

**International Assembly for Collegiate Business Education**

**International Assembly for Collegiate Business Education**

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| Report of  Outcomes Assessment Results | |
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| **Institution:** | Southwestern Oklahoma State University |
| **Academic Business Unit:** | Everett Dobson School of Business and Technology |
| **Academic Year:** | 2014-2015 |
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| International Assembly for Collegiate Business Education  11374 Strang Line Road  Lenexa, Kansas 66215  USA |

**Outcomes Assessment**

##### 1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?

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| X | Yes. If yes, proceed to item 2 below. |
|  | No. If no, proceed to item 4 below. |

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students’ transcripts, diplomas, diploma supplements, or other official records of program completion?

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| X | Yes. If yes, proceed to item 3 below. |
|  | No. If no, proceed to item 4 below. |

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?

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| X | Yes. If yes, proceed to item 4 below. |
|  | No. If no, please submit a revised outcomes assessment plan with your interim report that addresses student learning |
|  | assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of  your business programs. Information about this requirement can be found on the IACBE website at the following  address: www.iacbe.org/oa-key-areas.asp. |

4. Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

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| X | The outcomes assessment plan that we have previously submitted is still current. | |
|  | Changes have been made and the revised plan is attached. | |
|  | We have made changes and the revised plan will be sent to the IACBE by: |  |

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| **Southwestern Oklahoma Sate University**  **Mission Statement** |
| The mission of Southwestern Oklahoma State University is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees.  The University’s areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni. |
| **School of Business and Technology**  **Mission Statement** |
| The mission of the business program in the School of Business and Technology is to offer quality education in business that will develop students’ ability to think critically and creatively, solve problems, adhere to ethical principles, value diversity, and communicate effectively. The strength of the School’s educational programs is excellence in teaching, research, and faculty team building efforts. Value is added to the educational experience by the faculty as they focus on developing relationships between students and other faculty members that foster a caring, mentoring, and coaching educational environment in which all internal and external stakeholders may benefit. The major thrust of the School’s programs is directed toward undergraduate education leading to a Bachelor of Business Administration (BBA). Graduate-level opportunities are available in a Master of Business Administration (MBA and PharmD MBA) and Master of Science in Management programs.  The School of Business mission supports SWOSU’s missions through the following areas:   * Recognition of the changing environment of Western Oklahoma, the significant contributions of business on a local, state, national, and global basis; * Faculty selection and development that fosters enhancement in the quality and expertise of teaching, as well as diversity; * Research and scholarly activity that supports and enhances classroom teaching; * Faculty service that draws the School and its students closer to the business community; * An orientation toward applied business settings and issues in both teaching and research; * A faculty-student relationship that offers extended advising from academics through career choice; and * Involvement of an Alumni and School of Business Advisory Council. |

Outcomes Assessment Results

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| **For Academic Year:** | 2014-2015 |

