

Assessment of Organizational Effectiveness

Performance Measure	Measurement instrument	Current Results	Analysis of Results	Action taken or Improvement made	Graph of resulting trends												
Students rate the overall quality of business programs. GOAL: The percentage of students who rate the quality of the business programs as excellent, very good, and satisfactory must exceed the benchmark of 80%.	Annual senior exit survey	The goal was exceeded in each of the past five years, 2019-2023.	Students have consistently expressed their satisfaction with the business programs.	Continue with the regular and timely review of the business curriculum so that students are provided with the necessary and relevant courses that prepare them for their future careers in business.	<p style="text-align: center;">Student Satisfaction with Business Programs</p> <table border="1"> <caption>Student Satisfaction with Business Programs</caption> <thead> <tr> <th>Year</th> <th>% Satisfied</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>92</td> </tr> <tr> <td>2020</td> <td>90</td> </tr> <tr> <td>2021</td> <td>97</td> </tr> <tr> <td>2022</td> <td>94</td> </tr> <tr> <td>2023</td> <td>90</td> </tr> </tbody> </table> <p style="text-align: center;">■ % Satisfied. Benchmark= 80%</p>	Year	% Satisfied	2019	92	2020	90	2021	97	2022	94	2023	90
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Students rate the overall quality of the business faculty. GOAL: The percentage of students who rate the quality of the business faculty as excellent, very good, and satisfactory must exceed the benchmark of 80%.	Annual senior exit survey	The goal was exceeded in each of the past five years, 2019-2023.	Students have been clearly satisfied with the performance of the business faculty, both full-time and adjunct.	Continue the regular assessment of the performance of faculty through peer evaluations and review of students course evaluations.	<p style="text-align: center;">Student Satisfaction with Business Faculty</p> <table border="1"> <caption>Student Satisfaction with Business Faculty</caption> <thead> <tr> <th>Year</th> <th>% Satisfied</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>94</td> </tr> <tr> <td>2020</td> <td>87</td> </tr> <tr> <td>2021</td> <td>99</td> </tr> <tr> <td>2022</td> <td>97</td> </tr> <tr> <td>2023</td> <td>90</td> </tr> </tbody> </table> <p style="text-align: center;">■ % Satisfied. Benchmark= 80%</p>	Year	% Satisfied	2019	94	2020	87	2021	99	2022	97	2023	90
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Students evaluate their business courses based on course organization, communication, student-faculty interaction, course outcomes, and student involvement. GOAL: Overall rating must exceed the benchmark of 4.0 (on a scale of 1.0-5.0)	Semester course evaluations by students. The data represents results for the spring semester of 2019, 2020, 2021, 2022, and 2023. The benchmark applied is the ETS national benchmark.	The goal was exceeded in each of the past five spring semesters of 2019 to 2023.	The overall evaluation by students of courses offered by the department has been consistently higher than the ETS national standard of 4.0.	Encourage full-time faculty as well as adjunct faculty to continue improving the content and delivery of their courses, and adapt to the emerging technologies in teaching and learning, for example, the challenges of using ChatGPT, etc.	<p style="text-align: center;">Overall Evaluation of Courses by Students</p> <table border="1"> <caption>Overall Evaluation of Courses by Students</caption> <thead> <tr> <th>Year</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>4.29</td> </tr> <tr> <td>2020</td> <td>4.97</td> </tr> <tr> <td>2021</td> <td>4.4</td> </tr> <tr> <td>2022</td> <td>4.38</td> </tr> <tr> <td>2023</td> <td>4.44</td> </tr> </tbody> </table> <p style="text-align: center;">■ Rating scale: 1 to 5. Benchmark= 4.0</p>	Year	Rating	2019	4.29	2020	4.97	2021	4.4	2022	4.38	2023	4.44
