



**Annual Assessment Report**

**Executive Summary**

**2018 - 2019**

**California University of Pennsylvania**

**September 1, 2019**



# Report Overview

**School:** Eberly College of Science and Technology

**Department:** Business and Economics

**Assessment Period:** Summer 2018 – Spring 2019

**Date Submitted:** 10/22/2019

**Report Authors:** Dr. Edmund Matecki, ACBSP Assessment Coordinator, along with the ASLO committee consisting of Dr. Beth Jones, Dr. Ahmet Akgun, Dr. Stephanie Adam, Dr. Nan Li, and Dr. Kentaro Murayama.

**Programs of Study:** Business Core/ISBC, Accounting, Economics, Finance, Management, Human Resources Management, Management Information Systems, Marketing, and Master of Business Administration (MBA).

**Abstract:** This is a full, multi-program review. This is the Business and Economics Department's second annual assessment report, prepared in the program's first year of ACBSP accreditation. For each program of study listed above, the Annual Assessment report describes the department's learning goals and objectives, the internal assessment tools used to assess performance, the established performance benchmark, and the degree to which California University students are mastering the learning objectives. The program goals and objectives flow from the department's mission and strategic goals. The information in this report will be a key component in the annual curriculum review and strategic planning cycle for the 2019–2020 academic year.

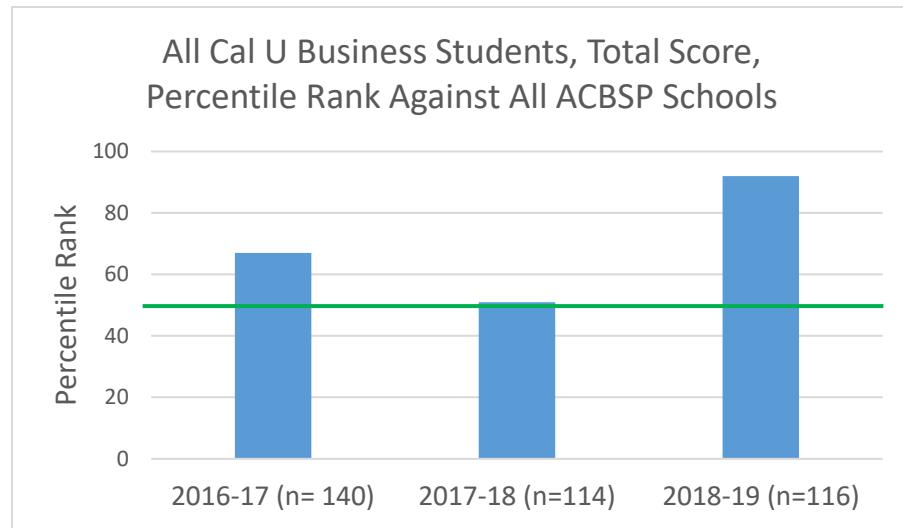
Internal and external data are reported. Internal assessments are a mix of formative and summative course-embedded assessments. The performance benchmark varies among learning objectives. Externally benchmarked test results from Peregrine Academics are the source of all direct, external assessments. Graduating senior exit survey results are also summarized as indirect measures of program success and student satisfaction.

**Department Mission Statement:** The Department of Business & Economics mission is to provide high quality undergraduate and graduate education in the business disciplines that actively engages students in the learning process, combines contemporary academic theory with relevant applications and experiential learning, and offers the global perspective necessary for today's business professionals.

We achieve our mission through our distinctive programs, high level of student-faculty interaction, highly qualified faculty committed to scholarly activity and professional development, and with the assistance of a network of alumni and community partners. We prepare students with the skills needed for today and for a future that will require life-long learning.

**Department Vision:** The Department of Business & Economics will be a leader in business education, engaging pedagogy, applied research and community engagement by building on our strengths and leveraging partnerships with students, alumni, faculty from other disciplines, and industry and community leaders.

