

Program: BSBA				
Measure/Benchmark	2017/2018	2018/2019*	2019/2020	2020/2021
Learning Objective 1A: Students who graduate will recognize and integrate foundation knowledge across functional areas.				
Mgmt 499: Capsim Comp-XM individual business simulation optimization (50%) and broad-based functional knowledge multiple choice questions tailored to assess 1A (50%). <u>Current Benchmark:</u> 60% of students will score above 60% benchmark (benchmark determined by national average score)	Implementing improvement actions	<p>Assessments: [n = 256] (Summer and Fall 2018, Spring 2019) 63.7% of students met benchmark;</p> <p>Closing the Loop: Comparing the results from academic year 2016-17 to 2018-19 in the on-ground BSBA program, we observe measurable improvements across the semesters. We similarly observe improvements for BSBA online program section comparisons, although we acknowledge the smaller sample size for online sections may provide less than optimum measurement data. Past improvements prior to this assessment include the removal of HR related questions due to their content not being taught in the core curriculum and the development of training videos for students. These improvement actions appear to have improved student learning after 2017 based on the general increase in percentage of students exceeding the 60% benchmark.</p> <p>Improvements: -We recommend all faculty across all CBE disciplines will be familiar with CAPSIM to reinforce the need to continually integrate topics with the broader expanse of business requirements. -We recommend introducing the integrative requirements of business to CBE students in their junior year, using a truncated version of CAPSIM as a required element in a CBE core course. -We recommend the Management department to require all online Capstone courses to implement CAPSIM. This will result in sufficient observations for our AOL assessments.</p>	Closing the loop discussions	Refining AOL system
Learning Objective 1B: Students who graduate will apply critical thinking skills to solve business problems.				
Mgmt 499: Capsim Comp-XM individual business simulation optimization (50%) and broad-based functional knowledge multiple choice questions tailored to assess 1B (50%). <u>Current Benchmark:</u> 60% of students will score above 60% benchmark (benchmark determined by national average score)	Implementing improvement actions	<p>Assessments: [n = 256] (Summer and Fall 2018, Spring 2019) 55.9% of students met benchmark;</p> <p>Closing the Loop: Comparing the results from academic year 2016-17 to 2018-19 in the on-ground BSBA program, we observe measurable improvements across the semesters. We similarly observe improvements for BSBA online program section comparisons, although we acknowledge the smaller sample size for online sections may provide less than optimum measurement data. Past improvements prior to this assessment include the removal of HR related questions due to their content not being taught in the core curriculum and the development of training videos for students. These improvement actions appear to have improved student learning after 2017 based on the general increase in percentage of students exceeding the 60% benchmark.</p> <p>Improvements: -We recommend all faculty across all CBE disciplines will be familiar with CAPSIM to reinforce the need to apply critical thinking skills to solve business problems. -We recommend introducing practical opportunities to apply critical thinking in CBE students' junior year, using a truncated version of CAPSIM as a required element in a CBE core course. -We suggest that the measurement of critical thinking and commensurate performance as groups and teams is an important aspect of LO1B as well. We recommend identifying additional assessment and measurement of students' critical thinking in addition to the isolated questions posed to individual students from which this limited data derives. -We recommend the Management department to require all online Capstone courses to implement CAPSIM. This will result in sufficient observations for our AOL assessments.</p>	Closing the loop discussions	Refining AOL system
Learning Objective 2A: Students who graduate will understand and apply quantitative methods and tools in evaluating business problems and making effective business decisions.				

