



Public Disclosure of Student Learning Form

Institution: GIRNE AMERICAN UNIVERSITY
Academic Business Unit: FACULTY OF BUSINESS AND ECONOMICS
Academic Year: 2010-2011

International Assembly for Collegiate Business Education
P.O. Box 3960
Olathe, Kansas 66063
USA

Learning and Achievement
Faculty of Business and Economics
Girne American University

For Academic Year: 2010-2011

Mission of the Faculty of Business and Economics

The Faculty of Business and Economics provides a range of quality bachelor, master and doctoral degree programmes through domestic and international campuses that attract students from all around the world.

The purposes of the Faculty are:

- To provide career-oriented learning and practice so as to be responsive to the requirements and needs of contemporary international business world
- To contribute to the comprehension of business, economics, marketing, political and social studies and environments with both teaching and research-based approaches
- To provide contemporary and innovative education beyond borders with developments in technology

In order to achieve these purposes, the values we follow are:

- To shape our vision of social responsibility for enhancing valuable relationships with environment
- To build and maintain highly motivated academic staff through recognition and reward for their professional achievements
- To obtain distinguished corporate culture with the contribution of our workforce, students and alumni
- To contribute to the sustainable development of both local, national and global communities
- To respect all institutional stakeholders and employees with ethical awareness

Student Learning Information for ASc Students		
Intended Student Learning Outcomes for ASc Programs: <i>Please see below</i>		
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:	
1. <i>Internship course grade</i>	<i>All ASc students in business-related fields will score a minimum of 70% in the Internship course.</i>	
2. <i>Case Study course</i>	<i>All ASc students in business-related fields will score a minimum of 70% in the case study course and end of term project.</i>	
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:	
1. <i>Student Satisfaction Survey</i>	<i>At least 70% of students will have a high level of satisfaction from the level of education received.</i>	
2. <i>Course evaluations</i>	<i>At least 70% of students will feel that their course provided them with valuable, useful education.</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>All ASc students completed their internships with a score of %70 and above, and satisfied the requirements of the vocational school. Currently, two-year business students seem satisfied with their Internship requirements. However, the Vocational School Board would like to continuously review, improve, and strengthen the curriculum. To that end, the internship seminar will be created to give students a hands-on approach to business and provide avenues for presenting in a professional, concise manner.</i>	X	
2. <i>Of all the students who enrolled to the senior auditing course scored above 70%. They satisfactorily met the requirements of the Vocational School. Again, the Vocational School Board attempts to continuously review, improve and strengthen the curriculum. The Case Study course will be developed to synthesize and aggregate the education students have received in a meaningful manner. Presentations at the course-end will also improve computer literacy, English fluency and</i>	X	

<i>increase confidence while presenting professionally.</i>		
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Of all the students who responded to the survey, more than 70% of them were satisfied with the level of education they received. The target was met.</i>	X	
2. <i>It was expected that at least 70% of students will feel that their course provided them with valuable, useful information. More than 70% of the students who took the survey indicated that they were satisfied with the 16 of the lecturers and the courses which were offered by these lecturer whereas more than 70% of the students were not satisfied with 4 lecturers and the courses which were offered by these lecturers. The target was met.</i>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>To develop the Internship Seminar requirements so that internships are meaningful, relevant experiences.</i>		
2. <i>To develop and implement the Case Study course and develop an applicable rubric that will measure the Intended Learning Outcomes</i>		

Student Learning Information for BSc Programs		
Intended Student Learning Outcomes for BSc programs: Please see below		
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. <i>Senior Capstone Project</i>	<i>Senior students in the Faculty of Business will score a minimum of 70% on their capstone projects.</i>	
2. <i>Comprehensive Exam (end of 7th semester)</i>	<i>Senior students in the Faculty of Business will score at minimum of 70% on the comprehensive exam.</i>	
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Student Satisfaction Survey</i>	<i>At least 70% of students will have a high level of satisfaction from the level of education received.</i>	
2. <i>Course evaluations</i>	<i>At least 70% of students will feel that their course provided them with valuable, useful education.</i>	
Summary of Results from Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>The Senior Capstone Project is the simulation project and the team works for case studies in BUS 404 (Strategic Management). The averages were 76%, %72 and %69 during the 2010 – 2011 academic year (3 semesters) when BUS 404 was offered.</i>	X	
2. <i>The Comprehensive Exam is a relatively new tool for the Faculty of Business Administration and Economics. Results reflect the percentage of students who passed with a 70% or higher: Economics: 55.5% Business Management: 74.4% International Business Management: 30.8% Accounting: 50% Banking & Finance: 10% MIS: 0% Marketing: 0%</i>		X

