Assessment Report for BSB and MBA degrees
Doermer School of Business

June 25, 2019
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2018 and forward

Our visitation team for AACSB stated that our Assessment of Learning (AoL) program, while meeting their standards, could be improved. While the team was here, we had numerous discussions concerning best practices in assessing learning.

This year, three faculty members (Melissa Gruys, Prasad Bingi and Carolyn Stumph) attended the AACSB assessment of learning seminar. These ideas were shared with the faculty at a Student Learning Retreat on April 12, 2019. At that retreat, the faculty worked on a new mission statement as well as new learning goals for the BSB and MBA students. We looked at information from area schools as well as information from peer schools for inspiration in creating our new assessment of learning (AoL) system.

This fall we will finalize our mission and learning goals. We plan to use new (to us) assessment methods such as a graduation exam to assess learning. We also hope to use a new digital tool for assessment. We understand that this tool will only help us in our assessment efforts, not replace them. We hope to gather data as early as December 2019 for actual assessment so that the information can be processed and curricular/instructional changes, if needed, will be enacted by Fall 2020.

The Economics Department conducted assessment of its ECON 20101 which is a course required of all BSB students. The Management and Marketing Department also conducted assessment of the BUS 20001 Principles of Business course. The results of those assessments are attached to this report.

Previously used assessment plan:

2017 and prior
To ensure student success, the Doermer School of Business has implemented curriculum management processes with the following characteristics:
1. Our curricula address general skills and knowledge that reflect the dynamics of changing business environment.
2. Our curricula facilitate and encourage active student engagement in learning by including tasks related to readings, course participation, knowledge development, projects and cases, internship and co-ops.
3. Our curricula facilitate and encourage frequent, productive student-student and student-faculty interaction designed to achieve learning goals.
4. Our programs provide consistent, high-quality education for the same degree programs regardless of differences and changes in technology and delivery modes.

The core of our curriculum management system is our comprehensive assurance of learning (AoL) system. Our AoL system includes specification of intellectual and behavioral competencies expected of our students upon completion of the programs. Curriculum maps show how our curriculum relates to learning goals and assessment processes for demonstrating that students achieve learning expectations for the programs in which they participate. In the design and implementation of our AoL system, external constituents such as potential students, alumni, business community leaders, public officials, supporters, and accrediting organizations are involved to ensure that the School meets its goals. We also use our AoL system to assist the School and faculty members to improve programs and courses by closing the loop using the feedback provided by the assessment data and analyses.

The following is the list of direct and indirect measures, feedback, and other data used to revise the curriculum:

A. Direct assessment methods (ETS test, course-embedded exam questions, case analyses or projects)
B. Feedback from students (town-hall type meetings, individual or group meetings with students, in class interaction of students with faculty)
C. Surveys of graduating students
D. Alumni survey
E. Scores in professional exams (Ex: CPA exam)
F. Feedback from employers
G. Comparisons of curricula to other well-regarded universities and programs
H. Student data (enrollment, retention, graduation, class performance)
I. Student performance on competitions and conference presentations
J. Faculty feedback

Learning Goals for BSB and MBA Program

BSB Degree Learning Goals, Objectives and Assessment Method:

	Learning goals	Learning Objectives	Assessment Methods
	Upon graduation, DSB students will	Students are able to	
1	Demonstrate competency in fundamental business knowledge	1. Define, describe, and understand fundamental business terminology and concepts	ETS Major Field Test
2	Solve business problems through critical thinking skills and quantitative analysis techniques	1. Identify and summarize central problems in complex business situations 2. Correctly integrate business theories and apply business models to address problems 3. Generate plausible solutions to problems	Course-embedded exam questions, case analyses or projects
3	Understand the global economic environment and consider global factors in business decisions	1. Understand global economic environment 2. Analyze the impact of global factors on business decisions	Course-embedded exam questions or assignments involving global economic and business environment
4	Understand ethical, legal and regulatory implications of business decisions	1. Identify and understand ethical, legal, and regulatory issues in business decisions. 2. Analyze ethical dilemmas and propose alternatives.	Course-embedded exam questions, cases or projects
5	Demonstrate effective communication skills	1. Write effectively and professionally in business settings. 2. Speak and present effectively in business settings.	Course-embedded projects with oral and written requirements

