

Program Information and Mission Statements

Business Administration, BS

College or Unit	College of Business Administration
Department	Business Administration
Academic Year	2018 - 2019
Date Submitted	2019-09-11 12:14:39 by Frankforter, Steven
Program Coordinator	Frankforter, Steven
Dean or Unit Head	Saksena, P.N.
Unit Assessment Coordinator	Frankforter, Steven
Program Mission Statement	The Bachelor of Science degree in Business Administration prepares undergraduate students for productive careers by offering a vigorous academic program developing highly skilled professional business and community leaders.
Department Mission Statement	
Unit Mission Statement	CBA MISSION: The College of Business Administration delivers transformative education to the most diverse student body in the heart of the Carolinas. The College will promote student success with professional development, innovative programs, experiential learning, and regional partnerships , through quality instruction, applied and pedagogical research , and impactful service .

Transformative Principles:

Student Success: The College is absolutely committed to the success of its students through quality instruction, incorporating experiential learning opportunities into programs, and providing assistance in placement.

Professional Development: The College will deliver a multi-faceted student professional development program that includes both in-class and out-of-class training, practice, and experiences.

Innovative Programs: The College will develop innovative programs that addresses the needs both of its students and its regional partners.

Experiential Learning: Students will have opportunities to participate in co-ops, internships, field projects in courses, independent studies, international trips, and study abroad.

Regional Partnerships: We will promote the success of regional business and community organizations. Additionally, we will work with these partners to develop internship and placement opportunities for our students.

Quality Instruction: To keep pace with rapidly changing disciplinary knowledge, faculty members will maintain currency with their discipline and continuously develop their

skills and abilities. To this end, faculty members will be engaged in academic and practitioner organizations, develop and enhance linkages with the business community, local government, area schools, and other colleges and universities.

Applied and Pedagogical Research: The College will encourage and support faculty to conduct applied and pedagogical research to maintain currency and relevancy of knowledge for serving the needs of students and its local and regional partners.

Impactful Service: The faculty, staff and administrators of the College will serve the diverse needs of its local and regional partners, the University, and professional academic organizations.

University Mission Statement

Winthrop University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the State of South Carolina

Assessment Plan Comments

The major assessment driven curriculum change for the BSBA in 2018-2019 was the addition of a required high-impact to the core. This included, internships, co-ops, international trips, external projects, and independent studies. This changes was supported by NSSE, external data, and with employer input. It's also consistent with the direction of the revised CBA mission statement. However, the current Student Learning Outcomes weren't affected.

In 2017-2018, the BSBA capstone (MGMT 480) had an assessment-driven curriculum and delivery change that cut across all Student Learning Outcomes. Those changes were first implemented in 2018-2019. It may take a little more time to fully assess those changes.

Assessment results are shared with faculty each year. Please refer to the BSBA Assessment Results file that is attached, and to the report titled "Academic Continuous Improvement Report Rubric 2017-2018. Those documents were shared and discussed at a CBA faculty meeting on April 1, 2019.

Program Outcomes

Program Outcome 1 Students graduating from Winthrop's undergraduate business program will have received a national caliber quality academic experience delivered through effective teaching and a learning-centered environment.

- a) The CBA will deliver high quality academic programs.
- b) All classes will be taught by qualified faculty.

Alignment of outcome with the Winthrop Plan, if applicable

- Goal 1: Enrollment growth and increased retention and graduation rates
- Goal 2: Enhance quality of the student experience
- Goal 3: Hire and retain high quality and diverse faculty, staff, and administrators
- Goal 4: Provide facilities, technology, and programs that support students

Alignment of outcome with the College's Strategic Plan, if applicable

A high quality education taught by qualified faculty is covered in the College's Strategic Plan.

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

Summary Statement of Assessment-based Accomplishments and Improvements

- a) This program is accredited by AACSB, which assures quality on numerous dimensions.

(based on prior year's Continuous Improvement Action Plan)

b) In 2018-2019, all courses were taught by faculty who were classified as qualified as per SACS standards. More than 97% of all courses taught by faculty who were classified as qualified as per AACSB standards, which requires at least 90%.

We conclude that because the program goals listed above were achieved, that no further action is warranted for now.

Activities (based on prior year's Continuous Improvement Action Plan)

The unit hired four new faculty, all of which are qualified from all accreditation perspectives.

Assessment Method 1

AACSB Accreditation

Target

Achieving reaffirmation of accreditation.

Assessment Results

The accreditation for the CBA was reaffirmed following its visit in Spring 2015.

