

BUAD Department
Student Learning Outcomes
Forms A, B, C, D

I. Student Learning Outcomes (Please complete each of the attached forms (A-D) for each program being reviewed.)

- List student learning outcomes for the program scheduled for review. Each program should identify the competencies e.g., knowledge, skills or behaviors expected of graduates of the program, which is determined by an awareness of who the students are and what you expect them to be able to do when they graduate **(Form A)**.
- List any other program goals related to student learning outcomes. Program goals could include job placement, enrollment in graduate school, success on licensure examinations, employment skills, etc. **(Form A)**.
- List evaluation methods (qualitative and quantitative assessment measures). List them as locally developed measures (faculty made tests, presentations, portfolios, etc.) **Form B**, or commercially developed measures (tests, surveys, etc.) **Form C**.
- Findings from assessment measures for student learning outcomes and program goals. Describe the findings or results of assessment measurements **(Form D)**.
- Describe changes made to improve the program as a result of assessing student learning outcomes and program goals, e.g., curriculum, etc. Describe the process for making changes, e.g., who was involved in the decision making process and how decisions were made **(Form D)**.

**North Carolina A&T State University
Form A**

College/School/Department: Business Administration
Program/Degree Level: Bachelor of Science
Academic Year Assessment Period: 2005-2008
Date Submitted: 5/15/08

Student Learning Outcomes

Please use this form to list the student learning outcomes for all degree programs in your department/school. Use a separate form for each degree program. The space allotted can be expanded.

Effective Communication	Students will be able to communicate effectively in writing and prepare and deliver effective presentations utilizing relevant general business and economics knowledge
Critical Thinking Ability	Students will demonstrate critical thinking skills in identifying, evaluating, analyzing and interpreting problems and opportunities in the business environment.
Teamwork Skills	Students will demonstrate an understanding of group dynamics and effective teamwork.
Global Consciousness, Ethical and Multicultural Awareness	Students will demonstrate an understanding of business within a global context, recognize different ethical frameworks and identify the dimensions of diversity in business.
Technological Skills	Students will demonstrate proficiency in the use of information technology to create professional business documents and to analyze business and economics information.

**North Carolina A&T University
Form A**

Student Learning Outcomes (cont.)

General Business Skills Students will demonstrate an understanding of general business concepts.

Overall Program Outcomes *such as job placement, graduate school enrollment, success on licensing exams; development of workplace skills such as dependability, initiative, leadership, group-working skills; commitment to citizenship; program satisfaction and job satisfaction; persistence and time to degree, etc. Be specific, e.g. "At least ¼ of each graduating class will apply to graduate school."*

North Carolina A&T State University

Form B

College/School/Department: Business Administration
Program/Degree Level: Bachelor Science
Academic Year Assessment Period: 2005-08
Date Submitted: May 15, 2008

II. Evaluation Methods

In each row, please list measurements used to assess student learning outcomes and program outcomes. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).

Commercially Available Tests/Surveys	
<p>1) The ETS Major Field Tests are comprehensive undergraduate outcomes assessments designed to measure the basic, critical knowledge obtained and understanding achieved by students in a major field of study. The Major Field Tests go beyond the measurement of factual knowledge by helping you evaluate your students' ability to analyze and solve problems, understand relationships and interpret material from their major field of study.</p> <p>The Major Field Test for the Bachelor's Degree in Business contains 120 multiple-choice questions designed to measure a student's subject knowledge and the ability to apply facts, concepts, theories and analytical methods. Some questions are grouped in sets and based on diagrams, charts and data tables. The questions represent a wide range of difficulty and cover depth and breadth in assessing students' achievement levels.</p> <p>Departmental Summary: Total Scores and Subscores – includes the frequency distributions of total scores and subscores, showing the percent of students scoring below each percentile. The departmental</p>	<p>2) Educational Benchmarking Incorporated provides comprehensive assessment services to higher education institutions to drive their continuous improvement efforts. Assessment occurs at the departmental level to ensure the knowledge gained is both pertinent and actionable.</p> <p>The EBI Management Education Exit Assessment is a comprehensive evaluation of the learning outcomes, effectiveness of institutional resources and the overall educational experience of graduates. (Sought feedback on perceptions of and satisfaction with teaching and learning).</p>

mean scale score and standard deviation are also shown. (Assessed student learning through a comprehensive examination of business concepts.)

