

BUSINESS PROGRAM ASSESSMENT RESULTS 2019 / 2020 ACADEMIC YEAR



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I ASSESSMENT CONTENT SUMMARY

Please note that, while the information contained in our assessment has not changed, we have reorganized the presentation of our results in order to prepare for incorporating the assessment of concentration programs. In order to avoid any confusion, a table clarifying how the current organization corresponds to previous years can be found in Appendix 1.

	ASSESSMENT AREA	WHAT IS DONE
1	Oral Communication	
1a	Oral Rubric – BUAD348, BUAD499	BUAD348: applies the rubric to a presentation assignment during the semester BUAD499: applies the rubric to the policy project presentation at the end of the semester
1b	Capstone Project Ratings - Oral Communication	BUAD499 Business Policy Project Presentation Evaluation Form
2	Written Communication	
2a	Written Rubric – BUAD254, BUAD499	BUAD254: applies the rubric to a written assignment during the semester BUAD499: applies the rubric to the policy project presentation at the end of the semester
2b	Capstone Project Ratings - Written Communication	BUAD499 Business Policy Project Presentation Evaluation Form
3	Critical Thinking	
3a	Critical Thinking - Ratio Analysis; Capital Budgeting	BUAD225 Accounting II: Ratio Analysis problem BUAD342 Corporate Finance: Capital Budgeting problem
3b	Capstone Project Ratings - Critical Thinking	BUAD499 Business Policy Project Presentation Evaluation Form
4	Ethical Reasoning	
4a	Ethical Reasoning Paper	BUAD 233 Marketing Management: 'Ethics in Marketing' paper
4b	MFT - Legal & Social Environment	Standardized exam administered in BUAD499 – Business Policy
5	Internships	
5a	Internship Satisfaction	Supervisor/Student assessment at the end of the assignment
5b	Internship Participation	Internship completion rates measured by surveys in BUAD499 Business Policy
5c	Soft Skills	Supervisor/Student assessment at the end of the assignment
6	Business Administration	
6a	MFT - Management	Standardized exam administered in BUAD499 – Business Policy
6b	MFT - Management Science	Standardized exam administered in BUAD499 – Business Policy
6c	Capstone Project Ratings – Management & Management Science	BUAD499 Business Policy Project Presentation Evaluation Form
7	Accounting	
7a	MFT - Accounting	Standardized exam administered in BUAD499 – Business Policy
7b	Capstone Project Ratings - Accounting & Finance	BUAD499 Business Policy Project Presentation Evaluation Form
7c	Accounting Concentration Assessment	See Appendix 2
8	Business Information Systems	
8a	MFT - Information Systems	Standardized exam administered in BUAD499 – Business Policy
8b	Capstone Project Ratings - Information Systems	BUAD499 Business Policy Project Presentation Evaluation Form
8c	BIS Concentration Assessment	See Appendix 2
9	Finance	
9a	MFT - Finance	Standardized exam administered in BUAD499 – Business Policy
9b	Capstone Project Ratings - Accounting & Finance	BUAD499 Business Policy Project Presentation Evaluation Form – Reprint of 7c
9c	Finance Concentration Assessment	See Appendix 2
10	Global Business	
10a	Embedded Exam Questions - External/Global Forces	Assessed in BUAD348 Production & Operations Management
10b	MFT - Economics & International Issues	Standardized exam administered in BUAD499 – Business Policy
10c	Global Business Concentration Assessment	See Appendix 2
11	Health Care Administration Concentration Assessment	See Appendix 2
12	Human Resource Management	
12a	Capstone Project Ratings – Legal/HRM	BUAD499 Business Policy Project Presentation Evaluation Form
12b	HRM Concentration Assessment	See Appendix 2
13	Marketing	
13a	MFT - Marketing	Standardized exam administered in BUAD499 – Business Policy
13b	Capstone Project Ratings - Marketing	BUAD499 Business Policy Project Presentation Evaluation Form
13c	Marketing Concentration Assessment	See Appendix 2
14	Senior Survey	Senior survey is administered to all seniors when they take BUAD499

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II PROCESS

Our Business Program’s assessment is a faculty driven process, where students’ content understanding and soft-skills growth are assessed regularly throughout the program. Our desired learning outcomes, outlined in item III, are measured across various courses at all levels of the business degree program. Further, starting in AY2017/18 assessment at the concentration level is being implemented, though data won’t be presented until AY2018/19 or later, depending on concentration graduation numbers.

	WHAT	WHEN	OWNER
1	The faculty is reminded that individual assessment programs are to be executed. This is placed on the department meeting agenda and discussed at the meeting.	During the first week of and prior to the end of each semester	Assessment Coordinator
2	Embedded testing: Each individual faculty member conducts the testing in their classroom using the designated materials established for the particular course and its measurements.	Final exam or mid-course assignments	Faculty
3	Embedded testing: Each faculty member provides the collected test data to the Assessment Coordinator.	Following administering	Faculty
4	MFT testing is conducted – target is the week after Fall and Spring break.	Week after college break – Fall / Spring	BUAD499 Professor
5	Policy presentations are made and rating sheets are completed by reviewers (internal / external). A rating sheet is completed by the BUAD499 professor, with consideration of the individual reviewers’ ratings, and provided to the Assessment Coordinator.	Last week of classes	BUAD499 Professor
6	Graduating student survey results are provided (taken by all graduating seniors).	End of semester report	Statistical coordinator
7	Internship data is provided.	End of spring semester for full academic year	Internship coordinator
8	The received data is entered to the master tracking spreadsheet.	End of semester	Assessment Coordinator
9	The data is sent to the Director of Institutional Effectiveness & Assessment in an Annual Program Assessment (this document).	June (as directed)	Assessment Coordinator
10	Any faculty whose data does not meet the standards are assigned to establish a plan of action to be implemented.	June – as part of assessment report	Department Chair Assessment Coordinator
11	An Annual Assessment Plan report is generated based on the year end results to plan for the following AY – prior to start of fall semester.	Target September of academic year	Assessment Coordinator
12	The Annual Assessment Plan report is sent to the Director of Institutional Effectiveness & Assessment.	Target September of academic year	Assessment Coordinator

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III LEARNING OUTCOMES AND MEASURES

ORAL COMMUNICATION

Students in our Business Administration degree program will show a sufficient level of skill in oral communication as well as observable growth throughout the program.

- Oral rubric
 - BUAD348 Production & Operations Management
 - BUAD499 Business Policy
- Site Supervisor – Internship
- Capstone Project presentation rating – Oral Presentation

WRITTEN COMMUNICATION

Students in our Business Administration degree program will show a sufficient level of skill in written communication as well as observable growth throughout the program.

- Written rubric
 - BUAD254 Organizational Behavior
 - BUAD499 Business Policy
- Site Supervisor – Internship
- Capstone Project presentation rating – Written Skill

CRITICAL THINKING

Students in our Business Administration degree program will show a sufficient level of skill in critical thinking in a variety of settings.

