



## Public Disclosure of Student Learning

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Institution	University of Rio Grande/Rio Grande Community College
Academic Business Unit	Emerson E. Evans School of Business
Academic Year	2016-2017

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## Report of Student Learning and Achievement

*Institution*

*Name of your Academic Business Unit*

For Academic Year: 2016-2017

### 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:
<p>1. End-of-Program Comprehensive Examination (Peregrine Business Common Professional Component for Associate Assessment) Program ISLOs Assessed by this Measure: 1, 2</p>	<p><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></p>
<p>2. End-of Program Business Management BM20403 Research Paper Program ISLOs Assessed by this Measure: 3, 4</p>	<p><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></p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. Peregrine Student Exit Survey Program ISLOs Assessed by this Measure: 1, 2, 3, 4</p>	<p><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></p>

**Learning Assessment Results: Associate of Applied Business in Business Management**

**Summary of Results from Implementing Direct Measures of Student Learning:**

**1. End-of-Program Comprehensive Examination**

The aggregate average score for students of Emerson E. Evans School of Business in each of the specific areas of:

Area	URG Aggregate Score (%)	National Average Score (%)	Comparison Results
Accounting (Program ISLO 1)	58.40%	49.21%	at or above average
Business Ethics (Program ISLO 1)	52.00%	44.46%	at or above average
Economics (Program ISLO 1 & 2)	43.20%	44.22%	<b>below average</b>
Economics: Macroeconomics (Program ISLO 1 & 2)	46.40%	42.17%	at or above average
Economics: Microeconomics (Program ISLO 1 & 2)	40.00%	46.44%	<b>below average</b>
Information Management Systems (Program ISLO 1)	53.20%	-----	Cannot compare
Management (Program ISLO 1)	50.80%	53.96%	<b>below average</b>
Management: Human Resource Management (Program ISLO 1)	50.00%	56.02%	<b>below average</b>
Management: Operations/Production Management (Program ISLO 1)	51.90%	48.68%	at or above average
Management: Organizational Behavior (Program ISLO 1)	50.60%	56.18%	<b>below average</b>
Marketing (Program ISLO 1)	48.00%	45.09%	at or above average
<b>Total</b>	<b>50.93%</b>	<b>46.91%</b>	<b>at or above average</b>

(Total number of students = 25)

**2. End-of Program Business Management BM20403 Research Paper**

- For 2016-2017 academic year, 83% of all students achieved a performance of “Exemplary” or “Acceptable” on each measurable criterion. These results exceed the minimum target of 70%.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

**1. Peregrine Student Exit Survey**

**For the 2016-2017 academic year, an average aggregate score of 71%** represents that all students answered, “somewhat confident”, or “very confident”, to all of the student exit survey questions. **These results exceed the minimum target of 70%.** However, it is important to note that not all individual results for each ISLO represented on the Student Exit Survey met the benchmark target:

<b>ISLO</b>	<b>Area</b>	<b>Indirect Measure: 70% will be somewhat confident or very confident</b>	<b>Met, or Not Met</b>
ISLO 1	Accounting	59%	<b>Not Met</b>
	Business Ethics	85%	Met
	Economics-macroeconomics	37%	<b>Not Met</b>
	Economics-microeconomics	41%	<b>Not Met</b>
	Information Management	85%	Met
	Management	89%	Met
	Human Resource Management	67%	<b>Not Met</b>
	Operation/production management	59%	<b>Not Met</b>
	Organization behavior	81%	Met
	Marketing	85%	Met
		<b>ISLO 1 Aggregate</b>	<b>69%</b>
ISLO 2	Do you feel confident that you can describe and illustrate the significance of the economic environment of business?	65%	<b>Not Met</b>
ISLO 3	Do you feel confident that you can use current technology and computer applications in support of business administration?	89%	Met
ISLO 4	Do you feel confident that you can produce and present effective oral and written forms of communication?	85%	Met
	<b>Total Average Aggregate Score in All areas</b>	<b>71%</b>	<b>MET</b>

