

Institutional Effectiveness Report

Name of the Program/Department: Bachelor of Business Administration

Year: 2015/2016

Name of the Preparer: Hari K Rajagopalan

Executive Summary

The Bachelor of Business Administration (BBA) program has six program learning outcomes (PLO) which include teaching students to think critically and logically, communicate effectively, understand the global business environment, understand the ethical issues arising out of business decisions, be creative in their approach to business decisions, and have functional knowledge of areas in Business. These six PLO's translate into seven student learning outcomes (SLO). SLO 1 measures student's critical and analytical thinking, SLO 2.1 measures student's oral communication skills, SLO 2.2 measures student's written communication skills, SLO 3.0 measures student's understanding of global business environment and cross cultural issues, SLO 4.0 measures student's understanding and ability to analyze ethical dilemmas they would face in business situations, SLO 5.0 measures student's ability to solve business problems with creatively and SLO 6.1 – 6.9 measures student's knowledge in different functional areas of business. We measure SLOs 1, 2.2, 3, 4 and 5 by presenting graduating seniors a case asking them to analyze the business case. SLO 2.1 is measured by recording the graduating senior's final project presentation. SLO 6.1 – 6.9 is measured using the ETS major field test in Business.

For SLO 1-5 we take a random sample of 20 students from the 33 graduating seniors and three faculty members evaluate the responses using a departmentally developed normed rubric. Faculty rate the students on a multiple items for each SLO on a 5 point scale with 5 representing "Exceeding Expectations" and 1 representing "Below Expectations". The median score is used from the three evaluators is used. SLO 2.1 is measured by recording graduating seniors as they present their project in the Capstone Strategic Management class and the same sample of 20 is used. Three faculty members evaluate the responses using a departmentally developed normed rubric. Faculty rate the students on a multiple items for each SLO on a 5 point scale with 5 representing "Exceeding Expectations" and 1 representing "Below Expectations".. The median score is used. The overall average on the ratings will meet or exceed 80%. Finally, SLO 6.1 – 6.9 is evaluated using the scores in the ETS major field test. The benchmark is that our students will perform above the national average.

We present data from Fall 2015. The targets for SLO 1, 2.1, 5, 6.1, 6.2, 6.3 6.5, 6.7 and 6.9 was not achieved. We have identified the classes where these skills corresponding to the SLOs are taught and have decided to bring improved focus on these skill sets. We have reduced the class sizes in some of the classes so that the faculty can engage and monitor the students on a closer basis. A couple of new courses have been created and are going to be offered in the Fall of 2016 to address some of the issues and a study abroad program has been implemented to address the shortcoming of global awareness among our students.

Mission

The School of Business at Francis Marion University strives to provide learning opportunities for students from a range of backgrounds and transform them into globally competitive business men and women.

We teach students to think logically, communicate effectively, develop an understanding and appreciation of the global business environment, and follow high ethical standards. Our students develop conceptual and analytical skills needed to be successful leaders in both private and public institutions. Our business curriculum is strengthened by a strong liberal arts focus within the broader university.

Accredited at both the graduate and undergraduate levels, the School of Business at Francis Marion University has a mission of teaching, research, and service. Nearly our entire faculty holds a doctorate in the area they teach. Our small classroom environment promotes interaction among students and faculty. Our internship program and placement efforts actively assist students in finding meaningful jobs. Our faculty conducts research and service activities that enhance the region's economic and industrial development. Most of our undergraduate students major in accounting, business economics, finance, general business, management, management information systems, or marketing, to achieve a Bachelor of Business Administration degree. Other School of Business students major in economics and achieve a Bachelor of Arts or Bachelor of Science degree. Our graduate student work to achieve a Master of Business Administration degree. Through the Center of Entrepreneurship, the School works with area for-profit and not-for-profit firms and integrates those experiences into our business classes. The School of Business seeks students locally and globally of all ages and ethnic backgrounds and serves them in a friendly, considerate manner.

Program Learning Outcomes

1. Business Majors at FMU will apply critical and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas.
2. Business Majors at FMU will effectively communicate with and respond to varied audiences in written and spoken forms
3. Business Majors at FMU will understand the global business environment and will be sensitive to different cultures
4. Business Majors at FMU will be productive and engaged members of society, demonstrating personal responsibility, and community and social awareness and an understanding of the ethical issues arising out of business decisions
5. Business Majors at FMU will be creative in their approach to business decisions
6. Business Majors at FMU will have functional knowledge of areas in Business: Accounting, Economics, Management, Quantitative Business Analysis, Finance, Marketing, Legal and Social Environment, Information Systems, International Issues.

