Program Outcomes Assessment

Undergraduate Business Core

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General Information (Program Outcomes Assessment)
Standing Requirements

Mission Statement

The Indiana State University Scott College of Business is dedicated to providing an internationally-accredited professional education to qualified students at both the undergraduate and master’s levels. Our primary focus is to provide an experiential learning environment that prepares students to take leadership roles in both public and private organizations. In tandem with this commitment, the College supports, encourages, and produces applied and educational research, development of relationships with the business community, and service to the region and the professions.

Outcomes Library

A. Comprehension of business concepts and practices of organizations (What they know) - Sept. 2013

<table>
<thead>
<tr>
<th>LG1 Business concepts</th>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be knowledgeable about current business concepts</td>
<td>1A - Discipline Knowledge</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will demonstrate knowledge of a core body of discipline-specific concepts, including principles in accounting, finance, management and marketing.</td>
<td>1B - Apply concepts</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will apply a core body of discipline-specific knowledge to business situations.</td>
<td>1C</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LG2 Business practices, including global</th>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand internal and external influences on domestic and international business practices.</td>
<td>2A - environments</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will be aware of the complexities of the political/legal, economic and historical environments as they relate to domestic and international business practices.</td>
<td>2B - Culture</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will understand the role of culture and customs in business practices when evaluating business alternatives in domestic and international settings.</td>
<td>2C - International Markets</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will understand motivations for expanding into international markets, will articulate practical issues involved in these endeavors, and will analyze differences in operating</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
domestically vs. globally.

B. Apply problem solving to address information needs of organization (What they can do) - Sept. 2013

**LG3 Problem solving**
Students will solve business problems by applying appropriate technology, tools, and decision-making techniques.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A Articulate main issues of a business decision</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will articulate the main issues of a business decision.</td>
<td></td>
</tr>
<tr>
<td>3B Use evidence</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will use evidence in the decision process.</td>
<td></td>
</tr>
<tr>
<td>3C Justify conclusions</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will justify conclusions and develop recommendations.</td>
<td></td>
</tr>
</tbody>
</table>

**LG4 Ethical decision making**
Students will evaluate the ethical dimensions of business decisions.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A Identify ethical dilemmas</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will identify ethical dilemmas, gather pertinent facts and express possible actions.</td>
<td></td>
</tr>
<tr>
<td>4B Analyze impact on stakeholders</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will analyze the impact of an action on all stakeholders.</td>
<td></td>
</tr>
<tr>
<td>4C Defend ethical framework</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will be able to explain and defend the ethical framework in which they make business decisions.</td>
<td></td>
</tr>
</tbody>
</table>

C. Demonstrate professional skills expected in the workplace (How they act) - Sept. 2013

**LG5 Communication**
Students will demonstrate the ability to communicate effectively.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>5A Prepare written report</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will prepare an effective written report.</td>
<td></td>
</tr>
<tr>
<td>5B Give oral presentation</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will give an effective oral presentation.</td>
<td></td>
</tr>
<tr>
<td>5C Convey information effectively</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will be able to effectively convey information in an appropriate format and setting.</td>
<td></td>
</tr>
</tbody>
</table>

**LG6 Workplace expectations & behaviors**
Students will demonstrate an understanding of appropriate workplace expectations and behaviors.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>6A Work in teams</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will work effectively in teams</td>
<td></td>
</tr>
<tr>
<td>6B Employ business etiquette</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will employ appropriate business etiquette during a professional event</td>
<td></td>
</tr>
<tr>
<td>6C Engage in appropriate conversation</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will engage in appropriate conversation during a business event</td>
<td></td>
</tr>
<tr>
<td>6D Participate in professional development</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will participate in professional development events</td>
<td></td>
</tr>
</tbody>
</table>

**Undergraduate Business Core (Old as of Sept. 2013)**

**Curriculum Map**

**Active Curriculum Maps**

1. **A. Business concepts and practices (Sept. 2013)** (See appendix)
   - **Alignment Set:** A. Comprehension of business concepts and practices of organizations (What they know) - Sept. 2013
   - **Created:** 08/25/2014 1:08:41 pm CST
   - **Last Modified:** 08/25/2014 1:15:06 pm CST

2. **B. Problem solving (Sept. 2013)** (See appendix)
   - **Alignment Set:** B. Apply problem solving to address information needs of organization (What they can do) - Sept. 2013
   - **Created:** 08/25/2014 12:45:07 pm CST
   - **Last Modified:** 08/25/2014 12:57:18 pm CST

3. **C. Professional Skills (Sept. 2013)** (See appendix)
   - **Alignment Set:** C. Demonstrate professional skills expected in the workplace (How they act) - Sept. 2013
   - **Created:** 08/25/2014 12:57:40 pm CST
   - **Last Modified:** 08/25/2014 1:04:47 pm CST

4. **College of Business Undergraduate Core Curriculum Map** (See appendix)
   - **Alignment Set:** Undergraduate Business Core (Old as of Sept. 2013)
   - **Created:** 09/27/2010 12:28:36 pm CST
   - **Last Modified:** 11/06/2013 9:54:37 am CST

**Communication of Outcomes**

Visual display of learning goals.

In addition, each program/major within the Scott College should choose some or all of the following ways to communicate its student learning outcomes to constituents:

1. Post learning goals on their website.
2. Include learning goals on all course syllabi.
3. Include learning goals in any promotional materials for the major/program.
4. Share learning goals with advisory boards.
5. Create posters or flyers to display learning goals near offices or classrooms.
6. Share learning goals with freshmen in BUS 100.
7. Make employers or potential employers aware of student learning outcomes.

This list is not meant to be exhaustive; some programs may wish to share learning outcomes in other ways not listed here. Ultimately, it is up to faculty in specific programs to decide which communication methods are appropriate for their learning goals.
Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

File Attachments:
1. ISU College of Business Undergraduate Core Curriculum Grids.xls (See appendix)
2009-2010 Assessment Cycle

Assessment Plan

Outcomes and Measures

Undergraduate Business Core (Old as of Sept. 2013)

ULG 1: Business practices and concepts
Students will be knowledgeable about current business practices and concepts.

<table>
<thead>
<tr>
<th>Outcome 1.1: Nature of business</th>
<th>Measure: BUS 201 Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the functional areas of and interdisciplinary nature of business, and will be able to solve business problems utilizing current theory and practices.</td>
<td>Direct - Exam</td>
</tr>
<tr>
<td><strong>Details/Description:</strong> Ten multiple choice final exam questions tied to course learning objectives;</td>
<td></td>
</tr>
<tr>
<td>• SU: 9-10 correct;</td>
<td></td>
</tr>
<tr>
<td>• SA: 7-8 correct;</td>
<td></td>
</tr>
<tr>
<td>• DV: 5-6 correct;</td>
<td></td>
</tr>
<tr>
<td>• DF: 0-4 correct.</td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong> 70% achieve a rating of SU of SA</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Fall 2009</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> Course instructor; SCOB Assessment Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure: BUS 311 Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Exam</td>
</tr>
<tr>
<td><strong>Details/Description:</strong> Ten multiple choice final exam questions tied to course learning objectives;</td>
</tr>
<tr>
<td>• SU: 8-10 correct;</td>
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<tr>
<td>• SA: 7-8 correct;</td>
</tr>
<tr>
<td>• DV: 5-6 correct;</td>
</tr>
<tr>
<td>• DF: 0-4 correct.</td>
</tr>
<tr>
<td><strong>Target:</strong> 70% achieve a rating of SU of SA</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Spring 2009</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> Course instructor; SCOB Assessment Coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure: SCOB Exit Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Exam</td>
</tr>
<tr>
<td><strong>Details/Description:</strong></td>
</tr>
<tr>
<td>• SU 5/5 correct (subject) or &gt;=85% total;</td>
</tr>
<tr>
<td>• SA 3-4/5 correct (subject) or 70-84% total;</td>
</tr>
<tr>
<td>• DV 2/5 correct (subject) or 50-69% total;</td>
</tr>
<tr>
<td>• DF 0-1/5 correct (subject) or &lt;=50% total.</td>
</tr>
<tr>
<td><strong>Target:</strong> 70% will receive scores of SU or SA</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Spring 2010</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> Assessment Coordinator</td>
</tr>
</tbody>
</table>

ULG 2: Business decisions
Students will be able to make prudent business decisions by employing analytical and critical thinking.
Outcome 2.1: Solve business problems
Students will demonstrate the ability to solve business problems by applying appropriate decision-making techniques, including defining the problem, collecting appropriate data, identifying alternatives, analyzing information, and interpreting results.

**Measure:** BUS 205 Quiz
Direct - Exam

**Details/Description:** Five question in-class computer quiz on interpreting descriptive statistics and graphical displays.

SU: 5 correct; SA: 3-4 correct; DV: 2 correct; DF: 0-1 correct.

**Target:** 70% will receive scores of SU or SA

**Implementation Plan (timeline):** Expected Fall 2010

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

**Measure:** BUS 305 Quiz
Direct - Exam

**Details/Description:** Computer quiz in which students must develop, implement and interpret a regression model. Student work evaluated based on a rubric.

**Target:** 70% will receive scores of SU or SA

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

**Measure:** BUS 351 Exam
Direct - Exam

**Details/Description:** Five exam questions on calculation and interpretation of statistical process control (SPC) chart values. Students were classified as follows:

SU: 5 correct; SA: 3-4 correct; DV: 2 correct; and DF: 0-1 correct.

**Target:** 70% will receive scores of SU or SA

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

ULG 3: Effective communication
Students will demonstrate the ability to effectively convey information using appropriate means of communication.

Outcome 3.1: Effectively convey information
Students will demonstrate the ability to effectively convey information using appropriate means of communication.

**Measure:** BEIT 336 Written Reports
Direct - Exam

**Details/Description:** Pilot: Formal (long) report, student submissions evaluated based on rubric.

Revised instrument: combination of writing assignments from course, including formal report, recommendation report, informational report, and progress report; all submissions evaluated based on rubrics.

SU: 90-100% of total points; SA: 70-89%; DV: 60-69%; and DF: 0-59%.

**Target:** 70% SU/SA

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator
**Measure:** BUS 401 reflection reports

Direct - Other

**Details/Description:** A portion of a reflection paper that requires students to apply the strategic assessment process to their own personal and professional lives. Reports were evaluated on four dimensions (content and development; organization and structure; and grammar, punctuation and spelling) using a rubric.

**Target:** 70% SU/SA

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

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**ULG 4: Competent in applying relevant technology**

Students will be competent in applying relevant technology to business problems

### Outcome 4.1: Business information systems

Students will understand the nature, function and limitations of commonly used business information systems.

**Measure:** BUS 321 paper

Direct - Other

**Details/Description:** Required 10-page paper on the impact of Information Technology on a selected profession or industry. Student submissions were evaluated based on a rubric.

**Target:** 70% SU/SA

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

---

**Measure:** SCOB Exit Exam, MIS questions

Direct - Exam

**Details/Description:** Five multiple choice questions on technology uses and functions.

- SU: 5/5 correct;
- SA: 3-4/5 correct;
- DV: 2/5 correct;
- DF: 0-1/5.

**Target:** 70% SU/SA

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

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**Outcome 4.2: Proficiency in using technology**

Students will demonstrate proficiency in using technology to solve business problems.

**Measure:** BUS 180 live final exam

Direct - Exam

**Details/Description:** Skills with Access tables, queries, reports and Excel tasks (coping expressions, charts, formatting, complex functions). On each skill, students were classified as mastered (1 point), partly mastered (0.5 points), and not mastered (0 points). Overall, out of 9 points:

- SU: 8-9 points;
- SA: 6-7.5 points;
- DV: 4-5.5 points; and
- DF: 0-3.5 points.

**Target:** 70% SU/SA

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator
ULG 5: Competent in ethical decision making
Students will be competent in ethical decision making.

Outcome 5.1: Ethical framework
Students will be able to explain and defend the ethical framework in which they make business decisions.

- **Measure:** BUS 361 case study
  - Direct - Other

  - **Details/Description:** A real world case involving the shipment of tainted products that caused consumer illnesses, requiring the definition of the ethical dilemma, identification of stakeholders, articulation of alternatives an choice of ethical action. Responses were evaluated based on a rubric.
  - **Target:** 70% SU/SA
  - **Implementation Plan (timeline):** Spring 2010
  - **Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

- **Measure:** Ethics Conference & Ethics Week Participation
  - Indirect - Other

  - **Details/Description:** Measure number of business students in attendance and number of instructors requiring attendance or ethics assignments.
  - **Target:** Not established
  - **Implementation Plan (timeline):** Spring 2010
  - **Responsible Individual(s):** Course instructors; conference coordinators; SCOB Assessment Coordinator

- **Measure:** SCOB Exit Exam, Ethics questions
  - Direct - Exam

  - **Details/Description:** Five multiple choice questions.
    - SU: 5/5 correct;
    - SA: 3-4/5 correct;
    - DV: 2/5 correct;
    - DF: 0-1/5 correct.
  - **Target:** 70% SU/SA
  - **Implementation Plan (timeline):** Spring 2010
  - **Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

ULG 6: Function effectively in professional settings
Students will be able to function effectively in professional settings.

Outcome 6.1: Commitment to standards
Students will demonstrate commitment to standards of professional behavior.

- **Measure:** BUS 401 peer evaluations
  - Direct - Other

  - **Details/Description:** Students work on teams within a student-run consulting company and evaluate team members on several behaviours using a Behaviorally Anchored Rating Scale The z-
score of the overall score is used:

\[
\begin{align*}
SU: z & = +1; \\
SA: -1 \leq z < +1; \\
DV: -2 \leq z < -1; \\
DF: z & < -2
\end{align*}
\]

**Target:** 70% SU/SA  
**Implementation Plan (timeline):** Fall 2010  
**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

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**Measure:** Center for Student Professional Development Utilization  
Direct - Other

**Details/Description:** Measure number of students served by the CSPD from one-on-one services (resume reviews, practice interviews, job search assistance), workshops, classroom visits and events. Continue to increase number of students served.  
**Target:** Not determined. A total of 1487 students served in 2008-09.  
**Implementation Plan (timeline):** Expected AY 2010-2011  
**Responsible Individual(s):**

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**ULG 7: Operating in a global business environment**  
Students will be cognizant of the complexities of operating in a global business environment.

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**Outcome 7.1: Basic operational motivation for business**  
Students will understand the basic economic, political, cultural and operational motivations for international business.

**Measure:** SCOB Exit Exam  
Direct - Exam

**Details/Description:** Five multiple choice questions.  
- SU 5/5 correct;  
- SA 3–4/5 correct;  
- DV 2/5 correct;  
- DF 0–1/5 correct.  
**Target:** 70% receive a rating of SU or SA  
**Implementation Plan (timeline):** Spring 2010 and 2012  
**Responsible Individual(s):** SCOB Assessment Coordinator

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**Assessment Findings**

**Finding per Measure**

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**Undergraduate Business Core (Old as of Sept. 2013)**

**ULG 1: Business practices and concepts**  
Students will be knowledgeable about current business practices and concepts.

**Outcome 1.1: Nature of business**  
Students will understand the functional areas of and interdisciplinary nature of business, and will be able to solve business problems utilizing current theory and practices.

**Measure:** BUS 201 Final Exam  
Direct - Exam

**Details/Description:** Ten multiple choice final exam questions tied to course learning objectives;  
- SU: 9–10 correct;  
- SA: 7–8 correct;  
- DV: 5–6 correct;  
- DF: 0–4 correct.  
**Target:** 70% achieve a rating of SU of SA
Implementation Plan (timeline): Fall 2009
Responsible Individual(s): Course instructor; SCOB Assessment Coordinator

Findings for BUS 201 Final Exam

Summary of Findings: 46% of the students achieved SU or SA
Results: Target Achievement: Not Met
Recommendations: Much progress has been made, though still not at acceptable levels. Faculty will continue to assign the identified exercises and in Fall 2010 will consider a move to uniform use of Wiley Plus and a shifting of some material to BUS 202 to allow for greater emphasis on remaining topics. Reassess in Fall 2010.

Reflections/Notes:

These Findings are associated with the following Actions:

Revise BUS 201
(Action Plan; 2009-2010 Assessment Cycle)

Measure: BUS 311 Final Exam
Direct - Exam

Details/Description: Ten multiple choice final exam questions tied to course learning objectives;
• SU: 8-10 correct;
• SA: 7-8 correct;
• DV: 5-6 correct;
• DF: 0-4 correct.
Target: 70% achieve a rating of SU of SA
Implementation Plan (timeline): Spring 2009
Responsible Individual(s): Course instructor; SCOB Assessment Coordinator

Findings for BUS 311 Final Exam

Summary of Findings: 70% SU/AU. Acceptable
Results: Target Achievement: Met
Recommendations: No recommendations.
Reflections/Notes:

Measure: SCOB Exit Exam
Direct - Exam

Details/Description:
• SU 5/5 correct (subject) or >=85% total;
• SA 3-4/5 correct (subject) or 70-84% total;
• DV 2/5 correct (subject) or 50-69% total;
• DF 0-1/5 correct (subject) or <=50% total.
Target: 70% will receive scores of SU or SA
Implementation Plan (timeline): Spring 2010
Responsible Individual(s): Assessment Coordinator

Findings for SCOB Exit Exam
**Summary of Findings**: 81% of students achieved acceptable levels (17% SU and 64% SA)

**Results**: Target Achievement: Exceeded

**Recommendations**: No corrective actions are necessary. Measure again in Spring 2012.

**Reflections/Notes**: This is an improvement over the 2009 assessment, mostly in superior levels. This could have been because students were given incentives to perform well and answer questions to best of their ability.

**These Findings are associated with the following Actions:**

continue to monitor

(Action Plan; 2009-2010 Assessment Cycle)

---

**ULG 2: Business decisions**

Students will be able to make prudent business decisions by employing analytical and critical thinking.

**Outcome 2.1: Solve business problems**

Students will demonstrate the ability to solve business problems by applying appropriate decision-making techniques, including defining the problem, collecting appropriate data, identifying alternatives, analyzing information, and interpreting results.

**Measure**: BUS 205 Quiz

Direct - Exam

**Details/Description**: Five question in-class computer quiz on interpreting descriptive statistics and graphical displays.

- SU: 5 correct;
- SA: 3-4 correct;
- DV: 2 correct;
- DF: 0-1 correct.

**Target**: 70% will receive scores of SU or SA

**Implementation Plan (timeline)**: Expected Fall 2010

**Responsible Individual(s)**: Course instructor; SCOB Assessment Coordinator

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**Findings for BUS 205 Quiz**

No Findings Added

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**Measure**: BUS 305 Quiz

Direct - Exam

**Details/Description**: Computer quiz in which students must develop, implement and interpret a regression model. Student work evaluated based on a rubric.

**Target**: 70% will receive scores of SU or SA

**Implementation Plan (timeline)**: Spring 2010

**Responsible Individual(s)**: Course instructor; SCOB Assessment Coordinator

---

**Findings for BUS 305 Quiz**

**Summary of Findings**: Spring 2010: 70% SU/SA, acceptable. All students were given opportunities to practice developing regression models on the computer. Continue with this practice and reassess in Spring 2012.

**Results**: Target Achievement: Met

**Recommendations**: Continue with this practice and reassess in Spring 2012.

**Reflections/Notes**:

**Substantiating Evidence**: [305 Regression AOL Report S10.docx](Word Document (Open XML)) (See appendix)
**Measure:** BUS 351 Exam  
Direct - Exam

**Details/Description:** Five exam questions on calculation and interpretation of statistical process control (SPC) chart values. Students were classified as follows:

SU: 5 correct;  
SA: 3-4 correct;  
DV: 2 correct; and  
DF: 0-1 correct.  

**Target:** 70% will receive scores of SU or SA  
**Implementation Plan (timeline):** Spring 2010  
**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

**Findings** for BUS 351 Exam

**Summary of Findings:** Spring 2010: 73% SU/SA, acceptable. Students continue to confuse sample size and number of samples, and still tend to overlook patterns, despite lectures and written materials to clarify.  

