University of Wisconsin PARKSIDE

DEPARTMENT OF BUSINESS

ASSURANCE OF LEARNING REPORT
UNDERGRADUATE ACCOUNTING, BUSINESS, AND MIS MAJORS

2013-14

1. Introduction

This document describes the results of the assurance of learning exercises conducted by the Department of Business during the 2013-14 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 Accounting, Business and MIS major were assessed in 2013-14. These students take a common body of pre-business and business foundation courses. The PLLG results do not distinguish between the three groups. MIS students are also subject to an MIS assessment plan. The results of this assessment are presented in a separate document. Accounting students will be subject to a plan beginning in 2014-2015.

The following summarizes the PLLGs in the Business assessment plan. The starred PLLGs were evaluated during 2013-2014.

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 normal course embedded assessment that are conducted each year, the ETS proficiency profile was administered in 2013-2014.

The rest of this document is organized per PLLG. The rubrics, the results, and the action items are included. The results of the ETS proficiency profile are included at the end of the document.

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 personallity characteristics based on a number of assements they are to complete. This is part of the course homework.

Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Topic/Purpose	Topic/purpose is clearly identified & selection of topics shows insight & creativity	Topic/purpose is clearly identified in the document.	Topic/purpose is not clearly identified in the document.
Support	Include examples & verifiable sources beyond assignment minimum	Includes examples & verifiable sources as per assignment minimum	Does not include examples or sources adequate for understanding
Conclusions	Develops and explains conclusions that are supported by the evidence. The conclusions demonstrate creative insight and are based on a thoughtful and critical analysis of the evidence.	The conclusions are supported by the evidence but are primarily based on one or two sources.	The conclusions are not adequately explained and supported by the evidence.
Mechanics	No errors in grammar or spelling. Paragraphs are well organized (topic sentence and support) Paper is well organized	No major errors in grammar, spelling, paragraph structure, or paper organization AND fewer than five minor errors (such as there for their)	Multiple (five or more) minor errors OR one or more major errors (such as incomplete sentences)
Writing Style	Writing style is appropriate for paper topic and enhances the desire to read the paper.	Writing style is appropriate for paper topic	Writing style is not appropriate for the paper topic.

Assessment Results

Business Students (from MGT 349)

	Exemplary	Satisfactory	Unsatisfactory	Total
Topic/Purpose	21 *23%*	40 *44%*	30 *33%*	91
Support	20 *22%*	44 *48%*	27 *30%*	91
Conclusions	30 *33%*	50 *55%*	11 *12%*	91
Mechanics	8 *9%*	40 *44%*	43 *47%*	91
Writing Style	18 *20%*	53 *58%*	20 *22%*	91
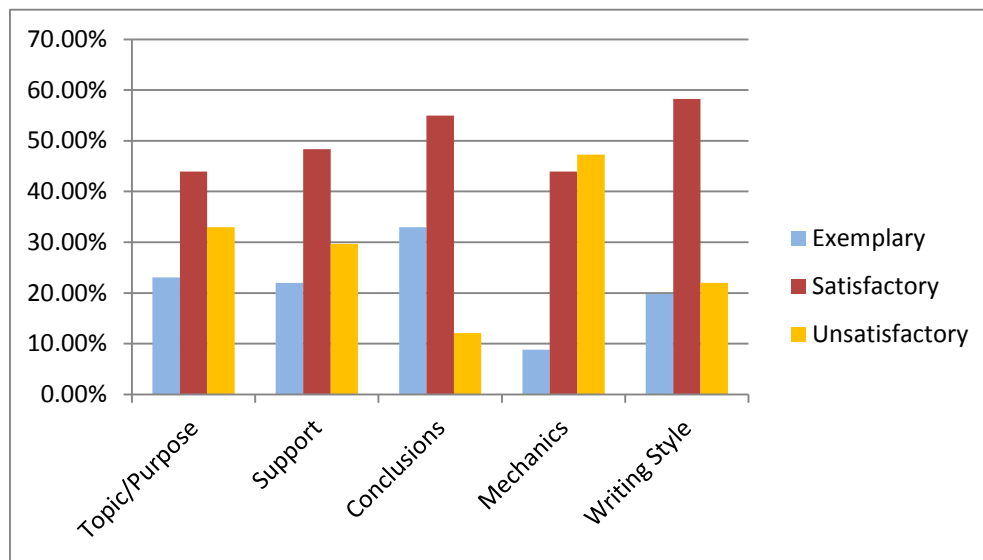
Discussion:

