

Assessment Report of Student Learning Outcomes Fall 2007

Department/Program: Department of Business

Chair/Director: Dr. Khadijat Rashid

Assessment Coordinator: Dr. Lili Zhu

Date Submitted: February 1, 2008

Mission Statement

The Department of Business provides a comprehensive business education and experience to undergraduate students. The DOB prepares students with the knowledge and skills to successfully pursue challenging careers, graduate studies, and other post-graduate endeavors. DOB has a strong commitment to bilingual education using American Sign Language (ASL) and English. The department emphasizes excellence in teaching, learning, and assessment through the integrated use of technology, critical thinking and analysis, a national and international perspective, and practical hands-on learning opportunities both in and outside of the classroom.

Student Learning Outcomes/Goals at Program Level

1. Business Language & Communication –

Students will use American Sign Language (ASL) and written English to communicate effectively with diverse audiences in business related purposes and settings.

- Demonstrate competence expressing business communication in ASL and written English:
 - Select and use business terminology appropriately to specific fields of business (i.e., management, finance, operations, etc.).
 - Use such business terminology and media tools properly in diverse business situations (e.g., one-on-one interviewing or negotiations; team settings; and formal presentations).
- Demonstrate competence in business writing:
 - Choose appropriate words, phrases, and sentence and paragraph structure for business correspondence (i.e., letters, memos, reports, proposals, etc.).
 - Demonstrate adequate command of written English syntax and grammar.
- Demonstrate competence in receptive communication, and ability to comprehend written and signed material that uses business jargon and terminology.
- Present content coherently in business settings, which involves clarifying points, bringing together information in a well-organized way, and drawing logical connections among ideas.

- Demonstrate knowledge of and respect for national and cultural differences, by being able to see business situations from global and individual perspectives.

2. Critical and reflective thinking, problem solving and analysis –

Students will summarize, synthesize, and critically analyze ideas from multiple sources of business and financial information in order to draw well-supported conclusions and solve organizational problems.

- Select relevant and varied sources of financial and business information, and accurately analyze their arguments, state their key points and recap supporting details.
- Demonstrate knowledge of, and experience with, the problem solving and strategic planning process and be able to analyze data for decision making purposes.
- Use critical thinking skills to analyze complex organizational issues, make informed decisions and solve real-life problems, modifying one's approach as needed based on the requirements of particular situation.
- Show evidence of the ability to apply business theory to solving practical organizational problems and to bring together ideas to arrive at reasonable conclusions.
- Understand the impact of external forces (economic, legal, social, political and global) on the organization.

3. Identity and culture, self awareness, diversity issues, global business issues—

Students will understand themselves and their complex social identities, including deaf identities, in the context of diverse cultures within the organization.

- Demonstrate an understanding of self in the global business world, including one's multiple social identities and the factors that contribute to the individual's success and betterment of the community (be able to identify which cultural identities you possess, how they are formed and how do they influence others). Within the deaf community this would include a focus on the spectrum of deafness including appreciating the range of acceptance of cochlear implants and other factors that affect one's identity in the deaf community
- Compare and contrast the perspectives of diverse cultures including ethnic, national and deaf cultures on various business issues and practices (organizational cultures and sub-cultures)

- Have the ability to identify and analyze competencies of various organizations, including those for-profit and not-for-profit
- Be able to identify and analyze the interrelations within and among local, national and global organizations (understand the interdependency of organizations in global markets)
- Operate with civility inside and outside the classroom with a focus on professional etiquette and ethical behavior

4. Knowledge and inquiry, creativity, technology and technical skills—

Students will apply knowledge, modes of inquiry, creative thinking and technological competence to understand the decision-making process in business, and the rationale for it.

- Demonstrate competence in the basic concepts, methods, technologies and other tools used in business, including statistical, spreadsheet, quantitative and qualitative analysis.
- Demonstrate and communicate creative approaches to problem solving and substantial knowledge of at least one tool used in making business decisions through an independent project that involves intensive use of that tool.
- Develop information used in business planning and evaluation from various sources, including the internet, secondary databases, and other venues.
- Understand and access emerging trends and technological advances that will affect the marketplace in the future.

5. Ethics & social responsibility—

Students will make reasoned ethical judgments, showing awareness of multiple value systems and taking responsibility for their actions within their organization. They will apply these judgments, using collaboration and leadership skills, to promote corporate justice and fairness in their local, national, and global communities.