**Results:** Target Achievement: Met  

**Recommendations:** Students continue to confuse sample size and number of samples, and still tend to overlook patterns, despite lectures and written materials to clarify. Recommend adding quiz and practice problems specifically addressing these common mistakes. Reassess in Spring 2012.  

**Reflections/Notes:**

---

**ULG 3: Effective communication**  
Students will demonstrate the ability to effectively convey information using appropriate means of communication.

**Outcome 3.1: Effectively convey information**  
Students will demonstrate the ability to effectively convey information using appropriate means of communication.

**Measure:** BEIT 336 Written Reports  
Direct - Exam

**Details/Description:** Pilot: Formal (long) report, student submissions evaluated based on rubric. Revised instrument: combination of writing assignments from course, including formal report, recommendation report, informational report, and progress report; all submissions evaluated based on rubrics.

SU: 90-100% of total points;  
SA: 70-89%;  
DV: 60-69%; and  
DF: 0-59%.

**Target:** 70% SU/SA  
**Implementation Plan (timeline):** Spring 2010  
**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

**Findings** for BEIT 336 Written Reports

**Summary of Findings:** Spring 2010: 77% SU/SA, acceptable. Deadlines and draft requirements appear to be effective at improving performance.  

**Results:** Target Achievement: Exceeded  

**Recommendations:** Deadlines and draft requirements appear to be effective at improving performance.
Reflections/Notes:
Substantiating Evidence:
- BEIT 336 Formal_Report_Assignment_fall_09.doc (Microsoft Word) (See appendix)
- BEIT 336 S10 Assessment Results Template.xlsx (Excel Workbook (Open XML)) (See appendix)
- BEIT 336-Spring10.xlsx (Excel Workbook (Open XML)) (See appendix)

Measure: BUS 401 reflection reports
Direct - Other

Details/Description: A portion of a reflection paper that requires students to apply the strategic assessment process to their own personal and professional lives. Reports were evaluated on four dimensions (content and development; organization and structure; and grammar, punctuation and spelling) using a rubric.

Target: 70% SU/SA
Implementation Plan (timeline): Spring 2010
Responsible Individual(s): Course instructor; SCOB Assessment Coordinator

Findings for BUS 401 reflection reports

Summary of Findings: Spring 2010: 89% SU/SA in Content and 89% SU/SA in Organization, acceptable; 67% SU/SA in Grammar/Spelling (much improved but still not acceptable). Students were informed that writing would be evaluated and to refer to COB Writing Guidelines; appears that skills have not improved per se but that students are submitting higher quality work. Continue to emphasize expectation of high quality writing and encourage proofreading.

Results: Target Achievement: Met

Recommendations: Students were informed that writing would be evaluated and to refer to COB Writing Guidelines; appears that skills have not improved per se but that students are submitting higher quality work. Continue to emphasize expectation of high quality writing and encourage proofreading.

Reflections/Notes:
Substantiating Evidence:
- Assessment Results Template_401 reflection reports.xlsx (Excel Workbook (Open XML)) (See appendix)

ULG 4: Competent in applying relevant technology
Students will be competent in applying relevant technology to business problems

Outcome 4.1: Business information systems
Students will understand the nature, function and limitations of commonly used business information systems.

Measure: BUS 321 paper
Direct - Other

Details/Description: Required 10-page paper on the impact of Information Technology on a selected profession or industry. Student submissions were evaluated based on a rubric.

Target: 70% SU/SA
Implementation Plan (timeline): Spring 2010
Responsible Individual(s): Course instructor; SCOB Assessment Coordinator

Findings for BUS 321 paper
Summary of Findings: Spring 2010: 80% SU/SA, acceptable.
Results: Target Achievement: Exceeded
Reflections/Notes:

Measure: SCOB Exit Exam, MIS questions
Direct: Exam

Details/Description: Five multiple choice questions on technology uses and functions.
SU: 5/5 correct;
SA: 3-4/5 correct;
DV: 2/5 correct;
DF: 0-1/5.
Target: 70% SU/SA
Implementation Plan (timeline): Spring 2010
Responsible Individual(s): Course instructor; SCOB Assessment Coordinator

Findings for SCOB Exit Exam, MIS questions

Summary of Findings: Spring 2010: 100% SU/SA, acceptable.
Results: Target Achievement: Exceeded
Recommendations: Measure again in Spring 2012.
Reflections/Notes:

Outcome 4.2: Proficiency in using technology
Students will demonstrate proficiency in using technology to solve business problems.

Measure: BUS 180 live final exam
Direct: Exam

Details/Description: Skills with Access tables, queries, reports and Excel tasks (coping expressions, charts, formatting, complex functions). On each skill, students were classified as mastered (1 point), partly mastered (0.5 points), and not mastered (0 points). Overall, out of 9 points:
SU: 8-9 points;
SA: 6-7.5 points;
DV: 4-5.5 points; and
DF: 0-3.5 points.
Target: 70% SU/SA
Implementation Plan (timeline): Spring 2010
Responsible Individual(s): Course instructor; SCOB Assessment Coordinator

Findings for BUS 180 live final exam

Summary of Findings: Spring 2010: 75% SU/SA, acceptable. Observations: problems with complex Excel functions continue; Access skills still not at level of Excel skills, may be because final exam questions not in the same form as in-class exercises.
Results: Target Achievement: Met
Recommendations: Observations: problems with complex Excel functions continue; Access skills still not at level of Excel skills, may be because final exam questions not in the same form as in-class exercises. Continue using myitlab; address student concerns and coach students on successful use of myitlab at the beginning of the course; more closely align final exam questions
with course objectives and exercises.

**Reflections/Notes:**

**Substantiating Evidence:**

- BUS 180 Assessment 2010 - Discussion & Actions.docx (Word Document (Open XML)) (See appendix)

**Measure:** Informal

Indirect - Other

**Details/Description:** Informal feedback from instructors and employers

**Target:** Not established

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

**Findings for Informal**

**Summary of Findings:** Spring 2010: BUS 180 developed, piloted in Spring 2009 and first offered large scale in Fall 2009. Informal assessment from statistics instructors indicate student Excel skills have improved.

**Results:** Target Achievement: Met

**Recommendations:** Formal assessment to come once more students have taken BUS 180.

**Reflections/Notes:**

---

**ULG 5: Competent in ethical decision making**

Students will be competent in ethical decision making.

**Outcome 5.1: Ethical framework**

Students will be able to explain and defend the ethical framework in which they make business decisions.

**Measure:** BUS 361 case study

Direct - Other

**Details/Description:** A real world case involving the shipment of tainted products that caused consumer illnesses, requiring the definition of the ethical dilemma, identification of stakeholders, articulation of alternatives an choice of ethical action. Responses were evaluated based on a rubric.

**Target:** 70% SU/SA

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

**Findings for BUS 361 case study**

**Summary of Findings:** Spring 2010, 67% SU/SA, just below 70% benchmark. Most of problems students had were in adequately defining the ethical dilemma. Question possibly unclear, as students were able to articulate alternatives and reasonable courses of action.

**Results:** Target Achievement: Not Met

**Recommendations:** Adjust instructions.

**Reflections/Notes:**
**Measure:** Ethics Conference & Ethics Week Participation  
Indirect - Other  

**Details/Description:** Measure number of business students in attendance and number of instructors requiring attendance or ethics assignments.  
**Target:** Not established  
**Implementation Plan (timeline):** Spring 2010  
**Responsible Individual(s):** Course instructors; conference coordinators; SCOB Assessment Coordinator  

**Findings for Ethics Conference & Ethics Week Participation**  

**Summary of Findings:** Spring 2010: 480 students attended; at least 22 faculty members either required attendance or an ethics assignment.  
**Results:** Target Achievement: Met  
**Recommendations:** Determine benchmarks/targets for participation. Measure again in Spring 2011  
**Reflections/Notes:**

---

**Measure:** SCOB Exit Exam, Ethics questions  
Direct - Exam  

**Details/Description:** Five multiple choice questions.  
SU: 5/5 correct;  
SA: 3-4/5 correct;  
DV: 2/5 correct;  
DF: 0-1/5 correct.  
**Target:** 70% SU/SA  
**Implementation Plan (timeline):** Spring 2010  
**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator  

**Findings for SCOB Exit Exam, Ethics questions**  

**Summary of Findings:** Spring 2010: 68% SU/SA  
**Results:** Target Achievement: Met  
**Recommendations:** Improved from Spring 2009 61% SU/SA. Still slightly below expectations. Continue to expand coverage in Core. Reassess in Spring 2012.  
**Reflections/Notes:**

---

**ULG 6: Function effectively in professional settings**  
Students will be able to function effectively in professional settings.  

**Outcome 6.1: Commitment to standards**  
Students will demonstrate commitment to standards of professional behavior.

**Measure:** BUS 401 peer evaluations  
Direct - Other  

**Details/Description:** Students work on teams within a student-run consulting company and evaluate team members on several behaviours using a Behaviorally Anchored Rating Scale. The z-score of the overall score is used:
SU: z> = +1;
SA: -1 <= z < +1;
DV: -2 <= z < -1;
DF: z < -2

**Target:** 70% SU/SA

**Implementation Plan (timeline):** Fall 2010

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

---

**Findings** for BUS 401 peer evaluations

*No Findings Added*

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**Measure:** Center for Student Professional Development Utilization

**Direct** - Other

**Details/Description:** Measure number of students served by the CSPD from one-on-one services (resume reviews, practice interviews, job search assistance), workshops, classroom visits and events. Continue to increase number of students served.

**Target:** Not determined. A total of 1487 students served in 2008-09.

**Implementation Plan (timeline):** Expected AY 2010-2011

**Responsible Individual(s):**

---

**Findings** for Center for Student Professional Development Utilization

**Summary of Findings:** In 2009-10, a total of 1487 students served (211 individually and 1276 through events).

**Results:** Target Achievement: Met

**Recommendations:** Establish benchmarks/targets for participation. Continue to expand services and advertisements.

**Reflections/Notes:**

---

**ULG 7: Operating in a global business environment**

Students will be cognizant of the complexities of operating in a global business environment.

---

**Outcome 7.1: Basic operational motivation for business**

Students will understand the basic economic, political, cultural and operational motivations for international business.

**Measure:** SCOB Exit Exam

**Direct** - Exam

**Details/Description:** Five multiple choice questions.

- SU 5/5 correct;
- SA 3-4/5 correct;
- DV 2/5 correct;
- DF 0-1/5 correct.

**Target:** 70% receive a rating of SU or SA

**Implementation Plan (timeline):** Spring 2010 and 2012

**Responsible Individual(s):** SCOB Assessment Coordinator

---

**Findings** for SCOB Exit Exam

**Summary of Findings:** 98% SU/SA, acceptable.

**Results:** Target Achievement: Exceeded

**Recommendations:** Measure again in Spring 2012.
Reflections/Notes:

Overall Recommendations

The Assessment Committee needs to do XYZ. Program faculty need to reconsider the course sequence.

Overall Reflection

No text specified

Action Plan

Actions

Undergraduate Assurance of Learning

ethics

ethical reasoning

consider stakeholders

No actions specified

Undergraduate Business Core (Old as of Sept. 2013)

ULG 1: Business practices and concepts

Students will be knowledgeable about current business practices and concepts.

Outcome 1.1: Nature of business

Students will understand the functional areas of and interdisciplinary nature of business, and will be able to solve business problems utilizing current theory and practices.

Action: continue to monitor

This Action is associated with the following Findings

Findings for SCOB Exit Exam
(Assessment Plan and Assessment Findings; 2009-2010 Assessment Cycle)

Summary of Findings: 81% of students achieved acceptable levels (17% SU and 64% SA)

Action Details: Based on student performance in Wpring 2010, no corrective actions are necessary. Measure again in Spring 2012.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority: Medium

Action: Revise BUS 201

This Action is associated with the following Findings

Findings for BUS 201 Final Exam
**Summary of Findings:** 46% of the students achieved SU or SA

**Action Details:** Faculty will continue to assign the identified exercises and in Fall 2010 will consider a move to uniform use of Wiley Plus and a shifting of some material to BUS 202 to allow for greater emphasis on remaining topics.

**Implementation Plan (timeline):** Fall 2010

**Key/Responsible Personnel:** Course faculty

**Measures:**

**Resource Allocations:**

**Priority:** High

## Status Report

### Action Statuses

**Undergraduate Assurance of Learning**

<table>
<thead>
<tr>
<th>ethics</th>
<th>ethical reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>consider stakeholders</strong></td>
<td><strong>No actions specified</strong></td>
</tr>
</tbody>
</table>

### Undergraduate Business Core (Old as of Sept. 2013)

**ULG 1: Business practices and concepts**

Students will be knowledgeable about current business practices and concepts.

<table>
<thead>
<tr>
<th>Outcome 1.1: Nature of business</th>
<th>Action: continue to monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the functional areas of and interdisciplinary nature of business, and will be able to solve business problems utilizing current theory and practices.</td>
<td>Action Details: Based on student performance in Spring 2010, no corrective actions are necessary. Measure again in Spring 2012.</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Key/Responsible Personnel:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Measures:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Resource Allocations:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Priority:</strong> Medium</td>
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</tr>
</tbody>
</table>

**Status** for continue to monitor

No Status Added

**Action: Revise BUS 201**
**Action Details:** Faculty will continue to assign the identified exercises and in Fall 2010 will consider a move to uniform use of Wiley Plus and a shifting of some material to BUS 202 to allow for greater emphasis on remaining topics.

**Implementation Plan (timeline):** Fall 2010

**Key/Responsible Personnel:** Course faculty

**Measures:**

**Resource Allocations:**

**Priority:** High

---

**Status for Revise BUS 201**

*No Status Added*

---

**Status Summary**

*No text specified*

---

**Summary of Next Steps**

*No text specified*
2010-2011 Assessment Cycle

Assessment Plan

Outcomes and Measures

Undergraduate Business Core (Old as of Sept. 2013)

ULG 1: Business practices and concepts
Students will be knowledgeable about current business practices and concepts.

Outcome 1.1: Nature of business
Students will understand the functional areas of and interdisciplinary nature of business, and will be able to solve business problems utilizing current theory and practices.

Measure: BUS 205 Quiz
Direct - Exam

Details/Description: Five question in-class computer quiz on interpreting descriptive statistics and graphical displays.

SU: 5 correct;
SA: 3-4 correct;
DV: 2 correct;
DF: 0-1 correct.

Target: 80% will receive scores of SU or SA
Implementation Plan (timeline): Expected Fall 2010
Responsible Individual(s): Course instructor; SCOB Assessment Coordinator

ULG 4: Competent in applying relevant technology
Students will be competent in applying relevant technology to business problems

Outcome 4.2: Proficiency in using technology
Students will demonstrate proficiency in using technology to solve business problems.

Measure: BUS 205 in-class computer quiz
Direct - Exam

Details/Description: Students were required to calculate various descriptive statistics and create graphs for two variables using Excel and then use the results to answer five multiple choice questions. Student performance on the Excel exercises was evaluated by faculty using a rubric.

Target: 70% SU/SA
Responsible Individual(s):

ULG 5: Competent in ethical decision making
Students will be competent in ethical decision making.

Outcome 5.1: Ethical framework
Students will be able to explain and defend the ethical framework in which they make business decisions.

Measure: Center for Student Professional Development Utilization
Direct - Other

Details/Description: Measure number of students served by the CSPD from one-on-one services (resume reviews, practice interviews, job search assistance), workshops, classroom visits and events. Continue to increase number of students served.

Target: A total of 1487 students served
Implementation Plan (timeline): Expected AY 2010-2011
ULG 6: Function effectively in professional settings

Students will be able to function effectively in professional settings.

Outcome 6.1: Commitment to standards

Students will demonstrate commitment to standards of professional behavior.

**Measure:** Center for Student Professional Development Utilization
Indirect - Other

**Details/Description:** Measure number of students served by the CSPD from one-on-one services (resume reviews, practice interviews, job search assistance), workshops, classroom visits and events. Continue to increase number of students served.

**Target:** Need to establish benchmark/target

**Implementation Plan (timeline):** 2009-2010: A total of 1487 students served (211 individually and 1276 through events). Continue to expand services and advertisements.

Measure in AY2010-11

Responsible Individual(s):

Outcome 6.2: Group dynamics

Students will demonstrate an understanding of individual and group dynamics in organizations, including team building and collaborative behavior in the accomplishment of tasks.

**Measure:** BUS 401 peer evaluations
Direct - Other

**Details/Description:** Students work on teams within a student-run consulting company and evaluate team members on several behaviors using a Behaviorally Anchored Rating Scale. The z-score of the overall score is used:

- SU: \( z > 1 \);
- SA: \(-1 < z < +1 \);
- DV: \( -2 < z < -1 \);
- DF: \( z < -2 \).

**Target:** 70% SU/SA

**Implementation Plan (timeline):** Fall 2007: 87% SU/SA, acceptable.

Spring 2008: 89% SU/SA, acceptable.

Fall 2008: 88% SU/SA, acceptable.

Measure again in Fall 2010.

Responsible Individual(s):

Assessment Findings

Finding per Measure

Undergraduate Business Core (Old as of Sept. 2013)

ULG 1: Business practices and concepts

Students will be knowledgeable about current business practices and concepts.

Outcome 1.1: Nature of business

Students will understand the functional areas of and interdisciplinary nature of business, and will be able to solve business problems utilizing current theory and practices.

**Measure:** BUS 205 Quiz
Direct - Exam

**Details/Description:** Five question in-class computer quiz on interpreting descriptive statistics and graphical displays.

- SU: 5 correct;
- SA: 3-4 correct;
- DV: 2 correct;
- DF: 0-1 correct.

**Target:** 80% will receive scores of SU or SA
Implementation Plan (timeline): Expected Fall 2010
Responsible Individual(s): Course instructor; SCOB Assessment Coordinator

Findings for BUS 205 Quiz

Summary of Findings: Fall 2008: 84% SU/SA; acceptable.
Results: Target Achievement: Met
Recommendations: Continue with hands-on Excel exercises in the classroom.
Reflections/Notes:

ULG 4: Competent in applying relevant technology
Students will be competent in applying relevant technology to business problems

Outcome 4.2: Proficiency in using technology
Students will demonstrate proficiency in using technology to solve business problems.

Measure: BUS 205 in-class computer quiz
Direct - Exam

Details/Description: Students were required to calculate various descriptive statistics and create graphs for two variables using Excel and then use the results to answer five multiple choice questions. Student performance on the Excel exercises was evaluated by faculty using a rubric.
Target: 70% SU/SA
Responsible Individual(s):

Findings for BUS 205 in-class computer quiz
No Findings Added

ULG 5: Competent in ethical decision making
Students will be competent in ethical decision making.

Outcome 5.1: Ethical framework
Students will be able to explain and defend the ethical framework in which they make business decisions.