Discussion of Assessment Results

The unit's next accreditation review by AACSB is scheduled for March 2020.

Assessment Method 2

All faculty are qualified.

Target

100%.

Assessment Results

In 2018-2019, all courses were taught by faculty who were classified as qualified as per SACS standards. More than 97% of all courses taught by faculty who were classified as qualified as per AACSB standards, which requires at least 90%.

Discussion of Assessment Results

The College is working with an administrative faculty member to increase their research output to re-attain qualification.

Continuous Improvement Action Plan for next year

The College is working with an administrative faculty member to increase their research output to re-attain qualification. It will pursue only qualified individuals for potential hiring.

Program Outcome 2

The education that BSBA graduates receive enables them to pursue employment and education opportunities in their field. (measures/objectives for assessment)

a) Measured with a post-graduation survey of student satisfaction with their educational preparation.

(Satisfaction will be measured with on a four-point scale, with 1=not satisfied at all, and

4=completely satisfied.)

Alignment of outcome with the Winthrop Plan, if applicable

- Goal 2: Enhance quality of the student experience

Alignment of outcome with the College's Strategic Plan, if applicable

The College's strategic plan covers the preparation of students to seamlessly enter the workforce.

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

BSBA Alumni who graduated between 2010 and 2014 were surveyed in Fall 2014. 33 responses were received. BSBA Alumni are scheduled to be surveyed again in 2016-2017. When measured on a 4-points scale, BSBA alumni reported the following:

51.5% were very satisfied

27.3% were satisfied

21.1% were somewhat satisfied

0.00% were not satisfied at all

When converted to a 4-point scale, student satisfaction was 3.3 out of a maximum score of 4.0. We conclude that satisfactions scores are sufficiently high. During 2018-2019 the program underwent a comprehensive review and was significantly improved. In particular, a required high-impact practice was added. This includes internships, independent studies, international trips, McNair scholar activites, and the like. We anticipate these satisfaction scores to improve in the future.

**Activities
(based on prior year's
Continuous
Improvement Action
Plan)**

During 2018-2019 the program underwent a comprehensive review and was significantly improved. In particular, a required high-impact practice was added. This includes internships, independent studies, international trips, McNair scholar activites, and the like. We anticipate these satisfaction scores to improve in the future.

**Assessment Method
1**

Employer survey. Next scheduled for fall of 2020.

Target

The unit wants to achieve a 60% score of highly satisfied.

Assessment Results

Displayed above.

**Discussion of
Assessment Results**

The unit plans to repeat this assessment in fall 2020. It hopes to achieve a 60% result for very satisfied.

**Continuous
Improvement Action
Plan for next year**

As the required high-impact requirement added to the curriculum affects more students, increasing their preparation for employment, we expect both student and employer statisfaciton to increase. Since this effort will take several years to have a full impact, we will monitor performance with employers who provide student internships.

Program Outcome 3

The BSBA program will increase total enrollment by 1% per year by expanding its recruiting efforts in both the region and statewide.

Alignment of outcome with the Winthrop Plan, if applicable

- Goal 1: Enrollment growth and increased retention and graduation rates
- Goal 5: Ensure financial stability and sustainability

Alignment of outcome with the College's Strategic Plan, if applicable

Recruitment is a part of the College's strategic plan.

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

The College has intensified its efforts to recruit high school students in the region and is working closely with the University's Admissions office. The College is also exploring ways to deminish the transfer barriers to ease barriers to admission. Last, the College is pursuing the addition of an undergraduate online business program. At present, Withrop University is the only public bachelors-granting institution in South Carolina that does not offer an online bacheolors in business.

Activities (based on prior year's Continuous Improvement Action Plan)

The College will continue to work with the Admission Office in its efforts to intensify its recruitment of high school students in the region. The College will also increase its efforts with York Tech to reduce transfer barriers and to increase the recruitment of its students.

Assessment Method 1

The BSBA will compare its fall 2019 headcount to fall 2018.

Target

Increase enrollment by 1%.

Assessment Results

Enrollment was flat, not measurably increasing or decreasing. This result occurred as the University as a whole experiencing an enrollment loss.

Discussion of Assessment Results While the College is outperforming the University as a whole, it will continue its efforts at recruiting.

Continuous Improvement Action Plan for next year While the College is outperforming the University as a whole, it will continue its efforts at recruiting. Your Tech recruiting will intensify.

Program Outcome 4 The BSBA program will increase retention in the program by 0.5% per year through expanding its tutoring efforts and instituting a cohort model for incoming freshmen.

