

BUSINESS PROGRAM ASSESSMENT RESULTS 2023 / 2024 ACADEMIC YEAR



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I ASSESSMENT CONTENT SUMMARY

	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	BUAD205 Accounting for Decision-making: 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 was implemented, with data being presented starting in 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	Relevant data (218/342) is sent to the Assessment Coordinator of the Actuarial Science program.	June	Assessment Coordinator
10	The data is sent to the Director of Institutional Effectiveness & Assessment in an Annual Program Assessment (this document).	June (as directed)	Assessment Coordinator
11	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
12	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
13	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
 - BUAD205 Accounting for Decision-making
- 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

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

BUSINESS INFORMATION SYSTEMS

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

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FINANCE

- 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

MANAGEMENT

This new concentration is available to non-business majors only. An assessment plan is in the development stages and we hope to begin implementing it in the next 1-2 academic years.

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.

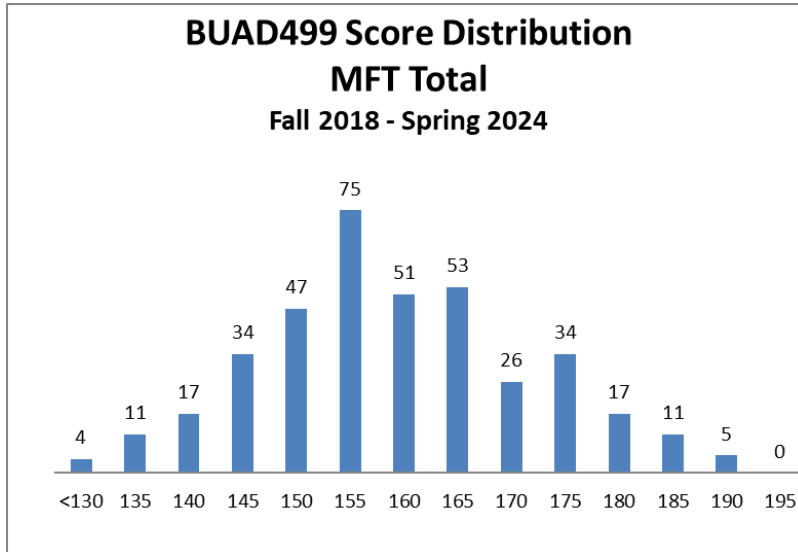
MAJOR FIELD TEST

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

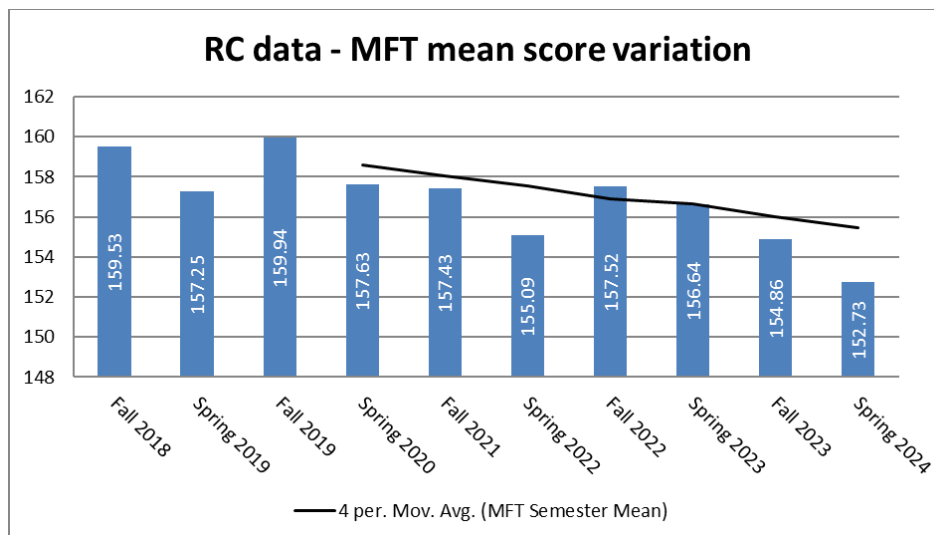
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discuss values in the context of a comparison to data provided by *ETS®* on the results from a cross-section of comparison schools.

