

**2015-16 Annual Assessment Report for the Undergraduate  
Business Administration Program**  
submitted by  
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**College of Business Administration and Public Policy**

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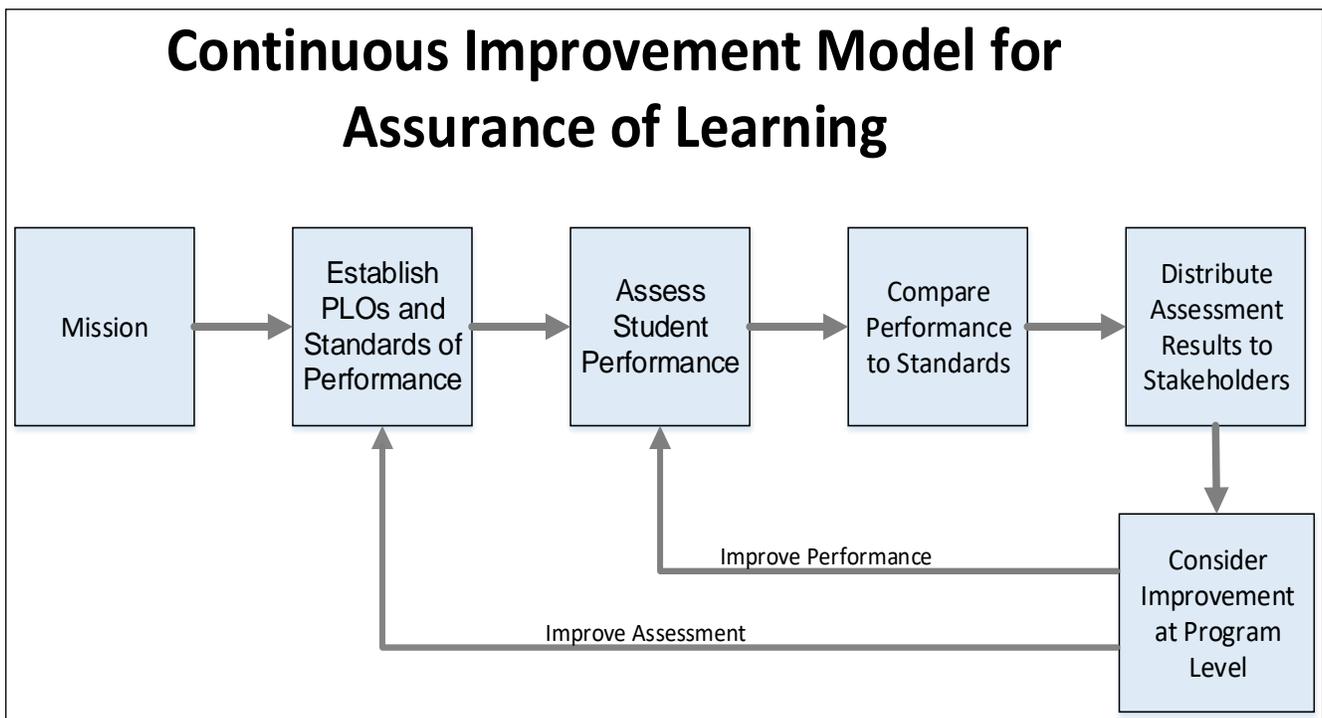
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## Continuous Improvement Model

Every five years, two complete assessment cycles are conducted. Each cycle consists of a five-step assessment process:

1. Translate program-level learning outcomes (PLOs) into observable objectives
2. Align curriculum with goals (PLO Coverage Grid)
3. Identify instruments and methods for assessing student achievement for each goal. Develop and use rubrics to assess each PLO.
4. Collect, analyze and disseminate assessment data (semester reporting form, faculty discussion)
5. Use assessment data to drive continuous improvement.



## Faculty-Driven Approach to Assurance of Learning (AoL)

With an emphasis on course-embedded assessment, faculty involvement in assurance of learning becomes increasingly extensive.

Participant	Involvement
Faculty AoL Committee	The committee meets on a regular basis to develop and implement assessment initiatives
Department Chairs Council	The committee plays an advisory role in support of the faculty AoL committee and engages all business faculty in assurance of learning. The committee facilitates assessment and continuous improvement across departments.
All faculty who teach core courses	They implement designated program-level learning objectives as an essential part of their course objectives,

	collect relevant program-level learning outcomes, and experiment with improvements within each assessment cycle.
Core Course coordinators	As guardians of the master course outlines (MCOs), they are responsible for revising MCOs to incorporate suggestions from faculty upon assessment results.
Faculty who teach the capstone course	They focus on assessing how students are able to apply program-level skills, given real-world cases. Their assessment is reported back to the faculty for action.
Department Curriculum Committee	Oversight of curriculum changes. Assessment results often triggers curriculum changes.
College Curriculum Committee	It coordinates the efforts by all three business departments to improve the business program. Typically, the committee looks for any gaps in covering program-level learning goals and any undesirable duplication (e.g. faculty using the same cases and projects in different courses). The committee focuses on the program-level integration of curriculum. Thus there is a special emphasis on the prerequisite, core, and capstone courses.
All Business Faculty	They analyze assessment results posted on the college assessment website and participate in departmental meetings, workshops, and retreats (college and department) designated for assessment and accreditation.

## Program-Level Learning Goals (PLOs)

PLO 1 Communication - To communicate effectively both orally and in written form. Upon completion of the program, students will be able to,

- Describe the communication process and explain how non-verbal behavior and listening affect communication.
- Analyze and synthesize information by clearly writing solution or recommendations to a business challenge that are logical and are appropriately justified.
- Apply the skills of critical analysis in the strategic management context, including identifying the strategic problems of a firm, generating and evaluating alternative courses of action, articulating and defending recommendations, and planning implementation.

PLO 2 Critical Thinking - To solve problems using the applicable analytical and quantitative techniques. Upon completion of the program, students will be able to:

- identify relevant issues, generate and compare alternatives, and develop a sound solution

PLO 3 Globalization - To understand the interconnections of the global economy. Upon completion of the program, students will be able to,

- Understand the interconnectedness of the global economy.
- Understand the impact of global economy decision- making discuss international economics, both international trade and finance, from the perspectives of theory, policy, institutions

PLO 4 Information Technology - To use technology effectively to solve problems and communicate their solutions. Upon completion of the program, students will be able to:

- create and use Excel spreadsheets to analyze data and create graphs
- organize data, create relational databases, and query data using Access software
- use computer and basic software, e.g., MS Suite, Windows
- in a case setting, propose and justify IT solutions

PLO 5 Ethics - To identify and evaluate ethical issues in the business world, and address solution alternatives in their context. Upon completion of the program, students will be able to,

- Understand that ethics is tied to cultural norms and religious beliefs and also understand the laws and regulations that affect business.
- Analyze social responsibility and ethical decision-making situations.
- Apply ethical frameworks in making business decisions.

PLO 6 Functional Knowledge - To demonstrate competency in the business-related content areas, including accountancy, economics, finance, law, management, information systems, marketing, statistics, operations management, globalization, and ethics.

### Relationships to the Institutional Mission and Learning Goals

Institutional Mission	Relevant PLOs	Comment
We provide education, scholarship and service that are, by design, accessible and transformative.	PLO 1 through PLO 4	PLOs are independent from specific domains and are emphatic on the development of good personal and professional traits.
We welcome students who seek academic achievement, personal fulfillment, and preparation for the work of today and tomorrow.	PLO 5	This PLO is relevant to the institutional mission in regard to helping students secure a professional career for the long run.

Consistency between the Institutional Learning Goals and our PLOs

As quoted and compared below, the institutional goals appear to be very consistent with the PLOs for this concentration program:

*Institutional Learning Goals - Having completed general education and disciplinary specific curriculum at the baccalaureate level, a CSUDH graduate will:*

- 1) *Think critically and creatively and apply qualitative and quantitative reasoning to address complex challenges and everyday problems locally and globally. (Critical Thinking)*
- 2) *Communicate clearly and collaborate effectively in a range of social, academic, and professional contexts, both orally and in writing. (Communication)*
- 3) *Locate, evaluate, and effectively use information in pursuit of discovery as preparation for continuous lifelong learning. (Information Literacy)*

- 4) *Demonstrate expertise in a specialized discipline of study and the ability to integrate its ideas, methods, theory and practice. (Disciplinary Proficiency)*
- 5) *Develop knowledge of diversity and multicultural competencies and ways to use that knowledge to promote equity and justice at local and global levels. (Engaged Citizenry)*

The following table indicates mappings between these two sets of learning goals.

Institutional Learning Goals (ILG)	Program-Level Learning Outcomes
ILG #1	PLO 2
ILG #2	PLO 1
ILG #3	PLO 4
ILG #4	PLO 6
ILG #5	PLO 3 & 5

### **PLO Coverage**

Table 1 below shows how the program-level learning goals are obtained through all nine upper-division core courses. Every upper-division core course is required to address at least two PLOs by incorporating the designated PLOs into its course learning objectives and assessing relevant learning outcomes routinely.

	<b>PLO 1</b> Communication	<b>PLO 2</b> Critical Thinking	<b>PLO 3</b> Globalization	<b>PLO 4</b> IT	<b>PLO 5</b> SR & Ethics	<b>PLO 6</b> Functional Knowledge	
<b>Upper Division</b>							
BUS 300	*						1
BUS 445			*		*		2
CIS 370	*			*			2
FIN 360		*	*				2
MGT 310	*		*				2
MKT 350			*		*		2
OMG 321		*		*			2
OMG 322		*	*				2
MGT 490	*	*	*	*	*	MFT	6
<b>TOTAL</b>	4	4	6	3	3	1	

### **Assessment Rubrics**

An assessment rubric is created for each learning objective and each PLO has at least one measurable learning objective defined. The following are the rubrics that have been created in a form format for evaluating individual learning outcome examples.

