/will allow for both the oral and written components of communication to be measured separately.</li> </ol>
<p>Our students will understand the importance of behaving ethically in their professional lives</p>	<p>Since the business plan is a team effort, it does not lend itself to individual level student data. So while we plan to keep this direct measure, we will reintroduce a direct measure from the Ethics course back, the next time this outcome is assessed. Also, we will explore with the</p>	<ol style="list-style-type: none"> <li>1. Direct and indirect measures from PH 305 (Business Ethics) is used now in order to measure this outcome at the individual student level. This change will be reported the next time this outcome is measured (2018-19).</li> </ol>

	<p>instructors for MGT 489/MGT 451, if an individual student level measure of this outcome could be housed in another more appropriate assignment in the capstone courses perhaps.</p>	<ol style="list-style-type: none"> <li>2. Further, we are still working with the MGT 489/MGT 451 instructors to figure out a more appropriate measure of this outcome at the individual student level. As the business plan project in the capstone course is evaluated by several MU and external judges who specifically report on the BBA students' understanding of ethics in business decision making, it would continue to be a good indirect measure.</li> <li>3. In addition to this, we will continue to use measures that include direct reports from the graduating student survey and student intern survey, and indirect measures from internship supervisor surveys (both at the individual student level).</li> </ol>
<p>Our students will use current business technology effectively</p>	<p>Capsim based assessment at the individual level can continue to be used as a direct measure of this learning outcome. This will allow us to maintain stability and track improvements over the course of multiple assessment years.</p>	<ol style="list-style-type: none"> <li>1. Assessment of this outcome using the Capsim simulation continues to provide data at the individual student level. We will provide data on tracking the improvement the next time this outcome is measured (2018-19).</li> <li>2. Measurement will be at the increased performance standard expectation of 85%.</li> </ol>

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

**Note:** Special attention was paid to all comments from the UAC rubric that indicated either Acceptable or Developing as the rating. Effort has been made in order to address those specific areas. Also, assessment activities that received positive comments and/or were rated as Exemplary have been maintained at the same level.

Area/UAC rating	UAC recommendation/comment	Action Taken	How it was addressed
Executive Summary / Acceptable	Great job in taking UAC recommendation and applying it. Program links outcomes to university strategic plan	Continue with the assessment actions	<ul style="list-style-type: none"> <li>Nothing to address</li> </ul>
Implemented Improvements from previous year / Acceptable	Overall good job on improving your information to be more in line with your outcomes and goals.	Continue with the assessment actions	<ul style="list-style-type: none"> <li>Nothing to address</li> </ul>
Outcomes / Acceptable	Outcomes are more in line with program. Good job with following the recommendations of the last year's committee. The ethical behavior outcome needs some work -- understand is not a very measurable verb. The committee was a bit confused about which outcomes were changed and which weren't.	Addressed in this report	<ul style="list-style-type: none"> <li>Outcome on Ethical behavior is reworded based on Bloom's taxonomy and ACBSP guidelines</li> <li>Table 1 clearly outlines which outcomes are assessed in the 2017-18 year (and which aren't)</li> </ul>
Assessment Measures and Targets / Acceptable	The use of the charts is very helpful and seeing how each outcome was measured and targets were assessed. The ETS score needs to be broken out by subject area to remain a direct measure, otherwise it is indirect.	Addressed in this report	<ul style="list-style-type: none"> <li>Direct measure of ETS score for outcome #1 is now capable of informing the BBA program about specific areas of improvement as it measures individual components/business disciplines</li> <li>Provided charts and rubrics</li> </ul>
Analysis of Results and Implications / Acceptable	Good job in explaining the strength and weakness within the program. Detailed information with summary charts were very helpful to seeing what the program is working to achieve. If you can look at individual	Addressed in this report	<ul style="list-style-type: none"> <li>Direct measure of ETS score for outcome #1 is now capable of informing the BBA program about specific areas of improvement as it measures individual components/business disciplines providing more granularity</li> </ul>

	components or questions of the ETS, that might give you more granular information.		
Use of Assessment to Improve Effectiveness / Acceptable	As stated above, very good job in working to improve your assessment and providing clear detailed information.	Continue with the assessment actions	<ul style="list-style-type: none"> <li>Nothing to address</li> </ul>