Measure: Center for Student Professional Development Utilization
Direct - Other

Details/Description: Measure number of students served by the CSPD from one-on-one services (resume reviews, practice interviews, job search assistance), workshops, classroom visits and events. Continue to increase number of students served.
Target: A total of 1487 students served
Implementation Plan (timeline): Expected AY 2010-2011
Responsible Individual(s):

Findings for Center for Student Professional Development Utilization

Summary of Findings: Expected AY 2010-2011
Results: Target Achievement: Not Met
Recommendations:
Reflections/Notes:
## ULG 6: Function effectively in professional settings
Students will be able to function effectively in professional settings.

| Outcome 6.1: Commitment to standards | **Measure:** Center for Student Professional Development Utilization  
Indirect - Other |
|--------------------------------------|---------------------------------------------------------------------------------------------------|
| Students will demonstrate commitment to standards of professional behavior. | **Details/Description:** Measure number of students served by the CSPD from one-on-one services (resume reviews, practice interviews, job search assistance), workshops, classroom visits and events. Continue to increase number of students served.  
**Target:** Need to establish benchmark/target  
**Implementation Plan (timeline):** 2009-2010: A total of 1487 students served (211 individually and 1276 through events). Continue to expand services and advertisements. Measure in AY2010-11  
**Responsible Individual(s):** |
| **Findings** for Center for Student Professional Development Utilization | No Findings Added |

| Outcome 6.2: Group dynamics | **Measure:** BUS 401 peer evaluations  
Direct - Other |
|--------------------------------|---------------------------------------------------------------------------------------------------|
| Students will demonstrate an understanding of individual and group dynamics in organizations, including team building and collaborative behavior in the accomplishment of tasks. | **Details/Description:** Students work on teams within a student-run consulting company and evaluate team members on several behaviors using a Behaviorally Anchored Rating Scale The z-score of the overall score is used:  
• SU: z >= +1;  
• SA: -1 <= z < +1;  
• DV: -2 <= z < -1;  
• DF: z < -2.  
**Target:** 70% SU/SA  
**Implementation Plan (timeline):** Fall 2007: 87% SU/SA, acceptable.  
Spring 2008: 89% SU/SA, acceptable.  
Fall 2008: 88% SU/SA, acceptable.  
Measure again in Fall 2010.  
**Responsible Individual(s):** |
| **Findings** for BUS 401 peer evaluations | No Findings Added |

### Overall Recommendations

*No text specified*

### Overall Reflection

*No text specified*
# 2011-2012 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

### Undergraduate Business Core (Old as of Sept. 2013)

#### ULG 1: Business practices and concepts

**Students will be knowledgeable about current business practices and concepts.**

<table>
<thead>
<tr>
<th>Outcome 1.1: Nature of business</th>
<th>Measure: BUS 100 Content Exam - PILOT</th>
<th>Details/Description: Several questions on final exam dealing with basic business practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct - Exam</td>
<td><strong>Target:</strong> 70% of students should perform satisfactorily</td>
</tr>
<tr>
<td></td>
<td><strong>Implementation Plan (timeline):</strong> Fall 2011</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Responsible Individual(s):</strong> Jim Buffington</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure: SCOB Exit Exam, Overall Performance</th>
<th>Details/Description: Fifty multiple choice questions on technology uses and functions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Exam</td>
<td><strong>SU:</strong> 85%+</td>
</tr>
<tr>
<td></td>
<td><strong>SA:</strong> 66-84%</td>
</tr>
<tr>
<td></td>
<td><strong>DV:</strong> 50-69%</td>
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<td></td>
<td><strong>DF:</strong> less than 50%</td>
</tr>
<tr>
<td></td>
<td><strong>Target:</strong> 70% SU/SA</td>
</tr>
<tr>
<td></td>
<td><strong>Implementation Plan (timeline):</strong> Spring 2012</td>
</tr>
<tr>
<td></td>
<td><strong>Responsible Individual(s):</strong> Course instructors; SCOB Assessment Coordinator</td>
</tr>
</tbody>
</table>

#### ULG 2: Business decisions

**Students will be able to make prudent business decisions by employing analytical and critical thinking.**

<table>
<thead>
<tr>
<th>Outcome 2.1: Solve business problems</th>
<th>Measure: Business Statistics Problem Solving Assessment</th>
<th>Details/Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Exam</td>
<td><strong>Target:</strong> 70% receive a rating of SU/SA</td>
<td></td>
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<tr>
<td></td>
<td><strong>Implementation Plan (timeline):</strong> Spring 2012</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Responsible Individual(s):</strong> Course instructor; SCOB Assessment Coordinator</td>
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</tr>
</tbody>
</table>

#### ULG 4: Competent in applying relevant technology

**Students will be competent in applying relevant technology to business problems**
### Outcome 4.2: Proficiency in using technology

**Measure:** SCOB Exit Exam, MIS questions

**Details/Description:** Five multiple choice questions on technology uses and functions.

- SU: 5/5 correct;
- SA: 3-4/5 correct;
- DV: 2/5 correct;
- DF: 0-1/5.

**Target:** 70% SU/SA

**Implementation Plan (timeline):** Spring 2012

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

### ULG 5: Competent in ethical decision making

Students will be competent in ethical decision making.

### Outcome 5.1: Ethical framework

**Measure:** SCOB Exit Exam, Ethics questions

**Details/Description:** Five multiple choice questions.

- SU: 5/5 correct;
- SA: 3-4/5 correct;
- DV: 2/5 correct;
- DF: 0-1/5 correct.

**Target:** 70% SU/SA

**Implementation Plan (timeline):** Spring 2012

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

### ULG 7: Operating in a global business environment

Students will be cognizant of the complexities of operating in a global business environment.

### Outcome 7.1: Basic operational motivation for business

**Measure:** SCOB Exit Exam, International Business Questions

**Details/Description:** Five multiple choice questions.

- SU 5/5 correct;
- SA 3-4/5 correct;
- DV 2/5 correct;
- DF 0-1/5 correct.

**Target:** 70% receive a rating of SU or SA

**Implementation Plan (timeline):** Spring 2010 and 2012

**Responsible Individual(s):** SCOB Assessment Coordinator

### Assessment Findings

#### Finding per Measure

### Undergraduate Business Core (Old as of Sept. 2013)

### ULG 1: Business practices and concepts

Students will be knowledgeable about current business practices and concepts.
**Outcome 1.1: Nature of business**

Students will understand the functional areas of and interdisciplinary nature of business, and will be able to solve business problems utilizing current theory and practices.

**Measure:** BUS 100 Content Exam - PILOT  
Direct - Exam

**Details/Description:** Several questions on final exam dealing with basic business practices.  
**Target:** 70% of students should perform satisfactorily  
**Implementation Plan (timeline):** Fall 2011  
**Responsible Individual(s):** Jim Buffington

**Findings for BUS 100 Content Exam - PILOT**

**Summary of Findings:** On three of the topics:  
(1) Ethics  
(2) Entrepreneurship  
(3) International Business environment  
students scored at satisfactory levels overall, with 85%, 79% and 70%, respectively, of students meeting expectations (satisfactory or superior).  
On the remaining two topics:  
(4) Business functional areas  
(5) Business principles  
students did not achieve target levels, with only 66% and 60%, respectively, of students meeting satisfactory or superior levels.

**Results:** Target Achievement: Not Met  
**Recommendations:** Faculty will review questions from this pilot assessment for appropriateness. In particular, the ethics questions may have been too easy. A revised assessment will be administered again in Fall 2012.  
**Reflections/Notes:**

---

**Measure:** SCOB Exit Exam, Overall Performance  
Direct - Exam

**Details/Description:** Fifty multiple choice questions on technology uses and functions.  
SU: 85%+  
SA: 66-84%  
DV: 50-69%  
DF: less than 50%  
**Target:** 70% SU/SA  
**Implementation Plan (timeline):** Spring 2012  
**Responsible Individual(s):** Course instructors; SCOB Assessment Coordinator

**Findings for SCOB Exit Exam, Overall Performance**

**Summary of Findings:** Approximately 70% of students scored at satisfactory levels. This performance is deemed acceptable. When results are broken down by topic, we find that students scored satisfactorily on all topics EXCEPT Marketing & Ethics.

**Results:** Target Achievement: Met  
**Recommendations:** Ethics has been a problem area, but we are working on curricular changes to require all business students to take a business ethics course. As for marketing, this result is not consistent with previous administrations, when 95% of students performed at satisfactory levels. For this result, we will monitor in future years to determine if this is a trend or an aberration.  
**Reflections/Notes:**

ULG 2: Business decisions
Students will be able to make prudent business decisions by employing analytical and critical thinking.

Outcome 2.1: Solve business problems
Students will demonstrate the ability to solve business problems by applying appropriate decision-making techniques, including defining the problem, collecting appropriate data, identifying alternatives, analyzing information, and interpreting results.

Measure: Business Statistics Problem Solving Assessment
Direct - Exam

Details/Description:
Target: 70% receive a rating of SU/SA
Implementation Plan (timeline): Spring 2012
Responsible Individual(s): Course instructor; SCOB Assessment Coordinator

Findings for Business Statistics Problem Solving Assessment

Summary of Findings: Approximately 59% of students scored at satisfactory levels. This performance is not deemed acceptable. There is some question as to the validity of these results, since some students were offered only extra credit, whereas others had their answers count toward their grade.
Looking at individual questions, students performed well on collecting data and interpreting output. Students were marginally acceptable at evaluating alternatives. However, students did not perform well on questions related to PROBLEM DEFINITION and ANALYZING INFORMATION.

Results: Target Achievement: Not Met

Recommendations: During future administrations, instructors will standardize how the questions are presented to students.
Instructors plan to spend more time on developing hypotheses and setting up the problem (PROBLEM DEFINITION). Instructors will also develop additional materials for the topics related to ANALYZING INFORMATION.

Reflections/Notes: Continue administration. Measure again in Spring 2014.

Substantiating Evidence:
- Instrument (Word Document (Open XML)) (See appendix)
- Results Summary (Excel Workbook (Open XML)) (See appendix)
- Rubric (Excel Workbook (Open XML)) (See appendix)
- Student Artifacts (Adobe Acrobat Document) (See appendix)

These Findings are associated with the following Actions:
Address Problem Solving Deficiencies within Stat Classes
(Action Plan; 2011-2012 Assessment Cycle)

ULG 4: Competent in applying relevant technology
Students will be competent in applying relevant technology to business problems.

Outcome 4.2: Proficiency in using technology
Students will demonstrate proficiency in using technology to solve business problems.

Measure: SCOB Exit Exam, MIS questions
Direct - Exam

Details/Description: Five multiple choice questions on technology uses and functions.
SU: 5/5 correct;
SA: 3-4/5 correct;
DV: 2/5 correct;
DF: 0-1/5.

Target: 70% SU/SA
Implementation Plan (timeline): Spring 2012
Responsible Individual(s): Course instructor; SCOB Assessment Coordinator
**Findings for SCOB Exit Exam, MIS questions**

**Summary of Findings**: Approximately 90% of students performed at satisfactory levels on the MIS questions. This is deemed acceptable.

**Results**: Target Achievement: Exceeded

**Recommendations**: None

**Reflections/Notes**: None

---

**ULG 5: Competent in ethical decision making**

Students will be competent in ethical decision making.

**Outcome 5.1: Ethical framework**

**Measure**: SCOB Exit Exam, Ethics questions

**Details/Description**: Five multiple choice questions.

- SU: 5/5 correct;
- SA: 3-4/5 correct;
- DV: 2/5 correct;
- DF: 0-1/5 correct.

**Target**: 70% SU/SA

**Implementation Plan (timeline)**: Spring 2012

**Responsible Individual(s)**: Course instructor; SCOB Assessment Coordinator

**Findings for SCOB Exit Exam, Ethics questions**

**Summary of Findings**: Approximately 43% of students performed at satisfactory levels on the ethics portion of the Exit Exam. This is not acceptable.

**Results**: Target Achievement: Not Met

**Recommendations**: Ethics has continued been a problem area. We are working on curricular changes to require all business students to take a business ethics course.

**Reflections/Notes**: Revisit during AY 2012-13

**These Findings are associated with the following Actions:**

**Address Ethics Gap in Curriculum**

(Action Plan; 2011-2012 Assessment Cycle)

---

**ULG 7: Operating in a global business environment**

Students will be cognizant of the complexities of operating in a global business environment.

**Outcome 7.1: Basic operational motivation for business**

**Measure**: SCOB Exit Exam, International Business Questions

**Details/Description**: Five multiple choice questions.

- SU 5/5 correct;
- SA 3-4/5 correct;
- DV 2/5 correct;
- DF 0-1/5 correct.

**Target**: 70% receive a rating of SU or SA

**Implementation Plan (timeline)**: Spring 2010 and 2012
Responsible Individual(s): SCOB Assessment Coordinator

Findings for SCOB Exit Exam, International Business Questions

Summary of Findings: Approximately 87% of students scored at satisfactory levels on the International Business questions on the Exit Exam. This performance is deemed acceptable.

Results: Target Achievement: Exceeded

Recommendations: None at this time.

Reflections/Notes:

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions

Undergraduate Business Core (Old as of Sept. 2013)

ULG 1: Business practices and concepts
Students will be knowledgeable about current business practices and concepts.

Outcome 1.1: Nature of business
Students will understand the functional areas of and interdisciplinary nature of business, and will be able to solve business problems utilizing current theory and practices.

No actions specified

ULG 2: Business decisions
Students will be able to make prudent business decisions by employing analytical and critical thinking.

Outcome 2.1: Solve business problems
Students will demonstrate the ability to solve business problems by applying appropriate decision-making techniques, including defining the problem, collecting appropriate data, identifying alternatives, analyzing information, and interpreting results.

Action: Address Problem Solving Deficiencies within Stat Classes

This Action is associated with the following Findings

Findings for Business Statistics Problem Solving Assessment
(Assessment Plan and Assessment Findings; 2011-2012 Assessment Cycle)

Summary of Findings: Approximately 59% of students scored at satisfactory levels. This performance is not deemed acceptable. There is some question as to the validity of these results, since some students were offered only extra credit, whereas others had their answers counted toward their grade. Looking at individual questions, students performed well on collecting data and interpreting output. Students were marginally acceptable at evaluating alternatives. However, students did not perform well on questions related to PROBLEM DEFINITION and ANALYZING INFORMATION.
**Action Details:** During future administrations, instructors will standardize how the questions are presented to students. Instructors plan to spend more time on developing hypotheses and setting up the problem (PROBLEM DEFINITION). Instructors will also develop additional materials for the topics related to ANALYZING INFORMATION.

**Implementation Plan (timeline):** Begin in Fall 2012. Measure again in Spring 2014.

**Key/Responsible Personnel:** C. McLaren, C. DePaolo

**Measures:**

**Resource Allocations:** None

**Priority:** Medium

---

**Outcome 5.1: Ethical framework**

Students will be able to explain and defend the ethical framework in which they make business decisions.

**Action:** Address Ethics Gap in Curriculum

**This Action is associated with the following Findings**

**Findings for SCOB Exit Exam, Ethics questions**
(Assessment Plan and Assessment Findings; 2011-2012 Assessment Cycle)

**Summary of Findings:** Approximately 43% of students performed at satisfactory levels on the ethics portion of the Exit Exam. This is not acceptable.

**Action Details:** the Curriculum Committee is considering curricular changes to add more ethics coverage in the core curriculum.

**Implementation Plan (timeline):** AY 2012-13

**Key/Responsible Personnel:** Curriculum Committee, SCOB Assessment Coordinator

**Measures:**

**Resource Allocations:** None initially, perhaps additional faculty resources to teach more ethics courses.

**Priority:** High

---

**Outcome 5.2: Making ideal business decisions**

Students will be able to identify parties affected by a business decision, identify how a decision may affect each stakeholder, and arrive at a decision that is (ideally) mutually beneficial or one that minimizes harm to any one party.

**Action:** Address Ethics Gap in Curriculum

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** the Curriculum Committee is considering curricular changes to add more ethics coverage in the core curriculum.

**Implementation Plan (timeline):** AY 2012-13

**Key/Responsible Personnel:** Curriculum Committee, SCOB Assessment Coordinator

**Measures:**

**Resource Allocations:** None initially, perhaps additional faculty resources to teach more ethics courses.
**Status Report**

**Action Statuses**

**Undergraduate Business Core (Old as of Sept. 2013)**

**ULG 1: Business practices and concepts**
Students will be knowledgeable about current business practices and concepts.

**Outcome 1.1: Nature of business**
No actions specified

Students will understand the functional areas of and interdisciplinary nature of business, and will be able to solve business problems utilizing current theory and practices.

**ULG 2: Business decisions**
Students will be able to make prudent business decisions by employing analytical and critical thinking.

**Outcome 2.1: Solve business problems**
Students will demonstrate the ability to solve business problems by applying appropriate decision-making techniques, including defining the problem, collecting appropriate data, identifying alternatives, analyzing information, and interpreting results.

**Action:** Address Problem Solving Deficiencies within Stat Classes

**Action Details:** During future administrations, instructors will standardize how the questions are presented to students. Instructors plan to spend more time on developing hypotheses and setting up the problem (PROBLEM DEFINITION). Instructors will also develop additional materials for the topics related to ANALYZING INFORMATION.

**Implementation Plan (timeline):** Begin in Fall 2012. Measure again in Spring 2014.

**Key/Responsible Personnel:** C. McLaren, C. DePaolo

**Measures:**

**Resource Allocations:** None

**Priority:** Medium

---

**Status for Address Problem Solving Deficiencies within Stat Classes**

**Current Status:** In Progress

**Resource Allocation(s) Status:** Instructor effort

**Next Steps/Additional Information:** Thus far, the instructors have been implementing the changes within their stat courses. We still plan to measure again in Spring 2014.

**ULG 5: Competent in ethical decision making**
Students will be competent in ethical decision making.
Outcome 5.1: Ethical framework
Students will be able to explain and defend the ethical framework in which they make business decisions.

Action: Address Ethics Gap in Curriculum

Action Details: the Curriculum Committee is considering curricular changes to add more ethics coverage in the core curriculum.

Implementation Plan (timeline): AY 2012-13

Key/Responsible Personnel: Curriculum Committee, SCOB Assessment Coordinator

Measures:

Resource Allocations: None initially, perhaps additional faculty resources to teach more ethics courses.

Priority: High

Status for Address Ethics Gap in Curriculum

Current Status: Not started

Resource Allocation(s) Status: We have an ethics course but still do not have enough faculty to teach this as a required course for all business majors.

Next Steps/Additional Information: We are looking into methods to address ethics within other courses. Ethics conference and week attendance has been required by an increased number of instructors. Additional ethics assignments are being incorporated into individual courses (for example, statistics courses), but we still do not have a systematic plan. In fall 2013, a team of faculty have committed to studying the ethics learning goal and making recommendations.

Outcome 5.2: Making ideal business decisions
Students will be able to identify parties affected by a business decision, identify how a decision may affect each stakeholder, and arrive at a decision that is (ideally) mutually beneficial or one that minimizes harm to any one party.

Action: Address Ethics Gap in Curriculum

Action Details: the Curriculum Committee is considering curricular changes to add more ethics coverage in the core curriculum.

Implementation Plan (timeline): AY 2012-13

Key/Responsible Personnel: Curriculum Committee, SCOB Assessment Coordinator

Measures:

Resource Allocations: None initially, perhaps additional faculty resources to teach more ethics courses.

Priority: High

Status for Address Ethics Gap in Curriculum

Current Status: Not started

Resource Allocation(s) Status: We have an ethics course but still do not have enough faculty to teach this as a required course for all business majors.

Next Steps/Additional Information: We are looking into methods to address ethics within other courses. Ethics conference and week attendance has been required by an increased number of instructors. Additional ethics assignments are being incorporated into individual courses (for example,
statistics courses), but we still do not have a systematic plan. In fall 2013, a team of faculty have committed to studying the ethics learning goal and making recommendations.

**Status Summary**

Progress on problem solving is moving forward. We are still stalled on ethics because we don't have the resources to adopt what we view as the very best solution. We are still studying the problem.

**Summary of Next Steps**

The "ethics learning goal" team will study alternate ways to increase ethics coverage in the curriculum in Fall 2013.
## 2012-2013 Assessment Cycle

### Assessment Plan

#### Outcomes and Measures

**Undergraduate Business Core (Old as of Sept. 2013)**

#### ULG 3: Effective communication
Students will demonstrate the ability to effectively convey information using appropriate means of communication.

<table>
<thead>
<tr>
<th>Outcome 3.1: Effectively convey information</th>
<th>Measure: BEIT 336 Written Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct - Exam</td>
</tr>
</tbody>
</table>

Details/Description: Pilot: Formal (long) report, student submissions evaluated based on rubric.

Revised instrument: combination of writing assignments from course, including formal report, recommendation report, informational report, and progress report; all submissions evaluated based on rubrics.

SU: 90-100% of total points;  
SA: 70-89%;  
DV: 60-69%; and  
DF: 0-59%.

**Target:** 70% SU/SA  
**Implementation Plan (timeline):** 2012-2013  
**Responsible Individual(s):** Course instructors; SCOB Assessment Coordinator

---

#### ULG 4: Competent in applying relevant technology
Students will be competent in applying relevant technology to business problems.

