

SUNY MORRISVILLE
Department of Business and
Entrepreneurship
Business Administration BBA
AY 2018-2019
ASSESSMENT REPORT

Issued: Fall 2019

Bachelor of Business Administration (BBA) in Business Administration Program Assessment Plan

Program Goals

1. **Communication (Presentation, Oral, and Written):** Graduates of the BBA in Business Administration communicate correctly and purposefully, integrating technology into writing and presentations.
2. **Critical Thinking:** Graduates of the BBA in Business Administration identify problems, analyze information, and form conclusions within the business context.
3. **Business Knowledge and Technical Skills:** Graduates of the BBA in Business Administration demonstrate knowledge from a variety of sub-disciplines and apply the knowledge and skills to reach solutions to business needs.
4. **Analytical / Quantitative Skills:** Graduates of the BBA in Business Administration possess analytical/quantitative skills appropriate to the business community.

Assessment of Program Goals

Goals for the BBA in Business Administration:

1. **Communication (Presentation, Oral, and Written):** Graduates of the BBA in Business Administration communicate correctly and purposefully, integrating technology into writing and presentations.

In BSAD 470, each student will prepare a detailed case analysis to demonstrate these abilities. (Direct, summative, internal).

Measure 1: Eighty percent of the students must score at or higher than acceptable (meets or exceeds) on a faculty-approved rubric regarding presentation skills, technology skills demonstrated in the presentation, and written communication skills. (See attachments 1 and 4).

In BSAD 350, each student will prepare a detailed case analysis to demonstrate these abilities. (Direct, formative, internal).

Measure 2: Eighty percent of the students must score at or higher than acceptable, on a faculty-approved rubric regarding technology skills demonstrated in the use of Excel and financial modeling, and written communication skills. (See attachment 2).

In BSAD 391, each student will develop a project with host organization, which demonstrates an understanding of the organization, an appreciation of its challenges, and professionally present the final written report to management. (Direct, formative, internal).

Measure 3: Eighty percent of the students must score at or higher than three on supervisor’s evaluation form in response to the following statements:” Communicates ideas clearly with proper vocabulary usage, communicates ideas clearly with proper grammatical structure, familiar with hardware and software required for project”. (See attachment 3).

In BSAD 391, each student will submit a final report/presentation and reflective journal. (Direct, formative, internal).

Measure 4: Eighty percent of the students must score at or higher than acceptable (meets or exceeds) on a faculty-approved rubric regarding presentation skills, technology skills demonstrated in the presentation, and/or written communication skills

2. Critical Thinking: Graduates of the BBA in Business Administration identify problems, analyze information, and form conclusions within the business context.

In BSAD 470 *Strategic Management*, each student will prepare a detailed case analysis to demonstrate these abilities. (Direct, summative, internal).

Measure 2: Eighty percent of the students will demonstrate (meet or exceed) acceptable critical thinking abilities using a faculty-approved rubric. (See attachment 1).

In BSAD 470 *Strategic Management*, Business Strategy Game simulation peer evaluations. (Direct, summative, internal).

Measure 3: eighty percent of the students will meet or exceed expectations in response to the statement “The team member demonstrates the ability to identify problems, analyze information, and form conclusions within the business context.

In BSAD 350, *Corporate Finance*, each student will use analytical skills to identify, summarize, and communicate the results of financial analysis and demonstrate an understanding of operating and financial advantage in relation to capital structure. (Direct, informative, internal).

Measure 4: Eighty percent of the students must score at or higher than acceptable on a faculty-approved rubric regarding current events, economics environment, banking relationships, financial statement analysis, and investment decisions. (See attachment 2).

In BSAD 391 *Business Internship*, each student will develop a project with host organization that demonstrates an understanding of the organization and an appreciation of its challenges and professionally present the final written report to management. (Direct, formative, external).

Measure 5: Eighty percent of the students must score at or higher than three on supervisor's evaluation form in response to statements related to "quality of work, quantity of work, project knowledge, uses good judgment, and results achieved". (See attachment 3).

In BSAD 391 *Business Internship*, each student will submit a final report/presentation. (Direct, formative, external).

Measure 6: Eighty percent of the students must score at or higher than acceptable (meets or exceeds) on a faculty-approved rubric regarding his/her ability to Design, implement and evaluate strategies for identifying new business opportunities and/or solve contemporary business problems.

3. Business Knowledge and Technical Skills: Graduates of the BBA in Business Administration demonstrate knowledge from a variety of sub-disciplines and apply the knowledge and skills to reach solutions to business needs.

In BSAD 470 *Strategic Management*, each student will take the Peregrine COMP Exam to demonstrate these abilities. (Direct, summative, external, comparative).

Measure 2: Eighty percent of the students will demonstrate (meet or exceed) acceptable knowledge in accounting, finance, management, marketing, international business, strategy, ethics, economics, business law, statistics, and information system and the ability to apply knowledge and skills on the Peregrine Comp Exam.

In BSAD 470 *Strategic Management* Business Strategy Game simulation peer evaluations. (Direct, summative, external).

Measure 3: Eighty percent of the students will meet or exceed expectations in response to the statement "The team member demonstrates a clear understanding of each sub-discipline and has the ability to apply the principles to reach solutions to business needs. (See attachment 1).

In BSAD 350 *Corporate Finance*, each student will use analytical skills to identify, summarize, and communicate the results of financial analysis and demonstrate an understanding of operating and financial advantage in relation to capital structure. (Direct, formative, internal).

Measure 4: Eighty percent of the students must score at or higher than acceptable on a faculty-approved rubric regarding financial statement analysis, and investment decisions. (See attachment 2).

In BSAD 391 *Business Internship*, each student will develop a project with host organization that demonstrates an understanding of the organization and an appreciation of its challenges and professionally present the final written report to management. (Direct, formative, external).

Measure 5: Eighty percent of the students must score at or higher than three on supervisor's evaluation form in response to statements related to "uses good judgment, and results achieved" (See attachment 3).

4. Analytical / Quantitative Skills: Graduates of the BBA in Business Administration possess analytical/quantitative skills appropriate to the business community.

In BSAD 470 *Strategic Management*, each student will prepare a detailed case analysis to demonstrate these abilities. (Direct, summative, internal).

Measure 2: Eighty percent of the students will demonstrate (meet or exceed) acceptable analytical/quantitative skills using a faculty-approved rubric.

In BSAD 470 *Strategic Management* Business Strategy Game simulation peer evaluations (Direct, summative, internal).

Measure 3: Eighty percent of the students will meet or exceed expectations in response to the statement "The team member possesses analytical/quantitative skills appropriate to the business community."

In BSAD 350 *Corporate Finance*, each student will use analytical skills to identify, summarize, and communicate the results of financial analysis and demonstrate an understanding of operating and financial advantage in relation to capital structure. (Direct, formative, internal).

Measure 4: Eighty percent of the students must score at or higher than acceptable on a faculty-approved rubric regarding financial statement analysis in the use of Excel and financial modeling. (See attachment 2).

Attachment 1

Bachelor of Business Administration (BBA)

Outcomes, Indicators, and Rubrics

Student Name _____

Graduation Date _____

Bachelor of Business Administration (BBA)

Outcomes, Indicators, and Rubrics

Glossary of Performance Level Definitions

Accomplished (or Professional) (4 points): Exceptional performance expected of an expert, experienced professional, consultant, or mentor, capable of independent thinking and leadership level work. This student typically has prior experience upon which to draw and has skills that were enhanced by training at the master's degree level. The student, if hired, will show immediate and high impact for the company, hitting the ground running. *(Note: This is the expected level for an MA student or possibly an outstanding, mature BBA student.)*

Proficient (3 points): Performance reflecting mastery of critical knowledge and skill without any significant errors, leading to an expectation of good performance on-the-job from the date of hire. This student typically has minimal experience already and therefore will require limited but continued support before acquiring a high level of independence. This student, if hired, is likely to show immediate benefit to the company. *(Note: This is the expected level for a weaker MA student and a good BBA student. An excellent AA student could reach this level, but it would be rare.)*

Partially Proficient (2 points): Performance reflecting a satisfactory level of knowledge and skills, but showing some deficiencies which are likely to be corrected over time with experience on-the-job, typically requiring a high level of supervision and support to perform adequately. If hired, this student is not likely to harm the company's operations and eventually should be a productive employee. *(Note: This is the level expected of an AA student who has limited coursework resulting in limited knowledge and skills but good potential with more knowledge and practice.)*

Unacceptable (1 point): Performance reflecting a failure to fully understand critical knowledge and skills that would interfere with on-the-job performance, typically leading to failure of initial efforts in the unacceptable area. The work performed by this student could prove harmful to the company that hires him/her. *(Note: This is a "do not graduate" decision.)*

Missing (0): No response provided. *(Note: This performance level is not detailed in the rubrics below, however, is an option for scoring when using the rubric to evaluate student work.)*

Outcomes, Element Descriptions, Rubrics and Associated Descriptors.

Outcome 1, 5 & 9: Communication (Presentation, Oral, and Written): *Graduates of the BBA communicate correctly and purposefully, integrating technology into writing and presentations. Bachelor degree graduates:*

- a. Use correct grammar and vocabulary that is appropriate to the intended audience and is unbiased.
- b. Orally present in a professional style with clear voice and good tone.
- c. Apply writing and reporting conventions appropriate to a business setting in the organization of a cohesive, accurate, and politically correct product with an identifiable structure and a well-articulated purpose.
- d. Demonstrate use of current technology in composition and in visual and oral presentation of work to an audience.
- e. Use the *Publication Manual* of the appropriate format (ex. APA, MLA) as **style** guidelines in the preparation of written reports.

A student will exhibit both oral and written communication skills through completion of a business case analysis submitted in BSAD 470.

