

**2016 Annual Assessment Report for the Undergraduate
Business Administration Program**
submitted by
**Department of Accounting and Finance,
Department of Information Systems and Operations Management, and
Department of Management and Marketing**
College of Business Administration and Public Policy

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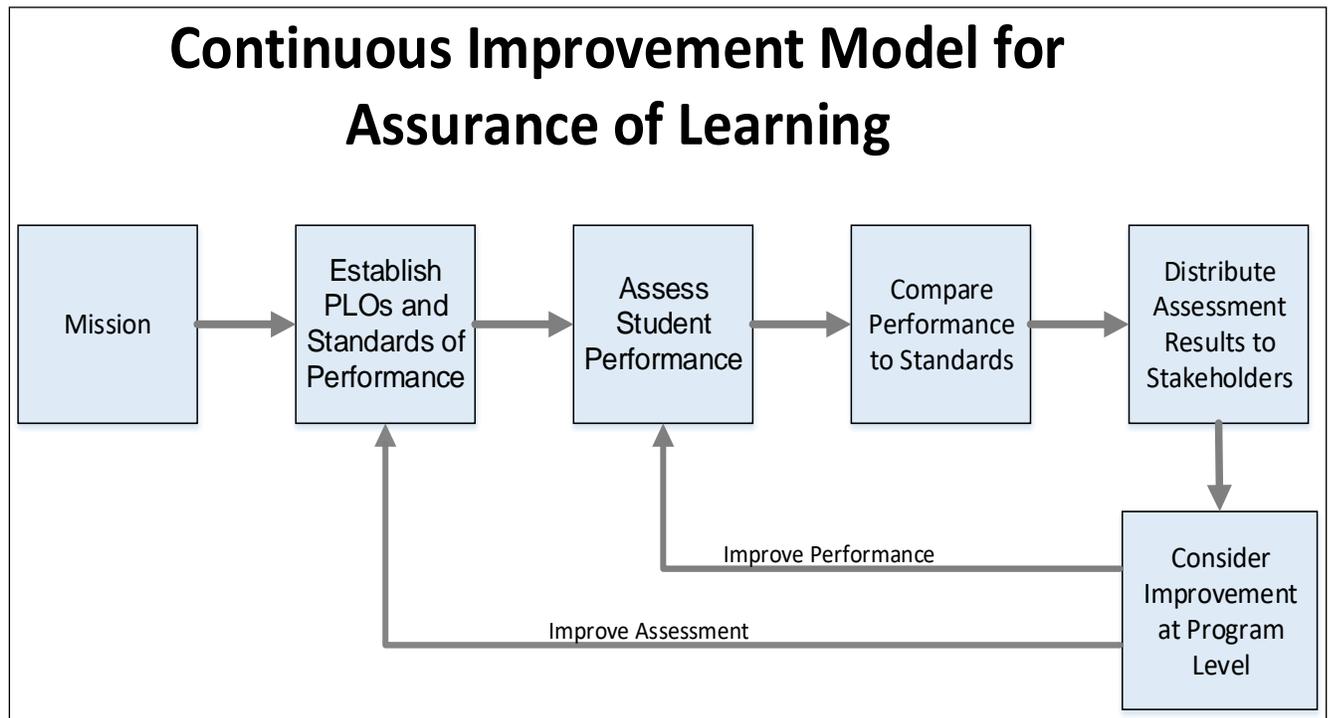
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Summary of Closing-the-Loop Efforts Made Previously88

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.



Guidelines for Implementing the Continuous Improvement Model

| | The plan for Assurance of Learning should... | Definitions of terms |
|--------------------------------|--|---|
| Mission, Goals, and Objectives | A. state the department or program mission in terms of educational goals. | These are broad statements of purpose in philosophical terms often describing values and aspirations. |
| | B. relate the department or program's mission/goals to the University mission. | These statements explain how the program's goals support the University's mission. |

| | | |
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| | C. describe program in content-centered terms. | These statements describe! essential educational content covered in order to achieve the program mission/goals. They identify in content-centered terms (e.g., concepts, theories, paradigms, etc-) the knowledge and drills the program aims to convey. |
| | D. state intended student-centered objectives at the program level in measurable or observable terms. | Student-centered objectives describe intended student learning outcomes in terms. of what students will be able to do and/or what changes in knowledge, attitudes or behavior will occur as a result of the program. |
| | E. link program level student-centered objectives to specific course level student-centered objectives in measurable or observable terms | These are lists, tables, or other schema showing intended student learning outcomes within courses or sequences of courses as they relate to overall program student learning objectives (e.g., showing hierarchical programmatic connections and/or explaining how courses fit together within degree programs and other course sequences such as ions, minors, credentials, or concentrations, etc. |
| Developing and Implementing Assessment Methods | F. describe assessment methods for student-centered objectives (D) at the program level. | This section identifies and describes specific strategies and methods the faculty will use to determine whether students have achieved the program's intended student-learning outcomes as listed in E). |
| | G. describe assessment methods for student-centered objectives at the course level. | This section uses course syllabi to illustrate specific strategies and methods the faculty use to determine whether students have achieved the intended student- learning outcomes within the courses that constitute the program. |
| | H. present results of assessment activities as summaries of actual student learning outcomes data that have been collected by the unit. | This section summarizes the results (using narrative, qualitative, quantitative, or mixed methods) from surveys, exams, or other direct measures of program or student learning outcomes. |
| | I. describe and present results of other measures relating to quality or effectiveness. | These typically include surveys, exit interviews, focus groups and other non-instructional assessment measures. |
| Using Assessment Results to Close the Loop | J. offer well-reasoned conclusions concerning what action should be taken given the results of H and I above. | This section should present a logical analysis of the results (H and I) as they relate to intended and unintended program outcomes. |
| | K. describe how conclusions drawn from assessment data are or will be used in academic planning processes for the program. | This section should describe how the results of assessment activities will be or have been used to inform its curricular, instructional, and/or strategic planning and implementation activities (e.g., program or course modifications, faculty development, advisement, or need for additional assessment data.) |
| | L. describe an overall plan or process for program evaluation. | This goes beyond F and G above to describe an overall plan for action in terms of how the unit will determine whether the program is meeting its goals and objectives (e. . process, personnel, methods, timelines, etc. . |
| | M. discuss student learning out comes in the context of other planning or operational goals (e.g. resource, staffing, logistical, etc. . | These descriptions relate to additional activities or resources needed in order for programs or courses to achieve stated goals. |

| | | |
|--|---|--|
| | <p>N. show how the unit's use of student learning outcomes data is an effective part of that program's curriculum and course development and revision activities.</p> | <p>This section should present a well-developed and coherent assessment plan that includes continuous and well-integrated linkage among assessment, planning, and implementation activities.</p> |
|--|---|--|

Faculty-Driven Approach to Implementing the Continuous Improvement Model

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. |
| Faculty Closing-the-Loop (CTL) Committee consisting of all 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 |

| | | |
|--|-------|--|
| We welcome students who seek academic achievement, personal fulfillment, and preparation for the work of today and tomorrow. | | good personal and professional traits. |
| | 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.

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

| Learning Goal - To communicate effectively both orally and in written form. | | | | |
|--|-----------------------------------|---|--|--|
| Area of Assessment | High Degree of Competence | Competence | Developing Competence | Fundamentally Deficient |
| 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 |
| Check one box → | | | | |
| 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 |
| Check one box → | | | | |

| | | | | |
|--|--|---|---|---|
| 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. |
| Check one box → | | | | |
| 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 |
| Check one box → | | | | |
| Overall (check one only) → | | | | |
| Comment here: | | | | |

Assessment Rubric for Oral Communication

Learning Example ID: _____ Assessed by: _____ Date: _____

| Learning Goal - To communicate effectively both orally and in written form. | | | | |
|---|--|---|--|--|
| Area of Assessment | High Degree of Competence | Competence | Developing Competence | Fundamentally Deficient |
| 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. |

| | | | | |
|-----------------------------------|--|--|--|--|
| Check one box → | | | | |
| Overall (check one only) → | | | | |
| Comment here: | | | | |

Assessment Rubric for Critical Thinking

Learning Example ID: _____ Assessed by: _____ Date: _____

| | | | |
|--|---|--|--|
| <p>Learning Goal - Our graduates will demonstrate problem solving skills, supported by appropriate analytical and quantitative techniques.</p> <p>Objective: Students will be able to identify relevant issues, generate and compare alternatives, and develop a sound solution.</p> | | | |
| <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</u> of the relevant information to develop <u>most</u> of feasible alternatives and apply <u>most</u> of 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</u> of the relevant information to develop <u>an inadequate number</u> of feasible alternatives and apply <u>an inadequate number</u> of the consistent criteria to evaluate the various options. Make the “optimal choice” that demonstrates <u>an inadequate number</u> of 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</u> of 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 → | | | |
| Comment here: | | | |

Assessment Rubric for Information Technology, Objective 2

Learning Example ID: _____ Assessed by: _____ Date: _____

| | | | |
|---|--|---|---|
| Learning Goal - To use technology effectively to solve problems and communicate their solutions. | | | |
| Objective #2: In a case setting, students will be able to propose and justify IT solutions. | | | |
| <u>Trait 1</u> | Highly Competent | Competent | Not Competent |
| 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. |
| Check only one box → | | | |
| <u>Trait 2</u> | Highly Competent | Competent | Not Competent |
| 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. |
| Check only one box → | | | |
| <u>Overall</u> | Highly Competent | Competent | Not Competent |
| Check only one box → | | | |
| Comment here: | | | |

Assessment Rubric for Globalization

Learning Example ID: _____ Assessed by: _____ Date: _____

| | | | |
|--|---|---|---|
| <p>Learning Goal - Globalization: to understand the interconnections of the global economy</p> <p>Upon completion of the program, students will be able to:</p> | | | |
| <u>Trait 1</u> | Highly Competent | Competent | Not Competent |
| <p>Understand the interconnectedness of the global economy.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| Check only one box → | | | |
| <u>Trait 2</u> | Highly Competent | Competent | Not Competent |
| <p>Discuss international economics, both international trade and finance, from the perspectives of theory, policy, and institutions.</p> | <p>Very clearly and correctly describes and explains with many examples international economics from the perspective of theory, policy and institutions.</p> | <p>Basically clearly and correctly describes and explains with at least some examples international economics from the perspective of theory, policy and institutions.</p> | <p>Unable to clearly and correctly describes and explains examples international economics from the perspective of theory, policy and institutions.</p> |
| Check only one box → | | | |
| <u>Overall</u> | Highly Competent | Competent | Not Competent |
| Check only one box → | | | |
| <p>Comment here:</p> | | | |

