#2. Executive Summary: Undergraduate Program Assessment: Student Outcomes

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

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Department: Business   **Date:** 05/12/2017

Members involved with analysis of artifacts:

T. Heidorn, A. Langewisch, A. Monnich

See #1 Undergraduate Program Assessment Plan Student Outcomes for:

a) Student Outcome; b) Background; c) Question(s); d) Methodology

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Analysis of artifacts:

1. **PERFORMANCE CRITERIA*** - How was data analyzed? (attach rubrics/scoring tools if used).

   For BUS 261, Marketing, 24 artifacts were scored by department members, using the rubric provided.
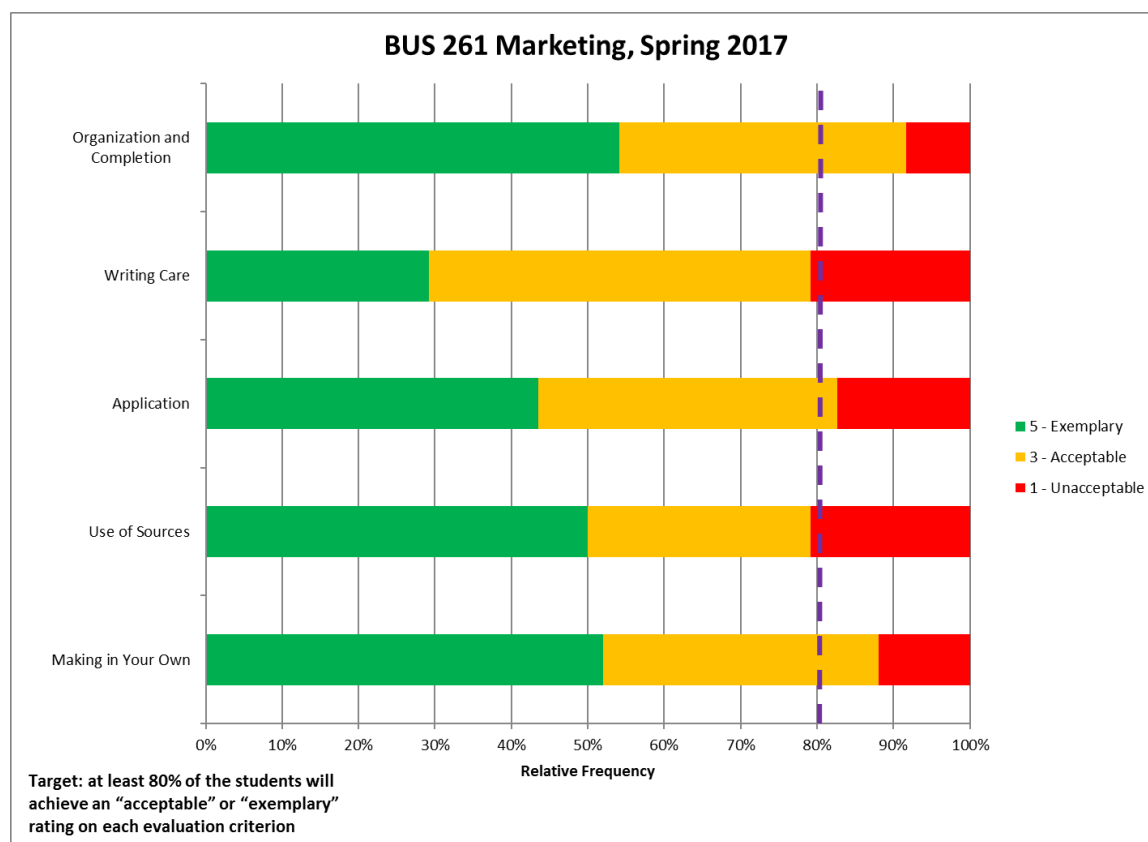

Summary of RESULTS*:

1. Restate the assessment question(s) (from the Assessment plan):

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

2. Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.

   See the chart below. In terms of organization and completion, application, and "making it your own", students successfully met the requirements. The lowest scoring areas were writing care and use of sources.

BUS 261 Marketing, Spring 2017

Legend:
- 5 - Exemplary
- 3 - Acceptable
- 1 - Unacceptable

X-axis: Relative Frequency (0% to 100%)

Categories: Organization and Completion, Writing Care, Application, Use of Sources, Making in Your Own

Target: at least 80% of the students will achieve an "acceptable" or "exemplary" rating on each evaluation criterion

3). **INTERPRETATION*** - Discuss how the results answer the assessment question(s).

