



Outcomes Assessment Plan

Institution	<u>Concordia University of Texas</u>
Academic Business Unit	<u>School of Business & Communication (formally College of Business)</u>
Date	<u>November 1, 2016 (2016-2017)</u>

Directions

Section II (Student Learning Assessment) of the outcomes assessment plan must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) intended student learning outcomes, (iii) intended operational outcomes, and (iv) assessment instruments.

If the academic business unit does not offer programs at a particular degree level (e.g., associate-level programs, doctoral-level programs, etc.), then delete those sections from the outcomes assessment plan.

In the rows of the student learning assessment tables in which the academic business unit identifies the Key Learning Outcomes (as specified by the IACBE) to which its own intended student learning outcomes are linked, if a particular intended learning outcome is not linked to any of the Key Learning Outcomes but is instead an additional content- or skills-related outcome, please simply enter 'Additional Outcome' in the relevant space.

Italicized entries in the template represent areas where the academic business unit should insert its own assessment information.

A comprehensive example of a complete outcomes assessment plan that meets the IACBE's expectations and requirements for assessing the quality of an academic business unit's programs and operations is available upon request from IACBE headquarters at: iacbe@iacbe.org.

Please be sure to delete these directions before submitting your assessment plan to the IACBE.

Table of Contents

Table of Contents	i
Section I: Mission and Broad-Based Goals	1
Mission Statement	1
Broad-Based Goals.....	1
Section II: Student Learning Assessment	3
BACHELOR'S-LEVEL PROGRAMS.....	3
Student Learning Assessment for (<i>Bachelor of Business Administration</i>)	3
MASTER'S-LEVEL PROGRAMS	5
Student Learning Assessment for (<i>Master of Business Administration</i>).....	6
Section III: Operational Assessment	7
Section IV: Linkage of Outcomes Assessment with Strategic Planning and Budgeting	9

OUTCOMES ASSESSMENT PLAN
Concordia University Texas
School of Business & Communication (2016-2017)

Section I: Mission and Broad-Based Goals

Mission Statement

Mission of the *School of Business & Communication*:

The School of Business and Communication offers a unique combination of faith, learning and life-changing experiences led by world-class faculty who combines scholarship with real-world professional experience. The School prepares graduates to be people of influence, ready to make a difference in any arena they choose. Our programs excel at teaching students the necessary skills needed to be successful in areas of critical thinking, creativity, communication, and leadership, and a partnership with Austin's dynamic business community.

Broad-Based Goals

Broad-Based Student Learning Goals:

1. Students will be able to think critically, deeply, creatively and holistically
2. Students will engage in multiple ways of learning with an emphasis on collaboration
3. Students will acquire knowledge and competencies relevant to their programs of study
4. Students will acquire appropriate business-related skills with an emphasis of vocation and ethics to prepare for careers

Broad-Based Operational Goals:

1. The School will offer curriculum that is relevant to ensure student employability
2. The School will offer quality advising to undergraduate and graduate students

Broad-Based Operational Goals:

3. The School will recruit faculty who dedicated to teaching, scholarly enrichment, service in their community, and ethical leadership

4. The School Business will develop community partnerships that will aid in enrollment growth and financial sustainability

Section II: Student Learning Assessment

BACHELOR'S-LEVEL PROGRAMS

Student Learning Assessment for (*Bachelor's-Level Program 1*) Bachelor of Business Administration (BBA)

Program Intended Student Learning Outcomes (Program ISLOs)

1. BBA students will be able to identify and use effective communication (written, spoken) using a variety of mediums (person to person, visual, social, etc.) in order to collaborate effectively with teams, supervisors, peers and associates.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3, 6

2. BBA students will be able use qualitative and quantitative analytical skills to think creatively in problem solving and ethical decision-making.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 5, 7

3. BBA students will be able to apply theory and practical management applications associated with a functional business environment.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 3, 4, 5, 6, 7

4. BBA students will be able to demonstrate and apply fundamental concepts in the following areas: Accounting, Economics, Management, Quantitative Analysis, Finance, Marketing, Legal/Social Environment, and International Issues.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 5, 6, 7

5. BBA students will work effectively individually and collaboratively within a team environment for preparation for employment and community service.