- Ratio Analysis problem
 - BUAD225 Accounting II
- Capital Budgeting problem
 - BUAD342 Corporate Finance
- Site supervisor – Internship
- Capstone Project presentation rating – Critical thinking

ETHICAL REASONING

Students in our Business Administration degree program will show a sufficient understanding of ethics in a variety of settings.

- Ethical reasoning paper
 - BUAD233 Marketing Management
- Site supervisor – Internship
- MFT sections
 - Legal & Social Environment

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BUSINESS ADMINISTRATION

We want our students to gain a broad and interconnected understanding of business, and, thus, we track their performance in many of the fields in which they can concentrate, as well as in the more general fields we will call management and management science, which do not have an associated concentration. The data for the general business fields is presented here and that of our concentration fields can be found in the individual fields presented below. Students in our Business Administration degree program will show a sufficient understanding of fundamental concepts in each of the major business fields.

MANAGEMENT

- MFT sections
 - Management
- Capstone Project presentation rating - Management

MANAGEMENT SCIENCE

- MFT sections
 - Quantitative Business Analysis
- Capstone Project presentation rating – Quantitative Analysis

CONCENTRATION FIELDS

Students in our Business Administration degree program will show a sufficient understanding of fundamental concepts in each of the major business fields presented below (with the exception of Health Care Administration). Further, some students may choose to concentrate. We have begun to assess these concentrations, as per Appendix 2, to ensure these students are gaining a thorough understanding of their field of concentration at a level more rigorous than non-concentrators and sufficient to prepare them for entry-level positions or graduate programs in the field.

ACCOUNTING

Accounting and Finance used to be presented together, as this is how we assess them on our Capstone rubric. However, with the inclusion of concentration assessments, we now believe it is more clear to present them individually and reprint the Capstone rating for each.

- MFT sections
 - Accounting
- Capstone Project presentation rating – Accounting & Finance
- Concentration Assessment

BUSINESS INFORMATION SYSTEMS

- MFT sections
 - Information Systems
- Capstone project rating – Information Systems
- Concentration Assessment

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FINANCE

Accounting and Finance used to be presented together, as this is how we assess them on our Capstone rubric. However, with the inclusion of concentration assessments, we now believe it is more clear to present them individually and reprint the Capstone rating for each.

- MFT sections
 - Finance
- Capstone Project presentation rating – Accounting & Finance
- Concentration Assessment

GLOBAL BUSINESS

- Embedded exam questions - External/Global Forces
 - BUAD348 Production & Operations Management
- MFT sections
 - Economics & International Issues
- Concentration Assessment

HEALTH CARE ADMINISTRATION

Due to the specificity of this field, it is not included in the assessment of our Business Administration degree program, but our students may choose to concentrate in it. Courses are offered from the Business Administration, Economics, Psychology, and Sociology programs to fulfill the curriculum.

- Concentration Assessment

HUMAN RESOURCE MANAGEMENT

- Capstone project rating – Legal/HRM
- Concentration Assessment

MARKETING

- MFT sections
 - Marketing
- Capstone Project presentation rating - Marketing
- Concentration Assessment

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IV COMMON ASSESSMENT MEASURES

Many of our assessment items listed in section III above use common metrics. Here, we briefly outline what these metrics are and how they are used in our assessment process.

INTERNSHIP SURVEYS

While we recognize that some of the primary benefits of internships are work experience and networking, we also believe they can be important devices for improving soft skills in an applied, professional environment. We wish to examine the skills specified in our learning outcomes, including oral and written communication, critical thinking, and ethical consideration. Thus, we survey our students regarding the perceived improvement of these skills as a result of their internship and we survey site supervisors regarding the level of our students' skills. While we do not target specific benchmarks for students' evaluation of growth in these individual soft skills, we do hope to see evidence that most students note improvement. Lastly, we also want to ensure that our students are engaged in meaningful internships and that they are performing at a level that satisfies their supervisors, so we monitor overall satisfaction levels as well.

EMBEDDED EXAM QUESTIONS

Before incorporating the MFT (described below) into our assessment process, we implemented embedded, multiple-choice exam questions as a method of assessing content knowledge. Until AY 2020, we continued to use this method as a supplement to our MFT results. In various courses, specified in the individual assessment items, all faculty members include a set of questions in their exams that were designed to summarize the major content areas in the fields that all general business students should be exposed to. More recently, however, we found that the value added over other assessment components was minimal and, thus, have decided to only keep those for fields in which we do not also use the MFT.

CAPSTONE PROJECT RATINGS

Our capstone course is BUAD499 Business Policy. In this course, we include a final project where student groups create a fully developed business plan for a hypothetical or often real small business. These plans entail the accumulation and interaction of all business fields, thus presenting our students with a challenge that will expose them to many of the experiences they might encounter in the workplace. The project culminates with a written and oral report of their business plan, presented to the course instructor, department faculty members, and outside evaluators (such as field experts, entrepreneurs, the small business owners, etc.). These evaluators provide ratings for various areas of assessment and the course instructor, having a more in depth understanding of our expectations and students' relative performance than less frequent evaluators, then accumulates this data into a single score on a 5-point scale for each evaluation item for each group.

MAJOR FIELD TEST

The *ETS*® Major Field Tests are comprehensive undergraduate and MBA outcomes assessments designed to measure the critical knowledge and understanding obtained by students in a major field of study. The Major Field Tests go beyond the measurement of factual knowledge by helping you evaluate your students' ability to analyze and solve problems, understand relationships and interpret material from their major field of study. The overall results are presented out of a total possible score of 200 and results can be broken down into individual fields, which we present in their corresponding assessment items. These individual field results are not standardized, and thus may vary by year. As a result, we only present and

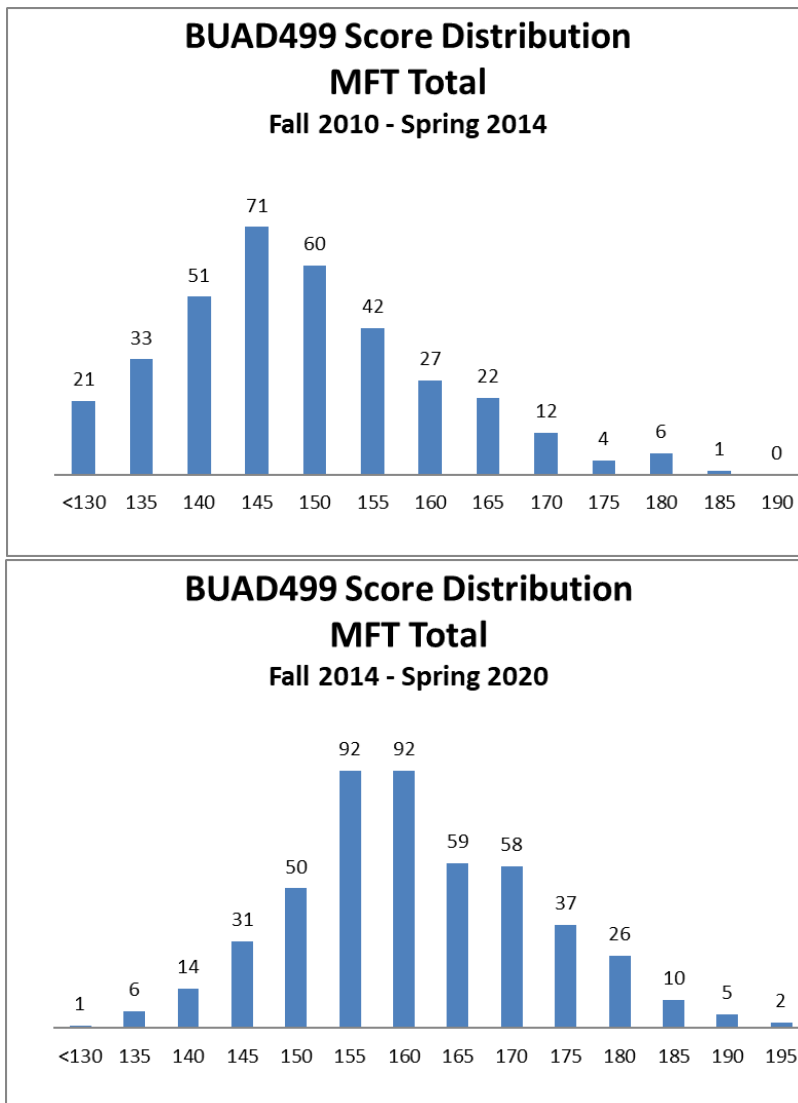
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discuss values in the context of a comparison to data provided by *ETS*® on the results from a cross-section of comparison schools.