Rubric:

Element	Unacceptable (1 pts.)	Partially Proficient (2 pts.)	Proficient (3 pts.)	Accomplished (4 pts.)
Grammar and vocabulary	Mistakes in grammar are pervasive. Language usage may contain elements of bias or be politically incorrect.	Repetitive mistakes in grammar are made. Vocabulary is correctly used but simplistic, requiring that the reader interpret comments	Grammar and vocabulary usage are acceptable, although there are minor punctuation or spelling errors. The narrative is descriptive and supports all arguments made.	are flawless. The selection of vocabulary is rich, providing vivid descriptions that support all arguments made. The paper is of publishable or of dissemination quality.
Oral	Presentation style is poor and has no outline to original task. Tone and voice are not professional. Presentation has too many fillers as to be a distraction.	Presentation style is awkward and follows a slight outline. Tone and voice does not appear professional. Presentation has many fillers.	Presentation style and format are acceptable. Tone and voice are relatively clear and somewhat professional. Presentation has some fillers.	Presentation style and format are professional. The tone and voice are clear and professional. The presentation is clear of fillers.
Writing and Reporting (1, 25	The purpose is not stated or it does not drive the writing of the study. The report is disjointed and contains three and/or more inaccuracies or the writing is not politically correct.	The purpose is-stated, but the language is not clear or the study is organized in sections that are appropriate but they are co-mingled and mildly disjointed or the writing is hurried and partially inaccurate in one or two places. Problems can be remedied easily by a professional editor.	The purpose of the writing is clear and carries through the entire study, which is cohesive and accurate. There are appropriate sections; however, there are instances in which the flow is interrupted between points or headings. The student could readily fix these problems with additional time and advice.	The purpose of the writing is clear and carries through the entire study. The study is cohesive, accurate, and persuasive, flowing logically from point to point and section to section. The reader is well prepared for each sentence in this thoroughly professional report that would not be significantly improved by a Professional editor.

Technology	The report is unprofessional. There are no embellishments, such as font changes, indentations, or bulleted lists. Graphics, such as tables and charts, are not used. The text is a continuing narrative that cannot presented to the client	Technology is used to prepare the report which is divided into useful sub-headings; however, there is only one change in style to increase readability (e.g., underscore or boldface). Graphics are rare (less than five). Significant support by professional presentation personnel will be required for the client to understand and remediate concerns raised.	Technology is used appropriately in the study. Word processing is neat, clean and supported by a limited number of graphics and enhancements. Sub-headings are useful and clearly identified by various font changes. With assistance of professional presentation personnel, the report can be readily made into a professional level presentation.	Technology is used to enhance the study. The report is professionally presented with useful graphics and embellished with style changes that highlight and simplify critical arguments. The report is ready for a professional presentation that will help the client understand and remediate all concerns raised.
Style	APA Guidelines are incorrectly applied in both the in-text citations and the reference list.	APA Guidelines are correctly used throughout the case study in in-text citations, but multiple errors (exceeding five) are found in the references.	APA Guidelines are correctly used throughout the case study in both in-text citations and in the concluding list of references. There are a maximum of five errors noted.	APA Guidelines are correctly used throughout the case study in both in-text citations and in the concluding list of references. There are no errors, and the paper is of publishable quality.

Outcomes 2, 3, 4 & 6: Critical Thinking: *Graduates of the BBA identify problems, analyze information, and form conclusions within the business context. Bachelor program graduates:*

- a. Identify business problem(s) by analyzing the impact of contextual factors, the validity of information (relevancy, sufficiency and accuracy), and the influence of assumptions.
- b. Collect additional information, as needed, independently, using a variety of relevant sources, to resolve the problem.
- c. Evaluate, synthesize, and organize information to form sufficient support and create a coherent set of conclusions to support the decisions and solutions.
- d. Use problem solving techniques to make informed decisions about all issues, including those with dissonant information, develop and answer provocative questions, and chose a realistic solution that will provide maximum benefit for the organization and all of its functions.
- e. Challenge others to think critically through clarification and justification of their ideas; using an appropriate critical thinking strategy for personnel at various levels within an organization. [Examples are brainstorming, heuristics, SWOT, drill-down, SPOON, Ansoff Matrix, chunking, Delphi or any other identified and researched models of critical thinking]

A student will exhibit critical thinking skills through completion of a business case analysis submitted in BSAD 470. A student can clearly identify and include the correct support information to design, implement and evaluate strategies for identifying new business opportunities and for solving contemporary business problems

Rubric:

Element	Unacceptable (1 pts.)	Partially Proficient (2 pts.)	Proficient (3 pts.)	Accomplished (4 pts.)
Problem Identification	The student failed to examine all of the evidence, oversimplified, or jumped to conclusions about a problem that was incorrectly described. One or more of the following problems occurred: context analysis was incorrect or too superficial to be of use; assumptions were missed; information was misinterpreted or misused.	An important business problem has been correctly identified, taking into account obvious contextual factors but missing those which were not stated directly in the case. Information presented was analyzed weakly with minor gaps or mistakes. Stated assumptions were noted, but the analysis is limited in its utility and requiring substantial requirement.	An important business problem has been correctly identified, taking into account a variety of contextual factors. Information presented in the case has been analyzed in terms of relevancy, sufficiency, and/or accuracy. Stated assumptions have been noted and analyzed for their impact on operations; omitted assumptions can readily be added through an external review of the report.	An important business problem has been correctly identified, with a comprehensive and eloquent explanation of contextual factors. Information presented in the case has been thoroughly analyzed in terms of relevancy, sufficiency and accuracy. Both implied and stated assumptions have been reviewed and assessed for their impact on company operations.
Information Gathering	Information was taken at face value, without benefit of active questioning. As a result, gaps in the information were not identified or were incorrect. No apparent systematic search strategy was used. The resulting analysis was off base in one or more significant ways.	At least one gap in information was identified. The student found additional information to fill the gap, but it was limited in its scope. The search strategies used were inadequate to yield a thorough coverage of what was needed. The student may not have looked beyond one type of information. The analysis was shallow but still correct, ready for expansion and refinement.	Relevant information gaps were identified. The student successfully engaged in information gathering based on that review and found additional materials that were relevant to filling the identified gaps. At least two different types of sources were used. The analysis was on target. It is evident that the student has limited professional experience upon which to draw.	The analysis of information gaps was perceptive, and the student engaged in active information gathering, delving deeply into the materials provided. A comprehensive review of relevancy resulted, incorporating a wide variety of sources, leading to a professional quality analysis that draws clearly on personal and professional experience.
Conclusions Developed	The student formed a position, but it was not reasonable. The conclusions were essentially unrelated to the data reviewed with no clear cut strategy serving as a developmental basis. Gaps in the conclusions resulted in inappropriate decisions and solutions, which may lead to additional failures for the company.	The student formed a position and reached conclusions; however they were limited or shallow and provided minimal support for the decisions and solutions. One or two key points in the information was overlooked or undigested, requiring significant effort to complete for company use.	The student evaluated, synthesized, and organized information to form a position and create a set of conclusions to support the decisions and solutions. Most of the information reviewed is clearly incorporated. With minimal assistance, the conclusions can be finalized for use.	The student evaluated, synthesized, and organized all information provided and collected independently to form a succinctly stated. Professional position and create a coherent and perceptive set of conclusions to support the decisions and solutions.

Solutions Proposed	The student attempted unsuccessfully to solve problems. The selected solution would create further harm for the company	The student used problem solving techniques to make appropriate decisions about the simpler issues, but failed to resolve those issues which were more complex. The selected solution would benefit the organization minimally in one or two of its functions, but some important functions would remain in jeopardy. Alternative solutions were not explored.	The student used problem solving techniques to make appropriate decisions about difficult issues, developed and answered relevant questions, and chose a realistic solution that would benefit the organization and many of its functions. Alternative solutions were explored and ruled out.	The student used problem solving techniques to make perceptive decisions about difficult and conflicting issues, developed and answered provocative questions, and chose a realistic solution that would provide maximum benefit for the organization and all of its functions. Alternative solutions were explored or ruled out.
Strategies Incorporated	The student proposed no implementation strategies that would provide opportunities for staff to think critically about solution implementation.	The student proposed a strategy(ies) that would permit leadership to challenge others in the company to think critically; however, the suggestion was simplistic and unrefined. It is doubtful that the student could implement the strategy. The student is not ready to work directly with employees in implementation	The student proposed a strategy(ies) that would permit leadership to challenge others in the company to think critically during consideration and implementation phases. The student could assist ably with Implementation.	The student proposed a strategy(ies) that would permit leadership to challenge others in the company to think critically during planning and implementation phases. From the discussion provided, it is clear that the student could lead the suggested activities.

Outcomes 5, 8, & 9: Business Knowledge and Technical Skills: *Graduates of the BBA demonstrate core-level knowledge from a variety of sub-disciplines and apply the knowledge and skills to reach solutions to business needs.*

Bachelor degree graduates:

- a. Demonstrate core-level knowledge common to all disciplines in an applied problem solving setting by reviewing major factors that could account for the problem and proposing a solution any affect areas. Demonstrate in-depth discipline-specific knowledge and skill through the design of a solution comprised of inter-related activities, documents, and/or resources applied to a specific context in the discipline studied. Incorporate appropriate forms of technology usage in all solutions proposed. (BSAD 470 case analysis)
- b. Demonstrate basic core-level knowledge in the disciplines (accounting, marketing, finance, management, management information systems, ethics, economics, business law, strategy, and international business). (BSAD 470 BSG simulation & Peregrine Academic Services COMP Exam)

Case Analysis/Simulation/COMP Exam Expectations:

A student can determine the necessary business skills needed to create a successful and relevant industry/case analysis submitted in BSAD 470. The student can apply his or her own relevant knowledge and skills and/or locate appropriate sources to assist in designing a solution. The student will also determine the correct technological application to use in determining a solution to the case.