**Section I: Student Learning Assessment**

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| ***Southwestern Oklahoma State University - EVERETT DOBSON SCHOOL OF BUSINESS AND TECHNOLOGY*** | | |
| **Student Learning Assessment for *Bachelor of Business Administration (BBA)*** | | |
| **General Program Intended Student Learning Outcomes (Core ISLOs)** | | |
| 1. | **Communication**  Graduates can communicate effectively both orally and in writing in an organizational setting. | |
| 2. | **Knowledge and Decision Making**  Graduates will have an integrative knowledge of fundamental business topics, systems, and processes. Students can appropriately use the frameworks from relevant business functional areas to analyze business situations, synthesize information, and develop potential solutions. | |
| 3. | **Ethical, Legal, Societal and Global**  Graduates understand the ethical framework in which organizations operate and have the ability to comprehend, describe, and explain the social, legal, and global influences facing our world today. | |
| 4. | **Leadership, Teamwork and Collaboration**  Graduates should demonstrate a knowledge of modern leadership theories and practice that prepares them to assume leadership positions | |
| **Intended Student Learning Outcomes: *Concentration in Accounting (Accounting ISLOs)*** | | |
| 1. | Students will be able to explain the major concepts, theories, and practices in financial accounting and apply them to management decision making. | |
| 2. | Students will be able to explain the major concepts, theories, and practices in managerial accounting and apply them to management decision making. | |
| 3. | Students will be able to explain the major concepts, theories, and practices in auditing and apply them to management decision making. | |
| **Intended Student Learning Outcomes: *Concentration in Entrepreneurship (Entrepreneurship ISLOs)*** | | |
| 1. | Students will be able to explain the major concepts, theories, and practices in entrepreneurship and new venture, and apply them to management decision-making. | |
| 2. | Students will be able to explain the major concepts, theories, and practices in management and apply them to management decision making. | |
| 3. | Students will be able to explain the major concepts, theories, and practices in human resource management and apply them to management decision-making. | |
| **Intended Student Learning Outcomes: *Concentration in Finance (Finance ISLOs)*** | | |
| 1. | Students will be able to explain the major concepts, theories, and practices in investments and apply them to management decision making. | |
| 2. | Students will be able to explain the major concepts, theories, and practices in risk management and apply them to management decision making. | |
| 3. | Students will be able to explain the major concepts, theories, and practices in financial management and apply them to management decision making. | |
| **Intended Student Learning Outcomes: *Concentration in Management (Management ISLOs)*** | | |
| 1. | Students will be able to explain the major concepts, theories, and practices in human resource management and apply them to management decision-making. | |
| 2. | Students will be able to explain the major concepts, theories, and practices in organizational behavior and apply them to management decision making. | |
| 3. | Students will be able to explain the major concepts, theories, and practices in strategic management and apply them to management decision making. | |
| **Intended Student Learning Outcomes: Concentration in Marketing (Marketing ISLOs)** | | |
| 1. | Students will be able to explain the major concepts, theories, and practices in sales and sales management and apply them to management decision-making. | |
| 2. | Students will be able to explain the major concepts, theories, and practices in advertising and promotions and apply them to management decision-making. | |
| 3. | Students will be able to explain the major concepts, theories, and practices in strategic marketing and apply them to management decision making. | |
| **Assessment Instruments for Intended Student Learning Outcomes—**  **Direct Measures of Student Learning:** | | **Performance Objectives (Targets/Criteria) for Direct Measures:** |
| 1. | Direct Measure 1: Peregrine Academic Services Common Professional Component (CPC) Comprehensive Exam  General Program (Core) ISLOs Assessed by this Measure: 1,2,3,4  Concentration in Accounting ISLO Assessed by this Measure: 1,2,3  Concentration in Entrepreneurship ISLO Assessed by this Measure: 1,2,3  Concentration in Finance ISLO Assessed by this Measure: 1,2,3  Concentration in Management ISLO Assessed by this Measure: 1,2,3  Concentration in Marketing ISLO Assessed by this Measure: 1,2,3 | Students will compare favorably (within 5%) when compared to the aggregate pool for Traditional/Campus-based Delivery Programs of all schools using the Peregrine CPC comprehensive exam  Interpreting and Using Peregrine Academic Services  CPC-Based Comprehensive Exam Scores  Relative Interpretation of Student Competency  80-100% Very High  70-79% High  60-69% Above Average  40-59% Average  30-39% Below Average  20-29% Low  0-19% Very Low |
| 2. | Direct Measure 2: End of Program Capstone course (Strategic Management and Policy) Team presentation or business simulation game.  General Program (Core) ISLOs Assessed by this Measure: 1,2,3,4  Concentration in Accounting ISLO Assessed by this Measure: 1,2,3  Concentration in Entrepreneurship ISLO Assessed by this Measure: 1,2,3  Concentration in Finance ISLO Assessed by this Measure: 1,2,3  Concentration in Management ISLO Assessed by this Measure: 1,2,3  Concentration in Marketing ISLO Assessed by this Measure: 1,2,3 | Students in the capstone course will:  (1) Score 70% or better on their presentation  OR  (2) Beat the international average on the overall score for the last year of competition using the BBA Capstone Business Strategy Game by GLO-BUS Software, Inc. |
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| **Assessment Instruments for Intended Student Learning Outcomes—**  **Indirect Measures of Student Learning:** | | **Performance Objectives (Targets/Criteria) for Indirect Measures:** |