## Summary External Results: Undergraduate, Peregrine Academics Exit Exam Scores



All Business Students, Percentile Rank Against All ACBSP Schools			
Topic	2016-17 (n= 140)	2017-18 (n=114)	2018-19 (n=116)
Total Score	67	51	92
Accounting	70	47	84
Business Communications	-	-	86
Business Ethics	65	57	91
Business Finance	68	48	91
Integration/ Strategic Management	72	55	92
Business Leadership	68	45	85
All Economics	61	54	92
Macroeconomics	79	59	95
Microeconomics	38	48	83
Global Dimensions of Business	52	61	95
Management Information Systems	70	44	78
Legal Environment of Business	55	41	90
All Management	72	45	86
Human Resource Management	46	49	91
Operations/Production Management	59	47	86
Organizational Behavior	88	38	71
Marketing	48	58	95
Quantitative Research Techniques and Statistics	77	57	85

## Summary of Internal Results

### Business Core and ISBC Major

<b>Learning Goal 1: Integrate business concepts across the spectrum of business disciplines</b>			
<b>Learning Objective</b>	<b>Internal Assessment</b>	<b>Internal Performance Goal</b>	<b>Performance Goal Met?</b>
LO1: Demonstrate proficiency in all functional business areas	CPC exam (10% of grade)	Success if at least 60% of students score better than the ACBSP average	Yes
LO2: Demonstrate appropriate information technology and information literacy skills	(Info lit) Annotated bibliography (rubric--milestone in company profile). BUS499 Annotated Bibliography	70% of students will achieve basic proficiency according to the rubric	Yes
LO3: Demonstrate appropriate quantitative skills	Company profile:	70% of students will achieve basic proficiency according to the rubric	YES
LO4: Demonstrate appropriate qualitative skills	Simulation after-action Written/Oral presentation with graphics (rubric). BUS 499 Simulation AAR	70% of students will achieve basic proficiency according to the rubric	NO

<b>Learning Goal 2: Critically analyze ambiguous, inter-connected situations and communicate findings</b>			
<b>Learning Objective</b>	<b>Internal Assessment</b>	<b>Internal Performance Goal</b>	<b>Performance Goal Met?</b>
LO5: Analyze complex business situations in order to make sound recommendations.	BUS 499 Company profile	70% of students will achieve basic proficiency according to the rubric	Yes

LO6: Communicate business findings and solutions through effective writing, oral presentations, and graphical illustrations.	BUS 499 Company profile	70% of students will achieve basic proficiency according to the rubric	Yes
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<b>Learning Goal 3: Balance competing values and needs of different constituencies when crafting business solutions</b>			
<b>Learning Objective</b>	<b>Internal Assessment</b>	<b>Internal Performance Goal</b>	<b>Performance Goal Met?</b>
<i>LO7: Discern ethical choices and critically evaluate the ethical choices of others.</i>	<i>BUS 499 International ethics case</i>	<i>70% of students will achieve basic proficiency according to the rubric</i>	Yes
LO8: Evaluate socio-cultural and international diversity variables in decision making.	BUS 499 International ethics case	70% of students will achieve basic proficiency according to the rubric	Yes

<b>Learning Goal 4: Demonstrate personal and interpersonal skills needed to lead and manage organizations</b>			
<b>Learning Objective</b>	<b>Internal Assessment</b>	<b>Internal Performance Goal</b>	<b>Performance Goal Met?</b>
LO9: Work collaboratively with and provide feedback to others in a team setting.	Team Simulation Peer Feedback #2 overall score	90% of students will achieve a score of "usually" or "always"	Yes
LO10: Reflect on personal leadership growth and potential.	Final reflection paper. BUS 499 Reflection and Development Plan	70% of students will achieve basic proficiency according to the rubric	Yes

## Accounting Program

### **LEARNING GOAL 1: Students will apply generally accepted accounting principles to the measurement and reporting of accounting information.**