Rubric:

Element	Unacceptable (1 pts.)	Partially Proficient (2 pts.)	Proficient (3 pts.)	Accomplished (4 pts.)
Core-Level Knowledge: Common to all Disciplines	The student has examined company operations in general areas, but the analysis is incorrect. The report fails to recognized strengths and/or weaknesses and/or makes recommendations that could be harmful to the company	The student has examined company operations in general areas (e.g., human resources, legal support, etc.), but the examination lacks depth and perception. A report summarizes company strengths and weaknesses in this area but has minor errors in explanations of the extent to which the company exceeds, meets or fails to meet them. The necessary detail related to improvement or correction is too shallow to be of use, requiring significant modification by an external source. Once corrected, the report could be implemented. There is nothing harmful in the report; it just lacks detail and accuracy.	The student has examined company operations in general areas (e.g., human resources, legal support, etc.) An accurate report summarizes company strengths and weaknesses in these areas, providing explanations to company personnel of expectations and the extent to which the company exceeds, meets or fails to meet them. Most of the necessary details related to improvement or correction are provided. The report, with minor modification, would sustain an external audit and could be implemented with minor additions to improve company operations. The student can assist with implementation or additional resource identification.	The student has examined company operations in general areas (e.g., human resources, legal support, etc.) An eloquent, detailed, and professional report summarizes company strengths and weaknesses in these areas, providing explanations to company personnel of theory-based expectations and the extent to which the company exceeds, meets or fails to meet them. All necessary detail related to improvement or correction is provided. The report is of sufficient quality that it would sustain an external audit and could be implemented without refinement to improve company operations
Core-Level Knowledge: Mktg.	The student has examined general marketing principles. The student has failed to correctly identify strengths or weaknesses, making inaccurate statements and conclusions. Recommendations are of little or no use and may actually harm the company.	The student has examined general marketing principles. The report summarizes company strengths and weaknesses; however, one or two of the statements is inaccurate, leading the student into an incorrect (but minor) conclusion or recommendation or the analysis and recommendations are too shallow to be of significant use by the company, lacking specificity or failing to identify the interventions or resources needed,	The student has examined one or more general marketing principles. The report summarizes company strengths and weaknesses in this area and provides recommendations for interventions and resources that are likely to improve company operations	The student has examined one or more general marketing principles. An eloquent, detailed, and professional report summarizes company strengths and weaknesses in this area and provides recommendations for interventions and resources required to improve company operations,
Core-Level Knowledge: Finance	The student has examined general finance principles. The student has failed to	The student has examined general finance principles. The report summarizes company strengths	The student has examined one or more general finance principles. The report summarizes company	The student has examined one or more general finance principles. An eloquent, detailed, and professional report

	correctly identify strengths or weaknesses, making inaccurate statements and conclusions. Recommendations are of little or no use and may actually harm the company.	and weaknesses; however, one or two of the statements is inaccurate, leading the student into an incorrect (but minor) conclusion or recommendation or the analysis and recommendations are too shallow to be of significant use by the company, lacking specificity or failing to identify the interventions or resources needed	strengths and weaknesses in this area and provides recommendations for interventions and resources that are likely to improve company operations.	summarizes company strengths and weaknesses in this area and provides recommendations for interventions and resources required to improve company operations
Core-Level Knowledge: Accountancy	The student has examined one of the following: the financial statements, internal audit reports, internal control systems. The student has failed to correctly identify strengths or weaknesses, making inaccurate statements and conclusions. Recommendations are of little or no use and may actually harm the company.	The student has examined one of the following: the financial statements, internal audit reports, internal control systems. The report summarizes company strengths and weaknesses; however, one or two of the statements is inaccurate, leading the student into an incorrect (but minor) conclusion or recommendation or the analysis and recommendations are too shallow to be of significant use by the company, lacking specificity or failing to identify the interventions or resources needed.	The student has examined one or more of the following: the financial statements, internal audit reports, internal control systems. The report summarizes company strengths and weaknesses in this area and provides recommendations for interventions and resources that are likely to improve company operations.	The student has examined one or more of the following: the financial statements, internal audit reports, internal control systems. An eloquent, detailed, and professional report summarizes company strengths and weaknesses in this area and provides recommendations for interventions and resources required to improve company operations.
Core-Level Knowledge: Management	The student has examined general management principles. The student has failed to correctly identify strengths or weaknesses, making inaccurate statements and conclusions. Recommendations are of little or no use and may actually harm the company.	The student has examined general management principles. The report summarizes company strengths and weaknesses; however, one or two of the statements is inaccurate, leading the student into an incorrect (but minor) conclusion or recommendation or the analysis and recommendations are too shallow to be of significant use by the company, lacking specificity or failing to identify the interventions or resources needed,	The student has examined one or more general management principles. The report summarizes company strengths and weaknesses in this area and provides recommendations for interventions and resources that are likely to improve company operations	The student has examined one or more general management principles. An eloquent, detailed, and professional report summarizes company strengths and weaknesses in this area and provides recommendations for interventions and resources required to improve company operations,

Core-Level Knowledge: Law	<p>The student has examined general law principles. The student has failed to correctly identify strengths or weaknesses, making inaccurate statements and conclusions. Recommendations are of little or no use and may actually harm the company.</p>	<p>The student has examined general management principles. The report summarizes company strengths and weaknesses; however, one or two of the statements is inaccurate, leading the student into an incorrect (but minor) conclusion or recommendation or the analysis and recommendations are too shallow to be of significant use by the company, lacking specificity or failing to identify the interventions or resources needed.</p>	<p>The student has examined one or more general management principles. The report summarizes company strengths and weaknesses in this area and provides recommendations for interventions and resources that are likely to improve company operations</p>	<p>The student has examined one or more general management principles. An eloquent, detailed, and professional report summarizes company strengths and weaknesses in this area and provides recommendations for interventions and resources required to improve company operations,</p>
Core-Level Knowledge: Econ				
Core-Level Knowledge: Ethics				
Core-Level Knowledge: International Business	<p>The student has examined general international business principles. The student has failed to correctly identify strengths or weaknesses, making inaccurate statements and conclusions. Recommendations are of little or no use and may actually harm the company</p>	<p>The student has examined general international business principles. The report summarizes company strengths and weaknesses; however, one or two of the statements is inaccurate, leading the student into an incorrect (but minor) conclusion or recommendation or the analysis and recommendations are too shallow to be of significant use by the company, lacking specificity or failing to identify the interventions or resources needed,</p>	<p>The student has examined one or more general international business principles. The report summarizes company strengths and weaknesses in this area and provides recommendations for interventions and resources that are likely to improve company operations</p>	<p>The student has examined one or more general international business principles. An eloquent, detailed, and professional report summarizes company strengths and weaknesses in this area and provides recommendations for interventions and resources required to improve company operations,</p>
Core-Level Knowledge: Info. Systems	<p>The student has examined general information systems principles. The student has failed to correctly identify strengths or weaknesses, making inaccurate statements and conclusions.</p>	<p>The student has examined general information systems principles. The report summarizes company strengths and weaknesses; however, one or two of the statements is inaccurate, leading the student into an incorrect (but minor) conclusion or</p>	<p>The student has examined one or more general information systems principles. The report summarizes company strengths and weaknesses in this area and provides recommendations for interventions and resources that</p>	<p>The student has examined one or more general information systems principles. An eloquent, detailed, and professional report summarizes company strengths and weaknesses in this area and provides recommendations for interventions and resources required to improve company operations.</p>

	Recommendations are of little or no use and may actually harm the company	recommendation or the analysis and recommendations are too shallow to be of significant use by the company, lacking specificity or failing to identify the interventions or resources needed	are likely to improve company operations	
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Outcome 6: Analytical / Quantitative Skills: *Graduates of the BBA possess analytical/quantitative skills appropriate to the business community.*
Business program graduates:

- a. Use appropriate **quantitative methods and software** (spreadsheets or statistical packages), to evaluate company operations, forecast financial results and complete appropriate analysis.
- b. Summarize, display, and **present business data**, including, but not limited to sales forecast, projected profit and loss statement, balance sheet, cash flow statement, ration analysis, open day balance sheet, for decision-making.
- c. Can translate results into clear recommendations, conclusions or solutions to enhance operations.

Case Analysis/Assignment Expectations:

The student can examine the data and determine if appropriate quantitative techniques have been applied to support the business idea.
The student can develop and identify appropriate charts, tables, and graphs to support their analysis.

Rubric:

Element	Unacceptable (1 pts.)	Partially Proficient (2 pts.)	Proficient (3 pts.)	Accomplished (4 pts.)
Quantitative methods and software	The student is unaware of inadequacies in data analysis and software use and clearly does not understand the purpose or use of specific data analytic techniques. Any suggestions made are incorrect, as well, and could lead to a decision harmful to the company.	The student has used the correct methodology and software to analyze quantitative data. Problems in methodology were identified correctly, but the corrections suggested were neither correct nor attempted. Significant work on the report is still needed.	The student has used the correct methodology and software to analyze quantitative data, determining any needs for additional or different data. Where analyses are incorrect or inadequate, the student has identified the inadequacies and attempted to resolve them. Additional analyses are needed prior to presentation to the company.	The student has used the correct methodology and software to analyze quantitative data, determining any needs for additional or different data. Where analyses are incorrect or inadequate, the student has identified the inadequacies and made or suggested appropriate corrections to improve the validity of decisions. The report is ready for professional presentation.
Data Presentation	The student does not understand the data well enough to present it.	The student has summarized the data with at least one error, and the presentation is only partially correct with one or two minor flaws that are relatively harmless. Improved graphs are needed.	The student has summarized the data correctly and created a presentation that is basic, but correct.	The student has synthesized the data into original presentations that are both correct and graphically appealing and crystal clear. The graphics elaborate or illustrate key ideas.
Decisions	The student's decision does not make sense and could harm the company.	The student has translated the results of the data analysis into a recommendation or solution, but it is not likely to resolve or heighten the problem.	The student has translated the results of the data analysis into a recommendation or solution that should prove helpful for the company's operation.	The student has translated the results of the data analysis into an appropriate set of recommendations, conclusions, or solutions for the company that will enhance its operation.

Attachment 2

Bachelor of Business Administration (BBA): BSAD 350 Project

Outcomes, Indicators, and Rubrics

Student Name _____

Graduation Date _____

Glossary of Performance Level Definitions

Accomplished (or Professional) (4 points): Exceptional performance expected of an expert, experienced professional, consultant, or mentor, capable of independent thinking and leadership level work. This student typically has prior experience upon which to draw and has skills that were enhanced by training at the master's degree level. The student, if hired, will show immediate and high impact for the company, hitting the ground running. *(Note: This is the expected level for an MA student or possibly an outstanding, mature BBA student.)*

Proficient (3 points): Performance reflecting mastery of critical knowledge and skill without any significant errors, leading to an expectation of good performance on-the-job from the date of hire. This student typically has minimal experience already and therefore will require limited but continued support before acquiring a high level of independence. This student, if hired, is likely to show immediate benefit to the company. *(Note: This is the expected level for a weaker MA student and a good BBA student. An excellent AA student could reach this level, but it would be rare.)*

Partially Proficient (2 points): Performance reflecting a satisfactory level of knowledge and skills, but showing some deficiencies which are likely to be corrected over time with experience on-the-job, typically requiring a high level of supervision and support to perform adequately. If hired, this student is not likely to harm the company's operations and eventually should be a productive employee. *(Note: This is the level expected of an AA student who has limited coursework resulting in limited knowledge and skills but good potential with more knowledge and practice.)*

Unacceptable (1 point): Performance reflecting a failure to fully understand critical knowledge and skills that would interfere with on-the-job performance, typically leading to failure of initial efforts in the unacceptable area. The work performed by this student could prove harmful to the company that hires him/her. *(Note: This is a "do not graduate" decision.)*

Missing (0): No response provided. *(Note: This performance level is not detailed in the rubrics below, however, is an option for scoring when using the rubric to evaluate student work.)*

Outcomes 5, 8, & 9: Business Knowledge and Technical Skills: *Graduates of the BBA demonstrate core-level knowledge from a variety of sub-disciplines and apply the knowledge and skills to reach solutions to business needs.*

Bachelor degree graduates:

- c. Demonstrate basic core-level knowledge in the discipline of finance, in an applied problem solving setting by reviewing major factors that could account for the problem and proposing a solution in any affected areas.

