



Delaplaine School of Business
Facts and Student Outcome Assessment for
B.A. in Business Administration



I. General Facts¹

Table I
BA Enrollment by Program
(Head count and Percent of Hood Total)²

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
BA in Business	110 (15.3%)	89 (13.5%)	99 (15%)	104 (14.8%)	93 (12.1%)

Table II
BA in Business Administration Degrees Awarded
(Head count and Percent of Hood Total)³

	2017-18	2018-19	2019-20	2020-21	2021-22
BA in Business	64 (21.2%)	34 (12.1%)	35 (18.8%)	42 (17.3)	41 (NA)

Table III
BA in Business Administration Average Time for Completion (Business Administration)⁴

	2016-17	2017-18	2018-19	2019-20	2020-21
BA in Bus Admin	3.8	3.8	3.7	3.8	3.9

¹ Source = Hood College Fact Book, 2020-21 & Office of Institutional Research and Assessment (OIRA).
² As per the Hood tradition, students declare their majors only at the end of their sophomore year. Percent of Hood total.
³ Ibid
⁴ The time for completion refers to the average number of years it takes a business student to complete the degree.

Table IV⁵
Fall-to-Fall Retention Rates for BA in Business Administration Students

	2016	2017	2018	2019	2020
Freshmen	77.6%	71.0%	91%	92%	89%

Table V⁶
Fall-to-Fall Attrition Rates for BA in Business Administration Students

	2016	2017	2018	2019	2020
Freshmen	22.4%	29%	9%	8%	11%

Table VI⁷
Graduation Rates for Hood

Graduating Class of	4-Year	6-Year
2017	55.4%	61%
2018	50.3%	66.2%
2019	56.3%	65%
2020	51.6%	60.8%
2021	45.5%	66%

Table VII
Internships for Business Administration Majors
(Head Count and Total Credits)⁸

	2017-18	2018-19	2019-20	2020-21	2021-22
BA in Business	84 (180)	89 (171)	87 (149)	79 (165)	69 (147)

Note: Head count and credit hours include internship (MGMT 399) AND practicum MGMT 310)

⁵Source = Office of Institutional Research and Assessment (OIRA)

⁶Source = Office of Institutional Research and Assessment (OIRA)

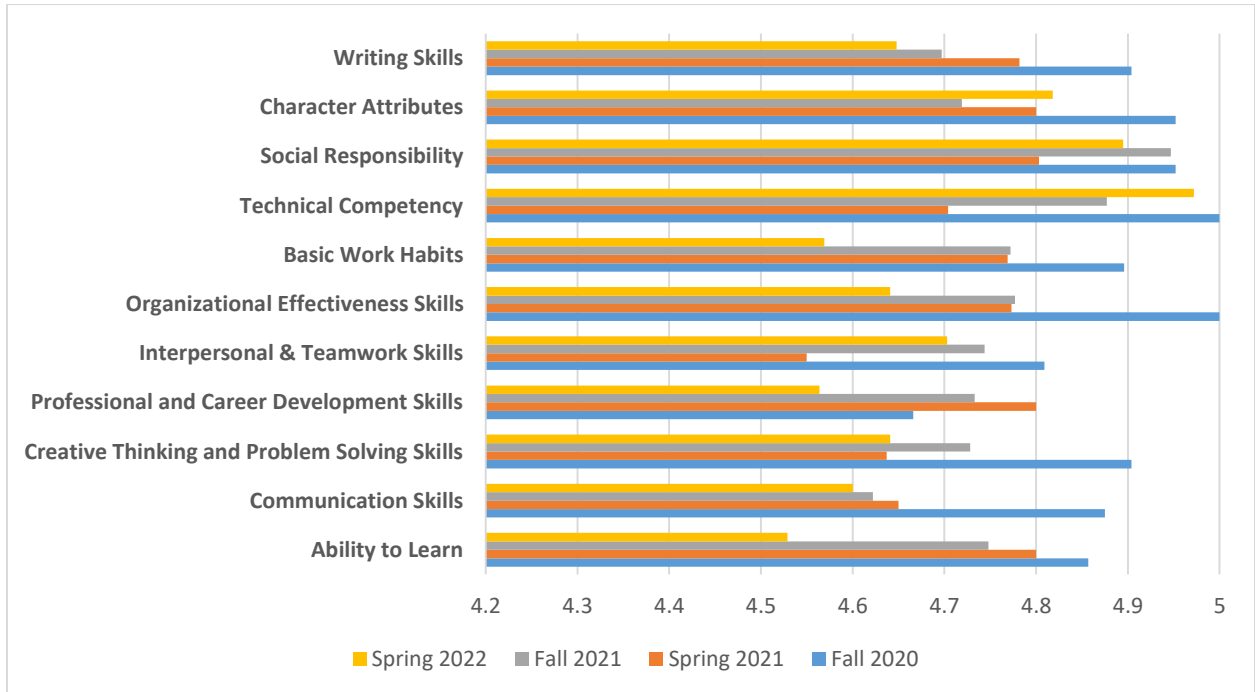
⁷ Source = Hood College Fact Book, 2020-21 & Office of Institutional Research and Assessment (OIRA).

⁸ Ibid.