Learning Objective	Assessment Tool	Performance Goal	Performance Goal Met?
LO1: Prepare the financial statements in accordance with current accounting principles and learn how each statement is used for business decision making.	Excel financial statement analysis project using tools learned during the semester to compare financial statements from competing organizations	70% of students will achieve 70% on the assessment tool	Yes

### **LEARNING GOAL 2: Students will compare alternative business decisions and evaluate the possible effects on future financial performance.**

Learning Objective	Assessment Tool	Performance Goal	Performance Goal Met?
LO2: Demonstrate an understanding of direct and indirect costs and how they can be most accurately assigned to the product cost.	Students completed a budget project, in which they utilized various data scenarios to project profitability under different circumstances.	70% of students will achieve 70% on the assessment tool	Yes

**LEARNING GOAL 3: Students will know how the external regulatory, legal, and ethical environment impact financial reporting and business decisions.**

Learning Objective	Assessment Tool	Performance Goal	Performance Goal Met?
LO3: Apply Federal tax law and regulations in the determination of tax liability for individuals	Prepare a tax return from start to finish using various schedules and worksheets.	70% of students will achieve 70% on the assessment tool	Yes

**LEARNING GOAL 4: Students will learn the principles, practices, and procedures of auditing and internal control evaluation.**

Learning Objective	Assessment Tool	Performance Goal	Performance Goal Met?
LO4: Demonstrate an understanding of audit objectives and the responsibilities of both the auditor and management.	Elements cover the responsibilities and qualifications of auditors and their audit report. They also cover management's responsibilities for internal control and management's responsibility for the accounting system.	70% of students will achieve 70% on the assessment tool	Yes

## Economics Program

<b>LEARNING GOAL 1: Students are proficient with the concepts and theories of micro- and macroeconomics at the intermediate level, and can explain them in audience-appropriate ways using words (written and oral), mathematics, and graphs.</b>			
<b>Measurable Learning Objectives</b>	<b>Assessment Tool</b>	<b>Performance Goal</b>	<b>Performance Goal Met?</b>
LO1: Solve microeconomic optimization problems	A cumulative final exam which includes separate problems on consumer choice, cost minimization, profit maximization under perfect competition, profit maximization under monopoly, and profit maximization under duopoly.	70% of students will achieve 70% on the assessment tool	Yes

<b>LEARNING GOAL 2: Students possess independent research skills appropriate to the discipline, and effectively communicate results and methods, in audience-appropriate ways, using words, mathematics, and graphs.</b>			
<b>Measurable Learning Objectives</b>	<b>Assessment Tool</b>	<b>Performance Goal</b>	<b>Performance Goal Met?</b>
LO3: Demonstrate ability to form a research question, create testable hypotheses, and apply appropriate statistical tools to draw conclusions about their hypotheses.	A semester-long project which involves describing and performing an empirical analysis using regression analysis. The project is broken into multiple parts. Students submit each part, receive instructor and peer feedback, and submit a revised, final version of the project at the end of the course.	70% of students will achieve 70% on the assessment tool	Yes

LO4: Evaluate the validity of information and data	A semester-long project which involves describing and performing an empirical analysis using regression analysis. The project is broken into multiple parts. Students submit each part, receive instructor and peer feedback, and submit a revised, final version of the project at the end of the course.	70% of students will achieve 70% on the assessment tool	Yes
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## Finance Program

<b>LEARNING GOAL 1. Describe, compare, and contrast basic financial concepts and theories</b>			
<b>Learning Objective</b>	<b>Assessment Tool</b>	<b>Performance Goal</b>	<b>Performance Goal Met?</b>
LO1. Compare and contrast the three primary theories of international parity conditions	Multiple choice and short essay questions on a quiz covering international parity conditions	70% of students will achieve 70% or better on the assessment tool	Yes

<b>LEARNING GOAL 2. Apply financial theories and concepts to real world situations</b>			
<b>Learning Objective</b>	<b>Assessment Tool</b>	<b>Performance Goal</b>	<b>Performance Goal Met?</b>
LO2. Apply time value of money concepts to capital budgeting	Online quiz where students solved capital budgeting problems	70% of students will achieve 70% or better on the assessment tool	Yes