Project/Assignment Expectations:

A student can determine the necessary business skills needed to create a successful and relevant industry/project submitted in BSAD 350. The student can apply his or her own relevant knowledge and skills and/or locate appropriate sources to assist in designing a solution. The student will also determine the correct technological application to use in determining a solution to the project.

Rubric:

Element	Unacceptable (1 pts.)	Partially Proficient (2 pts.)	Proficient (3 pts.)	Accomplished (4 pts.)
Core-Level Knowledge: Finance	The student has examined general finance principles. The student has failed to correctly identify strengths or weaknesses, making inaccurate statements and conclusions. Recommendations are of little or no use and may actually harm the company.	The student has examined general finance principles. The report summarizes company strengths and weaknesses; however, one or two of the statements is inaccurate, leading the student into an incorrect (but minor) conclusion or recommendation or the analysis and recommendations are too shallow to be of significant use by the company, lacking specificity or failing to identify the interventions or resources needed.	The student has examined one or more general finance principles. The report summarizes company strengths and weaknesses in this area and provides recommendations for interventions and resources that are likely to improve company operations.	The student has examined one or more general finance principles. An eloquent, detailed, and professional report summarizes company strengths and weaknesses in this area and provides recommendations for interventions and resources required to improve company operations.

Outcome 6: Analytical / Quantitative Skills: *Graduates of the BBA possess analytical/quantitative skills appropriate to the business community.*
Business program graduates:

- d. Use appropriate **quantitative methods and software** (spreadsheets or statistical packages), to evaluate company operations, forecast financial results and complete appropriate analysis.
- e. Summarize, display, and **present business data**, including, but not limited to sales forecast, projected profit and loss statement, balance sheet, cash flow statement, ration analysis, open day balance sheet, for decision-making.
- f. Can translate results into clear recommendations, conclusions or solutions to enhance operations.

Project/Assignment Expectations:

The student can examine the data and determine if appropriate quantitative techniques have been applied to support the business idea.
The student can develop and identify appropriate charts, tables, and graphs to support their analysis.

Rubric:

Element	Unacceptable (1 pts.)	Partially Proficient (2 pts.)	Proficient (3 pts.)	Accomplished (4 pts.)
Quantitative methods and software	The student is unaware of inadequacies in data analysis and software use and clearly does not understand the purpose or use of specific data analytic techniques. Any suggestions made are incorrect, as well, and could lead to a decision harmful to the company.	The student has used the correct methodology and software to analyze quantitative data. Problems in methodology were identified correctly, but the corrections suggested were neither correct nor attempted. Significant work on the report is still needed.	The student has used the correct methodology and software to analyze quantitative data, determining any needs for additional or different data. Where analyses are incorrect or inadequate, the student has identified the inadequacies and attempted to resolve them. Additional analyses are needed prior to presentation to the company.	The student has used the correct methodology and software to analyze quantitative data, determining any needs for additional or different data. Where analyses are incorrect or inadequate, the student has identified the inadequacies and made or suggested appropriate corrections to improve the validity of decisions. The report is ready for professional presentation.
Data Presentation	The student does not understand the data well enough to present it.	The student has summarized the data with at least one error, and the presentation is only partially correct with one or two minor flaws that are relatively harmless. Improved graphs are needed.	The student has summarized the data correctly and created a presentation that is basic, but correct.	The student has synthesized the data into original presentations that are both correct and graphically appealing and crystal clear. The graphics elaborate or illustrate key ideas.
Decisions	The student's decision does not make sense and could harm the company.	The student has translated the results of the data analysis into a recommendation or solution, but it is not likely to resolve or heighten the problem.	The student has translated the results of the data analysis into a recommendation or solution that should prove helpful for the company's operation.	The student has translated the results of the data analysis into an appropriate set of recommendations, conclusions, or solutions for the company that will enhance its operation.

Attachment 3

Morrisville State College School of Agriculture, Sustainability, Business, and Entrepreneurship Supervisor Form - Rating Sheet

Sponsoring Organization _____

Student _____ Supervisor _____

Please specify on a scale of 1 to 5 (1 being deficient, 3 average, 5 superior)

1. Communication Skills

Oral Communication = Communicates ideas clearly with proper vocabulary usage _____

Written Communication = Communicates ideas clearly with proper grammatical structure _____

2. Quality of Work = Accuracy, neatness timelines _____

3. Quantity of Work = Volume of accurate work not needing correction _____

4. Project Knowledge = Understands project requirements and needs minimal assistance _____

5. Attitude = Positive, willing to learn, accepts direction _____

6. Motivation = Seeks additional information for assignments completion _____

7. Reliability = Dependable, gets the project done on time, acts responsibly _____

8. Use of Meeting Time = Uses time wisely and does not distract others _____

9. Uses Good Judgment = Considers actions and possible effects, makes sound decisions _____

10. Interpersonal Skills = Cooperative, helps others, listens _____

11. Technology Skills = Familiar with hardware and software required for project _____

12. Professional Appearance = Dresses appropriately for the job and conveys a professional image to customers/clients _____

13. Achieve Results = Works on tasks and completes assigned work for project completion _____

Supervisor Comments:

Signatures

Supervisor: _____ Student _____

Date _____

Attachment 4

Oral Communication Rubric

Criteria	Professional	Experienced	Developing	Novice
Content	Speaker presented relevant, accurate, up-to-date information and used relevant examples and provided supporting evidence for their position	Speaker presented info that was relevant but not current and/or some examples could have been more relevant and/or some points required more support	Speaker presented relevant info that was obviously incorrect and outdated and/or some examples strayed from the point or required some thought to understand and/or several points were vague or unsupported by evidence	Speaker gave info that was unrelated to topic and/or most key points were lacking supporting evidence and/or examples were irrelevant to presentation
Delivery	Speaker appeared confident and relaxed with appropriate volume and pace. Nonverbal communication added to purpose of presentation. Speaker was appropriately dressed and well-groomed, creating positive impression on audience; flowed seamlessly between transitions. Speaker referred to notes as appropriate	Speaker initial nervousness was not distracting. Volume and pace was satisfactory; nonverbal communication was usually supportive of presentation. Dress and grooming of speaker was adequate. Most transitions from point to point were smooth. Speaker referred to notes as appropriate	Speaker's discomfort level in presenting was distracting on occasion; unvaried or erratic volume and pace detracted from presentation. Some nonverbal communication, at times was distracting. Partial items of speaker's dress or grooming were also distracting /not really appropriate. Transitions were awkward. Speaker's use of notes became distracting at times.	Speaker's nervousness was distracting throughout presentation; volume and pace were inappropriate and hard to follow; no nonverbal communication displayed throughout presentation; speaker's dress and grooming were not appropriate for occasion; smooth transitions were nonexistent. Pervasive reliance on notes – students read verbatim.
Organization	Presentation was structured with an appropriate Intro., Middle, and Conclusion. Points followed a logical and clear order and the presentation included accurate and relevant visual aids where needed. The amount of material was appropriate for the time allotted.	Presentation was structured with an appropriate Intro., Middle and Conclusion; however, some elements lacked clear definition. Major points were mostly presented in a logical order; however, some minor points were lacking in cohesiveness or appropriateness. Some visuals may have been inaccurate, dated, or unclear. Material was mostly appropriate for the time allowed.	The presentation structure included an Intro., Middle and Conclusion; however, it was difficult to identify clearly any of them. Some major or minor points were presented without a clear logical structure or evident relevance. Most visuals may have been inaccurate, dated, or unclear. The amount of material seemed too much or too little for the allotted time.	Presentation structure was weak or lacked an Intro., Middle and Conclusion. The rationale was difficult to identify or not relevant. Most visuals are inaccurate, dated, unclear or even inappropriate. The amount of material seemed significantly too much or too little for the time allotted.

Mechanics

Speaker used terminology that was appropriate for audience. Word choices enhanced the presentation; speaker used correct grammar and standard English with the correct presentation tool (including electronic notices) smoothly and professionally.

Speaker used some terminology that was unclear or confusing for audience, word choices were mostly appropriate, correct grammar and standard English was used with most of presentation with little use of “dead words” (like, uh, um) and slang; use of presentation tools were mostly smooth, with minor distraction.

At times, speaker used incorrect terminology that was unexplained or potentially inappropriate. Some word choices were mostly standard but may have been unclear, confusing or potentially inappropriate at times. Speaker made a few grammatical mistakes and used slang/dead words throughout presentation. Use of presentation tools occasionally detracted from the presentation.

Speaker’s use of terminology was mostly inappropriate for audience. Word choices were not carefully chosen and some statements were excessively wordy. Speaker’s presentation was hampered by grammatical mistakes and reliant on slang/dead words. Use of presentation tools hampered the presentation.

