



**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.

### 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.

## PLLG1 Rubric, Assessment Results, and Comments

ACCT 202 Managerial Cost Accounting  
Spring 2015

### Case 1

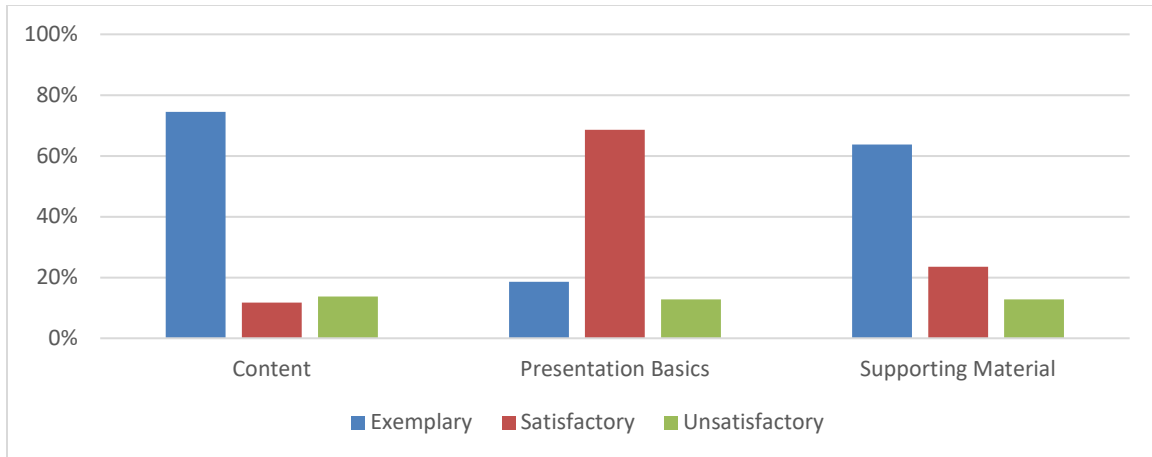
Dimension	Exemplary	Satisfactory	Unsatisfactory	Total
Recognition	45 <b>88%</b>	2 <b>4%</b>	4 <b>8%</b>	51
Analysis	10 <b>20%</b>	36 <b>71%</b>	5 <b>10%</b>	51
Solution	33 <b>65%</b>	15 <b>29%</b>	3 <b>6%</b>	51

### Case 2

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

### Total

	Exemplary	Satisfactory	Unsatisfactory	Total
Recognition	76 <b>75%</b>	12 <b>12%</b>	14 <b>14%</b>	102
Analysis	19 <b>19%</b>	70 <b>69%</b>	13 <b>13%</b>	102
Solution	65 <b>64%</b>	24 <b>24%</b>	13 <b>13%</b>	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.

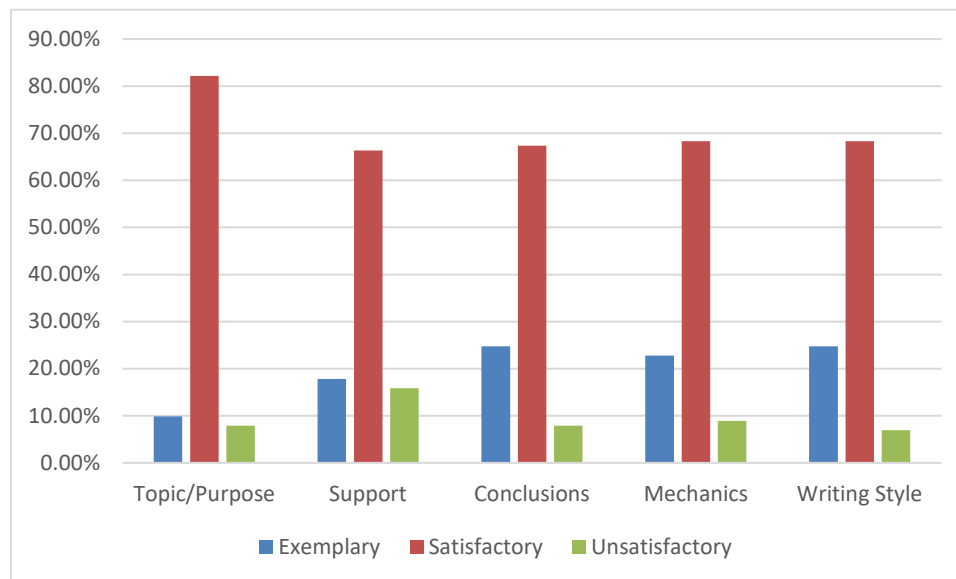
Assessment Rubric:

	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.