Broad-Based Student Learning Goals Associated with this Outcome: 2, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4, 6

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Required Internship Employer Evaluation Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	At least 80% of student interns will achieve a performance rating by their supervisors of “acceptable” or higher on each evaluation criterion associated with the program ISLOs assessed by a rating scale by the internship supervisor. Using a rubric likert scale format of “outstanding” with a 4 rating to 1 as “unacceptable.” (Appendix A)
2. Case Study Team Evaluation Program ISLOs Assessed by this Measure: 2, 3, 5	90% of students in BADM 3310 (Leadership and Business), and BADM 4312 (Strategic Management) will attain a mean score of 3 or better on the COB Team Evaluation Rubric which assesses team interactions, contributions, collaboration, and communications. (Appendix B)
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Internship Self-Reflection Evaluation Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	To determine student perception’s of self and satisfaction of academic and career preparation skills, at least 90% of all students who enrolled in the internships will report a performance rating of “stronger” (4) or higher on each evaluation (using a likert scale of 1 to 5) criterion associated with the core ISLOs assessed by this measure. (Appendix K)
2. National Survey Student of Student Engagement (NSSE)	On the NSSE survey, all (business majors) will score 3 out of 4 (often to very often) that they will work collaboratively on team

Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	projects and presentations, achieving each of the program ISLOs. (Appendix C)
---	---

MASTER'S-LEVEL PROGRAMS

Student Learning Assessment for (<i>Master's-Level Program 1</i>) Masters of Business Administration (MBA)	
Program Intended Student Learning Outcomes (Program ISLOs)	
<p>1. Students will master core business concepts and analytical tools in marketing, economics, finance, management, operations, strategy, entrepreneurship, and leadership.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 6</p>	
<p>2. Students will be able to make courageous and effective decisions about complex business situations by utilizing quantitative and qualitative information along with ethics and personal values.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4</p>	
<p>3. Students will be able to identify, organize, and deploy resources necessary for an effective and efficient business or undertaking that positively impacts the community.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 5, 6, 7</p>	
<p>4. Students will be able to effectively communicate and collaborate with team members, those they are leading, and community/business partners.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p>	

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 4, 5	
5. Students will demonstrate knowledge and application of prescribed ethical codes and conduct to develop as professional leaders in the workplace.	
Broad-Based Student Learning Goals Associated with this Outcome: 3, 4	
Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 4, 6, 7	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Capstone Project Program ISLOs Assessed by this Measure: 1,2,3,4,5	Students will develop as business consultants and work with actual companies in their last semester to produce high quality business reports with recommendations for implementation. 90% of students will earn (2 or better) for project and presentation quality in their final consulting report deliverables based on the rubric. (Appendix D)
2. Professional Development Portfolio Program ISLOs Assessed by this Measure: 2,3,4,5	Students will collaborate with the MBA director and career coaches to strategically develop and manage career goals, which include career assessments, optimization of LinkedIn presence, networking, and deepening communication and soft skills. 85% of students will achieve (4 out of 5) from their final professional development and coaching portfolio. (Appendix E)
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Program Exit Survey Program ISLOs Assessed by this Measure: 1,2,3,4,5	90% of students will rate their experience of (4 of 5) very or mostly satisfied with experiences in professional development and academic quality. (Appendix F)

<p>2. Alumni Survey (focus groups)</p> <p>Program ISLOs Assessed by this Measure: 1,2,3,4,5</p>	<p>At least 85% of alumni who participated in the interview will indicate the MBA program had a “significant” or “very significant” impact on their careers since graduation. (Appendix G)</p>

