

## UNIT REPORT

**Business-Academic - APR Self-Study Report by Academic Unit/Department**  
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## Program Mission

### New Program Mission Item

**Program Mission Statement:**

We will collaboratively achieve our vision through innovative learning experiences, impactful research, and community engagement.

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## Program Goal (add a minimum of 3 program goal "plan items")

### Teaching program goal 1

**Goal Statement:**

Deliver transformative undergraduate and focused graduate curricula that provide innovative and active learning experiences.

**Alignment to UI Strategic Plan Goals:** Transform (Goal 3): Increase our educational impact.

**Indicators/Metrics to Evaluate Progress:**

Active learning:

- At least 50% of students will complete an internship
- At least 85% of students participating in formal experiential opportunity
- 100% of upper-division core classes offer an activity (e.g., project, case study, problem set) that is experiential.

Professional skills

- At least 75% of seniors enroll in a professional development activity or receive professional development counseling from career services.
- At least 90% of students meet expectations of written communication skills
- At least 90% of students meet expectations of oral presentation skills
- At least 90% of students meet expectations of critical thinking skills
- At least 90% of students meet expectations of ethical critical thinking skills

At least 75% of students meet expectations of learning professional knowledge

**List of Actions the Program Will Take to Achieve Goals :**

- 1) Evaluate Student Progress
- 2) Adjust curriculum and/or curriculum delivery as needed

**Goal Achievement Level:** In Progress

### Research Goal 2

**Goal Statement:**

Create research that makes meaningful contributions to the business profession, education, and the academy.

**Alignment to UI Strategic Plan Goals:**

Innovate (Goal 1): Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

**Indicators/Metrics to Evaluate Progress:**

- At least 67% of scholarly faculty have three peer-reviewed journal papers accepted over the last three years
- At least 67% of scholarly make a research presentation annually
- At least 20% of faculty have a high-quality peer-reviewed journal paper accepted during the last three years

The college funds one research-related trip per year for each faculty that requests a reasonable research-related trip

**List of Actions the Program Will Take to Achieve Goals :**

Monitor progress to help faculty stay on track

Provide resources when possible

Balance workloads and schedules as much as possible so that faculty have time to complete research

**Goal Achievement Level:** In Progress

### Outreach goal 3

#### Goal Statement:

Share our business expertise in support of our state, our professions, and academic community.

#### Alignment to UI Strategic Plan Goals:

Engage (Goal 2): Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

#### Indicators/Metrics to Evaluate Progress:

- All non-scholarly full-time faculty will be engaged in community outreach each year
- At least 67% of graduating seniors will have engaged in an outreach activity
- 100% of scholarly faculty engage in academic service over three years

#### List of Actions the Program Will Take to Achieve Goals :

Monitor progress to help faculty stay on track

Provide resources when possible

Balance workloads and schedules as much as possible so that faculty have time to complete research

**Goal Achievement Level:** In Progress

### Collaboration Goal 4

#### Goal Statement:

Nurture a collaborative environment of interaction among faculty, staff, students, and professionals across disciplines.

#### Alignment to UI Strategic Plan Goals:

Cultivate (Goal 4): Foster an inclusive, diverse community of students, faculty, and staff and improve cohesion and morale.

#### Indicators/Metrics to Evaluate Progress:

- At least 90% of tenure-track faculty have at least one peer-reviewed journal paper accepted with multiple authors within three years
- At least 90% of students are satisfied with faculty advising
- At least 20% of our faculty collaborate with business professionals
- Students have access to an average of ten outside professionals provided through the College of Business and Economics

#### List of Actions the Program Will Take to Achieve Goals :

Monitor progress to help faculty stay on track

Provide resources when possible

Balance workloads and schedules as much as possible so that faculty have time to complete research

**Goal Achievement Level:** In Progress

### Culture and Climate Goal 5

#### Goal Statement:

Foster a collegial culture that values diversity, inclusion, safety, and engagement to enhance the living and learning experience.

#### Alignment to UI Strategic Plan Goals:

Cultivate (Goal 4): Foster an inclusive, diverse community of students, faculty, and staff and improve cohesion and morale.