Learning Objective	Assessment Tool	Performance Goal	Performance Goal Met?
LO3. Apply the theory of futures and options contracts	The Stock Market Challenge-Simulation Game	70% of students will achieve 70% or better on the assessment tool	Yes

## Management Program

**LEARNING GOAL 1: Students will be able to apply managerial theories and concepts to real world situations**

Learning Objective	Assessment Tool	Performance Goal	Performance Goal Met?
LO1: Analyze a company's structure using appropriate theoretical constructs	Rubric-graded case study	70% of students will achieve basic proficiency level on the rubric	Yes

**LEARNING GOAL 2: Students will be able to apply managerial theory to aspects of managing organizations**

Learning Objective	Assessment Tool	Performance Goal	Performance Goal Met?
LO2: Analyze how individual behavior and group dynamics influence organizational effectiveness	Rubric-graded case study	70% of students will achieve basic proficiency level on the rubric	Yes

## Human Resources Management Program

<b>LEARNING GOAL 1: Understand all of the functions, duties, and responsibilities of an HR department</b>			
<b>Learning Objective</b>	<b>Assessment Tool</b>	<b>Performance Goal</b>	<b>Performance Goal Met?</b>
LO1: Students analyze and define key terms within the HR field	End of semester final exam. Comprehensive exam that incorporated questions from previous quizzes the students took.	70% of students will achieve 70% or better on the assessment tool	Yes

<b>LEARNING GOAL 2: Identify elements of a total compensation package that lead to employee satisfaction, motivation, and retention.</b>			
<b>Learning Objective</b>	<b>Assessment Tool</b>	<b>Performance Goal</b>	<b>Performance Goal Met?</b>
LO2: Students evaluate total compensation components in context	Compensation paper on the use of compensation strategies in the context of organizations	70% of students will achieve 70% or better on the assessment tool	No

<b>LEARNING GOAL 3: Evaluate labor relations concepts through analysis of historical information and current trends in the field</b>			
<b>Learning Objective</b>	<b>Assessment Tool</b>	<b>Performance Goal</b>	<b>Performance Goal Met?</b>
LO3: Students correctly identify labor relations concepts by definition or application	Multiple Choice Quiz	70% of students will achieve 70% or better on the assessment tool	Yes

## Marketing Program

**LEARNING GOAL 2: Students will understand the role of managers in the development of a marketing strategy and will have the ability to formulate a marketing plan.**

Measurable Learning Objectives	Assessment Tool	Performance Goal	Performance Goal Met?
LO3: Students will be able to plan, price, and promote a product using a cohesive marketing strategy.	Individually completed marketing research paper.	70% of students will achieve 70% or better on the assessment tool	Yes

**LEARNING GOAL 3: Learners will demonstrate marketing principles effectiveness by applying appropriate productivity measures in the context of non-profit firms.**

Measurable Learning Objectives	Assessment Tool	Performance Goal	Performance Goal Met?
LO4: Learners will determine effective promotional tools to attract users, donors, and volunteers via its value proposition.	Students used a semester-long case study	70% of students will achieve 70% or better on the assessment tool	No

**LEARNING GOAL 4: Students will identify, choose, and implement tools to evaluate, monitor, and measure organizational effectiveness.**

Measurable Learning Objectives	Assessment Tool	Performance Goal	Performance Goal Met?
LO5: Learners will research tools like Dashboard and Balanced Scorecard to measure itself with audiences.	Students used a semester-long case study	70% of students will achieve 70% or better on the assessment tool	No

**LEARNING GOAL 5: Apply communication and interpersonal skills in a marketing setting**

Measurable Learning Objectives	Assessment Tool	Performance Goal	Performance Goal Met?
LO6: Students will conceptualize, develop and present a sales presentation by visually, verbally and nonverbally communicating information using the techniques identified within the sales presentation model.	Oral sales presentation delivered in class	70% of students will achieve 70% or better on the assessment tool	Yes