Assessment Rubric for Ethics

Learning Example ID: _____ Assessed by: _____ Date: _____

| | | | |
|--|--|--|---|
| <p>Learning Goal - Our graduates will be able to understand and analyze ethical issues, and apply ethical frameworks in making sound business decisions</p> <p>Upon completion of the program, students will be able to:</p> | | | |
| <u>Trait 1</u> | Highly Competent | Competent | Not Competent |
| Understand | Completely understand the political, social and economic context of business | Can understand the political, social and economic context of business | Lacks understanding of the political, social and economic context of business |
| | Comprehensively understand that ethics is tied to cultural norms and religious beliefs | Can understand that ethics is tied to cultural norms and religious beliefs | Lacks understanding that ethics is tied to cultural norms and religious beliefs |
| | Totally understand the laws and regulations that affect business | Can understand the laws and regulations that affect business | Lacks understanding of the laws and regulations that affect business |
| Check only one box → | | | |
| <u>Trait 2</u> | Highly Competent | Competent | Not Competent |
| Analyze | 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 → | | | |
| Trait 3 | Highly Competent | Competent | Not Competent |
| Apply | 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 → | | | |
| Comment here: | | | |

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 60th percentile for all subject matter areas and a mean score at or above the 55th 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 55th percentile for all subject matter areas and the 50th 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 2015-17

In 2014-15 business faculty assessed all five program-level learning goals (PLOs) and all assessment results were analyzed and reported back to business faculty at the beginning of fall 2016. By the end of 2015-17, all PLO will be assessed and some of them should be assessed twice to yield reliable assessment results. Meanwhile, efforts on closing the loop have been taking place through the CTL committee.

| | * Upon completion of the program, students will be able to: | | | | | |
|---|--|---------------------------------------|---------------|---|---------------------------|---------------------------------|
| Program Goals* | Learning Objectives* | Assessment Rubrics | Coordinator | Assessment Methodology | Data Collection on Course | Schedule |
| Communication : to communicate effectively both | Describe the communication process and explain how non-verbal behavior | Created. Benchmark: 80% in the | William Brice | Oral communication during class discussions and | MGT 490 | Assess in each spring semester. |

| | | | | | | |
|---|---|--|---------------------|---|---------|---|
| orally and in written form. | and listening affect communication. | first two tiers. | | presentations on-campus | | |
| | 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. | Hamid 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. | Tayyeb 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 spring 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 16, SP 17 |
| | 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 FA 15, FA 16, SP 17 |
| 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 | Hak Joon Song | Case study | BUS 445 | Assess in FA 16 & SP 17 |
| | analyze social responsibility and ethical decision-making situations | | Sari Silvanto | Case study | MKT 350 | Assess in FA 16 |
| | apply ethical frameworks in making business decisions | | | | | |

| | | | | | | |
|-------------------------|------------|---|----------------------|--|----------------|---|
| Functional Areas | TBD | Rubrics: N/A Benchmark: Other AACSB-accredited CSU campuses. | William Brice | CSU-BAT and/or ETS Major Field Test | MGT 490 | Assessed in each spring semester. Analyze, propose, and implement changes if need be in the following semesters. |
|-------------------------|------------|---|----------------------|--|----------------|---|

2015-17 Assessment Summary Reports

Nine core course sections were assessed in 2015-16 on all five PLOs and collected student learning outcomes are evaluated and analyzed. The following are the ten reporting forms plus some previous ones included for comparison purposes.

Oral Communication

College of Business Administration and Public Policy Assessment Reporting Form

Program: Undergraduate Business Program
Assessment Cycle: 2015-2017

Oral Communication Learning Goal: To communicate effectively orally.

Where & How Data Collected: 35 students in MGT 490 project presentations / David Brice Spring 2016

| | | | |
|---|--|--|--|
| Language | High Degree of Competence: Language engages audience almost completely free of errors in grammar and mechanics. Language clear, effective, and well articulated. | Competence: Language appropriate for audience. One or two problems but language is clear and not inappropriate. May contain pattern of errors in one area (grammar or mechanics). | Fundamentally Deficient: Language is not appropriate and/or is difficult to understand due to high number of errors in grammar or mechanics. Extensive problems with clarity of language and articulation. |
| Subtotal | 13 (37%) | 21 (60%) | 1 (3%) |
| Analysis and synthesis | High Degree of Competence: Clear connections between ideas. All major applicable issues are identified. | Competence: Reasonable connections between ideas although some connections are weak. Most applicable issues are identified. | Fundamentally Deficient: Few, generally weak, inappropriate, or no connections between ideas. |
| Subtotal | 5 (14%) | 29 (83%) | 1 (3%) |
| Logic, clarity and justification | High Degree of Competence: Organizes and develops ideas well with high degree of logical support and structure. | Competence: Shows sufficient control over organizing and developing ideas with only a few lapses in organizing and developing ideas. | Fundamentally Deficient: Major lapses in organization, inadequate development of ideas, incoherence. |
| Subtotal | 5 (14%) | 29 (83%) | 1 (3%) |
| Persuasiveness and overall effectiveness | High Degree of Competence: Highly effective communication; purpose clearly communicated and accomplished using a professional and persuasive manner. | Competence: Effective communication; purpose communicated and accomplished using a convincing manner. Adequate communication of purpose, convincing on some points but not all. | Fundamentally Deficient: Purpose of communication not completely clear to intended audience, inadequate attempts to persuade. |
| Subtotal | 4 (11%) | 30 (86%) | 1 (3%) |
| Overall Average | 6.75 (29%) | 27.25 (74%) | 1 (3%) |
| Comment: Results have been recompiled to fit new chart format. | | | |

Oral Communication

College of Business Administration and Public Policy
Assessment Reporting Form
Program: Undergraduate Business Program
Assessment Cycle: 2015-2017

Oral Communication - Learning Goal: To communicate effectively orally.

Where & How Data Collected: 47 students in MGT 490 project presentations / David Brice Fall 2016

**Area of
Assessment**

| | | | |
|---|--|--|--|
| Language | High Degree of Competence: Language engages audience almost completely free of errors in grammar and mechanics. Language clear, effective, and well articulated. | Competence: Language appropriate for audience. One or two problems but language is clear and not inappropriate. May contain pattern of errors in one area (grammar or mechanics). | Fundamentally Deficient: Language is not appropriate and/or is difficult to understand due to high number of errors in grammar or mechanics. Extensive problems with clarity of language and articulation. |
| Subtotal | 7 (22%) | 29 (76%) | 1 (2%) |
| Analysis and synthesis | High Degree of Competence: Clear connections between ideas. All major applicable issues are identified. | Competence: Reasonable connections between ideas although some connections are weak. Most applicable issues are identified. | Fundamentally Deficient: Few, generally weak, inappropriate, or no connections between ideas. |
| Subtotal | 7 (42%) | 27 (58%) | 3 (0%) |
| Logic, clarity and justification | High Degree of Competence: Organizes and develops ideas well with high degree of logical support and structure. | Competence: Shows sufficient control over organizing and developing ideas with only a few lapses in organizing and developing ideas. | Fundamentally Deficient: Major lapses in organization, inadequate development of ideas, incoherence. |
| Subtotal | 14 (27%) | 30 (70%) | 2 (2%) |
| Persuasiveness and overall effectiveness | High Degree of Competence: Highly effective communication; purpose clearly communicated and accomplished using a professional and persuasive manner. | Competence: Effective communication; purpose communicated and accomplished using a convincing manner. Adequate communication of purpose, convincing on some points but not all. | Fundamentally Deficient: Purpose of communication not completely clear to intended audience, inadequate attempts to persuade. |
| Subtotal | 8 (21%) | 26 (79%) | 3 (0%) |
| Overall Average | 14.75 (27%) | 38.75 (71%) | 0.75 (1%) |

Oral Communication

College of Business Administration and Public Policy Assessment Reporting Form

Program: Undergraduate Business Program

Assessment Cycle: 2014-2016

| | | | | |
|---|--|---|--|--|
| Learning Goal: To communicate effectively orally. | | | | |
| Assessment methodology | | Project presentations | | |
| Where & how data are collected | | 47 students in MGT 490 were assessed through their project presentations. | | |
| Who & When | | David Hoopes, Spring 2014 | | |
| Area of Assessment | High Degree of Competence | Competence | Developing Competence | Fundamentally Deficient |
| 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. |
| Subtotal → | 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 |
| Subtotal → | 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 |
| Subtotal → | 12 | 24 | 7 | 1 |

| | | | | |
|---|--|---|---|---|
| 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. |
| Subtotal → | 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 |
| Subtotal → | 9 | 23 | 10 | 0 |
| Overall Total → | 12 | 23 | 8 | 1 |
| Comment here: 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. | | | | |

Closing-the-Loop Efforts on Oral Communication – Dr. David Brice

Learning Goal: Oral Communication - Students will be able to use effective, audience- appropriate language with few significant errors.

Summary of Assessment Data from Spring 2014: Assessment data from MGT 490 (Spring 2014 attached; reformatted for updated chart) shows the following. 21% had a high degree of competence in the use of clear, effective and articulated language, 77% were competent, while 1% were fundamentally deficient. However, 42% had a high degree of competence in analysis with 58% competent and none being fundamentally deficient. 27% had a high degree of competence in logic, 31% competent and 1% being fundamentally deficient. 21% had a high degree of competence in persuasiveness, 79% were competent, and none were fundamentally deficient.

Comments on Assessment Data: The 2014 data indicates that students were weakest in language and persuasiveness.

Action Plan to Close the Loop: To address student weaknesses in language, six short case analysis papers were assigned as individual homework in addition to the large group case analysis. Each student group was required to defend their case analysis recommendations to the class, with challenge questions being taken from students as well as the instructor.

Summary of Assessment Data from Spring 2016: Assessment data from MGT 490 (Spring 2016 attached and reformatted for updated chart) indicates that there was some improvement in basic language skills as 37% (compared with 21% in 2014) had a high degree of competence in the use of clear, effective and well articulated language, 60% were competent, and only (3%) were fundamentally deficient. On the other hand, only 14% had a high degree of competence in analysis (down from 42% in 2014). However, 83% were competent (up from 58% in 2014), with only 3% fundamentally deficient. Only 14% had a high degree of competence in logic (down from 27% in 2014), 83% were competent (an increase from 70% in 2014),

and 3% were fundamentally deficient. Only 11% had a high degree of competence in persuasiveness (down from 21% in 2014), 86% were competent (an increase from 79% in 2014), with 3% fundamentally deficient.

Comments on Assessment Data: It should be noted that the 2014 figures were assessed by a different professor than that in 2016 and thus may not be fully comparable. High degree of competence data shows significant improvement in language skills (reflecting an increased emphasis in writing) while also showing a deficiencies in the areas of analysis, logic and persuasiveness - areas involving logical reasoning and critical thinking.

Action Plan to Close the Loop: As a 'closing-the-loop' remedy, I propose to increase the amount of critical thinking writing with each student providing short case analysis papers on each classroom case, which will be structured towards analysis, and recommendations with justifications. In addition, it is proposed that the oral presentation of term paper cases will be redesigned to feature recommendations for each case with a structured debate used to enable students to justify and defend their recommendations. An example can be found in the Tata case in which the case question is whether the company should acquire Jaguar/Land Rover or not. Previously the student group would pick one outcome with justifications. This would be redirected to have the group divide and present both possibilities with justifications; followed by a structured back-and-forth debate in which the two groups would challenge each other's analysis. Both points of view would also be challenged by class members. This will assist in diverting the students from using presentation time in repeating case facts and background and redirect their attention to the primary goal of case analysis and critical thinking.