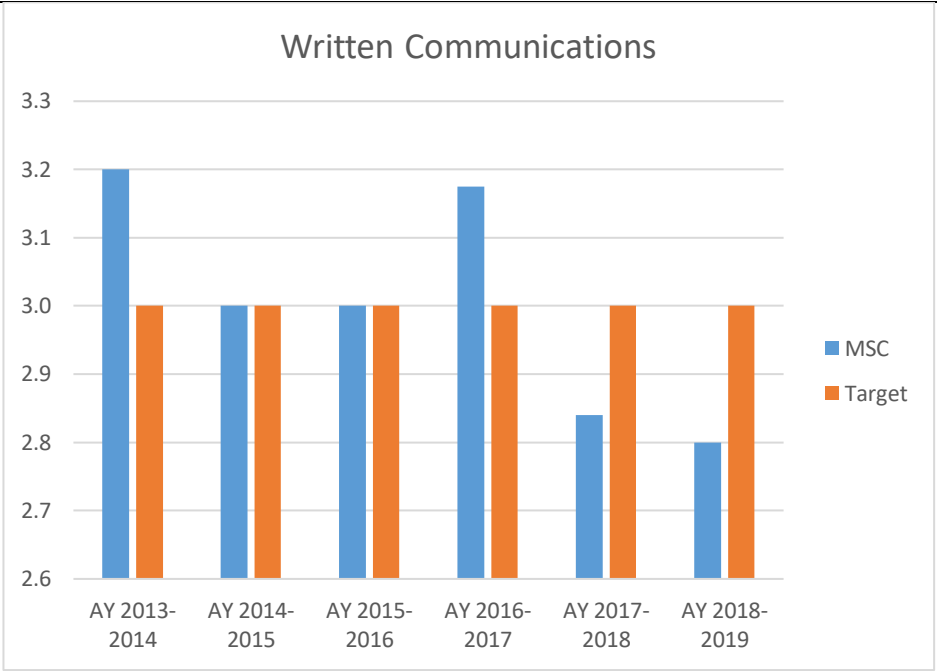
Program Outcomes for BBA Program

1. Student Learning Results- Communication (Presentation, Oral, and Written)

Graduates of the BBA communicate correctly and purposefully, integrating technology into writing and presentations. During the BSAD 470 Strategic Management course the student will exhibit both oral and written communication skills through completion of a comprehensive business case analysis.

		Analysis of Results																							
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)																					
80% of the students must score at or higher than acceptable on a faculty-approved rubric	<p>Written and Oral communication outcomes were assessed by faculty using a 4-point scale with an average score of 3.0 or above meeting the criteria</p> <p>Direct Summative Internal</p>	<p>Student performance in regard to oral communications has exceeded or just slightly missed the target for the past six years (3.8, 2.9, 2.7, 3.1, 2.7 and 2.4) respectively. Student performance in regard to written communications has met, missed or slightly exceeded the target for the past six years (3.2, 3.0, 3.0, 3.2, 2.8, and 2.8) respectively</p>	<p>Beginning in Spring 2020, under the direction of the new Dean, and Division Chair, programmatic assessment teams will be formed to identify corrective course(s) of action</p>	<p>N/A</p> <div style="text-align: center;"> <h3>Oral Communications</h3> <table border="1"> <caption>Oral Communications Data</caption> <thead> <tr> <th>Year</th> <th>Target</th> <th>MSC</th> </tr> </thead> <tbody> <tr> <td>AY 2013-2014</td> <td>3.0</td> <td>3.8</td> </tr> <tr> <td>AY 2014-2015</td> <td>3.0</td> <td>2.9</td> </tr> <tr> <td>AY 2015-2016</td> <td>3.0</td> <td>2.7</td> </tr> <tr> <td>AY 2016-2017</td> <td>3.0</td> <td>3.1</td> </tr> <tr> <td>AY 2017-2018</td> <td>3.0</td> <td>2.7</td> </tr> <tr> <td>AY 2018-2019</td> <td>3.0</td> <td>2.4</td> </tr> </tbody> </table> </div>	Year	Target	MSC	AY 2013-2014	3.0	3.8	AY 2014-2015	3.0	2.9	AY 2015-2016	3.0	2.7	AY 2016-2017	3.0	3.1	AY 2017-2018	3.0	2.7	AY 2018-2019	3.0	2.4
Year	Target	MSC																							
AY 2013-2014	3.0	3.8																							
AY 2014-2015	3.0	2.9																							
AY 2015-2016	3.0	2.7																							
AY 2016-2017	3.0	3.1																							
AY 2017-2018	3.0	2.7																							
AY 2018-2019	3.0	2.4																							

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Program Outcomes for BBA Program

2. Student Learning Results- Graduating students are expected to think critically.

Graduates of the BBA identify problems, analyze information, and form conclusions within the business context. Bachelor program graduates: The student will exhibit critical thinking skills through completion of a comprehensive business case analysis and BSG simulation in BSAD 470. The student can clearly identify and include the correct support information to design, implement and evaluate strategies for identifying new business opportunities and for solving contemporary business problems.

		Analysis of Results																														
Performance Measure(Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)																												
The class median percentile on Business Knowledge and Business Acumen will each be at or above 50 th percentile.	Students participated in the BSG simulation and comprehensive business case analysis. BSG Simulation-Direct Summative External Comparative	Fall 2018 and spring 2019 results are higher than the target (79% and 80% respectively).	BK- No action taken at this time. The data reflects four consecutive years of successful performance.	N/A	<table border="1"> <caption>Business Knowledge & Technical Skills</caption> <thead> <tr> <th>Year</th> <th>MSC</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>60</td> <td>50</td> </tr> <tr> <td>Spring 2016</td> <td>65</td> <td>50</td> </tr> <tr> <td>Fall 2016</td> <td>70</td> <td>50</td> </tr> <tr> <td>Spring 2017</td> <td>55</td> <td>50</td> </tr> <tr> <td>Fall 2017</td> <td>77</td> <td>50</td> </tr> <tr> <td>Spring 2018</td> <td>83</td> <td>50</td> </tr> <tr> <td>Fall 2018</td> <td>79</td> <td>50</td> </tr> <tr> <td>Spring 2019</td> <td>80</td> <td>50</td> </tr> </tbody> </table>	Year	MSC	Target	Fall 2015	60	50	Spring 2016	65	50	Fall 2016	70	50	Spring 2017	55	50	Fall 2017	77	50	Spring 2018	83	50	Fall 2018	79	50	Spring 2019	80	50
Year	MSC	Target																														
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Fall 2018	79	50																														
Spring 2019	80	50																														

<p>80% of the students must score at or higher than acceptable on a faculty -approved rubric.</p>	<p>Business Case Analysis- Direct Summative Internal</p>	<p>Fall 2018 and spring 2019 results are slightly higher than target</p>	<p>No action taken at this time. The data reflects six consecutive years of successful performance over the last six years (3.0, 3.0, 4.0, 2.4 2.4, and 2.1) respectively.</p>	<p>N/A</p>	<p>Business Case Analysis</p> <table border="1"> <thead> <tr> <th>Year</th> <th>MSC</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>AY 2013-2014</td> <td>3.0</td> <td>2.0</td> </tr> <tr> <td>AY 2014-2015</td> <td>3.0</td> <td>2.0</td> </tr> <tr> <td>AY 2015-2016</td> <td>4.0</td> <td>2.0</td> </tr> <tr> <td>AY 2016-2017</td> <td>2.4</td> <td>2.0</td> </tr> <tr> <td>AY 2017-2018</td> <td>2.4</td> <td>2.0</td> </tr> <tr> <td>AY 2018-2019</td> <td>2.1</td> <td>2.0</td> </tr> </tbody> </table>	Year	MSC	Target	AY 2013-2014	3.0	2.0	AY 2014-2015	3.0	2.0	AY 2015-2016	4.0	2.0	AY 2016-2017	2.4	2.0	AY 2017-2018	2.4	2.0	AY 2018-2019	2.1	2.0
Year	MSC	Target																								
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AY 2016-2017	2.4	2.0																								
AY 2017-2018	2.4	2.0																								
AY 2018-2019	2.1	2.0																								

Program Outcomes for BBA Program

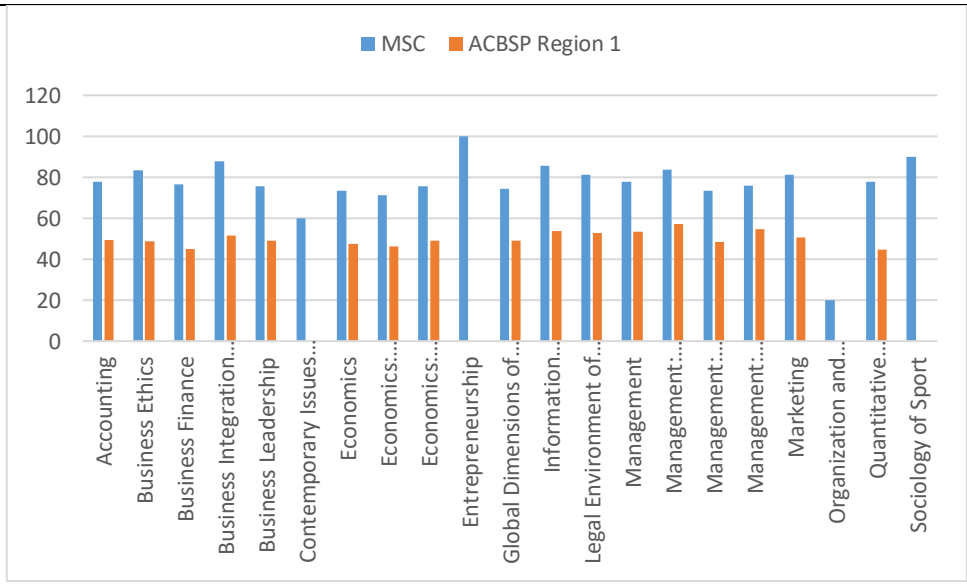
3. Student Learning Results- Business Knowledge and Technical Skills: *Graduates of the BBA demonstrate core-level knowledge from a variety of sub-disciplines and apply the knowledge and skills to reach solutions to business needs. During BSAD 470, Strategic Management, the student will take the Peregrine COMP Exam.*

		Analysis of Results																														
Performance Measure(Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)																												
75% of the students will score above the 50 th percentile on the Peregrine COMP Exam.	Peregrine COMP Exam. Direct Summative External Comparative	In AY 2018-2019, scores were higher across the board than our identified peer institutions	The data remains somewhat non-conclusive due to the small sample size	Continued use of the Peregrine COMP Exam in to provide more data that support definitive analysis.	<table border="1"> <caption>Business Knowledge & Technical Skills Data</caption> <thead> <tr> <th>Semester</th> <th>MSC</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>60</td> <td>50</td> </tr> <tr> <td>Spring 2016</td> <td>65</td> <td>50</td> </tr> <tr> <td>Fall 2016</td> <td>70</td> <td>50</td> </tr> <tr> <td>Spring 2017</td> <td>55</td> <td>50</td> </tr> <tr> <td>Fall 2017</td> <td>77</td> <td>50</td> </tr> <tr> <td>Spring 2018</td> <td>83</td> <td>50</td> </tr> <tr> <td>Fall 2018</td> <td>79</td> <td>50</td> </tr> <tr> <td>Spring 2019</td> <td>80</td> <td>50</td> </tr> </tbody> </table>	Semester	MSC	Target	Fall 2015	60	50	Spring 2016	65	50	Fall 2016	70	50	Spring 2017	55	50	Fall 2017	77	50	Spring 2018	83	50	Fall 2018	79	50	Spring 2019	80	50
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Program Outcomes for BBA Program

