



## Public Disclosure of Student Learning

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Institution	Lincoln College
Academic Business Unit	BBA – Bachelor of Business Administration in Business Management
Academic Year	2016-2017

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**Report of Student Learning and Achievement**  
**Lincoln College**  
**Bachelor of Business Administration in Business Management**

For Academic Year: 2016-2017

**Mission of the Bachelor of Business Administration in Business Management**

*The Bachelor of Business Administration degree is designed to provide students with a rich, comprehensive, and challenging curriculum that encompasses the major fields of study in business management. Students take courses from four areas including: Communication; Marketing and Management; Finance, Economics, and Quantitative Methods; and Leadership and Organizational Behavior. The Program culminates in an experiential educational component via a capstone seminar in Strategic Management.*

**Student Learning Assessment for Bachelor of Business Administration in Business Management**

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Identify business concepts, functions and business systems.
2. Demonstrate strong communication and interpersonal skills necessary in the business environment.
3. Apply business concepts to real world situations.
4. Explain ethical choices and obligations business faces today.
5. Identify effective leadership.
6. Apply business practices to working in a globally diverse and multicultural environment.
7. Analyze quantitative data to support business decisions.

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. *Direct Measure 1*  
Major Field Test; Core ISLO Assessed by this Measure: 1, 3, 4, 5, 6, 7

*Overall Students will Score in the 50 Percentile or above*

2. *Direct Measure 2*  
Business Strategy Game (BSG) and Portfolio; Core ISLOs Assessed by

*Students will score an average of 70 in the overall game-to-date measure at the end of the simulation*

<p>this Measure: 1, 2, 3, 4, 5, 6, 7</p>	
<p><b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>
<p>1. Student Course Evaluations</p> <p><i>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7</i></p>	<p><i>Objective (Target/Criterion) for Indirect Measure 1</i> This measure is taken from student evaluations asking, “I am satisfied with my experience in this course” The target for this measure was 4 (above average from a Likert Scale).</p>
<p>2. AL360 - Adult Learner 360 degree review</p> <p><i>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7</i></p>	<p><i>Objective (Target/Criterion) for Indirect Measure 2:</i> The survey set is small and therefore does not offer statistically viable, quantitative results. Lincoln College’s scores for each Principle are compared to the other five institutions to contextualize their rankings. As such, Lincoln College’s overall target is to score above average compared to participating sample institutions.</p>
<p><b>Assessment Results: Bachelor of Business Administration in Business Management</b></p>	
<p><b>Summary of Results from Implementing Direct Measures of Student Learning:</b></p>	
<p>1. <i>Summary of Results for Direct Measure 1: Major Field Test</i></p> <ul style="list-style-type: none"> <li>• Accounting - 65 percentile; Mean percent correct for this Assessment Indicator was 46.00% (Core ISLOs 1, 7)</li> <li>• Economics – 43 percentile; Mean percent correct for this Assessment Indicator was 41% (Core ISLOs 3, 7)</li> <li>• Management – 73 percentile; Mean percent correct for this Assessment Indicator was 67% (Core ISLOs, 1, 2,3, 5)</li> <li>• Quantitative Business Analysis – 33 percentile; Mean percent correct for this Assessment Indicator was 32% (Core ISLOs ,7)</li> <li>• Finance – 29 percentile; Mean percent correct for this Assessment Indicator was 41% (Core ISLOS, 1, 7)</li> <li>• Marketing – 32 percentile; Mean percent correct for this Assessment Indicator was 49% (Core ISLOs 1, 2, 3)</li> <li>• Legal and Social Environment – 52 percentile; Mean percent correct for this Assessment Indicator was 48% (Core ISLOs, 4)</li> <li>• Information Systems – 76 percentile; Mean percent correct for this Assessment Indicator was 55% (Core ISLOs 2)</li> <li>• International Issues – 83 percentile; Mean percent correct for this Indicator was 45% (Core ISLOs 6)</li> </ul> <p><b>Total Overall Percent of Students Scoring Greater than the 50<sup>th</sup> percentile on the Major Field Achievement Assessment Indicators: 42%</b></p>	
<p>2. <i>Summary of Results for Direct Measure 2</i> Percent of Students Scoring Greater than 70% on the Overall Game-to-Date Score on the Business Simulation Game: 72.72% (Core ISLOs, 1 – 7)</p>	
<p><b>Summary of Results from Implementing Indirect Measures of Student Learning:</b></p>	

1. *Summary of Results for Indirect Measure 1: Average score was 4.33, or .33 above the target measure.*
2. *Summary of Results for Indirect Measure 2: The last AL360 report was in the spring of 2017. In general, Lincoln College’s results on the AL360 assessment ranked at or above average for student satisfaction on all of the ten Principles as compared to other institutions participating in the validation. While the survey set is small and therefore does not offer statistically viable, quantitative results, Lincoln College’s scores for each Principle are compared to the other five institutions to contextualize their rankings. No one institution scores the highest on all ten Principles but these results allow the College to understand how their student and institutional rankings look when viewed against the average benchmark scores and the highest scores recorded for any of the participating institutions. The internal gap analysis offers a clear view of benchmarks for each Principle, which can drive Lincoln College towards more effective and successful engagement with its adult students.*

