Program: BSBA					

Measure	Benchmarks	2013/2014	2014/2015*	2015/2016*	2016/2017*
Learning Objective 1A: Students who graduate will recognize and integrate foundation knowledge across functional areas.					
Mgmt 4650: Capsim Comp-XM individual business simulation optimization (50%) and broad-based functional knowledge multiple choice questions tailored to assess 1A (50%).	60% of students will score above 60% benchmark *(benchmark determined by national average score)*	1. Redesigned AoL System 2. Adopted new learning development tool 3. Adopted new assessment measure tool **Assessments:** [n = 930] (Spring 2013, Fall 2013, Winter 2014, Spring 2014) 58.2% of students met benchmark;	**Assessments:** [n = 679] (Fall 2014, Winter 2015, Spring 2015, Summer 2015) 63.3% of students met benchmark; **Improvement Actions:** -[Background: Piloted Capsim program in BSBA & MBA to help develop students foundational knowledge and critical thinking skills. Weekly faculty, CBE staff and Capsim meetings held to address issues & discuss implementation by faculty across sections; methodologies and techniques shared.] -Capsim campus visit seminar for faculty - Assist with better integration and use in class / Staff sent to Chicago for more in-depth training to support faculty -Implemented in-class presentations to help students get up and running and provide support to faculty.	**Assessments:** [n = 311] (Fall 2015, Winter 2016, Spring 2016, Summer 2016) 62.9% of students met benchmark; **Improvements:** -Online faculty developed video to assist students online with Capsim simulation. -Professor Wishniewski piloted a class in the computer lab for open questions on business simulation and to aide team usage	**Assessments:** [n = 471] (Fall 2016, Spring 2017) 59.5% of students met benchmark; **Closing the Loop:** Results have generally met benchmark with initial year and this year just missing. Continue to monitor and consider hiring student TA's to help with hands-on instruction. **Improvements:** -Adjustments made to Capsim/Comp-XM modules following feedback from faculty in Winter 2017 assessment meetings. Adjustments include removing HR module to better represent program curriculum. -Computer lab scheduling to be provided to all faculty to implement in-lab classes based on pilot program.
Learning Objective 1B: Students who graduate will apply critical thinking skills to solve business problems.					
Mgmt 4650: Capsim Comp-XM individual business simulation optimization (50%) and broad-based functional knowledge multiple choice questions tailored to assess 1B (50%).	60% of students will score above 60% benchmark *(benchmark determined by national average score)*	1. Redesigned AoL System 2. Adopted new learning development tool 3. Adopted new assessment measure tool **Assessments:** [n = 930] (Spring 2013, Fall 2013, Winter 2014, Spring 2014) 56.9% of students met benchmark;	**Assessments:** [n = 679] (Fall 2014, Winter 2015, Spring 2015, Summer 2015) 62.8% of students met benchmark; **Improvements:** -[Background: Piloted Capsim program in BSBA & MBA to help develop students foundational knowledge and critical thinking skills. Weekly faculty, CBE staff and Capsim meetings held to address issues & discuss implementation by faculty across sections; methodologies and techniques shared.] -Capsim campus visit seminar for faculty - Assist with better integration and use in class / Staff sent to Chicago for more in-depth training to support faculty -Implemented in-class presentations to help students get up and running and provide support to faculty.	**Assessments:** [n = 311] (Fall 2015, Winter 2016, Spring 2016, Summer 2016) 60.8% of students met benchmark; **Improvements:** -Online faculty developed video to assist students online with Capsim simulation. -Professor Wishniewski piloted a class in the computer lab for open questions on business simulation and to aide team usage	**Assessments:** [n = 471] (Fall 2016, Spring 2017) 55.8% of students met benchmark; **Closing the Loop:** Results have generally met benchmark with initial year and this year just missing. Continue to monitor and consider hiring student TA's to help with hands-on instruction. **Improvements:** -Adjustments made to Capsim/Comp-XM modules following feedback from faculty in Winter 2017 assessment meetings. Adjustments include removing HR module to better represent program curriculum. -Computer lab scheduling to be provided to all faculty to implement in-lab classes based on pilot program.
Learning Objective 2A: Students who graduate will understand and apply quantitative methods and tools in evaluating business problems and making effective business decisions.					
Mgmt 3100: Faculty selected rubric used to assess faculty identified like-assignments across sections.	Current Benchmark: 70% of students will meet expectations. Past Benchmark(s): 2014-2015: 80% of students will meet or exceed expectations.	1. Redesigned AoL System 2. Adopted new assessment measure tool	**Assessments:** Spring 2014: [n=48] 67% of students met expectations, >/= 10% of students scored "below" expectations on Rubric Trait #3 **Improvement Actions:** -Faculty discussed and identified new assessment tools to use under new Assurance of Learning system. -New rubric adopted to assess Quantitative learning objective. -Assessing and teaching faculty piloted new process for "norming" rubric to establish consistent assessment of assignments across multiple sections of a course. Norming sessions were created to address issues of data discrepancies in the past due to different interpretations of problematic rubrics.	**Assessments:** Winter 2016: [n=60] 55% of students met expectations. Spring 2016: [n=20] 75% of students met expectations. Total: 60% **Improvement Actions:** -Meetings conducted with faculty teaching courses where learning objective is mapped as introductory, developed or mastered. Asked faculty to discuss openly weaknesses identified pertaining to this learning objective and possible solutions at the course and program level for adoption. -Discussed with MGMT Dept chair CBE tutoring efforts. Partnered with University Tutoring Support Center to integrate supplemental instruction in key quantitative courses identified with high fail rates such as ECON 3551.	**Closing the Loop:** -Results have not improved and have not met benchmark. Improvements needed.
Learning Objective 2B: Students who graduate will apply technology to analyze data and provide solutions to business problems.					