### **Assessment Rubric for Written Communication**

**Learning Example ID:** \_\_\_\_\_ **Assessed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Learning Goal - To communicate effectively both orally and in written form.</b>				
<b>Area of Assessment</b>	<b>High Degree of Competence</b>	<b>Competence</b>	<b>Developing Competence</b>	<b>Fundamentally Deficient</b>
Analysis and synthesis	Clear connections between ideas	Reasonable connections between ideas	Some connections between ideas are weak	Few, generally weak, inappropriate, or no connections between ideas
<b>Check one box →</b>				
Logic, clarity and justification	Organizes and develops ideas well	Shows sufficient control over organizing and developing ideas	Some lapses in organizing and developing ideas	Major lapses in organization, inadequate development of ideas, incoherence
<b>Check one box →</b>				
Language	Almost completely free of errors in grammar, spelling, punctuation and mechanics. Language clear, effective, and well articulated.	Has basic control of grammar, spelling, punctuation, and mechanics but displays a few errors. Language clear, few problems with articulation.	Overall control, but shows a pattern of errors in one area (grammar, spelling, punctuation, and mechanics). Language generally clear but one or two problems evident.	Shows extensive errors in two or more areas. Multiple and persistent mistakes in grammar, spelling, punctuation, and mechanics. Extensive problems with clarity of language and articulation.
<b>Check one box →</b>				
Persuasiveness and overall effectiveness	Highly effective communication; purpose clearly communicated and accomplished using a persuasive manner	Effective communication; purpose communicated and accomplished using a convincing manner	Adequate communication of purpose, convincing on some points but not all	Purpose of communication not completely clear to intended audience, inadequate attempts to persuade
<b>Check one box →</b>				
<b>Overall (check one only) →</b>				
<b>Comment here:</b>				

### Assessment Rubric for Oral Communication

Learning Example ID: \_\_\_\_\_ Assessed by: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Learning Goal - To communicate effectively both orally and in written form.</b>				
<b>Area of Assessment</b>	<b>High Degree of Competence</b>	<b>Competence</b>	<b>Developing Competence</b>	<b>Fundamentally Deficient</b>
Students will be able to use effective, audience-appropriate language with few significant errors	Language used engages the intended audience and is almost completely free of errors in grammar, spelling, punctuation and mechanics.	Language used is appropriate for the intended audience. Errors are few in number and do not interfere with understanding.	Although one or two problems are evident, language used is generally clear and not inappropriate for the intended audience. May contain a pattern of errors in one area (grammar, spelling, punctuation, and mechanics).	Language used is not appropriate for the audience and/or is difficult to understand due to a high number of errors in grammar, spelling, punctuation or mechanics.
<b>Check one box →</b>				
<b>Overall (check one only) →</b>				
<b>Comment here:</b>				

## Assessment Rubric for Critical Thinking

Learning Example ID: \_\_\_\_\_ Assessed by: \_\_\_\_\_ Date: \_\_\_\_\_

**Learning Goal** - Our graduates will demonstrate problem solving skills, supported by appropriate analytical and quantitative techniques.

**Objective:** Students will be able to identify relevant issues, generate and compare alternatives, and develop a sound solution.

<u>Trait 1</u>	Highly Competent	Competent	Not Competent
Identify issues and collect relevant data and information.	Enumerate <u>all of the</u> major issues; identify <u>all of the</u> relevant objective(s) and criteria.  Collect <u>all of the</u> relevant data and information necessary to analyze the relevant issues.	Enumerate <u>most of the</u> major issues; identify <u>most of the</u> relevant objective (s) and criteria. Collect <u>most of the</u> relevant data and information necessary to analyze the relevant issues.	Enumerates <u>an inadequate number of</u> major issues, identifies <u>an inadequate number of</u> relevant objective (s) and criteria. Collects <u>an inadequate number of</u> the relevant data and information necessary to analyze the relevant issues.
Check one box →			
<u>Trait 2</u>	Highly Competent	Competent	Not Competent
Apply consistent criteria to available alternatives to make an optimal choice and communicate the same.	Effectively interpret and synthesize <u>all</u> of the relevant information to develop <u>all</u> of feasible alternatives and apply <u>all</u> of the consistent criteria to evaluate the various options.  Make the “optimal choice” that demonstrates <u>all</u> of the links amongst the analysis, choice criteria and deduced preferred choice and note all of the relevant limitations of the preferred choice. <u>All</u> of the salient features of the analysis, conclusions and practical policy implications are communicated clearly and effectively using an appropriate medium.	Effectively interpret and synthesize <u>most of</u> the relevant information to develop <u>most of</u> feasible alternatives and apply <u>most of</u> the consistent criteria to evaluate the various options. Make the “optimal choice” that demonstrates <u>most</u> of the links amongst the analysis, choice criteria and deduced preferred choice and note most of the relevant limitations of the preferred choice. <u>Most</u> of the salient features of the analysis, conclusions and practical policy implications are communicated clearly and effectively using an appropriate medium.	Effectively interpret and synthesize <u>an inadequate number of</u> the relevant information to develop <u>an inadequate number of</u> feasible alternatives and apply <u>an inadequate number of</u> the consistent criteria to evaluate the various options. Make the “optimal choice” that demonstrates <u>an inadequate number of</u> the links amongst the analysis, choice criteria and deduced preferred choice and note an inadequate number of the relevant limitations of the preferred choice. <u>An inadequate number of</u> the salient features of the analysis, conclusions and practical policy implications are communicated clearly and effectively using an appropriate medium.
Check one box →			
<u>Overall</u>	Highly Competent	Competent	Not Competent
Check one box →			
<b>Comment here:</b>			

## Assessment Rubric for Information Technology, Objective 2

Learning Example ID: \_\_\_\_\_ Assessed by: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Learning Goal</b> - To use technology effectively to solve problems and communicate their solutions.			
<b>Objective #2:</b> In a case setting, students will be able to propose and justify IT solutions.			
<b><u>Trait 1</u></b>	<b>Highly Competent</b>	<b>Competent</b>	<b>Not Competent</b>
Identify information technologies, applicable to a given business information system case.	Able to effectively identify information technologies, applicable to a given business information system case.	Able to identify information technologies, applicable to a given business information system case.	Unable to identify information technologies, applicable to a given business information system case.
<b>Check only one box →</b>			
<b><u>Trait 2</u></b>	<b>Highly Competent</b>	<b>Competent</b>	<b>Not Competent</b>
Apply consistent criteria to available IT alternatives to make optimal choices	Ability to effectively cull alternatives and then solutions to a business information case with supporting evidence.	Ability to adequately cull alternatives and then solutions to a business information case with supporting evidence.	Unable to cull alternatives and then solutions to a business information case with supporting evidence.
<b>Check only one box →</b>			
<b><u>Overall</u></b>	<b>Highly Competent</b>	<b>Competent</b>	<b>Not Competent</b>
<b>Check only one box →</b>			
<b>Comment here:</b>			

## Assessment Rubric for Globalization

Learning Example ID: \_\_\_\_\_ Assessed by: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Learning Goal - Globalization:</b> to understand the interconnections of the global economy			
Upon completion of the program, students will be able to:			
<b><u>Trait 1</u></b>	<b>Highly Competent</b>	<b>Competent</b>	<b>Not Competent</b>
<b>Understand the interconnectedness of the global economy.</b>	Very clearly and correctly describes and explains with many examples the international interconnectedness of countries in terms of such factors as trade, financial flows, immigration, currency rates as well as cultural and geopolitical factors.	Basically clearly and correctly describes and explains with at least some examples the international interconnectedness of countries in terms of such factors as trade, financial flows, immigration, currency rates as well as cultural and geopolitical factors.	Unable to clearly and correctly describes and explains the international interconnectedness of countries in terms of such factors as trade, financial flows, immigration, currency rates as well as cultural and geopolitical factors.
Check only one box →			
<b><u>Trait 2</u></b>	<b>Highly Competent</b>	<b>Competent</b>	<b>Not Competent</b>
<b>Discuss international economics, both international trade and finance, from the perspectives of theory, policy, and institutions.</b>	Very clearly and correctly describes and explains with many examples international economics from the perspective of theory, policy and institutions.	Basically clearly and correctly describes and explains with at least some examples international economics from the perspective of theory, policy and institutions.	Unable to clearly and correctly describes and explains examples international economics from the perspective of theory, policy and institutions.
Check only one box →			
<b><u>Overall</u></b>	<b>Highly Competent</b>	<b>Competent</b>	<b>Not Competent</b>
Check only one box →			
<b>Comment here:</b>			

## Assessment Rubric for Ethics

Learning Example ID: \_\_\_\_\_ Assessed by: \_\_\_\_\_ Date: \_\_\_\_\_

**Learning Goal** - Our graduates will be able to understand and analyze ethical issues, and apply ethical frameworks in making sound business decisions

Upon completion of the program, students will be able to:

<u>Trait 1</u>	Highly Competent	Competent	Not Competent
<b>Understand</b>	Completely understand the political, social and economic context of business  Comprehensively understand that ethics is tied to cultural norms and religious beliefs  Totally understand the laws and regulations that affect business	Can understand the political, social and economic context of business  Can understand that ethics is tied to cultural norms and religious beliefs  Can understand the laws and regulations that affect business	Lacks understanding of the political, social and economic context of business  Lacks understanding that ethics is tied to cultural norms and religious beliefs  Lacks understanding of the laws and regulations that affect business
Check only one box →			
<u>Trait 2</u>	Highly Competent	Competent	Not Competent
<b>Analyze</b>	Thoroughly analyze social responsibility and ethical decision making situations	Can analyze social responsibility and ethical decision making situations	Cannot analyze social responsibility and ethical decision making situations
Check only one box →			
<u>Trait 3</u>	Highly Competent	Competent	Not Competent
<b>Apply</b>	Comprehensively apply ethical frameworks in making business decisions	Can apply ethical frameworks in making business decisions	Cannot apply ethical frameworks in making business decisions
Check only one box →			
<u>Overall</u>	Highly Competent	Competent	Not Competent
Check only one box →			
<b>Comment here:</b>			



## Assessment Benchmarks and Triggers

Goals #1 - #5 (Communication, Critical Thinking, Globalization, IT, Ethics):

For Course-Embedded Assessment Activities:

**Goal** Eighty percent or more of our graduates will be rated as competent or better with regard to each PLO.

**Benchmark** Seventy percent of our graduates are rated as competent or better with regard to each PLO.

**Trigger** Two consecutive administrations below the benchmark taking into consideration preceding efforts for continuous improvement and the time necessary to achieve measurable improvements.

