

College of Business

Actions Taken to Improve Student Learning Based on Analysis of Results



Undergraduate

*Programs included:

- Management (BSBA)

Undergraduate Examples

- Implemented case studies to directly address understanding of techniques in diverse contexts
- Created a library of departmental case studies for future use

Graduate Examples

Graduate

*Programs included:

- Business Administration (MBA)
- Management Information Systems (Certificate)

- Incorporated more opportunities for students to evaluate solutions to real world business problems
- Increased student learning with incorporation of case discussions as a midterm exam scores
- Assessed students on five dimensions of critical thinking, rather than one, to gather more information about students
- Added additional check-ins on a long term project to specifically address an area in need of attention and provided additional feedback at this time
- Reinforced that students need to continuously update their project wiki for the class so they completed the project in the proper timeline

Program name	Management (BSBA)
Delivery mode	Face to Face and Online
Outcome being summarized	Management Knowledge 1: Management Techniques - Students will differentiate among management techniques to further organizational effectiveness.
Program level example	<p>The BSBA-Management Program provides a solid business core, with concentrations in Management, Entrepreneurship and Small Business Management, and International Business, helping students learn how to deal with the people-based challenges encountered in various management positions. The program assesses outcomes around acquiring knowledge related to management techniques, international business, and business opportunities. In addition, majors are assessed along competencies involving critical thinking, ethics, written communication and leadership. Management core knowledge is also assessed, along with other business disciplines, using a major field test.</p> <p>Regarding knowledge of management techniques, in 2014-15, 75% of students scored a 70% or higher on test items. We improved based on changes made because of analysis of results from the year before. For 2015-16, course instructors implemented a new case study to ensure students understand the appropriate management techniques in diverse contexts. The program also started a repository for departmental cases. In 2016-17, 86% of students scored at least 70% on the test items. Detailed analysis shows that 91% of online students scored above 70% while 81% of face-to-face students scored above 80%. All students scored low on questions 5, 12, 14 and 20 but face-to-face students generally scored much lower on these questions than online students. This is consistent with results from the prior reporting period, where students performed poorly on questions 5, 12 and 14. Average scores improved for questions 5 and 14, but declined for questions 12 and 20. The new case was effective, but there is still some concern around understanding stages of team development and transformational leadership. This may be due to a lack of continuity in terminology across all management courses (based on results). Additional emphasis will be placed on stages of team development and transformational leadership in the 2017-18 year.</p>

Program name	Business Administration (MBA)
Delivery mode	Face to Face and Online
Outcome being summarized	Think Critically-1: Decision-making - The student will synthesize knowledge from different business disciplines to identify, analyze, and recommend solutions to business problems.
Program level example	<p>The Master of Business Administration (MBA) program provides an engaging and flexible education in the theory and practice of business management - exposing students to a range of subjects, including economics, marketing, accounting, finance, strategy, operations management, information systems, and supply chain management. The program measures outcomes on critical thinking, professional responsibility, verbal and written communication, leadership and teamwork, and core knowledge using various course embedded assessments.</p> <p>Students should demonstrate the ability to think critically by synthesizing knowledge from different business disciplines to identify, analyze, and recommend solutions to business problems. Faculty assess this outcome by applying a 3-point rubric to a case exercise in MGMT 6722 (Strategic Management). The criterion for success is that 80% of students will score a 2 or higher on the rubric.</p> <p>Results from 2014-15 show that 72% of students scored 2 or higher on the assignment. Thus the criterion for success was not met.</p> <p>In order to improve student performance on this outcome, several actions were taken, including:</p> <ul style="list-style-type: none"> • Changes were made in MIS 6713 to incorporate more activities where students identify and evaluate solutions to business problems. • Approach to teaching in MGMT 6722 was enhanced through case discussions and treatment of the case as a midterm exam to increase student learning. • The prior assessment (by a different instructor) of Critical Thinking in MGMT 6722 scored students on a single metric. For the current reporting period, to add more information, criteria are assessed with five different dimensions, which are: (C) Collect & analyze appropriate quantitative and qualitative data, (i) Identify & evaluate solution alternatives; (E) Establish criteria for making a decision, (D1) Define problem, question, or issue; (D2) Defend and implement chosen solution.

	<p>Results from 2016-17 showed that 97% of students scored 2 or higher on the assignment. The breakdown of scores for the five dimensions was: C=100%, i=100%, E=100%, D1=100%, D2=92%.</p> <p>This outcome will be assessed again in 2018-19. In order to improve student learning on this outcome, faculty plan to implement a decision-making analysis tool in the online orientation, which all students are required to complete. This tool reminds students to use a process approach to critical thinking and to apply the approach when making any decisions.</p>
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Program name	Management Information Systems (Graduate Certificate)
Delivery mode	Face to Face and Online
Outcome being summarized	Software Solution: Students will develop a complete software solution that meets an organizational need.
Program level example	<p>The Management Information Systems Certificate emphasizes strategic IT applications and the development of project management, teamwork, and communication skills. The focus of the certificate is on the strategic use of technology and emphasizes utilizing and creating information systems that provide value to the organization.</p> <p>The program assesses outcomes on assessing organizational needs and software solutions. Faculty use course embedded projects to assess both outcomes.</p> <p>For software solutions, students are expected to develop a complete software solution that meets an organizational need. Students complete a final project in MIS 6883 (Web Technologies for Business) and the criterion for success is that 80% of students score 90% or higher on the project.</p> <p>In 2016-17, 25.7% of students scored at least 90% on the project. Further analysis of the results showed that students scored lowest on the project dimensions of Documentation (16%) followed by Presentation (53%), then Development and Collaboration (both 84%) on the project.</p> <p>To address this area, faculty added a milestone or step to the project where documentation was the focus. Feedback was provided to the students on their project documentation. In addition, after each lecture, faculty reinforced the need for students to update their project wiki regularly. (All project documents are stored on a wiki site.)</p> <p>In 2017-18, 40% of students scored at least 90% on the assignment. While this was an improvement over the previous year, it still fell short of the goal. Students appeared to have improved on Documentation (16% to 50%) and Presentation (from 53% to 70%), but declined in Development (from 84% to 35%). Further analysis showed the average score for Development was only slightly lower this assessment period, even though a much larger percentage fell short of the criterion for success. Collaboration was not measured by the instructor in 2017-18.</p> <p>In the upcoming year, faculty plan to continue the focus on documentation as it remained a low scoring dimension. Faculty will provide the feedback on their project documentation and</p>

	<p>continue to reinforce the importance of updating their project wiki on a regular basis. In addition, faculty will evaluate the potential of moving back to Media Wiki to better articulate best practices.</p>
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