

## 2011-2012 Assessment Plan for Business - B.S., B.S.Bus

[Learning Outcomes](#)   [2010-11 Snapshot \(read only\)](#)   2011-12 Current Cycle   [2012-13 Next Cycle](#)

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<b>Learning Outcome(s)</b> <a href="#">Edit</a>	<b>Assessment Tools and Procedures</b> <a href="#">Edit</a>	<b>Benchmarks</b> <a href="#">Edit</a>	<b>Findings</b> <a href="#">Edit</a>	<b>Curricular and Co-Curricular Changes to be Made</b> <a href="#">Edit</a>
<p>Business Knowledge and Environment - CBE students will acquire an integrated understanding of business, accounting, and economic principles and specialized knowledge in their chosen majors. <a href="#">Edit</a></p> <p><b>Aligns with University Learning Outcome(s):</b> Learn and Integrate Think and Create</p> <hr/>	<p><b>Direct Measure</b> 1. IBC Essay Exam questions, which cover a range of business functional content, systems/environmental understanding, and integrative thinking. 2. Bloomberg Assessment Test- standardized assessment on financial management knowledge 3. Financial Statement Analysis Final Project (Project conducted in Acct 310, part of the IBC sequence)</p> <p><b>Indirect Measure</b> 1. Senior Survey. Graduating seniors in all Bus. 490 sections surveyed on their perceived preparation on CBE Learning Goals. 2. CBE Alumni Survey. Alums from past 10 years surveyed on their perceived preparation on CBE Learning Goals.</p> <p><b>Face-to-Face Measures</b> Department of Business Advisory Board members observed/interacted with CBE students in key co-curricular learning activities, to assess overall understanding, preparation on key learning goals</p>	<p><b>Direct Benchmarks</b> CBE General Guideline for student work: 85% and above: GOOD 70%-84% GOOD ENOUGH; below 70% NOT GOOD ENOUGH 2. Bloomberg Test results in percentages and comparative results with US and other countries.</p> <p><b>Indirect Benchmarks</b> At least 80% of students rating the college's preparation of students on this learning goal to be GOOD or higher.</p>	<p><b>Direct Findings</b> 1. Business Knowledge: IBC Essay Exams: GOOD/GOOD ENOUGH/NOT GOOD ENOUGH Mgt/HR 24% 32% 16% Quant. 35% 40% 26% Finance 30% 31% 39% OM 41% 31% 28% Market/G 22% 32% 46% IS 28% 33% 39% Social Resp. 20% 56% 23% Integration 24% 41% 36% Eviron/Systems 43% 26% 31% OVERALL AVERAGES: GOOD: 31% GOOD ENOUGH: 26% NOT GOOD ENOUGH: 32% 2. Bloomberg Assessment Test: CBE student results 60% vs. 54% US Average 3. Financial Statement Analytic Ability: 38% Exceeds Expectations 46% Meets Expectations 15% Does Not Meet Expectations</p> <p><b>Indirect Findings</b> ONLY EXCELLENT-TO-GOOD % REPORTED: SENIOR SURVEY: 1. Ability to use knowledge/skills, tech. in professional world 95% 2. Bus. Functions &amp; inter-relationships: 95% 3. Economic issues: 94% 4. Professional, legal and ethical responsibilities: 87% 5. International issues: 87% ALUMNI SURVEY - 1. Ability to use knowledge/skills, tech. in professional world 79% 2. Bus. Functions &amp; inter-relationships: 95% 3. Economic issues: 89% 4. Professional, legal and ethical responsibilities 92% 5. International issues: 89%</p> <p><b>Face-to-Face Findings</b> majority of students had an impressive depth of knowledge and confidence in their understanding of business.</p>	<p>Piloting an IBC 2.0 to re-think sequencing of material, allowing greater focus on more concentrated aspects of business functions without losing integrative nature of the program 2. Piloting a new Bus. 346 course for IBC program, Business Analytics, to focus more on quantitative/analytic aspects of business 3. Discuss re-designing Econ 343 Quant/Forecasting 4. Redesigning our Business Minor to better address student needs</p>