Assessment Indicators – provides a list of the mean (average) percent correct of test questions answered in particular subdomains/content areas for the group as a whole. Assessed business concepts by functional area.)

North Carolina A&T State University

Form C

College/School/Department: Business Administration
Program/Degree Level: Bachelor Science
Academic Year Assessment Period: 2005-08
Date Submitted: May 15, 2008
II. Evaluation Methods

List qualitative and/or quantitative measurements. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).

Locally Developed Methods	
Evaluation of Core Courses This data was collected to gain feedback on student perception of their own learning and their perception of each core course. This instrument was used in conjunction with the EBI Exit Survey.	

North Carolina A&T State University

Form D

College/School/Department: Business Administration
Program/Degree Level: Bachelor Science
Academic Year Assessment Period: 2005-08
Date Submitted: May 15, 2008

III. Major Findings and Changes Made to Program as a Result of Assessing Outcomes/Goals

Please list the major findings and program improvements made as a result of assessing student learning and programs outcomes. Describe the decision-making process and persons/groups involved. Link the findings to the methods used. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).

Results from the Major Field Test	Results of the EBI Survey
<p>The MFT was administered to students in 2005, 2006, and 2007. Results are reported by ETS for the school as a whole and for identified subgroups. In this case, subgroups represent the SOBE and Business Administration. The MFT was administered in the context of a course. In 2005 and 2006, students were given extra credit points for participating in the examination, however points were not awarded for performance on the exam. The results as of 2007 were embedded as part of a graded assignment.</p> <p>Two types of information are reported. ETS reports the average scaled score for the school and the subgroups based on the entire exam. The results from the students are scored on a scale from 120 (lowest score) to 200 (highest score). In addition to the overall score, ETS also provides information by topic area. For each topic area the percent of correct answers are reported. Table 1 shows the summary results for the school and each department. Table 1 reports percent of correct answers by topic area, average score, and the percent of students scoring in each decile of the scale. Comparison data from other institutions is reported by topic. Also, the ETS percentile range</p>	<p>The EBI survey asked students to report their perception of the extent to which the curriculum improved other valuable learning outcomes such as communication, teamwork, use of technology, critical thinking, and problem solving. Table 2 summarizes the students' responses to questions associated with these areas. Generally, the students report favorably on the SOBE's ability to improve these skills. The SOBE at NCA&T scored very well relative to peer institutions, institutions in our Carnegie Classification, and relative to all schools participating in the EBI survey in Spring 2005.</p> <p>Though this result is based on student perception and we cannot make direct comparison with the skills of students from other schools, this response does seem to indicate that the students recognize the emphasis the faculty and the curriculum place on the development of oral and written communications skills and the importance of exercising leadership in curricular, co-curricular, and extra-curricular activities.</p> <p>Finally, there is evidence of overall satisfaction with the SOBE program from our students. In the EBI survey, students were asked</p>

associated with each decile is shown.

Generally, the topic that shows the best performance across the SOBE departments is Management. On average, students answered 55.5% of the questions correctly. This is very close to the ETS institutional average for this topic. Areas of low performance are Economics, Quantitative Analysis, Finance, and Law.

how likely they were to recommend this program. The results from the seniors (57% positive) allowed NCA&T to rank highly relative to peer institutions, the Carnegie classification institutions and all institutions taking the survey in 2005.

