

Walker College of Business

Assessment Plan for BSBA Degree Program

BSBA Degree Program Learning Goals

In order to fulfill the WCOB mission to “offer high quality educational experiences preparing our students to be responsible, effective leaders and professionals in a rapidly changing, global environment.” the WCOB faculty and stakeholders have identified the following learning goals for our BSBA graduates:

- 1. Students will think analytically to successfully solve problems:**
 - Students will be able to analyze situations and identify relevant information to logically solve problems.
 - Students will be able to identify possible alternatives and exercise sound judgment for decision making.
- 2. Students will communicate effectively in writing and speech:**
 - Students will demonstrate effective oral communication skills necessary for a professional business environment.
 - Students will demonstrate a competency in writing to effectively communicate in a professional business environment.
- 3. Students will understand ethical issues and behavior:**
 - Students will recognize and analyze ethical dilemmas and propose solutions for practical business situations.
 - Students will exhibit behavioral intentions to act ethically.
- 4. Students will possess functional business knowledge:**
 - Students will know the core concepts within each business discipline: accounting, economics, information technology, finance, management, and marketing.
- 5. Students will be knowledgeable about the global environment of business:**
 - Students will understand global issues as they relate to business.
 - Students will understand practical aspects of international business such as foreign exchange management and the international monetary system.
- 6. Students will demonstrate appropriate technology skills:**
 - Students will demonstrate proficiency using technology suited for business applications.
 - Students will exhibit a working knowledge of common software programs used in the business environment.

BSBA Learning Goal Coverage in Core Courses

BSBA Program Learning Goals

BSBA Required Courses	1	2	3	4	5	6
ACC 1100 - Principles of Accounting I	S		M	S		
ACC 2110 - Principles of Accounting II	S			S	M	
BUS 4000 – Business Capstone	M	M	S	M	S	S
ECO 2030 - Principles of Economics - Micro	S		M	S		
ECO 2040 - Principles of Economics - Macro	S				M	
ECO 2100 - Business & Economics Statistics I	S	M	M			S
ECO 2200 - Business & Economics Statistics II	S	M	M			S
LAW 2150 - Legal Environment of Business	S		S	S	M	
ENG 3100 - Business Writing		S				
MGT 3630 - Intro to Organization Behavior	S	M	M	S		
MKT 3050 - Principles of Marketing	M		M	S	M	
CIS 3050 - Fundamentals of Management Info Systems	S	S	M	M	M	S
POM 3650 - Production & Operations Management	M	S	M	S	M	M
FIN 3680 - Introduction to Finance	S			S		M
MGT 4750 - Strategic Management	S	S	M	S	M	

M = Moderate course content related to Learning Goal

S = Substantial course content related to Learning Goal

BSBA Learning Goal Assessment for 2007-2013

BSBA Program Learning Goals

BSBA Required Courses	1	2	3	4	5	6
BUS 4000 – Business Capstone	X	X	X	X	X	
MGT 4750 - Strategic Management	X	X	X			
BSBA Non-Required Course (1)						
CIS 2125 - Personal Computing Effectiveness						X
BSBA Non-Course Requirements						
Computer Skills Exam for COB Admission						X
ETS Major Field Test in Business (2)				X	X	

X = Assessment of BSBA Learning Goal

(1) CIS is not a required course for business majors that pass the Computer Skills exam for admission to the COB, but is required if students do not pass the exam. Thus, assessment of technology skills via both the Computer Skills admission exam and within CIS 2025 provides a more complete assessment approach for this goal.

(2) The ETS Major Field Test in Business is a requirement for all students taking MGT 4750 - Strategic Management. Thus, the exam is administered during the final semester of completion of the BSBA degree.

BSBA Degree Program Assessment Plan for Academic Years 2007-08 to 2012-13

The general philosophy for assessment of the BSBA degree program is to select two or three program learning goals to be assessed each semester. Although ongoing review of program goals and expectations may lead to changes in learning goals, and thus to needed changes in assessment plans, the current plan for BSBA degree program assessment over the next several semesters is outlined in the following tables.

