

**OUTCOMES ASSESSMENT PLAN**  
Division of Business Administration  
Saint Joseph's College | Rensselaer, IN

Revised: June 2009

This is a revised Outcomes Assessment Plan, based on meeting of the faculty of the Division of Business Administration in early May 2009. The revision is warranted for the following reasons:

1. Our experience with outcomes assessment during the past three years leads us to a better understanding of the kinds of outcomes we want to target and improved tools for measuring those outcomes.
2. The College itself is implementing a Continuous Quality Improvement (CQI) process that is outcomes based and requires some changes to what we do.
3. Results of our previous assessment work have prompted changes to the curriculum, and those change now require adjustments to our assessment tools.

The IACBE *Accreditation Manual, April 2007* states that an outcomes assessment plan must contain the following five items:

- Mission and Goals
- Student Learning Outcome Measures
- Basic Skills Development
- Personal Development
- Operational Outcomes Measures

These form the basis for the five following sections of this revised Outcomes Assessment Plan.

## Mission and Objectives

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### MISSION:

The mission of the Division of Business Administration is to prepare students of Saint Joseph's College (a) to become effective, competent, productive managers in a competitive and rapidly changing business environment and (b) to embody the values and ethics of Christian Humanism in their personal lives and professional careers.

### VISION:

[The Division does not have a current vision statement.]

### BROAD-BASED GOALS AND STRATEGIES TO ACHIEVE THEM:

- I. Design and deliver high quality educational programs in accounting and business administration that emphasize the cross-functional nature of contemporary business enterprises.
  - Strategy I (a): Create lesson plans, assignments and projects that ask students in discipline-specific courses to make connections with what they have learned (or will learn) from other disciplines.
  - Strategy I (b): Require of all students a junior-level integrative experience that prompts them to apply knowledge and skills from across the key business disciplines.
  - Strategy I (c): Continually scan the external and internal environments in order to spot opportunities for new programs to enhance the education of existing students and to attract new students to fuel growth.
- II. Balance theory and conceptual frameworks with applied analysis and hands-on applications.
  - Strategy II (a): Create discipline-specific projects or internships that will serve as capstone experiences for students in their majors or concentrations.
    - Accounting: ACC 411 – Auditing
    - Economics: ECN 450 – Seminar in Applied Economics
    - Finance: [Capstone course or project needed.]
    - Management: MGT – Organizational Behavior
    - Marketing: MKT 412 – Sales and Marketing Management
- III. Commit personal attention to the oversight of students' academic plans and to the growth and development of the whole student.
  - Strategy III (a): Continue to provide students with personal academic advising.
  - Strategy III (b): Encourage student participation in various student clubs and activities on campus, including SIFE, the Investment Club, and the SJC Business Networks.
- IV. Support students' understanding of their social responsibilities.
  - Strategy IV (a): Investigate and develop a service component to accompany students' academic studies in accounting and business administration.
- V. Embrace the College's Core Curriculum and continue to look for ways to link students' accounting and business administration studies to it.
- VI. Foster an excellence in teaching that focuses on actual learning outcomes and is driven by a passion for helping students reach their academic potential.
  - Strategy VI (a): Use faculty development plans to create a culture of experimentation with and continuous improvement of teaching methodologies that are informed by measurable student learning outcomes.

## **Intended Learning Outcomes**

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### ALL PROGRAMS IN THE DIVISION

Students who graduate with a BS degree in Accounting, Accounting CPA, or Business Administration from Saint Joseph's College should be able to...

1. Demonstrate basic literacy in general business and across the key functional disciplines.
2. Apply business principles and cross-functional knowledge to analyze, identify and suggest solutions to business problems.
3. Work and collaborate productively in teams.
4. Communicate effectively using verbal, written, visual, and digital communication skills.
5. Demonstrate a proficiency in standard technologies utilized by business managers.
6. Gather, organize and manage information and data in ways that support meaningful decision-making.
7. Demonstrate a working understanding of the global and intercultural context of business and economics.
8. Identify ethical issues and reason out sound ethical positions.
9. Identify the characteristics of successful leadership.

#### Direct Measures for IACBE

- Rubric-generated evaluations of performance on simulated business operation and competition in BUS 351; rubric assesses cross-functional decision making, data analysis, teamwork, and both written and oral communication skills.
- ETS (or CME) Field Exam in BUS 452.
- Rubric-generated evaluation of leadership interviews papers in BUS 452.

