



# Florida Memorial Assessment For Fall 2016 Spring 2017

**Degree Program Title**

**BS Business Administration**

**Completed by:**

**Dr. Abbass Entessari**

**I. Degree Program Mission Statement**

The Business Administration program is designed to direct students toward an integrated approach to modern management, theory and practice, the changing nature of management, management in a changing global environment, and creative problem solving.

**II. Use of Results from Last Assessment Cycle**

**Use of Results from 2015-2016 Assessment**

Based on the assessment results from fall 2012, the Business Administration faculty has continued or adopted the following changes to improve the Business Administration program (Business Administration program includes courses in Accounting, Management, Finance, and Marketing):

**Curriculum:**

- \* To employ at least three faculty in Accounting, Economics, and Management. This has not been accomplished as of now.
- \* To assist students in their academic progress, the School of Business has established a Learning Center. The Center has employed from three (3) to five (5) tutors every semester. The Center has two (2) Bloomberg terminals and four (4) computers with GMAT preparation software for students interested in taking GMAT for the Master of Business Administration (MBA) matriculation.
- \* To continue encourage and ask students to use web learning and tutorial resources such as Kahn Academy, You tube business subject videos as part of their assignments in the classes.
- \* To continue make sure students have the required textbook for the class. Some textbooks are downloadable to the cell phones.
- \* To continue teach students develop study plan and to instill better studying habits.
- \* To continue properly advise students in regard to their course load
- \* To continue emphasize in international business topics such as global Money System and Competition in a Global Market.
- \* To continue have students use online resources provided by the publishers to supplement class instructions.
- \* The faculty need to get feedback from students in the class to find out the reasons for their less than satisfactory rating of the academic performance.

- \* To continue emphasize corporate social responsibility, managing diversity, managing in the global arena, managing entrepreneurship, strategic planning, planning tools, organizing fundamentals, responsibility and authority, human resources, organization change, influencing and communication, motivation, group and teams, managing organization resources, creativity, and controlling across business curriculum.
- \* To strengthen the academic rigor in the curriculum and respond to market demands. For instance, a Supply Chain Management course has been added to the School of Business course offering. The course is offered alternatively with Operation Research course. The Entrepreneurship course has become a required course from Fall 2015 (it was an elective course before).
- \* To provide flexible course selection for the School of Business students, the School now offers Principles of Management and Principles of Marketing online. Several courses are also offered in hybrid formats.
- \* To continue the additional coverage of financial ratio analysis and financial statements in the core accounting courses. A particular emphasis should be placed on applying these concepts through real world examples.
- \* To provide exercises that require students to calculate and interpret financial ratios, financial statements, diagnose problems, and make recommendations for a real world company would.
- \* To utilize exam questions that emphasize application as opposed to just calculation of financial ratios or interpretation of financial statements. Additional emphasis is needed on the closing process, the adjusting process, inventory, bank reconciliation, notes receivable, bonds payable, and fixed assets depreciation in the accounting core
- \* Additional emphasis is needed on marketing management, branding strategies and the promotional mix in the marketing core.
- \* To add topics on the role of national economy, macro-economic policies, the market system, economic tools, profit and costs of the firm, consumer choice and economic regulations in the economics core.
- \* To add marketing management component to Strategic Management in order to better prepare students for Senior Project presentation.
- \* To add additional coverage of the product life cycle in core marketing courses and strategic management.
- \* To add executive summary component to term papers that don't already have this component.
- \* To add oral and written communication components throughout the business administration program. The Senior Project written and oral communication rubric should be utilized for assessment purposes throughout the program. Students should receive their score on this rubric after their communication event so that they can see what areas need improvement.
- \* To put additional emphasis on industry analysis from an international perspective in the Business Administration program. A likely candidate for this emphasis is the International Business class.
- \* To include compensation issues and their effect on motivation and productivity in the human resource management course. Organizational behavior should be included as a component on team dynamics and group exercises that encourage students to take a leadership role.

### **Professional and Career Development:**

- \* To continue encourage more students to participate in the School of Business sponsored professional development activities, especially the ones that are organized by the School of Business Advisory Council with specific business theme.
- \* To obtain communications and feedbacks from the supervisors of the student interns.
- \* To Include work related topics in the Business Internship and Seminar course content.
- \* To continue invitation of guest speakers with real world expertise in the class rooms.

\* To encourage students in National Association of Black Accountant (NABA), Finance, Marketing, and Delta Mu Delta Business Honor Society clubs to attend professional and academic workshops and seminars sponsored by local business and professional organizations and School's stockholders.

**Students and Alumni Satisfactions:**

\* To develop strategies to improve the alumni professional and career development.

\* To obtain on-going communication and feedback with alumni.

\* To inform alumni (through School's web-page) of the new initiatives undertaken by the School of Business through dissemination of Newsletter and Highlights of the School accomplishments, and students Learning Outcomes Assessments.

\* To modify and include alumni recommendations for improvement of the School of Business programs and professional and career development in the Alumni Satisfaction Surveys.

### **III. Assessment Report, Academic and Experiential Performance**

#### **Goals**

##### **Goal 1:**

**Business Administration students will demonstrate competency in overall business knowledge and knowledge of major functional business areas.**

##### **Goal 2:**

**Business Administration graduates will demonstrate strong quantitative and qualitative knowledge and analytical skill of major functional business areas.**

##### **Goal 3:**

**Business Administration graduates will develop strong business internship and interpersonal skills.**

##### **Goal 4:**

**Business Administration alumni are surveyed to evaluate their satisfaction related to the curriculum, faculty, academic and professional development.**

#### **Student Learning Outcomes Assessment (SLOs)**

**SLO 1. Business Administration Students demonstrate Business knowledge, knowledge of major functional business areas.**

**SLO2. Students should understand the general business theories, principles, concepts, and the steps needed to create and launch a new business.**

**SLO3. Students should be exposed to professional work experience and on the job training in the business sector.**

**SLO 1/(G 1): Business Administration Students demonstrate Business knowledge, knowledge of major functional business areas.**

**Means of Assessment and Criteria for Success:**

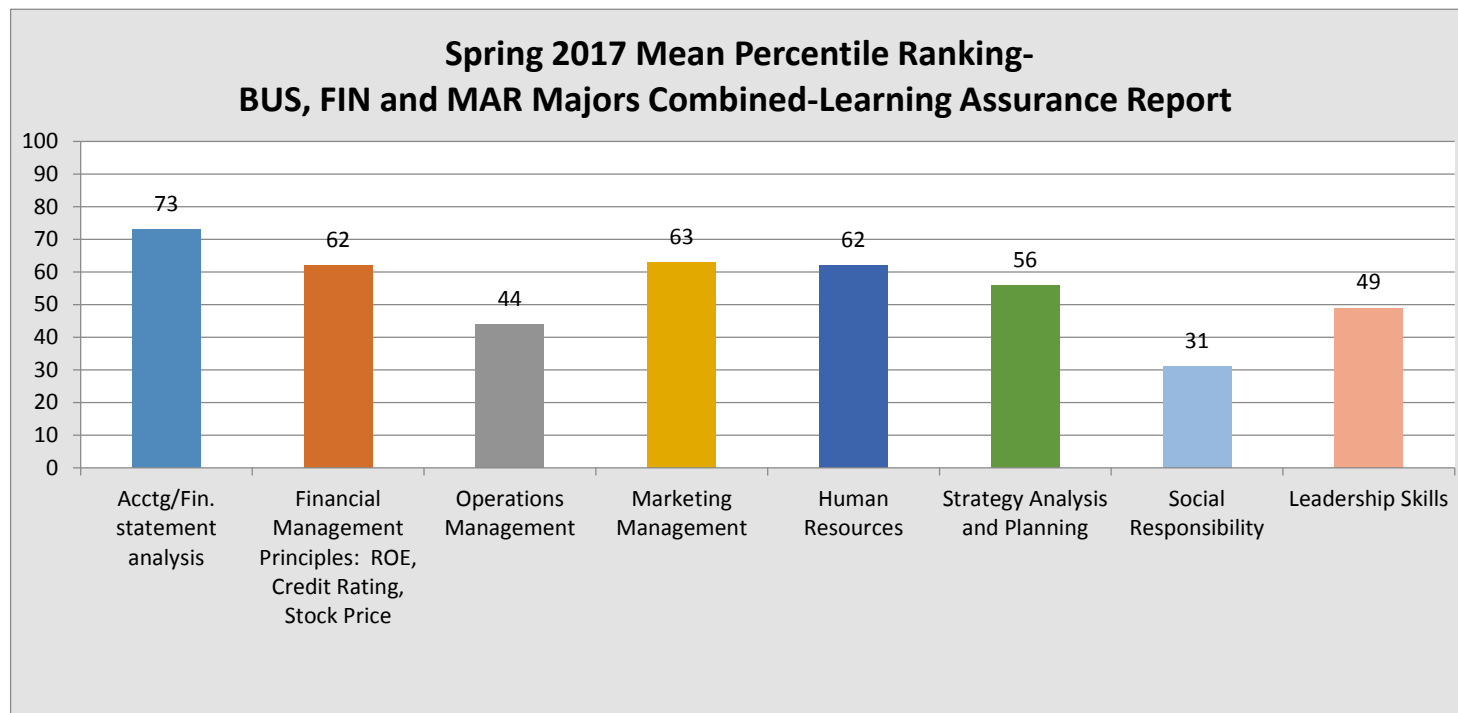
**First Means of Assessment:** The Business Strategy Game (BSG) – Learning Assurance Report (modeled after AACSB Learning Assurance Standards). Worldwide computer simulation based on a real world company. The Learning Assurance Report is useful in two very important respects. One, it provides a clear overview of how well students rank relative to students at other schools who have gone through the competition-based simulation exercise. Two the report provides highly credible evidence regarding the caliber of overall and specific business understanding and decision-making skills of the students participating.

**Criteria for Success:** Students in Bus 498 Senior project in Business will rank in the 50<sup>th</sup> percentile or higher nationally, on average, in each business knowledge area of the learning assurance report.

**Course in which SLO is assessed:** Bus 498 Senior project in Business. Number of students in the class: 35.

**Results:** Students performed above 50<sup>th</sup> percentile in Accounting & Financial Statement, Financial Management Principles, Marketing Management, Human Resources, and Strategic Analysis and Planning subjects in Spring 2017. Students performed below 50<sup>th</sup> percentile in Operation Management, and Social Responsibility. Students showed noticeable improvement in Accounting & Financial Statement Analysis, Financial Management Principles, and Human Resources.

Note: The number of students in the BUS 498 for Fall 2016 was small and the BGS result were not reported here. The results, however, followed close pattern as Spring 2015 test results.