2007 - 2008

Goals or Items to Assess	Assessment Approach
Goal 1 – Analytical & Problem-Solving Skills	In-depth case or company written analysis prepared individually by last-semester seniors. Evaluated specifically with regard to analytical and problem-solving skills.
Goal 2 – Effective Communication Skills: Writing	In-depth case or company written analysis prepared individually by last-semester seniors. Evaluated by separate team of reviewers (from above item) specifically with regard to effective business writing skills.
Goal 3 – Ethical Issues Understanding	Case analysis with significant ethical component, evaluated by faculty according to appropriate rubric.
Goal 4 – Functional Business Knowledge	ETS Major Field Test in Business given to last-semester seniors

2008 - 2009

Goals or Items to Assess	Assessment Approach
Goal 2 – Effective Communication Skills: Oral	Individual oral presentation made by last-semester seniors. Evaluated by assessment reviewers using oral presentation rubric.
Goal 4 – Functional Business Knowledge	ETS Major Field Test in Business given to last-semester seniors
Goal 5 – Global Business Understanding	Global business strategy case analysis, individually prepared by last-semester seniors. Evaluated by assessment reviewers using appropriate rubric.
Goal 6 – Technology Skills	Basic Computer Application Skills exam administered to all students admitted to the College of Business

2009 - 2010

Goals or Items to Assess	Assessment Approach
Goal 1 – Analytical & Problem-Solving Skills	In-depth case or company written analysis prepared individually by last-semester seniors. Evaluated specifically with regard to analytical and problem-solving skills.
Goal 3 – Ethical Issues Understanding	In-depth case or company written analysis prepared individually by last-semester seniors. Evaluated specifically with regard to understanding of ethical issues.
Goal 4 – Functional Business Knowledge	ETS Major Field Test in Business given to last-semester seniors

2010 - 2011

Goals or Items to Assess	Assessment Approach
Goal 2 – Effective Communication Skills: Writing	In-depth case or company written analysis prepared individually by last-semester seniors. Evaluated by separate team of reviewers (from above item) specifically with regard to effective business writing skills.
Goal 4 – Functional Business Knowledge	ETS Major Field Test in Business given to last-semester seniors
Goal 5 – Global Business Understanding	ETS Major Field Test in Business given to last-semester seniors
Goal 6 – Technology Skills	Basic Computer Application Skills exam administered to all students admitted to the College of Business

2011 - 2012

Goals or Items to Assess	Assessment Approach
Goal 1 – Analytical & Problem-Solving Skills	In-depth case or company written analysis prepared individually by last-semester seniors. Evaluated specifically with regard to analytical and problem-solving skills.
Goal 2 – Effective Communication Skills: Oral	Individual oral presentation made by last-semester seniors. Evaluated by assessment reviewers using appropriate rubric.
Goal 3 – Ethical Issues Understanding	College-created set of business ethics questions administered along with ETS exam
Goal 4 – Functional Business Knowledge	ETS Major Field Test in Business given to last-semester seniors

2012 - 2013

Goals or Items to Assess	Planned Assessment Approach
Goal 2 – Effective Communication Skills: Writing	In-depth case or company written analysis prepared individually by last-semester seniors. Evaluated by separate team of reviewers (from above item) specifically with regard to effective business writing skills.
Goal 4 – Functional Business Knowledge	ETS Major Field Test in Business given to last-semester seniors
Goal 5 – Global Business Understanding	Global business related questions in case study answered by last-semester seniors. Evaluated by assessment reviewers using appropriate rubric.
Goal 6 – Technology Skills	Basic Computer Application Skills exam administered to all students admitted to the College of Business

Assessment Plan Description & Rubrics

For Goal 1:

Goal	Goal 1a: Analytical and problem-solving skills.
Learning Outcome	Students will be able to analyze situations and identify relevant information to logically solve problems.
Assessment Method and/or Measure	Students are given a logic/deductive reasoning problem to solve.
Target Performance Level	This learning outcome is considered to be minimally attained if 75% of students properly solve the problem.