#### Indicators/Metrics to Evaluate Progress:

Engage faculty and staff in the college

- At least 67% of faculty and staff feel treated as a valued member of the college
- At least 67 % of faculty and staff feel that they engaged as a part of the college

Foster a culture in which faculty, staff, and students feel included regardless of demographic characteristics

- At least 67% of faculty and staff feel that faculty and staff are included regardless of demographic characteristics
- At least 67% of students feel that students are included regardless of demographic characteristics
- At least 67% of faculty and staff believe that the CBE demonstrates a commitment to diversity and inclusion

- At least 67% of CBE graduating seniors believe that the CBE demonstrates a commitment to diversity and inclusion

#### List of Actions the Program Will Take to Achieve Goals :

Monitor progress to help faculty and staff stay on track using an annual survey

Provide resources when possible

Balance workloads and schedules as much as possible so that faculty have time to complete research

Goal Achievement Level: In Progress

## Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

### Economics Minor

Assessment Report Contact: Scott Metlen

Program Changes in Past Year:

na

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: na

Import Outcomes Data (from Anthology Outcomes):

1

#### Critical Thinking, Specialized Skills

Students exhibit comprehension of microeconomics by analyzing the effects of events on markets, firms, and consumers.

Academic Year 2020-2021: Economics (B.A., B.S.)

Term: Overview

No Results

2

#### Critical Thinking, Specialized Skills, Civic and Global Learning

Students exhibit comprehension of macroeconomics by analyzing the effects of shocks on the economy and critically evaluating public policies.

Academic Year 2020-2021: Economics (B.A., B.S.)

Term: Overview

No Results

3

#### Critical Thinking

Students can synthesize knowledge and evaluate theory through empirical research methods.

Academic Year 2020-2021: Economics (B.A., B.S.)

Term: Overview

No Results

4

#### Critical Thinking, Communication

Students can write a research thesis that demonstrates analytical reasoning and critical thinking.

Academic Year 2020-2021: Economics (B.A., B.S.)

Term: Overview

No Results

5

#### Communication, Specialized Skills

Students can demonstrate knowledge of specialized fields of economics.

Academic Year 2020-2021: Economics (B.A., B.S.)

Term: Overview

No Results

#### Summary of Student Learning:

The students taking the economics minor take a subset of the classes available for the economics major. The best proxy is what the students say about econ in the exit survey. How does your experience in the CBE prepare you for economics: Percent of students who were  $\geq 3$  86% with an average of 3.23

#### Summary of Faculty Discussion:

no plans to change

**Summary of Changes/Improvements Being Considered:**

no plans to change

**Inter-rater Reliability:**

Interrater reliability is obtained through qualitative means as not all outcomes/objectives are measured in every class within a given program. Thus, agreement of what a program's outcomes/objectives are is reached by faculty teaching within each program and how it will be measured. Even if the outcome/objective is taught in more than one class, the rigor across multiple classes for a given outcome/objective will vary, as will a student's interest and we are not supposed to be broadcasting a student's evaluation outcomes between classes. Thus, the qualitative means of ensuring we are measuring the same construct is the best we can do.

**Closing the Loop:**

We have no past assessment data in the current system. However, we have always assessed. Those faculty responsible for a program gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes.

**Sales Management Certificate**

**Assessment Report Contact:** Scott Metlen

**Program Changes in Past Year:**

na

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:** na

**Import Outcomes Data (from Anthology Outcomes):**

1.

**Specialized Skills**

Sales students will describe the consumer behavior process and how the firm influences this process.

Academic Year 2020-2021: Sales Management (Minor)

Term: Overview

*No Results*

2.

**Specialized Skills**

Sales students will develop skills in designing and executing sales management programs.

Academic Year 2020-2021: Sales Management (Minor)

Term: Overview

*No Results*

**Summary of Student Learning:**

The classes taken by the sales minors are a subset available to marketing minors, thus the proxy we have at this time is the exit survey. The question was, How experience in the CBE prepared you for Mgt/HR. 82% answered a 3, 4, or 5 from a five-point scale and the average was 3.45.