The following charts show the status and progress over several years. In Spring 2014 we felt that the program needed attention and steps were taken to:

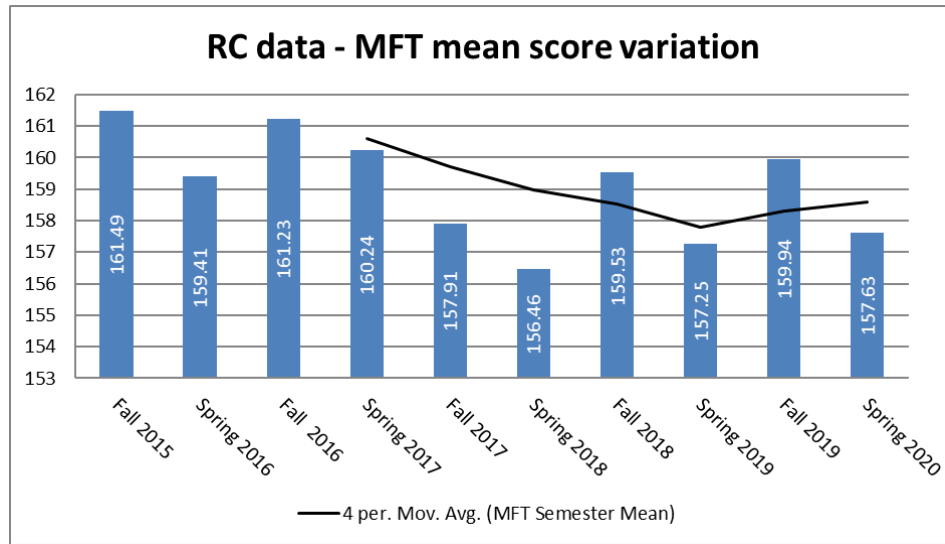
- 1 – Create study guides to be used for material refreshing
- 2 – Raise the level of reward (grade) for test score
- 3 – Change student culture regarding the test and the importance of doing well even though they were graduating seniors

The results of this initiative were clear, as evidenced by the figures below:



The results in 2020 show the maintenance of recent improvement. The weighted average of our students' scores in AY2019-20 was 158.65, which again puts our program in the top 11% of 515 comparison schools.

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A 2-year moving average shows that, while we do see some variation in performance from year to year, we have been able to maintain the higher level of performance achieved after revisiting our approach. While there was a small dip in AY 2018, performance has recovered and stabilized. Further we were still comfortable at the AY 2017 level and remain fairly stable near the 160 mark. Additionally, we see a clear pattern that fall students outperform spring students, likely due to stronger, more proactive students' slight tendency toward taking the capstone course in the fall.

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V RESULTS / STATUS / ACTION

Areas needing attention

	ASSESSMENT AREA	AREA NOT MEETING GOALS
1	Oral Communication	
1a	Oral Rubric – BUAD348, BUAD499	
1b	Capstone Project Ratings - Oral Communication	
2	Written Communication	
2a	Written Rubric – BUAD254, BUAD499	
2b	Capstone Project Ratings - Written Communication	
3	Critical Thinking	
3a	Critical Thinking - Ratio Analysis; Capital Budgeting	
3b	Capstone Project Ratings - Critical Thinking	
4	Ethical Reasoning	
4a	Ethical Reasoning Paper	
4b	MFT - Legal & Social Environment	
5	Internships	
5a	Internship Satisfaction	
5b	Internship Participation	
5c	Soft Skills	
6	Business Administration	
6a	MFT - Management	
6b	MFT - Management Science	
6c	Capstone Project Ratings – Management & Management Science	
7	Accounting	
7a	MFT - Accounting	
7b	Capstone Project Ratings - Accounting & Finance	
7c	Accounting Concentration Assessment	
8	Business Information Systems	
8a	MFT - Information Systems	
8b	Capstone Project Ratings - Information Systems	
8c	BIS Concentration Assessment	
9	Finance	
9a	MFT - Finance	
9b	Capstone Project Ratings - Accounting & Finance	
9c	Finance Concentration Assessment	
10	Global Business	
10a	Embedded Exam Questions - External/Global Forces	
10b	MFT - Economics & International Issues	
10c	Global Business Concentration Assessment	
11	Health Care Administration Concentration Assessment	
12	Human Resource Management	
12a	Capstone Project Ratings – Legal/HRM	
12b	HRM Concentration Assessment	
13	Marketing	
13a	MFT - Marketing	
13b	Capstone Project Ratings - Marketing	
13c	Marketing Concentration Assessment	
14	Senior Survey	

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Item 1 – Oral Communication

1a. Oral Rubric - BUAD348 499		2016		2017		2018		2019		2020	
70% of students will achieve a 3 or better on each component of the oral communications rubric in BUAD 348 (Productions Operations Management) and 80% will achieve a 3.5 or better in BUAD 499 (Business Policy).	Eye contact	82%	96%	84%	94%	74%	95%	81%	95%	89%	94%
	Mannerisms	91%	93%	87%	91%	93%	90%	86%	97%	93%	96%
	Verbal Skills	95%	93%	92%	92%	95%	89%	81%	92%	92%	94%
	Tone	95%	96%	92%	96%	95%	89%	86%	96%	92%	96%
	Business attire	89%	94%	74%	100%	91%	99%	97%	99%	85%	97%
	Subject knowledge	100%	99%	89%	100%	98%	96%	91%	99%	93%	100%
	Consistency & organization	99%	99%	95%	99%	95%	98%	96%	99%	94%	99%
	Mechanics	96%	89%	93%	93%	98%	91%	94%	86%	97%	96%
	Quality of Slides	98%	97%	93%	99%	98%	94%	96%	97%	90%	92%
	Visual Aids/Handouts	N/A	98%	N/A	100%	N/A	100%	N/A	99%	N/A	100%
1b. Capstone Project Ratings - Oral Comm.											
At least 80% of our students will be competent. Competency is defined as a score of at least 3.5 or higher.	Oral Communication	100%		89%		100%		94%		100%	

COMMENT: No new plans. Students present well and continually improve. Given this benchmark had been continually exceeded in the capstone course, we updated it to 3.5 from 3.0 on a 4-point scale as of AY2016/17. This greater rigor allows for better observation of areas for further improvement. Thus, not only are a greater number of students meeting the benchmark, but we measure clear growth between the two observations as well. Results for capstone ratings exceed the target and no changes are planned.

