

Walker College of Business

Assessment Plan for BSBA Degree Program

BSBA Degree Program Learning Goals

Goal 1: Analytical and problem-solving skills.

Students will be able to analyze business situations using relevant information to make recommendations for problem solving and decision making.

Goal 2: Effective written and oral communication skills.

Students will demonstrate a competency in speaking and writing to effectively communicate in a professional business environment.

Goal 3: Understanding of ethical issues and responsibilities.

Students will recognize and analyze ethical dilemmas and propose resolutions for practical business situations.

Goal 4: Functional business knowledge.

Students will know the core concepts within each business discipline; accounting, economics, information technology, finance, management, and marketing.

Goal 5: Understanding of the global environment of business.

Students will develop an understanding of global issues as they relate to business.

Goal 6: Technology skills.

Students will be able to use technology appropriate for business applications.

BSBA Learning Goal Coverage in Core Courses

BSBA Required Courses		BSBA Program Learning Goals					
		Analytical & problem-solving skills	Effective written and oral communication skills	Understanding of ethical issues and responsibilities	Functional business knowledge	Understanding of the global environment of business	Technology skills
ACC 1100	Principles of Accounting I	S		M	S		
ACC 2110	Principles of Accounting II	S			S	M	
ECO 2030	Principles of Economics - Micro	S		M	S		
ECO 2040	Principles of Economics - Macro	S				M	
ECO 2100	Business & Economics Statistics I	S	M	M			S
ECO 2200	Business & Economics Statistics II	S	M	M			S
LAW 2150	Legal Environment of Business	S		S	S	M	
ENG 3100	Business Writing		S				
MGT 3630	Intro to Organization Behavior	S	M	M	S		
MKT 3050	Principles of Marketing	M		M	S	M	
CIS 3050	Fundamentals of Mgt Info Systems	S	S	M	M	M	S
POM 3650	Production & Operations Mgt	M	S	M	S	M	M
FIN 3680	Introduction to Finance	S			S		M
MGT 4750	Strategic Management	S	S	M	S	M	

M = Moderate course content related to Learning Goal

S = Substantial course content related to Learning Goal

BSBA Learning Goal Assessment for 2007-2013

	BSBA Program Learning Goals					
	Analytical & problem-solving skills	Effective written and oral communication skills	Understanding of ethical issues and responsibilities	Functional business knowledge	Understanding of the global environment of business	Technology skills
BSBA Required Courses						
MGT 4750 - Strategic Management	X	X	X			
BSBA Non-Required Course (1)						
CIS 2125 - Personal Computing Effectiveness						X
BSBA Non-Course Requirements						
Computer Skills Exam for COB Admission						X
ETS Major Field Test in Business (2)				X	X	

X = Assessment of BSBA Learning Goal

(1) CIS is not a required course for business majors that pass the Computer Skills exam for admission to the COB, but is required if students do not pass the exam. Thus, assessment of technology skills via both the Computer Skills admission exam and within CIS 2025 provides a more complete assessment approach for this goal.

(2) The ETS Major Field Test in Business is a requirement for all students taking MGT 4750 - Strategic Management. Thus, the exam is administered during the final semester of completion of the BSBA degree.

BSBA Degree Program Assessment Plan for Academic Years 2007-08 to 2012-13

The general philosophy for assessment of the BSBA degree program is to select two or three program learning goals to be assessed each semester. Although ongoing review of program goals and expectations may lead to changes in learning goals, and thus to needed changes in assessment plans, the current plan for BSBA degree program assessment over the next several semesters is outlined in the following tables.

