

Program: Bachelor of Science – Business Administration

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**PART I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations for improved student learning.**

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? <i>Please indicate the semester and year.</i>	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of students should be at that level?	F. What were the results of the assessment?	G. What were the department’s conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
<p><b>1. Communication</b> 1.1: Demonstrate proper mechanics in written formats.</p>	<p>Spring 2015 – The date we list in this column is the date of the last assessment <u>before</u> the 2016–2017 year.</p>	<p>Two assessors reviewed artifacts of student writing. They worked in a joint-scoring process for most of the artifacts, discussing the most appropriate score for each artifact. They</p>	<p>The assessors scored 34 artifacts of student written work collected from BUSAD 493 (<i>Senior Seminar.</i>)</p>	<p>We expect that at least 70% of undergraduate students will meet or exceed expectations based on the attached rubrics.</p>	<p>Seventy-one percent of students met expectations for this sub-goal.</p>	<p>Although most of our students would be able to produce writing that would be acceptable to many employers; there is a subset of our students who would disappoint an employer who is exacting about writing and who is very familiar with grammar and punctuation rules.</p>	<p>During Fall 2018, instructors will be informed of the assessors' observations and asked to take appropriate action in their courses (e.g., watch for gratuitous capitalization and other writing errors, mark errors, and require that students correct it. We will also ask the English Department for some learning exercises that instructors can use in their classes to upgrade student skills.</p>

		scored the remaining artifacts independently.				One problem, in particular, that was noted in student writing is gratuitous capitalization.	
1.2: Use vocabulary appropriate for target audience.	Fall 2013	Same method as for sub-goal 1.1	Same course and artifacts as for sub-goal 1.1	We expect that at least 70% of Undergraduate students will meet or exceed expectations .	Ninety-one percent of students met expectations for this sub-goal.	Students performed well on this performance criterion.	No changes or improvements to the program are planned.
<b>2.1 Problem Solving – Quantitative</b> 2.1.1 Appropriately define problem(s).	Fall 2013	Two assessors reviewed artifacts of student work. They worked in a joint-scoring process for all of the artifacts, discussing the most appropriate score for each artifact.	The assessors evaluated 5 projects that were collected from BUSAD 360, <i>Advanced Business Statistics</i> .	We expect that at least 70% of undergraduate students will meet or exceed expectations .	Eighty percent of students <b>meet</b> expectations for this sub-goal.	The level of performance is acceptable.	The information presented here is pertinent to sub-goals 2.1.1 through 2.1.4.  No changes or improvements to the program are planned. However, assessors did note some issues we plan to address:  1. Problem with the sample size: Five team reports were used as artifacts. 1.a. Possible solution to the sample size: In the future, using a larger sample size (individual projects instead of team projects) may improve the assessment of how well the learning goals are being met.  2. Problem with consistency:

							<p>Each team project used different data to make the same computations. The evaluators had to enter the data into Excel and work each project to see if the students had performed the calculations correctly. This caused challenges for the evaluators to recognize the different levels of achievement within each learning goal.</p> <p>2. a. Possible solution to consistency: If possible, having the same individual projects would not only provide a larger sample but it would also be easier for the evaluators to recognize the different levels of achievement within each learning goal.</p> <p>3. Problem and possible solution with the artifacts collected: Having a written and very detailed description regarding the artifacts and associated evaluation items will make the process easier and more reliable.</p>
2.1.2 Identify known and unknown information.	Fall 2013	Joint-scoring process, as described for sub-goal 2.1.1.		We expect that at least 70% of undergraduate students will meet or exceed	Eighty percent of students meet expectations for this sub-goal.	The level of performance is acceptable.	Please see the information presented for sub-goal 2.1.1, which applies to this sub-goal as well.

				expectations			
2.1.3 Translate problem into mathematical language.	Fall 2013	Joint-scoring process, as described for sub-goal 2.1.1.		We expect that at least 70% of undergraduate students will meet or exceed expectations	One hundred percent of students met expectations for this sub-goal.	We are pleased with the students' strong performance on this sub-goal.	See the information provided for sub-goal 2.1.1
2.1.4 Solve the problem.	Fall 2013	Joint-scoring process, as described for sub-goal 2.1.1.		We expect that at least 70% of undergraduate students will meet or exceed expectations	One hundred percent of students meet expectations for this sub-goal.	Same as for sub-goal 2.1.3 (i.e., pleased).	See the information provided for sub-goal 2.1.1
4.1: Identify relevant facts.	Fall 2014	Two assessors independently scored student work and then discussed scores to reach consensus on the most accurate score.	Twenty-one cases from BUSAD 302, <i>Ethics in Business</i> , were assessed.	We expect that at least 70% of undergraduate students will meet or exceed expectations	Eighty-six percent of students met expectations	The level of performance is acceptable.	No changes or improvements to the program are planned.
4.2: Identify ethical issues.	Fall 2014	Same process as used for sub-goal 4.1.	Twenty-one cases from BUSAD 302, <i>Ethics in Business</i> , were assessed.	We expect that at least 70% of undergraduate students will meet or exceed	Seventy-one percent of students met expectations	This meets our performance expectations, but minimally; some cause for concern here.	We will ask the Undergraduate Committee to consider these results and discuss whether interventions in the curriculum are called for.

