INSTITUTIONAL EFFECTIVENESS REPORT
ACADEMIC YEAR 2014-2015
SCHOOL OF BUSINESS INCLUDING COMPUTER SCIENCE

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SCHOOL OF BUSINESS VISION AND MISSION

VISION

The School of Business at Francis Marion University strives to provide the highest quality baccalaureate and master's degree business programs offered at a small comprehensive university in the southeastern United States.

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.

EXECUTIVE SUMMARY

Consistent with our mission, the FMU School of Business focuses on Innovation, Impact, and Engagement to drive our Continuous Improvement and deliver successful outcomes. Many of the individual strategies and outcomes below are indicators of all three drivers: Innovation, Impact, and Engagement.

- The 159 Intellectual Contributions produced by our 30 faculty members in seven disciplines reflect our commitment to teaching and learning scholarship as well as integrated/applied research.
- Consistent with the focus on teaching in our mission, at least four faculty members have written and published case studies in peer-reviewed journals.
- Dr. Fred David continues to teach the capstone undergraduate and MBA Strategic Management classes using the 15th Edition of his best-selling textbooks. Dr. David's books are published in six languages and are the best-selling strategy textbooks in Asia and second in Europe.
- The dean and business faculty serve on the boards of several corporate and community boards to include First Reliance Bank, McLeod Hospital Internal Review Board, South Carolina Export Consortium, ECI-Finding New Markets, Florence Little Theater, Sisters of the Holy Cross Investment Advisory Committee (Chair) and General Committee on Finance, and the Air Force Association.
- Undergraduate and MBA students in the capstone courses in marketing developed and presented three marketing strategies to senior leadership at some of the largest for profit, nonprofit, and governmental organizations in the Pee Dee region of South Carolina.
- Undergraduate students enrolled in our nonprofit management courses have raised more than $5,500 this year for nonprofit organizations in the Pee Dee.
- Growth and Development of FMU's Internal Revenue Service Volunteer Income Tax Assistance Program (VITA) has proven to be quite popular among the underserved population in Florence County, SC. Approximately twenty senior students majoring in accounting participate in VITA each spring, and prepared 148 tax returns this tax season.
- SOB faculty development of the FMU Physicians Leadership Program for the McLeod Hospital System. This Leadership Program will be offered for the first time in Spring 2015.
- As a premier chapter of Beta Gamma Sigma (BGS), we sent more students to the BGS Student Leadership Conferences than any of our peer, competitor, and aspirant Schools of Business this year.
- Nationally, FMU business students have attended investment conferences in New York and Ohio this year. In addition, approximately ten to twelve students participated in the South Carolina Bankers Association annual meeting in Columbia, SC.
- Faculty accompany students annually to the South Carolina Banking Institute Program in Columbia, South Carolina.
- The School of Business remains the campus leader in sending students to study abroad at our exchange universities.
- The School of Business offers a one-of-a-kind Dual Degree Program with the France Business School (AACSB-Accredited) whereby FMU business students study for one year in Poitiers, France and earn a Bachelor of Arts degree from the France Business School upon completion of their BBA at FMU.

- Strong growth in internship programs in accounting and management provide meaningful training opportunities and the critical experience that enhance job search efforts.
- Increased cooperation with the Francis Marion University Office of Career Placement has resulted in a larger percentage of graduates finding desirable jobs and/or placement in graduate programs.
- Increased financial support for faculty research and development has resulted in more scholarly output.
- The annual Homecoming School of Business Leadership Breakfast not only honors an SOB alum that has had a highly significant impact in the business world, it brings faculty and alumni together for a great networking and fundraising event.
- In concert with the Department of Nursing, the MBA Committee is developing a Health Leadership track in the MBA Program. The track will be launched in August, 2015.
- Creation of two new tracks in the Management Major – one track in Human Resource Management and the other track in Supply Chain Management has resulted in opportunities for management majors to specialize in these areas.
- Business and economics faculty have offered four honors courses so that business students have a better opportunity to graduate with university honors.
- In 2014-2015, the SOB paid $4,000 so that every faculty member and student in the undergraduate and MBA programs has unlimited access to the Wall Street Journal: Journal in Education package. Faculty use the new Wall Street Journal: Journal in Education Assessment tool as an addition to our Assurance of Learning efforts.
- In 2014-2015, the SOB, through the FMU Library, subscribed to the ISISWorld database. This database is being used in both the undergraduate and MBA courses to strengthen our student's ability to work with data.
- In 2014-2015, the dean charged an SOB faculty committee to prepare a proposal for addressing the declining enrollments in the Management Information Systems major, resulting in a substantial overhaul of the curriculum in MIS.

SITUATIONAL ANALYSIS

The School of Business provides **transformative** opportunities for business student through the provision of programs designed to fit largely first generation college students, enhancing the economic vitality of the region. Issues of difficult economic restructuring, pockets of low educational achievement, poverty, and unemployment have shaped the vision and mission of the university and the School of Business. The opportunities to facilitate access, and create value for its students, and the region, are significant. As both the traditional college bound population in the region grows and the existing adult population seeks to enhance their skills, the school is well positioned as the leader in our region, and a catalyst for economic growth.

The foundation of the School of Business is our faculty. Twenty-three of our twenty-five full time faculty hold Ph.Ds. The SOB employs only four adjunct faculty each year. All take an active part in the **transformative** effect on the lives of their students. They motivate students to achieve academic success, promote interactions between local businesses and the SOB through internships and dialogue, and prepare them for employment opportunities.

These challenges serve as opportunities for the School of Business to focus on providing a high quality and truly **transformative** business education.

