

Undergraduate Academic Assessment Executive Summary

Department: Business

Academic Year: 2013-14

This summary prepared by: Andrew Langewisch

- I. Background:** What factors caused you to choose this particular assessment target? If you chose this target because of a perceived problem, please explain.

The Business Department is accredited by the International Assembly for Collegiate Business Education (IACBE). For IACBE accreditation, we have a fully-developed outcomes assessment plan that utilizes direct and indirect measures of assessment for outcomes tied to learning objectives, broad-based goals, and the departmental mission. These measures, described below, are specified for each major and emphasis offered by the Business Department.

- II. Question:** What specific question were you attempting to answer through this assessment?

Direct measures:

1) Key Course Projects Assessed Against Rubrics

For each major and emphasis, we identify a key course where we collect artifacts and score them against rubrics tied to the learning objectives. Our performance target is this: At least 80% of the students will achieve an “acceptable” or “exemplary” rating on each evaluation criterion. Have we met our target?

2) Business Strategy Game

Students in Concordia’s capstone business course, BUS 446, participate in an online, PC-based exercise where they run an athletic footwear company in head-to-head competition against companies run by other class members. The simulation is called The Business Strategy Game (www.bsg-online.com). Approximately 50,000 students at over 515 colleges or universities worldwide participate. During the semester, teams compete only against other teams from their own universities. Our performance target is this: All teams will have positive earnings per share at the conclusion of the simulation. Have we met our target?

Indirect measures:

1) Senior Satisfaction Surveys

Our performance target is this: For graduating seniors who indicate a business major as a first, second, or third major, the average satisfaction score will be at least a 3.5 on a five-point scale for each of the aspects of the student's business major. Do we meet our target?

2) Senior Exit Interviews (Indirect Measure)

Graduating seniors are invited to participate in exit interviews, where they reflect on the business program's goals. The approach is to invite all, then assemble the first responders into a small group, to facilitate sharing with the department chair. The exit interview is a qualitative evaluation tool, which the department has and will continue to utilize to create action plans for continuous improvement in our programs. Results are shared with the rest of the department.

Our performance target is this: We will acquire at least one new idea annually for improvement from the senior exit interviews. Have we met our target?

III. Methodology: Briefly explain your assessment methodology. The process used to collect data and the data itself are important pieces. Attach a copy of the assessment tool used.

The measures, methodology, and data summaries for the direct and indirect assessment measures are in the attached appendix.

IV. Summary of results: Summarize the results of your assessment. A narrative summary is required. Charts, tables or graphs are encouraged, but optional.

<p align="center">Summary Table of Assessment Results Bachelor of Arts in Business Administration Bachelor of Science in Accountancy Bachelor of Science in Business Administration (with concentrations in Accounting, Agribusiness, Communication, Finance, or Marketing) Bachelor of Science in Business Communication Bachelor of Science in Management Information Systems Bachelor of Science in Marketing</p>		
Direct Measures	Assessment Criteria	Results of Assessment
BUS 445/446 Comprehensive Case Study Rubric	At least 80% of the students will achieve an “acceptable” or “exemplary” rating on each evaluation criterion.	The criterion was met for 9 of 15 measured characteristics in 2012, 15 of 15 in 2013, and 15 of 15 in 2014. Beginning in 2013, the professor began requiring the assignment to be submitted near the midterm. Feedback was provided, and the students were encouraged to make revisions. Thus the final product assessments tend to be higher.
BUS 399 Internship Evaluation Form	Interns will average at least 4.0 on a five-point scale across 12 measures of performance.	Ratings have been greater than 4.0 every year over the past 7 years.
Business Strategy Game	All teams will have positive earnings per share at the conclusion of the simulation.	In 2012, the goal was met by some, but not all, of the teams. In 2013, this goal was met by all; in 2014, only 9 of 11 teams met the goal, but these two teams had positive EPS one period prior to the end.
BUS 322 Advanced Accounting Project	At least 80% of the students will achieve an “acceptable” or “exemplary” rating on each evaluation criterion.	All teams and one individual (100%) were at or above the acceptable level with the construction of the consolidation worksheets. 60% of the students met the discussion target criterion. In the other trait categories—robustness, formatting, and writing, the 80% target was met.
CTA 301 Public Relations Project	At least 80% of the students will achieve an “acceptable” or “exemplary” rating on each evaluation criterion.	(still waiting for data from professor)
BUS 333 Corporate Finance Project	At least 80% of the students will achieve an “acceptable” or “exemplary” rating on each evaluation criterion.	In 2012, the target was met for 5 of 7 measured criteria. In 2014, the target was met for 3 of 7 criteria.
BUS 362 Advertising and Integrated Marketing Communication Project	At least 80% of the students will achieve an “acceptable” or “exemplary” rating on each evaluation criterion.	In 2013, the target was met for 21 of 21 measured criteria.
CS 391 Senior Project	At least 80% of the students will achieve an “acceptable” or “exemplary” rating on each evaluation criterion.	In 2013, the target was met for 14 of 14 measured criteria.

Indirect Measures	Assessment Criteria	Results of Assessment
Undergraduate Institutional Satisfaction Surveys: Aspects of Business Programs	For graduating seniors who indicate a business major as a first, second, or third major, the average satisfaction score will be at least a 3.5 on a five-point scale for each of the aspects of the student's business major.	Except for a single 3.4 in 2013 for overall value of education to cost, this target has been met each year for the last 5 years for 25+ attributes measured.
Senior Exit Interviews	We will acquire at least one new idea annually for improvement from the senior exit interviews.	The ideas utilized from 2012, 2013, and 2014 include adding a fulltime faculty member to address the use of adjunct vs fulltime faculty, affirming the curricular change requiring Finance of marketing majors, adding the Entrepreneurship class, having initial conversations with an international group to provide an international experience for our business students, and encouraging the BUS 281 Business Communication instructors to reinforce the Career Planning Office's suggestion that two internships (even though just one is required) would be beneficial.

V. Conclusions: Summarize your conclusions and the implications for teaching and learning in your department. Most importantly answer the following question: What did you learn from this assessment and how will it impact the teaching/learning process in your department?

The Department of Business is continually attempting to accomplish both its mission and broad-based goals. We believe that our assessment plan is set up to measure our progress toward achieving both and, therefore, the plan supports excellence in business education. The foundations laid with the undergraduate program have been scalable to provide a unified assessment structure for all face-to-face, online, undergraduate, and graduate offerings. We believe we are honest and transparent in our assessment process, committed to continual improvement, and have been, to the best of our abilities, delivering on our commitments. We recognize there is room for improvement, but are also confident that we will indeed continue to improve.

VI. Action Plan: As a result of this assessment, outline what your department will do and what timeline will be followed for making any changes.

The process for developing action plans based on assessment results always involves discussion amongst full-time faculty members of the Department of Business, administrators, and support staff. This discussion is ongoing, and is

reviewed more formally at department meetings. The action plans specifically associated with the 2012-2013 assessment results and the timelines for 2013-14 are displayed in the table below.

Summary Table of Action Plans			
Change or Improvement	Action Plan	Responsible Party	Timeline
Develop Entrepreneurship course	Develop course description and syllabus for department approval	Dr. Curt Beck	The course needs to be approved by Summer 2013 for Fall 2013 rollout
Fill accounting professor position	Widen search--while insisting on having a top CPA candidate, relax the requirement regarding the candidate having a completed advanced degree	Dr. Jenny Mueller-Roebke	Have a candidate identified and signed by January 2013 for a Fall 2013 start
Take a position on the iPad initiative	Discuss at summer meeting	Department chair	Share department position with the university Tech Committee in Summer 2013
Emphasize written discussion in Advanced Accounting course	Share with new accounting professor	Department chair	After arrival
Improve independent model-building skills in Corporate Finance course	Add emphases to earlier assignments	A. Langewisch	Course is scheduled to be taught next in Spring 2016
Improve media selection and budgeting understanding in Advertising and Integrated Marketing Communication course	Add emphases to course	T. Heidorn	Course is scheduled to be taught next in Fall 2014
Realign Student Business Club to Phi Beta Lambda	Rework charter, complete application	C. Beck	Fall 2014

Based on the results of the 2013-2014 outcomes assessment process the following changes or improvements are needed:

Summary Table of Action Plans			
Change or Improvement	Action Plan	Responsible Party	Timeline
Work with the Communication Theater Arts Department to encourage consistency in content for CTA 301 Public Relations.	Meet with the CTA 301 Public Relations professor to emphasize consistency in content and copy a summary to the Communication Theater Arts department chair.	Dr. Andrew Langewisch	Since the course is scheduled to be taught again in Spring 2015, rework the alignment by December 2014
For BUS 362 Advertising and Integrated Marketing Communication, align the rubric better with the performance target.	Meet with the BUS 362 Advertising and Integrated Marketing Communication professor to suggest better ways to align the rubric with the performance target.	Dr. Andrew Langewisch, Professor Tim Heidorn	Since the course is scheduled to be taught in Fall 2014, rework by August 15, 2014
Increase the number of undergraduate students who do two internships.	Write to the BUS 281 Business Communications professors and to the Career Planning Office director, suggesting they encourage students in their classes and meetings to consider two internships.	Dr. Andrew Langewisch, Communications Professor Joy Johnson, Communications Professor Bruce Creed, Career Planning Office Director Cory Gray	Since the BUS 281 course is taught next in Fall 2014, communicate by August 15, 2014.
Continue to monitor advanced degree progress of full-time professors lacking PhDs.	For full-time professors working on advanced degrees, track annual progress towards goals. Encourage these professors and work to protect them from other opportunities or challenges competing for their time.	Dr. Andrew Langewisch, Department Chair, will coordinate communications with Professor Tim Heidorn, who is working on his Ph.D. and with Aaron Sailer, who is working on a Masters in Accountancy.	Ask for updates periodically: August 2014 December 2014 May 2015

The faculty members of the School of Business believe that by incorporating the above courses of action into our current system we will see changes or improvements in our realized outcomes.

Appendix

BUS 445/446 Comprehensive Case Study Rubric (Direct Measure)

BUS 445 Strategic Management is offered to Degree Completion Program students; BUS 446 Strategic Management is offered to traditional undergraduate students. The course content is the same. The Strategic Management course is the capstone course for the various undergraduate business degrees.

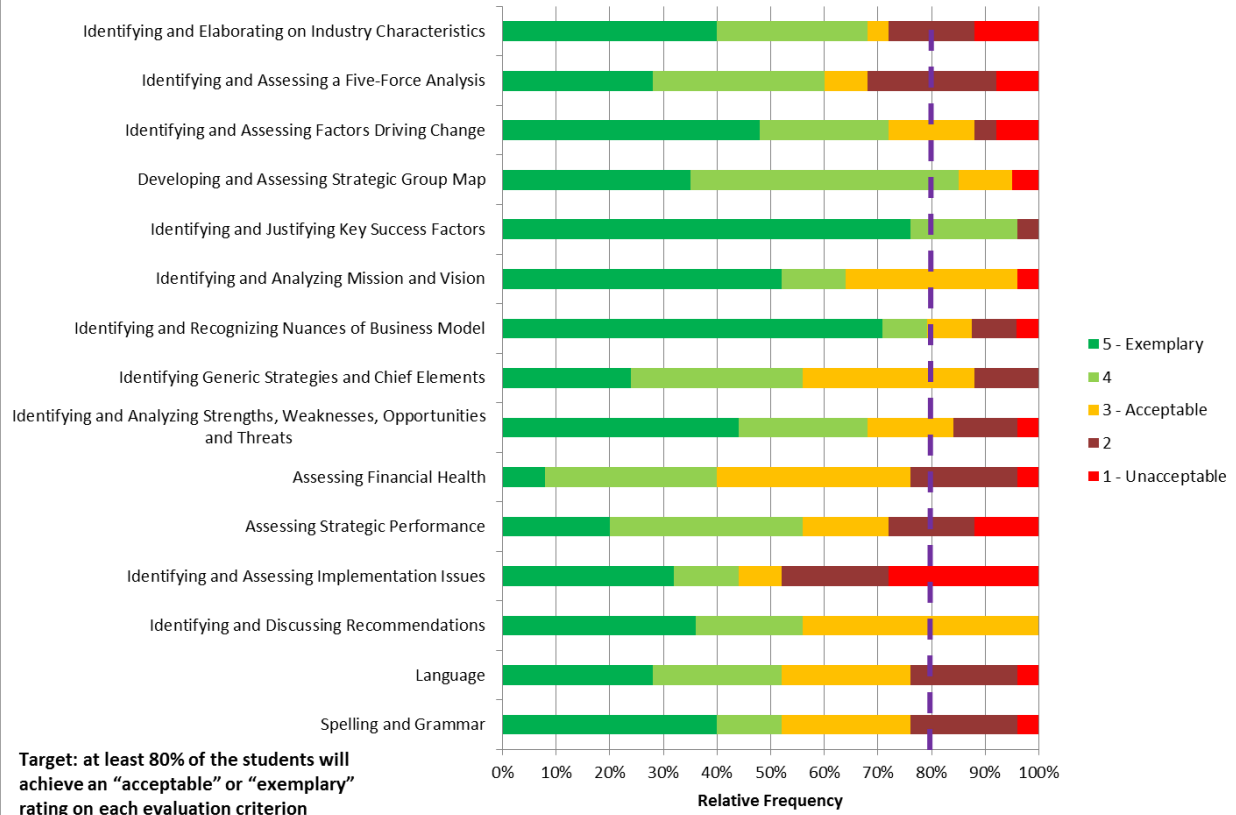
Student teams in the capstone course present on a variety of organizations and industries throughout the semester. The teams also must prepare a 13-question paper about that same company / industry. The questions, in brief, include:

1. What are the dominant characteristics of the industry?
2. What is competition like in the industry?
3. How is the industry changing? What is driving change? How will these forces impact the industry?
4. If applicable, draw a strategic group map using two relevant and differentiating characteristics. What does it reveal about who each member sees as its major competitor?
5. What key factors determine the success of members of this industry?
6. What is the organization's mission and vision? Does it seem appropriate and adequate for the foreseeable future?
7. What is the organization's business model?
8. Which of the five generic strategies most closely fits the organization? As you consider the typical marketing, finance, and HR activities of the organization, what are the chief elements of the organization's strategy?
9. Perform a SWOT analysis. What does this analysis reveal about the overall attractiveness of the situation?
10. How well is the organization performing from a financial perspective? What kind of financial health do you anticipate several years from now?
11. How well is the organization performing from a strategic perspective?
12. How well is the organization implementing its chosen strategy?
13. What recommendations do you have?