- Know how differences in values, beliefs, and priorities can lead to different business decision-making.
- Support ethical judgments with informed analysis/reasoning.
- Participate actively in developing sound ethical practices within their organization and spheres of influence.

- Understand the value of collaboration, work effectively in teams, and develop leadership skills.
- Develop awareness of social responsibility and participate actively in promoting such value both inside and outside of business organizations.
- Demonstrate intellectual honesty, professionalism, and integrity. Meet the professional standards of different business fields/discipline (such as CPA for accounting majors, etc.).

Outcome(s) Assessed for Fall 2007

We assessed all the learning outcomes by focusing on our capstone course BUS494 Senior Seminar taught by Marie Ogork.

Learning Outcomes Linked to Student Learning Opportunities

Learning Outcome	Student Learning Opportunities
1. Business Language and Communication	
1.1. Demonstrate business writing skills	1. Gallaudet case study 2. Whole Foods Market case study 3. Dell case study 4. Apple case study 5. Starbucks case study
1.2. Use ASL and/or other communication methods to present content coherently in business settings	1. Gallaudet case 2. Whole Foods Market case 3. Glo-Bus (online) simulation
2. Critical and reflective thinking, problem solving, and analysis	
2.1. Demonstrate problem solving skills	1. Glo-Bus simulation
2.2. Demonstrate the ability to analyze data for decision making	1. Glo-Bus simulation
2.3. Be able to analyze and evaluate arguments/logics in business settings	1. Gallaudet case study 2. Whole Foods Market case study 3. Dell case study 4. Apple case study 5. Starbucks case study
3. Identity and culture, self awareness, diversity issues, global business issues	
3.1. Identify personal strengths in personal and professional growth	1. Glo-Bus simulation 2. Gallaudet case study 3. Whole Foods Market case study

3.2. Compare and contrast the perspectives of diverse cultures on various business issues and practices	1. Glo-Bus simulation 2. Textbook discussions, quizzes & homework (Chapters 1-10)
3.3. Identify and analyze the interrelations within and among local, national, and global organizations	1. Glo-Bus simulation 2. Textbook discussions, quizzes & homework (Chapters 1-10)
4. Knowledge and inquiry, creativity, technology and technical skills	
4.1. Know the basic concepts, methods, technologies, and other tools used in business settings	1. Gallaudet case study 2. Whole Foods Market case study 3. Dell case study 4. Apple case study 5. Starbucks case study 6. Glo-Bus simulation 7. Textbook Discussions, quizzes & homework (Chapters 1-10)
4.2. Collect and evaluate information/data used in business environment	1. Gallaudet case study 2. Whole Foods Market case study 3. Dell case study 4. Apple case study 5. Starbucks case study 6. Glo-Bus simulation 7. Textbook Discussions, quizzes & homework (Chapters 1-10)
4.3. Understand and assess emerging trends and technological advances that will affect the marketplace in the future	1. Gallaudet case study 2. Whole Foods Market case study 3. Dell case study 4. Apple case study 5. Starbucks case study 6. Glo-Bus simulation 7. Textbook Discussions, quizzes & homework (Chapters 1-10)
5. Ethics and social responsibility	
5.1. Know how differences in values, beliefs, and priorities can lead to different business decision-making	1. Gallaudet case study 2. Whole Foods Market case study 3. Dell case study 4. Apple case study 5. Starbucks case study 6. Glo-Bus simulation 7. Textbook Discussions (Chapters 1-10)

5.2. Demonstrate awareness of social responsibility	1. Whole Foods Market case study 2. Starbucks case study 3. Glo-Bus simulation 4. Textbook discussion (Chapter 10)
5.3. Understand the value of collaboration, work effectively in teams, and develop leadership skills	1. Gallaudet case study 2. Whole Foods Market case study 3. Glo-Bus simulation
5.4. Demonstrate intellectual honesty, professionalism, and integrity	Applies to the whole coursework throughout the semester

