

# Academic Program Assessment Report

**Assessment** is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

**Be sure to SAVE your progress as you work!**

**Academic Program**

Business Administration, B.S.

**Submission Year**

2022-2023

**Assessment Coordinator Name**

Mick Fekula

**Enter Assessment Coordinator Email**

mfekula@lander.edu

## Program Goal

### Goal

#### Goal 1

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

#### Program Goal

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

#### Pillar of Success Supported

High-Demand, Market-Driven Programs

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Major Enrollment

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.

**Performance Target for "Partially Met"**

Not Applicable

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5 (b) for Master's/First Professional is less than 6.

**Assessment Measure Used**

Enrollment and Graduation data extracted from Banner

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

594.4

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

Enrollment has increased due to online classes and the addition of programs

**Resources Needed to Meet/Sustain Results**

Additional full-time faculty are needed in all business disciplines to meet the student demand for classes contributing to their progress for graduation

**Explanation of How Resources Will Be Used**

New faculty will teach the additional sections

**Outcome 2**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Completions (Degrees Awarded)

**Timeframe for this Outcome**

2021-2022

**Performance Target for "Met"**

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.

**Performance Target for "Partially Met"**

Not Applicable

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8 (b) for Master's/First Professional is less than 3.

**Assessment Measure Used**

Enrollment and Graduation data extracted from Banner

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

132

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

Graduation rates increased due to online classes and the addition of programs

**Resources Needed to Meet/Sustain Results**

Additional full-time faculty are needed in all business disciplines to meet the student demand for classes contributing to their progress for graduation

**Explanation of How Resources Will Be Used**

New faculty will teach the additional sections

## Goal Summary

**Goal Summary/Comments**

Enrollment increased by nearly 30%

**Changes Made/Proposed Related to Goal**

none

**Upload Rubrics/Other Files**

## Goal 2

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

**Program Goal**

BSBA graduates will possess the business knowledge necessary for success in their careers.

**Pillar of Success Supported**

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will know accounting principles

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

Mean percent Correct equal to or greater than 40%

**Performance Target for "Partially Met"**

Mean percent Correct equal to or greater than 32%

**Performance Target for "Not Met"**

Mean percent Correct less than 32%

**Assessment Measure Used**

MFT Indicator: Accounting

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

Data was collected in Fall 2021 and Spring 2022.  
154 students were tested and the mean percent correct for Accounting was 32%.

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

154 students were tested and the mean percent correct for Accounting was 32%. Comparative Institutions mean was 38.3, standard deviation 6.3. Our goal is to be at least at the mean of comparative institutions. We are currently at the mean minus one standard deviation.

Since these MFT results are new, the action is to report the results to the CAMI (Curriculum Assessment, Management and Improvement) committee and direct that they take action to improve the curriculum by examining the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

The initial Item Analysis suggests that our students are scoring less than 80% of the national norm in the following areas: activity based costing, budgeting, conceptual foundations, cost concepts, cost/volume/profit analysis, nonroutine decision making, and product costing systems. Accounting faculty will be asked to examine these areas relative to the current curriculum objectives.

**Resources Needed to Meet/Sustain Results**

none

**Explanation of How Resources Will Be Used**

Not applicable.

## Outcome 2

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will know economics principles

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

Mean percent Correct equal to or greater than 50%

**Performance Target for "Partially Met"**

Mean percent Correct equal to or greater than 41%

**Performance Target for "Not Met"**

Mean percent Correct less than 41%

**Assessment Measure Used**

MFT Indicator: Economics

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

Data was collected in Fall 2021 and Spring 2022. 154 students were tested and the mean percent correct for Economics was 41%.

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

154 students were tested and the mean percent correct for Economics was 41%. Comparative Institutions mean was 47.8, standard deviation 6.5. Our goal is to be at least at the mean of

comparative institutions. We are currently at the mean minus one standard deviation.

Since these MFT results are new, the action is to report the results to the CAMI (Curriculum Assessment, Management and Improvement) committee and direct that they take action to improve the curriculum by examining the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

The initial Item Analysis suggests that our students are scoring less than 80% of the national norm in the following areas: supply and demand, resource markets, measurement of economic performance, scarcity and opportunity cost, market failure, exchange rates, with scarcity and opportunity cost, market failure, exchange rates being the lowest performance areas.

Economics is not an emphasis area, so the economics professors will be asked to assess whether the low scoring assessed items are relevant to current curriculum objectives.

#### **Resources Needed to Meet/Sustain Results**

none

#### **Explanation of How Resources Will Be Used**

Not applicable.

### **Outcome 3**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

#### **What type of Outcome would you like to add?**

Student Learning Outcome

#### **Enter Outcome**

Students will know finance principles

#### **Timeframe for this Outcome**

Academic Year 2021-2022

#### **Performance Target for "Met"**

Mean percent Correct equal to or greater than 40%

#### **Performance Target for "Partially Met"**

Mean percent Correct equal to or greater than 35.7%

#### **Performance Target for "Not Met"**

Mean percent Correct less than 35.7%

#### **Assessment Measure Used**

#### **Frequency of Assessment**

MFT Indicator: Finance

Annually

**Data Collected for this Timeframe (Results)**

Data was collected in Fall 2021 and Spring 2022.

154 students were tested and the mean percent correct for Finance was 34%.

**Score (Met=3, Partially Met=2, Not Met=1)**

1

**Comments/Narrative**

154 students were tested and the mean percent correct for Finance was 34%. Comparative Institutions mean was 38.7, standard deviation 3.0. Our goal is to be at least at the mean of comparative institutions. We are currently at the mean minus more than one standard deviation.

Since these MFT results are new, the action is to report the results to the CAMI (Curriculum Assessment, Management and Improvement) committee and direct that they take action to improve the curriculum by examining the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

As of this writing, the finance faculty examined the finance item analysis and identified a difference between the Lander and national scores for Working Capital Management.

They have proposed the following:

1. Working Capital is currently covered at the end of the semester in Chapter 17. The lectures for Chapter 16: Short-Term Financial Planning and Chapter 17: Working Capital Management will be moved to immediately follow Chapter 3: Financial Statement Analysis in the syllabus.
2. Students will participate in a mandatory in-class activity by performing the calculations for a designated working capital management problem.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not applicable.

## Outcome 4

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will know Management principles

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

Mean percent Correct equal to or greater than 55%

**Performance Target for "Partially Met"**

Mean percent Correct equal to or greater than 47.5%

**Performance Target for "Not Met"**

Mean percent Correct less than 47.5%

**Assessment Measure Used**

MFT Indicator: Management

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

Data was collected in Fall 2021 and Spring 2022.  
154 students were tested and the mean percent correct for Management was 44%.

**Score (Met=3, Partially Met=2, Not Met=1)**

1

**Comments/Narrative**

154 students were tested and the mean percent correct for Management was 44%. Comparative Institutions mean was 54.6, standard deviation 7.1. Our goal is to be at least at the mean of comparative institutions. We are currently 1.5 standard deviations below the mean.