2007 - 2008

Goals or Items to Assess	Planned Assessment Approach
Goal 1 – Analytical & Problem-Solving Skills	In-depth case or company written analysis prepared individually by last-semester seniors. Evaluated specifically with regard to analytical and problem-solving skills.
Goal 2 – Effective Communication Skills: Writing	In-depth case or company written analysis prepared individually by last-semester seniors. Evaluated by separate team of reviewers (from above item) specifically with regard to effective business writing skills.
Goal 3 – Ethical Issues Understanding	Case analysis with significant ethical component, evaluated by faculty according to appropriate rubric.
Goal 4 – Functional Business Knowledge	ETS Major Field Test in Business given to last-semester seniors

2008 - 2009

Goals or Items to Assess	Planned Assessment Approach
Goal 2 – Effective Communication Skills: Oral	Individual oral presentation made by last-semester seniors. Evaluated by assessment reviewers using oral presentation rubric.
Goal 4 – Functional Business Knowledge	ETS Major Field Test in Business given to last-semester seniors
Goal 5 – Global Business Understanding	Global business strategy case analysis, individually prepared by last-semester seniors. Evaluated by assessment reviewers using appropriate rubric.
Goal 6 – Technology Skills	Basic Computer Application Skills exam administered to all students admitted to the College of Business

2009 - 2010

Goals or Items to Assess	Planned Assessment Approach
Goal 1 – Analytical & Problem-Solving Skills	In-depth case or company written analysis prepared individually by last-semester seniors. Evaluated specifically with regard to analytical and problem-solving skills.
Goal 3 – Ethical Issues Understanding	In-depth case or company written analysis prepared individually by last-semester seniors. Evaluated specifically with regard to understanding of ethical issues.
Goal 4 – Functional Business Knowledge	ETS Major Field Test in Business given to last-semester seniors

2010 - 2011

Goals or Items to Assess	Planned Assessment Approach
Goal 2 – Effective Communication Skills: Writing	In-depth case or company written analysis prepared individually by last-semester seniors. Evaluated by separate team of reviewers (from above item) specifically with regard to effective business writing skills.
Goal 4 – Functional Business Knowledge	ETS Major Field Test in Business given to last-semester seniors
Goal 5 – Global Business Understanding	ETS Major Field Test in Business given to last-semester seniors
Goal 6 – Technology Skills	Basic Computer Application Skills exam administered to all students admitted to the College of Business

2011 - 2012

Goals or Items to Assess	Planned Assessment Approach
Goal 1 – Analytical & Problem-Solving Skills	In-depth case or company written analysis prepared individually by last-semester seniors. Evaluated specifically with regard to analytical and problem-solving skills.
Goal 2 – Effective Communication Skills: Oral	Individual oral presentation made by last-semester seniors. Evaluated by assessment reviewers using appropriate rubric.
Goal 3 – Ethical Issues Understanding	College-created set of business ethics questions administered along with ETS exam
Goal 4 – Functional Business Knowledge	ETS Major Field Test in Business given to last-semester seniors

2012 - 2013

Goals or Items to Assess	Planned Assessment Approach
Goal 2 – Effective Communication Skills: Writing	In-depth case or company written analysis prepared individually by last-semester seniors. Evaluated by separate team of reviewers (from above item) specifically with regard to effective business writing skills.
Goal 4 – Functional Business Knowledge	ETS Major Field Test in Business given to last-semester seniors
Goal 5 – Global Business Understanding	Global business related questions answered by last-semester seniors. Evaluated by assessment reviewers using appropriate rubric.
Goal 6 – Technology Skills	Basic Computer Application Skills exam administered to all students admitted to the College of Business

Assessment Plan Description & Rubrics

For Goal 1:

Goal	Goal 1: Analytical and problem-solving skills.
Learning Outcome	Students will be able to analyze business situations using relevant information to make recommendations for problem solving and decision making.
Assessment Method and/or Measure	<p>A sample of students in our undergraduate capstone class for graduating seniors (MGT 4750 – Strategic Management) will be given a writing assignment that involves a strategic analysis of an individual company (case analysis or company/industry analysis). Copies of the student work are independently assessed by raters on multiple dimensions of problem solving and analytical thinking using a rubric. Each dimension is scored on a 1 to 5 (entirely inadequate – marginally inadequate – marginally adequate – good – excellent) scale. For individual students, across all of the dimensions, average scores below 3.0 will be considered as “does not meet expectations”, scores of 3.0 to 4.0 will be considered to “meet expectations”. Scores above 4.0 will be considered to “exceed expectations.”</p> <p>See sample rubric for this assignment on the following page.</p>
Target Performance Level	This learning outcome is considered to be minimally attained if 75% of students meet or exceed expectations.

