

**Departmental/Program Assessment Report Form 2015-16**

Assessment reports will be completed through Qualtrics to make it easier to share and compile data across campus. The reporting questions will be similar to the questions used in the past, but with some additional detail requested in some areas to help us in collecting and analyzing college and institution-wide data on assessment practices. Your assessment reports will be maintained on file electronically on a password secure site (SharePoint). Other individuals on campus will have access to your reports.

Please complete one Assessment report per learning outcome that you are reporting on.

Name Please identify your department or program and the name of your assessment liaison:

Department/Program: **College of Business, Economics, and Computing / MBA**

Assessment Liaison: Dr. Michele Gee

Q1 1. What learning outcome did you assess for this report? (Reminder - if you assessed multiple learning outcomes this academic year, you should complete a separate report for each outcome.)

**MBA Learning Goal 1 (PLLG1) Ethics: Recognize and analyze ethical problems that occur at the strategic level of business decision making. Based on the analysis, students can choose and defend a resolution. Fall 2015.**

Q2 2. Which of the institution-wide shared learning goals does this outcome connect to?

- Communication (1)
- Reasoned Judgment (2)
- \* **Social and Personal Responsibility** (3)

Q3 3. What assessment tool(s) or method(s) did you utilize? (Check all that apply)

- Survey (1)
- Standardized exam (2)
- Exam from a course or courses (3)
- \* **Assignment from a course or courses** (4)
- Student portfolios (5)
- Direct observation of student work or performance (6)
- Other (7)

Q4 4. What type of measurement did you utilize?

- \* **Direct (asking students to demonstrate their learning)** (1)
- Indirect (asking students to self-report their perceived level of learning) (2)
- A combination of the above (3)

Q5 5. What type of methodology did you use?

- Qualitative (1)
- \* **Quantitative** (2)
- A combination of the above (3)

Q6 6. What type of course delivery methods did you use to collect your data? If your assessment project is course-based, please identify the course delivery method.

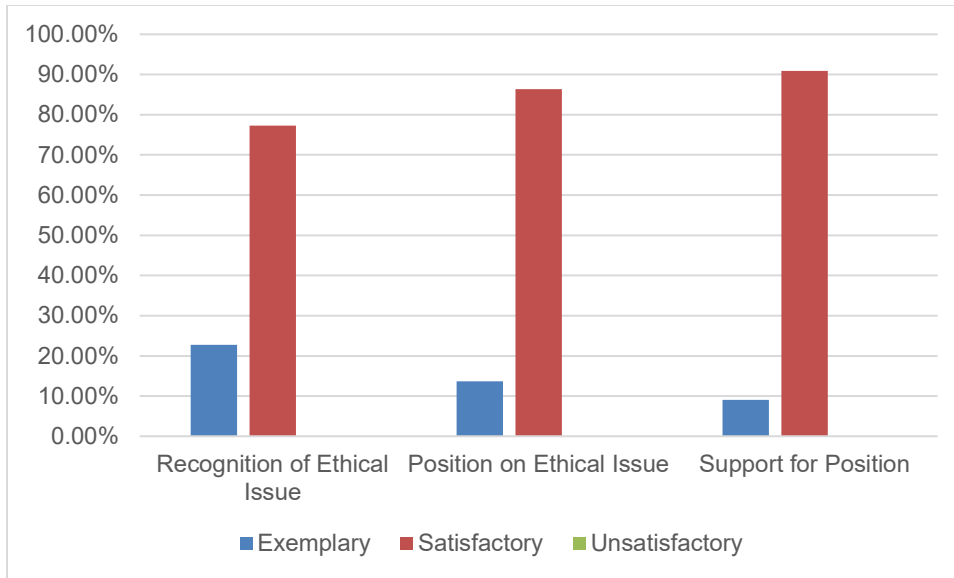
- \* **Face to face** (1)
- Online (2)
- Hybrid (3)
- Flex Option (Competency Based)
- A combination of the above (4)
- Other: Please Specify: \_\_\_\_\_

Q7 7. What was the process of analysis? How did you involve your department in the process of analysis? (100 words)

**Students are asked to read a business case related to principles and values in a company. The case is discussed and analyzed in the class. After that, students are asked to write an essay about their opinions on the case, with three exhibits that support their ideas. Students are evaluated along three dimensions using a rubric: Recognition of the ethical issue, Position on the ethical issue, and Support of their position on the ethical issue. Students are placed in one of the three categories: Exemplary, Satisfactory, or Unsatisfactory. Student work was evaluated by the instructor for this class, Dr. Manion, and the summary results were compiled by him. These results will be shared and discussed with the MBA Committee in Fall 2016 and presented in a department meeting. Time permitting, these results may also be shared in a future CBEC Advisory Board meeting. These results are also shared with AACSB as part of the annual report on Assurance of Learning.**

Q8 8. What were the results of this analysis? (250 words)

	Exemplary	Satisfactory	Unsatisfactory	Total
Recognition of Ethical Issue	5 <b>23%</b>	17 <b>77%</b>	0 <b>0%</b>	22
Position on Ethical Issue	3 <b>14%</b>	19 <b>86%</b>	0 <b>0%</b>	22
Support for Position	2 <b>9%</b>	20 <b>91%</b>	0 <b>0%</b>	22



Q9 9. How were results shared/discussed with your department/external stakeholders? (Check all that apply)

- Special faculty meeting (1)
- Part of a regular faculty meeting (2)**
- Shared electronically (3)
- Advisory Board (4)
- Other (5) \_\_\_\_\_