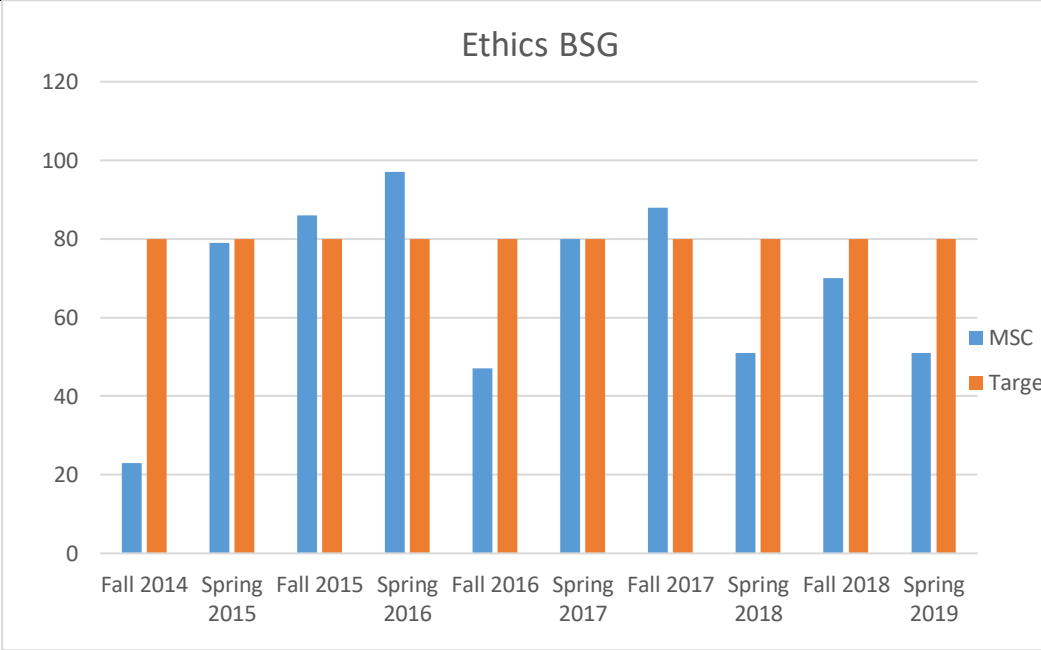
Business Knowledge and Technical Skills: *Graduates of the BBA demonstrate core-level knowledge from a variety of sub-disciplines and apply the knowledge and skills to reach solutions to business needs. During BSAD 470, Strategic Management, the student will take the Peregrine COMP Exam.*

		Analysis of Results		
Performance Measure(Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)
The institution mean COMP Exam score will be equal to our identified peer institutions.	Peregrine COMP Exam. Direct Summative External Comparative	In AY 2018-2019, scores were higher across the board than our identified peer institutions.	The data remains somewhat non-conclusive due to the small sample size.	Continued use of the Peregrine COMP Exam in to provide more data that support definitive analysis.



Program Outcomes for BBA Program

Graduating students should have the ability to formulate good ethical judgements.

		Analysis of Results																																				
Performance Measure(Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)																																		
80% of the students must score at or higher than acceptable on the BSG simulation.	BSG simulation and COMP Exam. Direct Summative External Comparative	Although student performance concerning ethical judgement did slightly exceed the target in Fall 2017, student performance regarding ethical judgements in spring 2017, fall 2018 and spring 2019 did not meet the target.	Beginning in Spring 2020, under the direction of the new Dean, and Division Chair, programmatic assessment teams will be formed to identify corrective course(s) of action	N/A	 <table border="1"> <caption>Ethics BSG</caption> <thead> <tr> <th>Semester</th> <th>MSC</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>22</td> <td>80</td> </tr> <tr> <td>Spring 2015</td> <td>78</td> <td>80</td> </tr> <tr> <td>Fall 2015</td> <td>85</td> <td>80</td> </tr> <tr> <td>Spring 2016</td> <td>95</td> <td>80</td> </tr> <tr> <td>Fall 2016</td> <td>48</td> <td>80</td> </tr> <tr> <td>Spring 2017</td> <td>78</td> <td>80</td> </tr> <tr> <td>Fall 2017</td> <td>88</td> <td>80</td> </tr> <tr> <td>Spring 2018</td> <td>52</td> <td>80</td> </tr> <tr> <td>Fall 2018</td> <td>70</td> <td>80</td> </tr> <tr> <td>Spring 2019</td> <td>52</td> <td>80</td> </tr> </tbody> </table>	Semester	MSC	Target	Fall 2014	22	80	Spring 2015	78	80	Fall 2015	85	80	Spring 2016	95	80	Fall 2016	48	80	Spring 2017	78	80	Fall 2017	88	80	Spring 2018	52	80	Fall 2018	70	80	Spring 2019	52	80
Semester	MSC	Target																																				
Fall 2014	22	80																																				
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Program Outcomes for BBA Program

Graduating students should have the ability to formulate good ethical judgements. (continued)

		Analysis of Results																											
Performance Measure(Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)																									
80% of the students must score at or higher on the Peregrine COMP Exam.	COMP Exam Direct Summative External Comparative	After demonstrating an improvement in performance starting fall 2017 thru fall 2018, student performance did not meet target expectations in spring 2019	The analysis is consistent with data collected via BSG simulation. Beginning in Spring 2020, under the direction of the new Dean, and Division Chair, programmatic assessment teams will be formed to identify corrective course(s) of action	Continued use of the Peregrine COMP Exam in AY 2019-2020	<table border="1"> <caption>Ethics- COMP Exam Data</caption> <thead> <tr> <th>Year</th> <th>MSC</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>67</td> <td>80</td> </tr> <tr> <td>Fall 2016</td> <td>58</td> <td>80</td> </tr> <tr> <td>Spring 2017</td> <td>70</td> <td>80</td> </tr> <tr> <td>Fall 2017</td> <td>83</td> <td>80</td> </tr> <tr> <td>Spring 2018</td> <td>82</td> <td>80</td> </tr> <tr> <td>Fall 2018</td> <td>83</td> <td>80</td> </tr> <tr> <td>Spring 2019</td> <td>74</td> <td>80</td> </tr> </tbody> </table>	Year	MSC	Target	Spring 2016	67	80	Fall 2016	58	80	Spring 2017	70	80	Fall 2017	83	80	Spring 2018	82	80	Fall 2018	83	80	Spring 2019	74	80
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Spring 2016	67	80																											
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Spring 2017	70	80																											
Fall 2017	83	80																											
Spring 2018	82	80																											
Fall 2018	83	80																											
Spring 2019	74	80																											

Program Goals for Business Administration Major

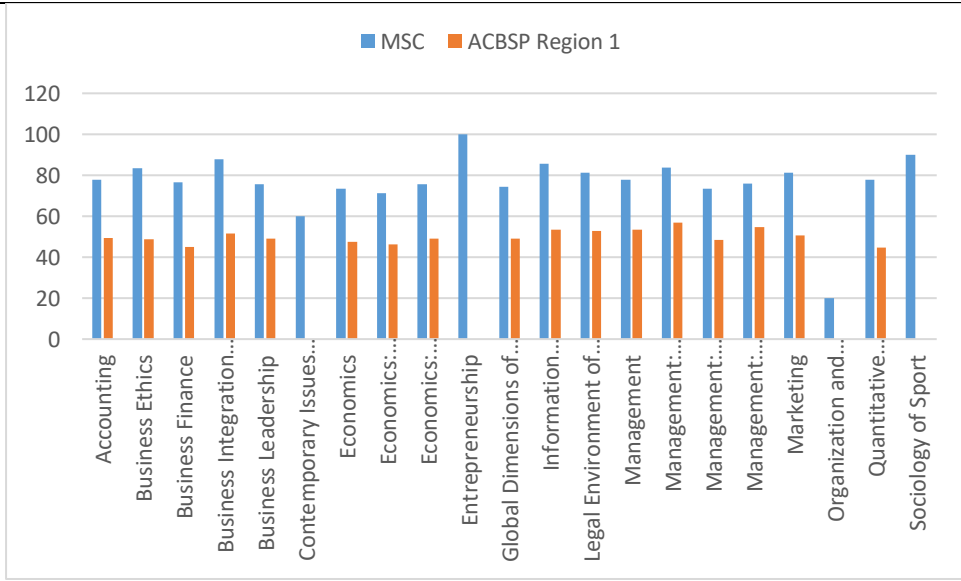
Graduating Business Administration majors, as a graduating class, will demonstrate a basic knowledge of the functional areas of accounting, business law, economics, finance, information management system, international business, management, marketing, and strategic management.

		Analysis of Results			
Performance Measure(Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	

Program Goals for Business Administration Major

Graduating Business Administration majors, as a graduating class, will demonstrate a basic knowledge of the functional areas of accounting, business law, economics, finance, information management system, international business, management, marketing, and strategic management. (continued)

		Analysis of Results		
Performance Measure(Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)
The institution overall score will be above the median score of our identified peer institutions.	COMP Exam Direct Summative External Comparative	In AY 2018-2019, scores were higher across the board than our identified peer institutions.	Although consistent with prior years, the data remains somewhat non-conclusive due to the small sample size.	Continued use of the Peregrine COMP Exam in AY 2019-2020.



Program Goals for Business Administration Major

2. Student Learning Results-Graduating Business Administration majors, as a graduating class will Identify business problem(s) by analyzing the impact of contextual factors, the validity of information (relevancy, sufficiency and accuracy), and the influence of assumptions. Evaluate, synthesize, and organize information to form sufficient support and create a coherent set of conclusions to support the decisions and solutions.