Goal #6 (Major Field Test: CSU-BAT and/or ETS)

For the CSU Business Assessment Test:

**Goal** An overall mean score at or above the 60<sup>th</sup> percentile for all subject matter areas and a mean score at or above the 55<sup>th</sup> percentile for each subject matter area (i.e., accountancy, economics, finance, law, management, information systems, marketing, statistics, operations management, globalization, or ethics).

**Benchmark** An overall mean score at or above the 55<sup>th</sup> percentile for all subject matter areas and the 50<sup>th</sup> percentile for each subject matter area.

**Trigger** Two consecutive administrations below the benchmark taking into consideration preceding efforts for continuous improvement and the time necessary to achieve measurable improvements.

## PLO Assessment Plan 2014-16

In 2013-14 business faculty assessed three of the five program-level learning goals (PLOs) and all assessment results were analyzed and reported back to business faculty at the beginning of fall 2014. By the end of 2013-15, all PLO will be assessed and some of them should be assessed twice to yield reliable assessment results. Meanwhile, efforts on closing the loop will be taken.

	<b>* Upon completion of the program, students will be able to:</b>					
<b>Program Goals*</b>	<b>Learning Objectives*</b>	<b>Assessment Rubrics</b>	<b>Coordinator</b>	<b>Assessment Methodology</b>	<b>Data Collection on Course</b>	<b>Schedule</b>
<b>Communication : to communicate effectively both orally and in written form.</b>	<b>Describe the communication process and explain how non-verbal behavior and listening</b>	<b>Created.  Benchmark: 80% in the first two tiers.</b>	<b>Sari Silvanto</b>	<b>Oral communication during class discussions and presentations on-campus</b>	<b>MGT 490</b>	<b>Assess in each spring semester.</b>

	affect communication.					
	Analyze and synthesize information by clearly writing solution or recommendations to a business challenge that are logical and are appropriately justified.	Created.  Benchmark: 80% in the first two tiers.		Written communication using essay questions	MGT 310	Assessed in each spring semester. Analyze, propose, and implement changes if need be in the following semester.
	Apply the skills of critical analysis in the strategic management context, including identifying the strategic problems of a firm, generating and evaluating alternative courses of action, articulating and defending recommendations, and planning implementation.	Created.  Benchmark: 80% in the first two tiers.		Written Communication using mini cases	CIS 370	Assess in each fall semester; implement changes in the following semesters if need be.
Critical Thinking: to solve problems using the applicable analytical and quantitative techniques.	Demonstrate problem solving skills, supported by appropriate analytical and quantitative techniques.	Created.  Benchmark: 80% in the first two tiers.	H Pourmohammadi	Mini cases and essay questions	FIN 360	Assess in each fall semester.
	Identify relevant issues, generate and compare alternatives, and develop a sound solution.	Created.  Benchmark: 80% in the first two tiers.		Essay questions	OMG 322	Assessed in each spring semester.
				Mini cases	CIS 370	
Globalization: to understand the interconnections of the global economy	Understand the interconnectedness of the global economy.	Created.  Benchmark: 80% in the first two tiers.	T Shabbir	Mini cases	BUS 445	Assess in each fall semester.
	Understand the impact of global economy decision- making.	Created.  Benchmark: 80% in the		Exam questions	BUS 445	Assess in each fall semester.

		first two tiers.				
	Discuss international economics, both international trade and finance, from the perspectives of theory, policy, institutions.	Created.  Benchmark: 80% are rated as competent or better		Mini cases	BUS 445	Assess in every other spring semester.
Technology: to use technology effectively to solve problems and communicate their solutions.	Create and use Excel spreadsheets to analyze data and create graphs.	Created.  Benchmark: 80% are rated as competent or better	M Sheu	Lab assignments	CIS 270	Assessed each fall semester.
	Organize data, create relational databases, and query data using Access software.			Lab assignment	CIS 270	
	Use computer and basic software, e.g., MS Suite, Windows.			Case study	OMG 321	Assessed in SP 2014 and SP 2016.
	In a case setting, propose and justify IT solutions.	Created.  Benchmark: 80% are rated as competent or better.		Case study	OMG 321	
				Case study	CIS 370	Assessed in SP14 and SP 16.
Ethics: to identify and evaluate ethical issues in the business world, and address solution alternatives in their context.	understand that ethics is tied to cultural norms and religious beliefs and also understand the laws and regulations that affect business	Created.  Benchmark: 80% are rated as competent or better	Sunny Liu	Case study	BUS 445	Assess in FA 15
	analyze social responsibility and ethical decision-making situations			Case study	BUS 445	Assess in FA 15
	apply ethical frameworks in making business decisions					

<b>Functional Areas</b>	<b>TBD</b>	<b>Rubrics:</b> N/A  <b>Benchmark:</b> <b>Other AACSB-</b> <b>accredited</b> <b>CSU</b> <b>campuses.</b>	<b>William Brice</b>	<b>CSU-BAT</b> <b>and/or ETS</b> <b>Major Field</b> <b>Test</b>	<b>MGT</b> <b>490</b>	<b>Assessed in</b> <b>each spring</b> <b>semester.</b> <b>Analyze,</b> <b>propose,</b> <b>and</b> <b>implement</b> <b>changes if</b> <b>need be in</b> <b>the</b> <b>following</b> <b>semesters.</b>
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## **2014-16 Assessment Summary Reports**

As planned, seven core course sections were assessed in 2014-15 with regards to four PLOs and nine sets of learning outcomes are collected, evaluated and analyzed. The following are the nine reporting forms that summarize each of four learning objectives assessed.

## Written Communication

### College of Business Administration and Public Policy

#### Assessment Reporting Form

**Program:** Undergraduate Business Program

**Assessment Cycle:** 2014-2016

<b>Learning goal</b>	Written Communication Skills – Our graduates will communicate effectively using the written word.			
<b>Objective</b>	Our graduates will be able to analyze and synthesize information by clearly writing solution or recommendations to a business challenge that are logical and are appropriately justified.			
<b>Assessment methodology</b>	Evaluate 31 student essays using the Assessment Rubric for Written Communication analyzing McDonald's			
<b>Where &amp; how data are collected</b>	31 student essays were collected from MGT 310-09 class taught by Gary Polk.			
<b>Who</b>	Gary Polk			
<b>When</b>	Fall 2015			
<b>Assessment Results</b>				
	Highly Competent	Competent	Not Competent	Total # of Students Assessed
<b>Trait 1: Analyze and Synthesize the information in the response.</b>	35% 55%Rev	26% 29%Rev	39% 16%Rev	31
<b>Trait 2: Write clearly with logic leading to a justification that makes sense.</b>	35% 55%Rev	26% 29% Rev	39% 16%Rev	31
<b>Trait 3: Use written English language accurately.</b>	35% 55%Rev	26% 29%Rev	39% 16%Rev	31
<b>Trait 4: Overall Written Communication Skills.</b>	35% 55%Rev	26% 29%Rev	39% 16%Rev	31
<b>Overall</b>	35% 55%Rev	26% 29%Rev	39% 16%Rev	31
<b>What weaknesses have you observed in students?</b>	<p>Only 1 students scored 50/50 (100%) on first draft, But 3 students scored 47/50(94%). Some student essays lacked sufficient evidence to support assertions, lack solid grammar skills, and do not write in a clear, concise and business writing style.</p> <p>Students who scored below 35% were given a Revision opportunity. 6 of 7 students moved from Not Competent to Highly Competent and 1 went from Not Competent to Competent. This shows the Revision is a helpful to students.</p>			

<p><b>What program-level changes should be made to address these weaknesses?</b> (Identify each change and, if possible, briefly describe how to implement it)</p>	<ol style="list-style-type: none"><li>1. More writing assignments in MGT310 required, at least five written assignments should be assigned. Also the Discussion Board should be assigned as another opportunity for the students to improve.</li><li>2. Students should be given re-write opportunities on at least two written assignments after graded by professor. This has proven to give significant help in improving student business writing skills.</li><li>3. MGT310 should become a Writing Intensive Course. The MGT310 WI has been finally approved, and hopefully will be offered on during Spring 2016.</li><li>4. The Cengage Writing Experience brings Artificial Intelligence to the grading of Cengage-based writing Assignments and thus far the results have been very good. Instead of using only 1 Cengage AI-graded papers, Polk will use two such assignments in Spring 2016. This has proven to be a great teaching tool to improve student business writing. Cengage is the publisher of the Daft, Management Theory textbook, and all professor using Daft should be recommended to incorporate at least one Cengage Write Experience in their course.</li></ol>
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## Written Communication