Item 2 – Written Communication

2a. Written Rubric - BUAD254 499		2016		2017		2018		2019		2020	
70% of students will achieve a 3 or better on a 4-point scale for each component of the oral communications rubric in BUAD254 (Organizational Behavior) and 80% will achieve a 3 or better in BUAD499 (Business Policy).	Material	59%	89%	81%	100%	71%	94%	80%	93%	78%	100%
	Reasoning	51%	89%	76%	100%	72%	94%	85%	100%	84%	100%
	Evidence	68%	89%	60%	100%	78%	100%	85%	100%	84%	100%
	Organization	78%	89%	64%	100%	80%	94%	87%	100%	93%	100%
	Style	65%	89%	79%	100%	76%	94%	85%	100%	84%	100%
2b. Capstone Project Ratings - Written Comm.											
At least 80% of our students will be competent. Competency is defined as a score of at least 3.5 or higher on a 5-point scale.	Written Comm.	89%		94%		88%		100%		100%	

COMMENT: No action needed. This year, benchmarks for all aspects of the written rubric were met at both observation levels. While we updated the oral benchmark for Capstone Ratings in Business Policy to 3.5, we left the written benchmark at 3.0. That said, this year we did meet the higher threshold of 3.5 or better for all components. Currently, for the 5 components as assessed in BUAD499, we see achievement of the 3.5 threshold at rates of 81%, 81%, 81%, 88% and 88%, respectively. Thus, we continue to meet our current targets, and see continual progress in this area. We aim to maintain this higher standard moving forward, though we do not intend to update our target just yet. Capstone Project Ratings continue to meet our benchmark.

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Item 3 – Critical Thinking

3a. Critical Thinking - BUAD225 342		2016	2017	2018	2019	2020
At least 70% of our students will be competent as defined by a score of 70 or better on embedded questions.	Ratio Analysis	81%	77%	76%	67%	73%
	Capital Budgeting	60%	70%	76%	72%	82%
3b. Capstone Project Ratings - Critical Thinking						
At least 80% of our students will be competent. Competency is defined as a score of at least 3.5 or higher.	Critical Thinking Skills	78%	83%	88%	93%	100%

COMMENT: Results for Ratio Analysis in BUAD225 met our target this year. Note that some data for Item 3a is missing for AY2020 due to Covid-19 complications; however, our results still appear to be relatively consistent with historical performance. We don't expect any changes to be necessary, but will continue to monitor this metric moving forward. The Capital Budgeting problem for BUAD342 continues to meet our target. Capstone ratings results are above the target, continuing improving from the previous year. While we do not have specific plans at the moment, we are considering other ways in which we could examine Item 3 and whether there is a need to do so.

Item 4 – Ethical Reasoning

4a. 'Ethics in Marketing' Paper	2016	2017	2018	2019	2020
At least 70% of our students will be competent as defined by a score of 70 or better.	97%	91%	96%	94%	97%
4b. Major Field Test - Legal & Social Environment					
Starting in 2020, we track average student performance rather than the percentage of students above a threshold. Values presented now represent the percentage of comparison institutions against which RC students outperform and stars represent target achievement. The minimum target is for students in an academic year to score, on average, at least equal to the national mean (*). The preferred target is an average score at least one-half standard deviation above the national mean (**), and the ideal target is an average score at least one standard deviation above then national mean (***)).	88%	50%	73%	85%	95.1%

COMMENT: Ethical reasoning paper goals are continuously met. No changes to the process are currently planned, though we will have a new professor teaching the course moving forward. MFT results in AY 2016/17 were significantly below target, but this seems to have been an anomaly, as results in the last two AYs have recovered. In 2020, we changed the way we analyze MFT results. We now track average student performance against comparison institutions, rather than the percentage of students above a threshold. Values presented now represent the percentage of comparison institutions against which RC students outperform and stars represent target achievement. The minimum target is for students in an academic year to score, on average, at least equal to the national mean (*). The preferred target is an average score at least one-half standard deviation above the national mean (**), and the ideal target is an average score at least one standard deviation above then national mean (***). In 2020, RC students performed on average in the top 5% of comparison institutions for the Legal and Social Environment section, exceeding our ideal target.

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Item 5 – Internships

5a. Internships Satisfaction		2016	2017	2018	2019	2020				
At least 80% of students and 80% of sites should be rated 'above average' overall, defined by a score of 3 or better on a 4-point scale.	Student evaluation of site	86%	91%	78%	81%	100%				
	Supervisor evaluation of student	87%	100%	94%	69%	92%				
5b. Internship Participation		2016	2017	2018	2019	2020				
Our targets beginning in AY 2020 are, at a minimum (*), at least 40% of BUAD majors will complete an internship, either for or not-for credit, before they graduate. Our preferred target (**) is that at least 60% of BUAD majors complete an internship before graduation and our ideal target (***) is set at 70%.		44%	41%	52%	66%	87%				

5c. Soft Skills		2016	2017	2018	2019	2020				
Students should find that their soft skills improve as a result of their internship, defined by a score of 3 or better on a 4-point scale, and at least 80% of supervisors should find that the level of students' soft skills are above average, defined by a score of 3 or better on a 4-point scale. (Student Supervisor)	Oral Communication		89%	94%	89%	94%	90%	70%	100%	92%
	Written Communication		67%	94%	61%	94%	76%	68%	92%	83%
	Critical Thinking		94%	100%	83%	94%	86%	65%	92%	92%
	Ethical Reasoning		72%	100%	78%	94%	90%	79%	92%	100%

COMMENT: This AY, supervisors' evaluations of overall satisfaction with our students recovered, suggesting results from last year may have been an anomaly. However, we will still monitor this metric moving forward to ensure there are not underlying issues. Regarding internship participation rates, historically we tracked data on students who completed internships for credit. However, we believed that this underrepresents the actual figures on internship completions, which are valuable learning opportunities even when not taken for credit. Thus, beginning in AY 2019, we instead track data on any internship completed using a survey in our capstone course (BUAD499). Additionally, we set new target levels beginning in AY 2020. At a minimum (*), at least 40% of BUAD majors will complete an internship, either for- or not-for credit, before they graduate. Our preferred target (**) is that at least 60% of BUAD majors complete an internship before graduation and our ideal target (***) is set at 70%. Our results this year indicate we have surpassed our ideal target. Regarding the soft skills ratings, the majority of students saw improvement of their soft skills in every area. Supervisors' ratings have also improved, but again, we will monitor this moving forward.