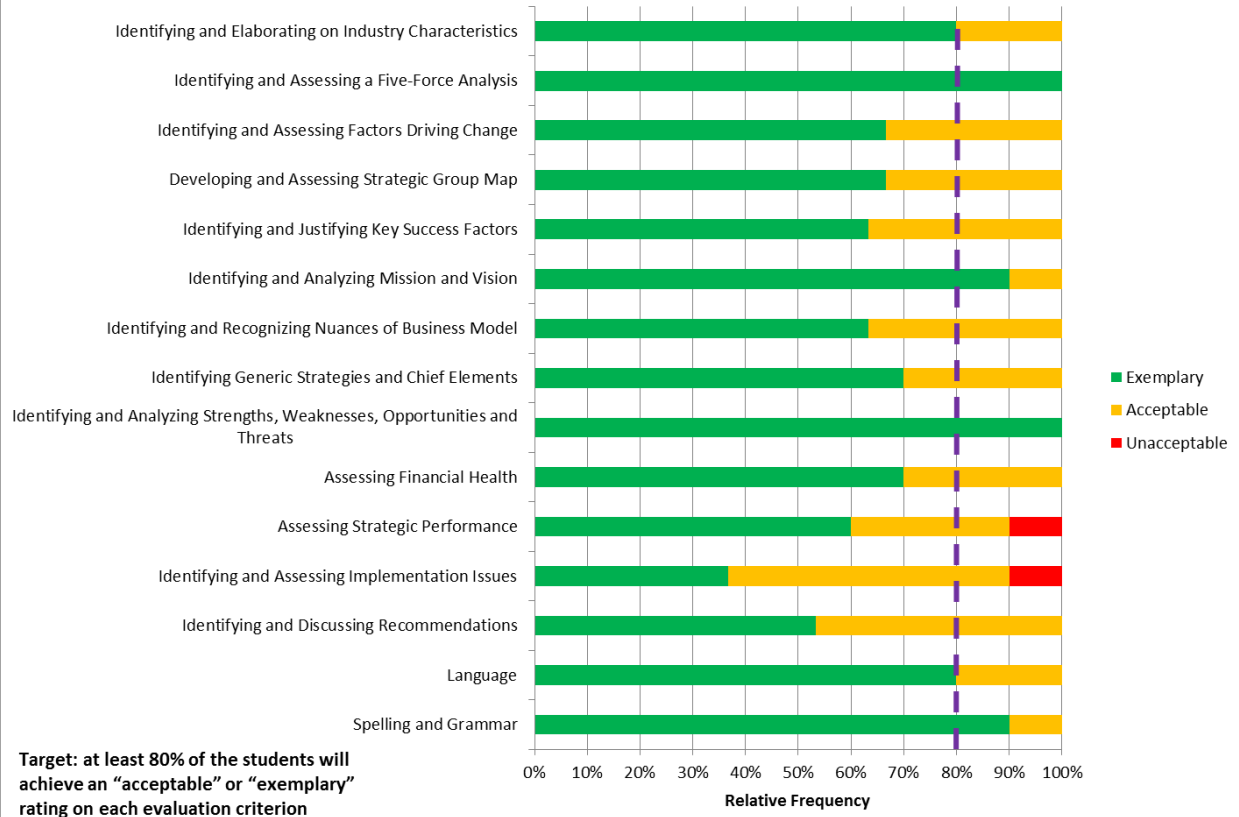
Results

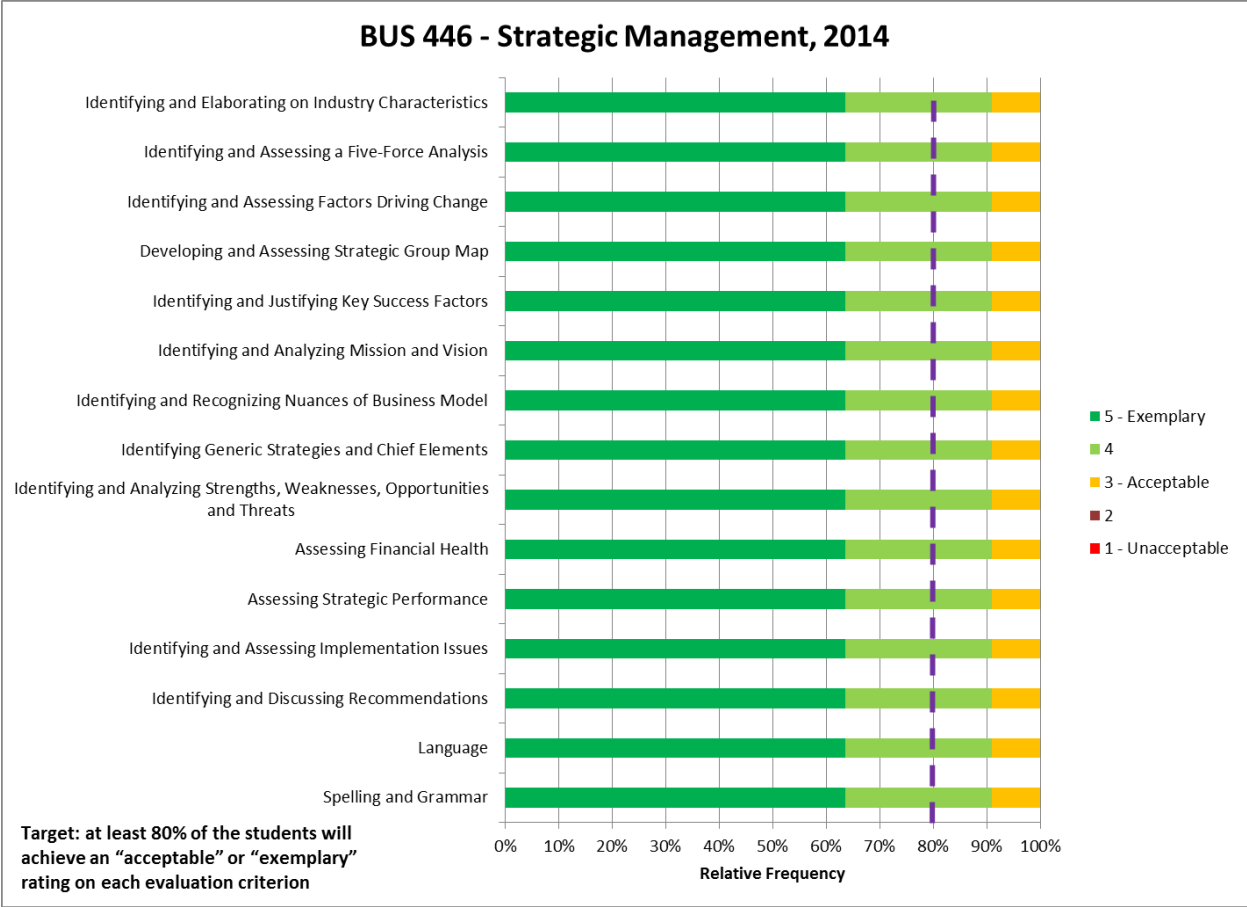
Our performance target is this: at least 80% of the students will achieve an "acceptable" or "exemplary" rating on each evaluation criterion. The distributions over the last three academic years are charted below. The target was met in 8 of 15 categories in 2012, 15 of 15 in 2013, and 15 of 15 in 2014.

BUS 446 - Strategic Management, 2012



BUS 446 - Strategic Management, 2013



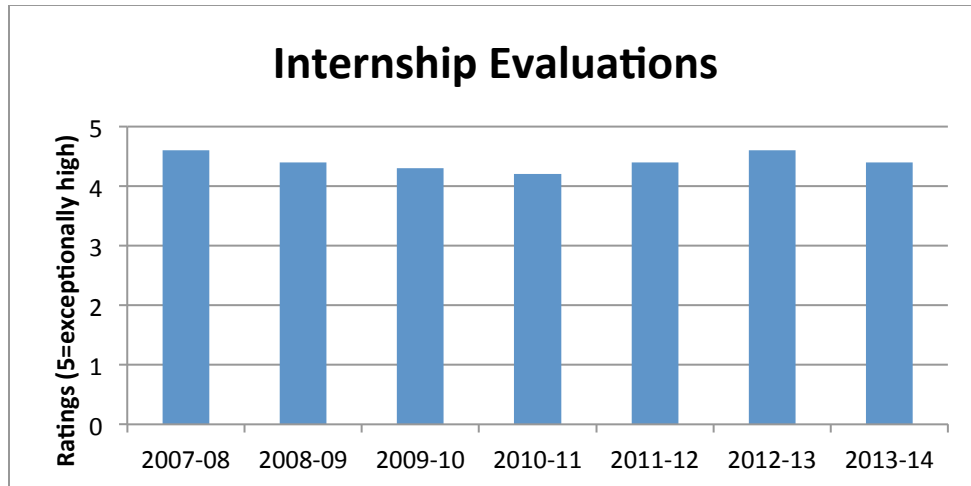


BUS 399 Internship Evaluation Form (Direct Measure)

All business administration students complete at least one internship. We ask the supervisors to complete an evaluation form tied to our learning goals.

Results

Our performance target is this: Interns will average at least 4.0 on a five-point scale across 12 measures of performance. The chart below shows that interns have consistently met this target.



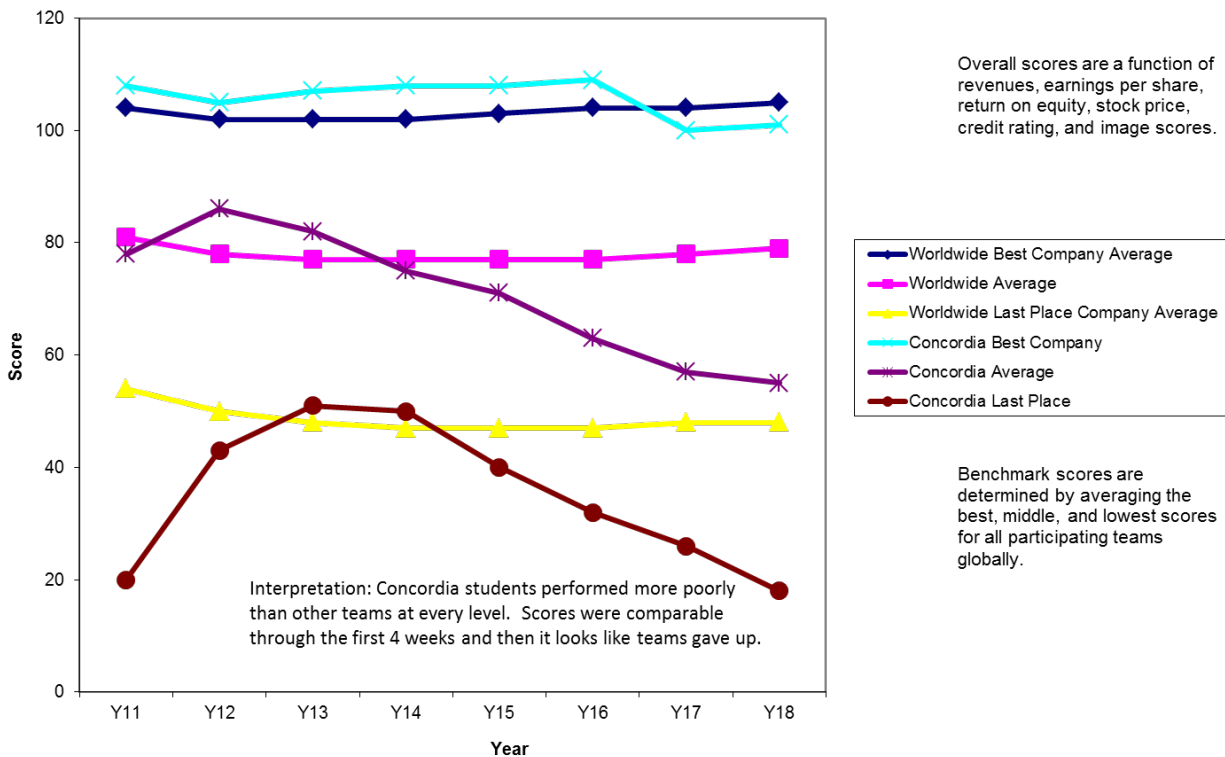
Business Strategy Game Simulation (Direct Measure)

Students in Concordia's capstone business course, BUS 446, participate in an online, PC-based exercise where they run an athletic footwear company in head-to-head competition against companies run by other class members. The simulation is called The Business Strategy Game (www.bsg-online.com). Approximately 50,000 students at over 515 colleges or universities worldwide participate. During the semester, teams compete only against other teams from their own universities.