The following charts show the status and progress over several years.



Note that the exam was not administered in AY2020-21 due to being online for Covid. The average of our students' scores in AY2023-24 was 153.99, a significant reduction from 157.20 in AY2022-23, and the lowest average since AY2013-14. Our program remains in the top 26% of 325 comparison schools, but this is down significantly from last year, when our students' performance ranked our program in the top 9%. Such a large change is concerning. We will await an additional year of data before considering any dramatic changes. For the time being, we will revisit our study guides. This AY, Human Resource Management was added to our major course requirements, which will improve performance on the 'Legal & Social' section, which has been our most consistent weakness. If performance is not improved next year, we will consider additional changes to our process.



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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	Weakness in ‘Material’, ‘Reasoning’, and Evidence’ in 254.
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	No sufficient data available
5c	Soft Skills	Supervisor ratings on communication slightly below target.
6	Business Administration	
6a	MFT - Management	
6b	MFT - Management Science	
6c	Capstone Project Ratings – Management & Management Science	
7	Accounting	
7a	MFT - Accounting	Met minimum target, but not preferred.
7b	Capstone Project Ratings - Accounting & Finance	
7c	Accounting Concentration Assessment	
8	Business Information Systems	
8a	MFT - Information Systems	
8b	Capstone Project Ratings - Information Systems	
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	63% of student satisfied on 70% target – 4 th year of weakness.
10b	MFT - Economics & International Issues	International - met minimum target, but not preferred.
10c	Global Business Concentration Assessment	
11	Health Care Administration Concentration Assessment	No data since inception in 2019. Likely to be discontinued.
12	Human Resource Management	
12a	Capstone Project Ratings – Legal/HRM	
12b	HRM Concentration Assessment	Concentration temporarily discontinued.
13	Marketing	
13a	MFT - Marketing	Met minimum target, but not preferred.
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		2020		2021		2022		2023		2024	
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	89%	94%	94%	90%	82%	94%	89%	95%	73%	96%
	Mannerisms	93%	96%	92%	96%	86%	98%	93%	96%	77%	97%
	Verbal Skills	92%	94%	92%	94%	85%	98%	93%	96%	79%	97%
	Tone	92%	96%	94%	90%	86%	96%	96%	94%	79%	97%
	Business attire	85%	97%	100%	94%	98%	96%	100%	99%	92%	100%
	Subject knowledge	93%	100%	96%	97%	92%	100%	86%	99%	81%	99%
	Consistency & organization	94%	99%	96%	97%	88%	99%	83%	99%	79%	100%
	Mechanics	97%	96%	94%	89%	83%	99%	83%	98%	79%	99%
	Quality of Slides	90%	92%	96%	99%	94%	95%	90%	96%	89%	100%
	Visual Aids/Handouts	N/A	100%	N/A	100%	N/A	100%	N/A	100%	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%		100%		100%		100%		100%	

COMMENT: No new plans. Students present well and continually improve. Results for capstone ratings exceed the target. Even at a benchmark of 4 on the 5-point scale, 87% of students meet the target this AY.

Item 2 – Written Communication

2a. Written Rubric - BUAD254 499		2020		2021		2022		2023		2024	
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 3.5 or better in BUAD499 (Business Policy).	Material	78%	100%	77%	100%	71%	100%	92%	80%	69%	87%
	Reasoning	84%	100%	73%	100%	68%	93%	94%	87%	59%	93%
	Evidence	84%	100%	60%	94%	77%	100%	94%	67%	47%	100%
	Organization	93%	100%	87%	100%	83%	100%	97%	87%	83%	93%
	Style	84%	100%	86%	100%	88%	93%	96%	93%	81%	93%
2b. Capstone Project Ratings - Written Comm.											
At least 80% of our students will be competent. Competency is defined as a score of at least 3.0 or higher on a 5-point scale.	Written Comm.	100%		94%		100%		93%		100%	