- Alignment of outcome with the Winthrop Plan, if applicable**
- Goal 1: Enrollment growth and increased retention and graduation rates
 - Goal 2: Enhance quality of the student experience
 - Goal 5: Ensure financial stability and sustainability

Alignment of outcome with the College's Strategic Plan, if applicable Increasing retention is a part of the College's strategic plan.

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan) In 2018-2019, the College began a cohort model for incoming freshman students to help increase freshman to sophomore retention. The scheduling of classes was coordinating to allow a 1-hour study session between classes with tutors working with students. The College also mentors AMPD students, to increase retention and to improve their performance.

Activities (based on prior year's Continuous The College will continue the use of the cohort model and the expansion of tutoring services to freshman students.

Improvement Action Plan)

Assessment Method 1	The BSBA will compare its fall 2019 retention rate to fall 2018.
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Target	Increase retention by 0.5%.
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Assessment Results	Current year's retention results are not yet available. They are published by AAAS in late fall.
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Discussion of Assessment Results	Last year, the CBA's retention rate was 79.9%. With the addition of a cohort model and increased freshman tutoring, we expect to increase.
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Continuous Improvement Action Plan for next year	We will continue the use of a cohort model and expanded tutoring for freshmen.
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Student Learning Outcomes

Student Learning Outcome 1	Students will use quantitative tools and data in problem solving. (Problem Solving)
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Alignment of outcome with the Winthrop Plan, if applicable

Alignment of outcome with the College's Strategic Plan, if applicable

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

- WU-ULC 1: Graduates think critically and solve problems.

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

To improve problem-solving, the course description and capstone project were modified to increase the application of financial and accounting concepts.

Activities (based on prior year's Continuous Improvement Action Plan)

The course description for MGMT 480 was accordingly modified the previous year. The capstone project was modified to increase the application of financial and accounting concepts. - see part 6 of the format.

Assessment Method 1

We employ a comprehensive 13 question test that consists of four problem solving areas: accounting, finance, economics, and quantitative methods. This test has statically confirmed reliability and is administered at three distinct points in the program; to freshmen in BADM 180, juniors in MGMT 321 and to seniors in their capstone, MGMT 480. The assessment test is available for inspection upon request.

Target

The expected performance is that students exiting MGMT 480 must score either 70% or must improve at least 15% above their scores in BADM 180.

Assessment Results

Fall 2018:
BADM 180 = 51.91%
MGMT 321 = 58.04%
MGMT 480 = 68.78%

Spring 2019:
BADM 180 = 44.65%
MGMT 321 = 52.62%
MGMT 480 = 70.23%

The standard of either a 15% improvement from BADM 180 to MGMT 480 or 70% in MGMT 480 was achieved in both semesters.

Discussion of Assessment Results

The desired results were obtained. The improved application of finance concepts from FINC 311 and accounting concepts from ACCT 280 & 281 was implemented during 2018-2019. Thus far, further improvement hasn't been observed. We will continue monitoring and seeking feedback from the capstone instructors.

Continuous Improvement Action Plan for next year

Last year, MGMT 326 (Operations Management) was dropped from the BSBA core. Important concepts from that course will receive coverage in other required classes. Financial and accounting content was increased in MGMT 480 and in 2019-2020, the unit will monitor problem-solving results as that change is fully implemented.

In 2020-2021, faculty teaching quantitative-oriented courses in the BSBA core (other than MGMT 480) will be asked to propose improvements to improve problem-solving performance.

Student Learning Outcome 2

Students will demonstrate critical thinking strategies by applying solutions to unstructured problem. (Critical Thinking)

Alignment of outcome with the Winthrop Plan, if applicable

Alignment of outcome with the College's Strategic Plan, if applicable

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

- WU-ULC 1: Graduates think critically and solve problems.

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

To improve critical thinking, the capstone project was modified to require more evaluation and analysis of information.

Activities (based on prior year's Continuous Improvement Action Plan)

The grading rubric for oral presentations in MGMT 480 was modified to place a greater emphasis on evaluation and critical thinking.

Assessment Method 1

Freshmen in BADM 180 and seniors in MGMT 480 are given assignments that are graded on a 5-item scale using a rubric. Faculty administering the rubric have been trained so that inter-rater reliability is achieved. The rubric is available for inspection upon request.

Target

The expected performance is that students exiting MGMT 480 must score either 70% or must improve at least 15% above their scores in BADM 180. The expected performance is that students exiting MGMT 480 must score either 70% or must improve at least 15% above their scores in BADM 180.