Goal	Goal 1b: Analytical and problem-solving skills.
Learning Outcome	Students will be able to identify possible alternatives and exercise sound judgment for decision making.
Assessment Method and/or Measure	Students in our undergraduate capstone class for graduating seniors (BUS 4000) are given a writing assignment that involves a strategic analysis of an individual company (case analysis or company/industry analysis). Copies of the student work are independently assessed by raters on multiple dimensions of problem solving and analytical thinking using a rubric. Each dimension is scored on a 1 to 5 (entirely inadequate – marginally inadequate – marginally adequate – good – excellent) scale. For individual students, across all of the dimensions, average scores below 3.0 will be considered as “does not meet expectations”, scores of 3.0 to 4.0 will be considered to “meet expectations”. Scores above 4.0 will be considered to “exceed expectations.”
Target Performance Level	This learning outcome is considered to be minimally attained if 75% of students meet or exceed expectations.

Rubric to Assess Problem Solving & Analytical Thinking (in the form of Case/Strategic Analysis Report)

Evaluative Criteria	Fails to Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
1. Factual Knowledge	Shows little knowledge of facts; Makes factual mistakes; Confuses relevant and irrelevant information	Shows solid understanding of case/company facts; Able to focus in on the most important facts	Shows thorough grasp of facts and offers additional factual knowledge about company, industry or situation/issue
2. Identification of Issues	Neglects to identify case/company issues; Recounts basic facts with no/little analysis	Clearly identifies the key issues for the case/comp; Demonstrates some understanding of why/how these issues are important	Develops a well-integrated description of the complex issues of the case/company and demonstrates understanding of situation; Clearly distinguishes main issues from lesser sub-issues.
3. Use of Strategic Analytical Tools	Analysis models weakly applied; misuses industry analysis models or misconstrues SWOT elements;	Appropriately applies industry analysis models and SWOT analysis	Uses strategic analysis tools wisely and effectively; demonstrates exceptional understanding and application of appropriate analytical techniques.
4. Use of Financial Analysis Tools or Other Quantitative Tools	Fails to incorporate financial information into analysis or shows only limited/superficial attempt to understand financials; Ignores or misuses other quantitative tools even if relevant and appropriate	Shows knowledge of relevant ratios and trend analysis; demonstrates understanding of firm's financial standing; Makes use of other quantitative tools if relevant and appropriate	Applies ratios and trend analysis to develop sound judgment about company situation and prospects; presents financial analysis information and discussion in professional manner. Effectively uses and shows strong understanding of other quantitative tools if relevant and appropriate
5. Recognizes Multiple Perspectives Where Appropriate	Does not attempt to view from multiple perspectives	Recognizes at least some different perspective(s) that may influence strategy, decision making and outcomes	Recognizes and exhibits understanding of relevant and different perspectives; clearly describes how such perspectives may impact the situation and outcome
6. Generation of Alternatives	Identifies weak or infeasible alternatives with little attention to relevant issues	Generates 2-3 feasible alternatives for resolving key issues of the company/case	Develops 2-3 insightful and feasible alternatives for resolving the issues; offers specificity and originality
7. Recommendations, Implications & Conclusions	Offers weak recommendations or pays little attention to addressing actual issues; Makes almost no attempt to identify implications and consequences	Provides well-reasoned recommendations that logically follow from preceding analysis and that clearly addresses company/case issues; Adequately notes relevant implications and consequences	Recommendations are presented in a well- developed action plan that offers specificity, addresses priorities and sequencing of actions; Provides thoughtful discussion of relevant implications and consequences
8. General Business Judgment & Logical Thinking	Shows little attention to presenting sound arguments or backing up ideas with analysis; offers "I think" statements that are not supported	Provides good arguments backed up with factual knowledge, analysis, and persuasive rationale; Uses logical thought process in analysis.	Provides strong rationale and convincing arguments throughout; demonstrates sound business judgment and strong logical thought process.