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<i>Direct Measure End of Program Comprehensive Examination</i>	<i>Direct Measure End-of Program Business Management BM20403 Research Paper</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure Peregrine Student Exit Survey</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	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>	NOT MET	N/A	N/A	N/A	NOT MET	N/A	N/A	N/A
2. <i>Students will be able to describe and illustrate the significance of the economic environment of business.</i>	NOT MET	N/A	N/A	N/A	NOT MET	N/A	N/A	N/A
3. <i>Students will be able to use current technology and computer applications in support of business administration</i>	N/A	MET	N/A	N/A	MET	N/A	N/A	N/A
4. <i>Students will be able to produce and present effective oral and written forms of communication</i>	N/A	MET	N/A	N/A	MET	N/A	N/A	N/A

## Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

### 1. **Program ISLO 1.**

**Direct Measure.** The Peregrine business exam revealed that certain principal function areas did not meet the benchmark target of being at or above average when compared to aggregate average of other public universities. These areas included economics, economics-microeconomics, management, human resource management, and organizational behavior. For each of these areas, each subtopic was analyzed to see the specific areas in which the students did not test well. For all areas of economics, students' lowest results were in the subtopics of "economic trends and analysis" as well as "spending and saving" and "price, cost and profit". For human resources management, students' lowest results were in the subtopics of "manager roles and responsibilities", "HR planning", and "staffing decisions". For organizational behavior, students' lowest results were in the subtopics of "corporate culture", "organizational structure", and "organizational mission, vision, and values". Overall, performance below the benchmark indicates one of two things; (1) The exam questions do not match Rio's curriculum coverage in these areas, or (2) reinforcement tactics for these areas need implemented within the appropriate courses. The IACBE team is working with faculty to determine the exact cause and creating an action plan for each individual area to improve student learning.

**Indirect Measure.** The student exit survey provides an indirect measure of student confidence in the principal function areas of business. Student confidence was below the acceptable rate in the following principal function areas: accounting, economics-macroeconomics, economics-microeconomics, management-human resource management, management-operations/production management. This result would be expected for the areas that students tested below benchmark (economics and human resource management). However, it is surprising that two areas in which students scored higher than average on the comprehensive exam (accounting and management-operations/production management), revealed that the students were not confident of their knowledge. We expect our aforementioned efforts of improving student learning to improve student confidence in economics and human resource management. We feel the decline in student confidence in accounting can be attributed to the complete turnover of accounting staff which happened in the second year of these students associate degree and hope that consistency of staff will improve this area. Operations/production management courses are typically presented in an online format. We are working with faculty to determine how to improve student confidence in this area format of delivery.

### 2. **Program ISLO 2.**

For this ISLO, the Peregrine Comprehensive Business exam was also used as a direct measure of student success. Economic environment is primarily measured by the economics-macroeconomics subject area of the exam, which was above average compared to the benchmark of average of other public universities. It is also measured by subject areas of economics, and economics-microeconomics, which were below average. In addition, the indirect measure of the student exit survey indicated students were not confident in any area of economics. As mentioned in ISLO 1 course of action, performance below the benchmark indicates one of two things; (1) The exam questions do not match the curriculum coverage in these areas, or (2) reinforcement tactics for these areas need implement within the appropriate courses. The IACBE team is working with faculty to determine the exact cause and creating an action plan for each individual area to improve student learning and increase student confidence.

**Student Learning Assessment for *Bachelor of Applied Business in Business Management***

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. *Students will be able to distinguish the principal concepts, theories, and practices in and recognize the interrelationships between the functional areas of business.*
2. *Students will be able to recognize and differentiate the intercultural dimensions of management.*
3. *Students will be able to identify and distinguish the relevant theories and principles associated with the economic environment of business.*
4. *Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making*
5. *Students will be able to apply business-related quantitative methods and tools to the formulation of management decisions.*
6. *Students will be able to construct coherent oral and written forms of communication and present them in a professional context*
7. *Students will be able to apply theory and practice in the business functional areas to the analysis of organizational problems and challenges*

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

1. End-of-Program Comprehensive Examination (Peregrine Business Common Professional Component for Bachelor Assessment)  
Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5

**Performance Objectives (Targets/Criteria) for Direct Measures:**

*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.*



<p>2. Comprehensive Capstone Business Simulation Program ISLOs Assessed by this Measure: 7</p>	<p><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></p>
<p>3. Student’s Business Internship Program ISLOs Assessed by this Measure: 6</p>	<p><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></p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>
<p>1. Peregrine Student Exit Survey Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7</p>	<p><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></p>

