

# The University of New York in Prague



## Outcomes Assessment Report – UNYP’s BBA Program

October 2015

Excellence in business education is evaluated through the assessment of the academic business unit’s mission and broad-based goals, student learning outcomes, and operational outcomes. This is a continuous quality improvement program. UNYP developed its assessments in partnership with *The International Assembly for Collegiate Business Education* (IACBE).

### Bachelor of Business Administration (BBA)

#### Intended Student Learning Outcomes

1. Students will be able to demonstrate foundational knowledge of the functional areas of business.
2. Students will be able to demonstrate knowledge of the ethical obligations of business and apply them to business decisions.
3. Students will be able to apply appropriate management theory to intercultural business scenarios.
4. Students will be able to use appropriate decision support tools.
5. Students will be able to describe the global and economic environment of business.
6. Students will be able to demonstrate effective analytical and critical-thinking skills in an organizational context.
7. Students will be able to work effectively in a team situation.
8. Students will demonstrate the ability to write and orally present ideas effectively in business English.
9. Students will be able to demonstrate specialized knowledge and competencies in their area of concentration (finance, management or marketing).

### Final Oral exams in Functional areas (Direct Measure)

Oral exams are a standard practice in the Czech higher education system. All State accredited degree programs require oral exams by a panel of examiners. For the BBA degree the panel consists of a chair, one internal examiner, one external examiner and the Defense Opponent on the thesis. The oral exam is used to assess students' foundational knowledge (learning outcomes **1, 3, 4, 5, 6, 8**) and their specialty knowledge (learning outcome **9**). For the self-study year the outcomes are shown. Note that specialty knowledge is Category #5.

#### Measures and Assessment Criteria

As a group, students will average 2.0 or better (on a 1 to 4 scale, where 1 is excellent, 2 is very good, 3 is satisfactory and 4 is a failure) or better on all functional areas (learning outcome **1**)

As a group, students will average 2.0 or better (lower numerical grade) on their specialty area (Applications, learning outcome **9**).

#### Results

	<b>Economics</b>	<b>Fin/Acctng</b>	<b>Mgmt</b>	<b>Mktg</b>	<b>Applications</b>
<b>Average</b>	1.75	1.69	1.50	1.26	1.64

The targets have been met.

### Final Thesis (Direct Measure)

Specific elements of the Final Thesis project are used to assess student learning outcomes **2, 3, 4, 5, 6 and 8**. This includes students understanding of business ethics, ability to apply appropriate management theory to intercultural business scenarios, ability to use appropriate decision support tools, ability to describe the global and economic environment of business, the ability to demonstrate effective analytical and critical thinking skills and the ability to write and present ideas effectively in business English. For the 2013/2014 academic year new, and more detailed, metrics were introduced for learning outcomes 2-6.

#### Measures and Assessment Criteria

As a group, 60% of students will be assessed as good, very good or excellent on elements linked with learning outcome **2, 3, 4, 5 and 6**.

As a group, students will be assessed as "good" or better (a numerical result less than 2.0) on elements linked with learning outcomes **1 and 8**.

## Results

Final Thesis Learning Outcomes 2014/2015					
Outcomes	#2	#3	#4	#5	#6
	Ethical Obligations	Management Theory	Decision Support Tools	Global and Economic Environment	Analytical and Critical Thinking Skills
Excellent	37%	25%	25%	31%	27%
Very Good	21%	19%	25%	33%	38%
Good	8%	12%	10%	15%	13%
Adequate	10%	17%	21%	8%	13%
Inadequate	4%	0%	2%	6%	2%
N/A	21%	27%	17%	8%	6%

Total Excellent, Very Good, Good					
Outcomes	#2	#3	#4	#5	#6
	Ethical Obligations	Management Theory	Decision Support Tools	Global and Economic Environment	Analytical and Critical Thinking Skills
Total	65%	56%	60%	79%	79%

For the 2014/2015 year the evaluation was given by the defense Opponent on the Thesis. For learning outcomes **2** and **4-6**, the targets were met. For learning outcome **3**, the target was not met.