Learning Outcomes and Assessment Methods

Learning Outcome	Assessment Methods
1. Business Language and Communication	
1.1. Demonstrate business writing skills	1. Case study rubric with indicators for each criterion area
1.2. Use ASL and/or other communication methods to present content coherently in business settings	1. Case Studies Presentation Rubrics 2. Glo-Bus (electronic communication) Simulation Navigation Guide
2. Critical and reflective thinking, problem solving, and analysis	
2.1. Demonstrate problem solving skills	1. Programmed (automated) Glo-Bus weekly decisions 2. MFAT (Major Field Assessment Test)
2.2. Demonstrate the ability to analyze data for decision making	1. Programmed (automated) Glo-Bus weekly decisions
2.3. Be able to analyze and evaluate arguments/logics in business settings	1. Case study rubric with indicators for each criterion area 2. MFAT (Major Field Assessment Test)
3. Identity and culture, self awareness, diversity issues, global business issues	
3.1. Identify personal strengths in personal and professional growth	1. Peer evaluations 2. MFAT (Major Field Assessment Test)
3.2. Compare and contrast the perspectives of diverse cultures on various business issues and practices	1. Programmed (automated) Glo-Bus weekly decisions 2. Peer evaluations
3.3. Identify and analyze the interrelations within and among local, national, and global organizations	1. Programmed (automated) Glo-Bus weekly decisions 2. Suggested answers provided in the instructor's manuals
4. Knowledge and inquiry, creativity, technology and technical skills	

4.1. Know the basic concepts, methods, technologies, and other tools used in business settings	1. MFAT (Major Field Assessment Test) 2. Evaluation of case discussion (rubric) and discussion of text questions
4.2. Collect and evaluate information/data used in business environment	1. Guidelines and rubrics (i.e. APA style) for case studies papers & presentations and related evaluations 2. Glo-Bus Navigation Manual and Help screens 3. Suggested answers provided in the instructor's manuals
4.3. Understand and assess emerging trends and technological advances that will affect the marketplace in the future	1. Guidelines and rubrics (i.e. APA style) for case studies papers & presentations and related evaluations 2. Glo-Bus Navigation Manual and Help screens 3. Suggested answers provided in the instructor's manuals
5. Ethics and social responsibility	
5.1. Know how differences in values, beliefs, and priorities can lead to different business decision-making	1. Programmed (automated) Glo-Bus weekly decisions 2. Suggested answers provided in the instructor's manuals
5.2. Demonstrate awareness of social responsibility	1. Class discussions on the cases and chapters 2. Glo-Bus Help Screens/Manual
5.3. Understand the value of collaboration, work effectively in teams, and develop leadership skills	1. Programmed (automated) Glo-Bus tracker of individual participants 2. Peer Evaluations
5.4. Demonstrate intellectual honesty, professionalism, and integrity	1. Follows APA rules for citing works by others and avoiding plagiarism 2. Evaluate student behavior and effort put into the assignments and class discussions 3. Peer Evaluations

Analysis and Use of Assessment Results

Learning Outcome	Assessment Methods	Analysis of Assessment Results	Use of Assessment Results to Improve Teaching & Learning
1. Business Language and Communication			
1.1. Demonstrate business writing skills	1. Case study rubric with indicators for “Writing Skills.”	Most students (75%) achieved “Level 2” in the “Writing Skills” category, which indicates, “there are more than occasional errors in grammar and spelling. The presentation of ideas and the transition between ideas are vague and choppy.	1. Re-examine our English prerequisite requirements across courses 2. Consider providing workshops on business writing for the students. 3. Integrate business writing requirements/training into various courses
1.2. Use ASL and/or other communication methods to present content coherently in business settings	1. Case study rubric with indicators for “Presentation” 2. Glo-Bus (electronic communication) Simulation Navigation Guide	Most students considered “Competent” in using ASL to communicate and present business-related materials.	Encourage more in-class presentation and help students develop efficient PowerPoint presentation and communication skills etc.
2. Critical and reflective thinking, problem solving, and analysis			
2.1. Demonstrate problem solving skills	1. Programmed (automated) Glo-Bus	1. Based on the programmed/automated Glo-Bus simulation	We shared and discussed the results among the faculty and agreed to make major changes to our core curriculum. Due to space
2.2. Demonstrate the ability to analyze data for decision making	weekly decisions 2. MFAT (Major Field	results, our top students (33%, “Best-Company”) demonstrated	

<p>2.3. Be able to analyze and evaluate arguments/logics in business settings</p>	<p>Assessment Test) 3. Case study rubric with indicators for each criterion area</p>	<p>better skills in problem solving, data analysis, decision making, and argument/logic evaluation than the top students from other participating universities/colleges (109 vs. 103 in the “overall score”). Students on average (“All-Company”) appeared to be a little bit below average in the above perspectives (79 vs. 84 in the “overall score”). But our students in the lowest 33 percentile achieved lower performance scores (54 vs. 62) when compared to peer students participating.</p> <p>2. The class average of MFAT was about 134.9, which is at or below 1% (120-141) among all the participating institutions. The class average was about the same as the previous semester. The standard deviation actually dropped from 12.6 to 9.04. We do not have the statistics on individual fields tested. But based on students’ feedback, they found the questions in the fields of finance, quantitative analysis, and managerial accounting to be more difficult and challenging.</p>	<p>limitation, please see a summary following this table.</p>
---	--	---	---

