

BUSINESS MANAGEMENT SPRING 2016 ASSESSMENT REPORT



ABSTRACT

In this report, we presented and analyzed the assessment results for PLLG 3 of the BUS program: Oral Presentations. This learning goal requires students to present effectively about a business case. The course in which this learning goal is evaluated is BUS 495, Strategic Management. Students are evaluated along four dimensions using a rubric: Content, Presentation Basics, Supporting Materials, and Interest. Students are placed in one of the three categories: Exemplary, Satisfactory, or Unsatisfactory. Student work was evaluated by the instructor for this class, Dr. Qian, and the summary results were compiled by her. Oral presentations have remained consistently high in the capstone BUS 495 course since 2010. No changes are required at this point, although it is recommended to continue with actions such as articulating expectations to students, and making frequent presentations in front of a broad range of stakeholder groups.

These results will be shared and discussed with the MBA Committee in Fall 2016 and presented in a department meeting. Time permitting, these results may also be shared in a future CBEC Advisory Board meeting. These results are also shared with AACSB as part of the annual report on Assurance of Learning.

PROJECT INFORMATION

Students are evaluated during a group presentation in front of the rest of the class. They are assessed along four dimensions using a rubric: Content, Presentation Basics, Supporting Materials, and Interest. Students are placed in one of the three categories: Exemplary, Satisfactory, or Unsatisfactory. Student work was evaluated by the instructor for this class, Dr. Qian, and the summary results were compiled by her. These results will be shared and discussed with the Business Department's Undergraduate Curriculum Committee in Fall 2016 and presented in a department meeting. Time permitting, these results may also be shared in a future CBEC Advisory Board meeting. These results are also shared with AACSB as part of the annual report on Assurance of Learning.

RESULTS

Professor Qian Ye taught two sections of the business course, Strategic Management in the Spring of 2016, BUS 495-002 and 495-003. The same method of assessment was used for both undergraduate groups. The results of the evaluations are presented below:

Section 002

	Exemplary	Satisfactory	Unsatisfactory	Total
Content	6 75%	2 25%	0 0%	8
Presentation Basics	1 13%	7 88%	0 0%	8
Supporting materials	5 63%	3 38%	0 0%	8
Interest	3 38%	5 63%	0 0%	8

