

**International Assembly for Collegiate Business Education**

**International Assembly for Collegiate Business Education**

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| Report of  Outcomes Assessment Results | |
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| **Institution:** | Kentucky Wesleyan College |
| **Academic Business Unit:** | Center for Business Studies: Accounting & Business Administration |
| **Academic Year:** | 2015-2016 |
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| International Assembly for Collegiate Business Education  11374 Strang Line Road  Lenexa, Kansas 66215  USA |

**Outcomes Assessment**

Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

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|  | The outcomes assessment plan that we have previously submitted is still current. | |
| X | Changes have been made and the revised plan is attached. | |
|  | We have made changes and the revised plan will be sent to the IACBE by: |  |

Outcomes Assessment Results

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| **For Academic Year:** | 2015 - 2016 |

**Section I: Student Learning Assessment**

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| ***Accounting*** | | | |
| **Student Learning Assessment for *Program 1*** | | | |
| **General Program Intended Student Learning Outcomes (General Program ISLOs)** | | | |
| 1. | *Students will be able to analyze the impact of business solutions in a global, economic, environmental, technological, ethical and societal context (critical thinking).* | | |
| 2. | *Students will be able to identify, formulate, and solve business problems using information sources properly (information literacy and quantitative/analytical analysis).* | | |
| 3. | *Students will be able to communicate effectively verbally and in writing as the context requires (oral and written communication).* | | |
| 4. | *Students will be able to collaborate with people of diverse backgrounds (teamwork).* | | |
| **Intended Student Learning Outcomes: *Accounting*** | | | |
| 1. | *Students will be able to explain the major concepts, theories and practices in Accounting and apply them to management decision-making (critical thinking).* | | |
| 2. | *Students will be able to evaluate business situations and recommend solutions in business appropriate writing formats (written communication).* | | |
| 3. | *Students will be able to evaluate business situations and recommend solutions in appropriate verbal formats (oral communication).* | | |
| 4. | *Students will be able to effectively apply quantitative methods to business problems (quantitative/analytical analysis).* | | |
| 5. | *Students will be able to effectively solve business problems and communicate solutions using appropriate computer applications (information literacy).* | | |
| 6. | *Students will be able to collaborate with diverse people ethically and respectfully (teamwork).* | | |
| **Assessment Instruments for Intended Student Learning Outcomes—**  **Direct Measures of Student Learning:** | | | **Performance Objectives (Targets/Criteria) for Direct Measures:** |
| 1. | ***Case Analysis*** | | *Target of 70 percent of seniors analyzing the case will score at the accomplished level of the Case Analysis Rubric approved by the Center for Business Studies faculty. This rebric is the same as posted on the AACBE Website, with minor modifications to reflect its use at Kentucky Wesleyan College.* |
| General Program ISLOs Assessed by this Measure: *1, 2, 3, 4*  Accounting Program ISLOs Assessed by this Measure: *1, 2, 3, 4, 5, 6* | |
| 2. | ***Strategy Simulation (BA4306) – BSG-Online.com Learning Assurance Report*** | | *Target of 70 percent of students ranking 70 percent or higher in collaboration and teamwork, financial analysis, financial management, marketing management, human resource management, and strategic analysis.* |
| General Program ISLOs Assessed by this Measure: *1, 2, 3, 4*  Accounting Program ISLOs Assessed by this Measure: *1, 2, 3, 4, 5, 6* | |
| **Assessment Instruments for Intended Student Learning Outcomes—**  **Indirect Measures of Student Learning:** | | | **Performance Objectives (Targets/Criteria) for Indirect Measures:** |
| 1. | ***Senior exit survey – used with permission from Dennis Gash*** | | *Target of 50 percent rate of return with 70 percent or higher score in ISLO attainment, advising, preparation for career/grad school and confidence for Accounting students.* |
| General Program ISLOs Assessed by this Measure: 1, 2, & 3.  *Accounting Program* ISLOs Assessed by this Measure: *1, & 2.* | |
| 2. | ***NSSE (National Survey of Student Engagement) –*** *Selected student characteristics: Seniors in Accounting, Business Administration, Entrepreneurship, International Business, Management, Marketing, Management Information Systems, Organizational Leadership/Behavior, Supply Chain, Other business* | | *Comparing Kentucky Wesleyan College Seniors to Carnegie Peeers, 50% of all Business students surveyed should report “Quite a bit” or “Very much” to the following questions: During the current school year, how much has your coursework emphasized the …applying fact, theories or methods to practical problems or new situations, analyzing an idea, experience, or line of reasoning in depth by examining its parts, evaluating a point of view, decision, or information source and forming a neew idea or understanding from various pieces of information (higher order learning by institution). The same results should be attained for reflective & Integrative Learning by Institution, Learning Strategies by Institution, Quantitative Reasoning by Institution, Collaborative Learning by Institution, Discussions with Diverse Orthers by Institution, Student-Faculty Interaction by Institution, Effective Teaching Practices by Institution, Quality of Interactions by Institution, and Supportive Environment by Institution.* |
| *General Program ISLOs Assessed by this Measure:1, 2 & 4*  *Accounting Program ISLOs Assessed by this Measure: 1, 2, 3, 4,& 5* | |
| **Assessment Results: *Accounting*** | | | |
| **Summary of Results from Implementing Direct Measures of Student Learning:** | | | |
| 1. | | Case Analyses – 80% of the classes scored Accomplished demonstrating detailed description of the problems and issues central to the case; providing a well-focused diagnosis of strategic issues and key problems that demonstrated an grasp of the company’s present situation and strategic challenges. | |
| 2. | | Simulation – Performance Targets were unmet, but progress was made. For traditional face-to-face students 50% fo all students taking the simulation scored 70% or higher in Collaboration and Strategic Analysis & Planning. 25% of students scored 70% or higher in Financial Management, Marketing Management and Human Resource Management. | |
| **Summary of Results from Implementing Indirect Measures of Student Learning:** | | | |
| 1. | | 12 Business Administration students 2 Accounting students 1 no response  6 students had been here for 2 years 2 students had been here for 2 years  5 students had been here for 4 years 1 student had been here for 5 years   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | As a result of my experience in the Business programs at Kentucky Wesleyan College | A. Strongly  Agree | B. Agree | C. Neutral | D. Disagree | E. Strongly  Disagree | | 1. I can identify business problems | 2 | 14 | 1 |  |  | | 1. I can recommend solutions to business problems I have identified | 2 | 13 |  |  |  | | 1. I can write in various business formats confidently | 1 | 13 | 1 |  |  | | 1. I can present my ideas verbally with confidence | 3 | 11 | 1 |  |  | | 1. I can analyze complex problems by identifying and evaluating the components of the problem | 2 | 13 |  |  |  | | 1. I can identify a problem and evaluate it using the appropriate information | 3 | 10 | 2 |  |  | | 1. I can identify a problem and evaluate it using information properly | 4 | 11 |  |  |  | | 1. I can use statistics properly in the evaluation of a business problem | 3 | 9 | 2 | 1 |  | | 1. I can use a computer to solve business problems | 6 | 8 | 1 |  |  | | 1. I can use the appropriate software to communicate a business issue | 3 | 9 | 3 |  |  | | 1. I can work effectively with people I do not know well to successfully complete a project | 7 | 6 | 1 | 1 |  | | 1. I can work effectively in a team to successfully a complete a project | 8 | 6 |  | 1 |  | | The following statements refer to your experience with faculty and staff; please check the box which reflects your agreement or disagreement with each statement. | | | | | | | 1. The Business faculty actively assisted me in pursuing my goals. | 8 | 6 |  | 1 |  | | 1. The Business faculty actively encouraged me to recognize and analyze ethical issues. | 8 | 6 |  | 1 |  | | 1. The advising I received was helpful and did not impede the completion of my program | 10 | 4 |  | 1 |  | | 1. In general, the teaching of my professors was satisfactory | 9 | 5 |  | 2 |  | | 1. Career Development helped me to find an internship | 7 | 3 | 2 | 2 |  | | 1. Career Development offered experiences that helped me prepare for my career search | 7 | 4 | 2 | 2 |  | | 1. The facilities were clean | 5 | 7 | 1 |  | 2 | | 1. When I had an academic problem I knew the appropriate faculty, staff or administrator to approach for help | 8 | 6 | 1 |  |  |   If you want to provide additional information about any of the statements and your response, please write your comments below.  