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Item 6 – Business Administration

6a/b. Major Field Test		2016	2017	2018	2019	2020
Starting in 2020, we track average student performance rather than the percentage of students above a threshold. Values presented now represent the percentage of comparison institutions against which RC students outperform and stars represent target achievement. The minimum target is for students in an academic year to score, on average, at least equal to the national mean (*). The preferred target is an average score at least one-half standard deviation above the national mean (**), and the ideal target is an average score at least one standard deviation above then national mean (***)).	Management	97%	94%	93%	96%	92.8%

	Management Science	91%	78%	86%	92%	95.7%

6c. Capstone Project Ratings						
At least 80% of our students will be competent. Competency is defined as a score of at least 3.5 or higher.	Management	89%	100%	100%	100%	N/A
	Quantitative Analysis	78%	100%	88%	93%	N/A
	Entry Decision & Analytical Tools	89%	89%	94%	100%	N/A
	Management & Management Science	N/A	N/A	N/A	N/A	100%

COMMENT: In 2020, we changed the way we analyze MFT results. We now track average student performance against comparison institutions, rather than the percentage of students above a threshold. Values presented now represent the percentage of comparison institutions against which RC students outperform and stars represent target achievement. The minimum target is for students in an academic year to score, on average, at least equal to the national mean (*). The preferred target is an average score at least one-half standard deviation above the national mean (**), and the ideal target is an average score at least one standard deviation above then national mean (***). In 2020, RC students performed on average in the top 8% of comparison institutions for the Management section and in the top 5% for the Management Science section, both exceeding our ideal target. Capstone rating met goals. No changes are planned. Note that the Capstone Rating Rubric was changed in AY 2020. This collapsed the various management components into one item to improve clarity for evaluators. Rating levels were also renamed away from the more ambiguous “above/below average” style to instead measure “preparedness for an entry-level position.” We believe this will improve the input we receive from evaluators.

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Item 7 – Accounting

7a. Major Field Test		2016	2017	2018	2019	2020
Starting in 2020, we track average student performance rather than the percentage of students above a threshold. Values presented now represent the percentage of comparison institutions against which RC students outperform and stars represent target achievement. The minimum target is for students in an academic year to score, on average, at least equal to the national mean (*). The preferred target is an average score at least one-half standard deviation above the national mean (**), and the ideal target is an average score at least one standard deviation above then national mean (***)).		85%	78%	73%	72%	89.7%

7b. Capstone Project Ratings						
At least 80% of our students will be competent. Competency is defined as a score of at least 3.5 or higher.	Accounting & Finance	78%	89%	88%	93%	94%
7c. Concentration Assessment						
At least 80% of concentrators should be 'sufficiently prepared' for an entry-level position in the field, as defined by a rating of 3 or better on a 5-point scale.		N/A	N/A	N/A	100%	N/A*

COMMENT: In 2020, we changed the way we analyze MFT results. We now track average student performance against comparison institutions, rather than the percentage of students above a threshold. Values presented now represent the percentage of comparison institutions against which RC students outperform and stars represent target achievement. The minimum target is for students in an academic year to score, on average, at least equal to the national mean (*). The preferred target is an average score at least one-half standard deviation above the national mean (**), and the ideal target is an average score at least one standard deviation above then national mean (***). In 2020, RC students performed on average in the top 11% of comparison institutions for the Accounting section, exceeding our ideal target. Capstone ratings are still strong. The new concentration assessment process can be found in Appendix 2. For the concentration assessment, we have decided to wait until we return to campus in the fall to get together to discuss ratings for the students who graduated in AY 2020. These values will be filled in at that time.

Item 8 – Business Information Systems

8a. Major Field Test		2016	2017	2018	2019	2020
Starting in 2020, we track average student performance rather than the percentage of students above a threshold. Values presented now represent the percentage of comparison institutions against which RC students outperform and stars represent target achievement. The minimum target is for students in an academic year to score, on average, at least equal to the national mean (*). The preferred target is an average score at least one-half standard deviation above the national mean (**), and the ideal target is an average score at least one standard deviation above then national mean (***).		73%	72%	74%	79%	75.7%
						**
8b. Capstone Project Ratings						
At least 80% of our students will be competent. Competency is defined as a score of at least 3.5 or higher.		89%	100%	100%	100%	100%
8c. Concentration Assessment						
At least 80% of concentrators should be 'sufficiently prepared' for an entry-level position in the field, as defined by a rating of 3 or better on a 5-point scale.		N/A	N/A	N/A	N/A	N/A

COMMENT: Results exceed the target and no changes are planned. In 2020, we changed the way we analyze MFT results. We now track average student performance against comparison institutions, rather than the percentage of students above a threshold. Values presented now represent the percentage of comparison institutions against which RC students outperform and stars represent target achievement. The minimum target is for students in an academic year to score, on average, at least equal to the national mean (*). The preferred target is an average score at least one-half standard deviation above the national

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mean (**), and the ideal target is an average score at least one standard deviation above then national mean (***). In 2020, RC students performed on average in the top 25% of comparison institutions for the Business Information section, exceeding our preferred target, but not reaching our ideal target. This item will be monitored moving forward, as it is the field in which our performance is weakest against comparison institutions, though we are still satisfied with this level. The new concentration assessment process can be found in Appendix 2. For the concentration assessment, we have decided to wait until we return to campus in the fall to get together to discuss ratings for the students who graduated in AY 2020. These values will be filled in at that time.

Item 9 – Finance

9a. Major Field Test		2016	2017	2018	2019	2020
Starting in 2020, we track average student performance rather than the percentage of students above a threshold. Values presented now represent the percentage of comparison institutions against which RC students outperform and stars represent target achievement. The minimum target is for students in an academic year to score, on average, at least equal to the national mean (*). The preferred target is an average score at least one-half standard deviation above the national mean (**), and the ideal target is an average score at least one standard deviation above then national mean (***).		90%	91%	80%	89%	98.0%

9b. Capstone Project Ratings						
At least 80% of our students will be competent. Competency is defined as a score of at least 3.5 or higher.	Accounting & Finance	78%	89%	88%	93%	94%
9c. Concentration Assessment						
At least 80% of concentrators should be 'sufficiently prepared' for an entry-level position in the field, as defined by a rating of 3 or better on a 5-point scale.		N/A	N/A	N/A	94%	N/A*

COMMENT: Results exceed the targets and no changes are planned. In 2020, we changed the way we analyze MFT results. We now track average student performance against comparison institutions, rather than the percentage of students above a threshold. Values presented now represent the percentage of comparison institutions against which RC students outperform and stars represent target achievement. The minimum target is for students in an academic year to score, on average, at least equal to the national mean (*). The preferred target is an average score at least one-half standard deviation above the national mean (**), and the ideal target is an average score at least one standard deviation above then national mean (***). In 2020, RC students performed on average in the top 2% of comparison institutions for the Finance section, exceeding our ideal target. Capstone ratings are still above the target. The new concentration assessment process can be found in Appendix 2. For the concentration assessment, we have decided to wait until we return to campus in the fall to get together to discuss ratings for the students who graduated in AY 2020. These values will be filled in at that time.