<table>
<thead>
<tr>
<th>Outcome 4.2: Proficiency in using technology</th>
<th>Measure: BUS 180 live final exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct - Exam</td>
</tr>
</tbody>
</table>

Details/Description: Skills with Access tables, queries, reports and Excel tasks (coping expressions, charts, formatting, complex functions). On each skill, students were classified as mastered (1 point), partly mastered (0.5 points), and not mastered (0 points). Overall, out of 9 points:

SU: 8-9 points;  
SA: 6-7.5 points;  
DV: 4-5.5 points; and  
DF: 0-3.5 points.

**Target:** 70% SU/SA  
**Implementation Plan (timeline):** Spring 2013  
**Responsible Individual(s):** Course instructors; SCOB Assessment Coordinator

---

#### ULG 5: Competent in ethical decision making
Students will be competent in ethical decision making.

<table>
<thead>
<tr>
<th>Outcome 5.1: Ethical framework</th>
<th>Measure: Ethics Conference &amp; Ethics Week Participation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Indirect - Other</td>
</tr>
</tbody>
</table>

---
Details/Description: Measure number of business students in attendance and number of instructors requiring attendance or ethics assignments.

Target: Not established

Implementation Plan (timeline): Spring 2013

Responsible Individual(s): Course instructors; conference coordinators; SCOB Assessment Coordinator

Assessment Findings

Finding per Measure

Undergraduate Business Core (Old as of Sept. 2013)

ULG 3: Effective communication
Students will demonstrate the ability to effectively convey information using appropriate means of communication.

Outcome 3.1: Effectively convey information
Students will demonstrate the ability to effectively convey information using appropriate means of communication.

Measure: BEIT 336 Written Reports
Direct - Exam

Details/Description: Pilot: Formal (long) report, student submissions evaluated based on rubric. Revised instrument: combination of writing assignments from course, including formal report, recommendation report, informational report, and progress report; all submissions evaluated based on rubrics.

SU: 90-100% of total points;
SA: 70-89%;
DV: 60-69%; and
DF: 0-59%

Target: 70% SU/SA

Implementation Plan (timeline): 2012-2013

Responsible Individual(s): Course instructors; SCOB Assessment Coordinator

Findings for BEIT 336 Written Reports

Summary of Findings: In the fall of 2012, a sample of 44 students from BEIT 336 was taken and their writing samples were evaluated. An overall writing score was assigned by instructors, and students were classified into performance categories. The results were:

Superior: 6 students (14%)
Satisfactory: 28 students (64%)
Developing: 7 students (16%)
Deficient: 3 students (7%)

In total, 77% of students were deemed at satisfactory or superior levels, which meets our target levels.

Results: Target Achievement: Exceeded

Recommendations: Among students' weaknesses identified in prior assessment results was analyzing and communicating quantitative information. In this semester, these skills were emphasized in lectures and assessed in two report assignments.

Discussions on data visualization to make them more user friendly, including multiple ways to analyze and present the information, and guided peer reviews of drafts of short reports seemed to have improved the overall quality of reports containing quantitative information. Some students still struggled with summarizing and presenting the appropriate level of details, but most met the basic requirement of reporting information clearly through narrative and data visualization.
Instructors will continue to include quantitative information in report cases.

**Reflections/Notes:**

**Substantiating Evidence:**
- Assignments (Zip) (See appendix)
- Assignments given
- Student submissions - long report (Zip) (See appendix)
- Student artifacts
- Summary of Results - Writing Fall 2012 (Excel Workbook (Open XML)) (See appendix)

**ULG 4: Competent in applying relevant technology**

Students will be competent in applying relevant technology to business problems

**Outcome 4.2: Proficiency in using technology**

Students will demonstrate proficiency in using technology to solve business problems.

**Measure:** BUS 180 live final exam  
Direct - Exam

**Details/Description:** Skills with Access tables, queries, reports and Excel tasks (copying expressions, charts, formatting, complex functions). On each skill, students were classified as mastered (1 point), partly mastered (0.5 points), and not mastered (0 points). Overall, out of 9 points:

- SU: 8-9 points;
- SA: 6-7.5 points;
- DV: 4-5.5 points; and
- DF: 0-3.5 points.

**Target:** 70% SU/SA

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** Course instructors; SCOB Assessment Coordinator

**Findings for BUS 180 live final exam**

**Summary of Findings:** Approximately 23% of the BUS 180 students that were assessed failed to meet the Satisfactory or Superior mastery of the outcomes. Conversely, more than 76% of the students were assessed at the Satisfactory or Superior level, with Superior the highest category.

Worst outcome achievement is in functions, with pivot tables and data tables next. All other outcomes are quite good.

**Results:** Target Achievement: Met

**Recommendations:** Develop an action plan to improve student learning with function, pivot tables and data tables.

**Reflections/Notes:**

**Substantiating Evidence:**
- BUS 180 Assessment.xlsx (Excel Workbook (Open XML)) (See appendix)
- BUS 180 Assessment.docx (Excel Workbook (Open XML)) (See appendix)
- Final Exam.docx (Word Document (Open XML)) (See appendix)
- Student artifacts - 180 S13.zip (Zip) (See appendix)

**ULG 5: Competent in ethical decision making**

Students will be competent in ethical decision making.

**Outcome 5.1: Ethical framework**

Students will be able to

**Measure:** Ethics Conference & Ethics Week Participation  
Indirect - Other
explain and defend the ethical framework in which they make business decisions.

**Details/Description:** Measure number of business students in attendance and number of instructors requiring attendance or ethics assignments.

**Target:** Not established

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** Course instructors; conference coordinators; SCOB Assessment Coordinator

---

**Findings** for Ethics Conference & Ethics Week Participation

**Summary of Findings:** Attendance was good again at ethics week and the ethics conference.

**Results:** Target Achievement: Met

**Recommendations:** Try to track business majors more closely in future years.

**Reflections/Notes:**

---

**Overall Recommendations**

Overall, we are progressing steadily, though we need to work more on processes. Students are generally performing at satisfactory levels globally, though we have identified problem areas and are continuing to try to address those issues.

---

**Overall Reflection**

*No text specified*

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**Action Plan**

**Actions**

**Undergraduate Business Core (Old as of Sept. 2013)**

**ULG 3: Effective communication**

Students will demonstrate the ability to effectively convey information using appropriate means of communication.

**Outcome 3.1: Effectively convey information**

Students will demonstrate the ability to effectively convey information using appropriate means of communication.

**Action:** Enhance & Review Content

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:**

* Continue to include quantitative information in report cases.
* Review types of assignments to see if they align with what is needed in the business world. For example, should we focus more on emails rather than long research reports.

**Implementation Plan (timeline):** Review in fall 2014

**Key/Responsible Personnel:** Communication Assessment Team (Wilkinson, Chao, Edwards, Adams)

**Measures:**
Program Outcomes Assessment
Undergraduate Business Core

Resource Allocations:

Priority: Medium

ULG 4: Competent in applying relevant technology
Students will be competent in applying relevant technology to business problems

Outcome 4.2: Proficiency in using technology
Students will demonstrate proficiency in using technology to solve business problems.

Action: Improve Excel Skills

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: Technology:
* Improve student learning with function, pivot tables and data tables with new, improved or additional exercises.
* Drill down to the factors to see which learning outcomes caused the most trouble at mastery.
* Analyze the data to determine the causes of failure to master at the highest levels, and determine how to address.


Key/Responsible Personnel: Problem Solving Assessment Team (McLaren, McLaren, DePaolo, Bhowmick)

Measures:

Resource Allocations:

Priority: Medium

Status Report

Action Statuses

Undergraduate Business Core (Old as of Sept. 2013)

ULG 3: Effective communication
Students will demonstrate the ability to effectively convey information using appropriate means of communication.

Outcome 3.1: Effectively convey information
Students will demonstrate the ability to effectively convey information using appropriate means of communication.

Action: Enhance & Review Content

Action Details: * Continue to include quantitative information in report cases.
* Review types of assignments to see if they align with what is needed in the business world. For example, should we focus more on emails rather than long research reports.

Implementation Plan (timeline): Review in fall 2014

Key/Responsible Personnel: Communication Assessment Team (Wilkinson, Chao, Edwards, Adams)

Measures:

Resource Allocations:

Priority: Medium
**Status for Enhance & Review Content**

**Current Status:** In Progress

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** Communication assessment team is currently reviewing the results and developing an action plan. Expected update in fall semester 2014.

---

**ULG 4: Competent in applying relevant technology**

Students will be competent in applying relevant technology to business problems

**Outcome 4.2: Proficiency in using technology**

Students will demonstrate proficiency in using technology to solve business problems.

**Action:** Improve Excel Skills

**Action Details:** Technology:
- Improve student learning with function, pivot tables and data tables with new, improved or additional exercises.
- Drill down to the factors to see which learning outcomes caused the most trouble at mastery.
- Analyze the data to determine the causes of failure to master at the highest levels, and determine how to address.

**Implementation Plan (timeline):** Academic year 2014-15.

**Key/Responsible Personnel:** Problem Solving Assessment Team (McLaren, McLaren, DePaolo, Bhowmick)

**Measures:**

**Resource Allocations:**

**Priority:** Medium

---

**Status for Improve Excel Skills**

**Current Status:** In Progress

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** Problem Solving assessment team is currently reviewing the results and developing an action plan. Expected update in fall semester 2014.

---

**Status Summary**

Action plans are still being developed. Implementation will come in 2014-15.

**Summary of Next Steps**

Come up with detailed actions and approaches, fall 2014.
# 2013-2014 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

**LG1 Business concepts**

Students will be knowledgeable about current business concepts

<table>
<thead>
<tr>
<th>1A - Discipline Knowledge</th>
<th>Measure: COB Exit Exam - Overall Performance Direct - Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details/Description: Exit Exam, overall performance</td>
<td><strong>Target:</strong> At least 70% of students will perform at Satisfactory levels</td>
</tr>
<tr>
<td>Implementation Plan (timeline): Spring 2014</td>
<td>Responsible Individual(s): SCOB Faculty</td>
</tr>
<tr>
<td>Supporting Attachments:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1B - Apply concepts</th>
<th>Measure: COB Exit Exam - Overall Performance Direct - Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details/Description: General business knowledge questions, including international</td>
<td><strong>Target:</strong> At least 70% of students perform at Satisfactory levels</td>
</tr>
<tr>
<td>Implementation Plan (timeline): Spring 2014</td>
<td>Responsible Individual(s): SCOB faculty</td>
</tr>
</tbody>
</table>

| 1C | *No measures specified* |

**LG2 Business practices, including global**

Students will understand internal and external influences on domestic and international business practices.

<table>
<thead>
<tr>
<th>2A - environments</th>
<th>Measure: COB Exit Exam - International Questions Direct - Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details/Description: International business questions</td>
<td><strong>Target:</strong> At least 70% of students perform at Satisfactory levels</td>
</tr>
<tr>
<td>Implementation Plan (timeline): Spring 2014</td>
<td>Responsible Individual(s): SCOB Faculty</td>
</tr>
</tbody>
</table>
### 2B - Culture
Students will understand the role of culture and customs in business practices when evaluating business alternatives in domestic and international settings.

**Measure:** COB Exit Exam - International Questions
**Direct - Exam**

**Details/Description:** International business questions
**Target:** At least 70% of students perform at Satisfactory levels

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):** SCOB Faculty

### 2C - International Markets
Students will understand motivations for expanding into international markets, will articulate practical issues involved in these endeavors, and will analyze differences in operating domestically vs. globally.

**Measure:** COB Exit Exam - International Questions
**Direct - Exam**

**Details/Description:** International business questions
**Target:** At least 70% of students perform at Satisfactory levels

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):** SCOB Faculty

### B. Apply problem solving to address information needs of organization (What they can do) - Sept. 2013

#### LG4 Ethical decision making
Students will evaluate the ethical dimensions of business decisions.

**4A Identify ethical dilemmas**
Students will identify ethical dilemmas, gather pertinent facts and express possible actions.

**Measure:** Ethics Conference & Ethics Week Participation
**Indirect - Other**

**Details/Description:** Measure number of business students in attendance and number of instructors requiring attendance or ethics assignments.

**Target:** Not established

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):** Course instructors; conference coordinators; SCOB Assessment Coordinator

**Measure:** SCOB Exit Exam, Ethics questions
**Direct - Exam**

**Details/Description:** Five multiple choice questions.

- SU: 5/5 correct;
- SA: 3-4/5 correct;
- DV: 2/5 correct;
- DF: 0-1/5 correct.

**Target:** 70% SU/SA

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

**4B Analyze impact on stakeholders**
Students will analyze the impact of an action on all stakeholders.

**Measure:** Ethics scenario, BUS 351
**Direct - Exam**

**Details/Description:** Ethical questions involving operations on final exam
### 4C Defend ethical framework

**Students will be able to explain and defend the ethical framework in which they make business decisions.**

<table>
<thead>
<tr>
<th><strong>Measure:</strong> Ethics scenario, BUS 351</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Exam</td>
</tr>
</tbody>
</table>

**Details/Description:** Ethical questions involving operations on final exam

**Target:** At least 70% of students perform at Satisfactory levels

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):** K. Bhattacharyya

---

### C. Demonstrate professional skills expected in the workplace (How they act) - Sept. 2013

#### LG6 Workplace expectations & behaviors

**Students will demonstrate an understanding of appropriate workplace expectations and behaviors.**

#### 6A Work in teams

**Students will work effectively in teams**

<table>
<thead>
<tr>
<th><strong>Measure:</strong> BUS 371 Peer evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Exam</td>
</tr>
</tbody>
</table>

**Details/Description:** Teamwork now "taught" in BUS 371. Five exam questions on team functioning.

**Target:** 70% SU/SA

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

---

#### 6B Employ business etiquette

**Students will employ appropriate business etiquette during a professional event**

<table>
<thead>
<tr>
<th><strong>Measure:</strong> Professional Event Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

**Details/Description:** Executives & Professionals evaluate business etiquette and professional communications at Executive Dining Experience (EDE) & Speed Networking Event (SNE)

**Target:** Target: 90% of participating students rated as Outstanding or Good (O/G)

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):** Meis Staff

---

#### 6C Engage in appropriate conversation

**Students will engage in appropriate conversation during a business event**

<table>
<thead>
<tr>
<th><strong>Measure:</strong> Professional Event Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

**Details/Description:** Executives & Professionals evaluate business etiquette and professional communications at Executive Dining Experience (EDE) & Speed Networking Event (SNE)

**Target:** Target: 90% of participating students rated as Outstanding or Good (O/G)

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):** Meis Staff
6D Participate in professional development
Students will participate in professional development events

- **Measure:** MEIS Center Utilization
  - Direct - Other

  - **Details/Description:** Measures:
    1. Number of unique students served
    2. Percent of all enrolled SCOB students served
  - **Target:** Continue to grow in number of students served
  - **Implementation Plan (timeline):** Fall 2013
  - **Responsible Individual(s):** Meis Center Staff

Assessment Findings

Finding per Measure

A. Comprehension of business concepts and practices of organizations (What they know) - Sept. 2013

LG1 Business concepts
Students will be knowledgeable about current business concepts

1A - Discipline Knowledge
Students will demonstrate knowledge of a core body of discipline-specific concepts, including principles in accounting, finance, management and marketing.

- **Measure:** COB Exit Exam - Overall Performance
  - Direct - Exam

  - **Details/Description:** Exit Exam, overall performance
  - **Target:** At least 70% of students will perform at Satisfactory levels
  - **Implementation Plan (timeline):** Spring 2014
  - **Responsible Individual(s):** SCOB Faculty
  - **Supporting Attachments:**
    - Exit Exam - instrument (Word Document (Open XML)) (See appendix)

  **Findings** for COB Exit Exam - Overall Performance

  - **Summary of Findings:** Approximately 70% of students scored at Satisfactory or Superior levels on the overall exam.
  - **Target:** Met.
  - **Problem areas:** Statistics (only 65% scored at SU/SA). All other areas (excluding ethics), 70% or more of students performed SU/SA.
  - **Results:** Target Achievement: Met

  - **Recommendations:** Recommendations & Actions:
    Statistics results not consistent with previous administrations when 77% and 82% of students performed at satisfactory/superior levels. Monitor to determine if this is a trend or an aberration. In the meantime, more focus on problem solving, data driven-decision making, conceptual understanding and practice with real data within BUS 205 & 305.

  - **Reflections/Notes:**

    - **Substantiating Evidence:**
      - Exit Exam Results - Spring 2014 (Word Document (Open XML)) (See appendix)
knowledge to business situations.

**Details/Description:** General business knowledge questions, including international

**Target:** At least 70% of students perform at Satisfactory levels

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):** SCOB faculty

---

**Findings for COB Exit Exam - Overall Performance**

**Summary of Findings:** Approximately 70% of students scored at Satisfactory or Superior levels on the overall exam.

**Target:** Met.

**Problem areas:** Statistics (only 65% scored at SU/SA). All other areas (excluding ethics), 70% or more of students performed SU/SA.

**Results:** Target Achievement: Met

**Recommendations:** Recommendations & Actions:
Statistics results not consistent with previous administrations when 77% and 82% of students performed at satisfactory/superior levels. Monitor to determine if this is a trend or an aberration. In the meantime, more focus on problem solving, data driven-decision making, conceptual understanding and practice with real data within BUS 205 & 305.

**Reflections/Notes:**

---

**LG2 Business practices, including global**

Students will understand internal and external influences on domestic and international business practices.

**2A - environments**

Students will be aware of the complexities of the political/legal, economic and historical environments as they relate to domestic and international business practices.

**Measure:** COB Exit Exam - International Questions

**Direct - Exam**

**Details/Description:** International business questions

**Target:** At least 70% of students perform at Satisfactory levels

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):** SCOB Faculty

---

**Findings for COB Exit Exam - International Questions**

**Summary of Findings:** 98% of students performed at SA/SU levels.

**Target:** Met.

**Results:** Target Achievement: Exceeded

**Recommendations:** Continue to increase global content, cases, and assignments in core courses.
Continue to encourage HIST 113 option for business students.
Continue offerings of cultural understanding events, study abroad and international travel and exchange opportunities.

**Reflections/Notes:**

**Substantiating Evidence:**

Exit Exam Results - SPRing 2014 (Word Document (Open XML)) (See appendix)

**These Findings are associated with the following Actions:**

Implement International Case
2B - Culture
Students will understand the role of culture and customs in business practices when evaluating business alternatives in domestic and international settings.

Measure: COB Exit Exam - International Questions
Direct - Exam

Details/Description: International business questions
Target: At least 70% of students perform at Satisfactory levels
Implementation Plan (timeline): Spring 2014
Responsible Individual(s): SCOB Faculty

Findings for COB Exit Exam - International Questions

Summary of Findings: 98% of students performed at SA/SU levels.
Target: Met.
Results: Target Achievement: Exceeded
Recommendations: Continue to increase global content, cases, and assignments in core courses.
Continue to encourage HIST 113 option for business students.
Continue offerings of cultural understanding events, study abroad and international travel and exchange opportunities.

Reflections/Notes: Questions are too easy

These Findings are associated with the following Actions:
Implement International Case
(Action Plan; 2013-2014 Assessment Cycle)

2C - International Markets
Students will understand motivations for expanding into international markets, will articulate practical issues involved in these endeavors, and will analyze differences in operating domestically vs. globally.

Measure: COB Exit Exam - International Questions
Direct - Exam

Details/Description: International business questions
Target: At least 70% of students perform at Satisfactory levels
Implementation Plan (timeline): Spring 2014
Responsible Individual(s): SCOB Faculty

Findings for COB Exit Exam - International Questions

Summary of Findings: 98% of students performed at SA/SU levels.
Target: Met.
Results: Target Achievement: Exceeded
Recommendations: Continue to increase global content, cases, and assignments in core courses.
Continue to encourage HIST 113 option for business students.
Continue offerings of cultural understanding events, study abroad and international travel and exchange opportunities.

