

STANDARD #4. Measurement and Analysis of Student Learning and Performance

Criterion 4.1.a Learning Outcomes Assessment Program

BS/BA Business Administration Major: The program seeks to produce capable and knowledgeable students who manifest an understanding of work and careers and an ability to adapt quickly to the expectations of employers and the work environment. To this end the program strives to realize the following set of five general learning goals, each goal having specific learning outcomes for all undergraduate Business Majors.

1. PROFESSIONAL - Demonstrate the ability to apply and synthesize the functional areas of business to make sound business decisions.

- A. Demonstrate basic knowledge of the principles and concepts of entrepreneurship and management.
- B. Apply basic understanding of economic principles to complex business issues
- C. Apply basic accounting and financial principles to common business problems
- D. Understand the fundamentals of tort liabilities and cyberlaw from both consumer and business viewpoints
- E. Distinguish and differentiate all management styles, - domestic and international, public and private, small and large organizations
- F. Demonstrate understanding of operations management as an integral component of business organizations
- G. Apply information science to business operations
- H. Demonstrate understanding of formation and ending of contracts from both consumer and business viewpoints
- I. Demonstrate understanding of how the elements of a marketing strategy work together and how the marketing concept fits into organizational planning and development.
- J. Demonstrate understanding of markets and market behavior, external market forces, relationship to basic economic concepts, and globalism in satisfying needs and wants
- K. Demonstrate understanding of current and emerging trends in marketing, including direct and interactive marketing, technology-based personalization, one-to-one marketing, and e-commerce.
- L. Synthesize the fundamental elements of finance, accounting, business law, marketing, economics and management in a manner which enables them to make effective business decisions.

2. INFORMATION LITERACY - Access, use and evaluate information in business decision making.

- A. Use current spreadsheet, word processing and presentation applications in carrying out normal, day-to-day business tasks
- B. Extract information from databases
- C. Demonstrate understanding basic computer hardware and software concepts
- D. Apply IT in analysis and communication

3. DISCIPLINED INQUIRY - Use quantitative and qualitative analytical and critical thinking skills to evaluate information, solve problems and make sound decisions.

- A. Search and use appropriate modes of inquiry to answer business-related research problems. This to include the use of digital resources (Web) and library research material.
- B. Synthesize and evaluate relevance of data
- C. Apply knowledge of statistics to business decision-making processes and situations.

4. COMMUNICATION SKILLS –Communicate effectively in various forms.
 - A. Develop well-written reports, memos and letters that explain findings, organize ideas into a coherent train of thought, and justify conclusion or recommendation
 - B. Make effective oral presentations that explain findings, organize ideas into a coherent train of thought, and justify conclusion or recommendation
 - C. Use appropriate APA format for scholarly writing.

5. ETHICS - Demonstrate knowledge and application of prescribed ethical codes and behaviors in the workplace.
 - A. Apply general concepts of ethical behavior in dealing with stakeholders
 - B. Demonstrate understanding of the importance of diversity in the workplace
 - C. Understand the impact of globalism and multiculturalism
 - D. Understand the importance of group dynamics in achieving organizational goals and use the skills needed for effective teamwork.

MBA Learning Objectives:

1. Communicate effectively, orally and in writing.
2. Apply critical thinking and leadership skills to solving problems and conflict resolution.
3. Apply organizational theory and policy implementation to facilitate and manage change.
4. Appraise and examine financial and managerial accounting information for planning, control, and decision-making.
5. Develop a framework to evaluate ethical issues and legal issues in the conduct of business activities.
6. Assess the impact of decisions regarding the selection and implementation of key information systems and emerging technologies.
7. Evaluate opportunities and challenges in global, economic, political, social and technological environments using qualitative and quantitative techniques.
8. Analyze and evaluate strategic business issues across business disciplines and conduct research-based plans for implementing solutions.

