DEPARTMENT OF BUSINESS

ASSURANCE OF LEARNING REPORT
UNDERGRADUATE BUSINESS

2014-15

Introduction

This document describes the results of the assurance of learning exercises conducted by the Department of Business during the 2014-15 academic year. The complete assessment plans used by the Department of Business are described in five documents: *Assessment Plan for the Undergraduate Business Program*, *Accounting Major Assessment Plan, MIS Major Assessment Plan*, *Marketing Major Assessment Plan*, and *Assessment Plan for the MBA Program*. Each plan identifies program level learning goals (PLLGs) that are periodically assessed. These plans also specify rubrics for the assessment, processes for performing the assessment, processes for taking action on the assessment results, and processes for updating the assessment procedures. The Undergraduate Business and MBA program assessment plans were initially discussed and approved through a series of department and advisory board meetings in spring 2006, and the MIS assessment plan was initially discussed in 2009. Assessment Plans for the new Accounting and Marketing majors were most recently revised in spring 2015.

Students in the Accounting, Business Management, Marketing, and MIS majors are jointly assessed. These students take a common body of pre-business and business foundation courses. Thus, the undergraduate business PLLG results in this assurance of learning report do not distinguish between the four groups. Accounting, Marketing, and MIS majors are also subject to separate assessment plans specifically for their major. The results of these assessments are presented in separate documents (See MyAccreditation Documents folder for the various assessment reports).

The associate dean, with the assistance of graduate student assistants and some faculty, collaboratively compiled the undergraduate business PLLG assessment results obtained from course instructors in 2014-15.

The following summarizes the PLLGs in the Business undergraduate assessment plan.

PLLG1: Students can recognize the ethical implications in a business situation and choose and defend an appropriate resolution.
PLLG2: The students can write effectively about a business problem or issue.
PLLG3: The students can make an effective oral presentation on a business problem or issue.
PLLG4: Each student is knowledgeable in project management principles and is able to apply these principles to a practical situation.
PLLG5: Students will be able to 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.
PLLG6: Students will be able to effectively use computer technology to support a business decision.

The rest of this document is organized per PLLG. The rubrics, the results, and the action items are included.

PLLG1: Ethics

PLLG1. The students can recognize the ethical implications in a business situation and choose and defend an appropriate resolution.

Course in which this learning goal is assessed: ACCT 202: Managerial Cost Accounting.

Course Embedded Activity for Assessment: Each student in ACCT 202 is required to submit a written analysis of a case dealing with ethical issues in business.

Dimension	Exemplary	Satisfactory	Unsatisfactory	Total
Recognition	45 *88%*	2 *4%*	4 *8%*	51
Analysis	10 *20%*	36 *71%*	5 *10%*	51
Solution	33 *65%*	15 *29%*	3 *6%*	51

Case 2

	Exemplary	Satisfactory	Unsatisfactory	Total
Recognition	31 *61%*	10 *20%*	10 *20%*	51
Analysis	9 *18%*	34 *67%*	8 *16%*	51
Solution	32 *63%*	9 *18%*	10 *20%*	51

