IUPUC Division of Business PRAC report 2016

Fall 2015 Integration Student Learning Outcome

What data is being collected?

During the Fall 2015 and Spring 2016 semester the Division of Business collected data on the Integration Student Learning Outcome. There are five sub-objectives: 1) demonstrate proficiency across all key business functional areas, 2) integrates knowledge from multiple disciplines to frame business solutions, 3) establish a high level business management perspective in problem solving, 4) demonstrate awareness of the social and cultural context of the business enterprise, and 5) demonstrate effective Microsoft Excel skills. The data for the first four sub-objectives are from 49 BUS X390 students during the Fall 2015 and Spring 2016 semesters. Data for the Excel sub-objective are from 11 students in one section of ECON E280 during the Spring 2016 semester.

What are the major findings?

Criteria	Unacceptable	Falls Short of Expectations	Meets Expectations	Exceeds Expectations
Demonstrate proficiency across all key business functional areas	6.1%	65.3%	26.5%	2.0%
Integrates knowledge from multiple disciplines to frame business solutions	4.1%	67.3%	22.4%	6.1%
Establish a high level business management perspective in problem solving	4.1%	67.3%	20.4%	8.2%
Demonstrate awareness of the social and cultural context of the business enterprise	4.1%	57.1%	26.5%	12.2%
Demonstrates effective Microsoft Excel skills	9.1%	18.2%	36.4%	36.4%

What improvements are made as a result?

Results are not to the expected level for the integration SLO. Investigation into the hypothesized reasons for the poorer results is beginning in summer 2016. For the Excel skills, a new course is being developed for introduction in the Fall 2017 semester to improve and enhance students' Excel skills.

What are the results of the prior years' improvements?

This is the first time we have assessed these student learning outcomes.

Spring 2016 Professional Development Student Learning Outcome

What data is being collected?

During Spring 2016 the Division of Business collected data on the Professional Development Student Learning Objective. There are four sub objectives – 1) Demonstrates effective application of knowledge and skills to internship, research project, or international experience, 2) Works effectively as a member of a team, 3) Contributes meaningfully to community or campus organizations, and 4) Demonstrates proficiency in a professional networking environment. Internship data was collected from 125 intern supervisors during Spring 2014 to Spring 2016. Student responses are from 22 students in the Spring 2016 BUS J401 class.

What are the major findings?

Criteria	Unacceptable	Falls Short of Expectations	Meets Expectations	Exceeds Expectations
Demonstrates effective application of knowledge and skills to internship, research project, or international experience	0.9% Quality of interns work judged unsatisfactory by their supervisor	2.7% Quality of interns work judged average by their supervisor	26.8% Quality of interns work judged good by their supervisor	69.6% Quality of interns work judged excellent by their supervisor

Criteria	Unacceptable	Falls Short of Expectations	Meets Expectations	Exceeds Expectations
Works effectively as a member of a team.	0.9% Interns ability to play an important role on the team seen as unsatisfactory by their supervisor	3.6% Interns ability to play an important role on the team seen as average by their supervisor	33.0% Interns ability to play an important role on the team seen as good by their supervisor	62.5% Interns ability to play an important role on the team seen as excellent by their supervisor
Contributes meaningfully to community or campus organizations.				
Campus	31.8% of students disagree or strongly disagree they are involved in a meaningful way with campus organizations.	31.8% of students neither agree nor disagree they are involved in a meaningful way with campus organizations.	27.3% of students agree they are involved in a meaningful way with campus organizations.	9.1% of students strongly agree they are involved in a meaningful way with campus organizations.
Community	18.2% of students disagree or strongly disagree they are involved in a meaningful way with community organizations.	22.7% of students neither agree nor disagree they are involved in a meaningful way with community organizations.	36.4% of students agree they are involved in a meaningful way with community organizations.	22.7% of students strongly agree they are involved in a meaningful way with community organizations.
Demonstrates proficiency in a professional networking environment.	0.9% Ability of interns to communicate or work with others on projects judged unsatisfactory by their supervisor	5.4% Ability of interns to communicate or work with others on projects judged average by their supervisor	25.0% Ability of interns to communicate or work with others on projects judged good by their supervisor	68.8% Ability of interns to communicate or work with others on projects judged excellent by their supervisor
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Criteria	Unacceptable	Falls Short of Expectations	Meets Expectations	Exceeds Expectations
Other Findings				
Leadership	3.4% Leadership ability of interns judged unsatisfactory by their supervisor	5.1% Leadership ability of interns judged average by their supervisor	45.8% Leadership ability of interns judged good by their supervisor	45.8% Leadership ability of interns judged excellent by their supervisor
Initiative	0.9% Willingness to start activity without direct supervision of interns judged unsatisfactory by their supervisor	2.7% Willingness to start activity without direct supervision of interns judged average by their supervisor	31.3% Willingness to start activity without direct supervision of interns judged good by their supervisor	65.2% Willingness to start activity without direct supervision of interns judged excellent by their supervisor
Overall Performance	0.9% Overall performance of interns judged unsatisfactory by their supervisor	1.8% Overall performance of interns judged average by their supervisor	23.2% Overall performance of interns judged good by their supervisor	74.1% Overall performance of interns judged excellent by their supervisor

Comments from open-ended intern supervisor questions
Intern supervisors felt interns' were strongest on professionalism and initiative. Professionalism responses were able to adapt to change, calm demeanor, conscientious, conduct in a professional manner, and completes goals with little guidance. Typical initiative responses were ambitious, goes above and beyond, self-motivated, and willing to take on any task assigned. Confidence, experience, and communication skills elicited the most suggestions for interns' opportunities for improvement by intern supervisors.

What improvements are made as a result?

Plans are underway to develop a series of courses on professional development topics to strengthen student's professional abilities. Topics currently being considered are: Communications (Resume Writing and Cover Letters), Networking, Internships, Interviewing, Etiquette, Team Building, and Being a Professional.

What are the results of the prior years' improvements?

This is the first time we have assessed these student learning outcomes. Our future assessment calendar is:
Fall 2016 – Communication
Spring 2017 – Critical thinking