| 1. | Indirect Measure 1: BBA Exit Survey   1. **Question 5a:** How do you rate yourbusiness degree in terms of preparation for a career? 2. **Question 5b:** How do you rate your business degree in terms of intellectual Challenge?   3) Question **6a:** How would you rate the overall quality of faculty in your major field of study relative to effectiveness as a teacher?  4) Question **6b:** How would you rate the overall quality of faculty in your major field of study relative to relevance of material to the real world?  5) Question **6c:** How would you rate the overall quality of faculty in your major field of study relative to professionalism in the classroom?  General Program (Core) ISLOs Assessed by this Measure: 1,2,3,4  Concentration in Accounting ISLO Assessed by this Measure: 1,2,3  Concentration in Entrepreneurship ISLO Assessed by this Measure: 1,2,3  Concentration in Finance ISLO Assessed by this Measure: 1,2,3  Concentration in Management ISLO Assessed by this Measure: 1,2,3  Concentration in Marketing ISLO Assessed by this Measure: 1,2,3 | The responses from the BBA Exit Survey will have mean of at least 3.5 based on the following scale. Higher scores are best.  5=Outstanding  4=Good  3=Average  2=Below Average  1=Poor |
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| 2. | Indirect Measure 2: Course Instructor Evaluation  1) **Question 9:** Course expanded my knowledge, comprehension and/or skills.  2) Question **10:** Instructor was well prepared for class meetings.  3) Question **11:** Course material was presented clearly.  4) Question **12:** Course objectives were identified.  5) Question **16:** Instructor demonstrated enthusiasm for the course subject.  General Program (Core) ISLOs Assessed by this Measure: 1,2,3,4  Concentration in Accounting ISLO Assessed by this Measure: 1,2,3  Concentration in Entrepreneurship ISLO Assessed by this Measure: 1,2,3  Concentration in Finance ISLO Assessed by this Measure: 1,2,3  Concentration in Management ISLO Assessed by this Measure: 1,2,3  Concentration in Marketing ISLO Assessed by this Measure: 1,2,3 | The School of Business and Technology will rate consistently at score less than 2 based on the following scale. Lower scores are best.  1=Strongly Agree  2=Agree  3=Sometimes Agree  4=Disagree  5=Strongly Disagree |
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| **Assessment Results: BBA in Accounting, Entrepreneurship, Finance, Management, or Marketing** | | |
| **Summary of Results from Implementing Direct Measures of Student Learning: Bachelor of Business Administration** | | |
| 1 | Direct Measure 1*:* Peregrine Academic Services Common Professional Component (CPC) Comprehensive Exam summary of results. Bolded percentages indicate areas where goal was not met. The goal was to score within 5% of aggregate pool. The number of respondents on the exam was 84.  SWOSU 44.61%, Aggregate pool 51.34% Total overall score **(-6.73%)**  SWOSU 51.07%, Aggregate pool 51.41% in area of Accounting (-0.34%)  SWOSU 41.07%, Aggregate pool 53.51% in area of Ethics **(-12.44%)**  SWOSU 40.95%, Aggregate pool 44.74% in area of Finance (-3.79%)  SWOSU 47.74%, Aggregate pool 54.98% in area of Strategic Management **(-7.24%)**  SWOSU 43.45%, Aggregate pool 50.66% in area of Leadership (**-7.21%)**  SWOSU 45.24%, Aggregate pool 48.72% in area of Economics (-3.48%)  SWOSU 40.36%, Aggregate pool 45.95% in area of Global **(-5.59%)**  SWOSU 48.57%, Aggregate pool of 59.04% in area of Information Management **(-10.47%)**  SWOSU 47.50%, Aggregate pool of 55.77% in area of Legal Environment of Business **(-8.27%)**  SWOSU 48.57%, Aggregate pool 56.87% in area of Management **(-8.3%)**  SWOSU 57.82%, Aggregate pool 58.88% in area of Human Resource Management (-1.06%)  SWOSU 40.36%, Aggregate pool 45.77% in area of Marketing **(-5.41%)**  SWOSU 40.48%, Aggregate pool 46.29% in area of Quantitative and Statistics **(-5.81%)** | |
| 2 | Direct Measure 2: End of Program BBA Capstone course (Strategic Management and Policy) Team presentation or business simulation game.  92 BBA students took the Capstone course and participated in the business strategy game by Glow-Bus; the average score among the 92 students was 75.1. The United States national average score is 83. | |
| **Summary of Results from Implementing Indirect Measures of Student Learning: Bachelor of Business Administration** | | |
| 1 | Indirect Measure 1: BBA Exit Survey. Using a scale of 1 through 5 with higher scores being best, the goal is a mean greater than 3.5. In Fall 2014, 19 students were surveyed; in Spring 2015, 68 students were surveyed; in Summer 2015, no students were surveyed.   1. **Question 5a:** How do you rate yourbusiness degree in terms of preparation for a Career?   Fall 2014 - 4.00; Spring 2015 – 3.68   1. **Question 5b:** How do you rate your business degree in terms of intellectual Challenge?   Fall 2014 - 4.11; Spring 2015 – 3.89   1. **Question 6a:** How would you rate the overall quality of faculty in your major field of study relative to effectiveness as a teacher?   Fall 2014 - 4.21; Spring 2015 – 3.76   1. **Question 6b:** How would you rate the overall quality of faculty in your major field of study relative to relevance of material to the real world?   Fall 2014 – 3.95; Spring 2015 – 3.66   1. **Question 6c:** How would you rate the overall quality of faculty in your major field of study relative to professionalism in the classroom?   Fall 2014 - 4.32; Spring 2015 – 3.97 | |
| 2 | Indirect Measure 2: Course Instructor Evaluation. Using a scale of 1 through 5 with lower scores being best, the goal is a mean less than 2. In Fall 2014, 1256 students responded; in Spring 2015, 1034 students responded; in Summer 2015, 65 students responded.   1. **Question 9:** Course expanded my knowledge, comprehension and/or skills.   Fall 2014 – 1.72; Spring 2015 – 1.72; Summer 2015 – 1.56   1. **Question 10:** Instructor was well prepared for class meetings.   Fall 2014 – 1.64; Spring 2015 – 1.62; Summer 2015 – 1.81   1. **Question 11:** Course material was presented clearly.   Fall 2014 – 1.78; Spring 2015 – 1.77; Summer 2015 – 1.83   1. **Question 12:** Course objectives were identified.   Fall 2014 – 1.68; Spring 2015 – 1.68; Summer 2015 – 1.62   1. **Question 16:** Instructor demonstrated enthusiasm for the course subject.   Fall 2014 – 1.69; Spring 2015 – 1.60; Summer 2015 – 1.47 | |