### Outcomes Assessment 2017-2018

**Learning Outcome 1:** *Our students will demonstrate competence and understanding of basic business disciplines and concepts*

#### 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>																																										
DIRECT Project in MGT 489 which is a capstone course taken by all BBA students	85% of students will meet or exceed standards for each individual business discipline.  85% will score a 3 or above on a 1 to 5 scale that measures their business plan on each specific knowledge area.	8 business plans from a total of 40 students were evaluated based on a rubric that separated the business discipline components.  A panel comprised of the instructor for the course, the deans of the SBA and 3 outside judges evaluated them.  Relevant part of the MGT 489 <i>Rubric</i> is included below for quick reference.	Individual judges' scores across the disciplines were tabulated, and the following table was created.  <table border="1"> <thead> <tr> <th>SCORES / DISCIPLINE AREA</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Marketing</td> <td>0</td> <td>2</td> <td>15</td> <td>18</td> <td>5</td> <td>40</td> </tr> <tr> <td>Operations</td> <td>0</td> <td>0</td> <td>10</td> <td>25</td> <td>5</td> <td>40</td> </tr> <tr> <td>Organization/HR</td> <td>0</td> <td>0</td> <td>17</td> <td>21</td> <td>2</td> <td>40</td> </tr> <tr> <td>Finance/Accounting</td> <td>0</td> <td>2</td> <td>17</td> <td>16</td> <td>5</td> <td>40</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>0</b></td> <td><b>4</b></td> <td><b>59</b></td> <td><b>80</b></td> <td><b>17</b></td> <td><b>160</b></td> </tr> </tbody> </table> Additional analysis based on the table above: Percentage of students who scored a 3 or above in each of the conceptual areas.	SCORES / DISCIPLINE AREA	1	2	3	4	5	TOTAL	Marketing	0	2	15	18	5	40	Operations	0	0	10	25	5	40	Organization/HR	0	0	17	21	2	40	Finance/Accounting	0	2	17	16	5	40	<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>59</b>	<b>80</b>	<b>17</b>	<b>160</b>
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			<table border="1" data-bbox="1398 245 1789 500"> <thead> <tr> <th>DISCIPLINE</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Marketing</td> <td>95</td> </tr> <tr> <td>Operations</td> <td>100</td> </tr> <tr> <td>Organization/HR</td> <td>100</td> </tr> <tr> <td>Finance/Accounting</td> <td>95</td> </tr> <tr> <td><b>AVERAGE %</b></td> <td><b>97.5</b></td> </tr> </tbody> </table> <p>Interpretation and discussion of improvements are provided in relevant sections below.</p>	DISCIPLINE	%	Marketing	95	Operations	100	Organization/HR	100	Finance/Accounting	95	<b>AVERAGE %</b>	<b>97.5</b>								
DISCIPLINE	%																						
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<p>DIRECT (measure of each business area) ETS® Major Field Test for the Bachelor's Degree in Business in MGT 489</p>	<p>This is a new standard and this direct measure has been introduced following UAC recommendation to get more granularity from the ETS data.</p> <p>BBA student scores in the ETS in specific disciplines/areas will be within 2 standard deviations of the national mean of all students who took the ETS® Major Field Test for the Bachelor's Degree in the assessment period. This standard will be revisited to see if it would be better to set it as one standard deviation from the national mean in the next assessment cycle.</p>	<p>The performance of 75 students on this test was examined and compared to the national averages in three different functional areas.</p>	<p>A total of 69,017 students took the test nationally representing 414 schools. It is not possible to obtain separate data on peer institutions.</p> <p>Granular data was available for three out of the four functional areas (Marketing, Operations, and Finance/Accounting). Scored indicate that our BBA students met the standards set.</p> <table border="1" data-bbox="1255 922 1860 1091"> <thead> <tr> <th>MEAN SCORES / DISCIPLINE AREA</th> <th>MU</th> <th>USA</th> <th>Std. Dev</th> <th>Met Y/N</th> </tr> </thead> <tbody> <tr> <td>Marketing</td> <td>44</td> <td>50.5</td> <td>6.6</td> <td>Yes</td> </tr> <tr> <td>Operations</td> <td>48</td> <td>62</td> <td>7.8</td> <td>Yes</td> </tr> <tr> <td>Finance/Accounting</td> <td>36</td> <td>43.2</td> <td>5.1</td> <td>Yes</td> </tr> </tbody> </table> <p>Interpretation and discussion of improvements are provided in relevant sections below.</p>	MEAN SCORES / DISCIPLINE AREA	MU	USA	Std. Dev	Met Y/N	Marketing	44	50.5	6.6	Yes	Operations	48	62	7.8	Yes	Finance/Accounting	36	43.2	5.1	Yes
MEAN SCORES / DISCIPLINE AREA	MU	USA	Std. Dev	Met Y/N																			
Marketing	44	50.5	6.6	Yes																			
Operations	48	62	7.8	Yes																			
Finance/Accounting	36	43.2	5.1	Yes																			

