SAINT LOUIS UNIVERSITY.

Program Assessment: *Annual Report*

Program(s): BS in:
Accounting
Analytics and Enterprise Systems,
Entrepreneurship,
Economics,
Finance,
International Business,
Information Technology Management,
Leadership and Change Management,
Marketing,
Sports Business

Departments: All

College/School: Chaifetz School of Business

Date: August/September 2021

Primary Assessment Contact: Christopher Thomas, Associate Dean

1. Which program student learning outcomes were assessed in this annual assessment cycle?

> For AY20-21, the five student learning outcomes that are common across all undergraduate programs (majors) in the business school were assessed. Data for these five outcomes are collected from a group of 17 courses known as the Common Body of Knowledge (CBK). These courses compose the core business education content areas required for all students regardless of their chosen major. Data analysis was conducted over the summer by Department Chairs with analysis and discussion to occur in Fall 2021.
>
> The overall assessment model for the Chaifetz School of Business, is constructed around an alternating-year collection cycle. Specifically, five learning outcomes associated with the CBK are assessed during academic years beginning with even numbers (e.g., AY20-21), while major-specific learning outcomes are assessed in academic years beginning in odd numbers (e.g., AY 19-20). Assessment Reports based on AY19-20 data for each individual major were previously submitted to the University Assessment Office.
>
> See Addendum 1 for a visual depiction of the process we follow, and Addendum 2 for a table showing which learning outcomes are assessed in each of the 17 CBK courses. Addenda 3.1 – 3.5 contain the numerical results of these assessments.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

> Each outcome was assessed via direct measures of student work – exam questions, assignments, projects, papers, presentations, etc.

Business programs in Madrid are utilizing the same process as St. Louis – assessment of student learning outcomes via direct measures of student work.

Madrid follows the same alternating year assessment model as the St. Louis campus. Prior to AY20-21, Madrid's collection pattern was reversed from that on the St. Louis campus. Prior to our last AACSB accreditation visit, Madrid collected both sets of data in a single year so as to eliminate the lagged pattern, and is now on the same collection schedule. Thus, Madrid assessed the CBK in AY 20-21 and will assess the major-specific (ECON, IB, and MKT) learning outcomes in AY 21-22.

3. How did you analyze the assessment data? What was the process? Who was involved?
   NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

The majority of learning objectives (generally 4 out of 5) for each CBK course relate to knowledge mastery within that course. This addresses *Undergraduate Program Learning Goal 1 (PLG1). Knowledge Essential for Business Practice: Students will understand essential business concepts and how the various functional areas of business are related.*

A few specific examples follow:

IB2000: 1. Define globalization and international business and explain how does international business differ from domestic business.

ECON 1900: 1. Apply concepts of opportunity cost and marginal analysis.

OPM 2070: 1. Students shall be able to calculate, graph and understand measures of central tendency and measures of dispersion.

Knowledge-based assessment occurs via embedded questions on exams developed by the instructors who teach these courses. Instructors compile answers to the identified subsets of questions, and then the data are examined to determine the % of students who successfully acquired the requisite level of knowledge. To "meet expectations" within the learning-based outcomes, students are expected to answer the identified sets of questions with at least 70% accuracy. Individual results are aggregated up to the course level, where at least 70% of students are expected to reach the "meets expectation" threshold (occasionally a department will use a higher (e.g., 75%) or lower (e.g., 60%) threshold for proficiency depending on historical trends for that objective. In courses where this threshold is not achieved, department-level, and curriculum board, discussions are directed at identifying and rectifying the shortcomings.

As an example, the following language is taken from the Accounting department's annual report of assessment and describes the way they use embedded test questions:

> *15 multiple choice questions and one problem were administered to students in 2 of the 5 course sections . . . The percentage of the class earning 70% or better for each question, each section, each course learning objective, and the two program learning goals was calculated and the results evaluated by the faculty that taught the course that semester.*

There are 4 additional CBK learning outcomes that are not specifically related to knowledge mastery. These relate to skills such as written communication, or analysis and decision-making, along with the development of a global perspective, and demonstration of values consistent with Jesuit ideals.

Rubrics, which are on file with the University Assessment Office as part of our Assessment Plan, are used to assess these student learning outcomes. In courses identified for assessment of student learning, the instructor(s) applies the rubric to student work that he/she deems a reasonable measure of the learning outcome. In courses where multiple sections are taught each semester, the learning outcomes was assessed in a sample of sections, usually two.

The review of assessment data consisted of discussions by several groups in the business school including (1) undergraduate curriculum board, (2) Chaifetz Executive Committee consisting of department chairs and at-large elected faculty reps, (3) department-level discussions, and (4) CSB faculty assembly.

The review of major-specific assessment data will largely be done/discussed at the department level. However, major-specific findings will be shared among other majors in the business school in a school-wide faculty assembly meeting or other all-faculty forum to support discussion and opportunities to learn from other majors/departments.

4. What did you learn from the data? <u>Summarize</u> the major findings of your analysis for each assessed outcome.
   NOTE: If necessary, include any tables, charts, or graphs in an appendix.

Initial summary of the data was presented to the undergraduate curriculum board and the Chaifetz Executive Committee (Addenda 3.1 – 3.5).