STRATEGIC MANAGEMENT AND INNOVATION

As part of the School of Business strategic planning process, the School of Business vision and mission statements have been revised and updated as needed. These changes reflect, and are consistent with, the changes to the university's mission statement, and clarify the type of teaching, research, and service activities in which the faculty engage. The centerpiece of our mission is to provide **transformative** learning opportunities for students from a range of backgrounds to prepare them to be globally competitive men and women.

Strategic planning for the School of Business follows directly from our vision, mission and learning objectives while regarding our students, faculty and the community's economic and industrial stakeholders. The SOB Strategic Planning Committee is charged with carrying out the activities that result in the formation of the SOB strategic plan. The strategic plan is addressed annually and has evolved with many previous weaknesses becoming key strengths. In 2008, under the leadership of Dr. Fred David, who has a leading strategic management textbook that is used in the capstone course at hundreds of universities throughout the world, the School of Business engaged in a major revision of its strategic plan.

As part of the School of Business Peer Competitor Analysis, we include Augusta State University, California State University-Bakersfield, Columbus State University, Colorado State University-Pueblo, Clarion University, Eastern Kentucky University, Henderson State University, Lamar University and The University of Texas of the Permian Basin. We developed this list of peers based on over twenty attributes such as size, student body characteristics, program, funding, and accreditation status. While these universities are considered our peers, we do not compete with them for students.

INNOVATIVE ACTIONS, STRATEGIES, AND PROGRAMS

Action: Continuous improvement in providing high-quality learning opportunities with emphasis upon the development of students who think logically, communicate effectively, think creatively, develop a global perspective, and follow high ethical standards.

Action Items
1. Continue assessing all goals, using information for improvement in student learning.
   a. Make use of data acquired through the Assurance of Learning Program.
   b. Monitor local businesses and professional groups for trends in the field.
   c. Review peer, competitor, and aspirant schools' programs (benchmarking).
   d. Consider feasibility of additional tracks within the majors.
2. Increase work experience and improve the transition from college to work.
   a. Expand internship opportunities so that all qualified seniors can enroll in BUS 475, the three semester hour Internship in Business course, and other paid internships.
   b. Provide networking opportunities for business students through the Young Professionals Florence organization, a 1,300 member group of local, working business persons.
   c. Establish a mentoring program with experienced executives in the area.
   d. Increase non-traditional learning opportunities via plant visits and speakers.
   e. Develop a co-op program where students can work in a company for an entire semester.
3. Continue to stay current in technology to support teaching.
   a. Develop hybrid and online learning courses at the undergraduate level, with a goal of developing an online BBA in addition to our traditional programs.
4. Maintain a critical mass of Scholarly Academic (SA) faculty in each discipline.
   a. Seek summer research support for junior faculty.
   b. Seek sabbatical opportunities for senior faculty.
   c. Provide workshops, "brown bag" lunches, and other opportunities to foster research assistance and collaboration.

STUDENT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT

FMU generously funds opportunities for business students to participate in experiential learning opportunities. Such real-life experiences better prepare our students for their roles as employees and citizens. These learning activities engage students in the real world experience being studied and serve to enhance students' awareness of their own values and the values of others. Business faculty can apply for grants of up to $5,000 per semester through the university's Ready to Experience Applied Learning (REAL) Program. Some of these experiential learning activities include:

- Using REAL funding, the SOB sent four to six students to the Beta Gamma Sigma Student Leadership Forum each year. We believe more FMU business students have attended these leadership retreats than any other university. Indicative of the socioeconomic background of FMU students, oftentimes these trips are the first time our students have ever flown. Students are required to submit a reflective essay on their experience upon returning to campus.
- Again, using REAL grants, FMU business students participated in the Redefining Investment Strategy Education (RISE) conference in Detroit, Michigan. Other students attend investment conferences in New York. All student expenses are paid by the REAL grants.
- Senior Accounting students enrolled in the Federal Taxation II course participate in the Internal Revenue Service Volunteer Income Tax Assistance (VITA) Program. From February until April 15, approximately twenty students, under faculty supervision, prepare and submit federal and state income tax returns. This service is free to the public. Our program has been singled out by the IRS as an exemplary VITA Program.
- Students enrolled in the capstone undergraduate and graduate marketing courses present innovative marketing plans to regional business and government agencies. Top company executives and administrators attend the students' presentations and are given written reports. The dean often attends these presentations. All presentations are videotaped and evaluated as part of our Assurance of Learning program.
- Students in our nonprofit management courses are involved in a service learning project. Some of these projects involve our students raising money for philanthropic, nonprofit organizations.
- SOB faculty accompanied students to the South Carolina Banking Institute Program in Columbia, South Carolina. This program focuses on job placement in the banking industry.
- Students in upper level business courses in accounting, human resource management, and supply chain management frequently visit and tour local and regional businesses.
- Graduate students presented and co-authored papers with faculty at regional conferences and coauthored case studies.
- Freshmen business majors that qualify for the FMU Honors Program participated in a one-day job shadowing experience. Then, they presented a PowerPoint presentation to the class on their experience.

ASSESSMENT

The AOL program initiated and will continue to stimulate actions for continuous improvement. Importantly, the faculty recognizes the value of the process for continuous improvement for all our programs: BBA, BS/BA in Economics, BS in Computer Science, and MBA.

The components of the FMU School of Business Assurance of Learning Program are:
- Assessment Process: Goals, Learning Outcomes, Measurement, Actions
- School of Business Faculty Involvement and Actions
- School of Business Faculty Committees
- Administrative Financial Support
- Communication
- Continuous Improvement Actions

The FMU faculty identified four principles which guide the AOL program development in our BBA, BS/BA in Economics, BS in Computer Science, and MBA programs. The following principles continue to form the basis for our assessment programs:

Principle 1: Student learning is critical to the successful completion of our mission. Our Assurance of Learning Program provides the process for achieving our mission. As the FMU and SOB missions indicate, student learning is the priority. Consequently, faculty must provide evidence of high quality teaching for both promotion and tenure.