<p>INDIRECT (overall summary measure) ETS® Major Field Test for the Bachelor's Degree in Business in MGT 489</p>	<p>65% of students will meet or exceed standards (score above 65% on the exam). This performance standard score was increased from 60% to 65% as indicated in the previous assessment period.</p>	<p>The performance of 75 students on this test was examined.</p>	<p>71% of the students met or exceeded performance standards for the test. Maximum points that can be scored is 200 points on the test and a 65% score would mean all scores from 130 and above. Only two ranges below 130 were populated with student scores. All other students scored <math>\geq</math> 130 points (i.e. 65%).</p> <table border="1" data-bbox="1375 472 1843 1027"> <thead> <tr> <th>Score Range</th> <th># students</th> </tr> </thead> <tbody> <tr> <td>165-169</td> <td>2</td> </tr> <tr> <td>160-164</td> <td>1</td> </tr> <tr> <td>155-159</td> <td>8</td> </tr> <tr> <td>150-154</td> <td>5</td> </tr> <tr> <td>145-149</td> <td>6</td> </tr> <tr> <td>140-144</td> <td>14</td> </tr> <tr> <td>135-139</td> <td>10</td> </tr> <tr> <td>130-134</td> <td>7</td> </tr> <tr> <td>125-129</td> <td>15</td> </tr> <tr> <td>120-124</td> <td>7</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>75</b></td> </tr> </tbody> </table>	Score Range	# students	165-169	2	160-164	1	155-159	8	150-154	5	145-149	6	140-144	14	135-139	10	130-134	7	125-129	15	120-124	7	<b>TOTAL</b>	<b>75</b>
Score Range	# students																										
165-169	2																										
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<b>TOTAL</b>	<b>75</b>																										
<p>DIRECT Comp-XM® business simulation based final exam in MGT 451</p>	<p>50% of students will meet or exceed standards (score above 50%) for each individual business discipline. This is the second year in a row that we are reporting the breakdown by business area/discipline.</p>	<p>The performance of 40 students on this exam was examined.</p>	<p>56% of the students met or exceeded performance standards for the test. We also provide a breakdown by discipline below. Also, the results by discipline are normed against the national average for the test. Note: the breakdown by discipline is provided by the simulation maker (Capsim Inc.) and we do not have access to the raw data.</p> <table border="1" data-bbox="1398 1321 1789 1446"> <thead> <tr> <th>DISCIPLINE</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Marketing</td> <td>68</td> </tr> <tr> <td>Operations</td> <td>66</td> </tr> </tbody> </table>	DISCIPLINE	%	Marketing	68	Operations	66																		
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			<table border="1"> <tr> <td>Organization/HR</td> <td>68</td> </tr> <tr> <td>Finance/Accounting</td> <td>54</td> </tr> <tr> <td><b>AVERAGE %</b></td> <td><b>64</b></td> </tr> </table> <p>Interpretation and discussion of improvements are provided in relevant sections below.</p>	Organization/HR	68	Finance/Accounting	54	<b>AVERAGE %</b>	<b>64</b>								
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<p>INDIRECT Survey of internship supervisors</p>	<p>90% of supervisors will agree that the student had a comprehensive understanding of business basics. 90% will rate student interns 4 or above on the agreement scale. We increased the rigor of this standard (last year it was a rating of 3 and above).</p>	<p>40 internship supervisors responded</p>	<p>Internship supervisors were asked to rate on a Likert type agreement scale (1 to 5 showing increasing degree of agreement) that the student interns had a comprehensive understanding of business basics.</p> <table border="1"> <thead> <tr> <th>Score</th> <th># Supervisors</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td>0</td> </tr> <tr> <td>4</td> <td>16</td> </tr> <tr> <td>5</td> <td>23</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>40</b></td> </tr> </tbody> </table> <p>98% of internship supervisors agreed that the student possessed a comprehensive understanding of the basics of the field of business. This includes surveys from Fall and Spring. This is a summary measure and not broken down by business disciplines.</p>	Score	# Supervisors	1	0	2	1	3	0	4	16	5	23	<b>TOTAL</b>	<b>40</b>
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<p>INDIRECT Survey of student interns</p>	<p>90% of student interns will agree that their BBA education gave the intern a comprehensive understanding of business basics. 90% will rate 4 or above on the agreement scale. We increased the rigor of this</p>	<p>36 student interns completed the internship survey</p>	<p>Student interns were asked to rate on a Likert type agreement scale (1 to 5 showing increasing degree of agreement) that they had a comprehensive understanding of business basics.</p> <table border="1"> <thead> <tr> <th>Score</th> <th># interns</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> </tr> </tbody> </table>	Score	# interns	1	0	2	0								
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1	0																
2	0																