**Learning Assessment Results: Bachelor of Business in Applied Business Management**

**Summary of Results from Implementing Direct Measures of Student Learning:**

**1. End of Program Comprehensive Exam**

The aggregate average score for students of Emerson E. Evans School of Business in each of the specific areas below:

Area	URG Aggregate Score (%)	National Average Score (%)	Comparison Results
Accounting (Program ISLO 1)	61.09%	53.85%	at or above average
Business Ethics (Program ISLO 1, 2 & 4)	62.83%	52.75%	at or above average
Business Finance (Program ISLO 1)	59.78%	46.95%	at or above average
Business Integration and Strategic Management (Program ISLO 1 & 2)	69.13%	56.99%	at or above average
Business Leadership (Program ISLO 1)	61.74%	52.14%	at or above average
Economics (Program ISLO 1 & 3)	51.96%	49.96%	at or above average
Economics: Macroeconomics (Program ISLO 1 & 3)	53.04%	48.51%	at or above average
<b>Economics: Microeconomics (Program ISLO 1 &amp; 3)</b>	<b>50.87%</b>	<b>51.35%</b>	<b>below average</b>
Global Dimensions of Business (Program ISLO 1 & 2)	56.09%	47.43%	at or above average
Information Management Systems (Program ISLO 1)	66.09%	58.54%	at or above average
Legal Environment of Business (Program ISLO 1 & 4)	60.00%	55.10%	at or above average
Management (Program ISLO 1)	65.22%	56.99%	at or above average
Management: Human Resource Management (Program ISLO 1 & 2)	68.59%	58.82%	at or above average
Management: Operations/Production Management (Program ISLO 1)	60.54%	52.53%	at or above average
Management: Organizational Behavior (Program ISLO 1 & 2)	66.24%	60.02%	at or above average
Marketing (Program ISLO 1)	58.70%	49.13%	at or above average
Quantitative Research Techniques and Statistics (Program ISLO 1 & 5)	60.87%	49.44%	at or above average
Total	61.12%	52.55%	at or above average

The benchmark target of being at or above national average of public schools was met in every area except Microeconomics.  
(Total Students = 45)

**2. Comprehensive Capstone Business Simulation**

Aggregate score in the business simulation

Rio Average Score / Worldwide Average Score

Fall 2016 Strategic Management Course

89% / 84%

Spring 2017 Strategic Management Course

90% / 84%

**The outcomes have been MET for this direct measurement.**

**3. Student Business Internship**

• For 2016-2017 academic year, 89% of all students achieved a performance of “Sophisticated” or “Competent” on each measurable criterion.

**The outcomes have been MET as these results exceed the minimum target of 80%.**

**Summary of Results from Implementing Indirect Measures of Student Learning:**

**1. Peregrine Student Exit Survey**

Confidence Level is greater than 70%

Program ISLO Results by area (detailed)			
Applicable Program ISLO	Area	Confidence Level	Confidence Level > 70% Met or Not Met
ISLO 1	<b>Accounting</b>	56%	Not Met
ISLO 1, 2, & 4	Business Ethics	78%	Met
ISLO 1	<b>Business Finance</b>	62%	Not Met
ISLO 1, 2, & 4	Business Integration and Strategic Management	82%	Met
ISLO 1	Business Leadership	78%	Met
ISLO 1 & 3	<b>Economics</b>	44%	Not Met
ISLO 1 & 3	<b>Economics-macroeconomics</b>	38%	Not Met
ISLO 1 & 3	<b>Economics-microeconomics</b>	36%	Not Met
ISLO 1 & 2	<b>Global Dimensions of Business</b>	60%	Not Met
ISLO 1	Information Management	73%	Met
ISLO 1 & 4	<b>Legal Environment of Business</b>	64%	Not Met
ISLO 1 & 2	Management	82%	Met
ISLO 1 & 2	Human Resource Management	73%	Met
ISLO 1	Operation/production management	71%	Met
Program ISLO Results by area (detailed)			

