



Outcomes Assessment Plan

Institution	<u>Davis & Elkins College</u>
Academic Business Unit	<u>The Department of Business & Entrepreneurship</u>
Date	<u>2015-2016</u>

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A. Assessment Instruments:	
ISLO’s – Copy of Glo-Bus outcomes assessment instrument (Capstone Course for all majors except Hospitality Management)	
Copy of Capstone Student Survey - Part I (used by all majors)	
Copy of Internship Evaluation Form (used by Hospitality Management)	
IOO’s – Copy of Capstone Student Survey – Part II (used by all majors)	
B. Evaluation Rubrics:	
Glo-Bus rubric is included on the bottom of the outcomes assessment instrument	
Capstone Student Survey is measured by “Beginning to Achieve”, “Competency”, and “Exceeds Expectations”, with a five point spread between the three measures	

OUTCOMES ASSESSMENT PLAN
Davis & Elkins College
Department of Business & Entrepreneurship

Section I: Mission and Broad-Based Goals

Mission Statement

Mission of the *Department of Business & Entrepreneurship*:

The mission of the Department of Business and Entrepreneurship at Davis & Elkins College is to prepare our students to successfully compete in a global economy and to be thoughtful and respectful citizens of the world.

Broad-Based Goals

Broad-Based Student Learning Goals:

1. Our students will be able to apply the knowledge and skills relevant to business.
2. Our students will develop skills needed to compete in a global business environment.
3. Our students will effectively communicate both orally and in writing to wide and varied audiences.
4. Our students will learn how to behave ethically and with social responsibility in all aspects of business.
5. Our students will graduate with the tools necessary build a professional career.
6. Our students will be provided with experiential learning opportunities

Broad-Based Operational Goals:

1. The Department will review each program curriculum at least once every 2 years.

2. The Department provides access to current technology for students

3. The Department will provide experiential learning opportunities for students.

4. The Department will employ highly qualified faculty

5. The Department will provide superior academic advising to students

Section II: Student Learning Assessment

BACHELOR’S-LEVEL PROGRAMS

Student Learning Assessment for Bachelor Science in the following areas: Accounting, Finance, Marketing, Economics and Management
Program Intended Student Learning Outcomes (Program ISLOs)
<p><i>1. Students will demonstrate the ability to apply current business concepts to business situations</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4</p>
<p><i>2. Students will demonstrate oral and written communication skills appropriate to a business environment.</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 5</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 6</p>
<p><i>3. Students will demonstrate the ability to work effectively within a group setting.</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 5</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: N/A</p>
<p><i>4. Students will be able to utilize decision-support tools (and research) to inform business decisions.</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 5</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 5, 7</p>
<p><i>5. Students will demonstrate the skills relevant to their major field of study</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4, 5</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: N/A</p>
<p><i>6. Students will demonstrate ethical decision making and social responsibility in global context.</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 4</p>

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Capstone <i>GLOBUS Business Simulation Project</i></p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6</p>	<p><i>ISLO 1:</i> 60% of students will have a mean score at or above the 50th percentile for all simulator players in the U.S. on at least 5 out of 8 content areas on the <i>GloBus Learning Assurance Report</i>.</p> <p><i>ISLOs 2-6:</i> 75% of students meet or exceed the target for each of the ISLOs being measured. 75% of students demonstrate competence or higher in each of the ISLOs being measured.</p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p><i>Capstone ISLO Survey</i></p> <p>Program ISLOs Assessed by this Measure: 1,2,3,4,5,6</p>	<p><i>ISLO 1-6:</i> 85% of students indicate that they have achieved each of the program ISLOs at the level of competence or higher.</p> <p>85% of students indicate that they evaluate the programs and learning environment of the Department at “Good” or “Excellent”</p>

Student Learning Assessment for the Bachelor of Arts in Hospitality Management

Program Intended Student Learning Outcomes (Program ISLOs)

1. *Students will be able to demonstrate the ability to manage a motel, hotel, resort, inn, restaurant, or any hospitality business*

Broad-Based Student Learning Goals Associated with this Outcome: 1,2,3,4,5

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1,7

2. *Students will be able to recognize the economic, environmental, and social problems involved with hospitality management*

Broad-Based Student Learning Goals Associated with this Outcome: 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2

3. *Students will be able to identify the guest activities and services that must be provided in the hospitality industry*

Broad-Based Student Learning Goals Associated with this Outcome: 1,2,3,5

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4,5,7

4. *Students will be able to understand and apply food preparation and cost control systems necessary in the hospitality industry*

Broad-Based Student Learning Goals Associated with this Outcome: 1,2,5

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5

5. *Students will be able to demonstrate the ability to coordinate the numerous activities involved with the operation of a conference and/or convention center*