	standard (last year it was a rating of 3 and above).			<table border="1"> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>10</td></tr> <tr><td>5</td><td>23</td></tr> <tr><td><b>TOTAL</b></td><td><b>36</b></td></tr> </table>	3	3	4	10	5	23	<b>TOTAL</b>	<b>36</b>	<p>91.6% of student interns agreed they had comprehensive understanding of business basics. This includes surveys from Fall and Spring. This is a summary measure and not broken down by business disciplines.</p>
3	3												
4	10												
5	23												
<b>TOTAL</b>	<b>36</b>												

**RUBRIC for the MGT 489 Business Plan evaluation (portion relevant for this outcome).**

This team effectively demonstrated advanced knowledge of these CONCEPTS:

	Poor	Fair	Average	Good	Excellent
Marketing	1	2	3	4	5
Operations	1	2	3	4	5
Organization/HR	1	2	3	4	5
Finance/Accounting	1	2	3	4	5

**Student intern survey question on understanding of basic disciplines and concepts (on a scale of 1 to 5, with 1 being Strongly Disagree and 5 being Strongly Agree)**  
Q4. My education at Marymount gave me a comprehensive understanding of the basics of the profession

**Supervisor survey question on understanding of basic disciplines and concepts (on a scale of 1 to 5, with 1 being Strongly Disagree and 5 being Strongly Agree)**  
Q1. The intern possessed a comprehensive understanding of the basics of the professional/business field

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

1. The direct MGT 489 measure show that, while on an average 97.5% of the students scored above the standard, each individual discipline also showed results above the acceptable standard of 85%. This is the second time that this measure provides this breakdown by discipline. We will continue to monitor these numbers and make adjustments to the program and/or standards accordingly for the following year
2. The direct measure of the ETS Major Fields Test broken down by business discipline is introduced in this assessment year for the first time. 100% of BBA students who tested scored within two standard deviations of the national average for each business area in the same assessment period. These numbers were based on the scores of almost 70K students from over 400 institutions. The standard set for the first time was naturally conservative and the plan is to revisit this standard in future years.



2. Other indirect measures include nationally normed test scores on ETS which provide summary statistics on this learning outcome. While those numbers are not particularly useful to make improvements in problem areas, they still provide robust evidence at the summary levels. Percentages of students achieving learning outcome results are presented in the tables above in relevant areas.
3. Capsim provides the opportunity to study both individual and summary scores at the individual discipline level. Students have met or exceeded standards for each discipline on this test.
4. Similarly, both student and supervisor surveys of interns show acceptable results toward a summary evaluation of this learning outcome. Some of the standards have been adjusted upwards to increase rigor in measurement.

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

We have taken into consideration several factors when it comes to assessment. We have made sure that we have a balanced approach to choosing measures that are both direct and indirect, that are team based and individual student based, that are by discipline and those that provide summary results. This holistic approach to assessment will greatly inform us not only about the things we do well in the BBA but also identify problem areas for improvement.