Since these MFT results are new, the action is to report the results to the CAMI (Curriculum Assessment, Management and Improvement) committee and direct that they take action to improve the curriculum by examining the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

The initial Item Analysis suggests that our students are scoring less than 80% of the national norm in the following areas: functions, history and theory, group/team dynamics, strategic analysis, leadership and motivation, and communication, with history and theory, group/team dynamics, strategic analysis, and leadership and motivation being consistently low.

The management faculty will be asked to examine these consistently low areas relative to the current curriculum objectives.

**Resources Needed to Meet/Sustain Results**

none

**Explanation of How Resources Will Be Used**

Not applicable.

## **Outcome 5**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention,



employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will know Marketing principles

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

Mean percent Correct equal to or greater than 50%

**Performance Target for "Partially Met"**

Mean percent Correct equal to or greater than 42%

**Performance Target for "Not Met"**

Mean percent Correct less than 42%

**Assessment Measure Used**

MFT Indicator: Marketing

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

Data was collected in Fall 2021 and Spring 2022.  
154 students were tested and the mean percent correct for Marketing was 42%.

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

154 students were tested and the mean percent correct for Marketing was 42%. Comparative Institutions mean was 49.4, standard deviation 7.0. Our goal is to be at least at the mean of comparative institutions. We are currently at the mean minus a little over one standard deviation.

Since these MFT results are new, the action is to report the results to the CAMI (Curriculum Assessment, Management and Improvement) committee and direct that they take action to improve the curriculum by examining the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

**MKTG**

The initial Item Analysis suggests that our students are scoring less than 80% of the national norm in the following areas: marketing mix, strategic marketing planning, international marketing, and segmenting consumer and organizational markets. The marketing faculty will be asked to examine these areas relative to the current curriculum objectives.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not Applicable.

## Outcome 6

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will know Quantitative Analysis principles

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

Mean percent Correct equal to or greater than 35%

**Performance Target for "Partially Met"**

Mean percent Correct equal to or greater than 28%

**Performance Target for "Not Met"**

Mean percent Correct less than 28%

**Assessment Measure Used**

MFT Indicator: Quantitative Business Analysis

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

Data was collected in Fall 2021 and Spring 2022. 154 students were tested and the mean percent correct for Quantitative Business Analysis was 28%.

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

154 students were tested and the mean percent correct for Quantitative Business Analysis was 28%. Comparative Institutions mean was 32, standard deviation 6.1. Our goal is to be at least at the mean of comparative institutions. We are currently low but less than one standard deviation below the mean.

Since these MFT results are new, the action is to report the results to the CAMI (Curriculum Assessment, Management and Improvement) committee and direct that they take action to improve the curriculum by examining the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

The initial Item Analysis suggests that our students are scoring less than 80% of the national norm in the following areas: counting rules, distributions, statistical process control, sampling and estimation,

and correlation and regression. The quantitative management faculty will be asked to examine these areas relative to the current curriculum objectives.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not applicable.

**Outcome 7**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will know Information Systems principles

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

Mean percent Correct equal to or greater than 42%

**Performance Target for "Partially Met"**

Mean percent Correct equal to or greater than 37%

**Performance Target for "Not Met"**

Mean percent Correct less than 37%

**Assessment Measure Used**

MFT Indicator: Information Systems

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

Data was collected in Fall 2021 and Spring 2022. 154 students were tested and the mean percent correct for Information Systems was 37%.

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

154 students were tested and the mean percent correct for Information Systems was 37%. Comparative Institutions mean was 40.2, standard deviation 3.8. Our goal is to be at least at the mean of comparative institutions. We are currently at the mean minus just about one standard deviation.

Since these MFT results are new, the action is to report the results to the CAMI (Curriculum Assessment, Management and Improvement) committee and direct that they take action to improve the curriculum by examining the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

The initial Item Analysis suggests that our students are scoring less than 80% of the national norm in the following areas: decision support & expert systems and systems planning development. The information systems faculty will be asked to examine these areas relative to the current curriculum objectives.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not applicable.

## Outcome 8

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will know Legal and Social Environment principles

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

Mean percent Correct equal to or greater than 50%

**Performance Target for "Partially Met"**

Mean percent Correct equal to or greater than 44%

**Performance Target for "Not Met"**

Mean percent Correct less than 44%

**Assessment Measure Used**

MFT Indicator: Legal and Social Environment

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

Data was collected in Fall 2021 and Spring 2022.  
154 students were tested and the mean percent

**Score (Met=3, Partially Met=2, Not Met=1)**

1

correct for Legal and Social Environment was 41%.

**Comments/Narrative**

154 students were tested and the mean percent correct for Legal and Social Environment was 41%. Comparative Institutions mean was 49.1, standard deviation 5.5. Our goal is to be at least at the mean of comparative institutions. We are currently at the mean minus one standard deviation.

Since these MFT results are new, the action is to report the results to the CAMI (Curriculum Assessment, Management and Improvement) committee and direct that they take action to improve the curriculum by examining the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

The initial Item Analysis suggests that our students are scoring less than 80% of the national norm in the following areas: administrative law, constitution and business, contract and sales law, security regulation, and tort law. The legal and social environment faculty will be asked to examine these areas relative to the current curriculum objectives.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not applicable.

**Outcome 9**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will know International Issues

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

Mean percent Correct equal to or greater than 45%

**Performance Target for "Partially Met"**

Mean percent Correct equal to or greater than 35%

**Performance Target for "Not Met"**

Mean percent Correct less than 35%

**Assessment Measure Used**

MFT Indicator: International Issues

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

Data was collected in Fall 2021 and Spring 2022.  
154 students were tested and the mean percent correct for International Issues was 35%.

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

154 students were tested and the mean percent correct for International Issues was 35%. Comparative Institutions mean was 42.6, standard deviation 5.6. Our goal is to be at least at the mean of comparative institutions. We are currently at the mean minus about 1.3 standard deviations.

Since these MFT results are new, the action is to report the results to the CAMI (Curriculum Assessment, Management and Improvement) committee and direct that they take action to improve the curriculum by examining the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

The initial Item Analysis suggests that our students are scoring less than 80% of the national norm in the following areas: international finance, international marketing, international and cross cultural management, and international economics (exchange rates). The relevant faculty will be asked to examine these areas relative to the current curriculum objectives.

**Resources Needed to Meet/Sustain Results**

None.

**Explanation of How Resources Will Be Used**

Not applicable.

## Outcome 10

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will have business knowledge

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

Students will report that they have adequately (or better) learned, or are adequately (or better) prepared in 80% of the Learning and Development items on the exit survey.

**Performance Target for "Partially Met"**

Students will report that they have adequately (or better) learned, or are adequately (or better) prepared in 70% of the Learning and Development items on the exit survey

**Performance Target for "Not Met"**

Students will report that they have adequately (or better) learned, or are adequately (or better) prepared in less than 70% of the Learning and Development items on the exit survey.

**Assessment Measure Used**

Indirect: Student Program Exit Survey

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

Students will not complete this survey until Academic Year 2022-2023. The earliest results will be available at the end of the Fall 2022 semester.