I believe my professors worked to their best ability to make sre I received the best education and I am greatful for that.  Senior Exit Survey for Online Students (4 students responded):  4 Business Administration students Accounting students no response  2 students had been here for 3 years 1 students had been here for 4 years   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | As a result of my experience in the Business programs at Kentucky Wesleyan College | A. Strongly  Agree | B. Agree | C. Neutral | D. Disagree | E. Strongly  Disagree | | 1. I can identify business problems | 1 | 3 |  |  |  | | 1. I can recommend solutions to business problems I have identified | 1 | 3 |  |  |  | | 1. I can write in various business formats confidently |  | 1 | 2 |  |  | | 1. I can present my ideas verbally with confidence | 1 |  | 3 |  |  | | 1. I can analyze complex problems by identifying and evaluating the components of the problem | 1 | 1 | 2 |  |  | | 1. I can identify a problem and evaluate it using the appropriate information | 1 | 1 | 2 |  |  | | 1. I can identify a problem and evaluate it using information properly | 1 | 1 | 2 |  |  | | 1. I can use statistics properly in the evaluation of a business problem |  | 2 | 2 |  |  | | 1. I can use a computer to solve business problems | 1 | 2 |  |  |  | | 1. I can use the appropriate software to communicate a business issue | 1 | 3 |  |  |  | | 1. I can work effectively with people I do not know well to successfully complete a project | 3 |  |  | 1 |  | | 1. I can work effectively in a team to successfully a complete a project | 3 |  |  | 1 |  | | The following statements refer to your experience with faculty and staff; please check the box which reflects your agreement or disagreement with each statement. | | | | | | | 1. The Business faculty actively assisted me in pursuing my goals. | 1 |  | 2 |  | 1 | | 1. The Business faculty actively encouraged me to recognize and analyze ethical issues. | 1 | 1 | 2 |  |  | | 1. The advising I received was helpful and did not impede the completion of my program |  | 2 | 1 | 1 |  | | 1. In general, the teaching of my professors was satisfactory | 1 | 2 |  | 1 |  | | 1. Career Development helped me to find an internship |  |  | 1 |  | 3 | | 1. Career Development offered experiences that helped me prepare for my career search |  |  |  |  | 3 | | 1. The facilities were clean |  |  | 4 |  |  | | 1. When I had an academic problem I knew the appropriate faculty, staff or administrator to approach for help |  | 1 | 2 |  | 1 |   If you want to provide additional information about any of the statements and your response, please write your comments below.  Student 1: Best practices and benchmarking of online learning for adult learners would be beneficial to the online program as a whole. More simulations such as the Business Strategy Game would be an excellent tool throughout the courses. The one’s that were used in the business classes such as in Marketing and Business Strategy were some of the best experiences of learning throughout the entire program.  Student 2: Overall, I am grateful to have completed by degree and was able to do this using the online format as it would have taken many years to complete my degree going to traditional classes. However, with a few exceptions, I did not have good learning experiences in the KWC online business program. Probably the best class I had that made me want to learn more about the subject was Heather Logsdon’s Art History class. Her video lectures were informative and it was obvious she was passionate about her work and I feel I learned a lot in this class. With the exception of Dr. Sally Asefa, who I had several classes with, most of my instructors were very unresponsive and not helpful when I asked for assistance. Dr. Asefa always emailed me back in a timely manner and made me feel like she cared about my progress. However, I had instructor who did not return emails the entire term. I had one instructor who gave me a grade for the term but did not give me an individual grade for the final project. I asked her if she could send it back to me graded as it was the first time I had completed a project such as that one and I wanted feedback on how I did. She never replied to my emailed requests. Another instructor would return emails but never in a timely manner. If I had questions about an assignment, she would return emails after the assignment was due to be submitted. Another instructor would give me grades for papers but did not give me feedback as to why she gave me certain grades. I wasn’t asking her to change my grades; only feedback on how I could present the material better so I could improve.  I regret that I have such a negative attitude about KWC’s online Business program. Again, I am grateful I was able to complete by degree. I only wish my learning experiences and interaction with the instructors could have been better.  Recommendations:   1. More case analyses need to be used. Rather than waiting for the capstone course, students need to be introduced to case analysis in BA 100, BA 261, and other upper level courses. 2. Writing is an issue. Even though seniors in the capstone were able to eventually perform at the Accomplished level, students were initially unfamiliar with APA style, and exhibited a lack of care in terms of bad grammar, poor sentence structure and organization. Once students understood the importance of good writing, the results were much better. However, it took a lot of work – writing and rewriting and a lot of critique for this change to occur. 3. Students are still demonstrating a weakness in quantitative analysis whatever the discipline. While the students are able to compute the numbers, they exhibit an inability to translate those numbers into meaningful recommendations for action. More case work can help this. 4. An examination of the simulation results indicated that students were not taking the quizzes seriously. A discussion of the simulation with the next group of students should help with this. 5. We should be using simulations for most of our upper level courses in Business Administration. For example, Pearson has MyFinanceLab: use of this simulation/website could improve student performance in a very difficult course. It would definitely benefit online students. Simulations are available in Finance, Marketing, Management, Strategy, Business Law, MIS, Operations Management and Accounting. 6. Faculty need to ensure that they are responding to students in a timely fashion, particularly to online students. More training in this area is necessary.   Overall, we had four students perform in the top 10% of all students globally in the simulation. These students were invited to participate in a global competition, but they declined. These competitions occur at the end of the semester and there was no incentive for these students to participate. | |
| 2. | | *Summary of Results for Indirect Measure 2 (NSSE)*  With the exception of “forming a new idea or understanding from various pieces of information, KWC Seniors responding indicated 84% experienced quite a bit or very much application of facts, theories, or methods to practical or new situations; 80% experienced analyzing an idea, experience, or line of reasoning in depth by examining its parts; and 77% experienced evaluating a point of view, decision, or information source.  77% of KWC responding Seniors learned something that changed the way they understook an issue or concept often or very often.  88% of KWC responding Seniors connected ideas from their courses to their prior experiences and knowledge often or very often.  90% of KWC responding Seniors identified key information from reading assignments often or very often.  8% of KWC responding Seniors used numerical information to examine a real-world problem or issue often or very often.  93% of KWC responding Seniors evaluated what others have concluded from numerical information sometimes, often or very often.  With the exception of working with other students on course projects or assignments (47% often or very often), 80% of KWC responding Seniors asked another student to help then understand course material; 95% of KWC responding Seniors explained course material to one or more students sometimes, often or very often; and 78% prepared for exams by discussing or working through course material with other students. | |