Sample Rubric to Assess Problem Solving & Analytical Thinking (in the form of Case/Strategic Analysis Report)

Evaluative Criteria	Fails to Meet Expectations (1)	Meets Expectations (3)	Exceeds Expectations (5)	Scr
1. Factual Knowledge	Shows little knowledge of facts; Makes factual mistakes; Confuses relevant and irrelevant information	Shows solid understanding of case/company facts; Able to focus in on the most important facts	Shows thorough grasp of facts and offers additional factual knowledge about company, industry or situation/issue	
2. Identification of Issues	Neglects to identify case/company issues; Recounts basic facts with no/little analysis	Clearly identifies the key issues for the case/comp; Demonstrates some understanding of why/how these issues are important	Develops a well-integrated description of the complex issues of the case/company and demonstrates understanding of situation; Clearly distinguishes main issues from lesser sub-issues.	
3. Use of Strategic Analytical Tools	Analysis models weakly applied; misuses industry analysis models or misconstrues SWOT elements;	Appropriately applies industry analysis models and SWOT analysis	Uses strategic analysis tools wisely and effectively; demonstrates exceptional understanding and application of appropriate analytical techniques.	
4. Use of Financial Analysis Tools or Other Quantitative Tools	Fails to incorporate financial information into analysis or shows only limited/superficial attempt to understand financials; Ignores or misuses other quantitative tools even if relevant and appropriate	Shows knowledge of relevant ratios and trend analysis; demonstrates understanding of firm's financial standing; Makes use of other quantitative tools if relevant and appropriate	Applies ratios and trend analysis to develop sound judgments about company situation and prospects; presents financial analysis information and discussion in professional manner. Effectively uses and shows strong understanding of other quantitative tools if relevant and approp.	
5. Recognizes Multiple Perspectives Where Appropriate	Does not attempt to view from multiple perspectives	Recognizes at least some different perspective(s) that may influence strategy, decision making and outcomes	Recognizes and exhibits understanding of relevant and different perspectives; clearly describes how such perspectives may impact the situation and outcome	
6. Generation of Alternatives	Identifies weak or infeasible alternatives with little attention to relevant issues	Generates 2-3 feasible alternatives for resolving key issues of the company/case	Develops 2-3 insightful and feasible alternatives for resolving the issues; offers specificity and originality	
7. Recommendations, Implications & Conclusions	Offers weak recommendations or pays little attention to addressing actual issues; Makes almost no attempt to identify implications and consequences	Provides well-reasoned recommendations that logically follow from preceding analysis and that clearly addresses company/case issues; Adequately notes relevant implications and consequences	Recommendations are presented in a well-developed action plan that offers specificity, addresses priorities and sequencing of actions; Provides thoughtful discussion of relevant implications and consequences	
8. General Business Judgment & Logical Thinking	Shows little attention to presenting sound arguments or backing up ideas with analysis; offers "I think" statements that are not supported	Provides good arguments backed up with factual knowledge, analysis, and persuasive rationale; Uses logical thought process in analysis.	Provides strong rationale and convincing arguments throughout; demonstrates sound business judgment and strong logical thought process.	
			Total Score	

For Goal 2a:

Goal	Goal 2a: Effective written communication skills
Learning Outcome	Students will demonstrate a competency in writing to effectively communicate in a professional business environment.
Assessment Method and/or Measure	<p>A sample of students in our undergraduate capstone class for graduating seniors (MGT 4750 – Strategic Management) will be given individual writing assignments worth a significant portion of their final grade. Copies of their written work will be independently assessed by raters on the basis of writing skills, using a pre-developed rubric. Using the rubric, the raters will score the assignment on various dimensions appropriate to the assignment (such as “organization”, “writing mechanics”, “ideas & content” and “presentation & appearance”). Each dimension is scored on a 1 to 5 (entirely inadequate – marginally inadequate – marginally adequate – good – excellent) scale. For individual students, across all of the dimensions, average scores below 3.0 will be considered as “does not meet expectations”, scores of 3.0 to 4.0 will be considered to “meet expectations”. Scores above 4.0 will be considered to “exceed expectations.”</p> <p>See sample rubric for this assignment on the following page.</p>
Target Performance Level	This learning outcome is considered to be minimally attained if 75% of students meet or exceed expectations.

Sample Rubric to Assess Written Communication Skills (in the form of Case/Strategic Analysis Report)

Evaluative Criteria	Fails to Meet Expectations (1)	Meets Expectations (3)	Exceeds Expectations (5)	Scr
Organization				
1. Opening/Thesis	Offers weak or unfocused thesis statement	Opens with clear statement of purpose	Hooks reader with interesting/insightful opening that clearly identifies purpose	
2. Logical Flow	Lacks clear sense of direction; Ideas strung together in loose/random fashion; Sometimes have to reread section to follow what is being presented	Generally clear flow of thoughts and ideas; Some use of transitions to tie things together and make writing easier to understand	Provides very clear organization scheme that guides reader through logic of analysis; Smooth, professional transitions from each part of paper to the next	
3. Conclusion	Writing just ends without a real conclusion; or Conclusion is confusing or not logical	Provides logical conclusion(s) with summary of key supporting argument(s); Conclusion is clear and obvious	Provides logical conclusion(s) with key supporting argument(s); notes main implications; Conclusion is clear and convincing	
Writing Mechanics				
4. Grammar	Commits numerous grammatical errors that detract from the paper's readability	Generally uses correct verbs, tenses, pronouns, etc. with only minor errors	Shows correct grammar throughout; Makes no errors	
5. Spelling & Word Choice	Many misspelled words; Shows only elementary vocabulary level; Frequent incorrect or awkward use of words	Appears spell-checked, but may miss a typo or two; Adequate vocabulary but a few inappropriate words	Uses correct spelling throughout; Demonstrates strong vocabulary skills; Word choice enhances clarity and readability	
6. Sentence Structure	Multiple sentence fragments and/or run-on sentences, comma splices, or agreement errors	Generally uses good sentence structure, with only a small number of minor errors	Uses good sentence structure throughout; Offers varied sentences for good style	
Ideas & Content				
7. Follows Assignment Instructions	Numerous examples of not following instructions Lack of attention to detail throughout	Fulfills assignment; Minimal deviation from instructions	Fulfills assignment in every aspect without deviation from instructions	
8. Development of Ideas	Most ideas unclear and/or unsupported; Attempts at reasoning exhibit obvious flaws	Ideas can be understood and followed; Some support via examples and clear reasoning	Ideas explored vigorously and presented clearly; Supports points fully	
9. Value of Content	Weak or superfluous content; Misstatements; Shows little knowledge and understanding	Solid content and factually correct; Reveals a basic and adequate knowledge of subject	Reveals an advanced understanding of subject that is conveyed clearly and effectively	
Presentation & Business Appearance				
10. Paper, Printing & Fonts	Paper unclean, wrinkled, or inappropriate color; Print quality poor; Changes in font or font size for no reason; (Generally sloppy, unprofessional look)	Clean, smooth paper; Print quality clear and consistent; Font and font size appropriate and consistent; (Mostly professional look, perhaps minor problem)	Clean, smooth, high-quality paper; Print quality crisp, clear and consistent; Font and font size appropriate and consistent; (Totally professional look, no problems)	
11. Titles and Headings	Lack of headings and subheadings; Headings confusing or not informative; Tables or Figures not labeled/titled	Headings and subheadings used effectively; Tables or Figures titled/labeled and referenced in body of paper.	Headings and subheadings used in a way that improves reading and understanding; Tables or Figures fully and clearly labeled, and referenced effectively in body of paper.	
12. Margins, Spacing & Pagination	Margin/spacing changes in paper for no reason; Gives awkward look or makes difficult to read; No page numbers	Appropriate and consistent margins and line spacing; Pages are appropriately numbered (Perhaps minor inconsistency)	Appropriate and consistent margins and line spacing; pages are appropriately numbered (No errors or inconsistencies)	
13. Proper Documentation where appropriate	Missing documentation or multiple significant errors in documentation (bibliography, footnotes, quotes, etc.)	Generally proper documentation where needed; Minimal errors or lack of consistency	Proper documentation where needed; No noticeable errors and follows professional consistent style of documentation.	