**Score (Met=3, Partially Met=2, Not Met=1)****Comments/Narrative**

This Exit Survey is new and scheduled for its first administration in Fall 2022

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not applicable

**Outcome 11**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will have general business knowledge

**Timeframe for this Outcome**

2021-2022

**Performance Target for "Met"**

Mean MFT Overall Score equal to or greater than 146

**Performance Target for "Partially Met"**

Mean MFT Overall Score equal to or greater than 138

**Performance Target for "Not Met"**

Mean MFT Overall Score less than 138

**Assessment Measure Used**

Direct: MFT Overall Score

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

154 Lander students tested between fall 2021 and spring 2022. The Lander mean was 138 and standard deviation 13.

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

The ETS 2022 Comparative Data Guide shows data for September 2021 through June 2022 for domestic institutions and 16,732 student examinees. The mean was 150.3, Median 150, and standard deviation 13.9.

154 Lander students tested between fall 2021 and spring 2022. The Lander mean was 138 and standard deviation 13. Comparative Institutions mean is 145.8 and standard deviation 6.5. Our goal is to be at least at the mean of comparative institutions. We are currently at the mean minus more than one standard deviation for comparative schools, but less than one standard deviation below national mean.

The item analysis for each area of the MFT will determine the curriculum improvements needed and in turn impact the overall average MFT score.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not applicable

## Goal Summary

**Goal Summary/Comments**

These results are being examined in Fall 2022 to determine curriculum improvements. Since these MFT results are new, the action is to report the results to the CAMI (Curriculum Assessment, Management and Improvement) committee and direct that they take action to improve the curriculum by examining the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

The first indirect Exit Survey results will not be available until the end of the Fall 2022 semester.

**Changes Made/Proposed Related to Goal**

The MFT was adopted to replace the in-house Business Knowledge Assessment process used in the past. This was done in response to the 2019 AACSB Accreditation report suggesting that a mix of summative assessments be used such as the ETS Major Field Test.



Past reports on Business Knowledge show that students had an 82% aggregate pass rate on the former business knowledge assessment instrument, which met the target. The continuous pass rate suggests that the assessment was not rigorous enough or the standard was set too low. The MFT scores to date are comparatively low in every area. The use of the ETS MFT subjects our process to external validation.

As of this writing, the finance faculty examined the finance item analysis and identified a difference between the Lander and national scores for Working Capital Management.

They have proposed the following:

1. Working Capital is currently covered at the end of the semester in Chapter 17. The lectures for Chapter 16: Short-Term Financial Planning and Chapter 17: Working Capital Management will be moved to immediately follow Chapter 3: Financial Statement Analysis in the syllabus.
2. Students will participate in a mandatory in-class activity by performing the calculations for a designated working capital management problem.

No other changes are being made yet pending faculty review of the new MFT results and the new Exit Survey Results.

### **Upload Rubrics/Other Files**

MFT Benchmark Indicators - Business Combined-AssessmentSummary.doc.pdf

MFT bachelors-deg-bus-test-description.pdf

Combined-AssessmentSummary.doc.pdf

ItemInformation Fall 2021- Spring 2022.PDF

MFTCustomComparativeDataReport\_11082022\_1811 - similar schools.PDF

ACDG\_Business\_2022.pdf

MFT Item Information Analysis - Fall 2021- Spring 2022.xlsx

COB Exit Survey – Preparedness.pdf

## **Goal 3**

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

### **Program Goal**

BSBA graduates will be effective communicators.

### **Pillar of Success Supported**

High-Demand, Market-Driven Programs

## **Outcomes**

### **Outcome 1**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will be able to make effective oral presentations

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

At least 80% of the students will score higher than 15 on the Oral Communications Rubric.

The average score will be at least 16.85 with a standard deviation no greater than 1.75.

The average score of each rubric criterion item will be at least 2.4 (rounded up) with a standard deviation no greater than .38.

**Performance Target for "Partially Met"**

At least 70% of the students scored higher than 15 on the Oral Communications Rubric.

The average score is at least 14.7.

The average score of one or more rubric criteria items is at least 2.4.

**Performance Target for "Not Met"**

Less than 70% of the students scored higher than 15 on the Oral Communications Rubric.

The average score is less than 14.7.

The average score of one or more rubric criterion items is less than 2.1.

**Assessment Measure Used**

Direct:  
Career Readiness Presentation in BA 299  
and Rubric

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

Data was collected in Fall 2021 and Spring 2022  
82% of the students scored 15.3 or higher  
The average score was 16.9

**Score (Met=3, Partially Met=2, Not Met=1)**

2

The Criterion Items with (Mean, SD) are:  
Organization (2.6, 0.41)

Language (2.4, 0.38)  
Delivery (2.4, 0.41)  
Visual Design (2.3, 0.41)  
Supporting Material (2.4, 0.39)  
Central Message (2.5, 0.40)  
Rapport with Audience (2.3, 0.45)

#### **Comments/Narrative**

The target for this goal was met in only two of the three categories assessed. 82% of the students scored 15.3 or higher on the oral communications rubric which exceeds the target. The average score for the oral communications rubric was 16.9 which also exceeds the target. The target was partially met because two of the seven criterion items on the rubric scored a 2.3 and not a 2.4 to meet the standard. In two other cases the 2.4 average was met, but the standard deviations were higher than .38.

The data indicate that improvements can be made in delivery, visual design, the use of supporting material, and rapport with the audience. According to the rubric criteria, delivery can be improved by ensuring the speaker does not appear tentative. There are various elements in visual design that can be improved. Students can make better use of supporting materials. Students can improve their connections to the audience through better eye contact.

Future BA 299 classes are integrating oral presentation coaching with a focus on delivery, visual design, supporting material, and rapport with the audience.

Historical data show that students were meeting and exceeding the target criteria, so no curriculum changes were initiated. However, the previous analysis process did not include item analyses to determine where oral communication could be improved by the various criteria. Data analysis employed this year shows that scores for particular presentation criteria could be improved, even though the summative oral communication measure met the target.

#### **Resources Needed to Meet/Sustain Results**

None

#### **Explanation of How Resources Will Be Used**

Not applicable

## **Outcome 2**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will be able to write effectively

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

At least 70% of the students will score 70 or higher on the Written Communications Rubric.

The average score will be at least 70 with a standard deviation no greater than 3.00.

The average score of each rubric criterion will be at least 14 with a standard deviation no greater than 1.00 for scores less than 15.

**Performance Target for "Partially Met"**

At least 70% of the students will score 60 or higher on the Oral Communications Rubric.

The average score will be at least 60.

The average score of each rubric criterion will be at least 13.

**Performance Target for "Not Met"**

Less than 70% of the students scored higher than 60 on the Oral Communications Rubric.

The average score is less than 60.

The average score of each rubric criterion is less than 13.

**Assessment Measure Used**

Direct:

BA 414 Case and Rubric

BA 499 Portfolio and Rubric

**Frequency of Assessment**

Planned for every two years, but because of low scores in 2021, this assessment is being done annually

**Data Collected for this Timeframe (Results)**

Data was collected in Spring 2021

33% of the students scored 70 or higher

The average score was 62.9

**Score (Met=3, Partially Met=2, Not Met=1)**

1

The Criterion Items with (Mean, SD) are:

Professional Appearance (16.5, 1.53)

Content Development (14.1, 3.68)

Sentence Structure (9.5, 5.82)

Word Choice and Grammar (11.8, 4.48)

Mechanics-Spelling, Capitalization, Punctuation  
(11.1, 5.07)

**Comments/Narrative**

We did not meet the target for this goal. Only 33% of the students scored 70 or higher on the written communications rubric, and only 60% scored 60 or higher. The average score for the written communications rubric was 62.9% which also fails to meet the target. Only one of the rubric criterion items met the minimum standard: professional appearance, with an average of 16.5 out of 20 and a standard deviation of 1.53. The content development criteria achieved a 14.1 out of 20; however, the high standard deviation of 3.68 indicates a significant variance in student performance in this area.