Student Learning Outcomes

SLO 1.0: Eighty percent (80%) of students in BUS 458 **will meet or exceed the expectations** when **ANALYZING** a business case (baseline = 80% Spring 2015 data) by **IDENTIFYING** a problem, **ACQUIRING** the correct information, **ORGANIZING** the information and **EVALUATING** the business problem

SLO 2.1: Eighty percent (80%) of students in BUS 458 **will meet or exceed the expectations** when making a presentation (baseline = 70% Spring 2015 data) by **PRESENTING** the information in an **ORGANIZED** manner, properly **USING** business-related vocabulary, **DEMONSTRATING** proper eye-contact with audience, **USING** effective body language, and **COMMUNICATING** with minimal reference to notes.

SLO 2.2: Ninety percent (90%) of students BUS 458 **will meet or exceed the expectations** when submitting a written report when **ANALYZING** a business case (baseline = 90% Spring 2015) by presenting the information in an **ORGANIZED** manner, properly **USING** business-related vocabulary, **DEMONSTRATING** the proper use of grammar and spelling acumen, and **DEMONSTRATING** the ability to integrate into a finished document.

SLO 3.0: Eighty percent (80%) of students in BUS 458 **will meet or exceed the expectations** when **ANALYZING** a business case (baseline = 60% Spring 2015 data) by **DEMONSTRATING** the ability to relate business concepts within an international context, **DEMONSTRATING** a complex understanding of cultural appreciation, **ASSESING** the impact of cultural perceptions, and **DEVELOPING** a plan to overcome obstacles created by cultural differences.

SLO 4.0: Eighty percent (80%) of students in BUS 458 **will meet or exceed the expectations** when **ANALYZING** a business case (baseline = 35% Spring 2015 data) by **IDENTIFYING** the ethical dilemma, **IDENTIFYING** the direct and indirect stakeholders, **IDENTIFYING** the implication, and **RECOMMENDING** a response to the problem.

SLO 5.0: Eighty percent (80%) of students in BUS 458 **will meet or exceed the expectations** when **ANALYZING** a business case (baseline = 75% Spring 2015 data) by **IDENTIFYING** multiple elements of a problem, **ANALYZING** the situation, and **DEVELOPING** a solution.

SLO 6.0: Students in BUS 458 will perform above the national average in the ETS major field test in each of their functional areas in Business (**baseline for each area will be from Spring 2015 data**)

1. Accounting (baseline = 41)
2. Economics (baseline = 43)
3. Management (baseline = 54)
4. Quantitative Business Analysis (baseline = 40)
5. Finance (baseline = 41)
6. Marketing (baseline = 58)
7. Legal and Social Environment (baseline = 55)
8. Information Systems (baseline = 48)
9. International Issues (baseline = 40)

Assessment Methods

SLO 1.0: Eighty percent (80%) of students in BUS 458 **will meet or exceed the expectations** when **ANALYZING** a business case (baseline = 80% Spring 2015 data) by **IDENTIFYING** a problem, **ACQUIRING** the correct information, **ORGANIZING** the information and **EVALUATING** the business problem using a departmentally developed normed rubric

SLO 2.1: Eighty percent (80%) of students in BUS 458 **will meet or exceed the expectations** when making a presentation (baseline = 70% Spring 2015 data) by **PRESENTING** the information in an **ORGANIZED** manner, properly **USING** business-related vocabulary, **DEMONSTRATING** proper eye-contact with audience, **USING** effective body language, and **COMMUNICATING** with minimal reference to notes using a departmentally developed normed rubric

SLO 2.2: Ninety percent (90%) of students BUS 458 **will meet or exceed the expectations** when submitting a written report when **ANALYZING** a business case (baseline = 90% Spring 2015) by presenting the information in an **ORGANIZED** manner, properly **USING** business-related vocabulary, **DEMONSTRATING** the proper use of grammar and spelling acumen, and **DEMONSTRATING** the ability to integrate into a finished document using a departmentally developed normed rubric.

