

Section 5

Assurance of Learning

The College of Business has adopted a new model for assessing learning outcomes, which is shown in figure 1. The model requires that faculty directly engage in the direct assessment of learning objectives and curricula improvements. This new model was launched during spring 2011. The previous model used did not encourage sufficient faculty engagement in the assessment process. The new model specifies roles for both individual faculty and the CoB Assessment Coordinator. The sample rubric in table 1 represents the type of direct assessment that is to be used by all faculty.

Figure 1



Table 1

Sample Direct Assessment “Embedded Rubric”

In a course in which a data analysis project is produced, the following rubric is used to assess the students’ ability to understand data and critically analyze it appropriately.

Criteria and qualities	Poor (1)	Good (2)	Excellent (3)	Point Value	Scaling factor
Introduction & Literature Review	Were not revised.	Some revisions were made.	Revisions were thorough and appropriate.		10%
Appropriateness of data sources	Most data are gathered from dubious sources.	Some data are gathered from dubious sources.	All data are gathered from reputable sources.		20%
Appropriateness of dataset	No explanation of the strengths and limitations of your dataset.	Some discussion of the strengths and limitations of your dataset.	You explained the strengths and limitations of your dataset.		5%
Appropriateness of dataset: number of obs.	You had too few observations (less than 20 per variable).	You had between 20 and 30 observations per variable.	You had more than 30 observations per variable.		10%
Appropriateness of dataset: variable relevance	Your dataset contains many variables with limited relevance to the research question.	Your dataset contains some variables of limited relevance.	Your variables are appropriate to the research question.		20%
Explanation of the variables	It is not clear you understand what your data are about.	You have some understanding of your data and are able to impart some of that to your reader.	You have a clear understanding of your data. Your explanation of the variables is also clear.		10%
Graphics and Scatterplots	No extra graphs were provided.	Scatterplots of the main variables of interest were provided, but many were extraneous.	Scatterplots were provided and were appropriate to the question at hand.		10%
Table of Summary Statistics: Thoroughness	Your table includes few summary statistics.	Your table includes summary statistics.	Table includes the appropriate summary statistics and comparisons across groups.		10%
Table of Summary Statistics: Presentation	Your table was more like a cut-and-paste from Stata.	Your table was formatted, somewhat, but could stand improvement.	Your table was appropriately titled; you use descriptive variable names; your table was readable (without too much meaningless detail).		5%

Assessment Tools and Procedures

The degree programs of the College of Business have the following learning goals:

Bachelor of Accountancy Learning Outcomes

- Graduates will be able to **critically analyze business** and accounting problems to make informed and technically appropriate decisions.
- Graduates will exhibit **ethical conduct** in all their activities and be able to apply a values-laden method for making ethical decisions.
- Graduates will be able to **use accounting information** to make decisions in business, government, and not-for-profit organizational settings.
- Graduates will have the **accounting background** necessary to meet the education requirements for various professional examinations.
- Graduates will be able to **communicate business information** effectively in order to assume leadership roles in their chosen professions.

Bachelor of Business Administration Learning Outcomes

- Graduates will demonstrate **competency as business professionals**.
- Graduates will be able to apply **critical thinking skills** to business issues.
- Graduates will be able to **communicate effectively** in the business world.
- Graduates will be able to apply a values-laden method for **making ethical decisions**.
- Graduates will possess the knowledge, skill, and ability to succeed in a **global economy**.

Master of Business Administration Learning Outcomes

- Graduates will be able to **engage business problems** to make informed, implementable decisions based on a thorough **analysis of the situation from multiple perspectives**.
- Graduates will be able to analyze the value proposition of a firm's marketplace offerings, understand the firm's strategic fit, and create a **comprehensive plan to deliver value**.
- Graduates will be able to **synthesize information** from many varied sources and **communicate business information persuasively**.
- Graduates will be able to **confront ethical dilemmas** with a balanced and coherent perspective, and **apply a principled method for responding** to ethical issues.
- Graduates will be able to act with a **managerial perspective** and **influence others to achieve organizational goals** through effective leadership.

The College of Business uses the following assessment tools to monitor achievement toward the College of Business mission and the learning goals of each degree program:

Faculty / Instructional Quality

- **Course Evaluations:** Students in every business class use a standard form to evaluate the quality of instruction received in their courses each semester. These results inform the faculty member's annual performance review and help guide curricular development.

- **Faculty Activity Reports:** Faculty complete comprehensive reports of teaching, advising, service, and research activities prior to their annual performance review. This report serves as a check of AQ/PQ status as well as a valuable self-evaluation tool for faculty.
- **AACSB Tables 9/10:** The College monitors the deployment of faculty resources within each major area and degree program by tracking the percentage of student credit hours taught by qualified or full-time faculty. These tables are reviewed each academic year.

Student Outcomes / Progress

- **Student Surveys:** Students are usually surveyed during their freshman year and again upon graduation. The College uses internal survey instruments to track the quality of classes and extracurricular programs for freshmen, and a University-wide exit survey.
- **Student Exit Interviews:** The Dean and Associate Dean schedule end-of-program exit interviews with graduating seniors or M.B.A. students to obtain first-hand feedback.
- **Internship Assessment:** All College of Business students are required to complete an internship before graduation. Each intern’s supervisor completes an external and direct assessment of the intern’s performance using a rubric developed by the Portfolio office.
- **Direct Assessment:** An embedded rubric and “stand-alone” test-based assurance of learning program is implemented across all degree programs in the College to ensure that student achievement is in line with the stated learning goals for each program.
 - **Critical Thinking:** The “TACTS” (Texas Assessment of Critical Thinking Skills) instrument developed by the business faculty at Sam Houston State University was adapted and implemented for undergraduate assessment in spring 2011.
 - **Content Knowledge:** Internal stand-alone assessment examinations of major and comprehensive business knowledge were developed in fall 2011 to assess the undergraduate business competency and global awareness learning goals. The University has since requested implementation of the ETS Major Field Test.
 - **Communication:** The College maintains a “checklist” style assessment rubric worksheet that faculty may apply to any required presentation in their courses.
 - **M.B.A. Program:** The M.B.A. program uses a rigorous student selection process and has developed a comprehensive rubric used by external reviewers to assess the capstone business plan. These serve to ensure student achievement.

Curricula Auditing / Development

- **“Is”/“Should Be” Maps:** Each major within the College of Business has developed and maintains a set of curricular maps based on a value-chain process. Each major has an “is” map of current performance and a “should be” map of desired future outcomes.
- **Curricular Benchmarking:** The College of Business frequently compares the curricula of its majors and degree programs in business to that of similar programs at peer and aspirant schools to ensure that course and program offerings are comparable to best current practice and are competitive in the liberal arts business education environment.

The College of Business conducts the above assessments per the following general schedule:

Fall Semester

At the beginning of each fall semester, the faculty in each major area will meet to review all relevant assessment data collected the prior academic year in their area. This will include summaries of course evaluations [as appropriate and only when able to be distinguished from faculty ratings provided on the same evaluation sheets], direct assessment data from exams or rubrics, and indirect assessments from internship evaluations, mock interview feedback, post-graduation plans, student satisfaction, and any other data as available. The faculty will review these data in the context of stated learning outcomes for their major in order to determine the adequacy of curricula in preparing students for success and to propose any necessary changes.

Spring Semester

In the spring semester, faculty will revise and administer stand-alone assessment examinations appropriate to each major or degree program. Critical thinking and comprehensive business content knowledge examinations will be administered in upper-division business core courses such as BA 415 Business Ethics or BA 445 Business Policy. At the major level, each area will administer its own comprehensive assessment examination in an upper-division course in the major curricula, such as MKT 450 Advanced Marketing Strategy or INTB 435 Multinational Business Strategy. Additionally, indirect assessments such as the exit interviews, exit surveys, and retention surveys will be administered in the spring semester of each year. Faculty activity reports for each year are due at the beginning of each spring semester, with faculty evaluations taking place at the same time. University assessments such as post-graduation surveys and student engagement surveys also take place during the spring semester.

Summer Semester

During the summer semester, the Dean, Associate Dean, and Assessment Coordinator will review all assessment data for the previously completed academic year in order to prepare for the review by faculty of assessment data and major curricula at the start of the fall semester of the upcoming academic year. Significant revisions to the assessment instruments or university bulletin [updates to learning goals or major curricula structure] are implemented during the end of the spring semester and into the summer period. Enrollment and retention is also analyzed during the summer to plan faculty schedules adequately for the next academic year. Annual reports for the College of Business are also written during the summer semester.

