

**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: Dr. Michele Gee  
Report Prepared by: Dr. Suresh Chalasani

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.)

**PLLG6:** Students will be able to effectively use computer technology to support a business decision. (Closely aligns with the shared learning goal **Reasoned Judgment**)

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)

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.

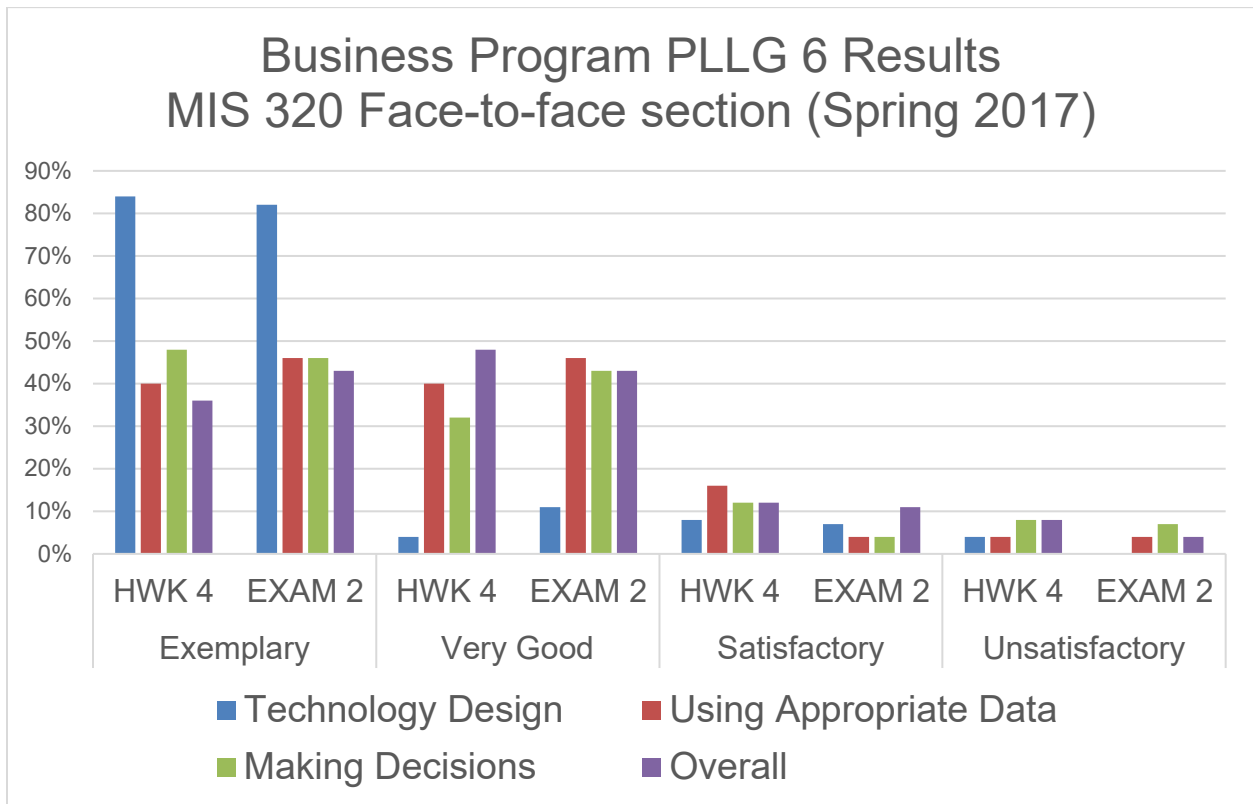
The previous rubric for this learning goal assessed student performance along the following dimensions: Analysis, Decision, and Presentation. The MIS faculty felt that the rubric was generic and did not evaluate the technology aspects well. Especially given the emphasis on data-based decision making 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. Appendix A presents details of this rubric. 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.

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

Homework 4 and Exam 2 required students to construct a Microsoft Access database based on a business scenario, add data, write queries to retrieve data, and construct business reports. The following table and chart depict the percentage of students in each rubric dimension and the percentage of students for overall score in terms of their performance.

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



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.

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)

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.

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)

We indicated changes to the Business curriculum in last year's reports (2015-16) for different learning goals. Learning goal #6 and its coverage remained relatively stable over the years; the main changes/experimentation involved using different rubrics in different courses depending on the emphasis in each course.

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 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.

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 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)

The online Business degree completion program has been fully implemented. However, there are no results currently from online courses for Business learning goal 6 (PLLG6). We are hoping to collect more data in future years from online courses.

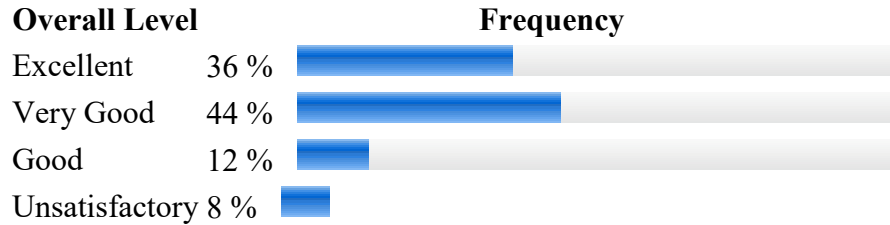
## Appendix A: Rubric Used to Measure Student Performance in Business Learning Goal PLLG6 in the course MIS 320

