

**SUNY College at Buffalo (BSC)
Bachelor of Business Administration (BBA)
Educational Effectiveness Assessment Plan**

Version 2010.1

BSC BBA
Educational Effectiveness Assessment Plan

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Introduction

Purpose

The purpose of this document is to provide a guide for assessing the overall academic effectiveness of the Bachelor of Business Administration degree program (BBA) offered by the SUNY College at Buffalo (BSC) Business Department. This document addresses the needs of accreditors, administrators, external stakeholders, students, and faculty. Accreditors set general standards including the requirement that actual results agree with the stated mission.

Administrators are accountable for program effectiveness and need to know whether the program is delivering promised learning outcomes. External stakeholders value the program's effectiveness and also require and deserve empirical assurance of learning. Students need to know what they can reasonably expect to achieve from their significant investment of time and money in the BSC BBA program. The faculty is responsible for instructional effectiveness and for making continuous improvements to the program based on the analysis of collected assessment data.

Relationship to disciplinary concentrations

The BSC BBA degree encompasses three disciplinary concentrations:

- Management
- Marketing
- International Business

Each disciplinary concentration may wish to supplement this plan with additional content knowledge program outcomes specific to their area. Such plans will be included within this plan as appendices.

Relationship to AACSB standards and terminology

A Baccalaureate of Business Administration is one of four degree programs accredited by the Association to Advance Collegiate Schools of Business (AACSB, www.aacsb.edu). While this plan was designed to meet AACSB standards and program definitions, it is consistent with Middle State Commission on Higher Education (MSCHE) standards. The AACSB utilizes the term *learning goal*: "learning goals convey to participants, faculty and students, the educational outcomes toward which they are working."¹ The BBA *learning goals* are the equivalent of the *program outcomes* employed by BSC for accreditation by MSCHE. To avoid confusion, the BBA faculty has decided to apply AACSB terminology throughout its assessment documentation. This plan and its language reflect that decision.

$$\begin{array}{ccc} \text{AACSB (BBA)} & & \text{BSC / MSCHE} \\ \text{learning goal} & = & \text{program outcome} \end{array}$$

Under AACSB standards, each learning goal must be supported by one to three measurable *learning objectives*. A learning objective must be directly measurable in a way that can be

¹ AACSB International. 2006. Eligibility Procedures and Accreditation Standards for Business Accreditation. <http://www.aacsb.edu/accreditation/business/STANDARDS.pdf>. Revised 1 January 2006. p. 59.

mapped into a “yes, they did it” or “no, they didn’t” outcome. While at least one assessment tool must be used to measure each objective; multiple tools are encouraged.

AACSB also makes an important distinction between *direct measures* of learning and *indirect measures*. Alumni surveys or student self-assessments are examples of indirect measures. The AACSB regards these tools as supplementary.²

BBA Learning Goals

Learning goals (program outcomes) articulate what graduates should be able to do and/or what overall traits they should possess at the conclusion of the BBA program.

Upon graduation, BBA program graduates will possess the following skills as defined by these BBA Learning Goals:

1. A baccalaureate content knowledge of his/her disciplinary concentration.
2. The ability to communicate effectively.
3. The ability to identify, formulate, and solve business problems using appropriate methodologies and tools.
4. An appreciation of professional and ethical responsibilities.
5. The ability to function well in groups.
6. Knowledge of the functional areas of organizations and how they relate to each other.

Learning goal 1 will be measured separately for each disciplinary concentration in the BBA program. Goals 2 through 6 are common to all disciplinary concentration and will be measured using representative samples of all BSC BBA students.

BBA Measurable Learning Objectives

The achievement of each learning goal is measured by student achievement of specific and measurable learning objectives. The BSC BBA faculty has identified two learning objectives for each goal.

| |
|------------------------|
| Learning Goal 1 |
| Learning Objective 1.1 |
| Learning Objective 1.2 |
| Learning Goal 2 |
| Learning Objective 2.1 |

² “As part of a comprehensive learning assessment program, schools may supplement direct measures of achievement with indirect measures. Such techniques as surveying alumni about their preparedness to enter the job market or surveying employers about the strengths and weaknesses of graduates can provide some information about perceptions of student achievement. Such indirect measures, however, cannot replace direct assessment of student performance. Often, schools find that alumni and employer surveys serve better as tools to gather knowledge about what is needed in the current workplace than as measures of student achievement. Such surveys can alert the school to trends, validate other sources of curriculum guidance, and maintain external relationships. By themselves, surveys are weak evidence for learning.” AACSB International 2006, op. cit., p. 67.

| |
|------------------------|
| Learning Objective 2.2 |
|------------------------|

A baccalaureate content knowledge of his/her major discipline

The learning objectives for this goal (called the “content knowledge goal”) vary by disciplinary concentration. Learning objectives for each disciplinary concentration area are listed in Table 1.

