**Undergraduate College of Business Assessment Sheet**

*(1/26/2016)*

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| **Name** | **Description** | **Data Source** | **Type of**  **Instrument** | **Date/**  **Frequency** | **Responsible**  **Entity** | **University**  **Outcomes** | **Data**  **Reviewed** | **Concerns**  **Identified** | **Improvements**  **Planned** | **Date**  **Implemented** |
| Whole Person Assessment (WPA) Departmental Data | General Education and Professional Measurement of Student Learning Outcomes and Competencies | University ePortfolio System | University-wide online student artifact and assessment system | Every semester | Office of Institutional Effectiveness, General Education Committee, Department Chair and Faculty | Measures across all university Student Learning Outcomes | On-going but most recently reviewed in 1/5/16 COB Assessment Meeting | 1)In addition to the COB Professional Competency Score (single number), additional detail would allow for a more thorough assessment | 1)For COB Professional Competency Score, provide detailed reports by COB student learning outcomes | 1) Spring 2016 |
| University Program Review Data | Office of Institutional Effectiveness Data Report of key departmental effectiveness indicators | University data systems | Program Review Dashboard Report | Every semester | Office of Institutional Effectiveness, Department Chair | Office of Institutional Effectiveness Data Report of key departmental effectiveness indicators | On-going but most recently 7/28/15, 11/3/15, 12/9/15 Deans Meeting; 1/5/16 COB Assessment Meeting | 1) Student Faculty Ratio currently reported by department is greater for departments with gen ed requirements  2) COB 3 Yr Enrollment Trend by Department though highest at ORU, for more critical evaluation, review supporting data  3) COB Retention and Persistence Rates are strong and *average* Graduation Rate is low | 1) Recommend reporting by major (vs. department) for a more accurate measure for program review decisions  2) Develop reports for enrollment by semester by class standing; enrollment by semester by major; enrollment for Fall 2015 by class standing by major  3) Review Graduate Rate by major to understand strongest influencers | 1)Recommendation made to IE Spring 2016  2) Reports created and reviewed 1/2016; No significant downward trends identified; enrollment continues to be strong  3) Data reviewed with COB faculty Spring 2016; Continue to monitor majors with low graduation rate |
| ETS National Major Field Test for College of Business | Comprehensive graduate and undergraduate outcomes assessment designed to measure the critical knowledge and understanding obtained by students in a major field of study | Educational Testing Service | Proctored, nationally-normed assessment | Once per year to graduating undergraduate seniors. Due to cost and size of program, once every two years to graduating MBA students. | Undergraduate Department Chair | Professionally Competent | On-going but most recently reviewed in 1/5/16 COB Assessment Meeting | 1) Low scores for undergraduate students due to low motivation and low retention of material | 1) Include exam in course and apply it toward course grade; offer review sessions | 1) Fall 2010 and on-going |
| Educational Benchmarking Institute (EBI) Undergraduate Business Exit Assessment | Comprehensive undergraduate exit assessment designed to measure the undergraduate student’s complete educational experience | Skyfactor Benchworks Assessment | Proctored, nationally-normed assessment | Once per year to graduating undergraduate seniors | Undergraduate Department Chair | Professionally Competent | 1/5/16 COB Assessment Meeting | 1) Insignificant results for some majors due to low student participation  2) Low scores in several areas | 1) Since cost prohibits administering the survey multiple times during the year, administer the survey in the fall semester (vs. spring) to capture responses from more students (based on when capstone course is taken)  2) Continue survey implementation to identify trends vs. anomalies; focus on key outcomes | 1) Fall 2016  2) Spring 2016 |
| Student Feedback and Market Data | COB Faculty modify courses based on student feedback, students needs, and market needs | Faculty research markets and student needs | Student surveys, personal research | On-going | COB Faculty | Professionally Competent | 8/5/15 COB Faculty Meeting | Currency of content, currency of textbook, student motivation, student comprehension | Changes to course content, new textbooks, improved relevancy of examples, improved course projects | Fall 2015 |

**Department Name– Mission Statement**

Mission: The College of Business at Oral Roberts University is firmly grounded in a concept of abundant life and the belief that all people are capable of finding prosperous living with God as their Source. The comprehensive integrated curriculum is designed to provide a business education with a commitment to the Christian way of life. The College of Business seeks (1) to graduate well-qualified professionals who provide expert leadership as corporate executives, entrepreneurs, government officials, counselors, nonprofit administrators, and teachers; and (2) to provide an education that enables business graduates to manage people and resources within the context of Christian love and Biblical principles of concern for the welfare of the whole person. To this end, students are challenged to develop a perspective of wholeness in their personal lives so that they might help their clients or student develop wholeness as a way of life.