MBA Learning Goals, Objectives and Assessment Method:

	Learning goals	Learning Objectives	Assessment Methods
	Upon graduation, MBA students will demonstrate	Students are able to	
1	The knowledge of concepts and theories in each of the functional business disciplines	1. Master business knowledge and theories across functional areas	ETS Major Field Test
2	The ability to transcend functional boundaries, synthesize and integrate strategic information to generate innovative solutions under complex business situations	1. Perform environmental scanning necessary for strategic decisions 2. Integrate and synthesize strategic information in competitive analysis to generate innovative solutions to problems	Course-embedded exam questions, case analyses or projects
3	The ability to analyze business information in a rapidly changing global environment	1. Identify and recognize differences in business environment across countries 2. Analyze and evaluate the impact of global factors on business decisions	ETS Major Field Test Course-embedded exam questions or projects
4	Effective written and oral presentation skills	1. Write effectively and professionally in business settings 2. Speak and present effectively in business settings	Course-embedded projects with oral and written requirements
5	The ability to understand professional and social responsibility in the conduct of managerial affairs	1. Identify the relevant professional and social responsibility issues in a business decision 2. Generate solutions to ethical dilemmas and choose socially responsible actions	Course-embedded cases or projects

Curriculum Map for BSB and MBA Program

Table 1: BSB Core Courses Curriculum Map

Business Core Courses	Learning Goal 1	Learning Goal 2	Learning Goal 3	Learning Goal 4	Learning Goal 5
J100	C				
A201	C				
A202	C				
K201	C	C			
L203	C	C		A, C	C
E201	C	C	A, C		
E202	C	C	A, C		
E270	C	A, C			
J200	C				
F301		A, C			
M301		C	A, C		
P301		A, C			
Z302		A, C			A, C
K321		C			
W404		C		A, C	
W430		A, C			
J400			C	C	C
J401	A, C	C	C		

Note: A – assessed, C – covered

Table 2: MBA Curriculum Map

Courses	Learning Goal 1	Learning Goal 2	Learning Goal 3	Learning Goal 4	Learning Goal 5
A524	C		A, C	C	
D542	C	C			A, C
F542	C	C	C	A, C	
M540	C	C		A, C	
M542	C		C		C
M552		C	C	A, C	
M560	C	A, C	C	C	
M570	C	C			
M590	A, C	C	A, C	C	C

Note: A – assessed, C – Covered

Assessment Process Overview

In the beginning of a spring semester, the associate dean together with the Department chairs identifies the courses and learning goals to be assessed and informs instructors of these courses. The instructors collect the data and submit assessment data to the associate dean. Some instructors submit assessment data to their department chairs, who forward the assessment results to the associate dean. The associate dean summarizes and tabulates the data. The summarized data are forwarded to the AACSB Continuous Improvement Committee (ACIC), Undergraduate Policy Committee (UPC) and Graduate Policy Committee (GPC) for analysis and possible recommendations for curriculum changes. All curriculum revisions need the approval of DSB faculty prior to implementation. Some changes are not curriculum changes, but rather changes to how content is delivered or changes in content coverage within specific classes.

The majority of the learning objectives are assessed once every two years: odd numbered learning goals are usually assessed in odd numbered years and even numbered learning goals are usually assessed in even numbered years. Some learning goals are assessed more frequently. For example, Learning Goal 1 in the BSB program has been assessed twice every year for three years via the ETS test. The loop of AoL is defined as the period of time to complete a full set of assessment activities that starts with implementing previous recommendations, if applicable, and collecting assessment data and ends with recommendations for changes. Because different learning goals are assessed in different semesters/years, the loop is closed separately for each learning goal. For some learning goals, based on assessment results, the committees and departments may recommend no changes, which could also signify closing of the loop for that particular learning goal. The last AoL activity occurred in Summer of 2017 when the ACIC committee met to close the loops for the learning goals assessed in Fall 2016 - Spring 2017.

ASSESSMENT REPORT FOR ECON 20101, INTRODUCTION TO MICROECONOMICS

2018-19 ACADEMIC YEAR

PREPARED BY NODIR ADILOV, CHAIR, DEPARTMENT OF ECONOMICS AND FINANCE

REPORT DATE: JULY 19, 2019

Overview of the assessment process

In 2018-19 academic year, the Department assessed General Education quantitative reasoning learning objectives 3.7 and 3.8 in ECON 20101 course. The learning objectives were assessed in 4 sections. The sample size was 72 for objective 3.7 and 78 for objective 3.8. The assessment rubric is presented at the end of the report. The results are analyzed for the whole course, not for individual sections.