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Item 10 – Global Business

10a. Embedded Exam Questions - External/Global Forces		2016	2017	2018	2019	2020
At least 70% of our students will be competent as defined by a score of 70 or better on embedded questions.		72%	97%	88%	87%	100%
10b. Major Field Test						
Starting in 2020, we track average student performance rather than the percentage of students above a threshold. Values presented now represent the percentage of comparison institutions against which RC students outperform and stars represent target achievement. The minimum target is for students in an academic year to score, on average, at least equal to the national mean (*). The preferred target is an average score at least one-half standard deviation above the national mean (**), and the ideal target is an average score at least one standard deviation above then national mean (***)	Economics	82%	73%	72%	78%	81.7%
						**
	International	79%	80%	84%	85%	86.1%

10c. Concentration Assessment						
At least 80% of concentrators should be 'sufficiently prepared' for an entry-level position in the field, as defined by a rating of 3 or better on a 5-point scale.	Global Business	N/A	N/A	N/A	N/A	N/A

COMMENT: Results exceed the target and no changes are planned. In 2020, we changed the way we analyze MFT results. We now track average student performance against comparison institutions, rather than the percentage of students above a threshold. Values presented now represent the percentage of comparison institutions against which RC students outperform and stars represent target achievement. The minimum target is for students in an academic year to score, on average, at least equal to the national mean (*). The preferred target is an average score at least one-half standard deviation above the national mean (**), and the ideal target is an average score at least one standard deviation above then national mean (***). In 2020, RC students performed on average in the top 19% of comparison institutions for the Economics section, exceeding our preferred target but not reaching the ideal target, and in the top 14% of comparison institutions for the International section, exceeding our ideal target. The new concentration assessment process can be found in Appendix 2. For the concentration assessment, we have decided to wait until we return to campus in the fall to get together to discuss ratings for the students who graduated in AY 2020. These values will be filled in at that time.

Item 11 – Health Care Administration

11. Concentration Assessment	2016	2017	2018	2019	2020
Currently a placeholder until additional data is gathered.	N/A	N/A	N/A	N/A	N/A

COMMENT: The new concentration assessment process can be found in Appendix 2. For the concentration assessment, we have decided to wait until we return to campus in the fall to get together to discuss ratings for the students who graduated in AY 2020. These values will be filled in at that time.

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Item 12 – Human Resource Management

12a. Capstone Project Ratings		2016	2017	2018	2019	2020
At least 80% of our students will be competent. Competency is defined as a score of at least 3.5 or higher.	Legal/HRM	89%	100%	94%	100%	100%
12b. Concentration Assessment						
At least 80% of concentrators should be 'sufficiently prepared' for an entry-level position in the field, as defined by a rating of 3 or better on a 5-point scale.	Human Resource Management	N/A	N/A	N/A	N/A	N/A

COMMENT: Capstone ratings exceed the target and no changes are planned. The new concentration assessment process can be found in Appendix 2. For the concentration assessment, we have decided to wait until we return to campus in the fall to get together to discuss ratings for the students who graduated in AY 2020. These values will be filled in at that time.

Item 13 – Marketing

13b. Major Field Test	2016	2017	2018	2019	2020
Starting in 2020, we track average student performance rather than the percentage of students above a threshold. Values presented now represent the percentage of comparison institutions against which RC students outperform and stars represent target achievement. The minimum target is for students in an academic year to score, on average, at least equal to the national mean (*). The preferred target is an average score at least one-half standard deviation above the national mean (**), and the ideal target is an average score at least one standard deviation above then national mean (***)	86%	70%	80%	90%	92.1%

13c. Capstone Project Ratings					
At least 80% of our students will be competent. Competency is defined as a score of at least 3.5 or higher.	83%	89%	100%	93%	100%
13d. Concentration Assessment					
At least 80% of concentrators should be 'sufficiently prepared' for an entry-level position in the field, as defined by a rating of 3 or better on a 5-point scale.	N/A	N/A	N/A	92%	N/A*

COMMENT: Results exceed the target and no changes are planned. In 2020, we changed the way we analyze MFT results. We now track average student performance against comparison institutions, rather than the percentage of students above a threshold. Values presented now represent the percentage of comparison institutions against which RC students outperform and stars represent target achievement. The minimum target is for students in an academic year to score, on average, at least equal to the national mean (*). The preferred target is an average score at least one-half standard deviation above the national mean (**), and the ideal target is an average score at least one standard deviation above then national mean (***). In 2020, RC students performed on average in the top 8% of comparison institutions for the Marketing section, exceeding our ideal target. The new concentration assessment process can be found in Appendix 2. For the concentration assessment, we have decided to wait until we return to campus in the fall to get together to discuss ratings for the students who graduated in AY 2020. These values will be filled in at that time.

BUSINESS PROGRAM ASSESSMENT RESULTS – AY 2019/2020

Item 14 – Senior Survey

14. Senior survey		2016	2017	2018	2019	2020
At a minimum, at least 80% of students should be at least somewhat satisfied with our program, defined as a rating of 5 or better on a 7-point scale. Ideally, however, we would prefer that at least 80% of students are satisfied with our program, defined as a rating of 6 or better.	5-7	99%	88%	93%	91%	95%
	6-7	94%	85%	90%	86%	88%

COMMENT: This AY, we begin tracking two levels of performance for student satisfaction. Our minimum target is that at least 80% of student are at least “somewhat satisfied” with our program and our ideal target is that at least 80% are at least “satisfied” with our program. Surveys continue to suggest that our students are highly satisfied with the Business Administration program, with 95% choosing a 5 or higher, and 88% choosing a 6 or 7, on a 7-point scale this AY.

BUSINESS PROGRAM ASSESSMENT RESULTS – AY 2019/2020

VI ACBSP

Our next report for ACBSP is a Quality Assurance (QA) report in 4 years (February 15, 2024). The next ten-year reaffirmation will be due in 2030.

January 3, 2020 – Issued the required Reaffirmation Self-Study report to ACBSP

March 8-11, 2020 – ACBSP Site-Evaluation team visited campus

June 11, 2020 – Received ACBSP Reaffirmation report (dated June 10)

From the most recent Feedback in June 2020:

- No “notes”
- No “conditions”
- No “opportunities for improvement”

This is, quite literally, as strong a result as is possible. While we are extremely satisfied with this result, this does not mean that we will forego continual improvement.

In addition to the foregoing, we also note the following:

- a) Tenure-track professor Dr. Tim Carpenter and Lecturer/CLEI Director Steve A. Baker will continue to lead assessment and accreditation.
- b) Sharon Gibbs, Department Chair, will serve as the ACBSP Champion, Steve A. Baker will be the ACBSP Co-Champion, and Dr. Tim Carpenter will serve as Assessment Coordinator and ACBSP Co-Champion.
- c) Department faculty anticipate seeking a leadership role in ACBSP Region 2, which has historically been a part of our approach. Notably, Dr. Ali Nazemi previously served as Region 2 president and on a number of ACBSP national committees, and Dr. Larry Lynch was the National Chairman of the ACBSP Board.