## **PLLG2 Rubric, Assessment Results, and Comments**

MGT 349 Organizational Behavior  
Spring 2015

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



### **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: Financial Analysis**

**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: Strategic Management

Course Embedded Activity for Assessment Each student in BUS 495 will make an oral presentation concerning 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.



### PLLG3: Rubric, Assessment Results, and Comments

BUS 495 Business Policy Seminar  
Spring 2015

#### BUS 495, Section 1

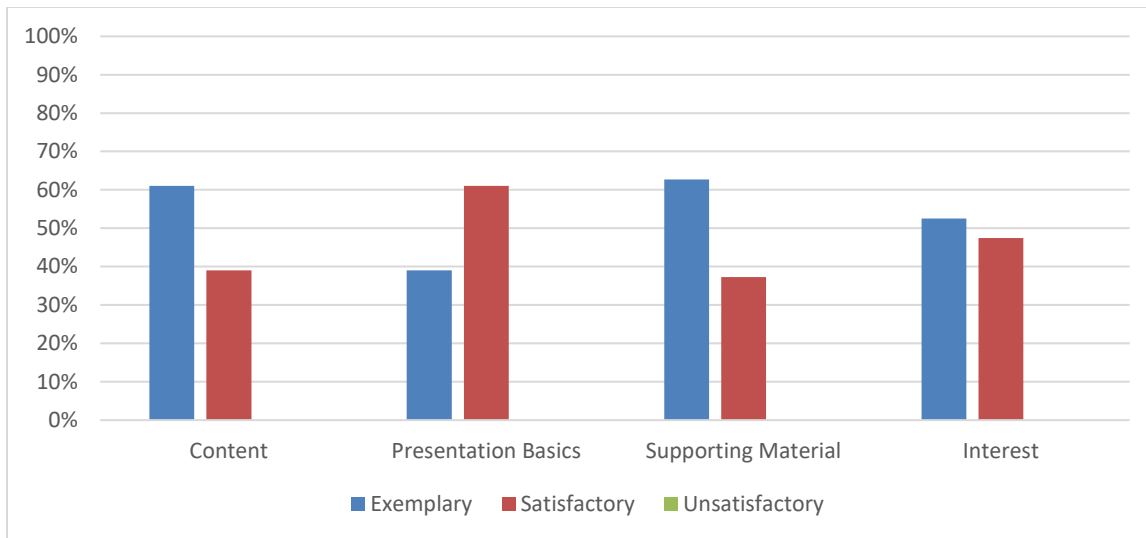
	Exemplary	Satisfactory	Unsatisfactory	Total
Content	16 <b>57%</b>	12 <b>43%</b>	0 <b>0%</b>	28
Presentation Basics	13 <b>46%</b>	15 <b>54%</b>	0 <b>0%</b>	28
Supporting materials	16 <b>57%</b>	12 <b>43%</b>	0 <b>0%</b>	28
Interest	15 <b>54%</b>	13 <b>46%</b>	0 <b>0%</b>	28

#### BUS 495, Section 2

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

#### Total BUS 495

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

**PLLG4:** Each student is knowledgeable in project management principles and is able to apply these principles to a practical situation.

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

Course Embedded Activity for Assessment: Students in MIS 320 will be given a case that discusses a project for an organization and are asked to submit a written assignment related to the case. The assignment requires them to discuss issues related to teamwork, scope management, and risk management. It will also ask the students to develop a project plan.