### College of Business Administration and Public Policy

#### Assessment Reporting Form

**Program:** Undergraduate Business Program

**Assessment Cycle:** 2014-2016

<b>Learning goal</b>	Written Communication Skills – Our graduates will communicate effectively using the written word.			
<b>Objective</b>	Our graduates will be able to analyze and synthesize information by clearly writing solution or recommendations to a business challenge that are logical and are appropriately justified.			
<b>Assessment methodology</b>	Evaluate 32 student essays using the Assessment Rubric for Written Communication analyzing McDonald's			
<b>Where &amp; how data are collected</b>	32 student essays were collected from MGT 310-03 class taught by Gary Polk.			
<b>Who</b>	Gary Polk			
<b>When</b>	Fall 2015			
<b>Assessment Results</b>				
	Highly Competent	Competent	Not Competent	Total # of Students Assessed
<b>Trait 1: Analyze and Synthesize the information in the response.</b>	19% 40%Rev	38% 56%Rev	43% 4%Rev	32
<b>Trait 2: Write clearly with logic leading to a justification that makes sense.</b>	19% 40%Rev	38% 56% Rev	43% 4%Rev	32
<b>Trait 3: Use written English language accurately.</b>	19% 40%Rev	38% 56%Rev	43% 4%Rev	32
<b>Trait 4: Overall Written Communication Skills.</b>	19% 40%Rev	38% 56%Rev	43% 4%Rev	32
<b>Overall</b>	19% 40%Rev	38% 56%Rev	43% 4%Rev	32
<b>What weaknesses have you observed in students?</b>	<p>Only 2 students scored 50/50 (100%) on first draft, but 4 students scored at least 47/50(94%). Some student essays lacked sufficient evidence to support assertions, lack solid grammar skills, and do not write in a clear, concise and business writing style.</p> <p>Students who scored below 35% were given a Revision opportunity. 7 of 16 students moved from Not Competent to Highly Competent and another 6 went from Not Competent to Competent. This shows the Revision is a helpful to students.</p>			

<p><b>What program-level changes should be made to address these weaknesses?</b> (Identify each change and, if possible, briefly describe how to implement it)</p>	<ol style="list-style-type: none"><li>1. More writing assignments in MGT310 required, at least five written assignments should be assigned. Also the Discussion Board should be assigned as another opportunity for the students to improve.</li><li>2. Students should be given re-write opportunities on at least two written assignments after graded by professor. This has proven to give significant help in improving student business writing skills.</li><li>3. MGT310 should become a Writing Intensive Course. The MGT310 WI has been approved, and hopefully will be offered on during Spring 2016.</li><li>4. The Cengage Writing Experience brings Artificial Intelligence to the grading of Cengage-based writing Assignments and thus far the results have been very good. Instead of using only 1 Cengage AI-graded papers, Polk will use two such assignments in Spring 2016. This has proven to be a great teaching tool to improve student business writing. Cengage is the publisher of the Daft, Management Theory textbook, and all professor using Daft should be recommended to incorporate at least one Cengage Write Experience in their course.</li></ol>
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## Written Communication

### College of Business Administration and Public Policy Assessment Reporting Form

**Program:** Undergraduate Business Program

**Assessment Cycle:** 2014-2016

<b>Learning goal</b>	Written Communication Skills – Our graduates will communicate effectively using the written word.			
<b>Objective</b>	Our graduates will be able to analyze and synthesize information by clearly writing solution or recommendations to a business challenge that are logical and are appropriately justified.			
<b>Assessment methodology</b>	Evaluate 34 student essays using the Assessment Rubric for Written Communication.			
<b>Where &amp; how data are collected</b>	34 student essays were collected from MGT 310-08 class taught by Xia Zhao.			
<b>Who</b>	Xia Zhao			
<b>When</b>	Fall 2014			
<b>Assessment Results</b>				
	Highly Competent	Competent	Not Competent	Total # of Students Assessed
<b>Trait 1: Analyze and Synthesize the information in the response.</b>	21%	59%	20%	34
<b>Trait 2: Write clearly with logic leading to a justification that makes sense.</b>	3%	62%	35%	25
<b>Trait 3: Use written English language accurately.</b>	9%	59%	32%	34
<b>Trait 4: Overall Written Communication Skills.</b>	6%	65%	29%	34
Overall	6%	65%	29%	34
<b>What weaknesses have you observed in students?</b>	Some student essays lack sufficient evidence to support assertions, lack unity and completeness, and/or are not written in a clear, concise and readable style.			

<p><b>What program-level changes should be made to address these weaknesses?</b> (Identify each change and, if possible, briefly describe how to implement it)</p>	<ol style="list-style-type: none"> <li>5. BUS 300 should be taken as early as possible.</li> <li>6. More writing courses should be required.</li> <li>7. Writing skills should be reinforced throughout the undergraduate courses in the major areas of study.</li> </ol>
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## Written Communication

**College of Business Administration and Public Policy**  
**Assessment Reporting Form**  
**Program:** Undergraduate Business Program  
**Assessment Cycle:** 2014-2016

<b>Learning goal</b>	Written Communication Skills – Our graduates will communicate effectively using the written word.
<b>Objective</b>	Our graduates will be able to analyze and synthesize information by clearly writing solution or recommendations to a business challenge that are logical and are appropriately justified.
<b>Assessment methodology</b>	Evaluate 34 student responses to five questions.
<b>Where &amp; how data are collected</b>	34 student learning examples were collected randomly from MGT 310 classes taught by Y. Kim. The class has 38 students.
<b>Who</b>	Y. Kim
<b>When</b>	Fall 2014

### Assessment Results

	Highly Competent	Competent	Not Competent	Total # of Students Assessed
Trait 1: <b>Analyze and Synthesize the information in the response.</b>	5	24	5	34
Trait 2: <b>Write clearly with logic leading to a justification that makes sense.</b>	0	22	12	34
Trait 3: <b>Use written English language accurately.</b>	2	22	10	34
Trait 4: <b>Overall Written Communication Skills.</b>	3	19	12	34
Overall	4	18	12	34

<b>What weaknesses have you observed in students?</b>	Students do not often make good use of the arguments of different theorists and compares different concepts in a coherent fashion. The main body does not break into main issues, each of which is given appropriate discussion and weight.
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## Written Communication

### College of Business Administration and Public Policy

#### Assessment Reporting Form

Program: Undergraduate Business Program

Assessment Cycle: 2014-2016

<b>Learning goal</b>	Written Communication Skills – Our graduates will communicate effectively using the written word.			
<b>Objective</b>	Our graduates will be able to analyze and synthesize information by clearly writing about a management activity in way that analyzes theory put into practice in a logical way with appropriately justified insights and conclusions.			
<b>Assessment methodology</b>	Evaluate written communication skills based on student reports analyzing McDonald's			
<b>Where &amp; how data are collected</b>	Fall and Spring Semesters data is collected in class by MGT Instructors			
<b>Who</b>	MGT 310 Instructor			
<b>When</b>	Spring 2015			
<b>Assessment Results</b>				
	Highly Competent	Competent	Developing Competence	Total # of Students Assessed
Trait 1: <b>Analyze and Synthesize the information in the response.</b>	4	6		10
Trait 2: <b>Write clearly with logic leading to a justification that makes sense.</b>	4	5	1	10
Trait 3: <b>Use written English language accurately.</b>	3	7		10
Trait 4: <b>Overall Written Communication Skills.</b>	4	5	1	10
Overall	4	6		10

<b>What weaknesses have you observed in students?</b>	The majority of students, with a few exceptions, do a good/reasonable job with the first 4 questions. Most of them don't answer the 5 <sup>th</sup> question.
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## Written Communication

### College of Business Administration and Public Policy

#### Assessment Reporting Form

Program: Undergraduate Business Program

Assessment Cycle: 2014-2016

<b>Learning goal</b>	Written Communication Skills – Our graduates will communicate effectively using the written word.			
<b>Objective</b>	Our graduates will be able to analyze and synthesize information by clearly writing solution or recommendations to a business challenge that are logical and are appropriately justified.			
<b>Assessment methodology</b>	Evaluate 39 student essays using the Assessment Rubric for Written Communication analyzing McDonald's			
<b>Where &amp; how data are collected</b>	39 student essays were collected from MGT 310-01 class taught by Gary Polk.			
<b>Who</b>	Gary Polk			
<b>When</b>	Fall 2014			
<b>Assessment Results</b>				
	Highly Competent	Competent	Not Competent	Total # of Students Assessed
<b>Trait 1: Analyze and Synthesize the information in the response.</b>	13% 15%Rev	67% 82%Rev	8% 3%Rev	39
<b>Trait 2: Write clearly with logic leading to a justification that makes sense.</b>	13% 15%Rev	67% 82% Rev	8% 3%Rev	39
<b>Trait 3: Use written English language accurately.</b>	13% 15%Rev	67% 82%Rev	8% 3%Rev	39
<b>Trait 4: Overall Written Communication Skills.</b>	13% 15%Rev	67% 82%Rev	8% 3%Rev	39
<b>Overall</b>	13% 15%Rev	67% 82%	8(21%) 3%	39
<b>What weaknesses have you observed in students?</b>	<p>Only two students scored 50/50 (100%) on first draft. Some student essays lacked sufficient evidence to support assertions, lack solid grammar skills, and do not write in a clear, concise and business writing style.</p> <p>Students who scored below 35% were given a Revision opportunity. 6 of 8 students moved from Not Competent and 1 student moved to Highly competent on Revision version.</p>			

<p><b>What program-level changes should be made to address these weaknesses?</b> (Identify each change and, if possible, briefly describe how to implement it)</p>	<ol style="list-style-type: none"><li>1. BUS 300 should be returned to a 3 unit, single course.</li><li>2. More writing assignments in MGT310 required, at least five written assignments.</li><li>3. Students should be given re-write opportunities on at least two written assignments after graded by professor.</li><li>4. MGT310 should become a Writing Intensive Course</li></ol>
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## Written Communication

