



Program Review Self-Study

Academic unit: **General Business major – GBUS (interdisciplinary)**

College: **Barton School of Business**

Date of last review **2013/14**

Date of last accreditation report (if relevant) **Dec. 2012**

List all degrees described in this report (add lines as necessary)

[Redacted area]

Degree: **BBA in General Business (formerly BBA in Bus. Admin.)** CIP* code: **49.0104**

Degree: CIP code:

Degree: CIP code:

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>

List all degrees described in this report (add lines as necessary)

[Redacted area]

[Redacted area]

[Redacted content]

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

[Redacted content]

2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms

(This section contains redacted content)

| Ref | Ref | Ref | Non-Ref | **** | Juried |
|---------------------------|-----|-----|---------|------|--------|
| <i>(Redacted content)</i> | | | | | |
| <i>(Redacted content)</i> | | | | | |
| <i>(Redacted content)</i> | | | | | |
| <i>(Redacted content)</i> | | | | | |
| <i>(Redacted content)</i> | | | | | |

[Redacted text]

[Redacted text]

| Assessment Tool (e.g. portfolios, rubrics, exams) | Target/Criteria (desired program level achievement) | Results | Analysis |
|---|---|------------|------------|
| [Redacted] | [Redacted] | [Redacted] | [Redacted] |

[Redacted text]

General Business in all eight junior level Appendix for satisfactory in various
[Redacted]

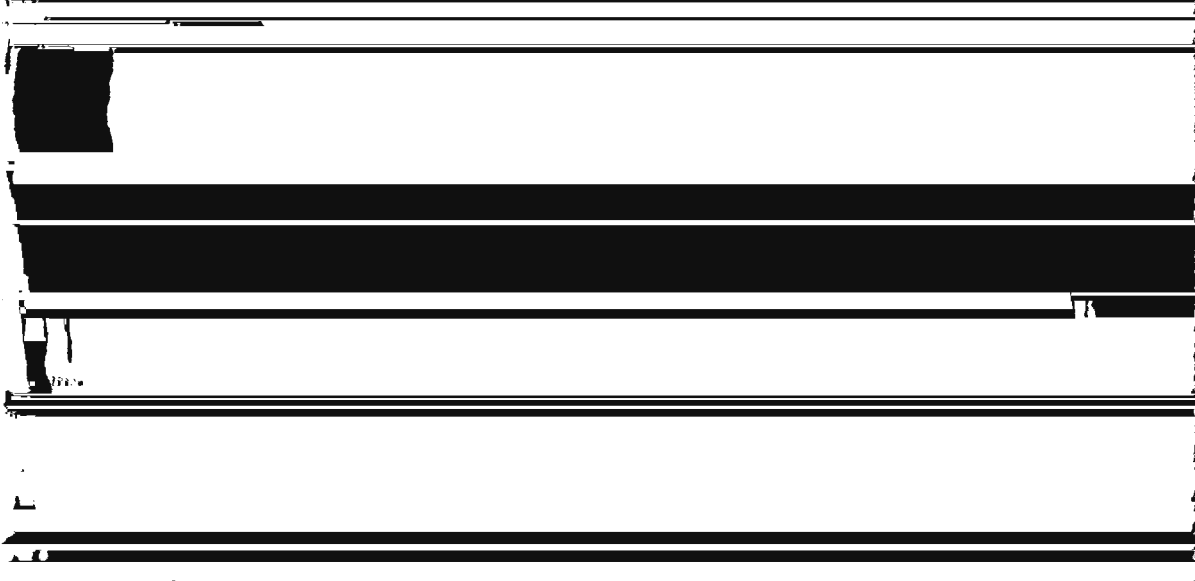
Practices, business core courses. details. Also see Appendix course are
Theory and [Redacted]
[Redacted]

will be implemented for Fall 2016. The Barton School is also developing a series of critical

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: <http://www.aacu.org/value/rubrics/>

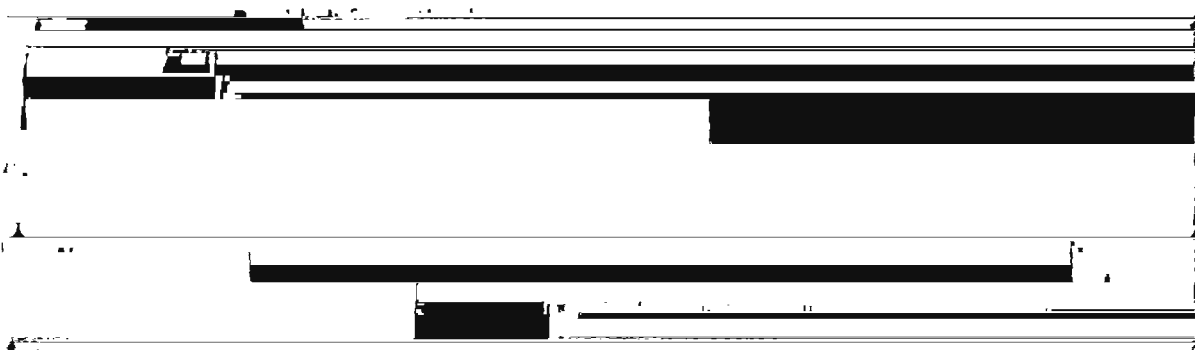
f. For programs/departments with concurrent enrollment courses (per KBOR

and BBA) provide the assessment of such courses over the last three years

A table with multiple rows and columns, where the content is almost entirely obscured by black redaction bars. Only a few small fragments of text are visible.

(disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and

content meet or exceed those in regular on-campus sections.

A table with multiple rows and columns, where the content is almost entirely obscured by black redaction bars. Only a few small fragments of text are visible.

1. Analyze the service the Program provides to the discipline, other programs at the
University.
2. Analyze the service the Program provides to the discipline, other programs at the
University.
3. Analyze the service the Program provides to the discipline, other programs at the
University.
4. Analyze the service the Program provides to the discipline, other programs at the
University.
5. Analyze the service the Program provides to the discipline, other programs at the
University.
6. Analyze the service the Program provides to the discipline, other programs at the
University.
7. Analyze the service the Program provides to the discipline, other programs at the
University.
8. Analyze the service the Program provides to the discipline, other programs at the
University.
9. Analyze the service the Program provides to the discipline, other programs at the
University.
10. Analyze the service the Program provides to the discipline, other programs at the
University.

Report on the Program's goal (s) from the last review. List the goal (s) data that may

(For Last 3 FYs)

Goal (s)

Assessment Data
Analyzed

Outcome

have been selected to support the goal and the outcome. Complete for each program if

appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

No goals set in previous review.

|||

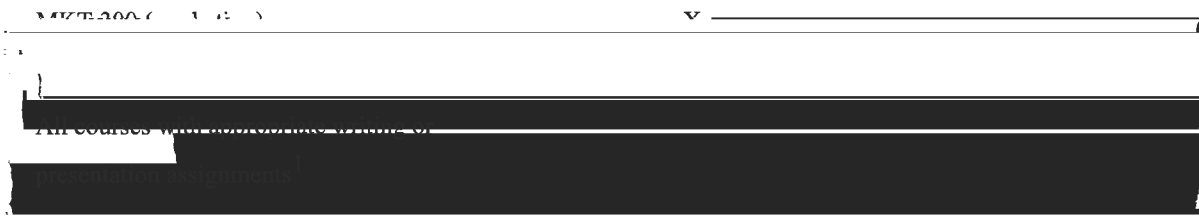
The Barton School of Business offers the Bachelor of Business Administration degree with
majors in accounting, economics, entrepreneurship, finance, general business, human resources

APPENDIX: General Business Assessment

SECTIONAL COURSE
international business, management, management information systems, and marketing. This
degree program has five learning goals:

Currently, the Associate Dean for Undergraduate Programs and Operations serves as the
Goal Goal the

| | |
|--|---|
| | X |
| FIN 340 (finance) | X |
| IB 333 (international business) | X |
| MGMT 360 (management) | X |
| MIS 395 (management information systems) | X |



Capstone strategy course (MGMT 681)

Capstone strategy course (MGMT 681)

X

X

X

1. Oral Communication: ACCT 630, BLAW 421, ENTR 210, ENTR 440, ENTR 605, FIN 630, FIN 960, IR

Table I.2: Assessment Review and Intervention Schedule

| Semester | Goal 1A | Goal 1B | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|--|------------|------------|-----------|-----------|-----------|-----------|
| <i>Review Cycle 1:</i> | | | | | | |
| Fall 2014 - assessments collected | X | X | X | X | X | X |
| Spring 2015 - assessments collected | X | X | X | X | X | X |
| Summer 2015 - assessments collected | | X | | X | X | |
| Fall 2015 AY15 results reviewed | X | X | X | X | X | X |
| Spring 2016 - interventions implemented (if needed) | | | | | | |
| | X | | X | | | X |
| | X | X | | X | | X |
| | X | | X | | X | X |
| Fall 2015 - assessments collected | X | X | X | X | X | X |
| | X | | X | | | |
| Fall 2016 - AY16 results reviewed | | | X | | | |
| Spring 2016 - assessments collected | | X | | X | X | X |
| | | | X | X | | X |

“Acquire Knowledge of Current Business Practices, Theory, and Technology

Basic Skills:

Where Assessed: Advanced Standing Exams (ASEs) are given in ten subjects taken at the freshman or sophomore level: English, Algebra/Business Calculus, Public Speaking, ACCT 210 (Financial), ACCT 220 (Managerial), ECON 201 (Macro), ECON 202 (Micro), ECON 231

[REDACTED]

As an example, the faculty teaching ECON 232, Excel-based business statistics, met in October

[REDACTED]

with terminology resulting from more class emphasis on explicitly teaching terminology. See below for detailed results and interventions.