For learning outcome **8** the Business Administration Department used the average of the Thesis defense grades by the final exam commission to measure oral communications skill. The average grade for the oral portion this year was **1.38** for 49 exam participants on a scale where 1 is the highest grade and 4 is a failure. The defense opponent evaluation grade covers both knowledge of the functional areas of business) and written communication skills (learning outcomes **1** and **8**). The average grade by the defense opponents was **1.62** for exam participants. For these measures the targets were met.

### Team Member Evaluation Form (Direct Measure)

The team member evaluation form is used to assess students' ability to work effectively in a team situation (intended student learning outcome **7**).

### Measures and Assessment Criteria

As a group, students will score an average of at least "7.0" or better on of the Team Member Evaluation process for learning outcome <b>7</b> .
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## Results

The average score on a **1-10 scale was 8.8 out of 10.0** on the team component. Therefore the target has been met.

## **Student course evaluations: content and instruction for each class (Indirect Measure)**

### **Measures and Assessment Criteria**

The assessment instrument for this measure was changed in mid-year (now mobile friendly). Some duplication was removed and some administrative questions were added. Here we are showing full year data using slightly different question numbers from the previous year. A course evaluation questionnaire is given out in every course at UNYP. Data from this questionnaire are maintained by the IT department and made available to Academic Management. The following questions from the student course evaluations are being used as part of this measure: The results averages are shown in the table below. The intended learning outcomes addressed with these measures are:

Intended student learning outcomes **1, 2, 3, 4, 5, 6, 9**

All courses evaluated at a minimum of 5.0 (out of 7) for each content area and 4.0 (out of 5) on overall value.

### **Results**

<b>BBA Course Evaluations 2014/2015 - Averages</b>	
<b>1. Regarding my knowledge of the subject, this course brought me Very little new knowledge (1) - Much deeper Understanding (7)</b>	5.45
<b>3. I found the course to be Poorly organized and planned (1) - Very well organized and planned (7)</b>	5.44
<b>4. The goals and objectives of the course were always Vague/Subjective (1) - Very clear/Objective (7)</b>	5.61
<b>5. I found the graded materials (tests, essays, presentations etc.) designed to test my knowledge. Not relevant at all/Unfair (1)- Very Relevant and Fair (7)</b>	5.45
<b>6. The instructor's lectures and visual aids used to communicate course material were Not very clear (1) - Very clear and engaging (7)</b>	5.50
<b>7. The way the instructor communicated course content was Not useful (1) - Very Useful (7)</b>	5.58
<b>9. Feedback on that the instructor provided on my work was Not very helpful (1) - Very helpful/constructive (7)</b>	5.53
<b>12. Regarding the practical knowledge I got from the course, I consider it Not of use (1) - Very useful (7)</b>	5.30
<b>13. This course broadened my perspective. Not applicable (1) - Very much (7)</b>	5.10
<b>14. This course helped me connect various disciplines and difficult concepts. Not applicable (1) - Very much (7)</b>	4.97
<b>17. Rate the OVERALL VALUE OF THIS COURSE as it contributed to your learning. Not At All Valuable (1) - Very Valuable (5)</b>	<b>3.91</b>

For the BBA program, targets have been mostly met, but not met for questions 14 and 17.

**Student course evaluations: content and instruction for each class (Indirect Measure)**

*Measures and Assessment Criteria*

The student course evaluations are also used to individually assess intended student learning outcome 7 on knowledge of the ethical obligations of business. The undergraduate course in Ethics of Business and Public Administration is used for this purpose. All sections of the course are averaged.

The Ethics Course is evaluated at a minimum 4.0 (out of 5) on overall value.
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*Results*

<b>17. Rate the OVERALL VALUE OF THIS COURSE as it contributed to your learning. Not At All Valuable (1) - Very Valuable (5)</b>	<b>4.45</b>
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The target was met.

## **Student Exit Survey (Indirect Measure)**

### **Measures and Assessment Criteria**

The graduating student exit survey is given out each year to all UNYP graduates. Please note in the results below, we first show all bachelors' Business graduates at UNYP in the undergraduate programs. Of that group, 9 elected not to qualify for the European BBA (i.e. – they chose to receive only the SUNY degree). The second table shows the results only for students who studied the European BBA.

Survey result of 6.0 (out of 10) for curriculum, goal achievement and career development areas. These measures address intended student learning outcomes **1, 2, 4 and 5**.