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| **Summary of Achievement of Intended Student Learning Outcomes: Accounting** | | | | | |
| **Intended Student Learning Outcomes** | | **Learning Assessment Measures** | | | |
| **General Program ISLOs** | | ***Direct Measure 1: Case Analysis*** | ***Direct Measure 2: Simulation Learning Assurance Report*** | ***Indirect Measure 1: Senior Exit Survey*** | ***Indirect Measure 2: NSSE*** |
| **Performance Target Was 70% achieve Mastery** | **Performance Target Was 70% achieve Mastery** | **Performance Target Was 70%** | **Performance Target Was 70%** |
| 1. | *Students will be able to analyze the impact of business solutions in global, economic, environmental, technological, ethical, and societal context (critical thinking).* | MET | Not Met | Met | Met |
| 2. | *Students will be able to identify, formulate, and solve business problems using information sources properly (information literacy and quantitative/analytical analysis).* | Met | Not Met | Met | Met |
| 3. | *Students will be able to communicate effectively verbally and in writing as the context requires (oral and written communication).* | Met | Not Met | Met | Met |
| 4. | *Students will be able to collaborate with people of diverse backgrounds (teamwork).* | Met | Not Met | Met | Met |
| **Intended Student Learning Outcomes:**  ***Accounting*** | | ***Direct Measure 1: Case Analysis*** | ***Direct Measure 2: Simulation Learning Assurance Report*** | ***Indirect Measure 1: Senior Exit Survey*** | ***Indirect Measure 2: NSSE*** |
| **Performance Target Was 70% achieve Mastery** | **Performance Target Was 70% achieve Mastery** | **Performance Target Was 70%** | **Performance Target Was 70%** |
| 1. | *Students will be able to explain the major concepts, theories and practices in Accounting and apply them to management decision-making (critical thinking).* | *Met* | *Not Met* | *Met* | *Met* |
| 2. | *Students will be able to evaluate business situations and recommend solutions in business appropriate writing formats (written communication).* | *Met* | *Not Met* | *Met* | *Met* |
| 3. | *Students will be able to evaluate business situations and recommend solutions in appropriate verbal formats (oral communication).* | *Met* | *Not Met* | *Met* | *Met* |
| 4. | *Students will be able to effectively apply quantitative methods to business problems (quantitative/analytical analysis).* | *Met* | *Not Met* | *Met* | *Met* |
| 5. | *Students will be able to effectively solve business problems and communicate solutions using appropriate computer applications (information literacy).* | *MET* | *Not Met* | *Met* | *Met* |
| 6. | *Students will be able to collaborate with diverse people ethically and respectfully (teamwork).* | *Met* | *Not Met* | *Met* | *Not Met* |

**Section I: Student Learning Assessment**

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| ***Center for Business Studies Programs*** | | |
| **Student Learning Assessment for *all Center for Business Studies Programs*** | | |
| **General Program Intended Student Learning Outcomes (General Program ISLOs)** | | |
| 1. | *Students will be able to analyze the impact of business solutions in a global, economic, environmental, technological, ethical and societal context (critical thinking).* | |
| 2. | *Students will be able to identify, formulate, and solve business problems using information sources properly (information literacy and quantitative/analytical analysis).* | |
| 3. | *Students will be able to communicate effectively verbally and in writing as the context requires (oral and written communication).* | |
| 4. | *Students will be able to collaborate with people of diverse backgrounds (teamwork).* | |
| **Intended Student Learning Outcomes: *Business Administration with an Emphasis in General Business Administration*** | | |
| 1. | *Students will be able to explain the major concepts, theories and practices in General Business Administration and apply them to management decision-making (critical thinking).* | |
| 2. | *Students will be able to evaluate business situations within context and recommend solutions in business appropriate writing formats (written communication).* | |
| 3. | *Students will be able to evaluate business situations within context and recommend solutions verbally (oral communication).* | |
| 4. | *Students will effectively apply quantitative methods to business problems (quantitative/analytical analysis).* | |
| 5. | *Students will use computer software applications to solve business problems (information literacy).* | |
| 6. | *Students will collaborate with people with diverse backgrounds on projects (teamwork).* | |
| **Assessment Instruments for Intended Student Learning Outcomes—**  **Direct Measures of Student Learning:** | | **Performance Objectives (Targets/Criteria) for Direct Measures:** |
| 1. | ***Case Analysis*** | *Target of 70 percent of seniors analyzing the case will score at the accomplished level of the Case Analysis Rubric approved by the Center for Business Studies faculty. This rebric is the same as posted on the AACBE Website, with minor modifications to reflect its use at Kentucky Wesleyan College.* |
| General Program ISLOs Assessed by this Measure: *1, 2, 3, 4*  Business Administration with an emphasis in General Business Administration, or with an emphasis in Human Resource Management, or with an emphasis in Marketing or an emphasis in Management Information Systems ISLOs Assessed by this Measure: *1, 3, 4, 5* |
| 2. | ***Strategy Simulation (BA4306) – BSG-Online.com Learning Assurance Report*** | *Target of 70 percent of all students participating in the course simulation ranking 70 percent or higher in the assessed areas of collaboration and teamwork, financial analysis, financial management, marketing management, human resource management, and strategic analysis.* |
| General Program ISLOs Assessed by this Measure: *1, 2, 3, 4*  Business Administration with an emphasis in General Business Administration, or with an emphasis in Human Resource Management, or with an emphasis in Marketing or an emphasis in Management Information Systems ISLOs Assessed by this Measure: *1, 3, 4, 5* |
| **Assessment Instruments for Intended Student Learning Outcomes—**  **Indirect Measures of Student Learning:** | | **Performance Objectives (Targets/Criteria) for Indirect Measures:** |
| 1. | ***Senior exit survey – used with permission from Dennis Gash*** | *Target of 50 percemt rate of return with 70 percent or higher score in ISLO attainment, advising, preparation for career/grad school and confidence for both Business Administration and Accounting students.* |
| General Program ISLOs Assessed by this Measure: 1, 2, & 3  Business Administration with an emphasis in General Business Administration, or with an emphasis in Human Resource Management, or with an emphasis in Marketing or an emphasis in Management Information Systems ISLOs Assessed by this Measure: *1, 3, 4, 5* |
| 2. | ***NSSE (National Survey of Student Engagement) –*** *Selected student characteristics: Seniors in Accounting, Business Administration, Entrepreneurship, International Business, Management, Marketing, Management Information Systems, Organizational Leadership/Behavior, Supply Chain, Other business* | *Comparing Kentucky Wesleyan College Seniors to Carnegie Peeers, 70% of all Business students surveyed should report “Quite a bit” or “Very much” to the following questions: During the current school year, how much has your coursework emphasized the …applying fact, theories or methods to practical problems or new situations, analyzing an idea, experience, or line of reasoning in depth by examining its parts, evaluating a point of view, decision, or information source and forming a neew idea or understanding from various pieces of information (higher order learning by institution). The same results should be attained for reflective & Integrative Learning by Institution, Learning Strategies by Institution, Quantitative Reasoning by Institution, Collaborative Learning by Institution, Discussions with Diverse Orthers by Institution, Student-Faculty Interaction by Institution, Effective Teaching Practices by Institution, Quality of Interactions by Institution, and Supportive Environment by Institution.* |
| *General Program ISLOs Assessed by this Measure:1, 2 & 4*  Business Administration with an emphasis in General Business Administration, or with an emphasis in Human Resource Management, or with an emphasis in Marketing or an emphasis in Management Information Systems ISLOs Assessed by this Measure: *1, 2, 3, 4,& 5* |

