

#1. Undergraduate Program Assessment Plan: Student Outcomes

To be completed by Departments and submitted by the Department Chair to the Assessment Committee Chair

Department:

Business & Math

Members involved with development of Program Assessment Plan: Student Outcomes

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Student Outcome: What student outcome will be assessed? (Must be taken from departmental rubric – outcomes should represent the absolute priorities for learning – students must be able to do [this] when they finish our program).

State as follows: Students should be able to [action verb] [something].

1. Students will gain an understanding of advanced business and management concepts and be able to integrate concepts from various business disciplines.
2. Students will develop communication skills appropriate for use in the business and professional communities in which they will work.

Background: What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.

These particular outcomes flow from the department's Outcomes Assessment Plan, where we have the following broad-based goals: 1) Students will demonstrate knowledge consistent with an academically excellent business education, and 2) Students will acquire portable business skills and dispositions needed to serve and lead in the church and world. They were not chosen because of a perceived problem, but as a way to demonstrate that student learning is being assessed, and is tied to broad-based goals.

Question: What specific question(s) are you attempting to answer through this assessment? There may be more than one question, but no more than three.

Are students demonstrating an understanding of key concepts from business and able to integrate relevant sources? Are they writing well?

Methodology:

1. What data (e.g. artifact, exam score, detailed description of assignment) will be collected? How does this data address the assessment question?

An artifact from BUS 261 Marketing, the Marketing Plan, was selected. The *Application* and *Making It Your Own* traits of the rubric address the first question about understanding key concepts. The *Organization*, *Writing Care*, *Use of Sources*, and *Making It Your Own* traits address the second question about writing well.

2. How will data be collected?

The artifacts are from course projects and will be collected at the end of the semester by the course instructor.

Analysis of Artifacts:

1. How will the artifacts be analyzed (attach rubrics/scoring tools if used)?

The full time business faculty will each score the artifacts using the rubrics. Scores from the current year will be compared with scores from previous years. The rubrics assess the students' demonstration of their understanding of business concepts and their ability to integrate relevant sources into their responses. The students are also assessed on their written communication skills through the paper submissions and on their oral communication skills through the presentations.

2. How will you know if the results are good (e.g. score required by % of students)?

At least 80% of students will achieve a level of *Acceptable* or *Exemplary*.

Submitted by:

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Date:

11/04/16

Reviewed by the Assessment Committee (Date): 11/4/16

Approved:

11/4/16

Not Approved: na

Department Chair notified/additional action: na