Learning Goal 2: Oral and Written Communication

Demonstrate skills in effective oral and written communication

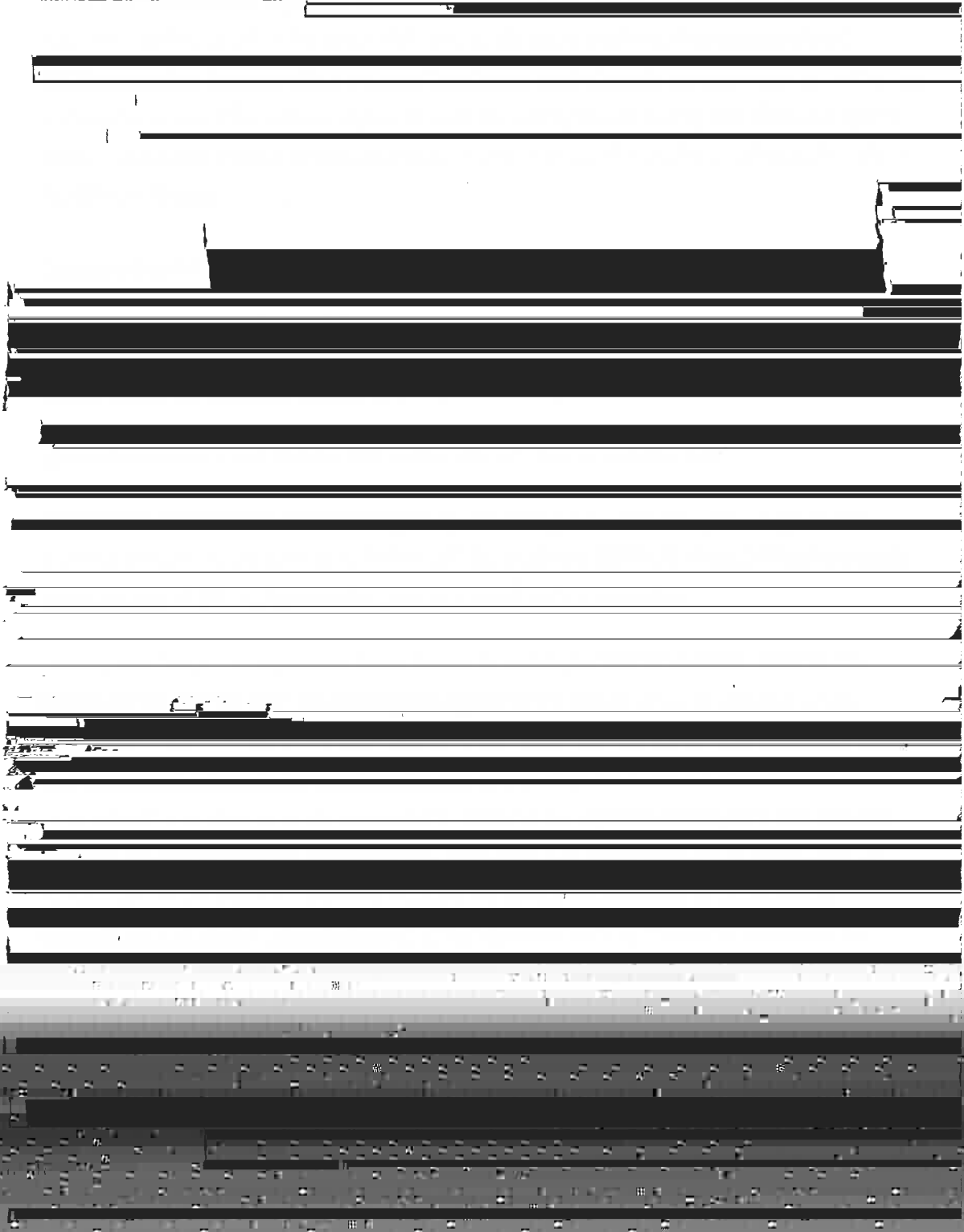
Where Assessed: Presentation and writing skills are assessed in courses where appropriate assignments are given. Oral Communication skills are assessed in ACCT 620, BLAW 431, ENTR 310, ENTR 440, ENTR 605, FIN 620, FIN 860, IB 333, IB 601, MGMT 662, MGMT 680, MKT 300, MKT 403, MKT 607, MKT 608, and MKT 609. Written Communication are assessed in ACCT 320, ACCT 620, BLAW 431, DS 350, ECON 201, ECON 202, ECON 800, ENTR 310, ENTR 440, ENTR 605, FIN 620, IB 333, IB 600, IB 601, MGMT 360, MGMT 430

Oral communication is assessed on six dimensions:

performance on most dimensions, discussion with faculty and employers leads to the conclusion
that Barton School students need improvement in their oral and written communication

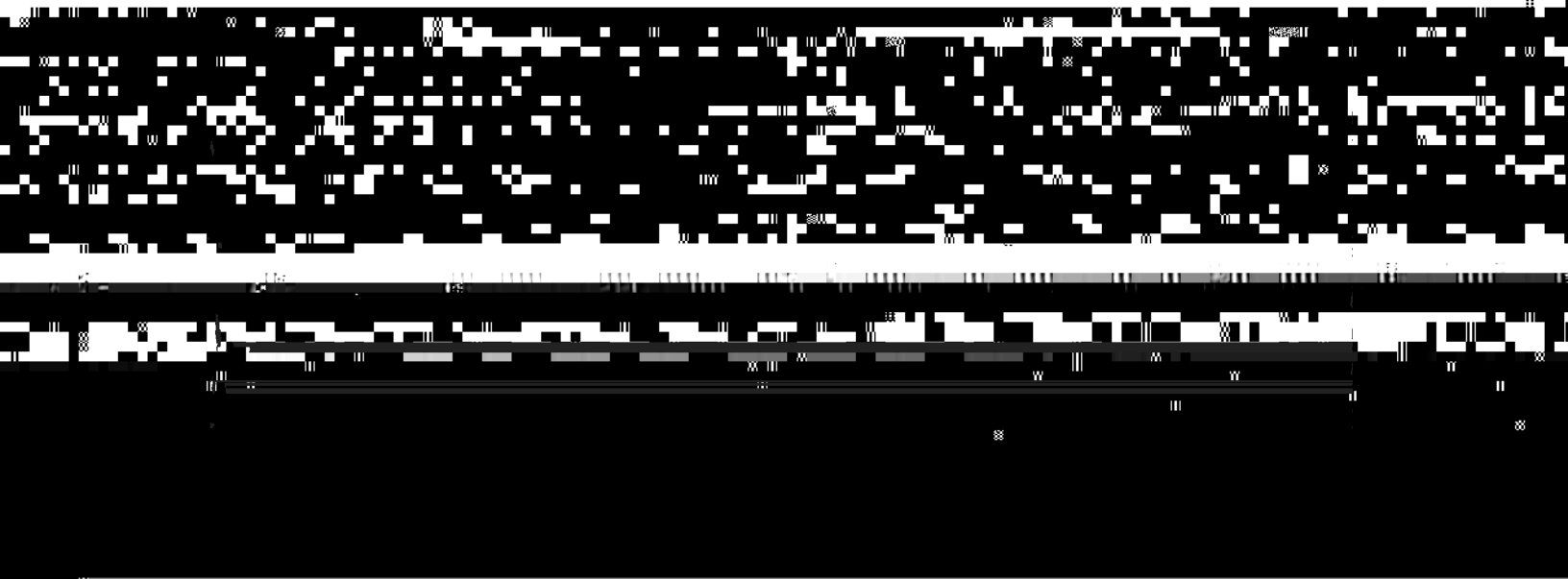
skills. The Barton School is working with the Elliott School of Communication on the
development of a business communication course; such a course is part of the Barton School's
Strategic Plan.