As previously noted, the assessment of the CBK learning outcomes (AY 20-21), took place in multiple sections of 17 courses across all departments. Addendum 3.1 displays the numerical results of knowledge assessment. Please note that the table contains values for the same objectives from their previous assessment cycle (AY18-19). This allows us to not only look at this year as a snapshot, but also identify any potential promising or troubling trends.

In the attached results, each result cell is shaded either green, yellow, or red to indicate the level of proficiency attained. Green cells indicate learning objectives in which students clearly exceeded the 70% threshold. Yellow cells indicate objectives that were within +/- 3 percentage points of the threshold. Thus, a 72% score – a score that met the threshold – would be yellow to indicate this objective warrants monitoring going forward to ensure improvement. Red cells are used to indicate learning objectives that proved problematic students, and where we failed to attain our proficiency goal by greater than 3% (i.e., less than 67%).

Given that this assessment crosses over many departments, several summary statements will be provided. Detailed analysis and commentary have occurred within the individual units housing each course, and a sampling of those discussions are provided below.

Overall, in the midst of COVID, we saw significant achievement among our students. Of the 64 knowledge-based learning objectives, 47 (73%) fully attained (i.e., green cells) the designated level of proficiency. Furthermore, when the eight cautionary cells are added, the total percentage of green and yellow indicates that 86% of the measured learning goals reached, or nearly reached, the desired threshold.

There are some areas of concern, however. Clearly, our students are struggling with the learning objectives from the accounting courses. Accounting courses historically tend to be more challenging for students, and the conversion to online learning could have exacerbated that difficulty. Quoting from the Accounting department's report, it is notable that, "student performance improved in three of the five learning objectives assessed" for ACCT2200 even if they missed the threshold. This is promising. Similarly, increases were seen in 4 of the 5 outcomes for ACCT2220, and the fifth dropped by a single point.

Aside from the accounting courses, we did notice that two previously cautionary (i.e., yellow) outcomes from ECON3120, trended downward into the unmet goal category. Conversations are currently being held within this department to determine whether these changes were a result of COVID adjustments, or were pedagogical in nature.

Rubric-Based Assessment

In addition to the knowledge-based assessments, 4 other learning outcomes were assessed via rubrics. These rubrics are applied to writing assignments, presentations, or other types of artifacts to capture or demonstrate proficiency in communication, having a global perspective, decision-making, and displaying values and ethics that are consistent with the Jesuit ideal. The results of these assessments are collected in Addenda 3.2 – 3.5.

Students are scored either Exceeds Expectations, Meets Expectations, or Needs Improvement in multiple attributes that are assessed for each rubric. In the attached tables, outcomes are grouped together for courses that were collected during the same semester (either Fall 20 or Spring 21), thus each attribute has two rows of data along with a row displaying the overall total for that attribute.

Overall, our students appear to be meeting the expectations that we have in regard to these 4 additional program learning goals. The same color scheme was used for the overall cells, which are overwhelmingly green, with a few areas of minor concern, specifically:

Decision-Making and Analysis (attribute: Evaluate Solutions) – 68% for Spring 2021 courses

Global Perspectives (attribute: Understand how cultures impact a business) – 66% for ECON 3120 students

Global Perspectives (attribute: Apply necessary concepts to formulate an international business strategy) – 65% for ECON 3120 students

Findings & Suggestions:

Questions arose regarding differences in the interpretation/application of rubrics to student work by faculty members. In particular, there were questions regarding a common understanding of the descriptors (exceeds, meets, needs improvement). Faculty familiar with HR best-practices on employee assessment recommended Frame-of-Reference (FOR) Training in which individuals work to calibrate their interpretations of what constitutes various points along a continuum of performance. In the past, a recommendation was to partner with the Reinert Center for workshop to facilitate an exercise to address inter-rater reliability. The goal of such a workshop is to demonstrate validity of the rubric as well as a shared understanding of expectations around exceeds/meets expectations, needs improvement. Due to issues related to COVID, these previous recommendations were not carried out, but will be investigated in the upcoming year.

Some faculty have commented that they do not feel equipped to assess writing beyond content, that is style and form of written communication. Suggestions were made to see out an English PhD student to review for student's writing and faculty member to review for content. Similar comment was made with regard to assessment of the Values-Jesuit ideals as to faculty not feeling equipped to evaluate in the rubric.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

Employing rubrics to measure program learning outcomes (e.g. decision-making, written communication, etc.) significantly shifted the discussion around student learning and provided a richer discussion of student learning. A large component of our assessment remains a relatively simplistic tabulation of percent correct on multiple choice questions that focused heavily on knowledge; however, incorporating the rubrics into our assessment protocol has provided a

deeper and richer understanding of our student learning and development.