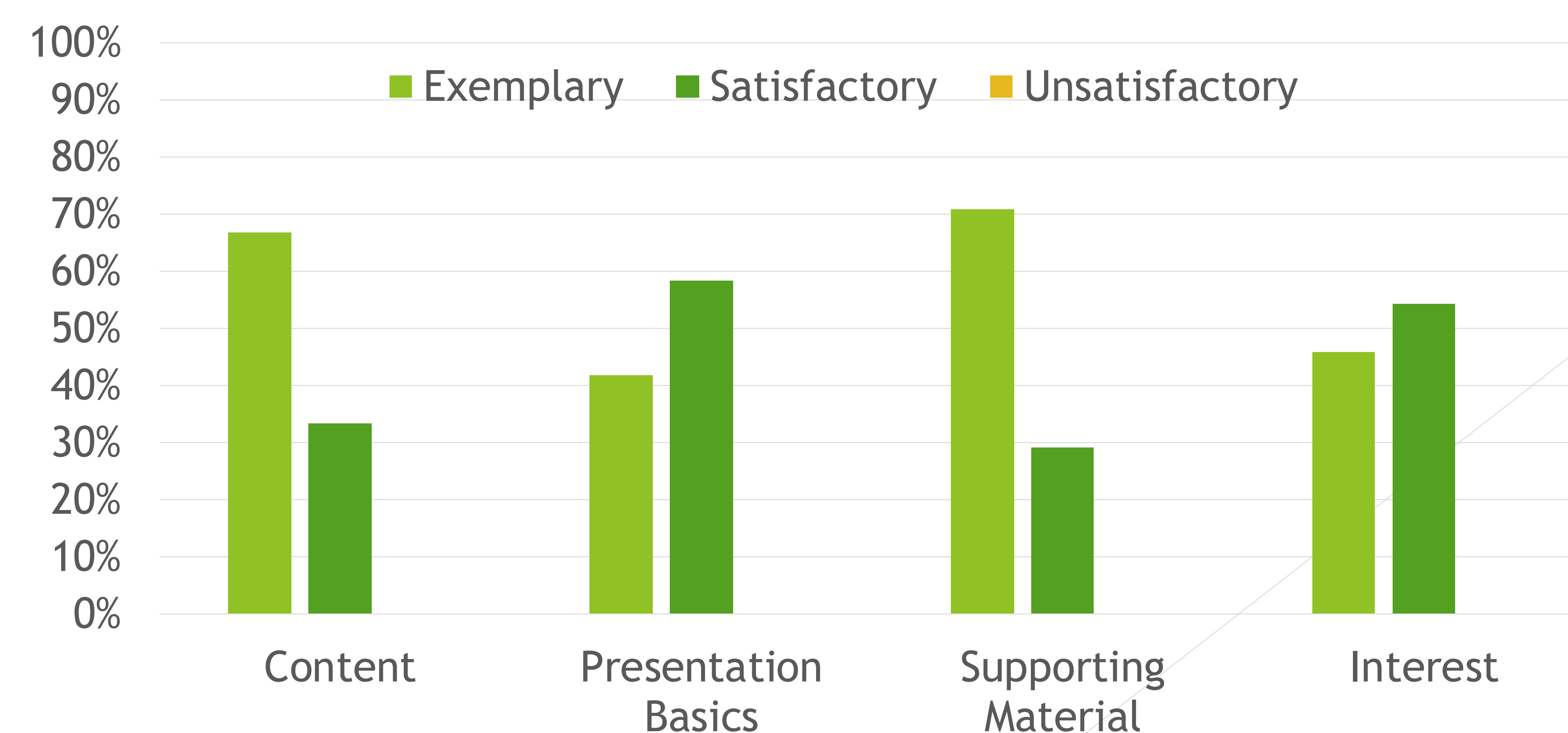
Section 003

	Exemplary	Satisfactory	Unsatisfactory	Total
Content	10 63%	6 38%	0 0%	16
Presentation Basics	9 56%	7 44%	0 0%	16
Supporting materials	12 75%	4 25%	0 0%	16
Interest	8 50%	8 50%	0 0%	16

Total of Both Sections

	Exemplary	Satisfactory	Unsatisfactory	Total
Content	16 67%	8 33%	0 0%	24
Presentation Basics	10 42%	14 58%	0 0%	24
Supporting Materials	17 71%	7 29%	0 0%	24
Interest	11 46%	13 54%	0 0%	24

Oral presentations have remained consistently high in the capstone BUS 495 course since 2010. No changes are required at this point. Continue with actions such as articulating expectations to students, and making frequent presentations in front of a broad range of stakeholder groups.



BUSINESS MANAGEMENT FALL 2015 ASSESSMENT REPORT



ABSTRACT

In this report, we presented and analyzed the assessment results for PLLG 4 of the Business Management program. This learning goal requires students to apply the principles of project management to arrive at the project network, compute critical paths, and construct a project plan. The assessment project distributed an assignment to students. Student performance was scored using a rubric with three different dimensions: Construction of Project Network Diagram, Critical Path Analysis, and Project Plan. Students were placed in one of the three categories: Exemplary, Satisfactory, or Unsatisfactory. For each rubric dimension, more than 80% of the students are either in “Exemplary” or “Satisfactory” categories. For the “Network diagram” and “Project plan” dimensions each, more than 88% of the students are either in “Exemplary” or “Satisfactory” categories. This assignment and learning goal is technical in nature, and requires students to utilize critical thinking skills. In an effort to reduce the unsatisfactory results, special office hours and additional class time may be devoted to this topic. In spring 2016, it was also decided that the following standard topics of project management will be covered in all sections of MIS 320, regardless of the delivery mode and instructor: construction of project network diagrams, arriving at critical paths and slacks, and constructing project plans using Microsoft Project. Beginning fall 2016, all sections of MIS 320 will cover these topics. The results from this assessment project will be shared and discussed with the Business department’s undergraduate committee in fall 2016 and presented in a department meeting. These results are also shared with AACSB as part of the annual report on Assurance of Learning.