a new course for the Barton School, de-emphasizing formal logic and stressing critical thinking skills. The new course is expected to be available for the Fall 2016 semester. One conclusion



Where Assessed: Classes using team assignments

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 1000 | 1001 | 1002 | 1003 | 1004 | 1005 | 1006 | 1007 | 1008 | 1009 | 1010 | 1011 | 1012 | 1013 | 1014 | 1015 | 1016 | 1017 | 1018 | 1019 | 1020 | 1021 | 1022 | 1023 | 1024 | 1025 | 1026 | 1027 | 1028 | 1029 | 1030 | 1031 | 1032 | 1033 | 1034 | 1035 | 1036 | 1037 | 1038 | 1039 | 1040 | 1041 | 1042 | 1043 | 1044 | 1045 | 1046 | 1047 | 1048 | 1049 | 1050 | 1051 | 1052 | 1053 | 1054 | 1055 | 1056 | 1057 | 1058 | 1059 | 1060 | 1061 | 1062 | 1063 | 1064 | 1065 | 1066 | 1067 | 1068 | 1069 | 1070 | 1071 | 1072 | 1073 | 1074 | 1075 | 1076 | 1077 | 1078 | 1079 | 1080 | 1081 | 1082 | 1083 | 1084 | 1085 | 1086 | 1087 | 1088 | 1089 | 1090 | 1091 | 1092 | 1093 | 1094 | 1095 | 1096 | 1097 | 1098 | 1099 | 1100 | 1101 | 1102 | 1103 | 1104 | 1105 | 1106 | 1107 | 1108 | 1109 | 1110 | 1111 | 1112 | 1113 | 1114 | 1115 | 1116 | 1117 | 1118 | 1119 | 1120 | 1121 | 1122 | 1123 | 1124 | 1125 | 1126 | 1127 | 1128 | 1129 | 1130 | 1131 | 1132 | 1133 | 1134 | 1135 | 1136 | 1137 | 1138 | 1139 | 1140 | 1141 | 1142 | 1143 | 1144 | 1145 | 1146 | 1147 | 1148 | 1149 | 1150 | 1151 | 1152 | 1153 | 1154 | 1155 | 1156 | 1157 | 1158 | 1159 | 1160 | 1161 | 1162 | 1163 | 1164 | 1165 | 1166 | 1167 | 1168 | 1169 | 1170 | 1171 | 1172 | 1173 | 1174 | 1175 | 1176 | 1177 | 1178 | 1179 | 1180 | 1181 | 1182 | 1183 | 1184 | 1185 | 1186 | 1187 | 1188 | 1189 | 1190 | 1191 | 1192 | 1193 | 1194 | 1195 | 1196 | 1197 | 1198 | 1199 | 1200 | 1201 | 1202 | 1203 | 1204 | 1205 | 1206 | 1207 | 1208 | 1209 | 1210 | 1211 | 1212 | 1213 | 1214 | 1215 | 1216 | 1217 | 1218 | 1219 | 1220 | 1221 | 1222 | 1223 | 1224 | 1225 | 1226 | 1227 | 1228 | 1229 | 1230 | 1231 | 1232 | 1233 | 1234 | 1235 | 1236 | 1237 | 1238 | 1239 | 1240 | 1241 | 1242 | 1243 | 1244 | 1245 | 1246 | 1247 | 1248 | 1249 | 1250 | 1251 | 1252 | 1253 | 1254 | 1255 | 1256 | 1257 | 1258 | 1259 | 1260 | 1261 | 1262 | 1263 | 1264 | 1265 | 1266 | 1267 | 1268 | 1269 | 1270 | 1271 | 1272 | 1273 | 1274 | 1275 | 1276 | 1277 | 1278 | 1279 | 1280 | 1281 | 1282 | 1283 | 1284 | 1285 | 1286 | 1287 | 1288 | 1289 | 1290 | 1291 | 1292 | 1293 | 1294 | 1295 | 1296 | 1297 | 1298 | 1299 | 1300 | 1301 | 1302 | 1303 | 1304 | 1305 | 1306 | 1307 | 1308 | 1309 | 1310 | 1311 | 1312 | 1313 | 1314 | 1315 | 1316 | 1317 | 1318 | 1319 | 1320 | 1321 | 1322 | 1323 | 1324 | 1325 | 1326 | 1327 | 1328 | 1329 | 1330 | 1331 | 1332 | 1333 | 1334 | 1335 | 1336 | 1337 | 1338 | 1339 | 1340 | 1341 | 1342 | 1343 | 1344 | 1345 | 1346 | 1347 | 1348 | 1349 | 1350 | 1351 | 1352 | 1353 | 1354 | 1355 | 1356 | 1357 | 1358 | 1359 | 1360 | 1361 | 1362 | 1363 | 1364 | 1365 | 1366 | 1367 | 1368 | 1369 | 1370 | 1371 | 1372 | 1373 | 1374 | 1375 | 1376 | 1377 | 1378 | 1379 | 1380 | 1381 | 1382 | 1383 | 1384 | 1385 | 1386 | 1387 | 1388 | 1389 | 1390 | 1391 | 1392 | 1393 | 1394 | 1395 | 1396 | 1397 | 1398 | 1399 | 1400 | 1401 | 1402 | 1403 | 1404 | 1405 | 1406 | 1407 | 1408 | 1409 | 1410 | 1411 | 1412 | 1413 | 1414 | 1415 | 1416 | 1417 | 1418 | 1419 | 1420 | 1421 | 1422 | 1423 | 1424 | 1425 | 1426 | 1427 | 1428 | 1429 | 1430 | 1431 | 1432 | 1433 | 1434 | 1435 | 1436 | 1437 | 1438 | 1439 | 1440 | 1441 | 1442 | 1443 | 1444 | 1445 | 1446 | 1447 | 1448 | 1449 | 1450 | 1451 | 1452 | 1453 | 1454 | 1455 | 1456 | 1457 | 1458 | 1459 | 1460 | 1461 | 1462 | 1463 | 1464 | 1465 | 1466 | 1467 | 1468 | 1469 | 1470 | 1471 | 1472 | 1473 | 1474 | 1475 | 1476 | 1477 | 1478 | 1479 | 1480 | 1481 | 1482 | 1483 | 1484 | 1485 | 1486 | 1487 | 1488 | 1489 | 1490 | 1491 | 1492 | 1493 | 1494 | 1495 | 1496 | 1497 | 1498 | 1499 | 1500 |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|



SECTION II: Detailed Results

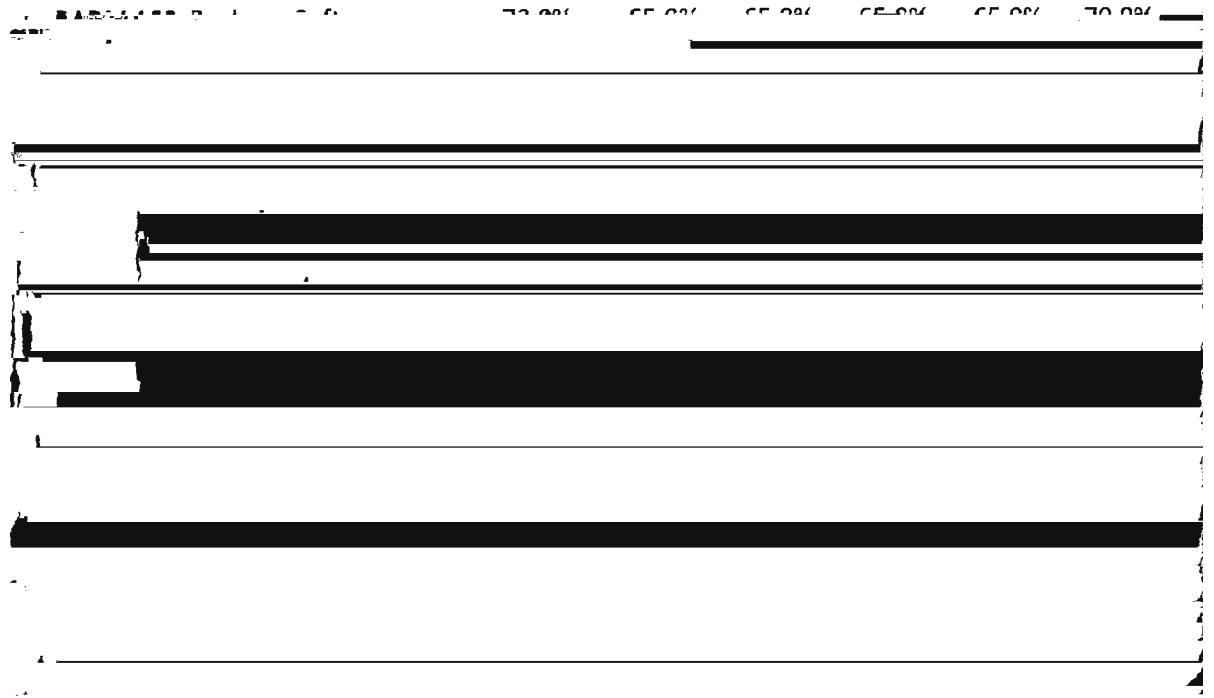
Learning Goal 1: Core Knowledge

“Assessing Knowledge of Current Business Practices, Theories and Technology”

