

**Kentucky Wesleyan College**  
**Business Administration Program-level Assessment Chart**

Program Outcomes	Direct Performance Measures	Indirect Performance Measures	Results of Senior Exit Survey, 2014-2015: (10 out of 14 responded)
<p><b>Students will be able to analyze the impact of business solutions in a global, economic, environmental, technological, ethical and societal context.</b></p> <p><b>AAC&amp;U Modified Critical Thinking Rubric</b></p>	<ul style="list-style-type: none"> <li>• Case Analyses in BA 4306 Strategic Management</li> <li>• Strategy Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> <li>• Student SWOT of Program</li> </ul>	<ul style="list-style-type: none"> <li>•71% agreed or strongly agreed that faculty helped them to think more critically.</li> <li>•72% agreed or strongly agreed that faculty helped them to think in a logical manner.</li> <li>•62% agreed or strongly agreed that faculty helped them to be a more effective communicator.</li> <li>•72% agreed or strongly agreed that faculty helped them receive a variety of information, analyze and formulate appropriate responses to problems.</li> <li>•84% agreed or strongly agreed that faculty gave them more confidence and they were more prepared to begin their careers in comparison to students in other majors.</li> <li>• 30% agreed or strongly agreed that faculty helped them to be adequately prepared for graduate school.</li> <li>• 60% agreed or strongly agreed that faculty helped them grow intellectually.</li> <li>•72% agreed or strongly agreed that faculty encouraged them to recognize and analyze ethical issues.</li> </ul> <p>85% agreed that teaching was satisfactory.  85.72% agreed that advising was satisfactory.  85.71% agreed that faculty actively assisted them in pursuing their goals.</p> <p>Students SWOT of Program is attached.</p>
<p><b>Major Findings</b></p>	<p>BA 4306 Case Analyses: No student scored in the Mastery section of the Critical Thinking rubric (modified).</p>		

Cases sampled indicated an overall score of 1.65 out of 4 (Benchmark). Student analyses were simplistic, many times (3 out of 4) without meaningful clarification. While context was briefly discussed, most analyses were taken from sources without interpretation or evaluation. The conclusions were logically tied to most of the information presented.

More specifically students were able to identify the corporation's vision and discuss how the corporate strategy evolved as the vision evolved. However, most of this was summarized from the case. Three cases out of four identified a generic strategy without any analysis; the fourth provided a generic strategy with a great deal of justification from outside sources. Few analyses were able to discuss social responsibility coherently. No one discussed or analyzed financial data. Only one out of four even provided financial data to look at. Recommendations were obvious and simplistic.

In terms of the simulation: three separate classes were assessed – Fall 2014, Spring 2015 and Spring 2015OL. Fall 2014: Four students registered for the course, making assessment difficult. The total population involved in the simulation during this time was 38,882 students; 413 schools. Half of the Students at Kentucky Wesleyan College in Strategy scored at or above 70 in leadership skills, collaboration and teamwork, marketing management, human resource management and corporate social responsibility. The lowest scores occurred in Analytical skills, Operations management and Strategic Analysis & Planning.

Spring 2015: Eleven students were registered in the course. The total population involved in the simulation during the time KWC students were involved was 40,988 students and 408 schools. For the spring 2015 students: 81% of the class scored at or above 70 in leadership skills, collaboration & teamwork, marketing management and strategic analysis & planning. Scores were particularly low in Analytical skills (45), financial management (60), operations management (49), human resource management (33), and corporate social responsibility (40).

Spring 2015OL: Four students were registered in the online course. This course was taught during the last seven weeks of the spring semester. At the time 41,912 students and 408 schools were participating in the simulation globally. Half (50%) of the Spring 2015OL class scored at or above 70 in Analytical skills, Human Resource Management and Corporate Social Responsibility. Because of the small online class, each student took responsibility for a company, therefore there are no scores for leadership or collaboration and teamwork. Overall scores were very low in financial management (41), operations management (44), Marketing management (44), and strategic analysis & planning (46).

