IACBE

International Accreditation Council for Business Education

Public Disclosure of Student Learning

Institution	State University of New York at Canton
Academic Business Unit	School of Business and Liberal Arts
Academic Year	2017- 2018

Directions

Separate Student Learning Assessment and Assessment Results tables must be provided for each IACBE-accredited program.

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs and (ii) intended student learning outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes," **DO NOT ADD OR DELETE COLUMNS**. Space is provided in these sections for four direct measures of student learning and four indirect measures of student learning. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

In the sections of the tables entitled "Summary of Achievement of Intended Student Learning Outcomes," enter "Met" in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; "Not Met" if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or "NA" (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

At the end of the assessment tables for each program, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Italicized entries in the form represent areas where the academic business unit should insert its own student learning information.

Be sure to delete these directions from the document before you publicly post your form.

Report of Student Learning and Achievement
Institution
Name of your Academic Business Unit

For Academic Year:	2017-2018

2017-2018

Mission of the *Name of your Academic Business Unit*
Mission Statement: The School of Business is committed to providing students learning experiences which foster individual growth and prepare them for success in the workplace, in life, and which promote social responsibility in campus, regional, national, and global communities :

Student Learning Assessment for *Bachelor of Business Administration*
Program Intended Student Learning Outcomes (Program ISLOs)
1.*Program Learning Outcome 1 Evaluate, analyze, and apply business discipline knowledge to make reasoned decisions in a business context*
2.*Program Learning Outcome 2 Communicate in a business context in a clear, concise, coherent, and professional manner*
3.*Program Learning Outcome 3 Recognize, analyze, and choose resolutions to ethical problems explicit or implicit in decisionmaking*
4.*Program Learning Outcome 4 Evaluate the need to adapt business practices to the opportunities and challenges of an evolving global environment*
5.*Program Learning Outcome 5 Demonstrate professional behavior through the use of collaboration, and teamwork*

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1.Direct Measure 1 Compx Exam Program ISLOs Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Direct Measure 1 - 75 percent of students score at or above the nationally normed proficiency in accounting, finance, operations, ethics, human resources, strategy and operations management.*
Direct Measure 2 Global DNA Simulation with communication essay Program ISLOs Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Direct Measure 2 - 70 percent of students receive a score of 75 percent on the communication essay based on the communication rubric; 75 percent of students receive a score of 75 percent or better on the Global DNA simulation's competency areas*
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. Indirect Measure 1 – Post graduation survey Program ISLOs Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Indirect Measure 1 - From the set of graduates who answer "yes" to the question that their current jobs are related to their SUNY Canton degree, 75 percent will answer yes to the question: Do the skills required to do this job match the skills you learned at SUNY Canton?*

Assessment Results: *Program 1*

Summary of Results from Implementing Direct Measures of Student Learning:

1. *Summary of Results for Direct Measure 1 – This goal was met. Over 75 percent of the students scored above the nationally normed proficiency in accounting, finance, operations, ethics, human resources, strategy and operations management*

2. *Summary of Results for Direct Measure 2 – This goal was only partially met; 95 percent of the students received a grade of 75 percent or better on the communication essay; Using a gladiatorial grading system less than half the students scored 75 percent of better on the GlobalDNA competency areas.*

Summary of Results from Implementing Indirect Measures of Student Learning:

1. *Summary of Results for Indirect Measure 1 – This goal was met*

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	*Direct Measure 1*	*Direct Measure 2*			*Indirect Measure 1*			
	Performance Target Was…	Performance Target Was…			Performance Target Was…			
1. *Program Learning Outcome 1*	Met				Met			
2. *Program Learning Outcome 2*		Met			Met			
3. *Program Learning Outcome 3*	Met				Met			
4. *Program Learning Outcome 4*		Not Met			Met			
5. *Program Learning Outcome 5*	Partially Met				Met			

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

1. Course of Action 1 – Students are not taking the training in the GlobalDNA like they should. In following semesters I have offered one on one tutoring in the practice rounds. With a 30 student load this means about 15 hours or so of tutoring in the simulation so that the students can compete effectively. One of the issues is that the course is set up with a realistic grading system with a limited number of customers. So, for a student this is competitive, one or two students can take a majority of the customers. So, while this would be considered a success, in the balanced scorecard which is used for grading purposes, it can harm the score of other students in the industry which are competing to satisfy the same customers.

2. Course of Action 2 – Teamwork will be assessed in the field experiences and internships in the future. The preponderance of online learning is done asynchronously and team work on online students has resulted in comments from the students that some students are socially loafing when Capstone was used. Withing the Strategy class, they have the Dekanour(Viatin) group exercise which is a better assessment of teamwork.