VII SACS

Reported through academic year 2019/2020

What changes (in curricular structure, content, pedagogy, or other) were made this year that you believe improve student learning?

- In general, our department allows for a reasonable amount of autonomy on the part of individual faculty members, thus making an explicit explanation of changes to content or pedagogy difficult. However, each faculty member is required to complete an annual self-assessment to outline and reflect on these types of changes, after which feedback and guidance is provided after a review from the Department Chair. All of this is then provided for consideration by the Dean of the College. Through this process, faculty are encouraged to continually make deliberate efforts to improve their courses.
- The Business Administration program is being reviewed at a departmental level at this time. We are reviewing the program for changes that would serve the 21st century student. We determined that pulling the needed content in accounting from a managerial perspective would serve our program better. We proposed and approved adding BUAD 205 – Accounting for Decision-making to our core program and adding a BUAD/ECON elective to

BUSINESS PROGRAM ASSESSMENT RESULTS – AY 2019/2020

- the program. These changes were approved by the faculty in January 2020. We will continue to discuss other improvements to our program in the next academic year.
- We have made a deliberate effort to reexamine our assessment processes to identify ways in which we can improve our understanding of students' progress throughout the program, with the intent to further student outcomes through continual measurement, reflection and innovation. The Assessment Coordinator and our ACBSP Champion and Co-Champion, have been in regular communication with senior administrators, department leadership, faculty, and ACBSP representatives to ensure we engage in a meaningful evaluation of the program with a focus on student outcomes on both, content (assessment items 6-13) and the soft-skills employers are repeatedly citing as important areas of weakness in the typical entry-level applicant (assessment items 1-5).
 - We have begun to implement our plans for assessing at the concentration level. We do so with the intent to ensure we can measure our students' ability to be strong candidates for entry-level positions within their field of concentration.
 - We continue to review current course descriptions, titles, and pre-requisite requirements.

What does the data you collected reveal about student learning? Did student learning improve in any ways as a result of past changes?

The data shows:

- Student performance is stable in most areas of evaluation and areas not meeting goals in the last few years do not seem to be indicative of any overall shortcomings in achievement of learning outcomes.
- All areas met goals during this AY.
 - In particular, MFT results are very strong and our new evaluation method makes this clearer. It also makes clearer in which areas we still have the most room for improvement.
- The BUAD program MFT mean score in this AY was 158.65, placing us in the top 11% of 515 comparison schools. On average, our students perform more than a half standard deviation above the national average in all fields and, in fact, they perform more than 1 standard deviation above the national average in most fields.
- Critical thinking skills remain a challenge but seem to be improving in the last two AYs. Student do better when they can memorize what to do rather than think through a problem and decide what to do.
- Students present well orally.
- While there is clear growth in written communication quality, there is still room for improvement.
- Student effort is tied to the level of reward – grade points, credit. If there are not enough points tied to assessment, then students do not prepare to the extent possible.

Do you plan to make any changes for next year that could improve student learning?

The major plans for 2020/2021 are to:

- Maintain current areas of strength.
- Continue to look for ways to incorporate more global/international content into individual courses.
- Continue to look for ways to incorporate more content regarding critical thinking and ethical consideration into individual courses.
- Monitor the process to assess at the concentration level. Results over the next few AYs will reveal much about our current process (see Appendix 2) but results thus far are promising. Our focus on student-preparedness ensures that our evaluation is meaningful and informative.

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That said, result may be volatile depending on overall higher education and Roanoke College trends.

- Plan to continue to research and discuss possible curricular changes to the Business Administration program to reflect the knowledge and skills necessary for students preparing to enter the 21st century business world. During this process, we will review established courses in the major, potential new courses, and pre-requisite requirements. We gathered some data from the department faculty in AY 19-20 and planned to gather data from alumni in March 2020 with a focus group. The focus group event was cancelled due to COVID-19. We plan to re-schedule as restrictions are lifted. We will also begin examining the impacts of curricular changes.

BUSINESS PROGRAM ASSESSMENT RESULTS – AY 2019/2020

VIII APPENDIX 1 – REORGANIZATION

As a result of including concentration assessment, we have reorganized the presentation of our results. The table below identifies the item numbers from reports prior to AY 2017/18 for comparison.

	ASSESSMENT AREA	OLD ITEM NUMBER
1	Oral Communications	
1a	Oral Rubric – BUAD348, BUAD499	ITEM 1
1b	Capstone Project Ratings - Oral Communications	ITEM 2
2	Written Communication	
2a	Written Rubric – BUAD254, BUAD499	ITEM 26
2b	Capstone Project Ratings - Written Communications	ITEM 27
3	Critical Thinking	
3a	Critical Thinking - Ratio Analysis; Capital Budgeting	ITEM 4
3b	Capstone Project Ratings - Critical Thinking	ITEM 3
4	Ethical Reasoning	
4a	Ethical Reasoning Paper	ITEM 6
4b	MFT - Legal & Social Environment	ITEM 5
5	Internships	
5a	Internship Satisfaction	ITEM 10
5b	Internship Participation	ITEM 10
5c	Soft Skills	NEW
6	Business Administration	
6a	MFT - Management	ITEM 18
6b	MFT – Quantitative Business Analysis	ITEM 19
6c	Capstone Project Ratings – Management & Management Science	ITEM 8, 13, 14
7	Accounting	No longer combined with Finance
7a	MFT - Accounting & Finance	ITEM 16
7b	Capstone Project Ratings - Accounting & Finance	ITEM 11
7c	Accounting and Finance Concentration Assessments	NEW
8	Business Information Systems	
8a	MFT - Information Systems	ITEM 20
8b	Capstone Project Ratings - Information Systems	ITEM 15
8c	BIS Concentration Assessment	NEW
9	Finance	No longer combined with Accounting
9a	MFT - Finance	ITEM 16
9b	Capstone Project Ratings - Accounting & Finance	ITEM 11
9c	Finance Concentration Assessment	NEW
10	Global Business	
10a	Embedded Exam Questions - External/Global Forces	ITEM 9 (“Global test questions in POM”)
10b	MFT - Economics & International Issues	ITEM 7
10c	Global Business Concentration Assessment	NEW
11	Health Care Administration Concentration Assessment	NEW
12	Human Resource Management	
12a	Capstone Project Ratings – Legal/HRM	NEW
12b	HRM Concentration Assessment	NEW
13	Marketing	
13a	MFT - Marketing	ITEM 17
13b	Capstone Project Ratings - Marketing	ITEM 12
13c	Marketing Concentration Assessment	NEW
14	Senior Survey	ITEM 28

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IX APPENDIX 2 – CONCENTRATION ASSESSMENT PLANS

Each concentration will be assessed in a manner that focuses on the students' preparedness for entry-level opportunities in the field. Faculty in that concentration will, collectively, consider each graduating student and assign a rating based on desired learning outcomes relating to content knowledge and soft skills.