### College of Business Administration and Public Policy

#### Assessment Reporting Form

**Program:** Undergraduate Business Program

**Assessment Cycle:** 2014-2016

<b>Learning goal</b>	Written Communication Skills – Our graduates will communicate effectively using the written word.			
<b>Objective</b>	Our graduates will be able to analyze and synthesize information by clearly writing solution or recommendations to a business challenge that are logical and are appropriately justified.			
<b>Assessment methodology</b>	Evaluate 34 student essays using the Assessment Rubric for Written Communication analyzing McDonald's			
<b>Where &amp; how data are collected</b>	34 student essays were collected from MGT 310-03 class taught by Gary Polk.			
<b>Who</b>	Gary Polk			
<b>When</b>	Fall 2014			
<b>Assessment Results</b>				
	Highly Competent	Competent	Developing Competence	Total # of Students Assessed
<b>Trait 1: Analyze and Synthesize the information in the response.</b>	15% 24%Rev	21% 41%Rev	65% 35%Rev	34
<b>Trait 2: Write clearly with logic leading to a justification that makes sense.</b>	15% 24%Rev	21% 41%Rev	65% 35%Rev	34
<b>Trait 3: Use written English language accurately.</b>	15% 24%Rev	21% 41%Rev	65% 35%Rev	34
<b>Trait 4: Overall Written Communication Skills.</b>	15% 24%Rev	21% 41%Rev	65% 35%Rev	34
<b>Overall</b>	15% 24%Rev	21% 41%Rev	65% 35%Rev	34
<b>What weaknesses have you observed in students?</b>	<p>Only two students scored 50/50 (100%) on first draft. Some student essays lacked sufficient evidence to support assertions, lack solid grammar skills, and do not write in a clear, concise and business writing style.</p> <p>Students who scored below 35% were given a Revision opportunity. 6 of 8 students moved from Not Competent and 1 student moved to Highly competent on Revision version.</p>			

<p><b>What program-level changes should be made to address these weaknesses?</b> (Identify each change and, if possible, briefly describe how to implement it)</p>	<ol style="list-style-type: none"><li>1. BUS 300 should be returned to 3 unit, single course.</li><li>2. More writing assignments in MGT310 required, at least five written assignments.</li><li>3. Students should be given re-write opportunities on at least two written assignments after graded by professor.</li><li>4. MGT310 should become a Writing Intensive Course</li></ol>
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## Oral Communication

### College of Business Administration and Public Policy

#### Assessment Reporting Form

**Program:** Undergraduate Business Program

**Assessment Cycle:** 2014-2016

<b>Learning Goal:</b> To communicate effectively orally.				
<b>Assessment methodology</b>		Project presentations		
<b>Where &amp; how data are collected</b>		47 students in MGT 490 were assessed through their project presentations.		
<b>Who &amp; When</b>		David Hoopes, Spring 2014		
<b>Area of Assessment</b>	<b>High Degree of Competence</b>	<b>Competence</b>	<b>Developing Competence</b>	<b>Fundamentally Deficient</b>
Students will be able to use effective, audience-appropriate language with few significant errors	Language used engages the intended audience and is almost completely free of errors in grammar, spelling, punctuation and mechanics.	Language used is appropriate for the intended audience. Errors are few in number and do not interfere with understanding.	Although one or two problems are evident, language used is generally clear and not inappropriate for the intended audience. May contain a pattern of errors in one area (grammar, spelling, punctuation, and mechanics).	Language used is not appropriate for the audience and/or is difficult to understand due to a high number of errors in grammar, spelling, punctuation or mechanics.
<b>Subtotal →</b>	11	24	7	1
Analysis and synthesis	Clear connections between ideas	Reasonable connections between ideas	Some connections between ideas are weak	Few, generally weak, inappropriate, or no connections between ideas
<b>Subtotal →</b>	19	21	5	0
Logic, clarity and justification	Organizes and develops ideas well	Shows sufficient control over organizing and developing ideas	Some lapses in organizing and developing ideas	Major lapses in organization, inadequate development of ideas, incoherence
<b>Subtotal →</b>	12	24	7	1
Language	Almost completely free of errors in	Has basic control of grammar, spelling,	Overall control, but shows a pattern of	Shows extensive errors in two or more areas.

	grammar, spelling, punctuation and mechanics. Language clear, effective, and well articulated.	punctuation, and mechanics but displays a few errors. Language clear, few problems with articulation.	errors in one area (grammar, spelling, punctuation, and mechanics). Language generally clear but one or two problems evident.	Multiple and persistent mistakes in grammar, spelling, punctuation, and mechanics. Extensive problems with clarity of language and articulation.
<b>Subtotal →</b>	9	23	11	1
Persuasiveness and overall effectiveness	Highly effective communication; purpose clearly communicated and accomplished using a persuasive manner	Effective communication; purpose communicated and accomplished using a convincing manner	Adequate communication of purpose, convincing on some points but not all	Purpose of communication not completely clear to intended audience, inadequate attempts to persuade
<b>Subtotal →</b>	9	23	10	0
<b>Overall Total →</b>	12	23	8	1
<b>Comment here:</b> Tallies don't match the total number of participants as not all traits can be observed in each individual oral presentation. Overall, those who can write well can also do well in their oral presentations.				

## Globalization

### College of Business Administration and Public Policy

#### Assessment Reporting Form

**Program:** Undergraduate Business Program

**Assessment Cycle:** 2014-2016

<b>Learning goal</b>	Globalization Skills – Our graduates will have an in-depth understanding of international economics and its implications.			
<b>Objective</b>	Upon completion of the program, students will be able to understand the interconnections of the global economy and to discuss international economics, both international trade and finance, from the perspectives of theory, policy, and institutions.			
<b>Assessment methodology</b>	Given a relevant exam, those scoring 85% or above are considered HC, 60 to 84% Competent, and below 60% Not Competent.			
<b>Where &amp; how data are collected</b>	Randomly choose a course section of BUS 445 – International Business and evaluate all 33 students in the class			
<b>Who</b>	Prakash Dheerya			
<b>When</b>	Spring 2014			
<b>Assessment Results</b>				
	Highly Competent	Competent	Not Competent	Total # of Students Assessed
<b>Trait 1: Understand the interconnections of the global economy.</b>	8/24%	24/73%	1/3%	33
<b>Trait 2: discuss international economics, both international trade and finance, from the perspectives of theory, policy, and institutions.</b>	8/24%	24/73%	1/3%	33
Overall	8/24%	24/73%	1/3%	33
<b>What weaknesses have you observed in students?</b>	Students have scored quite high on questions related to globalization.			

<p><b>What program-level changes should be made to address these weaknesses?</b> (Identify each change and, if possible, briefly describe how to implement it)</p>	<p>Before we consider any program-level changes, we need to assess globalization again and perhaps increase the difficulty level of those questions.</p>
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## Critical Thinking

### College of Business Administration and Public Policy

#### Assessment Reporting Form

**Program:** Undergraduate Business Program

**Assessment Cycle:** 2014-2016

<b>Learning goal</b>	Critical Thinking – Our graduates will demonstrate problem solving skills, supported by appropriate analytical and quantitative techniques.			
<b>Objective</b>	Students will be able to identify relevant issues, generate and compare alternatives, and develop a sound solution.			
<b>Assessment methodology</b>	Evaluate students' solutions to 3 problems and answers to 4 questions.			
<b>Where &amp; how data are collected</b>	As an effort to close the loop in critical thinking, Dr. Bingsheng Yi made a math review worksheet and sent it to all his students in his FIN360 classes in Fall 2015. 36 students voluntarily took the assessment on critical thinking and the survey on the effectiveness of the math review worksheet among 81 students in FIN360-01 and FIN360-04 in Fall 2015. The assessment includes 2 scenario-based problems and 2 questions.			
<b>Who</b>	Bingsheng Yi			
<b>When</b>	Oct 29 <sup>th</sup> , 2015			
<b>Assessment Results</b>				
	Highly Competent	Competent	Not Competent	Total # of Students Assessed
<b>Trait 1: Identify issues and collect relevant data and information.</b>	26/36=72% (87% in Fall 14)	7/36=20% (9% in Fall 14)	3/36=8% (4% in Fall 14)	36
<b>Trait 2: Apply consistent criteria to available alternatives to make an optimal choice and communicate the same.</b>	6/36=17% =11 (16%)	22/36=61% (27% in Fall 14)	8/36=22% (53% in Fall 14)	36
Overall	23/36=64% (26% in Fall 14)	10/36=28% (56% in Fall 14)	3/36=8% (18% in Fall 14)	36
<b>What weaknesses have you observed in students?</b>	20% of the samples are competent in Trait 1, improved from 9% in Fall 2014. The most significant improvement is in Trait 2. The percentage of incompetent samples decreased from 53% in Fall 2014 to 22% in 2015. Overall, after studying the math review worksheet made by Dr. Bingsheng Yi, the proportion of students with highly competent CT skill improved from 26% in Fall 2014 to 64% in 2015, and the proportion of students with incompetent CT skill decreased from 18% in Fall 2014 to 8% in Fall 2015. 36 students took the survey on the effectiveness of the math review worksheet. The effectiveness is rated from 1 (little) to 5 (excellent). The average rating on the effectiveness is 3.9 (very close to very good rating). 36% of students consider the math review worksheet excellent, 67% of students rated the math review work sheet as "very good" or "excellent". However, among 81 students only 36 took the CT assessment. One possible reason is that students only had 2.5 days to do the assessment, unlike a couple of weeks in last year. Also, the contents tested in the assessment are revised because some contents tested last			

	<p>year haven't been taught. Nevertheless, the results suggest the math review worksheet is effective in improving students' math skill and in closing the loop. In the future, the math review work sheet should be made available to more students.</p>
<p><b>What program-level changes should be made to address these weaknesses?</b> (Identify each change and, if possible, briefly describe how to implement it)</p>	<ol style="list-style-type: none"> <li>1) Revise the math review worksheet based on feedback from students and colleagues</li> <li>2) Have the math review worksheet available to students taking courses in which basic math knowledge is needed at the beginning of each semester, encourage students to study it by give bonus problems to for students to do to earn extra points</li> <li>3) Recommend students to discuss with the instructor is they have difficulty understanding the contents in the math review worksheet, to attend math workshop offered by the university</li> <li>4) Remind students of the course requirements and learning objectives from time to time, help students to meet course requirements if they need</li> </ol>

Note: A student is considered highly competent is his/her % score in a trait or the overall % score falls within [75, 100], competent within [50, 75), and incompetent if the % score is within [0, 50).