Assessment results

Learning Objective	Percent of students who met competency requirements	
	2018-19	2015-16
3.7 (Cite the limitations of the process where applicable.)	75.0	78.6
3.8 (Clearly explain the representation, solution, and interpretation of the math problem.)	69.2	86.4

Analysis and Recommendation

The assessment results indicate that student performance exceeded the 70 percent benchmark set by the Department for learning objective 3.7, even though the percent of students who met or exceeded the competency requirements fell by 3.6 percentage points. The Department will continue to monitor student performance on this course objective and investigate whether this small decline in performance needs further action.

There was a significant drop in student performance as it relates to learning objective 3.8. The performance level for this objective decreased by 17.2 percentage points from 86.4 to 69.2 percent, which is 0.8 percentage points below the 70 percent benchmark rate set by the Department. The Department will further investigate the reasons for the drop in student performance levels and emphasize the coverage of topics related to this objective.

Appendix: Assessment Rubrics

Quantitative Reasoning competency is measured in the ECON 20101 course using embedded questions on exams/quizzes.

Learning Objective 3.7: Cite the limitations of the process where applicable.

Number of questions correctly answered (out of 3)	Competency level
2-3	Meets competency requirements
fewer than 2 questions	Does not meet competency requirements

Learning Objective 3.8: Clearly explain the representation, solution, and interpretation of the math problem.

Number of questions correctly answered (out of 3)	Competency level
2-3 questions	Meets competency requirements
fewer than 2 questions	Does not meet competency requirements

Course: BUS 10001 Principles of Business Administration

Catalog Description: An introduction to functional areas of business, tracing the evolution of business, forms of business ownership, the role of government and society, human resources management, ethical and social responsibility issues, marketing, small business, the management process, finance, accounting, information systems, and the globalization of world markets. Ideal for pre-business students or students of any major desiring a basic understanding of business.

Commentary: Sixteen sections of BUS 10001 were taught by six Management & Marketing instructors during the 2018-19 academic year, an increase of 3 sections (80 students) over the previous year. (IU sections are combined with PFW sections and reported as one section in this report). Of these sections, 7 were online, 2 were classroom-based, and 7 were hybrids. The course was also offered as a dual credit course at 1 area high school. This report does not include the dual credit class.

Standard of Measurement: Student work earning a grade of 70% (letter grade of C) or more will indicate that Learning Outcomes have been achieved. Work earning less than 70% will indicate that Learning Outcomes have not been achieved.

The Learning Outcomes listed below were scheduled for assessment in the 2018-19 academic year.

Social and Behavioral Ways of Knowing		
5.4 Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.	Business Plan	2018-19
5.6 Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.	Business Plan	2018-19

Results-Business Plan

The number of students receiving a grade of 70% or higher on the Business Plan Project was 370 out of a total of 423 students, or 87 %. (Compare with 89% in 2017-18.)

Discussion of the results

It is interesting to note that in the Fall 2018 semester there were 15 failures on the Business Plan Project, while only two occurred in the Spring 2019 semester. All of the Fall failures occurred in hybrid courses taught by 3 different instructors. The Department of Management and Marketing more than doubled its offering of hybrid sections of BUS 10001, in both 16-week and 8-week versions, over the previous academic year. It may have been too great a challenge for students to accomplish the extra work outside of class required in a hybrid to make up for the elimination of a weekly class session, or to keep up with the pace of the shorter 8-week class schedule. Some students might have benefited from a twice a week, face-to-face format, but availability of this format was limited to one section a semester.

A total of 36 Ds were awarded to Business Plan Projects in 2018-19, compared with 29 Ds in 2017-18, contributing to the lower outcome achievement rate of 87%. Of the Ds given in 2018-19, twenty-six (26) were awarded in online classes taught by one instructor. This instructor is no longer with the university. To effectively teach this course online, an instructor must be experienced, attentive, and comfortable with technology, with a positive attitude toward the online format. Greater care will be taken in the future to ensure than online instructors of BUS 10001 meet all of these criteria.