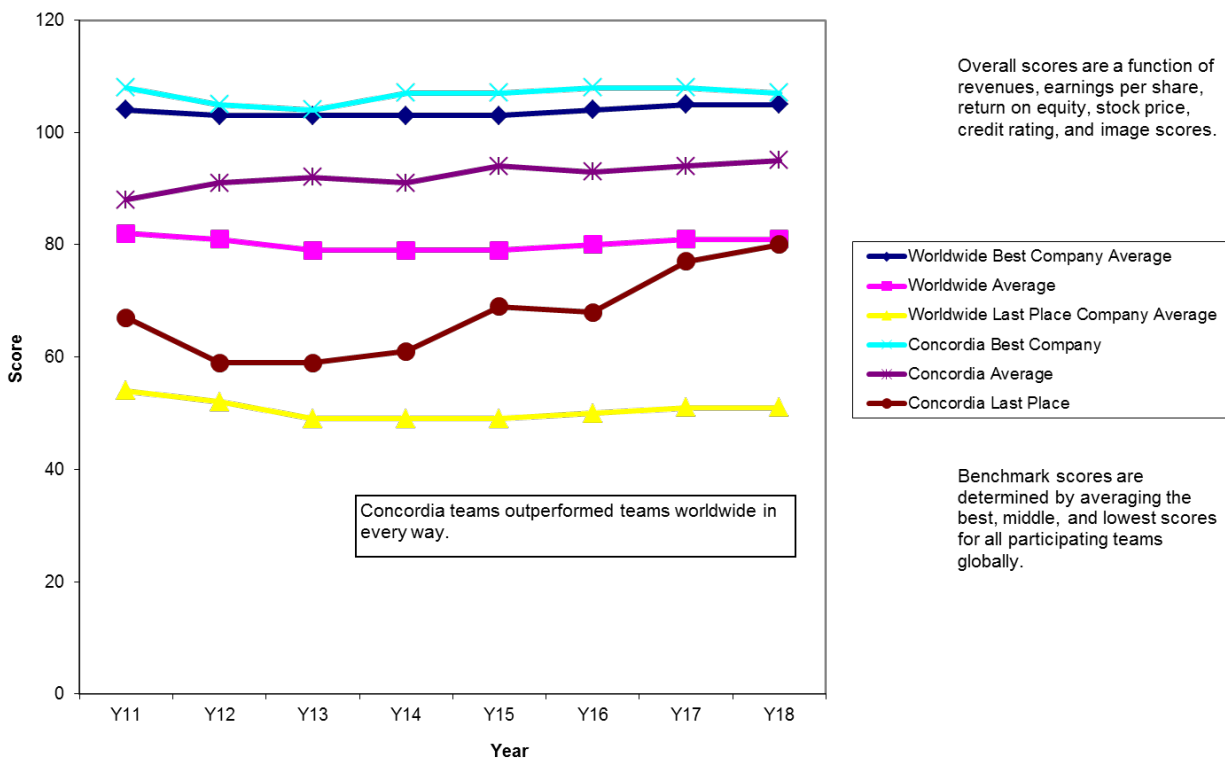
Results

Our performance target is this: All teams will have positive earnings per share at the conclusion of the simulation. In 2013, this goal was met; in 2014, only 9 of 11 teams met the goal, but these two teams had positive EPS one period prior to the end. In 2012, Concordia's teams were performing better than teams worldwide at all levels for the first four simulated years, and then it appears that the average and below-average teams gave up. In 2013, with a new professor and perhaps a fresh 'we are learning this together' spirit, Concordia's teams did very well across all measures, outperforming teams worldwide at every level. Remarkably, Concordia's last place team performed just as well as the middle-of-the-pack teams worldwide. In 2014, Concordia's first place team performed better than most teams worldwide. A couple of groups finished in the top 100 worldwide for several weeks. Its average team score was similar to those of teams around the world, but its last place team was trying some drastic strategies that did not work out. We suspect these results may just reflect the class makeup.

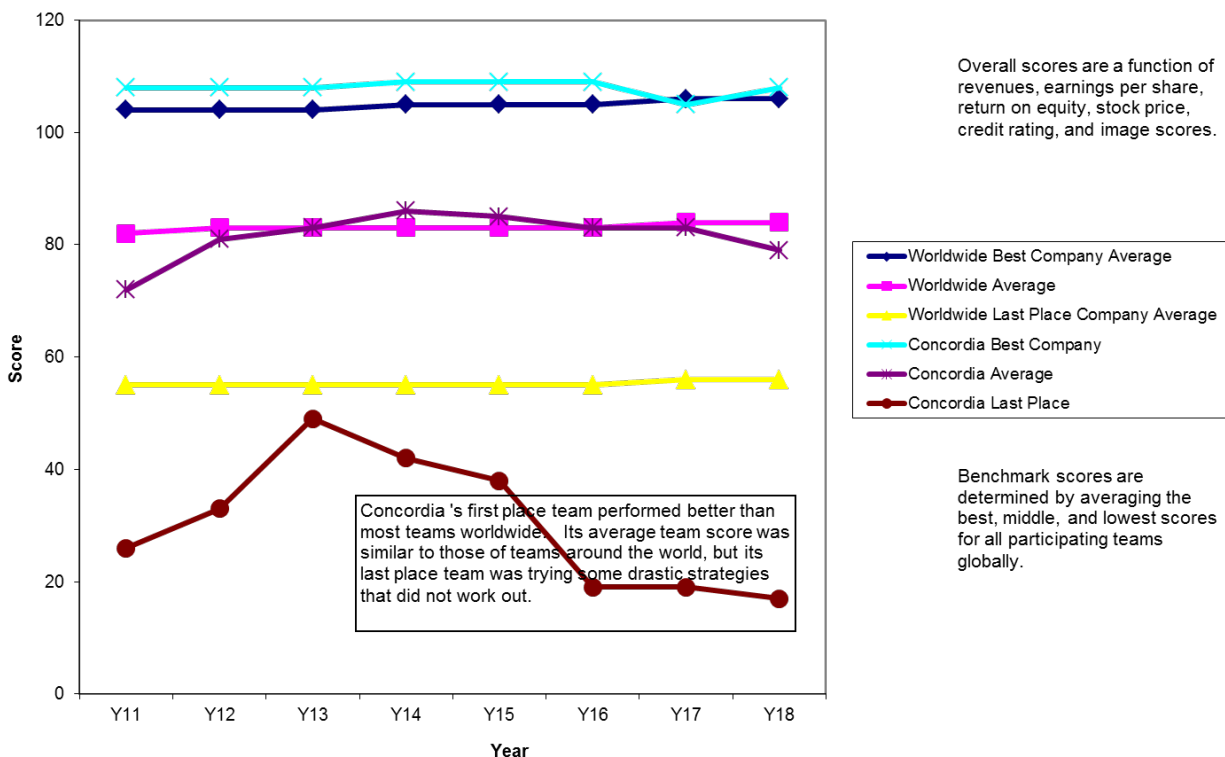
Business Strategy Game 2012, Overall Scores



Business Strategy Game 2013, Overall Scores



Business Strategy Game 2014, Overall Scores



BUS 322 Advanced Accounting Project (Direct Measure)

Bus 322 is an upper-level accounting course required of all accounting majors, so the course is an appropriate one to use for assessment of learning. The assignment is comprehensive in nature, requiring knowledge about how financial statements interact (articulate) with one another (a fundamental concept) and requiring more advanced use of techniques and concepts of accounting for consolidating financial information into a single set of financial statements when the combination of two or more companies creates a single economic entity. The assignment also fosters the proper use of Excel in order to create a robust document, linking cells and using formulas to generate financial statement amounts so that changes in assumptions or initial data are automatically reflected in the statements.

In this project, students are to provide an analysis of alternative accounting methods for controlling interest investments and subsequent effects on consolidated reporting. The use of spreadsheet tools allows students to assess the sensitivity of alternative accounting methods on consolidated financial reporting without preparing several similar worksheets by hand. Also, by modeling a worksheet process, students can develop a better understanding of accounting for combined reporting entities.

Results

Our performance target is this: At least 80% of the students will achieve an “acceptable” or “exemplary” rating on each evaluation criterion. This course is taught every other year. The data for 2012-13 is included below:

Consolidation Methods Computer Project Evaluation Rubric

TRAIT	Team								
	Unacceptable (1)	Acceptable (3)	Exemplary (5)	1	2	3	4	5	Average
Alternative Methods for Consolidation of Financial Statements	For each method:	For each method:	For each method:	E,I,P	E,I,P	E,I,P	E,I,P	E,I,P	E,I,P
* Equity method	Parent company financial statements do not articulate with one another.	Parent company financial statements articulate with one another.	Parent company financial statements articulate with one another.	5,5,5	5,5,5	5,5,5	5,5,5	5,5,5	5,5,5
* Initial value method	Less than 85% of the consolidation entries are correct.	At least 85%, but less than 100% of the consolidation entries are correct.	100% of the consolidation entries are correct.	3,3,3	5,4,4	5,3,3	5,4,4	5,4,5	4.6,3.6,3.8
* Partial equity method	Consolidated financial statements do not articulate.	Consolidated financial statements articulate.	Consolidated financial statements articulate.	5,5,5	5,5,5	5,5,5	5,5,5	5,5,5	5,5,5
	Consolidated financial statements line items are not at least 85% identical to those of the other methods.	At least 85%, but less than 100% of the financial statement line items are identical to those of the other methods.	100% of the financial statement line items are identical to those of the other methods.	3,3,3	5,5,5	5,5,5	5,5,5	5,5,5	4.6,4.6,4.6

Discussion of Results	Unacceptable (1)	Acceptable (3)	Exemplary (5)	1	2	3	4	5	Average
* Effects of alternative investment accounting methods on parent's trial balances and final consolidation figures	Student incorrectly identifies the effects of alternative investment accounting methods on parent's trial balances and final consolidation figures.	Student correctly identifies the effects of alternative investment accounting methods on parent's trial balances and final consolidation figures.	Student correctly identifies and clearly explains the effects of alternative investment accounting methods on parent's trial balances and final consolidation figures.	NR	2	3	3	5	3.25
* Relation between consolidated and parent retained earnings under each of the investment accounting methods	The relation between consolidated and parent retained earnings under each of the investment accounting methods is not explained.	The relation between consolidated and parent retained earnings under each of the investment accounting methods is explained with a moderate level of detail regarding the derivation of parent company retained earnings.	The relation between consolidated and parent retained earnings under each of the investment accounting methods is explained, giving a detailed description of how parent retained earnings is derived.	NR	2	3	3	5	3.25
* Impact on EPS, ROA, ROE, and debt/equity ratios if goodwill is impaired.	Ratios are incorrectly computed and/or interpretation of the ratios indicates poor understanding of them and the effects of the impairment loss.	75% of the ratios are computed and interpreted correctly.	All ratios are computed and interpreted correctly.	NR	2	5	5	5	4.25

Robustness of Design	Unacceptable (1)	Acceptable (3)	Exemplary (5)	1	2	3	4	5	Average
* Data page	Amounts on data page requiring computation are done offline.	Amounts on data page requiring computation are formula driven.	Amounts on data page requiring computation are formula driven.	5	5	5	5	5	5
* Formulas	Amounts in parent company financial statements are typed rather than linked to data page or formula driven.	With minor exceptions, line item amounts in parent company financial statements are linked to data page or are formula driven.	Line item amounts in parent company financial statements are linked to data page or are formula driven.	5	5	5	5	5	5
	Amounts for consolidation entries are typed rather than linked or formula driven.	With minor exceptions, consolidation entry amounts are linked to data page and formula driven when required.	All consolidation entry amounts are linked to data page and formula driven when required.	5	5	5	5	5	5
	Consolidated amounts are typed or formulas are incorrect.	With minor exceptions, consolidated amounts or linked to other cells on the sheet or are formula driven.	All consolidated amounts are linked to other cells on the sheet or are formula driven.	5	5	5	5	5	5

Formatting	Unacceptable (1)	Acceptable (3)	Exemplary (5)	1	2	3	4	5	Average
	Inconsistent formatting of dollar amounts.	Dollar amounts are consistently displayed using "accounting" format.	Dollar amounts are consistently displayed using "accounting" format.	5	5	5	5	5	5
	Dollar signs are missing or used inappropriately.	Dollar signs are used at the top and bottom of columns and not indiscriminately elsewhere.	Dollar signs are used at the top and bottom of columns and not indiscriminately elsewhere.						
	Text and headings are not properly aligned.	Headings are properly centered or justified to fit the circumstances.	Headings are properly centered or justified to fit the circumstances.	5	5	5	5	5	5
	Pages are not formatted for printability.	Pages are formatted so that schedules and statements will fit on a single printed page.	Pages are formatted so that schedules and statements will fit on a single printed page.	5	5	5	5	5	5
	Poor use of capitalization, font size, underlining, bolding for emphasis and attractive presentation.	Capitalization, font size, underlining and bolding add emphasis and aid readability.	Capitalization, font size, underlining and bolding add emphasis and aid readability. Student goes beyond the requirements to make the documents attractively formatted.	4	4	4	4	4	4

Writing Rubric

TRAIT	Unacceptable (1)	Acceptable (3)	Exemplary (5)	1	2	3	4	5	Average
Language	Uses words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting.	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Develops concise standard English sentences, balances a variety of sentence structures effectively.	NR	3	3	4	5	3.75
Spelling and Grammar	Writing contains frequent spelling and grammar errors which interfere with comprehension.	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.	The writing is essentially error-free in terms of spelling and grammar.	NR	5	5	5	4	4.75

All teams and one individual (100%) were at or above the acceptable level with the construction of the consolidation worksheets. The discussion of results is not quite so positive. One group failed to submit the discussion (for which they were heavily docked on their grade) and another was below the acceptable level in discussing the questions posed in the problem. So while just 60% of the students met this target criterion, the average results of the four submissions were above the acceptable level. In the other trait categories—robustness, formatting, and writing, the 80% target was met.

CTA 301 Public Relations Project (Direct Measure)

CTA 301 is an upper-level communications course required of all business communication majors and those with a business communication concentration.

