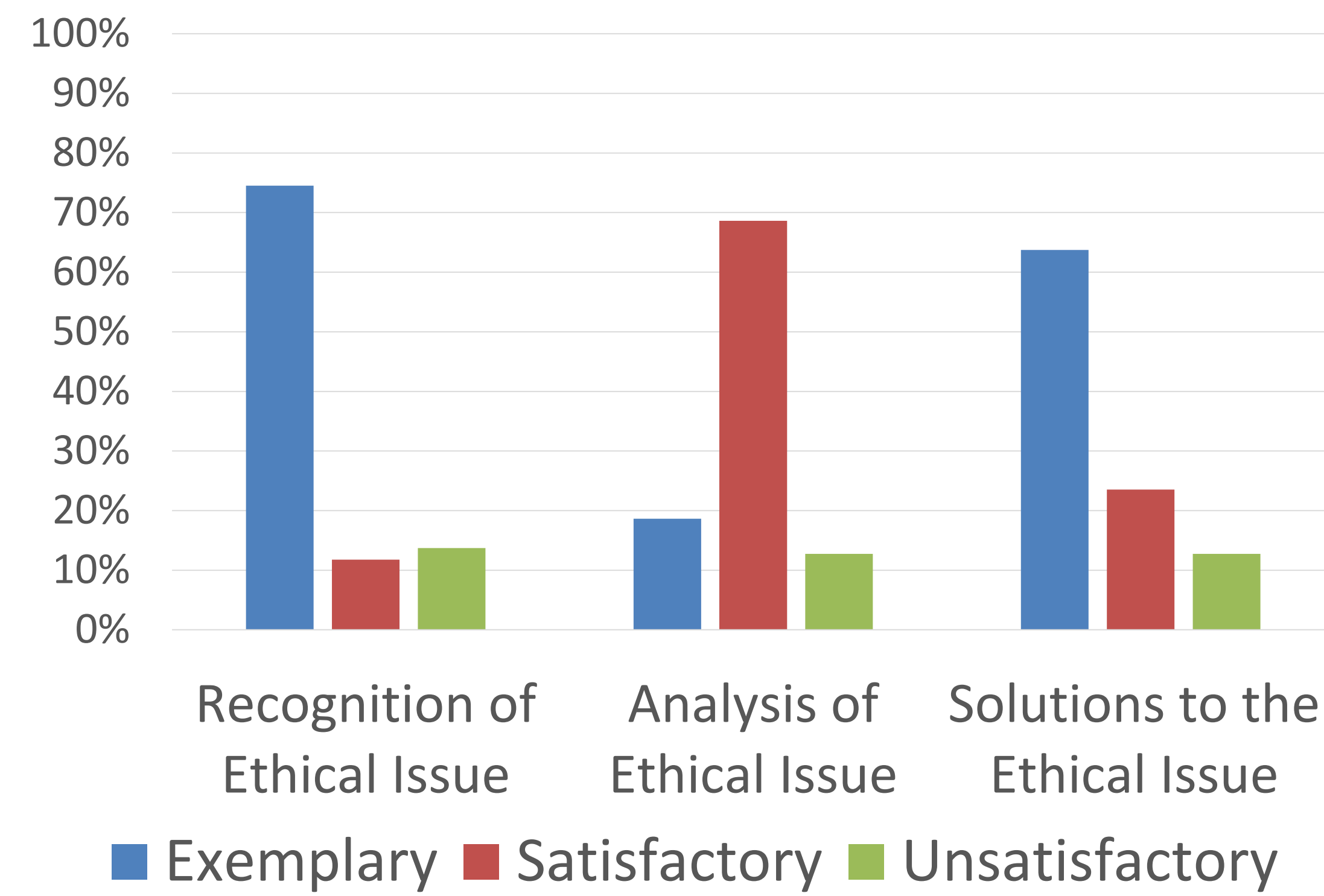


Business Undergraduate Major: Assessment Results 2014-15

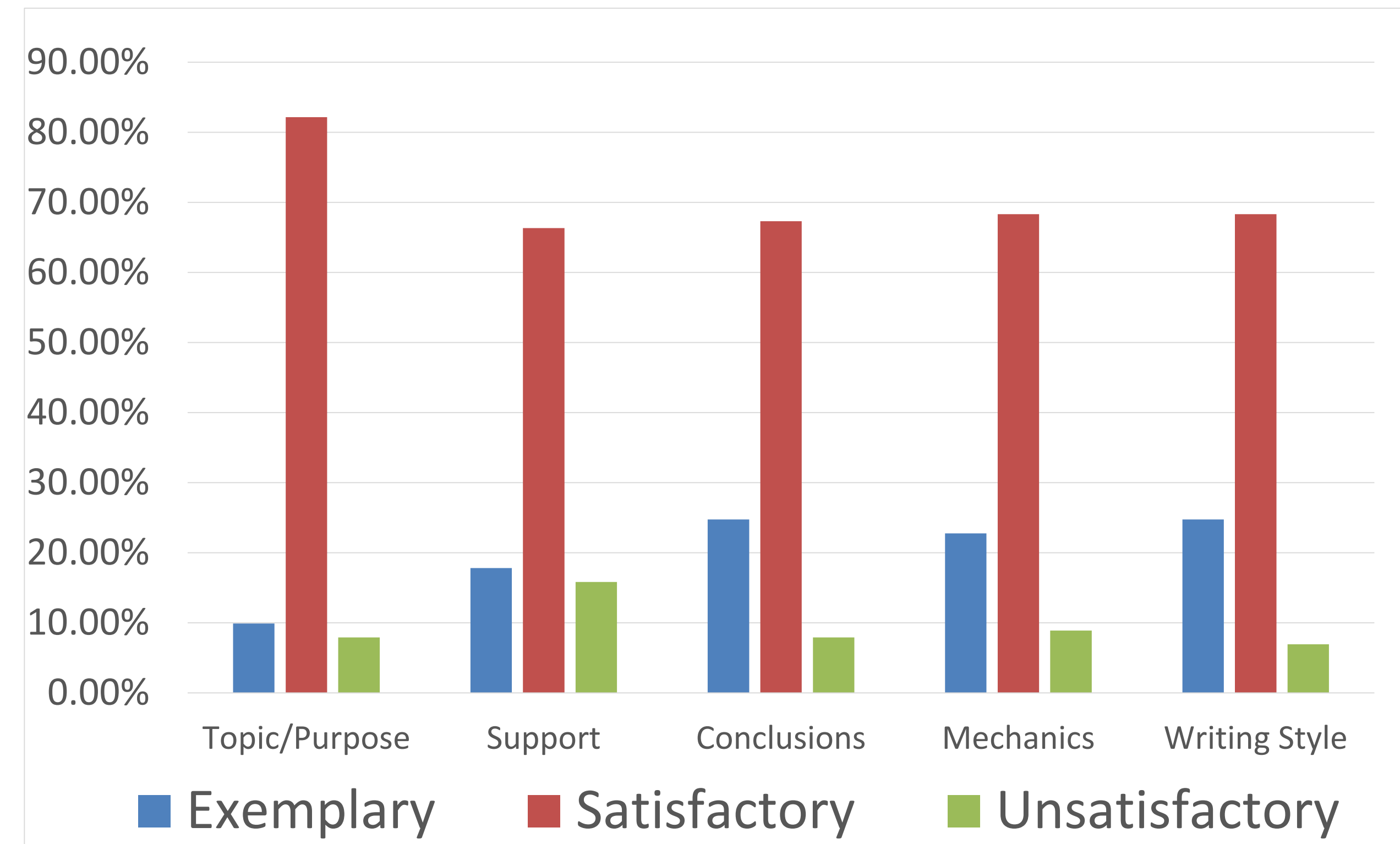
RESULTS FOR PLLG1: Ethics (SPRING 2015)

Recognize the ethical implications in a business situation and choose and defend an appropriate resolution.



