General Business Administration

CLO 1: Demonstrate critical thinking, research, and communication skills as applied to organizations.

CLO 2: Explain the cultural context of organizations operating in the global environment

CLO 3: Demonstrate the integrative knowledge and skills necessary for responsible management and leadership positions

CLO 4: Demonstrate the ethical and behavioral skills for effective job performance.

**CLO 1: Critical Thinking, Research, & Communication Skills**

<table>
<thead>
<tr>
<th></th>
<th>Organization</th>
<th>Language</th>
<th>Delivery</th>
<th>Supporting Material</th>
<th>Central Message</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSA 490</td>
<td>1.43</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.14</td>
<td>1.11</td>
</tr>
</tbody>
</table>

Standard = 1

Benchmark = 70%
Standard = 1
Benchmark = 70%

Findings:

Overall, it appears that the students have achieved an “Adequate” level of communicating orally with an overall average of 1.11. Six (6) of the students met or exceeded expectations overall, with just one, speaker #3, in the “Developing” stage (i.e., average of 0.60). The final written assessment was done and it showed a marked improvement of their previous draft. Out of the 20 papers evaluated, one student was not graded due to work not completed. Nineteen of the papers all showed marked improvement from their previous drafts.

In evaluating the oral communication skills of the student assessed, shows further work in having each student develop a stronger delivery in their presentation and also the ability to have eye contact with their audience and feel comfortable in front of a group. This will be addressed on all BUSA 490 classes.
Pertaining to the written communication skills necessary to be successful in their career, there needs to be further work in developing the student’s ability to develop their evidence and position on their paper. This will be heavily addressed in all BUSA 486 classes.

CLO 2: Global Cultural Context
Purchasing Power Parity

<table>
<thead>
<tr>
<th></th>
<th>BUSA 386 Section 1</th>
<th>BUSA 386 Section 2</th>
<th>BUSA 386 Section 3</th>
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<tbody>
<tr>
<td>Pretest</td>
<td>73.30%</td>
<td>62.50%</td>
<td>64%</td>
</tr>
<tr>
<td>Posttest</td>
<td>88.90%</td>
<td>66.67%</td>
<td>75%</td>
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- Pretest
- Posttest
Findings:

The assessment found that students across three sections correctly responded to 83% of questions regarding the global environment of business. The assessment also found improvement in knowledge from Week #5 to Week #14. 69% of the BUSA 386 students were available for assessment. Of these students, the response rate for the pretest assessment was 86.4%. The surprisingly high scores on the pretest assessment also complicated the original assessment plan. Students demonstrated sufficient knowledge of all 15 items on the pretest assessment. Only two items had a correct response rate below 70%. Because of the high scores, it was decided against requiring students to take the full posttest assessment. Individual item analysis of the pretest/posttest assessment indicates that students had difficulty with the question dealing with purchasing power parity and culture-specific strategies. It is likely that at that point in the semester (Week
The results appear to indicate a weakness in the structure of the BUSA Core related to students' exposure to strategy and higher-level management concepts. Without a formal introduction to strategy in the early stages of students' BUSA coursework, their ability to incorporate strategy into some of their classes may be compromised. While most BUSA courses do not include strategy in their curriculum, those that do should consider a basic introduction to the topic. In particular, 300-level courses, because they are often taken by underclassmen, should consider including a strategy primer or module. Courses include: BUSA 305: Advertising and Promotion Management, BUSA 308: Risk Management and Insurance, and BUSA 364: Retailing Management.

Recommendations:

1. An effort should be made to assess BUSA 386 across all sections and modes of delivery. This may require stipulating BUSA 386 be taught in-person each semester.
2. A more rigorous pretest should be developed for BUSA 386.
3. Posttest assessments for BUSA 386 should be conducted prior to Week #14.
4. BUSA 386 should offer an introduction to strategy and other higher-level management concepts to inform students who are not familiar with the topics.

GBUS CLO 3: Integrative Knowledge

<table>
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<tr>
<th>GBUS CLO 3 (2015-16)</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>BUSA 435 Section 1</td>
</tr>
<tr>
<td>Pretest</td>
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<tr>
<td>76.56%</td>
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<tr>
<td>73.75%</td>
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</table>
**Findings:**
To test whether students made a statistically significant improvement from the pretest assessment to the posttest assessment, a paired t-test was conducted using SPSS software. After restricting the data to only those who completed both assessments, the analysis showed no statistically significant improvement in students’ scores ($n = 12$, $p = 0.47$). However, when individual student scores were analyzed, there is some suggestion that a few students may have skewed the results of the posttest. If Student N and Student R were removed from the pretest/posttest analysis, then there is evidence that students’ performance improved by 2.2 points ($n = 18$, $p = 0.01$).

Analysis of the items students had the most difficulty learning (based on the pretest/posttest results) provides some relief to the notion that students have not adequately grasped CLO 3. However, it is encouraging to see that the low scoring questions were not clustered around a single topic. The distribution across topics suggests there may be inadequate coverage of certain topics. It does not suggest that the curriculum is missing key topics.

Based on the findings, it is clear that overall, the curriculum seems to be addressing the main parts of leadership in management. However, more could be done to address possible gaps in the students’ knowledge. Future assessment efforts should continue to seek assessment across sections classes. However, a method more sensitive to the wishes of the various instructors, as well as students’ schedules, needs to be developed to strengthen the data collection process.

**CLO 4: Ethical and Behavioral Skills**
Findings:
This assignment was due at the halfway point of the semester and a week prior to the midterm exam. The results indicate that students had a great deal of understanding of what ethical dilemmas are, how they arise, and how to go through the process of solving the dilemmas. The process students learned from the course included analyzing the consequences, analyzing the actions, and making a decision.

To increase the number of students turning in their assignment, a draft would have been recommended, but the teacher is already requiring that students turn in a draft. The teacher also does friendly reminders during class. The BUSA faculty could work with library staff to create a Libguide specific to this concentration learning outcome (ethical skills). Also, encouraging contact with tutors from the No'Eau
Center would provide through understanding of context, audience, and purpose of the assignment.