

April 1, 2017

1. Student Learning Goal Addressed This Year

- a. Goal 1:
Be effective communicators.
- b. Goal 3:
Have an ethical perspective, understanding the importance of behaving ethically in professional life.
- c. Goal 4:
Use analytical techniques and tools to analyze data for decision making.

2. Learning Outcomes/Objectives for This Goal

- a. Goal 1:
SLO 1.1: Demonstrate effective written communication skills.
- b. Goal 3:
SLO 3.1: Identify an ethical dilemma and identify impact on identified stakeholders.
SLO 3.2: Analyze alternative actions and consequences of behavior based on an identified Ethical Rule or Model.
- c. Goal 4:
SLO 4.1: Demonstrate knowledge to use logic-based tools to retrieve information for decision making.
SLO 4.2: Demonstrate ability to retrieve data and address business issues using an analytics tools.

3. Courses and Activities Where Assessed

- a. Goal 1:
SLO 1.1: Demonstrate effective written communication skills.

Written report from BINS 3380 (Business Communication).
- b. Goal 3:
SLO 3.1: Identify an ethical dilemma and identify impact on identified stakeholders.
SLO 3.2: Analyze alternative actions and consequences of behavior based on an identified Ethical Rule or Model.

Case analysis from BINS 3305 (Management Information Systems).

- c. Goal 4:
 - SLO 4.1: Demonstrate knowledge to use logic-based tools to retrieve information for decision making.
 - SLO 4.2: Demonstrate ability to retrieve data and address business issues using an analytics tools.

Exam questions and case from BINS 3352 (Data Analysis/Visualization).

4. Methods Used

(rubrics used for assessment found in step 5)

- a. Goal 1:
 - SLO 1.1: Demonstrate effective written communication skills.

Short reports written in all sections of BINS 3380 fall, 2016, were assessed to determine writing skills near beginning of upper-level coursework. Prior assessment as show below indicated comparable writing skills at entry and exit points in core (BINS 3380 versus MGMT 4380), with little improvement seen as students progress through the curriculum (though performance goal was met). (Though as mentioned below, the types of skill assessed did not evaluate the critical analysis component requirement in the writing process of analytical business writing.)

Prior assessment indicated that overall the performance goals were met. Thus a different type of writing assignment was used for assessment in 2016 in order to get richer data regarding the writing process beyond basic writing skill. The written communication artifact collected in 2016 was a short report contrasted with a business letter as in the past. This assignment does require students to apply critical analysis skills in the writing process not necessarily required when writing a business letter; thus overall ratings on especially content may not be comparable to past years.

A team of 10 business faculty conducted the assessment using approved rubric; to assure consistency in evaluation, the group completed an analysis of one artifact as a group.

- b. Goal 3:
 - 3.1: Identify an ethical dilemma and identify impact on identified stakeholders.
 - 3.2: Analyze alternative actions and consequences of behavior based on an identified Ethical Rule or Model.

A case study relating to “software piracy” was used to assess ethical analysis.

A team of 6 business faculty conducted the assessment using approved rubric; to assure consistency in evaluation, the group completed an analysis of one artifact as a group.

- c. Goal 4:
 - 4.1: Demonstrate knowledge to use logic-based tools to retrieve information for decision making.

4.2: Demonstrate ability to retrieve data and address business issues using an analytics tools.

4.1: Exam questions were graded within Blackboard. 4.2: Case analysis was evaluated in SAM, an e-supplement to the course textbook. The objective evaluation assured consistency in assessment. Two business information systems faculty compiled and evaluated the results.

5. Assessment Findings; Analysis

Goal 1:
SLO 1.1: Demonstrate Effective Written Communication Skills

RESULTS

The 2016 overall averages for each criteria except Format increased over 2014, with largest % increase for Writing Style (16.9% increase) and Grammar/Mechanics (19.9% increase).