**Population statistics: Students=39,872, Companies=14,397, Schools 414, Countries 37 in Fall 2013. Students=39,897, Companies=14,210, Schools=415, Countries=35 in Spring 2014. Students=46,490,**

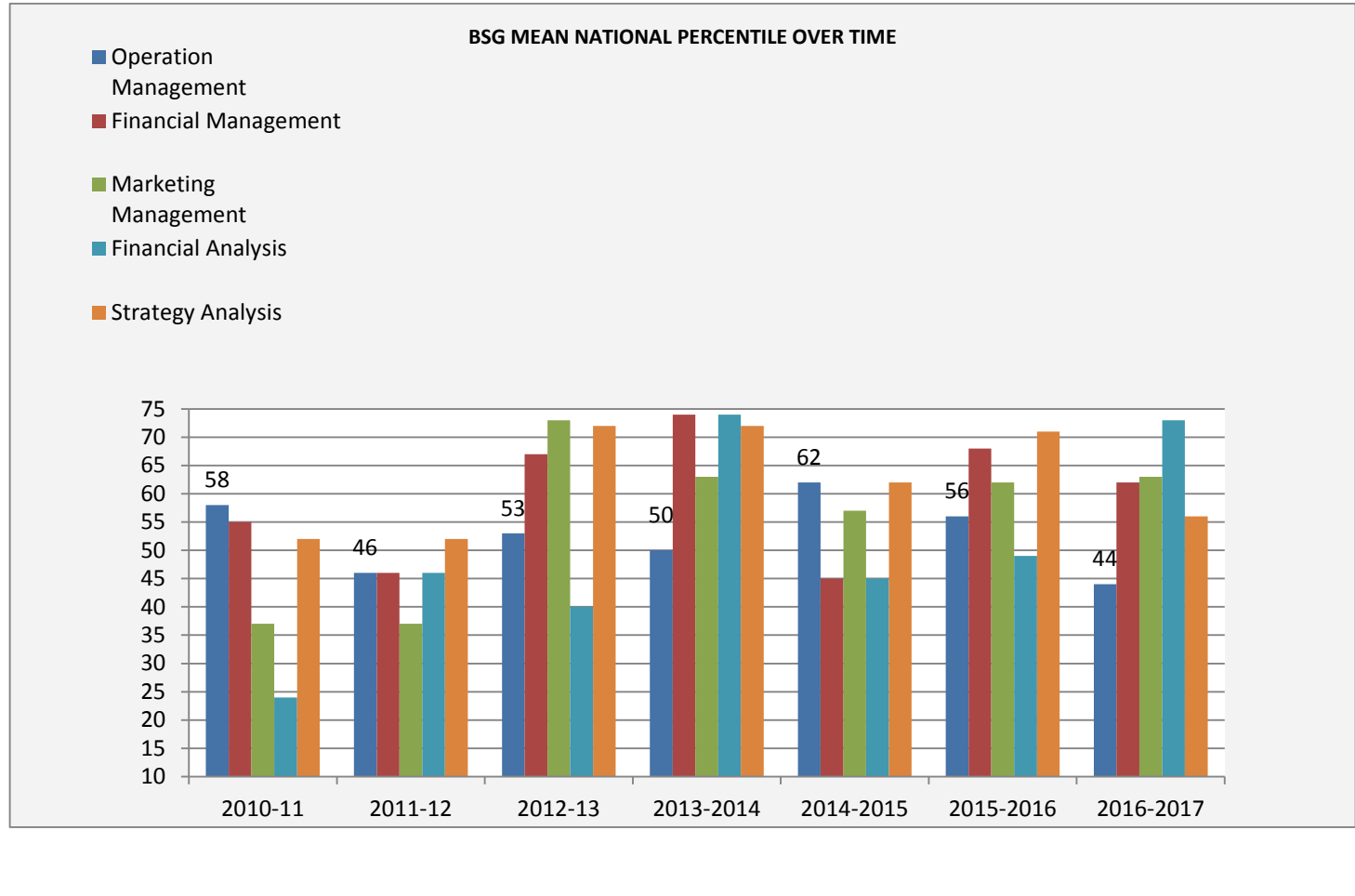
**Companies=16,781, Schools 418, Countries 36 in Spring 2017. The percentile rankings are the mean of Fall 2013 and Spring 2014 Learning Assurance Reports. Number of students in the class: 35.**

**Use of Results/Action Plan:**

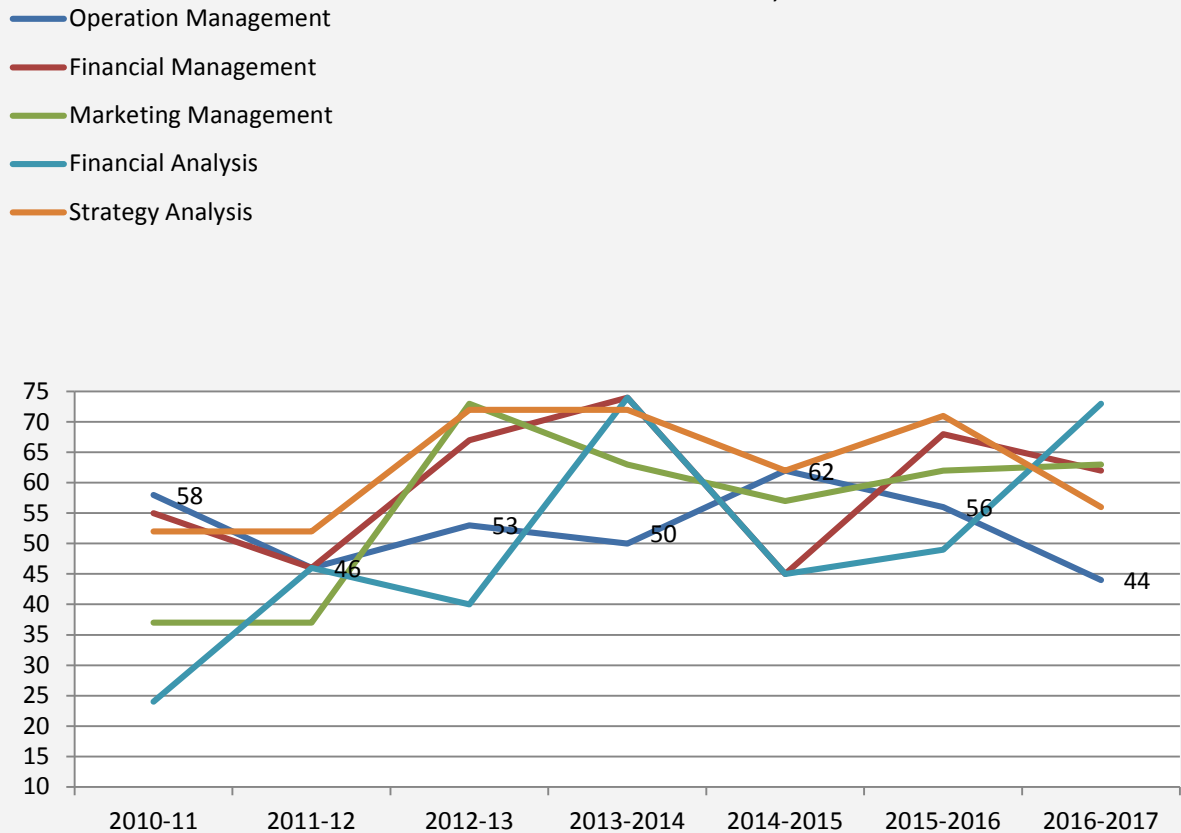
- 1. Use of results to improve program:** The faculty in the School of Business needs to review the curriculum, course content, and course delivery methods to improve the areas that student perform below 50<sup>th</sup> percentile.
- 2. Rationale:** The BSG measurement intends to: One, provides a clear overview of how well students rank relative to students at other schools who have gone through the competition-based simulation exercise. Two, the report provides highly credible evidence regarding the caliber of overall and specific business understanding and decision-making skills of the students participating
- 3. Changes in assessment:** None
- 4. Additional resources/budget required:** None.

## Seven (2011-2017) Years Comparison

### The Business Strategy Game (BSG) – Learning Assurance Report



BSG MEAN NATIONAL PERCENTILE OVER TIME, 2011-2017



**Seven Years Results Comparison of Business Strategy Game:**

1. Students performed above 50 percentile in Operation Management questions (the 2011-12 result and Spring 2017 were slightly below 50 percentile).
2. Students performed above 50 percentile in Financial Management questions in 2010-11, 2012-13, and 2013-14, and spring 2017 (the 2011-12 and 2014-15 results were slightly below 50 percentile).
3. Students performed above 50 percentile in Marketing Management from 2012-13 to Spring 2017. Students showed gradual improvement in Marketing Management subjects from 2010-11.
4. Students performed below 50 percentile in Financial Analysis in every year except 2013-14 and Spring 2017. The results, however, has shown improvement from 2010-11.
5. Students performed consistently above 50 percentile in Strategy Analysis. Students have shown steady improvements from 2010-11.



## Second Means of Assessment and Criteria for Success:

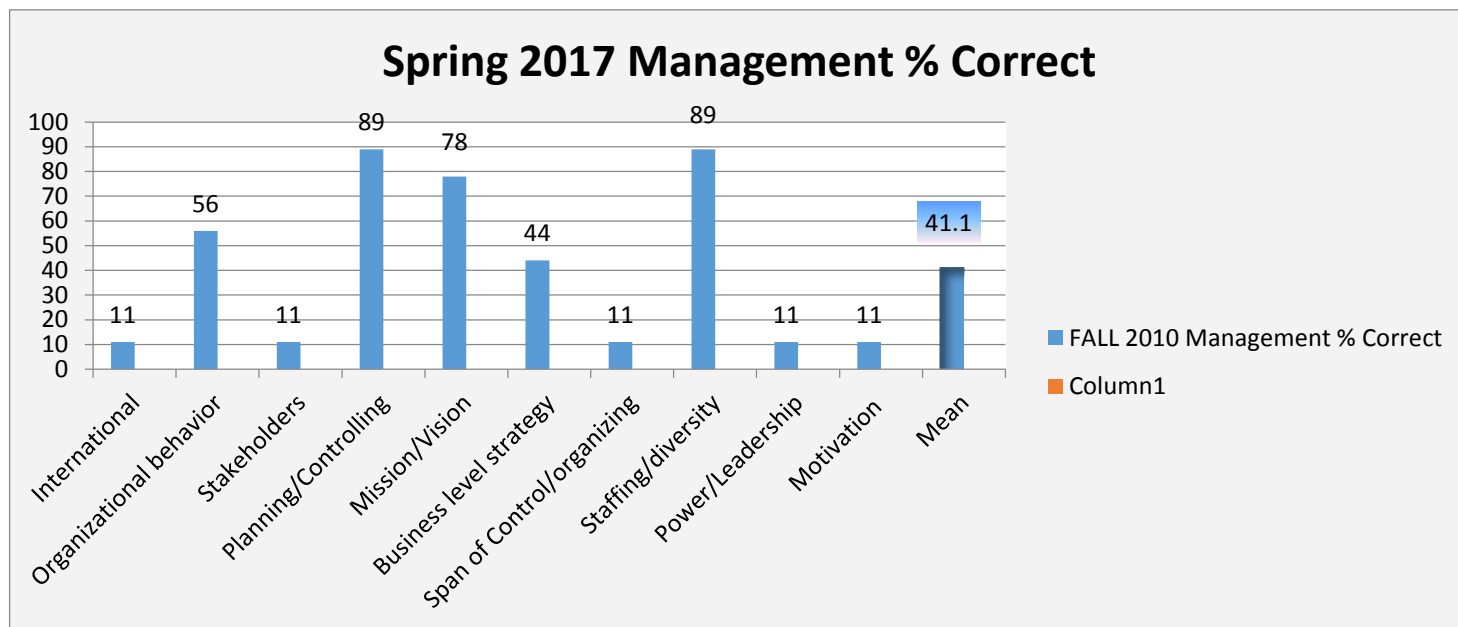
**Means of Assessment:** Internal Assessment Exam (IAE) developed by the faculty of the School of Business. This exam encompasses the business areas of management, finance, accounting, marketing and economics.

**Criteria for Success:** Students in BUS 498 Senior Project in Business are expected to perform with a mean percent correct of 50% or better in each functional area (Management, Finance, Accounting, Marketing, and Economics).

