Program Outcome 1: 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.

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 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 very reliable. There were 20 senior ENFB students that graduated last year (the most recent years' respondents were not yet available at the time of this writing because they include students registered in the summer semester following the prior academic 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 1: Entrepreneurial Opportunity Identification

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

Assessment methods

Method: Multiple-Choice Questions

We tested students for entrepreneurial opportunity identification compared to other entrepreneurial skills. For opportunity identification, five multiple-choice questions centered on entrepreneurial opportunities were presented as part of the final exam in ENFB 4180. Twenty-six questions center on other entrepreneurial skills. All ENFB majors take this class at the end of their degree program. We change the questions from as needed in order to bring the business opportunities up to date, but they test fundamentally the same concepts.

Findings:

A total of 31 students were enrolled in ENFB 4180. Of these students, all 31 answered two of the opportunity questions correctly. A third question was missed by three students and a fourth was missed by one.

Of the other 26 questions, 14 were missed by four or more students. Along these 14 questions, one was missed by 21 students, one by 17 students, one by 14 students, two were missed by 12 students (not necessarily by the same students), two were missed by eight students, three were missed by seven students, one was missed by five students, and three were missed by four students.

Overall, the average number of students who missed each opportunity question was 1.00. The average number of students who missed each other question was 5.85. Thus, we concluded that entrepreneurial opportunity recognition is a relative strength of our program relative to other aspects of entrepreneurship.

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 straightforward multiple choice questions that we tested in comparison to other entrepreneurial skills. Results are encouraging: 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.

Going forward, we also believe it would be important to consider whether entrepreneurial opportunity identification is a relative strength or weakness of the program in even further detail. Therefore, rather than comparing this learning outcome to all other learning outcomes, we intend to break out the final exam into component outcomes. Doing so will allow us to compare opportunity identification to a number of other key outcomes.

Additional comments:

None
Method: Business Plan Creation

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, introduced a new measure wherein students are required to create a business plan and present it to the class. They are measured on several dimensions by way of a written assignment in the form of a formal business plan (which is the main component of evaluation) plus an oral component. This exercise is carried out in ENFB 4200, which is our business plans class.

Findings:

Students were evaluated based on (1) the organization and comprehensiveness of the written business plan and (2) an oral presentation of the plan. Results were extremely positive, we expect in part due to the fact that the students were allowed ample time during class to implement the ideas discussed in class and work with the professor to apply them to their specific plan.

For the purposes of this assessment, we graded students on a scale of 1 to 5 for each of the written and oral components. For the written component, students received an average score of 4.54 with a standard deviation of 0.93. For the oral component, students received an average score of 4.49, also with a standard deviation of 0.93.

How did you use findings for improvement?

We believe these findings reveal several things about the students’ creation of business plans.

First, we expect they were able to grasp the fundamentals of business plan creation, presumably because they were afforded sufficient class time to work on their plans. In response, we plan to continue to use class time to allow for professor interaction in the process of business plan creation.

Second, a qualitative assessment of the process suggests that our evaluation of both the written and the oral components could be more rigid. In response, we intend to develop more precise criteria for evaluation of the written and oral components of the business plan. We will present these evaluation criteria to the students in advance so that they know how they are being judged.

Third, we believe the written component could be separated into grades for (a) the organization and comprehensiveness of the plan and (b) the content of the plan, which deals more with the extent to which it is a viable idea.

Additional comments:

None
Learning Outcome 2: Oral Communications

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

Assessment methods

Method: Assessment of oral communication were conducted using a course assignment in ENFB 4200, which is the Entrepreneurial Business Plans class. Students each gave two individual, short presentations of entrepreneurial opportunities that they personally identified, commonly known as an “elevator pitch.” Presentations were evaluated in accordance with the presentations’ content, organization, and delivery, as shown below:

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

Organization:
- 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

For assessment, we used a five point scale to grade the presentations.

For their first elevator pitch, students received an average score across all three aspects (content, delivery, and organization) of 4.56 with a standard deviation of 0.49. For the second elevator pitch, they received an average score of 3.78 with a standard deviation of 1.72.

How did you use findings for improvement?

Two observations came to the fore. First, scores were considerably higher for the first elevator pitch than for the second. We think this may have been due, in part, to idea fatigue. Students were excited about their first identification of an opportunity, but unable to extend the process to other opportunities. In response, we plan to afford the students more time to generate opportunity ideas before requiring the second elevator pitch.
Second, we failed to break the assessment into its component parts of content, organization, and delivery. In response, we will grade each component separately on a scale of 1 to 5 and average them for a final grade next year.

Additional comments:

None