



**DEPARTMENT OF BUSINESS**

**ASSURANCE OF LEARNING REPORT  
UNDERGRADUATE BUSINESS AND MIS MAJORS**

**2010-11**

## 1. Introduction

This document describes the results of the assurance of learning exercises conducted by the Department of Business during the 2010-11 academic year. The complete assessment plans used by the Department of Business are described in three documents: *Assessment Plan for the Undergraduate Business Program*, *MIS 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 latest assessment plans, were discussed and approved through a series of department and advisory board meetings in the spring 2006. The assessment plans and the data generated are periodically reviewed for quality improvement.

Students in both the Business and MIS major were assessed in 2010-11. These students take a common body of pre-business and business foundation courses. The PLLG results do not distinguish between the two groups. MIS students are also subject to an MIS assessment plan. The results of this assessment are presented in a separate document.

The following summarizes the PLLGs in the Business assessment plan. The starred PLLGs were evaluated during 2010-2011.

**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.

**PLLG3.** The students can make an effective oral presentation on a business problem or issue.

Course in which this learning goal is assessed: BUS 495: Business Policy Seminar

Course Embedded Activity for Assessment: Each student in BUS 495 will makes an oral presentation that includes a strategic analysis of an organization.

Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Content	Purpose/topic is clear; student presents in logical sequence with appropriate supporting data or examples; student answers questions well.	Presenter demonstrates three of four things described in the Exemplary level.	Presenter demonstrates two or fewer things at Exemplary level.
Presentation Basics	Presenter speaks clearly & at appropriate volume; makes eye contact; does not fidget; is dressed professionally.	Presenter demonstrates four of five things in Exemplary level.	Presenter demonstrates three or fewer or things in Exemplary level.
Supporting materials (handouts &/or PowerPoint)	Relevant supporting materials are used; no spelling errors; graphics that enhance presentation are included.	Relevant supporting materials are used & contain no more than two minor spelling errors; no graphics.	Either no supporting materials are used or materials are not relevant.
Interest	Speaker uses memorable language, appropriate tone, and/or examples that captures attention and holds audience's interest.	Speaker uses adequate language, tone, and examples to maintain audience's attention.	Speaker does not maintain audience's interest.

Assessment Results:

## Section 1- Evaluator-Gee

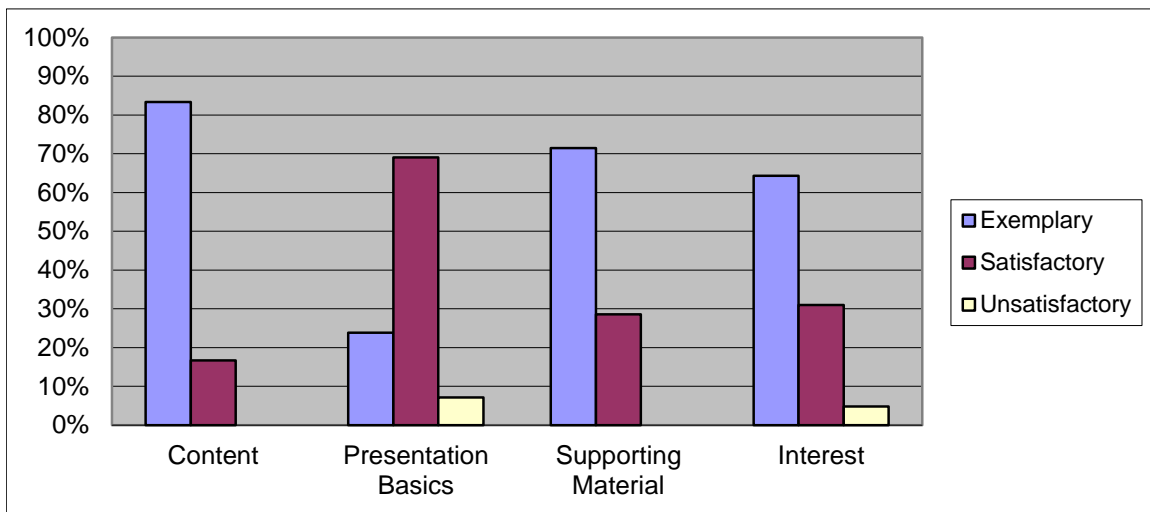
	Exemplary	Satisfactory	Unsatisfactory	Total
Content	15 <b>68%</b>	7 <b>32%</b>	0 <b>0%</b>	22
Presentation Basics	4 <b>18%</b>	15 <b>68%</b>	3 <b>14%</b>	22
Supporting materials	10 <b>45%</b>	12 <b>55%</b>	0 <b>0%</b>	22
Interest	13 <b>59%</b>	7 <b>32%</b>	2 <b>9%</b>	22