Principle 2: Student learning is integrated throughout our curriculum. All of our faculty recognize and accept their role in impacting each student's learning outcomes.

Principle 3: Process for measurement and evaluation of student learning. An on-going integrated process is necessary to insure student learning. The Assurance of Learning Program involves numerous parties with specific responsibilities but all involved in a cycle of planning, evaluation and decision making.

Principle 4: The key to meeting the needs of our students and our business community is continuous improvement leading to genuinely transformative learning experiences. The business environment requires students who are prepared to successfully compete and contribute to organizations. The needed professional skills and competencies are changing as our business community changes. Students are entering our programs with different learning styles, experiences, and demands. To successfully contribute to the business environment, our faculty must provide skillful and productive graduates. As detailed in the 2009-2014 Strategic Plan, a key objective is the continuous improvement in high-quality learning opportunities, with an emphasis on the development of students who think logically, communicate effectively, think creatively, develop a global perspective, and follow high ethical standards. Our students develop conceptual and analytical skills needed to be successful leaders in both private and public institutions. In this way, our AOL Program drives the sought-after transformation in our business students.

Bachelor of Business Administration

Process

A business case was given to graduating seniors in the capstone BUS 458 Strategic Management class. The graduating seniors had two hours to read the case and answer the questions. The case was used to assess the following learning objectives:

1. Written Communication
2. Critical Thinking
3. Global Awareness
4. Ethics
5. Creativity

The student presentations in BUS 458 were videotaped and assessed for the learning objective below:

1. Oral Communication

Twenty students were randomly selected to be assessed for the six learning objectives.

Each of the six learning objectives had rubrics and three faculty members independently assessed each learning objective. There were in total 14 faculty members involved in the project. To separate the process from MBA AOL, all except one faculty member do not teach MBA classes.

The rubric for each learning outcome contained multiple criteria and the median score for each was taken as the score for a student. The median scores were summarized, and depending on the score, the student was classified into three categories:

1. Below Expectations
2. Meets Expectations
3. Above Expectations

Results

Table 1: Results of Spring 2015 BBA AOL

Category	Below Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds
Oral Communication	30%	40%	30%	70%
Written Communication	10%	35%	55%	90%
Critical Thinking	20%	70%	10%	80%
Global Awareness	40%	35%	25%	60%
Ethics	65%	25%	10%	35%
Creativity	25%	55%	20%	75%

As can be seen from Table 1, FMU BBA students meet or exceed the benchmark of 80% for Written Communication and Critical Thinking. In Creativity and Oral Communication, they are at the 70% and

75% level. Since this is a sample, we believe further data collection in future semesters may show whether we need to intervene. The students are weak in Global Awareness and Ethics. The AOL Committee will present these findings to the faculty and ask them to come up with an action plan to strengthen the areas of Ethics and Global Awareness.

Conclusion

Ethics and Global Awareness are areas which need immediate attention from the faculty and the School of Business will come up with an action plan to improve these areas.

BS/BA in Economics

Process

Mission driven: In addition to emphasizing the learning goals in the SOB mission statement, students majoring in economics must sit for the ETS Major Field Test in Economics during their senior year. The faculty in economics adopted learning goals that reflect the dual emphases on understanding the economic way of thinking and developing the ability to apply economic reasoning to real world economic issues. The eight principles of economic reasoning and **learning goals** are:

1. Incentives matter
2. Resources are scarce and opportunity costs exist
3. Economic agents attempt to maximize or minimize when making choices
4. Economic agents make decisions at the margin
5. Information is costly
6. Economic actions often generate externalities
7. Value is subjective
8. The best test of any theory is its ability to predict

Specifically, students are assessed on their ability to use sound **economic reasoning** to analyze economic issues related to:

1. Monetary and Fiscal Policy
2. Environmental Policy
3. International Economics
4. Data Analysis

The eight principles of economic reasoning are emphasized rigorously in the entry-level Introduction to Microeconomics and the Introduction to Macroeconomics courses. In all upper-level economics classes students are challenged to apply these principles to real world problems. In the required capstone Senior Seminar in Economics course, graduating seniors must demonstrate their proficiency. Assessment activities include weekly writing assignments, in-class discussion, embedded questions, a pretest on principles of economics, participation in a formal debate on a controversial economic issue, and the Major Field Test in Economics.

Results

Table 2: Learning Goals, BS/BA in Economics AOL

Learning Goals				
Goal	Below Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds
1	0	17%	83%	100%
2	0	50%	50%	100%
3	17%	66%	17%	83%
4	0	0	100%	100%
5	33%	33%	33%	67%
6	0	83%	17%	100%
7	0	17%	83%	100%
8	0	66%	34%	100%

Table 3: Economic Reasoning, BS/BA in Economics AOL

Economic Reasoning				
	Below Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds
Monetary and Fiscal Policy	17%	50%	33%	83%
Environmental Policy	0	50%	50%	100%
International Economics	17%	33%	50%	83%
Data Analysis	33%	50%	17%	67%

Table 4: ETS Major Field Test Results

ETS Major Field Test Results				
	Below Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds
Total Score	28%	44%	28%	72%
Macroeconomics	14%	44%	42%	86%
Microeconomics	28%	44%	28%	72%

Conclusion

Students met or exceeded expectations for seven of the eight learning goals and three of the four economic reasoning applications. Students failed to reach the benchmark for understanding the learning goal. **Information is costly**. In the four areas of economic reasoning, students fell short of the benchmark for **Data Analysis.**

Recommendations

The faculty in economics will increase coverage of concepts and applications related to the importance of **information costs** to sound economic reasoning. Specifically, in ECON 203 Introduction to Microeconomics, and ECON 310 Intermediate Microeconomics, lectures and assignments will increase coverage of this topic.

