



## **College of Business & Economics**

### **Assurance of Learning**

Program Learning Objective (PLO): Use of Technology  
Winter 2016

**BSBA**  
**PLO 2; LO2B**

**BSBA Learning Goal 2: Students who graduate will be effective data driven decision makers.**

**Learning Objective:**

LO2B: Students who graduate will apply technology to analyze business problems.

**Assessed Term:** Winter 2016

**Mapped Course:**

ITM 3060

*\*Following re-mapping efforts in Spring and Summer 2013, two courses were identified as exhibiting mastery in data-driven decision making with the use of technology: (1) ITM 3060 and (2) ECON 3551. ITM 3060 was identified as the course for assessing Learning Objective 2B. Econ courses were experiencing major curriculum changes and could not be used to assess objectives. Participating faculty in this assessment quarter were asked to analyze and review the mapping as it was revised at the end of 2013 academic year for accuracy or inaccuracies.*

**Curriculum Alignment:**

ITM 3060: Information Technology Management (4 units) is a core course for all students enrolled in the BSBA program. The course consists of effective and efficient uses of computers in business as problem solving tool. Topics include computer systems components, systems analysis, database management systems, telecommunications, productivity tools, and mini-projects related to computer-based solutions to business problems. Prerequisites include PC Software Proficiency satisfied.

**Participating Faculty:**

- Faculty member #1
- Faculty member #2

**Methods and Procedures:**

Use of technology was assessed using an assignment designed around the use of programs Excel and/or Access. All faculty members participating in assessment of learning objective agreed on a similar assignment from which to assess a sample. The individual artifacts selected and used in the sample were determined through random selection, in order to prevent contaminating data through self-selection. Random selection will allow for a more accurate representation of the average student's proficiency levels on particular learning objectives. Random sampling also allows assessment personnel to reinforce the differences between grading an assignment and assessing proficiency levels of a particular skill

**Assessment Measurement Tool Used:**

Faculty teaching the course mapped to the learning goal met in groups and were presented with the CBE version of the rubric and given an option to either modify the existing rubric or replace it entirely if the faculty had determined CBE's internally developed rubric was insufficient and weak. The BSBA faculty group teaching ITM 3060, the course mapped to the use of technology, unanimously voted to replace the existing rubric entirely with an alternative rubric for the Spring 2014 assessment. The faculty agreed that the externally modified Blackboard Use of Technology rubric best fit the course and existing assignments. The faculty were informed this

would be a starting point, with opportunities to modify and adjust the rubric to better fit CBE’s program.

**Status of Assessment:** Completed

**Performance Targets:**

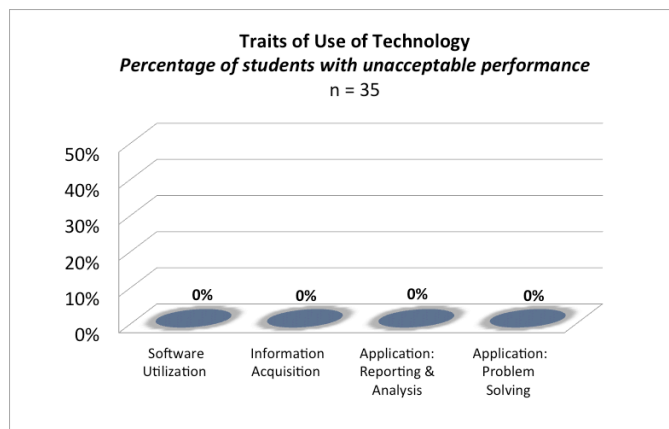
- 70% of students will meet or exceed expectations.
- Less than 10% of students will score “1” (below) on any “trait” in the rubric.

**Data Summary & Analysis:**

There are two targets set for this skill, (1) 70% of students will meet or exceed expectations; and (2) less than 10% of students will score “1” (below expectations) on any “trait” in the rubric. Overall, 83% of students met expectations on the learning objective.

N = 35	Trait 1	Trait 2	Trait 3	Trait 4
<b>Meets Expectations</b>	77%	98%	83%	97%
<b>Does Not Meet Expectations</b>	23%	3%	17%	3%
<b>Total</b>	100%	101%	100%	100%
<b>Overall Score</b>	<b>83%</b>			

Our second benchmark involves the individual components (aka “traits”) by which quantitative literacy is to be measured. These traits are outlined according to proficiency levels stated on the faculty-selected rubric used in the actual assessment. This second benchmark states that less than 10 percent of our students would score “below expectations” on any given trait. Overall, students performed very well. No student received a “below expectations” on any of the four assessed traits as depicted in the graph below.



[End of Report]