For Goal 2b:

Goal	Goal 2b: Effective oral communication skills
Learning Outcome	Students will demonstrate a competency in speaking to effectively communicate in a professional business environment.
Assessment Method and/or Measure	<p>A sample of students in our undergraduate business capstone class for graduating seniors (MGT 4750 – Strategic Management) will be given a speaking/presentation assignment. Video-recorded copies of the presentations are independently assessed by raters on the basis of various oral communication components, (such as organization, content, elocution, and physical presence) using a pre-developed rubric. Each dimension is scored on a 1 to 5 (entirely inadequate – marginally inadequate – marginally adequate – good – excellent) scale. For individual students, across all of the dimensions, average scores below 3.0 will be considered as “does not meet expectations”, scores of 3.0 to 4.0 will be considered to “meet expectations”. Scores above 4.0 will be considered to “exceed expectations.”</p> <p>See sample rubric for this assignment on the following page.</p>
Target Performance Level	This learning outcome is considered to be minimally attained if 75% of students meet or exceed expectations.

Rubric to Assess Oral Communication Skills

Evaluative Criteria	Fails to Meet Expectations (1)	Meets Expectations (3)	Exceeds Expectations (5)	Scr
Organization				
1. Opening Statement	No opening statement or irrelevant statement. Weak or unfocused beginning.	Has opening statement relevant to topic and offers outline of speech.	Has clear opening statement that catches audience's interest and gives clear overview.	
2. Logical Flow	Weak logical flow; ideas do not clearly follow each other; thesis is poorly supported.	Clear idea flow. Demonstrates organization, discernible theme & supporting ideas.	Clear, logical organization w/ effective segments that relate to each other; a carefully planned framework.	
3. Focus, Transitions	Loses focus more than twice. No real transition statements.	Loses focus only once or twice. Uses some transition statements.	Strongly focused throughout. All tied together with effective transitions.	
4. Closing	No real closing statement or conclusion. Missing or poor, not tied to analysis.	Adequate. Summarizes presentation's main points and draws conclusions from those points.	Strong ending, goes beyond average in delivering a conclusion that is very well supported and persuasive.	
Content				
5. Meets Assignment Requirements.	Does not meet assignment requirements, is not current, nor objective.	Fulfills assignment and is current. Uses appropriate sources and is objective.	Goes beyond the average in demonstrating a committed response to the assignment, its research, and objective analysis.	
6. Knowledge & Subject Development	Speaker loses credibility due to a lack of knowledge/understanding, or a weak demonstration of subject knowledge. Topic is minimally covered.	Speaker reveals a basic, adequate understanding of the presentation topic. Credibility is good with demonstrated knowledge. Topic is adequately covered.	Speaker earns excellent credibility by demonstrating a keen knowledge and above average understanding of the subject matter. Topic is covered extraordinarily well in terms of research and analysis.	
7. Answers questions	Cannot answer most questions; knowledge is limited to only points that were presented.	Speaker can answer questions at an adequate level.	Speaker is able to answer questions thoroughly, thoughtfully, analytically and welcomes doing so.	
Elocution				
8. Practiced, Polished Delivery	Shows lack of preparation; struggling or halting delivery.	Shows adequate preparation; delivery is smooth.	Shows high level of practice; delivery is smooth, and polished, very composed; no hesitations.	