Summary of Results from Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Student Satisfaction Survey</i>	X	
2. <i>Course evaluations</i>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
<p>1. <i><u>For the Senior Capstone Project:</u> The Senior Capstone Project has been changed in the 2010 – 2011 academic year. The name of the course is no longer (BUS 402) Business Policy. It is called the Strategic Management which requires theoretical and practical knowledge and all the business must courses are a pre-requisite to this course. The Senior Capstone Project grade assessment consists of the simulation project with a 45% and teamwork assignments involving case studies with a 25%, all together 70%.</i></p> <p><i>There are several factors which will be reviewed. First, faculty in lower-level courses are being encouraged to offer more projects and presentations in their course. This will offer more practice for students before their 4th year. In this manner, students will receive more practice presenting in English professionally and concisely. There will be an inclusion of more Case Analyses throughout the curriculum. This is good practice for our students and it helps to synthesize, analyze the various aspects of business education.</i></p>		
<p>2. <i><u>For the Comprehensive Exam:</u> Although the Business Management students exceeded our threshold of 70%, the majority of students earned less than 70%. It has been observed that the results of the Comprehensive Exam is much lower than the expected performance target due to the fact that the students do not spend time preparing for the comprehensive exam since the exam does not affect their academic standing. The comprehensive exam could be replaced by a different and a more effective direct assessment tool for the 2011-2012 academic year.</i></p>		
<p>3. <i>GAU is going paperless! To best streamline collecting and analyzing data, the Student Satisfaction surveys will be distributed electronically through students' university emails. This will save administrative and printing costs, speed up the process to analyze the data and better equip us to make changes more quickly. There will also be a push from the Administration to have the Course Evaluations be posted, collected electronically in the future.</i></p>		

Student Learning Information for *Master's Level Programs*

Intended Student Learning Outcomes for *Master's Level programs*: Please see below

Assessment Tools for Intended Student Learning Outcomes—
Direct Measures of Student Learning:

Performance Targets/Criteria for Direct Measures:

1. **The Graduation Project*

At least 80% of the Graduating Master-level business students who are required to write, research and present a Graduation Project will pass with a minimum of 70%.

2. *The Capstone Course*

At least 80% of the Graduating Masters-level business students will score a minimum of 70% in the Strategic Management course (for MBA – MGMT 502) and graduation project (for MIS).

Assessment Tools for Intended Student Learning Outcomes—
Indirect Measures of Student Learning:

Performance Targets/Criteria for Indirect Measures:

1. *Student Satisfaction Survey*

At least 70% of students will have a high level of satisfaction from the level of education received.

2. *Course evaluations*

At least 70% of students will feel that their course provided them with valuable, useful education.

Summary of Results from Direct Measures of Student Learning:

Performance Target Was...

Met

Not Met

1. *The Graduation Project – At least 90% of the Graduating Masters-level business students passed the Graduation Projects with a minimum of 70%.*

X

2. *The Capstone Course – At least 90% of the Graduating Masters-level business students scored 70% and more in the Strategic Management course for MBA and in the graduation project for MIS.*

X

Summary of Results from Indirect Measures of Student Learning:

Performance Target Was...

Met

Not Met

1. *Of all the students who responded to the student satisfaction survey, more than 70% of them were satisfied with the level of education they received. The target was met.*

X

2. *It was expected that at least 70% of students will feel that their course provided them with valuable, useful*

X

<p><i>information. More than 70% of the students who took the survey indicated that they were satisfied with the 16 of the lecturers and the courses which were offered by these lecturer whereas more than 70% of the students were not satisfied with 4 lecturers and the courses which were offered by these lecturers. The target was met.</i></p>		
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>1. <i>Graded, credited Graduation Project has been implemented in 2010 – 2011 academic year.</i></p>		

*Due to the Higher Education Council of Turkey (YOK), Graduation Projects in the past could only be given a Pass or Fail marking and be an uncredited requirement for graduates in the Masters programs without completion of a thesis. In the past, GAU has used successful completion (“Pass” mark) as an Outcome Assessment. We have found that vast majority of student were passing (upwards of 90%). To make this a more meaningful assessment measure, GAU’s Graduate School has adopted a structured, credited and graded formatting of the Graduation Project. All students entering the MBA starting from the 2009- 2010 Academic Year has a graded and credited Graduation Project.

Intended Student Learning Outcomes for BSc in Accounting:
1. Develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making
2. Demonstrate ability for teamworking, collaboration and leadership
3. Understand social and legal issues both within local and global environments
4. Acquire proficiency in English and utilize effective communication skills
5. Gain IT skills which are conducive for research using various resources and databases
6. Put knowledge acquired into practical experience through on-site internship(s) before graduation
7. Gain ethical consciousness and behaviour required by the accounting discipline
8. Record transactions and prepare financial statements according to national and/or international accounting standards
9. Analyze, interpret and evaluate financial data and financial statements suitable for making management decisions
10. Demonstrate the knowledge of manufacturing cost such as job order cost, process cost, standard cost and joint cost for production,
11. Interpret new knowledge about mergers, acquisitions and consolidations,
12. Apply auditing concepts, standards, procedures and auditor's report and principles and practice of taxation.