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| **Summary of Achievement of Intended Student Learning Outcomes: Bachelor of Business Administration** | | | | | | | | | |
| **Intended Student Learning Outcomes** | | **Learning Assessment Measures** | | | | | | | |
| **General Program ISLOs** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | **Communication**  Graduates can communicate effectively both orally and in writing in an organizational setting. | Not Met | Met |  |  | Met | Met |  |  |
| 2. | **Knowledge and Decision Making**  Graduates will have an integrative knowledge of fundamental business topics, systems, and processes. Students can appropriately use the frameworks from relevant business functional areas to analyze business situations, synthesize information, and develop potential solutions. | Not Met | Met |  |  | Met | Met |  |  |
| 3. | **Ethical, Legal, Societal and Global**  Graduates understand the ethical framework in which organizations operate and have the ability to comprehend, describe, and explain the social, legal, and global influences facing our world today. | Not Met | Met |  |  | Met | Met |  |  |
| 4. | **Leadership, Teamwork and Collaboration**  Graduates should demonstrate a knowledge of modern leadership theories and practice that prepares them to assume leadership positions | Not Met | Met |  |  | Met | Met |  |  |
| **Intended Student Learning Outcomes:**  **Concentration in Accounting** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | Students will be able to explain the major concepts, theories, and practices in financial accounting and apply them to management decision making. | Met | Met |  |  | Met | Met |  |  |
| 2. | Students will be able to explain the major concepts, theories, and practices in managerial accounting and apply them to management decision making. | Met | Met |  |  | Met | Met |  |  |
| 3. | Students will be able to explain the major concepts, theories, and practices in auditing and apply them to management decision making. | Met | Met |  |  | Met | Met |  |  |