For Goal 2:

Goal	Goal 2a: Effective written communication skills
Learning Outcome	Students will demonstrate a competency in writing to effectively communicate in a professional business environment.
Assessment Method and/or Measure	<p>A sample of students in our undergraduate capstone class for graduating seniors (BUS 4000) are given individual writing assignments worth a significant portion of their final grade. Copies of their written work is independently assessed by raters on the basis of writing skills, using a pre-developed rubric. Using the rubric, the raters score the assignment on various dimensions appropriate to the assignment (such as “organization”, “writing mechanics”, “ideas & content” and “presentation & appearance”). Each dimension is scored on a 1 to 5 (entirely inadequate – marginally inadequate – marginally adequate – good – excellent) scale. For individual students, across all of the dimensions, average scores below 3.0 are considered as “does not meet expectations”, scores of 3.0 to 4.0 are considered to “meet expectations”. Scores above 4.0 are considered to “exceed expectations.”</p> <p>See sample rubric for this assignment on the following page.</p>
Target Performance Level	This learning outcome is considered to be minimally attained if 75% of students meet or exceed expectations.

Rubric to Assess Written Communication

Evaluative Criteria	Fails to Meet Expectations (1)	Meets Expectations (3)	Exceeds Expectations (5)
Organization			
1. Opening/ Thesis	Offers weak or unfocused thesis statement	Opens with clear statement of purpose	Hooks reader with interesting/insightful opening that clearly identifies purpose
2. Logical Flow	Lacks clear sense of direction; Ideas strung together in loose/random fashion; Sometimes have to reread section to follow what is being presented	Generally clear flow of thoughts and ideas; Some use of transitions to tie things together and make writing easier to understand	Provides very clear organization scheme that guides reader through logic of analysis; Smooth, professional transitions from each part of paper to the next
3. Conclusion	Writing just ends without a real conclusion; or Conclusion is confusing or not logical	Provides logical conclusion(s) with summary of key supporting argument(s); Conclusion is clear and obvious	Provides logical conclusion(s) with key supporting argument(s); notes main implications; Conclusion is clear and convincing
Writing			
4. Grammar	Commits numerous grammatical errors that detract from the paper's readability	Generally uses correct verbs, tenses, pronouns, etc. with only minor errors	Shows correct grammar throughout; Makes no errors
5. Spelling & Word Choice	Many misspelled words; Shows only elementary vocabulary level; Frequent incorrect or awkward use of words	Appears spell-checked, but may miss a typo or two; Adequate vocabulary but a few inappropriate words	Uses correct spelling throughout; Demonstrates strong vocabulary skills; Word choice enhances clarity and readability
6. Sentence Structure	Multiple sentence fragments and/or run-on sentences, comma splices, or agreement errors	Generally uses good sentence structure, with only a small number of minor errors	Uses good sentence structure throughout; Offers varied sentences for good style
Ideas & Content			
7. Follows Assignment Instructions	Numerous examples of not following instructions Lack of attention to detail throughout	Fulfills assignment; Minimal deviation from instructions	Fulfills assignment in every aspect without deviation from instructions
8. Development of Ideas	Most ideas unclear and/or unsupported; Attempts at reasoning exhibit obvious flaws	Ideas can be understood and followed; Some support via examples and clear reasoning	Ideas explored vigorously and presented clearly; Supports points fully
9. Value of Content	Weak or superfluous content; Misstatements; Shows little knowledge and understanding	Solid content and factually correct; Reveals a basic and adequate knowledge of subject	Reveals an advanced understanding of subject that is conveyed clearly and effectively
Presentation & Appearance			
10. Paper, Printing & Fonts	Paper unclean, wrinkled, or inappropriate color; Print quality poor; Changes in font or font size for no reason; (Generally sloppy, unprofessional look)	Clean, smooth paper; Print quality clear and consistent; Font and font size appropriate and consistent; (Mostly professional look, perhaps minor problem)	Clean, smooth, high-quality paper; Print quality crisp, clear and consistent; Font and font size appropriate and consistent; (Totally professional look, no problems)

