



Utah Valley
State College

received
12/9/05

ASSESSMENT RECORD FOR DEPARTMENT OF

School of Business

(Academic Department Name)

Report

2003 – 2005

(Assessment Period Covered)

Dec. 15, 2005

(Date Submitted)

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program

Degree Level

(Associate, Bachelor's, Master's, etc.)

Accounting

B.S.

Management – *All Emphases*

B.S.

Submitted By: Karen S. Whelan-Berry

(Department Chair or Faculty Assessment Representative)



ASSESSMENT REPORT FOR: School of Business

Accounting & Management

(Instructional Degree Program)

2003 – 2005

(Assessment Period Covered)

B.S.

(Degree Level)

Dec. 15, 2005

(Date Submitted)

Mission Linkage:

UVSC School of Business Mission Reference:

To provide an applied business education, . . . refining their ethical perspectives and commitments, . . . to prepare students to become competent business professionals.

UVSC & School Master Plan Goals:

UVSC:

II.1.6 We will encourage active, experiential learning to engage students in the application of knowledge and help students understand the relevance of that knowledge.

II.1.3.1 We have high expectations of faculty and students in learning and performance and will appropriately communicate those expectations.

II.3.6 We will maintain commitment to personal attention to our students, while demanding academic rigor and high achievement.

School: In the 2002 – 2003 Assessment cycle, the results of using the national business knowledge exam were used to move to the development of our own senior exam that will include multiple choice questions on the major functional areas of business and the corresponding business core courses, as well as case analyses.

We will focus on this exam for the 2003 – 2005 cycle for all bachelor degrees. We will develop a school-specific multiple choice exam, as well as a general case analysis, which in addition to strategic analysis focuses on quantitative and corporate social responsibility and ethical knowledge and or skills.

Intended Educational (Student) Outcomes:

1. To develop abilities to analyze general business problems.

2. To develop quantitative analysis skills.

3. To continue to develop students ethical perspectives and reasoning, and link it to corporate social responsibility.

ASSESSMENT REPORT FOR

**Business Management
Accounting**

(Instructional Degree Program)
2003 – 2005

(Assessment Period Covered)

B. Science

(Degree Level)
Dec. 15, 2005

(Date Submitted)

Intended Educational (Student) Outcome:

Note: There should be one form C for each intended outcome listed on form B. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

REPORTING NOTE: We understand the purpose of the note above; however our senior exam relates to all three outcomes, and hence for this reporting cycle we have one Form C.

- 1 To develop abilities to analyze general business problems.
- 2 To develop quantitative analysis skills.
- 3 To continue to develop students ethical perspectives and reasoning, and link it to corporate social responsibility.

First Means of Assessment for Outcome Identified Above:

All a. Means of Program Assessment & Criteria for Success:

All graduating management seniors will be required to take the Senior Exam, which will be piloted in 03-04, and updated for 04-05. We expect an average score of 50% across all disciplines. Based on results from the national exam, we expect lower averages in the more quantitative disciplines versus the behavioral disciplines. We will be evaluating how and whether to increase the average score over time; 50% in some disciplines is the 90th percentile, while in others it is the 15th percentile on the national test.

All a. Summary of Assessment Data Collected:

All graduating management seniors have taken the senior exam for the 03 – 04 and 04 -05 academic years. Accounting majors took the exam as part of the pilot in Fall 2003. We have analyzed the quantitative data and reported it to faculty for 03 -04, and Fall 05. 03 -04 was viewed as a pilot. We are currently working with Spring 05, concurrent with the improvements noted below. Average score by discipline was 50%, which on nationally normed exams can range from the 15th to the 80th percentile.

All a. Use of Results to Improve Instructional Program:

We made or are in the process of making several improvements based on the pilot in 03-04.

1. We have evaluated quantitative preparation, and have been and will be working to strengthen students' preparation for the basic quantitative courses, and performance on the senior exam. We are currently piloting a quantitative skills readiness test for our core accounting course.
2. We feel we can create awareness of the senior exam at the time of matriculation, and will be including information on the senior exam in our matriculation orientation.
3. During the coming year, we will be working to improve the review sheet provided to students for the

exam, and will also be reviewing the quantitative questions by discipline.

4. During the coming two years, we will be working to establish internal standards for expected performance on the senior exam.

Second Means of Assessment for Outcome Identified Above:

2 & b. Means of Program Assessment & Criteria for Success:

3

Students will complete case questions related to quantitative analysis and ethics/corporate social responsibility knowledge and or skills. As this is a new assessment effort, and not tested in any national test, we will use the 03-04 pilot year to establish benchmarks for performance.