Criteria Averages:

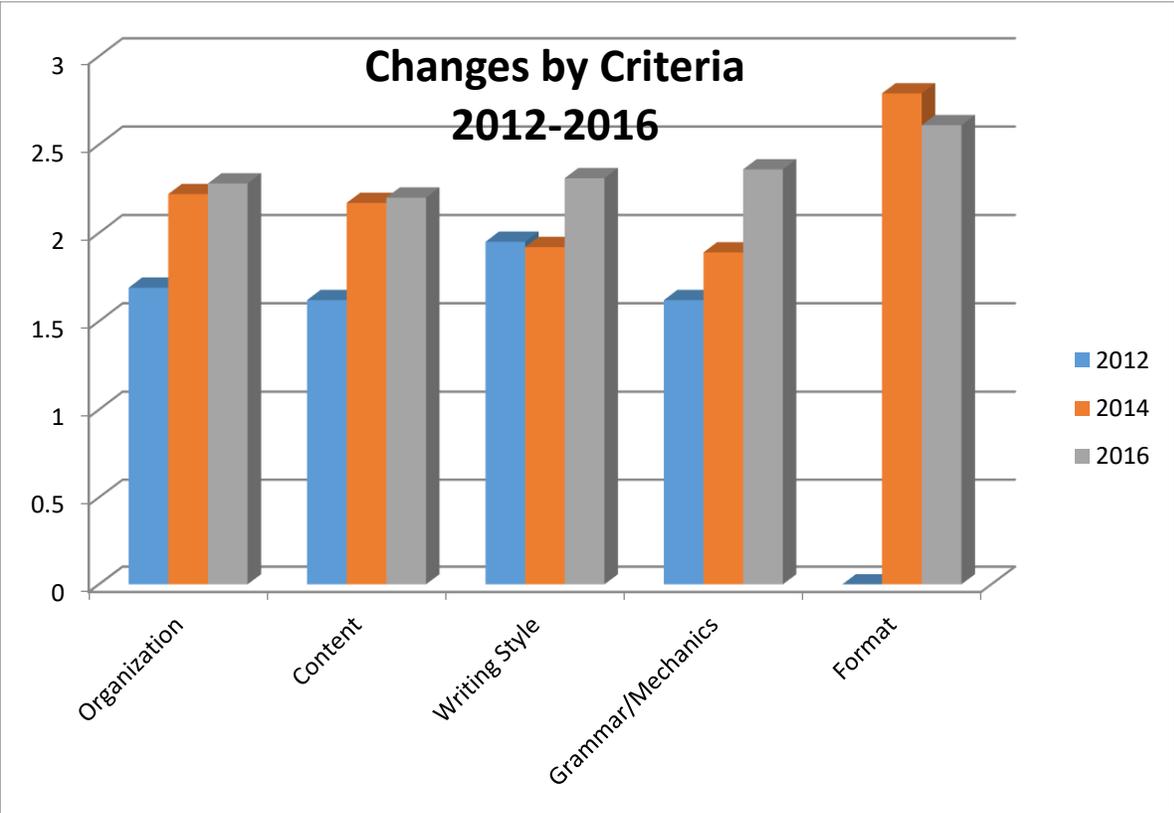
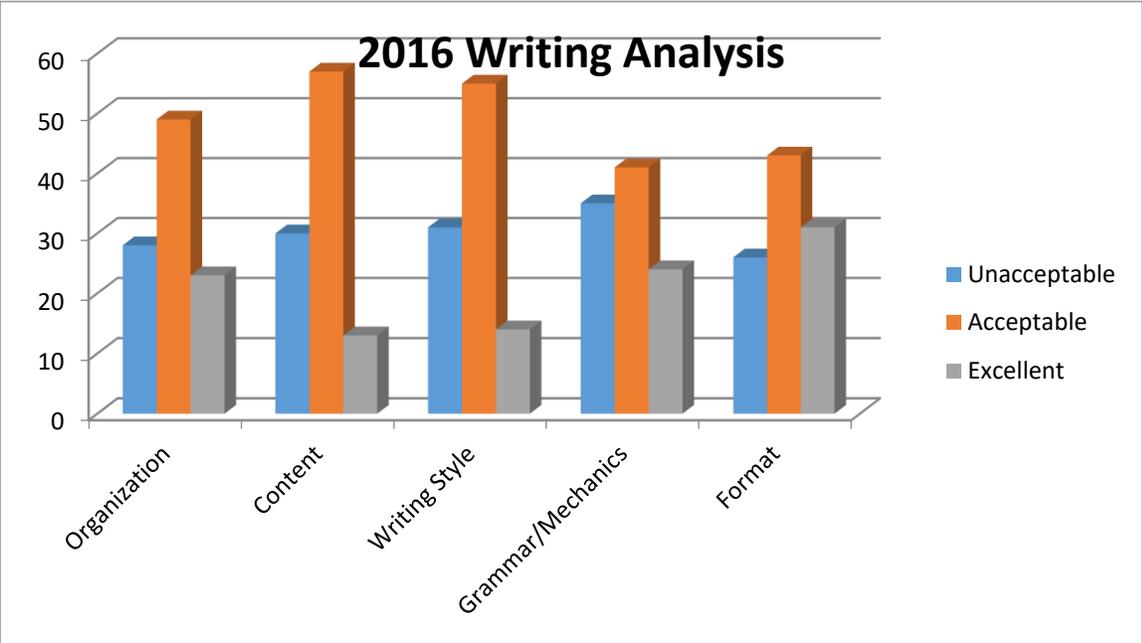
Organization	2.28
Content	2.20
Writing Style	2.31
Grammar/Mechanics	2.36
Format	2.61