PROJECT INFORMATION

Students were given an assignment with two questions in MIS 320 (See Appendix 1 for the complete assignment). The first question asked students to consider a hypothetical project with tasks and their durations; for this project students need to apply concepts they learned in the class, construct a network diagram, compute the earliest and latest times, find the critical path, and arrive at slacks. For the second question, students need to consider a practical scenario and construct a project plan for the project; the project plan can be depicted through the work breakdown structure (WBS). To construct WBS, students need to arrive at the tasks for the project, their dependencies, durations, and various dates. Further, students are required to use a specific tool Microsoft Project to construct WBS. Student performance was evaluated using a rubric (Appendix 2 presents the rubric for this assignment) with three dimensions: Construction of Project Network Diagram, Critical Path Analysis, and Project Plan. The instructor scored the assignments and assigned students into different categories: Exemplary, Satisfactory, Unsatisfactory.

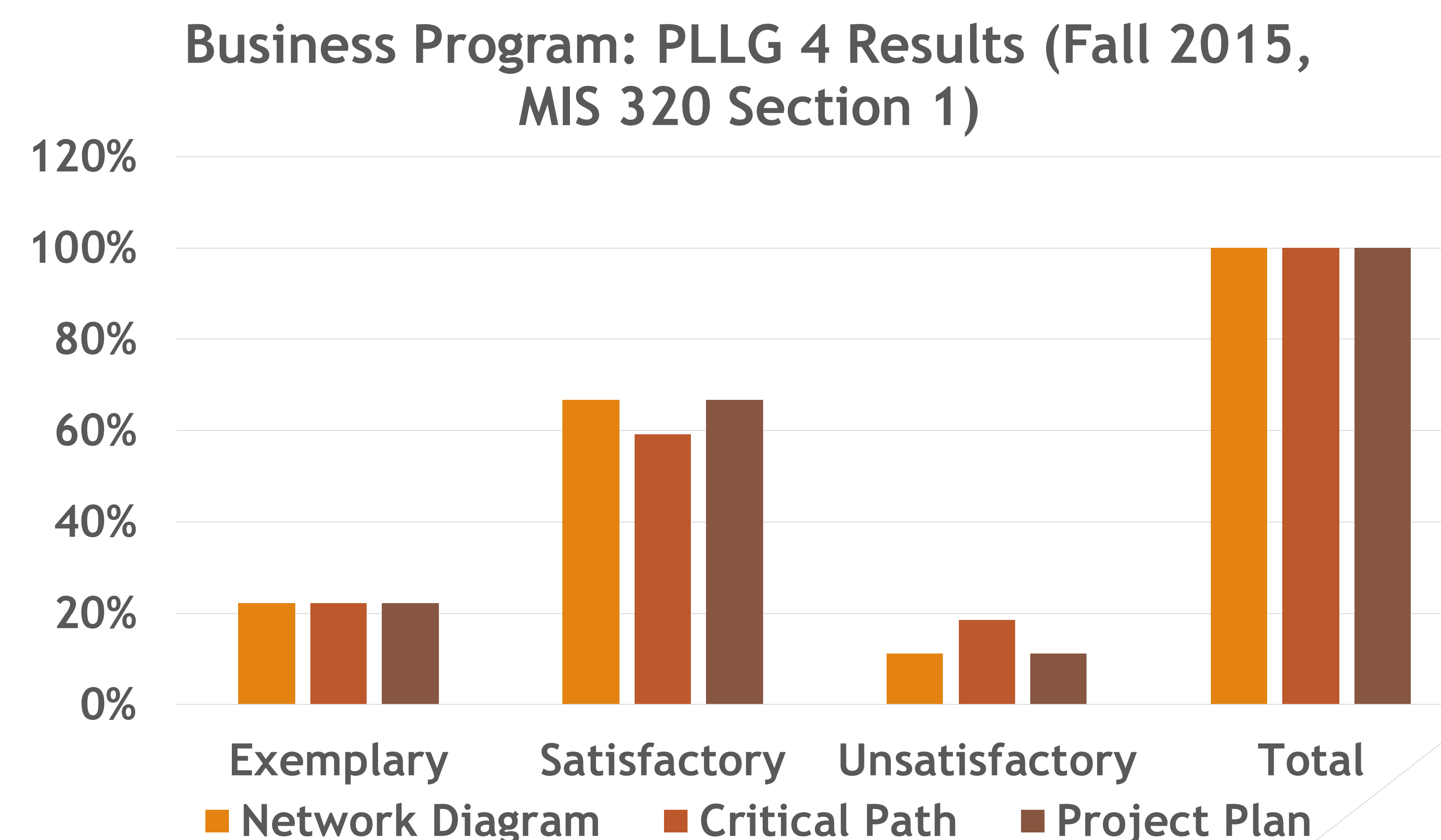
RESULTS

In all, 27 students submitted the assignment. The following tables present the numbers and percentages of students in each category. The results for each student are presented in Appendix 3.

	Exemplary	Satisfactory	Unsatisfactory	Total
Network Diagram	22.2%	66.7%	11.1%	100.0%
Critical Path	22.2%	59.3%	18.5%	100.0%
Project Plan	22.2%	66.7%	11.1%	100.0%

	Exemplary	Satisfactory	Unsatisfactory	Total
Network Diagram	6	18	3	27
Critical Path	6	16	5	27
Project Plan	6	18	3	27

The following chart graphically depicts the percentages of students in different categories for each rubric dimension.



Note: These results will be discussed in the Business Department’s Undergraduate Curriculum Committee in fall 2016, and later in a department meeting. Time permitting, they will also be presented to the CBEC advisory board.