<p><b>What Actions Resulted from Findings</b></p>	<p>Too much emphasis was put on the simulation this academic year. While the students enjoyed it, other aspects of Strategy suffered. More emphasis will be put on case analysis, financial analysis, pro forma statements, trends, and Porter’s Five Forces Model.</p> <p>The instructor informed the Business faculty that students were not proactive in the spring semester – probably because so many were athletes traveling away for games (at least 20 classes were missed out of a Monday-Wednesday-Friday course schedule; at least 8 classes were missed out of a Tuesday-Thursday course schedule). As a result, the Business faculty have agreed to open the Strategy course to all first semester seniors (so seniors in their last semester will not be the only students allowed in the Strategy course). However, those first semester seniors admitted to the course must have taken and completed Financial Management. It is believed that doing this will help students to meet the rigor of the capstone course with less haste and most intention.</p> <p>In addition, Financial Management (BA3341) must be reviewed to see how improvement can occur in the application of finance tools. Principles classes must emphasize key concepts better. If simulations or learning management systems are required for courses, students must purchase access to those systems or drop the course.</p> <p>Results for the simulation: Historically business students at Kentucky Wesleyan College perform poorly in analytical skills, financial management, operations management and strategic analysis and planning. That trend continues in the simulation data:</p> <ul style="list-style-type: none"> <li>• Students have difficulty analyzing information, calculating financial ratios, and identifying ways to improve company performance.</li> <li>• Students have difficulty applying financial management principles based on company ROE, credit rating, and stock price performance.</li> <li>• Students have difficulty managing production operations and controlling production costs.</li> <li>• Students have difficulty planning and thinking strategically.</li> <li>• For one group (Fall 2014), students had difficulty managing workforce and controlling labor costs.</li> </ul> <p>More classwork is not necessarily the answer in this situation. The methods of instruction must be hampering critical thinking, and opportunities to demonstrate and apply learning are lacking.</p>	
<p><b>Students will be able to identify, formulate, and solve business problems</b></p>	<ul style="list-style-type: none"> <li>• BA 3345 Business &amp; Professional Writing</li> </ul>	<p>70% of students scored in the Milestone (3) section of the rubric.</p>

<p><b>using information sources properly.</b></p> <p><b>AAC&amp;U Modified Critical thinking Rubric</b></p>	<p>externally evaluated memoranda (three)</p>	
<p><b>Major Findings</b></p>	<p>The evaluators believed only 2 criteria were applicable – Students’ position and Evidence. A review of the samples indicated that students’ position was creative, taking into account the complexities of an issue. The limits of the assignment were communicated and other points of view were synthesized. In all respects, the work presented was mature.</p> <p>In terms of Evidence: with one exception, all work was composed of information taken from several sources. Students questioned the viewpoint of experts. With regards to the exception, the document was composed of information taken from several sources. The information was evaluated to develop a clear analysis or synthesis and experts were questioned.</p> <p>Overall score for Critical Thinking: 3.8 out of 4.</p>	
<p><b>What Actions Resulted from Findings</b></p>	<p>This assignment will continue to be used in the course with monitoring by Business faculty.</p>	
<p><b>Students will be able to communicate effectively verbally and in writing as the context requires.</b></p> <p><b>AAC&amp;U Written Communication Rubric</b></p>	<ul style="list-style-type: none"> <li>• BA 3345 Business &amp; Professional Writing externally evaluated memoranda (three)</li> <li>• Case Analyses in BA 4306 Strategic Management</li> <li>• Strategy Simulation</li> </ul>	<p>BA 3345: 70% of student scored in the Milestone (3) section of the Written Communication Rubric. Students exhibited an understanding of context, audience, and purpose, focusing all elements of the work. The writing was appropriate, relevant and compelling.</p> <p>BA 4306: No student scored in the Mastery section of the Written Communication rubric.</p>
<p><b>Major Findings</b></p>	<p>BA 3345 Business &amp; Professional Writing: the overall score for Written Communication was 3.3 out of 4.</p> <p>BA 4306 Business Strategy: No student scored in the Mastery section of the Written Communication rubric (modified).</p>	