9. Proper Language, Pronunciation	Demonstrates hard to understand English, too casual or colloquial language. Mumbles, speaks downward, swallows words.	Language is proper, understandable and reflects adequate English. Articulates clearly for the most part; words are correctly pronounced.	Uses clear, vivid, and appropriate language with virtually no errors in grammar or word choice. Articulation is particularly clear and effective with all words clearly enunciated.	
10. Voice Quality, Projection	Too quiet, soft, voice not projected. Lack of tone or modulation – monotone.	Voice projection, intonation adequate.	Strongly projected voice, well modulated voice & intonation for good effect.	
Physical Presence				
11. Eye Contact, Audience Connect, Use of Notes.	No real eye contact. Seems oblivious to audience; failure to connect. Very note dependent.	An adequate attempt to make eye contact with audience and interact or truly connect. Reasonable use of notes.	Excellent eye contact with all in audience. Demonstrates strong ability to connect with audience, gets attention & involvement. No reliance on notes	
12. Posture & Composure	Speaker does not stand up straight, lounges, appears unsure of self.	Posture is good, speaker is reasonably composed	Very professional posture, demeanor, and composure.	
13. Appearance	Poor appearance for the assignment.	Appropriate appearance for assignment.	Very professional appearance	
14. Gestures & Expressions	Demonstrates odd mannerisms such as negative facial expressions, too much hand gesturing, chewing gum, etc.	Avoids any overuse of hand gestures, facial expressions are not distracting, no gum chewing.	Demonstrates a professional demeanor where body and facial language are carefully managed to reflect confidence, control, and consistency with message.	
Use of Media				
15. Slides Quality	Slides are poorly developed; include typos, misspelled words, non-information.	Slides of adequate quality, no more than 1-2 typos, & match presentation points in reasonable manner.	Well developed slides showing good content, well matched to points, creative, attention-getting.	
16. Media/Graphics Usefulness	Too few slides or too little information. Or, too many slides and superfluous information.	Slides are usefully integrated into presentation and reflect adequate usefulness in terms of number and content for the presentation.	Slides go above and beyond in terms of uniqueness, value-added, ability to get audience's interest and comprehension.	
17. Skilled Use	Poor skill in use of media – struggles with moving it along, cannot manage both slides and audience smoothly. Screen dependent.	Adequate skill in media use – manages both media and maintains audience connection with few hesitations and uncomplicated flow. Uses notes.	Above average in managing media use while maintaining a strong connection with audience – no dependency on slides or screen to make points.	

For Goal 3:

Goal	Goal 3: Understanding of ethical issues and responsibilities.
Learning Outcome	Students will recognize and analyze ethical dilemmas and propose resolutions for practical business situations.
Assessment Method and/or Measure	<p>A sample of students are given a brief writing assignment to analyze the ethical dimensions of a case. Copies of this work will be independently assessed by assessment raters on the students' ability to apply ethical decision-making skills, using a pre-developed, multi-dimensional rubric. Each dimension is scored on a 1 to 5 (entirely inadequate – marginally inadequate – marginally adequate – good – excellent) scale. For individual students, across all of the dimensions, average scores below 3.0 will be considered as “does not meet expectations”, scores of 3.0 to 4.0 will be considered to “meet expectations”. Scores above 4.0 will be considered to “exceed expectations.”</p> <p>See a sample rubric for this assignment on the following page.</p>
Target Performance Level	This learning outcome is considered to be minimally attained if 75% of students meet or exceed expectations.