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| **Intended Student Learning Outcomes:**  **Concentration in Entrepreneurship** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | Students will be able to explain the major concepts, theories, and practices in entrepreneurship and new venture, and apply them to management decision-making. | Not Met | Met |  |  | Met | Met |  |  |
| 2. | Students will be able to explain the major concepts, theories, and practices in management and apply them to management decision making. | Not Met | Met |  |  | Met | Met |  |  |
| 3. | Students will be able to explain the major concepts, theories, and practices in human resource management and apply them to management decision-making. | Not Met | Met |  |  | Met | Met |  |  |
| **Intended Student Learning Outcomes:**  **Concentration in Finance** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | Students will be able to explain the major concepts, theories, and practices in investments and apply them to management decision making. | Not Met | Met |  |  | Met | Met |  |  |
| 2. | Students will be able to explain the major concepts, theories, and practices in risk management and apply them to management decision making. | Not Met | Met |  |  | Met | Met |  |  |
| 3. | Students will be able to explain the major concepts, theories, and practices in financial management and apply them to management decision making. | Not Met | Met |  |  | Met | Met |  |  |
| **Intended Student Learning Outcomes:**  **Concentration in Management** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | Students will be able to explain the major concepts, theories, and practices in human resource management and apply them to management decision-making. | Not Met | Met |  |  | Met | Met |  |  |
| 2. | Students will be able to explain the major concepts, theories, and practices in organizational behavior and apply them to management decision making. | Not Met | Met |  |  | Met | Met |  |  |
| 3. | Students will be able to explain the major concepts, theories, and practices in strategic management and apply them to management decision making. | Not Met | Met |  |  | Met | Met |  |  |
| **Intended Student Learning Outcomes:**  **Concentration in Marketing** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | Students will be able to explain the major concepts, theories, and practices in sales and sales management and apply them to management decision-making. | Not Met | Met |  |  | Met | Met |  |  |
| 2. | Students will be able to explain the major concepts, theories, and practices in advertising and promotions and apply them to management decision-making. | Not Met | Met |  |  | Met | Met |  |  |
| 3. | Students will be able to explain the major concepts, theories, and practices in strategic marketing and apply them to management decision making. | Not Met | Met |  |  | Met | Met |  |  |