[Redacted content]

Basic Skills:

[Redacted content]



| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|-------------------------------|-------|-------|-------|-------|-------|-------|
| COMM 111 Public Speaking | 60.0% | 60.0% | 55.0% | 65.0% | 65.0% | 66.5% |
| ECON 201 Macroeconomics | 68.0% | 68.0% | 68.0% | 69.2% | 69.2% | 65.4% |
| ECON 202 Microeconomics | | | | | | |
| Note: test replaced for SJ 15 | 50.0% | 49.2% | 43.3% | 43.2% | 43.3% | 46.7% |



ACCT 220:

Review of ACCT 220 ASE

Results of meeting with instructors: The ACCT 210 ASE item analysis results were distributed. The ACCT 220 ASE was determined to be reliable (Cronbach's alpha = .724). Results for WSU

students were satisfactory, with scores increasing over time; no problems were found with the exam itself. No action needed.

ECON 202:

Review of ECON 202 ASE: The ECON 202 ASE was found to be flawed: content did not match what is currently being taught in ECON 202, many questions were too obscure, and the test had low reliability. A new ECON 202 ASE was constructed by the appropriate faculty, and administered starting Fall 2015. Will reconvene in Spring 2016 to determine how to address any

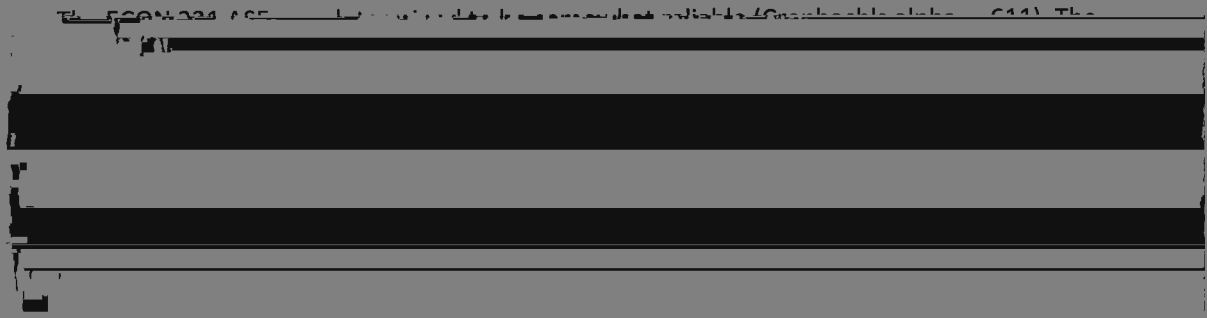


areas of weakness identified from revised Fall 2015 exams.

ECON 231:

Review of ECON 231 ASE:

Results of meeting with instructors: The ECON 231 ASE item analysis results were distributed.



Overall scores of WSU students are satisfactory, with an increasing trend. Test results showed that student were generally proficient in creating and interpreting Excel-generated output for specific statistical tests, but were weak at identifying which test to use for specific situations.

Additional homework assignments and lecture time will be devoted to choosing which statistical test to use during Spring 2016, with results evaluated in AY2017.

ENGL:

The ENGL 155 is a variant of the common grammar spelling punctuation (GSP) test. The

Where Assessed: Core Courses (BIAW 431, DS 350, ENTR 310, FIN 340, IR 333, MGMT 360, MIS

395, MKT 300)

When assessed: Every time course is taught, in all sections

Assessment Instruments: Course-embedded assessment within each course.

Results and Closing the Loop for Each Course:

BIAW 431/ Legal Environment of Business:

Learning Goals: The purpose of the course is to provide students with general knowledge of

Assessment Scale: For each of the learning goals each student is assessed as follows:
Exemplary for answering all three questions correctly; Acceptable for answering two questions correctly; and Unacceptable for answering one or zero correct answers. The target is for at least 75% of the students to achieve the Exemplary level for each goal and to have no more than 15%

of the students in the Unacceptable range for each goal

[REDACTED]

...to be consistent with other medical performance across the sections. Part of

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

last three questions reflect objective 3. For each learning objective, the following definitions were adopted:

Exemplary (E): all three questions are answered correctly

Acceptable (A): two questions are answered correctly

Not Acceptable (N): one question or no question is answered correctly.

This process has been developed during Spring 2007. No changes have been suggested to the instrument since then.

REVIEW PROCESS

At the end of each semester, the lead instructor collects the assessment data from instructors

The improvement in Objective 1 and Objective 2 during this reporting

[REDACTED]

period seems to be explained by the data obtained from sections taught online.

- The low performance in Objective 1 and Objective 2 still is a concern of us in sections taught face-to-face.

[REDACTED]

- Objective 1: Students should understand basic entrepreneurial processes including entrepreneurial motivation, creativity, innovation and competencies.

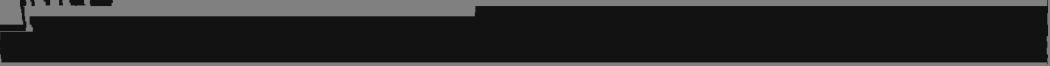
- Objective 2: Students should understand adding value for customers, target

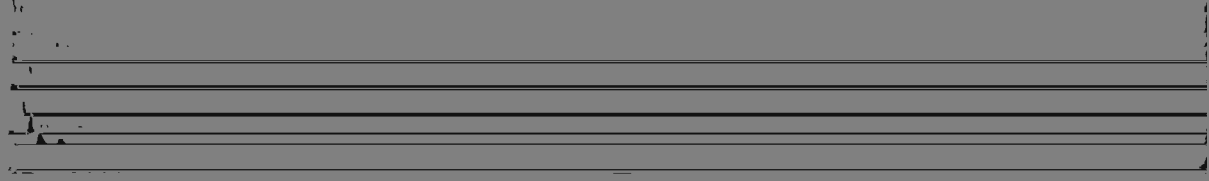
- Objective 3: Students should understand how to plan and implement

Incidentally, when Dr. Broberg has taught ENTR 310 in a pre-session class over the summer the

[REDACTED]

5. Students should understand basic financial statements, cash flow management, and sources of venture financing 64.65% 70.77%

Students should understand the forces that influence


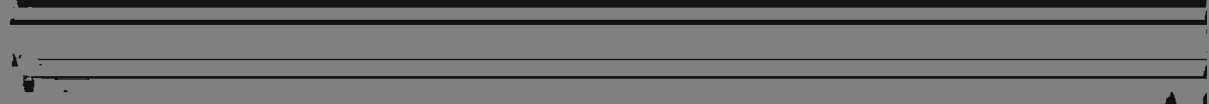


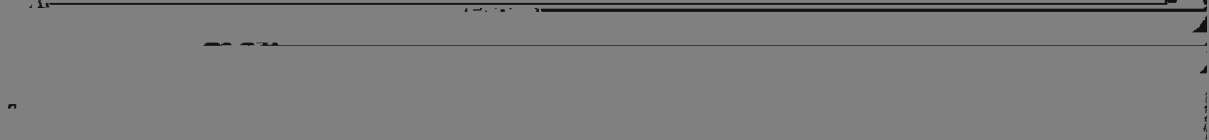
Students should understand the structure of business including