We are taking several actions in response to this result. First, writing will be assessed again in 2022. Before the writing assignment, students will receive lessons on those writing areas that scored low during the past assessment. Next, the College of Business will develop a process to encourage and require proofreading before submitting written assignments. Finally, the College of Business will assess the possibility of establishing a writing-intensive approach toward improving written products, comprising a written product submission, review and feedback, and resubmission process for products included in our writing assessment. We believe it is challenging to improve writing skills without focusing on particular products and feedback on those products.

The College of Business will ensure that our focus is on improving the curriculum through data-driven interventions instead of changing artifacts or assessment instruments. However, in the case of our current writing rubric and assessment process, we believe it is also necessary to make changes. This most recent writing assessment involved 12 faculty members who were paired, with each pair assigned to review five products. We believe this reviewer variation impacts interrater reliability. In future assessments, less faculty will be involved, with more of the same faculty reviewing each product. Next, the current rubric will be assessed to determine whether the written criterion categories are appropriate for the sample of student artifacts being assessed. The current artifacts are a sample of pages from a longer paper which creates variation in appearance and content development, which are the first to two rubric criteria. The next three, sentence structure, grammar, and mechanics can be appropriately assessed using the current artifact, but the performance descriptors are missing for two of the levels in sentence structure, and the grammar and mechanics criterion specify a particular number of errors for specific performance levels. These issues can cause the rubric score to skew based on one criterion.

The Assessment Sub-Committee of the Curriculum Assessment, Management and Improvement (CAMI) Committee will be tasked to revise the rubric and review process accordingly while considering the AAC&U Value Rubrics approach. The AAC&U Written Communication Value Rubric states, "The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts."

Finally, the College of Business is adding additional writing assessment activities to our professional development series: BA 299, BA 399, and BA 499. Data collection for these activities will start in 2022-2023.

Historically, students were not meeting the assessment target. In 2018 only 50% instead of 70% met the target. At that time, faculty provided various suggestions to include more writing assignments, writing intensive courses, and a review of draft submissions. In 2019, an interim Dean replaced the sitting Dean. Nothing was done in the meantime. The interim Dean was replaced 18 months later. Writing was reassessed in 2021, and the changes suggested here are being considered. The Dean also directed a further assessment of writing in fall 2022.

#### **Resources Needed to Meet/Sustain Results**

None

#### **Explanation of How Resources Will Be Used**

Not Applicable

## Outcome 3

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will know how to communicate effectively

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

80% or more of the students report that they are adequately (or better) prepared to speak and write, and the mean score for each speaking and writing is at least 4.0 with a standard deviation less than 1.

**Performance Target for "Partially Met"**

70% or more of the students report that they are adequately (or better) prepared to speak and write, and the mean score for each speaking and writing is at least 3.5 with a standard deviation less than 1.

**Performance Target for "Not Met"**

Less than 70% of the students report that they are adequately (or better) prepared to speak and write, and the mean score for each speaking and writing is below 3.5 with a standard deviation less than 1.

**Assessment Measure Used**

Indirect: Student Program Exit Survey

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

Students will not complete this survey until Academic Year 2022-2023. The earliest results will be available at the end of the Fall 2022 semester.

**Score (Met=3, Partially Met=2, Not Met=1)**

**Comments/Narrative**

This Exit Survey is new and scheduled for its first administration in Fall 2022.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not applicable

# Goal Summary

## Goal Summary/Comments

There are three instruments used in assessing our communications goal.

The Exit Survey is new and scheduled for its first administration in Fall 2022.

Our communications assessment indicates that 80% of the students are achieving the goal, and the average target score for this assessment is met. However, when we examine the item analysis or communications performance, we find that improvements can be made in delivery, visual design, the use of supporting material, and rapport with the audience. According to the rubric criteria, delivery can be improved by ensuring the speaker does not appear tentative. Various elements in visual design can be improved. Students can make better use of supporting materials and improve their connections to the audience through better eye contact.

We did not meet the target for written communications. The percentage of students achieving a minimum rubric score, the average rubric score, and four of the five written criterion categories were below the target.

Historically, students were not meeting the written communications assessment target. In 2018 only 50% instead of 70% met the target. At that time, faculty provided various suggestions to include more writing assignments, writing intensive courses, and a review of draft submissions. In 2019, an interim Dean replaced the sitting Dean. Nothing was done in the meantime. The interim Dean was replaced 18 months later. Writing was reassessed in 2021, and the changes suggested here are being considered. The Dean also directed a further assessment of writing in fall 2022.

## Changes Made/Proposed Related to Goal

Regarding oral communications, the data indicate that improvements can be made in delivery, visual design, the use of supporting material, and rapport with the audience. According to the rubric criteria, delivery can be improved by ensuring the speaker does not appear tentative. There are various elements in visual design that can be improved. Students can make better use of supporting materials. Students can improve their connections to the audience through better eye contact.

In response to these findings, future BA 299 classes are integrating oral presentation coaching with a focus on delivery, visual design, supporting material, and rapport with the audience.

Historical data show that students were meeting and exceeding the target criteria for oral communication, so no curriculum changes were initiated in the past. However, the previous analysis process did not include item analyses to determine where oral communication could be improved by the various criteria. Data analysis employed this year shows that scores for particular presentation criteria could be improved, even though the summative oral communication measure met the target.

We are taking several actions in response to the failure of written communications to achieve the target. First, writing will be assessed again in 2022. Before the writing assignment, students will receive lessons on those writing areas that scored low during the past assessment. Next, the College of Business will develop a process to encourage and require proofreading before submitting written assignments. Finally, the College of Business will assess the possibility of establishing a writing-intensive approach toward improving written products, comprising a written product submission, review and feedback, and resubmission process for products included in our writing assessment. We believe it is challenging to improve writing skills without focusing on particular products and feedback on those products.

The College of Business will ensure that our focus is on improving the curriculum through data-driven

interventions instead of changing artifacts or assessment instruments. However, in the case of our current writing rubric and assessment process, we believe it is also necessary to make changes. This most recent writing assessment involved 12 faculty members who were paired, with each pair assigned to review five products. We believe this reviewer variation impacts interrater reliability. In future assessments, less faculty will be involved, with more of the same faculty reviewing each product. Next, the current rubric will be assessed to determine whether the written criterion categories are appropriate for the sample of student artifacts being assessed. The current artifacts are a sample of pages from a longer paper which creates variation in appearance and content development, which are the first to two rubric criteria. The next three, sentence structure, grammar, and mechanics can be appropriately assessed using the current artifact, but the performance descriptors are missing for two of the levels in sentence structure, and the grammar and mechanics criterion specify a particular number of errors for specific performance levels. These issues can cause the rubric score to skew based on one criterion.

