



Report of Outcomes Assessment Results

Institution	Urbana University
Academic Business Unit	Department of Business
Academic Year	2015 - 2016

Outcomes Assessment Plan

Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

The outcomes assessment plan that we have previously submitted is still current.

Changes have been made and the revised plan is attached. (submitted to the IACBE 06/16)

We have made changes and the revised plan will be sent to the IACBE by: _____

Outcomes Assessment Results

For Academic Year: 2015-2016

Section I: Student Learning Assessment

Student Learning Assessment for: <i>Associate of Arts in Business</i>	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. Students will be able to identify and describe foundational concepts, basic theories, and fundamental practices in traditional functional areas of business.	
2. Students will be able to produce and present effective written and oral forms of communication.	
3. Students will be able to use current technology in support of business.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Peregrine Academic Services Test Program ISLOs Assessed by this Measure: 1, 2, 3	Peregrine Exam results will reflect that students are at or above average in competency exam results based upon guidelines provided by the Peregrine Exam.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Undergraduate Program Evaluation Survey Program ISLOs Assessed by this Measure: 1, 2, 3	Results from the Program Evaluation Survey, on a Likert Scale of “Strongly Agree” (4.0), “Agree” (3.0), “Neutral” (2.0), “Disagree” (1.0), “Strongly Disagree” (0.0) will reflect at least a 3.0 in each of the subcategories within the categories of “Student Engagement”, “Evaluation of Instructors”, and “Evaluation of Program”.
Learning Assessment Results: <i>Associate of Arts in Business</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	
1. <i>No students were in this program during 2015-2016 so no results were generated.</i>	
2.	
3.	
4.	

Summary of Results from Implementing Indirect Measures of Student Learning:

1. *No students were in this program during 2015-2016 so no results were generated.*

2.

3.

4.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>No students/not applicable</i>								
2.								
3.								
4.								
5.								

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. The lack of interest in this program by students has triggered a need to reevaluate the need to offer it going forward.

2.

3.

4.

Student Learning Assessment for: *Bachelor of Science with Majors in the Department of Business*

Program Intended Student Learning Outcomes (Program ISLOs)

1. Students will be able to define and explain the relationship between the functional areas of business.
2. Students will be able to demonstrate written and oral communications skills.
3. Students will be able to negotiate and implement with team members strategies for maximum team/group performance.
4. Students will be able to incorporate legal and global principles into a business plan.
5. Students will be able to apply theoretical principles into the organizational structure of a business.

Student Learning Assessment for: *Bachelor of Science Majors*

Intended Student Learning Outcomes: Accounting

1. Students will be able to use technology to solve accounting problems.
2. Students will be able to develop and analyze accounting principles for materials, labor and manufacturing overhead costs, job orders, process costs, and standard cost systems.
3. Students will be able to apply accounting concepts and theory to analyze the assets, liability and stockholder's equity accounts and be able to prepare different types of financial reports for management.

Intended Student Learning Outcomes: Marketing

1. Students will be able to create and evaluate alternative marketing procedures when developing a marketing plan for a business.
2. Students will be able to apply theory and organize solutions that are related to marketing problems.
3. Students will be able to demonstrate appropriate use of marketing research methods including assessment of information needs, data collection and the analysis of data.

Intended Student Learning Outcomes: General Management

1. Students will be able to incorporate quantitative techniques and presentation skills into general management practices.
2. Students will be able to analyze a workplace situation and develop a business plan that meets the needs of an organization.
3. Students will be able to apply employee and labor relation concepts into an organizational structure for a business.

Intended Student Learning Outcomes: Entrepreneurial Management

1. Students will be able to analyze key initiatives that assist the marketing and selling of products/services for a new enterprise.

2. Students will be able to apply management concepts that are essential for an entrepreneur when making decisions for the operations of a microbusiness.