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| **Assessment Results: *Business Administration with an Emphasis in General Business Administration*** | |
| **Summary of Results from Implementing Direct Measures of Student Learning: *Business Administration with an Emphasis in General Business Administration*** | |
| 1. | Spring 2016 Case Analysis – Mystic Monk (Case 1): 70% of seniors, traditional and online, analyzing the case will score at the accomplished level of the Case Analysis Rubric approved by the Center for Business Studies faculty.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Evaluation Dimensions | Discussion | | | Goal  met/unmet | |  |  |  |  |  | | Analytical/Critical Thinking Skills | 80% of the class scored Accomplished demonstrating detailed descriptions of the problems and issues central to the case; providing a well-focused diagnosis of strategic issues and key problems that demonstrated an excellent grasp of the company’s present situation and strategic challenges. | | | Met | |  |  |  |  |  | | Written Communication | 50% of the class scored Competent. While organization was satisfactory, and the case analysis readable, there were significant lapses in grammar and writing mechanics, especially spelling and sentence structure. | | | Unmet | |  |  |  |  |  | | Information Literacy | 100% of the class scored Accomplished demonstrating effective identification, thorough discussions and insightful evaluations. Sources were organized and synthesized fully. Information was used ethically and legally. | | | Met | |  |  |  |  |  | | Quantitative Analysis | Not applicable. | | | Not applicable. | |  |  |  |  |  | | Teamwork | Not applicable. | | | Not Applicable. |   Spring 2016 Case Analysis – Whole Foods (Case 2)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Evaluation Dimensions | Discussion | | | Goal  met/unmet | |  |  |  |  |  | | Analytical/Critical Thinking Skills | 80% of the class scored Accomplished demonstrating detailed descriptions of the problems and issues central to the case; providing a well-focused diagnosis of strategic issues and key problems that demonstrated an excellent grasp of the company’s present situation and strategic challenges. | | | Met | |  |  |  |  |  | | Written Communication | 80% of the class scored Accomplished. Effective organization and development contributed to full comprehension of written case analysis. | | | Met | |  |  |  |  |  | | Information Literacy | 100% of the class scored Accomplished demonstrating effective identification, thorough discussions and insightful evaluations. Sources were organized and synthesized fully. Information was used ethically and legally. | | | Met | |  |  |  |  |  | | Quantitative Analysis | 80% of the class scored Accomplished. Students presented quantitative data from the case with a thorough interpretation. | | | Met | |  |  |  |  |  | | Teamwork | Not applicable. | | | Not Applicable. |   Case Analysis for the Online Students (Only one case was completed):   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Evaluation Dimensions | Discussion | | | Goal  met/unmet | |  |  |  |  |  | | Analytical/Critical Thinking Skills | 100% of the class scored Accomplished demonstrating detailed descriptions of the problems and issues central to the case; providing a well-focused diagnosis of strategic issues and key problems that demonstrated an excellent grasp of the company’s present situation and strategic challenges. | | | Met | |  |  |  |  |  | | Written Communication | 100% of the class scored Accomplished. Effective organization and development contributed to full comprehension of written case analysis. | | | Met | |  |  |  |  |  | | Information Literacy | 100% of the class scored Accomplished demonstrating effective identification, thorough discussions and insightful evaluations. Sources were organized and synthesized fully. Information was used ethically and legally. | | | Met | |  |  |  |  |  | | Quantitative Analysis | 100% of the class scored Accomplished. Students presented quantitative data from the case with a thorough interpretation. | | | Met | |  |  |  |  |  | | Teamwork | Not applicable. | | | Not Applicable. |   Definite growth throughout the semester. However, results indicate that not everyone was able to meet evaluation criteria. Those students missing the standards exhibited weak writing skills and a weaknesses in quantitative analysis.  While Teamwork is one of the criteria used for evaluation, it was not used in the case analysis. Faculty will discuss how to replace the teamwork criterion. |
| 2. | Assessment of Fall 2015 through Spring 2016 (Traditional Students)   |  |  |  | | --- | --- | --- | | Accounting  (4 students) | Percentage of Students ranking 70% or higher | Performance Targets met/unmet | | Collaboration & Teamwork | 50% | Unmet | | Financial Management | 25% | Unmet | | Marketing Management | 25% | Unmet | | Human Resource Management | 25% | Unmet | | Strategic Analysis & Planning | 50% | Unmet |  |  |  |  | | --- | --- | --- | | Business Administration  (14 students) | Percentage of Students ranking 70% or higher | Performance Targets met/unmet | | Collaboration & Teamwork | 44% | Unmet | | Financial Management | 28% | Unmet | | Marketing Management | 16% | Unmet | | Human Resource Management | 55% | Unmet | | Strategic Analysis & Planning | 67% | Unmet |   Students overall were weak quantitatively and their grades in the corresponding courses of Finance, Marketing and Human Resource Management bears that out. The faculty member teaching the course discovered that many students were taking advantage of cheat sheets online, to enhance their simulation play. Therefore, simulation results may have been skewed in a positive direction; the test scores more resemble actual student performance in coursework.  **Results for the online students** (4 from the 2016 spring semester and 4 from Summer OL1 2016) indicates an inability to meet the standards of Collaboration & Teamwork, Financial Management, Marketing Management, Human Resource Management and Strategy Analysis & Planning. The results for the four students were:  Collaboration & Teamwork 50%  Financial Management 25%  Marketing Management 25%  Human Resource Management 29%  Strategic Analysis & Planning 22% |
| **Summary of Results from Implementing Indirect Measures of Student Learning: *Business Administration with an Emphasis in General Business Administration*** | |
| 1. | **Senior Exit Survey Demographics**  12 Business Administration students 2 Accounting students 1 no response  6 students had been here for 2 years 2 students had been here for 2 years  5 students had been here for 4 years 1 student had been here for 5 years   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | As a result of my experience in the Business programs at Kentucky Wesleyan College | A. Strongly  Agree | B. Agree | C. Neutral | D. Disagree | E. Strongly  Disagree | | 1. I can identify business problems | 2 | 14 | 1 |  |  | | 1. I can recommend solutions to business problems I have identified | 2 | 13 |  |  |  | | 1. I can write in various business formats confidently | 1 | 13 | 1 |  |  | | 1. I can present my ideas verbally with confidence | 3 | 11 | 1 |  |  | | 1. I can analyze complex problems by identifying and evaluating the components of the problem | 2 | 13 |  |  |  | | 1. I can identify a problem and evaluate it using the appropriate information | 3 | 10 | 2 |  |  | | 1. I can identify a problem and evaluate it using information properly | 4 | 11 |  |  |  | | 1. I can use statistics properly in the evaluation of a business problem | 3 | 9 | 2 | 1 |  | | 1. I can use a computer to solve business problems | 6 | 8 | 1 |  |  | | 1. I can use the appropriate software to communicate a business issue | 3 | 9 | 3 |  |  | | 1. I can work effectively with people I do not know well to successfully complete a project | 7 | 6 | 1 | 1 |  | | 1. I can work effectively in a team to successfully a complete a project | 8 | 6 |  | 1 |  | | The following statements refer to your experience with faculty and staff; please check the box which reflects your agreement or disagreement with each statement. | | | | | | | 1. The Business faculty actively assisted me in pursuing my goals. | 8 | 6 |  | 1 |  | | 1. The Business faculty actively encouraged me to recognize and analyze ethical issues. | 8 | 6 |  | 1 |  | | 1. The advising I received was helpful and did not impede the completion of my program | 10 | 4 |  | 1 |  | | 1. In general, the teaching of my professors was satisfactory | 9 | 5 |  | 2 |  | | 1. Career Development helped me to find an internship | 7 | 3 | 2 | 2 |  | | 1. Career Development offered experiences that helped me prepare for my career search | 7 | 4 | 2 | 2 |  | | 1. The facilities were clean | 5 | 7 | 1 |  | 2 | | 1. When I had an academic problem I knew the appropriate faculty, staff or administrator to approach for help | 8 | 6 | 1 |  |  |   If you want to provide additional information about any of the statements and your response, please write your comments below.  I believe my professors worked to their best ability to make sre I received the best education and I am greatful for that.  Senior Exit Survey for Online Students (4 students responded):  4 Business Administration students Accounting students no response  2 students had been here for 3 years 1 students had been here for 4 years   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | As a result of my experience in the Business programs at Kentucky Wesleyan College | A. Strongly  Agree | B. Agree | C. Neutral | D. Disagree | E. Strongly  Disagree | | 1. I can identify business problems | 1 | 3 |  |  |  | | 1. I can recommend solutions to business problems I have identified | 1 | 3 |  |  |  | | 1. I can write in various business formats confidently |  | 1 | 2 |  |  | | 1. I can present my ideas verbally with confidence | 1 |  | 3 |  |  | | 1. I can analyze complex problems by identifying and evaluating the components of the problem | 1 | 1 | 2 |  |  | | 1. I can identify a problem and evaluate it using the appropriate information | 1 | 1 | 2 |  |  | | 1. I can identify a problem and evaluate it using information properly | 1 | 1 | 2 |  |  | | 1. I can use statistics properly in the evaluation of a business problem |  | 2 | 2 |  |  | | 1. I can use a computer to solve business problems | 1 | 2 |  |  |  | | 1. I can use the appropriate software to communicate a business issue | 1 | 3 |  |  |  | | 1. I can work effectively with people I do not know well to successfully complete a project | 3 |  |  | 1 |  | | 1. I can work effectively in a team to successfully a complete a project | 3 |  |  | 1 |  | | The following statements refer to your experience with faculty and staff; please check the box which reflects your agreement or disagreement with each statement. | | | | | | | 1. The Business faculty actively assisted me in pursuing my goals. | 1 |  | 2 |  | 1 | | 1. The Business faculty actively encouraged me to recognize and analyze ethical issues. | 1 | 1 | 2 |  |  | | 1. The advising I received was helpful and did not impede the completion of my program |  | 2 | 1 | 1 |  | | 1. In general, the teaching of my professors was satisfactory | 1 | 2 |  | 1 |  | | 1. Career Development helped me to find an internship |  |  | 1 |  | 3 | | 1. Career Development offered experiences that helped me prepare for my career search |  |  |  |  | 3 | | 1. The facilities were clean |  |  | 4 |  |  | | 1. When I had an academic problem I knew the appropriate faculty, staff or administrator to approach for help |  | 1 | 2 |  | 1 |   If you want to provide additional information about any of the statements and your response, please write your comments below.  Student 1: Best practices and benchmarking of online learning for adult learners would be beneficial to the online program as a whole. More simulations such as the Business Strategy Game would be an excellent tool throughout the courses. The one’s that were used in the business classes such as in Marketing and Business Strategy were some of the best experiences of learning throughout the entire program.  Student 2: Overall, I am grateful to have completed by degree and was able to do this using the online format as it would have taken many years to complete my degree going to traditional classes. However, with a few exceptions, I did not have good learning experiences in the KWC online business program. Probably the best class I had that made me want to learn more about the subject was Heather Logsdon’s Art History class. Her video lectures were informative and it was obvious she was passionate about her work and I feel I learned a lot in this class. With the exception of Dr. Sally Asefa, who I had several classes with, most of my instructors were very unresponsive and not helpful when I asked for assistance. Dr. Asefa always emailed me back in a timely manner and made me feel like she cared about my progress. However, I had instructor who did not return emails the entire term. I had one instructor who gave me a grade for the term but did not give me an individual grade for the final project. I asked her if she could send it back to me graded as it was the first time I had completed a project such as that one and I wanted feedback on how I did. She never replied to my emailed requests. Another instructor would return emails but never in a timely manner. If I had questions about an assignment, she would return emails after the assignment was due to be submitted. Another instructor would give me grades for papers but did not give me feedback as to why she gave me certain grades. I wasn’t asking her to change my grades; only feedback on how I could present the material better so I could improve.  I regret that I have such a negative attitude about KWC’s online Business program. Again, I am grateful I was able to complete by degree. I only wish my learning experiences and interaction with the instructors could have been better. |
| 2. | *Summary of Results for Indirect Measure 2 (NSSE)*  With the exception of “forming a new idea or understanding from various pieces of information, KWC Seniors responding indicated 84% experienced quite a bit or very much application of facts, theories, or methods to practical or new situations; 80% experienced analyzing an idea, experience, or line of reasoning in depth by examining its parts; and 77% experienced evaluating a point of view, decision, or information source.  77% of KWC responding Seniors learned something that changed the way they understook an issue or concept often or very often.  88% of KWC responding Seniors connected ideas from their courses to their prior experiences and knowledge often or very often.  90% of KWC responding Seniors identified key information from reading assignments often or very often.  8% of KWC responding Seniors used numerical information to examine a real-world problem or issue often or very often.  93% of KWC responding Seniors evaluated what others have concluded from numerical information sometimes, often or very often.  With the exception of working with other students on course projects or assignments (47% often or very often), 80% of KWC responding Seniors asked another student to help then understand course material; 95% of KWC responding Seniors explained course material to one or more students sometimes, often or very often; and 78% prepared for exams by discussing or working through course material with other students. |