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures			
	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Identify business concepts, functions and business systems.</i>	Not Met	Met	Met	Met
2. <i>Demonstrate strong communication and interpersonal skills necessary in the business environment.</i>	Not Met	Met	Met	Met
3. <i>Apply business concepts to real world situations.</i>	Not Met	Met	Met	Met
4. <i>Explain ethical choices and obligations business faces today.</i>	Met	Met	Met	Met
5. <i>Identify effective leadership.</i>	Met	Met	Met	Met
6. <i>Apply business practices to working in a globally diverse and multicultural environment.</i>	Met	Met	Met	Met

7. Analyze quantitative data to support business decisions.	Not Met	Met	Met	Met
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**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

1. *Course of Action 1:* CORE ISLO1: The CORE ISLO1 was changed to “Identify business concepts, functions and business systems” rather than “integrate knowledge of business concepts, functions and business concepts”. Curriculum maps are being developed to help identify where concepts are introduced, reinforced and mastered in courses. Master syllabi are being updated to reflect these changes.
2. *Course of Action 2:* CORE ISLO2: The Major Field Test does not encompass communication and interpersonal skills. However, anecdotally, the Business Division faculty recognized the need to improve writing across the curriculum, so we developed standardized rubrics for essays and presentations, focusing more specifically on APA writing style which is customary for business.
3. *Course of Action 3:* CORE ISLO3: The overall score for Accounting improved significantly compared to the previous year. While the overall Major Field Test Score was not met, portions of the Major Field Test are pointing to the fact that our program is Management-based, and not accounting-, economics- or finance-based. The overall score for Management was 73 percentile; Legal and Social Environment 52 percentile; and Information Systems was 76 percentile. To address the lower scores in finance and quantitative analysis, we are imbedding accounting and quantitative analysis throughout the curriculum so that by the time students reach their capstone course, they will have multiple touchpoints and opportunities to reinforce those concepts.
4. *Course of Action 4:* CORE ISLO3: Business faculty are focusing on applying real-world scenarios within the classroom to improve students’ connection of course content to real-world situations. We continue to identify other areas of improvement.
5. *Course of Action 5:* CORE ISLO4: The overall Major Field Achievement Test Score was met. Further analysis of courses through curriculum mapping and master syllabi may help us understand how and why this measure was met. No further changes will be made at this time as the curriculum results in satisfactory scores.
6. *Course of Action 6:* Core ISLO5: The overall Major Field Achievement Test Score was met. Further analysis of courses through curriculum mapping and master syllabi may help us understand how and why this measure was met. No further changes will be made at this time as the curriculum results in satisfactory scores.
7. *Course of Action 7:* CORE ISLO6: Because the Business Strategy Game enables student to run a business that requires working in a globally diverse and multicultural environment, students are better equipped to apply those practices important to successful global competition. Students also gain insight into competing in diverse cultures.
8. *Course of Action 8:* CORE ISLO7: We began offering BUS321 (Quantitative Analysis for Business Decision Making) in Fall, 2015. The effect of the new course in a negative impact on Quantitative Business Analysis (9 percentile decrease) and a negative effect on Fiance, decreasing from 54 percentile to 29 percentile. More work is needed in BUS 102 Managerial Accounting, BUS 321 Quantitative Analysis for Business, and BUS 301 Principles of Finance to ensure that application of financial data are incorporated in each of those courses. Business faculty are working on a plan

to imbed accounting and finance principles throughout the curriculum, including in the capstone course in order to better prepare students for the Major Field Test.

9. *Course of Action 9:* We developed a Business Management Club on the Lincoln and Normal campuses to engage students in business and management practices through guest lecturers and other business-related activities. This opportunity may lead students to 'connect the dots' between courses and see how each course is applicable to the broader business environment.

10. *Course of Action 10:* We revised our curriculum map to clearly define which courses introduce, reinforce and reflect mastery of program learning outcomes. Student understanding of why certain classes are offered, and why these courses are offered at appropriate times in the curriculum are critical. It is also important that all faculty, both full-time and adjunct, identify which classes introduce certain topics, and where those are reinforced and mastered. By integrating the master syllabi with the curriculum mapping, greater insight into student learning outcomes occurs.

11. *Course of Action 11:* The Division Chair of Business Programs is currently developing the Self-Study for the 2016-2017 year, which will provide more insights as to current program assessment strengths and opportunities for improving assessment.

12. *Course of Action 12:* The Division Chair of Business Programs met with adjunct faculty who teach BUS 102 Managerial Accounting and BUS 301 Principles of Finance and discussed the importance of connecting the latter part of BUS 102 Managerial Accounting with the initial review portion of BUS 301 Principles of Finance in order to help students retain important financial analysis skills when taking BUS 301 Principles of Finance. Additional financial analysis tasks and projects will be interjected into BUS 321 Quantitative Analysis for Business in order to reach 'mastery' of the material. This improved connection may lead to higher MFT scores for Accounting, Finance, and Quantitative Business Analysis.

13. *Course of Action 13:* The Division Chair of Business Programs developed an Advisory Board made up of business leaders in the community. The overarching purpose of the board is to help the Business Division identify areas where the curriculum needs to be strengthened in order to better prepare business students for employment. Initial meetings of the board identified the need to incorporate a required Business Computer Applications course that focuses on Microsoft Office Suite, including Word, Excel, PowerPoint, Outlook, Publisher, and Access. The Division Chair is currently assessing how to incorporate another required course while maintaining 120 total credit hours for a bachelor's degree.