With respect to improving student's ability to analyze data, the faculty will provide students with descriptive statistics and raw data in all 300 and 400 level economics courses. Then, students will be challenged to use the data to analyze economic issues.

BS in Computer Science

Process

Computer Science Mission
The Computer Science Department aims to instill in our students a sound knowledge of all key domains of the computing sciences while encouraging critical thinking, teamwork, innovation and a lifelong love for learning. We have a vision of graduating engineers who are ethical, creative in problem solving, effective communicators, respectful of their peers, and have a desire to serve their community. Our internship program and placement efforts actively assist students in finding computing jobs.

Computer Science Goals
- Our students will have critical thinking skills along with creativity to analyze and solve software engineering and computational problems.
- Our students will be able to effectively communicate.
- Our students will have an understanding of ethical perspectives and be guided by high ethical standards.
- Our students will know the core concepts within each computer science discipline: programming, computer architecture, software engineering, algorithms, operating systems, compiler theory, theory of computation, and database management.

Table 5: Learning Goals, BS in Computer Science AOL

Learning Goals	Benchmark	Measurement	Pre/Post
Core Concepts	80% or above students will meet or exceed expectations	Senior Capstone Project in CS 480	No
Communications: Oral	80% or above students will meet or exceed expectations	Senior Capstone Project Presentation in CS 480	Yes (CS 340, CS 401, CS 480)
Communications: Written	80% or above students will	Ethical Case Study with	No (CS 340)

	meet or exceed expectations	Rubrics	
Critical Thinking (Analytical and Conceptual)	80% or above students will meet or exceed expectations	Senior Capstone Project in CS 480	NO (CS 480)
Ethics	80% or above students will meet or exceed expectations	Ethical Case Study with Rubrics	NO (CS 340)
Creative Problem Solving	80% or above students will meet or exceed expectations	Senior Capstone Project in CS 480	NO (CS 480)

Learning Goal: Core Concepts

Graduates of the BS program will know the **core concepts within each computer science discipline**: **programming, computer architecture, software engineering, algorithms, operating systems, compiler theory, theory of computation, and database management.**

Learning Outcome
Students will successfully complete their senior capstone projects and meet all project management goals. Their projects will reflect an understanding of computer science core concepts.

Measurement
All students will be required to take and successfully complete CS 480 in their graduating year.

Learning Goal: Communications

Graduates of the BS program will be **able to communicate effectively orally and in writing.**

Learning Outcome
Graduates of the BS program will demonstrate the ability to effectively communicate computing issues verbally and in written form to the appropriate audience.

Benchmark
80% of students in the BS program shall meet or exceed the learning outcome regarding effective communication orally and in writing.

Measurement: Oral Communication
Student presentations in CS 480 will be recorded and evaluated according to the rubric given below.

Evaluation: Oral Communication
Student presentations will be evaluated by three faculty members independently based on the following rubric. The median score for each student will be taken as the final score.

Table 6: Learning Goal Communication Rubric, BS in Computer Science AOL

Criteria	Does not meet expectations Score: 1	2	Meets Expectations Score: 3	4	Exceeds Expectations Score: 5
Organization	Lacks logical sequence, may jump around		Presents information in a logical sequence which audience can		Presents information that indicates understanding of the need to gain

	and/or lose focus		understand and easily follow		attention, keep attention and enhance the audience's understanding Focus and linking of sections/information is easily followed by the audience
Use of vocabulary	Uses slang or inappropriate words		Uses appropriate vocabulary /grammar		Vocabulary indicates knowledge and understanding of the business issues
Eye contact	Has minimum/ excessive/ no eye contact with the audience to the point that the audience is distracted		Maintains and manages eye contact with audience the majority of the time		Maintains and manages eye contact with total audience throughout the presentation
Elocution	Mumbles; frequently uses words or sounds, such as "uhs," "like", "you know"; words are mispronounced		Voice is easily understood, delivery is mostly clear and natural without many inappropriate words such as: "uhs," "like", "you know"		Voice is understandable to all audience, degree of inflection is appropriate
Mannerisms	Frequently demonstrates distracting mannerisms, such as bad posture, shifting of feet, jingling of coins etc.		Displays no or minimal distracting mannerisms		Uses body language effectively and naturally to maintain audience's interest
Presentation of Information	Reads information or appears to be uncomfortable with the information		Refers to notes or presentation material minimally		Speaks with no referring to notes

Range: 6 – 30

Evaluation of score:

1. Below expectations: 15 or below
2. Meets expectations: 16 – 21
3. Exceeds expectations: 22 or higher

Faculty Evaluation Sheet

_____ Semester   Evaluator: _____

Artifact: Student capstone project oral presentations from CS 480

Student	Organization	Use of vocabulary	Eye contact	Elocution	Mannerisms	Presentation of Information	Student summary score
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Number of students below expectations (scored 15 or less):   _____
Percent of students below expectations: _____

Number of students meeting expectations (scored 16 to 21):   _____
Percent of students meeting expectations: _____

Number of students exceeding expectations (scored 22 or higher):   _____
Percent of students exceeding expectations: _____

Element(s) of oral communication receiving the most below expectations:

Element(s) of oral communication receiving the most exceeding expectations:

Benchmark: 80% of students meet or exceed expectations
        ___ met benchmark ___ did not meet benchmark

Summary of Oral Communication Assessment

_____ Semester

Evaluators: _____, _____and _____

Artifact: Student submissions from: _____

	Evaluator 1	Evaluator 2	Evaluator 3	Conclusion*	Benchmark
Spring 20x	**X% of students met or exceeded expectations**	**X% of students met or exceeded expectations**	**X% of students met or exceeded expectations**		**Met** **Not met**

Measurement: Written Communication

Students will be provided with a case study followed by a set of open ended questions to test their written skills. Students will be tested in CS 340.