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<p>Faculty members evaluate the department as one where faculty express genuine interest in the welfare & professional development of department majors. GOAL: Attain a score higher than 3.5 (rating scale: 4-strongly agree, 3-agree, 2-disagree, 1-strongly disagree)</p>	<p>Annual faculty satisfaction survey.</p>	<p>Goal was exceeded in previous five years. In fact, a perfect score of 4.0 was achieved each year.</p>	<p>Department faculty are clearly dedicated and genuinely concerned about the professional development of majors.</p>	<p>No action necessary.</p>	<div data-bbox="2088 147 2887 653"> <h3>Faculty Rating of Department's Concern for Professional Development of Students</h3> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>4</td> <td>7</td> </tr> <tr> <td>2020</td> <td>4</td> <td>7</td> </tr> <tr> <td>2021</td> <td>4</td> <td>7</td> </tr> <tr> <td>2022</td> <td>4</td> <td>5</td> </tr> <tr> <td>2023</td> <td>4</td> <td>7</td> </tr> </tbody> </table> </div>	Year	Score	n	2019	4	7	2020	4	7	2021	4	7	2022	4	5	2023	4	7
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<p>Faculty members evaluate the department as a good place to work in. GOAL: Attain a score higher than 3.5 (rating scale: 4-strongly agree, 3-agree, 2-disagree, 1-strongly disagree)</p>	<p>Annual faculty satisfaction survey</p>	<p>Goal was achieved in each of the five years.</p>	<p>Department faculty members have expressed consistent satisfaction with the department as a good place to work in.</p>	<p>No action necessary.</p>	<div data-bbox="2088 689 2887 1163"> <h3>Faculty Rating of Department as a Good Place to Work In</h3> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>4</td> <td>7</td> </tr> <tr> <td>2020</td> <td>4</td> <td>7</td> </tr> <tr> <td>2021</td> <td>3.86</td> <td>7</td> </tr> <tr> <td>2022</td> <td>4</td> <td>5</td> </tr> <tr> <td>2023</td> <td>4</td> <td>7</td> </tr> </tbody> </table> <p>■ Benchmark = 3.5</p> </div>	Year	Score	n	2019	4	7	2020	4	7	2021	3.86	7	2022	4	5	2023	4	7
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<p>Employers evaluate their interns based on several performance measures, one of which is their reliability in doing their work. GOAL: The average score received by interns must exceed the benchmark of 3.5 (rating scale: 4= Excellent, 3= Good, 2= Satisfactory, 1= Poor).</p>	<p>Semestral evaluations by employers of interns. A common evaluation form is completed by employers at the end of each internship.</p>	<p>Benchmark was attained in each of the past five years.</p>	<p>Reliability is an important attribute that we have been instilling in our students through various assignments in the classroom. It appears that they are exhibiting this quality excellently in the workplace.</p>	<p>Through various tasks and assignments in their courses, continue to make students realize the importance of being reliable and punctual in completing assigned tasks.</p>	<div data-bbox="2088 1179 2887 1685"> <h3>Employers' feedback on reliability of interns</h3> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>3.66</td> </tr> <tr> <td>2020</td> <td>3.55</td> </tr> <tr> <td>2021</td> <td>3.77</td> </tr> <tr> <td>2022</td> <td>3.66</td> </tr> <tr> <td>2023</td> <td>3.66</td> </tr> </tbody> </table> <p>■ Benchmark score = 3.50</p> </div>	Year	Score	2019	3.66	2020	3.55	2021	3.77	2022	3.66	2023	3.66						