- Overall unsatisfactory scores were most often received due to an incomplete paper. The rubric on mechanics presented the most problems.
- Most students met the requirements of the assignment
- Evaluator most often looks for content and understanding compared to mechanics and style
- The PLLG takes too much time to complete. Suggests that we evaluate a subset of students in the future
- Foreign, non-native English speaking students, have difficulty. Question is should they be treated differently
- Suggests we reevaluate the mechanics rubric. Students write very informally
- Students tend to think that they do not learn to write in the Business writing class
- Suggests that we embed writing into more of our classes

- Perhaps create our own business writing/presentation class
- Have members of advisory board assess the writing

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. This year, we analyzed results in QM 210 and MIS 320.

Course Embedded Activity for Assessment: Students in QM 310 will develop a spreadsheet solution to a business decision problem based on statistical analysis. Note: This year we changed the method compared to previous years and analyzed historical data. Please see the data and analysis following the rubric.

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.

Description and Results
We assessed the business program's learning goal 6. This learning goal was assessed in two curses: QM 210 (Learning Goal: "Students will be able to effectively use statistical methods to solve business problems and make decisions.") and MIS 320 (Learning Goal: "Students will be able to effectively use computer technology to support a business decision."). A combination of exam questions and assignments were used to assess student performance. While a majority of the students for both courses are in the exemplary/satisfactory category for each rubric dimension, a number of students continue to be in the unsatisfactory category. Several steps will be undertaken to reduce the unsatisfactory rates in future, including providing additional materials and support via D2L and hiring qualified tutors. Between the two very different courses --- MIS 320 and QM 210 --- problem analysis/solving and business decisions are common rubric dimensions on which student performance was measured. It is interesting that students performed similarly along these dimensions regardless of the course with the exception of one data point (QM 210 Spring 2012 for Business Decisions). For the dimension of preparing business presentations, the unsatisfactory rates are low. An interesting aspect of this study is that it includes data from face-to-face and online sections for MIS 320. The unsatisfactory rates for the online sections are 4 to 7 percentage points higher. In future, we need to collect additional data regarding student learning for online and face-to-face sections to draw more meaningful conclusions.

For QM 210, a rubric was developed to assess student performance in QM in three categories — Apply correct statistical procedure, solve the problem correctly and make appropriate statistical and practical decision. Students were given a few problems in a closed books exam (formula and calculator allowed). Their performance is recorded as Exemplary, Satisfactory or Unsatisfactory. In MIS 320, students were given an assignment with business data. They needed to analyze the data, make business decisions and make a presentation discussing their analysis. Two instructors in the department collaborated to assess this learning goal in different courses.

PLLG6a: Students will be able to effectively use statistical methods to solve business problems and make decisions.

Course in which this learning goal is assessed: QM 210: Business Statistics I

Course Embedded Activity for Assessment: Following rubric assesses student performance in QM in three categories—Apply correct statistical procedure, solve the problem correctly and make appropriate statistical and practical decision. Students were given a few problems in a closed books exam (formula and calculator allowed). Their performance is recorded as Exemplary, Satisfactory or Unsatisfactory based on the number of problems solved correctly (see the rubric below).