Evaluation: Written Communication
Student's submissions will be evaluated by three faculty members independently based on the following rubric. The median score for each student will be taken as the final scores.

Table 7: Learning Goal Written Communication Rubric, BS in Computer Science AOL

Criteria	Does not meet expectations Score: 1	2	Meets Expectations Score: 3	4	Exceeds Expectations Score: 5
Use of vocabulary	Uses slang or inappropriate vocabulary		Uses vocabulary relevant to the subject and information is readily understood by the reader		Vocabulary indicates understanding of the managerial issue
Organization	Writing lacks logical sequence, lack of linkages between concepts which causes the reader to become confused		Presents information in a logical sequence which reader can understand and easily follow		Definite flow of information with focus and linkage of sections/ information
Writing Mechanics	Frequent grammar errors and/or misspellings		Less than 2 grammar error and/or misspellings		Free of grammatical errors and misspellings
Depth of Discussion	Few of the issues, recommendations and/or explanations are supported		Most of the issues, recommendations and/or explanations are relevant and supported		All issues, recommendations and/or explanations are well integrated, relevant, and supported

Score Range: 4 - 20
Evaluation of score:
1. Below expectations: 10 or less
2. Meets expectations: 11 to 14
3. Exceeds expectations: 15 or higher

Faculty Evaluation Sheet: Written Communication

_____ Semester   Evaluator: _____

Artifact: Student submissions from _____

Student	Vocabulary	Organization	Writing Mechanics	Depth of Discussion	Student summary score
1					
2					
3					
4					
5					
6					
7					
8					
9					

Summary

Number of students below expectations (scored 10 or less): _____
Percent of students below expectations: _____

Number of students meeting expectations (scored 11 to 14): _____
Percent of students meeting expectations: _____

Number of students exceeding expectations (scored 15 or higher): _____
Percent of students exceeding expectations: _____

Element(s) of written communication receiving the most below expectations:

Element(s) of written communication receiving the most exceeding expectations:

Benchmark: 80% of students meet or exceed expectations
      ___ met benchmark   ___ did not meet benchmark

Summary of Written Communication Assessment

_____ Semester

Evaluators: _____, _____and _____

Artifact: Student submissions from: _____

	Evaluator 1	Evaluator 2	Evaluator 3	Conclusion*	Benchmark
Spring 20x	**X% of students met or exceeded expectations**	**X% of students met or exceeded expectations**	**X% of students met or exceeded expectations**		**Met** **Not met**

Learning Goal: Critical Thinking (Conceptual and Analytical)

Graduates of the BS program will have critical thinking (conceptual and analytical) skills to analyze and solve business problems.

Learning Outcome

Graduates of the BS program will demonstrate the ability to identify and understand the information systems problem, gather requirements, assess risk management, implement project management, and provide a viable solution.

Benchmark

80% of students in the BS program shall meet or exceed the learning outcome regarding critical thinking (conceptual and analytical) skills.

Measurement

Student's outcome will be measure by a rubric.

Evaluation

Student's answers will be evaluated by three faculty members independently based on the following rubric. The median score for each student will be taken as the final score.

Table 8: Learning Goal Critical Thinking Rubric, BS in Computer Science AOL

Criteria	Does Not Meet Expectations Score: 1	2	Meets Expectations Score: 3	4	Exceeds Expectation Score: 5
Problem Quality	Not rigorous		Satisfactory		Rigorous
Requirements Gathering	Does not identify appropriate requirements or includes irrelevant information		Identifies minimal relevant requirements that are necessary for solving the problem		Identifies all relevant requirements that are necessary for solving the problem
Requirements Organization	Fails to correctly arrange information to indicate understanding of the problem		Orders information that indicates understanding of information to utilize in decision making		Organizes information that clearly indicates understanding of the information's priority to the decision making process and clearly shows dependencies between the requirements
Proper Evaluation	Fails to correctly provide an acceptable software solution to the problem		Provides an acceptable software solution to the problem		The software solution addresses all aspects of the problem

Range: 4 – 20
Evaluation of score:
1. Below expectations: 10 or less
2. Meets expectations: 11 to 14
3. Exceeds expectations: 15 or higher

Faculty Evaluation Sheet: Critical Thinking (Conceptual and Analytical Skills)

_____ Semester   Evaluator: _____

Artifact: Student submissions from: _____

Student	Problem Quality	Requirements Gathering	Requirements Organization	Proper Evaluation	Student summary score
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Number of students below expectations (scored 10 or less):   _____
Percent of students below expectations: _____

Number of students meeting expectations (scored 11 to 14):   _____
Percent of students meeting expectations: _____

Number of students exceeding expectations (scored 15 or higher):   _____
Percent of students exceeding expectations: _____

Element(s) of conceptual and analytical receiving the most below expectations:

Element(s) of conceptual and analytical receiving the most exceeding expectations:

Benchmark: 80% of students meet or exceed expectations
          ___ met benchmark   ___ did not meet benchmark

Summary of Assessment for Critical Thinking (Analytical and Conceptual)

_____ Semester

Evaluators: _____, _____and _____

Artifact: Student submissions from: _____

	Evaluator 1	**Evaluator 2**	**Evaluator 3**	**Conclusion***	**Benchmark**
Spring 20x	**X% of students met or exceeded expectations**	**X% of students met or exceeded expectations**	**X% of students met or exceeded expectations**		**Met** **Not met**

Learning Goal: Ethics

Graduates of the BS program will demonstrate awareness of ethical issues and incorporate ethical perspectives within business decisions.