#### Indirect Measures for IACBE

- Rubric-generated results of various assignments connecting business studies with intercultural general education courses, Cores 7 and 8.
- Sophomore survey on program content, instruction and operations.
- Senior survey on program content, instruction and operations.

### ACCOUNTING

In addition, students graduating with a BS degree in Accounting should be able to...

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### ACCOUNTING CPA

And students graduating with a BS degree in Accounting CPA should be able to...

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## OUTCOMES, ASSESSMENTS, AND IACBE LINKS

<b>BS in Business Administration Intended Learning Outcomes</b>		<b>Assessment Measures for IACBE</b>	<b>Related IACBE "Core Concepts/Skills"</b>
<b>1</b>	Basic literacy in general business and across the functional disciplines.	DIRECT: ETS (or CME) Field Exam in BUS 452	An understanding of the functional areas of accounting, marketing, finance, management, and economics.  An understanding of the legal and social environment of business.
<b>2</b>	Applying business principles and cross-functional knowledge to analyze, identify and suggest solutions to business problems.	DIRECT: Performance measures in BUS 351 DIRECT: Team project in ACC 411	The ability to apply knowledge of business concepts and functions in an integrated manner.
<b>3</b>	Work and collaborate productively in teams.	DIRECT: Performance measures in BUS 351 DIRECT: Team project in ACC 411	
<b>4</b>	Communicate effectively using verbal, written, visual, and electronic communication skills.	DIRECT: Performance measures in BUS 351 DIRECT: Team project in ACC 411	The ability to communicate effectively.
<b>5</b>	Proficiency in standard technologies utilized by business managers.		The ability to use business tools.
<b>6</b>	Gather, organize and manage information and data.	DIRECT: Performance measures in BUS 351 DIRECT: Team project in ACC 411	The ability to demonstrate information literacy.
<b>7</b>	Working understanding of the global and intercultural context of business and economics.	INDIRECT: Rubric-generated results of various assignments connecting business studies with Cores 7 and 8.	An understanding of the global environment of business.
<b>8</b>	Identifying ethical issues and reason out sound ethical positions.	DIRECT: Rubric-generated evaluations of ethics case study in BUS 452 INDIRECT: Business faculty evaluations of majors' Core 10 work	An understanding of the ethical obligations and responsibilities of business.
<b>9</b>	Identify the characteristics of successful leadership.	DIRECT: Rubric-generated evaluation of leadership interviews papers in BUS 452	

OUTCOMES, ASSESSMENTS FOR CQI

Program: Business Admin Major	Intended Learning Outcomes	Assessment Tools
<p><b>Freshman Year</b></p> <p>ACC 101 – Intro to Financial Acctg (3)                      MGT 101 – Principles of Management (3)                      ACC 102 – Intro to Managerial Acctg (3)                      MKT 102 – Principles of Marketing (3)</p> <p>Core (12 credits)                      Electives/Minor (6 credits)</p>	<p>(1) Literacy in general business and across the functional disciplines.</p> <p>(4) Communicate effectively using verbal, written, visual, and electronic communication skills.</p>	<p>(1) Summarized results of comprehensive final examinations in principles courses, organized into critical content areas stressing both concepts and applications.</p> <p>(4) Rubric-generated evaluation of business memo and presentation in MKT 102.</p>
<p><b>Sophomore Year</b></p> <p>ECN 200 – Microeconomics (3)                      BUS 201 – Legal Environment (3)                      ECN 201 – Macroeconomics (3)                      ECN 210 – Statistics (3)                      FIN 201 – Principles of Finance (3)</p> <p>Core (12 credits)                      Electives/Minor (3 credits)</p>	<p>(1) Literacy in general business and across the functional disciplines.</p> <p>(5) Proficiency in standard technologies utilized by business managers.</p> <p>(6) Gather, organize and manage information and data.</p>	<p>(1) Summarized results of comprehensive final examinations in principles courses, organized into critical content areas stressing both concepts and applications.</p> <p>(5) and (6) Rubric-generated evaluation of individual case study reports in ECN 210; rubric assesses quantitative skills, application of relevant statistical analysis, resulting recommendation, and quality and effectiveness of the written response.</p>

