Program Outcome: Student Satisfaction

Students should be satisfied with their educational experience at Auburn University's Harbert College of Business and be equipped and positioned for industry or graduate school.

Related typical general education outcomes:

1. Understanding theories of business
2. Demonstrating oral and written communication skills
3. Be aware of current political, market, and ethical issues
4. Able to work independently and in a team
5. Exercise creativity
6. Process information and make effective decisions

Assessment methods

Method: Senior Survey Questions

We present seniors with 17 questions in the form of a Senior Survey. We present the survey to them at the time of their graduation from the Harbert College. The survey coincides with an important milestone for the students and serves as a critical touch point for us to garner information from them about their experience and future plans. Responses to the survey are confidential. The goal response rate is 100%. Right now we fall well short of that goal, but we hope to correct that in the future.
Findings:

Overall, we found that 50% of our students were very satisfied, 33% were satisfied, and 17% were very dissatisfied. However, we only had six students respond, so these data are not reliable. There were 20 ENFB students that graduated last year and only 6 responded to the survey. This is consistent with the overall trend for the Harbert College.

Responses to particular questions were as follows:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>for effective performance in my chosen career field.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>to understand theories or subject matter in my field of study.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>3</td>
<td>to effectively demonstrate spreadsheet analysis skills related to my field of study.</td>
<td>0%</td>
<td>0%</td>
<td>40%</td>
<td>60%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>to effectively demonstrate interpersonal skills necessary for my field of study.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>5</td>
<td>to effectively communicate information and ideas orally.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>6</td>
<td>to effectively communicate information and ideas in writing.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>7</td>
<td>to understand ethical issues in business.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>8</td>
<td>to understand the influence of political and social issues on business decisions.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>9</td>
<td>to understand the influence of law and administrative regulations on business decisions.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>10</td>
<td>to work effectively on my own (independently).</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>11</td>
<td>to work effectively as a member of a team.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>12</td>
<td>to utilize creativity.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>13</td>
<td>to interact effectively with individuals from different cultures or backgrounds from my own.</td>
<td>0%</td>
<td>20%</td>
<td>20%</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>14</td>
<td>to take initiative (i.e., demonstrate leadership).</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>15</td>
<td>to adapt to change and be flexible.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>16</td>
<td>to process information and make effective decisions.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>17</td>
<td>to use quantitative analysis for decision-making.</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
</tr>
</tbody>
</table>

How did you use findings for improvement?

We are pleased with our assessment tool, but not with the response rate. Although the response rate is reflective of the Harbert College as a whole, that number of students enrolled in ENFB is too small to allow for such a low response rate. Therefore, we intend to take steps to improve the response rate next year. Specifically, instead of making the Senior Survey voluntary at the time of graduation, we hope to integrate it into the ENFB 4200 business plans course. It will still be voluntary, but students will have the possibility of receiving some form of extra credit in the class if they fill out the survey, possibly a bonus point for example.

Additional comments:

None
Learning Outcome: Entrepreneurial Opportunity Identification

Students should demonstrate the ability to distinguish between good and bad entrepreneurial opportunities.

Related typical general education outcomes:

1. Information Literacy
2. Analytical and Critical Reading

Assessment methods

Method: Multiple-Choice Questions

Five multiple-choice questions centered on entrepreneurial opportunities were presented as part of the final exam in ENFB 4180. Goal is for 75% of the students to get 80% of the questions correct. All ENFB majors take this class at the end of their degree program. The focus is on opportunity recognition because this is a fundamental task of entrepreneurship. We changed one of the questions from prior years in order to bring the business opportunities up to date.

Findings:

A total of 26 students were enrolled in ENFB 4180. Of these students, 21 (81%) answered all 5 questions correctly, 24 (92%) answered 4 of the 5 questions correctly, and 2 (8%) answered 3 of the 5 questions correctly. Thus, all students answer the majority of the questions correctly and 92% of the students answered 80% or more of the question correctly.

How did you use findings for improvement?

We took a holistic approach to opportunity identification, using both highly empirical and more qualitative assessment techniques. This was the most empirical dimension, since it was five straightforward multiple choice questions. Results are not overly surprising: students are faring rather well on this learning outcome, at least as far as this questions reveal.

We will continue to maintain these questions as part of our assessment because, although the high scores do not necessarily indicate progress, low scores would be a key indicator of areas that need addressing. Thus, in response to this assessment, students will continue to be taught to distinguish between attractive and non-attractive entrepreneurial opportunities. The multiple choice questions will be reviewed annually by Entrepreneurship Faculty to improve questions and expand the scope of the types of opportunities identification for evaluation.

Additional comments:

None

Method: Business Plan evaluation
In order to better prepare students to evaluate the potential for emerging opportunities it is imperative that they understand the components of a good business plan and be able to accurately identify plans that hold potential from those that are inherently less valuable. We, therefore, intend to introduce a new measure wherein students are required to evaluate an existing business plan to determine its potential. They will be measured on several dimensions by way of a written assignment. The specifics of this assessment technique are still under development and will be developed in conjunction with the teacher of record for ENFB 4200, which is our business plans class.

Findings:
We do not yet have findings for this dimension of the assessment, but the criteria are being established now and we look forward to implementing this assessment in Spring 2014.

How did you use findings for improvement?
TBD

Additional comments:
None
Learning Outcome: Oral Communications

Students should demonstrate the ability to present on subjects pertaining to entrepreneurial opportunities.

Related typical general education outcomes:

1. Social Engagement
2. Analytical and Critical Thinking

Assessment methods

Method: Assessment of oral communication will be conducted using a course assignment in ENFB 4200, which is the Entrepreneurial Business Plans class. A core component of the course includes effective presentation, including content, organization, and delivery. Students will give individual presentations during the course that integrate these three areas. Presentations will be evaluated using 15 items within the three major areas, as shown below:

Content:
- The message contains a clear, central idea
- The message is relevant to the audience
- The speaker is credible, the speaker has authority
- The message is supported by clear and concise evidence
- The message has a clear purpose

Organization:
- Speaker previewed main points in the introduction
- Main points were equally balanced
- Used transitions/signposts correctly
- Speech end with effective closing
- Speech begins with effective introduction

Delivery
- Used correct volume, speaking rate, and vocal inflection
- Consistent eye contact made with audience
- Includes appropriate and clear gestures
- Correct grammar, word choice, and pronunciation used
- Did not use filler points

A five point scale will be used for the items, as follows:

1 = unacceptable
2 = needs improvement
3 = adequate
4 = good
5 = excellent
How did you use findings for improvement?

We are currently developing the assignment and measures for this assessment. We will work with the instructor of record for ENFB 4200 to implement the initial assessment in Spring 2014.

Additional comments:

None