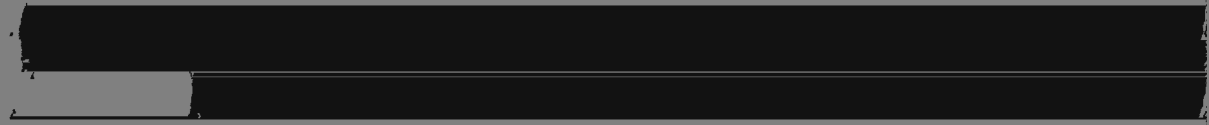


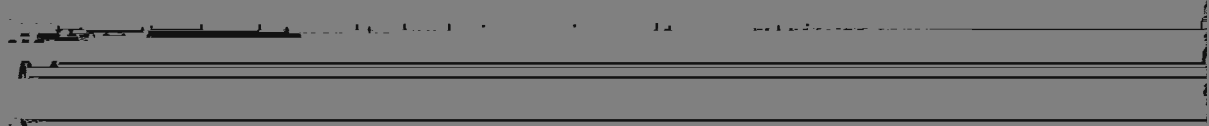


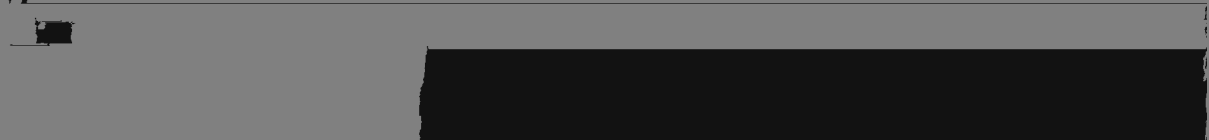










| | | | |
|-------------|-------|-------|-------|
| Spring 2013 | 70.9% | 21.7% | 7.4% |
| Fall 2013 | 68.0% | 15.7% | 16.2% |
| Spring 2014 | 74.4% | 16.1% | 9.4% |
| Fall 2014 | 84.0% | 10.2% | 5.8% |
| Spring 2015 | 79.1% | 18.1% | 2.8% |

Objective 2 (Cost of capital and equity valuation)

| | <u>Exemplary</u> | <u>Acceptable</u> | <u>Unacceptable</u> |
|-------------|------------------|-------------------|---------------------|
| Fall 2012 | 64.8% | 20.7% | 14.5% |
| Spring 2013 | 62.2% | 22.1% | 15.7% |
| Fall 2013 | 76.6% | 17.8% | 5.6% |
| Spring 2014 | 71.7% | 22.2% | 6.1% |
| Fall 2014 | 74.9% | 18.2% | 6.9% |

[Redacted]

[Redacted]

IB 333 (International Business):

[Redacted]

[Redacted]

1. Demonstrate knowledge of the dynamics of globalization and resulting issues for

[Redacted]

Assessment Results:

| Learning Goal | 2013 | 2014 |
|--|--------|--------|
| 1. Demonstrate knowledge of the dynamics of globalization and resulting impact on international business | 78.68% | 81.20% |
| 2. Understand basic elements of culture, political economy, and ethical issues as they impact international business | 72.98% | 69.19% |
| 3. Demonstrate knowledge of international trade theories and practices | 60.01% | 53.73% |

[REDACTED]

In Spring 2015, the MGMT 200 instructors met to review assessment information. Based on the

[REDACTED]

results, they decided to take no new action. But they decided to modify the assessment metrics to facilitate the assessment process. The target for each learning objective as modified to the following: "At least 70% of students will achieve an acceptable score (at least 3/4 questions

[REDACTED]

MIS 395 (Management of Information Systems):

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

MIS 395 (2014) - Goal #1

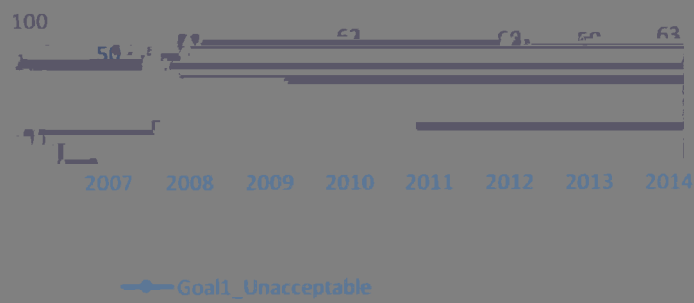


Figure 1: Non MIS major assesment results (Goal #1)



Figure 2: Non MIS major assesment results (Goal #3)

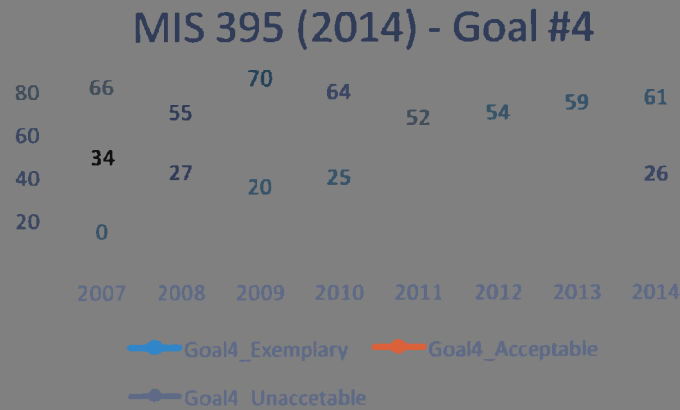
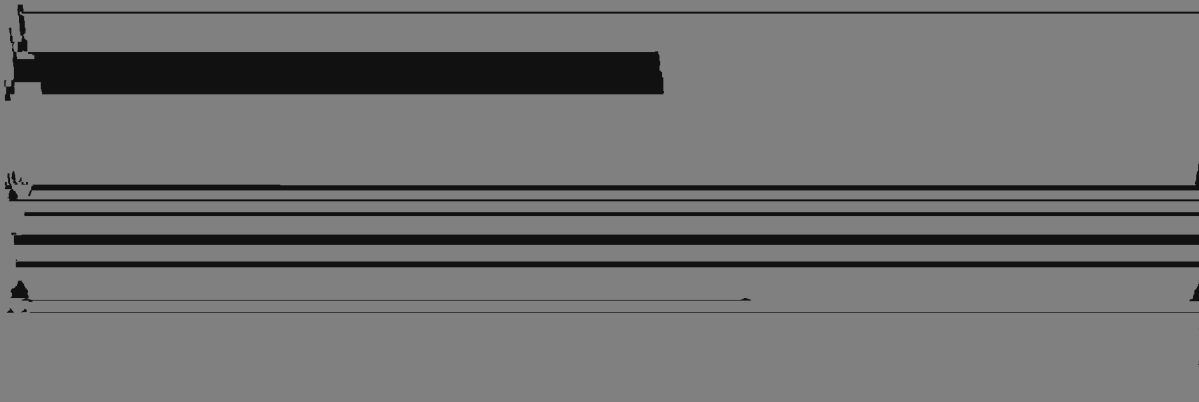


Figure 3: Non MIS major assesment results (Goal #4)



| | |
|------------|---------------------|
| Division | College of Business |
| Department | Accounting |
| Course | ACCT 201 |
| Section | 001 |
| Term | Fall 2014 |
| Faculty | Dr. [Redacted] |

| | | | |
|---------|---------|---------|---------|
| Goal #1 | Goal #2 | Goal #3 | Goal #4 |
| | | | |

Table 1: Assessment Results for 2014 Academic Year

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

| | Goal #1 | Goal #3 | Goal #4 |
|----------------|---------|---------|---------|
| Exceeds | 184 | 104 | 178 |
| Percent | 26% | 64% | 26% |

| | | | |
|-------------------|----|-----|----|
| Acceptable | 77 | 187 | 77 |
|-------------------|----|-----|----|

Textbook was replaced by a less-technical, more-strategic textbook. This is consistent with the current trend in general MIS classes.

| | | | |
|---------------------|----|---|----|
| Unacceptable | 32 | 2 | 38 |
|---------------------|----|---|----|

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |

detailed analyses of the role that information systems have played in the current financial crisis.

2009

- Adopting new edition of the textbook was adopted for fall semester.
- A new project was assigned. This homework required students to design a detailed IT/IS solution for a fictional company to help students develop a better working understanding of MIS.

2010

- A new homework assignment was given. Students are required to develop a data-

- Adopting a new book
- A new homework assignment was given. Students are required to develop an activity diagram. This will assist students in assessing whether the IT department

understands information they have provided.

- Adding online sections
- Adding a topic on gamification
- Adding two new homework assignments. For the first assignment, students were required to develop a use case diagram so that they can assess whether the IT

understands information they have provided.

2011

- The IT/IS Design project was modified to allow students to design a solution for any type of company.

2012

2. Develop an understanding of the role that marketing plays in the management of global

[Redacted area]

domestically and internationally.