Undergraduate

The CoB has made the following undergraduate revisions since 2009:

1. In the B.B.A. and B.Acc. degree programs, ECON B200 / B201 (Principles of Micro- / Macroeconomics) were lowered to a 100-level course (ECON B100 / B101) as of Fall 2011. This change was implemented to address retention within the college by providing a second set of core business courses in the freshman year (in addition to BA 100/ 101). This change, along with the start of our Business Portfolio Program in 2009, was done to address the active engagement of first-year students in the CoB programs. The change also improves student progress through the remainder of the business curriculum, as the two required ECON courses are prerequisites for many other business courses.
2. In the B.B.A. degree program, the required courses ECON B300 / 301 (Intermediate Micro- / Macroeconomics) for the Economics major were lowered to 200-level course numberings (ECON B205 / 206) as of fall 2011. This change was implemented to allow Economics majors greater flexibility in beginning their advanced / elective coursework in the major, since the two intermediate-level courses are prerequisites for later courses. This change was done so as to give economics majors more time to explore their particular interests through elective offerings.
3. In the B.B.A. degree program, the Finance major requires completion of the FIN B310 (Financial Institutions) course as of fall 2010. This course was previously required of Finance majors until it was removed from the major requirements in fall 2007. This change was implemented because the content of the course was considered by the Finance faculty relevant, current and necessary for student success in the discipline.
4. In the B.B.A. degree program, the “Business of Music” major was phased out as an option as a major as of fall 2011. Currently enrolled students will be able to complete the program by taking the equivalent required courses of the major through the College of Music and Fine Arts’ Music Industry Studies program. Administration of the program across two separate colleges with two competing curricula and learning objectives was not conducive or supportive of student success. College of Business students interested in music business are currently encouraged to major in business and minor in music industry studies.
5. In the B.Acc. degree program, the required courses ACCT B205 / 206 (Corp. Accounting & Reporting I / II) for Accounting majors will be raised to 300-level courses and renamed (ACCT B305 / 306, Intermediate Accounting I / II) with phased implementation to begin in fall 2012. This change was implemented to better meet the requirements of the CPA examination and the expectations of employers in the accounting field. These new numberings and course titles better represent the current practice in the discipline and for preparation for the CPA exam.

Assessment Results and Outcomes - Undergraduate

Table 2 shows a summary of recent assessment outcomes:

Table 2

Summary of Recent Assessment Outcomes

Common Learning Goals	Assessment Tool	Student Achievement	Impact of Assessment
<i>Apply critical thinking skills to business issues</i>	TACTS exam adapted and administered in BA 415 to 34 students in Spring 2011.	Students averaged a 58% score on the exam. The weakest dimension scores were inferential / inductive reasoning techniques. The strongest were quantitative skills and deductive reasoning.	The scale used to score the assessment test was determined to be unreliable and the instrument will be revised before further use.
<i>Communicate effectively in the business world</i>	Lawsuit briefing rubric in LGST 205 [N=9]; research project literature review rubric in ECON 360 [N=14]. Assessment conducted in both courses in Spring 2012.	In each assessment, students scored lowest on rubric items related to summarizing / synthesizing the facts and materials relevant to their project. Only 57% of students scored "excellent" in these categories. Further, only 50% of students scored "excellent" on items of technical writing quality.	Results from these assessments will be presented and discussed at the first general faculty meeting of the Fall 2012 semester.
<i>Apply a values method for making ethical decisions</i>	Loyola University exit survey and the EBI item #41 measured the Ethical awareness of our graduating seniors.	On a 5-point scale the scores were 3.99 & 4.09 respectively.	The Center for Spiritual Capital is planning on two lectures in BA 100 and 101 for our entering freshman class. Other activities will be planned for years 2, 3, & 4 of the Business Portfolio Program
B.B.A.-only Learning Goals	Assessment Tool	Student Achievement	Impact of Assessment
<i>Demonstrate competency as business professionals</i>	Comprehensive business content assessment exam administered in BA 445 to 31 students in Fall 2011.	Students averaged a 49% score on the exam. The weakest functional area scores were in Finance and Intl. Business. ACCT, ECON, and FIN majors performed better than INTB, MGT, or MKT majors.	Poor performance largely determined to be the result of the examination timing (first day of school in Fall). Future exams will be in Spring.
<i>Demonstrate competency as business professionals</i>	Internship supervisor's assessment rubric revised and administered to 159 interns from 2011 - 2012.	Students performed the requirements of their internships competently, as assessed by interns' supervisors. 92% would consider hiring the intern they supervised. Scores on 8 dimensions of intern performance ranged 4.5 to 4.8 on a 5-point scale.	Satisfactory achievement. No change necessary.
<i>Possess ability to succeed in a global economy</i>	Business content exam administered in BA 445 to 31 students in Fall 2011.	On the questions designed to measure international business content, students averaged a 43% score.	Poor performance largely determined to be the result of the examination timing (first day of school in Fall). Future exams will be in Spring.
B.Acc.-only Learning Goals	Assessment Tool	Student Achievement	Impact of Assessment
<i>Demonstrate accounting educational background</i>	Major assessment exam administered in ACCT 460 to 12 students in Fall 2011.	Students averaged a 42% score on the exam in the relevant areas of inventory models, depreciation, stock transactions, and quantitative ability.	Poor performance largely determined to be the result of the examination timing (first day of school in Fall). Future exams will be in Spring.
<i>Use accounting information to make decisions</i>	Major assessment exam administered in ACCT 460 to 12 students in Fall 2011.	Students averaged a 67% score on the exam in the relevant areas of financial and cash flow statement analysis. Students scored higher on cash flow use.	Student achievement was stronger than in the core content knowledge goal. Emphasis will be placed on improving content knowledge first.

Students in BA B415 (n=34) took the “TACTS” (Texas Assessment of Critical Thinking Skills) exam in spring 2011. The test was scored according to the provided scoring scale as well as on internally developed revised key and scale. The results across each thinking skill category were as follows:

Thinking Skill Categorization from TACTS Specification	TACTS Scale	Loyola Rescale*
1. Being able to employ basic quantitative reasoning techniques to solve percentage problems, simultaneous equations, etc.	72%	82%
2. Being able to apply to calculate probabilities and make correct inferences from quantitative information presented in dialogue.	53%	49%
3. Being able to interpret what inferences can be made from quantitative information presented in a table, chart or diagram.	44%	47%
4. Being able to distinguish data showing a correlation from information needed to establish a cause and effect relation.	37%	55%
5. Being able to recognize the logical relationships involved in the process of hypothesis testing and understand falsifiability.	71%	69%
6. Being able to determine logically possible combinations given a set of constraints or deduce the composite parts of a partial syllogism.	88%	79%
7. Being able to recognize argument structure and use appropriate concepts such as premise, conclusion, etc., to identify the parts.	38%	38%
8. Being able to distinguish a successful paraphrase of an idea from an unsuccessful paraphrase or correctly interpret a logical “not.”	88%	61%
9. Being able to identify an essential unstated premise or conclusion of an argument that is implicitly assumed by the argument.	53%	48%
10. Being able to evaluate how strongly a particular set of statements supports a specific conclusion or intermediary premise.	63%	73%
11. Being able to evaluate the degree of relevance of particular pieces of evidence to determining the truth or falsity of a statement.	73%	71%
12. Being able to evaluate whether and to what degree a particular criticism supports or contradicts the validity of an argument.	51%	51%

* Although the test provided enough variance in student performance to be potentially useful, the instrument needs revision and rescaling before it can be implemented as an assessment tool to drive decision-making. Upon post-test analysis, the identified specification above provided with the instrument proved to be unreliable, with the individual questions not loading well on the identified factors and the general specification to be too detailed for the number of test questions on the instrument. Even after reassigning items to scales to achieve better loading, the results were too widely varied within each specified categorization to be reliable.

Some broad general trends were discovered through this series of assessments. Students performed well in straight-forward quantitative and logical analysis (#1 and 6), and reasonably well on questions related to the essential methods involved in scientific inquiry and deductive reasoning (#5, 10, and 11). Students performed poorly in the areas related to implicit data and inferential or inductive reasoning (#2, 3, 4, 7, and 12). The instrument and scale will be revised prior to the presentation to the faculty.

Students in LGST 205 (n=9) completed a **lawsuit briefing** assignment in spring 2012 which was scored using an **embedded rubric**. The content of the rubric and results were as follows:

Criteria and qualities	Poor	Good	Excellent
Adequate summary of the facts of the case	Little understanding or poor reference to the actual facts	Explanation of the basic facts of the case	Insightful recitation of all the relevant facts
Defining of the issues involved in the case	No understanding of what issues are in controversy	Recitation of the major issues involved in the case	Understanding of all major issues involved and the relations between them
Determination of the court's holding	Minimum recitation of how the court has ruled	Listing of one of the court's holdings	Full recitation and understanding of all holdings of the court
Analysis of the court's legal reasoning	Failure to understand the court's legal reasoning	Basic recitation of some of the court's legal reasoning	Full explanation and understanding of the court's legal reasoning
Explanation of the final order of the court	No understanding of what the court ordered	Limited explanation of the court's final order	Full, complete recitation of the court's final order

Criteria and qualities	Poor	Good	Excellent
Adequate summary of the facts of the case	11%	33%	56%
Defining of the issues involved in the case	0%	44%	56%
Determination of the court's holding	0%	22%	78%
Analysis of the court's legal reasoning	11%	11%	78%
Explanation of the final order of the court	0%	22%	78%

The area of greatest weakness in student performance was found to be the ability to accurately summarize the factual details of a case and the issues of dispute between the litigating parties. Students were able to summarize the outcome of a lawsuit in their briefing but could not communicate the context in which a lawsuit was filed or the dispute that was the impetus for it.