The Assessment Sub-Committee of the Curriculum Assessment, Management and Improvement (CAMI) Committee will be tasked to revise the rubric and review process accordingly while considering the AAC&U Value Rubrics approach. The AAC&U Written Communication Value Rubric states, "The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts."

Finally, the College of Business is adding additional writing assessment activities to our professional development series: BA 299, BA 399, and BA 499. Data collection for these activities will start in 2022-2023.

#### **Upload Rubrics/Other Files**

COB Exit Survey – Preparedness.pdf

Lander COB Oral Communication Rubric.pdf

Written Communication Assessment Rubric.pdf

Oral Communication Assessment Results Fall  
2021-Spring 2022.xlsx

Written Communications Assessment Results Spring  
2021.xlsx

## **Goal 4**

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

#### **Program Goal**

BSBA graduates will have an appreciation for ethics, ethical decision-making and the social responsibility of business to all stakeholders.

#### **Pillar of Success Supported**

High-Demand, Market-Driven Programs

## **Outcomes**

### **Outcome 1**



**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will be able to identify and analyze ethical issues and dilemmas.

**Timeframe for this Outcome**

2021-2022

**Performance Target for "Met"**

80% or more of the students will score 70 or higher on the Ethics Assessment Rubric.

**Performance Target for "Partially Met"**

70% or more of the students will score 70 or higher on the Ethics Assessment Rubric.

**Performance Target for "Not Met"**

Less than 70% of the students scored 70 or higher on the Ethics Assessment Rubric.

**Assessment Measure Used**

Direct:  
Case Essay

**Frequency of Assessment**

Every two years

**Data Collected for this Timeframe (Results)**

The target was met. 100% of the students scored 70% or higher on the ethics assessment with an average score of 84%.

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

In the Spring of 2021, the case was graded for a sample of 16 students. Each case was scored independently by two professors to improve the reliability of the results. A committee of five faculty reviewed the cases. Each case had 2 reviewers and the scores were averaged to determine a score for each case. Of these students, all 16, or 100% of students scored above the target percentage of 70%. This is a marked increase from the previous assessment where only 59% of students scored above 70%. Therefore, our target was met. Overall, the average student score was 42 out of 50 possible points, or 84%.

Historically, in spring 2018 only 59% of the students scored above the target percentage of 70%. In response, COB continued the ethics case study established in 2018 but improved the case study by adding more information and ethical issues to the case. We refined the relevant questions to ensure the ethics issues were clearer for the students. The students learned to ask a set of questions more focused on framing the ethical issue and determining possible solutions.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not Applicable

**Outcome 2**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will be able to identify and analyze corporate social responsibility issues.

**Timeframe for this Outcome**

2023-2024

**Performance Target for "Met"**

Core Values and Ethical Decision Target

80% of the students will achieve at least 17.5 out of 25 points

The average Item Scores will be at least:

- Identifies Core Values: 3, SD<1
- Poses Appropriate Questions: 2.5
- Explains Impact of Core Values: 3, SD<1

Diversity & Inclusivity Target

80% of the students will achieve at least 25 out of 35 points

The average Item Scores will be at least:

- Knowledge (3): 2.5
- In Context: 3, SD<1
- Application: 3, SD<1

Positive Societal Impact Target

80% of the students will achieve at least 17.5 out of 25 points

The average Item Scores will be at least:

- Explain Force for Good: 3, SD<1
- Impact as a Member: 3, SD<1
- Employer Impact: 2.5
- Identify Business Courses: 2.5

**Performance Target for "Partially Met"**

#### Core Values and Ethical Decision Target

At least 70% of the students will achieve at least 17.5 out of 25 points and two of the three Item Scores will meet their targets:

- Identifies Core Values: 3, SD<1
- Poses Appropriate Questions: 2.5
- Explains Impact of Core Values: 3, SD<1

#### Diversity & Inclusivity Target

At least 70% of the students will achieve at least 25 out of 35 points and two of the three Item Scores will meet their targets:

- Knowledge (3): 2.5
- In Context: 3, SD<1
- Application: 3, SD<1

#### Positive Societal Impact Target

At least 70% of the students will achieve at least 17.5 out of 25 points and three of the four Item Scores will meet their targets:

- Explain Force for Good: 3, SD<1
- Impact as a Member: 3, SD<1
- Employer Impact: 2.5
- Identify Business Courses: 2.5

#### Performance Target for "Not Met"

Less than 70% of the students scored 17.5 or 25 on the respective rubric, less than half of the criterion item scores achieved their respective minimums, and results for two of the three Social Responsibility assessments did not meet the target.

#### Assessment Measure Used

Direct:

Rubric and Essays on Core Values, Diversity and Inclusivity, and Positive Societal Impact.

#### Frequency of Assessment

Annually

#### Data Collected for this Timeframe (Results)

This assessment is new and scheduled for its first administration in Fall 2022

#### Score (Met=3, Partially Met=2, Not Met=1)

#### Comments/Narrative

Outcome #2 requires students will be able to identify and analyze corporate social responsibility issues. We want our students to obtain the appropriate perspective and understanding of their responsibilities regarding social, ethical, sustainability, diversity and inclusion, and positive societal impact issues.

Students will be completing essays related to social responsibility in Academic Year 2022-2023 in our professional development classes (BA 299, 399, 499). The earliest results will be available at the end of the Fall 2022 semester.

#### Resources Needed to Meet/Sustain Results

None

#### Explanation of How Resources Will Be Used

Not Applicable

### Outcome 3

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will know the legal, ethical, & social aspects of business

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

80% or more of the students will report that they are adequately or better prepared in their social, ethical, sustainability, diversity and inclusion, and positive societal impact perspectives and responsibilities.

**Performance Target for "Partially Met"**

70% or more of the students will report that they are adequately or better prepared in their social, ethical, sustainability, diversity and inclusion, and positive societal impact perspectives and responsibilities.

**Performance Target for "Not Met"**

Less than 70% or more of the students will report that they are adequately or better prepared in their social, ethical, sustainability, diversity and inclusion, and positive societal impact perspectives and responsibilities.

**Assessment Measure Used**

Indirect: Student Program Exit Survey

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

This Exit Survey is new and scheduled for its first administration in Fall 2022

**Score (Met=3, Partially Met=2, Not Met=1)**

**Comments/Narrative**

Students will not complete this survey until Academic Year 2022-2023. The earliest results will be available at the end of the Fall 2022 semester.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not Applicable

# Goal Summary

## Goal Summary/Comments

There are three instruments used in assessing our ethics and social responsibility goal.

The ethics case study rubric results improved from the previous assessment, where only 59% of students scored above 70%. Therefore, our target was met. Overall, the average student score was 42 out of 50 possible points, or 84%.

Historically, in spring 2018 only 59% of the students scored above the ethics assessment target percentage of 70%. In the 2021 assessment (the assessment did not take place as planned in 2020 due to Covid and the shift to online classes), the COB continued the ethics case study established in 2018 but improved the case study by adding more information and ethical issues to the case. We refined the relevant questions to ensure the ethics issues were clearer for the students. The students learned to ask a set of questions more focused on framing the ethical issue and determining possible solutions.