				expectations			
4.3: Identify ethical alternatives	Fall 2014	Same process as used for sub-goal 4.1.	Twenty-one cases from BUSAD 302, Ethics in Business, were assessed.	We expect that at least 70% of undergraduate students will meet or exceed expectations	One hundred percent of students met expectations	We are pleased with the students' strong performance on this sub-goal.	No changes or improvements to the program are planned.
4.4: Recommend appropriate actions.	Fall 2014	Same process as used for sub-goal 4.1.	Twenty-one cases from BUSAD 302, Ethics in Business, were assessed.	We expect that at least 70% of undergraduate students will meet or exceed expectations	Ninety-five percent of students met expectations	Good performance on this sub-goal.	No changes or improvements to the program are planned.

Comments on part I:

**PART II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this 2016-2017 cycle that were based on, or implemented to address, the results of assessment from previous cycles.**

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
3.1: Demonstrate appropriate terminology associated with the global business environment. 3.2: Effectively evaluate situations associated with global organizations.	Spring 2016	Though we met expectations during that assessment, we will continue to monitor and continue to look for more ways to improve in this area. More specifically, we can investigate pedagogical best practices for teaching students to identify relevant global issues and find places in our curriculum to introduce, develop, and achieve mastery in this area.	No; we did not structure follow up on this into our activities. This was partly because students met expectations, though just barely.	No changes because we did not follow up. We now believe the best way to structure this for action during 2017–2018 is to charge our Undergraduate Committee to consider this for action, as well as ask faculty to target this for attention in their courses.

Comments on part II:

**UNDERGRADUATE LEARNING GOALS REVIEWER FORM**

**ARTIFACT#:** \_\_\_\_\_

**REVIEWER:** \_\_\_\_\_

**To the reviewer: Exceeds expectations = 2; Meets expectations = 1; Does not meet expectations = 0**

**LEARNING GOAL ONE: COMMUNICATION**

Our students will be able to communicate effectively.

**MEASURABLE OBJECTIVES**

Students will:

- 1.1 demonstrate proper mechanics in written formats.
- 1.2 use vocabulary appropriate for target audience.
- 1.3 be effective in oral communication and presentations.

<b>COMMUNICATION RUBRIC</b>				
<b>EVALUATION CRITERIA</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Does not meet expectations</b>	<b>REVIEWER SCORE</b>
1.1 Demonstrate proper mechanics in written formats: grammar and punctuation.	Documents have proper grammar and punctuation.	Documents have a few minor grammar and punctuation errors.	Documents demonstrate limited understanding of proper grammar and punctuation.	
1.2 Use vocabulary appropriate for target audience.	Correctly uses vocabulary.	Generally uses vocabulary correctly.	Often uses vocabulary incorrectly.	
1.3 Be effective in oral communication and presentations.	Ideas are clearly articulated.	Ideas are communicated in a manner that can be understood.	Ideas are poorly articulated.	



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**REVIEWER:** \_\_\_\_\_

**To the reviewer: Exceeds expectations = 2; Meets expectations = 1; Does not meet expectations = 0**

**LEARNING GOAL TWO: PROBLEM SOLVING - QUALITATIVE**

Our students will be able to analyze problems and develop solutions.

**MEASURABLE OBJECTIVES**

Students will:

- 2.1 appropriately use methods to solve problems.
- 2.2 evaluate business situations.
- 2.3 develop viable recommendations.

<b>PROBLEM SOLVING RUBRIC</b>				
<b>EVALUATION CRITERIA</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Does not meet expectations</b>	<b>REVIEWER SCORE</b>
2.1 Appropriately use methods to solve problems.	Appropriately uses methods.	Often appropriately uses methods.	Fails to appropriately use methods.	
2.2 Evaluate business situations.	Situations are evaluated correctly.	Situations are usually evaluated correctly.	Situations are not correctly evaluated.	
2.3 Develop viable recommendations.	Makes viable recommendations supported by appropriate analyses.	Makes recommendations with some support.	Makes recommendations that are poorly supported and/or non-viable.	

## UNDERGRADUATE LEARNING GOALS REVIEWER FORM

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REVIEWER: \_\_\_\_\_

**To the reviewer: Exceeds expectations = 2; Meets expectations = 1; Does not meet expectations = 0**

### LEARNING GOAL TWO: PROBLEM SOLVING - QUANTITATIVE

Our students will be able to analyze problems and develop solutions.

#### MEASURABLE OBJECTIVES

Students will:

- 2.1 Appropriately define the problem.
- 2.2 Identify known and unknown variables.
- 2.3 Translate problem(s) to mathematical language.
- 2.4 Solve the problem.
- 2.5 Check the answer.

