Name of Program: Bachelor of Science in Business Administration

A) Learning Goal
Demonstrate facility in use of terminology and concepts in business framework.

B) Measurement & Reporting
A pilot study was conducted in Spring 2005 to assess the above mentioned learning goal. Instructors of each of the four sections of MAN 4720 (Business Policy) assigned an individual case study for student completion. The case study was standardized across all sections. The case study had appropriate questions that permit investigation of student facility in use of terminology and concepts in a business framework (see Appendix 1). The case study was analyzed using a standard rubric developed by the instructors (see Appendix 1). Each instructor provided to the Chair of the Management/ MIS department a report summarizing results on a standard form. Copies of the individual instructor reports along with an aggregation spreadsheet are shown in Appendix 2. The summary report on student performance is shown below.

C) Summary Report on Student Performance:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Number</td>
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<td>78</td>
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</tr>
<tr>
<td>%</td>
<td>3%</td>
<td>64%</td>
<td>40%</td>
<td>100%</td>
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</table>

Note: A grade of “A” was treated as Exemplary performance; Grades of “B” or “C” were considered Acceptable performance; Grades lower than C were considered to be Unacceptable performance.

D) Major Problems identified and Action Recommended:
The instructors have identified the following two major problems and recommended intervention plans.

1. Students were found to be very weak on financial understanding, specifically balance sheet ratios. It is recommended that the Dean discuss this finding with the Chair of the Accounting/ Finance department for appropriate intervention in Accounting/ Finance courses.

2. Students were found to be very weak in their understanding of key success factors (critical success factors). It is recommended that capstone instructors allocate more class time on discussing additional examples of this concept.
A) Learning Goal
Demonstrate effectiveness in written communications.

B) Measurement & Reporting
A pilot study was conducted in Spring 2005 to assess the above mentioned learning goal. Instructors of each of the four sections of MAN 4720 (Business Policy) assigned an individual case study for student completion. The case study was standardized across all sections. The case study had appropriate questions that permit investigation of student ability to communicate effectively in writing (see Appendix 1). The case study was analyzed using a standard rubric developed by the instructors (see Appendix 1). Each instructor provided to the Chair of the Management/ MIS department a report summarizing results on a standard form. Copies of the individual instructor reports along with an aggregation spreadsheet are shown in Appendix 2. The summary report on student performance is shown below.

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<th>Total</th>
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</thead>
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<tr>
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<td>13%</td>
<td>30%</td>
<td>57%</td>
<td>100%</td>
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</table>

Note: A grade of “A” was treated as Exemplary performance; Grades of “B” or “C” were considered Acceptable performance; Grades lower than C were considered to be Unacceptable performance.

D) Major Problems identified and Action Recommended:
Many problems were identified in this area. The instructors identified the following major problems for intervention purposes. Hopefully this will help the communication instructors to focus greater attention on these problems. It is recommended that the Chair of the Management/ MIS department discuss these problems with the English department chair as well as instructors of GEB 3212.

1. Grammar:
   a] Antecedent mismatch
      {e.g. “Walmart is a large company. They have lots of stores”}
   b] Improper punctuation
      {not knowing when to use a comma versus a semicolon/colon}

2. Punctuation:
   {e.g. It’s versus Its’}

3. Spelling
   {e.g. Lose versus Loose}
Name of Program: Bachelor of Science in Business Administration

A] Learning Goal
Demonstrate ability to integrate knowledge across business disciplines.

B] Measurement & Reporting
A pilot study was conducted in Spring 2005 to assess the above mentioned learning goal. Instructors of each of the four sections of MAN 4720 (Business Policy) assigned an individual case study for student completion. The case study was standardized across all sections. The case study had appropriate questions that permit investigation of student ability to integrate knowledge across business disciplines (see Appendix 1). The case study was analyzed using a standard rubric developed by the instructors (see Appendix 1). Each instructor provided to the Chair of the Management/ MIS department a report summarizing results on a standard form. Copies of the individual instructor reports along with an aggregation spreadsheet are shown in Appendix 2. The summary report on student performance is shown below.

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<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Number</td>
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<tr>
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<td>10%</td>
<td>62%</td>
<td>28%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: A grade of “A” was treated as Exemplary performance; Grades of “B” or “C” were considered Acceptable performance; Grades lower than C were considered to be Unacceptable performance.

D] Major Problems identified and Action Recommended:
The two major problems found in this area are given below.

1. The students do not see the big picture; they are unable to distinguish strategies from operational issues/ tactics. The instructors of the capstone course plan to allocate more effort to help students overcome this problem.
2. The students are compartmentalizing the analysis rather than treating it as a holistic analysis. The instructors of the capstone course plan to develop course objectives for holistic analysis compatible with institutional/ instructor resources and student capabilities.
Arup,

I wanted to again thank you for your leadership facilitating the identification of the following deficiency in the pilot study on assessment of student learning conducted in Spring 2005 in MAN 4720:

"Students were found to be very weak on financial understanding, specifically balance sheet ratios. It is recommended that the Dean discuss this finding with the Chair of the Accounting/Finance department for appropriate intervention in Accounting/Finance courses."

When I received this recommendation, I contacted those faculty who teach FIN 3403 and ACG 3311, and told them of the concern. I asked for information related to coverage and assessment of financial understanding with specific reference to balance sheet ratios. I found that some of the finance faculty did not view financial statement analysis as an important topic to cover in FIN 3403, and therefore did not. Some of the accounting faculty did not cover financial statement analysis in ACG 3311 because of the managerial accounting focus.

Before meeting with the individual faculties, I wanted an opportunity to meet with you and the faculty who teach MAN 4720 to make sure that I fully understood the expectations of students who had completed FIN 3403 and ACG 3311. That meeting occurred today with you and Marty Hornyak.

In that meeting, Marty shared with me information about the case analysis that the MAN 4720 students are required to complete. Part of this analysis requires the students to analyze financial statements using ratio analysis. This analysis goes well beyond the computation of the ratios to include an interpretation of what the ratios mean and what information they provide to assist management in making effective decisions. Both you and Marty emphasized the importance of students' understanding of the financial statements per se, and being able to use the financial information in a meaningful way.

My next step in this process is to call a meeting of those who teach FIN 3403, and a meeting of those who teach ACG 3311. In this meeting, I will relay the information that you have provided me, and move both groups to focus on specific student learning outcomes that meet the needs of not only your faculty, but also, faculty in the other departments who rely on FIN 3403 and ACG 3311.

Chula