11. Titles and Headings	Lack of headings and subheadings; Headings confusing or not informative; Tables or Figures not labeled/titled	Headings and subheadings used effectively; Tables or Figures titled/labeled and referenced in body of paper.	Headings and subheadings used in a way that improves reading and understanding; Tables or Figures fully and clearly labeled, and referenced effectively in body of paper.
12. Margins, Spacing & Pagination	Margin/spacing changes in paper for no reason; Gives awkward look or makes difficult to read; No page numbers	Appropriate and consistent margins and line spacing; Pages are appropriately numbered (Perhaps minor inconsistency)	Appropriate and consistent margins and line spacing; pages are appropriately numbered (No errors or inconsistencies)
13. Proper Documentation where appropriate	Missing documentation or multiple significant errors in documentation (bibliography, footnotes, quotes, etc.)	Generally proper documentation where needed; Minimal errors or lack of consistency	Proper documentation where needed; No noticeable errors and follows professional consistent style of documentation.

Goal	Goal 2b: Effective oral communication skills
Learning Outcome	Students will demonstrate a competency in speaking to effectively communicate in a professional business environment.
Assessment Method and/or Measure	<p>A sample of students in our undergraduate business capstone class for graduating seniors (BUS 4000) are given a speaking/presentation assignment. Video- recorded copies of the presentations are independently assessed by raters on the basis of various oral communication components, (such as organization, content, elocution, and physical presence) using a pre-developed rubric. Each dimension is scored on a 1 to 5 (entirely inadequate – marginally inadequate – marginally adequate – good – excellent) scale. For individual students, across all of the dimensions, average scores below 3.0 are considered as “does not meet expectations”, scores of 3.0 to 4.0 are considered to “meet expectations”. Scores above 4.0 are considered to “exceed expectations.”</p> <p>See sample rubric for this assignment on the following page.</p>
Target Performance Level	This learning outcome is considered to be minimally attained if 75% of students meet or exceed expectations.

Rubric to Assess Oral Communication

Evaluative Criteria	Fails to Meet Expectations (1)	Meets Expectations (3)	Exceeds Expectations (5)
Organization			
1. Opening Statement	No opening statement or irrelevant statement. Weak or unfocused beginning.	Has opening statement relevant to topic and offers outline of speech.	Has clear opening statement that catches audience's interest and gives clear overview.
2. Logical Flow	Weak logical flow; ideas do not clearly follow each other; thesis is poorly supported.	Clear idea flow. Demonstrates organization, discernible theme & supporting ideas.	Clear, logical organization w/ effective segments that relate to each other; a carefully planned framework.
3. Focus, Transitions	Loses focus more than twice. No real transition statements.	Loses focus only once or twice. Uses some transition statements.	Strongly focused throughout. All tied together with effective transitions.
4. Closing	No real closing statement or conclusion. Missing or poor, not tied to analysis.	Adequate. Summarizes presentation's main points and draws conclusions from those points.	Strong ending, goes beyond average in delivering a conclusion that is very well supported and persuasive.
Content			
5. Meets Assignment Requirements.	Does not meet assignment requirements, is not current, nor objective.	Fulfills assignment and is current. Uses appropriate sources and is objective.	Goes beyond the average in demonstrating a committed response to the assignment, its research, and objective analysis.
6. Knowledge & Subject Development	Speaker loses credibility due to a lack of knowledge/ understanding, or a weak demonstration of subject knowledge. Topic is minimally covered.	Speaker reveals a basic, adequate understanding of the presentation topic. Credibility is good with demonstrated knowledge. Topic is adequately covered.	Speaker earns excellent credibility by demonstrating a keen knowledge and above average understanding of the subject matter. Topic is covered extraordinarily well in terms of research and analysis.
7. Answers questions	Cannot answer most questions; knowledge is limited to only points that were presented.	Speaker can answer questions at an adequate level.	Speaker is able to answer questions thoroughly, thoughtfully, analytically and welcomes doing so.
Elocution			
8. Practiced, Polished Delivery	Shows lack of preparation; struggling or halting delivery.	Shows adequate preparation; delivery is smooth.	Shows high level of practice; delivery is smooth, and polished, very composed; no hesitations.
9. Proper Language, Pronunciation	Demonstrates hard to understand English, too casual or colloquial language. Mumbles, speaks downward, swallows words.	Language is proper, understandable and reflects adequate English. Articulates clearly for the most part; words are correctly pronounced.	Uses clear, vivid, and appropriate language with virtually no errors in grammar or word choice. Articulation is particularly clear and effective with all words clearly enunciated.
10. Voice Quality, Projection	Too quiet, soft, voice not projected. Lack of tone or modulation – monotone.	Voice projection, intonation adequate.	Strongly projected voice, well-modulated voice & intonation for good effect.
Physical Presence			
11. Eye Contact, Audience Connect, Use of Notes.	No real eye contact. Seems oblivious to audience; failure to connect. Very note dependent.	An adequate attempt to make eye contact with audience and interact or truly connect. Reasonable use of notes.	Excellent eye contact with all in audience. Demonstrates strong ability to connect with audience, gets attention & involvement. No reliance on notes
12. Posture & Composure	Speaker does not stand straight, lounges, appears unsure of self.	Posture is good, speaker is reasonably composed	Very professional posture, demeanor, and composure.
13. Appearance	Poor appearance for the assignment.	Appropriate appearance for assignment.	Very professional appearance

