

# **Program Outcomes Assessment**

**Undergraduate Business Core**

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## **General Information (Program Outcomes Assessment)**

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## Standing Requirements

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### 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

##### **LG1 Business concepts**

Students will be knowledgeable about current business concepts

<b>Outcome</b>	<b>Mapping</b>
1A - Discipline Knowledge Students will demonstrate knowledge of a core body of discipline-specific concepts, including principles in accounting, finance, management and marketing.	No Mapping
1B - Apply concepts Students will apply a core body of discipline-specific knowledge to business situations.	No Mapping
1C	No Mapping

##### **LG2 Business practices, including global**

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

<b>Outcome</b>	<b>Mapping</b>
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.	No Mapping
2B - Culture Students will understand the role of culture and customs in business practices when evaluating business alternatives in domestic and international settings.	No Mapping
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	No Mapping

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.

Outcome	Mapping
3A Articulate main issues of a business decision Students will articulate the main issues of a business decision.	No Mapping
3B Use evidence Students will use evidence in the decision process.	No Mapping
3C Justify conclusions Students will justify conclusions and develop recommendations.	No Mapping

### LG4 Ethical decision making

Students will evaluate the ethical dimensions of business decisions.

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

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

### LG5 Communication

Students will demonstrate the ability to communicate effectively.

Outcome	Mapping
5A Prepare written report Students will prepare an effective written report.	No Mapping
5B Give oral presentation Students will give an effective oral presentation.	No Mapping
5C Convey information effectively Students will be able to effectively convey information in an appropriate format and setting.	No Mapping

### LG6 Workplace expectations & behaviors

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

<b>Outcome</b>	<b>Mapping</b>
6A Work in teams Students will work effectively in teams	No Mapping
6B Employ business etiquette Students will employ appropriate business etiquette during a professional event	No Mapping
6C Engage in appropriate conversation Students will engage in appropriate conversation during a business event	No Mapping
6D Participate in professional development Students will participate in professional development events	No Mapping

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

### Curriculum Map

#### Active Curriculum Maps

 **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

 **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

 **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

 **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.)

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### Archive

**File Attachments:**

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

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### 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 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

##### ▼ 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

##### ▼ Measure: SCOB Exit Exam Direct - Exam

**Details/Description:**

- SU 5/5 correct (subject) or  $\geq 85\%$  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  $\leq 50\%$  total.

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

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

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

##### 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

#### 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

##### 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

▼ **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

## 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 and a 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:

SU:  $z \geq +1$ ;  
SA:  $-1 \leq z < +1$ ;  
DV:  $-2 \leq z < -1$ ;  
DF:  $z < -2$

**Target:** 70% SU/SA

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

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

▼ **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):**

## 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

## 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 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

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**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)

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▼ **Measure:** BUS 311 Final Exam

Direct - Exam

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**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 or SA

**Implementation Plan (timeline):** Spring 2009

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

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**Findings** for BUS 311 Final Exam

**Summary of Findings:** 70% SU/AU. Acceptable

**Results:** Target Achievement: Met

**Recommendations :** No recommendations.

**Reflections/Notes :**

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▼ **Measure:** SCOB Exit Exam

Direct - Exam

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**Details/Description:**

- SU 5/5 correct (subject) or  $\geq 85\%$  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  $\leq 50\%$  total.

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

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

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

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**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

**Findings** for BUS 205 Quiz

*No Findings Added*

▼ **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

**Recommendations :** No recommendations. Measure again in Spring 2012.

**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 (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 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:  $z \geq +1$ ;  
SA:  $-1 \leq z < +1$ ;  
DV:  $-2 \leq z < -1$ ;  
DF:  $z < -2$

**Target:** 70% SU/SA

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

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

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**Findings** for BUS 401 peer evaluations

*No Findings Added*

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

Direct - Other

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**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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**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 :**

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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.

**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

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**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**

(Assessment Plan and Assessment Findings; 2009-2010 Assessment Cycle)

**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

##### 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

**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

**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

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**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

**Implementation Plan (timeline):** Fall 2008: 84% SU/SA; acceptable. Continue with hands-on Excel exercises in the classroom. Measure again in Fall 2010.

**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

**Responsible Individual(s):**

**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:  $z \geq +1$ ;
- SA:  $-1 \leq z < +1$ ;
- DV:  $-2 \leq z < -1$ ;
- 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

**Implementation Plan (timeline):** Fall 2008: 84% SU/SA; acceptable. Continue with hands-on Excel exercises in the classroom. Measure again in Fall 2010.

**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

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):**

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

*No Findings Added*

### 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:  $z \geq +1$ ;
- SA:  $-1 \leq z < +1$ ;
- DV:  $-2 \leq z < -1$ ;
- 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

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### 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 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

▼ **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

##### 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

##### 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

### 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:** 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 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

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

▼ **Measure:** SCOB Exit Exam, International Business 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% 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 :**

## 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: 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 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

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

#### ▼ Measure: SCOB Exit Exam, International Business 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% 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**

*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

**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 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.

**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

## 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

##### **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.

**Priority:** High

## 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.

##### 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

##### 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

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

Students will be competent in ethical decision making.