SLO 3.0: Eighty percent (80%) of students in BUS 458 **will meet or exceed the expectations** when **ANALYZING** a business case (baseline = 60% Spring 2015 data) by **DEMONSTRATING** the ability to relate business concepts within an international context, **DEMONSTRATING** a complex understanding of cultural appreciation, **ASSESSING** the impact of cultural perceptions, and **DEVELOPING** a plan to overcome obstacles created by cultural differences using a departmentally developed normed rubric.

SLO 4.0: Eighty percent (80%) of students in BUS 458 **will meet or exceed the expectations** when **ANALYZING** a business case (baseline = 35% Spring 2015 data) by **IDENTIFYING** the ethical dilemma, **IDENTIFYING** the direct and indirect stakeholders, **IDENTIFYING** the implication, and **RECOMMENDING** a response to the problem using a departmentally developed normed rubric.

SLO 5.0: Eighty percent (80%) of students in BUS 458 **will meet or exceed the expectations** when **ANALYZING** a business case (baseline = 75% Spring 2015 data) by **IDENTIFYING** multiple elements of a problem, **ANALYZING** the situation, and **DEVELOPING** a solution using a departmentally developed normed rubric.

SLO 6.0: Students in BUS 458 will perform above the national average in each of their functional areas in Business (baseline for each area will be from Spring 2015 data) using the ETS major field test

Assessment Results

SLO 1.0: Seventy percent (70%) of students in BUS 458 **met or exceeded the expectations** when **ANALYZING** a business case (baseline = 80% Spring 2015 data) by **IDENTIFYING** a problem, **ACQUIRING** the correct information, **ORGANIZING** the information and **EVALUATING** the business problem using a departmentally developed normed rubric. **The target was not achieved for SLO 1.0**

SLO 2.1: Zero percent (0%) of students in BUS 458 **met or exceeded the expectations** when making a presentation (baseline = 70% Spring 2015 data) by **PRESENTING** the information in an **ORGANIZED** manner, properly **USING** business-related vocabulary, **DEMONSTRATING** proper eye-contact with audience, **USING** effective body language, and **COMMUNICATING** with minimal reference to notes using a departmentally developed normed rubric. **The target was not achieved for SLO 2.1**

SLO 2.2: Ninety percent (90%) of students BUS 458 **met or exceeded the expectations** when submitting a written report when **ANALYZING** a business case (baseline = 90% Spring 2015) by presenting the information in an **ORGANIZED** manner, properly **USING** business-related vocabulary, **DEMONSTRATING** the proper use of grammar and spelling acumen, and **DEMONSTRATING** the ability to integrate into a finished document using a departmentally developed normed rubric. **The target was achieved for SLO 2.2**

SLO 3.0: Eighty five percent (85%) of students in BUS 458 **met or exceeded the expectations** when **ANALYZING** a business case (baseline = 60% Spring 2015 data) by **DEMONSTRATING** the ability to relate business concepts within an international context, **DEMONSTRATING** a complex understanding of cultural appreciation, **ASSESING** the impact of cultural perceptions, and **DEVELOPING** a plan to overcome obstacles created by cultural differences using a departmentally developed normed rubric. **The target was achieved for SLO 3.0**

SLO 4.0: Eighty five percent (85%) of students in BUS 458 **met or exceeded the expectations** when **ANALYZING** a business case (baseline = 35% Spring 2015 data) by **IDENTIFYING** the ethical dilemma, **IDENTIFYING** the direct and indirect stakeholders, **IDENTIFYING** the implication, and **RECOMMENDING** a response to the problem using a departmentally developed normed rubric. **The target was achieved for SLO 4.0**

SLO 5.0: Fifty five percent (55%) of students in BUS 458 **met or exceeded the expectations** when **ANALYZING** a business case (baseline = 75% Spring 2015 data) by **IDENTIFYING** multiple elements of a problem, **ANALYZING** the situation, and **DEVELOPING** a solution using a departmentally developed normed rubric. **The target was not achieved for SLO 5.0.**

SLO 6.0: Students in BUS 458 will perform above the national average in each of their functional areas in Business (baseline for each area will be from Spring 2015 data) using the ETS major field test

1. Accounting (baseline = 41,) **The target was not achieved for SLO 6.1**
2. Economics (baseline = 43) **The target was not achieved for SLO 6.2**
3. Management (baseline = 54) **The target was not achieved for SLO 6.3**