MBA SPRING 2016 ASSESSMENT REPORT



ABSTRACT

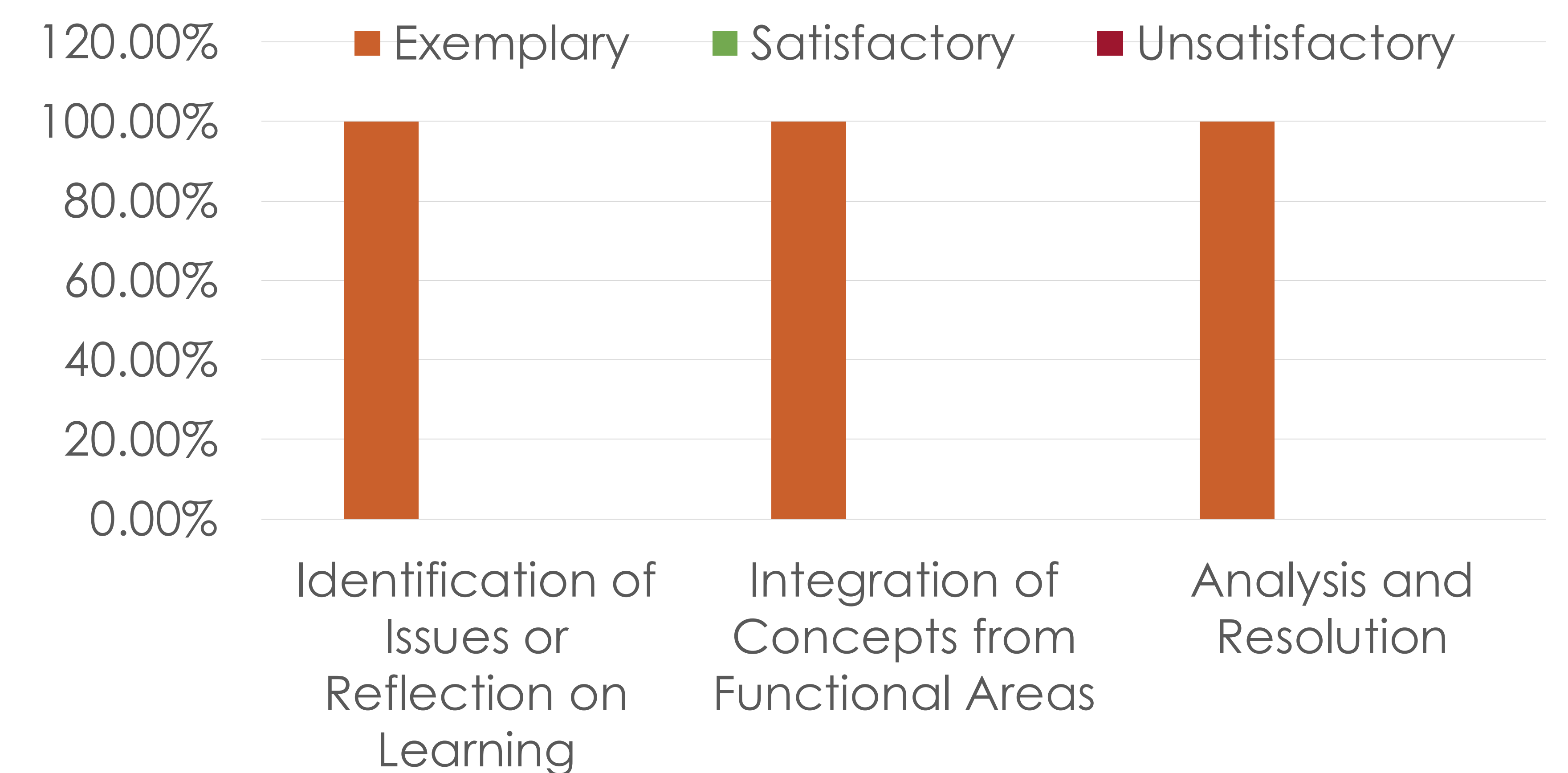
In this report, we presented and analyzed the assessment results for PLLG 6 of the MBA program: *Integrated Reasoning*. Students in the capstone course, MBA 796 Advanced Strategic Management, will do assignments that require the integration of concepts from all the functional areas of business. Based on business case analysis, students draw strategic plans using different business analysis methods to support and defend their recommendations. This assessment project distributes a case study to groups, so the assignment is a group project. Two different groups make a presentation of their strategic plan and suggestions based in the same business case. After presenting their ideas, the two groups debate the differences in a question and answer session, where the rest of the group also participates at the end with more questions to both groups. Students were evaluated along three dimensions using a rubric: Identification of issues or Reflection on learning, Integration of concepts from various functional areas, and Analysis & resolution of strategic level decision making problem. Students were placed in one of the three categories: Exemplary, Satisfactory, or Unsatisfactory. Student work was evaluated by the instructor for this class, and the summary results were compiled. This learning goal yielded some unsatisfactory results in the past. However, a few changes were made to the MBA curriculum and MBA 796 in recent years. This resulted in no unsatisfactory ratings for any dimension of the rubric.

PROJECT INFORMATION

Based on business case analysis, students draw strategic plans using different business analysis methods to support and defend their recommendations. This assessment project distributes a case study to groups, so the assignment is a group project. Two different groups make a presentation of their strategic plan and suggestions based in the same business case. After presenting their ideas, the two groups debate their differences in a question and answer session, where the rest of the group also participates at the end of the debate with more questions to both of the groups presenting. The rubric used to evaluate students enclose the following dimensions: Identification of issues or Reflection on learning, Integration of concepts from various functional areas, and Analysis & resolution of strategic level decision making problem. Students were placed in one of the three categories: Exemplary, Satisfactory, or Unsatisfactory. Student work was evaluated by the instructor for this class, Dr. Ye, and the summary results were compiled by her. These results will be shared and discussed with the MBA Committee in Fall 2016 and presented in a department meeting. Time permitting, these results may also be shared in a future CBEC Advisory Board meeting. These results are also shared with AACSB as part of the annual report on Assurance of Learning.