		3. Case study rubric indicators show that most students are able to identify and understand some of the issues in the case study, perform superficial analysis of some of the issues in the case, and integrate the conceptual material from the text on a limited basis (all at “Level 2” in the rubric.)	
3. Identity and culture, self awareness, diversity issues, global business issues			
3.1. Identify personal strengths in personal and professional growth	1. Peer evaluations 2. MFAT (Major Field Assessment Test)	Most students received fair peer reviews.	Share the results with the students so that they are aware of how they are doing vs. their competitors within the class and on a world-wide level of other participating universities/colleges.
3.2. Compare and contrast the perspectives of diverse cultures on various business issues and practices	1. Programmed (automated) Glo-Bus weekly decisions 2. Peer evaluations	Most students seem to understand the issue as shown in their case analysis.	Keep allocating class time to the discussion of culture and ethics issues.
3.3. Identify and analyze the interrelations within and among local, national, and global organizations	1. Programmed (automated) Glo-Bus weekly decisions 2. Suggested answers provided in the instructor's manuals	Most students seem to understand the issue as shown in their case analysis and chapter discussions.	Spend time on this topic in Global Business and other relevant classes offered.
4. Knowledge and inquiry,			

creativity, technology and technical skills			
4.1. Know the basic concepts, methods, technologies, and other tools used in business settings	1. MFAT (Major Field Assessment Test) 2. Evaluation of case discussion (rubric) and discussion of text questions	1. See the results reported for Glo-Bus, MFAT, and case study above. 2. These capabilities need to be improved based on instructor's observation in various classes, such as Business Statistics.	1. Add lab time for core courses and emphasize the use of Excel and other software packages in relevant courses. 2. Add BUS290 Introduction to Business to the core to establish a solid foundation of the basic concepts and tools at the initial stage of the program.
4.2. Collect and evaluate information/data used in business environment	1. Guidelines and rubrics (i.e. APA style) for case studies papers & presentations and related evaluations 2. Glo-Bus Navigation Manual and Help screens 3. Suggested answers provided in the instructor's manuals		
4.3. Understand and assess emerging trends and technological advances that will affect the marketplace in the future	1. Guidelines and rubrics (i.e. APA style) for case studies papers & presentations and related evaluations 2. Glo-Bus Navigation Manual and Help screens 3. Suggested answers provided in the instructor's manuals		
5. Ethics and social responsibility			

5.1. Know how differences in values, beliefs, and priorities can lead to different business decision-making	1. Programmed (automated) Glo-Bus weekly decisions 2. Suggested answers provided in the instructor's manuals	Most students understand the issues.	We will drop BUS 358 (ethics), since it's integrated into all courses, and instead use the GSR ethics requirement, which we will tailor to our specific departmental needs by working with the Philosophy Department.
5.2. Demonstrate awareness of social responsibility	1. Class discussions on the cases and chapters 2. Glo-Bus Help Screens/Manual	Most students have some understanding about the issues.	We will drop BUS 358 (ethics), since it's integrated into all courses, and instead use the GSR ethics requirement, which we will tailor to our specific departmental needs by working with the Philosophy Department.
5.3. Understand the value of collaboration, work effectively in teams, and develop leadership skills	1. Programmed (automated) Glo-Bus tracker of individual participants 2. Peer Evaluations	Based on instructor observation, students generally enjoy teamwork projects and cooperate effectively in most cases.	Follow-up meetings with individuals and teams.
5.4. Demonstrate intellectual honesty, professionalism, and integrity	1. Follows APA rules for citing works by others and avoiding plagiarism 2. Evaluate student behavior and effort put into the assignments and class discussions 3. Peer Evaluations	These issues need to be emphasized.	1. Encourage students to follow APA rules for citing works by others and avoiding plagiarism 2. Emphasize these issues at the very beginning of each semester.