Broad-Based Student Learning Goals Associated with this Outcome: 1,2,3,4,5

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1,5,7

6. *Students will be able to demonstrate the ability to secure, train, and maintain a qualified staff for the operation of a hotel, motel, restaurant, inn, resort, and conference or convention center*

Broad-Based Student Learning Goals Associated with this Outcome: 1,2,3,4,5

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1,2,3,4,5,6,7

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Senior Internship</i> Program ISLOs Assessed by this Measure: 1,2,3,4,5,6	<i>ISLO 1-6:</i> <i>75% of students rank at the “Acceptable” or “Above Expectations” on the Business Internships General Evaluation Form completed by their employers</i>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. <i>Capstone ISLO Survey</i> Program ISLOs Assessed by this Measure: 1,2,3,4,5,6	<i>ISLO 1-6:</i> <i>85% of students indicate that they have achieved each of the program ISLOs at the level of competence or higher.</i> <i>85% of students indicate that they evaluate the programs and learning environment of the Department at “Good” or “Excellent”</i>

Section III: Operational Assessment

Intended Operational Outcomes for the Department of Business & Entrepreneurship	
1. <i>The department will review each program curriculum at least once every 2 years</i> Broad-Based Operational Goals Associated with this Outcome: 1	
2. <i>The department provides access to current technology for students.</i> Broad-Based Operational Goals Associated with this Outcome: 2,3	
3. <i>The department will provide experiential learning opportunities for all students</i> Broad-Based Operational Goals Associated with this Outcome: 3,4	
4. <i>The department will employ highly qualified faculty.</i> Broad-Based Operational Goals Associated with this Outcome: 1,4,5	
5. <i>The department will provide superior academic advising to students</i> Broad-Based Operational Goals Associated with this Outcome: 4,5	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. <i>Program Review</i> Intended Operational Outcomes Assessed by this Measure: 1	<i>Each program will be reviewed by faculty and the Advisory Board at least once every 2 years</i>
2. <i>Access to Current Technology</i> Intended Operational Outcomes Assessed by this Measure: 2	<i>80% of students indicate they are satisfied with the technology resources provided by the College when answering the Capstone Evaluation Part II, Questions 8 and 9</i>
3. <i>Participation in internships</i> Intended Operational Outcomes Assessed by this Measure: 3	<i>100% of students participate in an internship related to business as indicated by the Capstone Evaluation Part II Questions 3,4, and 5</i>

<p>4. <i>Faculty Review</i></p> <p>Intended Operational Outcomes Assessed by this Measure: 4</p>	<p><i>Every year the Department will review qualifications so that 100% of faculty are at least minimally qualified and 100% of faculty are professionally or doctorally qualified according to IACBE standards.</i></p>
<p>5. <i>Academic Advising</i></p> <p>Intended Operational Outcomes Assessed by this Measure: 5</p>	<p><i>95% of students indicate they are satisfied with the academic advising that they receive as indicated by the Capstone Evaluation Part II, Questions 3,4,7,and 12</i></p>

Section IV: Linkage of Outcomes Assessment with Strategic Planning and Budgeting

- A. Our strategic planning focuses on the mission of our Department and our College as a guide for our long term goals. Each fall our faculty meet to go over the results of the previous academic year's results of student outcomes. Our core curriculum has changed dramatically as a result of a 2014 visit to an IACBE workshop on Outcomes Assessment, therefore we have been limited in the amount of data available to us that reflected the outcomes of those changes. As we move forward, and we have our Outcomes Assessment plan in shape, we will be able to assess how we've done more effectively. At the present time, we go over the results of the outcomes assessment for our core courses to determine if we need to make adjustments to the course curriculum, the rubrics, or in methods of teaching. We also have an Advisory Board that will reconvene in late fall; this group will be giving us feedback on our current course offerings and how we could strengthen our curriculum and other activities to provide our student's with better outcomes.

- B. The budget for our Department is determined by the Financial Oversight Committee of the Board of Trustees; as a Department we are asked to put together a "wish list" that is to be given to the Financial Oversight Committee; that is our only input into the process.

Section V: Appendices

A. Assessment Instruments:

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Copy of Internship Evaluation Form (used by Hospitality Management)

IOO's – Copy of Capstone Student Survey – Part II (used by all majors)

B. Evaluation Rubrics:

Glo-Bus rubric is included on the bottom of the outcomes assessment instrument

Capstone Student Survey is measured by “Beginning to Achieve”, “Competency”, and “Exceeds Expectations”, with a five point spread between the three measures

STUDENT / PARTICIPANT	LEARNING MEASUREMENTS								
	Leadership Skills	Collaboration & Teamwork	Analytical Skills	Financial Management	Operational Management	Marketing Management	Human Resources Management	Strategic Analysis & Planning	Corporate Social Responsibility
	64	89	70	79	99	26	19	48	59
	50	42	70	76	98	37	21	55	42
	88	59	93	63	25	43	50	75	79
	50	89	70	81	40	53	26	67	81
	88	89	99	81	40	53	26	67	45
	88	59	70	63	25	43	50	75	39
	50	59	93	79	99	26	19	48	71
	64	89	93	81	40	53	26	67	78
	68	72	82	75	58	42	30	63	62

Department of Business & Entrepreneurship Capstone Student Survey

Purpose of the Survey:

Our Department is always interested in getting feedback from our students in order to improve our programs. We value your opinion and are would like to get your comments regarding various aspects of the Department. Your answers will be used as a tool to provide data regarding specific changes and improvements that you feel are necessary.