The Goal of >= 75% achieving acceptable/excellent, which was met in 2014 was not met on any criteria in 2016. An increase was experienced in the number of students scoring Unacceptable.

Note: Writing instruction in BINS 3380 provides foundations skill building to be further developed in the business core and majors. The scores should not be viewed as a measure of program exit skills.

Criteria	Unacceptable (0-1 pt.)	Acceptable (2-3 pts.)	Excellent (4-5 pts.)
Organization	Incorrect approach used; with ineffective introduction, body, and/or closing; lack of effective captions and/or transitions between sections.	Correct approach used, with logical flow and acceptable captions and/or transitions between sections.	Clear and logical sequence; effective introduction, body, and closing, considering direct vs indirect approach. Effective use of captions and/or transitions between sections.
Results F2012	17/39=44%	17/39=44%	5/39=13%
F2014	4/36=11%	20/36=56%	12/36=33%
F2015/S2016	6/33=18%	16/33=49%	11/33=33%
F2016	17/61=28%	30/61=49%	14/61=23%

Content	Inadequately addressed the topic with major deficiencies in depth of information and quality of analysis.	Adequately addressed the topic with some deficiencies in depth of information and quality of analysis.	Addressed all relevant aspects of the topic with a clear, concise, and accurate presentation of information with appropriate analysis.
Results F2012 F2014 F2015/S2016 F2016	19/39=49% 4/36=11% 4/33=12% 18/61=30%	16/39=41% 22/36=61% 18/33=55% 35/61=57%	4/39=10% 10/36=28% 11/33=33% 8/61=13%
Writing Style	Used ineffective writing style, with many uses of negative and offensive word choice, confusing and inappropriate expressions; violated you viewpoint; weak sentence and paragraph structure.	Used clear writing style with a few uses of negative, offensive language, clichés, jargon; violated you viewpoint. Acceptable paragraph and sentence structure.	Used clear writing style adapted to the audience (you viewpoint); positive, non-offensive language; avoided clichés, jargon. Strong sentence and paragraph structure (active versus passive voice, variety of structures).
Results F2012 F2014 F2015/S2016 F2016	4/22=18% 8/36=22% 6/33=18% 19/62=31%	15/22=68% 23/36=64% 15/33=46% 34/62=55%	3/22=14% 5/36=14% 12/33=36% 9/62=14%
Grammar and Mechanics	Frequent errors in use of Standard English, including punctuation and spelling, grammar, and sentence structure.	Generally acceptable application of rules of Standard English, with limited errors in punctuation, grammar, and sentence structure. No errors in spelling	No errors applying rules of Standard English, with no spelling errors.
Results F2012 F2014 F2015/S2016 F2016	18/39=46% 8/36=22% 8/33=24% 21/59=35%	18/39=46% 24/36=67% 12/33=36% 24/59=41%	3/39=8% 4/36=11% 13/33=40% 14/59=24%
Format	Unprofessional design and appearance.	Professionally designed, with reasonable appearance.	Professionally designed, balance appearance.
Results F2012 F2014 F2015/S2016 F2016	n/a 4/33=12% 16/62=26%	n/a 26/36=72% 14/33=42% 27/62=43%	n/a 10/36=28% 15/33=46% 19/62=31%