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

Direct measures from Capsim results had showed a slight downward in past assessment cycles. After consultation with key stakeholders (students, instructors), the BBA made several curriculum changes. While the benefits of having a Capsim like simulation in the BBA cannot be underestimated, both faculty and students felt that placing such a simulation in a 3-credit strategy course (instead of 1-credit simulation-only course) will allow them to reap the benefits of the simulation. We passed those changes through Faculty Council in the 2016-17 year, and they took effect in the 2017-18 year. Based on the upward trending results from Capsim for this assessment period, we are confident that the curriculum changes have yielded the desired effects. However, this is only one data point and we need to closely monitor the trend over the next few cycles.

The MGT 489 business plan is a team based project and it would be useful to have an individual measure that is capable of breaking down student performance at the discipline level. Having students take the Capsim exam is very useful as it provides this breakdown by discipline. Since we have now located Capsim in a strategy based 3-credit capstone course, we are confident that this will continue to allow us to make discipline level improvements in the future.

**Learning Outcome 2:** *Our students will demonstrate problem solving skills supported by appropriate analytical techniques*

**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>
DIRECT	85% of students will meet		

<p>Project in MGT 489 which is a capstone course taken by all BBA students</p>	<p>or exceed standards for problem solving overall and by each business area/discipline. 85% will score a 3 or above on a 1 to 5 scale.</p>	<p>8 business plans from a total of 40 students were evaluated based on a rubric that separated overall and individual business area aspects.</p> <p>A panel comprised of the instructor for the course, the deans of the SBA and 3 outside judges evaluated each business plan.</p> <p>Relevant part of the MGT 489 Rubric is included below for quick reference.</p>	<p>Individual judges' scores across a summary measure and each individual business area were tabulated, and the following table was created.</p> <table border="1" data-bbox="1255 342 1906 558"> <thead> <tr> <th>SCORES/ASPECT</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Overall (strategic)</td> <td>0</td> <td>0</td> <td>14</td> <td>20</td> <td>6</td> <td><b>40</b></td> </tr> <tr> <td>Marketing</td> <td>0</td> <td>4</td> <td>14</td> <td>17</td> <td>5</td> <td><b>40</b></td> </tr> <tr> <td>Operations</td> <td>0</td> <td>2</td> <td>17</td> <td>18</td> <td>3</td> <td><b>40</b></td> </tr> <tr> <td>Finance/Accounting</td> <td>0</td> <td>2</td> <td>21</td> <td>16</td> <td>1</td> <td><b>40</b></td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>0</b></td> <td><b>8</b></td> <td><b>66</b></td> <td><b>71</b></td> <td><b>15</b></td> <td><b>160</b></td> </tr> </tbody> </table> <p>Additional analysis based on the table above: Percentage of students who scored a 3 or above in each of the communication aspects</p> <table border="1" data-bbox="1398 721 1789 976"> <thead> <tr> <th>MEASURE</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>100</td> </tr> <tr> <td>Marketing</td> <td>90</td> </tr> <tr> <td>Operations</td> <td>95</td> </tr> <tr> <td>Finance/Accounting</td> <td>95</td> </tr> <tr> <td><b>AVERAGE %</b></td> <td><b>95</b></td> </tr> </tbody> </table> <p>95% of the students exceeded standards. Interpretation and discussion of improvements are provided in relevant sections below.</p>	SCORES/ASPECT	1	2	3	4	5	TOTAL	Overall (strategic)	0	0	14	20	6	<b>40</b>	Marketing	0	4	14	17	5	<b>40</b>	Operations	0	2	17	18	3	<b>40</b>	Finance/Accounting	0	2	21	16	1	<b>40</b>	<b>TOTAL</b>	<b>0</b>	<b>8</b>	<b>66</b>	<b>71</b>	<b>15</b>	<b>160</b>	MEASURE	%	Overall	100	Marketing	90	Operations	95	Finance/Accounting	95	<b>AVERAGE %</b>	<b>95</b>
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<p>INDIRECT Survey of student interns</p>	<p>85% of student interns will agree that their education to date at Marymount has given them problem-solving skills needed in a professional/business environment. 85% will rate a 3 or above on a 1 to 5 scale.</p>	<p>29 student interns responded to this question on the internship survey</p>	<table border="1" data-bbox="1423 1170 1801 1458"> <thead> <tr> <th>Score</th> <th># Interns</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>3</td> <td>1</td> </tr> <tr> <td>4</td> <td>7</td> </tr> <tr> <td>5</td> <td>21</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>29</b></td> </tr> </tbody> </table>	Score	# Interns	1	0	2	0	3	1	4	7	5	21	<b>TOTAL</b>	<b>29</b>																																								
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			96.5% of interns agreed that their education to date at Marymount has given them problem-solving skills needed in a professional/business environment.														
INDIRECT Survey of internship supervisors	85% of supervisors will agree that the student intern had the intern showed initiative in solving problems. 85% will rate a 3 or above on a 1 to 5 scale.	40 internship supervisors responded to the question that the intern showed initiative in solving problems.  Relevant section of the Supervisor survey has been provided below for quick reference.	<p>Internship supervisors were asked to rate on a Likert type agreement scale (1 to 5 showing increasing degree of agreement). The question was overall and not broken down by discipline.</p> <table border="1" data-bbox="1350 602 1730 894"> <thead> <tr> <th>Score</th> <th># Supervisors</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td>3</td> </tr> <tr> <td>4</td> <td>19</td> </tr> <tr> <td>5</td> <td>16</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>40</b></td> </tr> </tbody> </table> <p>90% of internship supervisors agreed that the student showed initiative in solving problems. <u>Note:</u> This survey question does not overlap directly with the learning outcome. Showing initiative to solve problems is different from demonstrating problem solving skills. We will change this question on the survey to better reflect the learning outcome in the next cycle. Since we have another more appropriate indirect measure (student intern survey), we did not lose an opportunity to measure this outcome.</p>	Score	# Supervisors	1	0	2	1	3	3	4	19	5	16	<b>TOTAL</b>	<b>40</b>
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**RUBRIC for the MGT 489 Business Plan evaluation (portion relevant for this outcome).**