**Summary of Faculty Discussion:**

no plans to change

**Summary of Changes/Improvements Being Considered:**

no plans to change

**Inter-rater Reliability:**

Interrater reliability is obtained through qualitative means as not all outcomes/objectives are measured in every class within a given program. Thus, agreement of what a program's outcomes/objectives are is reached by faculty teaching within each program and how it will be measured. Even if the outcome/objective is taught in more than one class, the rigor across multiple classes for a given outcome/objective will vary, as will a student's interest and we are not supposed to be broadcasting a student's evaluation outcomes between classes. Thus, the qualitative means of ensuring we are measuring the same construct is the best we can do.

**Closing the Loop:**

We have no past assessment data in the current system. However, we have always assessed. Those faculty responsible for a program gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes.

**Trading and Capital Management Certificate**

**Assessment Report Contact:** Scott Metlen

**Program Changes in Past Year:**

na

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:** na

**Import Outcomes Data (from Anthology Outcomes):**

Demonstrate the ability to manage financial risk management through short term and long term trading

**Summary of Student Learning:**

No metrics at this time specific to the certificate. The best proxy is the exit survey for finance knowledge. "How experience in CBE prepared you for finance?" 73% scored 3, 4, or 5 out of 5 with the average being 3.05.

**Summary of Faculty Discussion:**

no change at this time

**Summary of Changes/Improvements Being Considered:**

no change at this time

**Inter-rater Reliability:**

Interrater reliability is obtained through qualitative means as not all outcomes/objectives are measured in every class within a given program. Thus, agreement of what a program's outcomes/objectives are is reached by faculty teaching within each program and how it will be measured. Even if the outcome/objective is taught in more than one class, the rigor across multiple classes for a given outcome/objective will vary, as will a student's interest and we are not supposed to be broadcasting a student's evaluation outcomes between classes. Thus, the qualitative means of ensuring we are measuring the same construct is the best we can do.

**Closing the Loop:**

We have no past assessment data in the current system. However, we have always assessed. Those faculty responsible for a program gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes. New classes have also been developed if the need is reflected in the outcomes data.

## Entrepreneurship Certificate

**Assessment Report Contact:** Scott Metlen

**Program Changes in Past Year:**

na

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:** na

**Import Outcomes Data (from Anthology Outcomes):**

Demonstrate ideation of a product

Demonstrate the ability to develop a product concept

Demonstrate the ability to pitch the product idea in the quest for resources to develop the product

**Summary of Student Learning:**

No metrics have been gathered, so the best proxy we have is the exit survey questions dealing with

How your experience in the CBE prepared you to solve problems: percent of students with an answer of  $\geq 3$  96% with an average of 3.7

How your experience in the CBE prepared you for oral communication: percent of students with an answer of  $\geq 3$  92% with an average of 3.58

How your experience in the CBE prepared you for written communication: percent of students with an answer of  $\geq 3$  83% with an average of 3.46

**Summary of Faculty Discussion:**

Develop a minor with more control of various aspects of the certificate like the finance and accounting knowledge sets needed

**Summary of Changes/Improvements Being Considered:**

a minor with various one and two credit classes that focus on accounting and finance knowledge sets to what is needed for entrepreneurs.

**Inter-rater Reliability:**

Interrater reliability is obtained through qualitative means as not all outcomes/objectives are measured in every class within a given program. Thus, agreement of what a program's outcomes/objectives are is reached by faculty teaching within each program and how it will be measured. Even if the outcome/objective is taught in more than one class, the rigor across multiple classes for a given outcome/objective will vary, as will a student's interest and we are not supposed to be broadcasting a student's evaluation outcomes between classes. Thus, the qualitative means of ensuring we are measuring the same construct is the best we can do.

**Closing the Loop:**

We have no past assessment data in the current system. However, we have always assessed. Those faculty responsible for a program gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes. New classes have also been developed based on industry and student feedback. These classes are being planned to be instituted fall of 2022

## Analytics Minor

**Assessment Report Contact:** Scott Metlen

**Program Changes in Past Year:**

na

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:** na

**Import Outcomes Data (from Anthology Outcomes):**

Demonstrate the ability to perform knowledge management from developing a question, gathering the data, assessing the data, displaying data analysis outcomes, and using the outcomes to help inform a decision.

