



# Stafford School of Business

## Program Assessment Report

2024 – 2025



# Introduction

The Stafford School of Business has one program, and students earn a Bachelor of Science Degree upon completion. The Bachelor of Science program emphasizes a robust curriculum designed to prepare students for the dynamic challenges of the business world. The program aims to cultivate both theoretical understanding and practical skills, ensuring graduates are equipped to navigate and contribute meaningfully to various industries.

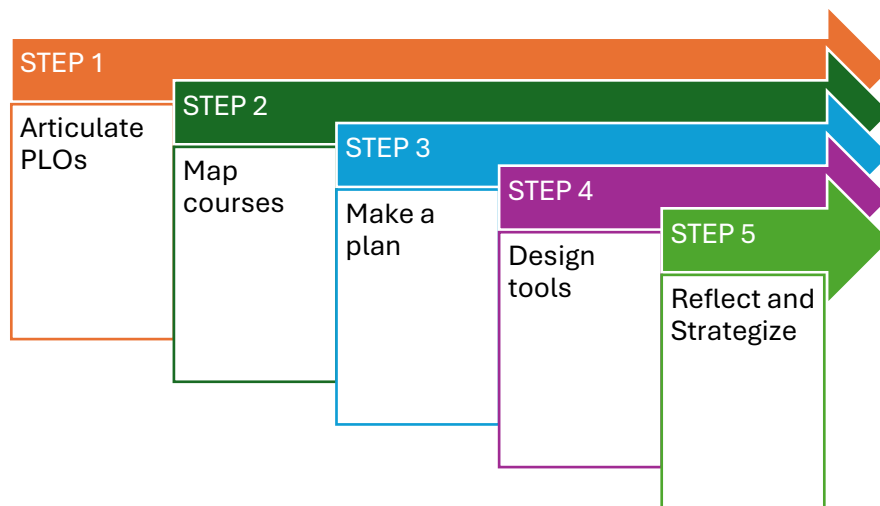
The Stafford School of Business has procedures for addressing Program Learning Outcomes (PLOs). The PLOs were written in 2023 and refined in 2024 under the review of our PLO Committee and faculty. As a best practice, the PLO Committee reviews the goals and outcomes each term to ensure changes in our program are reflected. The PLO Committee adopted fall semester of each term as the standard planning period. Current PLO's are listed below.

Program Goal	Program Learning Outcomes
Learning Goal 1  <b>PLO1.</b> Demonstrate fundamental knowledge in core functional areas of business.	<b>Problem Solving</b> <ul style="list-style-type: none"><li>Students will be able to comprehensively describe the processes used to create solutions.</li></ul>
Learning Goal 2  <b>PLO 2.</b> Illustrate material in a clear and engaging manner.	<b>Information Fluency</b> <ul style="list-style-type: none"><li>Students will contextualize knowledge within framework of business theory and concepts.</li></ul>
Learning Goal 3  <b>PLO 3.</b> Evaluate information and sources critically, to accomplish a specific purpose	<b>Critical Thinking</b> <ul style="list-style-type: none"><li>Students will evaluate information and its sources critically, to accomplish a specific purpose.</li></ul>

The PLO Committee works diligently to align our curriculum with the mapped PLOs and SLOs, ensuring that every step of the process is both data-driven and student-centered. Additionally, throughout the review process, faculty emphasize the importance of integrating feedback loops to ensure stakeholder involvement. Regularly scheduled meetings are held with stakeholders to monitor progress and provide updates on the strategic initiatives.

## Program Evaluation Framework

The Stafford School of Business Dean and Faculty collectively prioritize the alignment of learning outcomes with course objectives, ensuring the program adheres to both institutional and industry standards. This collaborative effort includes integrating qualitative and quantitative metrics to capture a comprehensive snapshot of performance.