	Exemplary	Satisfactory	Unsatisfactory
Apply the Correct	Student applies the correct statistical	Student applies the correct statistical	Student applies the correct statistical

Statistical Procedure	procedure for ALL 4 problems	procedure for 2 or 3 out of 4 problems	procedure for 0 or 1 out of 4 problems
Solve problem correctly	Student solves ALL 3 statistical problems correctly	Student solves 2 statistical problems correctly out of 3 problems	Student solves 0 or 1 statistical problems correctly out of 3 problems
Make appropriate decision	Student makes correct decisions for ALL 3 statistical problems	Student makes correct decisions for 2 statistical problems out of 3 problems	Student makes correct decisions for 0 or 1 statistical problems out of 3 problems

Results from QM 210 for PLLG6a:

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%	
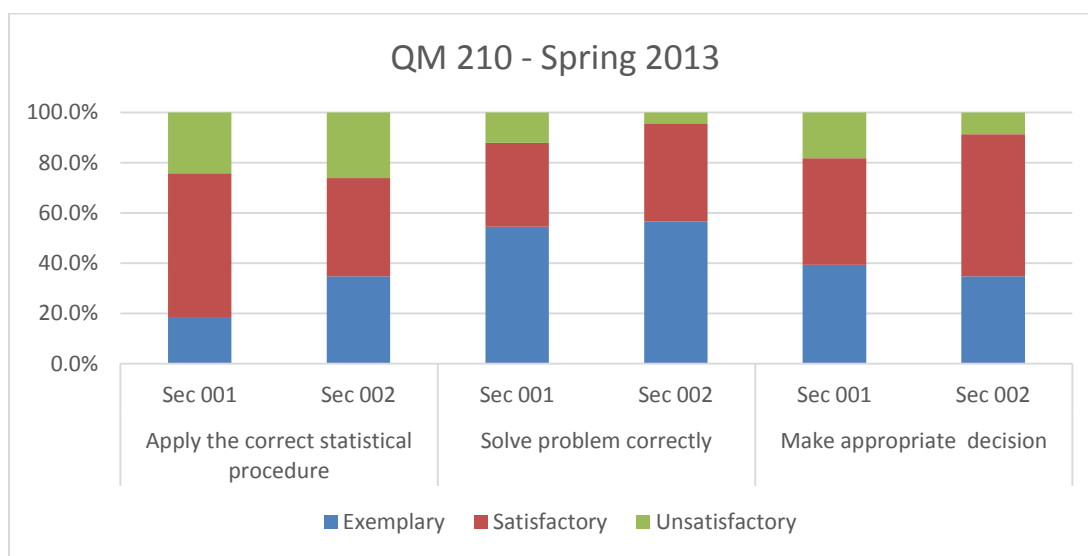
Spring 2012

		Exemplary	Satisfactory	Unsatisfactory	
Apply the correct statistical procedure	Sec 001	44.8%	37.9%	17.2%	
	Sec 002	37.5%	50.0%	12.5%	
	Sec 003	25.0%	50.0%	25.0%	
Solve problem correctly	Sec 001	79.3%	10.3%	10.3%	
	Sec 002	56.3%	25.0%	18.8%	
	Sec 003	66.7%	16.7%	16.7%	
Make appropriate decision	Sec 001	27.6%	41.4%	31.0%	
	Sec 002	25.0%	43.8%	31.3%	
	Sec 003	41.7%	58.3%	0.0%	
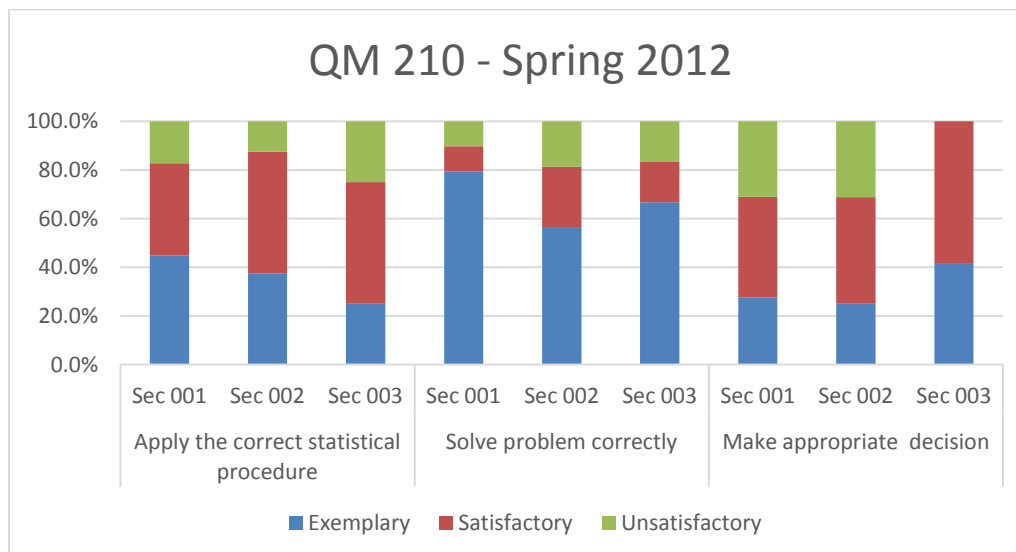
Spring 2011

