

IE Measures:
Summer 1997

Department: CBA
 Chair: N/A
 Participating Faculty:
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0161

Program Statement: BSBA in General Business CIP Code: 52.0100 Level: Undergraduate

Linkage between Expanded Statement of Institutional Purpose,
 Department/Program Intended Outcomes/Objectives, Assessment Criteria and Procedures,
 Results, and Use of Results at our University

Expanded Statement of Institutional Purpose	Departmental/Program Intended Outcomes/Objectives	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p>UCF Mission: UCF is a metropolitan university committed to providing the finest undergraduate education in Florida, achieving international prominence in key graduate educational and research programs, promoting a global perspective, fostering inclusiveness and diversity, and becoming America's leading partnership university.</p> <p>CBA Mission: The mission of the College of Business Administration is to provide quality business education programs, at the undergraduate, graduate and executive levels, to the citizens of the state of Florida and to selected clientele nationally and internationally. In delivering these programs, the College places primary emphasis on excellent teaching, research and service with a strong commitment to developing mutually supportive relationships with the business community of Central Florida.</p>				<p>Note: This year's ad hoc SACS Department Institutional Assessment Committee met a number of times to formulate criteria, develop and administer assessment instruments, evaluate the results, take action, and make recommendations. These assessments, actions and recommendations were widely distributed for comment and review to all faculty. The department has established a permanent departmental institutional assessment and implementation committee responsible for these tasks.</p> <p>In addition, the department strongly recommends to the College that procedures for gaining input from alumni and employers be developed.</p>

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<p>Program Mission: The intent of the general business degree program is to provide students interested in obtaining a business administration degree, a general program of study in a number of business areas as opposed to specialization in one field. The College of Business Administration at the University of Central Florida provides students with an outstanding business education in which students will acquire the prerequisite knowledge and skills to analyze complex business problems and issues that exist in today's global economy. Improved success of graduates to apply these knowledge and skills in the job market will be assessed.</p>	<p>1. Knowledge Students graduating with the general business degree are expected to have acquired general proficiency by mastering the Foundation Knowledge for Business (FKB). Mastery of this knowledge is measured for all business degree programs and is addressed elsewhere in the college assessment plan. In addition, graduates should have mastered selected subject material in areas they have chosen to learn. These areas are: accounting, economics, finance, hospitality management, management and marketing.</p>	<p>1a. A written activity, for a sample of general business graduating students, will be selected for knowledge content analysis. The work will be selected from assignments given in a course taken by all business majors. The work will be analyzed and rated by a faculty committee. Using the subject areas of the field exam (1b below). An average rating of 3.0 should be achieved. 1b. In order to assess knowledge acquisition, a sample of graduating students will be administered the ETS general business field exam. It is anticipated that sixty-five percent of the students taking this exam will score above the mean on the knowledge sub-areas of the exam.</p>	<p>1a. Student written assignments were evaluated on the basis of research, analytical, and written communication skills. Based on a 4.0 rating scale, the average level achieved was 2.86 (comparable to other students in the sample in other business majors). Students evaluated were selected from a 4000 level international business course. 1b. Across the eight knowledge sub-areas of the ETS general business field exam, 60% of the students taking the test (120) scored above the national mean.</p>	<p>1. Results indicate this outcome was not met. However, measured results were close to expected results. Since this major is a college wide one (as opposed to departmental) – the committee recommended to the college that:</p> <ul style="list-style-type: none"> writing assignments in most courses be continued, the laboratory writing system be continued, the emphasis on core business concepts be strengthened and emphasized, and the identification of high performing students be improved so that they may assist others. <p>We will continue to monitor this outcome during the next assessment cycle. Benchmarks and validation will also be considered for improvement.</p>
<p>2. Skills Graduating general business majors will demonstrate mastery of technical and quantitative skills in the general business field.</p>		<p>2a. A sample of graduating students will be given the ETS general business exam. It is anticipated that sixty-five percent of the students taking the exam will score above the mean on the statistical and quantitative areas. 2b. A sample of alumni will be surveyed to ascertain the degree to which technical skills were satisfactorily imparted and learned. It is expected that 80%, or more, of the students will be satisfied with the technical skills acquired.</p>	<p>2a. 59% of the students administered the exam scored at or above the national mean on the statistical and quantitative areas of the ETS general business field exam. 2b. 82% of the alumni sampled agreed or strongly agreed that they were satisfied with the analytical skills acquired. 53% of those sampled agreed or strongly agreed that they were satisfied with the technical/computer skills acquired.</p>	<p>2. Results indicated that quantitative skill acquisition met (or was close to) established criteria. This is due to the increased emphasis in the past 5-7 years in increasing the quantity and quality of quantitative skills in the curriculum. Hence, no action was taken. However, the committee noted that the level of computer literacy is probably deficient. Again, since this major is a college wide program, the committee <u>most strongly recommends</u> that the current method</p>

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	<p>3. Career Preparedness UCF general business majors will graduate with a high degree of career preparedness.</p>	<p>3a. A sample of alumni will be surveyed to assess their level of career preparedness. Seventy-five percent or more of the alumni surveyed will agree or strongly agree as being well prepared for a career in business. 3b. A sample of recent graduates will be surveyed to assess their level of career preparedness (knowledge and skills). Seventy five percent or more of the students responding will indicate being well prepared for today's dynamic business environment.</p>	<p>3a. Based upon the results of the alumni survey, 79.3% of those sampled agreed or strongly agreed as to being well prepared for a career in business. 3b. 71% of the alumni respondents felt confident that their major prepared them for their first job, and would recommend their major to others.</p>	<p>of ensuring computer literacy be examined – with a goal of improvement. The committee referred this issue to the CBA Associate Dean. We will continue to monitor this outcome during the next cycle. 3. Results indicate this outcome was partially met. One measure was four points above the threshold value; one was four points below. No action was taken. We will continue to monitor this outcome during the next assessment cycle.</p>