

[BSBA] AY 2021-2022 Assessment

Phase 1: Assessment Plan

Learning Outcome assessed:

[BSBA] Domain Concepts (formerly LOs 6-12).

Assessment Method:

Comprehensive Business Exam (CBE) administered to all sections

Targeted performance, based on rubrics:

Target is performance at the “basic” level, defined as 66% correct by the Pitsco/CBE company.

Evaluation Process:

Students in all sections of the BSBA Capstone, BUS 401,403 and 406 were sent individual codes to take both pre-and post exams during class time. Students were also offered a canvas courselet with supplementary materials to refresh any topics (ie Accounting, Finance, Marketing, etc.) to review during the semester on an as needed basis.

Rubric:

Exam is online and scored immediately.

Course where learning outcome was assessed:

7 sections total, 189 total students

Evaluator(s):

CBE Exam, Assurance of Learning Committee, Undergraduate Programs Committee

Phase 2: Results Assessment and Planned Action

Results:

Domain Concept	Average of Pre Test Percent Correct	Average of Post Test Percent Correct	Avg % improvement
Domain 1: Accounting	54%	66%	12%
Domain 2: Finance	54%	65%	11%
Domain 3: Economic Environment	50%	58%	9%
Domain 4: Social Environment	50%	56%	6%
Domain 5: Legal Environment	47%	52%	5%
Domain 6: Management	45%	50%	5%
Domain 7: International Business/Global Dimensions	43%	50%	6%
Domain 8: Marketing	47%	53%	6%
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Grand Total	49%	56%	7%

Section / Domain Area	PRE TEST AVG	POST TEST AVG	Change
BUS 401-01	44%	49%	6%
Domain 1: Accounting	44%	61%	
Domain 2: Finance	46%	53%	
Domain 3: Economic Environment	47%	52%	
Domain 4: Social Environment	43%	47%	
Domain 5: Legal Environment	50%	42%	
Domain 6: Management	41%	42%	

Domain 7: International Business/Global Dimensions	41%	40%	
Domain 8: Marketing	40%	45%	
BUS 403-01	50%	58%	7%
Domain 1: Accounting	58%	69%	
Domain 2: Finance	46%	60%	
Domain 3: Economic Environment	37%	58%	
Domain 4: Social Environment	58%	54%	
Domain 5: Legal Environment	49%	57%	
Domain 6: Management	48%	48%	
Domain 7: International Business/Global Dimensions	46%	48%	
Domain 8: Marketing	56%	58%	
BUS 403-02	45%	60%	15%
Domain 1: Accounting	42%	68%	
Domain 2: Finance	52%	70%	
Domain 3: Economic Environment	45%	55%	
Domain 4: Social Environment	50%	62%	
Domain 5: Legal Environment	39%	55%	
Domain 6: Management	43%	59%	
Domain 7: International Business/Global Dimensions	34%	52%	
Domain 8: Marketing	53%	52%	
BUS 403-03	52%	52%	0%
Domain 1: Accounting	55%	57%	
Domain 2: Finance	57%	59%	
Domain 3: Economic Environment	53%	50%	
Domain 4: Social Environment	51%	51%	
Domain 5: Legal Environment	51%	44%	

Domain 6: Management	52%	46%	
Domain 7: International Business/Global Dimensions	42%	48%	
Domain 8: Marketing	49%	53%	
BUS 403-04	56%	61%	4%
Domain 1: Accounting	66%	73%	
Domain 2: Finance	66%	72%	
Domain 3: Economic Environment	59%	60%	
Domain 4: Social Environment	53%	64%	
Domain 5: Legal Environment	51%	58%	
Domain 6: Management	47%	50%	
Domain 7: International Business/Global Dimensions	50%	54%	
Domain 8: Marketing	51%	50%	
BUS 403-05	48%	50%	2%
Domain 1: Accounting	55%	50%	
Domain 2: Finance	46%	54%	
Domain 3: Economic Environment	44%	49%	
Domain 4: Social Environment	52%	45%	
Domain 5: Legal Environment	49%	46%	
Domain 6: Management	46%	46%	
Domain 7: International Business/Global Dimensions	45%	50%	
Domain 8: Marketing	44%	57%	
BUS 406-01	46%	64%	17%
Domain 1: Accounting	53%	74%	
Domain 2: Finance	53%	76%	
Domain 3: Economic Environment	49%	70%	
Domain 4: Social Environment	47%	59%	

Domain 5: Legal Environment	42%	56%	
Domain 6: Management	40%	57%	
Domain 7: International Business/Global Dimensions	41%	52%	
Domain 8: Marketing	41%	54%	
Grand Total	49%	57%	+8%

One Capstone faculty applied for and received an OER grant back in 2018. The faculty member used the funding to hire a student assistant, who worked under Librarian Penny Scott's direction to collect a range of open source print, video and podcast materials that students could use to "refresh" their memories about domain knowledge they were taught in earlier years but might have forgotten by the time they were taking the capstone.

The materials were placed in domain folders and collected in a refresher courselet created by CIT and placed on Canvas. Department chairs were invited to review the materials placed in the folder and to augment them as desired (the only departments who responded with any augmentations were Finance [Ohara] and Analytics [Huxley]). The courselet was then made available to all capstone instructors AND all capstone students were "invited" to the courselet prior to the second administration of the CBE last spring. We have the data from Canvas as to when students checked in to the courselet, how long they were on the site, etc.

Students in BUS 406 received an automated bi-weekly Canvas announcement about "refreshing" their knowledge as well as a reminder that a portion of their grade depended upon improving upon their first-CBE administered results. The faculty previously reviewed students' areas of domain weakness results with each individual student per a Canvas assignment.

Students in BUS 406 received the highest averaged scores on the second CBE administration and demonstrated significant improvement on their individual areas of domain weakness. No significant in-class instruction time reviewing domain concepts outside of what is required for an integrative class.

The creation of the "refresh" courselet was a remediation tactic selected; it may not have been perfect and we should improve upon that with a potential application for these new OER funds.

Suggested Action:

Simultaneous with the administration of the CBE, the school began to reimagine to BSBA degree and developed and approved new learning Competencies for the program. The place for this discussion regarding assessing Domain concepts and the importance of the refresher courselet may lie within the BSBA re-design group and not maybe with AoL until the first process is more underway.

Phase 3: Closing the Loop