Students in ECON 360 (n=14) completed a **literature review** assignment in spring 2012 which was scored using an **embedded rubric**. The content of the rubric and results were as follows:

Criteria and qualities	Poor	Good	Excellent
Introduction: the Problem statement	Neither implicit nor explicit reference is made to the topic that is to be examined.	Readers are made aware of the overall problem or topic that is to be examined.	The topic is introduced, and its relevance is explained.
Articles: Source appropriateness	Information is gathered from limited, dubious, sources.	Information is gathered from a few sources, some of dubious quality.	Information is gathered from multiple, research-based sources.
Articles: Balanced viewpoint	Presents only one answer to the research question.	Some discussion of alternative viewpoints but heavily favors one side.	Objective, balanced viewpoint from various perspectives.

Articles: Content appropriateness	Major sections of pertinent content have been neglected or greatly run-on. Topic is of little significance to the field.	Some discussion of broader scholarly literature.	The appropriate content is covered in depth without being redundant. Significance of topic is unquestionable.
Conclusion: Synthesis of literature's findings and research question.	No indication author tried to synthesize the information or make a conclusion based on the literature under review. No hypothesis or research question is provided.	Author provides concluding remarks that show analysis and synthesis of ideas. Some of the conclusions were not supported in the body of the report. The hypothesis or research question is stated.	Author made succinct and precise conclusions based on the review. Insights into the problem are appropriate. Conclusions and hypothesis or research question are supported in the report.
Grammar	4+ spelling or grammatical mistakes per page.	2-3 spelling or grammatical mistakes per page.	<1 spelling or grammatical mistakes per page.
Clarity of writing and writing technique	It is hard to know what the writer is trying to express. Writing is convoluted.	Writing is generally clear, but unnecessary words are used. Paragraph or sentence structure is too repetitive.	Writing is crisp, clear, and succinct. Use of pronouns, modifiers, and parallel construction is appropriate.
Coherence / structure	Poorly structured, haphazard.	Some coherent structure.	Well developed, coherent.
Citation format	Citations for statements included in the report were not present, or references which were included were not found in the text.	Citations within the body of the report and corresponding bibliography were presented. Some formatting problems or missing components exist.	All needed citations were included in the report. References matched the citations, and all were encoded in APA format.

Criteria and qualities	Poor	Good	Excellent
Introduction: the Problem statement	0%	29%	71%
Articles: Source appropriateness	0%	14%	86%
Articles: Balanced viewpoint	0%	21%	79%
Articles: Content appropriateness	7%	14%	79%
Conclusion: Synthesis of literature's findings and research question.	14%	29%	57%
Grammar	14%	29%	57%
Clarity of writing and writing technique	21%	29%	50%
Coherence / structure	21%	36%	43%
Citation format	7%	43%	50%

As in the LGST 205 lawsuit briefing assessment, the greatest weakness in student performance in this literature review assessment was found to be the students' ability to summarize and synthesize information to present a comprehensive overview and context to the problem to be analyzed. Students were unable to formulate an appropriate research hypothesis based on the content of their literature review, although they were able to select appropriate articles to cite.

Additionally, the ECON 360 assessment found significant failure of students to conform to the grammatical and formal standards of technical business writing. 50% excelled in this area.

Students in BA B445 (n=31) took the comprehensive **business content** assessment in fall 2011. The test scores on each subdomain of the exam, by major of students tested, were as follows:

Student Major	ACCT Score	ECON Score	FIN Score	INTB Score	MGT Score	MKT Score	QUANT Score	TOTAL Score
4 ACCT	67%	47%	75%	46%	58%	67%	67%	63%
3 ECON	61%	78%	78%	61%	64%	67%	72%	69%
4 FIN	58%	72%	63%	54%	49%	58%	54%	60%
3 INTB	56%	50%	17%	44%	53%	39%	44%	43%
13 MGT	39%	50%	33%	49%	54%	44%	33%	44%
4 MKT	42%	33%	4%	8%	38%	46%	21%	33%
31 TOTAL	50%	53%	41%	43%	52%	51%	44%	49%

Students in ACCT B460 (n=12) took the **accounting major** assessment in fall 2011. The scores were:

	Financial Reporting	Cash-flow Statement	Inventory / Production	Depreciation / Amortization	Stock/Dividend Transactions	Quant. Items	Total Score
ACCT	53%	80%	30%	60%	33%	45%	51%

Students in FIN B325 (n=20) took the **finance major** assessment in fall 2011. The scores were:

	Time Value	Financial Statements	Financial Institutions	Investments	Corporate Valuation	Quant. Items	Total Score
FIN	31%	25%	37%	17%	22%	24%	26%

Students in INTB B370 (n=6) took the **intl. business major** assessment in fall 2011. The scores were:

	Global Bus. Environment	International Culture	Marketing / Strategy	International Finance	Global Bus. Institutions	Total Score
INTB	62%	60%	64%	40%	50%	56%

Students in BA B405 (n=27) took the **management major** assessment in fall 2011. The scores were:

	Human Resources / Leadership	Decision-Making	International Management	Management & Org. Beh.	Strategy / Planning	Total Score
MGT	55%	47%	48%	55%	52%	52%

Students in MKT B450 (n=21) took the **marketing major** assessment in fall 2011. The scores were:

	Product Decisions	Promotion Decisions	Pricing Decisions	Distribution Decisions	Marketing Research	Marketing Strategy	Total Score
MKT	61%	50%	54%	48%	36%	59%	54%

* A suitable class period was not found in which to administer the **economics major** assessment in the fall. During the next period in which this assessment examination series is conducted, it will be included. A proxy for the performance of economics students can be found in the “ECON score” obtained by the 3 students who took the comprehensive business content assessment.

The results of the comprehensive business content and major assessments displayed in the previous tables were presented to faculty in late fall 2011 for review. No specific curricula developments were identified at this time, but general trends were apparent in the data:

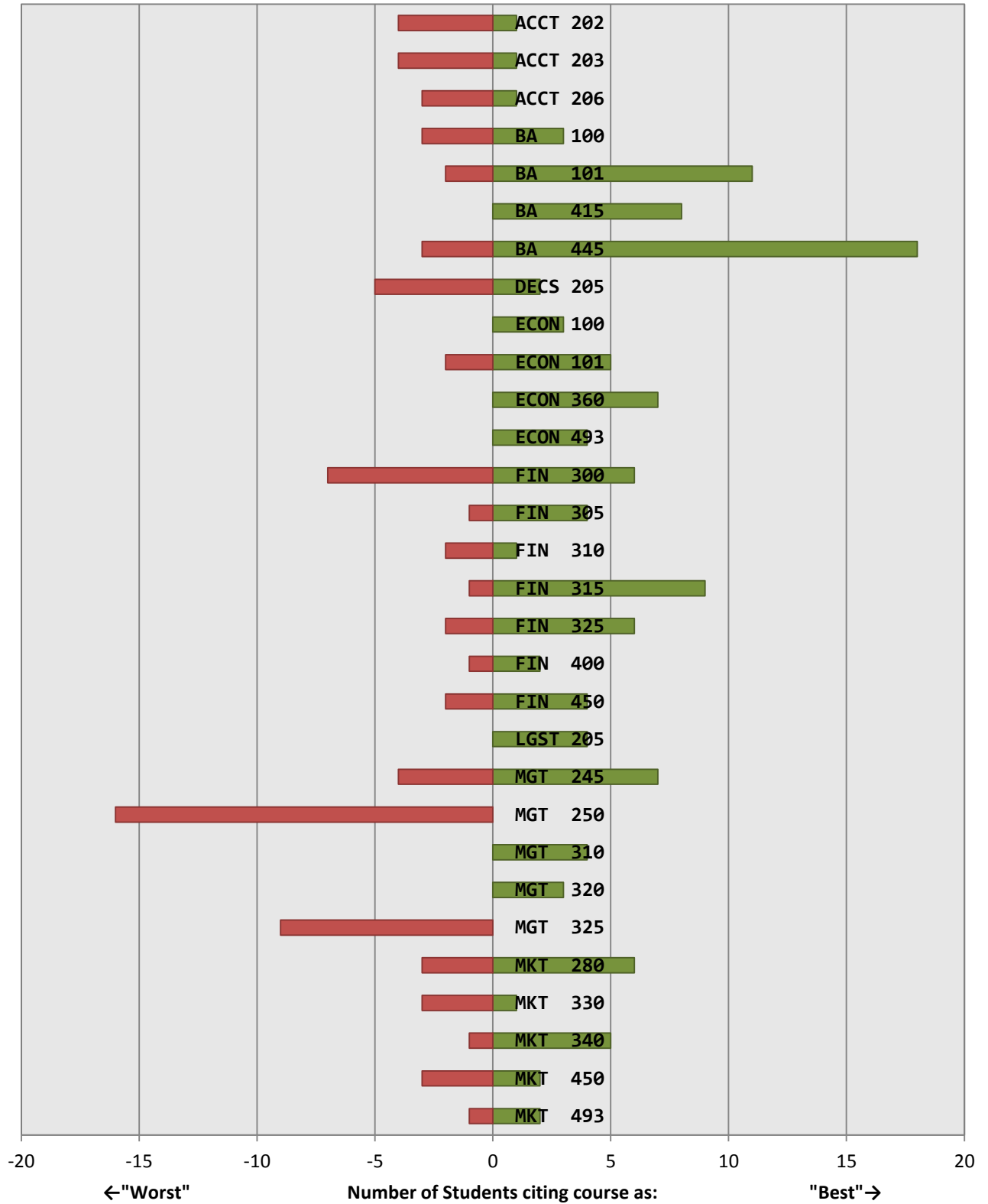
- Students in the 3 “quantitative” / “hard skills” majors (Accounting, Economics, and Finance) performed significantly better on the business content assessment than did students in the majors focused on “soft skills” (Intl. Business, Management, Marketing).
- The areas of content knowledge that students performed most poorly on were Finance, International Business, and Quantitative Analysis. These are also the areas covered least in the business adjunct and business core curricula. Only one heavily quantitative course (DECS B205, Business Statistics) and finance course (FIN B300, Financial Management) are included in the core requirements of the B.Acc. and B.B.A. degree programs. One internationally-focused course is required in each major (apart from Intl. Business).
- Students seem to struggle to maintain their education and content knowledge over the summer. The assessments given in fall were primarily administered on the first day of class in upper division courses. Without any “priming” and with the distractions of the first week back at school, this was not the ideal time to conduct an assessment. In the future implementations, these assessments will be given during the latter half of the spring semester instead to improve reliability.

Students (n=159) completed internships between spring 2011 and spring 2012 and returned the **internship supervisor’s assessment rubric**. The results on the 8 dimensions of the assessment (measured on a 5-point scale) and final evaluation of the interns’ performance were as follows:

Assessment Scale Item or Question	Average
Attentiveness and willingness to learn	4.63
Business etiquette and basic work habits	4.71
Critical thinking and problem-solving	4.55
Dependability and character attributes	4.81
Effective written and oral communication	4.57
Professional and career development skills	4.58
Organizational knowledge and interaction	4.71
Interpersonal, leadership, and teamwork skills	4.68
"Would you supervise this intern again?"	100%
"Would you consider hiring this intern?"	92%

These results are consistent with the results of prior internship assessment, last completed in spring 2010. In both assessment series, interns scored exceptionally high on all categories, although critical thinking, communication, and career preparedness scored lowest among all dimensions measured. The results indicate strongly that College of Business students are well-prepared for entry-level jobs in business and are considered hireable by potential employers.

Undergraduate students (n=77) across all degrees and majors took **exit interviews** between 2008 and 2012; their responses to “Worst Course” and “Best Course” taken in the College of Business



The results of the exit interviews in the previous graph display a few general response trends:

- Students clearly identified MGT 250 “Management Information Systems” and MGT 325 “Production & Operations Management” as the weakest courses in the business core. The topics in these courses are an important part of business education but are unfamiliar to most students and highly technical.
- Other courses in the business core commonly identified as weak are ACCT 202 “Financial Accounting,” ACCT 203 “Managerial Accounting,” DECS 205 “Business Statistics,” and FIN 300 “Financial Management.” This response can be attributed to high turnover and variance in the instructors assigned to teach these courses over the 5-year period covered by this sample. Several different faculty, both full-time and part-time, have taught these courses in recent academic years as the College strived to find the best fit for faculty resources in these areas. The College has made some improvements to the scheduling and staffing of these courses recently with the newly hired faculty members Joohyung Ha in Accounting and Leo Krasnozhon in Decision Science, which has reduced the need for adjunct faculty or for full-time faculty who have not taught the class in the past [to staff these core courses as they have in recent years]. Because these are sophomore courses, the impact of these changes will not be seen until exit interviews in 1 or 2 years.
- Students clearly identified BA 101 “Business Communication,” BA 415 “Business Ethics,” and BA 445 “Business Policy” among the strongest courses in the business core. The inclusion of the two “capstone” experiences in the business core, Business Ethics and Business Policy, is encouraging as these two courses, in particular, serve as evidence that the goal of values-based and holistic education in the College’s mission is being fulfilled.
- Other courses in the business core identified predominantly as strong include ECON 100 / 101 “Principles of Micro/Macroeconomics,” MGT 245 “Management & Organizational Behavior,” and MKT 280 “Basic Marketing.” Economics and Management were recently reduced to lower-level courses to encourage business students to engage with the core curriculum of their degree program earlier in their college career. That these courses are viewed as among the strongest in the curriculum is encouraging in light of the intention to use these courses to enhance the experience of undergraduates to improve retention.

Business students (n=74) took the University-wide **exit survey** for graduating seniors in 2011. The results on selected satisfaction and development metrics (5-point scale) were as follows:

Exit Survey Item or Question	Average*	EBI Item	Score**
Development of Writing Skills	3.79(-)	Q67	3.76
Development of Quantitative Skills	3.95	Q76	4.15
Development of Critical Thinking	4.33	Q73	4.31
Development of Scientific Inquiry	3.69(-)		
Development of Oral Communication	4.10	Q66	4.01
Development of Foreign Language Skills	2.93(-)		
Development of Ethical Awareness	3.99	Q41	4.08
Development of Multicultural Awareness	4.01	Q39	4.1
Development of Social / Civic Responsibility	3.97	Q40	4.01
Development of Global Justice / Awareness	3.93		
Development of Skills in Major Area of Study	4.26		
Quality of Academic Program / Major	4.14	Q78	3.87
Quality of Academic Advising	4.14	Q51-52	4.09
Overall Quality of Instruction	4.05	Q16-17	3.29
Sensitivity of Staff / Administration	4.18(+)		
Support / Academic Services	4.06		
Satisfaction with Experience at Loyola	4.42	Q79	3.74
Academic Rigor of Loyola Education	4.11(-)	Q77	3.82
Understanding of Loyola's Jesuit Heritage	4.05		
Pride in being a Loyola Graduate	4.47		
Engagement in Community in Service	4.01		
Likelihood to Recommend Loyola to Others	4.36	Q81	3.81

* Minus (-) or plus (+) signs indicate statistically significant deviations ($\alpha = 0.10$) from the overall campus mean across the other 3 undergraduate Colleges of the University. All other results are not significantly different from the responses of other undergraduate seniors at the University.

** In Spring 2011, the College of Business also administered the EBI Undergraduate Business Exit Assessment. Fifty students responded; the results on equivalent metrics (as applicable) are presented in the right-hand column. The EBI instrument uses a 7-point scale, but mean scores were rescaled above to a 5-point scale for comparison. The College did not use the EBI survey instrument in spring 2012 since the University revised its internal exit survey to include content specific to all Colleges. Results from the spring 2012 University exit survey are not yet available.

The exit survey results show a high level of general satisfaction with the College of Business experience and curriculum. Deficiencies in the development of scientific process and foreign language are attributable to the lack of coursework in these areas in the required curriculum of business students. The comparatively low score in the development of writing skills affirms a long-standing concern in the College.

The Business Portfolio Program students (120 freshmen, 106 sophomore, and 114 junior students) took the **Portfolio Survey** in spring 2012. The results and representative open-ended responses were as follows:

Freshmen (PFOL 100/101)

How much has your participation in the Business Portfolio Program influenced your thinking and/or improved your skills concerning the following?			
	No influence or improvement	Some influence or improvement	Strong influence or improvement
Importance of completing one or more internships during your college career	3.30% (4)	40.8% (49)	55.8% (67)
Your understanding of how to network in a professional setting	5.00% (6)	45.4% (54)	49.6% (59)
Your understanding of how to communicate effectively in a professional setting	4.20% (5)	46.2% (55)	49.6% (59)
Your personal knowledge of different majors and/or career options	9.20% (11)	52.5% (63)	38.3% (46)
A decision to study abroad at some time during your college career	21.7% (26)	41.7% (50)	36.7% (44)

What recommendations do you have to make PFOL 100 and 101 more helpful for future classes of students?