3. Recognize the ethical ramifications of marketing decision making in a global context and understand the responsibilities that marketing decision makers have regarding the best

[Redacted area]

interests of both domestic and global societies.

and Written Communication

Assessment Results:

| N | Appropriate Style | | | Logic and Organization | | |
|-----|-------------------|------------|-----------|------------------------|------------|-----------|
| | Unacceptable | Acceptable | Exemplary | Unacceptable | Acceptable | Exemplary |
| 36 | 9.0% | 62.5% | 26.4% | 12.7% | 60.9% | 26.4% |
| 34 | 0.0% | 52.9% | 41.2% | 0.0% | 58.8% | 41.2% |
| 54 | 3.7% | 44.4% | 44.4% | 1.9% | 53.7% | 44.4% |
| 13 | 11.5% | 59.7% | 34.5% | 10.6% | 54.8% | 34.5% |
| 280 | 23.8% | 54.1% | 23.2% | 21.2% | 55.6% | 23.2% |
| 322 | 14.6% | 67.2% | 19.5% | 15.8% | 64.6% | 19.5% |

Use of Language

| N | Spelling and Grammar | | | Use of Language | | |
|---|----------------------|------------|-----------|-----------------|------------|-----------|
| | Unacceptable | Acceptable | Exemplary | Unacceptable | Acceptable | Exemplary |
| | | | | | | |

General Business

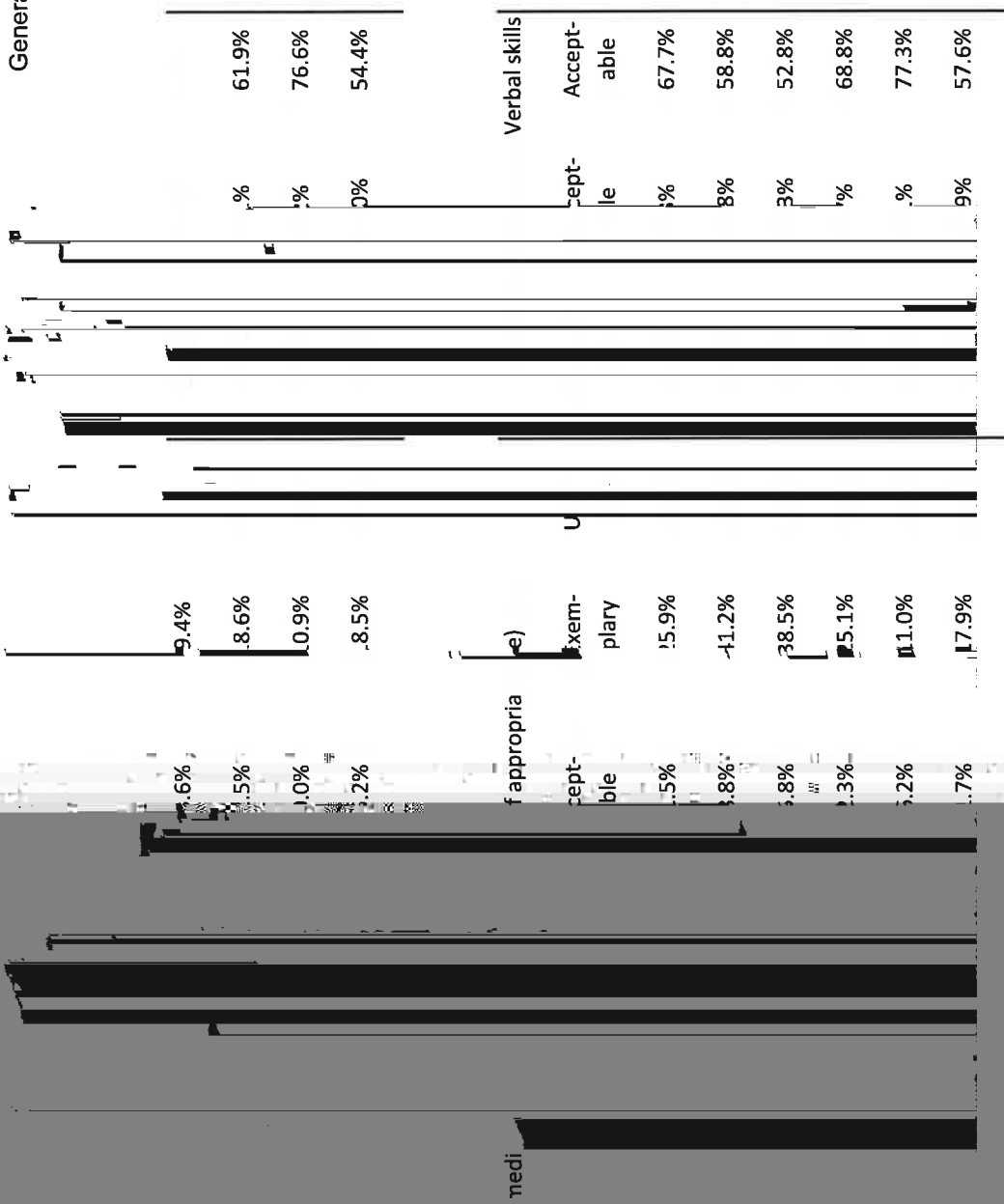
| | | | | |
|-----|-------|-------|-------|-------|
| 536 | 7.0% | 25.4% | 9.7% | 19.5% |
| 34 | 14.7% | 41.2% | 8.8% | 38.2% |
| 54 | 24.1% | 31.5% | 11.1% | 27.8% |
| 313 | 7.3% | 16.8% | 8.8% | 17.9% |
| 280 | 20.8% | 20.9% | 27.0% | 18.1% |
| 322 | 18.8% | 14.6% | 22.2% | 17.0% |

Client Results:

| Audience interaction (in %) | | Organization (not for group presentation) | |
|-----------------------------|------------|---|-----------|
| Unacceptable | Acceptable | Unacceptable | Exemplary |
| FL12 8.4% | 64.4% | 2.4% | 24.2% |
| | | 19.2% | 73.4% |
| | | 81.8% | 12.1% |

ness

General B



| | |
|-----|--|
| ary | gently, gically with nnects them ositions. Clear luction and |
| | th fluency, standard balancing a e structures |
| | illy error-free g and |

appropriate The writing style is not appropriate for the specific assignment (too casual, too formal, etc.)

The writer's decisions about focus, organization, style, and content sometimes interfere with the purpose of the specific assignment.

The writer has made good decisions about writing style so as to achieve the purpose of the specific assignment.

The writer's decisions about writing style are fully appropriate for the specific assignment.

Exemplary

| | |
|-----------|-------------------------------|
| statement | Has a clear opening |
| 1. | statement that catches |
| 2. | audience's interest. Stays |
| 3. | focused throughout. |
| 4. | Conclusion is very well |
| 5. | documented and persuasive. |
| 6. | Student is very well prepared |
| 7. | for presentation |
| 8. | Excellent delivery. Modulates |
| 9. | voice, projects enthusiasm, |
| 10. | interest, confidence. |

nerisms.

o content an
riate.

n; well
table

ain
Maintains
iously.

ssly to
on.

in;
d for
ons.



Learning Goal 3: Analytical Thinking

Assessment Results:

The Business School started writing the Watson-Cramer appraisal in Spring 2007. From then

through Summer 2012, the work of the department for the last AACSB report, there was a

sample), while the minimum score for Acceptable is 53 correct (25th percentile on norming sample). Students who took PHIL 125 average at the 45th percentile, while students who didn't

take PHIL 125 average at the 35th percentile.

Since Fall 2012 Barton School students have been taking the Watson Glaser in BADM 101 (for

Watson-Glaser: Mean Score by Semester



Test 1: Inference

Directions

An inference is a conclusion a person can draw from certain observed or supposed facts. For example, if the lights are on in a house and voices can be heard coming from the house,

Examples

The following are examples of inferences.

Test 1: Inference

| | T | PT | ID | PF | F |
|----|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| 1. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 5. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

attended a recent weekend student conference in a Midwestern city. At this conference, the topics of race relations and means of achieving lasting world

is **PROBABLY TRUE**; that it is more likely to be true than false.

Inference may or may not be correct. Possibly the people in the house did not turn the lights and the television off when they left the house.

In this test, each exercise begins with a statement of facts that you are to regard as true. After each statement of facts you will find several possible inferences—that is, conclusions that some persons might draw from the stated facts. Examine each

inference separately, and make a decision as to its degree of truth or falsity.

For each inference you will find spaces on the answer sheet labeled T, PT, ID, PF, and F. For each inference make a mark

Test 2: Recognition of Assumptions

Directions

An assumption is something presupposed or taken for granted.

Blank writing area for Test 2.

granted or assume that you will be alive in June, that your

Blank writing area for Test 2.

Test 3: Deduction

Directions

In this test, each exercise consists of several statements (premises) followed by certain suggested conclusions. For the purpose

Blank writing area for Test 3.

of this test, consider the statements in each exercise as true without

Blank writing area for Test 3.

Test 4: Interpretation

Directions

Each passage below consists of a short paragraph, followed by

Test 5: Evaluation of Arguments

Directions

Each passage below consists of a short paragraph, followed by

[The main body of the page is heavily obscured by a large grey rectangular block, likely representing redacted content or a scanning artifact.]