The Assessment Sub-Committee of the Curriculum Assessment, Management and Improvement (CAMI) Committee will be tasked to calculate and examine the scores for each rubric criterion item to establish a fine-grained analysis of the results of the ethics assessment.

Outcome #2 requires students to identify and analyze corporate social responsibility issues. We want our students to obtain the appropriate perspective and understanding of their responsibilities regarding social, ethical, sustainability, diversity and inclusion, and positive societal impact issues. Students will not complete these essays until Academic Year 2022-2023. The earliest results will be available at the end of the Fall 2022 semester.

Students will not complete the Exit survey until Academic Year 2022-2023. The earliest results will be available at the end of the Fall 2022 semester.

## Changes Made/Proposed Related to Goal

The existing ethics assessment was found to be insufficient to capture the full range of relevant ethics and social responsibility topics. Therefore, new lessons are being added to the professional development courses, accompanied by core values, diversity and inclusivity, and positive societal impact assessments. Results of the new lessons and assessments are unavailable until the end of the fall 2022 semester, so no other changes are being made now.

## Upload Rubrics/Other Files

Ethics Assessment Rubric.pdf

Ethics Report Spring 2021.pdf

Ethics Assessment Responses Spring 2021.xlsx

Ethics Case 2021 - Pizza Redlining Assessment.pdf

Core Values and Ethics Exercise Assessment.pdf

Diversity and Inclusivity Essay Assessment.pdf

Positive Societal Impact Essay Assessment.pdf

Lander COB Diversity Inclusivity Rubric.pdf

Lander COB Positive Societal Impact Rubric.pdf

Lander COB Core Values and Ethical Decision  
Rubric.pdf

## Goal 5

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

### Program Goal

BSBA graduates will apply relevant methods and technologies to analyze and solve problems.

### Pillar of Success Supported

High-Demand, Market-Driven Programs

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

### What type of Outcome would you like to add?

Student Learning Outcome

### Enter Outcome

Students will be capable of applying spreadsheet functions to business problem solving.

### Timeframe for this Outcome

2022-2023

### Performance Target for "Met"

Students will achieve an average score of 85% or higher on the capstone assessment and 85% or higher on the individual exercises demonstrating the creation of formulas, the insertion of functions, the creation of charts, sorting data, and performing data analysis. These exercises are done in the Pearson MyITLab system and the particular functions are assessed in the exercises found in chapters 1, 2, 3, 4, and 8.

### Performance Target for "Partially Met"

Students will achieve an average score of 80% or higher on the capstone assessment and 80% or higher on the individual exercises demonstrating the creation of formulas, the insertion of functions, the creation of charts, sorting data, and performing data analysis.

### Performance Target for "Not Met"

Students achieved an average score less than 80% on the capstone assessment and less than 80% on the on the individual exercises demonstrating the creation of formulas, the insertion of functions, the creation of charts, sorting data, and performing data analysis.

**Assessment Measure Used**

Direct:  
Software providing assessments of student demonstrations of spreadsheet function performance

**Frequency of Assessment**

Every other year

**Data Collected for this Timeframe (Results)**

Create Formulas: 92.1%  
Insert Functions: 93.2%  
Create Charts: 90.6%  
Sort Data: 93.2%  
Perform Data Analysis: 88.2%  
Comprehensive Capstone Assessment: 85.9%

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

The target for this goal was met. If a target is not met in future assessments, the software allows the assessment of individual spreadsheet functions according to our items of interest.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not Applicable

**Outcome 2**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will be able to identify business problems, formulate alternatives, and select most appropriate solution.

**Timeframe for this Outcome**

2021-2022

**Performance Target for "Met"**

70% or more of the students will score 9 or higher on the Problem Solving Assessment Rubric

**Performance Target for "Partially Met"**

At least 60% of the students will score 9 or higher on the Problem Solving Assessment Rubric

**Performance Target for "Not Met"**

Less than 60% of the students scored 9 or higher on the Problem Solving Assessment Rubric

**Assessment Measure Used**

Direct:  
Problem Solving Case and Rubric

**Frequency of Assessment**

Every other year

**Data Collected for this Timeframe (Results)**

This goal was met with 70% of the students achieving a 9 or better on the Case.

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

This goal was met with 70% of the students achieving a 9 or better on the Case. This is a decrease from the previous assessment results conducted in Fall 2018 (77%) and Spring 2019 (73%). This decrease will be discussed by the Assessment Sub-Committee of the Curriculum Assessment, Management and Improvement (CAMI) Committee during AY 2022-2023. The CAMI will also be tasked to review the analysis process to include the item analysis of each rubric criterion to determine areas where scores are lower than others.

Historically (prior to 2018) the problem solving goal assessment did not meet the target of 70%; however, in 2018 the goal was "met" with an overall score of 73%. The only projected change is to add the assessment of rubric criterion items, in addition to the global score.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not Applicable

**Outcome 3**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will know the relevant methods and technologies to analyze and solve problems

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**



80% or more of the students will report that they are adequately or better prepared in each of the following areas related to problem solving: Spreadsheets, Data Analysis, Problem Solving, Decision Making, Computer, and Technology Use.

**Performance Target for "Partially Met"**

70% or more of the students will report that they are adequately or better prepared in each of the following areas related to problem solving: Spreadsheets, Data Analysis, Problem Solving, Decision Making, Computer, and Technology Use.

**Performance Target for "Not Met"**

Less than 70% of the students will report that they are adequately or better prepared in each of the following areas related to problem solving: Spreadsheets, Data Analysis, Problem Solving, Decision Making, Computer, and Technology Use.

**Assessment Measure Used**

Indirect: Student Program Exit Survey

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

This Exit Survey is new and scheduled for its first administration in Fall 2022

**Score (Met=3, Partially Met=2, Not Met=1)**

**Comments/Narrative**

Students will not complete this survey until Academic Year 2022-2023. The earliest results will be available at the end of the Fall 2022 semester.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not Applicable

## Goal Summary

**Goal Summary/Comments**

We use three outcomes to assess our goal to have graduates apply relevant methods and technologies to analyze and solve problems.

We met the target for the spreadsheet functions learning outcome. This learning outcome and assessment are new to our process, so these results are considered to be preliminary. The CAMI will be asked to examine the rigor of the standard and whether the software can tell us more about our students' performance for each spreadsheet function of interest.

We met the problem-solving target outcome, but there was a decrease in performance over recent assessments. In order to identify the particular areas contributing to this decrease, the CAMI will revise the analysis process to include the item analysis of each rubric criterion. The CAMI will also review the rubric to determine whether revisions are needed.

Historically (prior to 2018) the problem solving goal assessment did not meet the target of 70%; however, in 2018 the goal was "met" with an overall score of 73%. The only projected change is to add the assessment of rubric criterion items, in addition to the global score.

Students will not complete the Exit survey until Academic Year 2022-2023. The earliest results will be available at the end of the Fall 2022 semester.

### Changes Made/Proposed Related to Goal

There are no curriculum changes needed for this goal at this time. The spreadsheet functions assessment was added in 2021-2022 to add another dimension to the assessment of problem-solving capability.