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| **Summary of Achievement of Intended Student Learning Outcomes: *Business Administration with an Emphasis in General Business Administration*** | | | | | | | | | |
| **Intended Student Learning Outcomes** | | **Learning Assessment Measures** | | | | | | | |
| **General Program ISLOs** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | *Students will be able to analyze the impact of business solutions in a global, economic, environmental, technological, ethical and societal context (critical thinking).* | MET | NOT MET |  |  | MET | MET |  |  |
| 2. | *Students will be able to identify, formulate, and solve business problems using information sources properly (information literacy and quantitative/analytical analysis).* | MET | NOT MET |  |  | MET | MET |  |  |
| 3. | *Students will be able to communicate effectively verbally and in writing as the context requires (oral and written communication).* | MET | NOT MET |  |  | MET | MET |  |  |
| 4. | *Students will be able to collaborate with people of diverse backgrounds (teamwork).* | MET | NOT MET |  |  | MET | MET |  |  |
| **Intended Student Learning Outcomes:**  ***Business Administration with an Emphasis in General Business Administration*** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | *Students will be able to explain the major concepts, theories and practices in General Business Administration and apply them to management decision-making (critical thinking).* | MET | NOT MET |  |  | MET | MET |  |  |
| 2. | *Students will be able to evaluate business situations within context and recommend solutions in business appropriate writing formats (written communication).* | MET | NOT MET |  |  | MET | MET |  |  |
| 3. | *Students will be able to evaluate business situations within context and recommend solutions verbally (oral communication).* | MET | NOT MET |  |  | MET | MET |  |  |
| 4. | *Students will effectively apply quantitative methods to business problems (quantitative/analytical analysis).* | MET | NOT MET |  |  | MET | MET |  |  |
| 5. | *Students will use computer software applications to solve business problems (information literacy).* | MET | NOT MET |  |  | MET | MET |  |  |
| 6. | *Students will collaborate with people with diverse backgrounds on projects (teamwork).* | MET | NOT MET |  |  | MET | MET |  |  |