Rate each	Poor	Fair	Average	Good	Excellent
(Overall) Strategic Analytics (key metrics/measures, charts, graphs)	1	2	3	4	5
Marketing (key metrics/measures, charts, graphs)	1	2	3	4	5
Operations Analytics (key metrics/measures, charts, graphs)	1	2	3	4	5
Finance/Accounting (key metrics/measures, charts, graphs)	1	2	3	4	5

**Student intern survey question on Problem Solving (on a scale of 1 to 5, with 1 being Strongly Disagree and 5 being Strongly Agree**

Q7. My education to date at Marymount has given me problem-solving skills needed in a professional/business environment

**Supervisor survey question on Problem Solving (on a scale of 1 to 5, with 1 being Strongly Disagree and 5 being Strongly Agree**

Q8. The intern showed initiative in solving problems

**Interpretation of Results**

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

Both direct and indirect measures of this outcome show that students have either met or exceeded performance standards. Additionally, there is more granularity as the direct measure provides assessment at the individual business area level.

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

This outcome has been nicely broken down and measured at the individual business area level and at a summary level. While the question on the supervisor survey does not overlap directly with the learning outcome (showing initiative to solve problems is different from having problem solving skills), we will change this question on the survey to better reflect the learning outcome for the next time this outcome is assessed. However, we presented another more appropriate indirect measures (student intern survey), and therefore have been able to successfully assess this outcome.

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

We intend to work with the Internship Coordinator and to reword the question and provide a more relevant indirect measure to assessing this learning outcome in the future.