3. Students will be able to develop a fully-integrated business development plan for a new entrepreneurial venture.

Intended Student Learning Outcomes: Agribusiness

1. Students will be able to apply technological procedures and quantitative skills to agribusiness related decisions.

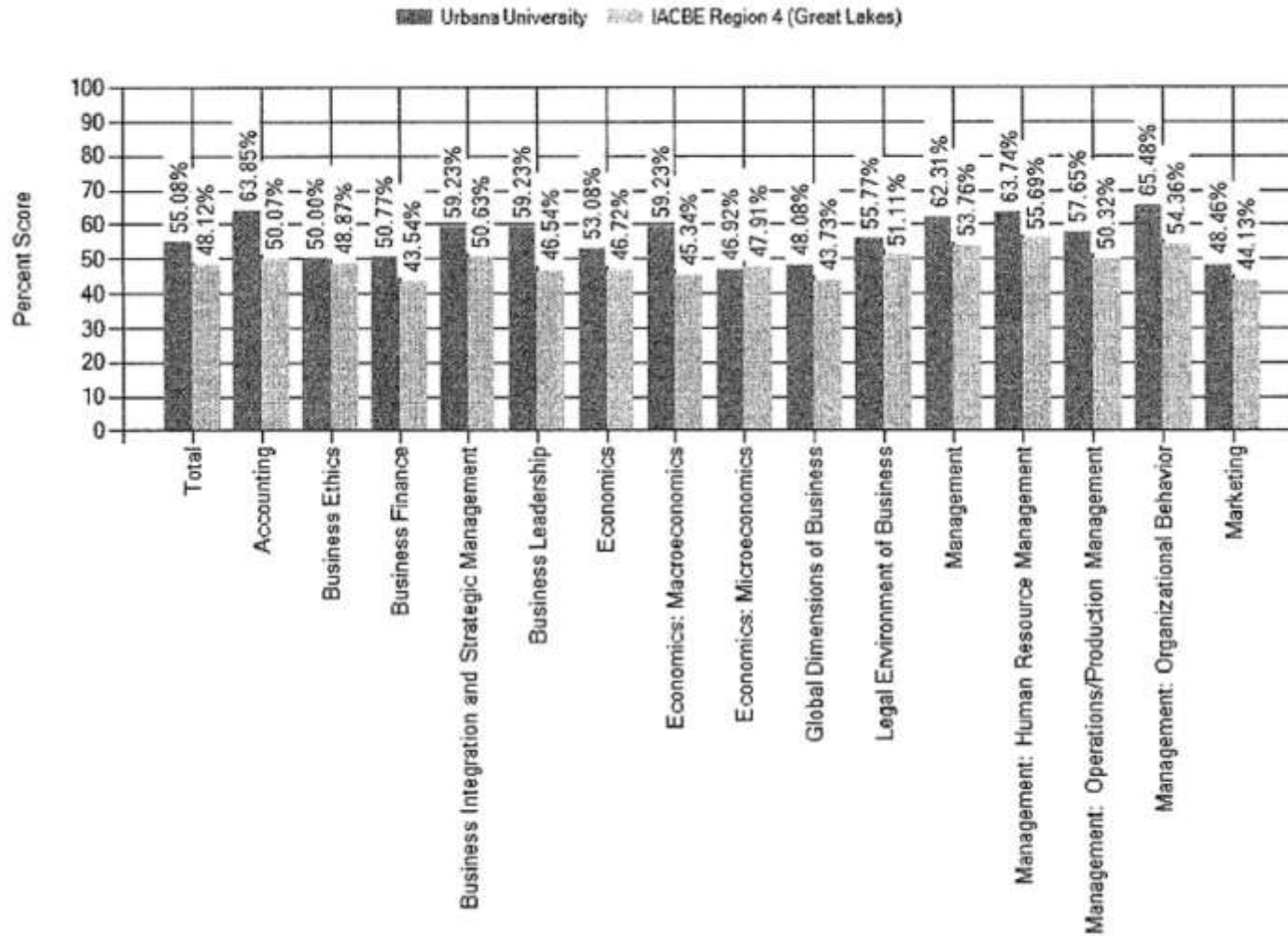
2. Students will be able to evaluate capital expenditure and investment decisions for an agribusiness operation.