Results

Our performance target is this: At least 80% of the students will achieve an “acceptable” or “exemplary” rating on each evaluation criterion. This course is taught every other year. The data for 2013-14 is included below: (still waiting to get data from the professor)

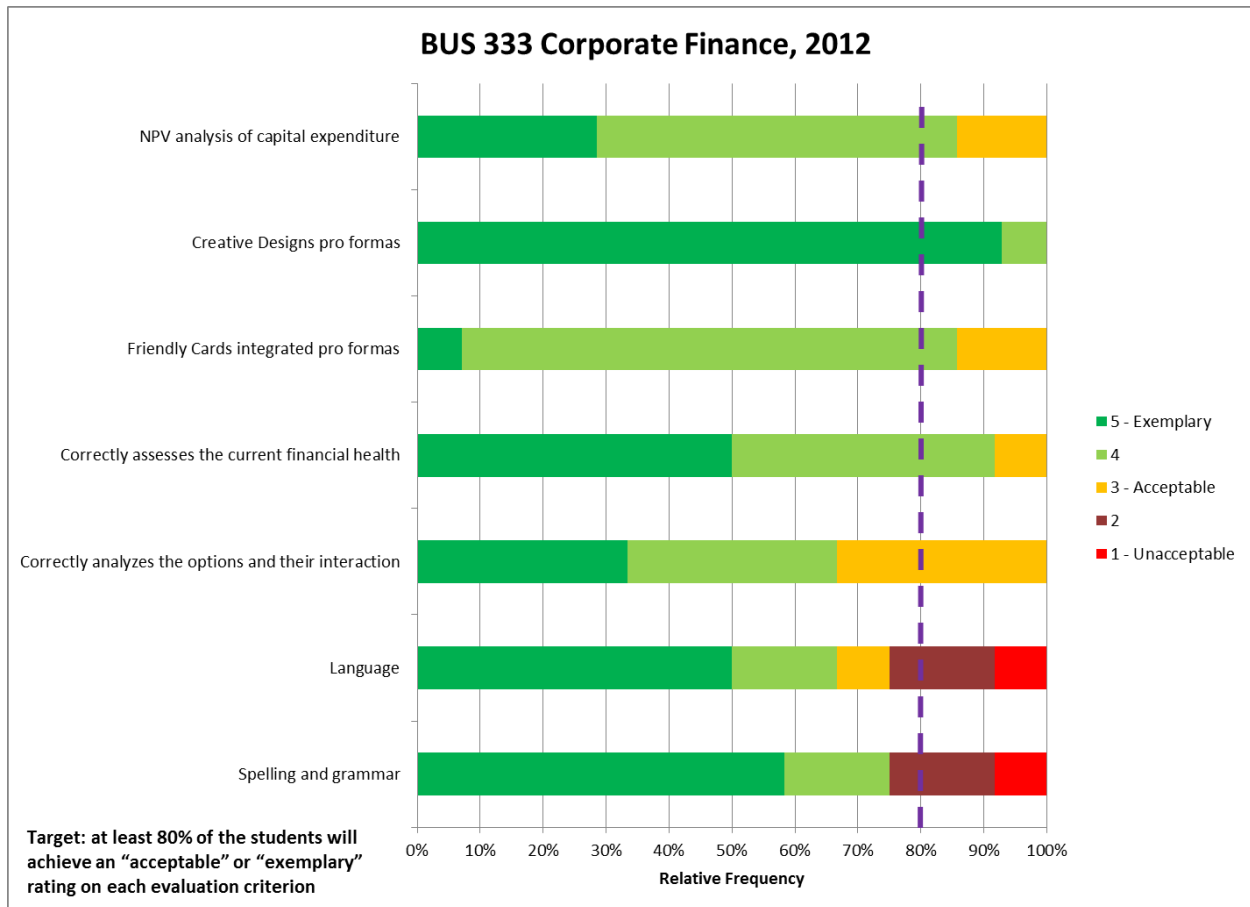
BUS 333 Corporate Finance Project (Direct Measure)

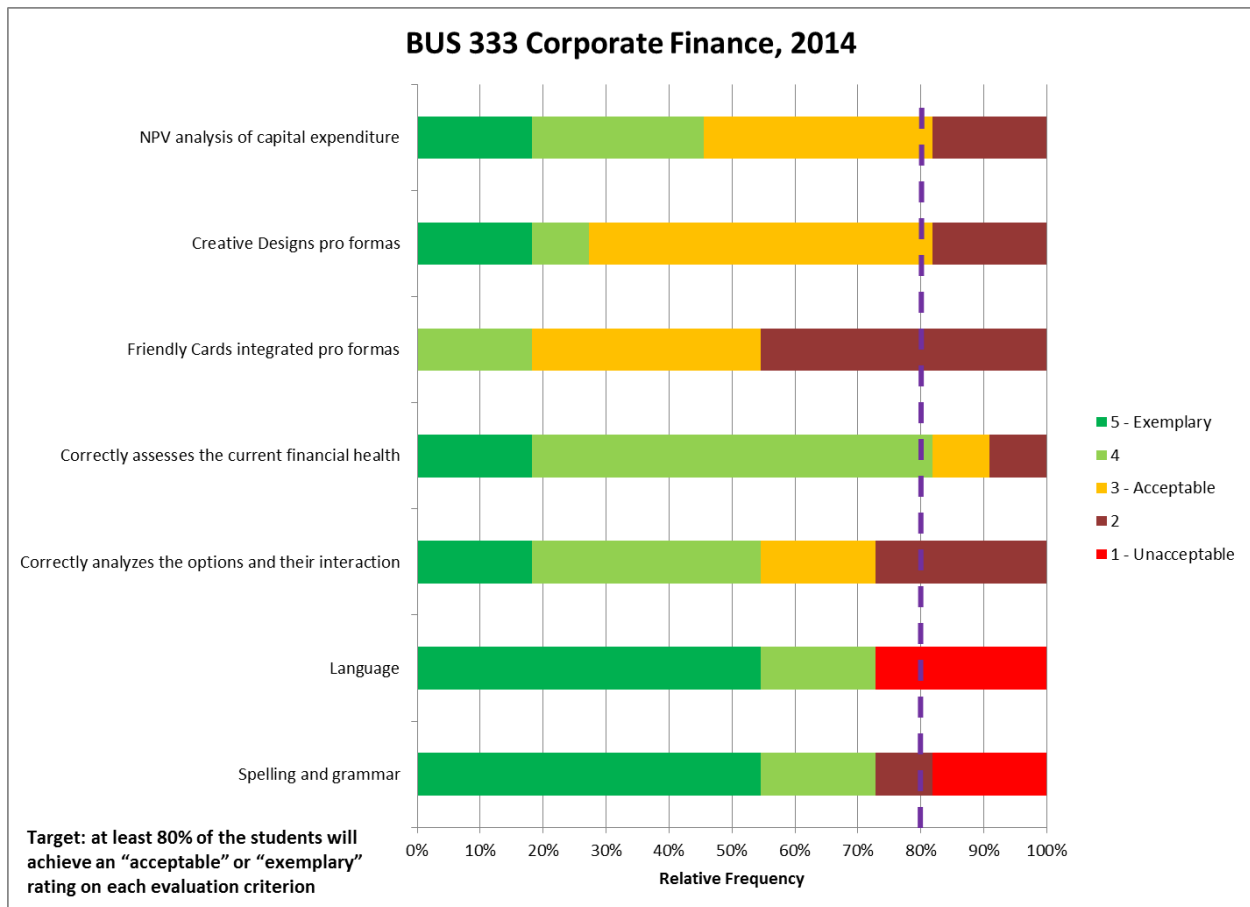
BUS 333 is an upper-level finance course taught every other year and taken by all undergraduate business administration majors with a finance concentration. The project is an end-of-semester comprehensive

case, a classic Harvard Business School finance case, which asks the students to evaluate a capital project, build pro forma income statements and balance sheets to see the effects of 1) capital project, 2) a potential merger, and 3) an equity infusion, and recommend the combination of the 3 decisions that leaves the firm in the best projected financial health.

Results

Our performance target is this: At least 80% of the students will achieve an “acceptable” or “exemplary” rating on each evaluation criterion. This course is taught every other year. The results for 2012 and 2014 are included below:





From the charts one can see that this target was not always met, and in 2012 the scores were overall better. Reflecting on this, the professor noted that in 2012 the students received a lot of guidance from the professor in building the pro forma balance sheets and income statements. In 2014 he decided to “cut them loose” and see how well they would do with substantially less guidance. They had been building pro formas several times that semester, and in prior years, in the course evaluations, some of the better students were suggesting that he had been giving them too much guidance. The lower scores in 2014 reflected that students would have the structure of the pro forma correct, but often would not make the connection between the marginal impact of a conditional financial decision (such as an equity issue, or the commitment to a capital project) and the financial statements. They got numbers, and so they somewhat blindly went on, not realizing the problems that bad modeling would have on their decision recommendations. Also, in both years, the students were at the end of the semester, with their grades largely determined, so they tended to not care as much about the assignment. This may account for some of the unacceptable writing submitted.

BUS 362 Advertising and Integrated Marketing Communication Project (Direct Measure)

The class project for BUS 362 is a capstone project for the marketing major and those students with a business administration major, marketing concentration. Primarily, this project assesses whether or not students understand how to understand consumer needs and communicate a unique selling proposition to meet those needs. Secondly, the project assesses whether the students have retained their understanding

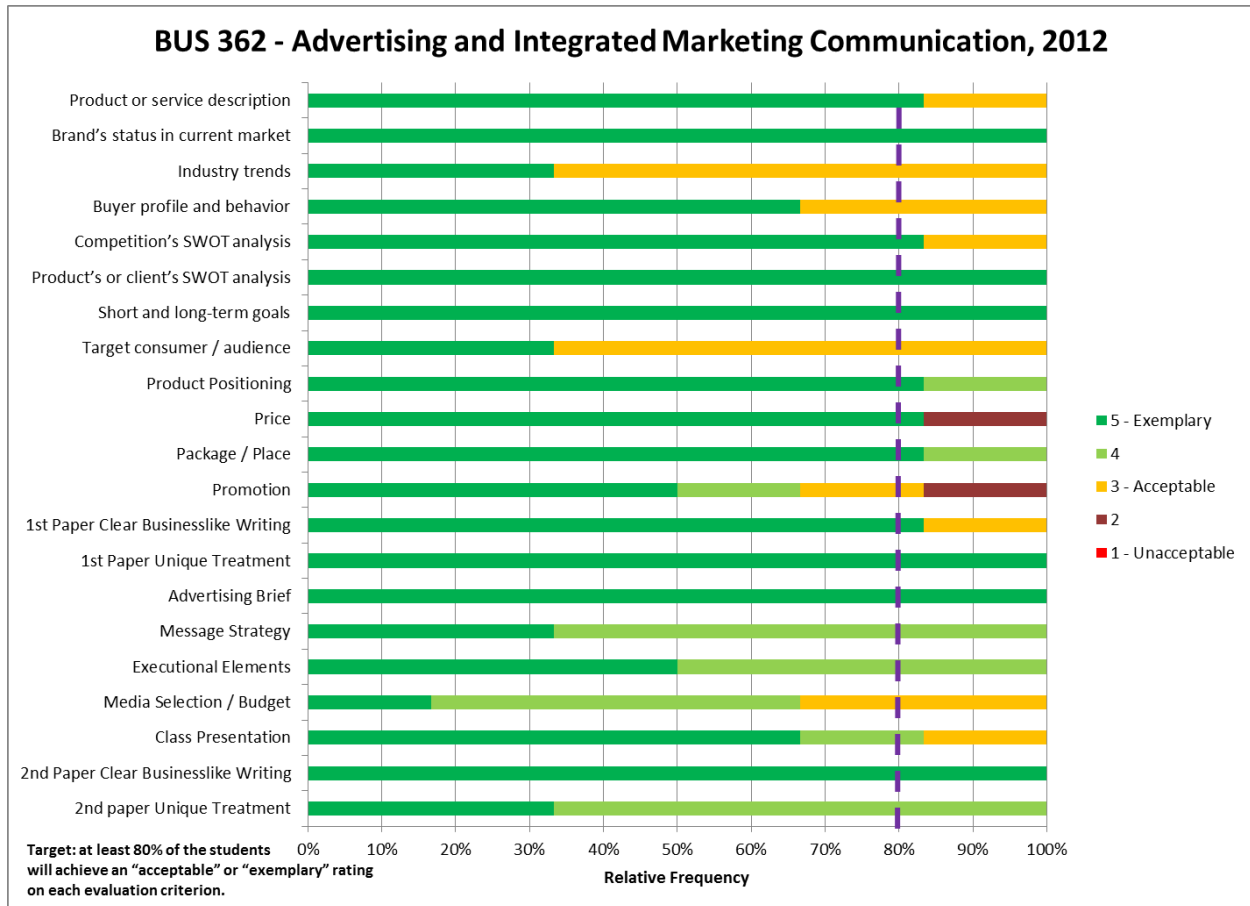
of how to successfully market products based on the Marketing, Sales, and Marketing Research courses.