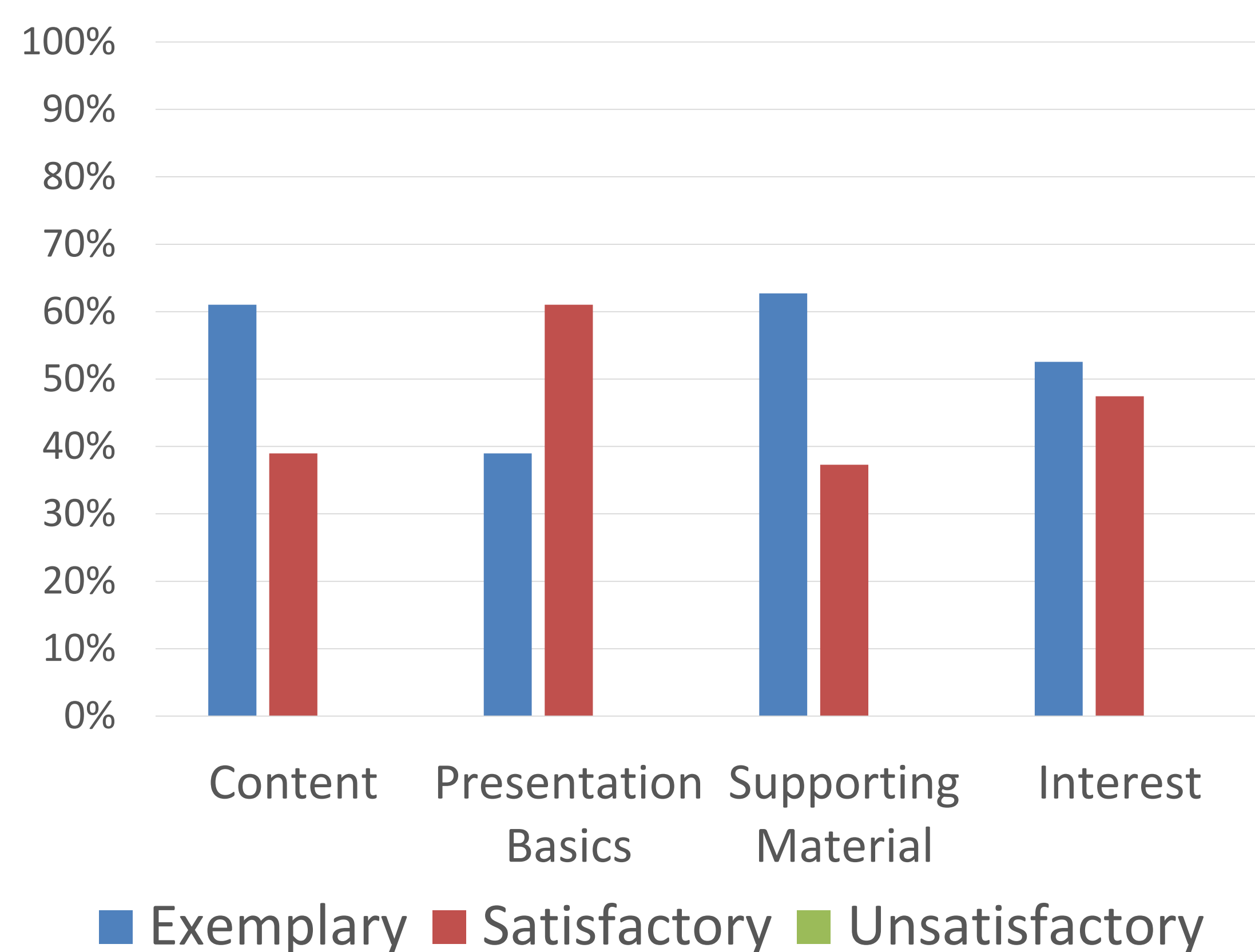
RESULTS FOR PLLG2: Writing (SPRING 2015)

Write effectively about a business problem or issue.