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| **Student Learning Assessment for *Master of Business Administration (MBA and PharmD MBA)*** | | |
| **Intended Student Learning Outcomes for Master of Business Administration** | | |
| 1. | Students will demonstrate the ability to solve problems based on a knowledge of the tools, concepts and theories of each of the functional business disciplines; accounting, economics, finance, management and marketing | |
| 2. | Students will demonstrate the ability to communicate professionally and effectively. | |
| 3. | Students will demonstrate the ability to apply ethical criteria, critical and creative thinking, and analytical and quantitative skills to solve business problems. | |
| 4. | Students will demonstrate knowledge of modern leadership theories and practice that prepares them to assume leadership positions. | |
| **Assessment Instruments for Intended Student Learning Outcomes—**  **Direct Measures of Student Learning:** | | **Performance Objectives (Targets/Criteria) for Direct Measures:** |
| 1. | Direct Measure 1: Peregrine Academic Services Common Professional Component (CPC) Comprehensive Inbound and Outbound Exam  General Program (Core) ISLOs Assessed by this Measure: 1,2,3,4  ISLOs assessed by this Measure: 1,2,3,4 | Students will compare favorably (within 5%) when compared to the aggregate pool for Traditional/Campus-based Delivery Programs of all schools using the Peregrine CPC comprehensive exam  Interpreting and Using Peregrine Academic Services  CPC-Based Comprehensive Exam Scores  Relative Interpretation of Student Competency  80-100% Very High  70-79% High  60-69% Above Average  40-59% Average  30-39% Below Average  20-29% Low  0-19% Very Low |
| 2. | Direct Measure 2: Financial Accounting for Decision Making course project  General Program (Core) ISLOs Assessed by this Measure: 1,2,3,4  ISLOs assessed by this Measure: 1,2,3,4 | Students will successfully complete the Corporate Annual Report business application project. |
| **Assessment Instruments for Intended Student Learning Outcomes—**  **Indirect Measures of Student Learning:** | | **Performance Objectives (Targets/Criteria) for Indirect Measures:** |
| 1. | Indirect Measure 1: MBA Exit Survey  1) **Question 4a:** How do you rate yourbusiness degree in terms of preparation for a career?  2) **Question 4b:** How do you rate your business degree in terms of intellectual challenge?  3) Question **4c:** How would you rate your business degree in terms of ‘if employed, enhancing your career’?  4) Question **5a:** How would you rate the overall quality of the graduate faculty?  5) Question **5b:** How would you rate the overall relevance of material to the real world?  6) Question **5b:** How would you rate the overall quality of graduate faculty in professionalism in the classroom?  General Program (Core) ISLOs Assessed by this Measure: 1,2,3,4  ISLOs (MBA) assessed by this Measure: 1,2,3,4 | The responses from the MBA Exit Survey will have mean of at least 3.5 based on the following scale. Higher scores are best.  5=Outstanding  4=Good  3=Average  2=Below Average  1=Poor |
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| 2. | Indirect Measure 2: Course Instructor Evaluation  1) **Question 9:** Course expanded my knowledge, comprehension and/or skills.  2) Question **10:** Instructor was well prepared for class meetings.  3) Question **11:** Course material was presented clearly.  4) Question **12:** Course objectives were identified.  5) Question **16:** Instructor demonstrated enthusiasm for the course subject.  General Program (Core) ISLOs Assessed by this Measure: 1,2,3,4  ISLOs (MBA) assessed by this Measure: 1,2,3,4 | The graduate faculty in the School of Business and Technology will rate consistently at score less than 2 based on the following scale. Lower scores are best.  1=Strongly Agree  2=Agree  3=Sometimes Agree  4=Disagree  5=Strongly Disagree |
| **Assessment Results: Master of Business Administration (MBA and PharmD MBA)** | | |
| **Summary of Results from Implementing Direct Measures of Student Learning: Master of Business Administration** | | |
| 1 | Direct Measure 1*:* Peregrine Academic Services Common Professional Component (CPC) Comprehensive Exam summary of results. The goal to score within 5% of aggregate pool was met in all areas. The number of respondents for the exam was 28.  SWOSU 55.27%, Aggregate pool 53.85% Total overall score (+1.42%)  SWOSU 53.57%, Aggregate pool 55.54% in area of Accounting (-1.97%)  SWOSU 54.29%, Aggregate pool 55.91% in area of Ethics (-1.62%)  SWOSU 52.62%, Aggregate pool 47.45% in area of Finance (+5.17%)  SWOSU 56.67%, Aggregate pool 55.36% in area of Strategic Management (+1.31%)  SWOSU 58.81%, Aggregate pool 53.99% in area of Economics (+4.82%)  SWOSU 55.48%, Aggregate pool 56.15% in area of Management (-0.67%)  SWOSU 57.14%, Aggregate pool 56.83% in area of Human Resource Management (+0.31%)  SWOSU 52.14%, Aggregate pool 51.88% in area of Operations Production Management (+0.26%)  SWOSU 57.14%, Aggregate pool 59.08% in area of Organizational Behavior (-1.94%)  SWOSU 58.33%, Aggregate pool 57.76% in area of Marketing (+0.57%)  SWOSU 52.38%, Aggregate pool 52.96% in area of Quantitative and Statistics (-0.58%) | |
| 2 | Direct Measure 2: Financial Accounting for Decision Making course project.  44 out of 44 Students successfully completed the “Corporate Annual Report Business Application Project” with an average score of 97%. | |
| **Summary of Results from Implementing Indirect Measures of Student Learning: Master of Business Administration** | | |
| 1 | Indirect Measure 1: MBA Exit Survey. Using a scale of 1 through 5 with higher scores being best, the goal is a mean greater than 3.5. In Summer 2014, 5 students were surveyed; Fall 2014, 14 students were surveyed; in Spring 2015, 10 students were surveyed.   1. **Question 4a:** How do you rate yourbusiness degree in terms of preparation for a career?   Summer 2014 – 3.75; Fall 2014 – 3.7; Spring 2015 – 3.92   1. **Question 4b:** How do you rate your business degree in terms of intellectual challenge?   Summer 2014 – 4.0; Fall 2014 – 3.9; Spring 2015 – 4.07   1. **Question 4c:** How would you rate your business degree in terms of ‘if employed, enhancing your career’?   Summer 2014 – 4.2; Fall 2014 – 4.0; Spring 2015 – 4.14   1. **Question 5a:** How would you rate the overall quality of the graduate faculty?   Summer 2014 – 3.4; Fall 2014 – 3.6; Spring 2015 – 3.57   1. **Question 5b:** How would you rate the overall relevance of material to the real world?   Summer 2014 – 3.6; Fall 2014 – 3.5; Spring 2015 – 3.71   1. **Question 5b:** How would you rate the overall quality of graduate faculty in professionalism in the classroom?   Summer 2014 – 3.6; Fall 2014 – 3.7; Spring 2015 – 3.93 | |
| 2 | Indirect Measure 2: Course Instructor Evaluation. Using a scale of 1 through 5 with lower scores being best, the goal is a mean less than 2. In Fall 2014, 1256 students responded; in Spring 2015, 1034 students responded; in Summer 2015, 65 students responded. SWOSU does not track undergraduate and graduate separately.   1. **Question 9:** Course expanded my knowledge, comprehension and/or skills.   Fall 2014 – 1.72; Spring 2015 – 1.72; Summer 2015 – 1.56   1. **Question 10:** Instructor was well prepared for class meetings.   Fall 2014 – 1.64; Spring 2015 – 1.62; Summer 2015 – 1.81   1. **Question 11:** Course material was presented clearly.   Fall 2014 – 1.78; Spring 2015 – 1.77; Summer 2015 – 1.83   1. **Question 12:** Course objectives were identified.   Fall 2014 – 1.68; Spring 2015 – 1.68; Summer 2015 – 1.62   1. **Question 16:** Instructor demonstrated enthusiasm for the course subject.   Fall 2014 – 1.69; Spring 2015 – 1.60; Summer 2015 – 1.47 | |

