



Public Disclosure of Student Learning

Institution	University of Rio Grande/Rio Grande Community College
Academic Business Unit	Emerson E. Evans School of Business
Academic Year	2015-2016

Directions

Separate Student Learning Assessment and Assessment Results tables must be provided for each IACBE-accredited program.

An example of a completed form can be found in a separate document that is available for download on the IACBE's website at: www.iacbe.org/accreditation-documents.asp.

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs and (ii) intended student learning outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes," **DO NOT ADD OR DELETE COLUMNS**. Space is provided in these sections for four direct measures of student learning and four indirect measures of student learning. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

In the sections of the tables entitled "Summary of Achievement of Intended Student Learning Outcomes," enter "Met" in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; "Not Met" if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or "NA" (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

At the end of the assessment tables for each program, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Italicized entries in the form represent areas where the academic business unit should insert its own student learning information.

Be sure to delete these directions from the document before you publicly post your form.

Report of Student Learning and Achievement

Institution

Name of your Academic Business Unit

For Academic Year: 2015-2016

Mission of the Emerson E. Evans School of Business

The Emerson E. Evans School of Business is a student-centered, business school dedicated to enhancing learning opportunities for students in leadership, collaboration, and business education. Meeting the challenges of the global market place, students develop partnerships with business owners and leaders to explore business operations and gain hands-on experience.

Student Learning Assessment for Associate of Applied Business in Business Management

Program Intended Student Learning Outcomes (Program ISLOs)

1. *Students will be able to identify and describe the introductory concepts, basic theories, and fundamental practices in the principal functional areas of business..*
2. *Students will be able to describe and illustrate the significance of the economic environment of business*
3. *Students will be able to use current technology and computer applications in support of business administration.*
4. *Students will be able to produce and present effective oral and written forms of communication.*

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:

Performance Objectives (Targets/Criteria) for Direct Measures:

- | | |
|--|--|
| 1. <i>End-of-Program Comprehensive Examination (Peregrine Business Common Professional Component for Associate Assessment)</i>

Program ISLOs Assessed by this Measure: 1, 2 | <i>The aggregate average score for students of Emerson E. Evans School of Business will be at or above the national average overall for public community colleges in the US and in each of the specific areas of accounting, business ethics, economics, economics-macroeconomics, economics-microeconomics, information management, management, human resource management, operation/production management, organizational behavior, and marketing.</i> |
| 2. <i>End-of-Program Business Management BM20403 Research Paper</i>

Program ISLOs Assessed by this Measure: 3, 4 | <i>On the rating scale in the research paper evaluation rubric (with “exemplary” being the highest rating), at least 70% of all graduating associate degree students will achieve a performance rating of “acceptable” or “exemplary” on each evaluation criterion associated with the program ISLO’s assessed by this measure.</i> |

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:																																				
1. <i>Peregrine Student Exit Survey</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4	<i>The aggregate average score for 70% of all graduating associate degree students of Emerson E. Evans School of Business will be “somewhat confident” or “very confident”.</i>																																				
Assessment Results: Associate of Applied Business in Business Management																																					
Summary of Results from Implementing Direct Measures of Student Learning:																																					
<p>1. End-of-Program Comprehensive Examination: <u>Aggregate average score of students for each of the specific areas:</u></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 30%; text-align: center;"><i>URG aggregate score (%) / national average score (%)</i></th> <th style="width: 40%;"></th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td style="text-align: center;">56.67 / 49.44</td> <td>at or above</td> </tr> <tr> <td>Business Ethics</td> <td style="text-align: center;">43.33 / 43.86</td> <td>below average</td> </tr> <tr> <td>Economics</td> <td style="text-align: center;">50.00 / 44.35</td> <td>at or above</td> </tr> <tr> <td>Economics-macroeconomics</td> <td style="text-align: center;">40.00 / 41.84</td> <td>below average</td> </tr> <tr> <td>Economics-microeconomics</td> <td style="text-align: center;">60.00 / 47.56</td> <td>at or above</td> </tr> <tr> <td>Information management</td> <td style="text-align: center;">46.67 / 32.60</td> <td>at or above</td> </tr> <tr> <td>Management</td> <td style="text-align: center;">65.00 / 53.56</td> <td>at or above</td> </tr> <tr> <td>Human resource management</td> <td style="text-align: center;">60.00 / 56.33</td> <td>at or above</td> </tr> <tr> <td>Operation/production management</td> <td style="text-align: center;">60.00 / 47.21</td> <td>at or above</td> </tr> <tr> <td>Organization behavior</td> <td style="text-align: center;">75.00 / 56.56</td> <td>at or above</td> </tr> <tr> <td>Marketing</td> <td style="text-align: center;">40.00 / 44.63</td> <td>below average</td> </tr> </tbody> </table>			<i>URG aggregate score (%) / national average score (%)</i>		Accounting	56.67 / 49.44	at or above	Business Ethics	43.33 / 43.86	below average	Economics	50.00 / 44.35	at or above	Economics-macroeconomics	40.00 / 41.84	below average	Economics-microeconomics	60.00 / 47.56	at or above	Information management	46.67 / 32.60	at or above	Management	65.00 / 53.56	at or above	Human resource management	60.00 / 56.33	at or above	Operation/production management	60.00 / 47.21	at or above	Organization behavior	75.00 / 56.56	at or above	Marketing	40.00 / 44.63	below average
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Summary of Results from Implementing Indirect Measures of Student Learning:																																					
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Summary of Achievement of Intended Student Learning Outcomes:																																					