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<p>Communication - CBE students will develop the ability to effectively obtain, organize, and communicate information. Objective A: deliver an effective presentation Objective B: demonstrate effective writing skills <a href="#">Edit</a></p> <p><b>Aligns with University Learning Outcome(s):</b> Communicate</p> <hr/>	<p><b>Direct Measure</b></p> <p><b>Indirect Measure</b> 1. Senior Survey to graduating CBE students in Bus. 490 sections on how well CBE prepared their written/oral communication skills 2. CBE Alumni from past 10 years surveyed on their preparation on written and oral communication skills</p> <p><b>Face-to-Face Measures</b></p>	<p><b>Direct Benchmarks</b> CBE General Guideline for student work: GOOD 85% and above/ 84% TO 70% GOOD ENOUGH/ below 70% NOT GOOD ENOUGH</p> <p><b>Indirect Benchmarks</b> At least 80% of students rating the college's preparation of students on this learning goal to be GOOD or higher.</p>	<p><b>Direct Findings</b></p> <p><b>Indirect Findings</b> SENIOR SURVEY: 92% of graduating seniors believed CBE did a GOOD TO EXCELLENT job of preparing them on written/oral communication ALUMNI SURVEY: 96% of CBE alumni believed CBE did a GOOD TO EXCELLENT job of preparing them on written/oral communication</p> <p><b>Face-to-Face Findings</b></p>	<p>Continue to encourage use of CBE writing Rubric in classrooms at all levels when appropriate Continue use of dry run presentations and oral rubric in IBC Continue usage of our CBE Writing Specialist into the classrooms for targeted talks on writing effectively Continue discussions with English Dept. on how best to utilize Bus. 313 Business Writing into our curriculum</p>

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<p>Critical Thinking and Ethical Problem-Solving - CBE students will be able to use appropriate tools of analysis to identify and address problems or opportunities. <a href="#">Edit</a></p> <p><b>Aligns with University Learning Outcome(s):</b> Think and Create</p>	<p><b>Direct Measure</b> Bloomberg Assessment Test 2. Financial Statement Analysis Final Project (Project conducted in Acct 310, part of the IBC sequence) 3. Ethical Application Cases (practical applications of personal character, integrity, and identifying conflict of interest in financial analysis cases)</p> <p><b>Indirect Measure</b> 1. Senior Survey to graduating CBE students in Bus. 490 sections. Their evaluation of preparation on CBE Learning Goals. 2. CBE Alumni Survey to past 10 years of graduates on their preparation on CBE learning goals</p> <p><b>Face-to-Face Measures</b> Department of Business Advisory Board observation/discussion with students in key CBE co-curricular learning activities</p>	<p><b>Direct Benchmarks</b> CBE General Guideline for student work: 85% and above= GOOD 84% - 70%% = GOOD ENOUGH below 70% =NOT GOOD ENOUGH</p> <p><b>Indirect Benchmarks</b> At least 80% of students rating the college's preparation of students on this learning goal to be GOOD or higher.</p>	<p><b>Direct Findings</b> Below average on Analytical Reasoning....43% CBE student scores vs. 50% U.S. average score 2. Financial Statement Analytic Ability: 38% Exceeds Expectations 46% Meets Expectations 15% Does Not Meet Expectations 3. Ethical Reasoning Application: 53% Exceeds Expectations 25% Meets Expectations 23% Does Not Meet Expectations</p> <p><b>Indirect Findings</b> ONLY GOOD -TO- EXCELLENT SCORE PERCENTAGES REPORTED 1. SENIOR SURVEY: Ability to identify, formulate, solve business problems: 94% Ability of professional, legal, and ethical responsibilities in business: 87% 2. ALUMNI SURVEY: Ability to identify, formulate, solve business problems: 94% Ability of professional, legal, and ethical responsibilities in business: 91%</p>	<p>1. Strive to put financial analysis/data across all functions within CBE 2. Continue to use/reinforce CBE Critical Thinking rubric 3. Pilot new Business Analytics course in spring 2013 4. Vandal Solutions re-organizing its structure a bit based on board member feedback</p>
<p><b>Face-to-Face Findings</b> Generally board members were impressed with critical thinking of students representing various activities. some concern with too much "silo thinking", less integrative thinking with Vandal solutions observations.</p>				