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| **Assessment Results: *Business Administration with an Emphasis in Human Resource Management*** | |
| **Summary of Results from Implementing Direct Measures of Student Learning: *Business Administration with an Emphasis in Human Resource Management*** | |
| 1. | No student scored in the Mastery section of the Critical Thinking rubric (modified).  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. : No student scored in the Mastery section of the Critical Thinking rubric (modified).  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. |
| 2. | 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).  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.  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.  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.  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:  • Students have difficulty analyzing information, calculating financial ratios, and identifying ways to improve company performance.  • Students have difficulty applying financial management principles based on company ROE, credit rating, and stock price performance.  • Students have difficulty managing production operations and controlling production costs.  • Students have difficulty planning and thinking strategically.  • For one group (Fall 2014), students had difficulty managing workforce and controlling labor costs.  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. |
| **Summary of Results from Implementing Indirect Measures of Student Learning: *Business Administration with an Emphasis in Human Resource Management*** | |
| 1. | **Results of Senior Exit Survey, 2014-2015:**  (10 out of 14 responded)  •71% agreed or strongly agreed that faculty helped them to think more critically.  •72% agreed or strongly agreed that faculty helped them to think in a logical manner.  •62% agreed or strongly agreed that faculty helped them to be a more effective communicator.  •72% agreed or strongly agreed that faculty helped them receive a variety of information, analyze and formulate appropriate responses to problems.  •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.  • 30% agreed or strongly agreed that faculty helped them to be adequately prepared for graduate school.  • 60% agreed or strongly agreed that faculty helped them grow intellectually.  •72% agreed or strongly agreed that faculty encouraged them to recognize and analyze ethical issues.  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. |
| 2. | *Summary of Results for Indirect Measure 2 (NSSE)*  With the exception of “forming a new idea or understanding from various pieces of information, KWC Seniors responding indicated 84% experienced quite a bit or very much application of facts, theories, or methods to practical or new situations; 80% experienced analyzing an idea, experience, or line of reasoning in depth by examining its parts; and 77% experienced evaluating a point of view, decision, or information source.  77% of KWC responding Seniors learned something that changed the way they understook an issue or concept often or very often.  88% of KWC responding Seniors connected ideas from their courses to their prior experiences and knowledge often or very often.  90% of KWC responding Seniors identified key information from reading assignments often or very often.  8% of KWC responding Seniors used numerical information to examine a real-world problem or issue often or very often.  93% of KWC responding Seniors evaluated what others have concluded from numerical information sometimes, often or very often.  With the exception of working with other students on course projects or assignments (47% often or very often), 80% of KWC responding Seniors asked another student to help then understand course material; 95% of KWC responding Seniors explained course material to one or more students sometimes, often or very often; and 78% prepared for exams by discussing or working through course material with other students. |

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| **Summary of Achievement of Intended Student Learning Outcomes: *Business Administration with an Emphasis in Human Resource Management*** | | | | | | | | | |
| **Intended Student Learning Outcomes** | | **Learning Assessment Measures** | | | | | | | |
| **General Program ISLOs** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | *Students will be able to analyze the impact of business solutions in a global, economic, environmental, technological, ethical and societal context (critical thinking).* | MET | NOT MET |  |  | MET | MET |  |  |
| 2. | *Students will be able to identify, formulate, and solve business problems using information sources properly (nformation literacy and quantitative/analytical analysis).* | MET | NOT MET |  |  | MET | MET |  |  |
| 3. | *Students will be able to communicate effectively verbally and in writing as the context requires (oral and written communication).* | MET | NOT MET |  |  | MET | MET |  |  |
| 4. | *Students will be able to collaborate with people of diverse backgrounds (teamwork).* | MET | NOT MET |  |  | MET | MET |  |  |
| **Intended Student Learning Outcomes:**  ***Business Administration with an Emphasis in Human Resource Management*** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | *Students will be able to explain the major concepts, theories and practices in Human Resource Management and apply them to management decision-making (critical thinking).* | MET | MET |  |  | MET | MET |  |  |
| 2. | *Students will be able to evaluate business situations within context and recommend solutions in business appropriate writing formats (written communication).* | MET | MET |  |  | MET | MET |  |  |
| 3. | *Students will evaluate business situations within in context and recommend solutions verbally (oral communication).* | MET | MET |  |  | MET | MET |  |  |
| 4. | *Students will be able to effectively apply quantitative methods to Human Resource Management problems (quantitative/analytical analysis).* | MET | NOT MET |  |  | MET | MET |  |  |
| 5. | *Students will be able to use computer software applications to solve Human Resource Management problems (information literacy).* | MET | NOT MET |  |  | MET | MET |  |  |
| 6. | *Students will be able to collaborate with people with diverse background on projects (teamwork).* | MET | NOT MET |  |  | MET | MET |  |  |

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| **Assessment Results: *Business Administration with an Emphasis in Marketing*** | |
| **Summary of Results from Implementing Direct Measures of Student Learning: *Business Administration with an Emphasis in Marketing*** | |
| 1. | No student scored in the Mastery section of the Critical Thinking rubric (modified).  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. : No student scored in the Mastery section of the Critical Thinking rubric (modified).  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. |
| 2. | 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).  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.  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.  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.  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:  • Students have difficulty analyzing information, calculating financial ratios, and identifying ways to improve company performance.  • Students have difficulty applying financial management principles based on company ROE, credit rating, and stock price performance.  • Students have difficulty managing production operations and controlling production costs.  • Students have difficulty planning and thinking strategically.  • For one group (Fall 2014), students had difficulty managing workforce and controlling labor costs.  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. |
| **Summary of Results from Implementing Indirect Measures of Student Learning: *Business Administration with an Emphasis in Marketing*** | |
| 1. | **Results of Senior Exit Survey, 2014-2015:**  (10 out of 14 responded)  •71% agreed or strongly agreed that faculty helped them to think more critically.  •72% agreed or strongly agreed that faculty helped them to think in a logical manner.  •62% agreed or strongly agreed that faculty helped them to be a more effective communicator.  •72% agreed or strongly agreed that faculty helped them receive a variety of information, analyze and formulate appropriate responses to problems.  •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.  • 30% agreed or strongly agreed that faculty helped them to be adequately prepared for graduate school.  • 60% agreed or strongly agreed that faculty helped them grow intellectually.  •72% agreed or strongly agreed that faculty encouraged them to recognize and analyze ethical issues.  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. |
| 2. | *Summary of Results for Indirect Measure 2 (NSSE)*  With the exception of “forming a new idea or understanding from various pieces of information, KWC Seniors responding indicated 84% experienced quite a bit or very much application of facts, theories, or methods to practical or new situations; 80% experienced analyzing an idea, experience, or line of reasoning in depth by examining its parts; and 77% experienced evaluating a point of view, decision, or information source.  77% of KWC responding Seniors learned something that changed the way they understook an issue or concept often or very often.  88% of KWC responding Seniors connected ideas from their courses to their prior experiences and knowledge often or very often.  90% of KWC responding Seniors identified key information from reading assignments often or very often.  8% of KWC responding Seniors used numerical information to examine a real-world problem or issue often or very often.  93% of KWC responding Seniors evaluated what others have concluded from numerical information sometimes, often or very often.  With the exception of working with other students on course projects or assignments (47% often or very often), 80% of KWC responding Seniors asked another student to help then understand course material; 95% of KWC responding Seniors explained course material to one or more students sometimes, often or very often; and 78% prepared for exams by discussing or working through course material with other students. |