## Critical Thinking

### College of Business Administration and Public Policy

#### Assessment Reporting Form

**Program:** Undergraduate Business Program

**Assessment Cycle:** 2014-2016

<b>Learning goal</b>	Critical Thinking – Our graduates will demonstrate problem solving skills, supported by appropriate analytical and quantitative techniques.			
<b>Objective</b>	Students will be able to identify relevant issues, generate and compare alternatives, and develop a sound solution.			
<b>Assessment methodology</b>	Evaluate students' solutions to 3 problems and answers to 4 questions.			
<b>Where &amp; how data are collected</b>	68 student learning examples are collected from two FIN360 classes. The two classes have 79 students.			
<b>Who</b>	Bingsheng Yi			
<b>When</b>	Fall 2014			
<b>Assessment Results</b>				
	Highly Competent	Competent	Not Competent	Total # of Students Assessed
<b>Trait 1: Identify issues and collect relevant data and information.</b>	(31+28) =59 (87%)	(4+2) =6 (9%)	(1+2) =3 (4%)	68
<b>Trait 2: Apply consistent criteria to available alternatives to make an optimal choice and communicate the same.</b>	(6+5) =11 (16%)	(9+9) =18 (27%)	(21+18) =39 (53%)	68
Overall	(9+9) =18 (26%)	(19+19) =38 (56%)	(8+4) =12 (18%)	68
<b>What weaknesses have you observed in students?</b>	57.3% of the samples are not competent in Trait 2 because 31% of the participants did not attempt to answer questions in Trait 2. Students lack initiative and motivation to study or to pursue better academic achievement. Some students have poor math skills.			
<b>What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly describe how to implement it)</b>	<ol style="list-style-type: none"> <li>5) Require students to complete all the general education classes of Mathematics and English before enrolling into the College of Business Administration and Public Policy.</li> <li>6) Give students more assignments, and the assignments must be submitted and will be graded.</li> <li>7) Remind students of the course requirements and learning objectives from time to time, help students to meet course requirements if they need</li> </ol>			

Note: A student is considered highly competent if his/her % score in a trait or the overall % score falls within [75, 100], competent within [50, 75), and incompetent if the % score is within [0, 50).

## Critical Thinking

### College of Business Administration and Public Policy

#### Assessment Reporting Form

**Program:** Undergraduate Business Program

**Assessment Cycle:** 2014-2016

<b>Learning goal</b>	Critical Thinking – Our graduates will demonstrate problem solving skills, supported by appropriate analytical techniques.			
<b>Objective 1</b>	In a case setting, students will be able to identify relevant issues, generate and compare alternatives, and develop a sound solution.			
<b>Assessment methodology</b>	Assignment: To provide a business information systems case to read and analyze. The case will have four to five questions pertaining to understanding and analyzing alternative solutions to a business information systems problem. The same rubric is used to evaluate a sample of case analysis assignments.			
<b>Where and how data are collected</b>	35 student learning examples are randomly collected from CIS 370, fall 2015.			
<b>Who</b>	Vera Teller, Ph.D.			
<b>When</b>	Fall 2015			
<b>Assessment Results</b>				
	Highly Competent	Competent	Not Competent	Total Number of Students Assessed
<b>Trait 1</b>	19	7	9	35
<b>Trait 2</b>	19	7	9	35
<b>Overall</b>	18	7	9	35
<b>What weaknesses have you observed in students?</b>	Overall, the students completed the assignment very well. The students are able to effectively read and analyze a business case. The students are answering all parts of the questions. The students that are competent and not competent lack completeness. The cases are not written in a clear, concise, and readable style. Grammatical errors persist throughout.			
<b>What program-level changes should be made to address these weaknesses? (Identify each change and, if possible,</b>	Good writing skills must be required in all courses at the university level. The university must do a better job in assessing students' writing in the first and second year and provide tutoring for those students who need improvement. Instructors need to continually discuss the most common grammatical errors and monitor students' performance.			

**briefly  
describe how  
to implement  
it.)**

## Critical Thinking

### College of Business Administration and Public Policy

#### Assessment Reporting Form

**Program:** Undergraduate Business Program

**Assessment Cycle:** 2014-2016

<b>Learning goal</b>	Critical Thinking – Our graduates will demonstrate problem solving skills, supported by appropriate analytical techniques.			
<b>Objective 1</b>	In a case setting, students will be able to identify relevant issues, generate and compare alternatives, and develop a sound solution.			
<b>Assessment methodology</b>	Assignment: To provide a business information systems case to read and analyze. The case will have four to five questions pertaining to understanding and analyzing alternative solutions to a business information systems problem. The same rubric is used to evaluate a sample of case analysis assignments.			
<b>Where and how data are collected</b>	36 student learning examples are randomly collected from CIS 370, fall 2015.			
<b>Who</b>	Vera Teller, Ph.D.			
<b>When</b>	Fall 2015			
<b>Assessment Results</b>				
	Highly Competent	Competent	Not Competent	Total Number of Students Assessed
<b>Trait 1</b>	18	6	2	36
<b>Trait 2</b>	18	6	2	36
<b>Overall</b>	18	6	2	36
<b>What weaknesses have you observed in students?</b>	Overall, the students completed the assignment very well. The students are able to effectively read and analyze a business case. The students are answering all parts of the questions. Grammatical errors still persist.			
<b>What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly</b>	One way to address this issue is to reinforce good writing skills throughout the undergraduate courses. More writing within courses need to be required where professor provide consistent feedback.			

**describe how  
to implement  
it.)**

## Critical Thinking

### College of Business Administration and Public Policy

#### Assessment Reporting Form

**Program:** Undergraduate Business Program

**Assessment Cycle:** 2014-2016

<b>Learning goal</b>	Critical Thinking – Our graduates will demonstrate problem solving skills, supported by appropriate analytical techniques.			
<b>Objective 1</b>	In a case setting, students will be able to identify relevant issues, generate and compare alternatives, and develop a sound solution.			
<b>Assessment methodology</b>	Rubric used to evaluate a sample of case analysis assignments. Each example is evaluated twice independently.			
<b>Where and how data are collected</b>	55 student learning examples are randomly collected from CIS 370, fall 2014.			
<b>Who</b>	Vera Teller, Ph.D.			
<b>When</b>	Fall 2014			
<b>Assessment Results</b>				
	Highly Competent	Competent	Not Competent	Total Number of Students Assessed
<b>Trait 1</b>	33	14	8	55
<b>Trait 2</b>	33	14	8	55
<b>Overall</b>	33	14	8	55
<b>What weaknesses have you observed in students?</b>	The students do not answer all questions posed. They will answer the first question, but fail to read and answer the follow-up questions.			
<b>What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly describe how to implement it.)</b>	One way to address this issue, the professor is to continually remind the students to read all of the questions prior to answering. Also, the students should learn to reread their answers and edit their writing prior to submitting the material for grading by the professor.			

**Assessment for CIS 370**

**Assignment: To provide a business information systems case to read and analyze. The case will have four to five questions pertaining to understanding and analyzing alternative solutions to a business information systems problem.**

	Highly Competent	Competent	Not Competent
<b>Trait 1</b>	Able to effectively identify a business situation and the problem that needs to be diagnosed as related to information technology when given a business information systems case.	Able to identify a business situation and the problem that needs to be diagnosed as related to information technology when given a business information systems case.	Unable to identify a business situation and the problem that needs to be diagnosed as related to information technology when given a business information systems case.
<b>Trait 2</b>	Ability to effectively cull alternatives and then solutions to a business information case with supporting evidence.	Ability to adequately cull alternatives and then solutions to a business information case with supporting evidence.	Unable to cull alternatives and then solutions to a business information case with supporting evidence.

## Critical Thinking

### College of Business Administration and Public Policy

#### Assessment Reporting Form

**Program:** Undergraduate Business Program

**Assessment Cycle:** 2014-2016

<b>Learning goal</b>	Critical Thinking – Our graduates will demonstrate problem solving skills, supported by appropriate analytical techniques.			
<b>Objective 1</b>	In a set of problems, students asked to identify relevant issues, generate and compare alternatives, and develop a sound solution.			
<b>Assessment methodology</b>	Students' answers are graded and scored by an instructor.			
<b>Where and how data are collected</b>	36 student solutions are reviewed in two sections of OMG 322 in fall 2014.			
<b>Who</b>	Maryam Tabibzadeh and Hamid Pourmohammadi.			
<b>When</b>	Fall 2014			
<b>Assessment Results</b>				
	Highly Competent	Competent	Not Competent	Total Number of Students Assessed
<b>Trait 1</b>	13	12	11	36
<b>Trait 2</b>	17	7	12	36
<b>Overall</b>	15	10	11	36
<b>What weaknesses have you observed in students?</b>	Students are not well prepared and ready to take the course. Some of students have not taken the course prerequisite courses.			
<b>What program-level changes should be made to address these weaknesses? (Identify each change and, if</b>	<p>The following steps are suggested to address the issue:</p> <ol style="list-style-type: none"> <li>1. Reinforce the prerequisite courses.</li> <li>2. Review and revise the course syllabus to include few Review sessions to cover some of the topics from previous courses.</li> </ol>			

**possible, briefly  
describe how to  
implement it.)**

**Ethics**

**College of Business Administration and Public Policy  
Assessment Reporting Form  
Program: Undergraduate Business Program  
Assessment Cycle: 2014-2016**

<b>Learning goal</b>	Ethics – Our graduates will be able to understand and analyze ethical issues, and apply ethical frameworks in making sound business decisions.			
<b>Objective</b>	Students will be able to identify relevant issues, generate and compare alternatives, and develop a sound solution.			
<b>Assessment methodology</b>	Evaluate student responses to multiple choice and true/false quiz and short answer quiz on ethics			
<b>Where &amp; how data are collected</b>	Students in one section of BUS 445 took a multiple choice and true/false quiz and a short answer ethics quiz on October 21 <sup>st</sup> , 2015. Only students that participated in both assessments were considered in this report.			
<b>Who</b>	Jose N Martinez			
<b>When</b>	Fall 2015			
<b>Assessment Results</b>				
	Highly Competent	Competent	Not Competent	Total # of Students Assessed
Level 1: <b>Understand ethical issues.</b>	12	19	4	35
Level 2: <b>Analyze ethical issues.</b>	10	18	7	35
Level 3: <b>Apply ethical frameworks to make sound business decisions.</b>	8	18	9	35
Overall	11	19	5	35
<b>What weaknesses have you observed in students?</b>	Considering the nature of the assessments, the results show that, for the most part, students do understand, analyze, and apply ethical principles in international business. Any weaknesses observed in some particular students during the assessments were not systematic. As noted in the report, 5 students were classified overall as non-competent. The instructor believes that this might be mainly due to a couple of reasons. First, the majority of these students tend to skip lecture on a regular basis, so it is not a surprise that their level of proficiency is not up to par. Second, some students tend to concentrate on memorizing the material rather than fully understanding it so that they will be able to apply it to different situations. Finally, it is not a surprise that these two groups are not mutually exclusive.			

