Business Management Assessment Report 2016-17
Department of Business
Assessment Liaison: Michele Gee
Assessment Report: Suresh Chalasani

Goal: Reasoned Judgment

Outcome: PLLG6: Students will be able to effectively use computer technology to support a business decision.

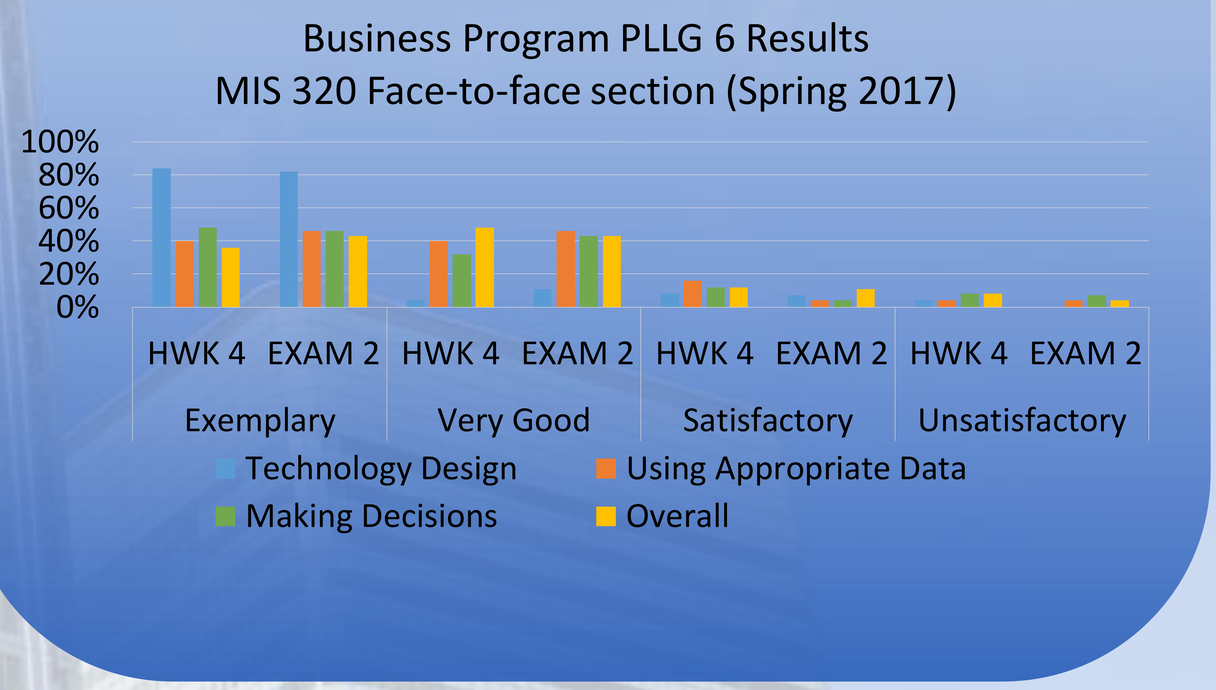
Abstract: In MIS 320, students learn and utilize various technology tools such as Microsoft Excel and Microsoft Access to analyze business data and make business decisions. Students were led by the instructor in the lab on using the technology prior to using them for completing homework assignments and in-class exams. In Spring 2017, the instructor gave multiple assignments to students where students needed to construct a database to solve a business problem, add data, and construct queries to retrieve data from the database. The previous rubric for this learning goal assessed student performance along dimensions: Analysis, Decision, and Presentation. The MIS faculty felt that the rubric was generic and did not evaluate the technology aspects well. Especially given the emphasis on data-based decision making in recent years, the faculty felt it is better to evaluate this aspect rather than aspects such as presentation, which is also assessed in other business learning goals. Thus, the faculty designed a rubric in D2L that closely aligns with using technology and data for business decisions. The rubric evaluated student work along three dimensions: Technology Design; Using Appropriate Data; Making Decisions. The rubric was shared with students in D2L. Student performance from a homework assignment (Homework 4) and Exam 2 was analyzed using this rubric. Overall, student performances in homework 4 and exam 2 were similar and very good. The unsatisfactory rates in various rubric dimensions ranged from 0% to 8%. The instructor gave feedback on homework 4 prior to students taking the exam. This may have helped in reducing the percentage of students in the unsatisfactory category for the overall score from 8% (Homework 4) to 4% (Exam 2). The instructor's hands-on labs in constructing databases and other technology tools helped achieve low unsatisfactory rates in all three rubric dimensions.

