



**DEPARTMENT OF BUSINESS**

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

**2012-13**

## 1. Introduction

This document describes the results of the assurance of learning exercises conducted by the Department of Business during the 2012-13 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 2012-13. 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 2012-2013.

**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.

In addition to the above PLLG, the Department of Business received the results of the ETS proficiency profile in spring 2013. The profile was administered in 2011, but added to this assessment report.

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

**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.

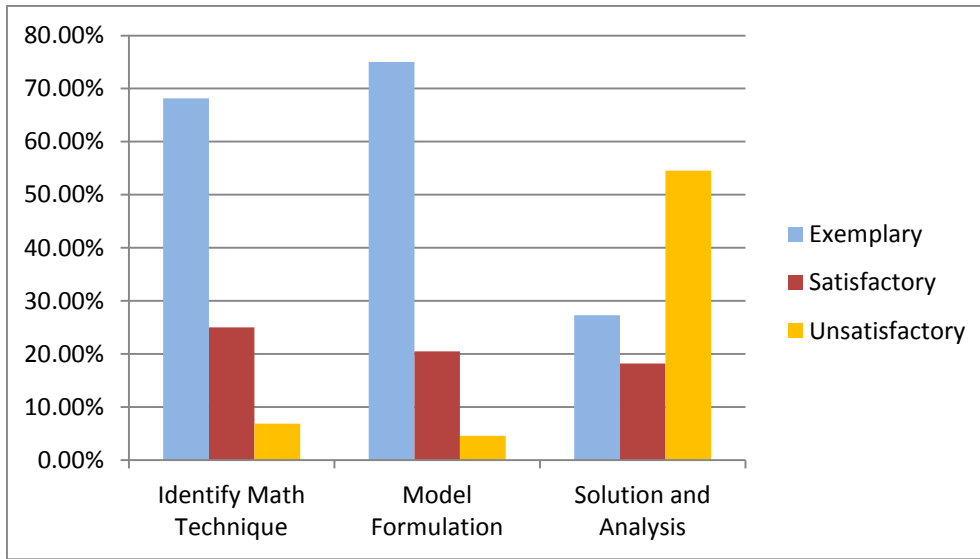
Course Embedded Activity for Assessment: Students in QM 310 will develop a spreadsheet solution to a business decision problem based on statistical analysis.

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.

Fall 2012

	Exemplary	Satisfactory	Unsatisfactory	Total
Identify Math Technique	30 <b>68%</b>	11 <b>25%</b>	3 <b>7%</b>	44
Model Formulation	33 <b>75%</b>	9 <b>20%</b>	2 <b>5%</b>	44
Solution and Analysis	12 <b>27%</b>	8 <b>18%</b>	24 <b>55%</b>	44