### METHOD

- **STEP 1: ARTICULATE PLOS** – The committee reviewed and modified our PLOs and SLOs based on lessons learned from the Pilot study and with guidance from the Institutional Effectiveness Director, Dr. Warren. See the listings at:
  - <https://tools.abac.edu/ACBSP/Standard4Sources/SSBSLO2024.pdf>
- **STEP 2: MAP COURSES** – As a business unit, we determined which courses would be evaluated.
- **STEP 3: MAKE A PLAN** – The committee determined the assessment cycle. Dr. Pertilla selected a program assessment chair to manage the process. Dr. Ryan Currie provided detailed instructions on how to collect the data, and how the committee should access the data and respond. See the instructions:
  - <https://tools.abac.edu/ACBSP/Standard4Sources/SSBProgramAssessmentInstructions.pdf>
- **STEP 4: DESIGN TOOLS** – The committee decided to use Qualtrics to design, collect, and analyze the data. See this link for the questionnaire
  - <https://tools.abac.edu/ACBSP/Standard4Sources/SSBProgramAssessmentSurvey2024-2025.pdf>
- **STEP 5: REFLECT AND STRATEGIZE** – The committee made meaning of the data and how we would use it.

## RUBRIC

PLO	Actual Rating			
	Exemplary	Good	Satisfactory	Unsatisfactory
<b>PLO #1 Problem Solving</b> Students will be able to comprehensively describe the processes used to create solutions.	Student can identify and evaluate the business problem presented, provide a basic demonstration of the business solution to alleviate the problem and details of the problem, leading to a complete analysis.	Student can identify and evaluate the business problem presented and provide a basic demonstration of the business solution to alleviate the problem but overlooks key details of the problem, leading to a partial analysis.	Student can identify and evaluate the business problem presented.	Student cannot identify or evaluate the business problem presented; and either does not create the appropriate business solutions to alleviate the problem or create a solution that has minimal detail.
<b>PLO#2 Information Fluency</b> Students will contextualize knowledge within framework of business theory and concepts.	Student can identify and evaluate the business problem presented, provide a basic demonstration of the business solution to alleviate the problem and details of the problem, leading to a complete analysis.	Student can identify and evaluate the business problem presented and provide a basic demonstration of the business solution to alleviate the problem but overlooks key details of the problem, leading to a partial analysis.	Student can identify and evaluate the business problem presented.	Student cannot identify or evaluate the business problem presented; and either does not create the appropriate business solutions to alleviate the problem or create a solution that has minimal detail.
<b>PLO #3 Critical Thinking</b> Students will evaluate information and its sources critically, to accomplish a specific purpose.	Student can identify and evaluate the business problem presented, provide a basic demonstration of the business solution to alleviate the problem; and details of the problem, leading to a complete analysis.	Student can identify and evaluate the business problem presented and provide a basic demonstration of the business solution to alleviate the problem but overlooks key details of the problem, leading to a partial analysis.	Student can identify and evaluate the business problem presented.	Student cannot identify or evaluate the business problem presented; and either does not create the appropriate business solutions to alleviate the problem or create a solution that has minimal detail.

PROGRAM LEARNING OUTCOMES	BUSA 2106	BUSA 3071	BUSA 4980	MGMT 3130	MKTG 3131	MGMT 3650	MGMT 3670	MGMT 4000	MKTG 4800
PLO #1 Problem Solving	I			I				I	
PLO#2 Information Fluency	R				R	R			R
PLO #3 Critical Thinking	M	M	M				M		

### Legend:

#### 1. Introduce:

- The concept or skill is presented to the learner for the first time.
- Focus is on exposure and basic understanding.
- Learners may need significant support.

#### 2. Reinforce:

- The concept or skill is practiced and applied in different contexts.
- Learners begin to develop confidence and independence.
- Feedback and repetition are key.

#### 3. Master:

- The learner demonstrates a deep understanding and consistent application.
- Student can apply the skill or knowledge independently and flexibly.
- Often assessed through performance tasks or real-world application.