A. Mentors should be assigned by major:

“I would prefer to be in a mentor group with more people in my major. While my mentors were nice and all, they really couldn't answer questions about my major.”

“Although I thought the program was good, I think that students should be more specifically categorized by their major, i.e., Finance majors are paired up with mentors in the finance realm of business.”

“More specific to one's major.”

“I think that the program would be more helpful if students were given the opportunity to choose their mentor depending on what they are interested in. For example, if a student was interested in sports, they would be paired with an executive who works for the Hornets. This way the mentor and the student would actually have something to talk about, allowing them to form a closer relationship.”

“I would make the mentors' careers better aligned with the student's major. Overall, portfolio was great.”

B. More information on our majors/more one-on-one advising:

“Have more meetings about specific majors and minors.”

“More one-on-one with Adviser, and groups should be involved with each specific major.”

“More emphasis on 1-on-1 meetings for advising.”

“More one-on-one with Academic advisors.”

“Have more talks with your academic advisor.”

“I would recommend that the major meetings should be in the fall rather than in the spring. This would allow freshmen to get a grasp on what they want to major in earlier.”

“Get the students more involved with learning about internships and what major they are really interested in.”

“Meeting with seniors who have gone through the process and are involved in our majors would allow us to get a feel of the upcoming years. Learn what works and what does not work.”

“Portfolio should focus more on majors and what type of jobs a person can get in his or her major.”

C. General Program Comments:

“None. I thought the Portfolio program was amazing this year.”

“I’m not sure that I would change anything regarding the Business Portfolio Program.”

“I think the program is awesome and super helpful, especially when it comes to gaining confidence in networking.”

“Less commitment or give credit hours for course.”

“No large changes needed, only slight tune ups that will happen with time. Very well done, very helpful, very influential.”

“Have communication between mentors and student become more clear and efficient.”

What did you enjoy the most about the Executive Mentor Program (during your Freshman year)?

“I thought the Executive Mentor Program was an amazing way for me to get a glimpse into the business world and see what it is actually like as well as what kind of environment I would be working in if I pursued a career in the field. My mentors were so helpful as were the events the program held.”

“I enjoyed connecting with professionals like my mentors and getting the opportunity to get a first-hand look at business entrepreneurs and careers of all types.”

“Learning about business in New Orleans and learning how to communicate in a business environment.”

“The experience to work with people that are in the business field and being able to learn from them.”

“I enjoyed the time that I spent with my mentoring group. We all grew very close throughout the year.”

“Being able to learn the networking skills that are required to succeed in the business world.”

“All of the great networking, along with meeting new people, and of course getting great meals :)”

“The meetings were a lot of fun. We got to listen to the mentors and their guests, and it was a wonderful learning experience. It was a casual environment that was relaxing and helped us feel more at home in the business world.”

“Being able to get out in the Business World.”

“Everything. It has completely helped to mold the rest of my time here at Loyola. I have become a far better student, and it has increased my business portfolio ten-fold.”

Sophomores (PFOL 200/201)

	No influence or improvement	Some influence or improvement	Strong influence or improvement
Your understanding of internship / career options and ability to identify resources	10.3% (11)	49.5% (53)	40.2% (43)
Your understanding of how to write a professional resume and cover letter	5.70% (6)	36.2% (38)	58.1% (61)
Your confidence in your ability to interview in a professional setting	8.50% (9)	47.2% (50)	44.3% (47)
Your understanding of how to communicate effectively in a professional setting	11.3% (12)	45.3% (48)	43.4% (46)

What did you find most helpful for your internship / career development in PFOL 200 and 201, and why?

“The mock interview; it was a great chance to assess my current skills and make changes where they are needed.”

“The mock interview was the most helpful for my internship and career development. I learned how to dress for a formal interview. It helped me to become more comfortable in this type of situation. The more you practice answering questions and asking questions, the better you will become. I liked the fact that the interview was taped. I can look back at the tape and see what I did well and what I need to improve on.”

“I found the informal interview to be the most helpful aspect of the Portfolio program thus far, because it allowed me to get a deeper understanding of the field that I was interested in.”

“The interview that we had to do that was recorded. Re-watching yourself interview really shows what you need to improve on.”

“Individual resume and cover letter review with portfolio because I had no idea how to write a professional Business Resume and cover letter.”

“I found that the individual resume and cover letter review with portfolio advisors was most helpful because it really helped me build a great resume. Creating a resume was one of the most difficult tasks for me when it came to filling out job applications. But the advisors were a great resource that helped me get started on a tool that I use to sell myself.”

“Resume and cover letter critiques were most helpful to me because I learned how to perfect my resume and outline my unique skill set for potential employers.”

“I found that actually sitting down and looking at future internship plans was most helpful. Before PFOL 200 and 201, I never thought about interning anywhere or even how to go about finding an internship. It gave me some hope for the future.”

“Being able to meet with Portfolio advisors, particularly in the mock interview setting, was eye-opening to all of the things I could add to my resume or talk about in an interview that had never occurred to me. I was amazed at how easily I could apply my experiences and interests in ways that framed me as the perfect fit for various careers. Additionally, I was able to see the things I necessarily need to accomplish in the near future to better my case as I look for internships and eventually a career.”

“Sitting down and talking to Karin was extremely helpful, because I often had a vague idea of what I wanted to do or what I was interested in, and just sitting with her and talking my ideas out would bring new ideas to my mind. It also helped me get more excited about interning within the next few years.”

“I have recently, switched majors, transferring to the College of Business, and I have found that the portfolio program is one of great empowerment. Although I was not present for the first half of the program, as a sophomore, I realized that I am not on top of my career as I should be. I have better knowledge of how to answer certain questions in interviews without implicating the wrong message in trying to sell my brand to a company.”

“What I find most helpful is the staff behind the Portfolio program. They are always there helping to re-evaluate my resume, cover letter, or decisions. They took their time with me and really dove into detail about what I needed to improve on. The consistency of availability and responsiveness is definitely appreciated and that staff has helped me in so many ways.”

“The interview workshops were very helpful because I had some room to grow in interviewing.”

“The preparation for interviews was the most beneficial thing I learned during this year.”

“I thought the Internship Workshop was the most helpful because it clarified what we had to do to get Internship credit with the CoB for graduation.”

“I found the workshops very helpful for everyday life. Even if it’s not for an internship, the knowledge I get from the workshops can carry me through job interview after job interview.”

“The pamphlet given out with common interview questions was very helpful. I knew exactly what to say.”

“I found the sample questions given in the handouts the most helpful because it allowed me to prepare for my interview and gave me confidence.”

“The emails of internship updates in the area helped me focus my internship search and helped me find my internship for the summer.”

“Packets with resume and cover letter examples were also very helpful.”

“I don’t think that I can point out one certain aspect that I found the most helpful because I believe that every aspect has been applicable and advantageous in furthering my skills and defining what career path to pursue. The workshops, the one-on-one meetings, the lectures have all been great.”

What recommendations do you have to make PFOL 200 and 201 more helpful for future classes of students?

“More one-on-one meetings. As stated above, the workshops were not very helpful, but the personal meetings were extremely beneficial.”

“I feel as if the program is very helpful for students. I just think that more visits with an advisor will be helpful, but in all actuality that can be done on our own time. I think continuing to have the portfolio program will only add success in the business school at Loyola.”

“Make the program seem a little more personal between students and advisors.”

“I thought that the time requirements were very reasonable. My only real recommendation is that more time be spent meeting with advisors directly and less be spent meeting in large groups or working alone. I know that this is hard to organize, and I am grateful I was able to talk to Portfolio advisors at all.”

“I would have liked to have attended a panel discussion relevant to my major, but the one that I planned on attending was canceled, so I went to the Dream Share workshop, which I did not find particularly helpful.”

“I think that there could be a lot of improvements. I think that the mentor program should go beyond the first year, and actually mentor in that particular field rather than just talk about

particular subjects like what to do and what not to do. There should also be more assignments that we could use beyond portfolio.”

“My recommendation would be to have more Career Panel discussions to attend. I would have liked more choices -- maybe make one mandatory per semester.”

“The career panel/ event I did not find to be as helpful as I expected it to be. Most students don't go or just write their names and leave. I believe that portfolio should require mandatory etiquette classes and more interviews.”

“The individual assignments are helpful; however, having to attend so many workshops became tiring.” (2)

“Don't put the internship interview at the end of the year. Students WILL procrastinate. When they realize it's too late, they're buried in other work from other classes. I suggest moving it up a few weeks/months.”