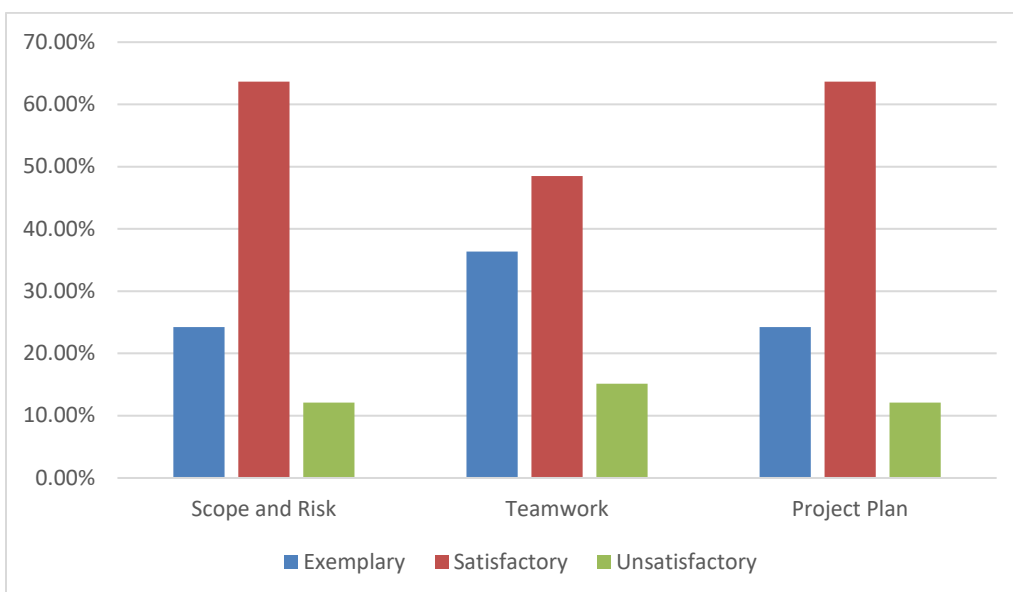
Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Scope and Risk Management	Student recognizes the scope of the project and the risks associated with the project correctly. Student also provides a detailed plan to manage the scope and the risks of the project.	Student recognizes the scope of the project and the risks associated with the project correctly. However, does not provide a thorough plan to manage the scope and the risks of the project.	Student does not recognize either: (1) the scope of the project, or (2) the risks associated with the project.
Teamwork	Student recognizes the teamwork issues presented in the mini-case. Student also provides a thorough plan to improve the teamwork along dimensions such as communication, motivation, productivity and morale.	Student recognizes the teamwork issues presented in the mini-case. However student does not identify concrete steps for improving the team's communication, motivation, productivity and morale.	Student does not recognize the positive and/or negative teamwork issues presented in the mini-case.
Project Plan	Project plan correctly all the details in terms of tasks, deadlines, precedence constraints, persons assigned to the task and the estimated time for each task.	Project plan correctly includes more than 75% of the details in terms of tasks, deadlines, precedence constraints, persons assigned to the task and the estimated time for each task.	Project plan lacks 25% or more of the details in terms of tasks, deadlines, precedence constraints, persons assigned to the task and the estimated time for each task.

## PLLG4: Rubric, Assessment Results, and Comments

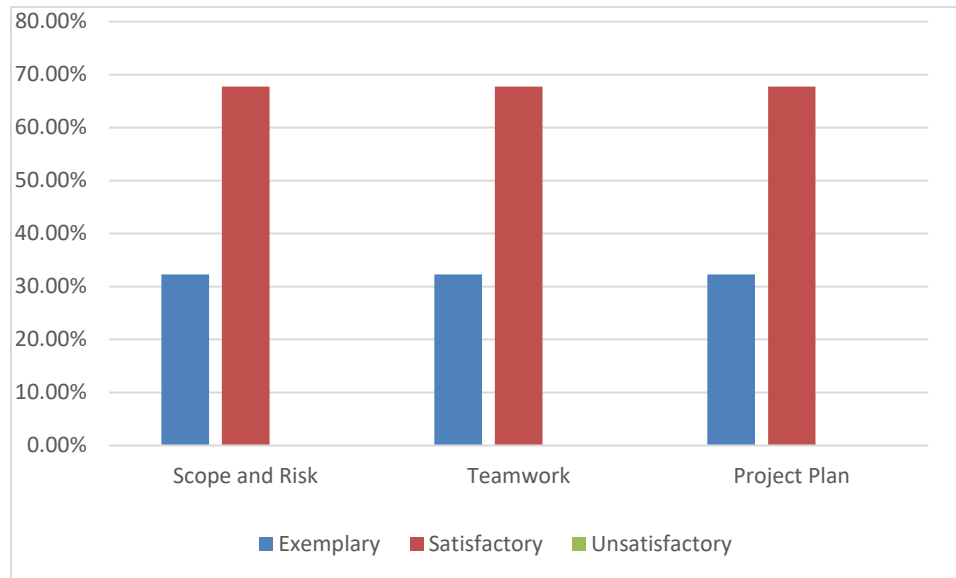
MIS 320 Management Information  
Spring 2015 Face to Face

	Exemplary	Satisfactory	Unsatisfactory	Total
Scope and Risk	8 <b>24%</b>	21 <b>64%</b>	4 <b>12%</b>	33
Teamwork	12 <b>36%</b>	16 <b>48%</b>	5 <b>15%</b>	33
Project Plan	8 <b>24%</b>	21 <b>64%</b>	4 <b>12%</b>	33



MIS 320 Management Information  
Spring 2015 Online

	Exemplary	Satisfactory	Unsatisfactory	Total
Scope and Risk	10 <b>32%</b>	21 <b>68%</b>	0 <b>0%</b>	31
Teamwork	10 <b>32%</b>	21 <b>68%</b>	0 <b>0%</b>	31
Project Plan	10 <b>32%</b>	21 <b>68%</b>	0 <b>0%</b>	31



### **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 continuously improve the assessment of PLLG4 project management skills. Initial observations and planned actions are indicated below.