MiM Learning Objectives:

1. Communicate effectively individually and in a group both orally and in writing in a professional setting.
2. Demonstrate the ability to apply qualitative and quantitative tools to make strategic business and organizational leadership decisions.
3. Engage in critical thinking about ethical, sustainable and effective leadership to achieve organizational goals.
4. Apply knowledge of functional areas of business to develop strategic and operational plans consistent with the organization's sustainable mission, vision, values and goals.
5. Demonstrate effective collaborative skills including active listening, giving and accepting feedback, and looking for solutions beyond traditional boundaries that lead to achieving results through others in a diverse environment.

Criterion 4.1.b. Description of Learning Outcomes Assessment for Each Program

The School is currently in the process of developing and instituting a more formal assessment program as part of the compliance with the University's accreditation with the Northwest Commission on Colleges and Universities' recommendation stipulated in the most recent (2007) 10-year accreditation review.

In Spring 2011, the University approved to utilize Nuventives's TracDat software and their portfolio software, iWebfolio. The School of Business expects to utilize this online program assessment system once it gets officially implemented sometime in AY 2011-2012.

As of this date, documenting the School's program's goals, objectives and outcomes inventory of courses has been completed. This process has been very timely and serves another important purpose – the School's preparation for accreditation with ACBSP.

Similarly, in preparation for the School's application for accreditation with ACBSP, in the Fall 09 and Winter 10 quarters, the faculty worked on redefining the undergraduate program learning outcomes (PLO), completed course learning outcomes (CLOs), and aligned the CLOs with the PLOs. The PLO-CLO alignment is now completed for the undergraduate program, and is in progress for the MBA and MiM programs. Please see Appendices 8 and 9.

The program learning outcomes are assessed via a number of methods:

- (1) Major Field test, (MBA and Undergrad)
- (2) Business Strategy Simulation Game, and (MBA and Undergrad)
- (3) Business Planning. (Undergrad) Please see explanations below.
- (4) Core Course Evaluations (MBA, Undergraduate. MiM yet to be made)

Recent Major Actions on Learning Outcomes Assessment

- In Fall 2010, a change to the undergraduate curriculum was implemented by making BA 427: Business Strategy and Policy class a required core course in the Business program. The change was made for two reasons:
 - (1) the course will be used as an assessment point for seniors, as a major component of the course, through the use of the Business Strategy Simulation (BSG-Online), and
 - (2) to better prepare business majors for the capstone course, BA 499: Business Planning.
- With the implementation and use of TracDat and iWebfolio at the end of academic year 2011-2012, the School aims to evaluate and assess the effects of this change in curriculum.
- As part of program assessment, the ETS Major Field Test was administered to three cohorts in the undergraduate program (S10, F10, and W11)
- During the same period, three data points (F10, W11, S11) on the required business core courses as they relate to the common professional components (CPC's) were also collected.
- Closing the Loop: The results obtained in these assessments (MFT and CPC) will be used starting in the fall 2011 term for program review and planning.

Criterion 4.1.c. Internal Learning Outcomes Assessment Information and Data Gathered and Analyzed

The SOU School of Business collects and analyzes internal data to measure the performance of its students in demonstrating the achievement of the expected student learning outcomes. Several tools are employed to measure and evaluate student learning outcomes in both the undergraduate and graduate programs.

The School employs a variety of both direct and indirect assessment measures in the required MiM/MBA/undergraduate capstone courses as well as in the required undergraduate internship requirement. Additionally, the School has recently developed a mapping of the course learning objectives in each of the core courses, to how they connect to the program learning outcomes. Each course has also identified the means by which each of the course learning outcomes is assessed. See Appendix 18

The following table summarizes the various internal forms of assessments employed by the School.