Test 4
Conclusion

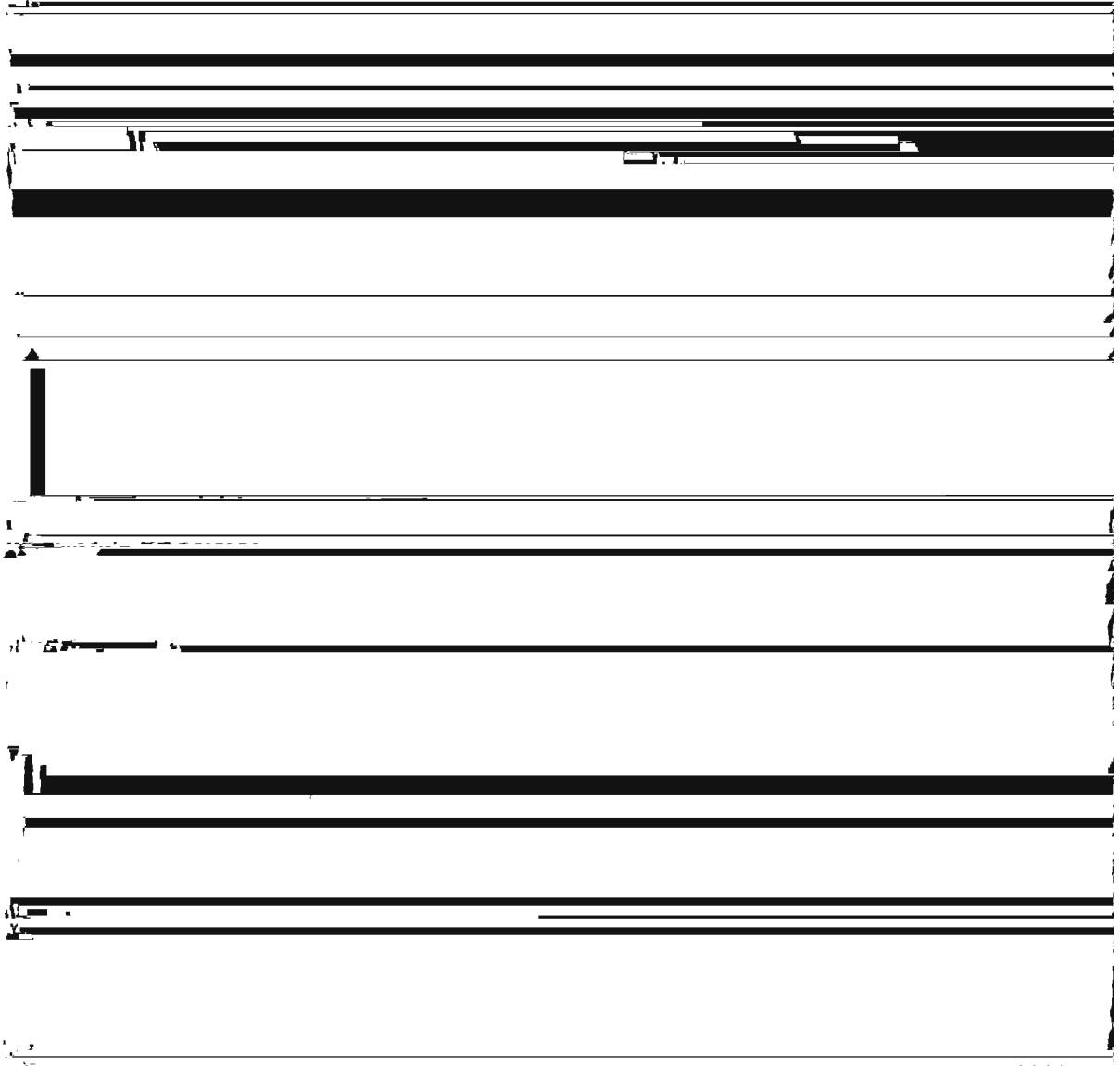
-
-

Weak

-
-
-

several suggested conclusions.

to be able to distinguish between arguments that are strong



Assessment Results

PHIL 306 Business Ethics has been a Barton School graduation requirement since Fall 2013. The _____

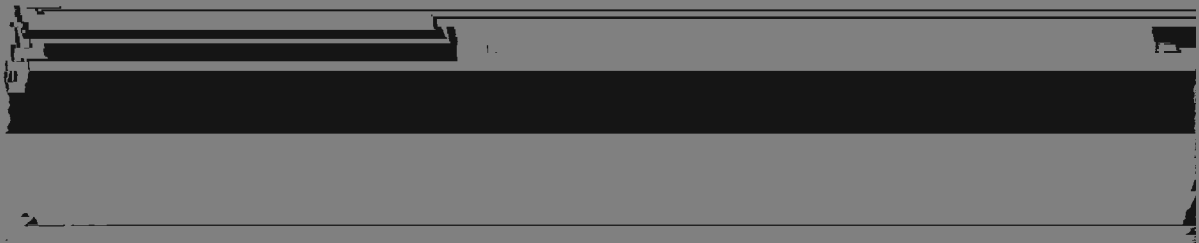
assessment exam has been given in MGMT 681 every semester since Fall 2013. As of the end of Spring 2015, only four students who have completed PHIL 306 have taken the assessment; three

| |
|------------|
| [REDACTED] |
| [REDACTED] |
| [REDACTED] |
| [REDACTED] |
| [REDACTED] |

Taking PHIL 306 semester of assessment

N = 3

| |
|------------|
| [REDACTED] |
| [REDACTED] |
| [REDACTED] |



Ethics Assessment Quiz



typically shares the wealth when demand is too high to satisfy all their customers.
Bill tells Joe that it would be wrong for him to send sales leads to Bestco because it would violate his employment contract.
Carrie tells Joe that it would be okay for him to send sales leads to Bestco because Joe's

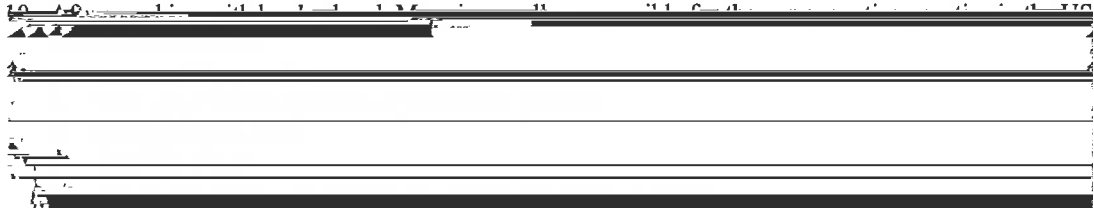
e. Edwina's

5. Which friend's advice is based on legal grounds rather than ethical grounds?

Answer:

Mary is a new human resources specialist for Ajax Corp. Ajax is a privately owned, third-generation family business based in Kabukistan. Mary was hired to handle the human resources functions for the company's growing United States division which employs 500 employees. Last week, when analyzing the division's payroll, she learned that 92 percent of the women who worked for the company in the US were compensated less than male employees who were in similar jobs. When she contacted Ajax's HR department at company headquarters in Kabukistan, she was told that the company strove for fair compensation practices. Ajax often paid higher wages to men than women because Ajax's male

6. The Ajax headquarters human resources representative believes that the company's compensation



Five years ago, MegaCorp, a US company that is the low-price leader in the worldwide widget market, outsourced the manufacturing of its primary product, the Mega Widget. Since then two companies, Beta (located in China) and Gamma (located in Sierra Leone), have manufactured the Mega Widget. Since outsourcing, MegaCorp has insisted that its suppliers comply with the "work hour rules" that had been in place when MegaCorp produced the Mega Widget in-house. These rules stipulate that all assembly line employees be given a 15-minute break for every 180 minutes worked, and that the employees not be

11. The Mega Corp CEO's ethics regarding wages can be characterized as
- a. deterministic
 - b. universalistic
 - c. relativistic
 - d. monolithic
 - e. absolutist

belief that everyone should be allowed to be healthy and that overworking employees compromises their health. In terms of the wages that Beta and Gamma pay their employees, however, MegaCorp has a