## Section 2- Evaluator-Gee

	Exemplary	Satisfactory	Unsatisfactory	Total
Content	20 <b>100%</b>	0 <b>0%</b>	0 <b>0%</b>	20
Presentation Basics	6 <b>30%</b>	14 <b>70%</b>	0 <b>0%</b>	20
Supporting materials	20 <b>100%</b>	0 <b>0%</b>	0 <b>0%</b>	20
Interest	14 <b>70%</b>	6 <b>30%</b>	0 <b>0%</b>	20

## Combined

	Exemplary	Satisfactory	Unsatisfactory	Total
Content	35 <b>83%</b>	7 <b>17%</b>	0 <b>0%</b>	42
Presentation Basics	10 <b>24%</b>	29 <b>69%</b>	3 <b>7%</b>	42
Supporting Materials	30 <b>71%</b>	12 <b>29%</b>	0 <b>0%</b>	42
Interest	27 <b>64%</b>	13 <b>31%</b>	2 <b>5%</b>	42

Discussion

- This PLLG has historically demonstrated adequate. Content, Supporting Material, and Interest improved this year.
- Faculty attribute improved oral communication skills to enhanced emphasis on presentation skills and practice through presentations to community members.

**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.

Course in which this learning goal is assessed: MKT 350: Introduction to Marketing.

Course Embedded Activity for Assessment: Students in MKT 350 will respond to test questions that deal with diversity and/or write an essay on the topic.

Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Awareness of Diversity Issues	Demonstrates an high level of awareness, understanding, and appreciation of the fundamental issues related to diversity	Demonstrates a growing and developing level of awareness, understanding, and appreciation of the fundamental issues related to diversity	Fails to demonstrate a basic level of awareness, understanding, and appreciation of the fundamental issues related to diversity.
Analysis of Diversity Issues	Student provides a thorough analysis of relevant diversity issues in the context of the business problems.	Student provides an analysis of some of the relevant diversity issues in the context of the business problems.	Student does not provide an analysis of the diversity issues in the context of the business problems.
Embedding Diversity in Business Solutions	Student discusses and integrates relevant diversity issues into the business solution.	Student discusses and integrates some of the relevant diversity issues into the business solution.	Student does not demonstrate an integration of diversity issues into the business solution.

Essay Problem:

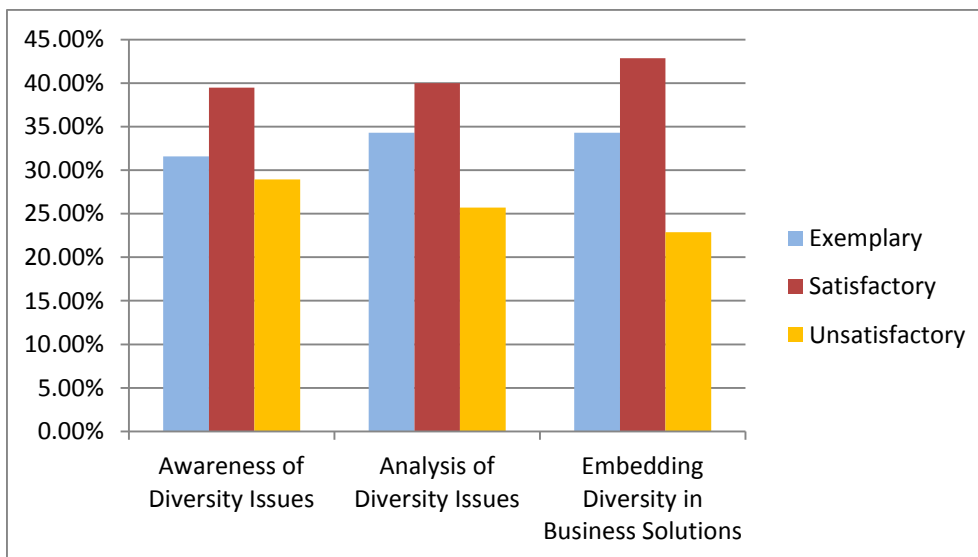
The US is becoming increasingly ethnically and racially diverse. The Hispanic sector is the fastest growing in terms of population increase but multi-racials are the fastest growing percentage wise. The Asian and African American populations are both growing faster than the national average. The net result is that by 2012 that 1/3 of the US population will be defined as being "non-caucasian" by US census statistics.

Assume you are a marketing manager for a large grocery chain like Pick and Save. Think of 3 services or marketing ideas that you might use to better meet the needs of one or more of these growth demographics and gain a competitive advantage for your stores. 3 paragraphs of 2-3 sentences each describing these ideas is fine.

Assessment Results:

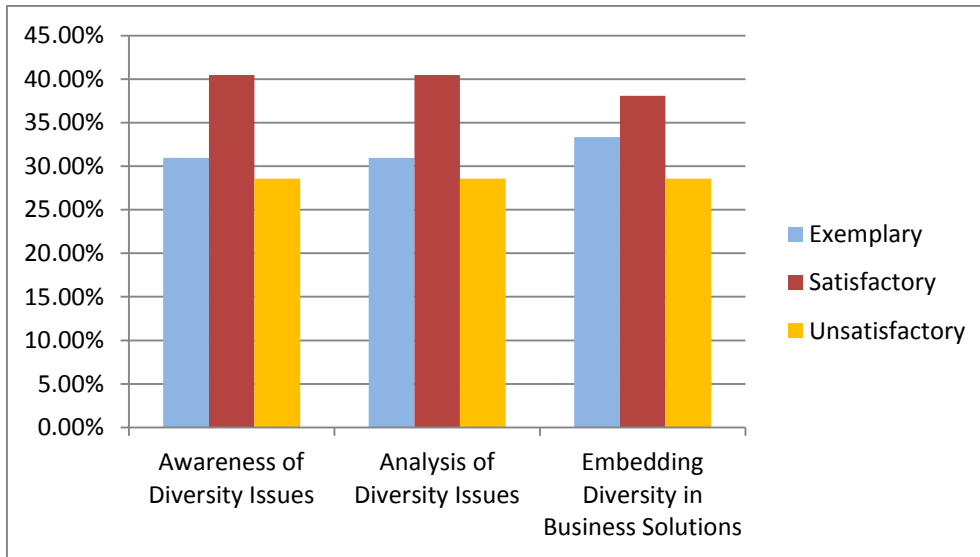
Fall 2010- Evaluator Knight

	Exemplary	Satisfactory	Unsatisfactory	Total
Awareness of Diversity Issues	12 <b>32%</b>	15 <b>39%</b>	11 <b>29%</b>	38
Analysis of Diversity Issues	12 <b>34%</b>	14 <b>40%</b>	9 <b>26%</b>	35
Embedding Diversity in Business Solutions	12 <b>34%</b>	15 <b>43%</b>	8 <b>23%</b>	35



Spring 2011- Evaluator Knight

	Exemplary	Satisfactory	Unsatisfactory	Total
Awareness of Diversity Issues	13 <b>31%</b>	17 <b>40%</b>	12 <b>29%</b>	42
Analysis of Diversity Issues	13 <b>31%</b>	17 <b>40%</b>	12 <b>29%</b>	42
Embedding Diversity in Business Solutions	14 <b>33%</b>	16 <b>38%</b>	12 <b>29%</b>	42



### Discussion

- Percentages remain consistent to previous years
- Motivation for completing the exercise with quality may be an issue
- Action: Incorporate diversity measure into a more highly rewarded exercise



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

Course in which this learning goal is assessed: QM 310: Business Statistics II.