Itm 3060: Faculty selected rubric used to assess faculty identified like-assignments across sections.	Current Benchmark: 70% of students will meet expectations. Past Benchmark(s): 2014-2015: 80% of students will meet or exceed expectations.	1. Redesigned AoL System 2. Adopted new assessment measure tool	**Assessments:** Spring 2014: [n=30] 77% of students met expectations. **Improvement Actions:** -Faculty discussed and identified new assessment tools to use under new Assurance of Learning system. -New rubric adopted to assess Use of Tech learning objective. -Assessing and teaching faculty piloted new process for "norming" rubric to establish consistent assessment of assignments across multiple sections of a course. Norming sessions were created to address issues of data discrepencies in the past due to different interpretations of problematic rubrics.	**Assessments:** Winter 2016: [n=35] 83% of students met expectations. Spring 2016: [n=20] 75% of students met expectations. Total: 80.1% **Improvement Actions:** -Meetings conducted with faculty teaching courses where learning objective is mapped as introductory, developed or mastered. Faculty discussed weaknesses identified pertaining to this learning objective and possible solutions at the course and program level. No changes now.	**Closing the Loop:** -Results have met revised benchmark and stayed fairly consistent depending on the assessment - perhaps a slight improvement. May consider raising the benchmark.
Learning Objective 3A: Students who graduate will apply effective oral communication skills in a diverse and global environment.					
Mgmt 4650: Faculty selected rubric used to assess student presentations.	Current Benchmark: 70% of students will meet expectations.	1. Redesigned AoL System 2. Adopted new assessment measure tool 3. Conducted pilot assessment under new AOL system.	**Assessments:** Winter 2015: [n=18] 67% of students met expectations. **Improvement Actions:** -Faculty discussed and identified new assessment tools to use under new Assurance of Learning system. -New rubric adopted to assess Oral Comm learning objective. -Piloted using faculty other than teaching faculty to assess oral communication. This relieves teaching faculty of the duty so that they can focus on grading presentations. -Piloted oral communication workshops led by CBE faculty and external consultants. Began with small group of 30 students to test for effectiveness	**Assessments:** Spring 2016: [Group n=15] 94% of students met expectations. -[Individ n=10] 80% of students met expectations. -[Online n=19] 100% of students met expectations. **Improvement Actions:** -Expanded Oral communication workshops to target more students. Workshops targeted to all entering students during Orientation week. Workshops also extended to alumni. -Online tools in Blackboard (Voice thread and Zoom) adopted by faculty to support oral communicaiton and Teamwork skills.	**Assessments:** Spring 2017 - On-ground [n=62] + Online [n=12] *Assessed Rubric Traits* Trait 1: Organization, 76%; Trait 2: Language, 62%; Trait 3: Delivery, 59%; Trait 4: Supporting Material, 73%; Trait 5: Central Message, 70%; Total: 68% **Closing the Loop:** Overall score has not improved much since beginning despite higher score in previous year. Need to monitor and see if new Q2S course helps. **Improvement Actions:** -New communication course, BUS 335, being developed for Q2S.
Learning Objective 3B: Students who graduate will apply effective written communication skills in a diverse and global environment.					
Mgmt 4500/4650 Faculty selected rubric used to assess student case study write-ups.	Current Benchmark: 70% of students will meet expectations.	1. Redesigned AoL System 2. Adopted new assessment measure tool	**Assessments:** Winter 2015: [n=15] 74% of students met expectations. **Improvement Actions:** -Faculty discussed and identified new assessment tools to use under new Assurance of Learning system. -New rubric adopted to assess Written Comm learning objective. -Assessing and teaching faculty piloted new process for "norming" rubric to establish consistent assessment of assignments across multiple sections of a course. Norming sessions were created to address issues of data discrepencies in the past due to different interpretations of problematic rubrics.	**Assessments:** MGMT 4650 - Winter 2016: [n=16] 62% of students met expectations MGMT 4500 - Winter 2017: [n=41] 93% of students met expectations **Improvement Actions:** -Integrating embedded writing associate (WPA program with SCAA) with Helen Le (separate from SCAA supplemental instruction tutors) -(Summer 2016) Developed program with SCAA and created outline for program.	**Assessments:** Spring 2017 - On-ground [n=62] + Online [n=12] *Overall Rubric Score: 68% met expectations* *Individual Rubric Traits:* Trait 1: Organization, 76%; Trait 2: Language, 62%; Trait 3: Delivery, 59%; Trait 4: Supporting Material, 73%; Trait 5: Central Message, 70% **Closing the Loop:** Latest scores not meeting benchmark. Opportunities for improvement include delivery and language. **Improvement Actions:** -New communication course, BUS 335, being developed for Q2S.
Learning Objective 3C: Students who graduate will apply effective team skills to work in a diverse and global environment.					
Mgmt 4650: Faculty selected rubric used to assess student group work.	Current Benchmark: 70% of students will meet expectations.	1. Redesigned AoL System 2. Adopted new assessment measure tool	**Assessments:** Winter 2015: [n=42] 61% of students met expectations. **Improvement Actions:** -Faculty discussed and identified new assessment tools to use under new Assurance of Learning system. -New rubric adopted to assess Teamwork learning objective.	**Assessments:** Spring 2016: [n=65] 68% of students met expectations. -[Online n=28] 79% of students met expectations. **Improvement Actions:** -Piloted required lab time so students can better work in groups -New online applications, Voice Thread and Zoom in Blackboard, introduced to support oral communications and teamwork.	**Assessments:** Spring 2017 - On-ground [n=37] + Online [n=20] *Overall Rubric Score: 57% met expectations* *Individual Rubric Traits:* Trait 1: Contributes, 70%; Trait 2: Facilitates, 46%; Trait 3: Individual Contributions, 68%; Trait 4: Fosters Constructive Climate, 44% **Closing the Loop:** **Latest scores not meeting benchmark. Opportunities for improvement include facilitating and fostering constructive climate.** **Improvement Actions:** **-New communication and teambuilding course, BUS 335, being developed for Q2S.**
Learning Objective 4A: Students who graduate will identify and assess ethical issues and properly articulate ethical decisions.					