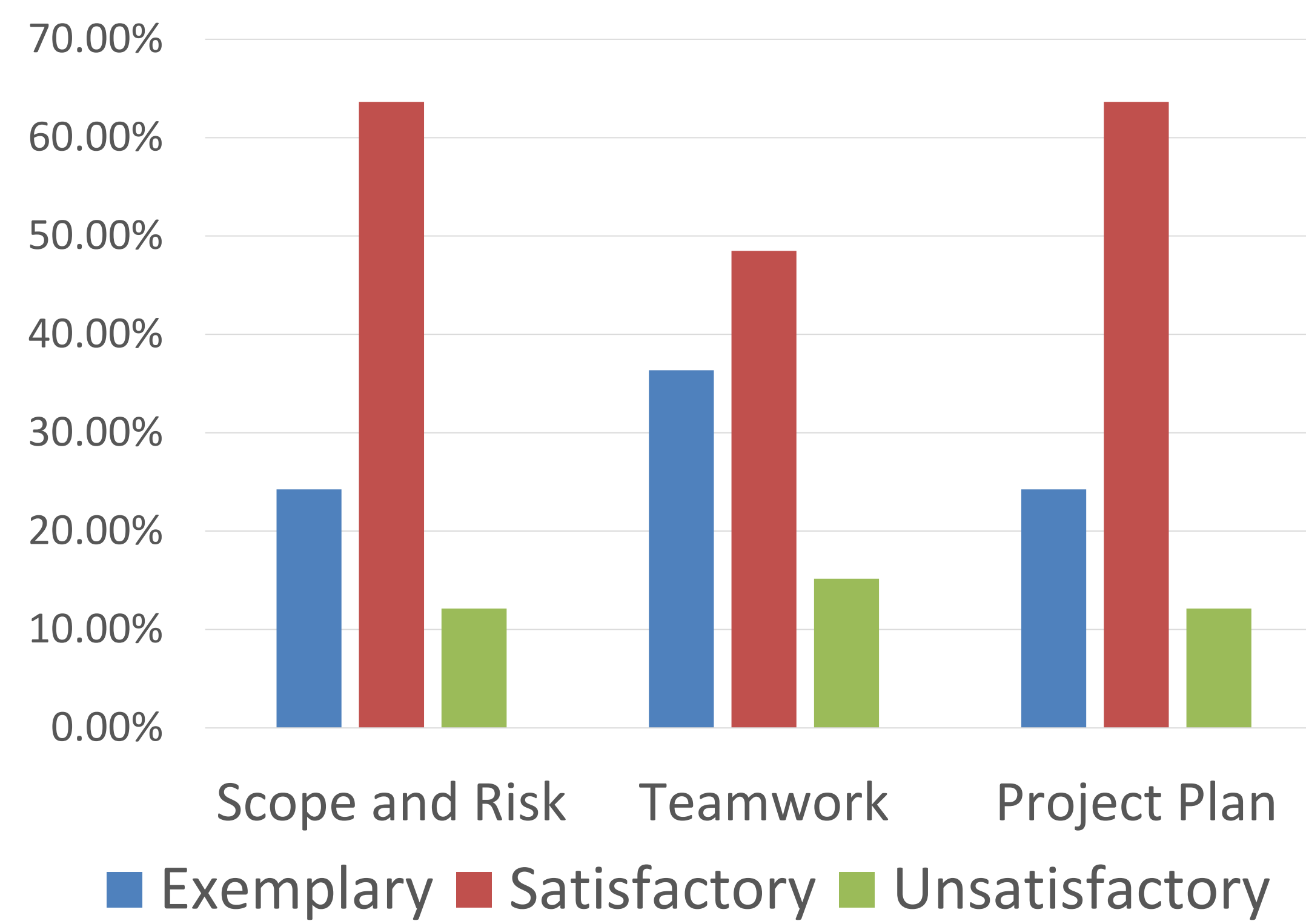
RESULTS FOR PLLG3: Oral Presentation (SPRING 2015)

Effective oral presentation on a business problem or issue.