Results

Our performance target is this: At least 80% of the students will achieve an “acceptable” or “exemplary” rating on each evaluation criterion. This course is taught every other year. The results for the Fall 2012 class are included below:

BUS 362 Advertising & Integrated Marketing Communication Grading Rubric & Actual Scores Class Project								
MARKET ANALYSIS & ACTION ELEMENTS	POSSIBLE SCORE	ACTUAL SCORE BY GROUP						
		U	V	W	X	Y	Z	Average
Product or service description	2	1	2	2	2	2	2	1.8
Brand's status in current market	2	2	2	2	2	2	2	2.0
Industry trends	3	2	3	2	2	3	2	2.3
Buyer profile and behavior	3	3	3	2	2	3	3	2.7
Competition's SWOT analysis	3	3	2	3	3	3	3	2.8
Product's/client's SWOT analysis	3	3	3	3	3	3	3	3.0
Short and long-term goals	2	2	2	2	2	2	2	2.0
Target consumer / audience	2	1	2	1	1	2	1	1.3
STRATEGY ELEMENT								
Product Positioning	5	4	5	5	5	5	5	4.8
Price	5	5	2	5	5	5	5	4.5
Package / Place	5	5	5	5	4	5	5	4.8
Promotion	5	5	5	5	4	3	2	4.0
PRESENTATION EFFECTIVENESS								
1 st Paper Clear Businesslike Writing	5	5	5	5	5	3	5	4.7
1 st Paper Unique Treatment	5	5	5	5	5	5	5	5.0
ADVERTISING BRIEF	9	9	9	9	9	9	9	9.0
MESSAGE STRATEGY	9	8	9	8	8	9	8	8.3
EXECUTIONAL ELEMENTS	9	9	8	8	9	8	9	8.5
MEDIA SELECTION / BUDGET	9	8	8	9	6	8	6	7.5
PRESENTATION EFFECTIVENESS								
Class Presentation	5	5	5	4	5	3	5	4.5
2 nd Paper Clear Businesslike Writing	4	4	4	4	4	4	4	4.0
2 nd paper Unique Treatment	5	4	4	5	4	5	4	4.3
TOTAL	100	93	94	94	90	92	90	92.1

In 2012, the professor did not provide the data in a format that matched the target specification, so we scaled all traits to a 5-point measure and computed frequencies. The results graphically are below:



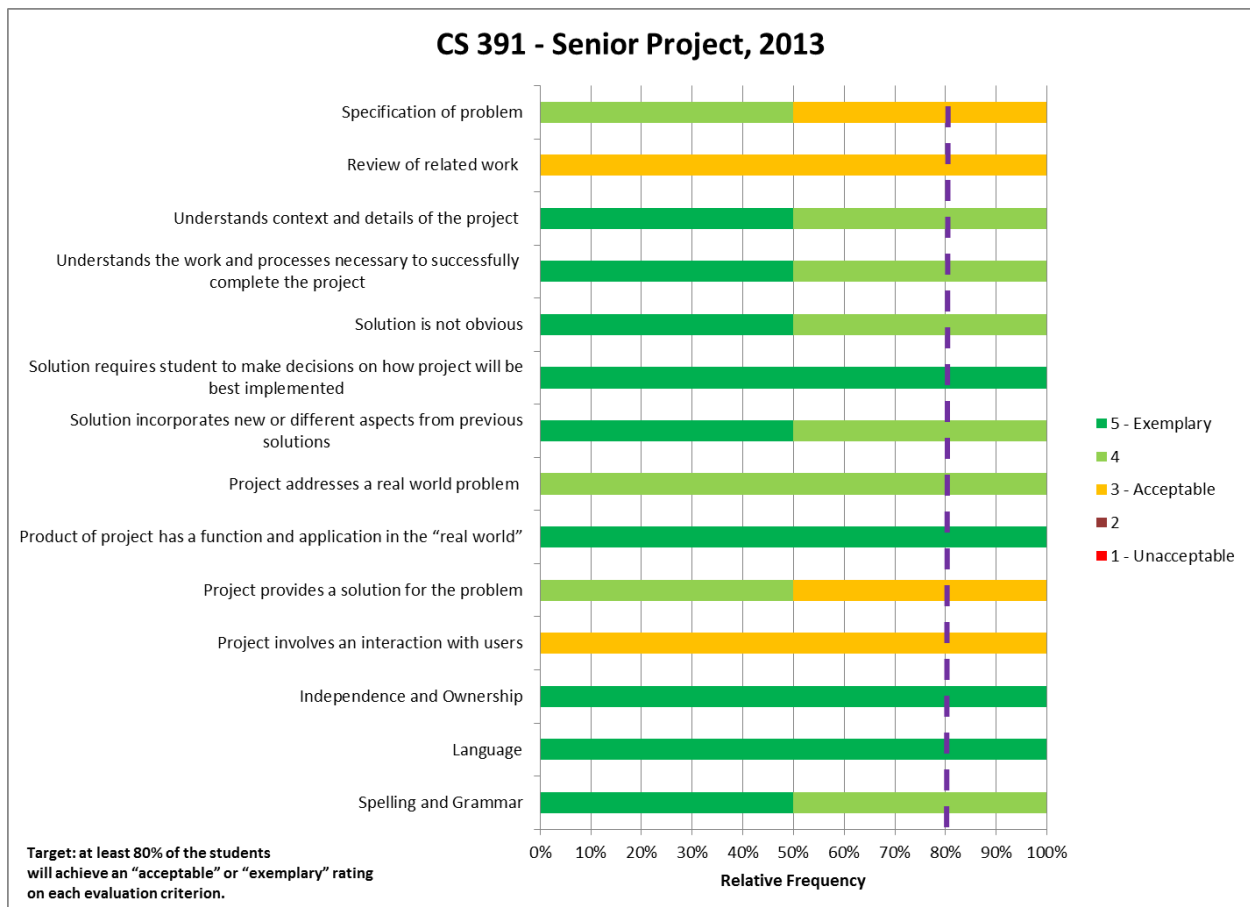
The groups demonstrated good written and oral communication skills and good knowledge of the course material. However, the group average for specifying the *target audience* needed improvement in 4 out of 6 groups. Another area for improvement is specifying a full *promotion strategy*, 3 out of 6 groups did not do an adequate job of describing marketing channel promotions. The area that needs the most improvement was *media selection and budgeting*. Students concentrated on expensive national media and did little to analyze just how expensive their recommended media plans were.

CS 391 Senior Project (Direct Measure)

The class project for CS 391 is a capstone project for students pursuing a management information systems major. The class is typically taught to small numbers of students (just two in Fall 2013).

Results

Our performance target is this: At least 80% of the students will achieve an “acceptable” or “exemplary” rating on each evaluation criterion. The results for the Fall 2013 class are included below:



The target criteria were met.

One student, Student A, completed a 3-D simulation of a “self-driving vehicle that had to avoid objects as it drove along a path. A’s research and subsequent choice of technology elements and applications to perform the simulation was done very well. He provided an interesting and unique solution in having a vehicle turn a corner while at the same time also avoiding an object that might be in the vehicle’s path.

The project extended A’s previous learning beyond the coursework he completed in the CS324 Graphics course. He had to incorporate significant physics concepts in his simulation. A’s

work was done very independently. During mentoring sessions, we would discuss ideas and alternatives for some of the tough problems he was facing. In some cases, those discussions led him to tweak the formulas or approaches he was using to “drive” the vehicle and recognize objects. The project is one that is appropriate for a one-semester senior level project.

The second student, B, pursued a database project in which he had essentially no previous experience or background. B had not taken the CS 251 Database Design and Management. So not only did this project require B to complete a complicated project, but he essentially had to do an independent study of the CS251 course itself. As a result, the initial research and the specification and understanding of the problem was fairly weak at the beginning.

B did a good job mastering the concepts but in doing so, he also ran out of time to bring the project to full completion. He certainly extended his understanding of a computer science area beyond the coursework that he has completed. So the solution and work he did on the project was completed very independently and at a level that should be expected for a senior project. The project that he worked on (a database parking system application) is quite complex and involves some challenging issues, relationships and scenarios. B provided a solution that addresses most of the tough challenges.

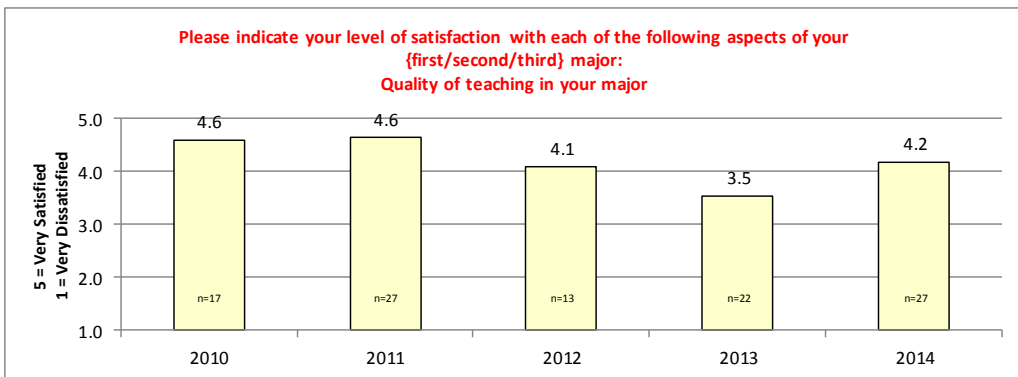
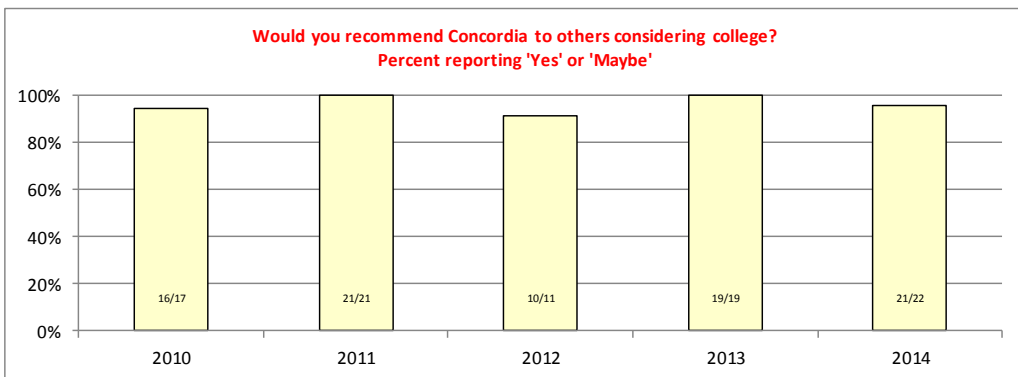
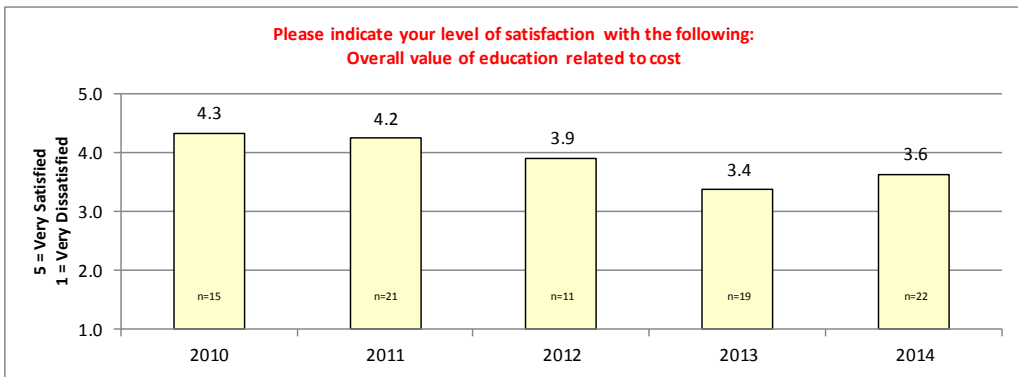
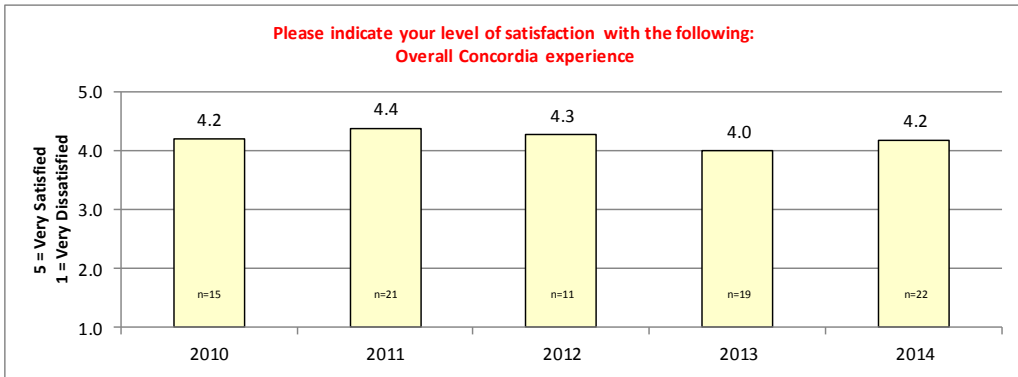
Undergraduate Institutional Satisfaction Surveys: Aspects of Business Programs (Indirect Measure)

Graduating seniors from all programs at Concordia are asked to complete a satisfaction survey, and to self-identify with one or more departments. Trends over five years and comparisons between each department and the university as a whole are charted and shared with departments, along with comments from the students.