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

Criteria	Excellent 33.33 points	Very Good 27 points	Satisfactory 24 points	Unsatisfactory 17 points	Not Submitted 0 points
<b>Technology Design</b>	Student analyzed the business problem and arrived at the correct design to solve the business problem. Student's solution was efficient.	Student's analysis of the business problem was mostly correct and the student arrived at close to the correct design to solve the business problem.	Student's analysis of the business problem and student's design was lacking in some aspects.	Student's analysis of the business problem was mostly incorrect and the student's design to solve the business problem was incorrect.	Student did not submit relevant work.
<b>Using Appropriate Data</b>	Student used correct data and analyzed correct sets of data to solve the business problem; student used the right technological tools such as formula and queries to analyze data.	Student mostly used correct data and analyzed correct sets of data most of the time (80-90% of the time) to solve the business problem; student used mostly the right technological tools such as formula and queries to analyze data.	Student's usage of data and analysis of data sets was lacking in some aspects; student's usage of technological tools was lacking in some aspects.	Student's usage of data and analysis of data sets was incorrect; student's usage of technological tools was incorrect.	Student did not submit relevant work.
<b>Making Decisions</b>	Student made correct decisions for the business problem.	Student made correct decisions for the business problem most of the time (80-90% of the time).	Student made correct decisions 70% to 80% of the time.	A majority of student's decisions were incorrect.	Student did not submit relevant work.
<b>Overall Score</b>	<b>Excellent 94 or more</b> Excellent work.	<b>Very Good 85 or more</b> Very good work.	<b>Good 70 or more</b> Good work.	<b>Unsatisfactory 0 or more</b> Work was unsatisfactory.	

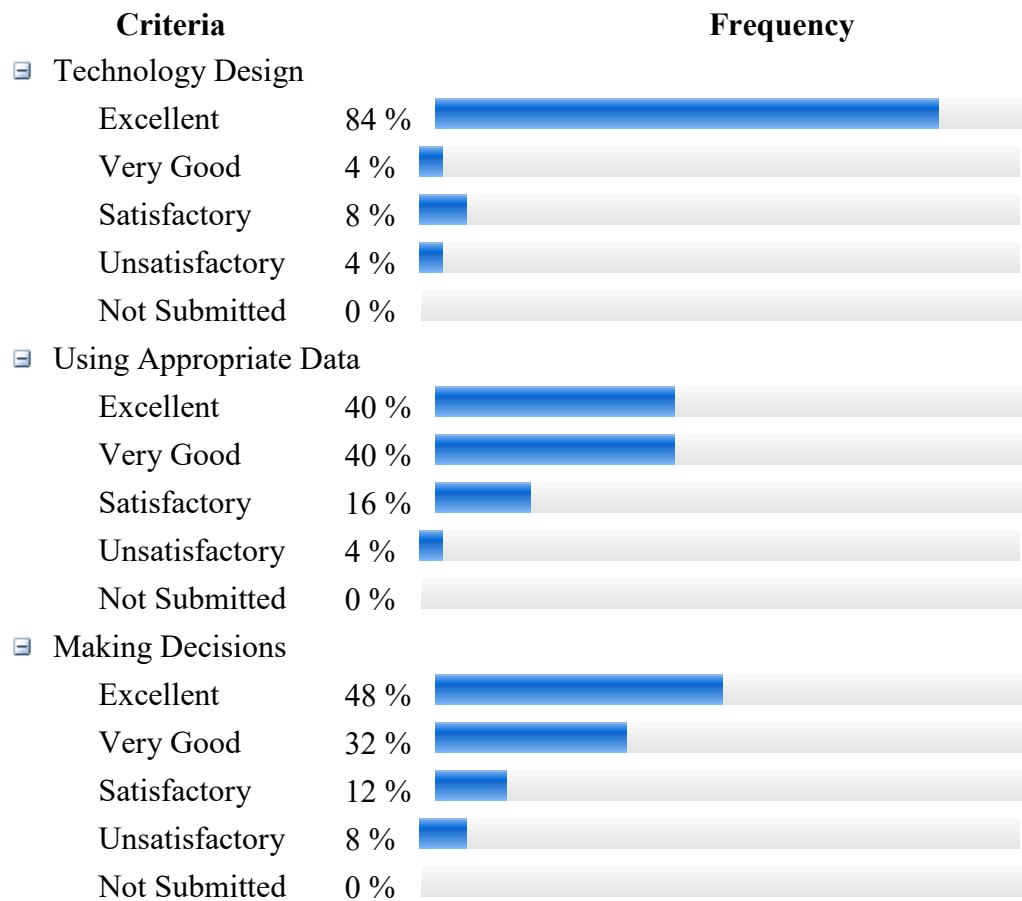
## Appendix B: Business Learning Goal (PLLG6: Using Technology for Supporting Business Decisions) Results from Student Performance for Homework 4

### Overall Score Frequency for Homework 4



### Criteria Score Frequency for Homework 4

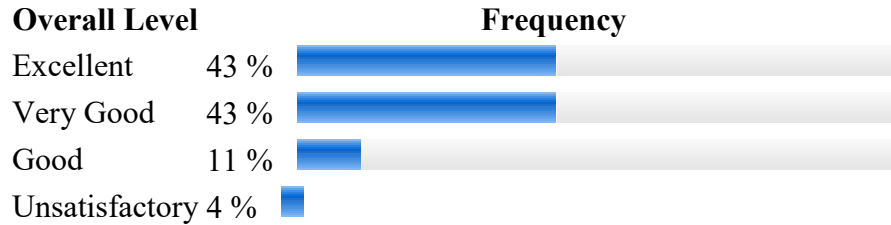
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## Appendix C: Business Learning Goal (PLLG6: Using Technology for Supporting Business Decisions) Results from Student Performance for Exam 2

### Overall Score Frequency for Exam 2



### Criteria Score Frequency for Exam 2

[Expand All](#) [Collapse All](#)