COMMENT: This year, benchmarks for all aspects of the written rubric were met at the 499 observation level, however there was underperformance at the 254 level in the ‘Reasoning’ and ‘Evidence’ items, which fell below the target. Starting in 2022, we updated the written benchmark for Capstone Ratings in Business Policy to 3.5, as we consistently reported near perfect marks at the 3.0 level. Employing these stricter standards, this year’s data suggest continued strong performance, particularly in the area of ‘Evidence’ which was weaker in previous years. Thus, we continue to meet our current targets, and see continual progress in this area. Data for one professor is missing, which may be impacting these estimates. We will monitor to determine if any adjustment in expectations regarding rigor are required. Capstone Project Ratings continue to exceed our benchmark. Even at a benchmark of 4 on the 5-point scale, 93% of students meet the target this AY.

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Item 3 – Critical Thinking

3a. Critical Thinking - BUAD205 342		2020	2021	2022	2023	2024
At least 70% of our students will be competent as defined by a score of 70 or better on embedded questions.	Ratio Analysis	73%	63%	71%	61%	72%
	Capital Budgeting	82%	81%	79%	73%	79%
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	100%	94%	100%	100%	100%

COMMENT: Results for Ratio Analysis in BUAD205 met our target this year. The Capital Budgeting problem for BUAD342 continues to meet our target. We are considering other ways in which we could examine Item 3. With the addition of the MBA program, we have developed a rubric for critical thinking and may begin to implement a version of it in the undergraduate business program. The new Human Resource Management course may be a good fit for it. Capstone ratings results are above the target. Even at a benchmark of 4 on the 5-point scale, 100% of students meet the target this AY.

Item 4 – Ethical Reasoning

4a. 'Ethics in Marketing' Paper	2020	2021	2022	2023	2024
At least 70% of our students will be competent as defined by a score of 70 or better.	97%	94%	78%	77%	91%
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 (***).	95.1%	N/A	97.9%	80.6%	81.2%
	***	N/A	***	**	**

COMMENT: Ethical reasoning paper goals are continuously met. No changes to the process are currently planned. In 2024, RC students performed, on average, in the top 19% of comparison institutions for the Legal and Social Environment section, exceeding our preferred target, but not our ideal target. The MFT was not administered in AY2021 due to Covid.

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Item 5 – Internships

5a. Internships Satisfaction		2020		2021		2022		2023		2024	
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	100%		97%		79%		82%		85%	
	Supervisor evaluation of student	92%		97%		91%		81%		88%	
5b. Internship Participation											
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%.		87%		82%		76%		53%		N/A	
		***		***		***		*			
5c. Soft Skills											
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)		A	B	A	B	A	B	A	B	A	B
	Oral Communication	100%	92%	94%	83%	94%	91%	76%	80%	91%	75%
	Written Communication	92%	83%	91%	76%	91%	86%	71%	80%	85%	72%
	Critical Thinking	92%	92%	97%	90%	97%	91%	88%	81%	97%	93%
	Ethical Reasoning	92%	100%	88%	97%	88%	98%	94%	88%	88%	85%

Note: Columns labeled A represent Student response rates & Columns labeled B represent Supervisor response rates

COMMENT: This AY, supervisors' evaluations of overall satisfaction with our students are still strong. Regarding internship participation rates, minimal data was available due to exceptionally low survey response rates. Our department decided it will take over surveying students in the capstone course independently, to ensure usable response rates. Regarding the soft skills ratings, the majority of students saw improvement of their soft skills in every area, though supervisors' ratings show some weakness in communication. We will monitor to see if this trend continues.

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Item 6 – Business Administration

6a/b. Major Field Test		2020	2021	2022	2023	2024
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	92.8%	N/A	62.0%	87.3%	78.8%
		***	N/A	*	***	**
	Management Science	95.7%	N/A	81.2%	91.7%	82.6%
		***	N/A	**	***	**
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 & Management Science	100%	100%	100%	100%	100%

COMMENT: In 2024, RC students performed above our preferred target for both, Management and Management Science. The MFT was not administered in AY2021 due to Covid. Capstone rating exceeded goals. Even at a benchmark of 4 on the 5-point scale, 100% of students meet the target this AY. No changes are planned.

