

**ASSESSMENT REPORT
FOR DEPARTMENT OF**

Business Administration (not including FACS and MBA)

(Academic Department Name)

Calendar Year 2009

(Assessment Period Covered)

February 2010

(Date Submitted)

Title of Instructional Degree Program

Degree Level

(Bachelors, Master's)

Bachelor of Science in Business Administration

B.S.

Concentrations in Marketing, Financial Planning, Management, Human Resource Management,
General Business, and Entrepreneurship

Minor available in Marketing or Business Administration

Submitted By: E. Gordon DeMeritt, Associate Professor and Chair

(Departmental Chair or Faculty Assessment Representative)

Statement of Institutional Purpose:

Institutional Mission Reference:

Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center of academic, cultural, and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.

Department or University Goal(s) Supported:

We are teachers. Our mission is to guide students into the next level of their personal journeys, preparing them to (Goal 1) perform in the world of business organizations and/or the world of graduate education. Our mission requires that we (Goal 2) equip our students with theoretical grounding, business language fluency, and (Goal 3) awareness of the self-presentation skills that serve successful people. Our mission succeeds because we are a collegial faculty intent on mutual support and professional development.

Intended Student Outcomes (ISO's): 3 or more ISO's preferred

1. In keeping with goal (1) of our departmental mission statement, students will demonstrate that they are prepared to perform in the world of business organizations and/or the world of graduate education.

2. In keeping with goal (2) of our departmental mission statement, students will demonstrate that they are equipped with the knowledge of the theories and language of business.

3. In keeping with goal (3) of our departmental mission statement, students will demonstrate that they are equipped with the self-presentation skills that serve successful people.

Intended Student Outcome #1:

In keeping with goal (1) of our departmental mission statement, students will demonstrate that they are

prepared to perform in the world of business organizations and/or the world of graduate education.

First Means of Assessment for Intended Student Outcome Identified Above: 2 or more means of assessing the ISO's preferred

ISO #1: Means of Program Assessment & Criteria for Success:

Student comments on course evaluations will reflect favorably on the faculty and the career preparation that the faculty and the course work offered them.

ISO #1: Summary of Assessment Data Collected: A quantitative analysis of all of the voluntary comments added to all of the course evaluations collected during the calendar year 2009 was conducted to evaluate the students' sense of favorability toward their faculty and their career preparation as a function of the coursework. This analysis attempts to avoid the bias that students are known to have to the high end of the 5-point scale by utilizing students' voluntary comments rather than the scaled results. 34% of the students who submitted course evaluations added comments. 51% of the comments were favorable to the instructor, 30% were neutral to the instructor, and 19% were unfavorable. Assuming that students that chose not to add voluntary comments were neutral toward the instructor and the class, it can be assumed that 17% who took BADM classes were favorable, 7% were unfavorable, and 76% were neutral. The favorability percentage, by either measure, is less favorable than was reported in the last assessment. The loss of two popular faculty members is very likely the cause.

ISO #1: Use of Results to Improve Instructional Program: As gleaned from the negative comments, the greatest defects in our teaching would seem to be unclear expectations from the instructor and tedious presentation styles. These would be two areas in which we should focus improvement.

Second Means of Assessment for Intended Student Outcome Identified Above:

ISO #1: Means of Program Assessment & Criteria for Success:

Graduate survey results will indicate that 90% of survey respondents report successful placement in degree-related careers or graduate schools within six months of graduation.

ISO #1: Summary of Assessment Data Collected: The Career Development Center's (Betsy Sheets and John Adams) survey of recent graduates is conducted six months post graduation. 18 former students responded to the survey (18% of the 101 2008/9 graduates). Of those 18 former students, 8 self-reported that they were working in field and 5 reported that they were in graduate school. That survey indicates that 72% of the class has found successful placement. The obvious weakness in the data is the self-selection. Former students that are not successfully employed are presumably less likely to respond to the survey. For this reason it is important to keep a very high assessment standard, hence 90% may be too high for a more refined survey tool but is reasonable for this instrument.

ISO #1: Use of Results to Improve Instructional Program: These data are still insufficient to justify programmatic changes. They do, however, suggest the need to refine the survey instrument and the method of data collection. Three years of data will be available for analysis next year.

Intended Student Outcome #2:

2. In keeping with goal (2) of our departmental mission statement, students will demonstrate that they are equipped with the knowledge of the theories and language of business.