<p>Mgmt 350: Faculty selected rubric used to assess faculty identified like- assignments across sections.</p> <p><u>Current Benchmark:</u> 70% of students will meet expectations.</p>	<p>Implementing improvement actions</p>	<p><u>Assessments:</u> Fall 2018: [n=113] 50% of students met expectations.</p> <p><u>Closing the Loop:</u> -Past improvement actions included coordinated tutoring with the library. As assessment results have not improved, it appears these actions did not help. -Overall assessment scores across all modalities are below the benchmark. Individual trait scores all have greater than 10% below expectations.</p> <p><u>Improvement Actions:</u> -Consider changing from Business calculus to finite math since students were having trouble with calculus in the assessment. Most classes do not use calculus. -It may be helpful to assess 2 or more different courses each time to obtain a more representative sample. -Consider Supplemental Instruction (SI) in mathematics Intensive courses. -Consider summer mathematics boot camp (free of charge). -Consider integrating a few linked-in learning introductory videos on mathematics as part of the course.</p>	<p>Closing the loop discussions</p>	<p>Refining AOL system</p>
<p>Learning Objective 2B: Students who graduate will apply technology to analyze data and provide solutions to business problems.</p>				
<p>Itm 300: Faculty selected rubric used to assess faculty identified like- assignments across sections.</p> <p><u>Current Benchmark:</u> 70% of students will meet expectations.</p>	<p>Implementing improvement actions</p>	<p><u>Assessments:</u> Fall 2018 and Spring 2019: [n=95] 78% of students met expectations.</p> <p><u>Closing the Loop:</u> -Past improvement action of “norming” the rubric is effective since current and past assessment results stayed consistent across different discipline areas like ITM and ACCT. -Assessment results of Fall 2018 and Spring 2019 met all the benchmarks except in “Application: Reporting & Analysis.” 68% of the students exceeded or met expectations but the benchmark requires 70%. There is room for improvement especially considering the speed of technology changes.</p> <p><u>Improvement Actions:</u> -Consider integrating a few linked-in learning introductory videos on technology as part of the course. -Consider requiring a prerequisite course that teaches technology skills such as Excel, Access, and other technology tools before students taking the MGMT 350 Decision Science course. -In Spring 2020, ACCT 340 Accounting Information System course introduced additional data analytics tools such as the IDEA software as part of the learning activities. -In Fall 2020, the Accounting Department has launched a new course ACCT 341 Introduction to Data Analytics.</p>	<p>Closing the loop discussions</p>	<p>Refining AOL system</p>
<p>Learning Objective 3A: Students who graduate will apply effective oral communication skills in a diverse and global environment.</p>				

<p>Mgmt 370: Faculty selected rubric used to assess student presentations.</p> <p><u>Current Benchmark:</u> 70% of students will meet expectations.</p>	<p>Implementing improvement actions</p>	<p>Assessments: Spring 2019 - On-ground [n=80] + Online [n=20] <i>Assessed Rubric Traits</i> Trait 1: Organization, 75%; Trait 2: Language, 34%; Trait 3: Delivery, 84%; Trait 4: Supporting Material, 66%; Trait 5: Central Message, 75%; Total: 66.8%</p> <p>Closing the Loop: -BUS 335 was created to improve student oral communications. Assessment results do not indicate improvement, since fewer than 70% of students met overall expectations. -The slight shortfall from the 70% target is largely due to 65% of students not meeting expectations in the area of language. There is also a noticeable discrepancy between the formats: online scores significantly exceed on-ground scores.</p> <p>Improvement Actions: -Modify wording for the Language trait performance descriptions to emphasize the most relevant aspects (clarity, credibility, conviction, confidence, and connection) instead of penalizing students for the choice of simple words. -Share with all faculty (not just those teaching assessed courses) the rubric and expectations for oral communication, so that reinforcement of communication skills happens across the curriculum. -To increase faculty cooperation with assessment, inform those who teach assessed courses well ahead of time when and how assessment takes place, and clarify that it is not an evaluation of their teaching. -To improve our confidence in what the data are measuring, use larger sample sizes and more assessors, and establish a baseline through an initial assessment of oral communication early in the program.</p>	<p>Closing the loop discussions</p>	<p>Refining AOL system</p>