Summary Comments by Reviewers:

- Most students understood the issue before them and performed the task well.
- Some had a strong grasp of the business solution.
- A large disparity was observed in applying key decision factors (possibly attributable to varying degree of completion of business core).
- Writing proficiency varied.
- Some students were unable to following basic instructions, such as formatting.

Goal 3:

SLO 3.1: Identify an ethical dilemma and identify impact on identified stakeholders

SLO 3.2: Analyze alternative actions and consequences of behavior based on an identified Ethical Rule or Model

RESULTS

The goal of $\geq 75\%$ of students achieving acceptable/exemplary was met.

Criterion	Unacceptable (0-1 pts.)	Acceptable (2-3 pts.)	Exemplary (4-5 pts.)
Identifies Dilemma	Has a vague idea of what the dilemma is and is uncertain what must be decided	Identifies the dilemma, including pertinent facts, and ascertains what must be decided	Describes the dilemma in detail having gathered pertinent facts. Ascertains exactly what must be decided
Results F2014 F2016	2/36=6% 3/45=7%	12/36=33% 16/45=35%	22/36=61% 26/45=58%
Identifies Stakeholders and How Dilemma Impacts Them	Is unsure which stakeholders are involved and/or impacted	Identifies some stakeholders and how they are involved in and/or impacted by the dilemma	Identifies most stakeholders and explains in detail how they are involved in and/or impacted by the dilemma
Results F2014 F2016	5/36=14% 4/45=9%	15/36=42% 28/45=62%	16/36=44% 13/45=29%
Analyzes Alternatives and Consequences Based on an Ethical Rule or Model	Begins to appraise the relevant facts and assumptions and identifies some alternatives.	Clarifies at least two alternatives and predicts their associated consequences	Clarifies alternatives and evaluates each on the basis of whether or not there is interest and concern over the welfare of all stakeholders, possibly bringing in outside experiences/knowledge to bear on the problem.
Results F2014 F2016	7/36=19% 1/45=2%	20/36=56% 32/45=71%	9/36=25% 12/45=27%

<p>Chooses an Action</p>	<p>Has difficulty identifying an appropriate course of action from among alternatives</p>	<p>Formulates an implementation plan that delineates the execution of the decision</p>	<p>Formulates an implementation plan that delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action</p>
<p>Results F2014 F2016</p>	<p>4/36=11% 5/45=11%</p>	<p>14/36=39% 26/45=58%</p>	<p>18/36=50% 14/45=31%</p>

Goal 4:

SLO 4.1: Demonstrate knowledge to use logic-based tools to retrieve information for decision making.

SLO 4.2: Demonstrate ability to retrieve data and address business issues using an analytics tools.

RESULTS

- a. SLO 4.1: The following table documents student performance on the objective questions, divided into three categories of skill, for face-to-face and online students. The number of exam questions for criteria: 9 questions for criteria 1, 3 each for criteria 2 and 3.