Perception of SOBE Courses

In Spring 2005, SOBE seniors were asked a series of questions regarding their perceptions of how well taught were each of their core required courses. Sixteen core requirements were listed. Students responded using a 5 point Likert scale, 1 representing “Very Poorly Taught” and 5 representing “Very Well Taught”. (See Tables 3 (EBI) and Table 4 – Locally Generated.)

In Table 4 there were 6 required courses with mean values below 4.0. These courses were: Introduction to MIS (BUAD 341: Mean=3.73), Microeconomics (ECON 200: Mean=3.78), Macroeconomics (ECON 201: Mean=3.89), Accounting 1 (ACCT 221: Mean=3.95), Advanced Statistics (ECON 310: Mean=3.95), and Business Law (BUAD 462: Mean=3.96). The 3 highest scoring courses were Marketing Concepts (BUAD 430: Mean=4.47), Management Concepts (BUAD 422: Mean=4.44), and Business Communications (BUAD 360: Mean=4.42).

Synthesis of Perception and Learning in Required Subject Areas

The findings of these three surveys, taken together, suggest that the primary area of concern associated with the SOBE curriculum is with quantitatively based courses. The performance data indicate that, relative to other business topics, the SOBE students are weaker in the areas of Economics, Quantitative Analysis, Finance, and Accounting. This is consistent with the students’ perceptions of teaching quality and their self-reported satisfaction with these types of courses. Obviously, students’ satisfaction may be linked to their performance in the course. Student attribution of the problem seems to be faculty teaching rather than their own decisions, behavior, or ability.

While faculty may legitimately argue that student performance is more a function of student decisions, behavior, and ability than “teaching”, the fact remains that it is the faculty and the School who must determine how to address and improve this outcome. While there are many excellent students at the SOBE, the challenge for the faculty is how to improve the performance of the bottom 32.9% of our graduates, represented by the students scoring below 140 on the MFT, as well as an additional 25.4% of our graduates who scored below 150. Improvement on the areas of lowest performance (Economics, Quantitative Analysis, Finance, & Accounting) is likely to result in a noticeable improvement in the overall test scores.

TABLE 1

Topic Area in Major Field Test	N=513 Mean: All Institutions	N=10 A&T Peer	Fall 2005		Spring 2006		Spring 2007	
			N=73 SOBE	N=30 BUAD	N=100 SOBE	N=67 BUAD	N=96 SOBE	N=67 BUAD
<i>Accounting</i>	44.4%	43.3%	39.8%	37.2%	40.2%	39.3%	44.0%	41.0%
<i>Economics</i>	42.7%	41.1%	34.9%	34.2%	35.0%	35.1%	36.0%	34.7%
<i>Management</i>	57.1%	55.0%	55.5%	55.7%	58.1%	60.4%	56.0%	56.6%
<i>Quantitative Business Analysis</i>	56.4%	54.5%	48.8%	45.7%	47.8%	47.3%	51.0%	48.5%
<i>Finance</i>	36.1%	36.1%	30.5%	28.1%	29.7%	26.7%	35.0%	35.2%
<i>Marketing</i>	46.8%	47.1%	42.1%	42.4%	45.1%	45.6%	41.0%	43.7%
<i>Legal and Social Environment</i>	49.8%	48.0%	44.4%	43.0%	47.5%	48.4%	41.0%	40.2%
<i>International Issues</i>	44.4%	44.1%	44.7%	45.7%	42.8%	42.2%	44.0%	45.2%
Average Score (range 120-200)	152.3	152.8	145.9	144.5	146.5	146.4	147.0	146.0
<i>Percentage of students scoring 180-200.</i>			0.0%	0.0%	0.0%	0.0%	1.0%	0.0%
<i>Percentage of students scoring 170-179.</i>	<i>85th-95th percentile</i>		0.0%	0.0%	3.0%	3.0%	4.2%	3.0%
<i>Percentage of students scoring 160-169.</i>	<i>70-80th percentile</i>		5.5%	3.3%	6.0%	7.5%	9.4%	7.5%
<i>Percentage of students scoring 150-159.</i>	<i>40-65th percentile</i>		31.5%	26.7%	26.0%	28.4%	25.0%	31.3%
<i>Percentage of students scoring 140-149.</i>	<i>15-39th percentile</i>		37.0%	40.0%	43.0%	37.3%	28.1%	25.4%
<i>Percentage of students scoring 130-139.</i>	<i>5-14th percentile</i>		23.3%	26.7%	18.0%	17.9%	29.2%	28.4%
<i>Percentage of students scoring 120-129.</i>	<i>1st percentile</i>		2.7%	3.3%	4.0%	6.0%	4.2%	4.5%