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| **Summary of Achievement of Intended Student Learning Outcomes: *Business Administration with an Emphasis in Marketing*** | | | | | | | | | |
| **Intended Student Learning Outcomes** | | **Learning Assessment Measures** | | | | | | | |
| **General Program ISLOs** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | *Students will be able to analyze the impact of business solutions in a global, economic, environmental, technological, ethical and societal context (critical thinking).* | MET | NOT MET |  |  | MET | MET |  |  |
| 2. | *Students will be able to identify, formulate, and solve business problems using information sources properly (nformation literacy and quantitative/analytical analysis).* | MET | NOT MET |  |  | MET | MET |  |  |
| 3. | *Students will be able to communicate effectively verbally and in writing as the context requires (oral and written communication).* | MET | NOT MET |  |  | MET | MET |  |  |
| 4. | *Students will be able to collaborate with people of diverse backgrounds (teamwork).* | MET | NOT MET |  |  | MET | MET |  |  |
| **Intended Student Learning Outcomes:**  ***Business Administration with an Emphasis in Marketing*** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | *Students will be able to explain the major concepts, theories and practices in Marketing and apply them to management decision-making (critical thinking).* | MET | NOT MET |  |  | MET | MET |  |  |
| 2. | *Students will be able to evaluate business situations in context and recommend solutions ini business appropriate writing formats (written communication).* | MET | NOT MET |  |  | MET | MET |  |  |
| 3. | *Students will be able to evaluate business situations in context and recommend solutions verbally (oral communication).* | MET | NOT MET |  |  | MET | MET |  |  |
| 4. | *Students will be able to effectively apply quantitative methods to Marketing problems (Quantitative/analytical analysis).* | MET | NOT MET |  |  | MET | MET |  |  |
| 5. | *Students will be able to use computer software applications to solve Marketing problems (information literacy).* | MET | NOT MET |  |  | MET | MET |  |  |
| 6. | *Students will be able to collaborate with people with diverse background on projects (teamwork).* | MET | NOT MET |  |  | MET | MET |  |  |
| **Assessment Results: *Business Administration with an Emphasis in Management Information Systems*** | | | | | | | | | |
| **Summary of Results from Implementing Direct Measures of Student Learning: *Business Administration with an Emphasis in Management Information Systems*** | | | | | | | | | |
| 1. | No student scored in the Mastery section of the Critical Thinking rubric (modified).  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. : No student scored in the Mastery section of the Critical Thinking rubric (modified).  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. | | | | | | | | |
| 2. | 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).  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.  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.  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.  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:  • Students have difficulty analyzing information, calculating financial ratios, and identifying ways to improve company performance.  • Students have difficulty applying financial management principles based on company ROE, credit rating, and stock price performance.  • Students have difficulty managing production operations and controlling production costs.  • Students have difficulty planning and thinking strategically.  • For one group (Fall 2014), students had difficulty managing workforce and controlling labor costs.  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. | | | | | | | | |
| **Summary of Results from Implementing Indirect Measures of Student Learning: *Business Administration with an Emphasis in Management Information Systems*** | | | | | | | | | |
| 1. | **Results of Senior Exit Survey, 2014-2015:**  (10 out of 14 responded)  •71% agreed or strongly agreed that faculty helped them to think more critically.  •72% agreed or strongly agreed that faculty helped them to think in a logical manner.  •62% agreed or strongly agreed that faculty helped them to be a more effective communicator.  •72% agreed or strongly agreed that faculty helped them receive a variety of information, analyze and formulate appropriate responses to problems.  •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.  • 30% agreed or strongly agreed that faculty helped them to be adequately prepared for graduate school.  • 60% agreed or strongly agreed that faculty helped them grow intellectually.  •72% agreed or strongly agreed that faculty encouraged them to recognize and analyze ethical issues.  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. | | | | | | | | |
| 2. | *Summary of Results for Indirect Measure 2 (NSSE)*  With the exception of “forming a new idea or understanding from various pieces of information, KWC Seniors responding indicated 84% experienced quite a bit or very much application of facts, theories, or methods to practical or new situations; 80% experienced analyzing an idea, experience, or line of reasoning in depth by examining its parts; and 77% experienced evaluating a point of view, decision, or information source.  77% of KWC responding Seniors learned something that changed the way they understook an issue or concept often or very often.  88% of KWC responding Seniors connected ideas from their courses to their prior experiences and knowledge often or very often.  90% of KWC responding Seniors identified key information from reading assignments often or very often.  8% of KWC responding Seniors used numerical information to examine a real-world problem or issue often or very often.  93% of KWC responding Seniors evaluated what others have concluded from numerical information sometimes, often or very often.  With the exception of working with other students on course projects or assignments (47% often or very often), 80% of KWC responding Seniors asked another student to help then understand course material; 95% of KWC responding Seniors explained course material to one or more students sometimes, often or very often; and 78% prepared for exams by discussing or working through course material with other students. | | | | | | | | |

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| **Summary of Achievement of Intended Student Learning Outcomes: *Business Administration with an Emphasis in Management Information Systems…This emphasis was eliminated April 2016 by vote of the faculty.*** | | | | | | | | | |
| **Intended Student Learning Outcomes** | | **Learning Assessment Measures** | | | | | | | |
| **General Program ISLOs** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | *Students will be able to analyze the impact of business solutions in a global, economic, environmental, technological, ethical and societal context (critical thinking).* | MET | NOT MET |  |  | MET | MET |  |  |
| 2. | *Students will be able to identify, formulate, and solve business problems using information sources properly (nformation literacy and quantitative/analytical analysis).* | MET | NOT MET |  |  | MET | MET |  |  |
| 3. | *Students will be able to communicate effectively verbally and in writing as the context requires (oral and written communication).* | MET | NOT MET |  |  | MET | MET |  |  |
| 4. | *Students will be able to collaborate with people of diverse backgrounds (teamwork).* | MET | NOT MET |  |  | MET | MET |  |  |
| **Intended Student Learning Outcomes:**  ***Business Administration with an Emphasis in Management Information Systems*** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | *Students will be able to explain the major concepts, theories and practices in Management Information Systems and apply them to management decision-making (critical thinking).* | MET | NOT MET |  |  | MET | MET |  |  |
| 2. | *Students will evaluate business situations in context and recommend solutions in business appropriate writing formats (written communication).* | MET | NOT MET |  |  | MET | MET |  |  |
| 3. | *Students will evaluate business situations in context and recommend solutions verbally (oral communication).* | MET | NOT MET |  |  | MET | MET |  |  |
| 4. | *Students will effectively apply quantitative methods toManagement Information Systems problems (quantitative/analytical analysis).* | MET | NOT MET |  |  | MET | MET |  |  |
| 5. | *Students will use computer software applications to solve Management Information Systems problems (information literacy).* | MET | NOT MET |  |  | MET | MET |  |  |
| 6. | *Students will collaborate with people with diverse background on projects (teamwork).* | MET | NOT MET |  |  | MET | MET |  |  |

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| **Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:** | |
| 1. | *While progress is being made toward the 70% target for students scoring at the accomplished level of the case analysis rubric, case analysis will be used more often and more consistently by faculty teaching BA 100 Business, Entrepreneurship & Consultancy, as well as by faculty teaching upper level coursework in General Business Administration, Marketing, Human Resource Management,and Accounting.* |
| 2. | *Student progress in reaching the target of 70% of students ranking 70% or higher in collaboration & teamwork, financial analysis, financial management, marketing, management, human resource management and strategic analysis is ongoing, but inconsistent. A learning management system through a publisher is being looked at for the Spring 2017 semester. The intention is to give students in finance more experience with the subject. An adjunct has been hired to teach the course rather than relying on an Accounting faculty member to teach the course. With the hire of a new Marketing faculty member it is hoped that students will be better prepared for the simulation and therefore rank higher. In addition, a more consistent approach to BA 100 has been used this fall semester so that students are covering the same material and using the same book. Assignments are the same, as are the rubrics for grading.* |
| 3. | *An Accounting Information Systems course is in development and it is hoped that Accounting students will benefit from this, increasing their performance in the Business Strategy simulation.* |
| 4. | *The Management Information Systems emphasis was discontinued from the Center for Business Studies program in April 2016 because no dedicated faculty could be hired, and there was little enthusiasm from students (1 student is being worked out of the emphasis and will graduate in May 2017).* |

