

Over the last five years all learning goals have been assessed at least twice. The following tables summarize the assessment efforts for the BADM program highlighting the measures used, outcomes, and comments regarding process or continuous improvements.

BADM Assessment Summary

Business Administration			
Learning Goal	Assessed	Measurement Details	Essential Outcomes and Comments
Oral Communications	2014, 2016	Individual presentations evaluated in capstone course (BADM 495) using the College developed and endorsed oral communication rubric.	Overall in 2016, 95.15% of students in the BADM 495 courses were rated favorably with either Acceptable or Superior as opposed to 2014 where 98.5% of overall students in BADM 495 were either Acceptable or Superior. Generally, our students have strong presentation skills. We try to get faculty to use the oral communications rubric as a means to set expectations and clarify quality discriminators.
Written Communications	2012, 2015,	Course embedded case study in capstone classes (BADM 495). Evaluated with College developed and endorsed writing rubric. Uses multiple raters.	Ratings in 2015 were significantly higher than 2012. All traits surpassed the goal of a minimum of 70% Acceptable or Superior ratings. The course coordinators enable and support “mandated” faculty use of the written communications rubric as a means to set expectations and clarify quality discriminators.
Analytical Thinking and Problem-Solving	2015, 2017	Course embedded case study in capstone classes (BADM 495). Evaluated with College developed and endorsed critical thinking rubric.	This assessment effort indicates that 95.7% of students have “Developed” or “Mastered” proficiency in Analytical Thinking and Problem Solving in Fall of 2015. The AoL team is skeptical of this result and awaits the Spring 2017 data.
Teamwork	2012, 2014, 2016	Individuals were assessed as part of their team project in the capstone course (BADM 495). We have consistently used the Comprehensive Assessment of Team Member Effectiveness (CATME) instrument to assess the teamwork goal. CATME is a psychometrically verified, free web-based tool that allows individuals to evaluate their team members. Each team member is ranked on a scale between 1 and 5 with 1 representing poor performance and 5 representing high performance. We measure five dimensions: contributing to the team’s work, interacting with teammates, expecting quality, keeping the team on track, having relevant knowledge, skills and abilities.	Overall average score went from 4.43 in 2014 to 4.52 in 2016. Generally, students appear to have relatively strong teamwork traits. The lowest scoring trait has always been the contributing to the team measure, which captures the free-rider problem within groups. The UCC has discussed the use of the CATME system in courses and the College supported a lunch workshop to discuss the use of CATME in classes.
Ethics	2012, 2015, 2016	Ethics was assessed in the Survey of Marketing course (MKTG 305). The ethics assessment involves the students evaluating five hypothetical ethical scenarios. Evaluators used the College’s ethical decision-making rubric.	In 2015, 88% of students have “Acceptable” to “Superior” proficiency in ethical decision-making versus 53% in 2012. The trend continued and in 2016, 96.7% of the scores were “Acceptable” to “Superior”. This is quite a significant improvement and the recommendations implemented in 2012 seem to be quite effective. Using the rubric as an educational tool seems to have helped students understand expectations, but also they appear to have been better at thinking through the ethical dilemmas.

Information Technology	2014, 2015	Assessed in the Corporate Technology Integration course (MINS 301). 2014 used an Information Technology Assessment pre/post test exam in the MINS 301 course. The 2015 assessment relied on 9 quiz results within the course that were consistent with the learning goal.	<p>The class average for the all attempts at the 9 chapter quizzes was 8.65 out of 10. In addition, two assignments related to hardware and software basics had average scores of 9.58/10, and two assignments tied to networks and telecommunications had an average of 9.67/10. The strong class averages imply a solid grasp of IT material amongst the BADM students.</p> <p>Course and assessment measures have changed significantly over time. Need more consistency to better gauge impact of continuous improvement efforts.</p>
Globalization	2012, 2014, 2016	A college developed 30 question globalization in business test was used to evaluate students. In Fall 2014 the Globalization test was administered in all sections of Survey of Management (MGMT 303). In Fall 2012, the test (then 35 questions) was given in the capstone course, BADM 495. Test has been refined to better align with learning objectives in program. Generally, members of the UCC are still unhappy with the test and it is slated for further revision.	<p>The average score in 2014 was a 56% and 61% in 2012. Inconsistent testing procedures between the two years make comparisons difficult. In 2012 extra credit was given to incentivize students. In 2014 some of the instructors gave extra credit others did not. In 2012 the test was given BADM 495 which is capstone course consisting mostly of seniors. In 2014 the test was given in MGMT 303 which mainly consists of juniors. The AoL team and UCC aren't sure how to interpret some of these findings. Need to improve process and exam. This is currently being addressed by the AoL team and UCC.</p>
Core Business Functional Knowledge Test (CBKT)	2012, 2014, 2016	Our college developed the CBKT which consists of 71 questions from the fields of Accounting, Finance, Management, Human Resources, Strategy, Operational Management, Marketing, and Information Systems. Working with the UCC, course coordinators and faculty from each area, the CBKT was updated in 2013. Test administered in the capstone BADM 495 courses.	<p>Although the overall score was relatively low (49.9% correct), fortunately, students scored well in areas related to their options. The overall average was driven by low scores on the accounting (27%) section. Generally, the UCC hasn't been sure how to use data from the test and has decided to use the externally validated CSU BAT that allows some benchmarking with other CSU COBs.</p>