“We should have an internal auditing program in which we take a course to prepare ourselves to work in a real-life company and then intern in a company. We should be able to choose between this program and portfolio. This program costs the same as portfolio. I learned about this program in LSU, and it gives students the opportunity to have training for an internal audit internship.”

“The class is essentially pointless if a person is not actively involved and it is easy to forget to do things for Portfolio if a person has "real" classes -- classes that require studying and ones in which it is not just pass or fail.”

“The only recommendation I would really make would be to maybe be more flexible and offer more times. I had a lot of conflict with work and had mandatory meetings during the window.”

Juniors (PFOL 300/301)

	No influence or improvement	Some influence or improvement	Strong influence or improvement
Expanded understanding / ability to identify internship / career options and resources	9.60% (11)	58.8% (67)	31.6% (36)
Importance of completing one or more internships during your college career	14.0% (16)	40.4% (46)	45.6% (52)
Your confidence to pursue internship / career opportunities on your own	11.5% (13)	45.1% (51)	43.4% (49)
Your understanding the importance of networking for internship / career	14.9% (17)	36.8% (42)	48.2% (55)
Your understanding of how to build your professional network	21.9% (25)	48.2% (55)	29.8% (34)
Your confidence in your ability to network in a professional setting	20.4% (23)	49.6% (56)	30.1% (34)
Your understanding of how to communicate effectively in a professional setting	16.7% (19)	50.0% (57)	33.3% (38)

What did you find most helpful for your internship / career development in Portfolio 300 and 301 and why?

“Meeting one-on-one with portfolio advisors.”

“The best way that Mclean helped was in the construction of my resume. Many of the recruiters that got my Resume said it looked very professional.”

“I found meeting one-on-one with Dr. Barnett to be the most helpful along with the action plan.”

“I liked meeting with Ms. Iwasaka. She always had great suggestions and was eager to assist me in finding the right internship to suit my unique needs.”

“Networking night because it was a setting filled with real professionals whom I was able to bounce ideas off of and speak about concrete scenarios rather than hypothetical ones.”

“Providing me with opportunities for internships through emails because it really made me aware of what was going on.”

“What I found most helpful is the openness and ability to talk to any of the portfolio instructors whenever I needed too. I was applying for internships in spurts, so once I got to a step I didn't understand, the portfolio instructors were there to help.”

“I found it most helpful to be able to have someone look over my resume and cover letters before I applied for internships. It was nice to have someone check for spelling errors and make recommendations about my resume.”

“The program pushes you to open yourself to new networks, in addition to requiring an internship. Both of these requirements of the program were extremely helpful in my pursuit toward full-time employment.”

“The availability of the advisors. This lets you get their help and guidance at any time during the semester and as many times as you want.”

What recommendations do you have to make PFOL 300 and 301 more helpful for future classes of students?

“I think it could be helpful to have one or two meetings as a group during the semester to discuss assignments. Providing a clear calendar or to-do list would also be a helpful alternative to meeting.”

“It would be really helpful if the portfolio program could have agreements with companies so that students could perform their internships there, as an internship is required to graduate.”

“Make it an elective. Not a required class for no credit. Or make it one credit and require more things.”

“Maybe have more networking events that are a little more specific or have monthly speakers come in the evenings and give advice.”

“I think that the PFOL program should allow students to connect with mentors during their Jr. and Sr. years as opposed to Freshman year because, for many students as College Freshmen, we change our major and aren't really certain what we want to do. So, meeting with a mentor at that time was not very productive. In contrast, in your Jr. and Sr. year of college, you are pretty much settled or at the least more comfortable with your career plans.”

“Don't fail students.”

“I believe that more emphasis should be put into creating an entrepreneurial atmosphere. The main focus seems to be to get students hired at big-time firms and corporations, and although that is obviously a great goal, not everyone wants to be living in a corporate ladder all of their lives.”

“It was nice to have the portfolio office there if we needed help but frankly I thought doing assignments was a little juvenile. We're at the point where we should be taking care of all of that stuff ourselves in terms of looking for employment.”

“I think it was very helpful to have us have these written assignments. They were a way for us to be aware of what to do and what our goals are.”

“Have one big meeting in the beginning of the semester so that everyone is on the same page for the year and knows what is needed to be completed by the end of the semester -- eliminating any confusion.”

“This was great! No recommendations needed! Thank You!”

“Either make portfolio a real class with a real grade or scrap it. Thinking about economics and incentives, when one can work hard or not hard at all for the same grade, what will they choose?”

“I think the portfolio program is great how it is now! I would have liked to have gone to more elective events, but the ones I did go to were really great and helpful.”

What workshops, events, etc., would you like to see included in Portfolio 400 and 401 that will help you with your job search or grad school plans?

“Events where employers from outside New Orleans and Louisiana come to meet with Seniors.”

“The most beneficial thing would be a one-on-one meeting with one of the advisors to go over our resumes and discuss which areas to play up to potential employers and school, as well as ways to improve the resume throughout our senior year. I would also like to see something regarding filling out job/grad school applications.”

“In portfolio 400-401 I would like to have an intensive Internship search, meeting or speeches with successful business CEO,CFO, etc., to hear their stories and how they became successful as well as give us tips.”

“The workshop events are always the same and very boring. Try to make them more interesting so that students will want to attend on their own.”

“From a Business of Music standpoint the CMFA Artistic Entrepreneur was an amazing event that I wish more people attended, as it applied directly to business in general and showcased great local professionals in a variety of industries.”

“Networking events, career fairs”

“I think whatever workshops that are implemented should be tailored to each major. Some of the professors do an excellent job of helping students understand the job or work setting better than many of the speakers brought in.”

“I think there needs to be a workshop on grad school and its requirements.”

“I think they could bring in grad students to talk about their decision and if they think they should work while going to grad school.”

“More Networking Nights”

“More meetings with advisors and more workshops geared to specific majors (i.e. marketing, management, finance)”

Graduate

1. The curricular changes made for the MBA program since our last review in 2009 include adding new courses to the area of Private Equity Investment/Consulting:
 - a. BA B893, Private Equity Investment – This course examines (1) evaluation of business models; (2) valuation and due diligence of new ventures; (3) process and mechanics of new venture equity funding. Areas of primary emphasis on the course are (1) the role of consultants; (2) critical evaluation of the effectiveness of business models presented; (3) the scope of angel investing; (4) the stages of seeking equity funding; (5) performing due diligence of potential investments. This is an integrative course that includes the study of marketing, management, production and operations, insurance, economics, human resources, business law and decision methods – as they apply to new ventures.
 - b. BA B710, Individual & Corporate Entrepreneurship – This course relates and integrates the student’s academic and professional experience through the analysis of an independent/corporate new-venture startup. The course takes a systems approach to problems which are confronted in developing a new business over time, intuition and creative problem solving techniques.

The Venture Capital track has MBA students oversee actual capital investment decisions in partnership with South Coast Angel Fund.

2. Courses added in the MBA program in the area of Project Management/Business Analysis:
 - a. BA B893, Project Management - This course is designed to enhance your knowledge, skills, and abilities in leading strategic projects. This rigorous, eleven-session course is structured for rapid understanding of the most important project management content from a holistic perspective covering each CAPM® and PMP® exam objective: Initiating, Planning, Executing, Monitoring + Controlling, Closing, and Professional + Social Responsibility. Project management knowledge areas are progressively elaborated and conveyed in a concentrated, hierarchical manner. Intensive reading assignments outside the classroom are an integral and essential component for accomplishing course objectives and achieving each student’s letter grade expectation. Instruction encompasses a progressive series of proprietary models, exam-useful exercises, and targeted testing. From a strategic, certification exam-passing perspective, must-know content is reinforced by examples that enhance understanding and retention. This holistic and agile approach is designed to discover and close knowledge gaps and fortify confidence with an unwavering expectation necessary for completing the certification process.
 - b. BA B893, Six Sigma - This course provides professionals with valuable skills that can be immediately applied to improve performance. The tools and techniques covered in this course have been used for over 50 years to improve processes and financial performance. A basic performance improvement project is required in

this course. This course prepares students to earn a Six Sigma Green Belt certification from the American Society for Quality.

- c. MGT B893, Predictive Analytics - The course develops quantitative approaches for decision making in the field of management. Students learn how to use theoretical and quantitative tools to enhance their ability to analyze real world problems, identify possible solutions, and make the right decisions to achieve performance excellence.

The Project Management and Six Sigma tracks provide students with the required educational background to seek professional PMI and Six Sigma/ASQ Certifications.

Assessment Results and Outcomes - Graduate

Table 3 shows a summary of recent assessment outcomes.