	<p>A sample (4 out of 11) students registered in the Strategy capstone course were assessed overall at Milestone 2 (score: 2.35). Students demonstrated awareness of context, audience and purpose, using appropriately relevant context to explore ideas, using language that conveyed intentional meaning, virtually error-free. However, students were not mindful of discipline stylistic requirements; formatting was not in keeping with expectations.</p>	
<p><b>What Actions Resulted from Findings</b></p>	<p>The assignment will continue to be used for BA 3345 with monitoring by Business faculty.</p> <p>Faculty discussed the findings and were confused. There is evidence to suggest that students can write well. However, the Strategy case analyses suggest that students were hasty to complete the assignment and conclude the semester. Strategy is offered in the last semester of a student’s senior year. Many of our business students are athletes participating in sports during the spring semester, when Strategy is offered to graduating seniors. Many BA 4306 students were athletes traveling away for games (at least 20 classes were missed out of a Monday-Wednesday-Friday course schedule; at least 8 classes were missed out of a Tuesday-Thursday course schedule). As a result, the Business faculty have agreed to open the Strategy course to all first semester seniors (so seniors in their last semester will not be the only students allowed in the Strategy course). However, those first semester seniors admitted to the course must have taken and completed Financial Management. It is believed that doing this will help students to meet the rigor of the capstone course with less haste and more intention.</p>	
<p><b>Students will be able to work with people of diverse backgrounds.</b></p> <p><b>AAC&amp;U Information Literacy*</b></p>	<ul style="list-style-type: none"> <li>• Case Analyses in BA 4306 Strategic Management</li> <li>• Strategy Simulation</li> </ul>	<p>No student scored in the Mastery section of the Information Literacy rubric.</p> <p>50% of students scored at or above 70 in leadership Skills, Collaboration and Teamwork, and Marketing management.</p>
<p><b>Major Findings</b></p>	<p>BA 4306 Case Analyses: Overall, cases were assessed at 1.75 out of 4: While students were able to answer questions related to the case, the types of information selected did not always related to the questions. Students were able to access information using simple searches and generally retrieved information from limited and similar sources. Communication, organization and synthesis was achieved. Overall, students used citations and references, s well as summary in ways true to the original context. However, students did not demonstrate a full understanding of the ethical and legal restrictions on the use of published and proprietary information.</p> <p>More specifically, students were able to identify the corporation’s vision and discuss how the corporate strategy evolved as the vision evolved. However, most of this was summarized from the case.</p>	

	<p>Three cases out of four identified a generic strategy without any analysis. No one was able to discuss financial data.</p>
<p><b>What Actions Resulted from Findings</b></p>	<p>APA stylistic concerns have been a pressing problem for many years. All faculty have received the most current APA Style Guide, but there is still much discussion over using the style in all classes. Part of the problem is that most of the faculty do not know APA Style and are loath to use their guide books. More training for faculty will alleviate this problem in the future.</p> <p>Faculty also discussed the frequency of case analyses in their classes. Not many faculty are using cases. Many more faculty are using publisher learning management systems that incorporate simulations and make cases optional. Faculty are strongly encouraged to incorporate more cases in their classes in preparation for the capstone course.</p> <p>Additionally, case analysis must be taught. A strategy case should not strictly rely on the questions in the teaching notes. Students should be encouraged to analyze a case without questions, thus honing their skills in problem detection and problem solution.</p>

\* Changed by faculty, May 11, 2015.