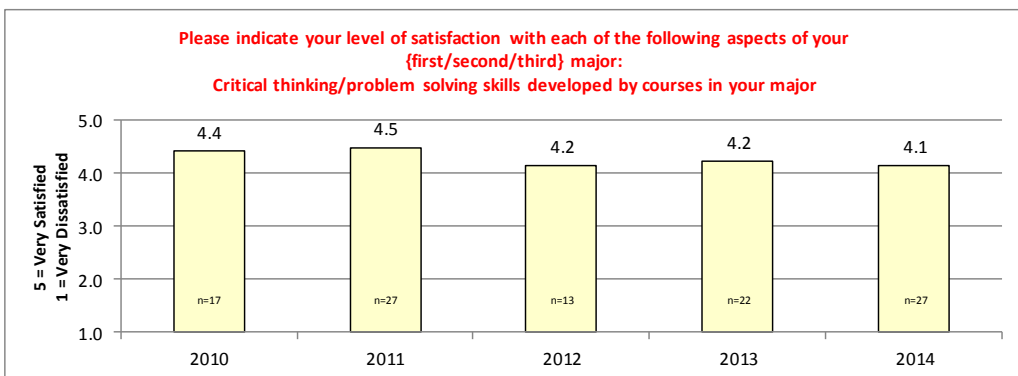
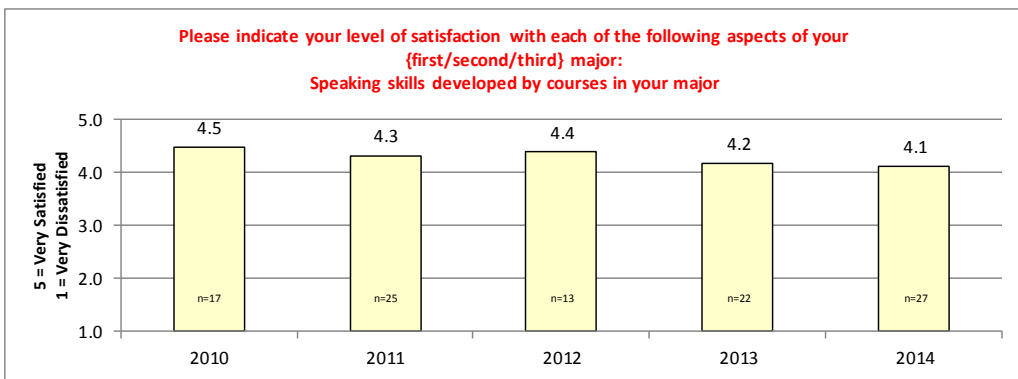
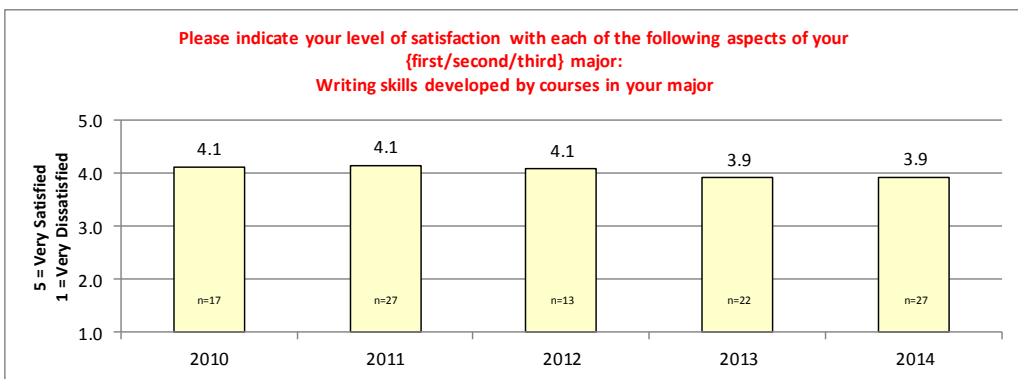
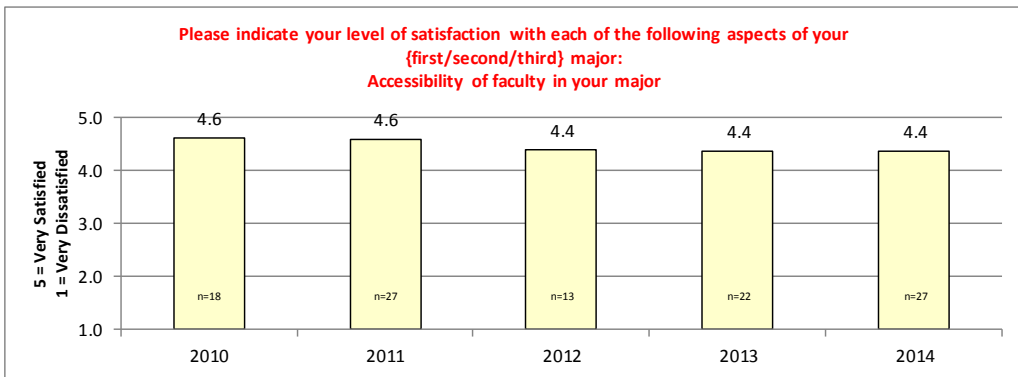
Results

Our performance target is this: For graduating seniors who indicate a business major as a first, second, or third major, the average satisfaction score will be at least a 3.5 on a five-point scale for each of the aspects of the student's business major. As seen below, except for a single 3.4 in 2013 for overall value of education to cost, this target has been met each year for the last 5 years for 25+ attributes measured. Nevertheless, the occasional dips (e.g. a 3.5 in quality of teaching, and quality of advising, awareness of global issues and events in 2013) have been noted.

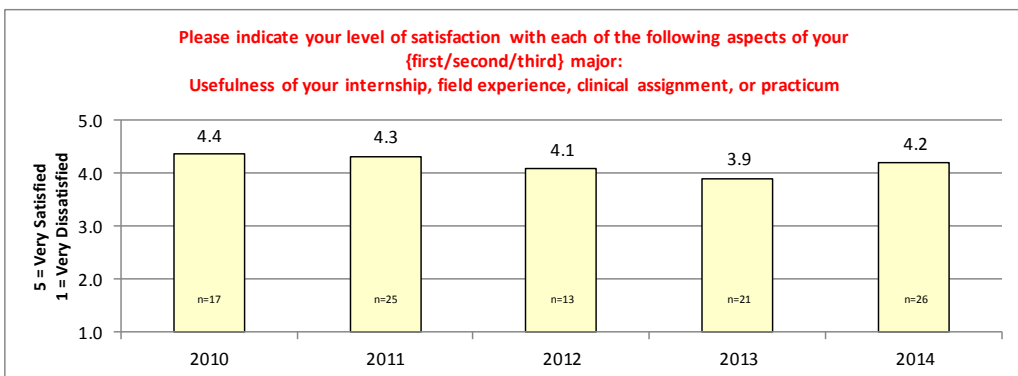
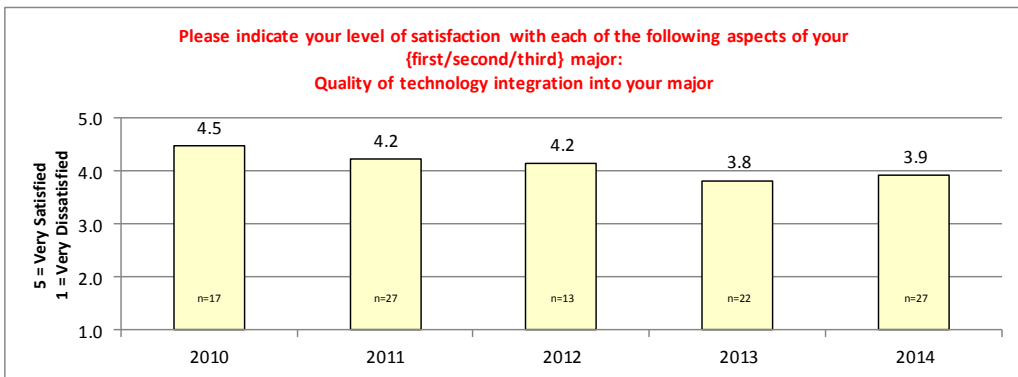
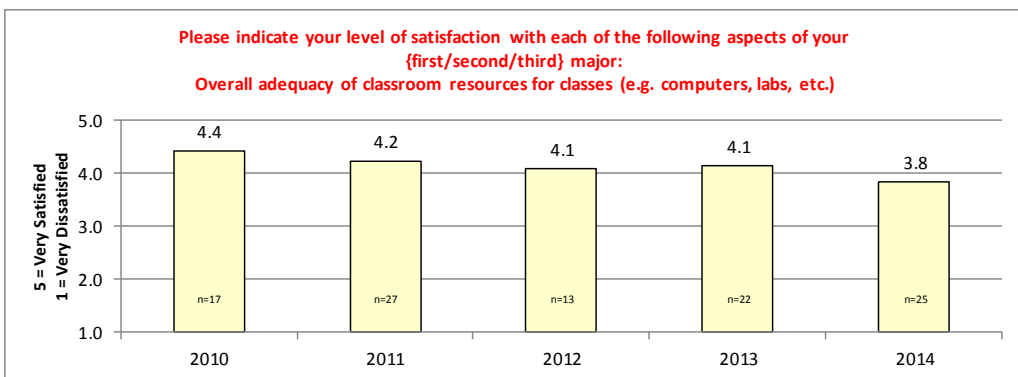
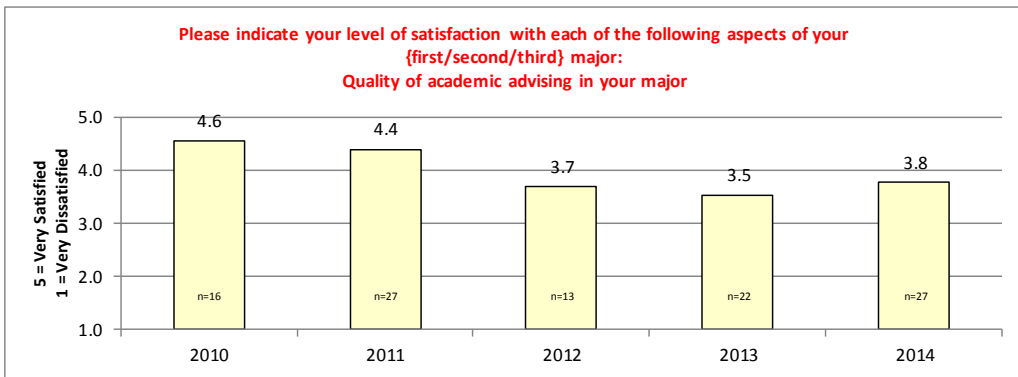
General Evaluations and Major-Specific Evaluations



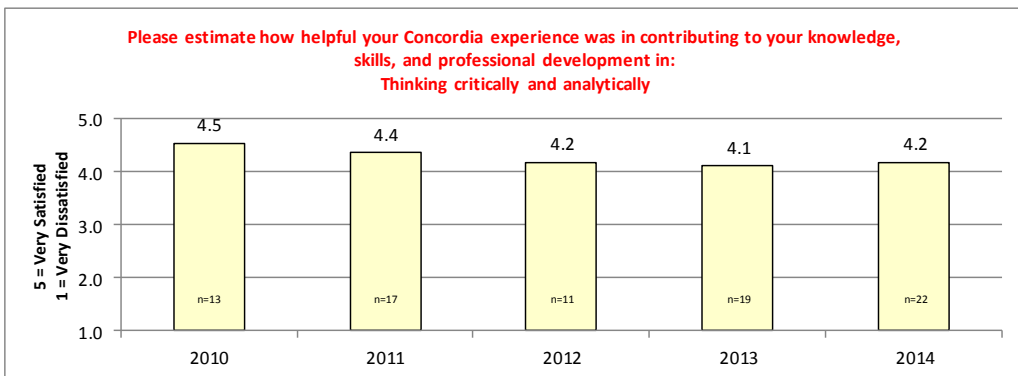
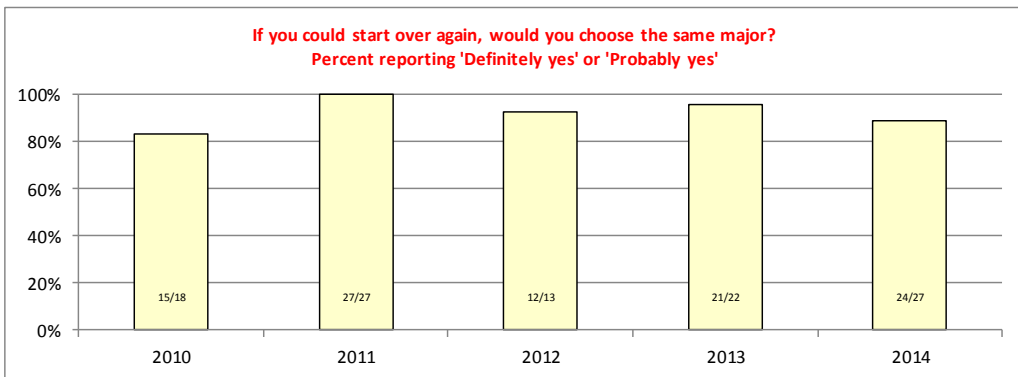
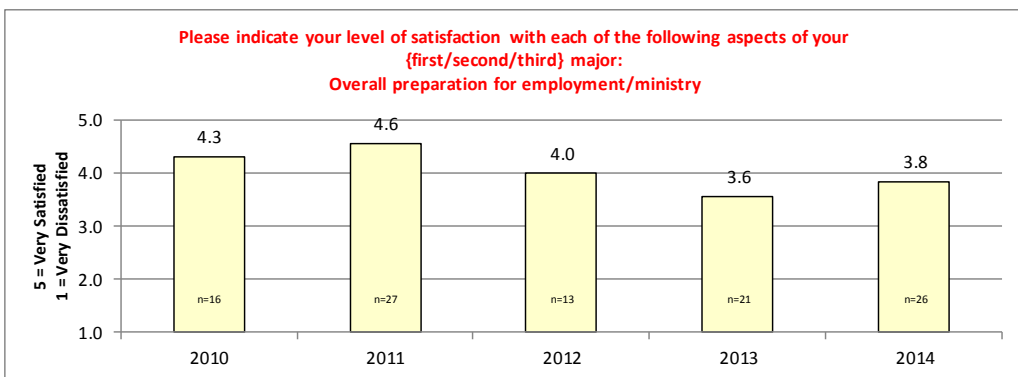
Major-Specific Evaluations