Table 3

Summary of Recent Graduate Assessment Outcomes

Learning Goals	Assessment Tool	Student Achievement	Impact of Assessment
<i>Engage business problems and make decisions from multiple perspectives</i>	Alumni survey administered to 58 M.B.A. program graduates in Spring 2012.	3 functional areas were identified as in need of more coverage: Economics, Entrepreneurship, and Finance; 3 additional functional areas were identified as being taught least effectively: Ethics, and Supply Chain Management, and Statistics.	M.B.A. curriculum is being comprehensively revised for implementation targeted for Fall 2013. The changes include a new capstone course experience, an additional course in statistics, and further elective course offerings in entrepreneurship and business analysis.
<i>Analyze value proposition and create comprehensive plan to deliver value</i>	Comprehensive external review rubric administered in BA 850 in Summer 2012	This external review will serve as a major component of each student’s grade in the capstone course required for graduation. No student who fails to meet performance standards on the rubric will be eligible for graduation.	This rubric is being tested for the first time in Summer 2012 and will form the basis for the newly revised set of M.B.A. program Learning Goals to be implemented in Fall 2013 with the revised M.B.A. program curriculum.
<i>Synthesize information from multiple sources and communicate persuasively</i>	M.B.A. recommendation for admission form, and general selection process, for 42 students admitted to the program since 2010.	Students admitted since 2010 obtained average ratings of 3.70 out of 4 on the communication skills portion of the recommendation form. Writing and speaking skills scored equally highly.	Communication skills are a foundational part of the M.B.A. curriculum. MGT 605, Managerial Communication, has served as the program orientation for many years. In the curricular revision being developed, it will be raised to a 700-level “core” course. Communication will be assessed throughout the curriculum, including in the final external review in the capstone.
<i>Confront ethical dilemmas and apply a principled method for responding</i>	M.B.A. recommendation for admission form, and general selection process, for 42 students admitted to the program since 2010.	Students admitted since 2010 obtained average ratings of 3.85 out of 4 on the personal integrity and principles portion of the recommendation form. The integrity item scored a very high 3.90, representing an exceptional level of achievement.	The M.B.A. program places a high value on personal integrity and ethical decision-making and only recruits and admits students who are people of character. All M.B.A. students sign a code of conduct statement upon admission that covers personal and academic integrity.
<i>Act with a managerial perspective and influence others to achieve goals</i>	M.B.A. recommendation for admission form, and general selection process, for 42 students admitted to the program since 2010.	Students admitted since 2010 obtained average ratings of 3.74 out of 4 on the leadership-related portion of the recommendation form. Teamwork scored more highly at 3.8 than leadership at 3.62.	Since a study in 2009 of students conditionally admitted with significant work experience and low academic performance, the M.B.A. program has modified admissions standards to attract students with greater managerial experience. In Spring 2011, it was found that a new policy that had even higher standards would have changed 39% of prior admission decisions to conditional admission or rejection due to poor experience.

M.B.A. students (n=58) took an **M.B.A. alumni survey** in spring 2012. An additional 42 M.B.A. students took a **process improvement** survey in summer 2012. The results were as follows:

“Given your experience with our curriculum, how do you feel the mix of topics below was balanced?”

		Require Less		About Right			Require More	
		1	2	3	4	5	6	7
Finance	4.60	1	1	1	24	16	8	2
		2%	2%	2%	45%	30%	15%	4%
Accounting	4.52	1	0	4	26	13	8	2
		2%	0%	7%	48%	24%	15%	4%
Marketing	4.29	1	1	2	29	16	3	0
		2%	2%	4%	56%	31%	6%	0%
Management	4.30	1	3	1	31	10	8	0
		2%	6%	2%	57%	19%	15%	0%
Communications	4.25	2	1	7	23	12	5	2
		4%	2%	13%	44%	23%	10%	4%
Ethics and Law	4.39	0	2	5	28	10	7	2
		0%	4%	9%	52%	19%	13%	4%
Supply Chain Management	4.55	0	1	5	24	14	5	4
		0%	2%	9%	45%	26%	9%	8%
Statistics	4.11	2	1	7	33	6	0	5
		4%	2%	13%	61%	11%	0%	9%
Economics	4.63	0	1	1	31	11	4	6
		0%	2%	2%	57%	20%	7%	11%
Entrepreneurship	4.72	2	1	3	17	15	11	4
		4%	2%	6%	32%	28%	21%	8%

“Overall, how effectively do you feel your courses covered the following content?”

		Very Ineffectively			Effectively		Very Effectively	
		1	2	3	4	5	6	7
Finance	4.40	0	3	9	18	10	10	2
		0%	6%	17%	35%	19%	19%	4%
Accounting	4.13	0	5	8	24	11	4	2
		0%	9%	15%	44%	20%	7%	4%
Marketing	4.77	0	3	4	17	12	12	5
		0%	6%	8%	32%	23%	23%	9%
Management	4.56	0	4	7	15	14	11	3
		0%	7%	13%	28%	26%	20%	6%
Communications	4.11	2	5	10	14	14	6	2
		4%	9%	19%	26%	26%	11%	4%
Ethics and Law	3.98	3	8	6	14	12	6	2
		6%	18%	9%	42%	18%	6%	4%
Supply Chain Management	3.52	3	8	13	21	3	2	2
		6%	15%	25%	40%	6%	4%	4%
Statistics	3.96	3	5	6	25	10	2	3
		6%	9%	11%	46%	19%	4%	6%
Economics	4.67	0	5	5	12	19	7	6
		0%	9%	9%	22%	35%	13%	11%
Entrepreneurship	4.32	2	7	7	13	9	10	5
		4%	13%	13%	25%	17%	19%	9%

“Indicate your level of satisfaction with the following elements of the MBA program:”

		Very Dissatisfied			Neutral		Very Satisfied	
		1	2	3	4	5	6	7
Course registration process	5.40	2	1	4	2	7	14	12
		5%	2%	10%	5%	17%	33%	29%
Financial agreement process	4.63	1	3	5	10	8	10	4
		2%	7%	12%	24%	20%	24%	10%
Core course offerings each semester	5.05	2	1	2	5	12	16	3
		5%	2%	5%	12%	29%	39%	7%
Elective course offerings each semester	4.26	3	6	5	4	14	7	3
		7%	14%	12%	10%	33%	17%	7%
Quality of student advising	5.40	2	1	2	4	3	24	6
		5%	2%	5%	10%	7%	57%	14%
Knowledge of MBA staff	5.86	0	1	0	3	7	20	11
		0%	2%	0%	7%	17%	48%	26%
Accessibility of MBA staff	6.26	0	0	0	3	3	16	20
		0%	0%	0%	7%	7%	38%	48%
MBA staff helping me achieve goals	5.71	1	1	2	1	9	14	14
		2%	2%	5%	2%	21%	33%	33%
Communications from the MBA office	5.79	1	0	2	3	5	18	13
		2%	0%	5%	7%	12%	43%	31%
Helpfulness of course descriptions	4.64	2	4	5	5	9	14	3
		5%	10%	12%	12%	21%	33%	7%
Instructors teach course as described	5.55	1	0	0	4	12	19	6
		2%	0%	0%	10%	29%	45%	14%

Entrepreneurship, Economics, and Finance are the most desired areas for enhancement of the curricula, while Ethics, Supply Chain Management, and Statistics are currently being taught least effectively. A curriculum revision targeted for fall 2013 implementation will address many of these student concerns. The curricular changes include a new capstone course experience, an additional course in statistics, and further elective course offerings in entrepreneurship and business analysis, to include the recently developed Entrepreneurial Consulting, Private Equity Investment, Project Management, and Predictive Analytics courses mentioned previously.

In conjunction with the curricular revision, the learning goals of the M.B.A. program are being revised to reflect functional competencies as covered by the core courses of the curriculum, rather than the very broad integrative learning goals that are currently defined. This will allow the M.B.A. program to more accurately assess student development of practical skills as sought by employers. A summary of the learning goals for implementation with the curriculum follows:

- Graduates will develop and implement leadership systems
- Graduates will design, align, and integrate strategic, tactical, and operational plans
- Graduates will identify customers and design systems for incorporating requirements
- Graduates will design and use information systems to collect and disseminate knowledge
- Graduates will marshal human resource systems to accomplish organizational tasks
- Graduates will create effective operational support services and integrate with suppliers
- Graduates will monitor performance through financial and regulatory compliance

M.B.A. students in the BA 850 capstone courses (n=11) will be assessed in summer 2012 on the primary course deliverable by a **comprehensive external review rubric** based on the following:

Learning Outcome / Topic	Incomplete or Ineffectual Design	Solid Design but Ineffectual Integration	Solid Design and Effectual Integration	Wgt.
Leadership Systems w/in Organization				20%
Strategic, Tactical, Operational Plans				20%
Identification of Customers; Systems for Incorporating Requirements				10%
Information Systems for Collecting, Analyzing, Disseminating Knowledge				10%
Human Resource Systems				10%
Operational, Support Services, Supplier Systems Integration				10%
Financial and Compliance Processes for Monitoring Performance				20%

Students will also be assessed on a **communication / formatting rubric** based on the following:

Topic	Unacceptable (0-83)	Acceptable (84-94)	Exemplary (95-100)	Weight
Grammar				20%
Punctuation				20%
Professional Presentation				20%
Clarity				30%
Understandable Data Analysis				5%
References				5%

This external review will serve as a major component of each student's grade in the capstone course required for graduation. Any student who fails to meet performance standards on the rubric will not be eligible for graduation since a grade of B or higher in the capstone course is required in order to graduate. This pilot implementation of the comprehensive rubric will form the basis for a newly revised set of M.B.A. program Learning Goals to be implemented in fall 2013 with the revised M.B.A. program curriculum as discussed previously.

