School of Business
Assessment Plan Executive Summary

Mission

The School of Business prepares professionally competent and ethically responsible graduates for careers as managers and professionals primarily for local and regional business. The school emphasizes excellence in teaching, close interaction with students, and recognizes that excellent teaching is informed by faculty actively engaged in research and scholarship. The faculty members produce research published in peer reviewed journals, and other recognized outlets for intellectual contribution that advances the scholarship of teaching, business practice and disciplinary knowledge.

Vision

The School of Business of St. John Fisher College will be recognized as a premier School of Business by offering student-focused programs, informed by quality research, that emphasize professional competencies and ethical business practices.

Undergraduate Program Goals

- Core Business Knowledge - Graduates will be knowledgeable in the functional and related areas of business.
- Effective Communication - Students will develop effective written and oral presentation skills.
- Collaboration - Graduates will work effectively in teams in order to accomplish team objectives.
- Social Responsibility - Graduates will demonstrate knowledge of legal and ethical issues in the business environment.
- Critical Thinking - Students will use critical-thinking skills to become more effective problem solvers and strategic thinkers.

Graduate Program Goals

- Leadership - Graduates will demonstrate the capacity to lead in organizational situations.
Communication – Graduates will demonstrate the capacity to communicate effectively in organizational situations.

Application of Business Knowledge - Graduates will demonstrate the capacity to critically analyze situations and apply knowledge in an effective and socially responsible manner.

Teamwork – Graduates will demonstrate appropriate teamwork capability.

Data Collection Tools and Approaches

The mission of the School of Business is supported by the Undergraduate and Graduate Program Learning Goals which delineate the knowledge, skills and competencies that are valued by the School's stakeholders and integrated across the curriculum. In accomplishment of its mission, the School of Business actively engages in assurance of learning processes consistent with the four-step teaching-learning-assessment cycle of Middle States Commission on Higher Education (MSCHE) and the Learning and Teaching Standards for Business Accreditation of the Association to Advance Collegiate Schools of Business (AACSB) International to ensure appropriate student learning.

In the spirit of continuous improvement, the School of Business has incorporated stakeholder input into the assurance of learning process, through development of our mission, program goals/objectives as well as review of our assessment data. The assessment data is used to make evidence-based decisions in a continuous effort to improve student learning.

As part of this process, the School has a well-documented, systematic process for assurance of learning. Our emphasis is a comprehensive approach which allows for the analysis, dissemination, and use of assessment results in support of our curricular review process. We use a blended variety of assessment methods that include formative, summative, direct and indirect measures that incorporate students, faculty, administration, alumni, and community members in the process to gauge and enhance student learning.

Use of the Evidence

The School of Business is organized into faculty team-based committees called Learning Goal Assessment Committees (LGACs), as the primary driver for assurance of learning. There is a committee comprised of four to five faculty for each learning goal for both the undergraduate and graduate program learning goals. The LGACs have responsibility to evaluate the status of the school's learning goals and associated objectives, to share recommendations for the goal and instruments used, to make recommendations based on assessment data, and to engage colleagues in discussion of improvements for student learning. All LGAC recommendations are presented for consideration to the corporate faculty.
This model ensures “closing the loop” activities and engages faculty in a deeper level of commitment to student learning through data-driven, curricular improvements. LGACs report status and activity, monthly, at every faculty meeting. It is important to note that the corporate faculty still retains the right to control the assurance of learning process, although it is highly supported by administration and stakeholders.

Faculty engages in data-driven program review to examine alignment of curriculum, instruction and assessment. The primary purpose is to evaluate and improve programs in the quest to impact student learning outcomes.