Reflections/Notes:

These Findings are associated with the following Actions:
Implement International Case
(Action Plan; 2013-2014 Assessment Cycle)
B. Apply problem solving to address information needs of organization (What they can do) - Sept. 2013

LG4 Ethical decision making
Students will evaluate the ethical dimensions of business decisions.

<table>
<thead>
<tr>
<th>4A Identify ethical dilemmas</th>
<th>Measure: Ethics Conference &amp; Ethics Week Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify ethical dilemmas, gather pertinent facts and express possible actions.</td>
<td>Indirect - Other</td>
</tr>
</tbody>
</table>

**Details/Description:** Measure number of business students in attendance and number of instructors requiring attendance or ethics assignments.
**Target:** Not established
**Implementation Plan (timeline):** Spring 2014
**Responsible Individual(s):** Course instructors; conference coordinators; SCOB Assessment Coordinator

**Findings** for Ethics Conference & Ethics Week Participation

**Summary of Findings:** Conference: 444
Week: 562
**Results:** Target Achievement: Met
**Recommendations:** Continue to promote
**Reflections/Notes:**

<table>
<thead>
<tr>
<th>Measure: SCOB Exit Exam, Ethics questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Exam</td>
</tr>
</tbody>
</table>

**Details/Description:** Five multiple choice questions.
**SU:** 5/5 correct;
**SA:** 3-4/5 correct;
**DV:** 2/5 correct;
**DF:** 0-1/5 correct.
**Target:** 70% SU/SA
**Implementation Plan (timeline):** Spring 2014
**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

**Findings** for SCOB Exit Exam, Ethics questions

**Summary of Findings:** 74% of students performed at SA/SU levels.
**Results:** Target Achievement: Met
**Recommendations:** Continue to emphasize ethics across the core curriculum. Work to increase number of business majors who elect to take BUS 204.
**Reflections/Notes:**
**Substantiating Evidence:**
Exit Exam Results - SPring 2014 (Word Document (Open XML)) (See appendix)
### 4B Analyze impact on stakeholders

Students will analyze the impact of an action on all stakeholders.

<table>
<thead>
<tr>
<th><strong>Measure:</strong></th>
<th>Ethics scenario, BUS 351  Direct - Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details/Description:</strong></td>
<td>Ethical questions involving operations on final exam</td>
</tr>
<tr>
<td><strong>Target:</strong></td>
<td>At least 70% of students perform at Satisfactory levels</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong></td>
<td>Fall 2013</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong></td>
<td>K. Bhattacharryya</td>
</tr>
</tbody>
</table>

**Findings** for Ethics scenario, BUS 351

**Summary of Findings:** 66% of students performed at SA/SU levels.

**Results:** Target Achievement: Not Met

**Recommendations:** More emphasis on ethics in global operations in BUS 351

- Core curriculum suggestions: Implement ethics projects in core classes to present at Ethics Week or conference. Continue to emphasize ethics across the core curriculum in multiple ways.

**Reflections/Notes:**

**Substantiating Evidence:**
- BUS 351 ethics results (Adobe Acrobat Document) (See appendix)
- Faculty reflection (Adobe Acrobat Document) (See appendix)

**These Findings are associated with the following Actions:**

**More Emphasis on Ethics Cases**

(Action Plan; 2013-2014 Assessment Cycle)

### 4C Defend ethical framework

Students will be able to explain and defend the ethical framework in which they make business decisions.

<table>
<thead>
<tr>
<th><strong>Measure:</strong></th>
<th>Ethics scenario, BUS 351  Direct - Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details/Description:</strong></td>
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<td><strong>Target:</strong></td>
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<td><strong>Implementation Plan (timeline):</strong></td>
<td>Fall 2013</td>
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<td><strong>Responsible Individual(s):</strong></td>
<td>K. Bhattacharryya</td>
</tr>
</tbody>
</table>

**Findings** for Ethics scenario, BUS 351

**Summary of Findings:** 66% of students performed at SA/SU levels.

**Results:** Target Achievement: Not Met

**Recommendations:** More emphasis on ethics in global operations in BUS 351

- Core curriculum suggestions: Implement ethics projects in core classes to present at Ethics Week or conference. Continue to emphasize ethics across the core curriculum in multiple ways.

**Reflections/Notes:**

These Findings are associated with the following Actions:

**More Emphasis on Ethics Cases**

(Action Plan; 2013-2014 Assessment Cycle)
C. Demonstrate professional skills expected in the workplace (How they act) - Sept. 2013

### LG6 Workplace expectations & behaviors
Students will demonstrate an understanding of appropriate workplace expectations and behaviors.

<table>
<thead>
<tr>
<th>6A Work in teams</th>
<th>Measure: BUS 371 Peer evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will work effectively in teams</td>
<td>Direct - Exam</td>
</tr>
<tr>
<td><strong>Details/Description:</strong> Teamwork now “taught” in BUS 371. Five exam questions on team functioning.</td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong> 70% SU/SA</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Fall 2013</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> Course instructor; SCOB Assessment Coordinator</td>
<td></td>
</tr>
<tr>
<td><strong>Findings for BUS 371 Peer evaluations</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Summary of Findings:</strong> New Teamwork assessment: Teamwork now “taught” in BUS 371. Five exam questions on team functioning. 37% of students correctly answered 4 or 5 out of 5 (considered SA/SU); another 44% correctly answered 3/5 questions.</td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong> Not Met</td>
<td></td>
</tr>
<tr>
<td><strong>Results:</strong> Target Achievement: Not Met</td>
<td></td>
</tr>
<tr>
<td><strong>Recommendations:</strong> Consider adding more questions to better differentiate performance; continue to teach teamwork in BUS 371. Take inventory of teamwork and peer evaluations across the curriculum; explore standardizing peer evaluations.</td>
<td></td>
</tr>
<tr>
<td><strong>Reflections/Notes:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Substantiating Evidence:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| ![Teamwork results (Microsoft Excel) (See appendix)](attachment)

**These Findings are associated with the following Actions:**
Revise Teamwork Assessment
(Action Plan; 2013-2014 Assessment Cycle)

<table>
<thead>
<tr>
<th>6B Employ business etiquette</th>
<th>Measure: Professional Event Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will employ appropriate business etiquette during a professional event</td>
<td>Direct - Other</td>
</tr>
<tr>
<td><strong>Details/Description:</strong> Executives &amp; Professionals evaluate business etiquette and professional communications at Executive Dining Experience (EDE) &amp; Speed Networking Event (SNE)</td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong> Target: 90% of participating students rated as Outstanding or Good (O/G)</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Fall 2013</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> Meis Staff</td>
<td></td>
</tr>
<tr>
<td><strong>Findings for Professional Event Evaluations</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Summary of Findings:</strong> EDE: 92%-95% of students rated O/G by Executives in Communication; 98%-100% rated O/G in Etiquette. SNE: 90% of students rated O/G in Communication; 92%-96% rated O/G in First Impressions &amp;Professional Etiquette</td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong> Met</td>
<td></td>
</tr>
</tbody>
</table>
6C Engage in appropriate conversation

Students will engage in appropriate conversation during a business event

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:** Comments: Participating students are not typical; should be above average compared to population.

**Substantiating Evidence:**

- Professional Event Evals (Excel Workbook (Open XML)) (See appendix)

---

**Measure:** Professional Event Evaluations

**Direct - Other**

**Details/Description:** Executives & Professionals evaluate business etiquette and professional communications at Executive Dining Experience (EDE) & Speed Networking Event (SNE)

**Target:** Target: 90% of participating students rated as Outstanding or Good (O/G)

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):** Meis Staff

---

**Findings for Professional Event Evaluations**

**Summary of Findings:** EDE: 92%-95% of students rated O/G by Executives in Communication; 98%-100% rated O/G in Etiquette.

SNE: 90% of students rated O/G in Communication; 92%-96% rated O/G in First Impressions & Professional Etiquette

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:** Comments: Participating students are not typical; should be above average compared to population.

**Substantiating Evidence:**

- Professional Event Evals (Excel Workbook (Open XML)) (See appendix)

---

6D Participate in professional development

Students will participate in professional development events

**Measure:** MEIS Center Utilization

**Direct - Other**

**Details/Description:** Measures:

1. Number of unique students served
2. Percent of all enrolled SCOB students served

**Target:** Continue to grow in number of students served

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):** Meis Center Staff

---

**Findings for MEIS Center Utilization**

**Summary of Findings:** Fall 2013:

- 784 students (63%)
- Spring 2014:
- 762 students (70%)

**Results:** Target Achievement: Met

**Recommendations:**
**Reflections/Notes**: Actions:
Continue to encourage CATAPULT participation among faculty

**Substantiating Evidence**:
- Meis Center utilization Stats (Excel Workbook (Open XML)) (See appendix)

### Overall Recommendations
Full implementation of International Case
Implement oral communication assessments

### Overall Reflection
*No text specified*

**Action Plan**

#### Actions

**A. Comprehension of business concepts and practices of organizations (What they know) - Sept. 2013**

**LG2 Business practices, including global**
Students will understand internal and external influences on domestic and international business practices.

<table>
<thead>
<tr>
<th>2A - environments</th>
<th>Action: Implement International Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be aware of the complexities of the political/legal, economic and historical environments as they relate to domestic and international business practices.</td>
<td><strong>This Action is associated with the following Findings</strong></td>
</tr>
<tr>
<td><strong>Findings for COB Exit Exam - International Questions</strong></td>
<td>(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)</td>
</tr>
<tr>
<td><strong>Summary of Findings</strong>: 98% of students performed at SA/SU levels. Target: Met.</td>
<td>Action Details: Case was piloted in 2014 and was successful. Useful assessment information gathered. Continue to administer.</td>
</tr>
<tr>
<td>Implementation Plan (timeline): 2015</td>
<td>Key/Responsible Personnel: D. Robinson</td>
</tr>
<tr>
<td>Measures:</td>
<td><strong>Resource Allocations</strong>: None</td>
</tr>
<tr>
<td>Priority: Medium</td>
<td><strong>Action: Implement International Case</strong></td>
</tr>
</tbody>
</table>

#### 2B - Culture
Students will understand the role of culture and customs in business

<table>
<thead>
<tr>
<th>2B - Culture</th>
<th><strong>This Action is associated with the following Findings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action</strong>: Implement International Case</td>
<td><strong>This Action is associated with the following Findings</strong></td>
</tr>
</tbody>
</table>
practices when evaluating business alternatives in domestic and international settings.

**Findings for COB Exit Exam - International Questions**  
(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** 98% of students performed at SA/SU levels.  
Target: Met.

**Action Details:** Case was piloted in 2014 and was successful. Useful assessment information gathered. Continue to administer.

**Implementation Plan (timeline):** 2015

**Key/Responsible Personnel:** D. Robinson

**Measures:**

**Resource Allocations:** None

**Priority:** Medium

---

**2C - International Markets**

Students will understand motivations for expanding into international markets, will articulate practical issues involved in these endeavors, and will analyze differences in operating domestically vs. globally.

**Action:** Implement International Case

**This Action is associated with the following Findings**

**Findings for COB Exit Exam - International Questions**  
(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** 98% of students performed at SA/SU levels.  
Target: Met.

**Action Details:** Case was piloted in 2014 and was successful. Useful assessment information gathered. Continue to administer.

**Implementation Plan (timeline):** 2015

**Key/Responsible Personnel:** D. Robinson

**Measures:**

**Resource Allocations:** None

**Priority:** Medium

---

**B. Apply problem solving to address information needs of organization (What they can do) - Sept. 2013**

**LG4 Ethical decision making**

Students will evaluate the ethical dimensions of business decisions.

**4B Analyze impact on stakeholders**

Students will analyze the impact of an action on all stakeholders.

**Action:** More Emphasis on Ethics Cases

**This Action is associated with the following Findings**

**Findings for Ethics scenario, BUS 351**  
(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** 66% of students performed at SA/SU levels.  
Target: Not Met.

**Action Details:** More emphasis on ethics cases in BUS 351 and other core courses
Implementation Plan (timeline): 2015-beyond

Key/Responsible Personnel: SCOB faculty

Measures:

Resource Allocations: None at this time

Priority: Medium

4C Defend ethical framework
Students will be able to explain and defend the ethical framework in which they make business decisions.

Action: More Emphasis on Ethics Cases

This Action is associated with the following Findings

Findings for Ethics scenario, BUS 351
(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

Summary of Findings: 66% of students performed at SA/SU levels.
Target: Not Met.

Action Details: More emphasis on ethics cases in BUS 351 and other core courses

Implementation Plan (timeline): 2015-beyond

Key/Responsible Personnel: SCOB faculty

Measures:

Resource Allocations: None at this time

Priority: Medium

C. Demonstrate professional skills expected in the workplace (How they act) - Sept. 2013

LG5 Communication
Students will demonstrate the ability to communicate effectively.

5B Give oral presentation
Students will give an effective oral presentation.

Action: Implement Oral Communication Assessments

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: Assessments were piloted in 2014 but rubric was not successful. Look for new rubric and implement assessments on a regular basis

Implementation Plan (timeline): 2015

Key/Responsible Personnel: SCOB faculty

Measures:

Resource Allocations: none at this time

Priority: High

LG6 Workplace expectations & behaviors
Students will demonstrate an understanding of appropriate workplace expectations and behaviors.

6A Work in teams

Students will work effectively in teams

**Action:** Revise Teamwork Assessment

This Action is associated with the following Findings

**Findings for BUS 371 Peer evaluations**
(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** New Teamwork assessment: Teamwork now “taught” in BUS 371. Five exam questions on team functioning. 37% of students correctly answered 4 or 5 out of 5 (considered SA/SU); another 44% correctly answered 3/5 questions.

Target: Not Met.

**Action Details:** Questions were not ideal. Revise and reevaluate.

**Implementation Plan (timeline):** 2015

**Key/Responsible Personnel:** K. LaGrange

**Measures:** Exam questions

**Resource Allocations:** None

**Priority:** Medium

---

A. Comprehension of business concepts and practices of organizations (What they know) - Sept. 2013

LG2 Business practices, including global

Students will understand internal and external influences on domestic and international business practices.

2A - environments

Students will be aware of the complexities of the political/legal, economic and historical environments as they relate to domestic and international business practices.

**Action:** Implement International Case

**Action Details:** Case was piloted in 2014 and was successful. Useful assessment information gathered. Continue to administer.

**Implementation Plan (timeline):** 2015

**Key/Responsible Personnel:** D. Robinson

**Measures:**

**Resource Allocations:** None

**Priority:** Medium

---

**Status for Implement International Case**

**Current Status:** In Progress
Resource Allocation(s) Status: None

Next Steps/Additional Information: New results not yet available

2B - Culture

Students will understand the role of culture and customs in business practices when evaluating business alternatives in domestic and international settings.

Action: Implement International Case

Action Details: Case was piloted in 2014 and was successful. Useful assessment information gathered. Continue to administer.

Implementation Plan (timeline): 2015

Key/Responsible Personnel: D. Robinson

Measures:

Resource Allocations: None

Priority: Medium

Status for Implement International Case

No Status Added

2C - International Markets

Students will understand motivations for expanding into international markets, will articulate practical issues involved in these endeavors, and will analyze differences in operating domestically vs. globally.

Action: Implement International Case

Action Details: Case was piloted in 2014 and was successful. Useful assessment information gathered. Continue to administer.

Implementation Plan (timeline): 2015

Key/Responsible Personnel: D. Robinson

Measures:

Resource Allocations: None

Priority: Medium

Status for Implement International Case

Current Status: In Progress

Resource Allocation(s) Status: None

Next Steps/Additional Information: New results not yet available

B. Apply problem solving to address information needs of organization (What they can do) - Sept. 2013

LG4 Ethical decision making

Students will evaluate the ethical dimensions of business decisions.
4B Analyze impact on stakeholders

Students will analyze the impact of an action on all stakeholders.

Action: More Emphasis on Ethics Cases

Action Details: More emphasis on ethics cases in BUS 351 and other core courses

Implementation Plan (timeline): 2015-beyond

Key/Responsible Personnel: SCOB faculty

Measures:

Resource Allocations: None at this time

Priority: Medium

Status for More Emphasis on Ethics Cases

Current Status: In Progress

Resource Allocation(s) Status: None

Next Steps/Additional Information: New assessment data not yet available.

4C Defend ethical framework

Students will be able to explain and defend the ethical framework in which they make business decisions.

Action: More Emphasis on Ethics Cases

Action Details: More emphasis on ethics cases in BUS 351 and other core courses

Implementation Plan (timeline): 2015-beyond

Key/Responsible Personnel: SCOB faculty

Measures:

Resource Allocations: None at this time

Priority: Medium

Status for More Emphasis on Ethics Cases

Current Status: In Progress

Resource Allocation(s) Status:

Next Steps/Additional Information: New assessment data not yet available.

C. Demonstrate professional skills expected in the workplace (How they act) - Sept. 2013

LG5 Communication

Students will demonstrate the ability to communicate effectively.

5B Give oral presentation

Students will give an effective oral presentation.

Action: Implement Oral Communication Assessments

Action Details: Assessments were piloted in 2014 but rubric was not successful. Look for new rubric and implement assessments on a regular basis
Implementation Plan (timeline): 2015
Key/Responsible Personnel: SCOB faculty
Measures:
Resource Allocations: none at this time
Priority: High

Status for Implement Oral Communication Assessments

Current Status: In Progress
Resource Allocation(s) Status: None
Next Steps/Additional Information: New assessment data not yet available; should be by Summer 2015

LG6 Workplace expectations & behaviors
Students will demonstrate an understanding of appropriate workplace expectations and behaviors.

6A Work in teams
Students will work effectively in teams

Action: Revise Teamwork Assessment

Action Details: Questions were not ideal. Revise and reevaluate.

Implementation Plan (timeline): 2015
Key/Responsible Personnel: K. LaGrange
Measures: Exam questions
Resource Allocations: None
Priority: Medium

Status for Revise Teamwork Assessment

Current Status: In Progress
Resource Allocation(s) Status:
Next Steps/Additional Information: New assessment data not yet available.

Status Summary

Plans are in the process of being implemented. No new data/results are available yet.

Summary of Next Steps

No text specified
2014-2015 Assessment Cycle

Assessment Plan

Outcomes and Measures

A. Comprehension of business concepts and practices of organizations (What they know) - Sept. 2013

LG2 Business practices, including global
Students will understand internal and external influences on domestic and international business practices.

<table>
<thead>
<tr>
<th>2A - environments</th>
<th>Measure: International Case - 401</th>
<th>Details/Description: International case was developed for our capstone course, piloted in summer 2014, and revised and administered again in Fall 2014 (results not yet available).</th>
<th>Target: 70% or more of students perform at Satisfactory levels</th>
<th>Implementation Plan (timeline): Fall 2014</th>
<th>Responsible Individual(s): D. Robinson</th>
</tr>
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<td>Students will be aware of the complexities of the political/legal, economic and historical environments as they relate to domestic and international business practices.</td>
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<td>Students will understand motivations for expanding into international markets, will articulate practical issues involved in these endeavors, and will analyze differences in operating domestically vs. globally.</td>
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B. Apply problem solving to address information needs of organization (What they can do) - Sept. 2013

LG3 Problem solving
Students will solve business problems by applying appropriate technology, tools, and decision-making techniques.
3A Articulate main issues of a business decision
Students will articulate the main issues of a business decision.

**Measure:** BUS 205 problem solving assessment
Direct - Exam

**Details/Description:** Five questions on final exam; students were given scenarios and asked to choose an appropriate "approach" to solving the problem. There were five questions/areas mirroring the steps in the problem solving process: 1) Problem Definition; 2) Collecting data; 3) Evaluating alternatives; 4) Analyzing information; 5) Interpreting output.

**Target:** 70% will receive scores of SU or SA
Target – 70% of students "passing", used a rubric to evaluate.

**Implementation Plan (timeline):** Fall 2014
**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

3B Use evidence
Students will use evidence in the decision process.

**Measure:** BUS 205 problem solving assessment
Direct - Exam

**Details/Description:** Five questions on final exam; students were given scenarios and asked to choose an appropriate "approach" to solving the problem. There were five questions/areas mirroring the steps in the problem solving process: 1) Problem Definition; 2) Collecting data; 3) Evaluating alternatives; 4) Analyzing information; 5) Interpreting output.