#### **Observations:**

- (1) The online and face-to-face sections used different rubrics due to the different nature of assignments that were given to students in these sections. Beginning 2015-16 academic year, arrive at assignments that cover different dimensions of a common rubric: scope and risk analysis (measure using quiz), critical path analysis (homework/exam) question, and project plan (homework question).
- (2) Students who did not submit work for the homework assignments and quizzes were not included in the counts.
- (3) Online section has no unsatisfactory results, while the face-to-face section has unsatisfactory rates ranging from 12% to 15% for different rubric dimensions.
- (4) For the critical path analysis, for the face-to-face section, only one lecture with examples was devoted in spring 2015. One possible way to improve the results is to spend two thirds of a week in fall 2015 and engage students in solving the critical path analysis problems hands-on during the class period.
- (5) For risk and scope management, discussing a case study in-class in fall 2015 may be beneficial for students to improve their understanding.
- (6) It is concluded that, instead of large scale changes to the course content, make the relatively minor changes noted above and measure student performance again during the academic year 2015-16.

## **PLLG5 Diversity**

**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:

Awareness of Diversity Issues	Demonstrates an high level of awareness, understanding, and appreciation of the 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.

## PLLG5: Rubric, Assessment Results, and Comments

Introduction to Marketing  
Spring 2015

MKT 350-001

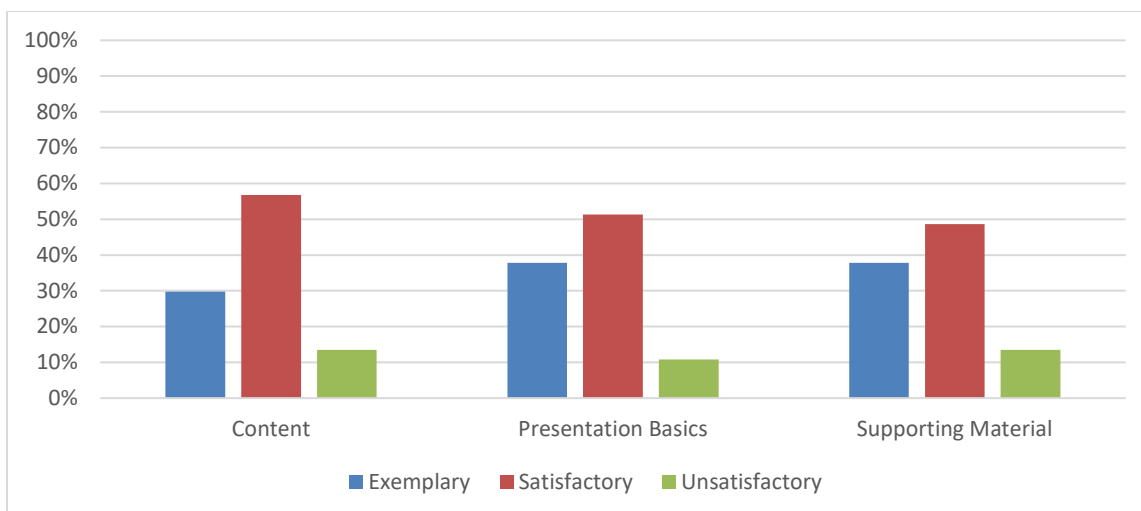
	Exemplary	Satisfactory	Unsatisfactory	Total
Awareness of Diversity Issues	7 <b>26%</b>	16 <b>59%</b>	4 <b>15%</b>	27
Analysis of Diversity Issues	12 <b>44%</b>	12 <b>44%</b>	3 <b>11%</b>	27
Embedding Diversity in Business Solution	12 <b>44%</b>	13 <b>48%</b>	2 <b>7%</b>	27

MKT 350-002

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

Total

	Exemplary	Satisfactory	Unsatisfactory	Total
Awareness of Diversity Issues	11 <b>30%</b>	21 <b>57%</b>	5 <b>14%</b>	37
Analysis of Diversity Issues	14 <b>38%</b>	19 <b>51%</b>	4 <b>11%</b>	37
Embedding Diversity in Business Solution	14 <b>38%</b>	18 <b>49%</b>	5 <b>14%</b>	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.