Assessment Results

Fall 2018:
BADM 180 = 52.70%
MGMT 480 = 89.39%

Spring 2019:
BADM 180 = 77.76%
MGMT 480 = 87.76%

The standard of either a 15% improvement from BADM 180 to MGMT 480 or 70% in MGMT 480 was achieved in both semesters. The previous average in MGMT 480 was 85.74% and both semesters' results exceeded that level.

Discussion of Assessment Results

The desired results were obtained. The improved critical thinking assessment scores in MGMT 480 occurred during the

year then evaluation and analysis requirements in the capstone project were implemented. We will continue monitoring and seeking feedback from the capstone instructors.

Continuous Improvement Action Plan for next year

in 2019-2020, the unit will monitor critical thinking results as the change to MGMT 480 is fully implemented.

In 2020-2021, faculty teaching courses in the BSBA core (other than MGMT 480) will be asked to propose improvements to improve thinking performance.

Student Learning Outcome 3

Students will use ethical frameworks in recognizing and explaining the consequences of business decisions. (Ethics)

Alignment of outcome with the Winthrop Plan, if applicable

Alignment of outcome with the College's Strategic Plan, if applicable

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

- WU-ULC 2: Graduates are personally and socially responsible.

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

The course description was modified to emphasize the application of ethical concepts from previous coursework. The capstone project was also modified to increase the application of ethics.

**Activities
(based on prior year's
Continuous
Improvement Action
Plan)**

In 2017-2018, a decision was made to review the requirements for the capstone project in MGMT 480 and to achieve continuous improvement with regard to ethics. To that end, the project instructions were revised to:

- 1) Evaluate the firm's management of employee demographic and cultural diversity.
- 2) Identify and evaluate the degree to which the firm's ethics aligned with its current situation.
- 3) Make Recommendations regarding possible changes to the firm's approach to ethics and social responsibility.

In spite of achieving the desired standards, faculty teaching the MGMT 480 capstone proposed a curriculum change strengthening the application of ethics concepts in that course. The CBA faculty approved that curriculum change in Spring 2018. It was implemented in 2018-2019.

**Assessment Method
1**

We employ a five question test to evaluate ethics. This test has statically confirmed reliability and is administered at three distinct points in the program; to freshmen in BADM 180, juniors in MGMT 321, and to seniors in their capstone, MGMT 480. The test is available to reviewers upon request.

Target

The expected performance is that students exiting MGMT 480 must score either 70% or must improve at least 15% above their scores in BADM 180.

Assessment Results

Fall 2018:
BADM 180= 75.68%
MGMT 321 = 85.26%
MGMT 480 = 91.59%

Spring 2019:
BADM 180= 74.51%
MGMT 321 = 84.55%
MGMT 480 = 96.67%

The standard of either a 15% improvement from BADM 180 to MGMT 480 or 70% in MGMT 480 was achieved in both semesters.

Discussion of Assessment Results

The spring results exceeded the previous average of 93.23% for MGMT 480. However, the fall results were lower. We will continue to monitor results and to communicate with the MGMT 480 instructors.

Continuous Improvement Action Plan for next year

in 2019-2020, the unit will monitor ethics results as the change to MGMT 480 is fully implemented.

In 2020-2021, faculty teaching courses with ethics content in the BSBA core (other than MGMT 480) will be asked to propose improvements to improve ethics performance. Ethics is an area that cuts across many core courses.

Student Learning Outcome 4

Students demonstrate persuasive communication skills by preparing and delivering a professional presentation on a business topic. (Oral Communications)

Alignment of outcome with the Winthrop Plan, if applicable

Alignment of outcome with the College's Strategic Plan, if applicable

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

- WU-ULC 4: Graduates communicate effectively.

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous

The oral presentation grading rubric was modified to increase the amount of evaluation.

Improvement Action Plan)

Activities (based on prior year's Continuous Improvement Action Plan)

In spite of meeting objectives in 2017-2018, a decision was made to review the requirements for the capstone project in MGMT 480 and to achieve continuous improvement with regard to oral communications. To that end, oral presentation grading rubric used in MGMT 480 was revised to increase evaluation.

Assessment Method 1

Freshmen in BADM 180 and seniors in MGMT 480 make oral presentations that are graded on a 7-item scale using a rubric. Faculty administering the rubric have been trained so that inter-rater reliability is achieved. The rubric is available for inspection upon request.