		Exemplary	Satisfactory	Unsatisfactory	
Apply the correct statistical procedure	Sec 001	48.0%	36.0%	16.0%	
	Sec 002	10.5%	73.7%	15.8%	
Solve problem correctly	Sec 001	76.0%	24.0%	0.0%	
	Sec 002	68.4%	26.3%	5.3%	
Make appropriate decision	Sec 001	52.0%	24.0%	24.0%	
	Sec 002	26.3%	57.9%	15.8%	
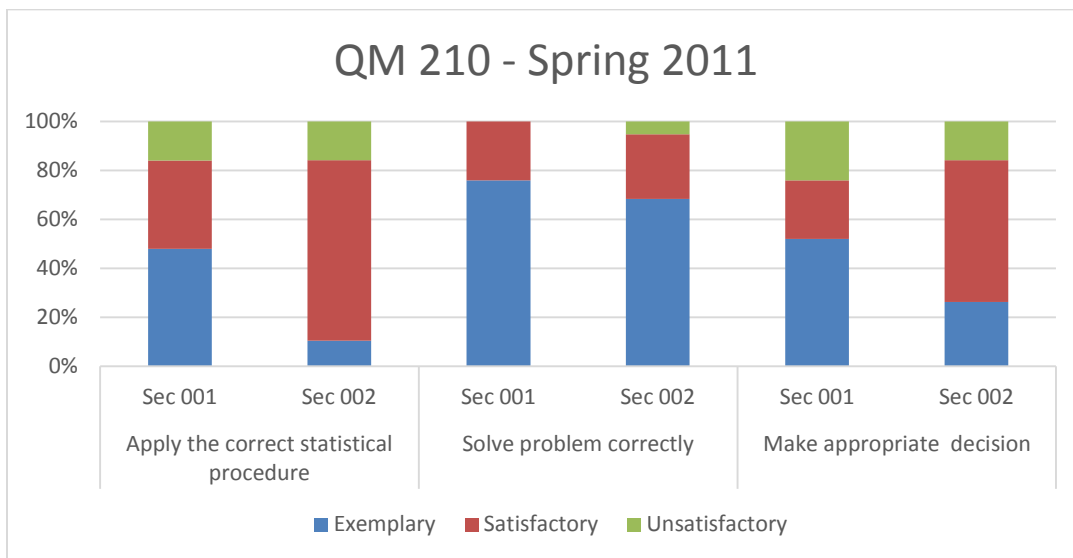
QM 210 - Spring 2011

PLLG6b. Students will be able to effectively use computer technology to support a business decision.

Course in which this learning goal is assessed: MIS 320: Management Information Systems

Course Embedded Activity for Assessment: Students in MIS 320 are presented with business data. They will analyze the data, develop a spreadsheet solution to the business

problem and arrive at decisions. They will also prepare a business presentation in support of the decisions.

Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Analysis of the problem	Student analyzes the business the data with an accuracy above 90% range.	Student analyzes the business the data, but the accuracy of analysis is in the 75% to 90% range.	Student analyzes the business the data, but the analysis is incomplete or is only 75% (or less) accurate.
Using analysis to arrive at business decisions	Student correctly arrives at Business decisions in more than 90% of the assigned problems.	Student correctly arrives at 51% to 90% of the Business decisions.	At most 50% of the business decisions that student arrives at are correct.
Business Presentation	The student prepares a professional presentation; uses additional spreadsheet features such as Table and Chart commands to explain the recommendations with graphs and/or tables.	Student prepares a professional presentation; however, student does not explain the recommendations with graphs and/or tables.	Student does not prepare a professional presentation using PPT/Excel summarizing the analysis and decisions; or, student's presentation is significantly lacking in terms of analysis and decisions.

Results from MIS 320 for PLLG6b:

__MIS 320 Spring 2013__   *__Face-to-face section__*

Dimension	Exemplary	Satisfactory	Unsatisfactory	Total
Problem Analysis	16 *43%*	16 *43%*	5 *14%*	37 *100%*

Business Decisions	16 *43%*	16 *43%*	5 *14%*	37 *100%*
Business Presentation	20 *54%*	17 *46%*	0 *0%*	37 *100%*
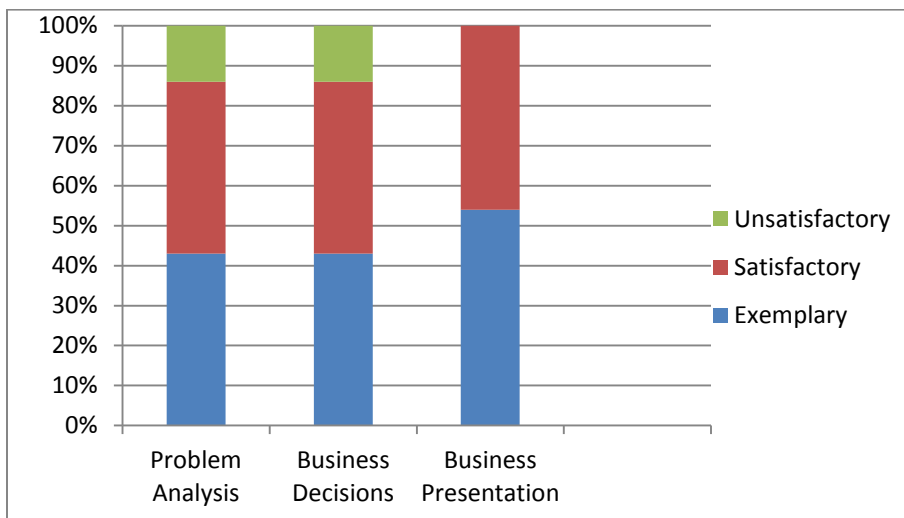
MIS 320 Fall 2013   *Online Section*
(Excluding no submissions)