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| **Summary of Achievement of Intended Student Learning Outcomes: Master of Business Administration** | | | | | | | | | |
| **Intended Student Learning Outcomes** | | **Learning Assessment Measures** | | | | | | | |
| **General Program ISLOs** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | **Communication**  Graduates can communicate effectively both orally and in writing in an organizational setting. | Met | Met |  |  | Met | Met |  |  |
| 2. | **Knowledge and Decision Making**  Graduates will have an integrative knowledge of fundamental business topics, systems, and processes. Students can appropriately use the frameworks from relevant business functional areas to analyze business situations, synthesize information, and develop potential solutions. | Met | Met |  |  | Met | Met |  |  |
| 3. | **Ethical, Legal, Societal and Global**  Graduates understand the ethical framework in which organizations operate and have the ability to comprehend, describe, and explain the social, legal, and global influences facing our world today. | Met | Met |  |  | Met | Met |  |  |
| 4. | **Leadership, Teamwork and Collaboration**  Graduates should demonstrate a knowledge of modern leadership theories and practice that prepares them to assume leadership positions | Met | Met |  |  | Met | Met |  |  |
| **Intended Student Learning Outcomes:**  **Master of Business Administration** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | Students will demonstrate the ability to solve problems based on a knowledge of the tools, concepts and theories of each of the functional business disciplines; accounting, economics, finance, management and marketing | Met | Met |  |  | Met | Met |  |  |
| 2. | Students will demonstrate the ability to communicate professionally and effectively. | Met | Met |  |  | Met | Met |  |  |
| 3. | Students will demonstrate the ability to apply ethical criteria, critical and creative thinking, and analytical and quantitative skills to solve business problems. | Met | Met |  |  | Met | Met |  |  |
| 4. | Students will demonstrate knowledge of modern leadership theories and practice that prepares them to assume leadership positions. | Met | Met |  |  | Met | Met |  |  |