[\*\*Management Information Systems Program\*\*](#)

**LEARNING GOAL 1: To use technologies as they apply to systems designed to meet human needs.**

Learning Objective	Assessment Tool	Performance Goal	Performance Goal Met?
LO1: Evaluate how database management software helps business professionals and supports the operations and management of a business.	Score on relevant exam	75% of students score a 70% or better on the assessment tool	Yes

**LO2: Evaluate the role of planning and business models in the development of business/IT strategies, architectures, and applications.**

Learning Objective	Assessment Tool	Performance Goal	Performance Goal Met?
LO2: Evaluate the role of planning and business models in the development of business/IT strategies, architectures, and applications.	Score on relevant exam, Exam 2: Chapters 2-3	70% of the students will score 70% or better on the assessment tool	Yes

## Master of Business Administration (MBA) Program

<b>LEARNING GOAL 1: Students will be able to apply the tools of accounting, economics, finance, human resource management, international business, marketing, and strategic management to solve business problems</b>					
Learning Objective	Assessment Tool	Performance Goal	Performance Goal Met?	Internal Course Assessed	Type of Assessment
LO1: Demonstrate ability to solve problems using the tools of accounting	Accounting Question on Comp Exam	80% of students will score a 75% or better on the problem	Yes	Comprehensive exam	Summative
	Score on Final Exam	85% of the students will earn an 85% or better on the final exam	No	ACC 711	Formative
LO2: Demonstrate ability to solve problems using the tools of economics	Economics Question on Comp Exam	80% of students will score a 75% or better on the problem	No	Comprehensive exam	Summative
	Score on Final Exam	85% of the students will earn an 85% or better on the final exam	Yes	ECO 716	Formative

<b>Learning Objective</b>	<b>Assessment Tool</b>	<b>Performance Goal</b>	<b>Goal Met?</b>	<b>Internal Course Assessed</b>	<b>Type of Assessment</b>
LO3: Demonstrate ability to solve problems using the tools of finance	Finance Question on Comp Exam	80% of students will score a 75% or better on the problem	Yes	Comprehensive exam	Summative
	Score on Final Exam	85% of the students will earn an 85% or better on the final exam	Yes	FIN 711	Formative
LO4: Demonstrate ability to solve problems using the tools of human resource management	HR Mgt Question on Comp Exam	80% of students will score a 75% or better on the problem	Yes	Comprehensive exam	Summative
	Score on Final Exam	85% of the students will earn an 85% or better on the final exam	Yes	HRM 711 (formerly MGT 742)	Formative
LO5: Demonstrate ability to solve problems using the tools of international business	Int'l Business Question on Comp Exam	80% of students will score a 75% or better on the problem	Yes	Comprehensive exam	Summative
	Score on Final Exam	85% of the students will earn an 85% or better on the final exam	Yes	MKT 741	Formative

Learning Objective	Assessment Tool	Performance Goal	Goal Met?	Internal Course Assessed	Type of Assessment
LO6: Demonstrate ability to solve problems using the tools of marketing	Marketing Question on Comp Exam	80% of students will score a 75% or better on the problem	Yes	Comprehensive exam	Summative
	Score on Final Exam	85% of the students will earn an 85% or better on the final exam	Yes	MKT 711	Formative
LO7: Demonstrate ability to solve problems using the tools of strategic management	Strategic Management Question on Comp Exam	80% of students will score a 75% or better on the problem	Yes	Comprehensive exam	Summative
	Score on Final Exam	85% of the students will earn an 85% or better on the final exam	Yes	BUS 799	Formative

<b>LEARNING GOAL 2: Students will have quantitative skills appropriate for the current and future business environment.</b>					
Learning Objective	Assessment Tool	Performance Goal	Performance Goal Met?	Internal Course Assessed	Type of Assessment
LO8: Employ mathematical and statistical techniques in business decision-making	Score on Final Exam	85% of the students will earn an 85% or better on the final exam	No	Bus 771	Formative