Item 7 – Accounting

7a. Major Field Test		2020	2021	2022	2023	2024
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 (***).		89.7%	N/A	82.6%	92.6%	58.0%
		***	N/A	**	***	*
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	94%	94%	94%	92%	100%
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.		100%	100%	100%	100%	100%

COMMENT: In 2024, RC students performed, on average, in the top 42% of comparison institutions for the Accounting section, exceeding our minimum target, but not our preferred or ideal targets. This is a significant drop from previous years of strength. We will monitor this metric moving forward to see if this persists. The MFT was not administered in AY2021 due to Covid. Capstone ratings are still strong.

The concentration assessment process can be found in Appendix 1. Nine students were in this annual cohort. All students met our current benchmark of a rating of 3 or better - “sufficiently prepared” for an entry-level position in the field. If we apply a stricter criterion of a 3.5 or better rating, we still see 100% met this mark in AY2024.

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Item 8 – Business Information Systems

8a. Major Field Test	2020	2021	2022	2023	2024
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 (***).	75.7%	N/A	4.7%	60.8%	71.5%
	**	N/A		*	**
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.	100%	100%	100%	100%	100%

COMMENT: In 2024, RC students performed, on average, in the top 29% of comparison institutions for the Business Information section, meeting our preferred target, but not our ideal target. While this is further improved from AY2023, we will still monitor this area to ensure this improvement is sustained. This comes shortly after we removed our BIS concentration due to lack of student interest and staffing. Capstone ratings still exceeded our target. Even at a benchmark of 4 on the 5-point scale, 100% of students meet the target this AY. The dichotomy between capstone ratings and MFT results is noteworthy – BIS receives the strongest Capstone ratings of any area but is often our weakest area on the MFTs. This suggests we may need to reconsider our standards for this field, perhaps examining the MFL more thoroughly to see what topics our students struggle with.

Item 9 – Finance

9a. Major Field Test		2020	2021	2022	2023	2024
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 (***).		98.0%	N/A	57.1%	93.3%	85.2%
		***	N/A	*	***	***
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	94%	94%	94%	92%	100%
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.		95%	100%	84%	97%	100%

COMMENT: Results exceed targets, and no changes are planned. In 2024, RC students performed, on average, in the top 15% of comparison institutions for the Finance section, exceeding our ideal target. The MFT was not administered in AY2021 due to Covid. Capstone ratings are still above the target. Even at a benchmark of 4 on the 5-point scale, 93% of students meet the target this AY.

The concentration assessment process can be found in Appendix 1. This concentration has enough students to analyze as a single annual cohort. 100% of students met our current benchmark of a rating of 3 or better - “sufficiently prepared” for an entry-level position in the field - in AY2024. If we apply a stricter criterion of a 3.5 or better rating, we still see 96% met this mark. This concentration will be discontinued next AY, as it is being converted into a major/minor structure.

BUSINESS PROGRAM ASSESSMENT RESULTS – AY 2023/2024

Item 10 – Global Business

10a. Embedded Exam Questions - External/Global Forces		2020	2021	2022	2023	2024
At least 70% of our students will be competent as defined by a score of 70 or better on embedded questions.		100%	64%	72%	65%	63%
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	81.7%	N/A	100.0%	87.2%	87.9%
		**	N/A	***	***	***
	International	86.1%	N/A	97.0%	68.1%	58.1%
		***	N/A	***	*	*
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	100%	100%	100%	100%

COMMENT: Results for the embedded exam questions again just missed our target and continues to be weak. Professors for this course are evaluating topics covered and the structure of embedded questions. In 2024, RC students performed on average in the top 13% of comparison institutions for the Economics section, exceeding our ideal target, and in the top 42% of comparison institutions for the International section, exceeding our minimum target, but not our preferred target. This the second year of slight weakness on the international component. The MFT was not administered in AY2021 due to Covid.