General Instructions:

1. Please carefully consider your answers to the questions and give honest, thoughtful, and accurate responses.
2. Feel free to provide comments with specific suggestions for improvement.
3. Do not sign your name – you will not be identified in any way. Your answers will be combined with all other graduates of the capstone course and be used by our Department to improve the quality of course offerings and curriculum.

What is your Major? _____ If you are a double major, please list other here _____

PART I: Evaluation of the Department of Business & Entrepreneurship majors, including, Accounting, Economics, Finance, Hospitality Management, Management, and Marketing

The Department of Business & Entrepreneurship has identified intended student learning outcomes that it expects all our graduates to have achieved upon completion of your field of study. For each of the following intended student learning outcomes, please use the rating scale that most closely corresponds to your assessment of the degree to which you believe you have been successful in achieving that outcomes.

Intended Student Learning Outcomes	Beginning to Achieve	Competency	Exceeds Expectations
1. Students will demonstrate the ability to apply current business concepts to business situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
2. Students will demonstrate oral and written communication skills appropriate to a business environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
3. Students will demonstrate the ability to work effectively within a group setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

	Beginning to Achieve	Competency	Exceeds Expectations
4. Students will be able to utilize decision-support technology (and research) to inform business decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
5. Students will demonstrate the skills relevant to their major field of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
6. Students will demonstrate ethical decision making and social responsibility in a global context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

PART II: Evaluation of the program and learning environment of the Department of Business & Entrepreneurship

Please rate the following aspects of the degree programs and learning environment in the Department. Please check the rating that most closely corresponds to your evaluation. Comments and suggestions are also encouraged. If an item does not apply to you, please mark "N/A".

1. Faculty teaching in the department: ___ N/A; ___ Poor; ___ Fair; ___ Good; ___ Excellent ___
2. Creativity of your professors: ___ N/A; ___ Poor; ___ Fair; ___ Good; ___ Excellent ___
3. Teaching methods of faculty: ___ N/A; ___ Poor; ___ Fair; ___ Good; ___ Excellent ___
4. Faculty advising in the department: ___ N/A; ___ Poor; ___ Fair; ___ Good; ___ Excellent ___
5. Relevance of the curriculum to
your career goals or further study: ___ N/A; ___ Poor; ___ Fair; ___ Good; ___ Excellent ___
6. Class size: ___ N/A; ___ Poor; ___ Fair; ___ Good; ___ Excellent ___
7. Availability of faculty during office
Hours and/or outside of class ___ N/A; ___ Poor; ___ Fair; ___ Good; ___ Excellent ___
8. Classroom facilities ___ N/A; ___ Poor; ___ Fair; ___ Good; ___ Excellent ___
9. Technological resources ___ N/A; ___ Poor; ___ Fair; ___ Good; ___ Excellent ___
10. Library resources in your field of study ___ N/A; ___ Poor; ___ Fair; ___ Good; ___ Excellent ___
11. Internship opportunities ___ N/A; ___ Poor; ___ Fair; ___ Good; ___ Excellent ___
12. Overall quality of the program ___ N/A; ___ Poor; ___ Fair; ___ Good; ___ Excellent ___

PART III: Other Comments

With what aspects of the program were you most satisfied?

With what aspects of the program were you the least satisfied?

If you could start over, would you still choose to major in a business field at Davis & Elkins College? Please explain your response.

Are there any other comments you would like to share?

Thank you very much for taking time to complete this survey. We appreciate your input and wish you the best in your future endeavors.

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Davis & Elkins College Department of Business and Entrepreneurship

Dr. Carol A. Carter, Chair

(304) 637-1808

carterc@dewv.edu

INTERNSHIP EVALUATION FORM

This form is designed to gather information about the learning and performance of business major students engaged in internships. Your evaluation of the student's performance will be considered in the assignment of final grades for the internship experience, as a resource in writing recommendations for potential employers and/or graduate schools, and as an assessment tool for our business academic programs. Your responses are, therefore, very important both to the student and to us. Thank you for your time, effort, and professional judgment in completing this evaluation.

Please refer to the following scale in assigning 'grades' for the evaluation items.

