

2018 – 19 Departmental Assessment Plan

Department/Program/Unit: Business and Mathematics	Date: 9/30/18
Related: University Goals/Outcomes: Analysis Knowledge Application Select	
Members involved with development of Plan: A. Langewisch, T. Heidorn, C. Beck, T. Johnson, E. Reinke, B. Albright	
Departmental/Program/Unit Student Outcome: <i>What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).</i> State as follows: Students should be able to [action verb] [something]. Students will gain an understanding of foundational and advanced business and management concepts and be able to integrate concepts from various business disciplines.	
Background: <i>What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.</i> The Business Strategy Game (described below, or see www.bsg-online.com) is a capstone assessment used each year. The tool has excellent integrity and provides comparable data over time. Comparing scores allows us to see where we can improve in teaching, both at the capstone course level, and in supporting courses.	
Question: <i>What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)</i> Are students proficient at analysis and application of their core business topics as they seek to perform well in the capstone course Business Strategy Game?	
Methodology: <ol style="list-style-type: none">1. OBJECT* - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> Business Strategy Game final scores<ol style="list-style-type: none">a. <i>How does this data address the assessment question?</i> The BSG is a well-developed tool that rewards knowledge and analysis and punishes directionless decision-making. Good scores correlate with persistent, careful analysis, understanding, and integration of fundamental business concepts<ol style="list-style-type: none">i. <i>Include/attach a description/example of assessment tool to be used.</i>2. <i>How will data be collected?</i> The end-of-semester team scores and their components are available online to game administrators.	
Analysis of Artifacts: PERFORMANCE CRITERIA* - <i>Discuss:</i> <ol style="list-style-type: none">1) <i>How the artifacts will be analyzed (attach rubrics/scoring tools if used):</i> The scores from both sections will be combined into a set. They can range from 0 to 100+2) <i>How you will know if it is good (i.e. score required by % of students):</i> At least 80% of the students will have a composite score at the end of the simulation of 70 or higher.	
Submitted by: A. Langewisch Date: 10/3/18 Assessment Committee Reviewed (Date): 11/6/18	
Department Chair notified of approval/or additional action needed: 11/6/18	