3. Students will be able to apply marketing concepts to identify alternative solutions for agribusinesses.

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Capstone Integrated Business Plan Project (BS)</p> <p>Core (Bachelor of Science Program) ISLOs Assessed by this Measure: 1, 2, 3, 4, 5</p> <p>Major Concentrations:</p> <p>Accounting ISLOs Assessed by this Measure: 1, 2, 3</p> <p>Marketing ISLOs Assessed by this Measure: 1, 2, 3</p> <p>General Management ISLOs Assessed by this Measure: 1, 2, 3</p> <p>Entrepreneurial Management ISLOs Assessed by this Measure: 1, 2, 3</p> <p>Agribusiness ISLOs Assessed by this Measure: 1, 2, 3</p>	<p>On a Likert scale of “Extremely Effective” (4.0), “Effective” (3.0), “Adequate” (2.0), “Ineffective” (1.0), and “Very Ineffective” (0.0) students will earn a minimum score of 2.8 as evaluated by Department of Business Faculty.</p>
<p>2. Peregrine Academic Services Test</p> <p>Core (Bachelor of Science Program) ISLOs Assessed by this Measure: 1</p> <p>Major Concentrations:</p> <p>Accounting ISLOs Assessed by this Measure: 2, 3</p> <p>Marketing ISLOs Assessed by this Measure: 2</p> <p>General Management ISLOs Assessed by this Measure: 3</p> <p>Entrepreneurial Management ISLOs Assessed by this Measure: 2</p> <p>Agribusiness Marketing ISLOs Assessed by this Measure: 2</p>	<p>Peregrine Exam results will reflect that students are at or above average in competency exam results based upon guidelines provided by the Peregrine Exam.</p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. Undergraduate Program Evaluation Survey</p> <p>Program and Major ISLOs Assessed by this Measure: <i>All</i></p>	<p>Results from the Program Evaluation Survey, on a Likert Scale of “Strongly Agree” (4.0), “Agree” (3.0), “Neutral” (2.0), “Disagree” (1.0), “Strongly Disagree” (0.0) will reflect at least a 2.8 in each of the subcategories within the categories of “Student Engagement”, “Evaluation of Instructors”, and “Evaluation of Program”.</p>
<p>Learning Assessment Results: <i>Bachelor of Science in the Department of Business</i></p>	
Summary of Results from Implementing Direct Measures of Student Learning:	
<p>1. The 2.8 threshold was achieved or exceeded for all ISLOs. The cumulative average results from the capstone integrated business plan project for 2015-2016 were 2.8 for the core portion of the Bachelor of Science Program, 2.8 for the Accounting Major Concentration, 2.9 for the</p>	

Marketing Major Concentration, and 3.1 for the General Management Major Concentration. No data was available for Entrepreneurial Management and Agribusiness because no students were in these majors.

2. The following chart generated from the 2015-2016 Peregrine undergraduate business results illustrate that Urbana University far exceeded the region average in all business areas:



Summary of Results from Implementing Indirect Measures of Student Learning:

1. The following is a summary of the results from the Program Evaluation Survey administered to students during the 2015-2016 academic year. The course evaluations from each business course were categorized as either part of the business core (i.e., overall program) or applicable to a specific major (i.e., Accounting, Marketing, or General Management). Data was unavailable for Entrepreneurial Management and Agribusiness because there were no students in those two majors:

	Business Core	Accounting	Marketing	General Management
Student Engagement:	3.53	3.75	3.78	3.67
Evaluation of Instructors:	3.35	3.57	3.78	3.62
Evaluation of Program:	3.38	3.62	3.84	3.59

Based on these results, in all categories the minimum threshold of 2.8 was far exceeded. These indirect measures do not specifically tie to intended student learning outcomes and have therefore been revised in the outcomes assessment plan submitted to the IACBE in June 2016.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to define and explain the relationship between the functional areas of business.	Met	Met			Met			
2. Students will be able to demonstrate written and oral communications skills.	Met	Met			Met			
3. Students will be able to negotiate and implement with team members strategies for maximum team/group performance.	Met	Met			Met			