Methods: In MIS 320 (F2F section), students learn and utilize various technology tools such as Microsoft Excel and Microsoft Access to analyze business data and make business decisions. Students were led by the instructor (Prof. Chalasani) in the lab on using the technology prior to completing homework assignments and in-class exams. In Spring 2017, the instructor gave multiple assignments to students where students needed to construct a database to solve a business problem, add data to the database, and construct queries to retrieve data from the database.

The previous rubric for this learning goal assessed student performance along the following dimensions: Analysis, Decision, and Presentation. The MIS faculty felt that the rubric was generic and did not evaluate the technology aspects well. Especially given the emphasis on data-based decision making in recent years, the MIS faculty felt it is better to evaluate this aspect rather than aspects such as presentation, which is also assessed in other business learning goals. Thus, the faculty designed a rubric in D2L that closely aligns with using technology and data for business decisions. The rubric evaluated student work along three dimensions: Technology Design; Using Appropriate Data; Making Decisions. The rubric was shared with students in D2L. Student performance from a homework assignment (Homework 4) and Exam 2 was analyzed using this rubric. The changed rubric and the results from this assessment need to be discussed with the Business department's undergraduate curriculum committee; this discussion may happen in Spring 2018 or Fall 2017.

Results:

	Exemplary		Very Good		Satisfactory		Unsatisfactory	
	HWK 4	EXAM 2	HWK 4	EXAM 2	HWK 4	EXAM 2	HWK 4	EXAM 2
Technology Design	84%	82%	4%	11%	8%	7%	4%	0%
Using Appropriate Data	40%	46%	40%	46%	16%	4%	4%	4%
Making Decisions	48%	46%	32%	43%	12%	4%	8%	7%
Overall	36%	43%	48%	43%	12%	11%	8%	4%



Future Direction: No major changes are planned at this point. The main change being proposed is to revise the rubric and have flexibility in evaluating different aspects of this learning goal in different courses. However, the results for learning goal 6 from MIS 320 need to be compared with results from other courses.

Accounting Assessment Report, 2016-17
Department of Business
Assessment Liaison: Michele Gee
Assessment Report: Ting He

Goal: Reasoned Judgment

Outcome: ACCTLG2-Students will be able to apply cost concepts to support management decision making.

In 2016-17, we assessed learning goal #2 for the Accounting major: ACCTLG2-Students will be able to apply cost concepts to support management decision making.

Methods:

In ACCT 403: Advanced Cost Accounting class, Professor Ting He gave students a case study. This case tested students on advanced cost accounting concepts. Students were asked to discuss the competitive strategy used in the case and whether the cost system supported the competitive strategy. Students were asked develop an analysis of the profitability of the three customer groups discussed in the case. As part of the analysis students were required to apply principles of cost accounting such as activity-based costing and computation of revenues.

Measurement:

Student performance was analyzed along the following three rubric dimensions: (1) Student identified and analyzed correct cost accounting issues (including ethical issues) for the decision making situation; (2) Student linked management decision making to cost information, strategy, ethical behavior, and other related factors; (3) Written communication and documentation skills. Students were allowed to work in groups with no group containing more than three students. However, each student was assigned an individual grade.

Results:

Overall, student performances is good with 80% or more of the students scoring in the Exemplary category. There are no students in the unsatisfactory category. Written communication and documentation skills is a dimension where students seem to obtain *relatively* lower scores compared to other dimensions. Accounting major was implemented only a few years ago and the learning goals are still under evaluation. Accounting learning goal #2 and its coverage remained relatively stable over the years. No major changes have been made to this learning goal or related curriculum in recent years, and no major changes are planned at this time.

Future Direction:

No major changes are planned at this point. The main change being proposed is to add practice assessments to improve student work in the areas of developing research objectives and arriving at research designs.

Goal: Reasoned Judgment

Outcome: MKTLG4-Students will be able to develop and execute a market research project to industry expectations in a community-based learning environment.