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**Implementation Plan (timeline):** Fall 2014
**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

3C Justify conclusions
Students will justify conclusions and develop recommendations.

**Measure:** BUS 205 problem solving assessment
Direct - Exam

**Details/Description:** Five questions on final exam; students were given scenarios and asked to choose an appropriate "approach" to solving the problem. There were five questions/areas mirroring the steps in the problem solving process: 1) Problem Definition; 2) Collecting data; 3) Evaluating alternatives; 4) Analyzing information; 5) Interpreting output.

**Target:** 70% will receive scores of SU or SA
Target – 70% of students "passing", used a rubric to evaluate.

**Implementation Plan (timeline):** Fall 2014
**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

LG4 Ethical decision making
Students will evaluate the ethical dimensions of business decisions.

4A Identify ethical dilemmas
Students will identify ethical dilemmas, gather pertinent facts and express possible actions.

**Measure:** Ethics Conference & Ethics Week Participation
Indirect - Other

**Details/Description:** Measure number of business students in attendance and number of instructors requiring attendance or ethics assignments.

**Target:** Not established

**Implementation Plan (timeline):** Spring 2015
**Responsible Individual(s):** Course instructors; conference coordinators; SCOB Assessment Coordinator

C. Demonstrate professional skills expected in the workplace (How they act) - Sept. 2013
LG5 Communication
Students will demonstrate the ability to communicate effectively.

5A Prepare written report
Students will prepare an effective written report.

- **Measure:** BEIT 336 Written Reports
  - Direct - Exam

  **Details/Description:** Combination of writing assignments from course, including formal report, recommendation report, informational report, and progress report; all submissions evaluated based on rubrics.
  
  SU: 90-100% of total points; 
  SA: 70-89%; 
  DV: 60-69%; and 
  DF: 0-59%.

  **Target:** 70% SU/SA
  **Implementation Plan (timeline):** Fall 2014
  **Responsible Individual(s):** Course instructors; SCOB Assessment Coordinator

5B Give oral presentation
Students will give an effective oral presentation.

- **Measure:** Oral presentations
  - Direct - Other

  **Details/Description:** Pilot - students were evaluated on oral presentations using AAC&U oral communication rubric

  **Target:** Pilot; evaluate instrument
  **Implementation Plan (timeline):** Fall 2014
  **Responsible Individual(s):** K. Wilkinson, C. DePaolo

5C Convey information effectively
Students will be able to effectively convey information in an appropriate format and setting.

- **Measure:** BEIT 336 Written Reports
  - Direct - Exam

  **Details/Description:** Combination of writing assignments from course, including formal report, recommendation report, informational report, and progress report; all submissions evaluated based on rubrics.
  
  SU: 90-100% of total points; 
  SA: 70-89%; 
  DV: 60-69%; and 
  DF: 0-59%.

  **Target:** 70% SU/SA
  **Implementation Plan (timeline):** Fall 2014
  **Responsible Individual(s):** Course instructors; SCOB Assessment Coordinator

- **Measure:** Oral presentations
  - Direct - Other

  **Details/Description:** Pilot - students were evaluated on oral presentations using AAC&U oral communication rubric

  **Target:** Pilot; evaluate instrument
  **Implementation Plan (timeline):** Fall 2014
  **Responsible Individual(s):** K. Wilkinson, C. DePaolo

LG6 Workplace expectations & behaviors
Students will demonstrate an understanding of appropriate workplace expectations and behaviors.

**6D Participate in professional development**

Students will participate in professional development events

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<th>Measure: MEIS Center Utilization</th>
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**Details/Description:** Measures:
1. Number of unique students served
2. Percent of all enrolled SCOB students served

**Target:** Continue to grow in number of students served

**Implementation Plan (timeline):** Spring 2015

**Responsible Individual(s):** Meis Center Staff

**Assessment Findings**

**Finding per Measure**

**A. Comprehension of business concepts and practices of organizations (What they know) - Sept. 2013**

**LG2 Business practices, including global**

Students will understand internal and external influences on domestic and international business practices.

**2A - environments**

Students will be aware of the complexities of the political/legal, economic and historical environments as they relate to domestic and international business practices.

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**Details/Description:** International case was developed for our capstone course, piloted in summer 2014, and revised and administered again in Fall 2014 (results not yet available).

**Target:** 70% or more of students perform at Satisfactory levels

**Implementation Plan (timeline):** Fall 2014

**Responsible Individual(s):** D. Robinson

**Findings for International Case - 401**

**Summary of Findings:** The result that 84% of students scored at or above the pass-no pass level of 4 points (a score of 80%) supports the conclusion that students demonstrated their knowledge of business concepts in an international and global business context.

**Results:** Target Achievement: Met

**Recommendations:** Continue to use this assessment, with appropriate modifications

**Reflections/Notes:**

**Substantiating Evidence:**
- Case description (Word Document (Open XML)) (See appendix)
- Case Results (Word Document (Open XML)) (See appendix)

**2B - Culture**

Students will understand the role of culture and customs in business practices when evaluating business alternatives in domestic and international settings.

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**Details/Description:** International case was developed for our capstone course, piloted in summer 2014, and revised and administered again in Fall 2014 (results not yet available).

**Target:** 70% or more of students perform at Satisfactory levels
Implementation Plan (timeline): Fall 2014
Responsible Individual(s): D. Robinson

Findings for International Case - 401

Summary of Findings: The result that 84% of students scored at or above the pass-no pass level of 4 points (a score of 80%) supports the conclusion that students demonstrated their knowledge of business concepts in an international and global business context.
Results: Target Achievement: Met
Recommendations: Continue to implement this assessment
Reflections/Notes:

2C - International Markets
Students will understand motivations for expanding into international markets, will articulate practical issues involved in these endeavors, and will analyze differences in operating domestically vs. globally.

Measure: International Case - 401
Direct - Student Artifact

Details/Description: International case was developed for our capstone course, piloted in summer 2014, and revised and administered again in Fall 2014 (results not yet available).
Target: 70% or more of students perform at Satisfactory levels
Implementation Plan (timeline): Fall 2014
Responsible Individual(s): D. Robinson

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Summary of Findings: The result that 84% of students scored at or above the pass-no pass level of 4 points (a score of 80%) supports the conclusion that students demonstrated their knowledge of business concepts in an international and global business context.
Results: Target Achievement: Met
Recommendations: Continue to implement this assessment
Reflections/Notes:

B. Apply problem solving to address information needs of organization (What they can do) - Sept. 2013

LG3 Problem solving
Students will solve business problems by applying appropriate technology, tools, and decision-making techniques.

3A Articulate main issues of a business decision
Students will articulate the main issues of a business decision.

Measure: BUS 205 problem solving assessment
Direct - Exam

Details/Description: Five questions on final exam; students were given scenarios and asked to choose an appropriate “approach” to solving the problem. There were five questions/areas mirroring the steps in the problem solving process: 1) Problem Definition; 2) Collecting data; 3) Evaluating alternatives; 4) Analyzing information; 5) Interpreting output.
Target: 70% will receive scores of SU or SA
Target - 70% of students “passing”, used a rubric to evaluate.
Implementation Plan (timeline): Fall 2014
Responsible Individual(s): Course instructor; SCOB Assessment Coordinator
Findings for BUS 205 problem solving assessment

Summary of Findings: A copy of the 5 questions (2 points per question) as well as a detailed item analysis are attached hereto. In summary, performance across all sections of BUS 205 on the 10 point scale is as follows:

SU - 36%
SA - 36%
DV - 21%
DF - 8%

The total percentage of students performing at the SU or SA level was 72%, therefore the target was met.

Results: Target Achievement: Met

Recommendations: In future assessments we plan to coordinate between sections so that these questions are asked in the same manner and have the same value for all students.

Reflections/Notes: The results of the assessment indicate that overall, over 71% of the students were either superior or satisfactory, with the results about evenly split between these levels. Only 8% of the students’ answers placed them in the deficient category; this includes at least one student who did not complete the exercise. In response to these results, more emphasis in both class discussions and on exams is being placed on analysis and interpretation. We have noticed that in some instances our students don’t read as carefully as they should and so we are emphasizing approaches to problem solving that include how to determine what information is pertinent to the problem.

Substantiating Evidence:

- Copy of Questions (Word Document (Open XML)) (See appendix)
- Copy of questions used for assessment (2 points per question)
- Statistical Analysis of Item Performance (Excel Workbook (Open XML)) (See appendix)
- Analytical Skills Assessment Results (2014-15 cycle)

3B Use evidence

Students will use evidence in the decision process.

Measure: BUS 205 problem solving assessment

Direct - Exam

Details/Description: Five questions on final exam; students were given scenarios and asked to choose an appropriate “approach” to solving the problem. There were five questions/areas mirroring the steps in the problem solving process: 1) Problem Definition; 2) Collecting data; 3) Evaluating alternatives; 4) Analyzing information; 5) Interpreting output.

Target: 70% will receive scores of SU or SA
Target – 70% of students “passing”, used a rubric to evaluate.

Implementation Plan (timeline): Fall 2014

Responsible Individual(s): Course instructor; SCOB Assessment Coordinator

Findings for BUS 205 problem solving assessment

Summary of Findings: See results from 3A

Results: Target Achievement: Met

Recommendations:

Reflections/Notes:

3C Justify conclusions

Students will justify conclusions and develop recommendations.

Measure: BUS 205 problem solving assessment

Direct - Exam
**Details/Description:** Five questions on final exam; students were given scenarios and asked to choose an appropriate "approach" to solving the problem. There were five questions/areas mirroring the steps in the problem solving process: 1) Problem Definition; 2) Collecting data; 3) Evaluating alternatives; 4) Analyzing information; 5) Interpreting output.

**Target:** 70% will receive scores of SU or SA
Target – 70% of students "passing", used a rubric to evaluate.

**Implementation Plan (timeline):** Fall 2014

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

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**Findings for BUS 205 problem solving assessment**

**Summary of Findings:** See results from 3A

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

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**LG4 Ethical decision making**

Students will evaluate the ethical dimensions of business decisions.

**4A Identify ethical dilemmas**

Students will identify ethical dilemmas, gather pertinent facts and express possible actions.

**Measure:** Ethics Conference & Ethics Week Participation

Indirect - Other

---

**Details/Description:** Measure number of business students in attendance and number of instructors requiring attendance or ethics assignments.

**Target:** Not established

**Implementation Plan (timeline):** Spring 2015

**Responsible Individual(s):** Course instructors; conference coordinators; SCOB Assessment Coordinator

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**Findings for Ethics Conference & Ethics Week Participation**

**Summary of Findings:** Attendance at the Ethics Conference was as follows:

- Attendance at Pre-Conference Panel - 105
- Student Attendance at Ethics Week - 340
- Total Attendance at Ethics Week Main Event - 358

**Results:** Target Achievement: Not Met

**Recommendations:** More concrete goals for ethics week attendance need to be established, in addition to additional measures based on classroom activities.

**Reflections/Notes:** Simple attendance at ethics week is a start, but incomplete way to assess contributions to ethical competence.

**Substantiating Evidence:**

- [AOL retreat - Fall 2015 (PowerPoint Presentation (Open XML)](See appendix)
- Power Point used at 2015 SCOB fall retreat. Shows ethics measures and efforts to build better measure.

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**C. Demonstrate professional skills expected in the workplace (How they act) - Sept. 2013**
**LG5 Communication**
Students will demonstrate the ability to communicate effectively.

### 5A Prepare written report
Students will prepare an effective written report.

**Measure:** BEIT 336 Written Reports
Direct - Exam

**Details/Description:** Combination of writing assignments from course, including formal report, recommendation report, informational report, and progress report; all submissions evaluated based on rubrics.

- SU: 90-100% of total points;
- SA: 70-89%;
- DV: 60-69%; and
- DF: 0-59%.

**Target:** 70% SU/SA

**Implementation Plan (timeline):** Fall 2014

**Responsible Individual(s):** Course instructors; SCOB Assessment Coordinator

**Findings for BEIT 336 Written Reports**

**Summary of Findings:** 57% at SA/SU levels. Target not met.

**Results:** Target Achievement: Not Met

**Recommendations:** Actions (summary - see discussion document for details):
- Remove one exam from the course to focus more on developmental writing.
- Provide more peer review of the formal report.
- Require students to use the Writing Center on campus to review the formal report.
- Reduce the number of short papers from four to three to give more time to review, discuss and revise writing assignments.

**Reflections/Notes:**

**Substantiating Evidence:**
- Discussion (Word Document (Open XML)) (See appendix)
- New Syllabus showing changes (Microsoft Word) (See appendix)
- Written Reports Results (Excel Workbook (Open XML)) (See appendix)

### 5B Give oral presentation
Students will give an effective oral presentation.

**Measure:** Oral presentations
Direct - Other

**Details/Description:** Pilot - students were evaluated on oral presentations using AAC&U oral communication rubric

**Target:** Pilot; evaluate instrument

**Implementation Plan (timeline):** Fall 2014

**Responsible Individual(s):** K. Wilkinson, C. DePaolo

**Findings for Oral presentations**

**Summary of Findings:** Rubric was deemed NOT Appropriate (too complicated) for our purposes.

**Recommendations:** Another rubric was found, appears to be more suitable.
- Pilot this in 2015.

**Reflections/Notes:**

**Substantiating Evidence:**
5C Convey information effectively

Students will be able to effectively convey information in an appropriate format and setting.

**Measure:** BEIT 336 Written Reports

Direct - Exam

Details/Description: Combination of writing assignments from course, including formal report, recommendation report, informational report, and progress report; all submissions evaluated based on rubrics.

SU: 90-100% of total points;  
SA: 70-89%;  
DV: 60-69%; and  
DF: 0-59%.

**Target:** 70% SU/SA

**Implementation Plan (timeline):** Fall 2014

**Responsible Individual(s):** Course instructors; SCOB Assessment Coordinator

**Findings** for BEIT 336 Written Reports

**Summary of Findings:** Only 57% of students performed at SA/SU levels. Target not met.

**Results:** Target Achievement: Not Met

**Recommendations:** Actions (summary - see discussion document for details):

- Remove one exam from the course to focus more on developmental writing.
- Provide more peer review of the formal report.
- Require students to use the Writing Center on campus to review the formal report.
- Reduce the number of short papers from four to three to give more time to review, discuss and revise writing assignments.

**Reflections/Notes:**

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**Measure:** Oral presentations

Direct - Other

Details/Description: Pilot - students were evaluated on oral presentations using AAC&U oral communication rubric

**Target:** Pilot; evaluate instrument

**Implementation Plan (timeline):** Fall 2014

**Responsible Individual(s):** K. Wilkinson, C. DePaolo

**Findings** for Oral presentations

**Summary of Findings:** AAC&U rubric not appropriate.

**Recommendations:** Locate and pilot another rubric

**Reflections/Notes:**

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**LG6 Workplace expectations & behaviors**
Students will demonstrate an understanding of appropriate workplace expectations and behaviors.

**6D Participate in professional development**

**Measure**: MEIS Center Utilization

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<th>Other</th>
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**Details/Description**: Measures:
1. Number of unique students served
2. Percent of all enrolled SCOB students served

**Target**: Continue to grow in number of students served

**Implementation Plan (timeline)**: Spring 2015

**Responsible Individual(s)**: Meis Center Staff

**Findings** for MEIS Center Utilization

**Summary of Findings**: Student attendance at Meis center events in the 2014-15 academic year were 1829 in total. This represents eight categories of events and all tenure and contract faculty.

**Results**: Target Achievement: Met

**Recommendations**: The Meis center staff and SCOB faculty will continue to promote Meis center professional development events. This was emphasized in the Fall Assurance of Learning retreat (August 2015)

**Reflections/Notes**: Numbers and categories will continue to be tracked in this fashion so growth trends can be identified.

**Substantiating Evidence**:
- Summary of Meis Center Professional Development Events (Excel Workbook (Open XML))
  - (See appendix)
  - Attendance in 2014-15 AY

**Overall Recommendations**

No text specified

**Overall Reflection**

No text specified

**Action Plan**

**Actions**

**A. Comprehension of business concepts and practices of organizations (What they know) - Sept. 2013**

**LG2 Business practices, including global**

Students will understand internal and external influences on domestic and international business practices.

**2A - environments**

Students will be aware of the complexities of the political/legal, economic and historical environments as they relate to domestic and international business

**Action**: Implement International Case

**This Action is associated with the following Findings**: No supporting Findings have been linked to this Action.

**Action Details**: Case was piloted in 2014 and was successful. Useful assessment information
practices.

2B - Culture
Students will understand the role of culture and customs in business practices when evaluating business alternatives in domestic and international settings.

**Action:** Implement International Case

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** Case was piloted in 2014 and was successful. Useful assessment information gathered. Continue to administer.

**Implementation Plan (timeline):** 2016

**Key/Responsible Personnel:** D. Robinson

**Measures:**

**Resource Allocations:** None

**Priority:** Medium

2C - International Markets
Students will understand motivations for expanding into international markets, will articulate practical issues involved in these endeavors, and will analyze differences in operating domestically vs. globally.

**Action:** Implement International Case

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** Case was piloted in 2014 and was successful. Useful assessment information gathered. Continue to administer.

**Implementation Plan (timeline):** 2016

**Key/Responsible Personnel:** D. Robinson

**Measures:**

**Resource Allocations:** None

**Priority:** Medium

B. Apply problem solving to address information needs of organization (What they can do) - Sept. 2013

**LG3 Problem solving**
Students will solve business problems by applying appropriate technology, tools, and decision-making techniques.
3A Articulate main issues of a business decision

Students will articulate the main issues of a business decision.

**Action:** Coordinate between sections.

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** Section instructors will coordinate the implementation of this measure so that the same questions will be asked in the same manner. Results will be more uniform and meaningful.

**Implementation Plan (timeline):** 2016 and beyond.

**Key/Responsible Personnel:** Department faculty who teach BUS 205.

**Measures:** Final exam questions.

**Resource Allocations:** N/A

**Priority:** Medium

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3B Use evidence

Students will use evidence in the decision process.

**Action:** Coordinate between sections.

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** BUS 205 instructors will coordinate their use of the target questions so that results can be summarized and compared.

**Implementation Plan (timeline):** AY 2015-16 and beyond.

**Key/Responsible Personnel:** Department faculty.

**Measures:** Final Exam questions.

**Resource Allocations:** N/A

**Priority:** Medium

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3C Justify conclusions

Students will justify conclusions and develop recommendations.

**Action:** Coordinate between sections.

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** Instructors who teach BUS 205 will coordinate the implementation of the five target questions on final exams. This will make results easier to summarize.

**Implementation Plan (timeline):** AY 2015-16 and beyond.

**Key/Responsible Personnel:** Department Faculty

**Measures:** Final exam questions.

**Resource Allocations:** N/A

**Priority:** Medium

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LG4 Ethical decision making

Students will evaluate the ethical dimensions of business decisions.
**4A Identify ethical dilemmas**  
Students will identify ethical dilemmas, gather pertinent facts and express possible actions.

**Action:** Create better measure for assessing contribution to ethical reasoning competence.

**This Action is associated with the following Findings**  
No supporting Findings have been linked to this Action.

**Action Details:** At the fall AOL retreat, competency based task forces were formed in order to improve measurement strategies in all competencies, especially ethics. Pursuant to those task forces findings, changes will be made to Assessment plans for AY 2015-16 and beyond.

**Implementation Plan (timeline):** AY 2015-16

**Key/Responsible Personnel:** SCOB AOL coordinator.

**Measures:** Modifications to Assessment Plan for UG core.

**Resource Allocations:** N/A

**Priority:** High

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**C. Demonstrate professional skills expected in the workplace (How they act) - Sept. 2013**

**LG5 Communication**  
Students will demonstrate the ability to communicate effectively.

**5A Prepare written report**  
Students will prepare an effective written report.

**Action:** Spend additional time on developmental writing.

**This Action is associated with the following Findings**  
No supporting Findings have been linked to this Action.

**Action Details:** One exam will be eliminated from BEIT 336 in order to spend additional time on developmental writing.