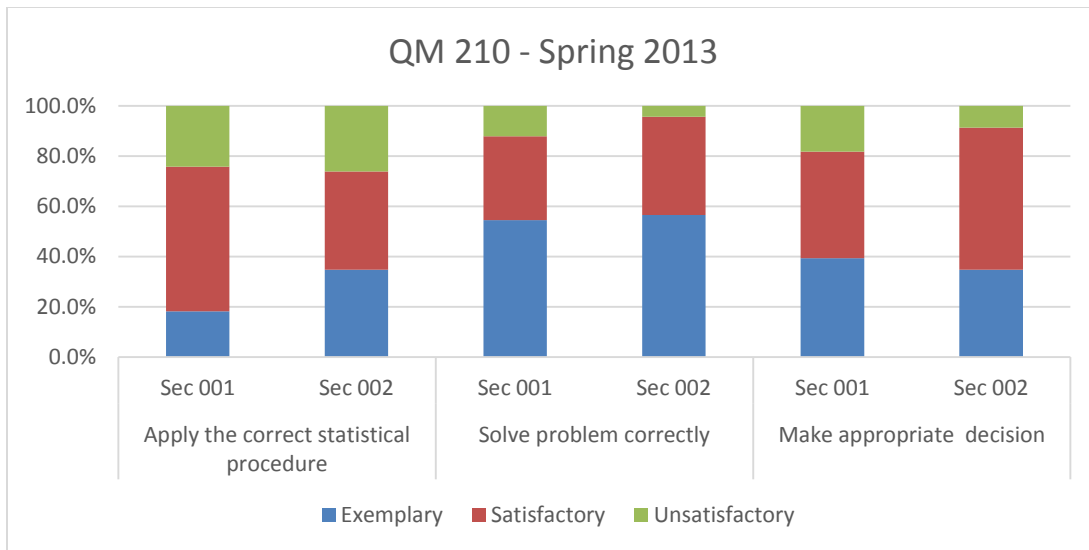


### Spring 2013

During 2012-2013, QM 210 students were also tested using the above rubric. However, the problem chosen required a less complex technique. The results follow:

### Spring 2013

		Exemplary	Satisfactory	Unsatisfactory
Apply the correct statistical procedure	Sec 001	18.2%	57.6%	24.2%
	Sec 002	34.8%	39.1%	26.1%
Solve problem correctly	Sec 001	54.5%	33.3%	12.1%
	Sec 002	56.5%	39.1%	4.3%
Make appropriate decision	Sec 001	39.4%	42.4%	18.2%
	Sec 002	34.8%	56.5%	8.7%



### Discussion

- Students in the more advanced class were able to identify and create the correct model, but had difficulty with the analysis
- Students in the sophomore level class had less difficulty analyzing the results, but some had difficulty identifying the correct technique.

### Actions

Instructors in these classes will adjust assignments to improve performance in low proficiency areas. QM 310 will offer additional exercises to address the difficulty with analysis.

Combined ETS Proficiency Profile					
ETS Proficiency Profile Scores					
Mean					
Variables	Non Business Major	Standard Deviation	Business Major	Standard Deviation	
Total scaled score	449.31	19.2720	444.84	17.2225	
Critical Thinking scaled score	112.93	6.3212	110.36	5.4984	
Reading scaled score	119.43	6.4344	117.08	7.0819	
Writing scaled score	115.03	4.8472	114.62	4.5664	
Math scaled score	114.81	6.1956	115.33	5.2419	
Humanities scaled score	115.54	6.3463	113.63	6.4660	
Social Sciences scaled score	115.04	6.3783	112.20	5.8012	
Natural Sciences scaled score	116.20	5.5090	114.45	5.6883	
Frequency					
Variable	Value	Non Business Major		Business Major	
		Number	%	Number	%
Proficiency Classifications - Reading Level 1	Not proficient	28	9.36%	12	15.79%
	Marginal	50	16.72%	18	23.68%
	Proficient	221	73.91%	46	60.53%
Proficiency Classifications - Reading Level 2	Not proficient	107	35.79%	39	51.32%
	Marginal	71	23.75%	17	22.37%
	Proficient	121	40.47%	20	26.32%
Proficiency Classifications - Critical Thinking Level 3	Not proficient	221	73.91%	66	86.84%
	Marginal	54	18.06%	8	10.53%
	Proficient	24	8.03%	2	2.63%
Proficiency Classifications - Writing Level 1	Not proficient	18	6.02%	7	9.21%
	Marginal	79	26.42%	22	28.95%
	Proficient	202	67.56%	47	61.84%
Proficiency Classifications - Writing Level 2	Not proficient	118	39.46%	34	44.74%
	Marginal	111	37.12%	30	39.47%
	Proficient	70	23.41%	12	15.79%
Proficiency Classifications - Writing Level 3	Not proficient	190	63.55%	52	68.42%
	Marginal	76	25.42%	17	22.37%
	Proficient	33	11.04%	7	9.21%
Proficiency Classifications - Mathematics Level 1	Not proficient	46	15.38%	8	10.53%
	Marginal	57	19.06%	12	15.79%
	Proficient	196	65.55%	56	73.68%
Proficiency Classifications - Mathematics Level 2	Not proficient	107	35.79%	22	28.95%
	Marginal	85	28.43%	25	32.89%
	Proficient	107	35.79%	29	38.16%
Proficiency Classifications - Mathematics Level 3	Not proficient	204	68.23%	54	71.05%
	Marginal	59	19.73%	18	23.68%
	Proficient	36	12.04%	4	5.26%