Dimension	Exemplary	Satisfactory	Unsatisfactory	Total
Problem Analysis	10 *36%*	13 *46%*	5 *18%*	28 *100%*
Business Decisions	10 *36%*	13 *46%*	5 *18%*	28 *100%*
Business Presentation	12 *43%*	14 *50%*	2 *7%*	28 *100%*
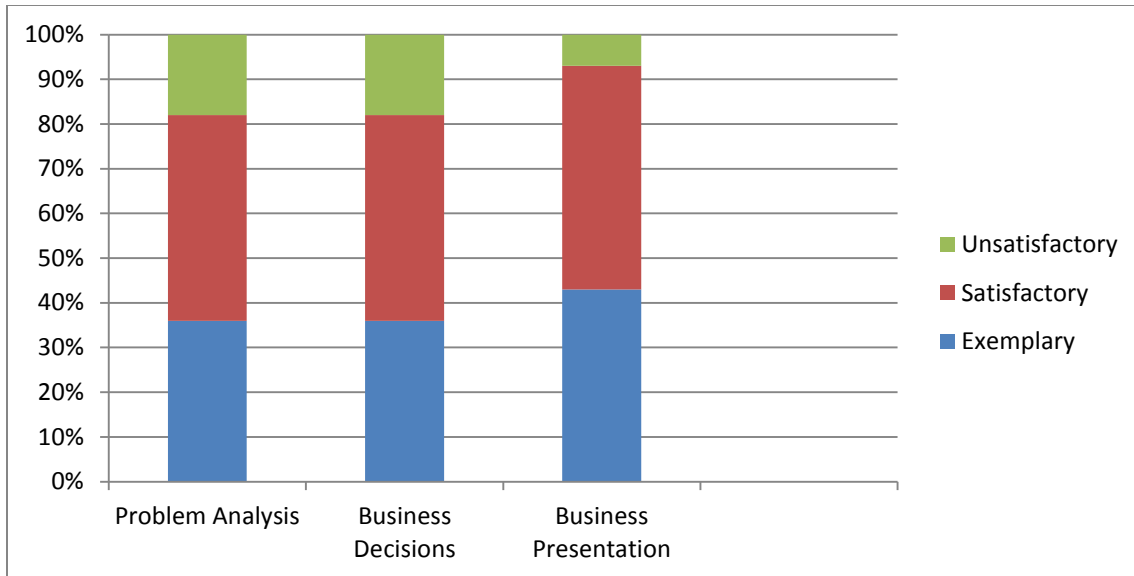
MIS 320 Observations:

> (1) Unsatisfactory rates range from 14% to 18% for Problem Analysis and Business Decision dimensions
> (2) Unsatisfactory rates are lower for the Business presentation dimension
> (3) Unsatisfactory rates are higher by 4 to 7 percentage points for the online section compared to face-to-face section
> (4) Provide more online resources for students on how to analyze business data in future semesters
> (5) Gather more data in future semesters

QM 210 Observations:

(1) Students need to solve more problems to reduce unsatisfactory rates. Some incentives are provided to students for solving practice problems. We need to study further whether those in the "Unsatisfactory" category are utilizing this incentive. (Spring 2015)
(2) Students ask for more tutoring help – the best students that were recommended by the instructor did not want to work as tutors because the pay was low. Try to get better tutors for this course (Spring 2015).
(3) Add content (video recorded or audio recordings with narration) on how to solve the problems and post it to D2L. More resources such as graduate assistants and instructional designers are needed to complete this task. (Tentative upon resource availability)
(4) Use publisher's websites (textbook companion sites) for additional problem solving for students that need extra help. (Spring 2015)

(5) Students should be encouraged to meet with the instructor after every exam if they are in the "Unsatisfactory" category. (Spring 2015)

Other Proposals

(1) The learning as it is currently written "Students will be able to effectively use computer technology to support a business decision" does not accurately capture students' abilities conduct statistical analysis. Consider changing this learning goal into two goals as follows:

PLLG6a Students will be able to effectively use computer technology to support a business decision.
PLLG6 b Students will be able to effectively use statistical methods to solve business problems and make decisions.

(2) To reduce unsatisfactory rates in statistics courses, consider hiring quality tutors and increasing the number of tutoring hours for courses such as QM 210.

(3) For both QM 210 and MIS 320, add more content to help students solve statistical and business problems.