**Learning Outcome 3:** *Our students will demonstrate leadership and collaborative skills*

**Assessment Activity**

<p><b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p><b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i></p>	<p><b>Data Collection</b> <i>Discuss the data collected and student population</i></p>	<p><b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p>																					
<p>DIRECT Project in MGT 489 which is a capstone course taken by all BBA students</p>	<p>80% of students will meet or exceed standards. 80% will score a 4 or above on a 1 to 5 scale that measures their leadership and collaborative skills (standard increased from 3 to 4).</p>	<p>5 business plans from a total of 25 students were evaluated by a panel comprised of the instructor for the course, the deans of the SBA and 3 outside judges.</p> <p>Relevant part of the MGT 489 Rubric is included below for quick reference.</p>	<p>Individual judges' scores on demonstration of student leadership and collaborative skills were tabulated, and the following table was created.</p> <table border="1" data-bbox="1255 667 1904 773"> <thead> <tr> <th>SCORES/ASPECT</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Collaboration</td> <td>0</td> <td>0</td> <td>6</td> <td>15</td> <td>4</td> <td><b>25</b></td> </tr> <tr> <td>Leadership</td> <td>0</td> <td>1</td> <td>4</td> <td>15</td> <td>5</td> <td><b>25</b></td> </tr> </tbody> </table> <p>Only 77% of the students (against a standard of 80%) met or exceeded performance standards for collaboration while 80% of students met or exceeded the standards for demonstration of leadership skills.</p>	SCORES/ASPECT	1	2	3	4	5	TOTAL	Collaboration	0	0	6	15	4	<b>25</b>	Leadership	0	1	4	15	5	<b>25</b>
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<p>INDIRECT Survey of internship supervisors</p>	<p>80% of supervisors will agree that the student intern employed leadership and collaborative skills. 80% will score a 4 or above on a 1 to 5 scale that measures their leadership and collaborative skills (standard increased from 3 to 4).</p>	<p>35 internship supervisors responded to this question.</p> <p>Relevant section of the Supervisor survey has been provided below for quick reference.</p>	<p>Internship supervisors were asked to rate on a Likert type agreement scale (1 to 5 showing increasing degree of agreement) that the student intern employed leadership and collaborative skills. This is a summary measure.</p> <table border="1" data-bbox="1352 1130 1717 1419"> <thead> <tr> <th>Score</th> <th># Supervisors</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td>4</td> </tr> <tr> <td>4</td> <td>9</td> </tr> <tr> <td>5</td> <td>21</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>35</b></td> </tr> </tbody> </table>	Score	# Supervisors	1	0	2	1	3	4	4	9	5	21	<b>TOTAL</b>	<b>35</b>							
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			86.7% of internship supervisors agreed that the student intern employed leadership and collaborative skills.														
INDIRECT Survey of student interns	80% of student interns will agree that their education prepared them to employ leadership and collaborative skills. 80% will score a 4 or above on a 1 to 5 scale that measures their leadership and collaborative skills (standard increased from 3 to 4).	26 student interns completed the internship survey.  Relevant section of the Intern survey has been provided below for quick reference.	<p>Student interns were asked to rate on a Likert type agreement scale (1 to 5 showing increasing degree of agreement) that their education prepared them for employing leadership and collaborative skills. This is a summary measure.</p> <table border="1" data-bbox="1352 548 1717 834"> <thead> <tr> <th>Score</th> <th># interns</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>3</td> <td>0</td> </tr> <tr> <td>4</td> <td>16</td> </tr> <tr> <td>5</td> <td>20</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>26</b></td> </tr> </tbody> </table> <p>100% of student interns agreed that their education prepared them for employing leadership and collaborative skills.</p>	Score	# interns	1	0	2	0	3	0	4	16	5	20	<b>TOTAL</b>	<b>26</b>
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**RUBRIC for the MGT 489 Business Plan evaluation (portion relevant for this outcome).**

	Poor	Fair	Average	Good	Excellent
Q1. Demonstrates collaborative skills in a team	1	2	3	4	5
Q2. Responds to questions as a leader would	1	2	3	4	5

**Supervisor survey evaluation element on Communication (on a scale of 1 to 5, with 1 being Strongly Disagree and 5 being Strongly Agree)**

Q11. The intern was capable of employing leadership and collaborative/team skills

**Student intern survey question on Leadership and Collaboration (on a scale of 1 to 5, with 1 being Strongly Disagree and 5 being Strongly Agree)**

Q11. My Marymount education prepared me to employ leadership and collaboration/team skills

### Interpretation of Results

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

Both direct and indirect measures of this outcome show that students have either met or exceeded performance standards in all but one aspect. Additionally, there is more granularity as the direct measure provides assessment at the individual aspect levels.

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

Though indirect measures, supervisor and intern responses are at the individual student level, and have exceeded the standards. Similarly, graduating student surveys are also at the individual student level.

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

Since the business plan is a team effort, it does not lend itself to individual level student data. We will explore with the instructors for MGT 489/MGT 451, if an individual student level measure of this outcome could be housed in another more appropriate assignment in the capstone courses perhaps, such as using a 360degree student team member evaluation of each member in the team and breaking it down to its individual aspects. The self report part of this evaluation will be an indirect measure while the team member rating part would be a direct measure providing greater granularity.