Summary of Assessment Data from Fall 2016: Assessment data from MGT 490 (Fall 2016 attached) indicates overall improvement in the category of high degree of competence. 38% had a high degree of competence in the use of clear, effective and appropriate language (up from 37% in Spring 2016), 59% were competent, while only 3% fundamentally deficient. 22% had a high degree of competence in analysis (up from 14% in Spring 2016), 73% were competent, and 5% fundamentally deficient. 24% had a high

degree of competence in logic (up from 14% in Spring 2016), 73% were competent, and 3% were fundamentally deficient. 30% had a high degree of competence in persuasiveness (up from 11% in Spring 2016), 68% were competent, and 3% were fundamentally deficient.

Comments on Assessment Data: Both two 2016 data sets were collected by the same professor and thus are relatively comparable. Assessment data shows large improvement in three areas reflecting critical thinking skills (reflecting an increased emphasis in writing) while also showing a slight improvement in language. As in the previous two rounds of results, the fundamentally deficient category's numbers are negligible, ranging up to only 5%. A valid conclusion is that the closing-the-loop plan involving increased writing (individual short case papers) had a positive effect. Language skill results increased only marginally, perhaps because it is based on learning outside of MGT 490.

Further Action Plan to Close the Loop: The increased load of short case papers which emphasize analysis and critical thinking seem to be having a positive effect and will continue to be a feature of MGT 490. There will also be an increased emphasis on competing critical recommendations with structured debate in the oral presentations. In both the short case papers and in the major case presentation, the emphasis will be on diverting students from repeating case facts and background and directing their full attention to the primary goal of case analysis and critical thinking.

Critical Thinking

College of Business Administration and Public Policy Assessment Reporting Form

Program: Undergraduate Business Program

Assessment Cycle: 2015-2017

| | |
|---|---|
| Learning goal | Critical Thinking – Our graduates will demonstrate problem solving skills, supported by appropriate analytical and quantitative techniques. |
| Objective 1 | In a set of problems, students asked to identify relevant issues, generate and compare alternatives, and develop a sound solution. |
| Assessment methodology | Students' answers are graded and scored by an instructor. |
| Where and how data are collected | 87 and 80 students' academic performances are reviewed in two sections of OMG 321 in Spring 2016 and Fall 2016, respectively. |
| Who | Jian-yu (Fisher) Ke |
| When | Fall 2016 |

Assessment Results

In the beginning of fall 2016, I developed a diagnostic test (see Appendix Diagnostic Test), which includes 10 basic statistics questions that students should have learned in the prerequisite course, and conducted the test in the first week of OMG 321. The results are summarized in the table below.

| OMG 321-02 | | | OMG 321-06 | | |
|---|-------|-----|---|-------|-----|
| # of Questions Answered Correctly (out of 10) | Count | % | # of Questions Answered Correctly (out of 10) | Count | % |
| <=3 | 5 | 14% | <=3 | 9 | 24% |
| 4-5 | 18 | 49% | 4-5 | 13 | 35% |
| 6-7 | 13 | 35% | 6-7 | 13 | 35% |
| 8-9 | 0 | 0% | 8-9 | 2 | 5% |
| 10 | 1 | 3% | 10 | 0 | 0% |
| Total | 37 | | Total | 37 | |
| Mean | 5.00 | | Mean | 4.97 | |
| Std. Dev. | 1.67 | | Std. Dev. | 1.89 | |

| <p>What weaknesses have you observed in students?</p> | <p>The result shows that 59-63% students cannot answer more than five basic statistics questions, showing that many students are not ready to take OMG321 Business Statistics II.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-----------|------------------------|-----------|------------------------|-----------|------------------------|-----------|------------------------|--|--|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|----------|----|----|----|----|----|----|----|----|------|-----|-----|-----|-----|-----|-----|-----|-----|--------------------|-----|-----|----|----|----|----|----|----|--|-----|--|-----|--|-----|--|----|--|
| <p>What efforts have you and/or your colleagues made to close the loop since you assessed the same learning goal the very last time and what improvement have you observed in students this time?</p> | <p>To help students overcome the difficulties in math, I met Toro Learning Center and OM faculty to discuss the strategy to help students improve their readiness and understanding about business statistics. The Toro Learning Center agreed to offer two tutor positions to current outstanding students in OMG 321. In addition, the Toro Learning Center extended the statistics drop-in hours and promoted the information to all students.</p> <p>I summarized the grades of the classes in spring 2016 and fall 2016 below. First, students' total grades have improved significantly. In Spring 2016, the average grade is 802 out of 1000, which is equivalent to B-. In Fall 2016, the average grade has been advanced to 849, equivalent to a solid B. Also, the standard deviation of grades is smaller, implying that the gaps among students' performances are smaller. In Exam 1 and Exam 2, it shows significant improvements in the average grades at the confidence level of 90%.</p> <table border="1" data-bbox="443 926 1416 1325"> <thead> <tr> <th></th> <th colspan="2">Total (out of 1000)</th> <th colspan="2">Exam 1 (out of 200)</th> <th colspan="2">Exam 2 (out of 200)</th> <th colspan="2">Exam 3 (out of 200)</th> </tr> <tr> <th></th> <th>Spring 2016</th> <th>Fall 2016</th> <th>Spring 2016</th> <th>Fall 2016</th> <th>Spring 2016</th> <th>Fall 2016</th> <th>Spring 2016</th> <th>Fall 2016</th> </tr> </thead> <tbody> <tr> <td>Size (n)</td> <td>87</td> <td>80</td> <td>87</td> <td>80</td> <td>87</td> <td>80</td> <td>87</td> <td>80</td> </tr> <tr> <td>Mean</td> <td>802</td> <td>849</td> <td>154</td> <td>162</td> <td>139</td> <td>160</td> <td>148</td> <td>149</td> </tr> <tr> <td>Standard Deviation</td> <td>189</td> <td>116</td> <td>40</td> <td>30</td> <td>50</td> <td>32</td> <td>49</td> <td>38</td> </tr> <tr> <td>Significat Difference at 90% confidence level (one-tail)</td> <td colspan="2">Yes</td> <td colspan="2">Yes</td> <td colspan="2">Yes</td> <td colspan="2">No</td> </tr> </tbody> </table> | | Total (out of 1000) | | Exam 1 (out of 200) | | Exam 2 (out of 200) | | Exam 3 (out of 200) | | | Spring 2016 | Fall 2016 | Size (n) | 87 | 80 | 87 | 80 | 87 | 80 | 87 | 80 | Mean | 802 | 849 | 154 | 162 | 139 | 160 | 148 | 149 | Standard Deviation | 189 | 116 | 40 | 30 | 50 | 32 | 49 | 38 | Significat Difference at 90% confidence level (one-tail) | Yes | | Yes | | Yes | | No | |
| | Total (out of 1000) | | Exam 1 (out of 200) | | Exam 2 (out of 200) | | Exam 3 (out of 200) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Spring 2016 | Fall 2016 | Spring 2016 | Fall 2016 | Spring 2016 | Fall 2016 | Spring 2016 | Fall 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Size (n) | 87 | 80 | 87 | 80 | 87 | 80 | 87 | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | 802 | 849 | 154 | 162 | 139 | 160 | 148 | 149 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Standard Deviation | 189 | 116 | 40 | 30 | 50 | 32 | 49 | 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Significat Difference at 90% confidence level (one-tail) | Yes | | Yes | | Yes | | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly describe how to implement it.)</p> | <p>A diagnostic test should be given to students in the beginning of semester. For those students who have extremely low scores in the test, they should be required to attend 3 to 4 times of math workshops held by the Toro Learning Center in the first month of semester. Also, 1-2 former students who had outstanding performance in OMG 321 should be hired by the Toro Learning Center to be tutors.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Closing-the-Loop Efforts on Critical Thinking – Dr. Fisher Ke

Observed Weaknesses: In the beginning of fall 2016, I developed a diagnostic test (see Appendix Diagnostic Test), which includes 10 basic statistics questions that students should have learned in the prerequisite course, and conducted the test in the first week of OMG 321. The results are summarized in the table below.

| OMG 321-02 | | | OMG 321-06 | | |
|---|-------|-----|---|-------|-----|
| # of Questions Answered Correctly (out of 10) | Count | % | # of Questions Answered Correctly (out of 10) | Count | % |
| <=3 | 5 | 14% | <=3 | 9 | 24% |
| 4-5 | 18 | 49% | 4-5 | 13 | 35% |
| 6-7 | 13 | 35% | 6-7 | 13 | 35% |
| 8-9 | 0 | 0% | 8-9 | 2 | 5% |
| 10 | 1 | 3% | 10 | 0 | 0% |
| Total | 37 | | Total | 37 | |
| Mean | 5.00 | | Mean | 4.97 | |
| Std. Dev. | 1.67 | | Std. Dev. | 1.89 | |

Efforts Made to Close the Loop: To help students overcome the difficulties in math, I met Toro Learning Center and OM faculty to discuss the strategy to help students improve their readiness and understanding about business statistics. The Toro Learning Center agreed to offer two tutor positions to current outstanding students in OMG 321. In addition, the Toro Learning Center extended the statistics drop-in hours and promoted the information to all students.

I summarized the grades of the classes in spring 2016 and fall 2016 below. First, students' total grades have improved significantly. In Spring 2016, the average grade is 802 out of 1000, which is equivalent to B-. In Fall 2016, the average grade has been advanced to 849, equivalent to a solid B. Also, the standard deviation of grades is smaller, implying that the gaps among students' performances are smaller. In Exam 1 and Exam 2, it shows significant improvements in the average grades at the confidence level of 90%.

| | Total | | Exam 1 | | Exam 2 | | Exam 3 | |
|--|---------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|
| | (out of 1000) | | (out of 200) | | (out of 200) | | (out of 200) | |
| | Spring 2016 | Fall 2016 | Spring 2016 | Fall 2016 | Spring 2016 | Fall 2016 | Spring 2016 | Fall 2016 |
| Size (n) | 87 | 80 | 87 | 80 | 87 | 80 | 87 | 80 |
| Mean | 802 | 849 | 154 | 162 | 139 | 160 | 148 | 149 |
| Standard Deviation | 189 | 116 | 40 | 30 | 50 | 32 | 49 | 38 |
| Significant Difference at 90% confidence level (one-tail) | Yes | | Yes | | Yes | | No | |