RESULTS

	Exemplary	Satisfactory	Unsatisfactory	Total
Identification of Issues or Reflection on Learning	19	0	0	19
Integration of Concepts from Functional Areas	19	0	0	19
Analysis and Resolution	19	0	0	19



These results will be shared and discussed with the MBA Committee in Fall 2016 and presented in a department meeting. Time permitting, these results may also be shared in a future CBEC Advisory Board meeting. These results are also shared with AACSB as part of the annual report on Assurance of Learning.

MBA FALL 2015 ASSESSMENT REPORT



ABSTRACT

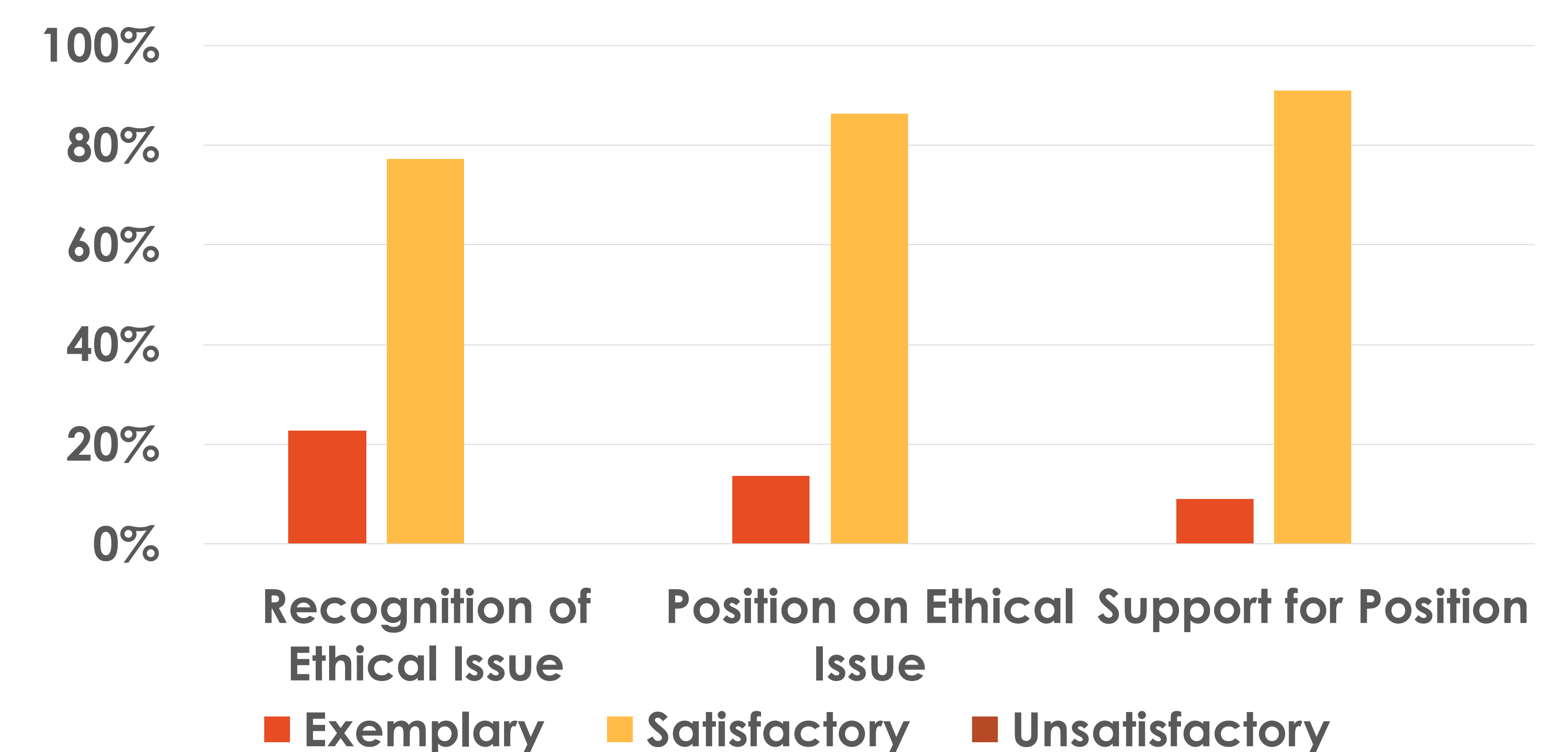
In this report, we presented and analyzed the assessment results for PLLG 1 of the MBA program: Ethics. This learning goal requires students to recognize and analyze ethical problems that occur at the strategic level of business decision making. Based on the analysis, students can choose and defend a resolution. This assessment project distributed a case study to students and asked them to submit a completed analysis of the case study; as part of the analysis, students were required to discuss the ethical problems raised by the case study and present their perspectives on possible resolutions. Students were evaluated along three dimensions using a rubric: Recognition of the ethical issue, Position on the ethical issue, and Support of their position on the ethical issue. Students were placed in one of the three categories: Exemplary, Satisfactory, or Unsatisfactory. Student work was evaluated by the instructor for this class, and the summary results were compiled. This learning goal yielded some unsatisfactory results in the past. However, a few changes were made to the MBA curriculum and MBA 752 in recent years. These changes included adding a new course “Business Communications for International Students” that has been found to enhance international students’ proficiency in English. In addition, the instructor changed the course so that the assessment was moved to a later point in the semester, and also increased both the time devoted to case analysis instructions and the number of required, practice assignments prior to the assessment. This resulted in no unsatisfactory ratings for any dimension of the rubric. These results will be shared and discussed with the MBA Committee in Fall 2016 and presented in a department meeting. Time permitting, these results may also be shared in a future CBEC Advisory Board meeting. These results are also shared with AACSB as part of the annual report on Assurance of Learning.