14. Gestures & Expressions	Demonstrates odd mannerisms such as negative facial expressions, too much hand gesturing, chewing gum, etc.	Avoids any overuse of hand gestures, facial expressions are not distracting, no gum chewing.	Demonstrates a professional demeanor where body and facial language are carefully managed to reflect confidence, control, and consistency with message.
Use of Media			
15. Slides Quality	Slides are poorly developed; include typos, misspelled words, non-information.	Slides of adequate quality, no more than 1-2 typos, & match presentation points in reasonable manner.	Well-developed slides showing good content, well matched to points, creative, attention-getting.
16. Media/Graphics Usefulness	Too few slides or too little information. Or, too many slides and superfluous information.	Slides are usefully integrated into presentation and reflect adequate usefulness in terms of number and content for the presentation.	Slides go above and beyond in terms of uniqueness, value-added, ability to get audience's interest and comprehension.
17. Skilled Use	Poor skill in use of media – struggles with moving it along, cannot manage both slides and audience smoothly. Screen dependent.	Adequate skill in media use – manages both media and maintains audience connection with few hesitations and uncomplicated flow. Uses notes.	Above average in managing media use while maintaining a strong connection with audience – no dependency on slides or screen to make points.

For Goal 3:

Goal	Goal 3a: Understanding of ethical issues and responsibilities.
Learning Outcome	Students will recognize and analyze ethical dilemmas and propose resolutions for practical business situations.
Assessment Method and/or Measure	<p>A sample of students is given a brief writing assignment to analyze the ethical dimensions of a case. Copies of this work are independently assessed by assessment raters on the students' ability to apply ethical decision-making skills, using a pre-developed, multi-dimensional rubric. Each dimension is scored on a 1 to 5 (entirely inadequate – marginally inadequate – marginally adequate – good – excellent) scale. For individual students, across all of the dimensions, average scores below 3.0 are considered as “does not meet expectations”, scores of 3.0 to 4.0 are considered to “meet expectations”. Scores above 4.0 are considered to “exceed expectations.”</p> <p>See a sample rubric for this assignment on the following page.</p>
Target Performance Level	This learning outcome is considered to be minimally attained if 75% of students meet or exceed expectations.

