Departmental/Program Assessment Report Form 2016-17

Assessment reports will be completed through Qualtrics to make it easier to share and compile data across campus. The reporting questions will be similar to the questions used in the past, but with some additional detail requested in some areas to help us in collecting and analyzing college and institution-wide data on assessment practices. Your assessment reports will be maintained on file electronically on a password secure site (SharePoint). Other individuals on campus will have access to your reports.

Please complete one Assessment report per learning outcome that you are reporting on.

Name Please identify your department or program and the name of your assessment liaison:

Department/Program: Business
Assessment Liaison: Michele Gee
Report Prepared by: Kristin Holmberg-Wright

Q1 1. What learning outcome did you assess for this report? (Reminder - if you assessed multiple learning outcomes this academic year, you should complete a separate report for each outcome.)
PLLG 2: The students can write effectively about a business problem or issue.

Q2 2. Which of the institution-wide shared learning goals does this outcome connect to?
❑ **Communication (1)**
❑ Reasoned Judgment (2)
❑ Social and Personal Responsibility (3)

Q3 3. What assessment tool(s) or method(s) did you utilize? (Check all that apply)
❑ Survey (1)
❑ Standardized exam (2)
❑ **Assignments from a course or courses** (3)
❑ Assignment from a course or courses (4)
❑ Student portfolios (5)
❑ Direct observation of student work or performance (6)
❑ Other (7) _____

Q4 4. What type of measurement did you utilize?
○ **Direct (asking students to demonstrate their learning)** (1)
○ Indirect (asking students to self-report their perceived level of learning) (2)
○ A combination of the above (3)

Q5 5. What type of methodology did you use?
- ○ Qualitative (1)
- ○ **Quantitative (2)**
- ○ A combination of the above (3)

Q6 6. What type of course delivery methods did you use to collect your data? If your assessment project is course-based, please identify the course delivery method.
- ○ **Face to face (1)**
- ○ Online (2)
- ○ Hybrid (3)
- ○ Flex Option (Competency Based)
- ○ A combination of the above (4)
- ○ Other: Please Specify: _____

Q7 7. What was the process of analysis? How did you involve your department in the process of analysis? (100 words)

In Spring 2020, MGT 349 students were required to submit a 2-3 page typed paper in which they analyze various personality characteristics based on a number of assessments they are to complete; this is part of the homework assigned after completing Chapter 3: Personality.
Though they are provided the assessment rubric that will be used to evaluate for the writing PLLG, the instructor explained that she will be grading especially on inclusion of ideas from class and the examples they use in the assignment.

Q8 8. What were the results of this analysis? (250 words)

Student performance in various rubric categories is displayed in the tables below .

STUDENTS - RAW DATA

	EXEMPLARY	SATISFACTORY	UNSATISFACTORY	Grand Total
Topic and Purpose	26	27	8	61
Support	20	31	10	61
Conclusions	29	23	9	61
Mechanics	9	21	31	61
Writing Style	21	26	14	61

STUDENTS - PERCENTAGES

	EXEMPLARY	SATISFACTORY	UNSATISFACTORY	Grand Total
Topic and Purpose	42.62%	44.26%	13.11%	100.00%
Support	32.79%	50.82%	16.39%	100.00%
Conclusions	47.54%	37.70%	14.75%	100.00%
Mechanics	14.75%	34.43%	50.82%	100.00%
Writing Style	34.43%	42.62%	22.95%	100.00%

These results are pictorially depicted in the graph below.

UG BUS PLLG2 - Student Performance Results 2019-20
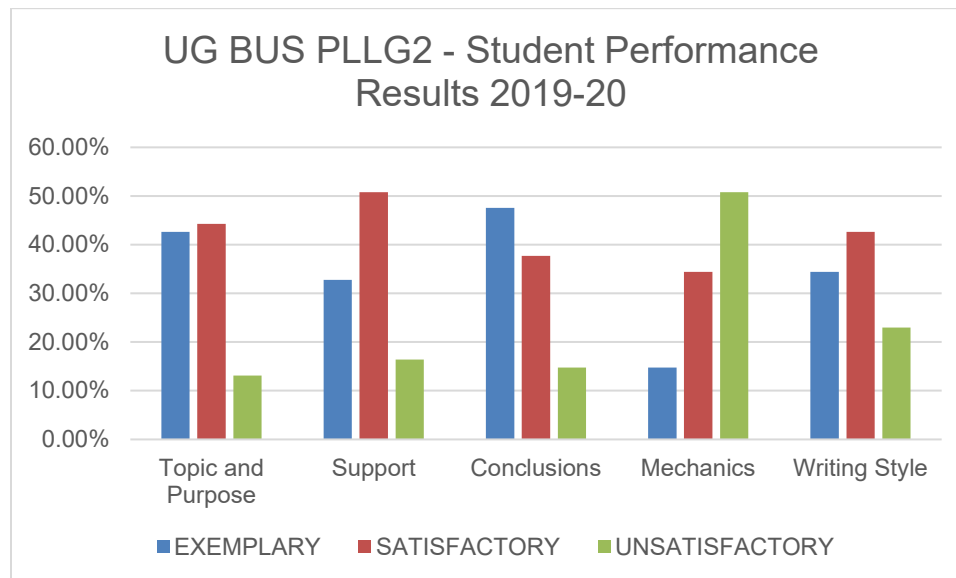
Observations:

➢ Most students met the overall academic requirements of the assignment, though many struggled with the writing rubric.