Table 20-A: Forms of Internal Assessments Gathered and Analyzed

Form of Internal Assessment	Description of Internal Assessment
Exams, quizzes, projects, presentations, cases	Assessment of students' knowledge of subject matter. Course learning outcomes (CLOs) for all the core courses in the BA, MBA and MiM programs are complete. These course learning objectives have been mapped to the respective program learning outcomes.
Capstone Project and Presentation	All undergraduate business students write a formal business plan. The plan is formally presented at the end of the term. Presentation is attended and evaluated by the capstone instructor and at least one other business faculty. A sample evaluation form of business plan written project and presentation is found in Appendix 19. The MBA and MiM programs also have capstone projects that are presented formally in the same fashion.
Senior Exit Survey	Students' evaluation of program/perception of skills developed in the program. The survey is sent to BA students who have applied for graduation each year.
Student Course Evaluations	Students' perception and assessment of the courses they take at SOU. At least two thirds of courses offered each term are evaluated. Evaluation is administered in the classroom so participation rate is high. By W12, SOU is going to online course evaluation system.

Criterion 4.1.d. External Learning Outcomes Assessment

Table 20-B : Forms of External Assessments Gathered and Analyzed

Forms of External Assessment	Description of External Assessment
Major Field Test (BA and MBA)	ETS Major Field Test (ETS-MFT) administered to graduating BA and MBA students. Data for three terms (S10, F10, and W11) for the undergraduate program, and data for two terms (W11 and Su11) in the MBA program had been collected. The results of these MFT tests are used to compare how the School's students perform vis-à-vis students in other institutions participating in the ETS-MFT tests.
Alumni Survey	Survey of alums on their perception on the education and academic preparation they received from SOU and School of Business. Latest alumni survey was conducted in Spring 2011. Survey was sent to students who graduated from 2007 and beyond. An alumni survey of was conducted in 2007. Comparison of the pre-2007 and post 2007 surveys is yet to be done.
Business Strategy Simulation Game	A Web-based business simulation game played as part of BA 427:Business Policy and Strategy in the undergraduate and MBA 514-Strategic Operations Management. Both courses are core courses.
Business Advisory Council	Feedback and input from the members of the Business Advisory Council is elicited.

Criterion 4.2. Assessment Results and Trends

During the self-study period, the School of Business collected three data points on the following areas:

- 1) ETS Major Field Test for the Undergraduate Program
- 2) ETS Major Field Test for the MBA Program
- 3) Course Evaluations of the Core Courses in the Undergraduate and MBA Programs
- 4) Business Strategy Game (simulation)

The main purpose of collecting these data points during the self-study period is for establishing a benchmark from which to compare future major field test assessments. The School plans to conduct follow up MFT exams in 2015-2016 for comparative, longitudinal analysis and program assessment.

Criterion 4.3. Selection and Use of Comparative Information Data

As described in Criterion 4.2, the School collected assessment data during AY 2010-2011 for the purpose of establishing a comparative benchmark for future assessments.

The results of the common professional component (CPCs) assessments for both the undergraduate and MBA programs are reported below.

Table 21: Major Field Test Results for the Undergraduate Program (2010-2011)

UNDERGRADUATE BUSINESS MAJOR FIELD TEST

SOU - School of Business

MEAN PERCENT CORRECT

Assessment Indicator Title	Spring 2010	Fall 2010	Winter 2011	Average
	Mean Percent Correct	Mean Percent Correct	Mean Percent Correct	
Accounting	48	53	50	50.3
Economics	47	48	50	48.3
Management	50	60	59	56.3
Quantitative Business Analysis	50	42	43	45.0
Finance	61	45	46	50.7
Marketing	53	53	62	56.0
Legal and Social Environment	49	58	60	55.7
Information Systems	67	55	49	57.0
International Issues	61	57	58	58.7

INSTITUTIONAL PERCENTILE RANKING

Assessment Indicator Title	Spring 2010	Fall 2010	Winter 2011	Average
Accounting	35	65	45	48.3
Economics	40	45	60	48.3
Management	20	75	70	55.0
Quantitative Business Analysis	70	20	25	38.3
Finance	75	10	15	33.3
Marketing	50	50	90	63.3
Legal and Social Environment	65	95	95	85.0
Information Systems	95	25	5	41.7
International Issues	75	60	60	65.0
Average Percentile Rank	58.3	49.4	51.7	53.1

n	16	15	15
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The results of the ETS Major Field Tests are summarized as follows:

1. For the undergraduate program, the three groups of students who took the MFT exams (S10, F10, W11), ranked in the 55 percentile in terms of institutional ranking. Individually, the students who participated in the test ranked as high as the top 5 percent. The average percentile ranking of the students was 50.8
2. For the MBA program, the three groups of students who took the MBA MFT exam (W11, Su11, F11) ranked in the top 75, 90, and 70 percentile in terms of institutional ranking of their group average scores.

Table 22: MBA Major Field Test Results (2010-2011)

Test: MBA
 Form Code: 4FMFC
 Institution: Southern Oregon University
 Cohort: MBA Summer 2011 Cohort
 Closed on: June 28, 2011
 n =16

Assessment Indicator Number	Assessment Indicator Title	Mean Percent Correct	Institutional Percentile Rank
1	Marketing	69	85
2	Management	73	95
3	Finance	55	90
4	Accounting	58	80
5	Strategic Integration	65	95

Test: MBA
 Form Code: 4FMFC
 Institution: Southern Oregon University
 Cohort: MBA 2009-2011 Saturday Cohort
 Closed on: March 01, 2011
 n =11

Assessment Indicator Number	Assessment Indicator Title	Mean Percent Correct	Institutional Percentile Rank
1	Marketing	66	70
2	Management	65	65
3	Finance	51	80
4	Accounting	58	80
5	Strategic Integration	58	65

Test: MBA
 Form Code: 4FMFC
 Institution: Southern Oregon University
 Cohort: MBA 2010-2012 Saturday Cohort
 Closed on: November 19, 2011
 n =15

Assessment Indicator Number	Assessment Indicator Title	Mean Percent Correct	Institutional Percentile Rank
1	Marketing	63	68
2	Management	62	57
3	Finance	47	66
4	Accounting	53	65
5	Integration	58	76

For the MBA 2010-2012 Cohort, the MFT exam was administered on the 6th term (of 7) of the core terms. At this point, the cohort had not yet taken the Finance course. This is perhaps a reason why among the three cohorts, this group ranked in the 66th percentile, lower than the first-two cohorts' ranking. The MFT exam was administered in the Fall term instead of the Winter term, when the finance course would have been taught, in order to have 3 data points reported for this Self Study report.

Business Strategy Game – BSG is an online simulation game that is played by over 2600 teams in over 200 institutions world-wide at any given time. In addition to the Major Field Test as a means to compare the School’s students against similar programs in the country, data on how the SOU Business students fare in the simulation game are also collected. One measure of student success in the BSG simulation game is by making it to the Global Top 100 list. SOU BSG teams have shown success by this measure in the three-year observation period. Table 23 below lists all SOU BSG teams from 2008 to the present who made it to the simulation game’s Global Top 100. The teams listed in this table are from both the undergraduate and MBA programs.

Table 23: SOU BSG Teams in Global Top 100 (2008 to 2011)