Table 1 - Learning Objectives Supporting BBA Goal 1 (Discipline Content Knowledge)

| Discipline | Objective |
|------------------------|---|
| Management | MGMT 1.1 - Demonstrate understanding of human behavior in organizations and the management of human resources. |
| | MGMT 1.2 - Demonstrate ability to perform managerial tasks involving strategic and cross-functional issues in complex organizations. |
| Marketing | MKTG 1.1 – Demonstrate understanding of the key marketing concepts, marketing’s role in strategic planning to create and deliver consumer value. |
| | MKTG 1.2 – Demonstrate understanding of the microenvironmental and macroenvironmental forces that affect the firm’s ability to serve its customers. |
| International Business | INTLBUS 1.1 – Demonstrate understanding of why firms engage in international business and why international business growth has accelerated. |
| | INTLBUS 1.2 – Demonstrate understanding of comparative environmental frameworks, global strategy, structure, and implementation. |

Table 2 summarizes the learning objectives to be used in evaluating the BSC BBA program’s learning goals. Assessment of these goals and their objectives will be completed primarily in the BSC BBA curriculum’s core courses. These core courses are completed by the majority of all BSC BBA degree seeking students.

Table 2 - Common Learning Objectives for BBA Goals 2 through 6 (All disciplinary concentrations)

| | |
|--|---|
| Goal 2 - The ability to communicate effectively. | |
| Objective 2.1 - | Prepare and deliver an effective managerial presentation. |
| Objective 2.2 - | Demonstrate clear, concise, and correct writing in a paper on a business topic. |
| Goal 3 - The ability to identify, formulate, and solve business problems using appropriate methodologies and tools. | |
| Objective 3.1 - | Identify and formulate the appropriate business problem given a complex case. |
| Objective 3.2 - | Solve a given business problem using appropriate tools. |
| Goal 4 - An appreciation of professional and ethical responsibilities. | |
| Objective 4.1 - | Conduct oneself professionally in a business presentation. |

| | |
|---|---|
| Objective 4.2 - | Identify ethical dilemmas and suggest responsible courses of action in a business case. |
| Goal 5 - The ability to function well in groups. | |
| Objective 5.1 - | Be evaluated as a successful team member by peers. |
| Objective 5.2 - | Participate in a group project that produces a successful product. |
| Goal 6 - Knowledge of the functional areas of organizations and how they relate to each other. | |
| Objective 6.1 - | Demonstrate knowledge of the functional areas of a complex organization. |
| Objective 6.2 - | Prepare an internal analysis of the functional areas within a complex organization and determine how each adds value. |

Assessment Tools

Concept of the assessment tool

For the purposes of this plan, an assessment tool is a procedure, protocol, or exercise that is reasonably objective, repeatable over time, and can be used to carry out the following two-step process for each learning objective:

- Step 1: Determine whether each student did or did not meet the objective (a yes-no result).
- Step 2: Determine the percentage of sampled students who have met the objective.

This concept follows AACSB guidelines and is, of course, different than simply taking the mean of a sample of scores that span a range. It deemphasizes exceptionally high and low scores and focuses program improvement on increasing the number of students who achieve a certain competency level.

Example. Objective MKTGS 1.2 states that students will “demonstrate understanding of the microenvironmental and macroenvironmental forces that affect the firm’s ability to serve its customers” Any tools used to measure the achievement of this objective must be capable of returning a “yes” or “no” result for each presentation delivered by each student (or group). As a second step, the percentage of assessed students who did achieve the objective is computed. The result of using this tool might be that 86% of sampled students achieved this objective.

Challenges in designing and using assessment tools

At least two key challenges must be addressed when crafting and using each tool.

Challenge 1: Repeatability. The tool must be utilized over time and across different sections of the same course or across two or more courses.

Challenge 2: Sampling. What is the sample of students? Is it representative of the population?

Another issue, yet less critical than the two identified above, is the decision of what percentage of successful students is “acceptable” to the faculty. This determination need not be made in advance nor must it be a fixed target. Trends over time may be more important and different stakeholders may wish to judge different percentages as adequate or not. The goal of continuous improvement dictates that whatever the percentage of students achieving the learning objective is, we should strive to increase that percentage over time.