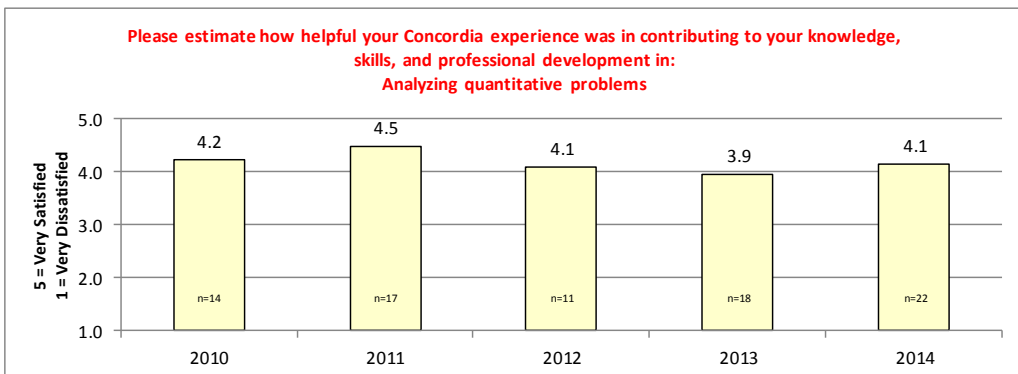
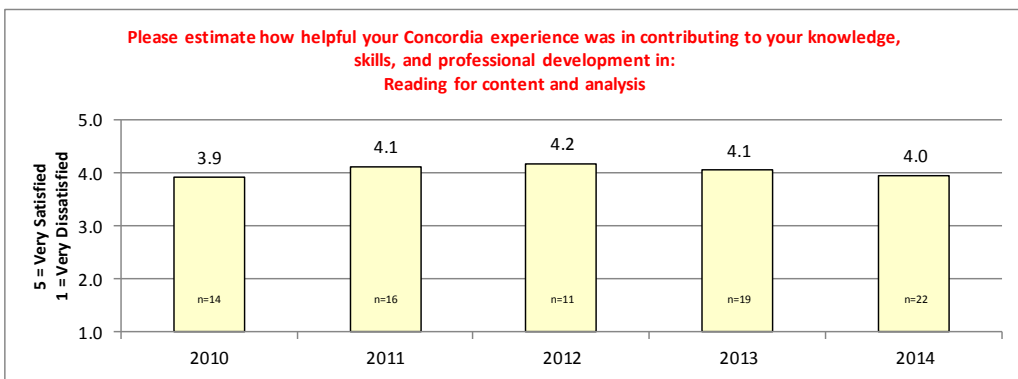
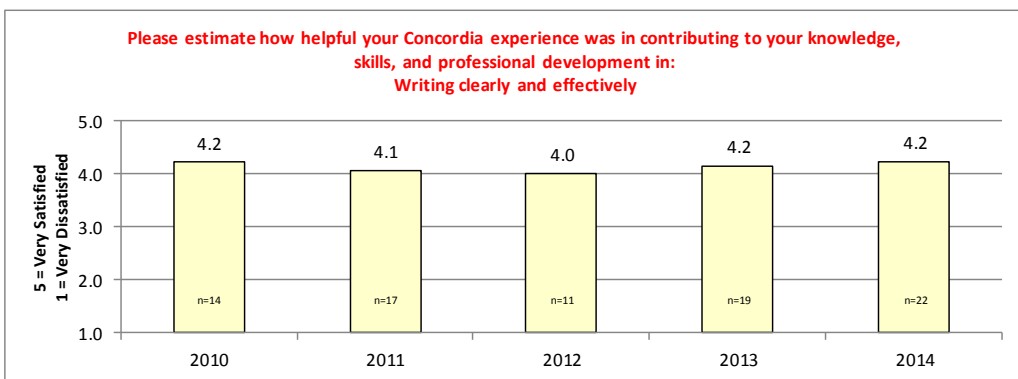
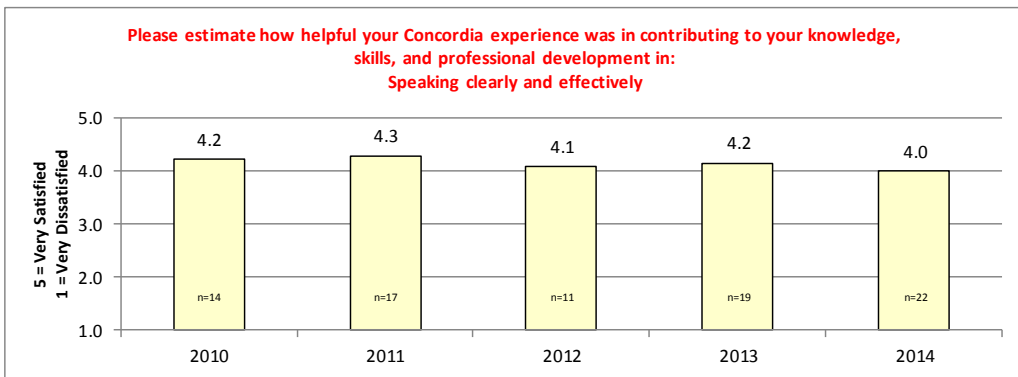
Major-Specific Evaluations



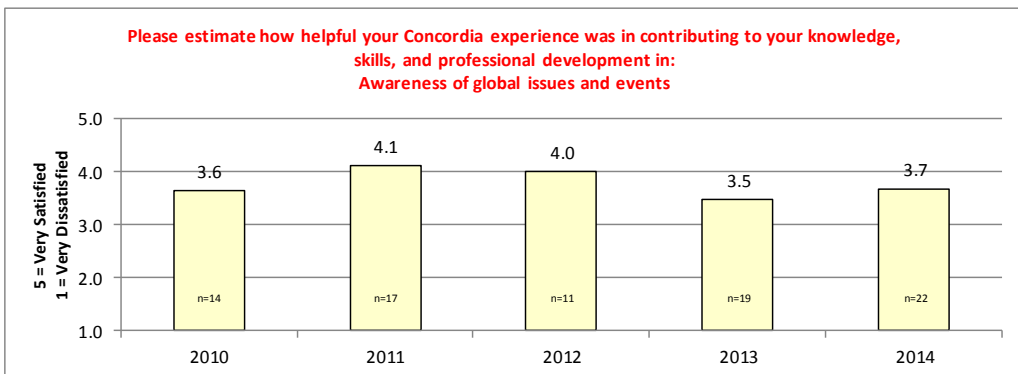
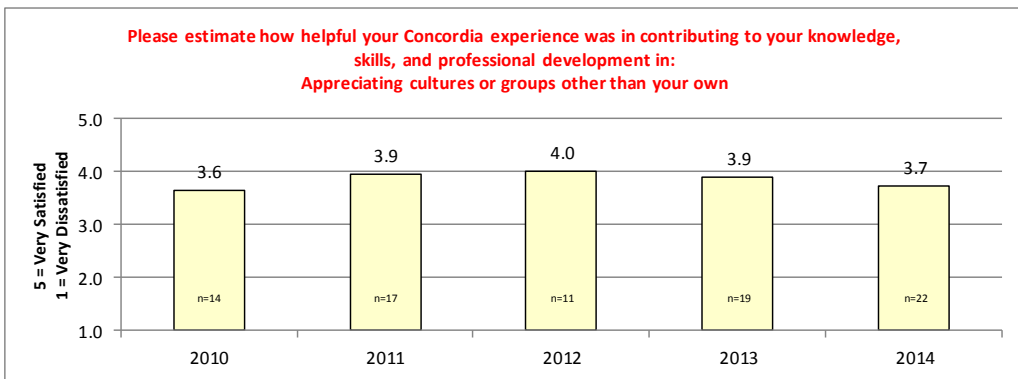
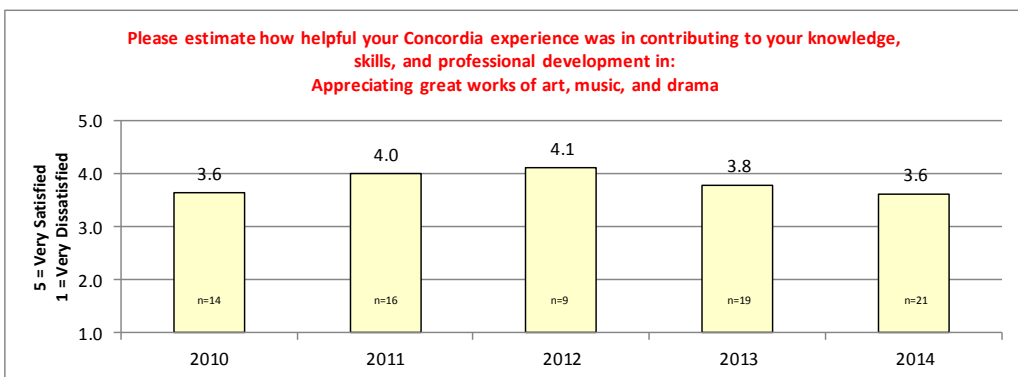
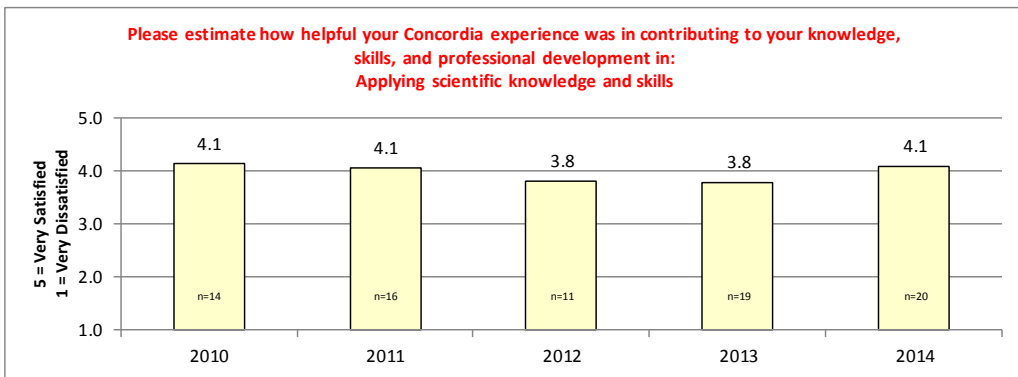
Major-Specific Evaluations and GE Themes



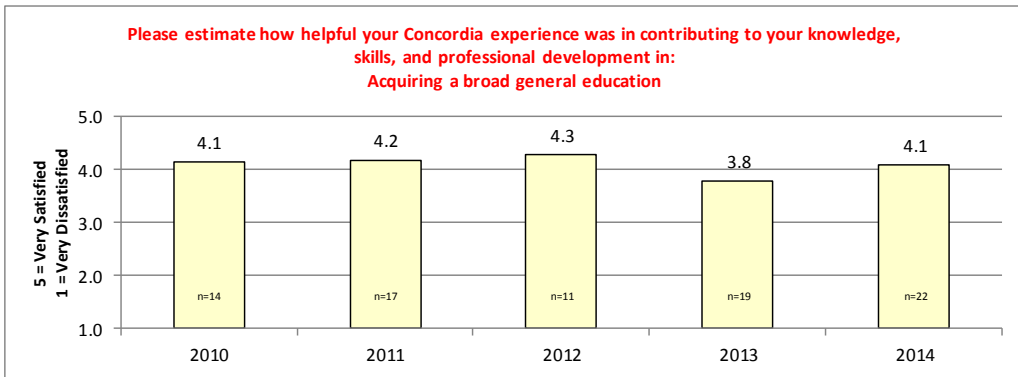
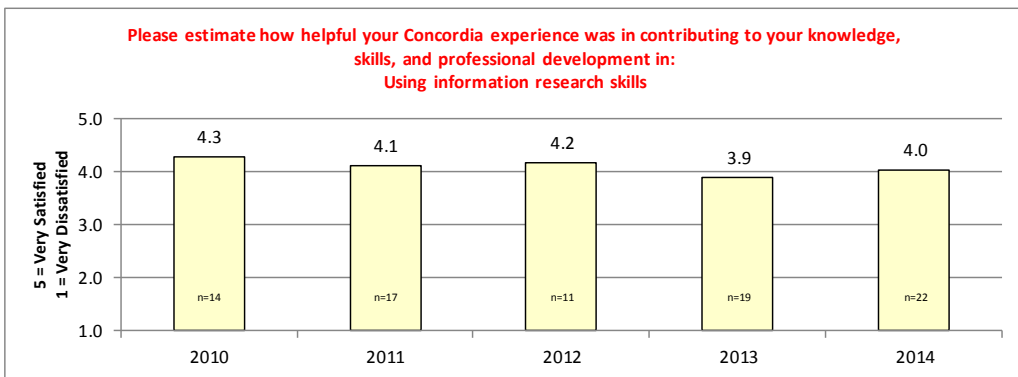
GE Themes



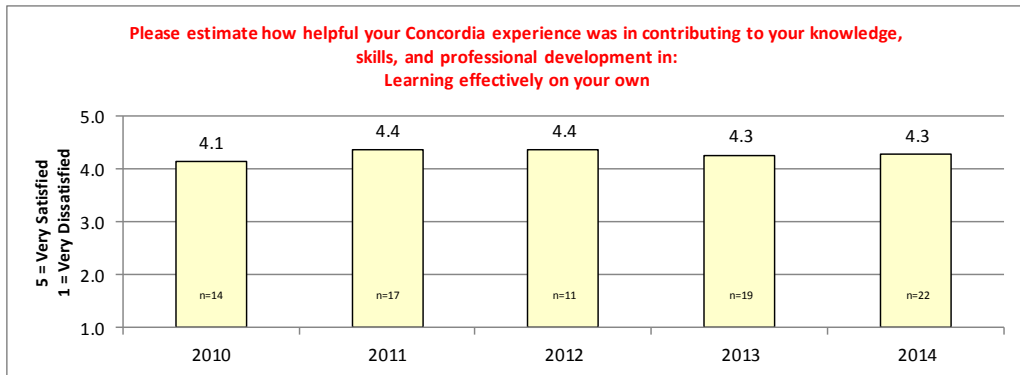
GE Themes



GE Themes



GE Themes



Senior Exit Interviews (Indirect Measure)

Graduating seniors are invited to participate in exit interviews, where they reflect on the business program's goals. The approach is to invite all, then assemble the first responders into a small group, to facilitate sharing with the department chair. The exit interview is a qualitative evaluation tool, which the department has and will continue to utilize to create action plans for continuous improvement in our programs. Results are shared with the rest of the department.