4. Quantitative Business Analysis (baseline = 40) **The target was achieved for SLO 6.4**
5. Finance (baseline = 41) **The target was not achieved for SLO 6.5**
6. Marketing (baseline = 58) **The target was achieved for SLO 6.6**
7. Legal and Social Environment (baseline = 55) **The target was not achieved for SLO 6.7**
8. Information Systems (baseline = 48) **The target was achieved for SLO 6.8**
9. International Issues (baseline = 40) **The target was not achieved for SLO 6.9**

See Table 1 for the ETS Major Field Test Scores for BBA students in Fall 2015

Assessment Indicator Title	National Average	Standard Deviation	Fall 2015¹
Accounting	41.5	6.4	35
Economics	39.8	6.3	38
Management	54.3	6.6	50
Quantitative Business Analysis	36.4	5.4	43
Finance	42.4	6.8	39
Marketing	55.0	7.0	55
Legal and Social Environment	59.5	6.3	56
Information Systems	50.1	6.9	53
International Issues	40.3	6.0	38

Table 1: ETS Major Field Test scores for BBA students

¹ Students tested:38

Action Items

To address concerns identified in the evaluation of data from 2015-2016 academic year, the School of Business (BBA) developed the following action plan to be implemented during the 2016-2017 academic year.

SLO 1.0: Seventy percent (70%) of students in BUS 458 **met or exceeded the expectations** when **ANALYZING** a business case (baseline = 80% Spring 2015 data) by **IDENTIFYING** a problem, **ACQUIRING** the correct information, **ORGANIZING** the information and **EVALUATING** the business problem using a departmentally developed normed rubric. **The target was not achieved for SLO 1.0**

Data collected in BUS 458 using a departmental rubric indicated that Seventy percent (70%) of students met or exceeded this expectation. The department set a target of 80%. Since the target was not achieved, the department made changes to bring about improvements in Student Learning Outcomes. Critical thinking and analytical skills are taught in BUS 305, MGT 355 and FIN 341. The pedagogical approach in BUS 305, MGT 355 and FIN 341 was restricted to focus on techniques germane to reading and understanding small cases, word problems, and how to solve managerial problems using data. Specifically, faculty have developed a series of videos in each class (BUS 305, MGT 355 and FIN 341) that allows student to work through additional problems outside of class, at their own pace, and receive immediate feedback on their performance. This promotes proficiency in critical thinking by creating more opportunities for

the student to hone in their critical thinking and problem solving skills, and by linking lectures to content from a different perspective. Also, by addressing the need for problem solving and feedback outside of the classroom, more in class instruction time has been made available for applied case studies to apply what they have learned analytically. This will also increase proficiency by allowing more exposure to case studies and applying the skills under review (identifying a problem, acquiring the correct information, organizing the information and evaluating the business problem). Lastly, faculty members teaching BUS 305 and MGT 355 have created a one and a half hour tutoring block, once per week throughout the semester, for which students are encouraged to attend to obtain targeted problem solving lessons pertaining to that week's content. This promotes proficiency in critical thinking by giving students more opportunities to problem solve, greater access to feedback and more contact hours with their instructors.

SLO 2.1: Zero percent (0%) of students in BUS 458 **met or exceeded the expectations** when making a presentation (baseline = 70% Spring 2015 data) by **PRESENTING** the information in an **ORGANIZED** manner, properly **USING** business-related vocabulary, **DEMONSTRATING** proper eye-contact with audience, **USING** effective body language, and **COMMUNICATING** with minimal reference to notes using a departmentally developed normed rubric. **The target was not achieved for SLO 2.1**

The video file of the presentation was corrupted. Therefore we had no data to analyze. We have taken precautions to ensure this does not happen in the future.

SLO 2.2: Ninety percent (90%) of students BUS 458 **met or exceeded the expectations** when submitting a written report when **ANALYZING** a business case (baseline = 90% Spring 2015) by presenting the information in an **ORGANIZED** manner, properly **USING** business-related vocabulary, **DEMONSTRATING** the proper use of grammar and spelling acumen, and **DEMONSTRATING** the ability to integrate into a finished document using a departmentally developed normed rubric. **The target was achieved for SLO 2.2**

No action need be taken.

SLO 3.0: Eighty five percent (85%) of students in BUS 458 **met or exceeded the expectations** when **ANALYZING** a business case (baseline = 60% Spring 2015 data) by **DEMONSTRATING** the ability to relate business concepts within an international context, **DEMONSTRATING** a complex understanding of cultural appreciation, **ASSESING** the impact of cultural perceptions, and **DEVELOPING** a plan to overcome obstacles created by cultural differences using a departmentally developed normed rubric. **The target was achieved for SLO 3.0**

No action need be taken.