Total

	Exemplary	Satisfactory	Unsatisfactory	Total
Recognition	76 *75%*	12 *12%*	14 *14%*	102
Analysis	19 *19%*	70 *69%*	13 *13%*	102
Solution	65 *64%*	24 *24%*	13 *13%*	102
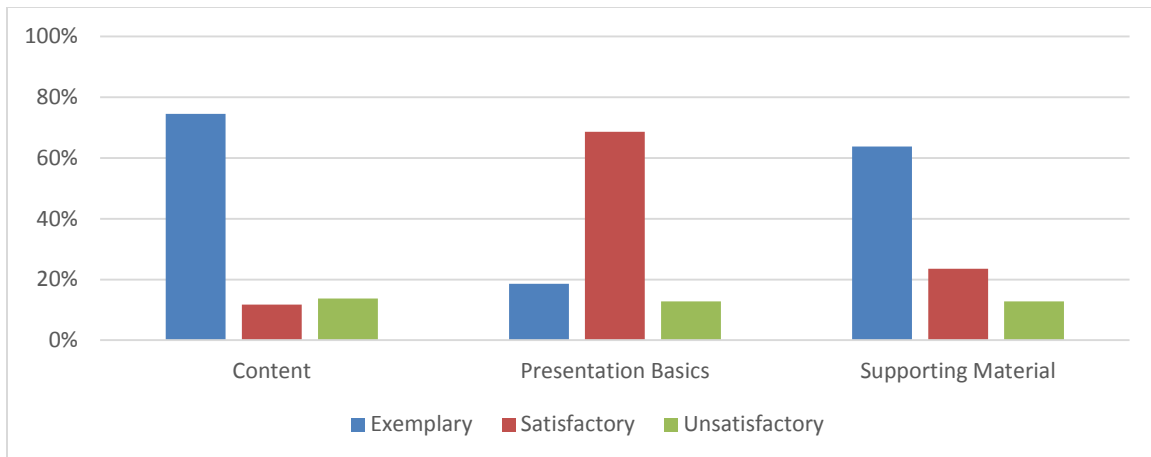
PLLG1: Ethics Comments:

1. Students were assessed at the desired 80% proficiency level or above in 2014-15.

2. Instructors in the course are continuing to improve upon assignments used to assess students' performance.

    a) For example, there were marked differences in the percentage of unsatisfactory results between two different cases used in the same course, same section, during Spring Semester 2015. The instructor will review and determine the appropriate difficulty level of the cases, and the most effective time in the semester to assess students.

PLLG2: Writing

PLLG2. The students can write effectively about a business problem or issue.

Course in which this learning goal is assessed: MGT 349: Organizational Behavior

Course Embedded Activity for Assessment: Each student in MGT 349 is required to submit a written paper in which they analyze a management problem or issue.
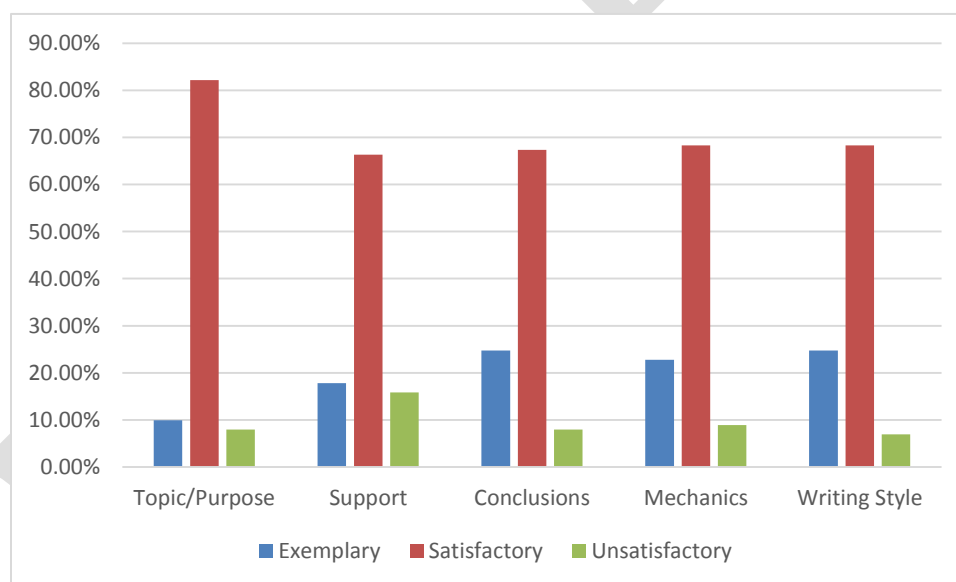
Particular Assignment
Activity for Assessment: Each student is required to submit a 2-3 page typed paper in which they analyze various personality characteristics based on a number of assessments they are to complete. This is part of the course homework.