Attachments

Rubric for grading the Business Plan Project is attached.

Name	Final Business Plan Grading Rubric

Description	The rubric for the final draft of the business plan is "wholistic", that is, it is an overall response based on a few key criteria: 1) What level of mastery of the content of the course has the team attained? 2) How complete and in-depth is the plan? 3) To what extent is the plan unique, creative, or innovative? 4) How well is the plan communicated?

Rubric Detail

Criteria	Levels of Achievement			
	Does not meet standards	**Meets Standards**	**Exceeds some standards**	**Exceeds all standards**
Completeness	**6 Points** Parts of the plan are missing.	**8 Points** All parts of the plan are included.	**8 Points** All parts of the plan are included.	**8 Points** All parts of the plan are included.
Application	**9 Points** Business theories, concepts, principles from the text are for the most part not correctly applied/or not applied at all.	**11 Points** Business theories, concepts, principles from the text are for the most part correctly applied.	**13 Points** Business theories, concepts, principles from the text are correctly applied in every part of the plan.	**15 Points** Business theories, concepts, principles from the text are correctly applied in every part of the plan, and frequently exceed the requirements set out in the workbook.

Criteria	Levels of Achievement			
	Does not meet standards	**Meets Standards**	**Exceeds some standards**	**Exceeds all standards**
Depth	**16 Points** Two or more of the following are evident: Reasoning is not explained fully. Statements are made without explanation for choices or decisions. Rationales may be given but do not logically support or are not consistent with the choices and decisions made. Reasoning may disregard standard business concepts and practices. Team has done no research to support parts of the plan.	**18 Points** Team has responded to most prompting questions in the student workbook, but gone no further. Reasoning is explained but the quality of the reasoning throughout the paper may be inconsistent. Some rationales seem logically consistent with the decisions made and with standard business concepts and practices. There is some evidence of research done to support one or more parts of the plan.	**20 Points** Team has developed one to three parts of the plan beyond the questions asked in the student workbook. Most reasoning is explained. Rationales seem logically consistent with the decisions made and with standard business concepts and practices. There is some evidence that research has been done to support two or more parts of the plan.	**22 Points** Team has developed 4 or more parts of the plan beyond the questions asked in the student workbook. Reasoning is explained fully, using examples and illustrations if appropriate. Rationales are logically consistent with the decisions made and with standard business concepts and practices. Care has been taken to gather secondary data for every part of the plan, such as demographic information in support of the marketing plan.

Criteria	Levels of Achievement			
	Does not meet standards	**Meets Standards**	**Exceeds some standards**	**Exceeds all standards**
Accuracy	**6 Points** Calculations contain errors and/or omissions.	**8 Points** Calculations are partially accurate, with some errors and omissions.	**10 Points** Calculations are for the most part accurate, with few errors.	**15 Points** Calculations are accurate, with no errors.
Creativity	**12 Points** Plan reflects conventional thinking	**13 Points** Some effort to be creative or unique is apparent in one of the following: the choice of name, type of product or service, organization of business processes, pricing strategies, and so on.	**15 Points** Clear effort shown to be unique or creative in several aspects of the plan.	**20 Points** Business plan is thoroughly creative, unique, or innovative in almost every aspect.

Criteria	Levels of Achievement			
	Does not meet standards	Meets Standards	Exceeds some standards	Exceeds all standards
Mechanics	**10 Points** Two or more of the following are evident: Writing is unclear so that it is difficult to ascertain the team's level of understanding of the content. Many errors in grammar and usage. Sources not cited. Format of the Business Plan template has not been followed or only partially followed. Team has left one or more sections of the plan in the format of answers to prompting questions	**12 Points** Two or more of the following are evident: Writing is clear enough to communicate the ideas of the plan. Writing is somewhat organized. Grammar or usage errors are noticeable but do not prevent understanding. Sources are cited. Format of the Business Plan template may be partially followed.	**15 Points** Two or more of the following are evident: Writing is fairly clear. Writing is well-organized. Few grammar or usage errors. Sources are cited. Format of the Business Plan template is for the most part followed.	**20 Points** Two or more of the following are evident: Writing is very clear and well-organized. There are no grammar or usage errors. Sources are cited. Business Plan template format is followed.

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