The concentration assessment process can be found in Appendix 1. This concentration does not have enough students to present as a single annual cohort. The value presented for 2024 represents graduates of this concentration between AY2022 and AY2024, including 12 students. All 12 met our minimum standard of a 3 or better and 83% met the mark of a 3.5 or better.

Item 11 – Health Care Administration

11. Concentration Assessment	2020	2021	2022	2023	2024
Currently a placeholder until additional data is gathered.	N/A	N/A	N/A	N/A	N/A

COMMENT: There have been a total of 9 graduates in this concentration from the time we began assessing in AY2019 to now, with no more than 2 per year and none in AY2024. Some lack of faculty to teach courses persists as well. Further, Roanoke College is considering the creation of a new HCA program. As such, we expect to remove this reporting in future years under the assumption the concentration will be either discontinued or housed outside of the business program moving forward.

BUSINESS PROGRAM ASSESSMENT RESULTS – AY 2023/2024

Item 12 – Human Resource Management

12a. Capstone Project Ratings		2020	2021	2022	2023	2024
At least 80% of our students will be competent. Competency is defined as a score of at least 3.5 or higher.	Legal/HRM	100%	94%	100%	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	100%	100%	94%	94%	N/A

COMMENT: Capstone ratings exceed the target and no changes are planned. Even at a benchmark of 4 on the 5-point scale, 100% of students meet the target this AY. The concentration assessment process can be found in Appendix 1. However, this concentration has been temporarily discontinued due to low student interest and staffing complications as we reevaluate programs.

Item 13 – Marketing

13b. Major Field Test	2020	2021	2022	2023	2024
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 (***).	92.1%	N/A	89.8%	87.7%	65.3%
	***	N/A	***	***	*
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.	100%	100%	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.	100%	100%	100%	100%	100%

COMMENT: Results exceed the targets and no changes are planned. In 2024, RC students performed on average in the top 35% of comparison institutions for the Marketing section, exceeding our minimum target, but not our preferred target. This was a significant reduction from historical norms and we will monitor this area moving forward. The MFT was not administered in AY2021 due to Covid. Capstone ratings are still above the target. Even at a benchmark of 4 on the 5-point scale, 93% of students meet the target this AY.

The concentration assessment process can be found in Appendix 1. This AY, the concentration did not have enough students to analyze as a single annual cohort (9 total, 1 shy of the minimum). Thus 2024 data represents the previous two years. All students met our current benchmark of a rating of 3 or better - "sufficiently prepared" for an entry-level position in the field - in AY2024, and still 91% met a stricter criterion of a 3.5 or better rating.

BUSINESS PROGRAM ASSESSMENT RESULTS – AY 2023/2024

Item 14 – Senior Survey

14. Senior survey		2020	2021	2022	2023	2024
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	95%	93%	97%	100%	N/A
	6-7	88%	81%	84%	91%	N/A

COMMENT: Regarding student satisfaction rates, minimal data was available due to exceptionally low survey response rates. Our department decided it will take over surveying students in the capstone course independently, to ensure usable response rates.

BUSINESS PROGRAM ASSESSMENT RESULTS – AY 2023/2024

VI ACBSP

Our next report for ACBSP is a Quality Assurance (QA) report (February 15, 2028). 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)

February 15, 2024 – Issued the required Quality Assurance Report

March 12 – Received Acceptance of QA report

From the most recent Feedback in March 2024:

- 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 will continue to lead assessment and accreditation independently.
- b) A new MBA program was developed and implementation began in May of 2023. Our first cohort graduated in May of this year. We are beginning to gather assessment data and will be planning to apply for accreditation on or around AY2027. This will be reported separately at that time.
- c) Department Chair, Dr. Michelle Hagadorn, will continue to serve as the ACBSP Champion and Dr. Tim Carpenter will serve as Assessment and Accreditation Coordinator and ACBSP Co-Champion.
- d) Dr. Tim Carpenter completed his positions as ACBSP Region 2 Chair-Elect for AY2023 and Chair for AY2024, continuing service 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. Dr. Carpenter will continue to be a part of Region 2 leadership as Treasurer beginning AY2025.

VII SACS

Reported through academic year 2023/2024

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 regular self-assessments 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.