2& b. Summary of Assessment Data Collected

3

As part of our senior exam, we included two short essays on quantitative analysis and ethics corporate social responsibility. As part of our pilot effort, we graded a sample of these essays. Two-thirds of the students in the pilot grading demonstrated average to above average competency on the quantitative analysis question. One-half of the students demonstrated average to above average competency on the ethics/corporate social responsibility question.

2 & b. Use of Results to Improve Instructional Program:

3

In conjunction with other efforts related to ethics, we will be reviewing ethics across the core business curriculum. See comments above regarding quantitative skills.

UVSC School of Business
Overview of Assessment Efforts for 2003 – 2005 IE Report

Business Degrees (Business Management and Accounting)

We recently moved all departments to the same cycle, currently 2003 -2005, to better complement our AACSB Accreditation and degree program assessments. In addition to our major assessments, several discipline and or core-course specific assessments are underway, which are documented in our Northwest Accreditation Department-Level Self-studies.

Assessment for management and accounting degrees includes four major pieces.

1. **School-specific senior exam** that includes both multiple choice questions for each major business discipline/functional area, and a case analysis that asks students to complete a general business analysis, along with case questions related to two of our eight general learning objectives. The two general learning objectives currently being assessed are quantitative analysis skills and ethics/corporate social responsibility. This exam was piloted in 2003, and is our major assessment effort for 2003 – 2005, see Forms A, B, and C hereunder.
2. **Focus Groups for Graduates +2 Years:** in December 2005, we will pilot focus groups with graduates 1 - 2 years post-graduation. We will complete our first full pilot effort in May/June 2006. Questions will focus on how well alumni felt prepared for their job/career and workplace, the areas in which alumni felt prepared, and what we should have taught them that we did not.
3. **Graduation Line Survey:** In May 2004, we piloted a graduation line survey which was completed as students were waiting in line for the graduation ceremony to begin. This survey focused on gathering contact information for our alumni group, and asked students about whether they perceived they had achieved or were prepared to achieve what they perceived as their primary objective related to completing their degree, e.g., new job, admission to graduate school, promotion with current employer. We revised this survey for May 2005, based on prior year results, and have focused it even more, given the planned focus group pilots, and the student satisfaction survey.
4. **Student Satisfaction Survey.** We piloted in April 2004 a senior satisfaction survey, which will major areas of the students experience. We reviewed national satisfaction surveys, and prepared a UVSC School of Business-specific instrument.

Assessment information has been reported to the faculty at a number of faculty meetings. This information includes, but is not limited to results of the senior exam, May 2004 Graduation Line Survey Results, Senior Satisfaction pilot survey, and overall assessment plans and progress. Each discipline will be reviewing current senior exam results to update the exam for the 05-06 academic year.

Business Degrees (Hospitality Management)

The Hospitality Management Degrees have previously been assessed as part of management. The current cycle is for 2003 - 2005

In the last cycle (2002 – 2003), the focus was on a competency exam, and employment of and follow up with graduates. The most extensive work has been done in terms of employment of graduates. Graduates are employed in hospitality management, both in Utah and in other locations in the U.S., and are very competitive. The other assessment initiatives were delayed as the School explored whether the Hospitality Management Degrees would be included in our AACSB accreditation.

The Hospitality Management degrees will be included in our AACSB Accreditation.

Based on the work on the Business Management and Accounting Degrees, the Hospitality Management Group is developing a senior exit exam to be administered in the capstone HM 4550 course. This is the major assessment initiative for 2003 – 2005. The pilot exam was given, and the results are still in the process of being reviewed. This exam and preparation of our students for the workplace will be the major focus in 2005 -2007.

We will report back on specific improvements during Spring 2006.

Legal Studies (Criminal Justice and Para-Legal degrees)

Legal Studies has been given an extension on reporting. We have worked with Alene Harrison, and Alene set the following goals and deadlines in her Nov. 9, 2005 email.

From Alene's email:

1. *Identify 3 or so student learning outcomes to be assessed for your programs.*
2. *Discuss what you can do to make Outcomes Assessment an ongoing part of your departmental culture.*
3. *Timeline for reporting*

a. *2003-05 Report:*

<i>Work on compiling existing data</i>	<i>NOW</i>
<i>Departmental Retreat</i>	<i>Nov 18</i>
<i>Interim Review of Progress</i>	<i>Jan 12</i>
<i>Final report for 2003-05 cycle</i>	<i>Mar 31</i>
<i>Written plan for 2005-07 cycle</i>	<i>Mar 31</i>

Center for Advance of Leadership

The Center for Advancement of Leadership is in its first assessment cycle, 2004 – 2006.