### **Results**

<b>Question #. Subject</b>	<b>Scores</b>
<b>Curriculum of your Program/Major</b>	7.5
<b>Your education will help you meet your goals</b>	7.7
<b>Graduates (ALL SUNY Business + BBA)</b>	60

<b>Question #. Subject</b>	<b>Scores</b>
<b>Curriculum of your Program/Major</b>	7.5
<b>Your education will help you meet your goals</b>	7.8
<b>Graduates (BBA)</b>	51

The targets have been met.

### **Student Exit Survey (Indirect Measure)**

For other indirect measures covering intended student learning outcomes **3, 6, 7, and 8** UNYP uses the graduating senior Exit Survey. Note that some of these same measures are currently also used as operational outcomes assessments.

### **Measures and Assessment Criteria**

90% of BBA Business graduates will identify positive improvements in each skill area as graduating seniors (measured in the Exit Survey).

### **Results**

<b>ISLO</b>	<b>Skill Improvement by area for 2014/2015 Business Graduates</b>	
<b>3</b>	<b>Dealing with Different Cultures</b>	<b>68.8%</b>
<b>6</b>	<b>Research and Analysis Skills</b>	<b>100.0%</b>
<b>6</b>	<b>Problem Solving Skills</b>	<b>75.0%</b>
<b>7</b>	<b>Ability to Work in Teams</b>	<b>87.5%</b>
<b>8</b>	<b>Overall Communications Skills</b>	<b>93.8%</b>
<b>8</b>	<b>Writing Skill</b>	<b>100.0%</b>

The targets have been met partially, but are not met for teamwork, problem solving and dealing with different cultures.

## The Department of Business Administration at UNYP

### Intended Operational Outcomes – BBA Programs

1. The academic programs offered by the Business Department will be current, relevant and meet the needs of business.
2. Students in the Business Department will graduate in a timely manner.
3. Faculty members in the Business Department will be qualified in their teaching disciplines.
4. Full-time faculty members in the Business Department will be engaged in appropriate scholarly and/or professional activities on an annual basis.
5. The Business Department will be successful in providing high-quality instruction to its students.
6. The Business Department will be successful in providing effective academic advising to its students.

### Intended Operational Outcome #1:

The academic programs offered by the Business Department will be current, relevant and meet the needs of business. This is best assessed for UNYP at the MBA level. At the undergraduate level, 62% of responding graduating Business students were sure that they would immediately enter the work force after graduation. Many will continue their education in graduate programs. By June 2015, 19% of responding graduating Business students had been accepted into graduate programs according to the Exit Survey. In the 2014/2015 Academic year, UNYP provides an indirect measure of skills improvement from the Exit Survey for Operational Outcome #1 at the BBA level.

### Measures and Assessment Criteria

90% of Business graduates will identify positive improvements in each skill area as graduating seniors (measured in the Exit Survey).
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### Results

<b>Skill Improvement by area for 2014/2015 Business Graduates</b>	
<b>Research and Analysis Skills</b>	100%
<b>Overall Communications Skills</b>	93.8%
<b>Ability to Work in Teams</b>	87.5%
<b>Problem Solving Skills</b>	75.0%

The targets have been met partially, but are not met for teamwork and problem solving skills.



**Intended Operational Outcome #2:**

Students in the Business Department will graduate in a timely manner.

**Measures and Assessment Criteria**

The Business Department will have a timely three-year (or four-year) student graduation rate of at least 70% in the BBA. (Within less than one additional year)

**Results**

<b>BBA Graduates &amp; Dismissed 2014/2015</b>		
<b>Within Standard</b>	30	42.9%
<b>Less than 1 Additional Year</b>	22	31.4%
<b>Less than 3 Additional Years</b>	8	11.4%
<b>Dismissed from Program</b>	10	14.3%
<b>Total</b>	70	100.0%

Within the standard program length of 3 or 4 years (depending on whether a student also completes the SUNY program), the data indicate that **74.3%** of students graduated on time or within one additional year. The target has almost been met.

**Intended Operational Outcome #3:**

Faculty members in the Business Department will be qualified in their teaching disciplines.

**Measures and Assessment**

At least 90% of the Business Department’s full-time and adjunct faculty members will be either doctorally or professionally qualified to teach in their respective discipline.