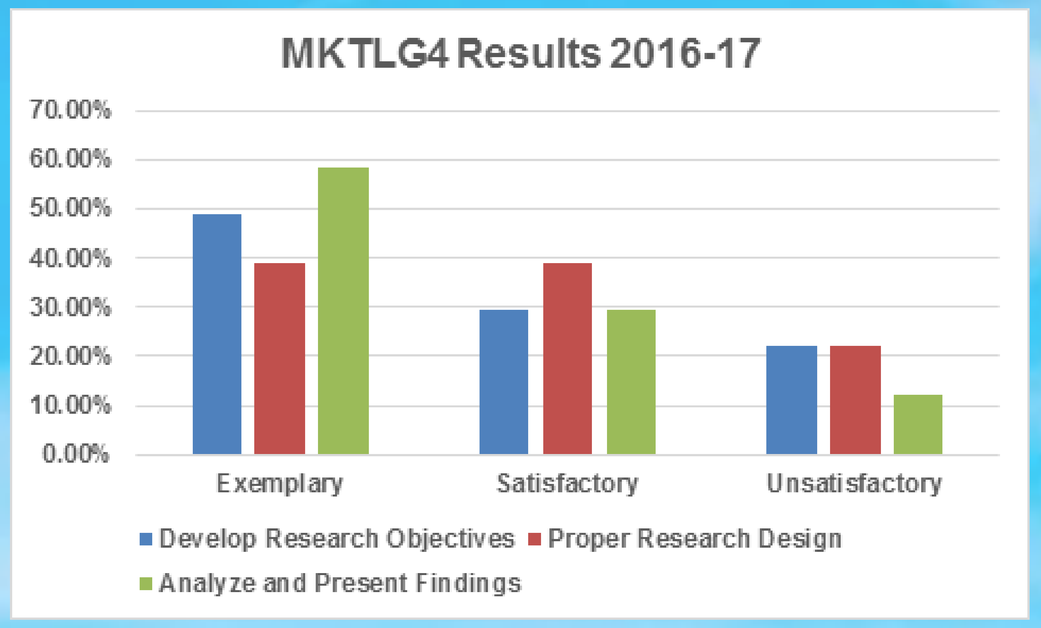
In 2016-17, we assessed learning goal #4 for the marketing major: MKTLG4-Students will be able to develop and execute a market research project to industry expectations in a community-based learning environment.

Methods:
In MKT 354 (Market Research) class, Under Prof. Knight's guidance, teams of about 4 students conducted a market research project to professional standards for a CBL client (typically a small business or a not for profit organization.) Students were required to:

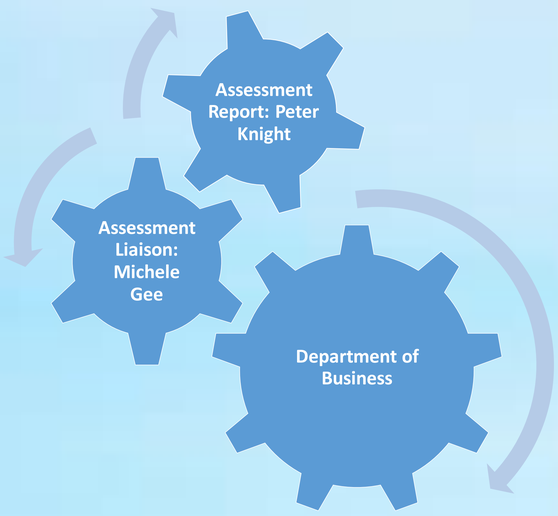
1. Prepare a Research Proposal to Client (5% of final grade);
2. Conduct a Client Presentation (20% of final grade);
3. Prepare a Client Report (25% of final grade); and
4. Obtain Client Feedback.
5. The remaining 50% of the grade is based on instructor's evaluation of the overall quality of the project as well as client feedback.

Students were evaluated using a rubric individually based on their project contributions. Student performance was scored along three rubric dimensions: Develop Research Objectives; Proper Research Design; Analyze and Present Findings.

Results:
Overall, student performances is good with nearly 80% of the students scoring in Exemplary or Satisfactory categories for all three rubric dimensions. Survey design and research design areas are where students struggle the most; this is evidenced by the 22% unsatisfactory rates in the first two rubric dimensions, namely "Develop Research Objectives" and "Proper Research Design." Students may need practice assessments in this area. Students, in general, interpret and present their findings well.