Table VIII: Internship Evaluations by Employers (scale: 1-5)

	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Ability to Learn	4.857	4.8	4.748	4.529
Communication Skills	4.875	4.65	4.622	4.6
Creative Thinking and Problem Solving Skills	4.904	4.637	4.728	4.641
Professional and Career Development Skills	4.666	4.8	4.733	4.564
Interpersonal & Teamwork Skills	4.809	4.55	4.744	4.703
Organizational Effectiveness Skills	5	4.773	4.777	4.641
Basic Work Habits	4.896	4.769	4.772	4.569
Technical Competency	5	4.704	4.877	4.972
Social Responsibility	4.952	4.803	4.947	4.895
Character Attributes	4.952	4.8	4.719	4.818
Writing Skills	4.904	4.782	4.697	4.648

Figure I: Internship Evaluations by Employers (scale: 1-5)



II. The Student Learning Outcomes (SLOs) for Undergraduate B.A. in Business Administration

1. **Functional Knowledge:** Students will be able to demonstrate how the different functional areas of business affect the efficient functioning of organizations.
2. **Quantitative Literacy in Business:** Students will possess literacy in both general quantitative skills and those specific to the business management discipline.
3. **Contextual Knowledge:** Students will show an understanding of how the external environment, especially the legal, technological, and international dimensions of the environment, affects managerial decision-making and business policies and practices.
4. **Interpersonal, Decisional, and Communication Skills:** Students will display competent interpersonal, decisional, and communication skills.
5. **Work-Life Preparation:** Students will be prepared to join the workforce.

III. Learning Objectives of Organized Undergraduate Concentrations

1. **Marketing** – Students will demonstrate proficiency in marketing that will enable them to succeed in an entry level marketing position in the workplace.
2. **Accounting Concentration** – Students will demonstrate proficiency in cost and intermediate accounting that will enable them to succeed in an entry level accounting position in the workplace.
3. **Finance** – Students will demonstrate proficiency in finance, including proficiency in formulation of financial policies, investment and cash management, and international portfolio diversification, which will enable them to succeed in an entry-level finance position in the workplace.
4. **Human Resource Management** – Students will demonstrate proficiency in human resource management, including the administration of the human resource function and employment and labor law, which will enable them to succeed in any-level human resource management position in the workplace.
5. **International Economics & Finance** – Students will demonstrate proficiency in international trade, international finance and open economy, and international financial management.

Table IX

Measurement of Student Learning Outcomes

SLOs	Direct Measurement	Target
Functional Knowledge	Peregrine Exit Exam Scores for Accounting, Marketing, Finance, & Information Systems	Graduating business students will perform at or above the external mean on the Peregrine Exit Exam.
Quantitative Literacy	Peregrine Exit Exam Scores for Quantitative Methods & Statistics	Graduating business students will perform at or above the external mean on the Peregrine Exit Exam.
Contextual Knowledge	Peregrine Exit Exam Scores for Economics, Legal Environment, & International Business	Graduating business students will perform at or above the external mean on the Peregrine Exit Exam.
Interpersonal, Decisional, & Communication Skills	Peregrine Exit Exam Scores for Leadership and Organizational Behavior Rubric-Based Capstone Project in MGMT 411	Graduating business students will perform at or above the external mean on the Peregrine Exit Exam Seventy-five percent of the graduating business students will receive at least a 3.0 out of 4 on the “Oral Presentation” of their capstone project in MGMT 411.
Work-Life Preparation	Peregrine Exit Exam Score for Strategy Employer Evaluation of Internships	Graduating business students will perform at or above the external mean on the Peregrine Exit Exam. Ninety percent of the graduating business students will receive at least a 4.0 on a 5.0 scale on the “Employer Evaluation of their Internships.”

Table X

Measurement of SLOs Student Performance Scores, 2016-17 to 2021-2022 Scores in Percentages for Hood Compared to Students at Traditional Campus-Based Programs

Topics	Time Period						Comparison Group - Campus-Based Programs (2020-2022)
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Functional Integration Scores (SLO #1)							
Accounting	57.02	50.14	47.75	57.37	56.40	59.10	53.04
Finance	48.94	44.43	45.50	50.53	57.10	54.93	50.47
Information Systems	55.32	54.71	54.25	56.32	64.74	69.26	58.4
Marketing	50.21	56.14	57.25	62.11	67.11	64.80	58.96
Quantitative Literacy Scores (SLO #2)							
Quant. Methods & Statistics	50	45.29	47.0	53.16	54.13	63.01	51.70
Contextual Variables Scores (SLO #3)							
Economics	54.26	54.29	52.0	54.21	63.87	58.48	53.1
Legal Environment	52.98	54.14	54.25	51.58	61.16	62.59	57.42
Global Dimensions of Business	49.57	54.29	50.50	53.68	62.11	59.66	53.2
Interpersonal, Decisional, and Communication Skills (SLO #4)							
Leadership	52.13	54.43	52.75	54.21	61.07	61.22	54.95
Organizational Behavior	63.46	48.28	55.22	50.79	53.64	59.06	55.19
Work-Life Preparation Scores (SLO #5)							
Strategic Management	60.85	56.14	59.50	59.21	62.64	65.90	59.05

Legend = Student Performance mentioned above was measured on Peregrine Exit Exam, a national exam. Note that the scores are for the total performance (performance on all topics). The comparative group used is the traditional campus-based programs for 2020-2022.

Table X
Comparative Effectiveness of the B.A. in Business Administration Program, 2016-17 to 2021-2022(six years) Scores for Hood Compared to Students at Traditional Campus-Based Programs

Year	Hood College	Comparison Group - Campus-Based Programs (2020-2022)
2016-17	53.21	55.33
2017-18	52.33	
2018-19	52.13	
2019-20	54.82	
2020-21	60.82	
2021-22	61.95	

Legend = Student Performance mentioned above was measured on Peregrine Exit Exam, a national exam. Note that the scores are for the total performance (performance on all topics). The comparative group used is the traditional campus-based programs for 2020-2022.