

IU Division of Business
 IUPUC
 Assurance of Learning Report for Spring 2011
 September 7, 2011

BS in Business Program at IUPUC

SUMMARIZED RESULTS

Results from Assessments and Discussion	Action Items
<p>INDIRECT – Overall ratings on most items measured in the survey were relatively high. Scores were greater than 4 (out of 5) for nearly all variables except quality issues in non-business classes and those associated with internship help and availability.</p> <p>Survey results also gave us some formal inputs on preferences for schedules and online vs. hybrid courses.</p>	<p><i>This was the first formal survey. Continue conducting this on graduating students in J401 each semester.</i></p>
<p>SLO 1.a– I-Core students could complete business memos, mostly with only minor editing needed. We were surprised to find a few, however, who did not seem to know the style and use for business memos. 2/14 needed major editing and improvement in written communication.</p>	<p><i>Emphasize to I-Core students the resources available to them online, such as sample memos.</i></p>
<p>SLO 2.a– Overall, it appears as though SP2011 students (80% average) performed more poorly than did FA2010 students (87% average) on the Board Games simulation and role play. The comparison is difficult, however, because the simulation changed in a few significant ways. In addition, we tightened up evaluation in SP2011 compared to FA2010 as we grew more confident with the team-taught integrated course.</p>	<p><i>The same simulation (except for Unit 3) is used for FA2011, which should give us better comparison. With the curriculum change, I-Core will no longer be taught as an integrated whole, however.</i></p>
<p>SLO 3.a – What trends are apparent show improvement in most measures in SP2011. And it appears as though the analytical variables – financial, marketing and operations management – are the weakest.</p> <p>Otherwise, it isn’t clear to us what this data shows just yet.</p>	<p><i>This is the first time we have looked at this data formally for the BS in Business program. We now need to investigate with the author of the Business Strategy Game to gain some better understanding of what the results mean.</i></p>

OVERVIEW AND BACKGROUND

The first full set of student learning outcomes (SOLs) for the BS in Business was established in 2008-2009 and mapped to the emerging Principles of Undergraduate Learning (PULs) from IUPUI. That 2009 set included 10 SLOs and 27 different assessment points. It was too complex, particularly since we were just starting out with assessment.

This version of the AOL plan was included in the application for AACSB candidacy in December 2009. The first formal assessments and report on assurance of learning was for academic year 2009-2010 and written in spring 2010 and submitted to PRAC at IUPUI.

The complexity became apparent as we tried to assess the various parts. By December 2010, the Undergraduate Policy and Curriculum Committee reduced the SLOs down to just six, mirrored after the PULs. This meant that all assessment for the BS in Business could also directly inform the PULs.

These (December 2010) SLOs are still in use.

2010-2011 Curriculum Change:

The primary work of the undergraduate committee during academic year 2010-2011 was to revise the BS in Business curriculum. The changes were driven by both direct and indirect assessments, and occurred roughly 10 years after the degree program was initiated at IUPUC. (Some minor changes had been implemented in previous years, however.)

Major changes of the new curriculum:

- Simplified the degree structure so that students could better understand requirements and see the path to completion more clearly.
- Reduced required credits to 120 from 124.
- Simplified the quantitative literacy requirements as an interim path toward creating our own quantitative methods course.
- Created space for more open electives.
- Eliminated concentrations with little student demand or supported by few AQ faculty.
- Included an ethics and social responsibility course.
- Included a required internship, research project or study abroad experience.

The new curriculum was approved by business faculty and IUPUC Faculty Senate. It takes effect January 2012.

As a result of so much effort devoted to curriculum changes, AOL in the undergraduate program 2010-2011 was limited to I-Core and J401. In addition, in

spring 2011 we conducted our first formal Student Satisfaction Survey. The results of that survey suggested some indirect assessment results.

BS in BUSINESS STUDENT LEARNING OUTCOMES

The Division of Business has adopted as its program learning outcomes the Principles of Undergraduate Learning (PULs) in place for all undergraduate programs at IUPUC and IUPUI. What follows below are these program outcomes, with directions for assessments that are aimed specifically at business studies.

1. Core Communication and Quantitative Skills (Foundation Skills)

Upon completion of the program, students are able to:

- 1.1 Write, read, speak and listen.
- 1.2 Develop and deliver effective presentations.
- 1.3 Perform quantitative analysis.
- 1.4 Use information resources and technology.

What we will assess in business:

- 1.a Effectiveness of business memos to communicate results of business analyses, strategies and recommendations.
- 1.b Effectiveness of individual and group presentation skills.
- 1.c The ability to use quantitative methods to analyze business and economic data.

2. Critical Thinking Skills

Upon completion of the program, students are able to:

- 2.1. Analyze information and ideas carefully and logically from multiple perspectives.

