

**Departmental/Program Assessment Report Form 2015-16**

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: **College of Business, Economics, and Computing / Business Major**  
Assessment Liaison: Dr. Michele Gee

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.)

**BUS Learning Goal (PLLG3) Oral Presentation: The students can make an effective oral presentation on a business problem or issue. Spring 2016.**

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)
- Exam 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)

**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.**

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

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

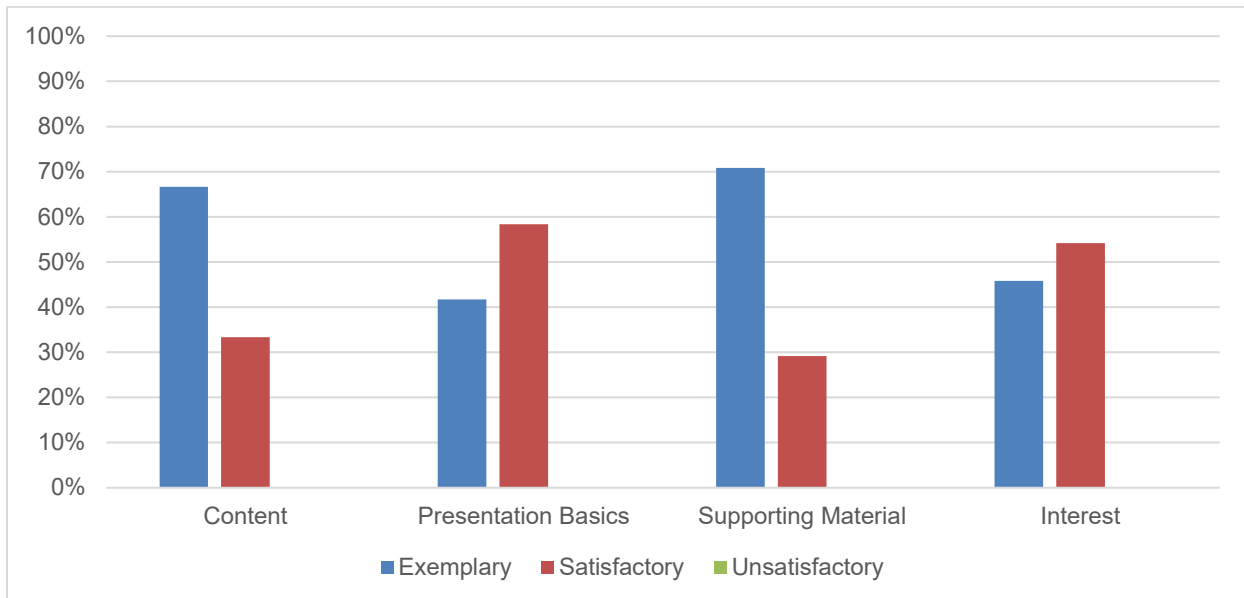
	Exemplary	Satisfactory	Unsatisfactory	Total
Content	6 <b>75%</b>	2 <b>25%</b>	0 <b>0%</b>	8
Presentation Basics	1 <b>13%</b>	7 <b>88%</b>	0 <b>0%</b>	8
Supporting materials	5 <b>63%</b>	3 <b>38%</b>	0 <b>0%</b>	8
Interest	3 <b>38%</b>	5 <b>63%</b>	0 <b>0%</b>	8

Section 003

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

Total of Both Sections

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



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) \_\_\_\_\_

**Note: 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.**

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

**Analysis:**

**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.**

Q11 11. Looking back at your assessment report from the last five years (since Fall 2012), 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 in the past five years (since Fall 2012) as part of the continuous improvement process. 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)

**PLLG 3 Oral Presentations. Oral presentations have remained consistently high in the capstone BUS 495 course since 2010.**

**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 in the past five years (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.

**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.**

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](mailto:standard@uwp.edu). The Assessment Showcase this year will be held on November 4, 2016.

**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, and changes made over the past five years. (250 words)

Not applicable.