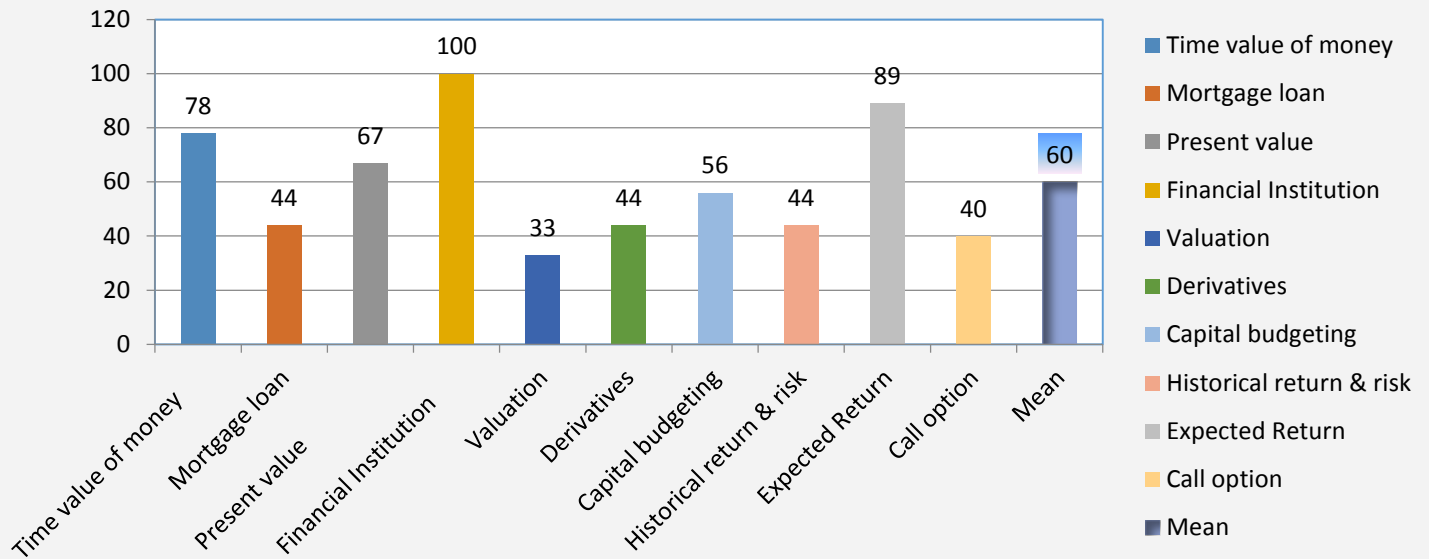
**Course in which SLO is assessed:** BUS 498 Senior Project in Business.

**Results:** Student generally responded above the overall 50% criteria in questions related to Finance, and Marketing topics. Students responding to questions in management, accounting, and economics topics responded below the 50% target.

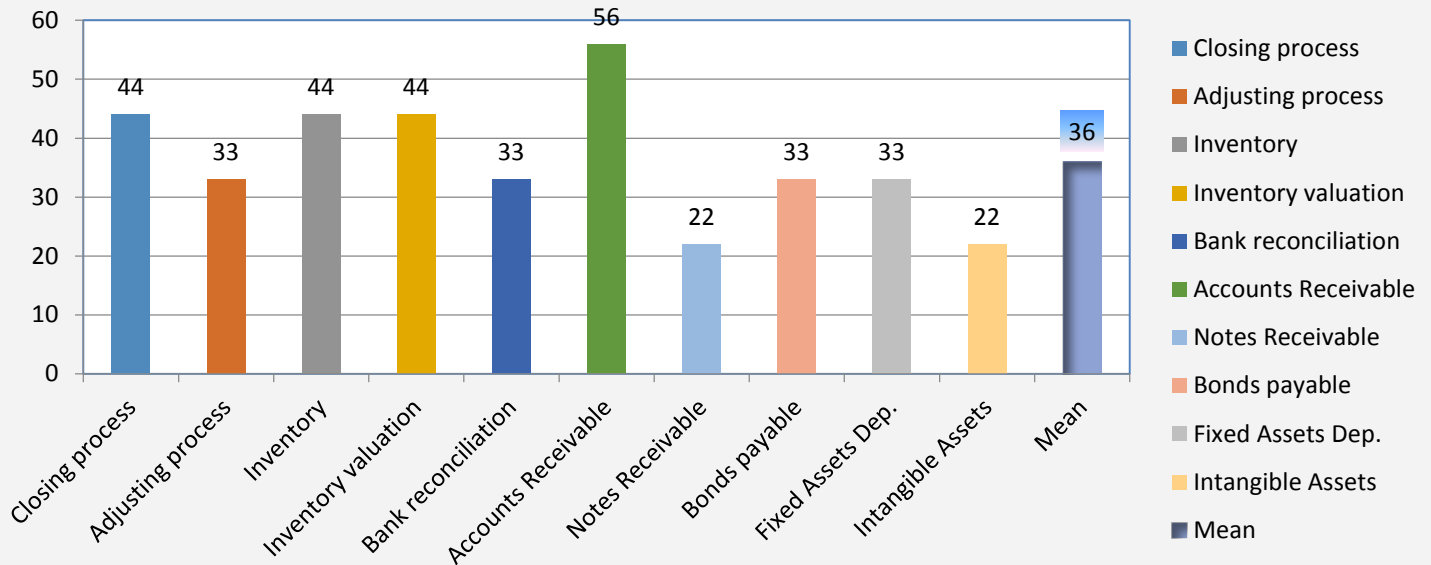
Note: Due to low enrollment in Fall 2016, the data is based on the Spring 2017 Internal Assessment Exam.



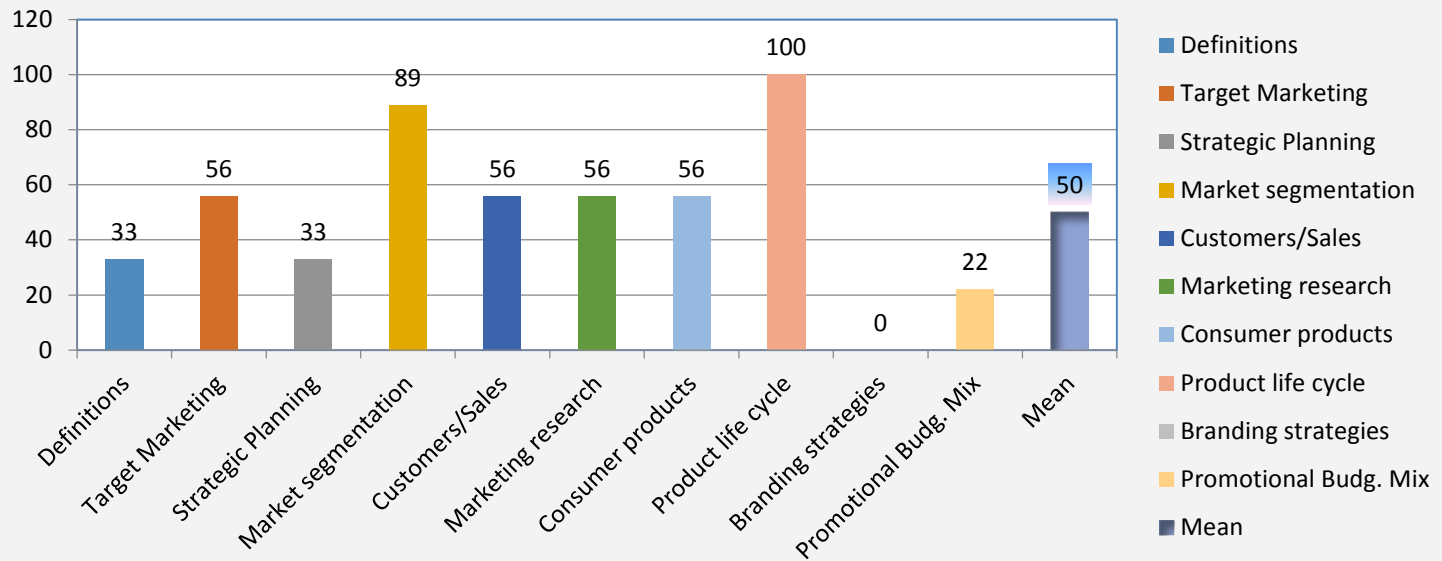
## Spring 2017 Finance % Correct



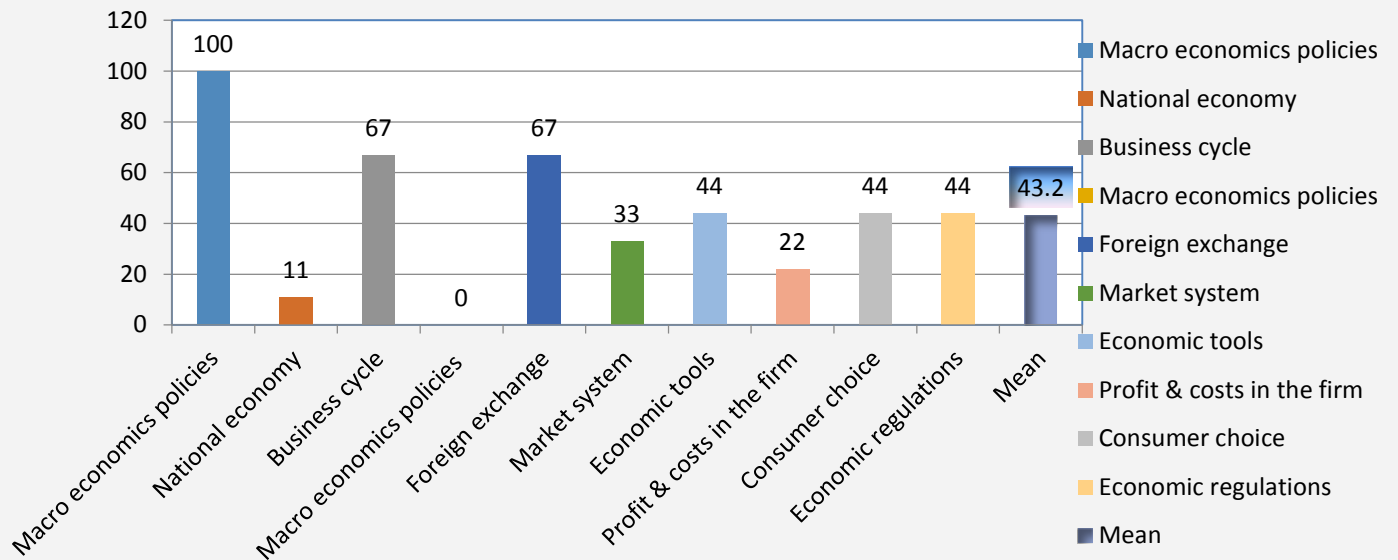
## Spring 2017 Accounting % Correct



## Spring 2017 Marketing % Correct



## Spring 2017 Economics % Correct



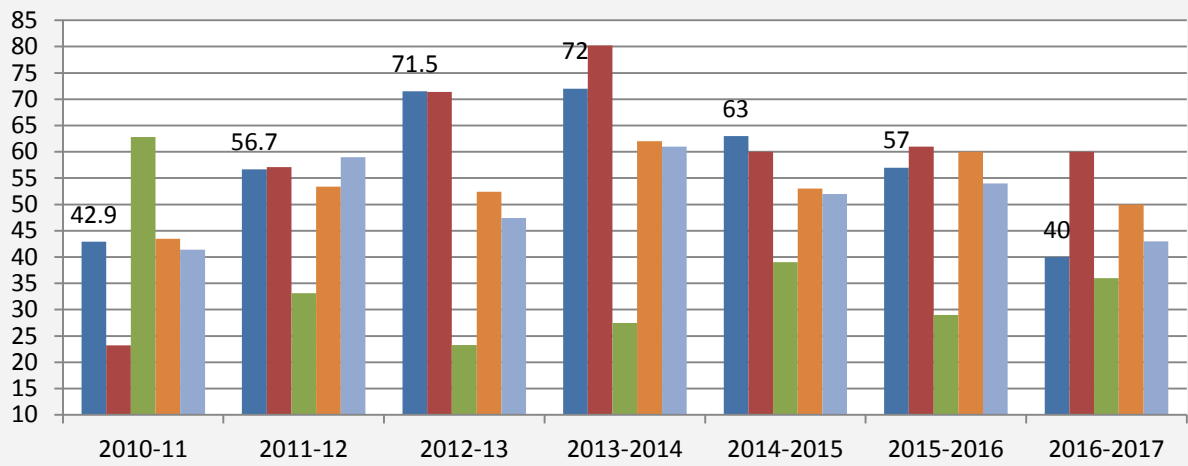
### Use of Results/Action Plan:

- 1. Use of results to improve program:** Faculty need to review the results and develop strategies to improve the students' deficiencies in the subject areas.
- 2. Rationale:** The faculty intended to evaluate students' general knowledge of business topics at the point of graduation using an internally developed exit exam.
- 3. Changes in assessment:** May develop new Internal Exam.
- 4. Additional resources/budget required:** None.