##### Outcome 5.1: Ethical framework

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



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 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 (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

**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.xlsx (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 :**

**Substantiating Evidence:**

 Ethics attendance 2014.pdf (Adobe Acrobat Document) (See appendix)

## 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*

## 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:**

**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.

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

**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

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### 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 2014

**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 2014

**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 2014

**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  
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

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

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

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

#### 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 2013

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

### 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

▼ **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 2013

**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 2013

**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 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)

**1B - Apply concepts**

Students will apply a core body of discipline-specific

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

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 :**

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 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**

(Action Plan; 2013-2014 Assessment Cycle)

## 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.

#### 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

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

**Summary of Findings:** Conference: 444  
Week: 562

**Results:** Target Achievement: Met

**Recommendations :** Continue to promote

**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 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.  
Target: Met.

**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.

▼ **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 2013

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

#### Findings for Ethics scenario, BUS 351

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


**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:**

 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.

▼ **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 2013

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

#### Findings for Ethics scenario, BUS 351

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

**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.

#### 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 2013

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

#### Findings for BUS 371 Peer evaluations

**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.

**Results:** Target Achievement: Not Met

**Recommendations :** 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.

**Reflections/Notes :**

**Substantiating Evidence:**

 Teamwork results (Microsoft Excel) (See appendix)

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

**Revise Teamwork Assessment**  
(Action Plan; 2013-2014 Assessment Cycle)

#### 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 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  
Target: Met.

**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)

### 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 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.

**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

**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

**2B - Culture**

Students will understand the role of culture and customs in business

▼ **Action:** Implement International Case

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





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

## 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):** 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

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**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

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**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

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### 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.

##### 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:** 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

##### 2B - Culture

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

▼ **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

##### 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

#### 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.

**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

### 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

▼ **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):** 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.

▼ **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

**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.

▼ **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

**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

**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

**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 :**

### 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.

### 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:**

- 📎 New Rubric to Pilot 2015 (Word Document (Open XML)) (See appendix)
- 📎 Old Rubric -- AAC&U (Word Document (Open XML)) (See appendix)
- Not appropriate

### 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 :**

#### ▼ 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 :**

### 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

#### ▼ 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):** 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.

gathered. Continue to administer.

**Implementation Plan (timeline):** 2016

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

**Measures:**

**Resource Allocations:** None

**Priority:** Medium

## 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

### 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

### 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

### 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

### 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

#### 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

*No Status 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.

▼ **Action:** Coordinate between sections.

**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

**Status** for Coordinate between sections.

*No Status Added*

#### 3B Use evidence

Students will use evidence in the decision process.

▼ **Action:** Coordinate between sections.

**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

**Status** for Coordinate between sections.

*No Status Added*

#### 3C Justify conclusions

Students will justify conclusions and develop recommendations.

▼ **Action:** Coordinate between sections.

**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

**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**

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):** 2016

**Key/Responsible Personnel:** SCOB faculty

**Measures:**

**Resource Allocations:** none at this time

**Priority:** High

**Status** for Implement Oral Communication Assessments

*No Status Added*

**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

**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

**Status** for Additional time spent on developmental writing

*No Status Added*

**LG6 Workplace expectations & behaviors**

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

**6D Participate in professional**

▼ **Action:** Continue to promote events.



**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

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### 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  
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

## 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

## 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 2016

**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 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  
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

**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

**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

▼ **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

 **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

### LG4 Ethical decision making

Students will evaluate the ethical dimensions of business decisions.

### 4A Identify ethical dilemmas

Students will identify ethical

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

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. Bhattacharyya

**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. Bhattacharyya

**Findings** for Ethics scenario, BUS 351

*No Findings Added*

### 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

▼ **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

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

**Findings** for Professional Event Evaluations

*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*

 **Action Plan**

 **Status Report**



## 2016-2017 Assessment Cycle

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 **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  
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

## 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

## 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*

Students will articulate the main issues of a business decision.

#### 3B Use evidence

*No measures specified*

Students will use evidence in the decision process.

#### 3C Justify conclusions

*No measures specified*

Students will justify conclusions and develop recommendations.

### 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 2016

**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 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  
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. Bhattacharyya

**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. 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

 **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

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**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

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**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

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**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

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**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** *No measures specified*  
Students will articulate the main issues of a business decision.

**3B Use evidence** *No measures specified*  
Students will use evidence in the decision process.

**3C Justify conclusions** *No measures specified*  
Students will justify conclusions and develop recommendations.

**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. Bhattacharyya

**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. Bhattacharyya

**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.

##### 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

##### Findings for BUS 371 Peer evaluations

*No Findings Added*

##### 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

##### Findings for Professional Event Evaluations

*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

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 **Assessment Plan**

 **Assessment Findings**

## 2019-2020 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

# Appendix

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- 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))
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## College of Business Undergraduate Core Curriculum and Learning Goals

### *Business Report Writing*

#### *Definitions of Levels of Coverage*

0	no significant coverage
1	introductory level, expectations for application to basic problems
2	substantial emphasis, expectations for appropriate application and analysis
3	course focus, expectations for synthesis and retention

#### ***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