		Analysis of Results																								
Performance Measure(Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)																						
80% of the students will score at least a 3(meets expectations) on the program assessment rubric.	BSAD 470 Case analysis Direct Summative Internal	As in the prior year, 2018-20189results indicate that the target was significantly missed (2.1) AY 2017-2018 results were also significantly missed.	Increase critical thinking activities in all of courses. Department meetings have been held to discuss the measurement instruments to be used. Beginning in Spring 2020,under the direction of the new Dean, and Division Chair, programmatic assessment teams will be formed to identify corrective	Discussions are on-going	<table border="1"> <caption>Critical Thinking Data</caption> <thead> <tr> <th>Year</th> <th>MSC</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>2.95</td> <td>3.0</td> </tr> <tr> <td>2014-2015</td> <td>2.9</td> <td>3.0</td> </tr> <tr> <td>2015-2016</td> <td>2.35</td> <td>3.0</td> </tr> <tr> <td>2016-2017</td> <td>2.3</td> <td>3.0</td> </tr> <tr> <td>2017-2018</td> <td>2.4</td> <td>3.0</td> </tr> <tr> <td>2018-2019</td> <td>2.1</td> <td>3.0</td> </tr> </tbody> </table>	Year	MSC	Target	2013-2014	2.95	3.0	2014-2015	2.9	3.0	2015-2016	2.35	3.0	2016-2017	2.3	3.0	2017-2018	2.4	3.0	2018-2019	2.1	3.0
Year	MSC	Target																								
2013-2014	2.95	3.0																								
2014-2015	2.9	3.0																								
2015-2016	2.35	3.0																								
2016-2017	2.3	3.0																								
2017-2018	2.4	3.0																								
2018-2019	2.1	3.0																								

			course(s) of action		
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Program Outcomes for BBA Program

4. Student Learning Results-Analytical / Quantitative Skills: *Graduates of the BBA possess analytical/quantitative skills appropriate to the business community. Business program graduates:* During the BSAD 470 Strategic Management course, the student can examine the data and determine if appropriate quantitative techniques have been applied to support the business idea. The student can develop and identify appropriate charts, tables, and graphs to support their analysis.

		Analysis of Results			
Performance Measure(Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	

<p>75% of the students will score at least a 3 (meets expectations) on the program assessment rubric.</p>	<p>BSAD 470 Case analysis</p> <p>Direct Summative Internal</p>	<p>Results are consistently lower than target over the last six semesters. Scores for AY 2015-2019 were significantly lower. In 2018-2019, zero students met the target.</p>	<p>Fall 2018, the project in BSAD 350 was changed to incorporate more analytical/quantitative skills using 4 shorter projects. Fall 2019 adding How-To presentation on things that students may need extra guidance on for the final project and homework. For example, the presentation will include one on putting financial data in a class spreadsheet, writing financial analysis for each section, WACC, Banking Relationship and using Bizminer for industry averages. Additional presentations will be created as needed based on student feedback.</p>	<p>Too early to tell</p>	<h3 style="text-align: center;">Analytical/Quantitative Skills</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>MSC</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>62</td> <td>75</td> </tr> <tr> <td>2014-2015</td> <td>75</td> <td>75</td> </tr> <tr> <td>2015-2016</td> <td>6</td> <td>75</td> </tr> <tr> <td>2016-2017</td> <td>10</td> <td>75</td> </tr> <tr> <td>2017-2018</td> <td>5</td> <td>75</td> </tr> <tr> <td>2018-2019</td> <td>0</td> <td>75</td> </tr> </tbody> </table>	Year	MSC	Target	2013-2014	62	75	2014-2015	75	75	2015-2016	6	75	2016-2017	10	75	2017-2018	5	75	2018-2019	0	75
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2018-2019	0	75																								

			<p>Fall 2019 Quantitative Strategic Planning Matrix incorporated in BSAD 470. Beginning in Spring 2020, under the direction of the new Dean, and Division Chair, programmatic assessment teams will be formed to identify corrective course(s) of action. Decision was also made to look at Accounting 102 Assessment data for AY 2018-2019 for feedback related to opportunities for improvement in student performance</p>		
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APPENDIX 1

In the spring 2015, the Department of Entrepreneurship & Business made the decision to implement the Peregrine Academic Service COMP Exam for the following fall 2015.

- COMP Exam tests the 12 CPC components of ACBSP standards
- Ability to customize exam
- No proctor required-beneficial for online students
- Availability of raw data
- Pay as you go
- Longitudinal reporting availability
- Unlimited options regarding cohorts
- Immediate availability of results
- Subject-level analysis

Starting fall 2015, the COMP Exam was administered.

APPENDIX 2
POPULATION SIZES
COMP Exam

Test Date	Total Number of Students Taking the Test	Total Business Admin. Majors
2018-2019	25	25

Strategy Management BSAD 470

Semester	Total Number
Spring 2011	5
Spring 2012	6
Fall 2012	12
Spring 2013	10
Fall 2013	3
Spring 2014	5
Fall 2014	2

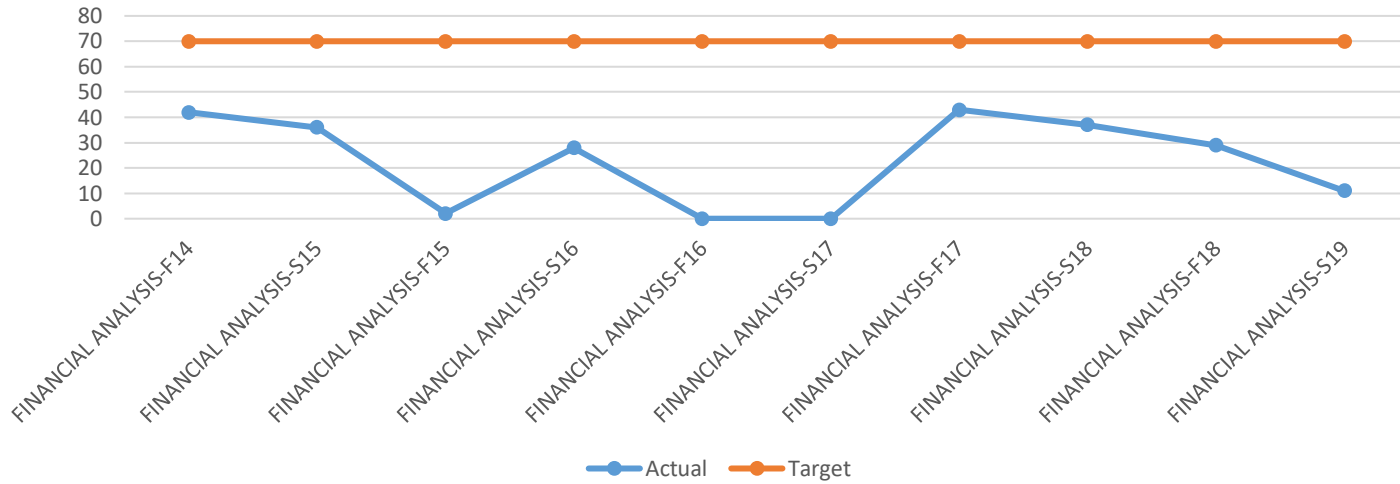
Spring 2015	10
Fall 2015	7
Spring 2016	10
Fall 2016	5
Spring 2017	7
Fall 2017	8
Spring 2018	10
Fall 2018	10
Spring 2019	15

***BSAD 470 was not offered in fall 2011.**

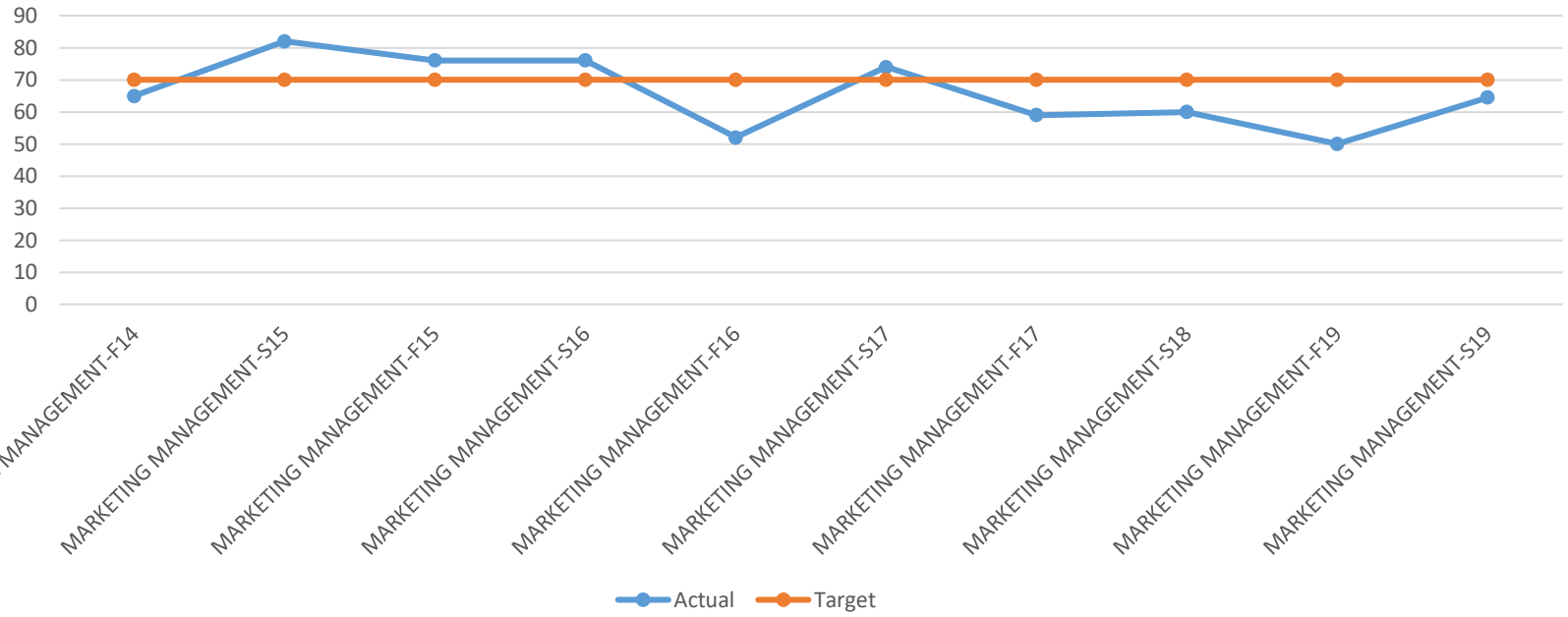
APPENDIX 3

Performance in each of the 6 disciplines report from BSAD 470 BSG simulation.