### Upload Rubrics/Other Files

Spreadsheet Data Assessment - Sp 2022.xlsx

The Six Spreadsheet Exercises for Assessment.pdf

Problem Solving - Goal 4 Outcome 5 - Spring 2022  
Report.pdf

Problem Solving Rubric.pdf

Sample of Assessed Cases - Spring 2022.pdf

COB Exit Survey – Preparedness.pdf

## Goal 6

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

### Program Goal

BSBA graduates will be ready to succeed in their careers and make a positive impact on society.

### Pillar of Success Supported

Graduates Who Are Gainfully Employed or Admitted to Graduate School

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

### Enter Outcome

Students will identify and explain their core values as those impact career choices

### Timeframe for this Outcome

2022-2023

**Performance Target for "Met"**

80% of the students will score 3 or higher (SD<1) on the (a) Poses Appropriate Questions criterion of the Core Values and Ethical Decision Rubric, and the (b) Explains how a prospective employer positively impacts society criterion of the Positive Societal Impact Rubric.

**Performance Target for "Partially Met"**

70% of the students will score 3 or higher (SD<1) on the (a) Poses Appropriate Questions criterion of the Core Values and Ethical Decision Rubric, and the (b) Explains how a prospective employer positively impacts society criterion of the Positive Societal Impact Rubric. This target is also partially met if students scored 80% on one of these criteria and less than 80% on the other.

**Performance Target for "Not Met"**

Less than 70% of the students scored 3 or higher (SD<1) on the (a) Poses Appropriate Questions criterion of the Core Values and Ethical Decision Rubric, and the (b) Explains how a prospective employer positively impacts society criterion of the Positive Societal Impact Rubric.

**Assessment Measure Used**

Direct:  
BA 399 and BA 499 Essays, and Two Criteria from the Core Values and Ethical Decision Rubric and Positive Societal Impact Rubric

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

The earliest results will be available at the end of the Spring 2023 semester.

**Score (Met=3, Partially Met=2, Not Met=1)****Comments/Narrative**

We established the Career Readiness Program goal in 2022. Students will not complete these essays until Academic Year 2022-2023. The earliest results will be available at the end of the Spring 2023 semester.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not Applicable

**Outcome 2**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will understand the value of diversity and inclusivity in the context of organizations

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

80% of the students will score 3 or higher (SD<1) on the In Context criterion of the Diversity & Inclusivity Rubric.

**Performance Target for "Partially Met"**

70% of the students will score 3 or higher (SD<1) on the In Context criterion of the Diversity & Inclusivity Rubric.

**Performance Target for "Not Met"**

Less than 70% of the students scored 3 or higher (SD<1) on the In Context criterion of the Diversity & Inclusivity Rubric.

**Assessment Measure Used**

Direct:  
BA 399 and BA 499 Essays, and the In Context criterion score from the Diversity & Inclusivity Rubric

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

The earliest results will be available at the end of the Spring 2023 semester.

**Score (Met=3, Partially Met=2, Not Met=1)****Comments/Narrative**

We established the Career Readiness Program goal in 2022. Students will not complete these essays until Academic Year 2022-2023. The earliest results will be available at the end of the Spring 2023 semester.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not Applicable

**Outcome 3**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will understand their Positive Societal Impact in the context of their career

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

80% of the students will score 3 or higher (SD<1) on the "knows how they can positively impact society as a member of an organization" criterion of the Positive Societal Impact Rubric.

**Performance Target for "Partially Met"**

70% of the students will score 3 or higher (SD<1) on the "knows how they can positively impact society as a member of an organization" criterion of the Positive Societal Impact Rubric.

**Performance Target for "Not Met"**

Less than 70% of the students scored 3 or higher (SD<1) on the "knows how they can positively impact society as a member of an organization" criterion of the Positive Societal Impact Rubric.

**Assessment Measure Used**

Direct:

BA 399 and BA 499 Essays, and the "knows how they can positively impact society as a member of an organization" criterion of the Positive Societal Impact Rubric

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

The earliest results will be available at the end of the Spring 2023 semester.

**Score (Met=3, Partially Met=2, Not Met=1)****Comments/Narrative**

We established the Career Readiness Program goal in 2022. Students will not complete these essays until Academic Year 2022-2023. The earliest results will be available at the end of the Spring 2023 semester.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not Applicable

**Outcome 4**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention,

employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will identify and explain forward-thinking behaviors

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

80% or more of the students will score 17.5 or higher on the Career Readiness Forward-Thinking rubric and the average score of each Criterion Item will be at least:

- Identify an example of forward-thinking behavior: 2.5
- Are you forward thinking: 2.5
- How have you become forward thinking: 2.5
- Explain Becoming a Forward-Thinking Leader: 3, SD<1

**Performance Target for "Partially Met"**

70% or more of the students will score 17.5 or higher on the Career Readiness Forward-Thinking rubric and the average score of each Criterion Items will be at least 2.5

**Performance Target for "Not Met"**

Less than 70% or of the students scored 80 or higher on the Career Readiness Forward-Thinking rubric and the average score of the Criterion Items was less than 2.5

**Assessment Measure Used**

Direct:  
BA 399 and BA 499 Essays and Rubrics

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

The earliest results will be available at the end of the Spring 2023 semester.

**Score (Met=3, Partially Met=2, Not Met=1)**

**Comments/Narrative**

We established the Career Readiness Program goal in 2022. Students will not complete these essays until Academic Year 2022-2023. The earliest results will be available at the end of the Spring 2023 semester.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not Applicable

## Outcome 5

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will produce an electronic Career Readiness Portfolio

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

80% or more of the students will score 80 or higher on the Career Readiness Portfolio rubric and the average score of each Criterion Item will be at least 2.5

**Performance Target for "Partially Met"**

70% or more of the students will score 80 or higher on the Career Readiness Portfolio rubric and the average score of at least four of the seven each Criterion Items will be at least 2.5

**Performance Target for "Not Met"**

Less than 70% or of the students scored 80 or higher on the Career Readiness Portfolio rubric and the average score of four or more of the seven Criterion Items was less than 2.5

**Assessment Measure Used**

Direct: Portfolio Components

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

The earliest results will be available at the end of the Fall Spring 2022 semester.

**Score (Met=3, Partially Met=2, Not Met=1)**

**Comments/Narrative**

We established the Career Readiness Program goal in 2022. Depending on their academic status as Sophomores, Juniors, or Seniors, students will produce portfolios at various stages of development throughout Academic Year 2022-2023. The earliest results will be available at the end of the Fall 2022 semester.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not Applicable

**Outcome 6**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will explain how their capabilities make them relevant to their chosen career field

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

80% or more of the students will score 17.5 or higher on the Career Readiness Relevance rubric and the average score of each Criterion Item will be at least:

- Business topic areas knowledge: 3, SD<1
- The most relevant Lander COB courses: 2.5
- How knowledge makes the student relevant: 3, SD<1

**Performance Target for "Partially Met"**

70% or more of the students will score 17.5 or higher on the Career Readiness Relevance rubric and the average score of each Criterion Items will be at least 2.5

**Performance Target for "Not Met"**

Less than 70% or of the students scored 80 or higher on the Career Readiness Relevance rubric and the average score of the Criterion Items was less than 2.5

**Assessment Measure Used**

Direct:

BA 499 Essay and Rubric

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

The earliest results will be available at the end of the Spring 2023 semester.