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<p>Teamwork and Collaboration - CBE students will acquire the ability to interact effectively and professionally with people of varied backgrounds, abilities, and values. <a href="#">Edit</a></p> <p><b>Aligns with University Learning Outcome(s):</b> Practice Citizenship</p> <hr/>	<p><b>Direct Measure</b> 1. THIS LEARNING GOAL NOT DIRECTLY ASSESSED IN 10-11</p> <p><b>Indirect Measure</b> SENIOR SURVEY ALUMNI SURVEY</p> <p><b>Face-to-Face Measures</b> Department of Business Advisory Board member observation/discussion with students in key CBE co-curricular learning activities</p>	<p><b>Direct Benchmarks</b> CBE General Guideline for student work: 85% and above: GOOD 70%-84% GOOD ENOUGH; below 70% NOT GOOD ENOUGH</p> <p><b>Indirect Benchmarks</b> At least 80% of students rating the college's preparation of students on this learning goal to be GOOD or higher.</p>	<p><b>Direct Findings</b></p> <p><b>Indirect Findings</b> ONLY GOOD -TO- EXCELLENT SCORE PERCENTAGES REPORTED: 1. SENIOR SURVEY Ability to work effectively on a team: 97% Ability to work with others from different backgrounds, with different values/perspectives: 96% 2. ALUMNI SURVEY Ability to work effectively on a team: 97% Ability to work with others from different backgrounds, with different values/perspectives: 96%</p> <p><b>Face-to-Face Findings</b></p>	<p>The experient to start all IBC students in random teams initially for their 1st project and only after this 1st project to allow self-selection has been deemed successful by student and faculty anecdotal evidence. All IBC classes will now follow this format.</p>

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**Learning Outcome(s)** [Edit](#)

Clarify Purpose and Perspective - CBE students will develop an understanding of self and their place in the world. [Edit](#)

**Aligns with University Learning Outcome(s):**  
Clarify Purpose and Perspective

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**Assessment Tools and Procedures** [Edit](#)

**Direct Measure**  
Student Reflection Reports from Study Abroad/International Exchanges and Internships. Senior Surveys. Self-reported participation in a variety of activities intended to develop student learning of self and others.

**Indirect Measure**  
Senior Surveys. Self-reported participation in a variety of activities intended to develop student learning of self and others.

**Face-to-Face Measures**

**Benchmarks** [Edit](#)

**Direct Benchmarks**  
That at least 80% of our students engage in an experiential, transformational experience during their time at the UI and CBE. That the majority of student participating in transformational events believe it made a significant impact upon them

**Indirect Benchmarks**  
That the majority of student participating in transformational events believe it made a significant impact upon them.

**Findings** [Edit](#)

**Direct Findings**

**Indirect Findings**

1. Senior Survey: Student self reporting on participation in: 59% engaged in Internships; 19% engaged in Study Abroad; 8% engaged in CBE International trip; 32% engaged in Service-Learning course/activity; 58% engaged in UI-related Volunteerism program; 74% engaged in a Student Club 25% engaged in CBE Experiential Program (e.g. VIEW, VS, etc.) 2. Overall, 95% of CBE seniors reported engagement in at least one co-curricular activity (up 3% from previous year) 3. 84% of the above students believe the experience made a moderate to significant impact on themselves

**Face-to-Face Findings**

Board members were almost uniformly impressed with the passion, enthusiasm, confidence, and depth of commitment CBE students expressed towards their co-curricular activities

**Curricular and Co-Curricular Changes to be Made** [Edit](#)

Continue to promote and highlight our key co-curricular activities Expanding our college's Study Abroad scholarships to encourage more students to participate

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