Target

The expected performance is that students exiting MGMT 480 must score either 70% or must improve at least 15% above their scores in BADM 180.

Assessment Results

Fall 2018:
BADM 180 = 71.69%
MGMT 480 = 80.95%

Spring 2019:
BADM 180 = 76.32%
MGMT 480 = 93.13%

The standard of either a 15% improvement from BADM 180 to MGMT 480 or 70% in MGMT 480 was achieved in both semesters.

Discussion of Assessment Results

The spring results exceeded the previous average of 86.69% for MGMT 480. However, the fall results were lower. We will continue to monitor results and to communicate with the MGMT 480 instructors.

Continuous Improvement Action Plan for next year

in 2019-2020, the unit will monitor oral communications results as the change to MGMT 480 is fully implemented.

In 2020-2021, faculty teaching in the BSBA core (other than MGMT 480) who use oral presentation will be asked to propose improvements to improve oral communication

performance performance. BADM 180 and MGMT 365 will be focused on most.

Student Learning Outcome 5

Students demonstrate persuasive communication skills by researching, organizing, and writing an effective document in a professional manner. (Written Communications)

Alignment of outcome with the Winthrop Plan, if applicable

Alignment of outcome with the College's Strategic Plan, if applicable

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

- WU-ULC 4: Graduates communicate effectively.

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

In spite of meeting standards, a decision was made to review the requirements for the capstone project in MGMT 480 and to achieve continuous improvement with regard to written communications. To that end, the project instructions were revised to increase evaluation.

Activities (based on prior year's Continuous Improvement Action Plan)

In spite of meeting objectives in 2017-2018, a decision was made to review the requirements for MGMT 480 and to achieve continuous improvement with regard to written communications. To that end, the oral presentation grading rubric used in MGMT 480 was revised to increase evaluation.

Assessment Method 1

Freshmen in BADM 180 and seniors in MGMT 480 are given assignments that are graded on a 4-item scale using a rubric. Faculty administering the rubric have been trained so that

inter-rater reliability is achieved. The rubric is available for inspection upon request.

Target

The expected performance is that students exiting MGMT 480 must score either 70% or must improve at least 15% above their scores in BADM 180.

Assessment Results

Fall 2018:
BADM 180 = 54.66%
MGMT 480 = 88.08%

Spring 2019:
BADM 180 = 78.02%
MGMT 480 = 90.56%

The standard of either a 15% improvement from BADM 180 to MGMT 480 or 70% in MGMT 480 was achieved in both semesters.

Discussion of Assessment Results

The results for both semesters exceeded the previous average of 79.88% for MGMT 480. We will continue to monitor results and to communicate with the MGMT 480 instructors.

Continuous Improvement Action Plan for next year

in 2019-2020, the unit will monitor written communication results as the change to MGMT 480 is fully implemented.

In 2020-2021, faculty teaching in the BSBA core (other than MGMT 480) who require written papers will be asked to propose improvements to improve written communication performance. BADM 180 and MGMT 365 will be focused on most.

Student Learning Outcome 6

Students will demonstrate knowledge of leadership principles in organizational situations.

(Leadership).

Alignment of outcome with the Winthrop Plan, if applicable

Alignment of outcome with the College's Strategic Plan, if applicable

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

The course description was modified to emphasize the application of leadership concepts from previous coursework. The capstone project was also modified to increase the application of leadership.

Activities (based on prior year's Continuous Improvement Action Plan)

In view of achieving expected results, a decision was made to review the requirements for the capstone project in MGMT 480 and to achieve improvement with regard to leadership. To that end, the project instructions were revised to require that students identify:

- 1) What Model of Leadership is best suited to implement strategic choices, select from the following models covered in MGMT 321: task-oriented, path-goal, contingency, trait, or relationship-oriented part 13 of the format.
- 2) What is the current CEO's leadership style (transformational or transactional (MGMT 321) and does it fit your strategic choices? - part 13 of the format.
- 3) What type of power is best suited to implement your strategic choices (MGMT 321). - part 13 of the format.
- 4) How could the firm's Leadership be improved? - part 13 of the format.

In addition, faculty teaching the MGMT 480 capstone proposed a curriculum change strengthening the application

of leadership concepts in that course. The CBA faculty approved that curriculum change in Spring 2018.

**Assessment Method
1**

We employ a seven question test to evaluate leadership. This test has statically confirmed reliability and is administered at three distinct points in the program; to freshmen in BADM 180, juniors in MGMT 321, and to seniors in their capstone, MGMT 480. The expected performance is that students exiting MGMT 480 must score either 70% or must improve at least 15% above their scores in BADM 180.