Although the course content in ECON3120 (Introduction to Macroeconomics) has clear global connections (i.e., Measurement of aggregate economic activity-national income accounting; equilibrium levels for national income) and is attributed as an International Studies course, student results on the global perspectives rubric indicate that the connection may be difficult for demonstrate via the chosen assignment. Options for addressing this are underway.
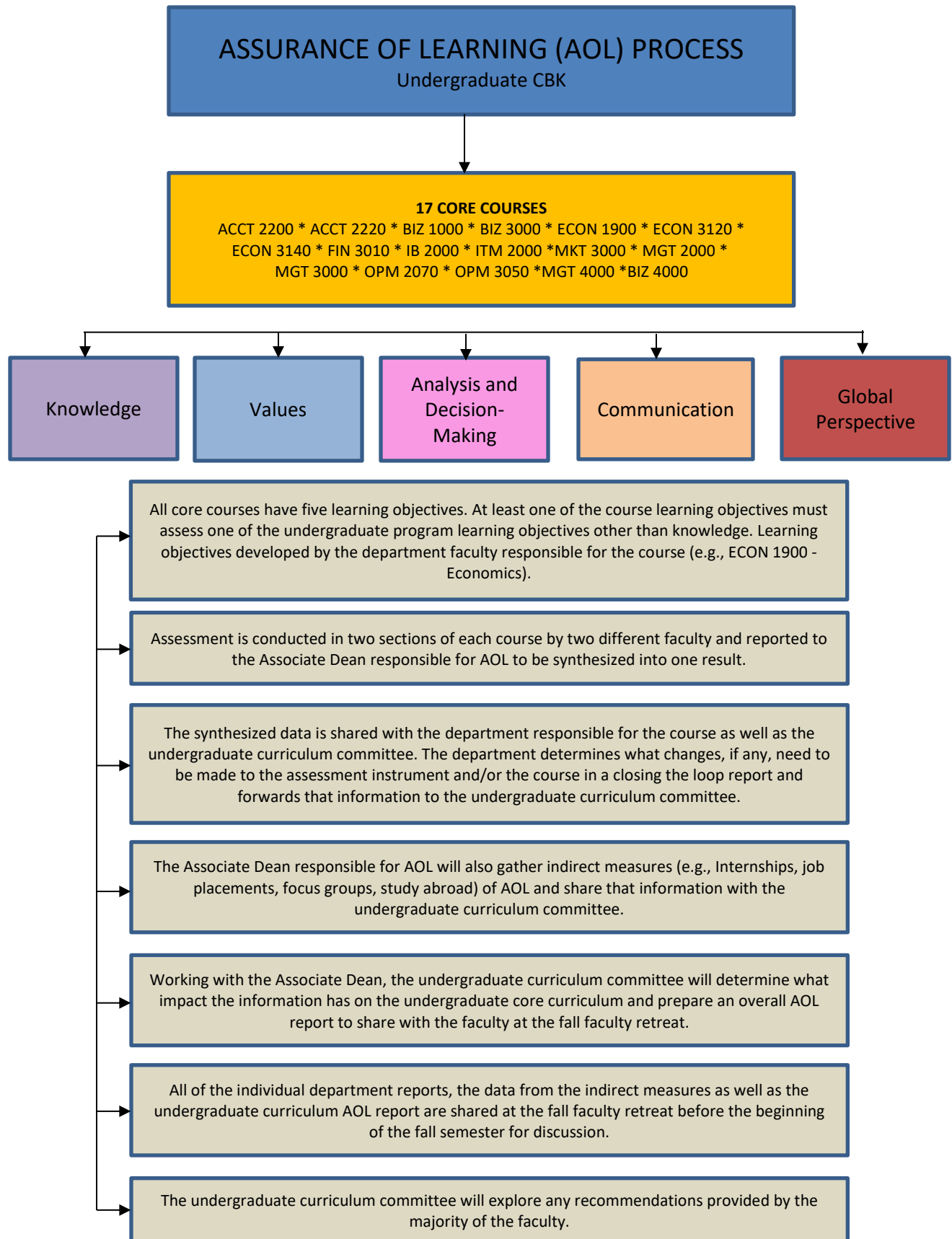
One other particular outcome of note was the effort our Finance department took to try to isolate the impact of online course conversion. Although it was not a controlled experiment, that department monitored 4 sections of the same course (2 taught completely online, and 2 taught in a hybrid-flex mode). The results overall for FIN3010 were encouraging (each learning objective was greater than 70%), however, the cells in between the primary results show the breakdown between (O)nline and (F)lex. In each instance the flex-delivered courses achieved higher percentages of proficiency.

6. Did you follow up ("close the loop") on past assessment work? If so, what did you learn? *(For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)*

The approach of the OPM/ITM Department is also laudable. In areas where students have historically had difficulty, the faculty of this department included in their assessment plans to devote greater "personalized care of a few students who had not had statistics courses before [and those] who did not have a programming background" along with adjusting their pedagogy to place "greater focus on building the conceptual foundation of statistical inference" prior to engaging in advanced statistical techniques and problems. As a result these of conversations, significant improvements were made in the ITM course; such that in a previously unmet goal moved from 56% proficiency to 91% and a 42% proficiency score improved to 69%.

A potential adjustment to assessment which will be discussed in greater detail is the possibility of focusing on the lower-level courses for data collection of the CBK outcome "knowledge" and relying more on rubrics for to assess the other CBK outcomes in higher-level courses.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.

ASSURANCE OF LEARNING (AOL) PROCESS
Undergraduate CBK

17 CORE COURSES
ACCT 2200 * ACCT 2220 * BIZ 1000 * BIZ 3000 * ECON 1900 * ECON 3120 *
ECON 3140 * FIN 3010 * IB 2000 * ITM 2000 *MKT 3000 * MGT 2000 *
MGT 3000 * OPM 2070 * OPM 3050 *MGT 4000 *BIZ 4000

Knowledge	Values	Analysis and Decision-Making	Communication	Global Perspective

All core courses have five learning objectives. At least one of the course learning objectives must assess one of the undergraduate program learning objectives other than knowledge. Learning objectives developed by the department faculty responsible for the course (e.g., ECON 1900 - Economics).