TABLE 2: Results from the Educational Benchmark Inc. Exit Survey : Seniors Spring 2005

Learning Outcomes	n=143 Mean A&T SOBE	n=6 Mean Comparison Group	n=7 A&T SOBE Rank Comparison Group	n=56 Mean Carnegie Classification	n=57 A&T SOBE Rank Carnegie Classification	N=156 Mean All Schools	N=157 A&T SOBE Rank All Schools
Effective Communication and Team Work							
To what extent did the Business program enhance your presentation skills	5.91	5.59	1	5.58	10	5.56	27
To what extent did the Business program enhance your ability to work in teams	5.71	5.37	1	5.47	14	5.49	38
To what extent did the Business program enhance your writing skills	5.24	4.99	2	5.01	17	4.88	39
Use and Manage Technology							
To what extent did the Business program enhance your ability to use technology	5.26	5.25	4	5.27	33	5.22	82
To what extent did the Business program enhance your ability to manage technology	5.11	5.11	6	5.08	31	5.04	51
Effective Management and Leadership Skills							
To what extent did the Business program enhance your ability to be an effective leader	5.71	5.49	2	5.47	12	5.48	34
To what extent did the Business program enhance your ability to be an effective manager	5.66	5.40	1	5.38	12	5.38	31
Critical Thinking and Problem Solving							
To what extent did the Business program enhance your ability to define problems	5.80	5.60	1	5.56	10	5.55	30
To what extent did the Business program enhance your ability to think critically	5.74	5.59	1	5.60	19	5.56	50
To what extent did the Business program enhance your ability to analyze and interpret data	5.72	5.66	4	5.61	23	5.59	54
To what extent did the Business program enhance your ability to solve problems	5.71	5.64	4	5.59	25	5.58	62
Overall Program Effectiveness							
How inclined are you to recommend your undergraduate program to a close friend	5.48	5.32	3	5.21	9	5.22	42
To what extent did your undergraduate business program experience fulfill your expectations	4.99	4.97	4	4.96	29	4.97	81
Comparing the expense to the quality of education, rate the value of the investment made in the undergraduate business degree	4.85	4.83	4	4.70	17	4.67	51

Comparison Group: UNC-Wilmington, East Carolina U. UNC-Charlotte, Winston-Salem State U , Georgia State U., Florida International U.

Carnegie Group: Research Intensive Schools who participated in the EBI survey.

Total Group: All business schools that participated in the EBI.

