



Public Disclosure of Student Learning Form

Institution: Concordia University, Nebraska
Academic Business Unit: Department of Business Administration
Academic Year: 2011-12

Report of Student Learning and Achievement
Department of Business Administration
Concordia University, Nebraska

For Academic Year: 2011-12

Mission of the Department of Business Administration

The Business Department of Concordia University, Nebraska seeks to enhance the university's mission of preparing men and women for learning, service and leadership by offering the Master of Business Administration degree and undergraduate degrees in business administration, accounting, marketing, information systems, and business communication.

Student Learning Assessment for Undergraduate Business Programs

Intended Student Learning Outcomes for Undergraduate Business Programs:

1. Students will develop a broad set of the management and leadership skills necessary for successful achievement of organizational goals.
2. Students will gain an understanding of advanced 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 and will gain an understanding of the impact of technology on organizations.
5. Students will develop the skills and attitudes to enable them to make sound ethical decisions in the work place.

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

1. Case presentations and analysis

Performance Targets/Criteria for Direct Measures:

At the end of the capstone course, BUS 446, Administrative Policy, summary case analyses will be scored against a five-point Likert scale (1 = unacceptable, 3 = acceptable, 5 = exemplary) rubric focused on students' ability to analyze and communicate in a written form a strategic situation. We consider the goal to be met if 85% of the analyses are at the acceptable level.

2. Internship evaluation form	Interns will average at least 4.0 on a five-point scale across 12 measures of performance.	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Institutional Satisfaction Survey	Graduating seniors and alumni of the business program will express satisfaction levels equal to or better than those of graduates of other programs.	
2. Senior exit interviews	This has been our most helpful tool in assessing needs and identifying strengths, weaknesses and opportunities in/for the program. By its nature, the results of this assessment tool are not easily quantifiable. A number of enhancements to our program have been made over the years that are at least partially attributable to the input we have received by conducting senior exit interviews, e.g. the concentration in agricultural business added in 2009 and the switch from Peachtree accounting software to Quickbooks in 2010.	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Students in Administrative Policy will perform at or above the 85% level as assessed by the departmentally developed rubric for assessing attainment of departmental goals.		x
2. Interns will average at least 4.0 on a five-point scale across 12 measures of performance.	x	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Graduating seniors and alumni of the business program will express satisfaction levels equal to or better than those of graduates of other programs and of peer institutions.	x	
2. Improvements/enhancements are made to the program as a result of input from the senior exit interviews.	x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
In Administrative Policy, 82% of the students scored at an acceptable or higher level over all the rubric dimensions. The goal was 85%. Marketing majors felt particularly uncomfortable with the financial analysis components of the class, so we reviewed financial analysis in all undergraduate programs, adding more where it was needed. We also saw weaknesses in the students' writing. Recently, BUS 261 Marketing was designated as a writing-intensive course and the university added a writing center. These changes have been implemented to improve students' writing.		