Program: Business Admin Major	Intended Learning Outcomes	Assessment Tools
<p><b>Junior Year</b></p> <p>Concentration (6 credits)            BUS 201 – Information Systems (3)            BUS 301 – Career Planning (1)            BUS 351 – The Crucible (3)</p> <p>Core (12 credits)            Electives/Minor (6 credits)</p>	<p>(2) Apply business principles and cross-functional knowledge to analyze, identify and suggest solutions to business problems.</p> <p>(3) Work and collaborate productively in teams.</p> <p>(4) Communicate effectively using verbal, written, visual, and electronic communication skills.</p> <p>(6) Gather, organize and manage information and data.</p> <p>(7) Working understanding of the global and intercultural context of business and economics.</p>	<p>(2), (3), (4), and (6) Rubric-generated evaluations of performance on simulated business operation and competition in BUS 351; rubric assesses cross-functional decision making, data analysis, teamwork, and both written and oral communication skills.</p> <p>(7) Rubric-generated evaluations of various junior-year assignments (across several business courses) that ask students to connect with Cores 7 and 8.</p>
<p><b>Senior Year</b></p> <p>Concentration (6 credits)            BUS 452 – Leadership and Ethics (3)</p> <p>Core (9 credits)            Electives/Minor (11 credits)</p>	<p>(1) Literacy in general business and across the functional disciplines.</p> <p>(2) Applying business principles and cross-functional knowledge to analyze, identify and suggest solutions to business problems.</p> <p>(8) Identifying ethical issues and reason out sound ethical positions.</p> <p>(9) Identify the characteristics of successful leadership.</p>	<p>(1) and (2) Summarized results of ETS (or CME) Field Exam in business.</p> <p>(8) Rubric-generated evaluation of an ethics case study in BUS 452. (reasoning, professional-level writing and presentations.)</p> <p>(9) Rubric-generated evaluation of leadership interviews papers in BUS 452.</p>

## **Basic Skills Development of Students**

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These basic skills development areas concern all incoming students of the College, not just those seeking majors in the Division.

Reading Comprehension: All entering freshmen at Saint Joseph's College take a MAPS reading test during orientation as a check for initial reading skills. That exam is repeated on a sample of students second semester sophomore year to check for reading skills development.

Writing Skills: Basic writing skills for all students are developed in the College's Core Curriculum. Writing in a variety of styles and for a variety of purposes – including narratives, biographies, thesis-driven research, role-play, and reflections on readings and films – is integrated into content studies of the 10 Core Curriculum courses that are required over all four years.

Students who fail the writing sections of freshman Cores 1 and 2 are required to take English courses specifically designed to address writing skills weaknesses.

A small group of entering freshmen who do not meet usual entrance standards, but who show promise for academic success, are required to take basic English composition during their freshman year. Known as the FASP program, this serves an important element of the institution's Mission.

Math Skills: Students who do not meet basic math requirements in terms of courses and grades from high school are required to take a Math Proficiency Exam during orientation of their freshman year. Those who do not score well on this exam must take a basic math skills course.

In 2008-2009, the Provost and Academic Cabinet established a Quantitative Literacy Committee to investigate whether more needed to be done to address students' quantitative skills throughout the four year programs at the College. The result of this committee's work was approval by the Faculty Assembly in April 2009 of a quantitative literacy requirement for graduation. The model and process for achieving this will be developed in 2009-2010.

## **Assessment of Personal Development of Students**

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Both the College and the Division support a variety of programs aimed at fostering students' growth outside the classroom. Accounting and business administration majors are avid participants in these programs, which help develop leadership, organization, teamwork, athletic, and communications skills, as well as a sense of community, social responsibility, and spiritual growth.

SJC Business Networks: Approximately 20-24 accounting and business administration majors are selected each year to participate in formal networking soirees with alumni and College officials in Chicago and Indianapolis.

Students in Free Enterprise (SIFE): Approximately 12 students are active participants in SIFE each year. Leaders of the group present their annual work in a regional competition in Chicago.

SJC Investment Club: Approximately 6-9 students participate in the Investment Club each year. The Club manages a \$10,000 portfolio from the College's endowment.

College-Wide Activities: Accounting and business administration students are also involved in NCAA Division II athletics, Kairos spiritual retreats, residence hall management, student governance, band, choir, the Columbian Players theater group. Many work part time on and off campus.

## **Assessment of Divisional Operations**

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Two indirect assessment tools help us evaluate various operational aspects of the division. These are survey completed by second-semester sophomores and first semester seniors. The survey results provide feedback and evaluation, based on student-reported data, on the program content, instruction quality, and operations (such as advising, registration and career development).

In recent division meetings to address assessment and planning issues, we have covered the following key issues related to operations:

- Faculty development.
- Access to teaching technologies.
- Administrative support.
- Faculty human resource needs.
- Management of internships and practica.
- Division management.