PLLG2 Rubric, Assessment Results, and Comments

Business Undergraduate Students (from MGT 349)

	Exemplary	Satisfactory	Unsatisfactory	Total
Topic/Purpose	10	83	8	101
	10%	*82%*	*8%*	
Support	18	67	16	101
	18%	*66%*	*16%*	
Conclusions	25	68	8	101
	25%	*67%*	*8%*	
Mechanics	23	69	9	101
	23%	*68%*	*9%*	
Writing Style	25	69	7	101
	25%	*68%*	*7%*	

PLLG2: Writing Comments

During 2014-15, the results of the PLLG2 embedded course assessment exhibited students' performance at the proficiency level all five PLLG2 dimensions. This was a great improvement from the previous academic year. There are multiple actions believed to have contributed to the improvement in writing PLLG2. First, the Department of Business created and offered a special new course, Business Communications for International Students to better address the needs of a number of students originally from

non-English speaking countries. The instructor previously identified non-English speaking students as an issue. The instructor also found that a large number of unsatisfactory scores in the previous academic year 2013-14 were due to incomplete papers. Thus, the instructor attempted to make sure students understood the importance and the criteria for a complete paper by distributing the rubric and explaining in more detail how students will be assessed. Faculty members were also encouraged to refer students to the writing center and provide more feedback on writing. This may have also contributed to the improved scores.

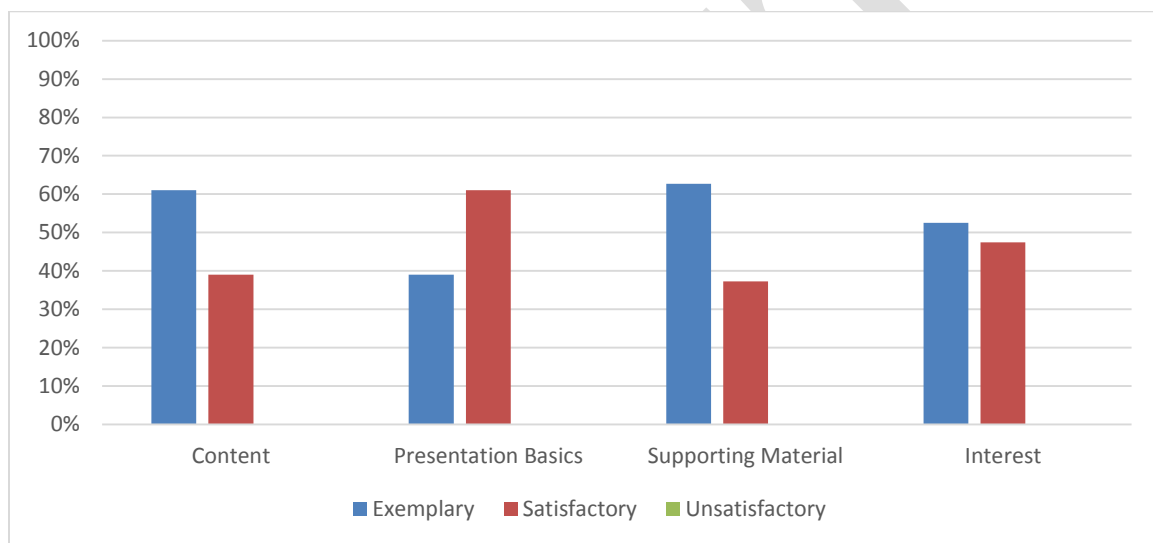## PLLG3: Oral Presentations, Rubrics & Results

BUS 495, Section 1

	Exemplary	Satisfactory	Unsatisfactory	Total
Content	16 *57%*	12 *43%*	0 *0%*	28
Presentation Basics	13 *46%*	15 *54%*	0 *0%*	28
Supporting materials	16 *57%*	12 *43%*	0 *0%*	28
Interest	15 *54%*	13 *46%*	0 *0%*	28

BUS 495, Section 2

	Exemplary	Satisfactory	Unsatisfactory	Total
Content	20 *65%*	11 *35%*	0 *0%*	31
Presentation Basics	10 *32%*	21 *68%*	0 *0%*	31
Supporting materials	21 *68%*	10 *32%*	0 *0%*	31
Interest	16 *52%*	15 *48%*	0 *0%*	31