**Intended Student Learning Outcomes: Emphasis in Business Administration**

<p><b>Students will be able to explain the major concepts, theories and practices in General Business Administration and apply them to management decision-making.</b></p> <p><b>AAC&amp;U Rubrics: Critical Thinking</b></p>	<p>70% of students will score in the Milestone section of the Rubrics in Human Resource Management: Presentations in class and HR case analysis (externally evaluated)</p> <p>70% of students will score in the mastery section of the Rubrics used in the Ethics and Social Responsibility course: Presentations in class and Ethics case analysis (externally evaluated)</p>	<p><b>Major Findings:</b> Faculty assessed the wrong assignment in Human Resource Management. The Performance Evaluation assignment was assessed. 70% of students scored in the Milestone (2) section of the Critical Thinking rubric.</p> <p>70% of students scored in the <u>Milestone (2)</u> section of the critical thinking rubric; no one scored in the Mastery section. There were some issues: faculty were not familiar with the scope of the assignment and assessed the material without asking for clarification.</p> <p><b>What Actions Resulted from Findings:</b> There was some confusion as to how to use the rubric to assess student work for both the Human Resource Management assignment and the Business Ethics assignment, and people didn't ask questions. However, the scope of the work assessed indicated an understanding of the problem, and an grasp of information by almost all students. Faculty will continue to review the assessment rubrics.</p>
<p><b>Students will be able to evaluate business situations within context and recommend solutions in business appropriate writing formats.</b></p> <p><b>AAC&amp;T Rubrics: Written Communications</b></p>	<p>70% of students will score in the Milestone section of the Rubrics in Human Resource Management: Presentations in class and HR case analysis (externally evaluated)</p> <p>70% of students will score in the mastery section of the Rubrics used in the Ethics and Social Responsibility course:</p>	<p><b>Major Findings:</b> Faculty assessed the wrong assignment in Human Resource Management. The Performance Evaluation assignment was assessed. 70% of students scored in the Milestone (3) section of the Written Communications rubric.</p> <p>70% of students scored in the Milestone (2) section of the Written Communication rubric; no one scored in the Mastery section.</p> <p><b>What Actions Resulted from Findings:</b> There was some confusion as to how to use the rubric to assess student work for both the Human Resource Management assignment and the Business Ethics</p>

	Presentations in class and Ethics case analysis (externally evaluated)	assignment, and people didn't ask questions. However, the scope of the work assessed indicated an understanding of the problem, and an grasp of information by almost all students. Faculty will continue to review the assessment rubrics.
<p><b>Students will evaluate business situations within context and recommend solutions verbally.</b></p> <p><b>AAC&amp;U Rubrics: Oral Communication</b></p>	<p>70% of students will score in the Milestone section of the Rubrics in Human Resource Management: Performance evaluation assignment</p> <p>70% of students will score in the Mastery section of the Rubrics used in the Ethics and Social responsibility course: Presentation in class.</p>	No assessment for Oral Communication was conducted in either the Fall 2014 or the Spring 2015 semesters.
<p><b>Students will be able to effectively apply quantitative methods to General Business Administration problems.</b></p> <p><b>AAC&amp;U Rubric: Quantitative Skills</b></p>	70% of students will score in the Mastery section of the Rubrics used in the Ethics and Social Responsibility course: case analysis (externally evaluated).	After much discussion, the faculty decided that the Quantitative Skills rubric was no appropriate for this assignment. Another assignment in another course will be assessed in the Fall 2015 semester. At this point, we are looking at either Business Statistics or an upper-level Accounting or Economics course.
<p><b>Students will be able to use computer software applications to solve General Business Administration problems.</b></p> <p><b>AAC&amp;U Rubric: Information Literacy</b></p>	70% of students will score in the Milestone section of the Rubrics used in Human Resource Management: Performance Evaluation Assignment	<p><b>Major Findings:</b> 70% of students scored in the Milestone section of the Information Literacy rubric; most students scored 2.0, while one group scored 3.0.</p> <p><b>What Actions Resulted from Findings:</b> Faculty were not satisfied with the results in Human Resource Management. Information Literacy needs to be introduced earlier in the Business programs. Library worksheets and guided visits to the Library will continue. More emphasis</p>

	70% of students will score in the Mastery section of the Rubrics used in the Ethics and Social Responsibility course: development of two training sessions (externally evaluated)	will be put on how to find relevant information and synthesize it for upper level students.
<p><b>Students will be able to work effectively with people with diverse background on projects.</b></p> <p><b>AAC&amp;U Rubric: Intercultural Competence</b></p>	70% of students will score in the Mastery section of the Rubrics used in the Ethics and Social Responsibility course: group cases and/or presentations	After some discussion faculty decided that the Intercultural rubric was not appropriate for this exercise. Another rubric will be used in the future that assesses student's ability to work effectively with people with diverse backgrounds on projects.