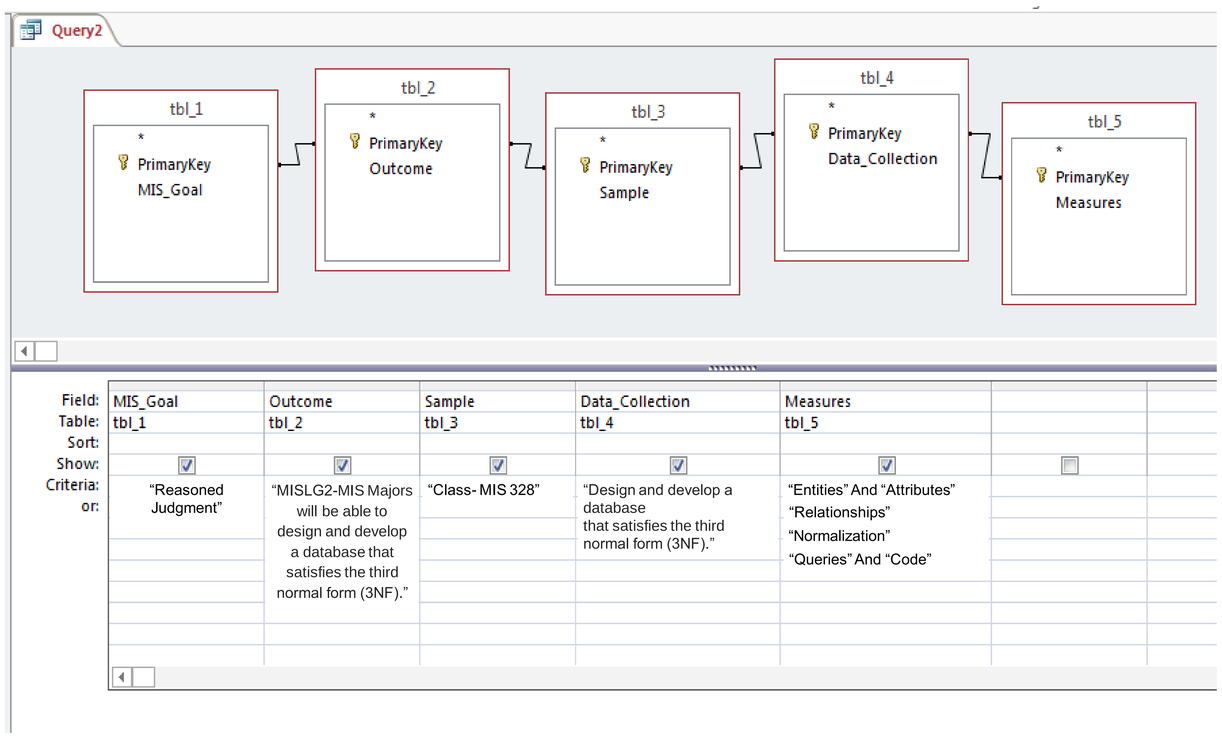
Future Direction:
No major changes are planned at this point. The main change being proposed is to add practice assessments to improve student work in the areas of developing research objectives and arriving at research designs.



Marketing Assessment Report, 2016-17

Abstract: For the Management Information Systems program, student performance in learning goal #2 (MISLG2) is often measured in the class "MIS 328: Database Management Systems." In MIS 328, students learn how to design and construct databases for business problems. In fall 2016, Exam 1 was used to collect assessment results for MISLG2. This year's MISLG2 assessment is different from the previous assessments for the same learning in the following aspects: the learning goal itself is revised to place stronger emphasis on database development; the rubric for assessment is revised to suit the changes to the learning goal. The revised MISLG2 learning goal states "Undergraduate MIS majors will be able to design and develop a database that satisfies the third normal form (3NF)." Upon graduation, students are expected to design and construct databases in their work settings; thus, the MIS program faculty felt that the revised leaning goal more closely aligns with what the industry is expecting in terms of students' competencies. Because of this change to the learning goal, the rubric for assessment was also redesigned. The revised rubric evaluated student work along four dimensions: Entities & Attributes; Relationships; Normalization; Queries and Code. Student performance from Exam 1 was analyzed using this rubric. The changed learning goal, rubric, and the results from this assessment need to be discussed with the Business department's undergraduate curriculum committee in 2017. Overall, student performance results in the revised goal are very encouraging; no students were placed in the unsatisfactory category in any rubric dimension. Students performed relatively better in the "Entities & Attributes" and "Relationships" dimensions compared to "Normalization" and "Queries and Code" dimensions. This is to be expected since both normalization and code development are introduced around the middle of the semester, just before exam 1, and require further practice. In future, it will be beneficial to study/compare the results of student performance for exam 1 and exam 2.

Methods:



Changes since the previous assessment:

- The learning goal MISLG2 is revised to place a stronger emphasis on database development; the two versions of the learning goal are reproduced below:
- Previous MISLG2: Undergraduate MIS majors will be able to *develop a data model* that satisfies the third normal form (3NF).
- Revised Version: Undergraduate MIS majors will be able to *design and develop a database* that satisfies the third normal form (3NF).
- Reasons for the changes: Once they graduate, students are expected to design and construct databases in their work settings; thus, the MIS program faculty felt that the revised leaning goal more closely aligns with what the industry is expecting in terms of students' competencies.

Results:

Criteria	Frequency
Entities & Attributes	
Excellent	76 %
Very Good	24 %
Good	0 %
Unsatisfactory	0 %
Not Submitted	0 %
Relationships	
Excellent	24 %
Very Good	53 %
Good	24 %
Unsatisfactory	0 %
Not Submitted	0 %
Normalization	
Excellent	24 %
Very Good	35 %
Good	41 %
Unsatisfactory	0 %
Not Submitted	0 %
Queries and Code	
Excellent	24 %
Very Good	24 %
Good	53 %
Unsatisfactory	0 %
Not Submitted	0 %

Management Information Systems Assessment Report, 2016-17
Department of Business
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