Learning Outcome
Graduates of the BS program will be able to identify ethical situations, stakeholders, and the implications of decisions upon these stakeholders. They will then be able to synthesize this information into a recommended response to the business decision making situation by utilizing ethical standards.

Measurement
Students will be provided with a case followed by a set of open ended questions to test their understanding of ethical perspectives and dilemmas. Students will be tested in CS 340.

Evaluation
Student's submissions will be evaluated by three faculty members independently based on the following rubric. The median score for each student will be taken as the final score.

Table 9: Learning Goal Ethics Rubric, BS in Computer Science AOL

Criteria	Does Not Meet Expectations Score: 1	2	Meets Expectations Score: 3	4	Exceeds Expectations Score: 5
Identification of the situation	Does not correctly identify the dilemma		Identifies and explains the main dilemma		Identifies multiple elements of the issue(s) and specifically identifies the dilemma of the decision maker
Identification of stakeholders	Identifies few of the critical stakeholders		Identifies most of the critical stakeholders		Identifies and explains the relationship among direct and indirect stakeholders
Identification of implications	Identifies few of the positive and		Identifies the positive and		Identifies the positive and negative

	negative consequences of the situation		negative consequences of the issue for all direct stakeholders		consequences of the issue by explaining the implications for all direct and indirect stakeholders
Recommended response	Does not articulate a reasonably good response to the situation		Indicates a good response to the situation that demonstrates a consideration of positive and negative implications for the direct stakeholders		Recommended response clearly indicates the desire to balance the positive and negative consequences of the situation for all direct and indirect stakeholders

Range: 4 – 20
Evaluation of score:

1. Below expectations: 10 or less
2. Meets expectations: 11 to 14
3. Exceeds expectations: 15 or higher

Faculty Evaluation Sheet: Ethics

_____ Semester   Evaluator: _____

Artifact: Student submissions from: _____

Student	Identifies situation	Identifies stakeholders	Identifies implications	Recommended response	Student summary score
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Number of students below expectations (scored 10 or less):   _____
Percent of students below expectations: _____

Number of students meeting expectations (scored 11 to 14):   _____
Percent of students meeting expectations: _____

Number of students exceeding expectations (scored 15 or higher):   _____
Percent of students exceeding expectations: _____

Element(s) of ethics receiving the most below expectations:

Element(s) of ethics receiving the most exceeding expectations:

Benchmark: 80% of students meet or exceed expectations

    ___ met benchmark   ___ did not meet benchmark

Summary of Ethics Assessment

_____ Semester

Evaluators: _____, _____and _____

Artifact: Student submissions from: _____

	Evaluator 1	**Evaluator 2**	**Evaluator 3**	**Conclusion***	**Benchmark**
Spring 20x	**X% of students met or exceeded expectations**	**X% of students met or exceeded expectations**	**X% of students met or exceeded expectations**		**Met** **Not met**

Learning Goal: Creative Problem Solving

Graduates of the BS program will demonstrate creativity in the application of the business decision making process.

Learning Outcome
Graduates of the BS program will demonstrate creative thought in identifying issues, analyzing situations, and developing innovative solutions.

Measurement
Students identify a capstone project (CS 480) as rising seniors to test their creativity in developing a software solution.

Evaluation
Student's submissions will be evaluated by three faculty members independently based on the following rubric. The median score for each student will be taken as the final score.

Table 10: Learning Goal Creative Problem Solving Rubric, BS in Computer Science AOL

Criteria	Does not meet expectations Score: 1	2	Meets Expectations Score: 3	4	Exceeds Expectations Score: 5
Understanding	Fails to provide		Provides sufficient		Identifies multiple elements

of the problem	sufficient information to indicate an understanding of the chosen problem		information that indicates an understanding of the problem		of the problem and elaborates on the problem in ways that show insights beyond the stated situation	
Analysis of the problem	Does not include all relevant components of the situation and shows little understanding of the complexity of the problem		Identifies all relevant components of the given situation and demonstrates an understanding of the complexity of the problem		Identifies components of the situation that are beyond the given information and identifies unanswered questions that are of consequence to the solution	
Development of solution	Solution to the problem is a minor change to the current situation or not likely to be perceived as being implemented as a solution to the problem		Response has the potential for being implemented as a solution to the problem and reflects a solution that is not currently being used		Response transforms the assumptions of the situation and is successfully implemented as a solution to the problem	

Range: 3 - 15

Evaluation of score:

1. Below expectations: 7 or less
2. Meets expectations: 8 to 10
3. Exceeds expectations: 11 or higher

Faculty Evaluation Sheet: Creative Problem Solving

_____ Semester   Evaluator: _____

Artifact: Student submissions from: _____

Student	Identification of Problem	Analysis of the Situation	Development of a Solution	Student summary score
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Number of students below expectations (scored 7 or less):   _____
Percent of students below expectations: _____

Number of students meeting expectations (scored 8 to 10):   _____
Percent of students meeting expectations: _____

Number of students exceeding expectations (scored 11 or higher): _____
Percent of students exceeding expectations: _____

Element(s) of creativity receiving the most below expectations:

Element(s) of creativity receiving the most exceeding expectations:

Benchmark: 80% of students meet or exceed expectations

　　　___ met benchmark　　　　___ did not meet benchmark

Summary of Creative Problem Solving Assessment

_____ Semester

Evaluators: _____, _____and _____

Artifact: Student submissions from: _____

	Evaluator 1	**Evaluator 2**	**Evaluator 3**	**Conclusion***	**Benchmark**
Spring 20x	**X% of students met or exceeded expectations**	**X% of students met or exceeded expectations**	**X% of students met or exceeded expectations**		**Met** **Not met**

Masters of Business Administration

Summary

Revision of Goals, Learning Outcomes and Assessment Process

As a result of discussions with the AACSB Review Team, the FMU MBA faculty reviewed the learning goals, reviewed learning outcomes and proposed revised goals and a revised assessment process.