**Intended Student Learning Outcomes: Emphasis in Human Resource Management**

<p><b>Students will be able to explain the major concepts, theories and practices in Human Resource Management and apply them to management decision-making.</b></p> <p><b>AAC&amp;U Rubrics: Critical Thinking</b></p>	<p>70% of students will score in the Milestone section of the Rubrics in Human Resource Management: HR case analysis (externally evaluated)</p> <p>70% of students will score in the mastery section of the Rubrics used in the Training and Development course: development of a training program (externally evaluated)</p>	<p><b>Major Findings:</b> Faculty assessed the wrong assignment in Human Resource Management. The Performance Evaluation assignment was assessed. 70% of students scored in the Milestone (2) section of the Critical Thinking rubric.</p> <p>70% of students scored in the mastery section of the critical thinking rubric in the development of a training program. There were some issues: faculty were not familiar with the scope of the assignment and assessed the material without asking for clarification.</p> <p><b>What Actions Resulted from Findings:</b> There was some confusion as to how to use the rubric to assess student work, and people didn't ask questions. However, the scope of the work assessed indicated a mature understanding of the problem, and an expert grasp of information by almost all students. Faculty will continue to review the assessment rubrics.</p>
<p><b>Students will be able to evaluate business situations within context and recommend solutions in business appropriate writing formats.</b></p> <p><b>AAC&amp;T Rubrics: Written Communications</b></p>	<p>70% of students will score in the Milestone section of the Rubrics in Human Resource Management: HR case analysis (externally evaluated)</p> <p>70% of students will score in the mastery section of the Rubrics in the Training and Development course: development of a training program (externally evaluated).</p>	<p><b>Major Findings:</b> HR Case Analysis: Wonderlic Two faculty reviewed the writing assignment. Reviewer 1 assessed the sample papers overall at 2.5. Reviewer 2 assessed the sample papers overall at 1.0. The combined results indicate that students scored at the Milestone (2) level. There were problems with Genre and Discipline Stylistic Conventions, as well as Supporting Evidence/Sources.</p> <p>Training Program: The training programs were assessed at 3.66 overall. Out of six student, four scored in the mastery section of the Rubrics in the Training and Development course.</p> <p><b>What Actions Resulted from Findings:</b> There was some confusion as to how to use the rubrics to assess the student work. Even though faculty discussed how to use the rubric and had used the rubrics at the</p>

		start of the academic year, too much time had elapsed. More time will be spent in the future on re-familiarizing ourselves with the rubrics prior to assessment.
<p><b>Students will evaluate business situations within context and recommend solutions verbally.</b></p> <p><b>AAC&amp;U Rubrics: Oral Communication</b></p>	<p>70% of students will score in the Milestone section of the Rubrics in Human Resource Management: Performance evaluation assignment</p> <p>70% of students will score in the Mastery section of the Rubrics used in the Training and Development course: Presentations in class training program.</p>	<p><b>Major Findings:</b> Overall, 70% of student presentations were assessed at Milestone (2). Students demonstrated purpose, and awareness of audience. However they were not successful in addressing many of the elements required in the assignment. Most students read from the PowerPoints used, and appeared tentative. Very few resources were commented upon.</p> <p>Training and Development: over 70% of students scored in the Mastery section of the Oral Communication rubrics. Students demonstrated a thorough understanding of the context, audience and purpose. All the elements of the presentations were focused, relevant and compelling. Language choices were memorable. Every student was confident in posture, gesture and eye contact. Supporting materials were used well and consisted of pictures, graphs, illustrations and quotations.</p> <p><b>What Actions Resulted from Findings:</b> Faculty will continue to work with students on presentation skills, particularly training students to refrain from reading PowerPoints or notes.</p>
<p><b>Students will be able to effectively apply quantitative methods to Human Resource Management problems.</b></p> <p><b>AAC&amp;U Rubric: Quantitative Skills</b></p>	<p>70% of students will score in the Mastery section of the Rubrics used in the Training and Development course: development of a training program (externally evaluated).</p>	<p><b>Major Findings:</b> No students scored in the Mastery section of Quantitative skills.</p> <p><b>What Actions Resulted from Findings:</b> There was some question as to whether the rubric was appropriate. Discussion with the instructor led the faculty to suspend use of this rubric in the future.</p>
<p><b>Students will be able to use computer software applications to solve Human Resource Management problems.</b></p>	<p>70% of students will score in the Milestone section of the Rubrics used in Human Resource Management: Performance Evaluation Assignment</p>	<p><b>Major Findings:</b> 70% of students scored in the Milestone section of the Information Literacy rubric; most students scored 2.0, while one group scored 3.0.</p>