Assessment is conducted in two sections of each course by two different faculty and reported to the Associate Dean responsible for AOL to be synthesized into one result.

The synthesized data is shared with the department responsible for the course as well as the undergraduate curriculum committee. The department determines what changes, if any, need to be made to the assessment instrument and/or the course in a closing the loop report and forwards that information to the undergraduate curriculum committee.

The Associate Dean responsible for AOL will also gather indirect measures (e.g., Internships, job placements, focus groups, study abroad) of AOL and share that information with the undergraduate curriculum committee.

Working with the Associate Dean, the undergraduate curriculum committee will determine what impact the information has on the undergraduate core curriculum and prepare an overall AOL report to share with the faculty at the fall faculty retreat.

All of the individual department reports, the data from the indirect measures as well as the undergraduate curriculum AOL report are shared at the fall faculty retreat before the beginning of the fall semester for discussion.

The undergraduate curriculum committee will explore any recommendations provided by the majority of the faculty.

UNDERGRADUATE PROGRAM LEARNING GOALS ASSESSMENT ROADMAP

1. Knowledge essential for business practice
Students will understand essential business concepts and how the various functional areas of business are related

2. Values consistent with Jesuit ideals
Students will demonstrate knowledge of ethical concepts and corporate social responsibility and be able to evaluate business problems for multiple ethical perspectives

3. Analysis and decision-making
Students will be able to identify and structure business problems and propose actionable solutions to business

4. Communication
Students will demonstrate effective written communication

5. Global perspective
Students will understand how cultures, politics, laws, ethics, and economies influence and impact business and use tools and concepts to analyze and formulate an international business strategy

	Knowledge essential for business practices	Values consistent with Jesuit ideals	Analysis and decision-making	Communication	Global perspective
ACCT 2200 Financial Accounting	■		■		
ACCT 2220 Managerial Accounting	■		■		
BIZ 1000 Business Foundations	■	■			
BIZ 3000 Career Foundations	■			■	
BIZ 4000 Business Capstone		■			
ECON 1900 Principles of Economics	■		■		
ECON 3120 Intermediate Macroeconomics	■				■
ECON 3140 Intermediate Microeconomics	■		■		
FIN 3010 Principles of Finance	■		■		
IB 2000 Introduction to International Business	■				■
ITM 2000 Information Technology Management	■	■			
MGT 2000 Legal Environment of Business I	■			■	
MGT 3000 Management Theory and Practice	■	■			
MGT 4000 Strategic Management and Policy	■			■	
MKT 3000 Introduction to Marketing Management	■		■		
OPM 2070 Introductory Business Statistics	■		■		
OPM 3050 Introduction to Management Sciences and Operations Management	■		■		

Addendum 3.1

Program Learning Goal	ACCT 2200 Financial Accounting (F20)	AY 18-19		AY 20-21	
		Students	Percentage of Students Proficient	Students	Percentage of Students Proficient
PLG 1	2. Explain the purpose of and describe the core components of the four basic financial statements (Balance Sheet, Income Statement, Statement of Retained Earnings, and Statement of Cash Flows).	48	70%	82	93%
PLG 1	3. Explain the accrual basis of accounting and its implications for reporting revenues and expenses in the income statement.	48	66%	82	50%
PLG 1	4. Define and explain the implications of each of the basic assumptions, principles, and constraints underlying financial accounting.	48	70%	82	84%
PLG 1	5. Identify and provide examples for the implementation of basic internal control principles followed by companies to safeguard assets and enhance the accuracy and reliability of its accounting records.	48	52%	82	63%
PLG 3	1. Analyze economic events affecting a business and describe their impact on financial statements.*			82	40%
	* Accounting department uses MC to assess decision-making, instead of rubric attached to an assignment				

Program Learning Goal	ACCT 2220 Accounting for Decision Making (S21)		Percentage of Students Proficient		Percentage of Students Proficient
		Students		Students	
PLG 1	1. Understand and utilize the vocabulary of Management Accounting focusing on planning, control, and decision-making concepts.	65	49%	61	61%
PLG 1	2. Apply various methods of product costing including the preparation and interpretation of related reports.	65	85%	61	84%
PLG 1	3. Be familiar with the concepts of budgetary planning, control, and responsibility accounting and be able to prepare and interpret budgets and variances from budget.	65	11%	61	23%
PLG 1	4. Understand and employ other areas of decision-making based on proper application of incremental analysis and net present value concepts.	65	35%	61	57%

		Students	Percentage of Students Proficient	Students	Percentage of Students Proficient
PLG 3	5. Recognize the impact a company's cost structure has on management decision making and be able to analyze that impact with the proper use of contribution margin and cost-volume-profit relationships.*		**54%**		**67%**
	* Accounting department uses MC to assess decision-making, instead of rubric attached to an assignment				