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<p>Employers evaluate their interns based on several performance measures, one of which is the interns being good team players. GOAL: The average score received by interns must exceed the benchmark of 3.5 (rating scale: 4= Excellent, 3= Good, 2= Satisfactory, 1= Poor).</p>	<p>Semestral evaluations by employers of interns. A common evaluation form is completed by employers at the end of each internship.</p>	<p>Benchmark was attained in each of the past five years.</p>	<p>Students have shown that they are capable not only of doing work by themselves but also performing well as members of teams.</p>	<p>Continue assigning work done in teams or groups so that students learn how to interact well with other students and contribute positively to team assignments.</p>	<table border="1"> <caption>Employers' feedback on interns as good team players</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>3.67</td> </tr> <tr> <td>2020</td> <td>3.67</td> </tr> <tr> <td>2021</td> <td>3.69</td> </tr> <tr> <td>2022</td> <td>3.67</td> </tr> <tr> <td>2023</td> <td>3.6</td> </tr> </tbody> </table> <p>■ Benchmark score = 3.50</p>	Year	Score	2019	3.67	2020	3.67	2021	3.69	2022	3.67	2023	3.6		
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<p>Employers evaluate their interns based on several performance measures, one of which is the interns' effective communication skills. GOAL: The average score received by interns must exceed the benchmark of 3.5 (rating scale: 4= Excellent, 3= Good, 2= Satisfactory, 1= Poor).</p>	<p>Semestral evaluations by employers of interns. A common evaluation form is completed by employers at the end of each internship.</p>	<p>Benchmark was attained in each of the past five years. There was a dip in 2021, but the score rose back again in the succeeding two years.</p>	<p>Students have exhibited good oral and written communication skills at the workplace. Our efforts to instill these skills in all our courses appear to be translating well outside of the classroom.</p>	<p>Continue encouraging all faculty to give more assignments where students have to present orally in class as well as give more small-stakes written essay assignments.</p>	<table border="1"> <caption>Employers' feedback on communication skills of interns</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>3.8</td> </tr> <tr> <td>2020</td> <td>3.8</td> </tr> <tr> <td>2021</td> <td>3.57</td> </tr> <tr> <td>2022</td> <td>3.8</td> </tr> <tr> <td>2023</td> <td>3.8</td> </tr> </tbody> </table> <p>■ Benchmark score = 3.50</p>	Year	Score	2019	3.8	2020	3.8	2021	3.57	2022	3.8	2023	3.8		
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<p>Business alumni express their interest in the academic and professional development of our students by volunteering to speak at alumni networking events sponsored by the Department. GOAL: the number of alumni networking and speaker events is at least one every semester.</p>	<p>Every semester, alumni volunteer to speak at networking events sponsored by the Department.</p>	<p>Benchmark was attained in the last six semesters, Fall 2020 to Spring 2023.</p>	<p>Business alumni have been very generous with their time and expertise to help current students prepare for the business world.</p>	<p>We need to encourage our students to attend and participate in alumni networking events so that they can gain the skills and build the confidence expected in the workplace.</p>	<table border="1"> <caption>Number of Networking Events with Business Alumni Speakers (per semester)</caption> <thead> <tr> <th>Semester</th> <th>Number of Events</th> </tr> </thead> <tbody> <tr> <td>F 20</td> <td>2</td> </tr> <tr> <td>S 21</td> <td>1</td> </tr> <tr> <td>F 21</td> <td>1</td> </tr> <tr> <td>S 22</td> <td>3</td> </tr> <tr> <td>F 22</td> <td>2</td> </tr> <tr> <td>S 23</td> <td>2</td> </tr> </tbody> </table> <p>■ Benchmark = 1</p>	Semester	Number of Events	F 20	2	S 21	1	F 21	1	S 22	3	F 22	2	S 23	2
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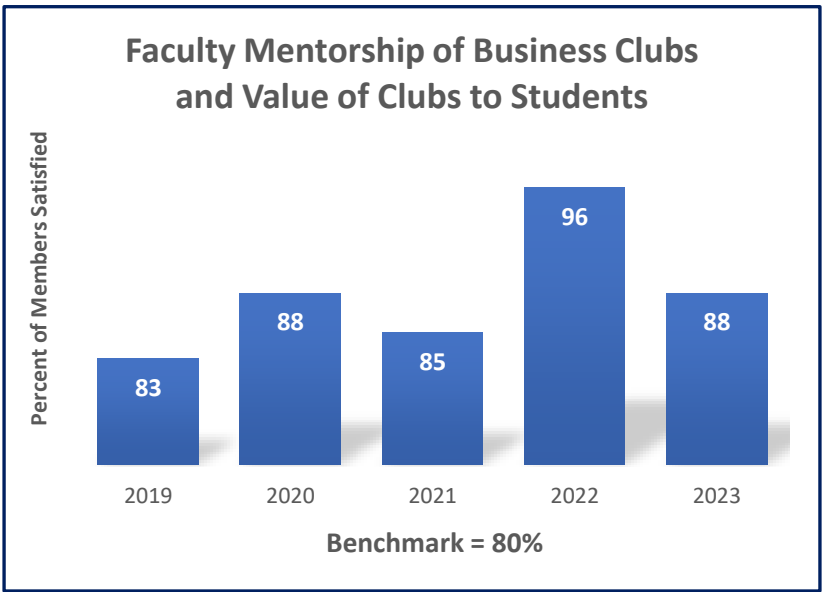
Business majors are supported by the Department through their mentorship of the following clubs: Accounting Society, Investment Club, and Sports Business Club. GOAL: At least 80% of club members agree and strongly agree that their participation in business clubs has contributed to their academic and social life.