Target

The expected performance is that students exiting MGMT 480 must score either 75% or must improve at least 15% above their scores in BADM 180.

Assessment Results

Fall 2018:

BADM 180 = 46.10%
MGMT 321 = 56.39%
MGMT 480 = 67.69%

Spring
2019:

BADM 180 = 37.30%
MGMT 321 = 51.75%
MGMT 480 = 63.89%

The standard of either a 15% improvement from BADM 180 to MGMT 480 or 70% in MGMT 480 was achieved in Spring semester.

**Discussion of
Assessment Results**

The results for spring semester was lower than the previous average of 66.71% for MGMT 480. However, the fall result was higher. We will continue to monitor results and to communicate with the MGMT 480 instructors.

**Continuous
Improvement Action
Plan for next year**

In 2019-2020, the unit will monitor leadership results as the change to MGMT 480 is fully implemented.

In 2020-2021, faculty teaching MGMT 321 will be asked to propose improvements to leadership coverage.

Student Learning Outcome 7

Students will recognize and explain comprehend the historical, social, and global contexts of their disciplines and the linkage of those disciplines to other fields. (Social Awareness).

Alignment of outcome with the Winthrop Plan, if applicable

Alignment of outcome with the College's Strategic Plan, if applicable

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

- WU-ULC 3: Graduates understand the interconnected nature of the world and time which they live.

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

Additional content related to social awareness was added to the capstone project's requirements.

Activities (based on prior year's Continuous Improvement Action Plan)

Among the areas added to the capstone project's requirements were:

- 1) Explicit coverage of global outsourcing - part 11 of the format.

- 2) Explicit coverage of how a company's culture could be improved - part 13 of the format.
- 3) Explicit coverage of the management of employee demographics and cultural diversity - part 14 of the format.
- 4) The addition of a balanced scorecard - part 15 of the format.

**Assessment Method
1**

We employ a 6 question test to evaluate social awareness. This test has statically confirmed reliability and is administered at three distinct points in the program; to freshmen in BADM 180, to juniors in MGMT 321, and to seniors in their capstone, MGMT 480. The expected performance is that students exiting MGMT 480 must score either 70% or must improve at least 15% above their scores in BADM 180. The test is available to reviewers upon request.

Target

The expected performance is that students exiting MGMT 480 must score either 70% or must improve at least 15% above their scores in BADM 180.

Assessment Results

Fall 2018:
 BADM 180 = 43.46%
 MGMT 321 = 40.91%
 MGMT 480 = 61.03%

Spring 2019:
 BADM 180 = 38.49%
 MGMT 321 = 49.33%
 MGMT 480 = 66.67%

The standard of either a 15% improvement from BADM 180 to MGMT 480 or 70% in MGMT 480 was achieved in both semesters.

**Discussion of
Assessment Results**

The changes to the MGMT 480 capstone project instructions expanded the amount of external environmental information required. It also expanded the application of concepts from most functional areas of business. This change was implemented in Fall 2017.

Continuous Improvement Action Plan for next year

In 2019-2020, the unit will monitor social awareness results as the change to MGMT 480 is fully implemented.

In 2020-2121, faculty teaching areas that converge with social awareness will be asked to propose improvements to courses and delivery.

Documentation supporting every data claim is to be submitted with the Continuous Improvement Report. Supporting documentation should include all planning documents and materials that demonstrate progress toward achieving stated outcomes. These may include, for example, rubrics, rubric results, samples of student work, minutes of decision-making meetings, surveys, survey results, scores on subject area tests, licensure results, curricular revisions, or other appropriate information.

Supporting Documentation

File

[Cumm Summary 19S - BSBA.pdf](#)

[CBA Strategic Plan.pdf](#)

[Revised MGMT 480 Oral Presentation Rubric.pdf](#)

[Previous MGMT 480 Oral Presentation Rubric.pdf](#)

[Previous MGMT 480 Project Format.pdf](#)

[Revised MGMT 480 Project Format.pdf](#)

[MGMT 480 Course Description Change.pdf](#)

[BSBA Course Mapping 8.21.17.pdf](#)

[CBA Writing Rubric 9.6.11.pdf](#)

[CT Rubric 9.6.11.pdf](#)

[New Undergrad Assessment Test 1-27 5.19.16.pdf](#)

[New Undergrad Assessment Test 28-67 5.19.16.pdf](#)

[Rubric to assess oral communication 9.12.11.pdf](#)

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