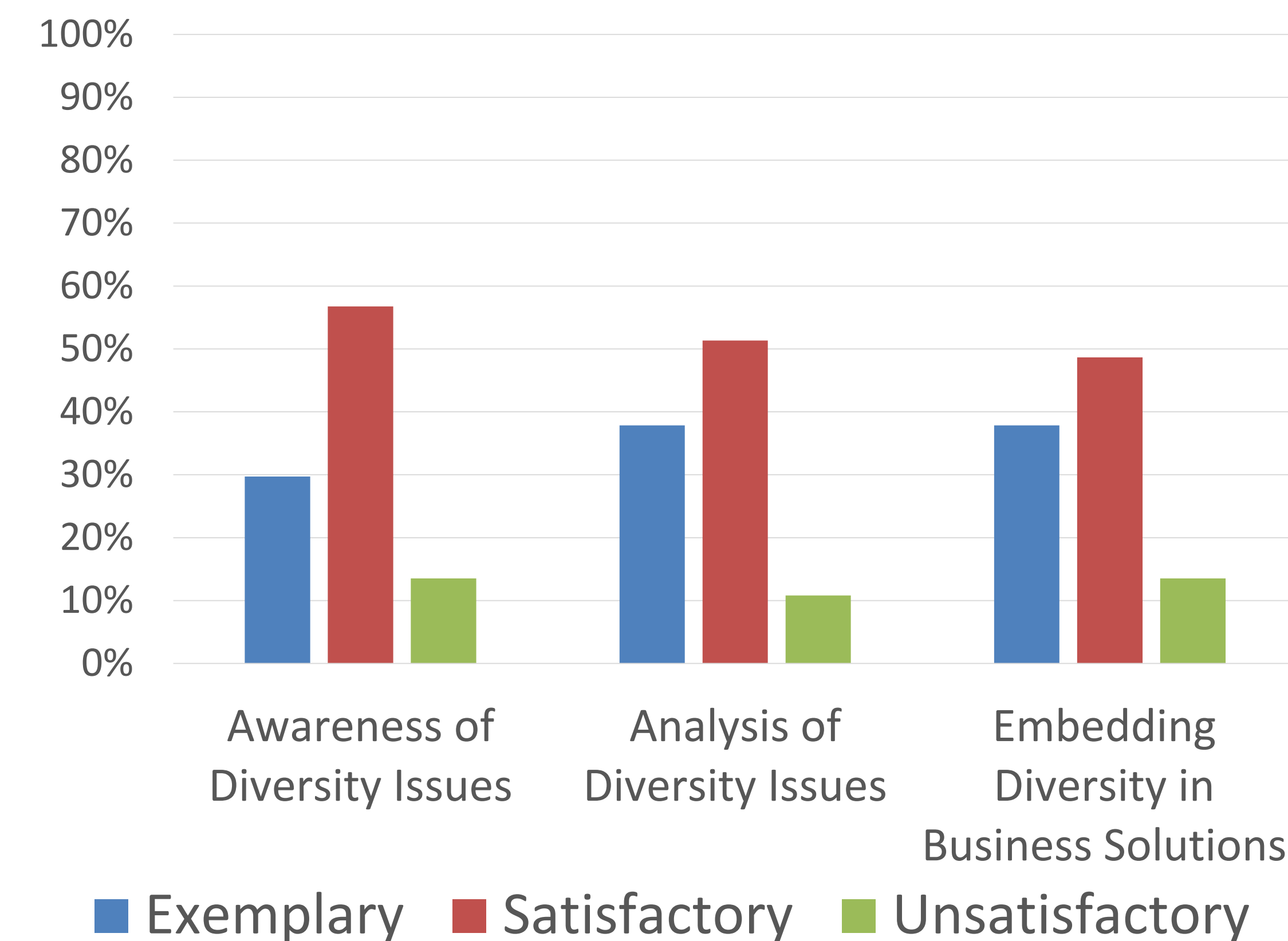
RESULTS FOR PLLG4 F2F: Project Mgt. (SPRING 2015)

Project management principles and is able to apply these principles to a practical situation.