Criteria	Average Score	Achieving 60% or More Correct
The student is able to retrieve data using formulas and logic-based functions	F2F: 77 OL: 80 All: 78	F2F: 80% OL: 90% All: 84%
The student is able to manipulate data using sorting/filtering techniques and PivotTables	F2F: 82 OL: 67 All: 77	F2F: 94% OL: 87% All: 92%
The student is able to apply what-if analysis using tools such as data tables, solver, and scenario manager	F2F: 79 OL: 84 All: 81	F2F: 82% OL: 94% All: 86%

- b. SLO 4.2: The following table documents student performance on the problem-based exam, divided into four types of analytics activities. The point values on the assigned problem are as follows for each criteria: criteria 1, 61 pts., criteria 2, 1 pts.; criteria 3, 6 pts.; and criteria 4, 21 pts.

Criteria	Average Score	Achieving 75% or More Correct
The student is able to manipulate Tables (formatting, sorting, summarizing) to match data to problem scenario F2016	89%	92%
The student is able to modify Tables (data conversion, inserting subtotals, other options as appropriate) F2016	93%	86%
The student is able to create PivotTable (designing, formatting, modifying) to provide summary data and identify relationships among data entities F2016	84%	74%
The student is able to modify PivotTables (adding filter, Slicer, PivotChart) F2016	97%	95%

Face-to-Face vs Online Performance: Comparable

Criteria	F2F	Online
#1	91%	87%
#2	94%	92%
#3	82%	87%
#4	97%	97%

6. Conclusions Drawn and Decisions Made

a. Goal 1:

Be effective communicators—written communication.

The 2016 overall averages for each criteria except Format increased over 2014, with largest % increase for Writing Style (16.9% increase) and Grammar/Mechanics (19.9% increase).

The Goal of $\geq 75\%$ achieving acceptable/excellent, which was met in 2014, was not met on any criteria in 2016. This finding was experienced because of the increased number of students scoring Unacceptable.

Subsequent courses should be identified where students are taught critical analysis skill to evaluate curriculum to assure students can integrate specific conclusions/clear justifications for recommended actions, skills lacking in this assessment.

Program exit writing skills should be evaluated in MGMT 4380. Integration of the analytical thinking and report writing metrics should be assured in MGMT 4380.

b. Goal 3:

Have an ethical perspective, understanding the importance of behaving ethically in professional life.

The goal of $\geq 75\%$ of students achieving acceptable/exemplary was met.

- Strengths
 - Framework was effectively applied to the ethical analysis.
 - Students have a basic understanding of how to apply the ethics decision-making model.
- Weaknesses
 - Students have a limited view of the “stakeholders.” Most students focused on the internal stakeholders (e.g., employees) but not on the external stakeholders (e.g., impact on the customers or shareholders).
 - Students did not appear strong in stakeholder analysis.
 - Students did not always provide strong support as to why they selected the decision.
 - Some students tried to avoid making the either/or decision but to add “what ifs,” such as other budget cuts.
- Recommendations to curriculum
 - Focus more heavily on stakeholder analysis.
 - Provide additional coverage of the ethics decision rules in the curriculum.
 - Assure the Ethical Decision Making metric throughout the curriculum.
 - Challenge students with an ethical dilemma within each major.
- Process change

- Consider additional ethics rules when assessing this competency.

c. Goal 4:

Use analytical techniques and tools to analyze data for decision making.

Combined scores indicate performance metrics were met: 60% metric for Logic-Based Evaluation exam was met; 75% or greater was achieved on each criteria on the Analytics Tool problem, with exception of 74% on criteria 3. The scores validate current content in the redeveloped BINS 3352, which heavily focuses on development of logic in decision making and use of logic-based analytics tools.

(On future testing, questions in categories 2 and 3 of Logic-Based Tools exam will be evaluated for clarity in addition to adding more questions to these sections.)

7. Stakeholder Involvement

Assessment results were shared with the BIS advisory board on April 17 in the context of curriculum evolution/redesign.