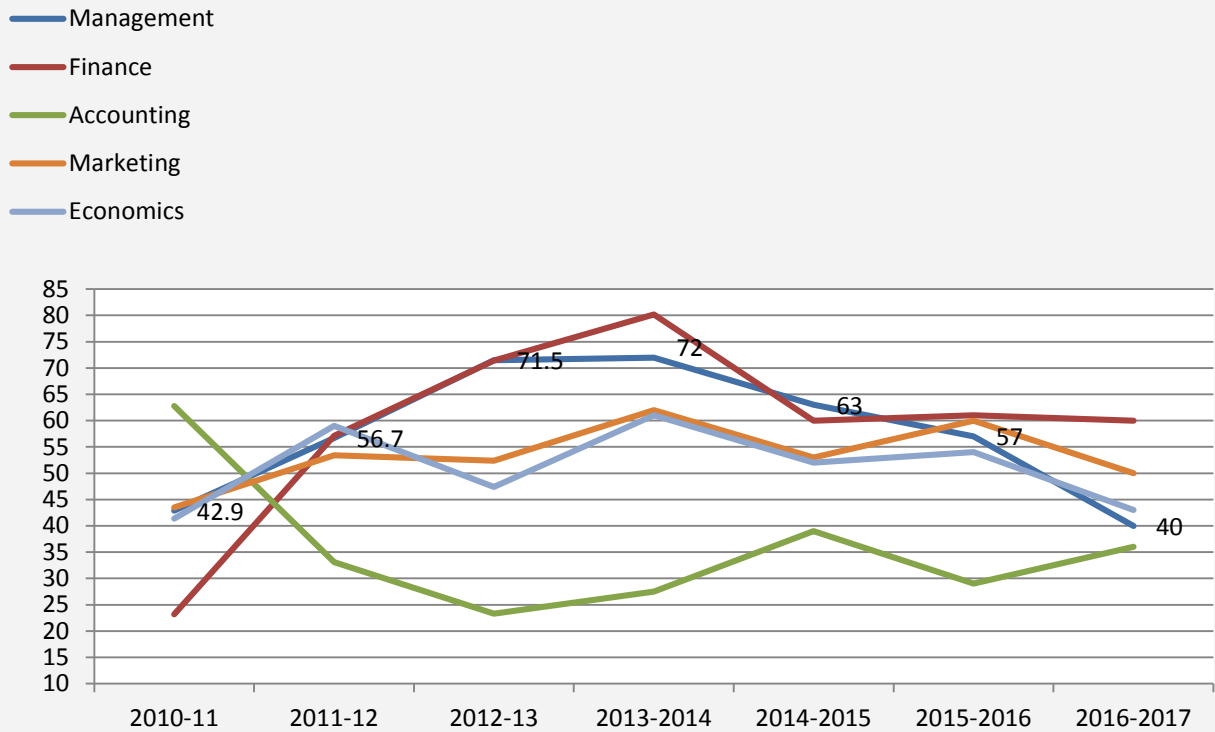
## Seven (2011-2017) Years Comparison

MEAN INTERNAL EXAM PERCENTILE OVER TIME

- Management
- Finance
- Accounting
- Marketing
- Economics



**MEAN INTERNAL EXAM PERCENTILE OVER TIME  
2011-2017**



**Seven Years Results Comparison of Internal Assessment Exam:**

1. Students responses in Management questions generally improved compared to 2010. The responses were above 50% from 2011 to 2015. The results were unsatisfactory in Spring 2017.
2. Students responses in Finance questions generally improved compared to 2010. The responses were above 50% from 2011 to 2017.
3. Students performed inconsistent and below 50% in Accounting questions responses.
4. Students responses in Marketing questions generally improved from 2010. The responses were above 50% from 2011 to 2017.
5. Students performance in Economics questions improved from 2010. The results, however, were slightly above 50%. The responses were above 50% from 2011 to 2017.

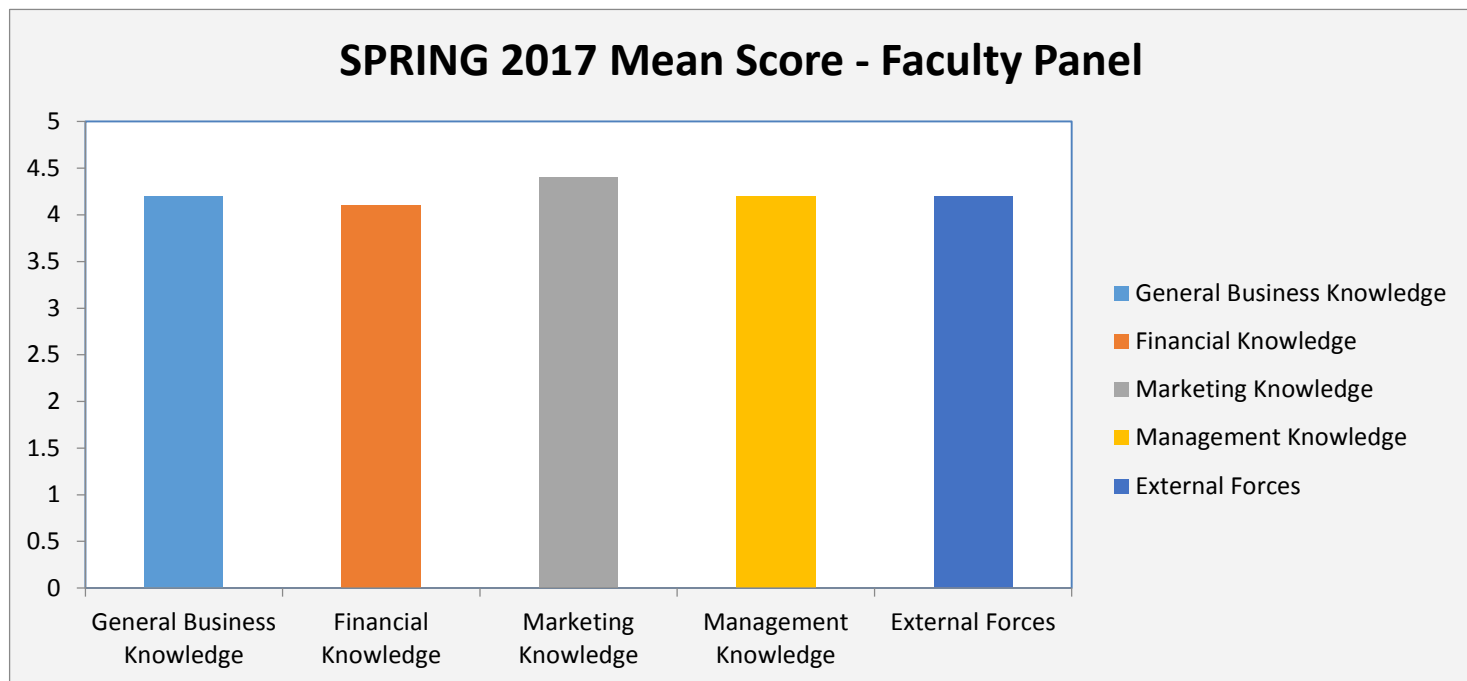
**SLO 2 /(G 2): Students should understand the general business theories, principles, concepts, and the steps needed to create and launch a new business.**

**Means of Assessment:** Faculty panel rating of senior project presentations to measure School of Business students' qualitative and quantitative knowledge and skills (BUS, FIN and MAR Majors Combined).

**Criteria for Success:** The mean score of the faculty panel when assessing quantitative and qualitative knowledge and skills of graduating seniors during their Senior Project final presentation will be greater than 3.5 (70%) on a 5 point Likert scale. This faculty assessment is conducted for the following functional areas: general business knowledge, financial knowledge, marketing knowledge, management knowledge, and knowledge of the external forces affecting business.

**Course in which SLO is assessed:** Bus 498 Senior project in Business

**Results:** Student responded above the 4.1 (80%) on a 5 point Likert scale.



## **Use of Results/Action Plan:**

**1. Use of results to improve program:** Faculty need to review the results and develop strategies to improve the students' deficiencies in the subject areas. Additionally, assessment results from the open ended question and answer period during Senior Project presentation indicated a couple of areas that can be addressed to improve student learning outcomes. Issues that need improvement centered on the students' general business knowledge and the students' understanding of management and marketing topics. Several specific issues were uncovered:

- Students did not seem to realize the changing shape of the industry as they tried to analyze a particular industry operating in other parts of the world. For example, when analyzing the automobile industry, students readily understood the factors in the U.S. external environment but did not seem to fully understand the implications in other world markets such as China and Japan and that these external environments could be substantially different.
- Students also did not seem to grasp the complex and fluid nature of the product life cycle and the complexities involved in defining an industry and a product and its lifecycle. For example, students had trouble differentiating between the U.S. automobile and computer industries as a whole and their maturity characteristics and the growth characteristics exhibited by hybrid cars and smart-phone markets.
- Students also seemed to have some trouble thinking through holistic, comprehensive issues. Recommendations and executive summaries did not really emphasize the most critical factors facing each industry and company

