



**DEPARTMENT OF BUSINESS**

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

**2011-12**

## 1. Introduction

This document describes the results of the assurance of learning exercises conducted by the Department of Business during the 2011-12 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 2011-12. 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 2011-2012.

**\*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.** 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.

Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Recognition of the Ethical Issue	Student's assignment identifies the ethical issue correctly, and provides a complete discussion of the arguments to support the finding.	Student's assignment identifies the ethical issue correctly. However, the student does not provide sufficient arguments to support the finding.	Student's assignment does not clearly identify the ethical issue(s) related to the assignment or identifies the ethical issue incorrectly.
Analysis of the Ethical Issue	Student's assignment clearly discusses and analyzes the ethical issue. It includes all of the supporting facts/arguments in the analysis.	Student's assignment clearly discusses and analyzes the ethical issue. However, some of the supporting facts/arguments are not included in the analysis.	Student's assignment does not clearly discuss or analyze the ethical issue. Little or no understanding of fact versus opinion distinctions.
Discussion and Solution to the Ethical Issue	Student's assignment indicates how to apply ethical principles in arriving at a solution to the business dilemma. It also provides a complete discussion of the relationship between the principles and the solution.	Student's assignment does indicate how to apply ethical principles in arriving at a solution to the business dilemma. However, the discussion in the assignment does not completely relate the ethical principles to the solution.	Student's assignment does not clearly indicate how to apply ethical principles in arriving at a solution to the business dilemma. No apparent understanding how ethical principles might be given a foundation.

This year the primary focus of the case was the discussion and solution of the ethical issue. Consequently, only the last dimension was scored.

Fall 2011

	Exemplary	Satisfactory	Unsatisfactory	Total
Discussion and Solution to the Ethical Issue	13 <b>19%</b>	40 <b>60%</b>	14 <b>21%</b>	67

Spring 2012

	Exemplary	Satisfactory	Unsatisfactory	Total
Discussion and Solution to the Ethical Issue	46 <b>57%</b>	29 <b>36%</b>	6 <b>7%</b>	81

Comments:

- Substantial improvement from Fall to Spring semester.
- Scores in this dimension are better than the 2009-10 year.
- Action: Revise ethics rubric and continue more detailed analysis in the future years.

**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.

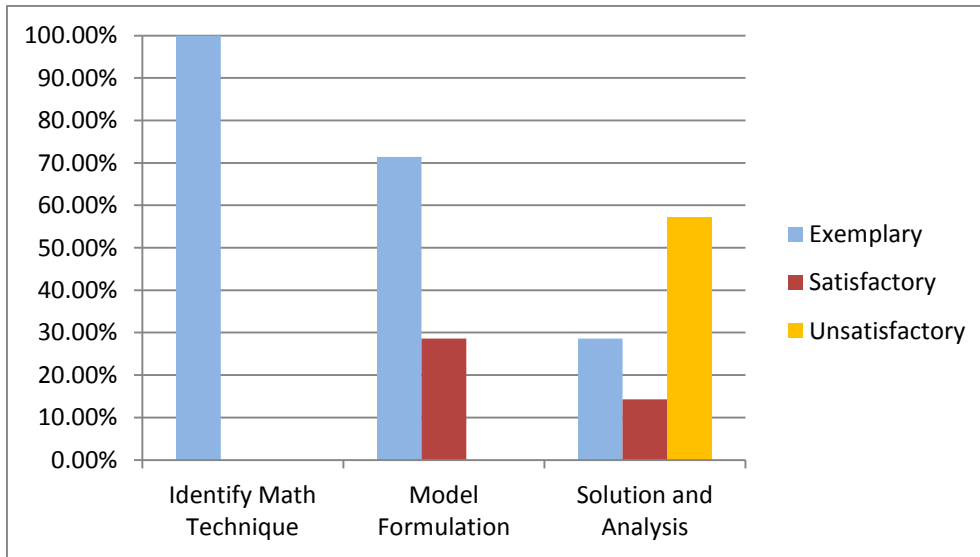
Course Embedded Activity for Assessment: Students in QM 310 will develop a spreadsheet solution to a business decision problem based on statistical analysis.

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.

Summer 2012

	Exemplary	Satisfactory	Unsatisfactory	Total
Identify Math Technique	7 <b>100%</b>	0 <b>0%</b>	0 <b>0%</b>	7
Model Formulation	5 <b>71%</b>	2 <b>29%</b>	0 <b>0%</b>	7
Solution and Analysis	2 <b>29%</b>	1 <b>14%</b>	4 <b>57%</b>	7



### Discussion

- Small sample due to summer class
- Improvement in identifying the math technique
- Action: Work on solution and analysis dimension