Intended Student Learning Outcomes	Learning Assessment Measures		
Program ISLOs	<i>End of Program Comprehensive Examination</i>	<i>End-of-Program Business Management BM20403 Research Paper</i>	<i>Peregrine Student Exit Survey</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Students will be able to identify and describe the introductory concepts, basic theories, and fundamental practices in the principal functional areas of business..</i>	MET	NA	NOT MET
2. <i>Students will be able to describe and illustrate the significance of the economic environment of business</i>	MET	NA	NOT MET
3. <i>Students will be able to use current technology and computer applications in support of business administration.</i>	NA	NOT MET	NOT MET
4. <i>Students will be able to produce and present effective oral and written forms of communication.</i>	NA	NOT MET	NOT MET
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:			
1. Program ISLO 1: The performance target for this program ISLO was met on the comprehensive exam with 9 out of 11 areas (73%) at or above average, but the exit survey attached to the exam needed to be reconstructed after the site visitation team recommended that the ISLOs be rewritten. At the suggestion of the site visitation team, the faculty will review the comprehensive exam to assist in the preparation and delivery of the courses in the school of business. The program ISLOs were also reviewed and rewritten along with the making alignment changes to the exit exam.			
2. Program ISLO 2: The performance target for this program ISLO was met on the comprehensive exam with 2 out of 3 of the economic exam components at or above the average, but the exit survey attached to the exam needed to be reconstructed after the site visitation team recommended that the ISLOs be rewritten. At the suggestion of the site visitation team, the faculty will review the comprehensive exam to assist in the preparation and delivery of the courses in the school of business. The program ISLOs were also reviewed and rewritten along with the making alignment changes to the exit exam.			

3. **Program ISLO 3:** The performance target for this program ISLO was not met because the exit survey attached to the exam and the rubric for the business management course presentation component of the research paper needed to be reconstructed after the site visitation team recommended that the ISLOs be rewritten. The program ISLOs were also reviewed and rewritten along with the making alignment changes to the exit exam. The rubric was also reconstructed to align the criteria with the newly rewritten ISLOs.

4. **Program ISLO 3:** The performance target for this program ISLO was not met because the exit survey attached to the exam and the rubric for the business management course research paper needed to be reconstructed after the site visitation team recommended that the ISLOs be rewritten. The program ISLOs were also reviewed and rewritten along with the making alignment changes to the exit exam. The rubric was also reconstructed to align the criteria with the newly rewritten ISLOs.

Program Intended Student Learning Outcomes (Program ISLOs)	
1. <i>Students will be able to distinguish the principal concepts, theories, and practices in and recognize the interrelationships between the functional areas of business.</i>	
2. <i>Students will be able to recognize and differentiate the intercultural dimensions of management.</i>	
3. <i>Students will be able to identify and distinguish the relevant theories and principles associated with the economic environment of business.</i>	
4. <i>Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.</i>	
5. <i>Students will be able to apply business-related quantitative methods and tools to the formulation of management decisions.</i>	
6. <i>Students will be able to construct coherent oral and written forms of communication and present them in a professional context.</i>	
7. <i>Students will be able to apply theory and practice in the business functional areas to the analysis of organizational problems and challenges.</i>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>End-of-Program Comprehensive Examination (Peregrine Business Common Professional Component for Bachelor Assessment)</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	<i>The aggregate average score for students of Emerson E. Evans School of Business will be at or above the national average overall for public community colleges in the US and in each of the specific areas of accounting, business ethics, business finance, business integration and strategic management, business leadership, economics, economics-macroeconomics, economics-microeconomics, global dimensions of business, information management systems, legal environment of business, management, human resource management, operation/production management, organizational behavior, marketing, quantitative research techniques and statistics.</i>
2. <i>Comprehensive Capstone Business Simulation</i> Program ISLOs Assessed by this Measure: 7	<i>The aggregate score of students of Emerson E. Evans School of Business in the business simulation will be at least at or above the average score for schools in the competition.</i>
3. <i>Student’s Business Internship</i> Program ISLOs Assessed by this Measure: 6	<i>On the rating scale in the internship evaluation rubric (with “sophisticated” being the highest rating), at least 80% of all graduating BSBM students will achieve a performance rating of “competent” or higher on each evaluation criterion associated with the program ISLOs assessed by this measure.</i>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. <i>Peregrine Student Exit Survey</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7	<i>The aggregate average score for 70% of all graduating bachelor degree students of Emerson E. Evans School of Business will be “somewhat confident” or “very confident”.</i>

Assessment Results: Bachelor of Science in Business Management

Summary of Results from Implementing Direct Measures of Student Learning:

1. End-of-Program Comprehensive Examination:

Aggregate average score of students for each of the specific areas:

	<i>URG aggregate score (%) / national average score (%)</i>
Accounting	50.00 / 53.48 below average
Business Ethics	58.42 / 53.01 at or above
Business Finance	45.26 / 46.82 below average
Business integration and strategic mgmt.	63.16 / 56.22 at or above
Business leadership	48.32 / 51.52 below average
Economics	59.47 / 50.01 at or above
Economics-macroeconomics	62.11 / 48.16 at or above
Economics-microeconomics	58.84 / 51.71 at or above
Global dimensions of business	54.21 / 47.09 at or above
Information management systems	62.63 / 58.70 at or above
Legal environment of business	63.16 / 55.15 at or above
Management	62.63 / 57.20 at or above
Human resource management	58.06 / 59.38 below average
Operation/production management	54.84 / 52.95 at or above
Organization behavior	74.24 / 59.30 at or above
Marketing	50.00 / 48.43 at or above
Quantitative research techniques and statistics	47.37 / 48.08 below average

2. Comprehensive Capstone Business Simulation

Aggregate score in the business simulation

	<i>RIO course avg / International avg</i>
Fall 2015 management course	97% / 83% at or above average
Spring 2016 management course	74% / 59% at or above average

3. Student's Business Internship

IACBE site visitation team in Sept 2016 suggested revisions to the ISLOs and rubric for proper alignment

Summary of Results from Implementing Indirect Measures of Student Learning:

1. *Peregrine Student Exit Survey*
 IACBE site visitation team in Sept 2016 suggested revisions to the ISLOs and survey questions for proper alignment

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures			
Program ISLOs	<i>End of Program Comprehensive Examination</i>	<i>Comprehensive Capstone Business Simulation</i>	<i>Student's Business Internship</i>	<i>Peregrine Student Exit Survey</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Students will be able to distinguish the principal concepts, theories, and practices in and recognize the interrelationships between the functional areas of business.</i>	MET	NA	NA	NOT MET
2. <i>Students will be able to recognize and differentiate the intercultural dimensions of management.</i>	MET	NA	NA	NOT MET
3. <i>Students will be able to identify and distinguish the relevant theories and principles associated with the economic environment of business.</i>	MET	NA	NA	NOT MET
4. <i>Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.</i>	MET	NA	NA	NOT MET
5. <i>Students will be able to apply business-related quantitative methods and tools to the formulation of management decisions.</i>	NOT MET	NA	NA	NOT MET
6. <i>Students will be able to construct coherent oral and written forms of communication and present them in a</i>	NA	NA	NOT MET	NOT MET

<i>professional context.</i>				
7. <i>Students will be able to apply theory and practice in the business functional areas to the analysis of organizational problems and challenges</i>	NA	MET	NA	NOT MET
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:				
<p>1. Program ISLO 1: The performance target for this program ISLO was met on the comprehensive exam with 12 out of 17 areas (70%) at or above average, but the exit survey attached to the exam needed to be reconstructed after the site visitation team recommended that the ISLOs be rewritten. At the suggestion of the site visitation team, the faculty will review the comprehensive exam to assist in the preparation and delivery of the courses in the school of business. The program ISLOs were also reviewed and rewritten along with the making alignment changes to the exit exam.</p>				
<p>2. Program ISLO 2: The performance target for this program ISLO was met on the comprehensive exam with at or above score in the Global dimensions of business area, but the exit survey attached to the exam needed to be reconstructed after the site visitation team recommended that the ISLOs be rewritten. The program ISLOs were also reviewed and rewritten along with the making alignment changes to the exit exam.</p>				
<p>3. Program ISLO 3: The performance target for this program ISLO was met on the comprehensive exam with 3 out of 3 of the economic exam components at or above the average, but the exit survey attached to the exam needed to be reconstructed after the site visitation team recommended that the ISLOs be rewritten. The program ISLOs were also reviewed and rewritten along with the making alignment changes to the exit exam.</p>				
<p>4. Program ISLO 4: The performance target for this program ISLO was met on the comprehensive exam with both the ethics and legal exam components at or above average, but the exit survey attached to the exam needed to be reconstructed after the site visitation team recommended that the ISLOs be rewritten. The program ISLOs were also reviewed and rewritten along with the making alignment changes to the exit exam.</p>				
<p>5. Program ISLO 5: The performance but the exit survey attached to the exam needed to be reconstructed after the site visitation team recommended that the ISLOs be rewritten. The program ISLOs were also reviewed and rewritten along with the making alignment changes to the exit exam.</p>				
<p>6. Program ISLO 3: The performance target for this program ISLO was not met because the exit survey attached to the exam and the rubric for the business internship needed to be reconstructed after the site visitation team recommended that the ISLOs be rewritten. The program ISLOs were also reviewed and rewritten along with the making alignment changes to the exit exam.</p>				
<p>7. Program ISLO 7: The performance target for this program ISLO was met for the capstone business simulation with the aggregate score of the</p>				

business management courses scoring at or above the average of all other teams in the simulation, but the exit survey attached to the exam needed to be reconstructed after the site visitation team recommended that the ISLOs be rewritten. The program ISLOs were also reviewed and rewritten along with the making alignment changes to the exit exam.