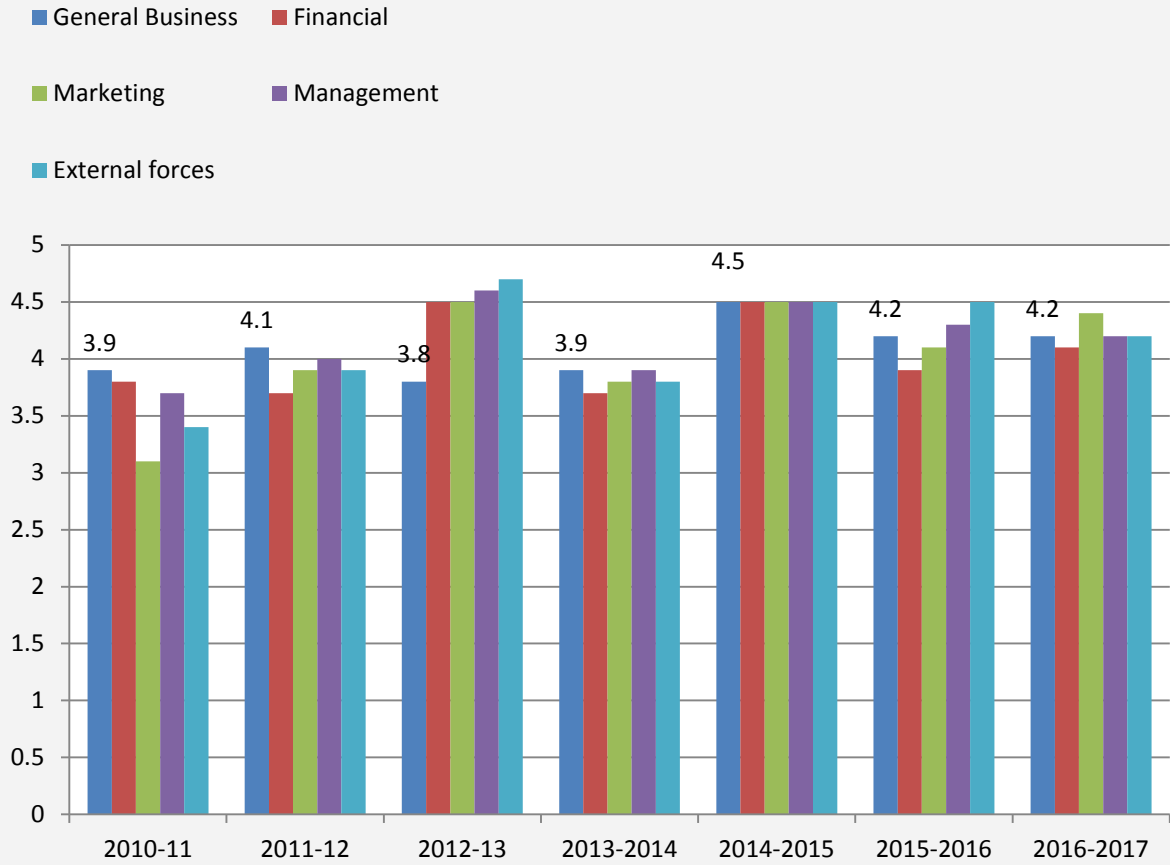
**2. Rationale:** This SLO is intended to evaluate knowledge and analytical skills of business topics at the point of graduation. The results will help faculty to map the curriculum for required improvements.

**3. Changes in assessment:** None.

**4. Additional resources/budget required:** None.

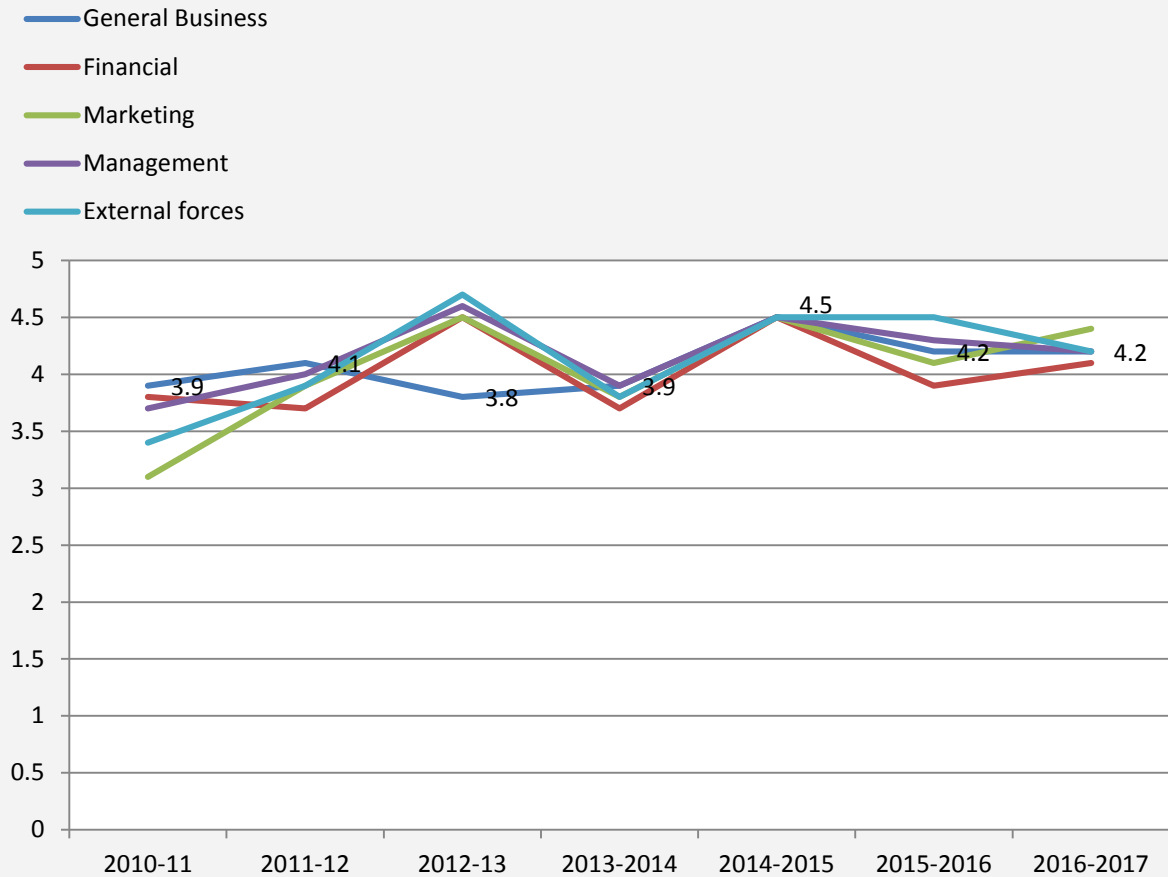
## Seven (2011-2017) Years Comparison

### Faculty Panel Evaluations





## Faculty Panel Evaluations 2011-2017



### Seven Years Results Comparison of Faculty Panel Evaluation:

1. Students performed above 3.8 (75%) on a 5 point Likert scale in general business knowledge from 2010-11 to 2014-15. Student performed around 80% from 2014-15 to Spring 2017.
2. Students performed above 3.7 (75%) on a 5 point Likert scale in general financial knowledge from 2010-11 to 2014-15. Student performed around 84% from 2014-15 to Spring 2017.
3. Students performed above 3.7 (75%) on a 5 point Likert scale in general marketing knowledge from 2011-12 to 2013-14. Student performed around 80% from 2014-15 to Spring 2017.
4. Students performed above 3.8 (75%) on a 5 point Likert scale in general management knowledge from 2010-11 to 2014-15. Student performed around 90% in 2014-15. The students' performance stayed above 80% from 2014-2015 to Spring 2017.
- 5 Students performed above 3.8 (75%) on a 5 point Likert scale in external knowledge from 2011-12 to 2014-15. Student performed around 84% from 2014-15 to Spring 2017.

**SLO 3 / (G 3): Students should be exposed to professional work experience and on the job training in the business sector.**

**Means of Program Assessment:** School of Business students will go through internship experience. Students in the School of Business are required to take a Business Internship & Seminar course. All students are required to intern with a company and be evaluated using an Intern Performance Review Form.

**Criteria for Success 1:** Hundred percent (100%) of the School of business students on a 5 point Likert scale will demonstrate communication skills, career planning, and on the-the-job training in the business sector through an internship experience.

**Criteria for Success 2:** Eighty-five percent (85%) of the School of business students on a 5 point Likert scale demonstrated interpersonal skills, and professional work experience in the business sector through an internship experience.

**Course in which SLO is assessed:** Bus 450 Business Internship & Seminar.

**Results:** The data for School of Business majors on communication skills, career planning, and on the-the-job training revealed that the business administration student interns performed above the threshold of 80% (around 90%) in instruction, quality, quantity, planning, communication, teamwork, attendance, and training. The overall results for Accounting, Finance, and Marketing majors were also strong and satisfactory.

The Data Collected on interpersonal skills, and professional work experience reveals that students performed above the 80% threshold in versatility, initiative, judgment, competence, attitude, dependability, and thoroughness. The overall results Finance, and Marketing majors were also strong and satisfactory. The results for Accounting majors were below the other majors (around 85%).

**Summary of Assessment Data Collected on supervisor's satisfaction in communication skills, career planning, and on the-the-job training, Business Administration majors (Number of students: 6):**

		<b>SLO 1(G3)</b>
Instructions	Follow instructions and perform assigned tasks with minimum supervision.	93
Quality	Accurately and thoroughly complete assignment.	93
Form	Work reflects neatness, attention to detail, and conformity to organizational standards.	90
Quantity	Complete assigned tasks and activities on time.	100
Planning	Organize and prioritize assignments effectively.	93
Communication	Express ideas effectively	86
Teamwork	Interact effectively with others.	97
Attendance	Regularly attend work, meetings and	97

	appointments on time.	
Training Attendance	Participate in scheduled Florida memorial University learning activities.	100
Training Effectiveness	Increase competencies and skills as a result of training activities.	97
	Average	<b>94%</b>

**Summary of Assessment Data Collected on supervisor’s satisfaction interpersonal skills, and professional work experience, Business Administration majors, (Number of students: 6):**

		<b>SLO 2 (G3)</b>
Presence	Project a professional image	86
Versatility	Manage ambiguity and uncertainty effectively	90
Initiative	Recognize tasks within their sphere of influence and assume responsibility	90
Judgment	Solve problems and make appropriate decisions.	90
Competence	Adept in completing assignments satisfactorily.	97
Attitude	Receptive to feedback and guidance	97
Dependability	Reliable	97
Thoroughness	Exhibit follow through	97
	Average	<b>93%</b>

**Summary of Assessment Data Collected on supervisor’s satisfaction in communication skills, career planning, and on-the-job training, Accounting majors (number of students 6):**

		<b>SLO 1(G3)</b>
Instructions	Follow instructions and perform assigned tasks with minimum supervision.	97
Quality	Accurately and thoroughly complete assignment.	93
Form	Work reflects neatness, attention to detail, and conformity to organizational standards.	97
Quantity	Complete assigned tasks and activities on time.	90
Planning	Organize and prioritize assignments effectively.	90
Communication	Express ideas effectively	86
Teamwork	Interact effectively with others.	93
Attendance	Regularly attend work, meetings and appointments on time.	80
Training Attendance	Participate in scheduled Florida memorial University learning activities.	97
Training	Increase competencies and skills as a	97

Effectiveness	result of training activities.	
	Average	<b>92%</b>

**Summary of Assessment Data Collected on supervisor’s satisfaction in interpersonal skills, and professional work experience, Accounting majors, (number of students 6):**

		<b>SLO 2 (G3)</b>
Presence	Project a professional image	86
Versatility	Manage ambiguity and uncertainty effectively	86
Initiative	Recognize tasks within their sphere of influence and assume responsibility	86
Judgment	Solve problems and make appropriate decisions.	90
Competence	Adept in completing assignments satisfactorily.	86
Attitude	Receptive to feedback and guidance	83
Dependability	Reliable	86
Thoroughness	Exhibit follow through	93
	Average	<b>87%</b>

**Summary of Assessment Data Collected in on supervisor’s satisfaction communication skills, career planning, and on the-the-job training, Finance majors (number of students 16):**