The MBA goals and learning outcomes were approved by the FMU MBA faculty at the MBA faculty meeting in April 2015. The faculty considers these goals as appropriate and current for the FMU MBA student and the program. Refer to Table 1.

Rubrics were used to assess learning goals. All MBA faculty were involved in the assessing of the goals.

Each rubric contained multiple criteria and the total score for each criterion was used by the evaluator to classify the submission as below expectations, meets expectations or exceeds expectations.

Assessment Results

The assessment results indicate that the benchmark for all but two goals is not being met. The MBA faculty recognizes the issues and will develop actions to improve student learning.

Table 11: Learning Goals, MBA AOL

Previous Learning Goals and Learning Outcomes	Spring 2015 Approved Learning Goals and Learning Outcomes
Knowledge and understanding of the core subjects in business ---accounting, economics, finance, management, marketing, and strategic integration. **Learning Outcomes:** • ***Students will demonstrate knowledge of the core subjects in business***	**MBA graduates will demonstrate knowledge of the core concepts in business and the application of these concepts for executive decision making.** Learning Outcome: *MBA graduates will demonstrate knowledge and understanding of business concepts and the application of these concepts for executive decision making.*
Analytical and conceptual skills to analyze and solve managerial problems within the context of a strategic plan that integrates all aspects of business Learning Outcomes: • *Students will demonstrate conceptual and analytical skills to solve managerial problems* • *Students will demonstrate the integration of all aspects of business*	**MBA graduates will demonstrate skills in identifying, analyzing and solving of executive issues.** Learning Outcome: *MBA graduates will demonstrate the ability to:* • *identify and understand the managerial question/issue/problem* • *select the appropriate methodology for understanding and analyzing alternative solutions and* • *provide a viable solution.*
The ability to communicate business issues in both	**MBA graduates will demonstrate the ability to**

oral and written form to appropriate audiences **Learning Outcome*: Students will effectively communicate orally and in writing.***	**effectively communicate to appropriate audiences.** Learning outcomes: • *MBA graduates will demonstrate the ability to effectively communicate executive managerial issue verbally to the appropriate audience.* • *MBA graduates will demonstrate the ability to effectively communicate executive managerial issues in written form to the appropriate audience.*
Creativity and adaptability in developing response to regional and national business problems. Learning Outcome: *Students will demonstrate the utilization of creativity in the solving of managerial problems*	**MBA graduates will demonstrate innovation in the executive decision making process.** Learning outcome: *Within executive decision making, MBA graduates will demonstrate innovative thought in identifying issues, analyzing situations and developing of viable solutions.*
Our students will have an understanding of ethical perspectives and be guided by high ethical standards. Learning Outcome: *Students will demonstrate understanding of ethical issues, stakeholders and implications of decisions.*	**MBA graduates will demonstrate awareness of ethical issues and incorporate ethical perspectives within the executive decision making.** Learning outcome: *MBA graduates will be able to identify ethical issues, understand the ethical implications of decisions upon stakeholders and utilize ethical standards within managerial decision making.*
Comprehension of the effects of global influences on business Learning Outcome: *Students will demonstrate understanding of global issues*	**MBA graduates will demonstrate comprehension of global influences upon executive business decisions.** Learning outcome: *MBA graduates will be able to recognize the global influences upon business decisions and the implications of decisions upon the global environment.*

MBA Learning Goals, Outcomes and Benchmarks

MBA graduates will demonstrate knowledge of the core concepts in business and the application of these concepts for executive decision making.

Learning Outcome: *MBA graduates will demonstrate knowledge and understanding of business concepts and the application of these concepts for executive decision making*.

Benchmark: 80% of students will meet or exceed expectations

MBA graduates will demonstrate skills in identifying, analyzing and solving of executive issues.

Learning Outcome: *MBA graduates will demonstrate the ability to:*

• *identify and understand the managerial question/issue/problem*

• *select the appropriate methodology for understanding and analyzing alternative solutions and*

• *provide a viable solution.*

Benchmark: 80%   of   students   will   meet   or   exceed   expectations
MBA graduates will demonstrate the ability to effectively communicate to appropriate audiences.
Learning outcomes:

- *MBA graduates will demonstrate the ability to effectively communicate executive managerial issue verbally to the appropriate audience.*
- *MBA graduates will demonstrate the ability to effectively communicate executive managerial issues in written form to the appropriate audience.*

Benchmark: 80% of students will meet or exceed expectations

MBA graduates will demonstrate innovation in the executive decision making process.

Learning outcome: Within executive decision making, MBA graduates will demonstrate innovative thought in identifying issues, analyzing situations and developing of viable solutions.
Benchmark: 80% of students will meet or exceed expectations

MBA graduates will demonstrate awareness of ethical issues and incorporate ethical perspectives within the executive decision making process.

Learning outcome: *MBA graduates will be able to identify ethical issues, understand the ethical implications of decisions upon stakeholders and utilize ethical standards within managerial decision making.*
Benchmark: 80% of students will meet or exceed expectations

MBA graduates will demonstrate comprehension of global influences upon executive business decisions.

Learning outcome: *MBA graduates will be able to recognize the global influences upon business decisions and the implications of decisions upon the global environment.*
Benchmark: 80% of students will meet or exceed expectations

Summary of Assessment for:

MBA graduates will demonstrate knowledge of the core concepts in business and the application of these concepts for executive decision making.