**Score (Met=3, Partially Met=2, Not Met=1)**

**Comments/Narrative**

We established the Career Readiness Program goal in 2022. Students will not complete these essays until Academic Year 2022-2023. The earliest results will be available at the end of the Spring 2023 semester.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**



Not Applicable

## Outcome 7

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

### Enter Outcome

Students will explain how their capabilities make them resourceful in their chosen career field

### Timeframe for this Outcome

2022-2023

### Performance Target for "Met"

80% or more of the students will score 17.5 or higher on the Career Readiness Resourceful rubric and the average score of each Criterion Item will be at least:

- Used Prior Answers: 2.5
- Stated new capabilities: 3, SD<1
- Explained resourcefulness: 3, SD<1

### Performance Target for "Partially Met"

70% or more of the students will score 17.5 or higher on the Career Readiness Resourceful rubric and the average score of each Criterion Items will be at least 2.5

### Performance Target for "Not Met"

Less than 70% or of the students scored 80 or higher on the Career Readiness Resourceful rubric and the average score of the Criterion Items was less than 2.5

### Assessment Measure Used

Direct:  
BA 499 Essay and Rubric

### Frequency of Assessment

Annually

### Data Collected for this Timeframe (Results)

The earliest results will be available at the end of the Spring 2023 semester.

### Score (Met=3, Partially Met=2, Not Met=1)

### Comments/Narrative

We established the Career Readiness Program goal in 2022. Students will not complete these essays until Academic Year 2022-2023. The earliest results will be available at the end of the Spring 2023 semester.

### Resources Needed to Meet/Sustain Results

None

#### Explanation of How Resources Will Be Used

Not Applicable

## Outcome 8

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

#### What type of Outcome would you like to add?

Student Learning Outcome

#### Enter Outcome

Students will make progress and complete the Exploring Your Potential program

#### Timeframe for this Outcome

2022-2023

#### Performance Target for "Met"

Upon completing BA 299, 90% of the enrolled students will have completed Exploring Your Potential (EYP) Courses 1 and 2, and have received a certificate for each course.

Upon completing BA 399, 90% of the enrolled students will have completed Exploring Your Potential (EYP) Course 3 and received a certificate for Course 3.

Upon completing BA 499, 90% of the enrolled students will have completed Exploring Your Potential (EYP) Course 4 and received a certificate for Course 4.

#### Performance Target for "Partially Met"

Upon completing BA 299, 80% of the enrolled students will have completed Exploring Your Potential (EYP) Courses 1 and 2, and have received a certificate for each course.

Upon completing BA 399, 80% of the enrolled students will have completed Exploring Your Potential (EYP) Course 3 and received a certificate for Course 3.

Upon completing BA 499, 80% of the enrolled students will have completed Exploring Your Potential (EYP) Course 4 and received a certificate for Course 4.

#### Performance Target for "Not Met"

Upon completing BA 299, less than 80% of the enrolled students completed Exploring Your Potential (EYP) Courses 1 and 2, and have received a certificate for each course.

Upon completing BA 399, less than 80% of the enrolled students completed Exploring Your Potential (EYP) Course 3 and received a certificate for Course 3.

Upon completing BA 499, less than 80% of the enrolled students completed Exploring Your Potential (EYP) Course 4 and received a certificate for Course 4.

**Assessment Measure Used**

Direct: EYP course and module completion status throughout BA 299, BA 399, and BA 499

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

The earliest results will be available at the end of the Fall 2022 semester.

**Score (Met=3, Partially Met=2, Not Met=1)****Comments/Narrative**

We established the Career Readiness Program goal in 2022. Not all students will engaged in the Exploring Your Potential program until Academic Year 2022-2023. The earliest results will be available at the end of the Fall 2022 semester.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not Applicable

## Outcome 9

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will know they are career ready and know what it means to make a positive impact on society

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

80% or more of the students will report that they are adequately or better prepared in each of the following areas related to career readiness and societal impact: (a) Electronic Career Portfolio, (b) Career Plan, (c) Ready for a Career, (d) Possess Relevant Knowledge, (e) Able to be Resourceful, (f) Forward-Thinking Capable, and (g) Can Make a Positive Societal Impact.

**Performance Target for "Partially Met"**

70% or more of the students will report that they are adequately or better prepared in each of the

following areas related to career readiness and societal impact: (a) Electronic Career Portfolio, (b) Career Plan, (c) Ready for a Career, (d) Possess Relevant Knowledge, (e) Able to be Resourceful, (f) Forward-Thinking Capable, and (g) Can Make a Positive Societal Impact. This target is also partially met if students scored 80% on four of these seven criteria and less than 70% on the other.

**Performance Target for "Not Met"**

Less than 70% of the students reported that they are adequately or better prepared in each of the following areas related to career readiness and societal impact: (a) Electronic Career Portfolio, (b) Career Plan, (c) Ready for a Career, (d) Possess Relevant Knowledge, (e) Able to be Resourceful, (f) Forward-Thinking Capable, and (g) Can Make a Positive Societal Impact.

**Assessment Measure Used**

Indirect: Student Program Exit Survey

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

This Exit Survey is new and scheduled for its first administration in Fall 2022

**Score (Met=3, Partially Met=2, Not Met=1)****Comments/Narrative**

Students will not complete this survey until Academic Year 2022-2023. The earliest results will be available at the end of the Fall 2022 semester.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

Not Applicable

## Goal Summary

**Goal Summary/Comments**

We established the Career Readiness Program goal in 2022. Students will not complete the related assessment instruments until Academic Year 2022-2023. The earliest results will be available at the end of the Fall 2022 and Spring 2023 semesters.

**Changes Made/Proposed Related to Goal**

Career readiness and positive societal impact represent the changes made in response to our changing mission and the recent changes to the AACSB accreditation standards. Since this program goal and its assessment instruments are new as of 2022, there are no results from which to propose other changes or improvements.

**Upload Rubrics/Other Files**

Core Values and Ethics Exercise Assessment.pdf

Lander COB Positive Societal Impact Rubric.pdf

Diversity and Inclusivity Essay Assessment.pdf

Lander COB Core Values and Ethical Decision Rubric.pdf

Lander COB Diversity Inclusivity Rubric.pdf

Positive Societal Impact Essay Assessment.pdf

Forward-Thinking Essay Assessment.pdf

Lander COB Career Readiness Forward-Thinking  
Rubric.pdf

Portfolio Items Outline.pdf

Relevance Essay Assessment.pdf

Lander COB Career Readiness Relevance  
Rubric.pdf

Resourceful Essay Assessment.pdf

Lander COB Career Readiness Resourceful  
Rubric.pdf

Exploring Your Potential Program.pdf

COB Exit Survey – Preparedness.pdf

**Thank you for completing your assessment report. Your report will be sent to your College Dean for their review and approval after you hit "Submit" below. Please enter their email address below.**

**Dean's Email Address**

mfekula@lander.edu

**Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.**