<p><b>What program-level changes should be made to address these weaknesses?</b> (Identify each change and, if possible, briefly describe how to implement it)</p>	<p>As mentioned in the previous assessment, the instructor felt there was a problem with the assessment because students were not allowed enough time to fully explain and apply ethical principles during the assessments. To address that, students were given more time during this round, so the results now show more evidence that our students are able to understand, analyze, and apply ethical principles essential to make sound and ethical business decisions in today's international business environment. Regarding students that skip lecture frequently, roll might be taken on a regular basis to discourage students from missing lecture. Lastly, small and frequent assignments that focus on material discussion might be a way to move students away from relying on pure memorization and towards a more critical understanding of the class material.</p>
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## Ethics

### College of Business Administration and Public Policy

#### Assessment Reporting Form

**Program:** Undergraduate Business Program

**Assessment Cycle:** 2014-2016

<b>Learning Goal</b>	Ethics - Our graduates will be able to understand and analyze ethical issues, and apply ethical frameworks in making sound business decisions			
<b>Objective</b>	Students will be able to understand and analyze ethical issues, and apply ethical frameworks in making sound business decisions			
<b>Assessment Methodology</b>	Evaluate student responses to multiple choice quiz and short answer quiz on ethics.			
<b>Where &amp; how data are collected</b>	Students in one section of BUS 445 took a multiple choice quiz (39) and a short answer quiz (33) on March 3, 2015			
<b>Who</b>	Jose N Martinez			
<b>When</b>	Spring 2015			
<b>Assessment Results</b>				
	Highly Comp	Competent	Not Competent	Total # of Students Assessed
LEVEL I: Understanding	<b>6</b>	<b>22</b>	<b>5</b>	<b>33</b>
LEVEL II: Analyze	<b>3</b>	<b>21</b>	<b>9</b>	<b>33</b>
LEVEL III: Apply ethical frameworks to	<b>2</b>	<b>25</b>	<b>6</b>	<b>33</b>
Overall				
What weaknesses have you observed in	Considering the nature of the assessment, students might not have enough time to elaborate on the analysis and application of the ethical issue. However, the results of this assessment show that students do understand ethical issues.			
What program-level changes should be made to address these weaknesses?	More than a weakness in the student part, there might be a weakness in the implementation of the assessment methodology. As an instructor, I intend to allow them sufficient time for students to elaborate and fully explain the ethical issues being analyzed and the application to make sound business decisions. One way to actively incorporate ethical issues in the classroom involves participation of students in group discussions regarding real-life case studies that involve ethics. For example, students will analyze, discuss, and apply ethics principles regarding U.S. pharmaceutical company Pfizer that conducts clinical trials in countries where regulations are virtually nonexistent, such as Romania, Tunisia, and Estonia.			

## Functional Knowledge

### College of Business Administration and Public Policy

#### Assessment Reporting Form

**Program:** Undergraduate Business Program

**Assessment Cycle:** 2014-2016

<b>Learning Goal</b>	Functional Knowledge - To demonstrate competency in the business-related content areas, including accountancy, economics, finance, law, management, information											
<b>Objective</b>	Perform above the average nation-wide or among those CSU campuses having been accredited by AACSB International.											
<b>Assessment Methodology</b>	Standardized Tests such as CSU-BAT and/or MFT-ETS											
<b>Where &amp; how data are collected</b>	All the students in the capstone course such as MGT 490 should take a standardized test in each spring semester.											
<b>Who</b>	All MGT 490 Instructors											
<b>When</b>	Spring 2015											
<b>Assessment Results, in comparison to the average scores by all eight participating CSU campuses</b>												
AVG	ACC	ECO	FIN	LAW	MGT	MIS	MKT	STAT	OMG	GLO	ETH	ALL
DH	58.12	43.52	48.08	38.77	50.96	40.61	62.76	44.44	53.26	70.57	86.13	52.54
CSU	64.72	55.55	52.06	46.73	54.98	41.70	67.50	48.46	56.10	71.04	88.84	57.37
What weaknesses have you observed in	Percentage lower in each functional area: AVG: ACC, ECO, FIN, LAW, MGT, MIS, MKT, STAT, OMG, GLO, ETH, ALL < in %: 10.20, 21.66, 7.65, 17.03, 7.31, 2.61, 7.02, 8.30, 5.06, 0.66, 3.05, 8.42											
What program-level changes should be made to address these weaknesses?	All core courses will be reviewed to ensure that all functional areas will be covered adequately; all upper division core courses will be revised to allow students to exercise the functional knowledge learned previously.  Consider some measures to encourage students to take such an exam seriously.											

## Summary of Closing-the-Loop Efforts

Outcomes	Modified Courses		Actions/Follow-Up
Information Technology – Objective 2: In a case setting, students will be able to propose and justify IT solutions	<b>Assessment Methods</b> [Spring 2013] A McDonald’s case analysis assignment was completed by 59 students in two CIS 370 classes.	<b>Summary of Results</b> 10% of the students are rated inadequately competent with regard Trait 1 (Identify information technologies applicable to a given business information system case); however, 20% of the student are rated inadequately competent with regard to Trait 2 (Apply consistent criteria to available IT alternatives to make optimal choices).	[Fall 2014] Although the goal is still met regarding each trait, student scored significantly lower in regard to Trait 2. The master course outline for CIS 370 was revised by Dr. Teller to incorporate more case-based questions into assignments and exams to help students develop both analytical and written communication skills in the context of applying information technology.
	Assessment instrument: Course-embedded assessment.  Benchmark: Seventy percent of our graduates are rated as competent or better.		
	<b>[Fall 2015] A McDonald’s case analysis assignment was completed by 71 students in two CIS 370 classes.</b>	<b>15% of the students are rated inadequately competent with regard to Trait 2 (Apply consistent criteria to available IT alternatives to make optimal choices).</b>	<b>[Fall 2015] Although some improvement is observed, the assessed writing assignments are still not written in a clear, concise, and readable style. We will continue giving more case analysis assignments and providing consistent feedback on writing assignments.</b>
	<b>Assessment instrument: Course-embedded assessment.</b>  <b>Benchmark: Seventy percent of our graduates are rated as competent or better.</b>		
Ethics and Social Responsibility	[Fall 2015] 35 students taking BUS 445 responded to multiple choice and true/false quiz and short answer quiz on ethics	14% of the students are rated inadequately competent overall, but 25% of the students are rated inadequately competent with regard to Trait 3 (Apply ethical frameworks to make sound business decisions).	[Spring 2016] Small and frequent assignments that focus on material discussion are given in all BUS 445 classes to move students away from relying on pure memorization and towards a more critical understanding of the class material.
Written Communication – Our graduates will communicate effectively using the written word.	[Fall 2014] 73 student essays in two MGT 310 classes were evaluated.	29% of students were considered less competent in overall; 35% of them are considered less competent with regard to Trait 2 (Write clearly with logic leading to a	[Spring 2015] We have Identified MGT 310 and CIS 370 (two required core courses) as writing-intensive courses to help students develop written communication skills. A
	Assessment instrument: Course-embedded assessment.		

Benchmark: Seventy percent of our graduates are rated as competent or better.

justification that makes sense). In the second class 21% were considered less than competent using the same rubric.

writing-intensive course requires students to write 15 pages during the course.

#### New Courses

##### Outcomes

Ethics and Social Responsibility - Our graduates will be able to understand and analyze ethical issues, and apply ethical frameworks in making sound business decisions

##### Assessment Methods

[Spring 2015] 33 students in BUS 445 – International Business (an upper-division core course) are assessed through two quizzes.

Assessment instrument: Course-embedded assessment.

Benchmark: Seventy percent of our graduates are rated as competent or better.

##### Summary of Results

19% of them are considered less competent with regard to the overall goal. However, 27% of them are considered less competent with regard to Trait 2 (Analyze ethical issues and apply ethical frameworks in making sound decisions)

##### Actions/Follow-Up

[2015-16] A three-unit ethics course has been created as GE or elective to introduce principles of ethics. Also, more scenario-based questions will be given to assess if students can apply principles of ethics to real-world situations.

Written Communication – Our graduates will communicate effectively using the written word.

[Fall 2014] 73 student essays in two MGT 310 classes were evaluated.

Assessment instrument: Course-embedded assessment.

Benchmark: Seventy percent of our graduates are rated as competent or better.

29% of students were considered less competent in overall; 35% of them are considered less competent with regard to Trait 2 (Write clearly with logic leading to a justification that makes sense). In the second class 21% were considered less than competent using the same rubric.

[2014-15] BUS 301, 302, and 303 were created to replace BUS 300, to focus on written and oral communication skills and to develop communication skills in the context of employment.

#### Remedial Work

##### Outcomes

Written Communication – Our graduates will communicate effectively using the written word.

##### Assessment Methods

[Fall 2014] 73 student essays in two MGT 310 classes were evaluated.

Assessment instrument: Course-embedded assessment.

Benchmark: Seventy percent of our graduates are rated as competent or better.