Section III: Operational Assessment

Intended Operational Outcomes for the (<i>School of Business & Communication</i>):	
<p>1. The School of Business & Communication will provide effective academic advising their students to prepare for successful degree completion and their careers.</p> <p>Broad-Based Operational Goals Associated with this Outcome: 1, 2</p>	
<p>2. The School of Business & Communication will be work together with Career Services to effectively place undergraduate students in appropriate careers related to their academic preparation and degree.</p> <p>Broad-Based Operational Goals Associated with this Outcome: 1, 2</p>	
<p>3. The School of Business & Communication will prepare students for professional advancement of its MBA graduates.</p> <p>Broad-Based Operational Goals Associated with this Outcome: 1, 2</p>	
<p>4. Faculty members in School of Business & Communication will engage in appropriate scholarly and professional activities on an annual basis.</p> <p>Broad-Based Operational Goals Associated with this Outcome: 3</p>	
<p>5. Faculty members in the School of Business & Communication will incorporate innovative instructional methodologies in their classes.</p>	

Broad-Based Operational Goals Associated with this Outcome: 3	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
National Survey of Student Engagement (NSSE) Survey IOOs Assessed by this Measure: 1,2	Each spring the Office of Student Central will administer the National Survey of Student Engagement to all undergraduate enrolled students to assess their college experiences, and specifically how they are advised. (Appendix C&H)
BBA Advisement Process Procedure IOOs Assessed by this Measure: 1,2	Faculty will lead in the student advisement process as outlined in the annual academic catalog and student handbook. The Degree Works program will be used to measure advisement and planning results. (Appendix I)
MBA Professional Coaching Rubric IOOs Assessed by this Measure: 3	The School of Business & Communication will develop MBA students by hiring executive career and communication coaches in the areas of networking and interview preparation. (Appendix E)
Review of CVs and Conference Feedback Papers IOOs Assessed by this Measure: 4	Data from annual (updated CVs) will show that at least 85% of the school's full-time faculty members attend one or more relevant instructional-development conferences, seminars, or workshops each year. (File review)
Communication Briefs/Advisory & Faculty Meeting Minutes IOOs Assessed by this Measure: 5	The School of Business & Communication will collaborate with local entrepreneurs and community incubators to develop innovative student projects that will be implemented into the BBA and MBA curriculum. (Appendix J)
<i>Operational Assessment Measure/Method 6 – N/A</i> Intended Operational Outcomes Assessed by this Measure: <i>List of Outcomes</i>	<i>Objective (Target/Criterion) for Measure/Method 6 – N/A</i>

Section IV: Linkage of Outcomes Assessment with Strategic Planning and Budgeting

The strategic plan lays out the objectives and initiatives that move our institution and programs closer to our vision over several years. The School of Business and Communication writes an annual report, and gathers outside information that, along with the reports from other programs, builds into the institutional strategic plan. Based on the intuitional strategic plan the school of business crafts its budget and strategic initiatives so that we can continue to improve and better serve our students and the community.

Assessment Information

At the end of each academic year (July) the faculty gathers assessment data for the preparation of our annual reports which are submitted to the Provost at the end of the summer. The data measures the extent to which we meet our programmatic student learning objectives. Specifically we create the following reports which all include implications and actions needed.

1. Program Assessment Report
2. IACBE OAP Report
3. Program Effectiveness Report

After the completion of the annual assessment report, the faculty meets to review the prior academic year's student learning and operational assessment results consider changes and improvements that need to be made. In those meetings, faculty discusses alignment of our programs with the mission, vision, and values of Concordia and the extent to which we meet our program student leaning outcomes for our demographic of students. Additionally, faculty reviews the following areas:

1. Faculty development
2. New programs
3. Student enrollment
4. Financial resources
5. Job placement rates
6. Curriculum review
7. Best practices in teaching
8. Research initiatives

Out of these faculty discussions we begin to create priorities for the following years. In the past, our analysis as led us to add new programs to address student interest; new courses such as Professional Launch to address student job readiness, and implement new process such as posting of grades online to address student progress and a business LinkedIn Group to better connect with

alumni. The results from these reports also help us set goals for new students, faculty positions needed and faculty development. Also, the data from the assessment report is utilized in the development institutional strategic plan and budgeting process.

