

## SACS Comprehensive Standard 3.3 Institutional Effectiveness

2015-2016

### Major: BBA International Business

The faculty members of the BBA International Business program have developed an assessment plan that includes student learning outcomes aligned with the appropriate level university and College of Business learning goals. The learning goals, assessment measures and results for the BBA International Business program are listed below:

Learning Goal 1: Demonstrate proficiency in problem solving through analytical thinking, critical analysis, and/or creativity, as applied to a business problem.

Semester: Spring

Course(s) where objective is measured: Management 3305 – Production and Operations Management. To access this learning goal, students were assigned a critical thinking project and presentation. Students were individually scored on a 1 (low) to 4 (high) range.

Rubric:

<b>4 - Excellent</b>	<b>3 – Good</b>	<b>2 - Fair</b>	<b>1 - Poor</b>
Excellent identification and analysis of project	Good identification and analysis of project	Fair identification and analysis of project	Poor identification and analysis of project

Intended Results: Students' cumulative average score would be 3.0 for the project and presentation.

Actual Results: 32 students completed the project and presentation and had a cumulative average score as follows:

Critical thinking project and presentation	3.75
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Learning Goal 2: Demonstrate competency in basic business skills in the areas of: (a) interpersonal oral and written communications, (b) quantitative literacy, and in the use of productivity software.

Semester: Fall/Spring

As a business core objective, this goal is measured across two separate areas: interpersonal oral and written communications and quantitative literacy and use of productivity software.

LG2a - Course(s) where objective is measured: interpersonal oral and written communications is measured in English 3352 – Business Communications using a written research project and presentation. Only business majors were included in the assessment.

Rubric:

<b>5 – Superior</b>	<b>4 – Strong</b>	<b>3 – Proficient</b>	<b>2 – Weak</b>	<b>1 – Unsatisfactory</b>
Consistently develops relevant, appropriate, and correct content for the audience, purpose, and communication task.	Frequently develops relevant, appropriate, and correct content for the audience, purpose, and communication task.	Occasionally develops relevant, appropriate, and correct content for the audience, purpose, and communication task.	Infrequently develops relevant, appropriate, and correct content for the audience, purpose, and communication task.	Seldom develops relevant, appropriate, and correct content for the audience, purpose, and communication task.

Intended Results: Class average of 75 or higher on final written and oral presentation of assignment

Actual Results: Class average over 2 sections was 3.26 on the 5-point rubric. Note: there appears to be some disparity between the two classes with one averaging 3.55 and the other class 2.7.

LG2b Course(s) - Quantitative literacy and the use of productivity software are measured in BCIS 1305 Business Computer Information Systems. Students were assigned a project to (1) use Excel for creating, editing and formatting a workbook and (2) use basic level functions, formulas and chart tools.

Rubric:

<b>5 – Superior Learning Goal is addressed in an excellent manner</b>	<b>4 – Strong Learning Goal is addressed in a good manner</b>	<b>3 – Proficient Learning Goal is addressed in an average manner</b>	<b>2 – Weak Learning Goal addressed, but not sufficiently</b>	<b>1 – Unsatisfactory Learning Goal unaddressed or addressed in an unacceptable manner</b>
Exceptional use of technology including: proper use of spreadsheets to analyze data and financial information	Above components present and applied with minor omissions/errors.	Missing one component, other components correctly employed with only minor stylistic	Missing two or more components, but with other components adequately employed.	Inappropriate use of technology including but not limited to: improperly formatted; inconsistent formatting; inappropriate pages breaks; incorrect

		omissions/errors.		use of margins; and did not employ graphs, tables and charts as appropriate
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Intended Results: Students' cumulative average will be 3.5 based on the rubric above.

Actual Results: Students' cumulative average in the fall, 2015 assessment was 3.52 and 3.58 in the spring, 2016 term.

Learning Goal 3: Demonstrate knowledge of contemporary theory and practice in their chosen area of specialization.

Semester: Fall, 2016

Course(s) where objective is measured: IBUS 4321 – International Marketing. To assess this objective, a case study was used to measure contemporary theory and practice in international business in the following :

- Terminology – using an average of exams in the course.
- Identifications of Concepts – using journal summaries of chosen cases and scenarios in the text
- Utilization of Concepts – using the average of research project (country assessment)

Rubric:

<b>4 - Excellent</b>	<b>3 - Good</b>	<b>2 - Fair</b>	<b>1 - Poor</b>
Student used proper terminology/concepts and used them correctly	Student mostly used proper terminology/concepts and used them correctly	Student used a few proper terms and/or concepts and used them correctly	Student may have included some proper concepts/terms in their paper, and or used the concepts/terms incorrectly throughout the paper

Intended Results: Students will score a cumulative average of 80 in the case study.

Actual Results: Students (IBUS majors only) scored a cumulative average of 93 on the case study.

Summative results from MFT for International Business majors across all 9 assessment indicators are also used to determine how well International Business students perform across the core subject areas.

<b>Assessment Indicator Number</b>	<b>Assessment Indicator Title</b>	<b>International Business Major (n=7) Average MFT: 146</b>
<b>1</b>	<b>Accounting</b>	<b>36</b>
<b>2</b>	<b>Economics</b>	<b>41</b>
<b>3</b>	<b>Management</b>	<b>53</b>
<b>4</b>	<b>Quantitative Business Analysis</b>	<b>31</b>
<b>5</b>	<b>Finance</b>	<b>32</b>
<b>6</b>	<b>Marketing</b>	<b>55</b>
<b>7</b>	<b>Legal and Social Environment</b>	<b>51</b>
<b>8</b>	<b>Information Systems</b>	<b>48</b>
<b>9</b>	<b>International Issues</b>	<b>55 (99<sup>th</sup> percentile)</b>

Learning Goal 4: Demonstrate acceptable ethical awareness and moral reasoning applied to a business situation.

Semester: Fall

Course(s) where objective is measured: BA 1301 – Introduction to Business. To access the learning goal students were assigned two short scenarios and asked to identify the following elements:

- Academic integrity
- Plagiarism
- Copyright infringement

Rubric: Students were individually scored on a 1 (low) to 5 (high) range.

Intended Results: 50% of business majors will complete the exercise and score 3.5 on the rubric.

Actual Results: In the three section of the class with a total enrollment of 166, 90 were classified as BBA students. Forty-six completed the optional assignment or 51% completion rate with an overall average of 3.4.

Learning Goal 5: Demonstrate knowledge of basic international business and globalization concepts associated with the practice of business.

Semester: Fall

Course(s) where objective is measured: International Business 3311.

Intended Results: Students will be tested on their knowledge of current issues related to globalization as part of their final exam. Students are expected to score 2.5 on a 4.0 scale.

Actual Results: Students scored 2.7 on the assessment.