		<b>SLO 1(G3)</b>
Instructions	Follow instructions and perform assigned tasks with minimum supervision.	94
Quality	Accurately and thoroughly complete assignment.	95
Form	Work reflects neatness, attention to detail, and conformity to organizational standards.	87
Quantity	Complete assigned tasks and activities on time.	91
Planning	Organize and prioritize assignments effectively.	87
Communication	Express ideas effectively	85
Teamwork	Interact effectively with others.	100
Attendance	Regularly attend work, meetings and appointments on time.	90
Training Attendance	Participate in scheduled Florida memorial University learning activities.	91
Training Effectiveness	Increase competencies and skills as a result of training activities.	93
	Average	<b>91%</b>

**Summary of Assessment Data Collected on supervisor’s satisfaction interpersonal skills, and professional work experience, Finance majors, (number of students 16):**

		<b>SLO 2 (G3)</b>
Presence	Project a professional image	94
Versatility	Manage ambiguity and uncertainty effectively	89
Initiative	Recognize tasks within their sphere of influence and assume responsibility	94
Judgment	Solve problems and make appropriate decisions.	97
Competence	Adept in completing assignments satisfactorily.	97
Attitude	Receptive to feedback and guidance	94
Dependability	Reliable	94
Thoroughness	Exhibit follow through	97
	Average	<b>95%</b>

**Summary of Assessment Data Collected on supervisor's satisfaction in communication skills, career planning, and on-the-job training, Marketing majors (number of students 5):**

		<b>SLO 1(G3)</b>
Instructions	Follow instructions and perform assigned tasks with minimum supervision.	94
Quality	Accurately and thoroughly complete assignment.	92
Form	Work reflects neatness, attention to detail, and conformity to organizational standards.	96
Quantity	Complete assigned tasks and activities on time.	88
Planning	Organize and prioritize assignments effectively.	88
Communication	Express ideas effectively	92
Teamwork	Interact effectively with others.	100
Attendance	Regularly attend work, meetings and appointments on time.	92
Training Attendance	Participate in scheduled Florida Memorial University learning activities.	100
Training Effectiveness	Increase competencies and skills as a result of training activities.	92
	Average	<b>94%</b>

**Summary of Assessment Data Collected on supervisor’s satisfaction in interpersonal skills, and professional work experience, Marketing majors, (number of students 5):**

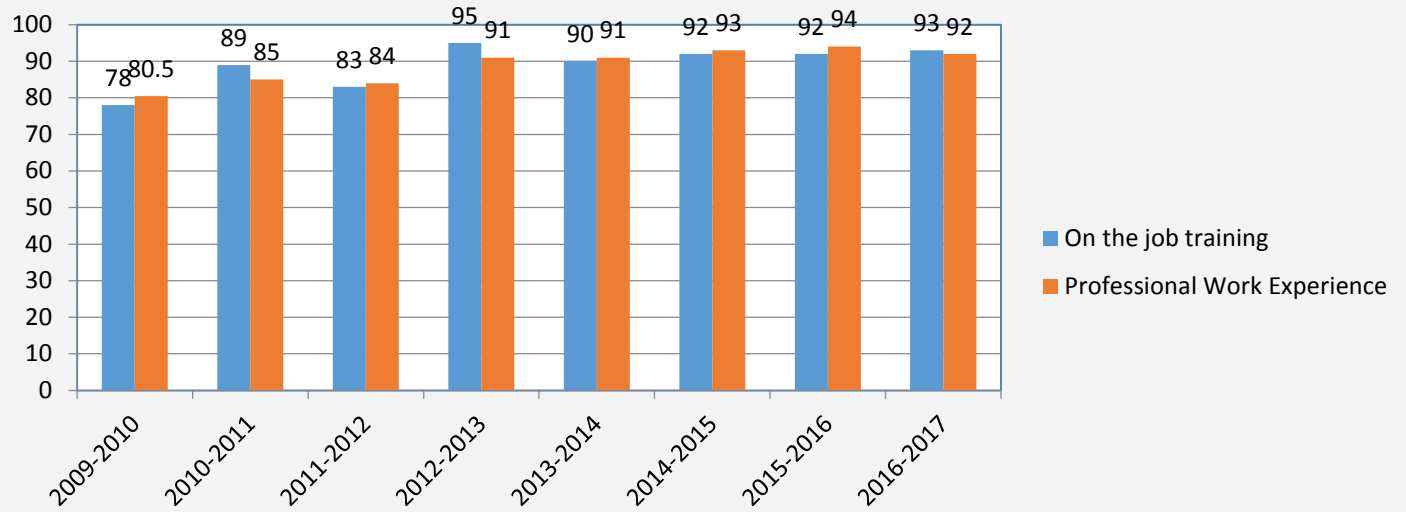
		<b>SLO 2 (G3)</b>
Presence	Project a professional image	96
Versatility	Manage ambiguity and uncertainty effectively	92
Initiative	Recognize tasks within their sphere of influence and assume responsibility	88
Judgment	Solve problems and make appropriate decisions.	96
Competence	Adept in completing assignments satisfactorily.	92
Attitude	Receptive to feedback and guidance	100
Dependability	Reliable	88
Thoroughness	Exhibit follow through	84
	Average	<b>92%</b>

**Use of Results/Action Plan:**

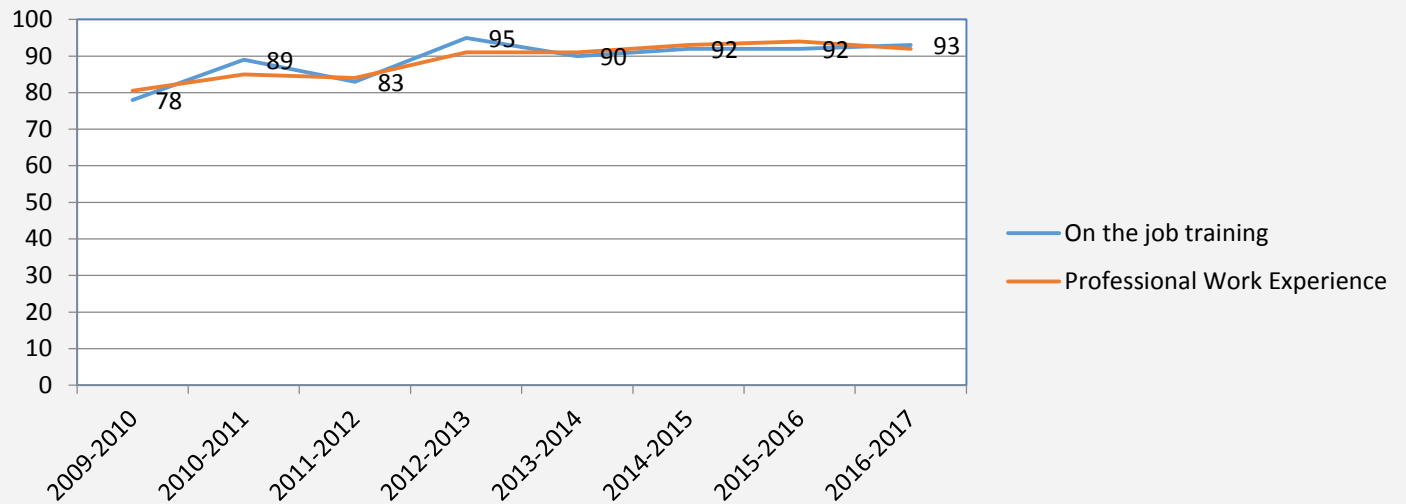
- 1. Use of results to improve program:** The faculty who teaches the BUS 450 Business Internship & Seminars needs to develop strategies to maintain and improve students’ internship performance. Inclusion of Mock interviews and invitation of successful business personalities may help to improve the results.
- 2. Rationale:** The employability of students after graduation is an important criteria for the academic and professional success of the School of Business.
- 3. Changes in assessment:** None.
- 4. Additional resources/budget required:** None.

## Eight (2010-2017) Years Comparison

### Internship Experience and On - the Job Training Satisfaction 2010-2017



### Internship Experience and On - the Job Training Satisfaction 2010-2017



**SLO 3 /(G 3): Students should be exposed to professional work experience and on the job training in the business sector, Accounting, Business Administration, Finance, and Marketing majors comparison**

**Means of Program Assessment:** Accounting, Business Administration, Finance, and Marketing students will go through internship experience. Students in the majors are required to take a Business Internship & Seminar course. All students are required to intern with a company and be evaluated by their supervisors using an Intern Performance Review Form.

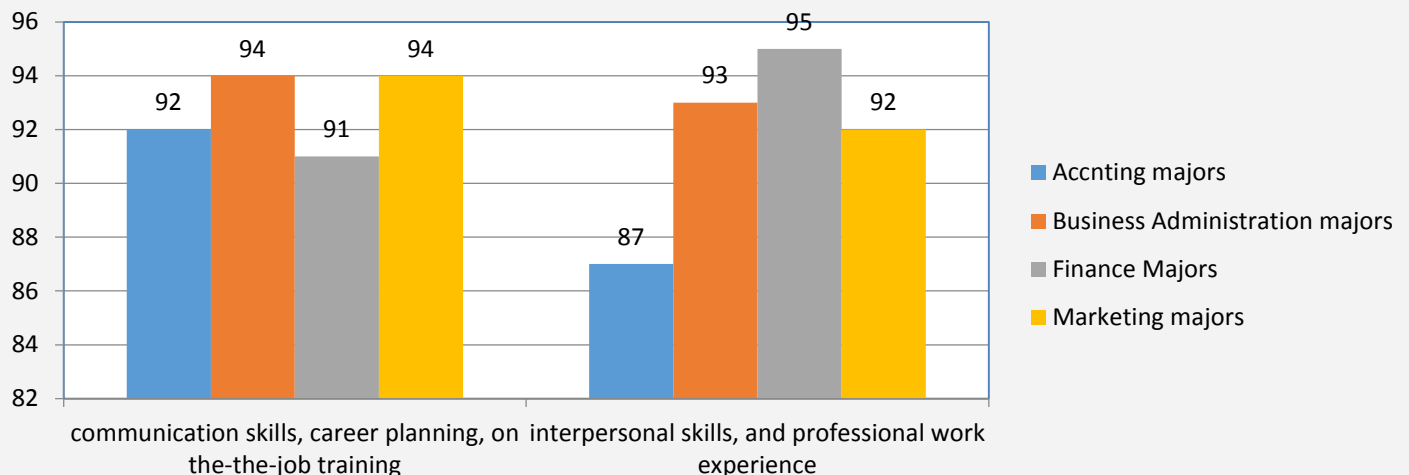
**Criteria for Success 1:** Eighty percent (100%) of the Accounting, Business Administration, Finance, and Marketing majors on a 5 point Likert scale will demonstrate communication skills, career planning, and on the-the-job training in the business sector through an internship experience. The evaluation is by interns superiors and show their overall satisfaction's of the interns.

**Criteria for Success 2:** Eighty-five percent (85%) of the business administration students on a 5 point Likert scale demonstrated interpersonal skills, and professional work experience in the business sector through an internship experience.

**Course in which SLO is assessed:** Bus 450 Business Internship & Seminar.

**Results:** The data revealed that the Accounting, Business Administration, Finance, and Marketing majors performed above the threshold of 85% (above 90%,) in communication skills, career planning, and on the-the-job training and students performed close to the threshold of 85% (above %90, 87% for Accounting) in interpersonal skills, and professional work experience in the business sector. The results for Accounting, Finance, and Marketing majors were also strong and satisfactory.