Academic Performance					
Mean					
Variables		Non Business Major	Standard Deviation	Business Major	Standard Deviation
Spring 2011 Cum GPA		3.16	0.5044	3.09	0.4418
Frequency					
Variable	Value	Non Business Major		Business Major	
		Number	%	Number	%
Credit Load (Fall 2010)	Full-Time	258	86.29%	62	81.58%
	Half-Time	35	11.71%	13	17.11%
	Less than Half	3	1.00%	1	1.32%
	No units	3	1.00%	0	0.00%
GPA Range (Self-reported)	2.00 - 2.49	28	9.46%	5	6.58%
	2.50 - 2.99	75	25.34%	30	39.47%
	3.00 - 3.49	100	33.78%	25	32.89%
	3.50 - 4.00	92	31.08%	16	21.05%
	No GPA Yet	1	0.34%	0	0.00%
Student Profile					
Mean					
Variables		Non Business Major	Standard Deviation	Business Major	Standard Deviation
ACT Comp		21.92	3.7518	21.33	3.5543
ACT English		21.63	4.8318	20.00	4.1833
ACT Math		21.39	4.5088	21.23	3.3797
ACT Reading		22.60	4.7715	21.71	5.1200
High School Percentile Class Rank		65.97	21.9466	63.35	22.7917
Student Demographics					
Mean					
Variables		Non Business Major	Standard Deviation	Business Major	Standard Deviation
Age-First Day of Fall 2010 Term		24.46	6.1656	24.18	5.6938
Frequency					
Variable	Value	Non Business Major		Business Major	
		Number	%	Number	%
Commuter Status Fall 2010	Lives on Campus	38	12.71%	6	7.89%
	Commutes to Campus	261	87.29%	70	92.11%
First Generation Status	Not First Generation	85	28.43%	11	14.47%
	First Generation	125	41.81%	33	43.42%
	Status Unknown	89	29.77%	32	42.11%
Ethnicity Recoded	White	246	82.27%	55	72.37%
	African American	14	4.68%	3	3.95%
	Hispanic/Latino	14	4.68%	5	6.58%
	Two or More Races/Ethnicities (no URM)	7	2.34%	3	3.95%
	Southeast Asian	2	0.67%	1	1.32%
	Other Asian	6	2.01%	5	6.58%
	American Indian/Alaskan Native	1	0.33%	0	0.00%
	Unknown	2	0.67%	1	1.32%
	International	5	1.67%	3	3.95%
	Hawaiian/Pacific Islander	0	0.00%	0	0.00%
	Two or More Races/Ethnicities (no URM)	2	0.67%	0	0.00%
Entrance Status (CDR)	New Freshman	179	59.87%	39	51.32%
	New Transfer	120	40.13%	37	48.68%
Pell Eligible	No	180	60.20%	119	52.63%
	Yes	40	39.80%	36	47.37%
Gender (RDS)	Male	136	54.52%	36	52.63%
	Female	163	45.48%	40	47.37%
Communicate better in English or another language	Better in English	270	90.30%	67	88.16%
	Better in another language	15	5.02%	4	5.26%
	Equally well in English and another language	14	4.68%	5	6.58%
Hours Working for Pay	0 hours	47	15.77%	10	13.16%
	1 - 15 hours	78	26.17%	15	19.74%
	16 - 30 hours	121	40.60%	31	40.79%
	more than 30 hours	52	17.45%	20	26.32%
Underrepresented Minority	Not Underrepresented Minority	265	88.63%	65	85.53%
	Underrepresented Minority	34	11.37%	11	14.47%

Discussion: The results show above average performance in math, but lesser levels of proficiency in other areas. Writing and critical thinking are particular areas of concern. Critical thinking proficiency may partially explain difficulties with the analysis portion of PLLG 6 assessed above. Further critical thinking exercises will be introduced.