Program Learning Goal	BIZ 1000 Business Foundations	Students	Percentage of Students Proficient	Students	Percentage of Students Proficient
PLG 1	1. Recognize and evaluate characteristics of effective leaders.	87	**92%**	47	**87%**
PLG 1	2. Students will understand the difference between international and domstic business.	87	**81%**	47	**79%**
PLG 1	4. Understand how business creates value for stockholders, customers, employees, and the community	84	**85%**	47	**94%**
PLG 1	5. Understand the role of numbers in managing business and in managing your personal finances.	83	**98%**	47	**82%**
PLG 2	3. Understand how ethics affect every asepct of business and your personal life.				*See Addendum 3.2*

Program Learning Goal	ECON 1900 Principles of Economics (F20)	Students	Percentage of Students Proficient	Students	Percentage of Students Proficient*
PLG 1	1. Apply concepts of opportunity cost and marginal analysis.	96	**88%**	120	**92%**
PLG 1	2. Explain how the market system operates in response to changes to demand, supply, and market equilibrium.	96	**72%**	120	**86%**
PLG 1	3. Define, calculate, and interpret elasticity's of supply and demand.	96	**65%**	120	**92%**
PLG 1	5. Demonstrate understanding of measurement of macroeconomic concepts of GDP and economic growth, inflation and unemployment.	96	**58%**	120	**88%**

Program Learning Goal		Students	Percentage of Students Proficient	Students	Percentage of Students Proficient
PLG 3	4. Apply market and welfare analysis to examine the qualitative effects of changes in market conditions, government policies such as price controls, taxes and externalities/public goods.				*See Addendum 3.3*
Program Learning Goal	**ECON 3120 Intermediate Macroeconomics (S21)**	*Students*	*Percentage of Students Proficient*	*Students*	*Percentage of Students Proficient*
PLG 1	1. Measurement: how nominal/real GDP, inflation, and unemployment are computed	79	**78%**	74	**80%**
PLG 1	2. Classical model: the determinants (including fiscal/monetary policy) of real GDP, national saving, nominal/real interest rates, and inflation in the long run.	79	**67%**	74	**62%**
PLG 1	3. Neoclassical growth model: the factors that determine the long-run growth path of the economy and living standards, including technological progress and public policy.	79	**76%**	74	**73%**
PLG 1	4. AD-AS/IS-LM models: the determinants of business-cycle fluctuations and the role of stabilization policy.	79	**72%**	74	**66%**
PLG 5	5. International: the relation between trade balances and international borrowing/lending and the implications of different exchange-rate regimes (floating/fixed).				*See Addendum 3.5*
Program Learning Goal	**ECON 3140 Intermediate Microeconomics (F20)**	*Students*	*Percentage of Students Proficient*	*Students*	*Percentage of Students Proficient*
PLG 1	1. Competitive Market Model: Use the competitive market model to analyze the effects of government policies.	85	**66%**	73	**89%**
PLG 1	2. Utility Maximization: Compute and graph optimal consumption bundle.	85	**69%**	73	**92%**
PLG 1	3. Cost: Use a firm's cost curves to find SR and LR shut down prices.	85	**74%**	73	**86%**
PLG 1	4. Firm in a Competitive Market: Apply marginal analysis to determine the quantity of output firms choose to produce to maximize profit.	85	**74%**	73	**84%**
PLG 3	5. Alternative Market Structures: Compare and contrast the perfectly competitive market outcome with monopoly outcome to compute the social cost of a monopoly.				*See Addendum 3.3*

Program Learning Goal	FIN 3010 Principles of Finance (S21)	Students	Percentage of Students Proficient	Students	Percentage of Students Proficient
	S21 - 4 sections were assessed (2 completely online, n =86 students; 2 flex, n = 68)				
PLG 1	Identify maximization of the current value per share of the existing stock as the primary goal of financial management	63	90%	154	79%
					O = 67 / F = 94
PLG 1	Understand the characteristics of fixed income and equity securities, and their markets.	63	65%	154	78%
					O = 73 / F = 84
PLG 1	Value various investment assets - fixed income securities, equity securities and capital investments	63	66%	154	72%
					O = 70 / F = 75
PLG 1	Understand the importance of diversification	63	78%	154	80%
					O = 74 / F = 87
PLG 3	Use financial statements to evaluate company performance and develop plans for improvement.				*See Addendum 3.3*

Program Learning Goal	ITM 2000 Information Technology Management with Supply Chains	Students	Percentage of Students Proficient	Students	Percentage of Students Proficient
PLG 1	Identify major computer software and hardware and post PC devices (IoT).	43	93%	48	85%
PLG 1	Describe current and emerging technologies (open source, cloud, mobile, computing, big data) and identify major information secruity threats and countermeasures.	43	56%	48	91%
PLG 1	Understand database concepts and construct a data model.	43	42%	48	69%
PLG 1	Understand the key business processes; identify the purposes, advantages and disadvantages of Enterprise Resource Systems (with SCM).	43	47%	48	64%
PLG 3	Demonstrate an awareness of the ethical implications of Information Technology				*See Addendum 3.2*

Program Learning Goal	IB 2000 Introduction to International Business	Students	Percentage of Students Proficient	Students	Percentage of Students Proficient

