



## Public Disclosure of Student Learning

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Institution	<u>Humboldt State University</u>
Academic Business Unit	<u>School of Business</u>
Academic Year	<u>2018-19</u>

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## Outcomes Assessment Plan

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

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: \_\_\_\_\_

## Outcomes Assessment Results

For Academic Year: 2018-19

### Section I: Student Learning Assessment

Mission of School of Business
<p>The School of Business promotes an inclusive and rigorous educational environment that focuses on ethics, active learning, entrepreneurial thinking and strategic sustainability.</p>

Student Learning Assessment for <i>Business Undergraduate Program (BBA)</i>	
1. Students will be able to <b>apply and analyze basic knowledge of core business disciplines</b> in a global context.	
2. Students will demonstrate <b>effective writing skills</b> .	
3. Students will demonstrate <b>effective presentation skills</b> .	
4. Students will be able to <b>analyze and evaluate ethical issues</b> in business conduct/ performance.	
5. Students will be able to <b>apply and evaluate sustainability</b> (triple bottom line) from a long term strategic point of view.	
6. Students will be able to <b>integrate knowledge</b> from various business disciplines for <b>creating</b> an effective strategy.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Educational Testing Service (ETS) Business Field test for core business disciplines. Given about 4 years after taking core courses. Goal 1.	<i>At least 50% of the students will score higher than the national average in Accounting, Finance, Business Law, Management, and Marketing sections of the ETS Field test.</i>
2. Business & Society (BA 494 our capstone ethics course) Demonstrate <b>effective writing, presentation, and ethical reasoning skills</b> . Goals 2, 3, and 4.	<i>At least 80% of the students will score more than a 3 on the presentation, ethics, and writing rubrics (scale of 1 to 4, where four is excellent performance)</i>

3. <b>Comprehensive Case Study</b> assignment in Capstone Strategy course (BA 496) to <b>apply\evaluate sustainability</b> , and <b>integrate</b> knowledge for <b>creating an effective strategy</b> . Goals 5 and 6.	<i>At least 90% of the students will score more than 75% on the case study for the strategy &amp; sustainability goals.</i>
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<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
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<b>1. Exit Survey</b> given in the Capstone class <b>about student perceptions of achieving all program learning goals.</b>	80% of the students will have at least an average of 3 for questions related to student perceptions of success in each learning program goal (Scale of 1 to 4, where 4 is “Very Successful”).
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**Summary of Results from Implementing Direct Measures of learning for Business Undergraduate Program (BBA)**

**1. Educational Testing Service (ETS) Business Field test**  
 Benchmarks are based on all results from 2016-2019 with 496 universities. 105 students took the ETS.  
 Accounting average score= 43; percentage of our students above average 38%  
 Finance average score= 43; percentage of our students above average 50%  
 Management average score= 61; percentage of our students above average 52%  
 Marketing, average score= 50; percentage of our students above average 49%  
 Legal & Social Env., average score= 47; percentage of our students are above average 43%

The performance threshold was met in Finance and Management. It was not met in Accounting, Marketing, and Legal & Social Environment.

**1. BA 494 case study** Assignment in Business & Society Class to demonstrate **writing skills**.  
 83% met the performance threshold. Goal met.

**2. Power Point class presentation** in Business & Society Class to demonstrate **effective presentation skills**  
 100% of students met the performance threshold. Goal met.

**3. BA 494 case study** assignment in Business & Society Class **for ethical reasoning**  
 83% of the students met this threshold. Goal met.

**4. Comprehensive Case Study assignment in Capstone Strategy course.**  
 Benchmark: Based on Case Study at least 90% of students will score more than 75% for **Sustainability Concepts**.  
 Students evaluated a case that explores the roll-out of energy efficient stoves in developing countries. It had environmental, social, and economic components. 94.5% of the students met the benchmark. Goal met.

**5. Comprehensive Case Study assignment in Capstone Strategy course.**  
 Benchmark: Based on Case Study at least 90% of students will score more than 75% for **Integration of effective strategy**.  
 92.5% of the students met the benchmark of integrating business concepts. Goal met.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. **Exit Survey given in the Capstone class:** 50 students were evaluated based on completed exit surveys. The percentage of students who scored more than 3 for each goal are as follows:

- Knowledge of Basic Disciplines:** 84%
- Effective Writing:** 92%
- Effective Presentation:** 88%
- Ethical Reasoning:** 94%
- Sustainability Evaluation:** 96%
- Integration of Strategy:** 88%