PROJECT INFORMATION

Students are asked to read a business case related to principles and values in a company. The case is discussed and analyzed in the class. After that, students are asked to write an essay about their opinions on the case, with three exhibits that support their ideas. Students are evaluated along three dimensions using a rubric: Recognition of the ethical issue, Position on the ethical issue, and Support of their position on the ethical issue. Students are placed in one of the three categories: Exemplary, Satisfactory, or Unsatisfactory. Student work was evaluated by the instructor for this class, Dr. Manion, and the summary results were compiled by him. These results will be shared and discussed with the MBA Committee in Fall 2016 and presented in a department meeting. Time permitting, these results may also be shared in a future CBEC Advisory Board meeting. These results are also shared with AACSB as part of the annual report on Assurance of Learning.

RESULTS

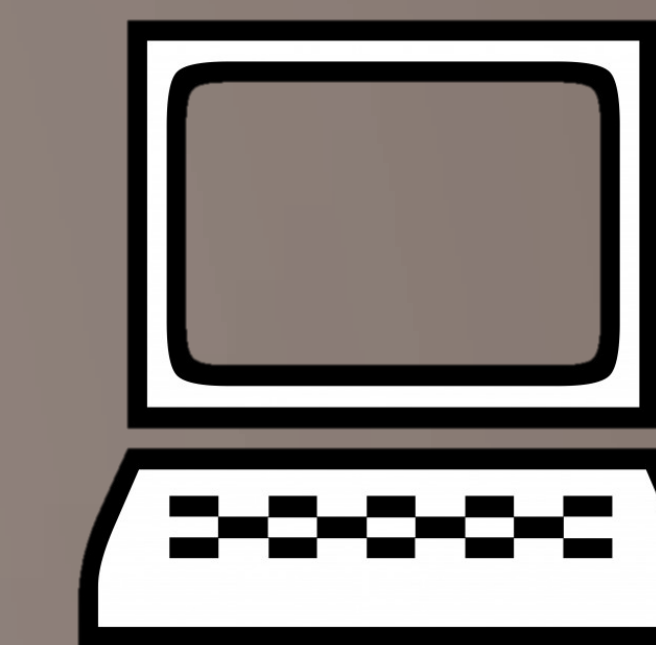
	Exemplary	Satisfactory	Unsatisfactory	Total
Recognition of Ethical Issue	5 23%	17 77%	0 0%	22
Position on Ethical Issue	3 14%	19 86%	0 0%	22
Support for Position	2 9%	20 91%	0 0%	22