PLG		Students	Percentage of Students Proficient	Students	Percentage of Students Proficient
PLG 1	1. Define globalization and international business and explain how does international business differ from domestic business.	70	99%	48	96%
PLG 1	2. Explain how national differences in cultures impact the business environment.	70	99%	48	91%
PLG 1	3. Become familiar with the theories of international trade and investment and describe why and how governements inervene in international trade and foreign investment.	70	94%	48	88%
PLG 1	4. Describe the importance of international finance to business activities.	70	90%	48	91%
PLG 5	5. Explain how political systems, legal systems, institutional factors (political, legal, economic), and ethics impact the business environment.				See Addendum 3.5

Program Learning Goal	MGT 2000 Legal Environment of Business I	Students	Percentage of Students Proficient	Students	Percentage of Students Proficient
PLG 1	1. Understanding the elements of common provisions in a commercial contract.	94	70%	61	68%
PLG 1	2. Understanding the elements of torts and crimes that threaten individuals and organizations.	94	70%	61	79%
PLG 1	3. Understanding the structures of, and the relationships, duties and obligations governing, various organization's legal forms and arrangements.	94	83%	61	74%
PLG 1	4. Understanding the requirements of key statutes and agreements that guide employment practices and policies.	94	91%	61	87%
PLG 1	5. Understanding the characteristics, protection, and importance of the various types of intellectual property.	94	78%	61	74%
PLG 4	Students choose a writing assignment based on one of the five learning goals				See Addendum 3.4

Program Learning Goal	MGT 3000 Management Theory and Practice (S21)	Students	Percentage of Students Proficient	Students	Percentage of Students Proficient
PLG 1	1. Understand the concept of leadership.	42	86%	51	94%

		Students	Percentage of Students Proficient	Students	Percentage of Students Proficient
PLG 1	2. Understand the concept of motivation.	42	81%	51	90%
PLG 1	4. Understand the concept of planning.	42	91%	51	92%
PLG 1	5. Understand the concept of organizational change.	42	88%	51	96%
PLG 2	3. Understand the concept of ethics.				*See Addendum 3.2*
Program Learning Goal	**MGT 4000 Strategic Management and Policy (S21)**	*Students*	*Percentage of Students Proficient*	*Students*	*Percentage of Students Proficient*
PLG 1	Understand the tools, concepts and techniques that are used in the strategic management process.	68	86%	44	83%
PLG 1	Develop the ability to research and analyze industry and company data.	68	81%	44	91%
PLG 1	Understand current trends and issues that influence strategic decision making.	68	87%	44	91%
PLG 1	Integrate competencies from multiple business disciplines and foundational management courses.	68	87%	44	78%
PLG 4	Demonstrate effective communication skills by analyzing and presenting written case analyses from an individual and team perspective.				*See Addendum 3.4*
*	*AY20-21 - Learning goal 3 was gathered at a team level in one section of the course, and specific individual scores were not available for this computation.*				
Program Learning Goal	**MKT 3000 Introduction to Marketing Management**	*Students*	*Percentage of Students Proficient*	*Students*	*Percentage of Students Proficient*
PLG 1	**Segmentation**—How marketers anticipate varied customers and customer needs; as well as react to competitors' strategies including using market segmentation, targeting, and positioning	75	96%	85	94%
PLG 1	**Marketing mix**—The formulation and importance of the 4P's in marketing decision making	75	94%	85	94%
PLG 1	**Customer focus**—The importance of customer value and relationship management	75	100%	85	90%

Program Learning Goal		Students	Percentage of Students Proficient	Students	Percentage of Students Proficient
PLG 1	**Integrated marketing communications**—Including online and offline promotional concepts, advertising, publicity, public relations, personal selling, sales promotion and direct/interactive marketing	75	**94%**	85	**93%**
PLG 2	**Profitability**—The importance of the marketer's focus/responsibility for revenue and profitability				*See Addendum 3.3*
Program Learning Goal	**OPM 2070 Introductory Business Statistics**	*Students*	*Percentage of Students Proficient*	*Students*	*Percentage of Students Proficient*
PLG 1	1. Students shall be able to calculate, graph and understand measures of central tendency and measures of dispersion.	47	**74%**	39	**98%**
PLG 1	2. Students shall be able to interpret and calculate a confidence interval for the mean.	47	**80%**	39	**72%**
PLG 1	3. Students shall be able to identify null and alternative hypotheses and be able to interpret the associated Type I and Type II error in the context of the problem along with its p-value.	47	**76%**	39	**69%**
PLG 1	4. Students shall be able to interpret and apply a least squares regression equation	47	**89%**	39	**85%**
PLG 3	5. Students shall be able to demonstrate critical thinking skills in the interpretation and application of statistics.				*See Addendum 3.3*
Program Learning Goal	**OPM 3050 Introduction to Management Sciences and Operations Management**	*Students*	*Percentage of Students Proficient*	*Students*	*Percentage of Students Proficient*
PLG 1	Students shall be able to use business interpretation of computerizes results.	57	**81%**	16*	**69%**
PLG 1	Students shall be able to solve transportation and logistics models.	57	**88%**	16	**88%**
PLG 1	Students shall be able to use inventory models.	57	**88%**	16	**75%**
PLG 1	Students shall be able to schedule personnel and resources to projects.	57	**81%**	16	**54%**
PLG 3	Students shall be able to formulate production and resource allocation problems as linear programming models.	57	**83%**	16	**83%**