Written Communication

**College of Business Administration and Public Policy
Assessment Reporting Form
Program: Undergraduate Business Program
Assessment Cycle: 2015-2016**

| | | | | |
|---|--|-----------|------------------|---------------------------------|
| Learning goal | Written Communication Skills – Our graduates will communicate effectively using the written word. | | | |
| Objective | 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. | | | |
| Assessment methodology | Evaluate 33 student essays using the Assessment Rubric for Written Communication | | | |
| Where & how data are collected | 33 student essays were collected from CIS 370 class | | | |
| Who | Chi-Wen Chen | | | |
| When | Spring 2016 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total # of Students Assessed |
| Trait 1: Analyze and Synthesize the information in the response. | 9 | 13 | 10 | 33 |
| Trait 2: Write clearly with logic leading to a justification that makes sense. | 9 | 13 | 10 | 33 |
| Trait 3: Use written English language accurately. | 9 | 13 | 10 | 33 |
| Overall | 9 | 13 | 10 | 33 |
| What weaknesses have you observed in students? | Grammatical errors and lack of vocabulary are two common issues. Also, students need to think about how to make sentences more concise. In addition, students did not answer all the questions. Some questions have sub-questions. Students only focus on the first sub-question and forget to answer others. However, considering the nature of the assessment, students might not have enough time to answer or double check with their answers. | | | |

| | |
|--|---|
| <p>What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly describe how to implement it)</p> | <ol style="list-style-type: none">1. More writing assignments in CIS 370 required.2. Giving re-write opportunities after graded by professor would be beneficial for students to understand how to improve their writing skills. This has proven to give significant help in improving student business writing skills.3. Providing some good writing examples for students to learn. Students tend to use informal communications in writing. I believe this is because they do not know what the formal communications in writing are. Sharing some good article to students and telling them to pick some good sentences in their writing should improve their writing skills. |
|--|---|

Written Communication

**College of Business Administration and Public Policy
 Assessment Reporting Form
 Program: Undergraduate Business Program
 Assessment Cycle: 2015-2017**

| | | | | |
|---|---|-----------|---------------|-----------------------------------|
| Learning goal | Written Skills – To communicate effectively in written form. | | | |
| Objective 1 | In a case setting, students are able to analyze and synthesis information. Students can justify answers in a clear and logical manner with the appropriate use of the English language. | | | |
| Assessment methodology | Rubric used to evaluate a sample of case analysis assignments. Each example is evaluated twice independently. | | | |
| Where and how data are collected | 122 student learning examples are randomly collected from CIS 370, fall 2016. | | | |
| Who | Vera Teller, Ph.D. | | | |
| When | Fall 2016 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total Number of Students Assessed |
| Trait 1 | 18 | 23 | 20 | 61 |
| Trait 2 | 18 | 23 | 20 | 61 |
| Overall | 36 | 46 | 40 | 122 |
| What weaknesses have you observed in students? | Overall, the students completed the assignment adequately. The students are able to effectively read and analyze a business case. For the most part, the students are answering all parts of the questions. Grammatical errors still persist and increased since the last assessment. Students need to be taught the fundamentals of English grammar. | | | |

| | |
|---|---|
| <p>What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly describe how to implement it.)</p> | <p>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.</p> <p>Students must be given a rubric to measure their writing. Simple grammatical errors exist and can be eliminated with continual teaching, grading, and reinforcement.</p> |
|---|---|

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 an business information systems problem.

| | Highly Competent | Competent | Not Competent |
|----------------|---|--|---|
| Trait 1 | To have a clear connection between ideas; organize and develop ideas well. | Reasonable connections between ideas; shows sufficient control over organizing and developing ideas. | Few, generally weak, inappropriate, or no connection between ideas; major lapses in organization, inadequate development of ideas, incoherence. |
| Trait 2 | Almost completely free of errors in grammar, spelling, punctuation and mechanics. Language is clear, effective, and well-articulated. | Has basic control of grammar, spelling, punctuation, and mechanics but displays a few errors. Language is clear, few problems with articulation. | 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. |

Written Communication

**College of Business Administration and Public Policy
Assessment Reporting Form
Program: Undergraduate Business Program
Assessment Cycle: 2015-2017**

| | | | | |
|---|---|----------------|------------------|---------------------------------|
| Learning goal | Written Communication Skills – Our graduates will communicate effectively using the written word. | | | |
| Objective | 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. | | | |
| Assessment methodology | Evaluate 31 student essays using the Assessment Rubric for Written Communication analyzing McDonald’s | | | |
| Where & how data are collected | 31 student essays were collected from MGT 310-09 class taught by Gary Polk. | | | |
| Who | Gary Polk | | | |
| When | Fall 2015 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total # of Students Assessed |
| Trait 1: Analyze and Synthesize the information in the response. | 35% 55%Rev | 26% 29%Rev | 39% 16%Rev | 31 |
| Trait 2: Write clearly with logic leading to a justification that makes sense. | 35% 55%Rev | 26% 29% Rev | 39% 16%Rev | 31 |
| Trait 3: Use written English language accurately. | 35% 55%Rev | 26% 29%Rev | 39% 16%Rev | 31 |
| Trait 4: Overall Written Communication Skills. | 35% 55%Rev | 26% 29%Rev | 39% 16%Rev | 31 |
| Overall | 35% 55%Rev | 26% 29%Rev | 39% 16%Rev | 31 |
| What weaknesses have you observed in students? | <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> | | | |

What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly describe how to implement it)

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.
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.
3. MGT310 should become a Writing Intensive Course. The MGT310 WI has been finally approved, and hopefully will be offered on during Spring 2016.
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.

Written Communication

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

Program: Undergraduate Business Program
Assessment Cycle: 2014-2016

| | | | | |
|---|---|----------------|------------------|---------------------------------|
| Learning goal | Written Communication Skills – Our graduates will communicate effectively using the written word. | | | |
| Objective | 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. | | | |
| Assessment methodology | Evaluate 32 student essays using the Assessment Rubric for Written Communication analyzing McDonald’s | | | |
| Where & how data are collected | 32 student essays were collected from MGT 310-03 class taught by Gary Polk. | | | |
| Who | Gary Polk | | | |
| When | Fall 2015 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total # of Students Assessed |
| Trait 1: Analyze and Synthesize the information in the response. | 19% 40% Rev | 38% 56% Rev | 43% 4% Rev | 32 |
| Trait 2: Write clearly with logic leading to a justification that makes sense. | 19% 40% Rev | 38% 56% Rev | 43% 4% Rev | 32 |
| Trait 3: Use written English language accurately. | 19% 40% Rev | 38% 56% Rev | 43% 4% Rev | 32 |
| Trait 4: Overall Written Communication Skills. | 19% 40% Rev | 38% 56% Rev | 43% 4% Rev | 32 |
| Overall | 19% 40% Rev | 38% 56% Rev | 43% 4% Rev | 32 |
| What weaknesses have you observed in students? | <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>What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly describe how to implement it)</p> | <ol style="list-style-type: none">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.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.3. MGT310 should become a Writing Intensive Course. The MGT310 WI has been approved, and hopefully will be offered on during Spring 2016.4. 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. |
|--|---|

Written Communication

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

| | | | | |
|---|---|-----------|------------------|---------------------------------|
| Learning goal | Written Communication Skills – Our graduates will communicate effectively using the written word. | | | |
| Objective | 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. | | | |
| Assessment methodology | Evaluate 34 student essays using the Assessment Rubric for Written Communication. | | | |
| Where & how data are collected | 34 student essays were collected from MGT 310-08 class taught by Xia Zhao. | | | |
| Who | Xia Zhao | | | |
| When | Fall 2014 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total # of Students Assessed |
| Trait 1: Analyze and Synthesize the information in the response. | 21% | 59% | 20% | 34 |
| Trait 2: Write clearly with logic leading to a justification that makes sense. | 3% | 62% | 35% | 25 |
| Trait 3: Use written English language accurately. | 9% | 59% | 32% | 34 |
| Trait 4: Overall Written Communication Skills. | 6% | 65% | 29% | 34 |
| Overall | 6% | 65% | 29% | 34 |
| What weaknesses have you observed in students? | 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. | | | |

What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly describe how to implement it)

5. BUS 300 should be taken as early as possible.
6. More writing courses should be required.
7. Writing skills should be reinforced throughout the undergraduate courses in the major areas of study.

Written Communication

College of Business Administration and Public Policy Assessment Reporting Form

Program: Undergraduate Business Program

Assessment Cycle: 2014-2016

| | | | | |
|---|---|-----------|------------------|---------------------------------|
| Learning goal | Written Communication Skills – Our graduates will communicate effectively using the written word. | | | |
| Objective | 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. | | | |
| Assessment methodology | Evaluate 34 student responses to five questions. | | | |
| Where & how data are collected | 34 student learning examples were collected randomly from MGT 310 classes taught by Y. Kim. The class has 38 students. | | | |
| Who | Y. Kim | | | |
| When | Fall 2014 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total # of Students Assessed |
| Trait 1: Analyze and Synthesize the information in the response. | 5 | 24 | 5 | 34 |
| Trait 2: Write clearly with logic leading to a justification that makes sense. | 0 | 22 | 12 | 34 |
| Trait 3: Use written English language accurately. | 2 | 22 | 10 | 34 |
| Trait 4: Overall Written Communication Skills. | 3 | 19 | 12 | 34 |
| Overall | 4 | 18 | 12 | 34 |
| What weaknesses have you observed in students? | 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. | | | |

Written Communication

College of Business Administration and Public Policy Assessment Reporting Form

Program: Undergraduate Business Program

Assessment Cycle: 2014-2016

| | | | | |
|---|---|-----------|--------------------------|---------------------------------|
| Learning goal | Written Communication Skills – Our graduates will communicate effectively using the written word. | | | |
| Objective | 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. | | | |
| Assessment methodology | Evaluate written communication skills based on student reports analyzing McDonald's | | | |
| Where & how data are collected | Fall and Spring Semesters data is collected in class by MGT Instructors | | | |
| Who | MGT 310 Instructor | | | |
| When | Spring 2015 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Developing Competence | Total # of Students Assessed |
| Trait 1: Analyze and Synthesize the information in the response. | 4 | 6 | | 10 |
| Trait 2: Write clearly with logic leading to a justification that makes sense. | 4 | 5 | 1 | 10 |
| Trait 3: Use written English language accurately. | 3 | 7 | | 10 |
| Trait 4: Overall Written Communication Skills. | 4 | 5 | 1 | 10 |
| Overall | 4 | 6 | | 10 |
| What weaknesses have you observed in students? | 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 th question. | | | |

Written Communication

College of Business Administration and Public Policy Assessment Reporting Form

Program: Undergraduate Business Program

Assessment Cycle: 2014-2016

| | | | | |
|---|--|----------------|------------------|---------------------------------|
| Learning goal | Written Communication Skills – Our graduates will communicate effectively using the written word. | | | |
| Objective | 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. | | | |
| Assessment methodology | Evaluate 39 student essays using the Assessment Rubric for Written Communication analyzing McDonald's . | | | |
| Where & how data are collected | 39 student essays were collected from MGT 310-01 class taught by Gary Polk. | | | |
| Who | Gary Polk | | | |
| When | Fall 2014 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total # of Students Assessed |
| Trait 1: Analyze and Synthesize the information in the response. | 13% 15% Rev | 67% 82% Rev | 8% 3% Rev | 39 |
| Trait 2: Write clearly with logic leading to a justification that makes sense. | 13% 15% Rev | 67% 82% Rev | 8% 3% Rev | 39 |
| Trait 3: Use written English language accurately. | 13% 15% Rev | 67% 82% Rev | 8% 3% Rev | 39 |
| Trait 4: Overall Written Communication Skills. | 13% 15% Rev | 67% 82% Rev | 8% 3% Rev | 39 |
| Overall | 13% 15% Rev | 67% 82% | 8(21%) 3% | 39 |
| What weaknesses have you observed in students? | 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. 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. | | | |

What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly describe how to implement it)

