

SUNY Potsdam
Student Learning Outcomes Assessment –Business Administration

Department Name: Business Administration

Date Submitted and Academic Year: Nov 1, 2010; 2010-2011

Department Mission Statement:

The Department of Business Administration’s mission is to prepare future business professionals and community leaders by providing business knowledge founded on liberal arts and sciences education with the breadth of a general education.

We are committed to:

- ❖ Offering a curriculum with strong theoretical foundation and practical business application of the functional areas of business with an understanding of the business enterprise as a whole.
- ❖ Enabling students to use business technologies and acquiring skills to succeed in a competitive, global, knowledge-based environment. Practical real-world skills include writing, speaking, computer, business analysis, decision making, presentation, teamwork, computational, and competition skills.
- ❖ Cultivating a student-centered and faculty-supporting culture that encourages innovative approaches to learning, teaching and service to the academy, university and community.

Department Assessment Coordinator or Faculty Member Completing this Form:

Donna Mosier

Update on prior years’ “Application of Assessment” Results:

1. CBE exam was not administered during 2009-2010 due to budget constraints.
2. Results of NSSE exam for Business Administration majors shows positive trend in four of five areas.
3. Rubrics were used to assess student learning in capstone course, MGMT490. All students achieved 70% or better on assessed criteria as evaluated by instructor Dr. Portugal and invited business professionals.
4. Business Administration Advisory Council Job Seeking & Interviewing workshop for students and business meeting with faculty was held September 24-25 2009. It was well received by all concerned and will be repeated annually. At the spring meeting held April 16-17, 2010, Council suggested improvements for the next workshop. Council served as judges and observers in the first in-house business case competition. Students were debriefed on the case and advised on case study skills by Council President Mark Hassenplug. Business music students performed a half-hour recital to the Advisory Council, faculty, administrators, students and invited guests. Feedback indicated both case study and recital were a success and will be repeated annually.
5. Submitted IACBE Annual Report November 1, 2010. Report reflected outcomes assessment for 2009-2010 and long term planning discussed at the annual October department retreat.
6. The department is more knowledgeable about the JCC joint degree program problems and issues after Dr. Greg Gardner served as an on-campus advisor during 2009-2010. Dr. Gardner documented problems with logistics and record keeping by the Potsdam banner system, difficulty in identifying and tracking students in the program and timely course availability for liberal arts and general education credits for degree completion. During the academic year to present, various meetings and email discussions have followed up to address the issues. Many problems that are beyond the department’s control and authority remain. Dr. Gardner, Continuing Education, the

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Dean's office and JCC counterparts continue to collaborate for solutions.
7. No requests for Non-Liberal business courses to be designated Liberal Arts were submitted during 2009-2010. The three music (MUAI) courses were removed as accepted Business Administration electives due to the new major in music business.
8. Discussion began in spring 2010 on an Agreement on Academic Cooperation between the University of the Philippines and SUNY Potsdam. 4+1 agreement with Niagara University postponed pending department discussion of developing our own MBA program.
9. Fall department retreat focused on assessment of our outcomes assessment plan and "closing the loop." Student learning outcomes assessment for 2009-2010 is reported below.
10. At the spring 2010 business meeting with the Advisory Council discussions began on future expansion of the in-house case competition to competitive off-campus team case competition and necessary budget funding for that purpose. Council members were receptive and endorsed the plan. Follow-up discuss was held with Council Chair Mark Hassenplug, Nancy Griffin, Shahadat Hossain and Donna Mosier.
11. Department web site now included updated IACBE accreditation statement (http://www.potsdam.edu/academics/SOEPS/BusinessAdmin/index.cfm) and links to outcome assessment results. Assessment plan link: http://www.potsdam.edu/offices/ie/assessment/upload/BusinessAdminAssessmentPlan2009_10.pdf Business Administration majors NSSE results for 2009 and 2010 link: http://www.potsdam.edu/offices/ie/surveys/nsse.cfm
12. Student departmental satisfaction survey was developed spring 2010 and approved for distribution by Human Subjects Committee. Survey targeted for distribution to seniors nearing completion of the major during each advising period.
13. Department course descriptions were updated for the 2010-2012 Undergraduate College Catalog.
14. Inducted 22 students in Sigma Beta Delta business honor society. This was the largest group inducted since the chapter was installed on campus and represents students who are among the top 20% of seniors and juniors. Generous donations by Advisory Council allowed students financially challenged to accept membership. Induction was held during Advisory Council spring weekend on campus so members could attend.

Intended Student Learning Outcome #1

Students will demonstrate their knowledge of the theory and concepts in the functional areas of business – marketing, operations, finance, accounting, law, human resources management, information systems, and management.

Connection to Univ/Dept Mission

Department Mission: Offering a curriculum with strong theoretical foundation and practical business application of the functional areas of business with an understanding of the business enterprise as a whole.