SLO 4.0: Eighty five percent (85%) of students in BUS 458 **met or exceeded the expectations** when **ANALYZING** a business case (baseline = 35% Spring 2015 data) by **IDENTIFYING** the ethical dilemma, **IDENTIFYING** the direct and indirect stakeholders, **IDENTIFYING** the implication, and **RECOMMENDING** a response to the problem using a departmentally developed normed rubric. **The target was achieved for SLO 4.0**

No action need be taken.

SLO 5.0: Fifty five percent (55%) of students in BUS 458 **met or exceeded the expectations** when **ANALYZING** a business case (baseline = 75% Spring 2015 data) by **IDENTIFYING** multiple elements of a problem, **ANALYZING** the situation, and **DEVELOPING** a solution using a departmentally developed normed rubric. **The target was not achieved for SLO 5.0.**

Data collected in BUS 458 using a departmental rubric indicated that Fifty five percent (55%) of students met or exceeded this expectation. The department set a target of 80%. Since the target was not achieved, the department made changes to bring about improvements in Student Learning Outcomes. Creative problem solving skills will be taught in MGT 351 and MKT 331. The pedagogical approach in MGT 351 and MKT 331 was restructured to focus on techniques germane to creative problem solving and finding multiple solutions to a problem. Online sections of MGT 351 and MKT 331 have been developed to provide an asynchronous learning environment for each course. This will promote proficiency in creative problem solving by relaxing standardize schedules and allowing students the time and freedom to develop these skills at differing paces, relative to the concept under review and student needs. Secondly, based on feedback from the assessment results, faculty members have reprioritized sections of the MGT 351 curriculum to emphasize creative problem solving skills. Specifically, a learning module has been added focusing on the use of applied creative problem solving in relation to organization and leadership. This will help promote proficiency in creative problem solving by increasing the number of opportunities to exercise those skills in realistic learning applications.

SLO 6.0: Students in BUS 458 will perform above the national average in each of their functional areas in Business (baseline for each area will be from Spring 2015 data) using the ETS major field test

1. Accounting (baseline = 41,) **The target was not achieved for SLO 6.1**
Core Accounting class sizes in ACT 201 and 202 have been reduced from 40 to 30 so that instructors can focus on a smaller class size to instruct students better.
2. Economics (baseline = 43) **The target was not achieved for SLO 6.2**
Core Economic class sizes in ECON 203 and 204 has been reduced from 60 to 35 and more sections of these classes have been opened to reduce the class size so as to improve the attention each individual student will get.
3. Management (baseline = 54) **The target was not achieved for SLO 6.3**
Core Management classes MGT 351 and MGT 355 are redesigning their curriculum to improve the content of the classes. We will also be offering both MGT 351 and MGT 355 online for students with recorded lectures made available to them by their instructors.

There also is going to be two new courses MGT 359 and MGT 469 which is going to be offered for students in the Human Resource Management major.

4. Quantitative Business Analysis (baseline = 40) **The target was achieved for SLO 6.4**
No action need be taken.
5. Finance (baseline = 41) **The target was not achieved for SLO 6.5**
Core Finance class FIN 341 will be taught online with the students having the ability to view recorded lectures. FIN 301 or Finance Fundamentals is offered to students as a Business Elective
6. Marketing (baseline = 58) **The target was achieved for SLO 6.6**
No action need be taken.
7. Legal and Social Environment (baseline = 55) **The target was not achieved for SLO 6.7**
Business Law (BUS 206) will be taught by one professor and we are offering a new class MGT 359 Employment Relations for students take as Business Elective.
8. Information Systems (baseline = 48) **The target was achieved for SLO 6.8**
No action need be taken.
9. International Issues (baseline = 40) **The target was not achieved for SLO 6.9**
International Issues will be discussed in the Production and Operations Management MGT 355 and Management of Organizations MGT 351. The three classes which focus on international (International Economics ECON 325, International Marketing MKT 335, and International Management MGT 460) will all be offered as Business Electives. ECON 325 was taught combined with a trip to Germany for the students in the Summer 2016. We will continue to try offer these international classes combined with a trip to a foreign country in the future to improve the students awareness and knowledge of International Issues