1. BUS 300 should be returned to a 3 unit, single course.
2. More writing assignments in MGT310 required, at least five written assignments.
3. Students should be given re-write opportunities on at least two written assignments after graded by professor.
4. MGT310 should become a Writing Intensive Course

Written Communication

College of Business Administration and Public Policy Assessment Reporting Form

Program: Undergraduate Business Program

Assessment Cycle: 2014-2016

| | | | | |
|---|--|----------------|--------------------------|---------------------------------|
| Learning goal | Written Communication Skills – Our graduates will communicate effectively using the written word. | | | |
| Objective | 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. | | | |
| Assessment methodology | Evaluate 34 student essays using the Assessment Rubric for Written Communication analyzing McDonald's | | | |
| Where & how data are collected | 34 student essays were collected from MGT 310-03 class taught by Gary Polk. | | | |
| Who | Gary Polk | | | |
| When | Fall 2014 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Developing Competence | Total # of Students Assessed |
| Trait 1: Analyze and Synthesize the information in the response. | 15% 24% Rev | 21% 41% Rev | 65% 35% Rev | 34 |
| Trait 2: Write clearly with logic leading to a justification that makes sense. | 15% 24% Rev | 21% 41% Rev | 65% 35% Rev | 34 |
| Trait 3: Use written English language accurately. | 15% 24% Rev | 21% 41% Rev | 65% 35% Rev | 34 |
| Trait 4: Overall Written Communication Skills. | 15% 24% Rev | 21% 41% Rev | 65% 35% Rev | 34 |
| Overall | 15% 24% Rev | 21% 41% Rev | 65% 35% Rev | 34 |
| What weaknesses have you observed in students? | <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>What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly describe how to implement it)</p> | <ol style="list-style-type: none">1. BUS 300 should be returned to 3 unit, single course.2. More writing assignments in MGT310 required, at least five written assignments.3. Students should be given re-write opportunities on at least two written assignments after graded by professor.4. MGT310 should become a Writing Intensive Course |
|--|---|

Closing-the-Loop Efforts on Critical Thinking and Writing - Dr. Jim Katzenstein

Learning goals.--Critical thinking and writing

Dear Jackie on this exercise is to demonstrate problem solving by relating material student was observed in the real world to material in the text and the classroom, using theory to make the connection. Name will then be able to express themselves by writing, analyzing and synthesizing information with clear conclusions that demonstrate learning.

Initial conditions.

The original McDonald's exercise was taken from *Creative Organizational Theory*, Morgan, G, p. 271. It was designed to use a McDonald's restaurant to illustrate how mechanistic organizations function and added to Mgt 310, Principles of Management.

The course was expanded to become a writing intensive course and the exercise was expanded to allow students to demonstrate writing ability as well as an understanding of mechanistic organizational functioning.

Efforts to close the loop

The exercise was modified in the spring of 2015 to include a grading rubric, expanded from a one page summary to a five page paper, and questions as well as class preparation upgraded. A peer review was added and limited opportunity for resubmission was granted.

The exercise were shared with all instructors who teach Mgt 310 and added to the master course outline in the spring of 2015 grading was tracked with the following preliminary results.

Results

| | Spring 2015 | Fall 2015 | Spring 2016 |
|-------------------------|-------------|-----------|-------------|
| Poor to Average | 23.2% | 8.2% | 2.7% |
| Average to Proficient | 34.2% | 79.5% | 40.9% |
| Proficient to Excellent | 42.4% | 12.3% | 56.4% |
| # students | 73 | 73 | 110 |

Conclusions

1. The bottom cohort of students seem to have benefited most from the changes made in the process. Students who submitted unsatisfactory papers declined from 23.2% (17/73) in spring 2015 to 8.2% (6/73) in fall 2015 to 2.7% (3/110) in spring 2016.
2. While lowest cohort benefited the most from changes in the exercise, the other two cohorts also benefited from increased emphasis on the exercise using class discussions concerning writing and critical thinking.

Globalization

College of Business Administration and Public Policy
Assessment Reporting Form
Program: Undergraduate Business Program
Assessment Cycle: 2015-2017

| | | | | |
|---|---|-----------|------------------|---------------------------------|
| Learning goal | Globalization Skills – Our graduates will have an in-depth understanding of international economics and its implications. | | | |
| Objective | 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. | | | |
| Assessment methodology | Given a relevant exam, those scoring 85% or above are considered HC, 60 to 84% Competent, and below 60% Not Competent. | | | |
| Where & how data are collected | We chose both course section of BUS 445 – International Business and evaluate all 73 students in both classes | | | |
| Who | Prakash Dheerya | | | |
| When | Fall 2016 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total # of Students Assessed |
| Trait 1: Understand the interconnections of the global economy. | 22/30% | 45/62% | 6/8% | 73 |
| Trait 2: discuss international economics, both international trade and finance, from the perspectives of theory, policy, and institutions. | 22/30% | 45/62% | 6/8% | 73 |
| Overall | | | | |
| What weaknesses have you observed in students? | Because of stricter guidelines implemented in Fall 2016, students' scores are not as high as in Spring 2016. Students still tend to work at the last minute and tend to miss assignments. | | | |
| What efforts have you and/or your colleagues made to close the loop since you assessed the same learning goal the very last time and what improvement have you observed in students this time? | We made the questions harder, and the deadlines tighter since Spring 2016. Students have done poorly on the research paper since they are now asked to do more critical thinking on it than in the past. Their grades on that component suffered as a result of it. | | | |

| | |
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| <p>What program-level changes should be made to address these weaknesses? (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. Research paper guidelines need to be more clarified and expectations made clear on its results. Continue to increase the difficulty level of those questions and make additional changes to the structure of courses.</p> |
|--|---|

Globalization

College of Business Administration and Public Policy
Assessment Reporting Form
Program: Undergraduate Business Program
Assessment Cycle: 2015-2017

| | | | | |
|---|---|-----------|------------------|---------------------------------|
| Learning goal | Globalization Skills – Our graduates will have an in-depth understanding of international economics and its implications. | | | |
| Objective | 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. | | | |
| Assessment methodology | Given a relevant exam, those scoring 85% or above are considered HC, 60 to 84% Competent, and below 60% Not Competent. | | | |
| Where & how data are collected | Randomly choose a course section of BUS 445 – International Business and evaluate all 38 students in the class | | | |
| Who | Prakash Dheerya | | | |
| When | Spring 2016 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total # of Students Assessed |
| Trait 1: Understand the interconnections of the global economy. | 4/11% | 31/82% | 3/7% | 38 |
| Trait 2: discuss international economics, both international trade and finance, from the perspectives of theory, policy, and institutions. | 4/11% | 31/82% | 3/7% | 38 |
| Overall | | | | |
| What weaknesses have you observed in students? | Some students tend to do work at the last minute. As a result, they miss completing assignments, and their scores suffer. This may be a phenomenon pertaining to online students. | | | |
| What efforts have you and/or your colleagues made to close the loop since you assessed the same learning goal the very last time and what improvement have you observed in students this time? | We made the questions harder, and the deadlines tighter. Students have risen upto the challenge and are modifying their behavior to meet the stricter requirements. | | | |

| | |
|--|--|
| <p>What program-level changes should be made to address these weaknesses? (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 and make additional changes to the structure of courses.</p> |
|--|--|

Globalization

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

Program: Undergraduate Business Program

Assessment Cycle: 2014-2016

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

| | |
|--|--|
| <p>What program-level changes should be made to address these weaknesses? (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> |
|--|--|

Critical Thinking

College of Business Administration and Public Policy Assessment Reporting Form

Program: Undergraduate Business Program

Assessment Cycle: 2014-2016

| | |
|---|--|
| Learning goal | Critical Thinking – 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. |
| Assessment methodology | Evaluate students' solutions to 3 problems and answers to 4 questions. |
| Where & how data are collected | 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. |
| Who | Bingsheng Yi |
| When | Oct 29 th , 2015 |

Assessment Results

| | Highly Competent | Competent | Not Competent | Total # of Students Assessed |
|---|-------------------------------|-------------------------------|------------------------------|------------------------------|
| Trait 1: Identify issues and collect relevant data and information. | 26/36=72% (87% in Fall 14) | 7/36=20% (9% in Fall 14) | 3/36=8% (4% in Fall 14) | 36 |
| Trait 2: Apply consistent criteria to available alternatives to make an optimal choice and communicate the same. | 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 |

What weaknesses have you observed in students?

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

| | |
|--|--|
| | <p>tested in the assessment are revised because some contents tested last 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>What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly describe how to implement it)</p> | <ol style="list-style-type: none"> 1) Revise the math review worksheet based on feedback from students and colleagues 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 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 4) Remind students of the course requirements and learning objectives from time to time, help students to meet course requirements if they need |

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

| | | | | |
|---|---|----------------------|----------------------|---------------------------------|
| Learning goal | Critical Thinking – 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. | | | |
| Assessment methodology | Evaluate students' solutions to 3 problems and answers to 4 questions. | | | |
| Where & how data are collected | 68 student learning examples are collected from two FIN360 classes. The two classes have 79 students. | | | |
| Who | Bingsheng Yi | | | |
| When | Fall 2014 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total # of Students Assessed |
| Trait 1: Identify issues and collect relevant data and information. | (31+28) =59 (87%) | (4+2) =6 (9%) | (1+2) =3 (4%) | 68 |
| Trait 2: Apply consistent criteria to available alternatives to make an optimal choice and communicate the same. | (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 |
| What weaknesses have you observed in students? | 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. | | | |
| What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly describe how to implement it) | <ol style="list-style-type: none"> 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. 6) Give students more assignments, and the assignments must be submitted and will be graded. 7) Remind students of the course requirements and learning objectives from time to time, help students to meet course requirements if they need | | | |

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

| | | | | |
|--|--|-----------|---------------|-----------------------------------|
| Learning goal | Critical Thinking – Our graduates will demonstrate problem solving skills, supported by appropriate analytical techniques. | | | |
| Objective 1 | In a case setting, students will be able to identify relevant issues, generate and compare alternatives, and develop a sound solution. | | | |
| Assessment methodology | Rubric used to evaluate a sample of case analysis assignments. Each example is evaluated twice independently. | | | |
| Where and how data are collected | 122 student learning examples are randomly collected from CIS 370, fall 2016. | | | |
| Who | Vera Teller, Ph.D. | | | |
| When | Fall 2016 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total Number of Students Assessed |
| Trait 1 | 18 | 23 | 20 | 61 |
| Trait 2 | 18 | 23 | 20 | 61 |
| Overall | 36 | 46 | 40 | 122 |
| What weaknesses have you observed in students? | Overall, the students completed the assignment adequately. The students are able to effectively read and analyze a business case as it is related to an aspect in information technology. The students demonstrate their knowledge of the subject by using the correct vocabulary to analyze and synthesize the information. | | | |
| What program-level changes should be made to address these weaknesses? (Identify each | <p>One way for students to continue to improve is by the following:</p> <ul style="list-style-type: none"> a) Provide and review the rubric with which to grade the students prior to assignment of each case. b) Review of the case and case questions after each assignment highlighting one way to analyze and synthesize the information. c) Continue to grade students' papers by pointing out the obvious mistakes in | | | |

change and, if possible, briefly describe how to implement it.)

choice of vocabulary or analysis of the material.