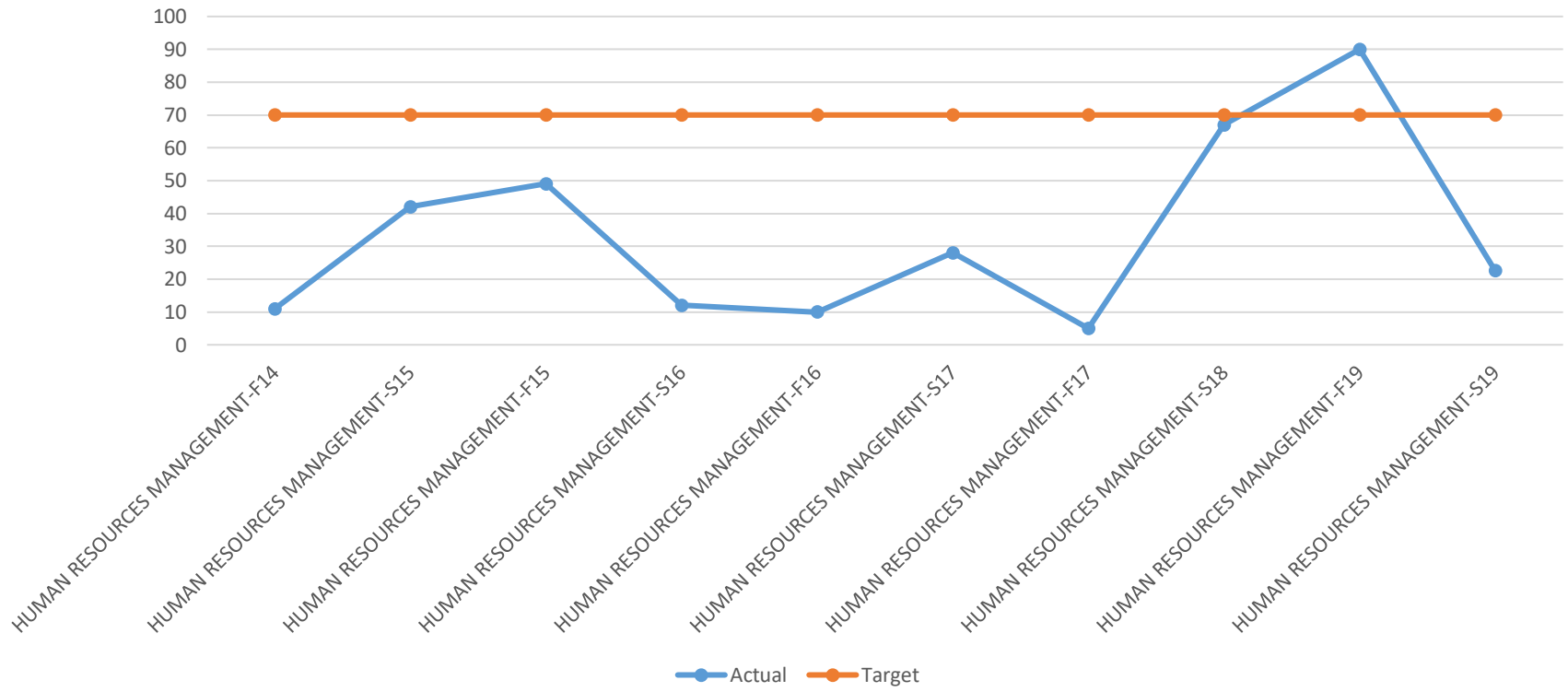
Accounting



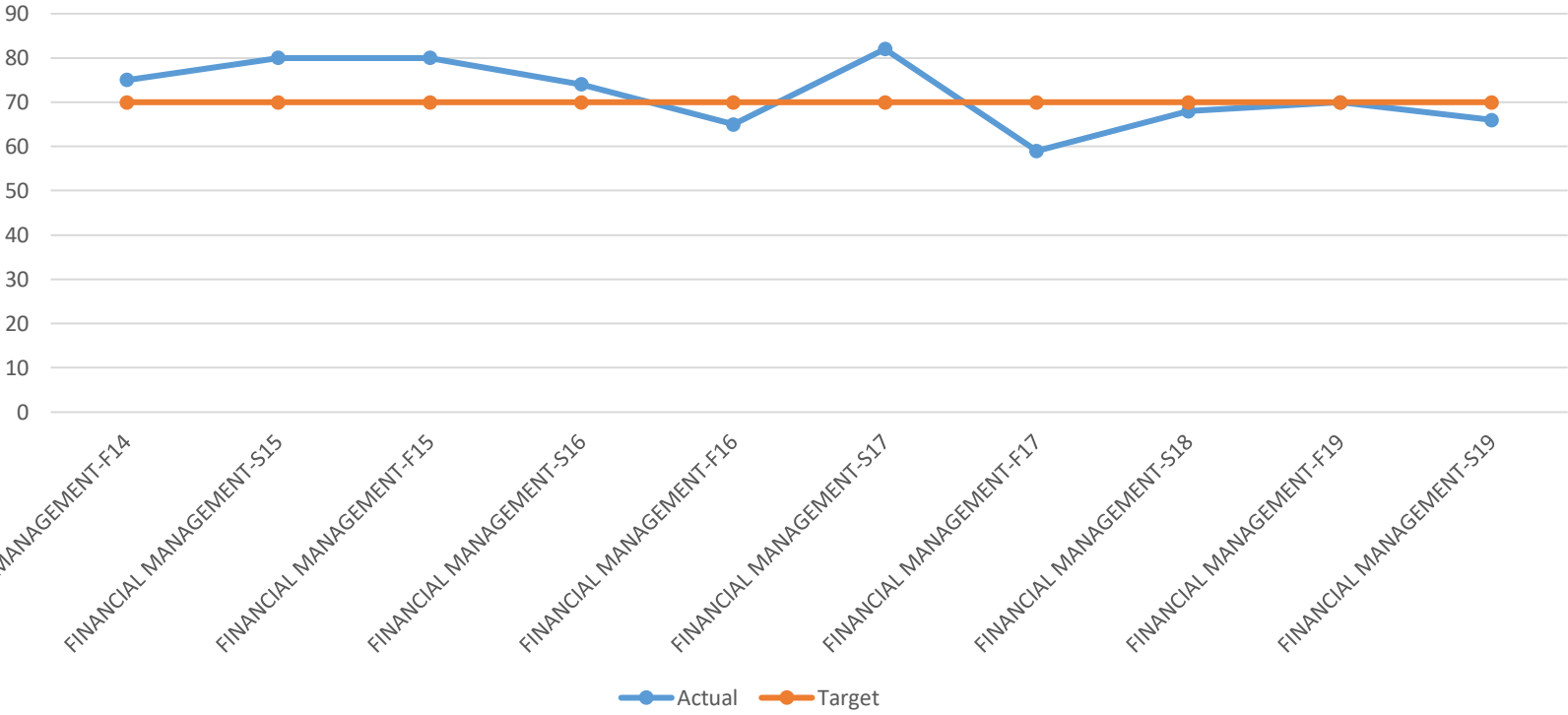
Marketing



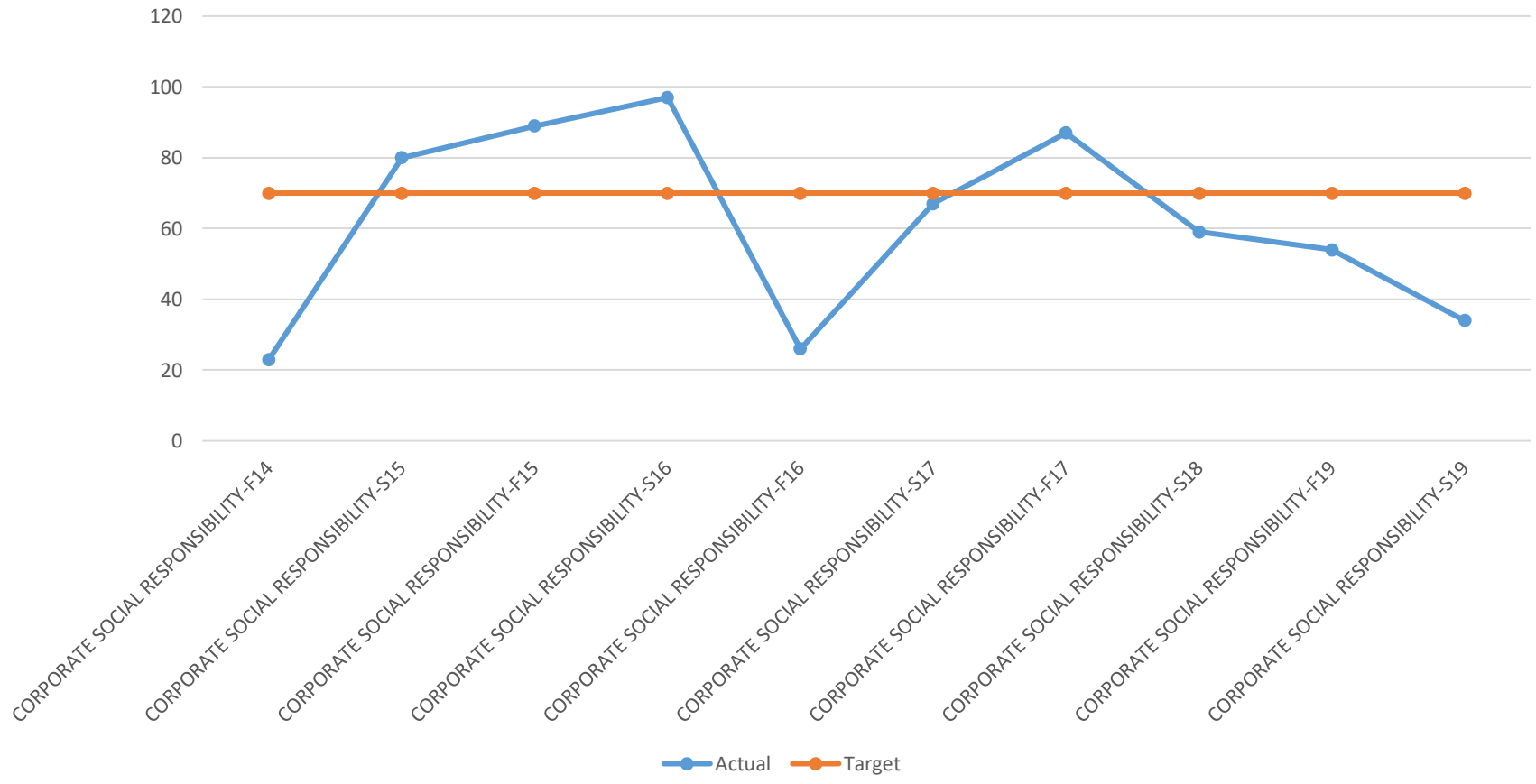
Human Resources



Financial Management



Ethics



APPENDIX 4

BSAD 350 Corporate Finance Assessment Results