➢ For the overall grade on the assignment, the instructor reviewed content and understanding more than the writing rubric.

➢ If a student submitted less than the 2-3 page paper as assigned, they were able to do better on mechanics as there was not as much writing to evaluate. A suggestion is to revise the rubric so that errors per page (or 1000 words) is included in the evaluation criteria.

➢ Students write very informally. This could be, perhaps, due to the nature of the actual assignment. This seems to be a trend across institutions and not sure how to address this.

➢ There is little teaching that goes on to assist students in improving their writing capabilities in MGT 349.

➢ The performance differences between ESL students and non-ESL students, if any, needs to be further investigated. Consider bringing back "Business Writing for International Students" course.

➢ This may be a PLLG that should be rotated among the various concentration areas to see if there is consistency among findings. Writing is an important component of each concentration area and should be judged. To rotate it to another area would provide comparative information to hopefully make the overall writing assessment stronger.

➢ The high unsatisfactory rates in mechanics are in contrast with other courses such as BUS 495 where this PLLG was measured.

Q9 9. How were results shared/discussed with your department/external stakeholders? (Check all that apply)
- ❍ Special faculty meeting (1)
- ❍ Part of a regular faculty meeting (2)
- ❍ **Shared electronically (3)**
- ❍ Advisory board (4)
- ❍ **Other (5)** _They will be discussed in a future Business department's undergraduate curriculum committee meeting. _____

Q10 10. As a result of your analysis, what changes will your department or program make to improve student learning? (250 words)

- ➢ A suggestion is to revise the rubric so that errors per page (or 1000 words) is included in the evaluation criteria.
- ➢ Students write very informally. This could be, perhaps, due to the nature of the actual assignment. This seems to be a trend across institutions and not sure how to address this.
- ➢ The performance differences between ESL students and non-ESL students, if any, needs to be further investigated. Consider bringing back "Business Writing for International Students" course.

Q11 11. Looking back at your last assessment report, what is the current status of the plan for improvement of student learning that was discussed in your past reports? (Check all that apply)
- ❍ Proposed (1)
- ❍ In consideration (2)
- ❍ Implemented (3)
- ❍ **Being assessed (4)**
- ❍ Other (5)

Q12 12. Indicate all changes made to your program to improve student learning since the last assessment report you submitted. Some example changes include the following: Revising learning goals, outcomes and rubrics; Revising pre-requisites; Improving hands-on learning and labs; Introducing new courses; Changing emphasis on topics; Providing more tutoring help; Progressive measurement of the same learning goals in multiple courses; Redesigning assessment instruments such as assignments, exams, labs, and quizzes. (250 words)

Q13 13. Please write an abstract of no more than 250 words to summarize your assessment report this year. Your abstract should address items completed above, including which learning outcome was assessed, which data were collected and analyzed, how the department discussed the findings, and what changes are planned as a result of what was learned. In addition, please emphasize the changes made to

your program since the last assessment report (see questions 11 and 12). This abstract will be the basis of the assessment poster that the OIE will generate for the Assessment Showcase, and will be used as an easy way to share a summary of your report with others on campus.

Abstract:

In Spring 2020, MGT 349 students were required to submit a 2-3 page typed paper in which they analyze various personality characteristics based on a number of assessments they are to complete; this is part of the homework assigned after completing Chapter 3: Personality. Though they are provided the assessment rubric that will be used to evaluate for the writing PLLG, the instructor explained that she will be grading especially on inclusion of ideas from class and the examples they use in the assignment. Most students met the overall academic requirements of the assignment, though many struggled with the writing rubric. For the overall grade on the assignment, the instructor reviewed content and understanding more than the writing rubric. If a student submitted less than the 2-3 page paper as assigned, they were able to do better on mechanics as there was not as much writing to evaluate. A suggestion is to revise the rubric so that errors per page (or 1000 words) is included in the evaluation criteria. Students write very informally. This could be, perhaps, due to the nature of the actual assignment. This seems to be a trend across institutions and not sure how to address this. There is little teaching that goes on to assist students in improving their writing capabilities in MGT 349. The performance differences between ESL students and non-ESL students, if any, needs to be further investigated. Consider bringing back "Business Writing for International Students" course. This may be a PLLG that should be rotated among the various concentration areas to see if there is consistency among findings. Writing is an important component of each concentration area and should be judged. To rotate it to another area would provide comparative information to hopefully make the overall writing assessment stronger. The high unsatisfactory rates in mechanics are in contrast with other courses such as BUS 495 where this PLLG was measured. Thus, the results need to be monitored in future years.

The deadline for submission of reports is May 31. (Note, if due to the timing of your data gathering you would like to request a different deadline, please contact the Institutional Research Office, John Standard, standard@uwp.edu. The Assessment Showcase this year will be held on November 3, 2017.

SPECIAL QUESTION RELATED TO DISTANCE EDUCATION COURSES:

If your program is delivered fully or partly via distance education (online, hybrid, or flex-option/competency-based), please indicate the assessment efforts/plans undertaken in distance education (DE) courses/programs. Please emphasize topics such as assessment plans for distance education courses/programs, assessment results for DE courses/programs. (No limit on the length)