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 an business information systems problem.

| | Highly Competent | Competent | Not Competent |
|----------------|---|---|---|
| Trait 1 | 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. |
| Trait 2 | 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. |

Closing-the-Loop Efforts on Critical Thinking, Writing, and IT by Dr. Elvira Teller

Over the course of the fall 2016 semester, the students completed four case studies on various aspects of information systems issues as it relates to an organization. Approximately four to five questions are given to students to answer after the case is read. A discussion on what the case is about and how to go about analysis and synthesis of the information is provided. Also, a rubric is given to the students as part of the assignment.

An assessment case is given to students after three cases are completed. Students are expected to read each case, analyze the problem, synthesize the information, and demonstrate problem solving skills by communicating the solutions in writing.

Overall, the students have improved in this area from the previous assessment.

Students are able to recognize and define the problem posed by the case. The students are able to formulate a solution to the problem and articulate the solution in a readable manner. After stressing the concept to answer the question being asked, the students are doing a better job in this area. Also, it is stated to the students that there is no right or wrong answer to the questions. The student is to understand the problem posed and with critical thinking pose an answer to the problem. A more thorough explanation of how to read and analyze a case seemed to help with understanding the work to be done.

Students are doing a better job with their use of the English language. There are students that voice their opinions on why there should be an emphasis on written communication skills when this is an information technology class. Once the explanation of the expectations of a college student is relayed to the students, then the students tend to pay more attention to written communication skills. Continual feedback on errors in grammar, spelling, punctuation, and mechanics must be pointed out in the beginning of the course to emphasize the importance of written communication skills.

Improvements since last year:

The improvements done to the case studies since last year are:

- a. I continually update the cases. This semester, I chose cases that students could relate to much easier such as Wikipedia in the Spotlight and Technology and the Rise of Walmart.**
- b. I modified the rubric to grade the cases. Last year, I added a rubric to grade the cases. Last semester, I modified the rubric for clarity based on students' feedback.**
- c. Upon signing the cases to the students, I provide a brief overview of the cases and review the rubric. I emphasize the importance of written communication and clearly explain written communication expectations.**
- d. Provide feedback using the rubric. I provide detailed feedback on each case and for each student using the rubric provided.**

Critical Thinking

College of Business Administration and Public Policy Assessment Reporting Form

Program: Undergraduate Business Program

Assessment Cycle: 2014-2016

| | | | | |
|--|--|-----------|------------------|---|
| Learning goal | Critical Thinking – Our graduates will demonstrate problem solving skills, supported by appropriate analytical techniques. | | | |
| Objective 1 | In a case setting, students will be able to identify relevant issues, generate and compare alternatives, and develop a sound solution. | | | |
| Assessment methodology | 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. | | | |
| Where and how data are collected | 35 student learning examples are randomly collected from CIS 370, fall 2015. | | | |
| Who | Vera Teller, Ph.D. | | | |
| When | Fall 2015 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total Number of Students Assessed |
| Trait 1 | 19 | 7 | 9 | 35 |
| Trait 2 | 19 | 7 | 9 | 35 |
| Overall | 18 | 7 | 9 | 35 |
| What weaknesses have you observed in students? | 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. | | | |
| What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly describe how to implement it.) | 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. | | | |

Critical Thinking

College of Business Administration and Public Policy Assessment Reporting Form

Program: Undergraduate Business Program

Assessment Cycle: 2014-2016

| | | | | |
|--|---|-----------|------------------|---|
| Learning goal | Critical Thinking – Our graduates will demonstrate problem solving skills, supported by appropriate analytical techniques. | | | |
| Objective 1 | In a case setting, students will be able to identify relevant issues, generate and compare alternatives, and develop a sound solution. | | | |
| Assessment methodology | 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. | | | |
| Where and how data are collected | 36 student learning examples are randomly collected from CIS 370, fall 2015. | | | |
| Who | Vera Teller, Ph.D. | | | |
| When | Fall 2015 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total Number of Students Assessed |
| Trait 1 | 18 | 6 | 2 | 36 |
| Trait 2 | 18 | 6 | 2 | 36 |
| Overall | 18 | 6 | 2 | 36 |
| What weaknesses have you observed in students? | 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. | | | |
| What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly describe how to implement it.) | 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. | | | |

Critical Thinking

College of Business Administration and Public Policy Assessment Reporting Form

Program: Undergraduate Business Program

Assessment Cycle: 2014-2016

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

| | Highly Competent | Competent | Not Competent |
|----------------|---|---|---|
| Trait 1 | 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. |
| Trait 2 | 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

| | | | | |
|---|--|-----------|---------------|-----------------------------------|
| Learning goal | Critical Thinking – Our graduates will demonstrate problem solving skills, supported by appropriate analytical techniques. | | | |
| Objective 1 | In a set of problems, students asked to identify relevant issues, generate and compare alternatives, and develop a sound solution. | | | |
| Assessment methodology | Students' answers are graded and scored by an instructor. | | | |
| Where and how data are collected | 46 student solutions are reviewed in two sections of OMG 322 in Spring 2014. | | | |
| Who | Hamid Pourmohammadi. | | | |
| When | Spring 2016 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total Number of Students Assessed |
| Trait 1 | 7 | 20 | 19 | 46 |
| Trait 2 | 21 | 21 | 4 | 46 |
| Overall | 10 | 28 | 8 | 46 |
| What weaknesses have you observed in students? | In addition to the lack of well preparation for quantitative material, students are missing some sections of the class that results in a lower performance. | | | |
| What efforts have you and/or your colleagues made to close the loop since you assessed the same learning goal the very | I changed the text book. The new text book has better resources that help students investigate the topics in more detail and watch videos that reinforce the presented material in the class. Moreover, I offered a few sessions to review selected topics from the prerequisite course (OMG 321). | | | |

| | |
|--|---|
| last time and what improvement have you observed in students this time? | |
| What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly describe how to implement it.) | <p>The following steps are suggested to address the issue:</p> <ol style="list-style-type: none">1. Encourage students not only attend class meetings but also participate in classroom discussions, using more case studies.2. Since the courses sequence is compressed, students can take both OMG 321 and OMG 322 simultaneously. Therefore, we are suggesting to restructure OMG 322 sessions to allow students to gain more Statistics knowledge before offering Statistics' intensive topics in OMG 322. |

Critical Thinking

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

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

change and, if possible, briefly describe how to implement it.)

Closing-the-Loop Efforts on Critical Thinking – Dr. Hamid Pourmohammadi

Observed Weaknesses: Lack of basic quantitative reasoning skills.

Efforts Made to Close the Loop: A different textbook is chosen. The new textbook has better resources that help students investigate the topics in more detail and watch videos that reinforce the presented material in the class. Moreover, I offered a few sessions to review selected topics from the prerequisite course (OMG 321).

Further Action to Close the Loop:

1. Encourage students to not only attend class meetings but also actively participate in classroom discussions that will involve more case studies.
2. Since the courses sequence is compressed, students can take both OMG 321 and OMG 322 simultaneously. Therefore, we will re-sequence the topics covered in OMG 322 to allow students to gain more statistics knowledge before getting into statistics-intensive topics in OMG 322.

Closing-the-Loop Efforts on Critical Thinking – Dr. Edward Chu

An emphasis of OMG 322 (Operations Management) is on applying the knowledge of solving operation problems conveyed in the textbook to real-world business cases and in everyday life. It is recommended that students apply at least one method learned to solve similar problems they encountered and to prepare written reports describing solution results and their learning experience from the applications. Through this process, students can reinforce and practice what they learned in real-world settings and, thereby, improve their problem-solving skills. As a result, students learn by providing service to the organizations or/and to themselves. Student reports are graded and are due towards the end of the course so that sufficient methods are learned before they are chosen and applied. Reports can be done individually or in groups of three to five students per group. If time permits, students can also share their solution results and learning experience through class presentations.

Information Technology

College of Business Administration and Public Policy

Assessment Reporting Form

Program: Undergraduate Business Program

Assessment Cycle: 2015-2016

| | | | | |
|---|--|-----------|------------------|---------------------------------|
| Learning goal | To use technology effectively to solve problems and communicate their solutions. | | | |
| Objective | In a case setting, students will be able to propose and justify IT solutions. | | | |
| Assessment methodology | Evaluate 33 student essays using the Assessment Rubric for Written Communication | | | |
| Where & how data are collected | 33 student essays were collected from CIS 370 class | | | |
| Who | Chi-Wen Chen | | | |
| When | Spring 2016 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total # of Students Assessed |
| Trait 1: Analyze and Synthesize the information in the response. | 17 | 9 | 7 | 33 |
| Trait 2: Write clearly with logic leading to a justification that makes sense. | 17 | 9 | 7 | 33 |
| Trait 3: Use written English language accurately. | 17 | 9 | 7 | 33 |
| Overall | 17 | 9 | 7 | 33 |
| What weaknesses have you observed in students? | Overall, students were highly competent in Information Technology. Some students are confused or have misconceptions with a specific information technology. | | | |
| What program-level changes should be made to address these weaknesses? (Identify each change and, if possible, briefly describe how to implement it) | Instructors need to continually discuss some important information technologies in different courses. I believe most students forgot or got confused with different information technologies after CIS 370. Making comparisons among all information technologies may be helpful for students not only to learn new information technologies but also to review other information technologies that they learned before. | | | |

Ethics

**College of Business Administration and Public Policy
 Assessment Reporting Form
 Program: Undergraduate Business Program
 Assessment Cycle: 2015-2017**

| | | | | |
|--|---|-----------|---------------|-------|
| Learning Goal | Ethics - Our graduates will be able to understand and analyze ethical issues, and apply ethical reasoning in making sound business decisions | | | |
| Objective | Students will be able to understand and analyze ethical issues, and understand the role of ethics in an applied, global context | | | |
| Assessment Methodology | Evaluate student understanding and analysis of ethics and stakeholder theory in an applied context. Students wrote a 1-2 page essay based on the documentary “The True Cost” they watched in class the previous session. | | | |
| Where & how data are collected | Students in two sections of BUS 350 (Principles of Marketing) wrote a reflection essay based on the documentary “The True Cost” by Andrew Morgan during Fall 2016. | | | |
| Who | Sari Silvano | | | |
| When | Fall 2016 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total |
| Understanding ethical issues and the importance and challenges of ethical behavior in an applied, global context | 12 | 51 | 16 | 79 |
| Identification of the role and conflicting interests of the key stakeholders in an applied, global context | 10 | 54 | 15 | 79 |
| Recommendation and justification of solutions to key ethical challenges in an applied, global context | 7 | 37 | 35 | 79 |
| Overall | 10 | 49 | 20 | 79 |
| What weaknesses have you observed in students? | The results show that students do understand ethical issues, but have more difficulty in providing realistic solutions to the presented ethical challenges. Many students provided anecdotal evidence and personal opinions over analysis of the ethical issues in a broader context. | | | |

| | |
|---|--|
| <p>What program-level changes should be made to address these weaknesses?</p> | <p>It is important to emphasize student understanding of ethics across all sections of MKT 350.</p> <p>When using this particular assessment methodology, students should first be given a lecture on ethics. This would allow the assessment of the student competency in application of ethical concepts in their subsequent essays. For this assessment, students were given only a brief introduction to the topics, which was not sufficient.</p> <p>After watching the documentary students should be given clear, specific questions (in writing) to focus on in their essays focusing on the particular objectives. A flaw in the methodology used for this assessment was that the instructions for the essay were too broad and students were not given specific or detailed questions (in writing) to focus on in their essays. Considering the weaknesses discussed earlier, it will be necessary to address this in any subsequent assessments using this same methodology.</p> <p>Finally, the documentary and essay should be followed by a class discussion to further deepen students' understanding of ethics and to allow a debate of different viewpoints on the issues presented in the documentary and explore and discuss potential solutions (this was an area where most weaknesses were observed).</p> |
|---|--|

