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# Public Disclosure of Student Learning Form

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**Institution:** \_\_\_\_\_ Bacone College  
**Academic Business Unit:** \_\_\_\_\_ Division of Business  
**Academic Year:** \_\_\_\_\_ 2014

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**Report of Student Learning and Achievement**  
**Division of Business**  
**Bacone College**

For Academic Year: 2014

**Mission of the (Name of your Academic Business Unit)**

The Division of Business provides a student-centered learning environment to develop the business skills and appreciation for continuous learning necessary to succeed in a dynamic global economy. The faculty is empowered to help develop ethical, knowledgeable, and technologically competent business professionals. We strive to do this to further the College's mission of providing a premier educational experience through Christian principles, while providing equal educational opportunity to all.

To best serve our students and to efficiently use institutional resources the Division of Business will seek to:

1. Offer a responsive, flexible business curriculum within a learning environment that prepares and supports analytical thinking and lifelong learning
2. Integrate technology into our teaching and communications with students and colleague
3. Create an environment to fulfill our mission by providing opportunities for faculty development; support for faculty efforts to serve students and improve our programs; and appropriate rewards for achievements in teaching, intellectual contributions, and service
4. Target well-defined markets and promote the Division of Business effectively in those markets
5. Build and maintain partnerships with key constituencies.

**Student Learning Information for Bachelor of Science in Business Administration**

Intended Student Learning Outcomes for Bachelor of Science in Business Administration:

1. Students should demonstrate their basic knowledge and comprehension of the disciplines in accounting, finance, information systems, law, management and marketing.
2. Students should demonstrate their ability to present, discuss and defend views effectively through spoken and written language

3.	Students should demonstrate their ability to ability to use technology to locate, obtain, organize, report and use information from electronic sources.
4.	Students should demonstrate their ability to ability to work with, influence and lead others, organize and delegate tasks, motivate and develop people and withstand and resolve conflict.
5.	Students should demonstrate their ability to ability to work with, influence and lead others, organize and delegate tasks, motivate and develop people and withstand and resolve conflict.
6.	Students should demonstrate their ability to ability to apply a synthesis of quantitative analytical processes, abstract logical thinking, inductive and deductive reasoning and critical analysis to solving problems.
7.	Students should demonstrate their ability to identify, reason and seek resolution of ethical issues.
8.	Students should recognize the need for and an ability to engage in continuing professional development
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning:	
Performance Targets/Criteria for Direct Measures:	
1. End of Program Comprehensive Examination	All graduating seniors will score at least 70% on the core outcomes questions
2. Senior Thesis	All graduating students will achieve an evaluation of ‘successful’ or ‘very successful’ on each evaluation criteria
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	
Performance Targets/Criteria for Indirect Measures:	
1. Course Evaluation	On a 1-4 scale where 1 represents the least desirable score and 4 represents the most desirable score; major business courses will achieve a mean score of 3.0 in each of the six categories of assessment for the evaluation (Instruction, Instructor, Infrastructure, Curriculum, Student Development and Student Satisfaction).
2. Senior Exit Survey	On a 1-4 scale where 1 represents the least desirable score and 4 represents the most desirable score, senior student’s self assessment for each of the concentration’s learning outcomes will score a mean of 2.75
3. Alumni Survey	On a 1-4 scale where 1 represents the least desirable score and 4 represents the most desirable score, the recent alumnus’ will report that their Bacone Experience prepared them for their first job and that it prepared them for their profession at a score of at least 2.50.
Summary of Results from Direct Measures of Student Learning:	
Performance Target Was...	

	Met	Not Met
1. All graduating seniors scored at least 70% on the core outcomes questions. Areas of strength were Information Systems, International Business, Law and Management. Areas for improvement were Statistics, Finance and Economics.	X	
2. On the Senior Thesis, all graduating students will achieve an evaluation of 'successful' or 'very successful' on each evaluation criteria.	X	
Summary of Results from Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. On the course evaluation surveys for courses in the Division of Business, the average score was 3.087 on a 1 to 4 scale with 4 as the highest. Areas of strength were Instruction and the Instructor. Institutional infrastructure is an area for improvement.	X	
2. Regarding the Senior Survey, on a 1-4 scale where 1 represents the least desirable score and 4 represents the most desirable score, senior student's self assessment for each of the concentration's learning outcomes will score a mean of 2.75. Actual result was a mean of 3.21	X	
3. Regarding the alumni survey, on a 1-4 scale where 1 represents the least desirable score and 4 represents the most desirable score, the recent alumnus' will report that their Bacone Experience prepared them for their first job and that it prepared them for their profession at a score of at least 2.50. On the question about preparation for their first job, alumni reported a score of 3.41; on the question about preparation for their profession, alumni reported a score of 3.61	X`	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. The Comprehensive Final exam, as it did in AY2013, shows weakness in quantitative areas. Two changes have been made in the business core to address this issue. All new students admitted to the business program are required to complete Quantitative Methods in Business, which will precede courses in Finance and Statistics. In addition, a weakness in Economics has been addressed by replacing a three hour Principles of Economics course with two three hour courses, Macroeconomics and Microeconomics.		