##### Summary of Results

29% of students are considered less competent in overall; 35% of them are considered less competent with regard to Trait 2 (Write clearly with logic leading to a justification that makes sense.) In the second class 21% were considered less than competent using the same rubric.

##### Actions/Follow-Up

(Fall 2015) Students who scored below 35% were given a revision opportunity. All MGT 310 classes will require students who score below 35% to revise their written assignments, which has been added to the course's MCO.

[Fall 2015] 63 student essays in two MGT 310 classes were evaluated.

41% of students are considered less competent in overall; After given a revision

[Fall 2015] The Cengage Writing Experience brings Artificial Intelligence to the grading

**Assessment instrument:**  
Course-embedded  
assessment.

**Benchmark:** Seventy  
percent of our graduates  
are rated as competent  
or better.

Critical Thinking – Our  
graduates will demonstrate  
problem solving skills,  
supported by appropriate  
analytical and quantitative  
techniques.

(Fall 2014) Given 3  
scenario-based problems  
and 4 conceptual  
questions, 68 students  
from two FIN360 classes  
responded to the  
questions.

opportunity, 16% of  
them are still considered  
less competent in overall.  
Students didn't show  
particular weakness in  
any of three traits being  
observed. It is apparent  
that students don't  
possess competent  
writing skills rather than  
that they don't write  
seriously.

57.3% of the samples are  
not competent in Trait 2  
(i.e., apply consistent  
criteria to available  
alternatives to make an  
optimal choice and  
communicate the same.)  
and 31% of the  
participants did not even  
attempt to answer  
questions relevant to Trait  
2.

of Cengage-based writing  
assignments and initial  
results from using the tool  
have been very  
encouraging, as  
experimented by Prof.  
Polk. All MGT 310 classes  
will use the tool to assist  
the revision process while  
the instructors will  
continue giving students  
an opportunity to revise.

[2015-16] A math review  
worksheet, which helps  
students strengthen the  
math knowledge required  
by FIN 360 (an upper-  
division core course), is  
added to the MCO of FIN  
360. Dr. Yi has provided  
the math review worksheet  
in all his FIN 360 classes in  
Fall 2015 and has observed  
some improvement on  
returned student  
assignments.

(Fall 2015) Given three  
scenario-based problems  
and four conceptual  
questions, 36 students in  
two FIN360 classes  
responded to the  
questions.

**Assessment instrument:**  
Course-embedded  
assessment.

**Benchmark:** Seventy  
percent of our graduates  
are rated as competent  
or better.

22% of the samples were  
not competent regarding  
Trait 2 (i.e., apply  
consistent criteria to  
available alternatives to  
make an optimal choice  
and communicate the  
same);

The performance is  
above the benchmark.

[Fall 2015] 67% of the  
students who participated  
in the assessment rated  
the math review  
worksheet as "very good"  
or "excellent". We are  
going to continue  
providing students with  
math review exercises and  
encouraging more of them  
to complete the exercises.

### Coordination among Courses

#### Outcomes

Functional Knowledge - To  
demonstrate competency  
in the business-related  
content areas, including  
accountancy, economics,  
finance, law, management,  
and information systems.

#### Assessment Methods

[Spring 2015] All the  
students in the capstone  
course (MGT 490) take a  
standardized test in each  
spring semester, such as  
CSU-BAT and/or MFT-ETS

#### Summary of Results

Our overall average is  
52.54 while the average  
for eight participating  
CSU campuses is 57.37.

#### Actions/Follow-Up

[2015-16] Three upper  
division core courses (OMG  
322, BUS 445, and MGT  
490) are revised to add and  
strengthen some  
assignments through which  
students can apply the  
functional knowledge

Functional Knowledge - To demonstrate competency in the business-related content areas, including accountancy, economics, finance, law, management, and information systems.

[Spring 2015] All the students in the capstone course (MGT 490) take a standardized test in each spring semester, such as CSU-BAT and/or MFT-ETS

The mean scores in accounting and economics areas are 10% and 21% respectively lower than the corresponding means by all participating CSU campuses.

learned in previous courses.

[Fall 2015] Four assignments in OMG 322 – Operations Management have been revised to involve significant applications of cost/managerial accounting concepts learned previously.

Ethics and Social Responsibility - Our graduates will be able to understand and analyze ethical issues, and apply ethical frameworks in making sound business decisions

[Spring 2015] 33 students in BUS 445 – International Business (an upper-division core course) are assessed through two quizzes.

19% of them are considered less competent with regard to the overall goal. However, 27% of them are considered less competent with regard to Trait 2 (Analyze ethical issues and apply ethical frameworks in making sound decisions)

[Fall 2015] Dr. Celly has recommended for adoption in all MKT 350 classes and also experimented in her MKT classes along Dr. Thomas in his LAW classes a method to improve learning ethics, called the Integrated Ethics Learning Activity (IELA) in which each student steps into the role of a different stakeholder and responds to ethical issues in a team setting. Her initial experiment has shown that student learning outcomes were improved by 15-20% in a post- over pre-assessment.

Assessment instrument: Course-embedded assessment.

Benchmark: Seventy percent of our graduates are rated as competent or better.

### Modified Concentrations

#### Outcomes

Ethics and Social Responsibility - Our graduates will be able to understand and analyze ethical issues, and apply ethical frameworks in making sound business decisions

#### Assessment Methods

[Spring 2015] 33 students in BUS 445 – International Business (an upper-division core course) are assessed through two quizzes.

#### Summary of Results

19% of them were considered less competent with regard to the overall goal. However, 27% of them were considered less competent with regard to Trait 2 (Analyze ethical issues and apply ethical frameworks in making sound decisions)

#### Actions/Follow-Up

[2015-16] To incorporate ethical issues into classroom learning, and to involve participation of students in group discussions regarding real-life case studies that involve ethics. In BUS 445, students will analyze, discuss, and apply ethics principles regarding U.S. pharmaceutical company Pfizer that conducts clinical trials in countries where regulations are virtually nonexistent, such as Romania, Tunisia, and Estonia.

Functional Knowledge - To demonstrate competency in

[Spring 2015] All the students in the capstone

Our overall average is 52.54 while the average

[Fall 2015] Dr. Teller, the coordinator for CIS 370 (an

the business-related content areas, including accountancy, economics, finance, law, management, and information systems.

course (MGT 490) take a standardized test in each spring semester, such as CSU-BAT and/or MFT-ETS.

Benchmark: An overall mean score at or above the 55<sup>th</sup> percentile for all subject matter areas and the 50<sup>th</sup> percentile for each subject matter area.

for eight participating CSU campuses is 57.37.

In MIS, our students scored 40.61% correct and the average for all eight participating CSU campuses is 41.70%; while our students performed relatively well given that the majority of participating CSU campuses are strong.

upper division core course required for all business majors), reviewed the course in light of the IT topics covered in C-BAT and ETS-MFT and proposed that CIS 370 cover computer networking and relational database more extensively in the course. Accordingly, supplementary materials are prepared as an appendix to the MCO.

### Strengthened Admission Standards and Graduation Requirements

#### Outcomes

Functional Knowledge - To demonstrate competency in the business-related content areas, including accountancy, economics, finance, law, management, and information systems.

#### Assessment Methods

[Spring 2015] All the students in the capstone course (MGT 490) take a standardized test in each spring semester, such as CSU-BAT and/or MFT-ETS, rather than every other spring semester as we did in the past.

Benchmark: An overall mean score at or above the 55<sup>th</sup> percentile for all subject matter areas and the 50<sup>th</sup> percentile for each subject matter area.

#### Summary of Results

Our overall average was 52.54 while the average for eight participating CSU campuses was 57.37.

A 3-year average of performance on the standardized test such as CSU-BAT for the business degree program is monitored to help us measure internal progress on assurance of learning.

#### Actions/Follow-Up

[2015-16] The registration system has been reviewed to ensure the prerequisites of each course are enforced. Final grades must be submitted within 72 hours after the final exam week so that students who fail to pass a prerequisite course will be unable to take subsequent courses.

Functional Knowledge - To demonstrate competency in the business-related content areas, including accountancy, economics, finance, law, management, and information systems.

[Spring 2015] All the students in the capstone course (MGT 490) take a standardized test in each spring semester, such as CSU-BAT and/or MFT-ETS.

Benchmark: An overall mean score at or above the 55<sup>th</sup> percentile for all subject matter areas and the 50<sup>th</sup> percentile for each subject matter area.

Our overall average was 52.54 while the average for eight participating CSU campuses was 57.37.

The performance is below the benchmark that varies according to other CSU campuses. A 3-year average of performance on the standardized test such as CSU-BAT for the business degree program is monitored to help us measure internal progress on assurance of learning. It is also decided to let our students take MFT-ETS annually so that comparison can be more reliable.

[Fall 2015] All core course coordinators have worked together to come up with a pretest that will be given out at the beginning of each class of MGT 490 (a capstone course), and students will be advised of what remedial efforts they should make in order to succeed in the course.

**Faculty Development**

**Outcomes**

**Assessment Methods**

**Summary of Results**

**Actions/Follow-Up**

**Outcomes**

Critical Thinking – Our graduates will demonstrate problem solving skills, supported by appropriate analytical and quantitative techniques.

**Extracurricular Activities**

**Assessment Methods**

(Fall 2014) Given three scenario-based problems and four conceptual questions, 68 students in two FIN360 classes responded to the questions.

Assessment instrument: Course-embedded assessment.

Benchmark: Seventy percent of our graduates are rated as competent or better.

**Summary of Results**

57.3% of the samples were not competent regarding Trait 2 (i.e., apply consistent criteria to available alternatives to make an optimal choice and communicate the same); 31% of the participants did not even attempt to answer questions relevant to Trait 2.

The performance is below the benchmark.

**Actions/Follow-Up**

[Fall 2015] All students taking FIN 360, a required upper-division core course, are given real-world financial cases and are required to do two case analysis assignments. Finance student club meetings and field studies will be arranged to allow students to have exposure to real-world cases.