Results

Our performance target is this: We will acquire at least one new idea annually for improvement from the senior exit interviews. The data for the last three years is included below:

Business Administration Department
Senior Exit Interview
April 27, 2012

Eight graduating seniors* with majors in Business Administration and Accounting met with me to discuss whether departmental goals are being met and to provide input regarding how the department might be improved. Students were asked to respond to the following:

- A. Please consider the following list of student outcomes. How well has the Business Administration program provided you with the opportunity to achieve these? What areas do you think need further/less emphasis or improvement?

Goals

1. Students will develop business skills in a broad range of topic areas as appropriate in today's business world.
2. Students will gain an understanding of basic business and management concepts and be able to integrate concepts from various business disciplines.
3. Students will develop communication skills appropriate for use in the business and professional communities in which they will work.
4. Students will develop skills for effective use of computer technology related to the profession.
5. Students will gain an awareness of the global business environment.
6. Students will develop the skills and attitudes to enable them to make sound ethical decisions in the work place.

- B. Did the program prepare you for your career goals?
C. What opportunities/challenges do you see for the department?
D. How well are you being served by service units of the university, particularly Career Services?
E. Do you see any major gaps in our program?

Students have positive feelings about their experience at Concordia University. As has been true in the past, they were particularly appreciative of the full-time faculty members in the department and the many guest speakers to whom they are exposed. Last year there was concern about the large number of adjuncts teaching in the department. Although we did not require as many adjuncts this year, the dissatisfaction was heightened due to two poorly performing part-time instructors. The interviewees were heartened to know that the department will have one more full-time faculty member next year, eliminating the need for adjunct professors in the courses where the problems existed.

This year's participants were in Cost Accounting and, therefore, were focused on courses in the finance and accounting majors. Courses specifically mentioned as being particularly relevant to their internships were Taxation and Cost Accounting. Students continue to be highly complimentary of the opportunities they have had to become proficient in the use of computer software and they credit Dr. Langewisch for that.

There were positive comments about the progress being made in Career Services with the addition of Corey Gray as director. They recognized that they may not have benefitted as much as students in the future who will have the opportunity to avail themselves of career counseling and mentoring over a four-year time span, they were still appreciative of the support they received their senior year.

Submitted by,

Stan Obermueller, Ph.D.
Chair, Business Administration Department
May 13, 2011

* Participants:

- Robert Jeppesen, currently a farmer in Pleasant Dale, NE
- Jesse Skelton, currently a CPA working at Gabriel, Burger & Else, CPA in Seward, NE
- Jessica Medinger, ?
- Katrina Einspahr, currently an accountant in Denver, CO
- Aaron Ritz, Former co owner at EG-Network, LLC, currently looking in Dallas, TX
- Ryan George, ?
- Steve Ivanoff, currently an accountant at Canyon Ranch Health Spa & Resort in Tucson, AZ
- August Richters, currently an accountant at Cornerstone Bank in York, NE

Business Administration Department
Senior Exit Interview
May 9, 2013

Participants:

- Jan Hudak, currently studying Economics at KTH Royal Institute of Technology in Stockholm, Sweden
- Paul Fortmeyer, currently a Specialist, Research and Adjustments at First National Bank of Omaha, NE
- Beth Kohmetscher, currently a Financial Analyst at First National Technology Solutions
- Andie Gaide, currently Director of Home Owner's Plus with HomeServices of America in Lincoln, NE
- Amanda Kisker, currently a Marketing Assistant for TelCor, Inc. in Lincoln, NE
- Chelsea Peck, currently an accountant at Crete Carrier Corporation in Lincoln, NE
- Tom Malander, currently farming in Belgrade, NE

- A. Please consider the following list of student outcomes. How well has the Business Administration program provided you with the opportunity to achieve these? What areas do you think need further/less emphasis or improvement?

Goals

1. Students will develop business skills in a broad range of topic areas as appropriate in today's business world.
2. Students will gain an understanding of basic business and management concepts and be able to integrate concepts from various business disciplines.
3. Students will develop communication skills appropriate for use in the business and professional communities in which they will work.
4. Students will develop skills for effective use of computer technology related to the profession.
5. Students will gain an awareness of the global business environment.
6. Students will develop the skills and attitudes to enable them to make sound ethical decisions in the work place.

- B. Did the program prepare you for your career goals?

The training and experience in Excel helped with my internship.

Paul: The program did a good job integrating concepts; e.g. the presentations in Ethics and Org Behavior.

Jan: I enjoyed the opportunity to discuss the insurance profession and industry with guests; both at CU and when we went offsite to places like State Farm. I could project myself into professional positions.

Amanda: Although I don't have a position yet, I liked my blend of business and communication courses. I didn't take Finance, and am glad I didn't have to. I do understand why you are making these curricular changes so that in the future all will take it.

Beth: We learn a lot about middle and upper management. Even if we won't be managers at first, this training helps us understand how to be better employees.

Paul: We should have this discussion in 3 months, after we've been on the job awhile. Group Techniques was great for helping us understand how to lead by following well.

Beth: I was excited to show what I could do in my internship. I did reconciling, and I showed some Excel skills. I also liked the opportunity to write for assignments.

C. What opportunities/challenges do you see for the department?

Jan: I'd like to see an Entrepreneurship class (I noted that we will teach it for the first time in the fall.)

Paul: Technology integration will be a challenge, as students bring smartphones/tablets to class. Noting Aaron wants to teach the Accounting principles class in a traditional classroom, not in a lab, the group felt they should affirm him, that the computers are tools but should not replace good teaching.

Could some of the Gen Ed courses be made more relevant? For example, could one of the Lifetime Wellness courses be recast as "Corporate Wellness?"

D. How well are you being served by service units of the university, particularly Career Services?

Amanda: It would be good if you could provide us with a set of industry-specific contacts based on the alumni set out there. Could we leverage the information in the kiosk to help find jobs? For example, could we use it to get a list of banking contacts in a geographic area?

Corey has helped me with grad school searches. On the other hand, he would often say "I'll get back to you" but wouldn't. The Career Fair was good, but it was all on us to make it happen.

E. Do you see any major gaps in our program?

Paul: Could do more with global business education. I didn't take International Business but every class has some overlap with the rest of the world.

Several voices: The fill-in profs we got a couple of years ago were not good: Chris Ryan and Dale Clifton were disasters. James Beckman is just not a good teacher. I concurred, and noted that we were up against a wall—our request to fill positions with searches had not been approved, and so we took what we could get. These individuals are no longer teaching for us.

Andrew Langewisch, Chair
Department of Business Administration

Business Administration Department
Senior Exit Interview
May 5, 2014

Participants:

- Kara Morehead, currently Administrative Assistant at the Utica Coop in Utica, NE
- Tonya Johnson, currently Events Planner, College Possible, Division of Americorps, in Omaha, NE
- Andy Nevius, manager at Runza Restaurants in Seward, NE
- Dylan Klassen ?
- Dylan Heithoff, currently Associate Staff Accountant at McDermott & Miller, P.C. in Grand Island, NE

A. Please consider the following list of student outcomes. How well has the Business Administration program provided you with the opportunity to achieve these? What areas do you think need further/less emphasis or improvement?

Goals

1. Students will develop business skills in a broad range of topic areas as appropriate in today's business world.
2. Students will gain an understanding of basic business and management concepts and be able to integrate concepts from various business disciplines.
3. Students will develop communication skills appropriate for use in the business and professional communities in which they will work.
4. Students will develop skills for effective use of computer technology related to the profession.
5. Students will gain an awareness of the global business environment.
6. Students will develop the skills and attitudes to enable them to make sound ethical decisions in the work place.

Kara: I thought I was educated before. I learned more in Excel than I ever thought was possible. So much was connected and related to my work.

Tonya: Definitely. I have gained so many communication skills. At other colleges I think we would not have had so many opportunities to make presentations.

Kara: I've been at 3 other colleges and I've never had to give as many presentations as at CU.

Tonya: In Ethics, we are given the tools, and our morals are built up.

Kara: Ethics is tied in to all the courses. At other colleges it is maybe just one course. Here everyone keeps reminding and integrating ethics.

Andy: In getting ready for my internship, I think of my Business Communication class. I remember that our professor always talked about being professional and how to act professional. I think Info Systems would have been beneficial to me had I taken the class before my internship. However, I took the Computer Programming class offered here at

Concordia and I learned a great deal of knowledge from that. That class just made me more knowledgeable about computers and how they work, and also made Info Systems much easier.

James: I thought many courses that I took at Concordia translated well to the work that I had to do for my internship, especially those focused on teaching Excel, such as Information Systems, Financial Statement Analysis, and Management Science. The functions that I learned in these classes were extremely beneficial when it came time to copy the financial information into spreadsheet templates for the business plan, and I was able to utilize these functions to get results quicker. Creating charts and formatting Word documents were skills that I learned at Concordia that translated well over to working at my internship and for a wide variety of jobs.

Dylan K: I believe that Concordia did a good job with training me to better perform the internship I took this last summer. Some of the classes that I believe helped me first hand were Operations Management and Strategic Management. Operations Management taught me a lot about how to operate and run a company effectively and efficiently. Strategic Management taught me what steps are needed to strategize a plan to make a company successful. There were also many other classes that were important and taught me how to run a business successfully. These classes were very important for me to realize how and why Lone Creek Cattle Company has been successful these last several years.

B. Did the program prepare you for your career goals?

Tonya: Yes; the internship helps us see how the coursework applies, so that we're not just going to classes.

Kara: I agree. I worked the entire time I was taking courses. I could see situations and processes and I would think about how I'd take care of it if it were up to me.

Dylan H: This internship helped me land a job in public accounting and it taught me a lot about problem solving, taxes, and auditing, as well as how the office atmosphere in public accounting is.

C. What opportunities/challenges do you see for the department?

Tonya: For the global goal, it would be good to have a business trip (especially one that offers credit), or maybe Skype with others from overseas at part of assignments or projects. I did not take BUS 369 International Business. The BUS 333 Intercultural Communication class helped some, but more could/should be done.

Kara: We have a lot of international students, which helps.

Kara: After a student's sophomore year, I'd suggest having two internships. An early internship or shadowing might help a student decide better what to pursue. Perhaps do 3 and write a report.

Regarding technology, I see a lot of folks using tablets in the workplace. Perhaps students could use them to take notes, pull up slides, and just get used to them. Later they will be more efficient in their field work.

Tonya: We could offer scholarships based on FBLA or competitions.

Kara: Even though I lived nearby, at first I was scared of even applying to CU because of the cost. But the bottom line IS comparable. I think we scare off the lookers and the secret shoppers.

Tonya: We should promote our dual degree more to juniors. Yes, an MBA does have some overlap with an undergraduate business degree, but we would expect it to be more intense.

Josh: A lot of students seem to not like adjunct professors. They seem to think that if they are paying for college they should have FT teachers every year they can take classes with and communicate with. I, however, disagree. The two hardest classes I had to take my entire college career were tax accounting and auditing. The best professor I've ever taken a class with on this campus is Ryan Burger, who teaches tax and auditing, and is an adjunct. The man is an accounting genius. I've never had a professor so charismatic in the classroom and so willing to help his students. Professor Burger gave us his cell phone number and would allow us to text him at any time for help on assignments or studying for tests. I have nothing but the utmost respect for Professor Burger.

Dylan H: I think that my knowledge of Excel assisted me greatly during this internship and allowed me to solve a lot of the problems I faced on my own. The business program does a great job of emphasizing Excel skills and I feel it is important to continue that emphasis. For this specific position, it would have been useful to have been introduced to a tax software program in the classroom as that is what is used in the real world. However, I understand that with an adjunct professor and limited funds this would be complicated to do. I think I learned a lot from my internship and I think adding a second internship to the curriculum wouldn't be a bad idea. This may be a hassle to students, but accounting majors should be required to complete two internships in two different areas, for instance, tax and auditing, or auditing and cost accounting, or payroll and government accounting. This would diversity the experience for the student and would help immensely in the job search after college, as experience was a HUGE part of being marketable in the job search.

D. How well are you being served by service units of the university, particularly Career Services?

Yes, I felt like we were covered. Corey helped me revamp my resume. I did hope for a more prestigious internship, but got the message, "Go find one." It might be nice to see past examples of internships.

E. Do you see any major gaps in our program?

Kara: No, I did not see any major gaps. I feel very much more educated than at the other colleges I attended. We were not just expected to learn and repeat, but we were expected

to put it into action and apply what we had learned. Concordia has a good reputation. I don't regret the financial commitment I took on to attend here. I would push my kids to come here. I've been to a community college, a larger university, and a smaller university. You get so much more out of your education here.

See also the minutes of Department Meeting 5/28/14
Andrew Langewisch, Chair

The ideas utilized from 2012, 2013, and 2014 include adding a fulltime faculty member to address the use of adjunct vs fulltime faculty, affirming the curricular change requiring Finance of marketing majors, adding the Entrepreneurship class, having initial conversations with an international group to provide an international experience for our business students, and encouraging the BUS 281 Business Communication instructors to reinforce the Career Planning Office's suggestion that two internships (even though just one is required) would be beneficial.