M.B.A. students are required to submit 2 letters of recommendation with their application to the program. These recommendations include an evaluation by the recommender on 8 items that are relevant to demonstrating the applicant’s achievement of communication skills, strong ethical principles, and managerial ability. Results for currently enrolled students are as follows:

Evaluation Item for M.B.A. Applicants	Score (4-pt scale)
Writing skills	3.69
Speaking skills	3.70
Initiative	3.82
Determination	3.83
Integrity	3.90
Enthusiasm	3.79
Teamwork	3.81
Leadership	3.62

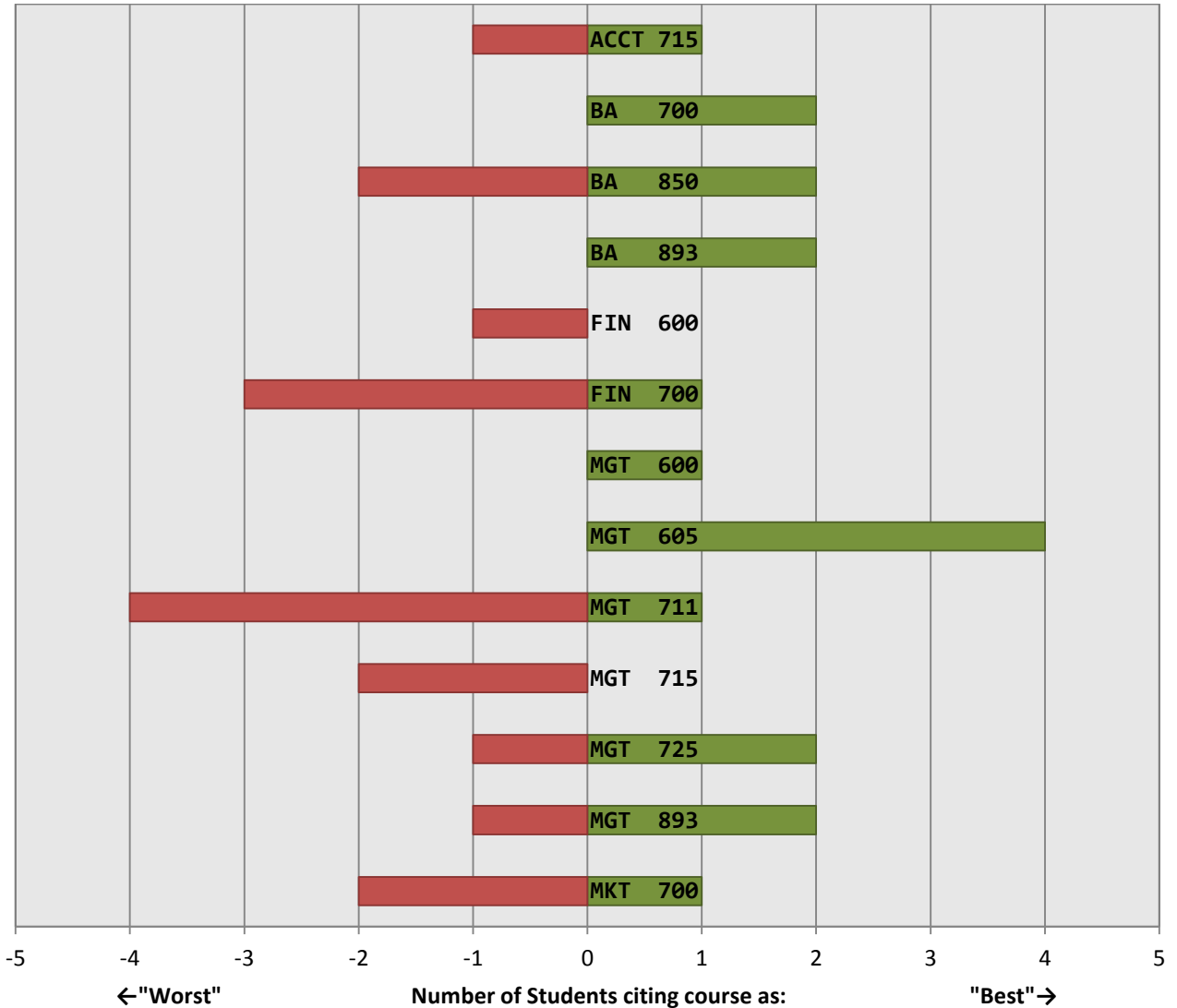
Students are not denied admission based solely on the result of their recommendation letters, but no student is admitted without 2 external evaluations demonstrating their competence in these important areas, and a strong recommendation is sometimes used to justify conditional admission of a student with borderline academic qualifications or professional experience.

Communication skills are a foundational part of the M.B.A. curriculum. MGT 605, Managerial Communication, has served as the program orientation for many years. In the curricular revision being developed, it will be raised to a 700-level “core” course. Communication will continue to be assessed throughout the curriculum, including in the final external review in the capstone. The previous description of the communication portion of the comprehensive rubric will be applied in the capstone course in summer 2012 for an outline of communication assessment.

The M.B.A. program places a high value on personal integrity and ethical decision-making and only recruits and admits eligible students. Students sign a code of conduct statement upon admission that covers personal and academic integrity. Students admitted to the program consistently rate most highly by their recommenders on the integrity evaluation.

In 2009, a study was conducted of M.B.A. students admitted on a “pilot” basis from 2005-2006 with significant work experience, but relatively low academic performance. The students were found to be as successful as students admitted on the basis of academic performance alone. The M.B.A. program has since modified admissions standards and recruiting practices in order to attract students with greater managerial experience. In spring 2011, an admissions policy related to the GPA-equivalent value of work experience was modified to require students to have longer work histories to make up for low GPAs. In 2009, 2 or 4 years of work experience would allow as low a GPA of 2.65 or 3.00 for admission; in the new policy, the same experience only allows admission of GPAs of 2.35 or 2.65 and a minimum of 2 years experience is required for conditional admission. It was found the policy would have changed 39% of prior semesters’ admission decisions to conditional admission or rejection due to low student work experience.

MBA students (n=36) took **exit interviews** between 2008 and 2012; their responses to “Worst Course” and “Best Course” taken in the College of Business are



“Global Strategy,” FIN 700 “Advanced Financial Management,” and MGT 711 “Management Science & Operations.” Most of these responses were from earlier years in the time period covered in the sample, and improvements to faculty resources and appropriate course assignments have improved the experience of graduate students in these courses which are integral to the MBA curriculum.

Informal reports from instructors of upper-level M.B.A. courses, as well as evidence from the presentation slides and handouts reviewed as part of an assessment of presentation skills conducted in spring 2009, indicated that M.B.A. graduates did not achieve the desired level of writing skills. In the assessment report concerning the outcome of the presentation skills direct assessment (http://www.business.loyno.edu/system/files/MBA_Communication_2009.pdf) the assessment team recommended the following action be taken to improve communication skills:

“Prepare a ‘Communication Expectations’ handbook for students / faculty to clarify and explain the level of performance expected of MBA graduates when preparing business reports or presentations; handbook will include standards and guidelines.”

In summer 2012, Jerry Goolsby (MBA Director) and Michelle Johnston (Associate Professor of Management, and instructor of the MGT B605 Managerial Communication course) collaborated on a revision and development of a style guide initially created by Dr. Goolsby. This document serves the purpose outlined above in 2009 by the assessment team and is nearing final revision for proposal to the College faculty as a comprehensive style guide to be used across the MBA curriculum for clarifying and measuring achievement of style expectations.

The document contains guidelines on the following:

- Style and grammar
- Mechanical and formatting issues
- Presentation of written narrative
- Styles appropriate to common business formats
- Citation and/or reference techniques and formats
- Representative examples of appropriately constructed documents

The document will serve as a standard in defining the expected method for preparing papers for all MBA coursework. It directly addresses the lack of written communication skills identified by professors and business people as a shortcoming of college students.