**Interpersonal Skills and Professional Work Experience  
Internship Experience and On - the Job Training  
Accounting, Business Administration, Finance, and  
Marketing Majors Satisfaction 2016-2017**





## **Use of Results/Action Plan:**

**1. Use of results to improve program:** The faculty who teaches the BUS 450 Business Internship & Seminars needs to develop strategies to maintain and improve students' internship performance. The strategies may include:

- \* Communications and feedback from the supervisors of the student interns
- \* Inclusion of work related topics in the course content
- \* Invitation of guest speakers with Human Resource Management and Professional Development expertise
- \* Encouraging more students to participate in the School of Business sponsored professional development activities, especially the ones that are organized by the School of Business Advisory Council with specific business theme.

**2. Rationale:** The employability of students after graduation is an important criteria for the academic and professional development success of the School of Business.

**3. Changes in assessment:** None.

**4. Additional resources/budget required:** None.

# Students Satisfaction Assessment-Undergraduate By Majors, Business Administration

## First Means of Assessment and Criteria for Success for SLO 1,2,3:

**Means of Assessment:** School of Business developed a survey to measure Business Administration major alumni satisfaction with professional and career development. Students were asked to choose one of the following:

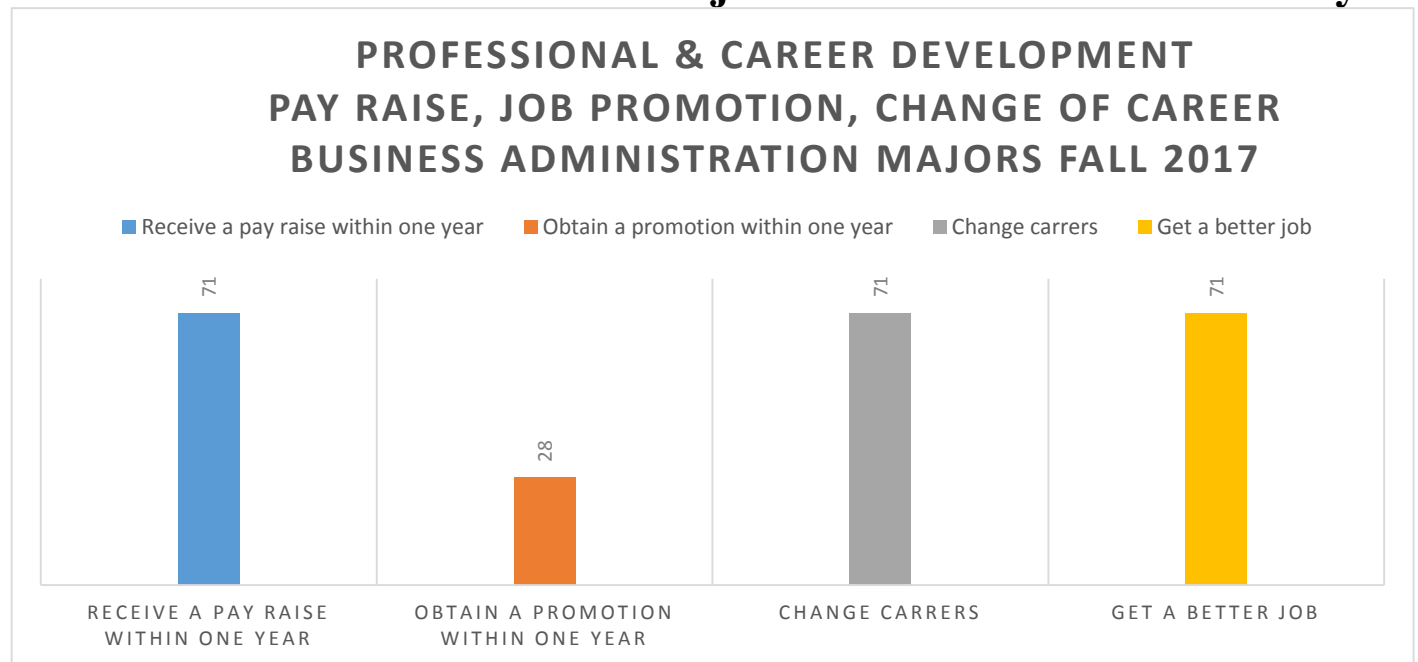
Strongly Disagree    Neutral in Agreement    Agree    Strongly Agree

**Criteria for Success:** The Alumni Survey satisfaction results will be greater than 80%.

**Course in which SLO is assessed:** Survey developed by the School of Business.

**Results:** The results shows that Business Administration major experience has prepared students moderately to advance in the job market and to receive a pay raise, change career, and getting a better job (71%). They performed below the 80% target of obtain a job promotion (28%).

## Business Administration Majors Alumni Satisfaction survey



### Use of Results/Action Plan:

- 1. Use of results to improve program:** The School needs to develop strategies to improve the Business Administration alumni professional and career development.
- 2. Rationale:** The alumni satisfaction helps the School of Business in its recruitment, retention, maintenance of its accreditation with the Accreditation Council of Business School od Programs (ACBSP), and fund raising.
- 3. Changes in assessment:** None.
- 4. Additional resources/budget required:** No.

## Second Means of Assessment and Criteria for Success for SLO 1,2,3, Business Administration Majors

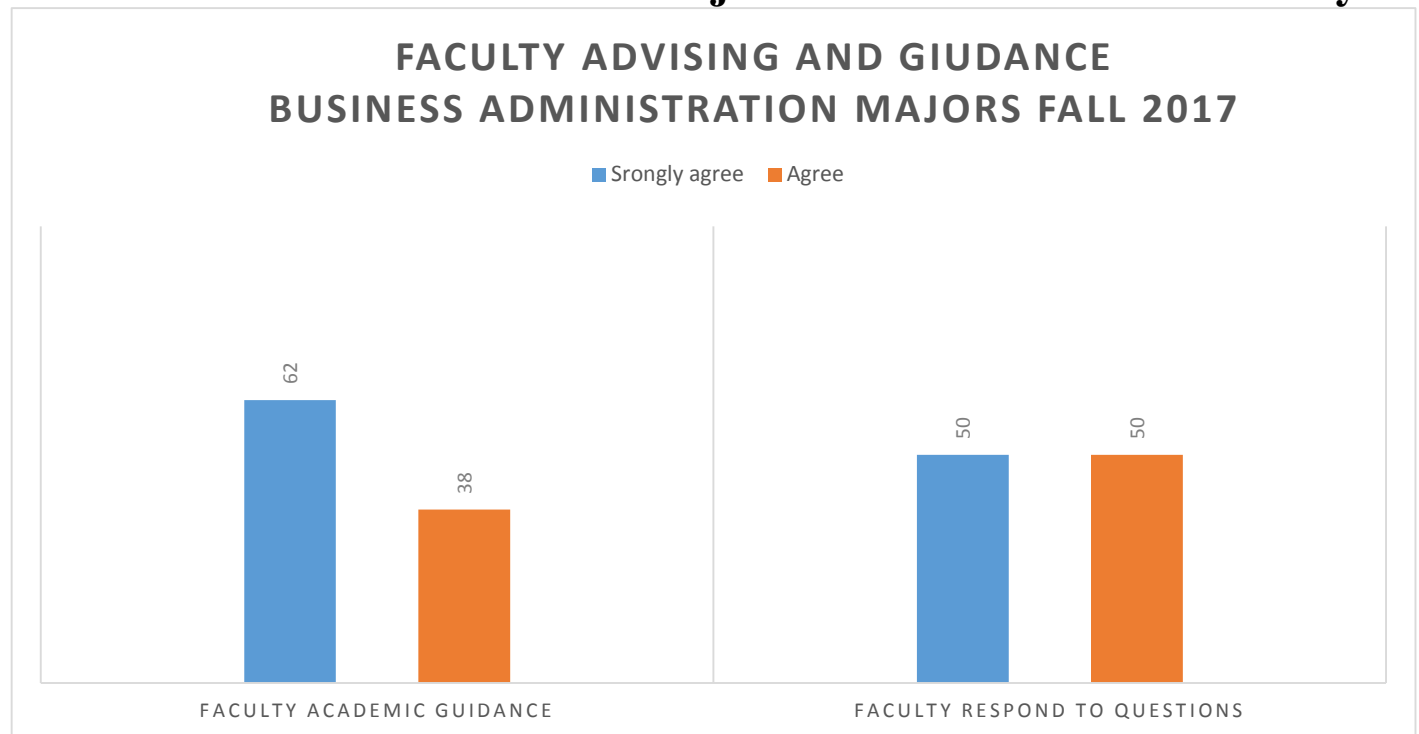
**Means of Assessment:** School of Business developed a survey to measure Business Administration major alumni satisfaction with faculty advisement and guidance. Students were asked to choose one of the following: Strongly Disagree, Neutral in Agreement, Agree, Strongly Agree.

**Criteria for Success:** The Alumni Survey satisfaction results will be greater than 80%.

**Course in which SLO is assessed:** Survey developed by the School of Business.

**Results:** The Business Administration major alumni showed satisfaction (62% strongly agree and 38% agree) with their faculty advisement and moderate satisfaction (50% strongly agree and 50% agree) with the faculty guidance and responding to their questions.

### Business Administration Majors Alumni Satisfaction survey



#### Use of Results/Action Plan:

- 1. Use of results to improve program:** The faculty need to improve their advisement to Business Administration students to get strong satisfaction by students.
- 2. Rationale:** The alumni satisfaction helps the School of Business in its recruitment, retention, maintenance of its accreditation with the Accreditation Council of Business School Programs (ACBSP), and fund raising.
- 3. Changes in assessment:** None.
- 4. Additional resources/budget required:** No.

### Third Means of Assessment and Criteria for Success for SLO 1,2,3, Business Administration Majors

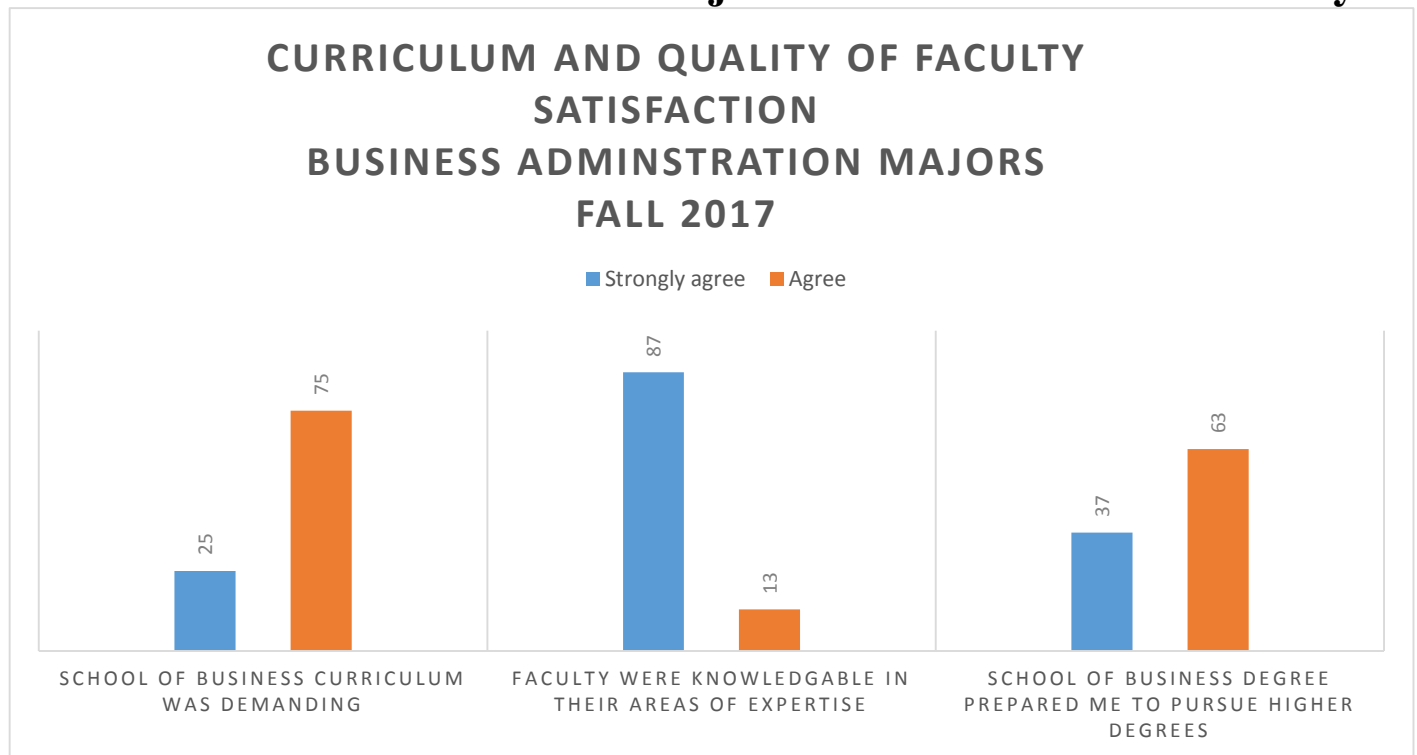
**Means of Assessment:** School of Business developed a survey to measure Business Administration major alumni satisfaction with curriculum and faculty qualifications. Students were asked to choose one of the following: Strongly Disagree Neutral in Agreement Agree Strongly Agree

