

Program-Level Intended Outcomes Form

For Academic Year 2009-10

Student Learning Information for (<i>Program 1</i>)	
Mission of the (<i>Academic Business Unit</i>):	(<i>Mission Statement</i>) Consistent with the Lincoln College-Normal Mission, the Business Department is committed to providing its diverse student population a quality undergraduate business education program. Through innovative programs and instruction in business education, the department fosters a learner-centered approach which develops competent business professionals who are ethically aware and competitive in the business community.
Intended Student Learning Outcomes for (<i>Program 1</i>) : Business Program	
1. (<i>Intended Outcome 1</i>) Develop an integrated knowledge of business concepts, functions and business systems.	
2. (<i>Intended Outcome 2</i>) Develop strong communication and interpersonal skills necessary in the business environment.	
3. (<i>Intended Outcome 3</i>) Demonstrate ability to apply business concepts to real world situations.	
4. (<i>Intended Outcome 4</i>) Ability to use business and technology tools.	
5. (<i>Intended Outcome 5</i>) Develop an understanding of the ethical choices and obligations business faces today.	
6. (<i>Intended Outcome 6</i>) Understand the importance of competing in a global environment.	
7. (<i>Intended Outcome 7</i>) Develop an understanding of effective leadership.	
8. (<i>Intended Outcome 8</i>) Develop an understanding of working in a diverse and multicultural environment.	
Assessment Tools/Methods for Intended Student Learning Outcomes—	Performance Targets/Criteria for Direct Measures:
Direct Measures of Student Learning	
1. (<i>Direct Measure 1</i>) Results of student group-work on the Business Simulation Game (BSG). Students are divided into teams and assigned the task of running an athletic footwear company in	(<i>Target/Criterion for Direct Measure 1</i>): LCN used the Best in Industry score of the BSG to measure the learning outcomes. The

<p>head-to-head competition against companies managed by other class members. Company operations parallel those of actual athletic footwear companies. Just as in the real-world, companies compete in a global market arena, selling branded and private-label athletic footwear in four geographic regions — Europe-Africa, North America, Asia-Pacific, and Latin America. All aspects of The Business Strategy Game parallel the functioning of the real-world athletic footwear market, thus allowing students to (1) think rationally and logically in deciding what to do and (2) get valuable practice in making a variety of different business decisions under circumstances that mirror real-world competitive conditions.</p>	<p><i>performance target established was 80% of Best-In-Industry scores would be 80 or higher.</i></p>
<p>2. <i>(Director Measure 2)</i> All Capstone Course students are required to submit a portfolio.</p>	<p><i>(Target/Criterion for Direct Measure 2):</i> LCN business faculty applied its own rubric that evaluated students on the intended learning outcomes. The performance target established was 80% of students would earn a B or better on the portfolio.</p>
<p>Assessment Tools/Methods for Intended Student Learning Outcomes—</p> <p>Indirect Measures of Student Learning</p>	<p>Performance Targets/Criteria for Indirect Measures:</p>
<p>1. <i>(Indirect Measure 1):</i> Senior Internship Course.</p>	<p><i>(Target/Criterion for Indirect Measure 1): 80% of students in the senior internship course will earn a B or better.</i></p>
<p>2. <i>(Indirect Measure 2):</i> Noel-Levitz’s Student Satisfaction Survey. The Student Satisfaction Inventory is a powerful tool to improve the quality of student life and learning. It measures student satisfaction and priorities, showing institutions how satisfied students are as well as what issues are important to them. The final result is a gap measurement between the importance and the satisfaction.</p>	<p><i>(Target/Criterion for Indirect Measure 2):</i> The Overall Instructional Effectiveness Scale on the SSI will reflect a gap of less than 1.0 and a gap less than the national average.</p>

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Direct Measure 1)</i> Results revealed that overall, our students are experiencing success with the simulation: 7 of the 10 groups analyzed this year earned the following scores: 100, 96, 96, 92, 91, 86, and 85). 3 of the groups earned scores of 81, 72, and 72, pulling down the average to below the targeted 80%.		X
2. <i>(Results for Direct Measure 2)</i> Results revealed that 58.5% earned a B or better on the portfolios.		X
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Indirect Measure 1)</i> : 83% of students earned a B or better in Senior Internship	X	
2. <i>(Results for Indirect Measure 2)</i> : The gap score for Instructional Effectiveness was 0.75, and the national average was 0.96.	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>(Course of Action 1)</i> : Business Simulation Game. The business faculty will be reviewing the results of this assessment early in the Spring semester to begin targeting the weakest areas of the curriculum in order to address the deficiencies.		
2. <i>(Course of Action 2)</i> : Portfolios. The business faculty will be reviewing the results of this assessment early in the Spring semester to begin targeting the weakest areas of the curriculum in order to address the deficiencies.		
3. <i>(Course of Action 3)</i> Other. LCN would also like to immediately add the MFAT to our assessment practices. We will pilot the administration of the exam in the Spring 2011 semester, and begin using the instrument comprehensively with the 2011-12 academic year. We feel this instrument will give us a clearer picture of the performance of our students, and allow for better measurement of our intended learning outcomes.		
4. <i>(Course of Action 4)</i>		