Ethics

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

| | | | | |
|--|---|-----------|------------------|---------------------------------|
| Learning Goal | Ethics - Our graduates will be able to understand and analyze ethical issues, and apply ethical frameworks in making sound business decisions | | | |
| Objective | Students will be able to understand and analyze ethical issues, and apply ethical frameworks in making sound business decisions | | | |
| Assessment Methodology | Evaluate student responses to multiple choice quiz, a short answer quiz, and a case study group writing assignment related to ethics. Only students that completed the 3 assignments were considered in this analysis | | | |
| Where & how data are collected | Students in one section of BUS 445 (41 students) took a multiple choice quiz, a short answer quiz, and a case study group writing assignment on October 5 th , 2016 | | | |
| Who | Jose N Martinez, Assistant Professor of Economics | | | |
| When | Fall 2016 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total # of Students Assessed |
| LEVEL I: Understanding ethical | 13 | 23 | 5 | 41 |
| LEVEL II: Analyze ethical issues | 10 | 22 | 9 | 41 |
| LEVEL III: Apply ethical frameworks to make sound business | 8 | 23 | 10 | 41 |
| Overall | 11 | 23 | 7 | 41 |
| | | | | |

| | |
|--|--|
| <p>What weaknesses have you observed in students?</p> | <p>Considering the nature of the assessments, the results show that, for the most part, students are able to 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, 7 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> |
| <p>What efforts have you and/or your colleagues made to close the loop since you assessed the same learning goal the very last time and what improvement have you observed in students this time?</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, discuss, 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, discuss, and apply ethical principles essential to make sound and ethical business decisions in today's international business environment. Regarding students that used to skip lecture frequently, roll is now taken on a regular basis to discourage students from missing lecture. Also, small and frequent assignments that focus on material discussion were incorporated to move students away from relying on pure memorization and towards a more critical understanding of the class material. Finally, students were given the opportunity to work in groups to participate actively in the discussion of a case study and to come up, collectively, with a writing that is more likely to accurately show deep levels of learning in regards to ethics.</p> |

| | |
|---|---|
| <p>What program-level changes should be made to address these weaknesses?</p> | <p>As mentioned before, the weaknesses observed are unlikely to be systematic. In general terms, taking roll to discourage students from skipping class and trying to change students' reliance on memorization is an issue that is not specific to Business courses or to undergraduate courses. Nonetheless, the instructor is in the best disposition to incorporate any suggestions to address these issues in class.</p> |
|---|---|

Ethics

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

| | | | | |
|--|--|-----------|------------------|---------------------------------|
| Learning goal | Ethics – Our graduates will be able to understand and analyze ethical issues, and apply ethical frameworks in making sound business decisions. | | | |
| Objective | Students will be able to identify relevant issues, generate and compare alternatives, and develop a sound solution. | | | |
| Assessment methodology | Evaluate student responses to multiple choice and true/false quiz and short answer quiz on ethics | | | |
| Where & how data are collected | Students in one section of BUS 445 took a multiple choice and true/false quiz and a short answer ethics quiz on October 21 st , 2015. Only students that participated in both assessments were considered in this report. | | | |
| Who | Jose N Martinez | | | |
| When | Fall 2015 | | | |
| Assessment Results | | | | |
| | Highly Competent | Competent | Not Competent | Total # of Students Assessed |
| Level 1: Understand ethical issues. | 12 | 19 | 4 | 35 |
| Level 2: Analyze ethical issues. | 10 | 18 | 7 | 35 |
| Level 3: Apply ethical frameworks to make sound business decisions. | 8 | 18 | 9 | 35 |
| Overall | 11 | 19 | 5 | 35 |
| What weaknesses have you observed in students? | 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>What program-level changes should be made to address these weaknesses? (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

| | | | | |
|--|--|-----------|---------------|------------------------------|
| Learning Goal | Ethics - Our graduates will be able to understand and analyze ethical issues, and apply ethical frameworks in making sound business decisions | | | |
| Objective | Students will be able to understand and analyze ethical issues, and apply ethical frameworks in making sound business decisions | | | |
| Assessment Methodology | Evaluate student responses to multiple choice quiz and short answer quiz on ethics. | | | |
| Where & how data are collected | Students in one section of BUS 445 took a multiple choice quiz (39) and a short answer quiz (33) on March 3, 2015 | | | |
| Who | Jose N Martinez | | | |
| When | Spring 2015 | | | |
| Assessment Results | | | | |
| | Highly | Competent | Not Competent | Total # of Students Assessed |
| LEVEL I: Understanding | 6 | 22 | 5 | 33 |
| LEVEL II: Analyze | 3 | 21 | 9 | 33 |
| LEVEL III: Apply ethical frameworks to | 2 | 25 | 6 | 33 |
| 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. | | | |

Closing-the-Loop Efforts on Ethics – Dr. Jose Martinez

Observed Weaknesses: The results show that students, for the most part, are able to 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 a recent report, 7 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.

Efforts Made to Close the Loop: The instructor felt there was a problem with the assessment because students were not allowed enough time to fully explain, discuss, 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, discuss, and apply ethical principles essential to make sound and ethical business decisions in today's international business environment. Regarding students that used to skip lecture frequently, roll is now taken on a regular basis to discourage students from missing lecture. Also, small and frequent assignments that focus on material discussion were incorporated to move students away from relying on pure memorization and towards a more critical understanding of the class material. Finally, students were given the opportunity to work in groups to participate actively in the discussion of a case study and to come up, collectively, with a writing that is more likely to accurately show deep levels of learning in regards to ethics.

Further Action to Close the Loop: As mentioned before, the weaknesses observed are unlikely to be systematic. In general terms, taking roll to discourage students from skipping class and trying to change students' reliance on memorization is an issue that is not specific to Business courses or to undergraduate courses. Nonetheless, the instructor is in the best disposition to incorporate any suggestions to address these issues in class.

Functional Knowledge

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

Program: Undergraduate Business Program

Assessment Cycle: 2014-2016

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|--|--|------------|------------|------------|------------|------------|------------|-------------|------------|------------|------------|------------|
| Learning Goal | Functional Knowledge - To demonstrate competency in the business-related content areas, including accountancy, economics, finance, law, management, information | | | | | | | | | | | |
| Objective | Perform above the average nation-wide or among those CSU campuses having been accredited by AACSB International. | | | | | | | | | | | |
| Assessment Methodology | Standardized Tests such as CSU-BAT and/or MFT-ETS | | | | | | | | | | | |
| Where & how data are collected | All the students in the capstone course such as MGT 490 should take a standardized test in each spring semester. | | | | | | | | | | | |
| Who | All MGT 490 Instructors | | | | | | | | | | | |
| When | Spring 2015 | | | | | | | | | | | |
| Assessment Results, in comparison to the average scores by all eight participating CSU campuses | | | | | | | | | | | | |
| 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. | | | | | | | | | | | |

Closing-the-Loop Efforts on Quantitative Reasoning - Dr. Bingsheng Yi

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

Summary of Assessment Data from fall 2014: 68 student learning examples are collected from two FIN360 classes taught by Dr. Bingsheng Yi in fall 2014. The two classes have 79 students. Students' solutions to 3 problems and answers to 4 questions are evaluated. 53% of the samples are not competent in Trait 2 (**Apply consistent criteria to available alternatives to make an optimal choice and communicate the same**). 18% students are not competent in critical thinking.

Comments on Assessment Data: Students lack initiative and motivation to study or to pursue better academic achievement. Some students have poor math skills. Students' poor math skill is a problem that has been documented in prior assessment.

Action Plan to Close the Loop: 1) Require students to complete all the general education classes of Mathematics and English before enrolling into the College of Business Administration and Public Policy. 2) Give students more assignments, and the assignments must be submitted and will be graded. 3) Remind students of the course requirements and learning objectives from time to time, help students to meet course requirements if they need.

At the beginning of fall 2015, CBAPP Close The Loop in Assurance of Learning Committee was formed upon the dean's request, the committee is chaired by Dr. Myron Sheu. Dr. Bingsheng Yi is a member of CTL Committee. He had done assessment in critical thinking a couple of times before, knows clearly one major reason for incompetence in critical thinking is that students have very poor math skill. To help students regain the basic math knowledge and skill quickly, Dr. Yi made a math review worksheet, and sent the math review work sheet to his students in all the courses he taught in fall 2015. Some students even sent email to Dr. Yi appreciating his efforts in improving students' math skill. Dr. Yi also revised the problem sets to assess students' critical thinking and assessed students' critical thinking skill and surveyed on the helpfulness of the math review worksheet. In fall 2015, critical thinking was reassessed among the two sections taught by Dr. Yi.

Summary of Assessment Data from 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. 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 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.

At the last CTL Committee Meeting in Dec 2015, Dr. Sheu suggested that Dr. Yi revise the math review worksheet and send the revised math review worksheet to all instructors

Of FIN360 at the beginning of spring 2016.

On Jan 15th, 2016, Dr. Yi sent the revised math review worksheet to all the instructors of FIN360, encouraging them to ask their students to study the math review worksheet and provide feedbacks. At the beginning of FIN360-06 in spring 2016, Dr. Yi showed the math review worksheet to his students, and during the semester reminded students of studying it from time to time, and demonstrated that if a student studied the math review worksheet, it’s much easier to understand the course content involving math. So students in FIN360-06 Spring 2016 class studied the math review worksheet more carefully.

On May 15th, 2016, upon Dr. Sheu’s advice, Dr. Yi has done a statistical analysis comparing student performance in exams between FIN360-06 Spring 2015 Class (math review worksheet is unavailable) and FIN360-06 Spring 2016 Class that studied the math review worksheet. The following table shows the results.

Table: UNIVARIATE TEST of Exam Score

| | Average Exam 1 Score | Average Exam 2 Score |
|--|-----------------------------|-----------------------------|
| FIN360-06 Spring 2015 (sample size) without math review worksheet | 66.50 (40) | 67.67 (30) |
| FIN 360-06 Spring 2016 (sample size) with math review worksheet | 74.07 (36) | 72.60 (27) |
| Difference | -7.57 | -4.93 |
| T-stat (P value) of Mean difference Test (H ₀ : difference = 0, H _a : difference < 0) | -2.03 (0.0229) ^a | -1.60 (0.0573) ^c |

^a, ^b, and ^c indicate significance levels at 1%, 5%, and 10% respectively. Students are voluntary in taking Exam 2.

