

2003-2004 Annual Academic Assessment for
Business Administration
Schreiner University

1. State the educational purpose of the assessment program:

In addition to basic business principles, concepts and knowledge required of most Schreiner University graduates, students majoring in Business Administration should gain an in depth knowledge in the fields of management, finance, and quantitative analysis and decision making as they pertain to the business world. Students should be able to assess the financial condition of a company, be accustomed to various management duties, responsibilities and decisions, understand the various structures of private and public businesses and how to identify, assess and solve a myriad of business decisions.

2. Educational goals, assessment for each goal, performance standards, and findings:

Upon graduating with a major in Business Administration (B.A. or B.B.A.) a student will be able to:

Goal 1: Understand the role of managers in business and how they operate at various levels of business and to identify critical areas where changes need to be made to improve operating, financial or employment efficiencies. This includes gaining an understanding of strategy implementation including organizational structure, corporate re-structuring, strategic leadership, entrepreneurship and ethics. Students will also be required to demonstrate effective communication, writing, presentation and analytical skills.

Assessment: Satisfactory performance (C or better) in Strategic Management and Senior Project / Internship is required. Below are the assessment performances for the 2003-2004 academic year. While the percentage of students that performed at a satisfactory level for the Strategic Management course are impressive, questions remain about the methodology of assessing students in these courses. The department is striving toward other assessment tools that will more accurately reflect the specific knowledge students are expected to have upon completion of these courses.

2003-2004	Strategic Management	91%
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Curriculum: Emphasis will be placed on researching and evaluating real world management issues and strategies, and real world work experience or study of real work situation.

Faculty Development: Faculty are encouraged to keep-up with current business / management trends and various corporate changes including trends in corporate restructuring.

Out-of-class Experience: Students are encouraged to observe good presentation skills in other classes.

Goal 2: Demonstrate an understanding of financial management. This area would include being able to adequately assess the financial condition of a company, understand the public markets and strategies for financing, ability to evaluate (through cash flow analysis) corporate decisions such as expansion, acquisitions, and capital budgeting decisions. All students must meet the above criteria. Students are also expected to be able to report their analysis in a clear concise written format as well as oral presentation skills.

Assessment: Satisfactory performance (C or better) in Principles of Finance is required. Below are the assessment performances for the 2003-2004 academic year. While the percentage of students that performed at a satisfactory level are impressive, questions remain about the methodology of assessing students in these courses. The department is striving toward other assessment tools that will more accurately reflect the specific knowledge students are expected to have upon completion of these courses.

2003-2004	Principles of Finance	96%
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Curriculum: Emphasis will be placed on real world analysis of financial trends and issues such as reorganizations, expansion decisions, bankruptcies, public financings and Initial Public Offerings (IPO)

Faculty Development: Faculty are encouraged to incorporate by example, real companies and current financial issues surrounding them. Faculty are also encouraged and expected to focus on the computer applications of financial analysis (Excel spreadsheets for cash flow analysis)

Out-of-class Experience: Students are encouraged to research and stay informed about current events in the financial arena and follow real world businesses that are undergoing financial decisions and restructurings.

Goal 3: Develop adequate analytical skills necessary for the decision making process including the skills necessary to identify problems and explore all possible solutions and ultimately arrive at an optimal solution. Quantitative or analytical decision making is a field of applied mathematics devoted to solving management problems with the use of statistical and/or quantitative analysis techniques. All students must meet the above criteria.

Assessment: Satisfactory performance (C or better) in Quantitative Methods in Business. is required. Below are the assessment performances for the 2003-2004 academic year. A major influencing factor in the grades was a grading methodology to reward students for substantial improvement in their scores throughout the semester. Unfortunately, inherent flaws in the mathematical formula for calculation of improvement points resulted in changes in letter grades and higher than justified final grades. Questions remain about the methodology of assessing students in these courses. The department is striving toward other assessment tools that will more accurately reflect the specific knowledge students are expected to have upon completion of these courses.

2003-2004	Quantitative Methods	75%
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- **Curriculum:** Emphasis will be placed on all aspects of decision making and problem solving including statistical analysis, linear programming, networking problems, decision analysis approaches, transportation, transshipment and assignment, make or purchase decisions and product mix decisions. The use of quantitative techniques in making decisions is closely tied to computers because most “real world” problems are too large to be solved manually. Emphasis will be placed on computer work and applications enabling the student to solve the most complex problems by utilizing spreadsheet and statistical software.

Faculty Development: Faculty are encouraged to keep-up with current application software and programming languages.

Out-of-class Experience: Students are encouraged to use application software where appropriate in other classes.