What we will assess in business:

- 2.a The ability to identify problems, develop feasible solutions, and then choose from alternatives.

3. Integration and Application of Knowledge

Upon completion of the program, students are able to:

- 3.1 Use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

What we will assess in business:

- 3.a The ability to work effectively as a business manager who harnesses skills and knowledge from across the key business disciplines.
- 3.b Productive participation in a team and meaningful contribution to team goals.

4. Intellectual Depth, Breadth, and Adaptiveness

Upon completion of the program, students are able to:

- 4.1. Examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

What we will assess in business:

- 4.a The ability to use the primary analytical tools and decision-making skills in at least one key business discipline to identify problems and develop solutions.

5. Understanding Society and Culture

Upon completion of the program, students are able to:

- 5.1. Demonstrate the ability to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.

What we will assess in business:

- 5.a The ability to analyze strategic issues and make strategic decisions within a global context.

6. Values and Ethics

Upon completion of the program, students are able to:

- 6.1. Make judgments with respect to individual conduct, citizenship, and aesthetics.

What we will assess in business:

- 6.a The ability to make informed and principled choices regarding conflicting situations.

RESULTS AND RECOMMENDED CHANGES

PUL/Program Outcome	Business Assessment	Program Assessment Points (Determined by UPC Committee)	Assessment Tool	2010-2011 Results
<p>1. Core Communication and Quantitative Skills (Foundation Skills) <i>Upon completion of the program, students are able to:</i></p> <ul style="list-style-type: none"> 1.1 Write, read, speak and listen. 1.2 Develop and deliver effective presentations. 1.3 Perform quantitative analysis. 1.4 Use information resources and technology. 	<p>1.a Effectiveness of business memos to communicate results of business analyses, strategies and recommendations.</p>	<p>SP2011: I-Core (F301, M301, P301)</p>	<p>Evaluation of a memo transmitting analysis and recommendations on an analysis of a real company.</p>	<p>We did not use a formal rubric for this assignment. Evaluation of the memos, however, showed that of the 14 students in the course, 10 of them wrote and formatted effective memos with only minor edits needed. 2 needed revised memos for formatting, but were acceptably written. 2 others were poor both on memo style and on written communication.</p>

PUL/Program Outcome	Business Assessment	Program Assessment Points (Determined by UPC Committee)	Assessment Tool	2010-2011 Results
<p>2. Critical Thinking Skills <i>Upon completion of the program, students are able to:</i> 2.1. Analyze information and ideas carefully and logically from multiple perspectives.</p>	<p>2.a The ability to identify problems, develop feasible solutions, and then choose from alternatives.</p>	<p>FA2011: I-Core (F301, M301, P301)</p>	<p>Summary results from 9 units of the role-play simulation exercises.</p>	<p>These summarized results are reproduced below. Comparisons with FA2010 are limited, since the simulation was revised in significant ways. But there was a large difference overall:</p> <p>SP2011: 80% average across units FA2010: 87% average across units</p> <p>Improvement of student problem-identification and solution development, however, was indicated by the relative movement of most students from the 70s to 80s range into the 80s to 90s range by the end of the simulation.</p>

Frequency Distribution of Student Performance
 “Board Games” Simulation and Role Play

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	
90-100	2	4	3	9	5	5	1	6	8	
80-89	6	5	6	3	8	5	3	4	4	
70-79	2	4	2	1	1	2	3	3	2	
60-69	2	1	3	0	0	0	5	0	0	
< 60	2	0	0	1	0	2	2	1	0	
										Overall Mean
SP2011 Means:	71	82	80	85	88	79	68	81	87	80
FA2011 Means:*	83	90	90	91	93	77	86	89	84	87

PUL/Program Outcome	Business Assessment	Program Assessment Points (Determined by UPC Committee)	Assessment Tool	2010-2011 Results
<p>3. Integration and Application of Knowledge <i>Upon completion of the program, students are able to:</i> 3.1 Use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.</p>	<p>3.a The ability to work effectively as a business manager who harnesses skills and knowledge from across the key business disciplines.</p>	<p>SP2011: J401 – Administrative Policy</p>	<p>Summary data from team competition in BSG simulation.</p>	<p>The results from the last 5 iterations of the Business Strategy Game (BSG) at the undergraduate level are in the chart that follows.</p> <p>It is difficult to find trends that appear independent of the particular student cohort. Although declines over many variables seem to have been reversed in SP2011. Otherwise, there is great variability both across the various offerings of the course and across the variables. Overall, the analytical portion – financial, marketing and operations management – appear to be lower than the non-analytical variables, such as leadership, teamwork, and collaboration.</p> <p>As with the MBA results, performance may be more dependent on the particular cohort of students than on other variables we control.</p> <p>Also as with the MBA, we need to investigate a better understanding of these percentile rankings.</p>