AOL Undergraduate Assessment Outcomes

	* Assessment data missing for one section (n=38)				
	Notes:				
	Goal met: ≥70% of students reached proficiency on this learning goal				
	Cautionary, continue to monitor: Results are within +/- 3 of 70% proficiency standard				
	Unmet Goal: less than 70% of students achieved proficiency				

Addendum 3.2

Values GRAND TOTALS (AY 20 - 21)				
Attribute	**Exceeds Expectations**	**Meets Expectations**	**Needs Improvement**	**% students meet or exceeds**
Students are able to demonstrate an awareness of the ethical dimensions of the subject matter.	A very thorough recognition of the ethical issue(s) and dilemma(s), and of the alternative perspectives on the problem.	A reasonably complete recognition of the ethical issue(s) and dilemma(s), and of the alternative perspectives on the problem.	Little to partial recognition of the ethical issue(s) and dilemmas(s).	
n=173	.43 (145)	.51 (171)	.06 (22)	.93 (160)
BIZ 1000/ITM 2000 n=76	.42 (32)	.53 (40)	.05 (4)	.95 (72)
BIZ 4000/MGT 3000 n= 97	.26 (25)	.65 (63)	.09 (9)	.91 (88)
Students will demonstrate an ability to evaluate business problems from multiple ethical perspectives.	A very thorough and accurate analysis of the alternatives considered.	A reasonably complete and accurate analysis of the alternatives considered.	Little to incomplete analysis or a faculty analysis performed on the alternatives considered.	
n=173	.34 (116)	.58 (195)	.08 (27)	.87 (151)
BIZ 1000/ITM 2000 n=76	.42 (32)	.43 (33)	.15 (11)	.85 (65)
BIZ 4000/MGT 3000 n= 97	.37 (36)	.52 (50)	.11 (11)	.89 (86)
Students will demonstrate an ability to present a cogent argument to support their ethical position.	A very thorough review of pertinent facts; an absence of misinformation; use of authority is justified and elaborated; own experiences and observations are appropriately incorporated.	A consistent use of pertinent facts; an absence of misinformation; use of authority is justified and elaborated.	Little to incomplete use of pertinent facts; a reliance on misinformation; defaults to an authority without sufficient elaboration.	
n=173	.39 (133)	.52 (175)	.09 (30)	.83 (143)
BIZ 1000/ITM 2000 n=76	.47 (36)	.32 (24)	.21 (16)	.79 (60)
BIZ 4000/MGT 3000 n= 97	.29 (28)	.57 (55)	.14 (14)	.86 (83)
Students will be able to demonstrate an understanding of the role of Corporate Social Responsibility in the subject area.	A very thorough recognition of Corporate Social Responsibility relevant to the subject matter.	A reasonably complete recognition of Corporate Social Responsibility relevant to the subject matter.	Little to partial recognition of Corporate Social Responsibility relevant to the subject matter.	
n=173	.07 (2)	.89 (25)	.04 (1)	.93 (161)

Addendum 3.3

Decision-Making/Analysis GRAND TOTALS (AY 20 - 21)

Attribute	Exceeds Expectations	Meets Expectations	Needs Improvement	% students meet or exceeds
Define Problem	Clearly identifies and summarizes the problem/opportunity. Analyzes and assesses the situation with a clear awareness of what needs to be accomplished.	Problem/opportunity is identified but is somewhat clear and summarization is basic. Analyzes and assesses the situation with awareness of the goals of the analysis.	Problem/opportunity is identified but is not clear and summarization lacks focus. Analyzes and assesses the situation with limited awareness of the goals of the analysis.	
n=459	**.47 (216)**	**.34 (157)**	**.19 (86)**	**.78 (360)**
ECON 1900/OPM 2070/ACCT 2200 n=146	.51 (75)	.33 (44)	.19 (27)	.82 (119)
BIZ 4000/FIN 3010/MKT 3000/ECON 3140 n=313	.45 (141)	.36 (113)	.19 (59)	.81 (241)
Identify Alternatives/Solutions	Identifies one or more solutions that indicates a thorough comprehension of the problem and is sensitive to contextual factors.	Identifies one or more solutions that indicates comprehension of the problem and is sensitive to contextual factors.	Identifies one solution that indicates surface-level understanding of the problem.	
n=459	**.31 (141)**	**.44 (205)**	**.25 (113)**	**.75 (346)**
ECON 1900/OPM 2070/ACCT 2200 n=146	.34 (50)	.48 (70)	.18 (26)	.80 (120)
BIZ 4000/FIN 3010/MKT 3000/ECON 3140 n=313	.29 (91)	.43 (135)	.28 (87)	.75 (226)
Evaluate Solutions	Evaluation of solutions is thorough and insightful and includes logical consideration of feasibility, and impact of solution.	Evaluation of solutions adequately includes logical consideration of feasibility, and impact of solution.	Evaluation of solution briefly addresses logic/reasoning, feasibility, and impact of solution.	
n=459	**.29 (131)**	**.45 (208)**	**.26 (120)**	**.74 (339)**
ECON 1900/OPM 2070/ACCT 2200 n=146	.34 (50)	.52 (76)	.14 (20)	.86 (126)
BIZ 4000/FIN 3010/MKT 3000/ECON 3140 n=313	.26 (81)	.42 (132)	.32 (100)	.68 (213)
Make Appropriate Recommendations	Makes well-articulated actionable recommendation(s) that address most of the business objectives.	Makes actionable recommendation(s) which address some of the business objectives.	Makes actionable recommendation which addresses a few of the business objectives.	
n=459	**.43 (198)**	**.34 (158)**	**.22 (103)**	**.80 (356)**
ECON 1900/OPM 2070/ACCT 2200 n=146	.54 (79)	.31 (45)	.15 (22)	.85 (124)
BIZ 4000/FIN 3010/MKT 3000/ECON 3140 n=313	.38 (119)	.36 (113)	.26 (81)	.74 (232)
Support Recommendation with Appropriate Technology/Resources (Optional)	Correctly analyzes the majority of the problem; provides a good technology solution, and/or utilizes all appropriate resources.	Correctly analyzes the majority of the problem; provides an adequate technology solution, and/or utilizes appropriate resources.	Fails to provide a correct analysis of some of the problem, omits vital resources, and/or fails to develop an adequate technology solution.	
n=459	**.38 (172)**	**.43 (199)**	**.19 (88)**	**.81 (371)**
ECON 1900/OPM 2070/ACCT 2200 n=146	.34 (50)	.46 (67)	.20 (29)	.80 (117)
BIZ 4000/FIN 3010/MKT 3000/ECON 3140 n=313	.39 (122)	.42 (132)	.19 (59)	.81 (254)