Rubric to Assess Ethical Understanding (in the form of Ethics Mini-Case)

Evaluative Criteria	Fails to Meet Expectations (1)	Meets Expectations (3)	Exceeds Expectations (5)	Scr
1. Identification of Ethical Issue(s)	Fails to show an appreciation for relevant ethical issue(s).	Identifies the ethical issue(s), including some pertinent facts, but elaboration is unclear or incomplete.	Clearly describes the ethical issue(s) in detail and links to pertinent facts. Able to explain the underlying principle that is of primary concern.	
2. Identification of Legal Issue(s) (If Relevant)	Fails to identify any relevant legal issue(s).	Identifies relevant legal issue(s) but does not elaborate or describe.	Identifies relevant legal issue(s), links to pertinent facts, and provides brief clear description.	
3. Identification of Alternative Courses of Action	Fails to identify most of the relevant courses of action	Demonstrates a reasonable understanding of the relevant courses of action	Effectively recognizes and succinctly describes all relevant courses of action	
4. Consideration of Stakeholders and Analysis of Alternative Actions	Fails to recognize all stakeholders or explores alternatives/consequences ineffectively.	Recognizes stakeholders and explores some of the alternatives/consequences fairly effectively.	Recognizes all stakeholders and fully explores alternatives/consequences. Discussion is specific and clear.	
5. Recommendation & Supporting Logic	Has difficulty identifying an appropriate course of action from among alternatives. Provides little or no support for a recommendation.	Identifies a specific and reasonable recommendation or plan of action. Provides some support for recommendation.	Identifies a specific and sound recommendation or plan of action. Provides some detail of implementation. Provides strong supporting logic for recommendation.	
			Total Score	

For Goal 4:

Goal	Goal 4: Functional business knowledge.
Learning Outcome	Students will know the core concepts within each business discipline; accounting, economics, information technology, finance, management, and marketing.
Assessment Method and/or Measure	<p>All last-semester seniors enrolled in our undergraduate capstone course (MGT 4750 – Strategic Management) are required to take the ETS Major Field Test in Business. The on-line version of the exam will be given on multiple occasions, outside of normal class time. (Prior to summer 2007, students were required to take the exam, and encouraged to perform to the best of their ability, but there was no impact on students' grades based on their ETS exam performance. Beginning in summer 2007, students were required to achieve a minimal raw score of 135 in order to</p> <p>Percentile ranking results of the exam, in total and by subject area as reported by ETS, are examined. In addition, results are further subdivided by major within the COB.</p>
Target Performance Level	This learning outcome is considered to be minimally attained if the overall average performance of students places them at or above the national median of students taking the ETS exam.

For Goal 5:

Goal	Goal 5: Understanding of the global environment of business
Learning Outcome	Students will develop an understanding of global issues as they relate to business.
Assessment Method and/or Measure	<p>This goal is assessed using the questions on the ETS Major Field Test in Business that relate to International issues. All last-semester seniors are required to take the ETS Major Field Test in Business.</p> <p>Percentile ranking results of the International sub-section of the exam, as reported by ETS, will be examined.</p> <p>Every second cycle, more detailed method (such as more extensive test questions, case analysis, etc.) to tailor the assessment to areas of changing emphasis in global business.</p>
Target Performance Level	This learning outcome is considered to be minimally attained if the performance of students on the International section of questions places them at or above the national median of students taking the ETS exam.

For Goal 6:

Goal	Goal 6: Technology skills.
Learning Outcome	Students will be able to use technology appropriate for business applications.
Assessment Method and/or Measure	<p>Analysis of two computer skills testing activities are to be used for assessment of technology skills.</p> <ul style="list-style-type: none">(1) Students must take and pass a computer skills proficiency exam for admission to the College of Business, and(2) Students that take CIS 2025 (Personal Computing Effectiveness) demonstrate technological proficiency at the end of the semester. <p>Although the admission exam and the CIS 2025 exam are not identical, they are very similar and they both test for basic proficiency in using Microsoft Office (Access, Excel, PowerPoint, & Word) and Microsoft Windows XP.</p> <p>Exam results for each student and for each testing area (and test question) will be examined. In addition, the results on the computer skills proficiency exam will be examined by testing area (application) separately for students that pass the exam and those that do not pass it.</p>
Target Performance Level	This learning outcome is considered to be minimally attained if the overall average score for students on the proficiency exam and the end-of-course skills exam is 75% or higher.