**Learning Outcome 4:** *Our students will have a global perspective*

### 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>												
DIRECT Assignment in MKT 485 (International Marketing) where students learn how to make strategic decisions while marketing internationally.	80% of students will meet or exceed standards. They will get a score of greater than a C (A, B) on their assignment. The assignment was worth 10% of their course grade.	45 students were evaluated on their individual performance on the assignment that was worth 100 points.	<p>This course was chosen as it serves two different specialties and juniors/seniors take this course. Instructor grades on the assignment from 37 students were used create the following table.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">GRADE (point range)</th> <th style="text-align: center;"># STUDENTS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A (91-100)</td> <td style="text-align: center;">13</td> </tr> <tr> <td style="text-align: center;">B (81-90)</td> <td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;">C (71-80)</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">D (61-70)</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">F (less than 61)*</td> <td style="text-align: center;">5</td> </tr> </tbody> </table>	GRADE (point range)	# STUDENTS	A (91-100)	13	B (81-90)	16	C (71-80)	3	D (61-70)	0	F (less than 61)*	5
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		<b>TOTAL</b>															
		<b>37</b>															
			<ul style="list-style-type: none"> <li>Five students who scored an F did not submit any assignment. They have been excluded from the analysis. 90.6% of students have met or exceeded the standards.</li> </ul>														
<p>INDIRECT Survey of internship supervisors</p>	<p>80% of supervisors will agree that the student intern had an understanding of working in a global environment. 80% will score a 4 or above on a 1 to 5 scale that measures their global perspective (standard increased from 3 to 4).</p>	<p>40 internship supervisors responded to this question.</p> <p>Relevant section of the Supervisor survey has been provided below for quick reference.</p>	<p>Internship supervisors were asked to rate on a Likert type agreement scale (1 to 5 showing increasing degree of agreement) that the student intern had an understanding of working in a global environment.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Score</th> <th># Supervisors</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td>1</td> </tr> <tr> <td>4</td> <td>9</td> </tr> <tr> <td>5</td> <td>29</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>40</b></td> </tr> </tbody> </table> <p>95% of internship supervisors agreed that the student intern had an understanding of working in a global environment.</p>	Score	# Supervisors	1	0	2	1	3	1	4	9	5	29	<b>TOTAL</b>	<b>40</b>
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<p>INDIRECT Survey of student interns</p>	<p>80% of student interns will agree that their education prepared them to understand cultural differences and succeed in a global professional/business environment. 80% will score a 4 or above on a 1 to 5 scale (standard increased from 3 to 4).</p>	<p>36 student interns completed this question in the internship survey.</p> <p>Relevant section of the Intern survey has been provided below for quick reference.</p>	<p>Student interns were asked to rate on a Likert type agreement scale (1 to 5 showing increasing degree of agreement) that their education prepared them to understand cultural differences and succeed in a global professional/business environment.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Score</th> <th># interns</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td>2</td> </tr> </tbody> </table>	Score	# interns	1	0	2	1	3	2						
Score	# interns																
1	0																
2	1																
3	2																

				4	12
				5	21
				<b>TOTAL</b>	<b>36</b>
			91.6% of student interns agreed that their education prepared them to understand cultural differences and succeed in a global professional/business environment.		

MKT 485 students were asked to justify their choice for a call center location taking into consideration several factors including international business laws, political/legal factors, socio-cultural factors, and currency exchange rates.

**Supervisor survey evaluation element on Communication (on a scale of 1 to 5, with 1 being Strongly Disagree and 5 being Strongly Agree)**

Q9. The student intern showed respect for cultural differences and had an understanding of working in a global environment

**Student intern survey question on global perspective (on a scale of 1 to 5, with 1 being Strongly Disagree and 5 being Strongly Agree)**

Q10. My Marymount education has prepared me to understand cultural differences and succeed in a global professional/business environment

**Interpretation of Results**

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

Both direct and indirect measures of this outcome show that students have either met or exceeded performance standards.

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

The direct and indirect outcome measures provide data at the individual student level. The standard for this outcome was increased in this assessment period.

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

Though MKT 485 is a specialty course for only two specialties and therefore this measure reports only on a subset of the BBA students. While it is extremely useful as a measure in and of itself, we will try and use a capstone course to measure this learning outcome in the future.

**Appendices:**

Relevant rubrics, scores, and tables have been provided where appropriate. If the UAC additionally needs anything more, please contact the BBA Program Director.