<b>Applicable Program ISLO</b>	<b>Area</b>	<b>Confidence Level</b>	<b>Confidence Level &gt; 70% Met or Not Met</b>
ISLO 1	Organization behavior	76%	Met
ISLO 1	Marketing	82%	Met
ISLO 1 & 5	<b>Quantitative Research Techniques and Statistics</b>	<b>47%</b>	<b>Not Met</b>
ISLO 2	<b>Do you feel confident that you can recognize and differentiate the intercultural dimensions of management?</b>	<b>60%</b>	<b>Not Met</b>
ISLO 3	<b>Do you feel confident that you can identify and distinguish the significance of relevant theories and principles associated with the economic environment of business?</b>	<b>58%</b>	<b>Not Met</b>
ISLO 4	<b>Do you feel confident that you can evaluate legal and ethical principles in business and apply them to organizational decision making?</b>	<b>69%</b>	<b>Not Met</b>
ISLO 5	<b>Do you feel confident that you can apply business-related quantitative Methods and tools to the formulation of management decisions?</b>	<b>67%</b>	<b>Not Met</b>
ISLO 6	Do you feel confident that you can construct coherent oral and written forms of communication and present them in a professional context?	76%	Met
ISLO 7	Do you feel confident that you can apply theory and practice in the business functional areas to the analysis of organizational problems and challenges?	77%	Met

<b>Program ISLO Results by Aggregate</b>		
<b>ISLO #</b>	<b>Confidence Level</b>	<b>Confidence &gt; 70% (Met or Not Met)</b>
<b>ISLO 1</b>	<b>65%</b>	<b>Not Met</b>
ISLO 2	72%	Met
<b>ISLO 3</b>	<b>44%</b>	<b>Not Met</b>
ISLO 4	73%	Met
<b>ISLO 5</b>	<b>57%</b>	<b>Not Met</b>
ISLO 6	76%	Met
ISLO 7	77%	Met

**Summary of Achievement of Intended Student Learning Outcomes:**

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

## Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

### 1. Program ISLO 1.

**Direct Measure.** Although our aggregate results for Program ISLO 1 was met, we have found a deficiency in one functional area of business that needs addressed, which is economics. As with our associate degree, we need to first determine if our results of our direct measurement (Peregrine Comprehensive Exam indicate that the results were caused by one or both of the two following reasons: (1) The exam questions do not match the curriculum coverage in this area, or (2) reinforcement tactics for this area need implemented within the appropriate courses. We are still in the process of analyzing this data to determine this. If it is the exam, our course of action will be to adjust the exam to better match our program outcomes. If it is a need to reinforce within the applicable courses, we will with faculty that teaches economics to determine the exact cause and creating an action plan for each individual area to improve student learning.

**Indirect Measure.** The student exit survey for our bachelor's program provides an indirect measure of student confidence in the principal function areas of business. Results compared to the direct measurement for ISLO 1 find that students *feel a lot* less confident than their actual tested *performance* in these individual functional areas. Our action plan is to have faculty brainstorming sessions over this school year to determine why students feel less confident in their performance and adjust our courses as necessary.

### 2. Program ISLO 3

Students are performing at a level below our desired outcomes in the area of economics. They are also feeling less confident in this area. The course of action, as mentioned in Program ISLO 1 above, is to first determine if our results of our direct measurement (Peregrine Comprehensive Exam indicate that the results were caused by one or both of the two following reasons: (1) The exam questions do not match the curriculum coverage in this area, or (2) reinforcement tactics for this area need implemented within the appropriate courses. We are still in the process of analyzing this data to determine this. If it is the exam, our course of action will be to adjust the exam to better match our program outcomes. If it is a need to reinforce within the applicable courses, we will with faculty that teaches economics to determine the exact cause and creating an action plan for each individual area to improve student learning.

### 3. Program ISLO 5

Students tested well above national average in the direct measure area of applying business-related quantitative methods and tools. Our success is due to the fact that we have integrated these methods into several business courses such as our capstone course and financial management. Students also take a pure methodology course, MTH 21404 Intro. to Probability & Statistics. The issue is that our students don't feel confident in this area. Our action plan is to research and determine if a business statistical course instead of a general statistical course would help increase student confidence in this area. This is also prudent and in alignment with an initiative from the Ohio Department of Higher Education. The state of Ohio passed ORC 3333.16 mandating 2+2 degree pathways from community colleges to 4-year public universities must be developed for several majors, including business management. A panel of faculty experts presented business statistics and/or business calculus as the preferred math course for business management degrees. This endorsement is not only in alignment with our course of action for this ISLO, it coincides with the fact we may have no choice to offer it if the pathway chooses that math as that course falls under Rio Grande Community College, our symbiotic community college.