Instructor	Program	Company	Date in list	Category		Instructor	Program	Company	Date in list	Category
Rene Ordonez	MBA	Lucky Guess Shoes	11/17/08	ROE		Rene Ordonez	MBA	Footwear	11/23/09	Overall
Rene Ordonez	MBA	C Triple T	11/17/08	ROE		Rene Ordonez	MBA	Footwear	11/22/10	ROE
Rene Ordonez	MBA	Just Another Shoe	11/24/08	EPS		Rene Ordonez	MBA	Footwear	10/18/10	ROE
Rene Ordonez	MBA	C Triple T	11/24/08	ROE		Rene Ordonez	MBA	Footwear	10/18/10	ROE
Rene Ordonez	MBA	Lucky Guess Shoes	11/24/08	ROE		John Kinard	Undergrad BA	Runners	10/31/11	Overall
Rene Ordonez	MBA	ELX	11/24/08	ROE		Andy Dungan	Undergrad BA	Runnings	05/09/11	Overall
Rene Ordonez	MBA	Just Another Shoe	11/24/08	ROE		Andy Dungan	Undergrad BA	Runnings	05/09/11	EPS
Rene Ordonez	MBA	H Company	11/24/08	ROE		Andy Dungan	Undergrad BA	Runnings	05/09/11	ROE
Rene Ordonez	MBA	Just Another Shoe	11/24/08	Stock		Andy Dungan	Undergrad BA	Runnings	05/09/11	Stock
Rene Ordonez	MBA	C Triple T	11/24/08	Stock		John Kinard	Undergrad BA	Runners	11/07/11	Overall
Andy Dungan	Undergrad BA	Better Comfort	01/19/09	Overall		Andy Dungan	Undergrad BA	Runnings	05/16/11	Overall
Andy Dungan	Undergrad BA	Air Balance	01/26/09	Overall		Rene Ordonez	MBA	Phootwear	05/16/11	ROE
Andy Dungan	Undergrad BA	Air Balance	02/09/09	Overall		Andy Dungan	Undergrad BA	Runnings	05/23/11	Overall
Andy Dungan	Undergrad BA	ANYx Shoes	10/13/08	Overall		Andy Dungan	Undergrad BA	Runnings	05/23/11	EPS
Andy Dungan	Undergrad BA	Air Balance	02/16/09	Overall		Rene Ordonez	MBA	Phootwear	05/23/11	EPS
Andy Dungan	Undergrad BA	Air Balance	02/23/09	Overall		Rene Ordonez	MBA	FlySoul	05/23/11	ROE
Andy Dungan	Undergrad BA	Air Balance	03/02/09	Overall		Andy Dungan	Undergrad BA	Runnings	05/23/11	Stock
Andy Dungan	Undergrad BA	AGILE	05/03/10	Overall		Rene Ordonez	MBA	Phootwear	05/23/11	Stock
Andy Dungan	Undergrad BA	Dynamic	05/10/10	Overall		John Kinard	Undergrad BA	Runners	11/14/11	Overall
Andy Dungan	Undergrad BA	AGILE	05/10/10	Overall		John Kinard	Undergrad BA	Runners	10/24/11	Overall
Andy Dungan	Undergrad BA	AGILE	05/24/10	Overall		John Kinard	Undergrad BA	Adidas	02/28/11	EPS
Andy Dungan	Undergrad BA	DASH!	05/25/09	Overall		John Kinard	Undergrad BA	Adidas	02/28/11	ROE
Andy Dungan	Undergrad BA	DASH!	06/01/09	Overall		John Kinard	Undergrad BA	Adidas	02/28/11	Stock
Andy Dungan	Undergrad BA	Elite Footwear	10/19/09	ROE		Andy Dungan	Undergrad BA	Runnings	05/02/11	Overall
Andy Dungan	Undergrad BA	Elite Footwear	11/02/09	ROE		Andy Dungan	Undergrad BA	Runnings	05/02/11	ROE
Andy Dungan	Undergrad BA	Elite Footwear	11/09/09	ROE		John Kinard	Undergrad BA	Runners	11/21/11	Overall
Andy Dungan	Undergrad BA	Elite Footwear	11/16/09	EPS		Rene Ordonez	MBA	DSuns	11/21/11	ROE
Andy Dungan	Undergrad BA	Elite Footwear	11/16/09	ROE		Rene Ordonez	MBA	E.I.E.I.O. Kicks	11/21/11	ROE
Andy Dungan	Undergrad BA	Elite Footwear	11/16/09	Stock		Rene Ordonez	MBA	Fitt-eM Shoes	11/28/11	ROE
						Rene Ordonez	MBA	E.I.E.I.O. Kicks	11/28/11	ROE

BSG Global Top 100 announcement is published on the Web by BSG Central on a weekly basis. A sample announcement of a recent SOU MBA team that made it to the Global Top 100 is show in Table 24 below. A sample of the Global Top 100 list is found in this link

<http://www.bsg-online.com/stats/top20.html?id=917>

Table 24: Announcement of BSG Team Making to the Global Top 100

Dear Professor Ordóñez:

Congratulations are in order for students in your class who earned a Global Top 100 ranking for their company's BSG performance during the week of 28-Nov-11 through 4-Dec-11.