4. Students will be able to incorporate legal and global principles into a business plan.	Met	Met			Met			
5. Students will be able to apply theoretical principles into the organizational structure of a business.	Met	Met			Met			
1. Accounting: Students will be able to use technology to solve accounting problems.	Met	Met			Met			
2. Accounting: Students will be able to develop and analyze accounting principles for materials, labor and manufacturing overhead costs, job orders, process costs, and standard cost systems.	Met	Met			Met			
3. Accounting: Students will be able to apply accounting concepts and theory to analyze the assets, liability and stockholder's equity accounts and be able to prepare different types of financial reports for management.	Met	Met			Met			
1. Marketing: Students will be able to create and evaluate alternative marketing procedures when developing a marketing plan for a business.	Met	Met			Met			
2. Marketing: Students will be able to apply theory and organize solutions that are related to marketing problems.	Met	Met			Met			

3. Marketing: Students will be able to demonstrate appropriate use of marketing research methods including assessment of information needs, data collection and the analysis of data.	Met	Met			Met			
1. General Management: Students will be able to incorporate quantitative techniques and presentation skills into general management practices.	Met	Met			Met			
2. General Management: Students will be able to analyze a workplace situation and develop a business plan that meets the needs of an organization.	Met	Met			Met			
3. General Management: Students will be able to apply employee and labor relation concepts into an organizational structure for a business.	Met	Met			Met			
1. Entrepreneurial Management: Students will be able to analyze key initiatives that assist the marketing and selling of products/services for a new enterprise.	N/A	N/A			N/A			
2. Entrepreneurial Management: Students will be able to apply management concepts that are essential for an entrepreneur when making decisions for the operations of a microbusiness.	N/A	N/A			N/A			

3. Entrepreneurial Management: Students will be able to develop a fully-integrated business development plan for a new entrepreneurial venture.	N/A	N/A			N/A			
1. Agribusiness: Students will be able to apply technological procedures and quantitative skills to agribusiness related decisions.	N/A	N/A			N/A			
2. Agribusiness: Students will be able to evaluate capital expenditure and investment decisions for an agribusiness operation.	N/A	N/A			N/A			
3. Agribusiness: Students will be able to apply marketing concepts to identify alternative solutions for agribusinesses.	N/A	N/A			N/A			

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. Even though the Capstone Integrated Business Plan Project met or exceeded the 2.8 threshold for all ISLOs, two areas were identified that may need additional emphasis in the future. These include being able to develop a comprehensive plan to finance a business, as well as being able to incorporate legal and global principles into a business plan.
2. Even though the indirect assessment measures averages far exceeded the 2.8 threshold, when looking at the averages for individual courses there were two courses (i.e., COS 251, Database Management Systems and ACT 221, Principles of Accounting I) just below the 2.8 threshold in at least one term for Evaluation of Instructor and/or Evaluation of Course. Because of this, the design of these two courses will be examined in the coming academic year to determine if improvements could be made.
3. The lack of interest in the Entrepreneurial Management and Agribusiness majors by students has triggered a need to reevaluate the need to offer these majors going forward.

Student Learning Assessment for: *Masters Level Program - MBA*

Program Intended Student Learning Outcomes (Program ISLOs)

1. Students will be able to identify and describe foundational concepts, basic theories, and fundamental practices in traditional functional areas of business.
2. Students will be able to produce and present effective written and oral forms of communication.
3. Students will be able to use current technology in support of business.
4. Students will be able to apply leadership and team building skills within the business setting.
5. Students will be able to formulate decisions for business by applying concepts and theories from their training in the areas of ethics and corporate social responsibility.
6. Students will be able to identify the opportunities and challenges of globalization to develop management decisions related to business issues.

**Assessment Instruments for Intended Student Learning Outcomes—
Direct Measures of Student Learning:**

Performance Objectives (Targets/Criteria) for Direct Measures:

1. Capstone- Integrated Simulation Model
Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5

Target points achieved by Urbana University student teams are averaged and benchmarked against other MBA student teams. Urbana University teams are expected to perform at or above the average national score.