<p><b>AAC&amp;U Rubric: Information Literacy</b></p>	<p>70% of students will score in the Mastery section of the Rubrics used in the Training and Development course: development of a training program (externally evaluated)</p>	<p>More than 70% of students scored in the Mastery section of the Information Literacy rubric.</p> <p><b>What Actions Resulted from Findings:</b> Faculty were not satisfied with the results in Human Resource Management. Information Literacy needs to be introduced earlier in the Business programs. Library worksheets and guided visits to the Library will continue. More emphasis will be put on how to find relevant information and synthesize it for upper level students.</p>
<p><b>Students will be able to work effectively with people with diverse background on projects.</b></p> <p><b>AAC&amp;U Rubric: Intercultural Competence</b></p>	<p>70% of students will score in the Mastery section of the Rubrics used in the Training and development course: group presentations (external evaluation)</p>	<p>After some discussion faculty decided that the Intercultural rubric was not appropriate for this exercise. Another rubric will be used in the future that assesses student's ability to work effectively with people with diverse backgrounds on projects.</p>

**Intended Student Learning Outcomes: Emphasis in Marketing**

Program Outcomes	Direct Performance Measures	
<p>Students will be able to explain the major concepts, theories and practices in Marketing and apply them to management decision-making.</p> <p>AAC&amp;U Modified Written Communications Rubric</p>	<p>BA 2361 Principles of Marketing Case Analysis</p> <p>BA 4363 Marketing Research – Mid-Term Exam (open ended questions)</p>	<p><b>Major Findings:</b> Not all students assessed; faculty training issue. Those students assessed scored 3.0 overall in the Milestone section (Principles of Marketing)</p> <p>In Marketing Research: Overall score of 2.0 in Milestone Section.</p> <p><b>What Actions resulted from Findings:</b> Initially, Principles of Marketing students did well with case analysis: focusing on the assigned task and paying attention to context, audience, and purpose. The samples demonstrated a consistent use of discipline conventions and the use of language was straightforward.</p> <p>Marketing Research exam questions were open-ended. Students answered the questions appropriately, however many answers lacked focus and students used language that conveyed meaning, but made errors. Of course, this course deals with much more difficult information and is the only time students are introduced to research methods.</p> <p>As a result, research methods will be introduced much earlier in the emphasis, in Consumer Behavior and emphasized in subsequent courses.</p>
<p>Students will be able to evaluate business situations in context and recommend solutions in business appropriate writing formats.</p> <p>AAC&amp;U Modified Critical Thinking Rubric</p>	<p>BA 4362 Marketing Management – Marketing Plan Assignment</p> <p>BA 4363 Marketing Research – Case Analysis</p>	<p>Marketing Management only offered online this year. Problems with online instructor; no work to assess.</p> <p>Marketing Research: No work to assess; full-time Marketing faculty gave notice. Did not collect work for assessment.</p>

<p>Students will be able to evaluate business situations in context and recommend solutions verbally.</p> <p>AAC&amp;U Modified Oral Communication Rubric</p>	<p>BA 3363 Salesmanship Sales Presentation Assignment</p> <p>BA 4362 Marketing Management – Marketing Plan Assignment Presentation</p>	<p>Salesmanship course not offered this year.</p> <p>Marketing Management only offered online this year. Problems with online instructor; no work to assess.</p>
<p>Students will be able to apply quantitative methods to Marketing problems.</p> <p>AAC&amp;U Modified Quantitative Analysis Rubric</p>	<p>BA 4363 Marketing Research – Research Project Assignment</p> <p>BA 4363 Marketing Research Case analysis</p>	<p>Marketing Research: No work to assess; full-time Marketing faculty gave notice. Did not collect work for assessment.</p>
<p>Students will be able to use computer software applications to solve Marketing problems.</p> <p>AAC&amp;U Modified Information Literacy Rubric</p>	<p>BA 4363 Marketing Research: Research Project Assignment</p> <p>BA 4363 Marketing Research Case Analysis</p>	<p>Marketing Research: No work to assess; full-time Marketing faculty gave notice. Did not collect work for assessment.</p>
<p>Students will be able to work effectively with people with diverse backgrounds on projects.</p> <p>AAC&amp;U Modified Intercultural Rubric</p>	<p>BA 4365 Consumer Behavior Group Project</p> <p>BA 4363 Marketing Research: Research Project Assignment</p>	<p>Consumer Behavior: no work to assess. Faculty did not retain work for assessment.</p> <p>Marketing Research: no work to assess; full-time Marketing faculty gave notice. Did not collect work for assessment.</p>