Industry 6

The co-managers of E.I.E.I.O. Kicks (Company E) earned a Global Top 100 ranking on the following performance criteria:

- Return on Average Equity - Their ROE of 33.8% tied for the 74th best ROE performance of the week, worldwide!

The co-managers of Fitt-eM Shoes (Company F) earned a Global Top 100 ranking on the following performance criteria:

- Return on Average Equity - Their ROE of 44.4% was the 20th best ROE performance of the week, worldwide!

You should be quite proud of your students for such an excellent performance — a performance that reflects quite well on you and the caliber of instruction that students are receiving in your course. [View the Global Top 100 lists for the week of 28-Nov-11 through 4-Dec-11.](#)

Each Monday we compile lists of the prior week's best-performing companies worldwide based on each of four measures: Overall Score (current year), Earnings Per Share, Return On Average Equity, and Stock Price.

Congratulations once again to you and your students and thank you for using BSG in your class. As always, please call or e-mail if you have any questions or any suggestions for improving the simulation.

Best regards from the BSG author team,

Art Thompson
Greg Stappenbeck
Mark Reidenbach

Criterion 4.4. Using the Outcomes Assessment to Improve Educational Processes

The School faculty members are generally pleased with the outcomes of the MFT test taken by MBA students. As a group, the three MBA MFT cohorts performed comparatively well against 130 comparator institutions that participated in the test during the period September 2009 to June 2010. The average scores of the three cohorts ranked in the 75th, 90 and 70th percentile. In terms of the assessment areas – marketing, management, finance, accounting, and integration, the three cohorts' average percent scores in these subject areas all ranked in the top 30th percentile mark.

The sample data for undergraduate MFT need further investigation. For example, it is not clear why students would score in the 95th percentile in the MIS portion of the MFT in one cohort and score only in the 5th percentile in another term, especially since they were all taught by the same faculty member. This huge variation in rank was also observed in finance – a high of 75 and a low of 10 percentile institutional percentile ranking in terms of the average scores. It would be worth investigating the reasons for this wide variation.

It is also worth noting that while there are huge variations in the subject area institutional percentile rankings in the undergraduate MFT, the MBA subject areas rankings exhibited smaller variability; the institutional percentile rankings are more consistent. One possible explanation for this is in the way the MFT was administered. For both programs, participation in the field test was strictly voluntary. There was no penalty or consequence attached to poor performance or for non-participation. In administering the field test for the undergraduate program, the proctor observed students completing the test in half the allotted time. For the MBA tests, however, the students were provided incentives (e.g. bonus points) to encourage more serious effort from them. In almost all cases, the MBA test-takers used up all the allotted time (three hours) for the test. It appears that the incentive induced students to take the exam more seriously.

Another indicator of how the School's students are meeting the learning outcomes is by way of their performance in the Business Strategy Game. As noted in the previous section, many of the School's BSG teams in both the undergraduate and MBA programs have performed quite well compared against

global teams participating in the simulation game. Quite contrary to the field test results for finance, the BSG results show the students' understanding of finance and its application. It must be noted that students' performance on the BSG simulation game is a significant part of the grading in the course in which the game is played. As such, students take participation in the simulation game more seriously than they do the major field test.

As mentioned before, faculty members discuss these external assessment data formally and informally to devise ways in which their students may perform better. This is an ongoing process and results over a longer period of time will be better indicators of the achievement of program outcomes.

