

Summary of BSBA Assessment Results

Measure	Benchmark/Results
Communication: Students will develop the written and oral communication skills necessary for success in their business careers.	
Writing Proficiency Portfolio	SOBA average score is not more than one standard deviation below the USCA average score. The SOBA means range from .3 to .625 standard deviations below the USCA mean and meet the benchmark for 2015-2019.
BADM 345: Business Communication (embedded test)	80% of the students pass with C or better. Except for the online 2018-2019 sections, students in both online and in-class sections met this benchmark for the years 2015-2019. Because 2018-2019 showed a pass-rate decrease and borderline results for both online and in-class sections, the test item analysis was used to identify 4 questions being missed by more than 50% of the students. The lead BADM 345 instructor planned to reemphasize those areas being missed.
Oral Presentation Skills - BADM 478 (in-class rubric)	80% of the students pass according to the rubric. This result met the benchmark for 2015-2018. The Dean directed that this measure be discontinued after 2018 and the process be revised to accommodate the online sections of BADM 478. The existing benchmark did not provide information useful for action and continuous improvement. There has been no progress since 2018 because the lead faculty position for BADM 478 remains in flux.
Business Senior Exit Survey	70% of the students respond adequately or higher to the communication question. Over 90% of the students for the years 2015-2019 report that they are adequately or better prepared in communications, thus meeting the SOBA benchmark.
Technology: Students will develop the basic technological skills to prepare them for their business careers.	
Technical Skills - BADM 290 (embedded test)	80% of the students pass with C or better. The results for the BADM 290 measure show below benchmark results for all years for the in-class sections and the 2015-2017 online sections. From 2017-2019 the online sections met or exceeded the benchmark, but marginally. These consistent results accompanied by faculty dissatisfaction with students' Excel skills were a source of faculty discussion since 2015. In summer 2017 the Dean met with two faculty to discuss immediate course revisions to BADM 290 as an interim measure prior to the Curriculum Review and Proposals Committee (CRPC) considering a major curriculum change in the forthcoming 2017- 2018 AY. The changes produced improvement in the online sections, but in-class performance decreased. This result is attributable to the improved and organized structure lending itself well to online students who succeed independently and more so than in-class students. In spring 2018 SOBA approved a new three-course analytics sequence to replace the existing BADM 290 and 390. The new accompanying assessment measures are designed to assess hands-on capability through student projects scored with rubrics.

Measure	Benchmark/Results
Database Management Skills BADM 390 (embedded test)	80% of the students pass with C or better. In-class sections did not meet the targets in 2015-2016 and 2017-2018. The online sections exceeded the benchmark for all years. This measure was discontinued in 2018 because BADM 390 is replaced by BADM 300.
Data Management Skills BADM 298 (Project)	80% of the students will score at least 6 on the rubric. The first section of this new course was offered online in spring 2019. The results of the inaugural assessment show that 18 out of 21 students scored 6 points or higher reflecting that 85.7% of the students met the target.
Analytical Tools and Skills BADM 299 (Project)	80% of the projects assessed will achieve an average score of at least 10 on the rubric. The first two sections of this new course are offered online in fall 2019. Assessment results are not available as of the date of this assessment cycle.
Business Senior Exit Survey	70% of the students respond <i>adequately</i> or higher to the technology skills question. 90% or more of the students for the years 2015-2019 report that they are adequately or better prepared in technology skills, thus meeting the SOBA benchmark.
Major Field Test	BSBA students will be within one standard deviation of the national mean for the MFT in the information systems area. SOBA scored below benchmark in 2016-2017 for in-class students but met the target in all other years from 2015-2019. The online sections score better than the on-campus sections, which can be attributed to more adult learners being in the online program and, for this technology measure, online learners being more comfortable with technology.
Globalization: Students will acquire a global perspective of the modern business environment.	
Global Business knowledge BADM 383 (embedded test)	80% of the students pass with C or better. The results are well above the benchmark for both in-class and online sections for 2015- 2019, except for the campus sections in 2018-2019. The spring 2019 section scored 57%, which dropped the average for the year. For now, this looks like an anomaly but will be monitored through the next measure.
Business Senior Exit Survey	70% of the students respond <i>adequately</i> or higher to the global perspective questions. Over 90% of the students for the years 2015-2019 report that they are adequately or better prepared in global perspectives, thus meeting the SOBA benchmark.
Major Field Test	BSBA students will be within one standard deviation of the national mean for the MFT in the international issues area. SOBA met the target in all years from 2015-2019. The online sections score better than the on-campus sections and the national average, which can be attributed to more adult learners being in the online program who have broader life experience, including exposure to international issues.

Measure	Benchmark/Results
<i>Business Knowledge: Students will acquire the basic business knowledge necessary for success in their business careers.</i>	
Major Field Test	<p>BSBA students will be within one standard deviation of the national mean for the MFT. SOBA met the target in all years from 2015-2019, except for Sumter students in 2017- 2018. The Sumter 4-year average meets the benchmark. The online sections generally score better than the on-campus sections and sometimes higher than the national average, which can be attributed to more adult learners being in the online program who have broader life experience and possibly more educational experiences.</p>
Business Senior Exit Survey	<p>70% of the students respond <i>adequately</i> or higher to the Business Knowledge question. More than 95% of the students for the years 2015-2019 report that they are adequately or better prepared with Business Knowledge, thus meeting the SOBA benchmark.</p>
<i>Ethics and Social Responsibility: Students will develop an appreciation for ethical decision-making and the social responsibility of business to all stakeholders.</i>	
Ethical and Social knowledge BADM 397 (embedded test)	<p>80% of the students pass with C or better. The 2015-2016 in-class results are slightly less than the benchmark. All remaining years met the target for both online and in-class sections. The online sections outperformed the in-class sections for all years. This can be attributed to more adult learners being in online classes whose longer life experience offers a sounder ethical perspective.</p>
Business Senior Exit Survey	<p>70% of the students respond <i>adequately</i> or higher to the Ethical, Legal/Regulatory, and Social Responsibility questions. SOBA met the benchmark here for 2015-2019 in all online and in-class sections. Nearly 100% of the online students report adequate or better preparation for Ethical, Legal/Regulatory, and Social Responsibility issues. The in-class scores are 90% or better, with some variance in perspectives on Legal/Regulatory preparation; although, not outside the benchmark.</p>
Major Field Test	<p>BSBA students will be within one standard deviation of the national mean for the MFT in the legal and social environment area. SOBA scored below benchmark in 2016-2017 for in-class students but met the target in all other years from 2015-2019. The online sections scored better than the on-campus sections and the national mean, which can be attributed to more adult learners being in online classes whose longer life offers more experience in legal and social issues.</p>