**Implementation Plan (timeline):** AY 2015-16 and beyond.

**Key/Responsible Personnel:** BEIT 336 Instructors.

**Measures:** Course syllabi for BEIT 336 will indicate one less exam and more class days devoted to developmental writing.

**Resource Allocations:** N/A

**Priority:** High

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**5B Give oral presentation**  
Students will give an effective oral presentation.

**Action:** Implement Oral Communication Assessments

**This Action is associated with the following Findings**  
No supporting Findings have been linked to this Action.

**Action Details:** Assessments were piloted in 2014 but rubric was not successful. Look for new rubric and implement assessments on a regular basis

**Implementation Plan (timeline):** 2016

**Key/Responsible Personnel:** SCOB faculty

**Measures:**
Resource Allocations: none at this time
Priority: High

5C Convey information effectively
Students will be able to effectively convey information in an appropriate format and setting.

Action: Additional time spent on developmental writing

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: Remove one exam from course.
Provide more peer review of the formal report.
Require students to use writing center to review formal report.
Reduce number of short papers to three to allow students more time to review, discuss, and revise writing assignments.

Implementation Plan (timeline): AY 2015-16 and beyond.

Key/Responsible Personnel: BEIT 336 Instructors

Measures: BEIT 336 syllabi will reflect the proposed actions.

Resource Allocations: N/A
Priority: High

LG6 Workplace expectations & behaviors
Students will demonstrate an understanding of appropriate workplace expectations and behaviors.

6D Participate in professional development
Students will participate in professional development events

Action: Continue to promote events.

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: Meis center staff and SCOB faculty will continue to promote Meis Center professional development activities and events.

Implementation Plan (timeline): AY 2015-16 and beyond.

Key/Responsible Personnel: Meis Center staff and SCOB faculty.

Measures: Attendance records of Meis center events.

Resource Allocations: Continue to support Meis Center staff and programming.
Priority: High

Status Report

Action Statuses

A. Comprehension of business concepts and practices of organizations (What they know) - Sept. 2013

LG2 Business practices, including global
Students will understand internal and external influences on domestic and international business practices.
2A - environments
Students will be aware of the complexities of the political/legal, economic and historical environments as they relate to domestic and international business practices.

**Action:** Implement International Case

**Action Details:** Case was piloted in 2014 and was successful. Useful assessment information gathered. Continue to administer.

**Implementation Plan (timeline):** 2016

**Key/Responsible Personnel:** D. Robinson

**Measures:**

**Resource Allocations:** None

**Priority:** Medium

**Status** for Implement International Case

No Status Added

2B - Culture
Students will understand the role of culture and customs in business practices when evaluating business alternatives in domestic and international settings.

**Action:** Implement International Case

**Action Details:** Case was piloted in 2014 and was successful. Useful assessment information gathered. Continue to administer.

**Implementation Plan (timeline):** 2016

**Key/Responsible Personnel:** D. Robinson

**Measures:**

**Resource Allocations:** None

**Priority:** Medium

**Status** for Implement International Case

No Status Added

2C - International Markets
Students will understand motivations for expanding into international markets, will articulate practical issues involved in these endeavors, and will analyze differences in operating domestically vs. globally.

**Action:** Implement International Case

**Action Details:** Case was piloted in 2014 and was successful. Useful assessment information gathered. Continue to administer.

**Implementation Plan (timeline):** 2016

**Key/Responsible Personnel:** D. Robinson

**Measures:**

**Resource Allocations:** None

**Priority:** Medium

**Status** for Implement International Case
B. Apply problem solving to address information needs of organization (What they can do) - Sept. 2013

**LG3 Problem solving**
Students will solve business problems by applying appropriate technology, tools, and decision-making techniques.

<table>
<thead>
<tr>
<th>3A Articulate main issues of a business decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will articulate the main issues of a business decision.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Action:</strong> Coordinate between sections.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Details:</strong> Section instructors will coordinate the implementation of this measure so that the same questions will be asked in the same manner. Results will be more uniform and meaningful.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Implementation Plan (timeline):</strong> 2016 and beyond.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key/Responsible Personnel:</strong> Department faculty who teach BUS 205.</td>
</tr>
<tr>
<td><strong>Measures:</strong> Final exam questions.</td>
</tr>
<tr>
<td><strong>Resource Allocations:</strong> N/A</td>
</tr>
<tr>
<td><strong>Priority:</strong> Medium</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Status</strong> for Coordinate between sections.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Status Added</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3B Use evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use evidence in the decision process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Action:</strong> Coordinate between sections.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Details:</strong> BUS 205 instructors will coordinate their use of the target questions so that results can be summarized and compared.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Implementation Plan (timeline):</strong> AY 2015-16 and beyond.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key/Responsible Personnel:</strong> Department faculty.</td>
</tr>
<tr>
<td><strong>Measures:</strong> Final Exam questions.</td>
</tr>
<tr>
<td><strong>Resource Allocations:</strong> N/A</td>
</tr>
<tr>
<td><strong>Priority:</strong> Medium</td>
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</table>

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<tbody>
<tr>
<td>No Status Added</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3C Justify conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will justify conclusions and develop recommendations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Action:</strong> Coordinate between sections.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Details:</strong> Instructors who teach BUS 205 will coordinate the implementation of the five target questions on final exams. This will make results easier to summarize.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Implementation Plan (timeline):</strong> AY 2015-16 and beyond.</th>
</tr>
</thead>
</table>
### Key/Responsible Personnel: Department Faculty

**Measures:** Final exam questions.

**Resource Allocations:** N/A

**Priority:** Medium

**Status** for Coordinate between sections.

No Status Added

---

**LG4 Ethical decision making**

Students will evaluate the ethical dimensions of business decisions.

**4A Identify ethical dilemmas**

Students will identify ethical dilemmas, gather pertinent facts and express possible actions.

**Action:** Create better measure for assessing contribution to ethical reasoning competence.

**Action Details:** At the fall AOL retreat, competency based task forces were formed in order to improve measurement strategies in all competencies, especially ethics. Pursuant to those task forces findings, changes will be made to Assessment plans for AY 2015-16 and beyond.

**Implementation Plan (timeline):** AY 2015-16

**Key/Responsible Personnel:** SCOB AOL coordinator.

**Measures:** Modifications to Assessment Plan for UG core.

**Resource Allocations:** N/A

**Priority:** High

**Status** for Create better measure for assessing contribution to ethical reasoning competence.

No Status Added

---

**C. Demonstrate professional skills expected in the workplace (How they act) - Sept. 2013**

**LG5 Communication**

Students will demonstrate the ability to communicate effectively.

**5A Prepare written report**

Students will prepare an effective written report.

**Action:** Spend additional time on developmental writing.

**Action Details:** One exam will be eliminated from BEIT 336 in order to spend additional time on developmental writing.

**Implementation Plan (timeline):** AY 2015-16 and beyond.

**Key/Responsible Personnel:** BEIT 336 Instructors.

**Measures:** Course syllabi for BEIT 336 will indicate one less exam and more class days devoted to developmental writing.

**Resource Allocations:** N/A
Priority: High

**Status** for Spend additional time on developmental writing.

No Status Added

### 5B Give oral presentation

**Status** for Implement Oral Communication Assessments

No Status Added

### 5C Convey information effectively

**Status** for Additional time spent on developmental writing

No Status Added

### LG6 Workplace expectations & behaviors

**Status** for Continue to promote events.

No Status Added
**development**

*Students will participate in professional development events*

---

**Action Details:** Meis center staff and SCOB faculty will continue to promote Meis Center professional development activities and events.

**Implementation Plan (timeline):** AY 2015-16 and beyond.

**Key/Responsible Personnel:** Meis Center staff and SCOB faculty.

**Measures:** Attendance records of Meis center events.

**Resource Allocations:** Continue to support Meis Center staff and programming.

**Priority:** High

---

**Status** for Continue to promote events.

*No Status Added*

---

**Status Summary**

*No text specified*

---

**Summary of Next Steps**

*No text specified*
# 2015-2016 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

<table>
<thead>
<tr>
<th>Outcomes and Measures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Comprehension of business concepts and practices of organizations (What they know) - Sept. 2013</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LG1 Business concepts</strong></td>
<td>Students will be knowledgeable about current business concepts</td>
</tr>
<tr>
<td><strong>1A - Discipline Knowledge</strong></td>
<td>Students will demonstrate knowledge of a core body of discipline-specific concepts, including principles in accounting, finance, management and marketing.</td>
</tr>
<tr>
<td><strong>Measure:</strong> COB Exit Exam - Overall Performance</td>
<td></td>
</tr>
<tr>
<td><strong>Direct - Exam</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Details/Description:</strong> Exit Exam, overall performance</td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong> At least 70% of students will perform at Satisfactory levels</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Spring 2016</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> SCOB Faculty</td>
<td></td>
</tr>
<tr>
<td><strong>Supporting Attachments:</strong></td>
<td></td>
</tr>
<tr>
<td><a href="attachment">Exit Exam - instrument (Word Document (Open XML)) (See appendix)</a></td>
<td></td>
</tr>
<tr>
<td><strong>1B - Apply concepts</strong></td>
<td>Students will apply a core body of discipline-specific knowledge to business situations.</td>
</tr>
<tr>
<td><strong>Measure:</strong> COB Exit Exam - Overall Performance</td>
<td></td>
</tr>
<tr>
<td><strong>Direct - Exam</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Details/Description:</strong> General business knowledge questions, including international</td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong> At least 70% of students perform at Satisfactory levels</td>
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</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Spring 2016</td>
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<tr>
<td><strong>Responsible Individual(s):</strong> SCOB faculty</td>
<td></td>
</tr>
<tr>
<td><strong>1C</strong></td>
<td><em>No measures specified</em></td>
</tr>
<tr>
<td><strong>LG2 Business practices, including global</strong></td>
<td>Students will understand internal and external influences on domestic and international business practices.</td>
</tr>
<tr>
<td><strong>2A - environments</strong></td>
<td>Students will be aware of the complexities of the political/legal, economic and historical environments as they relate to domestic and international business practices.</td>
</tr>
<tr>
<td><strong>Measure:</strong> COB Exit Exam - International Questions</td>
<td></td>
</tr>
<tr>
<td><strong>Direct - Exam</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Details/Description:</strong> International business questions</td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong> At least 70% of students perform at Satisfactory levels</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Spring 2016</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> SCOB Faculty</td>
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</tr>
</tbody>
</table>
### 2B - Culture
Students will understand the role of culture and customs in business practices when evaluating business alternatives in domestic and international settings.

**Measure:** COB Exit Exam - International Questions
- **Details/Description:** International business questions
- **Target:** At least 70% of students perform at Satisfactory levels
- **Implementation Plan (timeline):** Spring 2016
- **Responsible Individual(s):** SCOB Faculty

### 2C - International Markets
Students will understand motivations for expanding into international markets, will articulate practical issues involved in these endeavors, and will analyze differences in operating domestically vs. globally.

**Measure:** COB Exit Exam - International Questions
- **Details/Description:** International business questions
- **Target:** At least 70% of students perform at Satisfactory levels
- **Implementation Plan (timeline):** Spring 2016
- **Responsible Individual(s):** SCOB Faculty

### B. Apply problem solving to address information needs of organization (What they can do) - Sept. 2013

#### LG4 Ethical decision making
Students will evaluate the ethical dimensions of business decisions.

<table>
<thead>
<tr>
<th>4A Identify ethical dilemmas</th>
<th><strong>Measure:</strong> Ethics Conference &amp; Ethics Week Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details/Description:</strong> Measure number of business students in attendance and number of instructors requiring attendance or ethics assignments.</td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong> Not established</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Spring 2016</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> Course instructors; conference coordinators; SCOB Assessment Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

**Measure:** SCOB Exit Exam, Ethics questions
- **Details/Description:** Five multiple choice questions.
  - SU: 5/5 correct;
  - SA: 3-4/5 correct;
  - DV: 2/5 correct;
  - DF: 0-1/5 correct.
- **Target:** 70% SU/SA
- **Implementation Plan (timeline):** Spring 2016
- **Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

### 4B Analyze impact on stakeholders
Students will analyze the impact of an action on all stakeholders.

**Measure:** Ethics scenario, BUS 351
- **Details/Description:** Ethical questions involving operations on final exam
### C. Demonstrate professional skills expected in the workplace (How they act) - Sept. 2013

#### LG6 Workplace expectations & behaviors

**Students will demonstrate an understanding of appropriate workplace expectations and behaviors.**

| 6A Work in teams | **Measure:** BUS 371 Peer evaluations  
|                  | Direct - Exam |
|                  | **Details/Description:** Teamwork now "taught" in BUS 371. Five exam questions on team functioning.  
|                  | **Target:** 70% SU/SA  
|                  | **Implementation Plan (timeline):** Fall 2015  
|                  | **Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator |

| 6B Employ business etiquette | **Measure:** Professional Event Evaluations  
|                             | Direct - Other |
|                             | **Details/Description:** Executives & Professionals evaluate business etiquette and professional communications at Executive Dining Experience (EDE) & Speed Networking Event (SNE)  
|                             | **Target:** Target: 90% of participating students rated as Outstanding or Good (O/G)  
|                             | **Implementation Plan (timeline):** Fall 2015  
|                             | **Responsible Individual(s):** Meis Staff |

| 6C Engage in appropriate conversation | **Measure:** Professional Event Evaluations  
|                                      | Direct - Other |
|                                      | **Details/Description:** Executives & Professionals evaluate business etiquette and professional communications at Executive Dining Experience (EDE) & Speed Networking Event (SNE)  
|                                      | **Target:** Target: 90% of participating students rated as Outstanding or Good (O/G)  
|                                      | **Implementation Plan (timeline):** Fall 2015  
|                                      | **Responsible Individual(s):** Meis Staff |
### 6D Participate in professional development

**Measure:** MEIS Center Utilization  
Direct - Other

**Details/Description:** Measures:  
1 - Number of unique students served  
2 - Percent of all enrolled SCOB students served  
**Target:** Continue to grow in number of students served  
**Implementation Plan (timeline):** Fall 2015  
**Responsible Individual(s):** Meis Center Staff

---

### Assessment Findings

#### Finding per Measure

**A. Comprehension of business concepts and practices of organizations (What they know) - Sept. 2013**

**LG1 Business concepts**  
Students will be knowledgeable about current business concepts

| 1A - Discipline Knowledge | Measure: COB Exit Exam - Overall Performance  
Direct - Exam |
|---------------------------|-------------------------------------------------|
| **Details/Description:** Exit Exam, overall performance  
**Target:** At least 70% of students will perform at Satisfactory levels  
**Implementation Plan (timeline):** Spring 2016  
**Responsible Individual(s):** SCOB Faculty  
**Supporting Attachments:**  
- Exit Exam - instrument (Word Document (Open XML)) (See appendix)  |
| **Findings for COB Exit Exam - Overall Performance** | No Findings Added |

| 1B - Apply concepts | Measure: COB Exit Exam - Overall Performance  
Direct - Exam |
|---------------------|-------------------------------------------------|
| **Details/Description:** General business knowledge questions, including international  
**Target:** At least 70% of students perform at Satisfactory levels  
**Implementation Plan (timeline):** Spring 2016  
**Responsible Individual(s):** SCOB faculty  |
| **Findings for COB Exit Exam - Overall Performance** | No Findings Added |

**1C**  
No measures specified
**LG2 Business practices, including global**

Students will understand internal and external influences on domestic and international business practices.

| 2A - environments | **Measure:** COB Exit Exam - International Questions  
| Direct - Exam | **Details/Description:** International business questions  
| **Target:** At least 70% of students perform at Satisfactory levels  
| **Implementation Plan (timeline):** Spring 2016  
| **Responsible Individual(s):** SCOB Faculty |
| **Findings** for COB Exit Exam - International Questions | No Findings Added |

| 2B - Culture | **Measure:** COB Exit Exam - International Questions  
| Direct - Exam | **Details/Description:** International business questions  
| **Target:** At least 70% of students perform at Satisfactory levels  
| **Implementation Plan (timeline):** Spring 2016  
| **Responsible Individual(s):** SCOB Faculty |
| **Findings** for COB Exit Exam - International Questions | No Findings Added |

| 2C - International Markets | **Measure:** COB Exit Exam - International Questions  
| Direct - Exam | **Details/Description:** International business questions  
| **Target:** At least 70% of students perform at Satisfactory levels  
| **Implementation Plan (timeline):** Spring 2016  
| **Responsible Individual(s):** SCOB Faculty |
| **Findings** for COB Exit Exam - International Questions | No Findings Added |

**B. Apply problem solving to address information needs of organization (What they can do) - Sept. 2013**

**LG4 Ethical decision making**

Students will evaluate the ethical dimensions of business decisions.

| 4A Identify ethical dilemmas | **Measure:** Ethics Conference & Ethics Week Participation  
| Indirect - Other | Students will identify ethical |
dilemmas, gather pertinent facts and express possible actions.

**Details/Description:** Measure number of business students in attendance and number of instructors requiring attendance or ethics assignments.

**Target:** Not established

**Implementation Plan (timeline):** Spring 2016

**Responsible Individual(s):** Course instructors; conference coordinators; SCOB Assessment Coordinator

**Findings** for Ethics Conference & Ethics Week Participation

*No Findings Added*

**Measure:** SCOB Exit Exam, Ethics questions

**Direct - Exam**

**Details/Description:** Five multiple choice questions.

SU: 5/5 correct;  
SA: 3-4/5 correct;  
DV: 2/5 correct;  
DF: 0-1/5 correct.

**Target:** 70% SU/SA

**Implementation Plan (timeline):** Spring 2016

**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

**Findings** for SCOB Exit Exam, Ethics questions

*No Findings Added*

**4B Analyze impact on stakeholders**

Students will analyze the impact of an action on all stakeholders.

**Measure:** Ethics scenario, BUS 351

**Direct - Exam**

**Details/Description:** Ethical questions involving operations on final exam

**Target:** At least 70% of students perform at Satisfactory levels

**Implementation Plan (timeline):** Fall 2015

**Responsible Individual(s):** K. Bhattacharrya

**Findings** for Ethics scenario, BUS 351

*No Findings Added*

**4C Defend ethical framework**

Students will be able to explain and defend the ethical framework in which they make business decisions.

**Measure:** Ethics scenario, BUS 351

**Direct - Exam**

**Details/Description:** Ethical questions involving operations on final exam

**Target:** At least 70% of students perform at Satisfactory levels

**Implementation Plan (timeline):** Fall 2015

**Responsible Individual(s):** K. Bhattacharrya

**Findings** for Ethics scenario, BUS 351
| 6A Work in teams | **Measure:** BUS 371 Peer evaluations  
Direct - Exam |
|------------------|--------------------------------------------------|
| **Details/Description:** Teamwork now "taught" in BUS 371. Five exam questions on team functioning.  
**Target:** 70% SU/SA  
**Implementation Plan (timeline):** Fall 2015  
**Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator |
| **Findings** for BUS 371 Peer evaluations | **No Findings Added** |

| 6B Employ business etiquette | **Measure:** Professional Event Evaluations  
Direct - Other |
|-------------------------------|--------------------------------------------------|
| **Details/Description:** Executives & Professionals evaluate business etiquette and professional communications at Executive Dining Experience (EDE) & Speed Networking Event (SNE)  
**Target:** Target: 90% of participating students rated as Outstanding or Good (O/G)  
**Implementation Plan (timeline):** Fall 2015  
**Responsible Individual(s):** Meis Staff |
| **Findings** for Professional Event Evaluations | **No Findings Added** |

| 6C Engage in appropriate conversation | **Measure:** Professional Event Evaluations  
Direct - Other |
|--------------------------------------|--------------------------------------------------|
| **Details/Description:** Executives & Professionals evaluate business etiquette and professional communications at Executive Dining Experience (EDE) & Speed Networking Event (SNE)  
**Target:** Target: 90% of participating students rated as Outstanding or Good (O/G)  
**Implementation Plan (timeline):** Fall 2015  
**Responsible Individual(s):** Meis Staff |
<p>| <strong>Findings</strong> for Professional Event Evaluations | <strong>No Findings Added</strong> |</p>
<table>
<thead>
<tr>
<th><strong>Measure:</strong> MEIS Center Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details/Description:</strong> Measures:</td>
</tr>
<tr>
<td>1 - Number of unique students served</td>
</tr>
<tr>
<td>2 - Percent of all enrolled SCOB students served</td>
</tr>
<tr>
<td><strong>Target:</strong> Continue to grow in number of students served</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Fall 2015</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> Meis Center Staff</td>
</tr>
</tbody>
</table>

**Findings for MEIS Center Utilization**

No Findings Added

**Overall Recommendations**

No text specified

**Overall Reflection**

No text specified

**Action Plan**

**Status Report**
2016-2017 Assessment Cycle

Assessment Plan

Assessment Findings
2017-2018 Assessment Cycle

Assessment Plan

Outcomes and Measures

A. Comprehension of business concepts and practices of organizations (What they know) - Sept. 2013

LG1 Business concepts
Students will be knowledgeable about current business concepts

1A - Discipline Knowledge
Students will demonstrate knowledge of a core body of discipline-specific concepts, including principles in accounting, finance, management and marketing.