4. Peregrine Academic Services Test
Program ISLOs Assessed by this Measure: 1, 4, 5, 6

Peregrine Exam results will reflect that students are at or above average in competency exam results based upon guidelines provided by the Peregrine Exam.

**Assessment Instruments for Intended Student Learning Outcomes—
Indirect Measures of Student Learning:**

Performance Objectives (Targets/Criteria) for Indirect Measures:

1. Undergraduate Program Evaluation Survey
Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6

Results from the Program Evaluation Survey, on a Likert Scale of “Strongly Agree” (4.0), “Agree” (3.0), “Neutral” (2.0), “Disagree” (1.0), “Strongly Disagree” (0.0) will reflect at least a 2.8 in each of the subcategories within the categories of “Student Engagement”, “Evaluation of Instructors”, and “Evaluation of Program”.

Learning Assessment Results: *Masters Level Program - MBA*

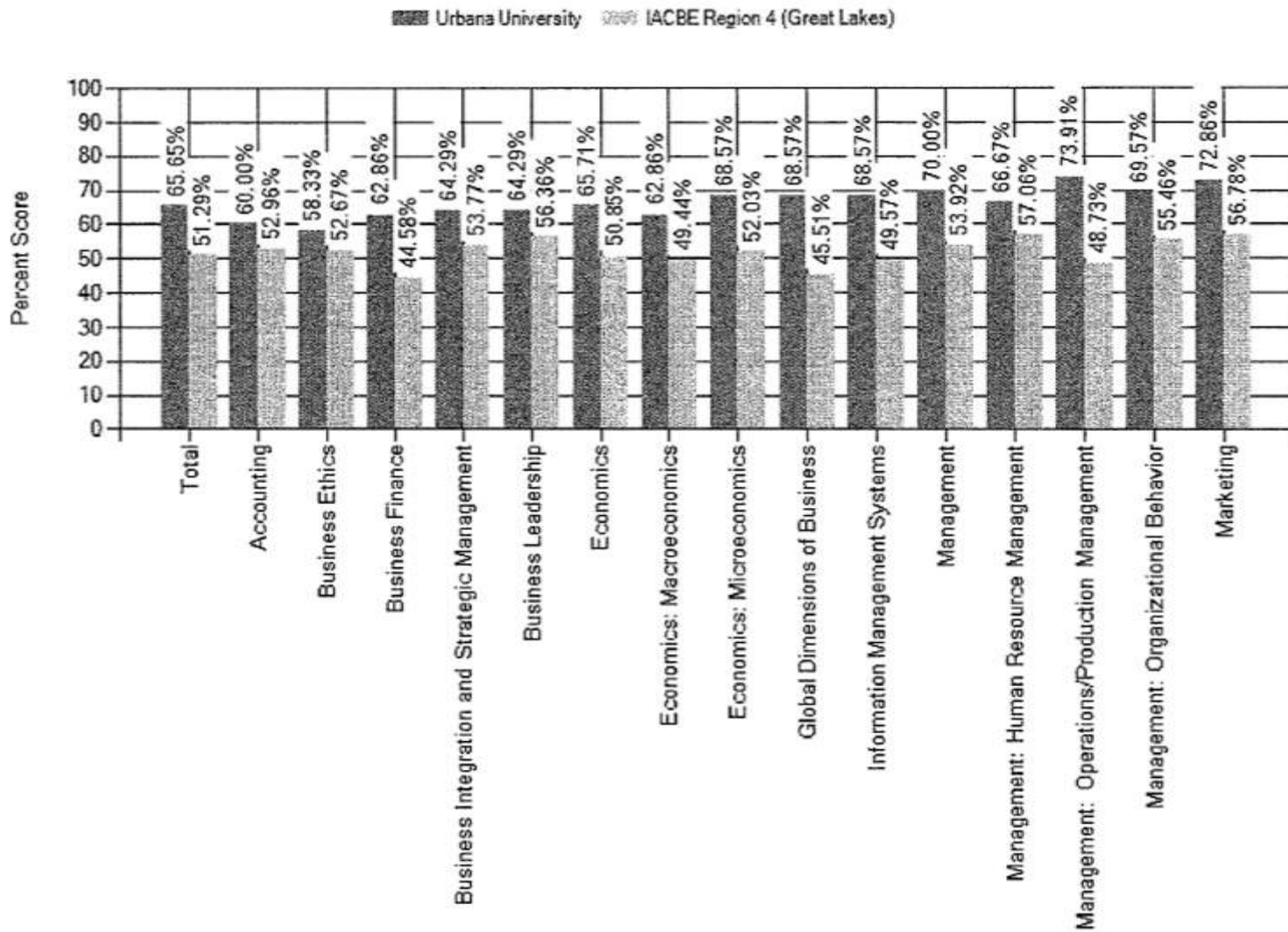
Summary of Results from Implementing Direct Measures of Student Learning:

1. The MBA program uses the Capsim Foundation Business Simulation as the capstone project in BSG 600. Capsim is a global leader in business simulations which offers students the opportunity to integrate the functional areas of a business as well as business fundamentals which include functioning in a team environment developing strategy, and developing the appropriate strategy to coincide with selected strategy. Participants in the simulation are responsible for making business decisions in the areas of Research and Development, Marketing, Production, and Finance.

In the graduate simulation 2 out of the 4 groups met or exceeded expectations in the final tabulation of possible stars they could earn through the eight competition rounds. Stars are earned during each round based on several criteria which include: Contribution margins greater than 30%; No emergency loans; Satisfying 95% of demand with less than 90 days of inventory carried forward; An increase in stock price over the previous year; and finally, profit greater than zero for the year. The target number of stars for the entire competition was set at 30 stars which represents a 75% mark (30 out of 40). Final totals for the four teams was 27,30,25,31. All of the groups developed strong strategic plans, demonstrating knowledge of competitive models and environments, and the methodology for implementation. All groups made professional, quality presentations at the end of the course.

Even though two of the four groups did meet the internal target of 75%, overall the group average in total was at 71%. However, this average was still higher than the top result (i.e., 65%) on the Capsim Spring 2016 Foundation Challenge.

2. The following chart generated from the 2015-2016 Peregrine MBA results illustrate that Urbana University far exceeded the region average in all business areas:



Summary of Results from Implementing Indirect Measures of Student Learning:

1. The results from the Program Evaluation Survey administered to students during the 2015-2016 academic year averaged 3.76 for Student Engagement, 3.67 for Evaluation of Instructor, and 3.65 for Evaluation of Program. Based on these results, in all categories the minimum threshold of 2.8 was far exceeded.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to identify and describe foundational concepts, basic theories, and fundamental practices in traditional functional areas of business.	Met	Met			Met			
2. Students will be able to produce and present effective written and oral forms of communication.	Met	N/A			Met			
3. Students will be able to use current technology in support of business.	Met	N/A			Met			
4. Students will be able to apply leadership and team building skills within the business setting	Met	Met			Met			
5. Students will be able to formulate decisions for business by applying concepts and theories from their training in the areas of ethics and corporate social responsibility.	Met	Met			Met			
6. Students will be able to identify the opportunities and challenges of globalization to develop management decisions related to business issues.	N/A	Met			Met			

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. Based on having met all outcomes for this reporting period, none were identified.
2.
3.
4.

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

Operational Assessment
Intended Operational Outcomes
1. The faculty in the Department of Business will engage in professional development activities on a annual basis.

2. The faculty in Department of Business will be successful in providing high-quality teaching to undergraduate students.
3. The faculty in Department of Business will participate in training opportunities on an annual basis.
4. The Department of Business will attract and retain qualified faculty in program teaching disciplines who bring practical experience from the business world into their courses.
5. The Department of Business will provide learning opportunities in the classroom that will be challenging and stimulating.
6. The faculty in the Department of Business will provide quality advising to its students.
7. The Department of Business will offer comprehensive courses in the program that will allow students pursue a graduate degree and that will aid in the advancement of their career.

Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. Digital Measure records from Human Resources (CVs and Transcripts) Intended Operational Outcomes Assessed by this Measure: 1, 3, 4	Reports from Digital Measures will demonstrate that at least 75% of faculty attended a conference, workshop, seminar or engaged in another scholarly activity related to business. A review of faculty transcripts will be completed to demonstrate that instructors are qualified to teach Department of Business courses within their respective disciplines.
2. Peregrine Academic Services Student Survey Intended Operational Outcomes Assessed by this Measure: 2, 5, 6, 7	Survey results will indicate that Urbana University Department of Business amalgamated score are above the national mean on the following questions prompts: <ul style="list-style-type: none"> • The courses I took in the business department were well taught • My Program of study was challenging • My program of study was stimulating • The curriculum was relevant to my academic needs • The curriculum was relevant to my professional needs • My advisor provided insight on what courses needed to be taken • My advisor was able to meet with me

Summary of Results from Implementing Operational Assessment Measures/Methods:

1. Digital Measures records were created for all faculty at the university during the fiscal year. Because of mandatory faculty workshops conducted during the fiscal year, all faculty met this performance objective. However, not all records were updated in the Digital Measures software.

A review of faculty transcripts was completed to ensure that all instructors in the Department of Business courses were teaching within their respective disciplines. The review results were valuable because it revealed that two instructors were mistakenly assigned to business courses not aligning properly to their respective disciplines.

2. The aggregate results of the answers to the survey questions for the 2015/2016 academic year are as follows:

	<i>UGrad</i>	<i>Grad</i>
<i>The courses I took in the business department were well taught</i>	3.6364	4.0000
<i>My Program of study was challenging</i>	3.6818	3.8571
<i>My program of study was stimulating</i>	3.6818	3.7143
<i>The curriculum was relevant to my academic needs</i>	3.9091	3.8571
<i>The curriculum was relevant to my professional needs</i>	3.9091	3.8571
<i>My advisor provided insight on what courses needed to be taken</i>	3.8182	4.1429
<i>My advisor was able to meet with me</i>	4.3182	4.1429
<i>Average</i>	3.8507	3.9388

The scale used for this survey is 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. Therefore, the average on any survey question above a 3.500 would indicate a favorable (agree) result. The average on all survey questions at both the undergraduate and graduate level were above 3.500 indicating favorability.

3.

4.

5.

6.

7.

Summary of Achievement of Intended Operational Outcomes:

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	<i>Operational Assessment Measure/ Method 1</i>	<i>Operational Assessment Measure/ Method 2</i>	<i>Operational Assessment Measure/ Method 3</i>	<i>Operational Assessment Measure/ Method 4</i>	<i>Operational Assessment Measure/ Method 5</i>	<i>Operational Assessment Measure/ Method 6</i>	<i>Operational Assessment Measure/ Method 7</i>	<i>Operational Assessment Measure/ Method 8</i>

	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. The faculty in the Department of Business will engage in professional development activities on an annual basis.	Met	N/A						
2. The faculty in Department of Business will be successful in providing high-quality teaching to undergraduate students.	N/A	Met						
3. The faculty in Department of Business will participate in training opportunities on an annual basis.	Met	N/A						
4. The Department of Business will attract and retain qualified faculty in program teaching disciplines who bring practical experience from the business world into their courses.	Met	N/A						
5. The Department of Business will provide learning opportunities in the classroom that will be challenging and stimulating.	N/A	Met						
6. The faculty in the Department of Business will provide quality advising to its students.	N/A	Met						
7. The Department of Business will offer comprehensive courses in the program that will allow students pursue a graduate degree and that will aid in the advancement of their career.	N/A	Met						

Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:

1. To keep our Digital Measures records current, faculty will be periodically reminded to update their record in the system on an at least an annual basis. For the two instructors not properly aligned to teaching in their discipline, it was decided that one of the instructors will not be utilized going forward for course in the Department of Business. The other instructor will continue to teach in the Department of Business, but only in courses which align properly to her credentials.

2. Even though all survey question responses were favorable, aspects of some components which were slightly lower will be monitored in the coming year. These include the areas of teaching effectiveness, coursework rigor, and coursework relevance.

3.

4.