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Links with other programs/departments

- *Gen Ed Component*
 - MGMT301 Principles of Management campus sections are SI.
 - MGMT490 Strategic & Global Management is WI.
 - Cognates Microeconomics and Macroeconomics are SA
 - Cognate Statistics is FM

- *Related Courses*
 - From Economics/EMRE Department: Cognates - Microeconomics & Macroeconomics, Required course - Human Resource Management, and 7 elective courses
 - From Crane School of Music: minor in Music Business for an interdisciplinary degree program with our BS in Business Administration major (given the availability of the minor, music electives discontinued for new majors effective fall 2010)

Measurable Criteria and Assessment Method(s)

Direct Measure:

PHI BETA LAMBDA Comprehensive Business Exam (CBE): Business majors will score at least 70% on the CBE.

Data Source/Results¹ & Analysis

The CBE was first administered spring 2009 as part of the capstone course MGMT490. Department agreed the exam and its \$15 cost is a worthwhile for assessment. Plans for students to pay the fee are tabled to a later time. The exam was not administered during 2009-2010 due to budget constraints.

Summary reports with current quarterly data, generated by E-SESS an interactive online assessment system, operated by Technology Fluency Institute (TFI) were received summer 2010. Data provided in the reports include: the overall performance of those who took the CBE in the previous calendar year, the overall performance of those who took the CBE since it went on the market in April 2007, a comparison of student scores from peer institutions on the number correct on the assessment as a whole and for the eight content domain subtests, and a comparison of the proficiency levels attained by students on each of the content domain subtests. The eight content domain subtests are: accounting, finance, economic environment, social environment, legal environment, management, international business, and marketing.

Students scored at or above expectations in marketing (95%), accounting (77%), social environment (70%), and legal environment (81%). Students scored better than their peers in all these domains except social environment. Students scored below expectations in finance (63%), economic (47%), management (51%) and international/global (40%). Relative to peer comparisons, students scored better in five of eight domains and overall.

Application of Results/Action Plan for Improvement

The CBE results based on one class sampling (spring 2009) suggest strengths in marketing, legal environment, accounting and social environment. No needs for changes are indicated

¹ Brenda G LeTendre and Dorcia E. Johnson. *Comprehensive Business Exam Technical Manual* v5, 2008. Retrieved from <http://www.fbla-pbl.org/web/page/854/sectionid/585/pagelevel/2/pbl.asp> November 13, 2008.

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for these domains. Weaknesses in the areas of finance, economic environment, management and international/global suggest need for improvement in the areas of global issues and economics. Recommendations included increased coverage of these domains in appropriate required courses. Economic and global issues will be included in a new freshman introduction to business course to be developed for fall 2011. Future CBE scores will better identify need for change in coverage in areas of management and finance as well as better fine tune analysis of results. Additional international elective courses and competitive case study competition opportunities have been added in the past two years.

Intended Student Learning Outcome #2

Students will demonstrate their understanding of business administration through their synthesis of the theory and concepts in the functional areas of business – marketing, operations, finance, accounting, law, human resources management, information systems, and management applied to the business enterprise as a whole.

Connection to Univ/Dept Mission

Department Mission: Students learn business knowledge through a curriculum with strong theoretical foundation and practical business application of the functional areas of business with an understanding of the business enterprise as a whole.

Links with other programs/departments

- *Gen Ed Component*
 - MGMT301 Principles of Management campus section is SI.
 - MGMT490 Strategic & Global Management is WI.
 - Cognates Microeconomics and Macroeconomics are SA
 - Cognate Statistics is FM

- *Related Courses*
 - From Economics/EMRE Department: Cognates - Microeconomics & Macroeconomics, Required course - Human Resource Management, and 7 elective courses
 - From Crane School of Music: minor in Music Business for an interdisciplinary degree program with our BS in Business Administration major (given the availability of the minor, music electives discontinued for new majors effective fall 2010)

Measurable Criteria and Assessment Method(s)

Direct Measure:
MGMT490 capstone projects (75-page business plan & 30-minute presentation to outside judges) assessed by the instructor and outside judges using rubrics. Rubrics for the written report and for the presentation include four levels of accomplishment: Outstanding, Proficient, Basic, and Below Expectations.

Data Source/Results & Analysis

MGMT490 instructor analyzes and reports to the department the cohort rubric scores from the previous fall and spring semesters at the annual department fall retreat. The current

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instructor, Dr. Ed Portugal, assesses the 75-page reports and invited outside judges assess the 30-minute team presentations.

Student teams scored overall 81% on their project presentations. Team portfolios revised throughout the semester to meet writing intensive requirements (WI) learning goals lead to an eventual score of 4.0. Overall results exceeded expectations of 70%.

Application of Results/Action Plan for Improvement

No changes are needed given the results. However, given CBE results, additional course content and time allocation will be given to the international/global domain.

Intended Student Learning Outcome #3

Students will demonstrate effective team and conceptual skills to support organizational decision making.

Connection to Univ/Dept Mission

Department Mission: Enabling students to use business technologies and acquiring skills to succeed in a competitive, global, knowledge-based environment. Practical real-world skills include writing, speaking, computer, business analysis, decision making, presentation, teamwork, computational, and competition skills.