**Results**

In the Business Department 47 out of 47 instructors are doctorally or professionally qualified. In terms of instructors that is **100%**. In terms of student contact hours **100%** of hours are taught by doctorally or professionally qualified instructors. At the BBA level **100%** of student contact hours are taught by doctorally or professionally qualified instructors. The standards for qualifications are set by IACBE. The target is met.

#### **Intended Operational Outcome #4:**

Full-time faculty members in the Business Department will be engaged in appropriate scholarly and/or professional activities on an annual basis.

#### **Measures and Assessment Criteria**

At least 50% of the Business Department full-time faculty members will engage in relevant discipline development or instructional development activities each year.

#### **Results**

Among the Business Administration Department's instructional staff, **70%** of the full-time members of faculty were engaged in relevant development in the 2014/2015 academic year. The target is met.

#### **Intended Operational Outcome #5:**

The Business Department will be successful in providing high-quality instruction to its students.

#### **Measures and Assessment Criteria**

On the exit survey, at least 80% of graduating students will indicate that they were "satisfied" or "very satisfied" with the teaching of their professors. Scores between 6 and 10 indicate "satisfied" or very "satisfied". On peer/chair/program manager teaching observations, at least 80% of faculty will be rated as "done very well" for 75% of the observed variables.

#### **Results**

Data from the exit survey are maintained by the IT department. For the peer/chair evaluation, data are maintained by the Chair and the Rector's office. In the 2014/2015 academic year, 8 BBA instructors were evaluated. **100%** were rated as 'Done very well' for at least 75% of the observed variables. Note that peer-to-peer faculty evaluations are confidential between the Chair, the Evaluator and the Instructor. Individual names are not shown, but individual scores are shown.

Question #. Subject	Scores	%
5. Instructors	7.5	
Scores of 6 - 10		75.0%
<b>All SUNY Business + BBA</b>		

Question #. Subject	Scores	%
5. Instructors	7.7	
Scores of 6 - 10		81.8%
<b>ONLY BBA</b>		

<b>Peer to Peer Evaluations 2014/2015 Academic year</b>			
Instructor	Observed	Done Very Well	Percent
#1	23	23	100.0%
#2	21	19	90.5%
#3	21	18	85.7%
#4	19	16	84.2%
#5	21	21	100.0%
#6	22	22	100.0%
#7	21	21	100.0%
#8	21	21	100.0%
<b>Total</b>	<b>169</b>	<b>161</b>	<b>95.3%</b>

On most measures the targets have been met. For the measure on instructors done by students, the target has not been met (75% < 80%) when the measure includes the 4 year program (SUNY) students.

### **Intended Operational Outcome #6:**

The Business Administration Department will be successful in providing effective academic advising to its students.

### **Measures and Assessment Criteria**

Data from the exit survey are maintained by the IT department and made available to Academic Management.

On the exit survey, at least 80% of graduating students will indicate that they were “satisfied” or “very satisfied” with their academic advising. Scores between 6 and 10 indicate “satisfied” or very “satisfied”.

### **Results**

<b>Question #. Subject</b>	<b>Scores</b>	<b>%</b>
<b>8. Academic Advising</b>	7.2	
<b>Scores of 6 - 10</b>		68.8%
<b>All SUNY Business + BBA</b>		

<b>Question #. Subject</b>	<b>Scores</b>	<b>%</b>
<b>8. Academic Advising</b>	7.6	
<b>Scores of 6 - 10</b>		81.8%
<b>ONLY BBA</b>		

The target has not been met. The percentage (when we include the SUNY program students) is below our standard. In the 2014/2015 year we have again tried to disaggregate the many issues involved. Note that we again see a difference when including SUNY 4 year program students. There are two major findings:

1. One issue concerns course selection, where students have expressed the desire to have more choice (25%). Much of this issue has to do with the need to follow sequenced courses in the accredited programs, but some is due to class/time availability. As UNYP is small institution, possible solutions are limited.
2. Students are asking for more individual time in the advising process (56%). This has been addressed by expanding advising hours by 50% in the Business department during the 2013/14 year, but the current year’s graduates did not feel the impact of that as much as future graduates should.