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| **Student Learning Assessment for *Master of Science in Management*** | | | | | | | | | | | | |
| **Intended Student Learning Outcomes for Master of Science in Management** | | | | | | | | | | | | |
| 1. | Students will demonstrate the ability to solve problems based on a knowledge of the tools, concepts and theories of each of the functional business disciplines; accounting, economics, finance, management and marketing | | | | | | | | | | | |
| 2. | Students will demonstrate the ability to communicate professionally and effectively. | | | | | | | | | | | |
| 3. | Students will demonstrate the ability to apply ethical criteria, critical and creative thinking, and analytical and quantitative skills to solve business problems. | | | | | | | | | | | |
| 4. | Students will demonstrate knowledge of modern leadership theories and practice that prepares them to assume leadership positions. | | | | | | | | | | | |
| **Assessment Instruments for Intended Student Learning Outcomes—**  **Direct Measures of Student Learning:** | | | | | | **Performance Objectives (Targets/Criteria) for Direct Measures:** | | | | | | |
| 1. | Direct Measure 1: Peregrine Academic Services Common Professional Component (CPC) Comprehensive Inbound and Outbound Exam  General Program (Core) ISLOs Assessed by this Measure: 1,2,3,4  ISLOs (MS in Management) assessed by this Measure: 1,2,3,4 | | | | | Students will compare favorably (within 5%) when compared to the aggregate pool for Traditional/Campus-based Delivery Programs of all schools using the Peregrine CPC comprehensive exam  Interpreting and Using Peregrine Academic Services  CPC-Based Comprehensive Exam Scores  Relative Interpretation of Student Competency  80-100% Very High  70-79% High  60-69% Above Average  40-59% Average  30-39% Below Average  20-29% Low  0-19% Very Low | | | | | | |
| 2. | Direct Measure 2: Managerial Jurisprudence legal writing project General Program (Core) ISLOs Assessed by this Measure: 1,2,3,4  ISLOs (MS in Management) assessed by this Measure: 1,2,3,4 | | | | | Students will successfully complete a writing assignment on a complex business legal issue. | | | | | | |
| **Assessment Instruments for Intended Student Learning Outcomes—**  **Indirect Measures of Student Learning:** | | | | | | **Performance Objectives (Targets/Criteria) for Indirect Measures:** | | | | | | |
| 1. | Indirect Measure 1: MS in Management Exit Survey  1) **Question 4a:** How do you rate yourbusiness degree in terms of preparation for a career?  2) **Question 4b:** How do you rate your business degree in terms of intellectual challenge?  3) Question **4c:** How would you rate your business degree in terms of “if employed, enhancing your career”?  4) Question **5a:** How would you rate the overall quality of the graduate faculty?  5) Question **5b:** How would you rate the overall relevance of material to the real world?  6) Question **5b:** How would you rate the overall quality of graduate faculty in professionalism in the classroom?  General Program (Core) ISLOs Assessed by this Measure: 1,2,3,4  ISLOs (MS in Management) assessed by this Measure: 1,2,3,4 | | | | | The responses from the MS in Management Exit Survey will have mean of at least 3.5 based on the following scale. Higher scores are best.  5=Outstanding  4=Good  3=Average  2=Below Average  1=Poor | | | | | | |
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| 2. | Indirect Measure 2: Course Instructor Evaluation  1) **Question 9:** Course expanded my knowledge, comprehension and/or skills.  2) Question **10:** Instructor was well prepared for class meetings.  3) Question **11:** Course material was presented clearly.  4) Question **12:** Course objectives were identified.  5) Question **16:** Instructor demonstrated enthusiasm for the course subject.  General Program (Core) ISLOs Assessed by this Measure: 1,2,3,4  ISLOs (MS in Management) assessed by this Measure: 1,2,3,4 | | | | | The graduate faculty in the School of Business and Technology will rate consistently at score less than 2 based on the following scale. Lower scores are best.  1=Strongly Agree  2=Agree  3=Sometimes Agree  4=Disagree  5=Strongly Disagree | | | | | | |
| **Assessment Results: Master of Science in Management** | | | | | | | | | | | | |
| **Summary of Results from Implementing Direct Measures of Student Learning: Master of Science in Management** | | | | | | | | | | | | |
| 1 | Direct Measure 1*:* Peregrine Academic Services Common Professional Component (CPC) Comprehensive Exam summary of results. Bolded percentages indicate areas where goal was not met. The goal was to score within 5% of aggregate pool. The number of respondents for the exam was 7.  SWOSU 55.86%, Aggregate pool 53.85% Total overall score (+2.01%)  SWOSU 48.21%, Aggregate pool 54.91% in area of Ethics **(-6.70%)**  SWOSU 58.93%, Aggregate pool 56.85% in area of Leadership (+2.08%)  SWOSU 57.74%, Aggregate pool 53.63% in area of Legal Environment of Business (+4.11%)  SWOSU 58.33%, Aggregate pool 56.13% in area of Management (+2.20%)  SWOSU 60.71%, Aggregate pool 56.83% in area of Human Resource Management (+3.88%)  SWOSU 55.36%, Aggregate pool 51.88% in area of Operations Production Management (+3.48%)  SWOSU 58.93%, Aggregate pool 59.08% in area of Organizational Behavior (-1.06%)  SWOSU 66.07%, Aggregate pool 57.76% in area of Marketing (-0.15%) | | | | | | | | | | | |
| 2 | Direct Measure 2: Managerial Jurisprudence legal writing project.  11 out of 11 students successfully completed a writing assignment on a complex business legal issue of negligence and worker’s compensation. The class average score was 96%. | | | | | | | | | | | |
| **Summary of Results from Implementing Indirect Measures of Student Learning: Master of Science in Management** | | | | | | | | | | | | |
| 1 | Indirect Measure 1: MS in Management Exit Survey. Using a scale of 1 through 5 with higher scores being best, the goal is a mean greater than 3.5. In Summer 2014, 2 students were surveyed; Fall 2014, 3 students were surveyed; in Spring 2015, 2 students were surveyed.   1. **Question 4a:** How do you rate yourbusiness degree in terms of preparation for a career?   Summer 2014 – 4.5; Fall 2014 – 4.33; Spring 2015 – 5.0   1. **Question 4b:** How do you rate your business degree in terms of intellectual challenge?   Summer 2014 – 4.5; Fall 2014 – 4.3; Spring 2015 – 4.5   1. **Question 4c:** How would you rate your business degree in terms of “if employed, enhancing your career”?   Summer 2014 – 4.5; Fall 2014 – 5.0; Spring 2015 – 4.5   1. **Question 5a:** How would you rate the overall quality of the graduate faculty?   Summer 2014 – 3.5; Fall 2014 – 4.0; Spring 2015 – 4.5   1. **Question 5b:** How would you rate the overall relevance of material to the real world?   Summer 2014 – 3.5; Fall 2014 – 4.0; Spring 2015 – 4.5   1. **Question 5b:** How would you rate the overall quality of graduate faculty in professionalism in the classroom?   Summer 2014 – 4.0; Fall 2014 – 4.3; Spring 2015 – 4.5 | | | | | | | | | | | |
| 2 | Indirect Measure 2: Course Instructor Evaluation. Using a scale of 1 through 5 with lower scores being best, the goal is a mean less than 2. In Fall 2014, 1256 students responded; in Spring 2015, 1034 students responded; in Summer 2015, 65 students responded. SWOSU does not track undergraduate and graduate separately.   1. **Question 9:** Course expanded my knowledge, comprehension and/or skills.   Fall 2014 – 1.72; Spring 2015 – 1.72; Summer 2015 – 1.56   1. **Question 10:** Instructor was well prepared for class meetings.   Fall 2014 – 1.64; Spring 2015 – 1.62; Summer 2015 – 1.81   1. **Question 11:** Course material was presented clearly.   Fall 2014 – 1.78; Spring 2015 – 1.77; Summer 2015 – 1.83   1. **Question 12:** Course objectives were identified.   Fall 2014 – 1.68; Spring 2015 – 1.68; Summer 2015 – 1.62   1. **Question 16:** Instructor demonstrated enthusiasm for the course subject.   Fall 2014 – 1.69; Spring 2015 – 1.60; Summer 2015 – 1.47 | | | | | | | | | | | |
| **Summary of Achievement of Intended Student Learning Outcomes: Master of Science in Management** | | | | | | | | | | | | |
| **Intended Student Learning Outcomes** | | | | **Learning Assessment Measures** | | | | | | | | |
| **General Program ISLOs** | | | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | | | **Communication**  Graduates can communicate effectively both orally and in writing in an organizational setting. | Met | Met |  | |  | Met | Met |  |  |
| 2. | | | **Knowledge and Decision Making**  Graduates will have an integrative knowledge of fundamental business topics, systems, and processes. Students can appropriately use the frameworks from relevant business functional areas to analyze business situations, synthesize information, and develop potential solutions. | Met | Met |  | |  | Met | Met |  |  |
| 3. | | | **Ethical, Legal, Societal and Global**  Graduates understand the ethical framework in which organizations operate and have the ability to comprehend, describe, and explain the social, legal, and global influences facing our world today. | Met | Met |  | |  | Met | Met |  |  |
| 4. | | | **Leadership, Teamwork and Collaboration**  Graduates should demonstrate a knowledge of modern leadership theories and practice that prepares them to assume leadership positions | Met | Met |  | |  | Met | Met |  |  |
| **Intended Student Learning Outcomes:**  **Master of Science in Management** | | | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** | **Performance Target Was…** |
| 1. | | | Students will demonstrate the ability to solve problems based on a knowledge of the tools, concepts and theories of each of the functional business disciplines; accounting, economics, finance, management and marketing | Met | Met |  | |  | Met | Met |  |  |
| 2. | | | Students will demonstrate the ability to communicate professionally and effectively. | Met | Met |  | |  | Met | Met |  |  |
| 3. | | | Students will demonstrate the ability to apply ethical criteria, critical and creative thinking, and analytical and quantitative skills to solve business problems. | Met | Met |  | |  | Met | Met |  |  |
| 4. | | | Students will demonstrate knowledge of modern leadership theories and practice that prepares them to assume leadership positions. | Met | Met |  | |  | Met | Met |  |  |

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| **Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:** | |
| 1. | Provide incentive for BBA, MBA, and MS in Management students to excel on the Peregrine CPC exit exam. In Spring 2016, the exam score will be tied to at least 10% of the final grade in the capstone course for the BBA, MA, and MS in Management. |