Addendum 3.4

Communication - Writing GRAND TOTALS (AY 20 - 21)				
Attribute	**Exceeds Expectations**	**Meets Expectations**	**Needs Improvement**	**% students meet or exceeds**
Structure/Outline	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Attempts to use a consistent system for basic organization and presentation	
n=135	**.33 (45)**	**.50 (68)**	**.17 (23)**	**.84 (113)**
MGT 2000/BIZ 3000 n=91	.36 (33)	.48 (44)	.16 (15)	.85 (77)
MGT 4000 n=44	.27 (12)	.54 (24)	.19 (8)	.81 (36)
Content Development/Analysis	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	
n=135	**.39 (53)**	**.48 (65)**	**.13 (17)**	**.87 (118)**
MGT 2000/BIZ 3000 n=91	.48 (44)	.43 (39)	.09 (8)	.91 (83)
MGT 4000 n=44	.21 (9)	.59 (26)	.20 (9)	.80 (35)
Sources/Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.	
n=105	**.51 (53)**	**.31 (33)**	**.16 (15)**	**.82 (86)**
MGT 2000/BIZ 3000 n=61*	.66 (40)	.20 (12)	.14 (9)	.86 (52)
MGT 4000 n=44	.30 (13)	.48 (21)	.22 (10)	.78 (34)
Grammar, Punctuation, and Spelling	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that sometimes impedes meaning because of errors in usage.	
n=135	**.33 (69)**	**.51 (64)**	**.16 (22)**	**.84 (113)**
MGT 2000/BIZ 3000 n=91	.40 (36)	.46 (42)	.14 (13)	.86 (78)
MGT 4000 n=44	.18 (8)	.61 (27)	.21 (9)	.79 (35)
Professionalism	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	
n=135	**.27 (37)**	**.56 (76)**	**.17 (22)**	**.83 (113)**
MGT 2000/BIZ 3000 n=91	.29 (26)	.56 (51)	.13 (12)	.85 (77)
MGT 4000 n=44	.26 (11)	.56 (25)	.18 (8)	.82 (36)

* BIZ3000 assignment is a Resume Writing Exercises; sources are not applicable

Addendum 3.5

Global Perspectives GRAND TOTALS (AY 20 - 21)

Attribute	Exceeds Expectations	Meets Expectations	Needs Improvement	% students meet or exceeds
Students understand how different cultures impact a business.	Students have a thorough understanding on how to laws, policies, norms and/or other cultural influence impact business.	Students have an adequate thorough understanding on how to laws, policies, norms and/or other cultural influence impact business.	Students cannot completely articulate how laws, policies, norms and/or other cultural influence impact business	
N = 162	.61 (96)	.20 (31)	.19 (30)	.81 (127)
IB 2000 (n= 90)	.58 (52)	.22 (20)	.20 (18)	.80 (72)
ECON3120 (n=72)	.49 (36)	.17 (12)	.34 (24)	.66 (48)
Students understand the impact the global economy has on business practices.	Students can thoroughly evaluate how economic changes impact the global economy.	Students can adequately evaluate how economic changes impact the global economy.	Students cannot completely evaluate how economic changes impact the global economy.	
N = 162	.55 (80)	.11 (16)	.07 (10)	.91 (96)
IB 2000 (n= 90)	.70 (63)	.18 (16)	.12 (11)	.88 (79)
ECON3120 (n=72)	.56 (40)	.32 (23)	.13 (9)	.88 (63)
Students can apply the necessary concepts to analyze and formulate an international business strategy	Students can provide a thorough, insightful and feasible solution.	Students can provide an adequate, insightful and feasible solution.	Students cannot completely provide an adequate, insightful and feasible solution.	
N = 162	.52 (85)	.25 (40)	.23 (37)	.77 (125)
IB 2000 (n= 90)	.68 (61)	.19 (17)	.13 (12)	.87 (78)
ECON3120 (n=72)	.33 (24)	.32 (23)	.35 (25)	.65 (47)