Table 3 - Assessment Tools and Administration

| Tool | Description (Students will...) | Frequency/ Start Date | Data Collection Method | Administered by |
|-----------------------------------|---|--|--|--|
| Business Presentations | Prepare and deliver a managerial level presentation of a relevant business topic | Fall and Spring semesters, beginning Fall 2010 | Evaluation by faculty using standardized rubrics | Course Instructors |
| Written Papers | Compose varied length papers as part of upper division business course assignments | Fall and Spring semesters, beginning Fall 2010 | Evaluation by faculty using standardized rubrics | Course Instructors |
| Case Analyses | Analyze aspects of a business case; develop conclusions and/or recommendations | Fall and Spring semesters, beginning Fall 2010 | Evaluation by faculty using standardized rubrics | Course Instructors |
| Group Projects | Work in teams to produce a product (report, software, presentation, etc.) | Fall and Spring semesters, beginning Spring 2010 | Evaluation by faculty using standardized rubrics | Course Instructors |
| Embedded Course-Level Assessments | Complete or perform specific assignments and/or sections of course examinations | Fall and Spring semesters, beginning Spring 2010 | Evaluation by faculty | Course Instructors |
| Capstone Courses | Integrate discipline knowledge relative to program outcomes as demonstrated by written work, project deliverables, and/or oral presentations | Spring semesters, beginning Fall 2010 | Evaluation by faculty using standard rubrics | Instructor of record for capstone course |
| Peer Evaluation Surveys | Complete a peer evaluation survey evaluating his/her team’s performance, work habits, delegation of duties, team structure, and quality of product. | Fall and Spring semesters, beginning Spring 2010 | Student survey conducted via Angel | Angel; data compiled by Assessment Committee |

Table 4 shows how each assessment tool associates with one or more learning goals.

Table 4 - Association of Assessment Tools to Learning Goals

| | Business Presentations | Written Papers | Case Analyses | Group Projects | Embedded Course-Level Assessments | Capstone Courses | Peer Evaluation Surveys |
|---|------------------------|----------------|---------------|----------------|-----------------------------------|------------------|-------------------------|
| 1. A baccalaureate content knowledge of his/her major discipline. | √ | √ | ~ | √ | √ | √ | ~ |
| 2. The ability to communicate effectively. | √ | √ | √ | ~ | ~ | ~ | ~ |
| 3. The ability to identify, formulate, and solve business problems using appropriate methodologies and tools. | ~ | ~ | √ | √ | √ | √ | ~ |
| 4. An appreciation of professional and ethical responsibilities. | ~ | √ | √ | ~ | √ | ~ | ~ |
| 5. The ability to function well in groups. | √ | ~ | ~ | √ | ~ | √ | √ |
| 6. Knowledge of the functional areas of organizations and how they relate to each other. | ~ | √ | ~ | √ | √ | ~ | ~ |

~ = Tool is not used to measure the associated goals / objectives. √ = Tool is used to measure the associated goals / objectives.

Assessment Implementation & Analysis for Program Improvement

General Implementation Strategy

The BSC BBA Faculty is responsible for:

- Undertaking assessment efforts as an integral portion of teaching activity.
- Participating in meetings to discuss assessment data and offer recommendations for program improvement.

Assessment Timetable

1. BBA department faculty and/or course instructors will collect raw data throughout the academic year (September-April).
2. The Assessment Committee will coordinate the compilation and analysis of collected data prior to or during May of each year.
3. The Assessment Coordinator / Assessment Committee Chairperson shall prepare a draft BBA Assessment Report and submit it to the BSC Office of Assessment and Curriculum by September 15. The draft report shall include the analysis of data collected during the prior year by each assessment tool; the status of recommendations previously adopted; and proposed recommendations for the faculty to consider.
4. Department faculty will meet every fall at the start of the semester, prior to the start of classes, to review the compiled data from the previous year and to develop recommendations for program improvements to better achieve the stated objectives and outcomes.
5. Department faculty will meet every January to discuss results from the previous calendar year and plan data collection activities for the current calendar year.







Proposed program changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program objectives and outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints.

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the goals, objectives, assessment tools, collection methods, or any other aspect of the plan. Any changes are to be approved by the faculty of the program. A modified assessment plan will be forwarded to the Business Department Chair and the BSC Office of Assessment and Curriculum.

Appendix A: Embedded Assessment Documents

NOTE: Instead of including many pages of documents showing examples of data collection tools, rubrics, etc. We have embedded sample documents below. If you are viewing a printed version of this document, you will not have these documents in printed form. To view the documents, you need access to the electronic version of this file. Then, simply double-click on a document icon to view it.

| Sample Document Description / Purpose | Embedded Document Link |
|--|--|
| For each Learning Objective, a template file for Instructor collection of assessment data was created. Attached are the files for MKTG 1.1 and 1.2; and INTLBUS 1.1 and 1.2 Learning Objectives. |  MKTG Fall 2009 LO 1-1 assessment result  MKTG Fall 2009 LO 1-2 assessment result  INTLBUS Fall 2009 LO 1-1 assessment re  INTLBUS Fall 2009 LO 1-2 assessment re |
| For Learning Objective 5.1, a peer evaluation survey was developed. All BUS430 students (a required course for <i>all</i> BBA degree seeking students) are asked to complete this survey. |  Team assessment survey.docx |
| Learning Objectives Supporting BBA Goal 1 (Discipline Content Knowledge) Assessment Committee will coordinate the compilation and analysis of collected data. |  Assessment BSC BBA Fall 2009.xlsx |

**More documents will be added as archived files are gathered and organized by the BSC BBA Assessment Committee.