A summary of our proposed changes to our core curriculum:

- We will develop and require a math prerequisite for all business program majors which will NOT be the math requirement currently listed in the GSR. We will approach math department about this.
- We will make CIS 201 a prerequisite for CIS 203 but students can “test out” of taking 201.
- We will drop BUS 358 (ethics), since it’s integrated into all courses, and instead use the GSR ethics requirement, which we will tailor to our specific departmental needs by working with the Philosophy Department.
- We will drop ACC 207 and 208 from the core and instead integrate those into one course, “financial accounting” and require another course, “managerial accounting.” Each of those new courses will be 4 credit hours, plus lab. It is up to the Accounting Program faculty to decide if to keep ACC 207 and ACC 208 as course requirements/electives for accounting majors, or develop something new.
- All business core courses will require lab hours which will be an integral part of the courses. Unless specifically stated, though, the number of credit hours per course will remain 3. This will enable us to cover more course content within our credit constraints.
- We will drop Production Management (BUS 476) from the core and keep it as an elective.
- CIS 203 will include an Excel component, perhaps as part of its lab requirement.
- BUS 290 will be required for ALL majors and will be the first course students take upon admission to the major.
- The internship program content will be integrated into both the Capstone course and BUS 290 as workshops or as the lab part of the course.
- ALL courses in the core will be analyzed by the respective programs offering the courses in order to determine what is actually covered in each course, and what should actually be covered (as determined by looking at the course descriptions for similar courses from our five comparator institutions, the MFAT exams, and other sources specific to each program e.g. Accounting has different comparator institutions, which is okay). Then the course description in our catalog should be re-evaluated and possibly re-written, depending on the results of the above exercise.
- All of those changes apply primarily to our CORE curriculum. With the new core, we can see more clearly what program and/or course changes we need to make, and that will be the work of the spring semester.
- In Spring 2008, we will also develop a proper sequence of courses, perhaps making sure courses are offered once a year instead of every semester as now. This will free up more faculty time for other endeavors, make for larger classes, enable us to offer more senior-level major courses, etc.

Sharing of Results

With whom will you share these results and why?

We will share the results with the following parties:

1. Faculty. The purpose is to better understand student weaknesses and strengths, modify our core curriculum, and improve teaching efficiency and academic rigor of our program.
2. Dean. The purpose is to provide evidence of current performance.
3. Students. We'd like to attract potential business majors by sharing and discussing student learning outcomes with them.
4. Office of assessment. Ours is part of the university assessment effort.
5. Accrediting bodies. We'd like to provide evidence of student learning and educational effectiveness
6. Alumni and funding sources.

Closing Reflections

Please discuss these questions at a department meeting. The answers should reflect the thoughts of the department and note where there are different perspectives.

- 1. Did you have a positive or negative experience with assessment this semester? Please elaborate.**

Department members agreed that the process was overwhelming, time consuming, confusing, and too much all at once. At the same time, we made a good start on a necessary process, and valuable progress was achieved on quality measures. It would be nice to know how much students really learned. The consensus was that the assessment consultants and training didn't really help. There is a need to institutionalize the process and templates would have helped.

- 2. Do you think that this kind of University-wide focus on assessment has the potential to improve teaching and learning? Please elaborate.**

Yes, it will definitely do so over time. It adds accountability on teaching and serves as a feedback tool to us as faculty to help us improve our teaching. Also, it stimulates interaction with other departments, and encourages more collaboration and cooperation across departments.

- 3. What would you change about the assessment process?**

There was too much expected in too short a time. Provide more and better templates, but focus on only one or two at a time (although we chose to cover all the learning outcomes by focusing on the capstone course this time). We need to refine and standardize the process over time so it's not so overwhelming – maybe over five years. People need to know and buy in to what's happening.

4. What other thought come to mind that might not fall under the three questions above.

There was a lot of time involved. We need more communication/information from the people coordinating this – at times it seemed that they themselves were in the dark! Need full time person to work on this task, or release time within a department so that faculty can focus on assessment.

**Supplemental Evidence of
Academic Rigor, Effective Pedagogy and Student Learning**

Please share electronically other evidence of effective teaching, student learning, and assessment related to your department program's outcomes. This might include syllabi, curriculum mapping, a few (2 – 4) samples of student work, rubrics, etc.

We've provided the following supplemental documents:

1. A curriculum map that shows the learning outcomes addressed by each course offered by DOB in fall 2007
2. A case study rubric developed by the department
3. Syllabus and class schedule of the capstone course BUS494
4. Two samples of student work

Statistics and assessment reports generated by Glo-Bus simulations and MFAT are available upon request.