Annual Senior Exit Survey. The survey question is stated as: "Did your participation in business clubs contribute to your academic and personal life?" Students indicate their choice from the following answer options: Strongly Agree, Agree, Disagree, Strongly Disagree.

The goal was exceeded in each of the past five survey years, 2019 to 2023.

The business faculty have been very active in supporting and mentoring the three business clubs. Through these clubs, the Department has been able to provide students with opportunities for networking events, training seminars, attendance at external conferences, and career development opportunities.

Continue to support, mentor, and encourage students to participate in the Accounting Society, the Investment Club, and the Sports Business Club. Encourage club members to initiate new activities that will attract more members not just from the Business Department but from other fields of study.



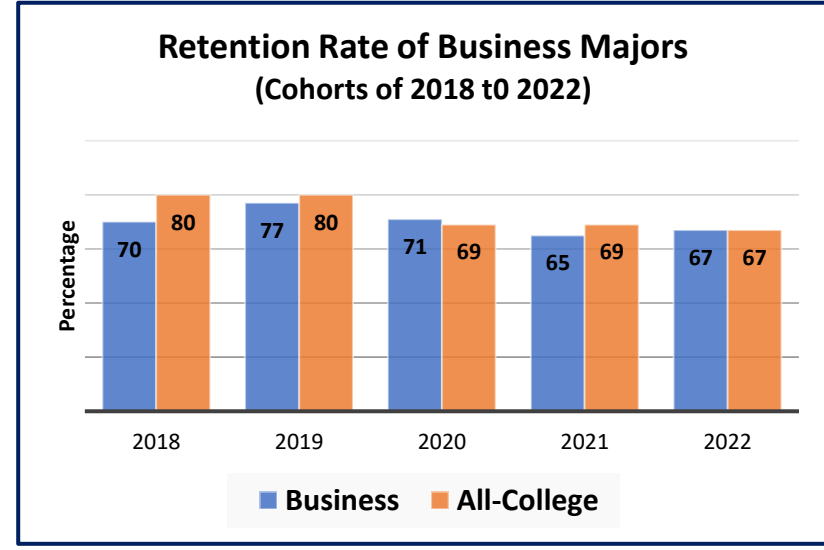
The retention rate of majors in the B.S. in Business Administration program must be higher than or equal to the College-wide average retention rate.

Retention rates reported annually by the Office of Institutional Research and Assessment. Retention rates measure the percentage of first-time students who are seeking bachelor's degrees who return to the institution to continue their studies the following fall.

The retention rates of Business majors remained close to the College-wide retention rates, except in 2018 when there was a 10% difference. This may have been partly caused by the onset of Covid in 2019.

The fact that the retention rates of business majors have consistently been close to the College-wide average indicates that the Department is doing a good job of ensuring that our majors are guided in their coursework so that the B.S. degree is completed within four years.

Continue to increase efforts in mentoring and advising students in their coursework. Encourage students to participate in faculty-led training sessions on Excel and other technology applications in Business. Starting in Fall 2023, all Business majors will be required to take a newly-developed course in Business Data Analytics.



<p>The retention rate of majors in the B.S. in Accounting program must be higher than or equal to the College-wide average retention rate.</p>	<p>Retention rates reported annually by the Office of Institutional Research and Assessment. Retention rates measure the percentage of first-time students who are seeking bachelor's degrees who return to the institution to continue their studies the following fall.</p>	<p>The retention rates of Accounting majors were above the College-wide retention rates in all years except in 2019.</p>	<p>Accounting is a "signature program" of the College. The department faculty is mindful of this fact and has been doing a good job of encouraging student interest in the field. Except for the unusual rate in 2019, the retention rates in accounting in all the other years have been impressive relative to the College-wide rate.</p>	<p>Several accounting-related networking events and student development seminars are sponsored by the Department every year. All accounting majors should be encouraged to participate in these events. Starting in Fall 2023, all Business majors will be required to take a newly-developed course in Business Data Analytics.</p>
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