**Fall 2015-2016 will focus on replacing the Marketing professor who retired in the Spring 2015 semester. In addition, more online faculty will be solicited to teach the upper level courses, as well as Principles of Marketing.**

**Intended Learning Outcomes: Emphasis in Management Information Systems**

<p>Students will be able to explain the major concepts, theories and practices in MIS and apply them to management decision-making.</p> <p>AAC&amp;U Rubric: Critical Thinking and Integrative Learning</p>	<ul style="list-style-type: none"> <li>• BA 3357 MIS – Case Analysis</li> <li>• BA 4306 Business Strategy Simulation</li> </ul>	<p>Adjunct failed to retain work for assessment. No assessment conducted.</p>
<p>Students will be able to evaluate business situations in context and recommend solutions in business appropriate writing formats.</p> <p>AAC&amp;U Rubric: Written Communication</p>	<ul style="list-style-type: none"> <li>• BA 3357 MIS – Case Analysis</li> <li>• MIS 3307 Information Security and DCP</li> </ul>	<p>Adjunct failed to retain work for assessment. No assessment conducted.</p>
<p>Students will be able to evaluate business situations in context and recommend solutions verbally.</p> <p>AAC&amp;U Rubric: Oral Communication</p>	<ul style="list-style-type: none"> <li>• BA 3357 – Case analysis</li> <li>• MIS 3305 Project Management</li> </ul>	<p>Adjunct failed to retain work for assessment. No assessment conducted.</p>
<p>Students will be able to apply quantitative methods to MIS problems.</p>	<ul style="list-style-type: none"> <li>• BA 4306 Business Strategy Simulation</li> </ul>	<p><b>Major Findings:</b>  A sample of students registered in the Strategy capstone course (7 out of 11) indicated overall students scored less than 1 in Quantitative Literacy. Students attempted to describe data and attempted to present an argument for which quantitative data is pertinent. However, most often students used quasi-</p>

<p>AAC&amp;U Rubric: Quantitative Skills</p>		<p>quantitative words, such as “many,” “few,” “increasing,” “small,” and the like in place of actual quantities. In most cases sampled there was no analysis of financial data.</p> <p><b>What Actions Resulted from Findings:</b> The instructor for the capstone agreed that she could have done a better job getting students to understand and manipulate quantitative data. However, historically students at Kentucky Wesleyan College have difficulty analyzing information – particularly financial/quantitative information. Even when they are able to analyze quantitative information, students have difficulty applying it to financial problems, economic problems, etc.</p> <p>More work has to be done to help students learn how to use quantitative data. Discussion continues on this topic.</p>
<p>Students will be able to use computer software applications to solve MIS problems.</p> <p>AAC&amp;U Rubric: Information Literacy</p>	<ul style="list-style-type: none"> <li>• MIS 3305 Project Management</li> </ul>	<p>Adjunct failed to retain work for assessment. No assessment conducted.</p>
<p>Students will be able to work effectively with people with diverse backgrounds on projects.</p> <p>AAC&amp;U Rubric: Intercultural Knowledge</p>	<ul style="list-style-type: none"> <li>• BA 3357 Case analysis</li> <li>• MIS 3305 Project Management</li> </ul>	<p>Adjunct failed to retain work for assessment. No assessment conducted.</p>

**Better training of adjuncts will commence in the fall semester (2015). Another faculty member is being trained to take-over the online degree program as the existing coordinator announced that she is retiring at the end of the next academic year (2015-2016). More training of full-time faculty must also occur so there is no question about the rubrics. In addition, faculty must decide whether the rubrics being used this**

academic year really worked or are there better ways to assess the programs. This discussion is slated to continue in August before the beginning of the next academic year (2015-2016).