**Section II: Operational Assessment** (**Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011**.)

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| ***Name of Academic Business Unit*** | | |
| **Operational Assessment** | | |
| **Intended Operational Outcomes:** | | |
| 1. | *Faculty will incorporate information technology in their courses, using programs that will enhance student career preparation, and program pertinence, e.g., QuickBooks, and Pearson MyManagementLab* | |
| 2. | *Faculty members in the Business/Accounting programs will be successful in providing effective academic and professional advising to their students.* | |
| 3. | *Eighty percent of all Business/Accounting students will participate in career development activities before graduation, including but not limited to careers fairs, etiquette dinners, resume writing workshops and speed mock interviews.* | |
| 4. | *Within five years, 70% of all Business/Accounting students will be involved in experiential learning opportunities within the Owensboro/Daviess County area.* | |
| **Assessment Measures/Methods for Intended Operational Outcomes:** | | **Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:** |
| 1. | *Operational Assessment Measure/Method 1* | *Objective (Target/Criterion) for Measure/Method 1*  *100% of Faculty Annual Evaluation/Assessment by Division Chair will reflect use of IT*  *At least 70% of student evaluations will reflect use of information technology in course delivery* |
| *Faculty will incorporate information technology in their courses, using programs that will enhance student career preparation, and program pertinence, e.g., QuickBooks, and Pearson MyManagementLab* |
| 2. | *Operational Assessment Measure/Method 2* | *Objective (Target/Criterion) for Measure/Method 2*  *100% of Faculty Annual Evaluation/Assessment by Division Chair will reflect advising targets*  *At least 70% of Student evaluations wil reflect advising effectiveness* |
| *Faculty members in the Business/Accounting programs will be successful in providing effective academic and professional advising to their students.* |
| 3. | *Operational Assessment Measure/Method 3* | *Objective (Target/Criterion) for Measure/Method 3*  *Sign-in Sheets from Career Development Events& Corresponding Reflection Papers will note the number of students attending events 100% of Faculty Annual Evaluation/Assessment by Division Chair will reflect career development opportunities as a priority in advising and coursework*  *At least 70% of Student Evaluations will reflect adequate support for career development* |
| *Eighty percent of all Business/Accounting students will participate in career development activities before graduation, including but not limited to careers fairs, etiquette dinners, resume writing workshops and speed mock interviews.* |
| 4. | *Operational Assessment Measure/Method 4* | *Objective (Target/Criterion) for Measure/Method 4*  *Sign-in sheets from Career Development Events & Corresponding Reflection Papers will reflect the number of students involved in experiential learning opportunities*  *At least 70% of Student Evaluations will reflect participation in experiential learning over the course of the academic year as part of coursework* |
| *Within five years, 70% of all Business/Accounting students will be involved in experiential learning opportunities within the Owensboro/Daviess County area.* |
| **Summary of Results from Implementing Operational Assessment Measures/Methods:** | | |
| 1. | *All faculty are using multiple information systems programs and learning management systems to enhance student experiences and career preparation in all courses. In addition, Mrs. Church (Accounting faculty) is developing an AIS course during the 2017 Spring semester that will become part of the Accounting program starting in the fall 2017. Further, the new Marketing faculty, Dr. Narcum, has taken over Business & Professional Writing, incorporating more information technology into student assignments which mirror Career assignments.* | |
| 2. | *Advising is key to student retention and there have been fewer complaints regarding advising this year overall. Most complaints were coming from students about the advising received from one faculty member. This person has received additional training through the Center for Excellence in Teaching and Learning. Instead of six complaints, on average, only one complaint has been received. Our goal is that no complaints exist.* | |
| 3. | *At this point 75% of all Center for Business Studies students participate in a variety of career development activities before graduation. At the last event – speed mock interviews, of the anticipated 41 graduates for the coming spring 2017 semester, 20 participated, with an additional 15 students participating in the career fair offered in September 2016, and 30 participated in resume writing workshops in the same month. Career Development continues to offer different activities and maintains a count of students who participate for the Center for Business Studies.* | |
| 4. | *At this point, all Accounting students participate in internships every spring. 50% of all Business Administration students, regardless of emphasis area, participate in internships. This goal has not been met, but we are working with Career Development to make consistent progress towards our goal.* | |

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| **Summary of Achievement of Intended Operational Outcomes:** | | | | | | | | | |
| **Intended Operational Outcomes** | | **Operational Assessment Measures/Methods** | | | | | | | |
| ***Operational Assessment Measure/***  ***Method 1*** | ***Operational Assessment Measure/***  ***Method 2*** | ***Operational Assessment Measure/***  ***Method 3*** | ***Operational Assessment Measure/***  ***Method 4*** | ***Operational Assessment Measure***  ***Method 5*** | ***Operational Assessment Measure/***  ***Method 6*** | ***Operational Assessment Measure/***  ***Method 7*** | ***Operational Assessment Measure/***  ***Method 8*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | *Faculty will incorporate information technology in their courses, using programs that will enhance student career preparation, and program pertinence, e.g., QuickBooks, and Pearson MyManagementLab* | MET |  | MET |  |  |  |  |  |
| 2. | *Faculty members in the Business/Accounting programs will be successful in providing effective academic and professional advising to their students.* | MET |  | MET |  |  |  |  |  |
| 3. | *Eighty percent of all Business/Accounting students will participate in career development activities before graduation, including but not limited to careers fairs, etiquette dinners, resume writing workshops and speed mock interviews.* | NOT MET | NOT MET | NOT MET |  |  |  |  |  |
| 4. | *Within five years, 70% of all Business/Accounting students will be involved in experiential learning opportunities within the Owensboro/Daviess County area.* | NOT MET | NOT MET | NOT MET |  |  |  |  |  |

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| **Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:** | |
| 1. | *Mrs. Church is developing an AIS for Accounting students which will go live in the fall 2017. All courses, as of August 25, 2016 use information technology for some form of delivery and all faculty have received training in the delivery systems using at Kentucky Wesleyan College. Additional progress will be made in all courses to use technology and to discuss the role of technology in Business. An adjunct has been hired to help integrate technology into the Finance course better.* |
| 2. | *Student complaints are down significantly and faculty have been trained. Student evaluations will continue to be monitored and notes will be kept on those advisors who appear to have issues. As necessary training will continue and evaluation of faculty will reflect any continuing problems with advisement.* |
| 3. | *The Center for Business Studies continues to work with Career Development to get students to participate in career development activities. Part of the problem is that 46% of the student population are athletes, making it difficult for those students to participate during the academic year. This now is becoming an advising issue that all faculty will work on this academic year.* |
| 4. | *All Accounting students complete internships. A lesser number of Business Administration students complete internships or any form of experiential learning. Faculty have been trained on forms of experiential learning and the college has developed a QEP around experiential learning. More data collecting is occurring to see who is doing what in their classes with a mind to be able to present multiple opportunities to students for learning that will not compete with athletics or work.* |