Total BUS 495

|	Exemplary	Satisfactory	Unsatisfactory	Total
Content	36 *61%*	23 *39%*	0 *0%*	59
Presentation Basics	23 *39%*	36 *61%*	0 *0%*	59
Supporting Materials	37 *63%*	22 *37%*	0 *0%*	59
Interest	31 *53%*	28 *47%*	0 *0%*	59

PLLG3 Comments

PLLG3 Oral Presentations assessed in the business capstone strategic management course (Business 495) continues to consistently demonstrate excellent assessment results during 2014-15. As demonstrated in the table and graph above, 100% of students had scores that were mostly exemplary in three of the four dimensions assessed. The professor in the capstone course makes sure that students realize that their oral presentation skills are being assessed in the class, and provides the criteria (rubric) used to evaluate this skill. In addition, a number of students are enhancing their skills by making presentations to community partners and other university external (and internal) stakeholders.

PLLG4: Project Management, Assessed in MIS 320, Spring 2015

PLLG4 Rubric and Results

	Exemplary	Satisfactory	Unsatisfactory	Total
Scope and Risk	10	21	0	31
	32%	*68%*	*0%*	
Teamwork	10	21	0	31
	32%	*68%*	*0%*	
Project Plan	10	21	0	31
	32%	*68%*	*0%*	
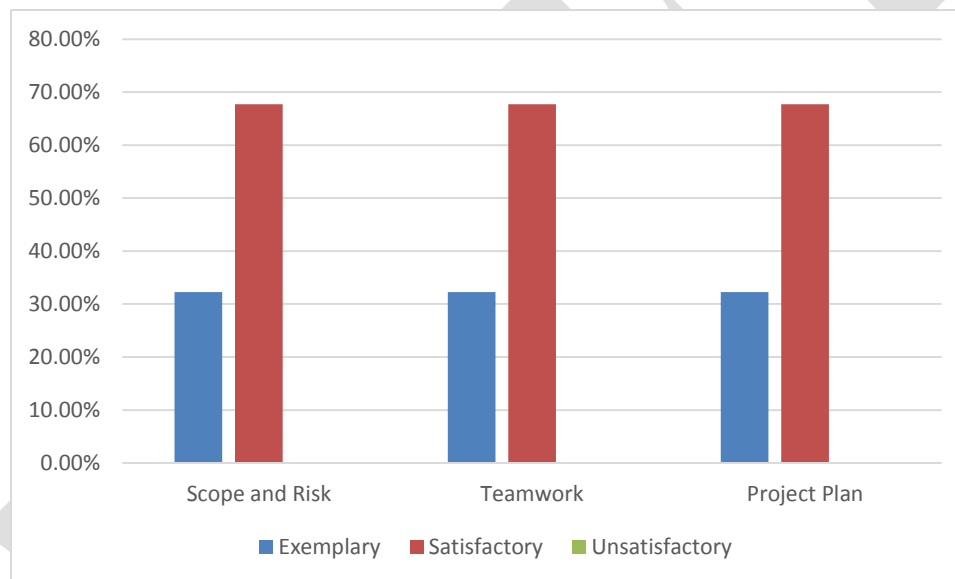
PLLG4 Assessment Comments

During 2014-15, PLLG4 was assessed two times in MIS 320: one section was online and the second section was conducted on campus. The online class had better assessment results than the face-to-face class. Several MIS professors and one QM professor are working together to analyze the results, and continuously improve the assessment of PLLG4 project management skills.

## PLLG5: Diversity, Assessed in MKT 350, Spring 2015

MKT 350-001

	Exemplary	Satisfactory	Unsatisfactory	Total
Awareness of Diversity Issues	7 **26%**	16 **59%**	4 **15%**	27
Analysis of Diversity Issues	12 **44%**	12 **44%**	3 **11%**	27
Embedding Diversity in Business Solution	12 **44%**	13 **48%**	2 **7%**	27

MKT 350-002

	Exemplary	Satisfactory	Unsatisfactory	Total
Awareness of Diversity Issues	4 **40%**	5 **50%**	1 **10%**	10
Analysis of Diversity Issues	2 **20%**	7 **70%**	1 **10%**	10
Embedding Diversity in Business Solution	2 **20%**	5 **50%**	3 **30%**	10