Since there are no students in the Unsatisfactory category, at this time, our department is not considering any changes to the learning goal or the course.

Note: These results will be shared and discussed with the MBA Committee in Fall 2016 and presented in a department meeting. Time permitting, these results may also be shared in a future CBEC Advisory Board meeting. These results are also shared with AACSB as part of the annual report on Assurance of Learning.

MIS 2015-16 ASSESSMENT REPORT



ABSTRACT

In this report, we presented and analyzed the assessment results for MISLG 1 of the Management Information Systems program. This learning goal requires students to analyze a business scenario and document the requirements through activity diagrams, use diagrams, and use case descriptions. The assessment project distributed two related assignments to students in the course MIS 425. Student performance was scored using a rubric with three different dimensions: Activity Diagram, Use Case Diagram, and Use Case Descriptions. Students were placed in one of the three categories: Exemplary, Satisfactory, or Unsatisfactory. For each rubric dimension, all students were either in “Exemplary” or “Satisfactory” categories. In spring 2016, the instructor devoted one class session to in-class exercises on writing use-case descriptions. Over the years, the instructor increased the coverage of documenting requirements via: practical hands-on work; in-class discussions; application of these concepts to community projects. Further, the instructor provided feedback on early drafts of the activity diagrams, use case diagrams, and use case descriptions. In response to employer needs, healthcare applications and systems have been added to this course since 2015. These changes resulted in zero unsatisfactory ratings for spring 2016. The results from this assessment project will be shared and discussed with the Business department’s undergraduate committee in fall 2016 and presented in a department meeting. These results are also shared with AACSB as part of the annual report on Assurance of Learning.

PROJECT INFORMATION

Students were given two labwork assignments in MIS 425 (See Appendix 1 for the complete assignments). The first assignment asked students to consider a business scenario of renting videos and arrive the process flows. Further, the assignment required students to document the processes as activity diagrams using Microsoft Visio. The second follow-up assignment asked students to construct use cases and document them using Microsoft Word (use case descriptions) and Visio (use case diagram). Student work was evaluated in terms of correctness of process flows, detailed descriptions of process flows, syntax of diagrams, and their ability to integrate complex details. Student performance was evaluated using a rubric (Appendix 2 presents the rubric) with three dimensions: Activity Diagram, Use Case Diagram, and Use Case Descriptions. The instructor scored the assignments and assigned students into different categories: Exemplary, Satisfactory, Unsatisfactory.

RESULTS

Note: These results will be discussed in the Business Department’s Undergraduate Curriculum Committee in fall 2016, and later in a department meeting. Time permitting, they will also be presented to the CBEC advisory board. The results will also be submitted to AACSB as part of the annual AoL (Assurance of Learning) report for the academic year 2015-16.

	Exemplary	Satisfactory	Unsatisfactory	Total
Activity Diagram	87.5%	12.5%	0.0%	100.0%
Use Case Diagram	25.0%	75.0%	0.0%	100.0%
Use Case Description	12.5%	87.5%	0.0%	100.0%

	Exemplary	Satisfactory	Unsatisfactory	Total
Activity Diagram	7	1	0	8
Use Case Diagram	2	6	0	8
Use Case Description	1	7	0	8

MIS Program: MISLG1 Results (Spring 2016, MIS 425)