Outside Advisory Boards & Market Research

The School of Business and Communications also utilizes outside expertise, such as advisory boards and market research in developing strategic priorities. Currently, we have two advisory boards in business. First, we have a general business advisory board which meets annually to review curriculum, recommend changes, help build connections and solve problems. Second, we have a healthcare advisory board which meets twice a year to help us conceptualize the business of healthcare, build a brand in this unique niche and build connections.

Finally, we as we consider new programs and services we contract with Collegis Education for market research. Collegis Education is a higher education consulting group that utilizes technology solutions and analytics to help institutions navigate decisions in higher education. For our purposes they conducted a market student of several potential new programs to determine market demand, completion, alignment with current programs and expertise to inform our strategic direction.

Institutional Strategic Priorities

The institutional strategic planning process was led by the Executive team (consisting of the President, Chief Strategy Officer, CFP, COO, Provost, and Executive Vice President) and by the Academic Cabinet (consisting of Provost, Deans, Associate Vice Presidents, Vice Provost and Registrar) with input from full faculty, admissions, external relations and other staff. The current institutional strategic plan is a five-year plan designed to increase the reputation and branding of the institution academically and improve our position fiscally. The university's mission, vision, and values, as well as, gaps and opportunities as demonstrated in the assessment reports were reviewed and a set of strategic initiatives in four categories were created. The four categories include: (1) Delivering on our Promise (2) Building People Capacity and Culture (3) Building Financial Capacity (4) Building our Brand. The initiatives were all assigned to various stakeholders who created project plans and track progress in a technology tool called OnStrategy. The project plans are created with specific measurable objectives, tasks associated with those objectives, clear deadlines for meeting objectives, anticipated budget impact of the objectives, and the responsible stakeholder. Monthly reporting meetings are also held to ensure that the initiatives are being action on. Adjustments and revisions to time lines are made as needed based on feedback from various departments across the institution. Currently, several of these initiatives tie directly back to the strategic direction for business. They include:

Initiative 2.2 Create signature academic and co-curricular programs that attract students and build our connections to and reputation within the community. These include, but are not limited to athletics, health sciences, business, fine arts and the preserve.

In response to this initiative, the business programs did an in-depth analysis of our current offerings and are in process of launching a new concentration in global public health to build the business side of the health sciences. We are also evaluating our current curriculum and courses to continue to improve rigor and relevance.

Initiative 2.4 Open the Center for Innovation

The business programs own this initiative and are well along the path to opening our Incubator for Innovation and Impact. The Incubator for Innovation and Impact enriches the community with its accessible ecosystem that amplifies entrepreneurs' resources and opportunities. Located in NW Austin at Concordia University, the Incubator connects entrepreneurs with professors' invaluable insights, student support, mentors, development programs, and networking opportunities. With its framework the Incubator enables entrepreneurs to discover and execute business practices and ventures that positively impact local and global communities. Additionally, we will be working with our curriculum to develop innovation competencies across our degree plans.

Initiative 3.3 Emphasize faculty research and student participation in faculty research

In order to address this initiative, the business faculty is considering developing a research course in which faculty and students could collaborate on a research project that could be presented at a conference. This is still in concept phase as budget and resources have not yet been allocated.

Budget Allocation

The executive team and academic cabinet review the assessment reports, strategic initiative project plans, and outside information provided from all functional units of the university in the budget process in December. The complete institutional budget is developed with input from all departments and framed within the context of net tuition forecasts. Deans prepare a detailed budget forecast current recurring expenses as well as new initiative expenses. The request flow from the project plans and the faculty initiatives that are in the strategic plan. The budget process is collaborative with all departments work to a consensus budget. The final budget is approved each June by the Board of Trustees. Upon their approval budgets are implemented during the following academic year. The assessment process begins again with assessment reports written in the summer.