<p>Learning Objective 3B: Students who graduate will apply effective written communication skills in a diverse and global environment.</p>				
<p>Mgmt 370: Faculty selected rubric used to assess student case study write-ups.</p> <p><u>Current Benchmark:</u> 70% of students will meet expectations.</p>		<p>Assessments: Spring 2019 - [n=61] <i>Overall Rubric Score: 62% met expectations Individual Rubric Traits:</i> Trait 1: Organization, 77%; Trait 2: Language, 64%; Trait 3: Delivery, 72%; Trait 4: Supporting Material, 48%; Trait 5: Central Message, 51%</p> <p>Closing the Loop: BUS 335, Communications in Team Building, is a new course intended for improvement of communication skills. But as of Spring 2019 BUS 335 had been offered as a course for only a limited time. Moreover, BUS 335 has had ambiguous content and purpose origins. Therefore, it is inappropriate to assess Spring 2019 data to learn whether or not the new course improved student written communications.</p> <p>Improvement Actions: -Consider Writing Across the Curriculum (WAC) as a strategic plan to address this deficiency - Identify courses from developmental to mastery levels and communicate to faculty offering the courses. -Articulate clear written communication outcome in CLOs. -Students need help learning how to provide appropriate evidence and citations. -One suggestion would be to collaborate with the English department and seek their support in evaluating written assignments.</p>		
<p>Learning Objective 3C: Students who graduate will apply effective team skills to work in a diverse and global environment.</p>				
<p>Mgmt 499: Faculty selected rubric used to assess student group work.</p> <p><u>Current Benchmark:</u> 70% of students will meet expectations.</p>	<p>Implementing improvement actions</p>	<p>Assessments: Spring 2019 - On-ground [n=128] + Online [n=20] <i>Overall Rubric Score: 76.4% met expectations</i> <i>Individual Rubric Traits:</i> Trait 1: Contributes, 84.5%; Trait 2: Facilitates, 73%; Trait 3: Individual Contributions, 84.5%; Trait 4: Fosters Constructive Climate, 63.5%</p> <p>Closing the Loop: -The scores have improved from 2015 (61% meets expectation), 2016 (68% meets expectation), and 2017 (57% meets expectation).</p> <p>Improvement Actions: -It is recommended that team performances be incorporated into course grading schemes, especially trait 1 (contributing to team meetings) and trait 3 (contributing outside of team meetings). -It is recommended that the instructors adopt mechanisms (such as online team login) to track individual contributions in teamwork.</p>	<p>Closing the loop discussions</p>	<p>Refining AOL system</p>

Learning Objective 4A: Students who graduate will identify and assess ethical issues and properly articulate ethical decisions.				
Mgmt 320: Faculty selected rubric used to assess individual written assignment. <u>Current Benchmark:</u> 70% of students will meet expectations.	Implementing improvement actions	<p>Assessments: Spring 2019 - On-ground [n=91] + Online [n=15] <i>Overall Rubric Score: 83% met expectations</i> <i>Individual Rubric Traits:</i> Trait 1: Contributes, 83%; Trait 2: Facilitates, 87%; Trait 3: Individual Contributions, 74%; Trait 4: Fosters Constructive Climate, 88%</p> <p>Closing the Loop: -We noticed that the on-ground students were more likely to exceed expectations, whereas online students were more likely to meet expectations in this round of assessment. This is an area of possible improvement for the online students. -With regard to meeting the less than 10% students being below expectations in each trait, on-ground and online students met this objective, but accounting was at 10% on one trait (application of ethical perspectives, concepts, or rules). -In accounting, it is seen that this 10% level was more indicative of the assessment measure based on more difficult accounting professional principles and statutory regulations.</p> <p>Improvement Actions: -While student learning has been strong, the Business Ethics course will seek to gain General Education and Diversity Overlay certifications. We expect this action will reduce class sizes and reinforce student learning.</p>	Closing the loop discussions	Refining AOL system
<p>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.</p>				