Measure: COB Exit Exam - Overall Performance
Direct - Exam

Details/Description: Exit Exam, overall performance
Target: At least 70% of students will perform at Satisfactory levels
Implementation Plan (timeline): Spring 2016
Responsible Individual(s): SCOB Faculty
Supporting Attachments:
   Exit Exam - instrument (Word Document (Open XML)) (See appendix)

1B - Apply concepts
Students will apply a core body of discipline-specific knowledge to business situations.

Measure: COB Exit Exam - Overall Performance
Direct - Exam

Details/Description: General business knowledge questions, including international
Target: At least 70% of students perform at Satisfactory levels
Implementation Plan (timeline): Spring 2016
Responsible Individual(s): SCOB faculty

1C
No measures specified

LG2 Business practices, including global
Students will understand internal and external influences on domestic and international business practices.

2A - environments
Students will be aware of the complexities of the political/legal, economic and historical environments as they relate to domestic and international business practices.

Measure: COB Exit Exam - International Questions
Direct - Exam

Details/Description: International business questions
Target: At least 70% of students perform at Satisfactory levels
Implementation Plan (timeline): Spring 2016
Responsible Individual(s): SCOB Faculty
2B - Culture
Students will understand the role of culture and customs in business practices when evaluating business alternatives in domestic and international settings.

**Measure:** COB Exit Exam - International Questions
**Details/Description:** International business questions
**Target:** At least 70% of students perform at Satisfactory levels
**Implementation Plan (timeline):** Spring 2016
**Responsible Individual(s):** SCOB Faculty

2C - International Markets
Students will understand motivations for expanding into international markets, will articulate practical issues involved in these endeavors, and will analyze differences in operating domestically vs. globally.

**Measure:** COB Exit Exam - International Questions
**Details/Description:** International business questions
**Target:** At least 70% of students perform at Satisfactory levels
**Implementation Plan (timeline):** Spring 2016
**Responsible Individual(s):** SCOB Faculty

B. Apply problem solving to address information needs of organization (What they can do) - Sept. 2013

LG3 Problem solving
Students will solve business problems by applying appropriate technology, tools, and decision-making techniques.

3A Articulate main issues of a business decision
**No measures specified**

3B Use evidence
**No measures specified**

3C Justify conclusions
**No measures specified**

LG4 Ethical decision making
Students will evaluate the ethical dimensions of business decisions.

4A Identify ethical dilemmas
Students will identify ethical dilemmas, gather pertinent facts and express possible actions.

**Measure:** Ethics Conference & Ethics Week Participation
**Details/Description:** Measure number of business students/attendance and number of instructors requiring attendance or ethics assignments.
**Target:** Not established
**Implementation Plan (timeline):** Spring 2016
**Responsible Individual(s):** Course instructors; conference coordinators; SCOB Assessment Coordinator
### 4B Analyze impact on stakeholders

Students will analyze the impact of an action on all stakeholders.

**Details/Description:** Ethical questions involving operations on final exam

**Target:** At least 70% of students perform at Satisfactory levels

**Implementation Plan (timeline):** Fall 2015

**Responsible Individual(s):** K. Bhattacharyya

### 4C Defend ethical framework

Students will be able to explain and defend the ethical framework in which they make business decisions.

**Details/Description:** Ethical questions involving operations on final exam

**Target:** At least 70% of students perform at Satisfactory levels

**Implementation Plan (timeline):** Fall 2015

**Responsible Individual(s):** K. Bhattacharyya

### C. Demonstrate professional skills expected in the workplace (How they act) - Sept. 2013

#### LG5 Communication

Students will demonstrate the ability to communicate effectively.

**5A Prepare written report**

No measures specified

Students will prepare an effective written report.

**5B Give oral presentation**

No measures specified

Students will give an effective oral presentation.

**5C Convey information effectively**

No measures specified

Students will be able to effectively convey information in an appropriate format and setting.

**LG6 Workplace expectations & behaviors**
Students will demonstrate an understanding of appropriate workplace expectations and behaviors.

### 6A Work in teams

**Students will work effectively in teams**

- **Measure:** BUS 371 Peer evaluations  
  Direct - Exam

  **Details/Description:** Teamwork now “taught” in BUS 371. Five exam questions on team functioning.

  **Target:** 70% SU/SA  
  **Implementation Plan (timeline):** Fall 2015  
  **Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

### 6B Employ business etiquette

**Students will employ appropriate business etiquette during a professional event**

- **Measure:** Professional Event Evaluations  
  Direct - Other

  **Details/Description:** Executives & Professionals evaluate business etiquette and professional communications at Executive Dining Experience (EDE) & Speed Networking Event (SNE)

  **Target:** Target: 90% of participating students rated as Outstanding or Good (O/G)  
  **Implementation Plan (timeline):** Fall 2015  
  **Responsible Individual(s):** Meis Staff

### 6C Engage in appropriate conversation

**Students will engage in appropriate conversation during a business event**

- **Measure:** Professional Event Evaluations  
  Direct - Other

  **Details/Description:** Executives & Professionals evaluate business etiquette and professional communications at Executive Dining Experience (EDE) & Speed Networking Event (SNE)

  **Target:** Target: 90% of participating students rated as Outstanding or Good (O/G)  
  **Implementation Plan (timeline):** Fall 2015  
  **Responsible Individual(s):** Meis Staff

### 6D Participate in professional development

**Students will participate in professional development events**

- **Measure:** MEIS Center Utilization  
  Direct - Other

  **Details/Description:** Measures:
  1. Number of unique students served  
  2. Percent of all enrolled SCOB students served  
  **Target:** Continue to grow in number of students served  
  **Implementation Plan (timeline):** Fall 2015  
  **Responsible Individual(s):** Meis Center Staff

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**Assessment Findings**

**Finding per Measure**

A. Comprehension of business concepts and practices of organizations (What they know) - Sept. 2013
LG1 Business concepts
Students will be knowledgeable about current business concepts

1A - Discipline Knowledge
Students will demonstrate knowledge of a core body of discipline-specific concepts, including principles in accounting, finance, management and marketing.

Measure: COB Exit Exam - Overall Performance
Direct - Exam

Details/Description: Exit Exam, overall performance
Target: At least 70% of students will perform at Satisfactory levels
Implementation Plan (timeline): Spring 2016
Responsible Individual(s): SCOB Faculty
Supporting Attachments:
- Exit Exam - instrument (Word Document (Open XML)) (See appendix)

Findings for COB Exit Exam - Overall Performance
No Findings Added

1B - Apply concepts
Students will apply a core body of discipline-specific knowledge to business situations.

Measure: COB Exit Exam - Overall Performance
Direct - Exam

Details/Description: General business knowledge questions, including international
Target: At least 70% of students perform at Satisfactory levels
Implementation Plan (timeline): Spring 2016
Responsible Individual(s): SCOB Faculty

Findings for COB Exit Exam - Overall Performance
No Findings Added

1C
No measures specified

LG2 Business practices, including global
Students will understand internal and external influences on domestic and international business practices.

2A - environments
Students will be aware of the complexities of the political/legal, economic and historical environments as they relate to domestic and international business practices.

Measure: COB Exit Exam - International Questions
Direct - Exam

Details/Description: International business questions
Target: At least 70% of students perform at Satisfactory levels
Implementation Plan (timeline): Spring 2016
Responsible Individual(s): SCOB Faculty

Findings for COB Exit Exam - International Questions
No Findings Added
2B - Culture
Students will understand the role of culture and customs in business practices when evaluating business alternatives in domestic and international settings.

**Measure:** COB Exit Exam - International Questions
Direct - Exam

**Details/Description:** International business questions
**Target:** At least 70% of students perform at Satisfactory levels
**Implementation Plan (timeline):** Spring 2016
**Responsible Individual(s):** SCOB Faculty

**Findings** for COB Exit Exam - International Questions

No Findings Added

2C - International Markets
Students will understand motivations for expanding into international markets, will articulate practical issues involved in these endeavors, and will analyze differences in operating domestically vs. globally.

**Measure:** COB Exit Exam - International Questions
Direct - Exam

**Details/Description:** International business questions
**Target:** At least 70% of students perform at Satisfactory levels
**Implementation Plan (timeline):** Spring 2016
**Responsible Individual(s):** SCOB Faculty

**Findings** for COB Exit Exam - International Questions

No Findings Added

B. Apply problem solving to address information needs of organization (What they can do) - Sept. 2013

**LG3 Problem solving**
Students will solve business problems by applying appropriate technology, tools, and decision-making techniques.

**3A Articulate main issues of a business decision**
Students will articulate the main issues of a business decision.

*No measures specified*

**3B Use evidence**
Students will use evidence in the decision process.

*No measures specified*

**3C Justify conclusions**
Students will justify conclusions and develop recommendations.

*No measures specified*

**LG4 Ethical decision making**
Students will evaluate the ethical dimensions of business decisions.

**4A Identify ethical dilemmas**
Students will identify ethical dilemmas, gather pertinent

**Measure:** Ethics Conference & Ethics Week Participation
Indirect - Other
Program Outcomes Assessment
Undergraduate Business Core

4B Analyze impact on stakeholders
Students will analyze the impact of an action on all stakeholders.

4C Defend ethical framework
Students will be able to explain and defend the ethical framework in which they make business decisions.

Details/Description: Measure number of business students in attendance and number of instructors requiring attendance or ethics assignments.
Target: Not established
Implementation Plan (timeline): Spring 2016
Responsible Individual(s): Course instructors; conference coordinators; SCOB Assessment Coordinator

Findings for Ethics Conference & Ethics Week Participation
No Findings Added

Measure: SCOB Exit Exam, Ethics questions
Direct - Exam

Details/Description: Five multiple choice questions.
SU: 5/5 correct;
SA: 3-4/5 correct;
DV: 2/5 correct;
DF: 0-1/5 correct.
Target: 70% SU/SA
Implementation Plan (timeline): Spring 2016
Responsible Individual(s): Course instructor; SCOB Assessment Coordinator

Findings for SCOB Exit Exam, Ethics questions
No Findings Added

Measure: Ethics scenario, BUS 351
Direct - Exam

Details/Description: Ethical questions involving operations on final exam
Target: At least 70% of students perform at Satisfactory levels
Implementation Plan (timeline): Fall 2015
Responsible Individual(s): K. Bhattacharryya

Findings for Ethics scenario, BUS 351
No Findings Added

Details/Description: Ethical questions involving operations on final exam
Target: At least 70% of students perform at Satisfactory levels
Implementation Plan (timeline): Fall 2015
Responsible Individual(s): K. Bhattacharryya

Findings for Ethics scenario, BUS 351
No Findings Added
C. Demonstrate professional skills expected in the workplace (How they act) - Sept. 2013

### LG5 Communication

Students will demonstrate the ability to communicate effectively.

<table>
<thead>
<tr>
<th>5A Prepare written report</th>
<th>No measures specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will prepare an effective written report.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5B Give oral presentation</th>
<th>No measures specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will give an effective oral presentation.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5C Convey information effectively</th>
<th>No measures specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to effectively convey information in an appropriate format and setting.</td>
<td></td>
</tr>
</tbody>
</table>

### LG6 Workplace expectations & behaviors

Students will demonstrate an understanding of appropriate workplace expectations and behaviors.

<table>
<thead>
<tr>
<th>6A Work in teams</th>
<th>Measure: BUS 371 Peer evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will work effectively in teams</td>
<td>Direct - Exam</td>
</tr>
</tbody>
</table>

- **Details/Description:** Teamwork now “taught” in BUS 371. Five exam questions on team functioning.
- **Target:** 70% SU/SA
- **Implementation Plan (timeline):** Fall 2015
- **Responsible Individual(s):** Course instructor; SCOB Assessment Coordinator

**Findings** for BUS 371 Peer evaluations

*No Findings Added*

<table>
<thead>
<tr>
<th>6B Employ business etiquette</th>
<th>Measure: Professional Event Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will employ appropriate business etiquette during a professional event</td>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

- **Details/Description:** Executives & Professionals evaluate business etiquette and professional communications at Executive Dining Experience (EDE) & Speed Networking Event (SNE)
- **Target:** Target: 90% of participating students rated as Outstanding or Good (O/G)
- **Implementation Plan (timeline):** Fall 2015
- **Responsible Individual(s):** Meis Staff

**Findings** for Professional Event Evaluations

*No Findings Added*
No Findings Added

**6C Engage in appropriate conversation**
Students will engage in appropriate conversation during a business event

**Measure:** Professional Event Evaluations
**Direct - Other**

**Details/Description:** Executives & Professionals evaluate business etiquette and professional communications at Executive Dining Experience (EDE) & Speed Networking Event (SNE)

**Target:** Target: 90% of participating students rated as Outstanding or Good (O/G)
**Implementation Plan (timeline):** Fall 2015
**Responsible Individual(s):** Meis Staff

**Findings for Professional Event Evaluations**
No Findings Added

**6D Participate in professional development**
Students will participate in professional development events

**Measure:** MEIS Center Utilization
**Direct - Other**

**Details/Description:** Measures:
1. Number of unique students served
2. Percent of all enrolled SCOB students served
**Target:** Continue to grow in number of students served
**Implementation Plan (timeline):** Fall 2015
**Responsible Individual(s):** Meis Center Staff

**Findings for MEIS Center Utilization**
No Findings Added

**Overall Recommendations**

No text specified

**Overall Reflection**

No text specified
2018-2019 Assessment Cycle

Assessment Plan

Assessment Findings
2019-2020 Assessment Cycle

Assessment Plan

Assessment Findings
Appendix

A. A. Business concepts and practices (Sept. 2013) (Curriculum Map)
B. B. Problem solving (Sept. 2013) (Curriculum Map)
C. C. Professional Skills (Sept. 2013) (Curriculum Map)
D. College of Business Undergraduate Core Curriculum Map (Curriculum Map)
E. ISU College of Business Undergraduate Core Curriculum Grids.xls (Microsoft Excel)
F. 305 Regression AOL Report S10.docx (Word Document (Open XML))
G. Assessment Results Template_401 reflection reports.xlsx (Excel Workbook (Open XML))
H. BEIT 336 Formal_Report_Assignment_fall_09.doc (Microsoft Word)
I. BEIT 336 S10 Assessment Results Template.xlsx (Excel Workbook (Open XML))
J. BEIT 336-Spring10.xlsx (Excel Workbook (Open XML))
K. BUS 180 Assessment 2010 - Discussion & Actions.docx (Word Document (Open XML))
L. Instrument (Word Document (Open XML))
M. Results Summary (Excel Workbook (Open XML))
N. Rubric (Excel Workbook (Open XML))
O. Student Artifacts (Adobe Acrobat Document)
P. Summary of Results - Writing Fall 2012 (Excel Workbook (Open XML))
Q. BUS 180 Assessment.xlsx (Excel Workbook (Open XML))
R. BUS 180 Assessment.xlsx (Excel Workbook (Open XML))
S. Ethics attendance 2014.pdf (Adobe Acrobat Document)
T. Final Exam.docx (Word Document (Open XML))
U. Student artifacts - 180 S13.zip (Zip)
V. Assignments (Zip)
W. Student submissions - long report (Zip)
X. Exit Exam - instrument (Word Document (Open XML))
Y. 351 ethics results (Adobe Acrobat Document)
Z. Exit Exam Results - SPring 2014 (Word Document (Open XML))
AA. Exit Exam Results - SPring 2014 (Word Document (Open XML))
AB. Exit Exam Results - SPring 2014 (Word Document (Open XML))
AC. Faculty reflection (Adobe Acrobat Document)
AD. Meis Center utilization Stats (Excel Workbook (Open XML))
AE. Professional Event Evals (Excel Workbook (Open XML))
AF. Professional Event Evals (Excel Workbook (Open XML))
AG. Teamwork results (Microsoft Excel)
AH. Exit Exam - instrument (Word Document (Open XML))
AI. Case description (Word Document (Open XML))
AJ. Case Results (Word Document (Open XML))
AK. Discussion (Word Document (Open XML))
AL. New Rubric to Pilot 2015 (Word Document (Open XML))
AM. New Syllabus showing changes (Microsoft Word)
AN. Written Reports Results (Excel Workbook (Open XML))
AO. Statistical Analysis of Item Performance (Excel Workbook (Open XML))
AP. Summary of Meis Center Professional Development Events (Excel Workbook (Open XML))
AQ. Copy of Questions (Word Document (Open XML))
AR. Old Rubric -- AAC&U (Word Document (Open XML))
AS. AOL retreat - Fall 2015 (PowerPoint Presentation (Open XML))
AT. Exit Exam - instrument (Word Document (Open XML))
AU. Exit Exam - instrument (Word Document (Open XML))
Definitions of Levels of Coverage

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>0</td>
<td>no significant coverage</td>
</tr>
<tr>
<td>1</td>
<td>introductory level, expectations for application to basic problems</td>
</tr>
<tr>
<td>2</td>
<td>substantial emphasis, expectations for appropriate application and analysis</td>
</tr>
<tr>
<td>3</td>
<td>course focus, expectations for synthesis and retention</td>
</tr>
</tbody>
</table>

Undergraduate Core Learning Objectives

1. Students will be knowledgeable about current business practices and concepts.
   In BEIT 336, Business Report Writing, students are presented business cases and are required to analyze business situations, identify problems and factors relevant to understanding and handling the situations, and plan an organized procedure for obtaining the facts needed to resolve the situation.

4. Students will be competent in applying relevant technology to business problems.
   BEIT 336 students are required to use effective word processing and spreadsheet software to analyze and display case solutions. This includes constructing coherent data displays and employing correct writing techniques, style, tone, and format in writing business reports and preparing oral report presentations to meet the needs of the consumers of reports and to achieve the purposes of the originator.

5. Students will be competent in ethical decision making.
   While ethical situations in business contexts are contained in many cases used in BEIT 336, this content is not in all cases used. From an academic honesty standpoint, however, all BEIT 336 classes incorporate lessons on Western culture academic integrity expectations in developing intellectual writing based on other authors ideas; understanding and avoiding plagiarism; and proper paraphrasing, citation and documentation techniques.

6. Students will be able to function effectively in professional settings.
   Communication - both written and oral - is cited in numerous studies of entry-level workplace skills as one of the most important skills for success in the workplace. BEIT 336 emphasizes written communication skills, but also addresses oral communication skills to a lesser degree. The emphasis on written communication skills derives from 1) input from advisory council members of the business community and 2) the belief that command of the English language as expressed through quality writing will transfer to quality oral communication.

7. Students will be cognizant of the complexities of operating in a global business environment.
   Some cases used in BEIT 336 incorporate a degree of interconnectivity between the domestic and the global business environment, but the emphasis is clearly on communication in the Western English-speaking business environment.
For Course
BEIT 336

Level of Coverage
3
3
2.5
2
1