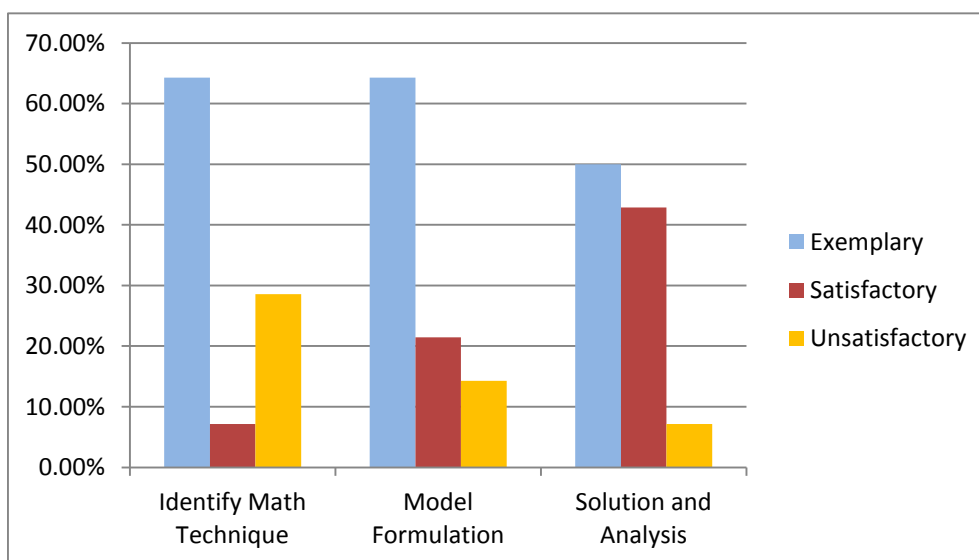
Course Embedded Activity for Assessment: Students in QM 310 will develop a spreadsheet solution to a business decision problem based on statistical analysis.

The assessment rubric for this PLLG is undergoing revision. The department is allowing flexibility depending upon the software used. Instead of the standard rubric, the following rubric was used. This rubric focuses on model development rather than template use.

Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Identify the Math Technique or Formula	The student has identified the correct mathematical model/formula for the decision making situation and provided an adequate explanation.	The student identified the correct mathematical model/formula.	The student has the wrong mathematical model.
Formulate the model for a specific situation	The student has developed the math model given the data and constraints related to the business decision problem. In addition, the student was able to explain the model.	The student has made no mistakes or one minor mistake in the application of the correct method given the constraints for the decision problem.	The student incorrectly formulated the method for the decision problem or has made major mistake in the formulation.
Solution and analysis	The student has correctly solved the problem and has added a verbal explanation of the solution.	The student has the right solution, or there is at most one minor error.	The student has the wrong solution, or has more than one error in the solution.

	Exemplary	Satisfactory	Unsatisfactory	Total
Identify Math Technique	9 <b>64%</b>	1 <b>7%</b>	4 <b>29%</b>	14
Model Formulation	9 <b>64%</b>	3 <b>21%</b>	2 <b>14%</b>	14
Solution and Analysis	7 <b>50%</b>	6 <b>43%</b>	1 <b>7%</b>	14



### Discussion

- Most students perform adequately in all dimensions.
- A high number of students struggled to identify the correct technique given the problem.
- Action: The faculty members in the course will continue to work on cases to help students identify the correct technique
- Action: The PLLG will continue to be revised