

**Assurance of Student Learning
2019-20**

Gordon Ford College of Business

Management

Entrepreneurship (542)

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Entrepreneurship students will demonstrate effective written communication skills

Instrument 1 | Systems Assignment 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1 | **Met** | **Not Met**

Student Learning Outcome 2: Entrepreneurship students will demonstrate ability to examine systems effects on innovation, as well as the effects of innovation on systems.

Instrument 1 | Systems Assignment 1

Instrument 2 | Systems Assignment 2

Instrument 3 | Systems Assignment 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. | **Met** | **Not Met**

Student Learning Outcome 3: Entrepreneurship students will demonstrate the ability to apply training in the field of entrepreneurship.

Instrument 1 | Exit Exam

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | **Met** | **Not Met**

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Based on the results of the assessment tools, entrepreneurship students met the threshold for effective written communication skills. However, there is still room for growth in that area. Students likewise met SLO-2, demonstrating their ability to examine system effects on entrepreneurs and innovation effects on systems. There appears to be some shortfall in entrepreneurship students' applying their training in the field of entrepreneurship (SLO-3).

While, there is always room for improvement, further examination of the entrepreneurship-specific questions revealed several questions that were not as specifically oriented on training in the field of entrepreneurship. As such, we have made two important changes and will examine if these changes affect the outcomes for our students in the subsequent year.

- (1) Ensure faculty teaching in our program are aware of the specific learning outcomes expected of students.
- (2) Revise any unreliable questions for our program.

Student Learning Outcome 1

Student Learning Outcome	Entrepreneurship students will demonstrate effective written communication skills		
Measurement Instrument 1	<p>All entrepreneurship students are required to take ENT 312 as part of their major. One of the requirements of the course is a paper that requires students to choose an innovation from the Times Best Inventions list from that year, and examine (1) what system may have facilitated the need for that innovation and (2) how that innovation may facilitate shifts to systems moving forward. Their work for the systems portion is evaluated on the students' ability to correctly identify the systems in play, as well as provide a reasonable argument as to why those systems are the ones in play. Papers are limited to 1 page, and should include:</p> <ul style="list-style-type: none"> (1) Introduction (2) Paragraph tying systems to development of the innovation (3) Paragraph tying innovation to subsequent system shifts (4) Conclusion <p>Students are also scored on coherence of arguments, grammar, and organization of paper.</p>		
Criteria for Student Success	At the end of the course, students should be able to perform at the "Acceptable" level of above, according to the Written Business Communication Rubric.		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	71%
Methods	All students in ENT 312 complete this assignment. Eighteen entrepreneurship students across the 2019-2020 school year were assessed, which includes all entrepreneurship majors enrolled face-to-face or online in a full-time faculty's ENT 312 section (N = 17). The papers were evaluated by the respective instructor as part of the course grading via the Business Communication rubric. Scores were assigned on rubric items of content, language, research, and format, where 5 = admirable, 3 = acceptable, and 1 = amateur. Using the rubric, the evaluator for each course put forward an average score computed with a simple average.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>Although SLO-1 was achieved, it was very close to the target. Plans for improvement include:</p> <ul style="list-style-type: none"> (1) Provide the business communication rubric to students and make that a more meaningful component of their assignment evaluation. (2) Ensuring students have examples of excellent past work to see the level of rigor of the assignment. (3) Have all ENT 312 instructors take part in evaluating 10 papers (randomly selected) to ensure move consistency in evaluation. 			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Follow-up will occur at the end of the fall 2020 semester to examine progress. Any necessary steps will be taken for the spring schedule to ensure student learning and improvement for spring 2021 after review of the fall 2020 results.			

Student Learning Outcome 2

Student Learning Outcome	Entrepreneurship students will demonstrate ability to examine systems effects on innovation, as well as the effects of innovation on systems.		
Measurement Instrument 1	Systems Assignment #1 – Macro Systems – All students in ENT 312 are required to complete a quiz related to concepts associated with macro systems and how entrepreneurship relates to those macro systems. This involves being able to identify a macro system, as well as identify shifts to particular systems given scenarios.		
Criteria for Student Success	After the end of the first unit, student should score 70% or higher on the assignment.		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	74%
Methods	The quiz is available in each ENT 312 course at the end of the first unit of material. This quiz was developed by the program director to ensure students across disciplines, including entrepreneurship, were able to assess system impacts affecting entrepreneurs, as well as how entrepreneurs shift systems in return. Each quiz consists of both multiple choice and short answer questions.		
Measurement Instrument 2	Systems Assignment #2 – Functional Systems – All students in ENT 312 are required to complete a quiz related to how functional systems within firms are in place as a result of macro system changes. The quiz involved being able to identify functional systems and how they may tie to macro systems.		
Criteria for Student Success	After the end of the first unit, student should score 70% or higher on the assignment.		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	75%
Methods	The quiz is available in each ENT 312 course at the end of the first unit of material. This quiz was developed by the program director to ensure students across disciplines, including entrepreneurship, were able to assess system impacts affecting entrepreneurs in developing functional systems within their firms. Each quiz consists of both multiple choice and short answer questions.		
Measurement Instrument 3	Systems Assignment #3 – Innovation and Systems Effects – All students in ENT 312 are required to complete a one-page paper related to how changes in macro systems influence innovation and in turn, how innovation may influence macro systems.		
Criteria for Student Success	After the end of the final unit, students should score 75% or higher on the assignment.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	84%
Methods	<p>Students are assigned a 1-page paper. They choose an innovation from the Time’s Best Inventions from the year and discuss the following:</p> <ol style="list-style-type: none"> (1) Introduction (2) Paragraph tying systems to development of the innovation (3) Paragraph tying innovation to subsequent system shifts (4) Conclusion <p>Student are presented a rubric indicating the number of points associated with each item, as well as expectations. The instructor then scores student submissions, based on these factors. Over time, scores have improved with students reviewing an exemplar paper from a prior semester.</p>		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<p style="text-align: center;">Met Not Met</p>

Student Learning Outcome 3

Student Learning Outcome	Entrepreneurship students will demonstrate the ability to apply training in the field of entrepreneurship.		
Measurement Instrument 1	Exit Exam – As part of the MGT 499 course taken in their final year, students take an exit exam, which includes both general and field specific questions. Entrepreneurship students have 15 field-specific questions that they must address on the exam.		
Criteria for Student Success	After their program of study is complete, students should score 70% or higher on the entrepreneurship field questions.		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	66.7%
Methods	The 15 questions are intended to assess a broad overview of entrepreneurship-specific material gleaned from their courses in-discipline. Students are provided the multiple-choice test online as part of their MGT 499 material. During Spring 2020, 12 entrepreneurship students took the exit exam. They scored well above the threshold in the general test, with the highest percentage, on average, across disciplines. However, entrepreneurship students scored the lowest with regards to discipline specific-knowledge.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Entrepreneurship students demonstrated their ability to answer general questions. The following actions will be taken to assist in improving student application of discipline-specific knowledge.			
<ul style="list-style-type: none"> (1) The program director will review the discipline-specific questions to ensure they are generally reflective of the material entrepreneurship students would be expected to apply to their work upon graduation. (2) Information will be communicated across instructors to ensure key concepts are being covered across courses, including those taught by part-time faculty. 			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Data from the exit exam will be assessed again at the end of Fall 2020 to analyze effectiveness of the actions described above.			