Mgmt 4500: Faculty selected rubric used to assess individual written assignment.	Current Benchmark: 70% of students will meet expectations.	1. Redesigned AoL System 2. Adopted new assessment measure tool 3. Conducted pilot assessment under new AOL system.	Assessments: Spring 2015: [n=50] 32% of students met expectations. >/= 10% of students scored "below" expectations on Rubric Trait #5 Improvement Actions: -Faculty discussion regarding need for additional ethics component/course in core curriculum. AOL Task force reviewed discussion items and proposed adding core ethics course to the Admin Council. -Admin Council met and agreed to present proposal to curriculum committee to add MGMT/PHIL 3560 to core. Proposal was approved and course was offered in Fall 2015. -New rubric adopted to assess Ethics learning objective. -Assessing and teaching faculty piloted new process for "norming" rubric to establish consistent assessment of assignments across multiple sections of a course.Norming sessions were created to address issues of data discrepencies in the past due to different interpretations of problematic rubrics.	Assessments: Spring 2016: [n=25] 80% of students met expectations. -[Online n=25] 92% of students met expectations. Total: 86% Improvement Actions: -Newly added core course emphasizing ethics continues to be offered with multiple sections available for student enrollment beginning Fall 2015. -Faculty developed new methods to assess Ethics for pilot as potential use in future courses. This included quizzes that posed ethical dilemmas for students to respond to and paper templates that also presented ethical dilemmas for student analysis.	Closing the Loop: -Addition of new required ethics course appears to have helped assessment scores.

Footnotes:
*Totals may not add up to 100 due to rounding.

**Performance targets were simplified to focus on individual traits only rather than an overall score for the learning objective. This allowed for better faculty improvement discussions, by looking at assessment scores for specific areas of interest, instead of one score for the overall learning objective. As a result, benchmarks were reconsidered based on proficiency for each rubric trait rather than the overall learning objective. This was done while keeping open the possibility that the performance target may be raised in the future if it was found to be too low for the program.