ETS Proficiency Profile Senior Results and Profile: Business Majors							
2013-14 Administration							
Prepared by OIE, 11/10/2014							
ETS Proficiency Profile Results							
		Business Dept (N=82)		**All Seniors (N=301)**		**National Comparison (N=93,135)**	
Component		**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Total		446.41	18.65	446.01	19.09	447.80	20.20
Critical Thinking		110.68	5.75	111.29	5.93	112.80	6.50
Reading		117.62	6.96	118.23	7.02	119.00	6.80
Writing		114.24	4.93	114.59	5.17	114.90	4.90
Math		116.23	5.58	114.54	5.93	114.20	6.30
Humanities		114.50	6.27	114.64	6.43	115.70	6.60
Social Sciences		112.35	6.36	112.92	6.43	114.40	6.30
Natural Sciences		114.38	5.68	115.26	5.57	116.10	5.80
Classification	**Level**	**N**	**Pct**	**Number**	**Pct**	**N**	**Pct**
Proficiency	Proficient	56	68.3%	204	67.8%		71.0%
Classifications - Reading	Marginal	10	12.2%	51	16.9%		17.0%
Level 1	Not proficient	16	19.5%	46	15.3%		13.0%
Proficiency	Proficient	23	28.0%	106	35.2%		42.0%
Classifications - Reading	Marginal	24	29.3%	70	23.3%		20.0%
Level 2	Not proficient	35	42.7%	125	41.5%		38.0%
Proficiency	Proficient	2	2.4%	9	3.0%		8.0%
Classifications - Critical	Marginal	12	14.6%	47	15.6%		21.0%
Thinking Level 3	Not proficient	68	82.9%	245	81.4%		71.0%
Proficiency	Proficient	52	63.4%	196	65.1%		67.0%
Classifications - Writing	Marginal	23	28.0%	77	25.6%		24.0%
Level 1	Not proficient	7	8.5%	28	9.3%		9.0%
Proficiency	Proficient	15	18.3%	60	19.9%		23.0%
Classifications - Writing	Marginal	30	36.6%	118	39.2%		37.0%
Level 2	Not proficient	37	45.1%	123	40.9%		40.0%
Proficiency	Proficient	7	8.5%	34	11.3%		10.0%
Classifications - Writing	Marginal	18	22.0%	65	21.6%		28.0%
Level 3	Not proficient	57	69.5%	202	67.1%		62.0%
Proficiency	Proficient	62	75.6%	187	62.1%		60.0%
Classifications -	Marginal	11	13.4%	66	21.9%		23.0%
Mathematics Level 1	Not proficient	9	11.0%	48	15.9%		17.0%
Proficiency	Proficient	39	47.6%	108	35.9%		34.0%
Classifications -	Marginal	22	26.8%	75	24.9%		26.0%
Mathematics Level 2	Not proficient	21	25.6%	118	39.2%		41.0%
Proficiency	Proficient	7	8.5%	24	8.0%		10.0%
Classifications -	Marginal	25	30.5%	63	20.9%		19.0%
Mathematics Level 3	Not proficient	50	61.0%	214	71.1%		72.0%

Current Academic Profile								
		Business Dept		**All Seniors**		**National Comparison**	
Variables		**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Spring 2014 Cum GPA		3.16	0.52	3.12	0.53	3.26*	
		N	**Pct**	**N**	**Pct**	**N**	**Pct**
Credit Load	Full-Time	70	85.37%	251	83.40%		90.00%
	Half-Time	11	13.41%	42	14.00%		10.00%
	Less than Half	1	1.22%	6	2.00%		
	No units	0	0.00%	2	0.70%		
GPA Range (Self-reported)	0.00 - 2.49	4	4.88%	30	10.00%		6.00%
	2.50 - 2.99	22	26.83%	81	26.90%		22.00%
	3.00 - 3.49	37	45.12%	110	36.50%		37.00%
	3.50 - 4.00	18	21.95%	78	25.90%		35.00%
	Missing	1	1.22%	2	0.70%		
Major**	Accounting	9	10.98%				
	Business Management	65	79.27%				
	Management Information Systems	12	14.63%				