**Note: These results will be shared and discussed with the MBA Committee in Fall 2016 and presented in a department meeting. Time permitting, these results may also be shared in a future CBEC Advisory Board meeting. These results are also shared with AACSB as part of the annual report on Assurance of Learning.**

**Q10 10.** As a result of your analysis, what changes will your department or program make to improve student learning? (250 words)

**Analysis:**

**Since there are no students in the Unsatisfactory category, at this time, our department is not considering any changes to the learning goal or the course.**

**Q11 11.** Looking back at your assessment report from the last five years (since Fall 2012), what is the current status of the plan for improvement of student learning that was discussed in your past reports? (Check all that apply)

- Proposed (1)
- In consideration (2)
- Implemented (3)**
- Being assessed (4)
- Other (5)

**Q12 12.** Indicate all changes made to your program to improve student learning in the past five years (since Fall 2012) as part of the continuous improvement process. Some example changes include the following: Revising learning goals, outcomes and rubrics; Revising pre-requisites; Improving hands-on learning and labs; Introducing new courses; Changing emphasis on topics; Providing more tutoring help; Progressive measurement of the same learning goals in multiple courses; Redesigning assessment instruments such as assignments, exams, labs, and quizzes. (250 words)

**PLLG 1 Ethics significantly improved in 2014-15 when only 5% of the students were classified as unsatisfactory in each dimension for the largest group of students assessed that year (Fall Semester 2014). Additionally, by Summer Term 2015, only 6% of the students scored unsatisfactory in the three dimensions. This contrasts with results during the past five year period when in 2010, 24% of the students were scored unsatisfactory for PLLG1. The significant improvement was due to primarily to changes made on the basis of the professor's analysis of the prior unsatisfactory results. For example, the professor noted that international students were having considerable difficulty with the assessment due to their writing skills and lack of familiarity with business case analysis. The professor, therefore, changed the course so that the assessment was moved to a later point in the semester, and also increased both the time devoted to case analysis instructions and the number of required, practice assignments prior to the assessment. Further, the College of Business, Economics, and Computing added a new course "Business Communications for International Students" that has been found to enhance international students' proficiency in English, and subsequently their performance in various classes and assessments.**

**The following changes were made to the MBA curriculum and classes in the last few years:**

- **MBA 752:** The professor changed the course so that the assessment was moved to a later point in the semester, and also increased both the time devoted to case analysis instructions and the number of required, practice assignments prior to the assessment. Further, the College of Business, Economics, and Computing added a new course "Business Communications for International Students" that

**has been found to enhance international students' proficiency in English, and subsequently their performance in various classes and assessments.**

- **For MBA 732:** Changed advising for prerequisites and changed grade requirement for prerequisite classes.
- **For MBA 712:** Instructor provided review materials prior to start of class. Changed prerequisite grade requirements.
- **MBA 796:** A case study approach was implemented, and electives related to integrated decision making were added.
- **MBA 715:** Added communication course for international students, particularly those from non-English speaking countries.
- **MBA 716:** Changed case used for assessment.

**Q13 13.** Please write an abstract of no more than 250 words to summarize your assessment report this year. Your abstract should address items completed above, including which learning outcome was assessed, which data were collected and analyzed, how the department discussed the findings, and what changes are planned as a result of what was learned. In addition, please emphasize the changes made to your program in the past five years (see questions 11 and 12). This abstract will be the basis of the assessment poster that the OIE will generate for the Assessment Showcase, and will be used as an easy way to share a summary of your report with others on campus.

In this report, we presented and analyzed the assessment results for PLLG 1 of the MBA program: Ethics. This learning goal requires students to recognize and analyze ethical problems that occur at the strategic level of business decision making. Based on the analysis, students can choose and defend a resolution. This assessment project distributed a case study to students and asked them to submit a completed analysis of the case study; as part of the analysis, students were required to discuss the ethical problems raised by the case study and present their perspectives on possible resolutions. Students were evaluated along three dimensions using a rubric: Recognition of the ethical issue, Position on the ethical issue, and Support of their position on the ethical issue. Students were placed in one of the three categories: Exemplary, Satisfactory, or Unsatisfactory. Student work was evaluated by the instructor for this class, and the summary results were compiled. This learning goal yielded some unsatisfactory results in the past. However, a few changes were made to the MBA curriculum and MBA 752 in recent years. These changes included adding a new course "Business Communications for International Students" that has been found to enhance international students' proficiency in English. In addition, the instructor changed the course so that the assessment was moved to a later point in the semester, and also increased both the time devoted to case analysis instructions and the number of required, practice assignments prior to the assessment. This resulted in no unsatisfactory ratings for any dimension of the rubric. These results will be shared and discussed with the MBA Committee in Fall 2016 and presented in a department meeting. Time permitting, these results may also be shared in a

future CBEC Advisory Board meeting. These results are also shared with AACSB as part of the annual report on Assurance of Learning.

The deadline for submission of reports is May 31. (Note, if due to the timing of your data gathering you would like to request a different deadline, please contact the Institutional Research Office, John Standard, standard@uwp.edu. The Assessment Showcase this year will be held on November 4, 2016.

**SPECIAL QUESTION RELATED TO DISTANCE EDUCATION COURSES:**

If your program is delivered fully or partly via distance education (online, hybrid, or flex-option/competency-based), please indicate the assessment efforts/plans undertaken in distance education (DE) courses/programs. Please emphasize topics such as assessment plans for distance education courses/programs, assessment results, and changes made over the past five years. (250 words)

Not applicable.