The benchmark of 80% above was met in all the goals

**Summary of Achievement of Intended Student Learning Outcomes: *Business Undergraduate Program (BBA)***

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1 Exit Survey</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	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. Apply and analyze basic knowledge of core business concepts.	Not met in Accounting, Marketing, Legal & So. Env.				met			
2. Demonstrate effective writing skills.		Met			Met			
3. Demonstrate effective presentation skills.		Met			met			
4. Analyze and evaluate ethical issues		met			Met			
5. Apply & Evaluate sustainability			Met		Met			

6. Integrate knowledge from various business disciplines...			Met		met		
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<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>							
1. We recently switched to the ETS exam as a way of assessing their basic foundations. We will emphasize more on accounting, marketing, and legal issues to improve our performance.							

**MASTER’S-LEVEL PROGRAMS: MASTERS OF BUSINESS ADMINISTRATION**

<b>Intended Student Learning Outcomes for MBA program</b>	
Note: All MBA students are assessed in the last semester using a multi-stage comprehensive exam.	
1	Students will be able to demonstrate <b>functional knowledge in areas of business.</b>
2	Students will be able to demonstrate <b>effective analytical research skills.</b>
3	Students will be able to <b>write effectively.</b>
4	Students will be able to <b>create an effective presentation</b> to a live audience.
5	Students will be able to <b>develop/analyze/evaluate ethical implications</b> of business conduct and performance.
6	Students will be able to <b>effectively integrate sustainability concepts and create an effective business strategy.</b>
<b>Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Direct Measures:</b>
1. Educational Testing Service (ETS) MBA major field test used to assess analytical research skills. Test administered about 1-6 months after taking core courses.	<i>At least 50% of the students will score higher than the national weighted average in Accounting, Finance, Management, Marketing, and Strategic Integration sections of the ETS MBA field test for the most recent five years.</i>
2. Written case study analysis tailored at assessing students abilities to develop ethical and sustainability-focused strategic recommendations. The assessment evaluates student’s ability to integrate concepts throughout the program and write effectively.	<i>At least 90% of the students will score more than 4 based on the Comprehensive Exam Rubric (where 4 is Partial Mastery and 5 Complete Mastery of goal).</i>
3. A mock job interview used to assess oral presentation skills.	<i>At least 90% of the students will meet expectations for doing a professional interview.</i>

Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
Student Exit Survey measuring student perceptions of meeting MBA learning goals	At least 90% of the students will have an average score of at least 3 (Scale of 1 to 5) for questions related to student perceptions of success in achieving each program learning goal.

**Summary of Results from Implementing Direct Measures of learning for MBA**

1. **ETS Results:** A majority of the students exceeded the national average in all functional areas (Accounting, Finance, Management, Marketing, Strategic Integration).
2. **Case Study** involved analysis of a complex business case. 23 students submitted a written analysis and presented the results. The percentage of students who met the threshold of at least 4 or higher in the case analysis rubric was as follows:

Sustainability	93%
Analytical skills	89%
Writing skills	93%
Ethical analysis	93%
Strategic recm.	93%

Goals met the benchmark of 90% for all the areas except analytical skills.
3. **Mock Job Interview:** Students demonstrated their presentation skills by having a mock interview for their dream job. All students met the expectations of an articulate, persuasive personal interview. Goal met.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

**Exit Survey given in the Capstone class:** The survey was conducted one month after the program and the response rate was low (15 students). The results for each learning goals was as follows (percentage of students with a score of 3 or higher on a scale 1 to 5, where 3 is satisfactory learning in each goal):

Sustainability	87%
Analytical skills:	87%
Writing skills	87%
Presentation	87%
Ethical reasoning	87%
Strategy	87%

For each learning goal, there were two students out of 15 that rated the goal less than 3, hence the consistent 87%. The benchmark of 90% was not met for all goals. Since the sample size is small, the results should be viewed with caution.

**Summary of Achievement of Intended Student Learning Outcomes: *Business Graduate Program (MBA)***

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	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. Functional knowledge	Partially met				Not met			
2. Analytical Skills	Met				Not met			
3. Writing skills	Met				Not met			
4. Presentation skills	Met				Not met			
5. Ethical reasoning skills	Met				Not met			
6. Integration skills.	Met				Not met			

**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

Next year, we plan to align our program goals with university graduate program goals and the new IACBE key learning outcomes. This process will entail integrating the revised learning objectives into each course. Also, we are focusing on more professional development so that students are competitive in the job market. Consequently, our Assessment Plan will be modified to reflect these changes in the future.