- 5 Far above Expectations** – Student performs far above the average level for practicum students.
- 4 Above Expectations** – Student performs above the average level for practicum students
- 3 Acceptable** – Student performs at an average and acceptable level for practicum students.
- 2 Below Expectations** – Student needs some improvement in order to perform at an average and acceptable level.
- 1 Far below Expectations** – Student needs considerable improvement to perform at an average and acceptable level.

N/A. Not Applicable or not enough information to form a judgment.

Name of Student: _____

Name of Instructor: _____

I. Engagement

_____ The student asks meaningful questions.

_____ The student offers to assist in *all* work of the firm.

_____ The student initiates learning activities on his or her own and does not require constant guidance.

_____ The student schedules any necessary conferences and comes to these conferences prepared.

_____ The student communicates thoughts, feelings, and concerns clearly. The supervisor is aware of how the student is experiencing the placement.

Comments:

II. Work Requirements and Habits

- Promptness
- Attendance
- Reliability
- Self Initiative
- Appropriate Dress and Language
- Energy and Enthusiasm

Comments:

III. Ethical Awareness and Conduct

- General Ethical Conduct and Knowledge
- Understands Professional Role and Demonstrates Appropriate Boundaries
- Avoids Potentially Ambiguous Situations
- Understands and Adheres to Rules for Confidentiality
- Sensitive to Diversity Issues (e.g. Culture, Ethnicity, and Gender)
- Aware of Legal Issues Relevant to Work of the Firm

Comments:

IV. Professional Knowledge and Skill

- Establishes Rapport and Trust with Administration
- Establishes Rapport and Trust with Staff
- Establishes Rapport and Trust with Clients
- Evidences Self-Awareness
- Seeks and Responds Positively to Feedback
- Realistic Expectations of Self and the Firm

Comments:

V. What is the overall Rating of Student Compared to Other Undergraduate Students you have Supervised (5 is Far Above Expectations and 1 is Far Below Expectations; N/A if never supervised before):

1 ----- 2 ----- 3 ----- 4 ----- 5 ----- N/A -----

What are this student's strong points?

In what area or areas does this student most need to improve?

Would you hire this student for a position appropriate to her level or recommend him/her to another similar employer? Please explain.

Evaluator's Signature: _____

Date: _____

Thank you for your time and effort in supervising this student and in completing this form.

Please return this form at your earliest convenience to:

Dr. Carol A. Carter
Chair, Department of Business and Entrepreneurship
Davis & Elkins College
203 Byrd Conference Center
100 Campus Drive
Elkins, WV 26241

Or, you may scan and send via email to: carterc@dewv.edu

B. Evaluation Rubrics

Learning Assurance Report Glo-Bus

The Learning Assurance Report (LAR) provides solid empirical data regarding the business skills and decision-making capabilities of your students relative to other students who have completed GLO-BUS. The LAR offers credible evidence about the business proficiencies of your students on the following measures (which are defined at the bottom of the report):

- | | | |
|-----------------------------|--------------------------|------------------------------------|
| 1. Leadership Skills | 4. Operations Management | 7. Human Resources Management |
| 2. Collaboration & Teamwork | 5. Financial Management | 8. Strategic Planning & Analysis |
| 3. Analytical Skills | 6. Marketing Management | 9. Corporate Social Responsibility |

Measures 1 and 2 relating to "Leadership Skills" and "Collaboration & Teamwork" are based on each student's individual performance as viewed by their company co-managers; data for these two columns of the report will not be available unless and until your students have completed the Post-Game Peer Evaluation exercise.

Data for measure 3 "Analytical Skills" is based on student answers to selected questions in GLO-BUS Quiz 2 (LAR Data for this measure is not reported unless you assign completion of GLO-BUS Quiz 2).

The percentiles for the remaining measures are all based on data relating to the performance of the group of co-managers comprising each company in the simulation. The percentiles for these measures (while shown for whatever number of years that have been completed if you access this report prior to the end of the simulation) should not be considered "valid" until the conclusion of the simulation; this is because the data for the students in other classes or at other schools is based on the results of their entire simulation experience.

The Learning Assurance Report is useful in two very important respects: 1) It provides you with a clear overview of how well your students rank relative to others who have completed the competition-based simulation exercise. 2) Because the report offers highly credible evidence regarding the caliber of business understanding and decision-making prowess of your students, it can be used to help assess whether your school's academic curriculum in business is providing students with the desired degree of business understanding and decision-making acumen. Professors, department chairs, and deans at many business schools in the U.S. are engaged in developing ongoing evidence of whether their academic programs meet the Assurance of Learning Standards now being applied by the AACSB; a prime goal of this Learning Assurance Report is to contribute significantly to that effort.

Rubric For Direct Measures of ISLO's

ISLO	Beginning to Achieve		Competency		Exceeds Expectations	
	1	2	3	4	5	6
2						
3						
4						
5						
6						