Entering Academic Profile								
		Business Dept		**All Seniors**		**National Comparison**	
Variables		**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
ACT Comp		20.65	3.48	21.26	3.79		
ACT English		20.26	4.73	20.79	4.91		
ACT Math		21.20	3.79	20.61	4.10		
ACT Reading		20.33	4.77	21.34	4.86		
High School Class Rank Pct.		68.75	18.38	65.28	23.12		
		N	**Pct**	**N**	**Pct**	**N**	**Pct**
Math Placement	ACSK A010	1	1.22%	18	6.00%		
	ACSK A015	18	21.95%	68	22.60%		
	MATH 102/111	25	30.49%	99	32.90%		
	MATH 112/113/114	20	24.39%	67	22.30%		
	MATH 221	10	12.20%	30	10.00%		
	Missing	8	9.76%	19	6.30%		
English Placement	ACSK A090	16	19.51%	52	17.30%		
	ENGL 100	19	23.17%	79	26.20%		
	ENGL 101	14	17.07%	48	15.90%		
	English Exempt	28	34.15%	111	36.90%		
	Missing	5	6.10%	11	3.70%		
Reading Placement	ACSK A083	13	15.85%	41	13.60%		
	ACSK A085	29	35.37%	99	32.90%		
	Reading Exempt	8	9.76%	47	15.60%		
	Missing	32	39.02%	114	37.90%		

Student Demographics		Business Dept		All Seniors		National Comparison	
Variables		Mean	SD	Mean	SD	Mean	SD
Age		25.90	7.14	25.39	5.883	27.35*	
		N	Pct	N	Pct	N	Pct
Age 25+	No	58	70.73%	192	63.8		
	Yes	24	29.27%	109	36.2		
Commuter Status Fall 2010	Lives on Campus	4	4.88%	21	7.00%		
	Commutes to Campus	78	95.12%	280	93.00%		
First Generation Status	Not First Generation	27	32.93%	103	34.20%		
	First Generation	45	54.88%	159	52.80%		
	Status Unknown	10	12.20%	39	13.00%		
Race/Ethnicity	African American	3	3.66%	20	6.60%		15.00%
	Hispanic/Latino	12	14.63%	35	11.60%		6.00%
	American Indian/Alaskan Native	0	0.00%	1	30.00%		1.00%
	Southeast Asian	1	1.22%	4	1.30%		
	Hawaiian/Pacific Islander	0	0.00%	0	0.00%		
	Other Asian	3	3.66%	7	2.30%		4.00%
	White	59	71.95%	226	75.10%		70.00%
	Unknown	0	0.00%	0	0.00%		5.00%
	International	3	3.66%	4	1.30%		
	Two or More Races/Ethnicities	1	1.22%	4	1.30%		
Original Entrance	New Freshmen	44	53.66%	161	53.50%		57.00%
	New Transfer	38	46.34%	140	46.50%		43.00%
Pell Eligible	No	55	67.07%	158	52.50%		
	Yes	27	32.93%	143	47.50%		
Gender	Male	47	57.32%	147	48.80%		41.00%
	Female	35	42.68%	154	51.20%		59.00%
Best Language	Better in English	67	81.71%	252	83.70%		88.00%
	Better in another language	7	8.54%	30	5.30%		8.00%
	Equally well in English and another language	6	7.32%	16	10.00%		4.00%
	Missing	2	2.44%	3	1.00%		
Hours Working for Pay	0 hours	6	7.32%	44	14.70%		21.00%
	1 - 15 hours	6	7.32%	49	16.30%		29.00%
	16 - 30 hours	30	36.59%	113	37.70%		28.00%
	more than 30 hours	39	47.56%	94	31.20%		22.00%
	Missing	1	1.22%	1	0.30%		

*National comparison means estimated from frequency distributions

**Students with more than one major are counted in each declared major

The above results are consistent with the 2011 results. Math scores are above the university and national average. Writing illustrate some need for improvement especially in the 2 and 3 Levels of complexity. Critical Thinking is below the university and national averages. Lower levels of proficiency in critical thinking may explain student difficulties with quantitative analysis and some of the historical poor performance in ethical reasoning.

Action: Introduce more critical thinking exercises throughout classes. Economics and Quantitative Methods instructors have stated that they will look to add relevant critical thinking problems into their classes.