<b>PROBLEM SOLVING RUBRIC</b>				
<b>EVALUATION CRITERIA</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Does not meet expectations</b>	<b>REVIEWER SCORE</b>
2.1 Appropriately define problem(s).	Appropriately defines problem(s).	Defines problem with some minor challenges.	Fails to appropriately define problem(s).	
2.2 Identify known and unknown information.	Identifies known and unknown information appropriately.	Identifies most, but not all known and unknown information.	Fails to identify known and unknown information.	
2.3 Translate problem into mathematical language.	Properly translates problem into mathematical language.	Properly translates most of the problem into mathematical language.	Does not properly translate problem into mathematical language.	
2.4 Solve the problem.	Properly solves the problem.	Properly solves most of the problem.	Does not properly solve the problem.	
2.5 Check your answer.	Properly checks answer(s) for reasonableness and magnitude.	Properly checks most answer(s) for reasonableness and magnitude.	Does not properly check answer(s) for reasonableness and magnitude.	

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**LEARNING GOAL THREE: GLOBAL AWARENESS**

Our students will understand the global business environment.

**MEASURABLE OBJECTIVES**

Students will:

- 3.1 demonstrate appropriate terminology associated with the global business environment.
- 3.2 effectively evaluate situations associated with global organizations.

<b>GLOBAL AWARENESS RUBRIC</b>				
<b>EVALUATION CRITERIA</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Does not meet expectations</b>	<b>REVIEWER SCORE</b>
3.1 Demonstrate appropriate terminology associated with the global business environment.	Demonstrates extensive knowledge of terminology associated with the global business environment.	Demonstrates some knowledge of terminology associated with most global business environment elements.	Fails to demonstrate knowledge of terminology associated with the global business environment elements.	
3.2 Effectively evaluate situations associated with global organizations.	Comprehensively evaluates situations associated with global organizations.	Evaluates situations associated with global organizations with some proficiency.	Does not effectively evaluate situations associated with global organizations.	

**UNDERGRADUATE LEARNING GOALS REVIEWER FORM**

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**REVIEWER:** \_\_\_\_\_

**To the reviewer: Exceeds expectations = 2; Meets expectations = 1; Does not meet expectations = 0**

**LEARNING GOAL FOUR: ETHICAL AWARENESS**

Our students will understand concepts related to ethics.

**MEASURABLE OBJECTIVES**

Students will:

- 4.1 identify relevant facts.
- 4.2 identify ethical issues.
- 4.3 identify ethical alternatives.
- 4.4 recommend appropriate actions.

<b>ETHICAL AWARENESS RUBRIC</b>				
<b>EVALUATION CRITERIA</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Does not meet expectations</b>	<b>REVIEWER SCORE</b>
4.1 Identify relevant facts.	Shows strong ability to identify relevant facts.	Identifies most relevant facts.	Often fails to identify relevant facts.	
4.2 Identify ethical issues.	Shows strong ability to identify ethical issues.	Identifies most ethical issues.	Often fails to identify ethical issues.	
4.3 Identify ethical alternatives.	Clearly identifies ethical alternatives.	Identifies some ethical alternatives.	Fails to identify ethical alternatives.	
4.4 Recommend appropriate actions.	Recommends appropriate actions	Recommends some appropriate actions.	Fails to recommend appropriate actions.	



**UNDERGRADUATE LEARNING GOALS REVIEWER FORM**

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**LEARNING GOAL FIVE: Team skills**

Our students will be able to effectively work in a team.

**MEASURABLE OBJECTIVES**

Students will:

5.1: describe the role of teams in organizations

5.2: demonstrate the effective use of team tools

5.3: demonstrate effective behavior in teams

TEAM SKILL RUBRIC				
EVALUATION CRITERIA	Exceeds expectations	Meets expectations	Does not meet expectations	REVIEWER SCORE
5.1: Describe the role of teams in organizations	Comprehensively describes the roles of teams in organizations (e.g., strong description; provides examples that support description)	Accurately describes the role of teams in organizations	Does not describe the role of teams in organizations	
5.2: Demonstrate the effective use of team tools	Demonstrates skilled use of tools that contribute to team effectiveness (e.g., sets appropriate goals, creates effective plan for managing conflict, defines roles clearly, creates effective system for scheduling and updating progress, etc.)	Uses tools that contribute to team effectiveness (agendas, minutes, schedules, records of delegated tasks, etc.)	Unable to correctly use team tools or fails to make use of most of the applicable tools	
5.3: Demonstrate effective behavior in teams	Demonstrates skill in working as a team (e.g., works effectively to achieve the team's objectives, constructively addresses social loafing, conflict is not excessive and is constructively resolved, behaviors build cohesion and positive team climate, etc.).	Works collaboratively to achieve the team's objectives.	(a) No successful outcome or (b) some success but with clearly dysfunctional team behavior.	