15. Which one of the CEO's beliefs is not based on moral grounds?

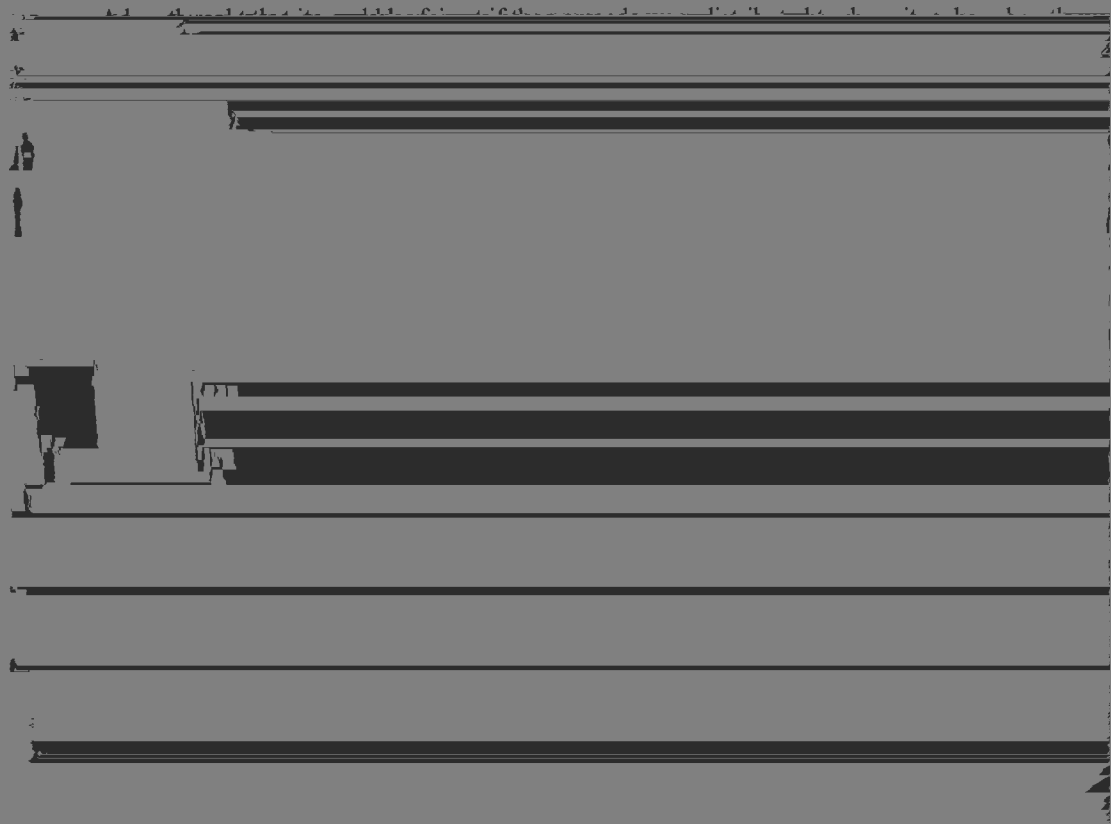
In November, the Third District Court found the investment company of Dewey, Cheetum, and Howe

(DCI) guilty of operating a Ponzi scheme. The company had, for years, falsely indicated that deposits/

funds were invested in medium and high cap company stocks and that DCI earnings were consistently 50

16. Who is ethically responsible for the harm caused by the Ponzi scheme?
 - a. Adriana
 - b. Bob
 - c. Chet
 - d. Adriana and Bob
 - e. Bob and Chet
17. Chet's explanation that more harm would come from not falsifying the company's investment records than from falsifying them reflects what type of ethic?
 - a. utilitarian
 - b. care
 - c. virtue
 - d. justice
 - e. rights

After DCH was found guilty, the court ordered that the company's assets be liquidated and the proceeds



amount of money deposited. The largest depositors should receive the greatest amount of the proceeds.

Reth thought that it would be fairest if the proceeds were distributed to depositors based on the age

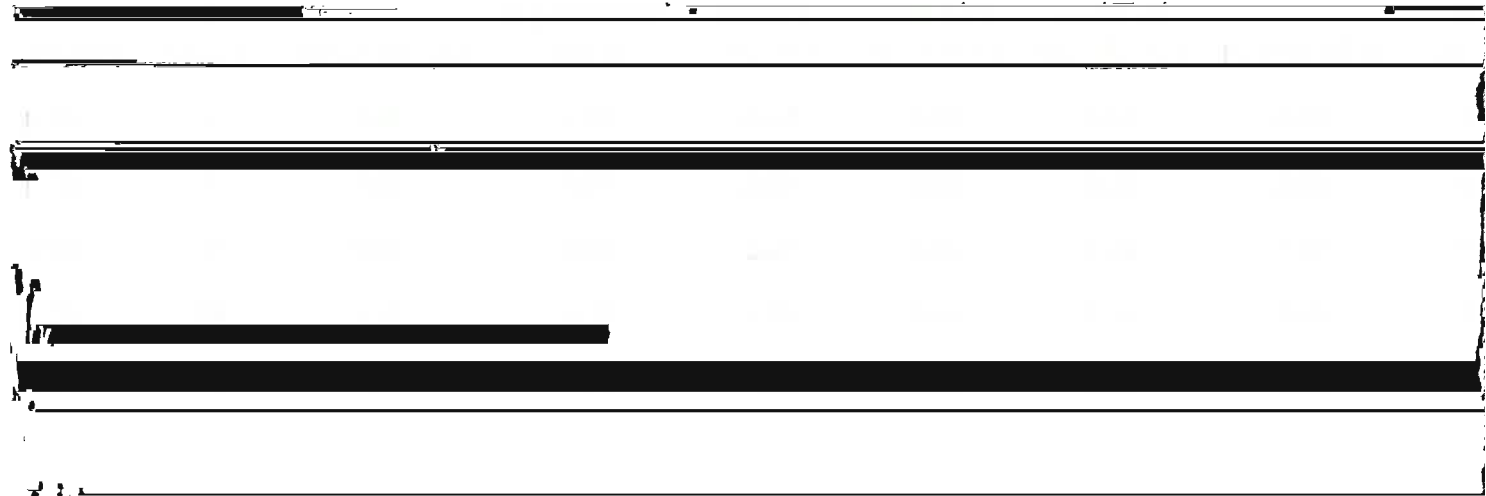
Learning Goal 5: Teamwork

Teamwork Rubric

| Criteria | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| 1. Team members contribute to the team's success. | | | | |
| 2. Team members communicate effectively. | | | | |
| 3. Team members work together to solve problems. | | | | |
| 4. Team members are respectful of each other. | | | | |
| 5. Team members are committed to the team's success. | | | | |
| 6. Team members are accountable for their actions. | | | | |
| 7. Team members are flexible and adaptable. | | | | |
| 8. Team members are proactive. | | | | |
| 9. Team members are organized. | | | | |
| 10. Team members are positive. | | | | |
| 11. Team members are collaborative. | | | | |
| 12. Team members are supportive. | | | | |
| 13. Team members are respectful of each other's opinions. | | | | |

Teamwork Assessment Results Since Fall 2012

Scores by Semester



| Semester | classes | Overall average | Ability | tiveness | & Creativity | Contribution | Dependability | Qua |
|----------|---------|-----------------|---------|----------|--------------|--------------|---------------|-----|
| FL12 | 7 | 2.68 | 2.67 | 2.76 | 2.65 | 2.66 | 2.66 | 2. |
| FL13 | 2 | 2.86 | 2.77 | 2.88 | 2.79 | 2.83 | 2.92 | 2. |
| SP14 | 6 | 2.73 | 2.72 | 2.77 | 2.71 | 2.73 | 2.67 | 2. |
| FL14 | 12 | 2.73 | 2.78 | 2.84 | 2.76 | 2.76 | 2.74 | 2. |
| SP15 | 12 | 2.69 | 2.70 | 2.79 | 2.69 | 2.69 | 2.60 | 2. |

FL14

Barton School of Business

General Business

| | | | | | | | |
|------|----|--------------|-------|-------|-------|-------|-------|
| FL12 | 7 | Exemplary | 71.1% | 78.6% | 69.9% | 69.7% | 70.7% |
| | | Acceptable | 25.1% | 18.8% | 25.4% | 26.9% | 24.2% |
| | | Unacceptable | 3.8% | 2.6% | 4.7% | 3.4% | 5.1% |
| FL13 | 2 | Exemplary | 80.7% | 88.4% | 80.7% | 84.8% | 93.2% |
| | | Acceptable | 15.9% | 11.0% | 17.9% | 13.1% | 6.2% |
| | | Unacceptable | 3.4% | 0.7% | 1.4% | 2.1% | 0.7% |
| SP14 | 6 | Exemplary | 75.5% | 80.3% | 73.4% | 74.6% | 69.5% |
| | | Acceptable | 20.9% | 16.6% | 24.6% | 23.5% | 27.7% |
| | | Unacceptable | 3.6% | 3.2% | 2.0% | 1.9% | 2.8% |
| FL14 | 12 | Exemplary | 80.8% | 86.6% | 79.0% | 79.8% | 80.5% |
| | | Acceptable | 16.0% | 11.2% | 18.5% | 16.2% | 12.5% |