Rubric to Assess Ethical Understanding

Trait	Unacceptable (1)	Acceptable (3)	Exemplary (5)
Identifies Dilemma	Has a vague idea of what the dilemma is and is uncertain what must be decided	Identifies the dilemma, including pertinent facts, and ascertains what must be decided	Describes the dilemma in detail having gathered pertinent facts. Ascertains exactly what must be decided
Considers All Stakeholders	Is unsure as to who should be involved in the decision-making process	Determines who should be involved in the decision-making process and accurately defines most of the stakeholders	Determines who should be involved in the decision-making process and thoroughly reflects on the viewpoints of stakeholders
Analyzes Alternatives and Consequences	Begins to appraise the relevant facts and assumptions and identifies some alternatives	Clarifies at least two alternatives and predicts stakeholders and consequences	Clarifies a number of alternatives and evaluates each on the basis of whether or not there is interest and concern over the welfare of all stakeholders
Chooses and Action and Describes Ethical Principles Used	Has difficulty identifying an appropriate course of actions from among alternatives	Formulates an implementation plan that delineates the execution of the decision and alludes to ethical principles	Formulates an implementation plan that delineates the executions of the decision and that evidences a thoughtful reflection on the benefits and risks of action – and demonstrates a solid understanding of basic ethical principles

Goal	Goal 3b: Understanding of ethical issues and responsibilities.
Learning Outcome	Students will exhibit behavioral intentions to act ethically.
Assessment Method and/or Measure	Reichel & Neumann's (1988) Attitude Towards Business Ethics Questionnaire administered to graduating seniors.
Target Performance Level	This learning outcome is considered to be minimally attained if 75% of students score in the 1 or 2 range (meets or exceeds expectations).

For Goal 4:

Goal	Goal 4: Functional business knowledge.
Learning Outcome	Students will know the core concepts within each business discipline; accounting, economics, information technology, finance, management, and marketing.
Assessment Method and/or Measure	<p>All last-semester seniors enrolled in our undergraduate capstone course BUS 4000 are required to take the ETS Major Field Test in Business. The on-line version of the exam will be given on multiple occasions, outside of normal class time. (Prior to summer 2007, students were required to take the exam, and encouraged to perform to the best of their ability, but there was no impact on students' grades based on their ETS exam performance. Beginning in summer 2007, students were required to achieve a minimal raw score of 135 in order to fulfill this requirement.</p> <p>Percentile ranking results of the exam, in total and by subject area as reported by ETS, are examined. In addition, results are further subdivided by major within the COB.</p>
Target Performance Level	This learning outcome is considered to be minimally attained if 75% of the students place or above the national median of students taking the ETS exam.

For Goal 5:

Goal	Goal 5a: Understanding of the global environment of business
Learning Outcome	Students will understand global issues as they relate to business.
Assessment Method and/or Measure	<p>This goal is assessed using the questions on the ETS Major Field Test in Business that relate to International issues. All last- semester seniors are required to take the ETS Major Field Test in Business.</p> <p>Percentile ranking results of the International sub-section of the exam, as reported by ETS, will be examined.</p> <p>Every second cycle, more detailed method (such as more extensive test questions, case analysis, etc.) to tailor the assessment to areas if changing emphasis in global business.</p>
Target Performance Level	This learning outcome is considered to be minimally attained if at least 75% of score above the national average on the International section of the ETS exam.

For Goal 6:

Goal	Goal 6: Technology skills.
Learning Outcome	Students will be able to use technology appropriate for business applications.
Assessment Method and/or Measure	<p>Analysis of two computer skills testing activities are to be used for assessment of technology skills.</p> <ul style="list-style-type: none">(1) Students must take and pass a computer skills proficiency exam for admission to the College of Business, and(2) Students that take CIS 1026 (Personal Computing Effectiveness) demonstrate technological proficiency at the end of the semester. <p>Although the admission exam and the CIS 1026 exam are not identical, they are very similar and they both test for basic proficiency in using Microsoft Office (Access, Excel, PowerPoint, & Word) and Microsoft Windows XP.</p> <p>Exam results for each student and for each testing area (and test question) will be examined. In addition, the results on the computer skills proficiency exam will be examined by testing area (application) separately for students that pass the exam and those that do not pass it.</p>
Target Performance Level	This learning outcome is considered to be minimally attained if the overall average score for students on the proficiency exam and the end-of-course skills exam is 75% or higher.