Scale: 1-7 with 7=Extremely 1=Not at all

TABLE 3

Satisfaction with Required Courses: EBI		n=143	n=6	n=7	n=56	n=57	N=156	N=157
		Mean	Mean	A&T SOBE Rank	Mean	A&T SOBE Rank	Mean	A&T SOBE Rank
		A&T SOBE	Comparis on Group	Comparis on Group	Carnegie Classifica tion	Carnegie Classifica tion	All Schools	All Schools
Required Courses: Satisfaction with teaching in required subject: 7 point scale								
	Accounting	4.77	5.00	6	4.93	40	4.93	109
	Business Policy/Strategy	5.59	5.61	4	5.46	23	5.46	64
	Business Law/Legal Environment	5.24	5.72	7	5.50	39	5.47	114
	Economics	5.01	5.15	5	4.99	35	4.90	77
	Finance	5.05	4.79	5	4.97	28	4.98	85
	Human Resource Management	5.60	5.21	2	5.17	11	5.08	20
	Information Systems	4.78	4.89	6	4.75	28	4.74	86
	International Business	5.21	5.23	5	5.16	30	5.14	75
	Management/Organizational Behavior	5.92	5.35	1	5.34	5	5.30	16
	Marketing	5.86	5.46	1	5.45	6	5.44	20
	Operations	5.17	5.28	5	5.02	22	5.00	60
	Statistics	5.03	4.97	5	4.89	25	4.84	68
Required Courses: Satisfaction with teaching in required subject: Percent responding "very satisfied" or "moderately satisfied" (i.e. 6&7 on a 7 point Likert scale)		Percent	Percent		Percent		Percent	
	Accounting	44%	48%	6	46%	40	46%	109
	Business Policy/Strategy	56%	63%	4	57%	23	57%	64
	Business Law/Legal Environment	53%	64%	7	57%	39	57%	114
	Economics	38%	47%	5	43%	35	40%	77
	Finance	46%	44%	5	46%	28	46%	85
	Human Resource Management	59%	47%	2	45%	11	43%	20
	Information Systems	38%	40%	6	36%	28	37%	86
	International Business	49%	50%	5	48%	30	46%	75
	Management/Organizational Behavior	68%	54%	1	54%	5	52%	16
	Marketing	71%	57%	1	57%	6	56%	20
	Operations	45%	51%	5	43%	22	42%	60
	Statistics	41%	45%	5	43%	25	41%	68

Table 4: Locally Generated Evaluation of Core Courses: Seniors Spring 2005

Satisfaction with Required Courses:SOBE Senior Survey							
	n=129	%	%	%	%	%	%
	Mean	Responding Very Well Taught	Responding Well Taught	Responding Neutral	Responding Somewhat Poorly Taught	Responding Very Poorly Taught	
Required Courses:Evaluation of teaching in required subject: 5 point likert scale							
BUAD 220	Business Environment	4.02	39.5%	34.7%	18.5%	3.2%	4.0%
ECON 200	Micro Economics	3.78	32.8%	36.1%	16.0%	7.6%	7.6%
ECON 201	Macro Economics	3.89	34.1%	36.6%	19.5%	4.1%	5.7%
ACCT 221	Accounting 1	3.95	44.3%	23.0%	22.1%	5.7%	4.9%
ACCT 222	Accounting 2	4.05	46.7%	26.2%	17.2%	5.7%	4.1%
ECON 305	Elementary Statistics	4.13	49.2%	28.3%	13.3%	5.0%	4.2%
ECON 310	Advanced Statistics	3.95	45.5%	25.2%	16.3%	5.7%	7.3%
BUAD 341	Introduction to Management Information Systems	3.73	32.6%	26.4%	27.9%	8.5%	4.7%
BUED 360	Business Communications	4.42	63.3%	20.3%	14.1%	0.8%	1.6%
BUAD 422	Management Concepts	4.44	62.7%	23.8%	9.5%	3.2%	0.8%
BUAD 430	Marketing Concepts	4.47	62.3%	27.0%	8.2%	0.8%	1.6%
BUAD 453	Business Finance	4.07	44.4%	32.5%	12.7%	6.3%	4.0%
BUAD 461	Legal Environment of Business	4.15	50.0%	25.4%	16.4%	6.6%	1.6%
BUAD 462	Business Law	3.96	45.5%	25.0%	16.1%	7.1%	6.3%
BUAD 482	Production Management	4.04	43.5%	28.7%	19.4%	5.6%	2.8%
BUAD 520	Strategic Management	4.35	51.6%	35.2%	10.7%	1.6%	0.8%