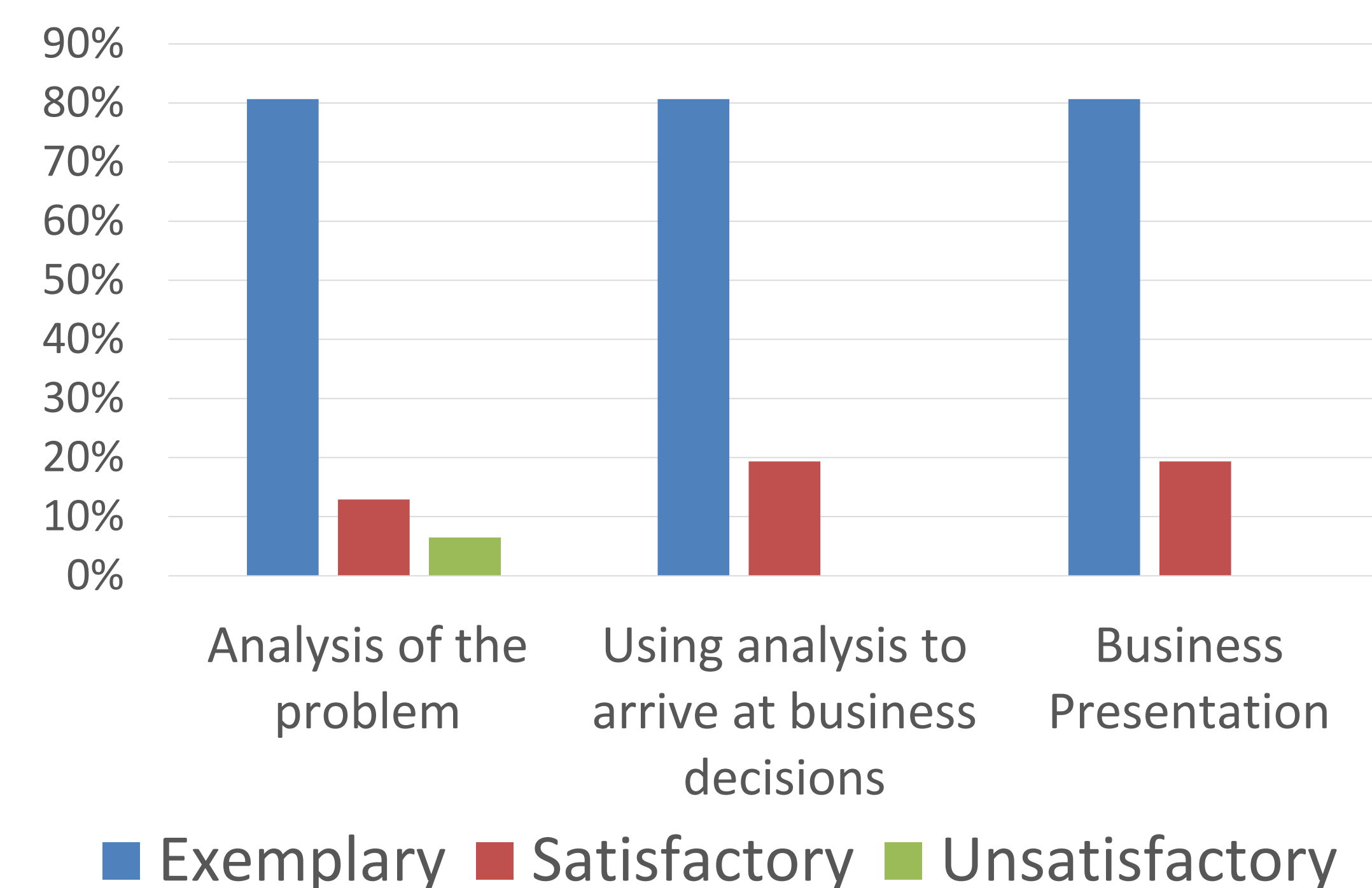
RESULTS FOR PLLG5: Diversity (SPRING 2015)

Articulate important diversity issues – including, but not limited to, race, ethnicity, culture, gender, age, socio-economic status and political/religious/sexual orientation – in business management.



RESULTS FOR PLLG6: Computer Skills (SPRING 2015)

Use computer technology to support a business decision.



Observations

PLLG1: Students were assessed at the desired 80% proficiency level or above in 2014-15. There have been moderate improvements across dimensions.

PLLG2: Significant improvement in student performance was achieved in 2014-15, and the proficiency level was 84% or higher for all five dimensions.

PLLG3: Students continue to consistently demonstrate excellent assessment results during 2014-15: 100% proficiency achieved for oral presentation skills. The majority of students have exemplary scores on three of the four dimensions.

PLLG4: Proficiency level of 80% exhibited by students performance. Various approaches to assessing this learning goal were explored.

PLLG5: Diversity scores have significantly improved from previous years. The majority of students score at the proficiency level or better for all three dimensions.

PLLG6: Computer skills assessed in a management information systems course resulted in significantly higher scores than in previous years when these skills were assessed in statistics course. All students were scored at the proficiency level or above for two of the three dimensions assessed, and the third dimension level was higher than 80%.

Changes/Action Items

(1) Place more emphasis on writing, and distribute detailed writing guidelines to students.

(2) Instructors will continue to work on improving assessment instruments and rubrics.

(3) Students from non-English speaking countries will continue to be encouraged to take the business communications course.

(4) Ongoing review of learning goals to determine the most appropriate disciplines and courses for assessment of student performance.

(5) Collect more assessment data on the growing number of online courses.