Learning Outcome: *MBA graduates will demonstrate knowledge and understanding of business concepts and the application of these concepts for executive decision making.*

Table 12: ETS MBA Major Field Test Results

ETS MBA Major Field Test Results				
Assessment Indicator	Below Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds
Total Score	10%	47%	43%	90%
Marketing	0	63%	37%	100%
Management	0	57%	43%	100%

Finance	15%	75%	10%	85%
Accounting	15%	63%	22%	85%
Strategic Integration	3%	75%	22%	97%

Assessment: ETS MBA Major Field Test

Benchmark: 80% of students will meet or exceed expectations

Conclusion: 100% of Students met or exceeded expectations

Recommendation: No action necessary

Summary of Assessment for:

MBA graduates will demonstrate skills in identifying, analyzing and solving of executive issues.

Learning Outcome: *MBA graduates will demonstrate the ability to:*

- *identify and understand the managerial question/issue/problem*
- *select the appropriate methodology for understanding and analyzing alternative solutions and*
- *provide a viable solution.*

Benchmark: 80% of students will meet or exceed expectations

Spring 2015 Semester

Evaluators: Sharer, Setzler and Rajagopalan

Artifact: Student submissions from MBA 740 (Applied Corporate Finance)

4 students (80% of class)

Assessment	Evaluator 1	Evaluator 2	Evaluator 3
	75% of MBAs met expectations	75% of MBAs met expectations	100% of MBAs met expectations
	0% exceeded expectations	0% exceeded expectations	

Benchmark   80% of MBA students met or exceeded expectations

Conclusion   Benchmark not met
Area of concern: Problem Identification, Information Organization and Proper Evaluation

Recommendation: Carefully monitor this goal.

Summary of Assessment for:

MBA graduates will demonstrate the ability to effectively communicate to appropriate audiences.

Learning outcomes:

- *MBA graduates will demonstrate the ability to effectively communicate executive managerial issue verbally to the appropriate audience.*
- *MBA graduates will demonstrate the ability to effectively communicate executive managerial issues in written form to the appropriate audience.*

Benchmark: 80% of students will meet or exceed expectations

Spring 2015 Semester

Evaluators: David, Kyer, and Poston

Artifact: Student's written communication from MBA 730 (Leadership and Management)

8 students (100% of class)

	Evaluator 1	Evaluator 2	Evaluator 3
Spring 20x	50% of MBAs met 0% exceeded expectations	62% of MBAs met 0% exceeded expectations	50% of MBAs met or exceeded expectations 0% exceeded expectations
Benchmark	80% of MBA students met or exceeded expectations		
Conclusion	Benchmark not met Area of concern: Writing Mechanics		

Recommendations: Encourage all MBA faculty members to:

- utilize the written rubric in the grading of all written communication submissions
- continue to require written communication submissions

Summary of Assessment for:

MBA graduates will demonstrate innovation in the application of the executive decision making process.

Learning outcome: Within executive decision making, MBA graduates will demonstrate innovative thought in identifying issues, analyzing situations and developing of viable solutions.

Benchmark: 80% of students will meet or exceed expectations

Spring 2015 Semester

Evaluators: Poston, Smith and Sharer

Artifact: student's response in MBA 730 (Leadership and Management)

3 students (8 students in class)

Assessment Spring 2015	Evaluator 1	Evaluator 2	Evaluator 3
	66% of MBAs met 0% exceeded expectations	100% of MBAs met	66% of MBAs met 33% exceeded expectations
Benchmark	80% of MBA students met or exceeded expectations		
Conclusion	Benchmark not met Area of concern: Originality		

Recommendations: Due to the small sample number this goal will continue to be monitored. Encourage all MBA faculty members to continue emphasis upon innovative thinking.

Summary of Assessment for:

MBA graduates will demonstrate awareness of ethical issues and incorporate ethical perspectives within executive managerial decision making.

> Learning outcome: *MBA graduates will be able to identify ethical issues, understand the ethical implications of decisions upon stakeholders and utilize ethical standards within managerial decision making.*

> Benchmark: 80% of students will meet or exceed expectations

Spring 2015 Semester

Artifact: multiple choice questions concerning ethics from MBA 740 (Applied Corporate Finance)

4 students enrolled in class

	Does not meet expectations	Meets expectations	Exceeds expectations
	Correct response for 75% of questions	Correct responses for 76% to 90% of all	Correct responses for more than 90% of the

		questions	questions
Number of students	3	1	
Percent of students	75%	25%	

Benchmark   80% of MBA students met or exceeded expectations

Conclusion   Benchmark not met
                 Area of concern: ethical issues

Recommendations: Due to the small sample number this goal will continued to be monitored. Encourage all MBA faculty members to continue emphasis upon ethical issues.

Summary of Assessment for:

MBA graduates will demonstrate comprehension of global influences upon executive managerial business decisions.

> Learning outcome: *MBA graduates will be able to recognize the global influences upon business decisions and the implications of decisions upon the global environment.*

> Benchmark: 80% of students will meet or exceed expectations

Spring 2015

Evaluators: Peters, Rajagopalan and Belanger

Artifact: Student responses in MBA 740 (Applied Corporate Finance)

5 students

	Evaluator 1	Evaluator 2	Evaluator 3
Spring 2015	80% of MBAs met 0% exceeded expectations	20% of MBAs met expectations 0% exceeded expectations	80% of MBAs met 0% exceeded expectations

Benchmark   80% of MBA students met or exceeded expectations

Conclusion   Benchmark not met
                 Area of concern: Understanding the implications and influences of global issues

Recommendations: Encourage all MBA faculty members to continue emphasis upon global issues.