First Means of Assessment for Intended Student Outcome Identified Above

ISO #2: Means of Program Assessment & Criteria for Success:

The Shepherd University mean score on the ETS Major Field Test (MFT) in Business will equal or exceed the national mean score.

ISO #2: Summary of Assessment Data Collected: The last three academic years of MFT data (2006/7 - 2008/9) show continued improvement over prior periods. Those data show that graduating Shepherd seniors exceeded the national mean by 4.0%. (Shepherd mean score 155.6, national mean score 151.6) Shepherd graduates beat the national average every semester. The annual range by which Shepherd students have exceeded the national average during the most recent three years has been from 3.2% to 6.9% in the fall 2009 term.

ISO #2: Use of Results to Improve Instructional Program: The national average and the Shepherd average are annually within a few points of 75% correct responses on the MFT. Once we address the weak areas (identified below) we will be able to improve the overall score.

Second Means of Assessment for Intended Student Outcome Identified Above:

ISO #2: Means of Program Assessment & Criteria for Success:

The ETS Major Field Test in Business component scores in the nine sub-categories evaluated in the MFT-- Accounting, Economics, Management, Quantitative Analysis, Finance, Marketing, Law, IS, and International-- will each exceed 50%.

ISO #2: Summary of Assessment Data Collected: Over the last three academic years, 2006/7 through 2008/9, graduating Shepherd students have exceeded the 50% standard in every subcategory except one. Only law shows semesters in which performance dropped below the 50% standard. In five other subcategories the three-year average approaches 60%: IS-59.6%, Finance-58.8%, Marketing-57.0%, Management 56.8% and International-55.6%. The three remaining categories exceed the 50% standard over the last three years and show marked improvement over the prior four years: Accounting-52.6%%, Economics-51.8%, Quantitative Analysis-53.0%.

ISO #2: Use of Results to Improve Instructional Program: Scores relative the national means are all positive, with the exception of Finance which is about 2 percentage points below the national mean, and International and Accounting which are about equal to the national means. These fields will be given attention. We have introduced a new concentration in Financial Planning which will address weaknesses in that area.

Intended Student Outcome #3:

3. In keeping with goal (3) of our departmental mission statement, students will demonstrate that they are equipped with the self-presentation skills that serve successful people.

First Means of Assessment for Intended Student Outcome Identified Above:

ISO #3: Means of Program Assessment & Criteria for Success:

The capstone course survey results will express student confidence in self-presentation.

ISO #3: Summary of Assessment Data Collected: The capstone class survey examines student satisfaction with the business program and their sense of readiness to embark upon a professional career. Four statements received highly favorable ratings on the survey (90% or more of the students responded Agree or Strongly Agree). Those four statements were: 1) I am able to plan work and set goals. 2) I am confident in my abilities to apply my knowledge of management to solving business problems 3) I am confident in my abilities to apply my knowledge of marketing to solving business problems 4) I am able to encourage open discussion of ideas. Four statements received unfavorable ratings (60% or less agreed or strongly agreed 1) My business professors and instructors have helped me personally determine and/or prepare for my career. (54% do not agree). 2) I feel that as a business major I am part of the community of business students and business faculty at Shepherd. (46% do not agree). 3) I feel that I was offered opportunities to become engaged with or to experience business practices. (45% do not agree). 4) I feel that the business professors and instructors are innovative in their approaches to teaching. (44 % do not agree). 5) Shepherd University has given me the ability to negotiate agreements and handle conflict. (43% do not agree). 6) I feel that the business faculty have prepared and equipped me to compete successfully in graduate school. (42% do not agree).

ISO #3: Use of Results to Improve Instructional Program: The department will focus on improving advising skills. We are enlarging the externship program and will continue to do so.

Second Means of Assessment for Intended Student Outcome Identified Above:

ISO #3: Means of Program Assessment & Criteria for Success:

All students will complete the capstone project with a passing grade that indicates successful team-work skills, professional relationship skills, and formal presentation skills.

ISO #3: Summary of Assessment Data Collected: All business majors are required to take the capstone class BADM 407 in their final semester. The class methodology is to use student teams conducting strategic analysis of going concerns in the not-for-profit sector. All students must pass the class and to do so they must participate effectively with their teammates on this project, participate in the organizational analysis, and participate in an oral and written evaluation of the nonprofit organization that has been studied. In the last three years no students have failed the class, although several have withdrawn before completion when the risk of failure became evident. In each case their second attempt at the class was successful.

ISO #3: Use of Results to Improve Instructional Program: Additional teamwork exercises earlier in the curriculum should be added to improve BADM 407 performance.