Yes, we can tell from our collective impressions that fundamental marketing concepts were frequently and correctly used. Students are indeed learning about key marketing/business topics. The process of scoring and aggregating scores reinforced for us that we had a valuable assignment, that we are measuring and evaluating the right traits associated with the assessment questions, and that the

students generally submitted very good work. Most students connected their analyses with referenced text sources and outside sources. While student writing and use of references can always be improved, the papers scored here were just shy of meeting the 80% acceptable or exemplary target, so we would judge that they are writing reasonably well.

Sharing of Results:

When were results shared? Date:

05/12/2017

How were the results shared? (i.e. met as a department)

We met as a subset of the department, and refined the document via email.

Who were results shared with? (List names):

A. Langewisch, T. Heidorn. A. Monnich

Discussion of Results –ACTION*- Summarize your conclusions including:

1. How will what the department learned from the assessment POTENTIALLY impact the teaching/learning process in your department starting the next academic year?

    Last year BUS 261 students were allowed to choose their own companies for their Marketing Plan Project, which sometimes led to students choosing inadequate resources. This year the selection process was guided to ensure that the companies selected had adequate publicly available resources. This course allowed for the students to submit several edited drafts as their paper grew into the final submission.

2. How will the program POTENTIALLY use the results to improve student achievement of the learning outcome in the next academic year?

    The students who utilized the Writing Center were helped. More students could take advantage of this resource.

If action is taken – it is recommended that the same plan be used for a second assessment cycle.

FEEDBACK* - Reassess outcomes if ACTION* has been taken.

The sources issue from 2016 was not a problem in 2017.

What assessment questions related to the learning outcome would the program like to investigate in the future?

This should be a good question to track distributions of rubric scores over time, and to monitor the efficacy of continuing improvement efforts.

Submitted by:

Andy Langewisch

Reviewed by the Assessment Committee (date): 5/16/17

Department Chair notified/additional action needed: na   **Date posted to Assessment site: 5/16/17**

BUS 261 Company Case Study Rubric

Trait	Unacceptable (1)	Acceptable (3)	Exemplary (5)	Points Awarded
Organization and Completion: • The case study was organized well with headings for different sections and flowed well.	Poor organization and much less than the expected length / content	Organized, but less than the expected length / content	Well organized and complete	
Application: • It was clear that you read the material. When discussing concepts from the text, you cited the page number of the text where you found the concept • Concepts from the text were correctly applied to the subject of the case study	Poor application throughout; appeared to not understand the concepts nor have the ability to apply them to the facts throughout; no citations of the page number of the textbook	Applied the concepts and cited the text page numbers inconsistently	Great application of the concepts throughout including citation of page numbers from the text	
Writing Care: • There were no grammar or spelling errors	More than two spelling or grammar errors	Less than two spelling or grammar errors	No spelling or grammar errors	
Use of Sources: • Aside from the textbook, you used a minimum of two additional outside sources that were credible. Examples of credible outside sources would be: a) the company's website; b) www.sec.gov: the website for the Securities Exchange Commission; c) business websites such as cnnmoney.com, forbes.com, yahoofinance.com, or Bloomberg.com; or d) a credible business journal, academic journal, or magazine such as Forbes, St. Louis Business Journal • There should be in-text citations for these sources within	No outside sources used or sources listed in the bibliography section, but no in-text citations of sources are present within the body of the paper	Less than two outside sources used, textbook not used, or inconsistent citing throughout the paper	Two outside credible sources used along with the textbook and sources cited consistently throughout the paper	

Trait	Unacceptable (1)	Acceptable (3)	Exemplary (5)	Points Awarded
Making it Your Own • You should not under any circumstances try to copy/paste language from a website or document and try to claim it as your own. If I find that you've done so from another student or from another website/document and have not cited the source, that is considered plagiarism and you will receive a 0 for the assignment. • If you find language that is earth-shattering that you think cannot be put another way, you must use quotation marks and cite the source where you found it. This is fine for a 1-2 line sentence. Anything more than that, I will want you to use that information and twist it/apply it in your own way. Essentially, copying/pasting a paragraph to help you reach the three-page minimum	Source material was used directly and not quoted		Source material was put into own words or properly quoted	
TOTAL POINTS				