

**Oakland City University**  
**School of Business**  
**Report of Student Learning and Achievement**  
**For the Academic Year: 2008-2009**

**Student Learning Information for the Major in Business Administration**

Mission of the Oakland City University School of Business:

The School of Business at Oakland City University is a learning community dedicated to:

- \* academic excellence, life-long learning, and the enhancement of each person's intellectual development;
- \* the promotion of Christian ethical and moral values, especially in the business community;
- \* the promotion of community service through positive leadership;
- \* the preparation of graduates to successfully meet the needs of business and industry; and
- \* the development of skills for each individual to enhance his/her own personal and professional growth

**Intended Student Learning Outcomes for Major in Business Administration:**

1. Graduates of the School of Business will be able to demonstrate and apply knowledge from their major field of concentration and lead in an organizational environment.
2. Graduates of the School of Business will be able to communicate effectively in writing and in oral presentations.
3. Graduates of the School of Business will be able to demonstrate critical thinking skills in business decision making
4. Graduates of the School of Business will conduct themselves and their business in an ethical and moral way that is in keeping with the mission of Oakland City University.

Assessment Tools / Methods for Intended Student Learning Outcomes - Direct Measures of Student Learning	Performance Targets / Criteria for Direct Measures:	
1. Score on Internship Portfolio	Ninety percent of business majors completing the internship will receive a passing score on their internship portfolio of at least 2.0/4.0 or higher.	
2. Research project in capstone course	Eighty percent of business majors will score 70 percent or higher on the written action research project in the business capstone course.	
Assessment Tools / Methods for Intended Student Learning Outcomes - Indirect Measures of Student Learning	Performance Targets / Criteria for Indirect Measures:	
1. School of Business Admission Interview	Ninety percent of the business majors will successfully pass the admission interview into the School of Business with a score of at least 2.0/4.0 scale or higher.	
2. Perception of valuable learning in business courses	Eighty percent of business majors will perceive their learning in business courses beneficial to them as they prepare for the workplace.	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was:
		Met
		Not Met
1. Thirty-six students completed the internship during the 2008-2009 academic year. Thirty-five students received a passing score during this period. The average score on the portfolio was 3.31. The scores ranged from a low of 0 to a high of 4.0.	Met	
2. Twenty-seven students completed the capstone project during the 2008-2009 academic year. The average score on the written portion was 80.4%. Scores ranged from a low of 48% (failing) to a high of 100%. Five students scored below 70%. 81.5% of the students scored 70% or higher on the written portion	Met	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was:
		Met
		Not Met
1. Thirty-two students participated in the School of Business interview process during the 2008-2009 academic year. Two individuals achieved a score of 2.0 of a possible 4.0. These individuals were conditionally admitted to the School of Business. One student did not participate in the process as scheduled. He was not admitted to the School of Business. The interview scores ranged from a low of 2.0 to a high of 3.875. 100% of the students interviewed achieved a score of at least 2.0.	Met	
2. A review of the end-of-course evaluations revealed that 88.3% of business students Agreed or Strongly Agreed that their business courses would benefit them as they prepared to enter the workplace. The surveys during the 2008-2009 academic year included eleven different instructors and twenty-six different classes	Met	