## TOOLS

Tools are particularly useful in ensuring consistency and clarity in assessments. They can be adapted for various tasks, such as essays, projects, and presentations. Some of the commonly used tools are:

#### 1. Formative Assessment Tools:

- Google Forms: Great for creating quizzes, surveys, and exit tickets to gauge student understanding in real-time.
- Mentimeter and Kahoot!: interactive applications that make learning fun and engaging.

#### 2. Summative Assessment Tools:

- Standardized Tests: Formal assessments used to evaluate student learning at the end of an instructional period.
- Final Projects: Comprehensive assignments that require students to apply what they have learned in a practical way.

### 3. Diagnostic Assessment Tools:

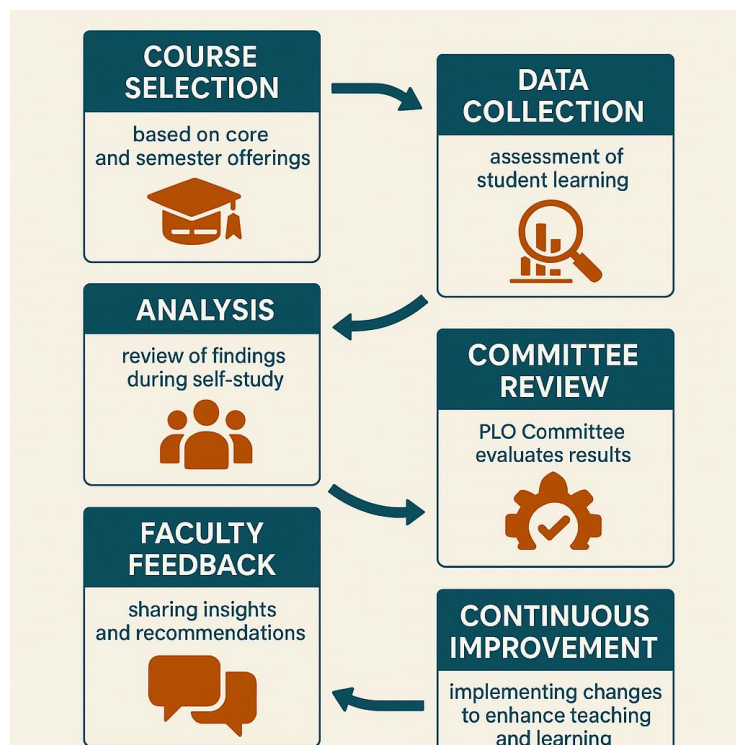
- Pre-tests: Determine students' existing knowledge and skills before starting a new topic.
- Surveys: Collect information about students' prior knowledge and learning preferences

### 4. Performance-Based Assessment Tools:

- Portfolios: Collections of student work that demonstrate learning progress over time.
- Presentations: Allow students to showcase their understanding and skills in a particular subject.

## Summary of Assessment Process – Stafford School of Business

The Stafford School of Business selects courses for assessment based on core required classes and those offered each semester. This assessment process provides valuable data that informs our teaching strategies and supports continuous improvement in student learning outcomes. This collaborative process ensures that results are addressed thoughtfully and that strategies for improvement are implemented effectively. During the current self-study period, several general findings emerged. These insights were reviewed by the Program Learning Outcomes Committee, which then shared feedback with faculty.



**Planned Action #1- Improved Classroom Engagement**

- It is well understood that student success improves when students are engaged in their learning. Engaging students uniformly across the program, and not only in certain courses, and at the start of their freshman year in the Stafford School of Business would be most effective.

**Planned Action # 2 – Research Skills**

- The librarian will provide technical assistance with courses that require research papers. Students will be able to demonstrate their research capabilities.

**Planned Action # 3 – Career Connections**

- Career Services: Coordinate with the newly formed Academic Support Career Services department to offer workshops designed to help students with career coaching and workforce development skills through their internship, job search process, and future career placement. The partnership would enhance our students' academic experience, improve their academic mindset, ability to make purposeful choices, and positively impact retention and graduation.
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