As you can see from the table, the average score in Exam 1 among the 40 students who had no math review worksheet to study in 66.50, 7.57 points (11.38%) lower than the average score of students who had the math review worksheet to study, and the difference is significant at 5 percent level. And the average score of Exam 2 in class without the math review worksheet is also significantly lower than the average score in class with the math review worksheet. The results indicate that the math review worksheet helps improve student’s performance.

Action Plan to Close the Loop: Both the indirect (survey data in Fall 15) and statistical analysis (Spring 16) suggest that the math review worksheet is helpful in improving students’

critical thinking and performance, but some students lack incentive studying it. And feedbacks have hardly been received from other FIN360 classes. I will revise the math review worksheet further (adding some contents not included before). Furthermore, to motivate students to study the math review worksheet, I will make a math problem set and let students do it at the beginning of FIN360 class that I will teach in Fall 2016 to test student's math skill, then I will let students study the math review worksheet then do the problem set again. Students doing so can earn extra points. In addition, I will send the revised math review worksheet and math problem set to all instructors teaching FIN360 at the beginning of next semester, encouraging them to let their students study the math review worksheet and do the math problem set.

Dep't of Accounting and Finance met in the beginning of fall 2016 and recommended that all FIN 360 course sections and other course sections that involve significant quantitative reasoning make a math review exercise mandatory and the students who continue showing deficiency in quantitative reasoning get extra assistance at the Toro Learning Center where math and statistics tutoring service is available. With help from CBAPP, the Toro Learning Center has hired additional tutors who are knowledgeable in college math and statistics.

Summary of Closing-the-Loop Efforts Made Previously

| Outcomes | Modified Courses | | Actions/Follow-Up |
|--|---|--|--|
| Information Technology – Objective 2: In a case setting, students will be able to propose and justify IT solutions | Assessment Methods | Summary of Results | [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. |
| | [Spring 2013] A McDonald’s case analysis assignment was completed by 59 students in two CIS 370 classes. | 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). | |
| | Assessment instrument: Course-embedded assessment. | | |
| | Benchmark: Seventy percent of our graduates are rated as competent or better. | | |
| | [Fall 2015] A McDonald’s case analysis assignment was completed by 71 students in two CIS 370 classes. | 15% of the students are rated inadequately competent with regard to Trait 2 (Apply consistent criteria to available IT alternatives to make optimal choices). | [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. |
| | Assessment instrument: Course-embedded assessment. | | |
| | Benchmark: Seventy percent of our graduates are rated as competent or better. | | |
| | [Fall 2016, Dr. Teller] Four case studies on various aspects of information systems issues as it relates to an organization. An assessment case is given to students after three cases are completed. | Overall, the students have improved in this area from the previous assessment. Students are able to recognize and define the problem posed by the case. The students are able to formulate a solution to the problem and articulate the solution in a readable manner. | The instructor modified the rubric to grade the cases for clarity based on students’ feedback, and then provided detailed feedback on each case and for each student using the rubric provided.. |
| Ethics and Social Responsibility | [Fall 2015] 35 students taking BUS 445 | 14% of the students are rated inadequately | [Spring 2016] Small and frequent assignments that |

| | | | |
|--|---|---|--|
| | responded to multiple choice and true/false quiz and short answer quiz on ethics | competent overall, but 25% of the students are rated inadequately competent with regard to Trait 3 (Apply ethical frameworks to make sound business decisions). | 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. | <p>[Fall 2014] 73 student essays in two MGT 310 classes were evaluated.</p> <p>Assessment instrument: Course-embedded assessment.</p> <p>Benchmark: Seventy percent of our graduates are rated as competent or better.</p> <p>[Spring 2015, Fall 2015, Spring 2016, Dr. Katzenstein] MGT 310 was assessed consecutively in three semesters.</p> <p>- The bottom cohort of students seem to have benefited most from the changes made in the process. Students who submitted unsatisfactory papers declined from 23.2% (17/73) in spring 2015 to 8.2% (6/73) in fall 2015 to 2.7% (3/110) in spring 2016.</p> <p>- While lowest cohort benefited the most from changes in the exercise, the other two cohorts also benefited from increased emphasis on the exercise using class discussions concerning writing and critical thinking.</p> | <p>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.</p> | <p>[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 writing-intensive course requires students to write 15 pages during the course.</p> <p>The course was expanded to become a writing intensive course and the exercise was expanded to allow students to demonstrate writing ability as well as an understanding of mechanistic organizational functioning.</p> <p>The exercise was modified in the spring of 2015 to include a grading rubric, expanded from a one page summary to a five page paper, and questions as well as class preparation upgraded. A peer review was added and limited opportunity for resubmission was granted. The exercise were shared with all instructors who teach Mgt 310 and added to the master course outline in the spring of 2015</p> |
| Oral Communication - Students will be able to use effective, audience-appropriate language with few significant errors | [Spring 2014] Assessment data from MGT 490 classes | The 2014 data indicates that students were weakest in language and persuasiveness. | To address student weaknesses in language, six short case analysis papers were assigned as individual homework in addition to the large group case analysis. Each student |

[Spring 2016] Assessment data from MGT 490 classes

There was some improvement in basic language skills as 37% (compared with 21% in 2014) had a high degree of competence in the use of clear, effective and well articulated language. High degree of competence data shows significant improvement in language skills (reflecting an increased emphasis in writing) while also showing deficiencies in the areas of analysis, logic and persuasiveness - areas involving logical reasoning and critical thinking.

[Fall 2016] Assessed again in MGT 490 classes

Overall improvement in the category of high degree of competence. 38% had a high degree of competence in the use of clear, effective and appropriate language (up from 37% in Spring 2016), 59% were competent, while only 3% fundamentally deficient.

group was required to defend their case analysis recommendations to the class, with challenge questions being taken from students as well as the instructor.

Dr. Brice proposes to increase the amount of critical thinking writing with each student providing short case analysis papers on each classroom case, which will be structured towards analysis, and recommendations with justifications. In addition, it is proposed that the oral presentation of term paper cases will be redesigned to feature recommendations for each case with a structured debate used to enable students to justify and defend their recommendations.

The increased load of short case papers which emphasize analysis and critical thinking seem to be having a positive effect and will continue to be a feature of MGT 490. There will also be an increased emphasis on competing critical recommendations with structured debate in the oral presentations.

Pedagogical Changes

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 2016, Dr. Martinez] A conceptual MC test is given to two BUS 445 classes.

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,

The instructor felt there was a problem with the assessment because students were not allowed enough time to fully explain, discuss, and apply ethical principles during the assessments. To address that, students were given more time during this round, so the results now

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.

show more evidence that our students are able to understand, analyze, discuss, and apply ethical principles essential to make sound and ethical business decisions in today's international business environment. Regarding students that used to skip lecture frequently, roll is now taken on a regular basis to discourage students from missing lecture. Also, small and frequent assignments that focus on material discussion were incorporated to move students away from relying on pure memorization and towards a more critical understanding of the class material. Finally, students were given the opportunity to work in groups to participate actively in the discussion of a case study and to come up, collectively, with a writing that is more likely to accurately show deep levels of learning in regards to ethics.

[Fall 2016, Dr. Martinez] BUS 445 is assessed through a case-based test

The results show that students, for the most part, are able to understand, analyze, and apply ethical principles in international business. Any weaknesses observed in some particular students during the assessments were not systematic.

Continue to take roll to discourage students from skipping class and trying to change students' reliance on memorization is an issue that is not specific to Business courses or to undergraduate courses.

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.

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.

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

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.

Assessment instrument: Course-embedded assessment.

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

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

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

Critical Thinking – Our graduates will demonstrate problem solving skills, supported by appropriate

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

57.3% of the samples are not competent in Trait 2 (i.e., apply consistent criteria to available alternatives to make an

[2015-16] A math review worksheet, which helps students strengthen the math knowledge required by FIN 360 (an upper-

analytical and quantitative techniques.

responded to the questions.

optimal choice and communicate the same.) and 31% of the participants did not even attempt to answer questions relevant to Trait 2.

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 2016, by Dr. Ke] Pretest: A diagnostic test, which includes 10 basic statistics questions that students should have learned in the prerequisite course, and conducted the test in the first week of OMG 321

4% of 74 students could answer more than 8 or more questions correctly.

Toro Learning Center and OM faculty met to discuss the strategy to help students improve their readiness and understanding about business statistics. The Toro Learning Center agreed to offer two tutor positions to current outstanding students in OMG 321. In addition, the Toro Learning Center extended the statistics drop-in hours and promoted the information to all students. Continue to work with the Toro Learning Center on extended tutoring service and encouraging students to leverage the service.

Posttest: Two exams are given later in the same semester

Students' total grades have improved significantly. In Spring 2016, the average grade is 802 out of 1000, which is equivalent to B-. In Fall 2016, the average grade has been advanced to 849, equivalent to a solid B. Also, the standard deviation of grades is smaller, implying that the gaps among students' performances are smaller. In Exam 1 and Exam 2, it shows significant improvements in the average grades at the confidence level of 90%.

Incorporate technology to let students learn at their own pace and also exercise more.

[Fall 2014, Dr. B. Yi] 68 student learning examples are collected from two FIN360 classes. The two classes have 79 students. Students' solutions to 3 problems and answers to 4 questions are evaluated.

53% of the samples are not competent in Trait 2 (Apply consistent criteria to available alternatives to make an optimal choice and communicate the same). 18% students are not competent in critical thinking.

1) Require students to complete all the general education classes of Mathematics and English before enrolling into the College of Business Administration and Public Policy.2) Give students more assignments, and the assignments must be submitted and will be graded. 3) Remind

students of the course requirements and learning objectives from time to time, help students to meet course requirements if they need.

Dr. Yi revise the math review worksheet and send the revised math review worksheet to all instructors of FIN360 at the beginning of spring 2016.

[Fall 2015, Dr. B. Yi] 36 students voluntarily took the assessment on critical thinking and the survey on the effectiveness of the math review worksheet among 81 students in two FIN 360 classes. The assessment includes 2 scenario-based problems and 2 questions.

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.

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 learned in previous 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

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

[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

[Spring 2015] 33 students in BUS 445 – International Business (an upper-division core

19% of them are considered less competent with regard to the overall goal. However, 27% of them are considered less

[Fall 2015] Dr. Celly has recommended for adoption in all MKT 350 classes and also experimented in her MKT classes along Dr.

ethical frameworks in making sound business decisions

course) are assessed through two quizzes.

Assessment instrument: Course-embedded assessment.

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

competent with regard to Trait 2 (Analyze ethical issues and apply ethical frameworks in making sound decisions)

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.

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 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 55th percentile for all subject matter areas and the 50th percentile for each subject matter area.

Our overall average is 52.54 while the average 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.

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

Assessment Methods

Summary of Results

Actions/Follow-Up

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, rather than every other spring semester as we did in the past.

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

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 monitor internal progress on assurance of learning.

[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 55th percentile for all subject matter areas and the 50th 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 monitor 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

Extracurricular Activities

Outcomes

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

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.

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

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

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

questions relevant to Trait 2.

The performance is below the benchmark.

students to have exposure to real-world cases.