Assessment tool: A common rubric will be applied by concentration faculty. A rating of 5 corresponds to a graduate that is 'exceptionally well prepared' for an entry-level position in their field of concentration. A rating of 4 corresponds to a 'well prepared' graduate. A rating of 3 corresponds to a 'prepared' graduate – one who likely represents the average entry-level hire. A rating of 2 signifies an 'underprepared' graduate that would struggle to acquire an entry-level position in typical job market conditions and to perform in the event they acquire one. A rating of 1 denotes an 'unprepared' graduate. It is worth noting that we would not expect any student actually graduating to fall into this last category.

Target: At least 80% of students in a particular concentration will be 'sufficiently prepared' for an entry-level position in the field, defined as receiving a 3 or greater on a 5-point scale.

Procedure:

- 1- All students in the concentration would be assessed using the assessment tool noted above
- 2- At the end of the AY, that data would be provided to the Assessment Coordinator
- 3- This data will be accumulated by the Assessment Coordinator to assess the running score against the target and reported to the appropriate assessment bodies

Factors to consider:

- We began developing this process in 2016 and have been continually revising it such that it properly addresses student outcomes, while avoiding an unnecessarily onerous evaluation process.
- The process as described in this document will start in **AY 2018-2019**.
- Since the number of students in some concentrations is limited to a few each year, assessing on an individual AY basis would not always be meaningful. In these instances, data presented may represent a rolling aggregate of a few years of data. Each most recent data point will always represent at least the last 10 graduating seniors.

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ACCOUNTING CONCENTRATION ASSESSMENT

Students concentrating in accounting are expected to be prepared for an entry-level position in the field by exhibiting competency in the following intended learning outcomes:

1. Students will be able to prepare an individual tax return.
2. Students will understand the key concepts to the complete accounting cycle.
3. Students will be able to analyze the relationship between costs and volume to compute break-even point and target profit.
4. Students will understand the role of the public accounting profession in providing assurance on financial statements issued by companies, the standards used to attain that assurance and the reports issued to companies attesting to that assurance.
5. Students will be capable of effective communication, critical thinking, and ethical reasoning skills.

Required courses in concentration:

BUAD 315 Intermediate Accounting I (BUAD 225)
BUAD 325 Intermediate Accounting II (BUAD 315 or permission)
BUAD 335 Cost Accounting (BUAD 218 and 225)
BUAD 345 Income Taxation (BUAD 215 or permission)
BUAD 415 Auditing (BUAD 315)
BUAD 425 Advanced Accounting (BUAD 315)

BUSINESS INFORMATION SYSTEMS (BIS) CONCENTRATION ASSESSMENT

Students concentrating in BIS are expected to be prepared for an entry-level position in the field by exhibiting competency in the following intended learning outcomes:

1. Students will be able to use popular BIS software.
2. Students will understand the process of BIS development.
3. Students will be able to recognize and solve problems to create BIS solutions.
4. Students will be capable of effective communication, critical thinking, and ethical reasoning skills.

Required courses in concentration:

BUAD 218 Information Systems (BUAD 110, Math 111 or permission)
BUAD 338 e-Business (BUAD 218)
BUAD 438 Systems Analysis and Design (BUAD 218 and permission)

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FINANCE CONCENTRATION ASSESSMENT

Students concentrating in finance are expected to be prepared for an entry-level position in the field by exhibiting competency in the following intended learning outcomes:

1. Students will be able to evaluate financial management decisions based on the risk and reward of various alternatives.
2. Students will understand the concept of Time Value of Money and be able to apply it to Valuation, Investment, and Corporate Decision Making
3. Students will be capable of effective communication, critical thinking, and ethical reasoning skills.

Required courses in concentration:

BUAD 242 Investments (BUAD 225, ECON 121 & 122, or permission)
BUAD 342 Corporate Finance (BUAD 218 & 225)
BUAD 442 Advanced Financial Management (BUAD 242, 342, ECON 232, or permission)
ECON 232 Money and Banking (ECON 120 OR 121)

GLOBAL BUSINESS CONCENTRATION ASSESSMENT

Students concentrating in global business are expected to be prepared for an entry-level position in the field by exhibiting competency in the following intended learning outcomes:

1. Cultural: Students will develop an appreciation and working knowledge of other cultures
2. Economic: Students will develop an appreciation and working knowledge of the interconnections, interaction, and interdependence of the global economy
3. Management: Students will develop an appreciation and working knowledge of the differences in management style and practices affecting the global business enacted by multinational corporations
4. Students will be capable of effective communication, critical thinking, and ethical reasoning skills.

Required courses in concentration:

BUAD211 Introduction to Global Management (None)
BUAD215 Accounting Principles I (None)
BUAD333 Global Marketing (BUAD233)
ECON247 International Trade & Finance (ECON121 and 122)

HEALTH CARE ADMINISTRATION (HCA) CONCENTRATION ASSESSMENT

Students concentrating in HCA are expected to be prepared for an entry-level position in the field by exhibiting competency in the following intended learning outcomes:

1. Apply knowledge of the healthcare system
2. Communicate clearly and effectively with individuals and groups
3. Apply economic and business principles to the healthcare environment
4. Students will be capable of effective communication, critical thinking, and ethical reasoning skills.

Required courses in concentration:

BUAD 225 Accounting II (BUAD 215)
BUAD 274 Human Resource Management (None)
ECON 227 Health Economics (ECON 120 or 121)
SOC 223 Ethics and Medicine (SOC 101 or INQ 260SO or perm)
PHST 201 Health and Society: Introduction to Public Health (None)

HUMAN RESOURCE MANAGEMENT (HRM) CONCENTRATION ASSESSMENT

Students concentrating in HRM are expected to be prepared for an entry-level position in the field by exhibiting competency in the following intended learning outcomes:

1. Possess the basic essential knowledge required to perform HRM responsibilities.
2. Explain how HRM strategically interacts with other business areas and the inter-dependence necessary for success.
3. Demonstrate an understanding of the laws/regulations governing HRM.
4. Demonstrate behavioral skills in critical evaluation, consultation, relationship management, ethical practice, and communication.
5. Students will be capable of effective communication, critical thinking, and ethical reasoning skills.

Required courses in concentration:

BUAD 274 Human Resource Management (None)
BUAD 324 Training & Development (BUAD 274)
BUAD 334 Compensation & Benefits (BUAD 274)
BUAD 344 Recruitment & Selection (BUAD 274)

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MARKETING CONCENTRATION ASSESSMENT

Students concentrating in marketing are expected to be prepared for an entry-level position in the field by exhibiting competency in the following intended learning outcomes:

1. Students will be able to articulate fundamental concepts of marketing as they apply to domestic, global, social, and ethical marketing problems.
2. Students will be able to analyze problems and create a marketing plan which incorporates solutions.
3. Student will undertake a marketing research campaign using a real life project in which students design Marketing Research projects and methodologies, collect and analyze research data and report research results and conclusions using statistical software to perform descriptive and inferential analyses.
4. Students will be capable of effective communication, critical thinking, and ethical reasoning skills.

Required courses in concentration:

BUAD 233 Marketing Management (BUAD 110 & ECON 121 or 122)
BUAD 343 Buyer Behavior (BUAD 233)
BUAD 433 Marketing Research (BUAD 218, 233, & INQ 240)
BUAD 493 Marketing Capstone (BUAD 343 & 433)