Intended Student Learning Outcomes for BSc in Banking and Finance:
1. Develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making.
2. Demonstrate ability for team-working, collaboration and leadership.
3. Understand social and legal issues both within local and global environments.
4. Acquire proficiency in English and utilize effective communication skills.
5. Gain IT skills which are conducive for research using various resources and databases.
6. Put knowledge acquired into practical experience through on-site internship(s) before graduation.
7. Gain ethical consciousness and behavior required by the finance discipline.
8. Possess the knowledge and skills required in the management of commercial banks and financial institutions.
9. Analyze financial statements of the institutions mentioned above and evaluate their performance with respect to profitability, liquidity, activity, risk and solvency.
10. Review and utilize interest rate concepts and theories, asset pricing and security valuation models as they apply to the financial decision-making processes in a managerial position in banking and finance.
11. Analyze credits and their terms and conditions as they pertain to evaluation of agricultural, commercial, consumer and real estate loan applications.
12. Analyze and select the types of securities that businesses acquire for their short and long term investment portfolios.
13. Analyze, evaluate and select investment projects in addition to making sound capital budget decisions.
14. Demonstrate the knowledge and managerial skills required in international banking and finance through use of hedging, speculation, swaps, futures, options, leasing, factoring and forfeiting.
15. Review and analyze various cases, scenarios or actual situations and make sound decisions in the sector.

Intended Student Learning Outcomes for BSc in Economics:
1. Develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making.
2. Demonstrate ability for teamworking, collaboration and leadership.
3. Understand social and legal issues both within local and global environments.
4. Acquire proficiency in English and utilize effective communication skills.
5. Gain IT skills which are conducive for research using various resources and databases.
6. Apply knowledge acquired into practical experience through on-site internship(s) before graduation.
7. Gain ethical consciousness and behaviour required by the economics discipline.
8. Have detailed knowledge of economics discipline and awareness of a variety of ideas, context and frameworks.
9. Deploy a detailed theoretical and practical knowledge in microeconomics and macroeconomics.
10. Apply economic theory and methods to real world economic problems.
11. Develop an understanding of statistical analysis, data gathering, and data analysis.
12. Predict and solve complex problems with appropriate economic techniques, including identifying a question, using an appropriate framework, and collecting and analyzing the data.
13. Be able to work cohesively in an international environment, by respecting the values of other cultures in business and personal areas.

Intended Student Learning Outcomes for BSc in International Business Management:
1. Understand international business with an emphasis on cultural diversity, adaptation and maintenance integrity.
2. Acquire knowledge on the impact of international economic, social, and political relationships of corporations.
3. Develop critical and strategic thinking, improve analytic skills and techniques and enhance effective decision-making for future business leaders.
4. Be able to formulate international business strategies.
5. Understand the workforce in multinational companies.
6. Understand the area of international trade, commercial policies, and improve international competitiveness.
7. Obtain knowledge on the complex and interactive nature of participants, functions and business flows of international logistics and supply chain management.
8. Demonstrate ability in teamworking, collaboration and leadership.
9. Understand social and legal issues both within local and global environments.
10. Acquire proficiency in English and utilize effective communication skills, especially in Business English which is globally accepted.
11. Gain IT skills which are conducive for research using various resources and databases.
12. Put knowledge acquired into practical experience through on-site internship(s) before graduation.
13. Gain ethical consciousness and behaviour required by the international business management discipline.

Intended Student Learning Outcomes for BSc in Marketing:
1. Develop critical and strategic thinking, improve analytic skills and techniques and enhance effective decision-making.
2. Demonstrate ability for teamworking, collaboration and leadership.
3. Understand social and legal issues both within local and global environments.
4. Demonstrate competence in dealing with a variety of marketing problems using both quantitative and qualitative methods.
5. Possess awareness and competency of global issues in marketing.
6. Understand the international market environment and E-commerce.
7. Acquire proficiency in English and utilize effective communication skills.
8. Show ability to create professional-quality marketing plans, business documents and presentations.
9. Develop and evaluate the strategies of advertising, public relations and E-marketing practices.
10. Evaluate messages communicated through media and determine the impact of marketing communication on individual behaviour and society as a whole.
11. Gain IT skills which are conducive for research using various resources and databases.
12. Put knowledge acquired into practical experience through on-site internship(s) before graduation.
13. Gain ethical consciousness and behaviour such as consumer rights required by the marketing discipline.

Intended Student Learning Outcomes for BSc in Management Information Systems:
1. Understand fundamental concepts and principles of Information Systems.
2. Demonstrate the ability to apply Systems Development methodologies and tools.
3. Be able to construct databases with the use of Centralized and Distributed Database Management Systems.
4. Recognize the importance of different types of hardware and software platforms and Operating Systems.
5. Perform computer simulation of information systems and computer networks.
6. Understand different aspects of management which are relevant to the information systems function of an organization.
7. Demonstrate the ability to apply the Internet and Web Development tools for ecommerce applications.
8. Develop critical and strategic thinking, improve analytic skills and techniques and enhance effective decision-making.
8. Understand social and legal issues both within local and global environments.
9. Acquire proficiency in English and utilize effective communication skills.
10. Gain IT skills which are conducive for research using various resources and databases.
11. Apply knowledge acquired into practical experience through on-site internship(s) before graduation.
12. Gain ethical consciousness and behavior required by the MIS discipline.