Total

	Exemplary	Satisfactory	Unsatisfactory	Total
Awareness of Diversity Issues	11 **30%**	21 **57%**	5 **14%**	37
Analysis of Diversity Issues	14 **38%**	19 **51%**	4 **11%**	37
Embedding Diversity in Business Solution	14 **38%**	18 **49%**	5 **14%**	37
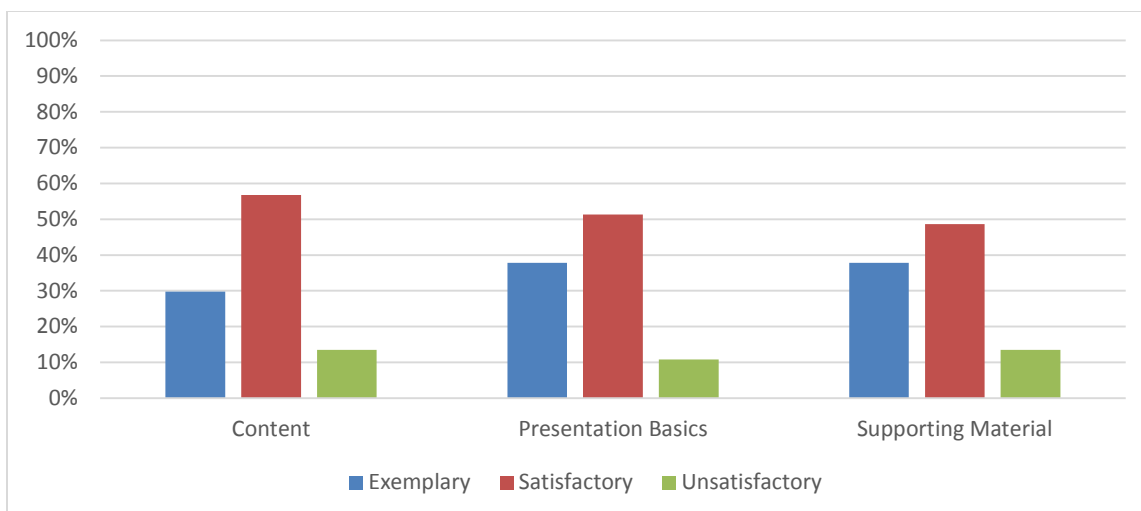
PLLG5: Diversity, Comments

The assessment results for PLLG5: Diversity was assessed in two sections of the Marketing Principles course (MKT 350) and significantly improved from previous years. It was determined that incorporating the diversity assignment/measure into a more heavily weighted, graded assignment resulted in increased student motivation and helped to improve their scores. Thus, it is notable that in academic year 2014-2015, the majority of students scored at the proficiency level or better for all three dimensions (Awareness, Analysis, and Solution) in both sections of the MKT 350. Marketing professors will continue to review the results, including any differences between the two sections that in 2014-15 were taught by a lecturer and an adjunct instructor.

PLLG6: Computer Technology

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

Course in which this learning goal is assessed: During academic year 2014-15, PLLG6 was assessed in MIS 320.

2014-15		
Exemplary	Satisfactory	Unsatisfactory
81%	13%	6%
81%	19%	0%
81%	19%	0%

PLLG6 Comments

PLLG6: Computer Technology results in 2014-15 demonstrated excellent student performance. All of the students were scored at the proficiency level or above for two of the three dimensions assessed (Decision and Presentation). In the third dimension (Analysis), 94%

The above results are quite encouraging, particularly since PLLG 6 is undergoing considerable restructuring. During the past few years, varying rubrics, in different classes, with several professors have been used to explore viable ways of assessing students' skills in this area. PLLG6 was initially developed to be assessed in Quantitative Methods 310. In QM 310, the assessment tested statistical skills. In contrast, MIS 320 focused on non-statistical models with much better results for PLLG6: Computer Technology skills. The business undergraduate curriculum and assessment committee, therefore, will explore the refinement and possible revision of PLLG6 to include the determination of the best course to assess it.