**Criteria for Success:** The Alumni Survey satisfaction results will be greater than 80%.

**Course in which SLO is assessed:** Survey developed by the School of Business.

**Results:** The Business Administration major alumni showed low satisfaction (25% strongly agree and 75% agree) with the demanding curriculum, high satisfaction with faculty qualifications (87% strongly agree, 13% agree), and satisfaction with their preparedness to pursue higher academic degrees after receiving their Business Administration degree (37% strongly Agree, 63% agree).

### Business Administration Majors Alumni Satisfaction survey



#### Use of Results/Action Plan:

- 1. Use of results to improve program:** The survey results have to be used for recruiting of students to the Business Administration Program.
- 2. Rationale:** The alumni satisfaction helps the School of Business in its recruitment, retention, maintenance of its accreditation with the Accreditation Council of Business School od Programs (ACBSP), and fund raising.
- 3. Changes in assessment:** None.
- 4. Additional resources/budget required:** No.

## **Forth Means of Assessment and Criteria for Success for SLO 1,2,3, Business Administration Majors**

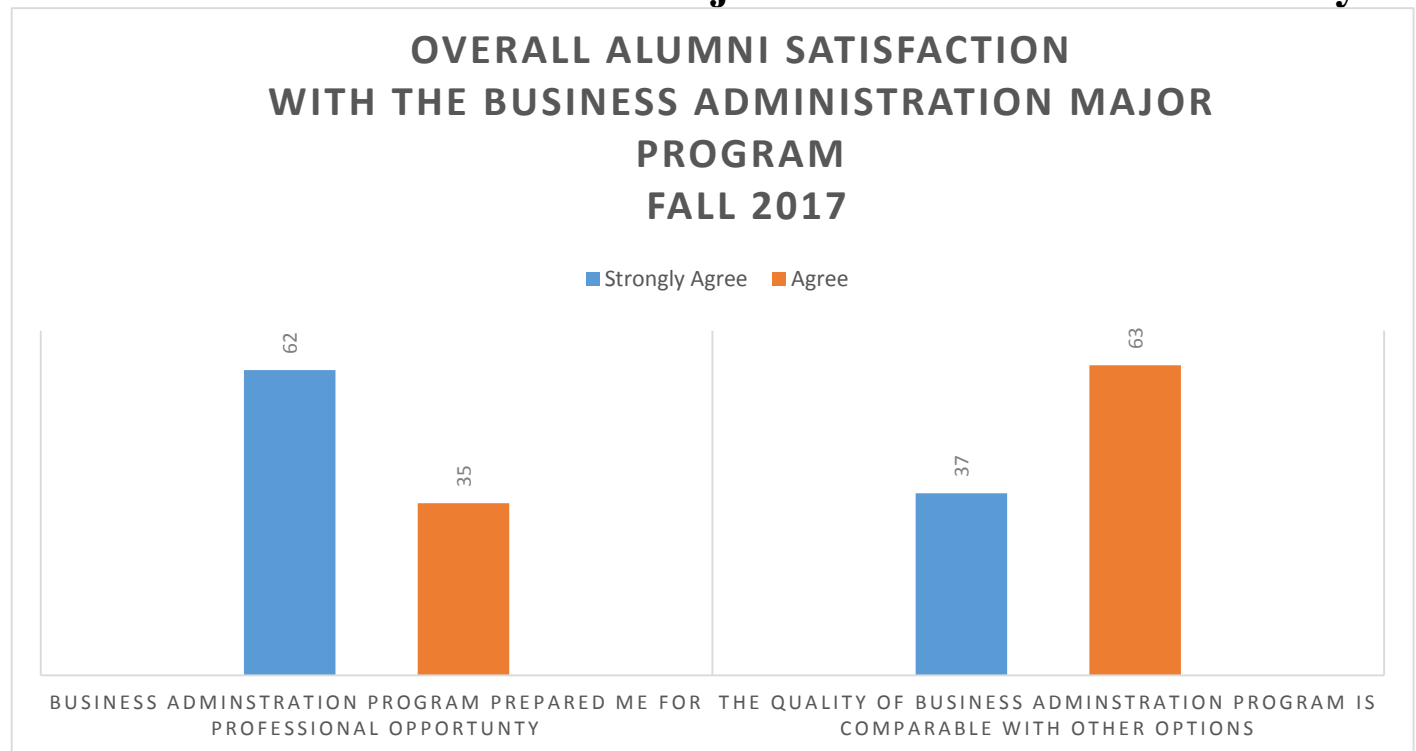
**Means of Assessment:** School of Business developed a survey to measure overall Business Administration major alumni satisfaction with the career and academic development as compare to other Business Administration programs. Students were asked to choose one of the flowing:  
Strongly Disagree    Neutral in Agreement    Agree    Strongly Agree

**Criteria for Success:** The Alumni Survey satisfaction results will be greater than 80%.

**Course in which SLO is assessed:** Survey developed by the School of Business.

**Results:** The Business Administration majors alumni survey showed students satisfaction (62% strongly agree, 35% agree) with the professional development and lower satisfaction (37% strongly agree and 63% agree) with choosing Florida Memorial Business Administration program.

### **Business Administration Majors Alumni Satisfaction survey**



#### **Use of Results/Action Plan:**

- 1. Use of results to improve program:** The survey results have to be used for recruiting of students to the Business Administration program.
- 2. Rationale:** The alumni satisfaction helps the School of Business in its recruitment and fund raising.
- 3. Changes in assessment:** None.
- 4. Additional resources/budget required:** No.

## Students Satisfaction Assessment-Undergraduate Salary By Majors, Business Administration

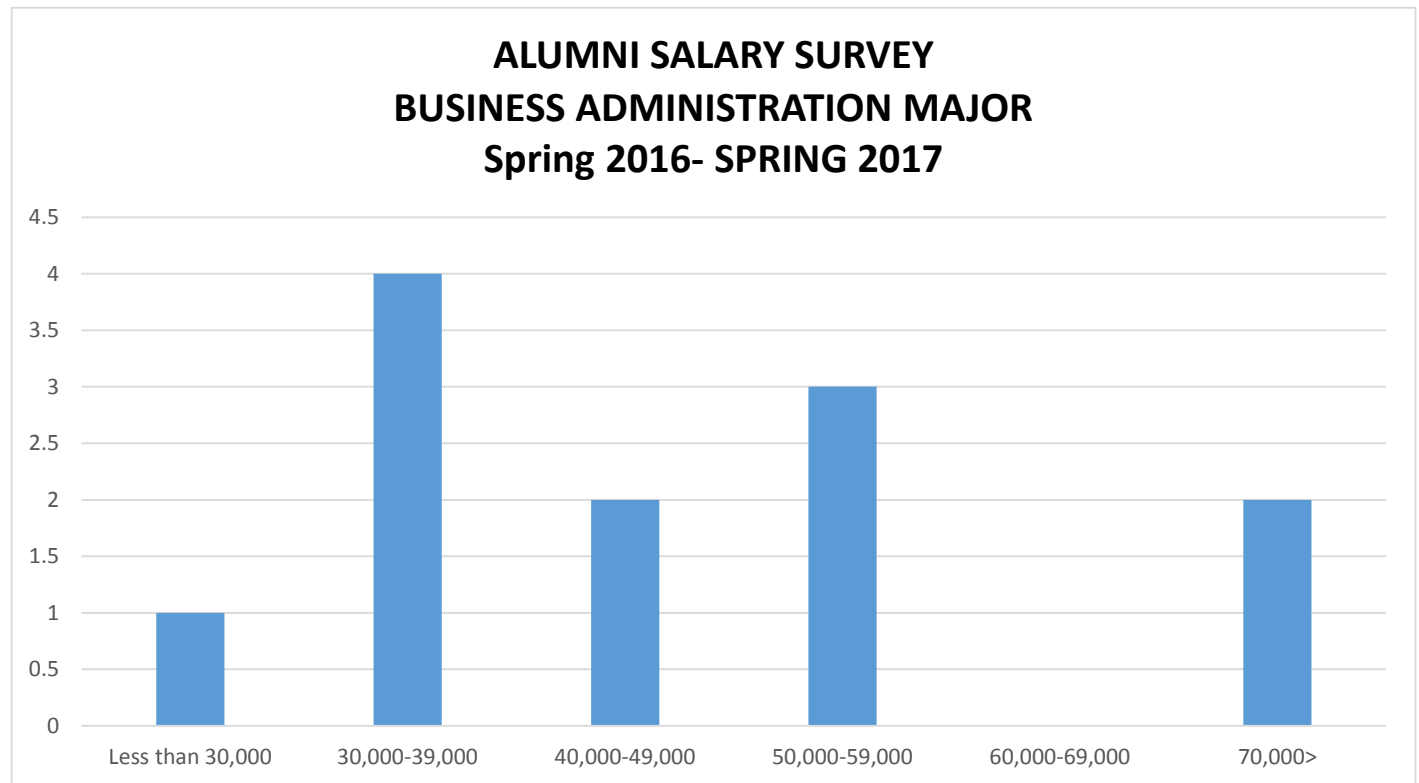
**Means of Assessment:** School of Business developed a survey to measure alumni salary range and average.

**Criteria for Success:** The Alumni salary survey results will be compatible with national average salary norm.

Source: data for 2015 are found at <http://www.payscale.com/best-colleges/degrees.asp>. Median Management major salary for 2015: \$42,000.

**Course in which SLO is assessed:** Survey developed by the School of Business.

**Results:** The average salary for Business Administration major alumni survey showed that the graduate's salary are close or greater to the national norm (\$42,000).



### Use of Results/Action Plan:

- 1. Use of results to improve program:** The survey results have to be used for recruiting of students to the Business Administration program.
- 2. Rationale:** The alumni satisfaction helps the School of Business in its recruitment and fund raising.
- 3. Changes in assessment:** None.
- 4. Additional resources/budget required:** No.