Links with other programs/departments

- *Gen Ed Component*
 - FC and FM courses
- *Related Courses*
 - Outside the major, free elective courses with team, computational, and conceptual skills components

Measurable Criteria and Assessment Method(s)

Direct Measure:

MGMT490 capstone projects (75-page business plan & 30-minute presentation to outside judges) assessed by the instructor and outside judges using rubrics.

Indirect Measure:

National Survey of Student Engagement (NSSE)

Data Source/Results & Analysis

MGMT490 instructor analyzed and reported to the department the cohort rubric scores from the previous fall and spring semesters as noted on the previous page. Student teams scored overall 81% on their project presentations. Team portfolios revised throughout the semester to meet writing intensive requirements learning goals lead to an eventual score of 4.0. Results exceeded expectations of 70%.

NSSE was administered by Institutional Effectiveness in late spring 2010 to the campus. Business students were identified for departmental assessment purposes. Institutional Effectiveness provided results to the department that included comparison scores of business and non-business majors on campus and with majors who took the exam in previous years

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beginning with 2006. The trend results from 2006 to 2010 are positive in four of the five indicators: Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences and Supportive Campus Environment. Level of Academic Challenge did not show a positive trend.

Application of Results/Action Plan for Improvement

MGMT490 & NSSE assessment report feedback indicated positive results for our majors' skill proficiency and the level of their engagement in educational practices associated with higher levels of learning and development. The Department will continue to monitor both assessment tools. It also voted to offer an incentive to encourage business freshman and seniors to participate in the NSSE each spring to increase the sample size. Active and collaborative learning opportunities were increased in 2009-2010 with the Advisory Council Job Seeking and Interviewing Workshop and in-house case competition and addition of travel courses. This indicator will be monitored for the impact on this indicator.

The department will continue to investigate use of student portfolios, e.g., TaskStream, LiveText or others so that student skill development may be tracked as they progress through the major. At this time we have no plans to adopt such a tool until it is better understood and how it will contribute to our assessment needs.

Intended Student Learning Outcome #4

Students will communicate effectively and professionally in business situations through writing, speaking, listening and electronic media.

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Links with other programs/departments

- *Gen Ed Component*
 - MGMT301 Principles of Management campus sections are SI.
 - MGMT490 Strategic & Global Management is WI.
 - FS, FC, FW, FM courses
- *Related Courses*
 - Outside the major, free elective courses with skills components

Measurable Criteria and Assessment Method(s)

Direct Measure:

MGMT490 capstone projects (75-page business plan & 30-minute presentation to outside judges) assessed by the instructor and outside judges using rubrics.

Indirect Measure:

National Survey of Student Engagement (NSSE)

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Data Source/Results & Analysis

MGMT490 instructor analyzed and reported to the department the cohort rubric scores from previous fall and spring semesters as discussed previously. Student teams scored overall 81% on their project presentations. Team portfolios revised throughout the semester to meet writing intensive requirements learning goals lead to an eventual score of 4.0. Results exceeded expectations of 70%.

As noted earlier, NSSE were administered by Institutional Effectiveness in late spring 2010 to the campus. Business students were identified for departmental assessment purposes. Institutional Effectiveness provided results to the department that included comparison scores of business and non-business majors on campus and with majors who took the exam in previous years beginning with 2006. The trend results were discussed and analyzed at the annual fall department retreat held October 15, 2010. As noted above, results showed business student trended in a positive direction for four of the five areas assessed.

Application of Results/Action Plan for Improvement

MGMT490 & NSSE assessment report feedback indicated positive results for our majors' skill proficiency and the level of their engagement in educational practices associated with higher levels of learning and development. The Department will continue to monitor both assessment tools. It also voted to offer an incentive to encourage business freshman and seniors to participate in the NSSE each spring.

<i>Summary of Action Plans for 2010-2011</i>
1. Successful reaffirmation of IACBE accreditation. Self-study for IACBE was submitted October 2010 to IACBE. Site visit by IACBE team is scheduled for December 6-7, 2010. Chair Donna Mosier was a member of an IACBE site visit team to the University of Guam in September 2010. The experience was valuable in refining the department self-study and to better prepare for and conduct the site visit.
2. Administer & analyze results of senior exit survey
3. Administer CBE exam fall 2010 and spring 2011
4. Develop and schedule for fall 2011 an Introduction to Business freshman course with FS Gen Ed
5. Hold Job seeking & Interviewing workshop for majors with Business Advisory Council conducting mock interviews
6. Hold 2 nd annual in-house case competition with local professionals & Advisory Council member serving as judges.
7. Seek funding for inter-collegiate case competition
8. Identify and promote student incentive to participate in NSSE
9. Successful job search for OM/IS position
10. Deliver new international travel course – Dr. Portugal Philippines travel course.
11. Continue progress on development of MBA program and seek funding

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12. Increase Advisory Council membership by 3 members
13. Develop Facebook page to promote business programs and correspondence with alumni and students
14. Discontinue non-business courses as electives for the major
15. Add MGMT310 as required course
16. Research HCM course and/or course to increase HR components to existing required courses.
17. Develop at least 1 joint program with Arts & Sciences
18. Promote more aggressive recruitment for regional and international business students