BUSINESS PROGRAM ASSESSMENT RESULTS – AY 2023/2024

- The Business Administration program is continually reviewed at a departmental level. This AY, we graduated our first cohort of the new MBA program, which was launched as of May 2023. Our assessment processes and accreditation plans for this program will also begin at this time and we expect to generate our first annual assessment report this AY.
- In reviewing the business program offerings, we have developed a new majors and minors including: Economics and Finance (major), Finance (major – with ‘Corporate Finance’ and ‘Personal Financial Planning’ tracks – and minor), Marketing (major and minor). These will be launched as of the Fall 2024 semester. We have also incorporated BUAD 374 (Human Resource Management) as a required course in the Business Administration major to increase the breadth of the program and strengthen an area of relative weakness in learning outcome performance. Next AY, our assessment report will need to incorporate these adjustments.
- 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 assessing the Management concentration. The management concentration poses a particular problem for assessment, as the students in this concentration are not business majors, but are taking business classes. As such, assessment in any one course is impossible unless the entire class, including business majors, is assessed and data for only those non-majors is separated. This is further complicated by the fact that not all students are prompt in declaring whether they are Management concentrators or intend to switch to be business majors. We have decided to have the Prof. Sharon Gibbs, Dean of Academic Advising and Coordinator of the MBA program, assess each graduating management concentrator on an overall basis based on preparedness for an entry-level position in business. We will further consider more detailed learning outcomes moving forward once the restructuring of the program into majors and minors is complete.

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:

- Performance on the MFT in 2024 decreased. All areas still meet minimum targets or better, but overall performance suffered. We will be monitoring this closely next AY.
- Weakness persists in critical thinking and global business areas. Critical thinking is notoriously difficult to assess in a meaningful way across multiple courses. We reexamined our assessment methods while developing the MBA assessment and will begin to determine how we can implement this in the undergraduate programs.

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

The major plans for 2024/2025 are to:

- Refine the implementation of our MBA program and assessment plan
- Begin to implement the new Econ/Finance, Finance, and Marketing programs and to reorganize the assessment plan and reports to reflect this major programmatic adjustment

BUSINESS PROGRAM ASSESSMENT RESULTS – AY 2023/2024

- Maintain current areas of strength.
- Staffing continues to be a focus. As our MBA is implemented and our undergraduate program offerings are redesigned, our staffing needs will change. Our role in the INQ curriculum has been reduced due to staffing pressures, and multiple concentrations have been paused or discontinued. We also need to consider a new position to replace our outgoing BIS professor.

BUSINESS PROGRAM ASSESSMENT RESULTS – AY 2023/2024

IX APPENDIX 1 – 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 started 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.

BUSINESS PROGRAM ASSESSMENT RESULTS – AY 2023/2024

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 235)
BUAD 325 Intermediate Accounting II (BUAD 315 or permission)
BUAD 335 Cost Accounting (BUAD 218 and 205)
BUAD 345 Income Taxation (BUAD 205 or permission)
BUAD 415 Auditing (BUAD 315)
BUAD 425 Advanced Accounting (BUAD 315)

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 205, ECON 121)
BUAD 342 Corporate Finance (BUAD 218 & 205, ECON 121 & 122)
BUAD 442 Advanced Financial Management (BUAD 242, 342, ECON 232, or permission)
ECON 232 Money and Banking (ECON 121 AND 122)

BUSINESS PROGRAM ASSESSMENT RESULTS – AY 2023/2024

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)
BUAD205 Accounting for Decision-making (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 205 Accounting for Decision-making (None)
BUAD 274 Human Resource Management (None)
ECON 227 Health Economics (ECON 120 or 121)
SOCI 223 Ethics and Medicine (SOCI 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 334 Compensation & Benefits (BUAD 274)
BUAD 344 Recruitment & Selection (BUAD 274)

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 343 Consumer Behavior (ECON 121, BUAD 233)
BUAD 433 Marketing Research (BUAD 233, & INQ 240)
BUAD 493 Marketing Capstone (BUAD 343 & 433)