**Summary of Student Learning:**

Students in the analytics minor are taking math, statistics, and business classes that are offered to any student, so the best proxy we have is the exit survey used for the business students. There were two questions on the survey that address these abilities:

How experience in the CBE prepared you to solve problems: percent of students who were  $\geq 3$  on a five-point scale 96% and average of 3.7

How experience in the CBE prepared you to perform analytics: percent of students who were  $\geq 3$  on a five-point scale 86% and average of 3.09

**Summary of Faculty Discussion:**

Made more choices of classes in the required section. Would like a visualization piece added.

**Summary of Changes/Improvements Being Considered:**

We will probably add a required course covering visualization of data and findings.

**Inter-rater Reliability:**

Interrater reliability is obtained through qualitative means as not all outcomes/objectives are measured in every class within a given program. Thus, agreement of what a program's outcomes/objectives are is reached by faculty teaching within each program and how it will be measured. Even if the outcome/objective is taught in more than one class, the rigor across multiple classes for a given outcome/objective will vary, as will a student's interest and we are not supposed to be broadcasting a student's evaluation outcomes between classes. Thus, the qualitative means of ensuring we are measuring the same construct is the best we can do.

**Closing the Loop:**

We have no past assessment data in the current system. However, we have always assessed. Those faculty responsible for a program gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes

## Business Minor

**Assessment Report Contact:** Scott Metlen

**Program Changes in Past Year:**

na

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:** na

**Import Outcomes Data (from Anthology Outcomes):**

Be able to display an understanding of business as a system, and be able to demonstrate the application of concepts in the focus area of business they explored.

**Summary of Student Learning:**

The best proxy we currently have is the feedback from the exit survey of business majors. Several items are relevant:

Use knowledge in your major in the professional world percent of students who took the survey with a three or above out of five 75% average pf 3.13

Integration percent of students who took the survey with a three or above out of five 88% average pf 3.46

Solve problems percent of students who took the survey with a three or above out of five 96% average pf 3.7

**Summary of Faculty Discussion:**

Leave minor as is

**Summary of Changes/Improvements Being Considered:**

Leave minor as is

**Inter-rater Reliability:**

Interrater reliability is obtained through qualitative means as not all outcomes/objectives are measured in every class within a given program. Thus, agreement of what a program's outcomes/objectives are is reached by faculty teaching within each program and how it will be measured. Even if the outcome/objective is taught in more than one class, the rigor across multiple classes for a given outcome/objective will vary, as will a student's interest and we are not supposed to be broadcasting a student's evaluation outcomes between classes. Thus, the qualitative means of ensuring we are measuring the same construct is the best we can do.

**Closing the Loop:**

We have no past assessment data in the current system. However, we have always assessed. Those faculty responsible for a program gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes

**Management/Human Resources Management, Human Resources, PGA, and Entrepreneurship and Small Business Management emphases**

**Assessment Report Contact:** Scott K Metlen

**Program Changes in Past Year:**

NA

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:****Import Outcomes Data (from Anthology Outcomes):**

Data has not been collected for the items below, however, an exit survey showed the following: The question was, How experience in the CBE prepared you for Mgt/HR. 91% answered a 3, 4, or 5 from a five-point scale and the average was 3.55.

1.

**Recruiting Skills**

Students in MHR 411 will identify recruiting best practices

Academic Year 2020-2021: Management & HR - Management Emphasis (B.S.Bus)

Term: **Overview**

*No Results*

2.

**Training Skills**

Students in MHR 417 will identify training best practices

Academic Year 2020-2021: Management & HR - Management Emphasis (B.S.Bus)

Term: **Overview**

*No Results*

**Summary of Student Learning:**

Data has not been collected for the items below, however, an exit survey showed the following: The question was, How experience in the CBE prepared you for Mgt/HR. 91% answered a 3, 4, or 5 from a five-point scale and the average was 3.55.

**Summary of Faculty Discussion:**

Based on past assessment criteria we have reevaluated the necessary classes for each emphasis, making each emphasis emphasize more management/HR based classes that will help our students be more competitive once they graduate. We have also made all but the PGA emphasis available to distance learners, either via virtual sessions or www summer classes.

**Summary of Changes/Improvements Being Considered:**

Those faculty responsible for a degree gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes or class selections are made to better achieve desired outcomes. For example, small business management and entrepreneurship was added as an emphasis several years ago to meet the needs of students who would be managing family businesses once they graduate. We have also made all but the PGA emphasis available to distance learners, either via virtual sessions or www summer classes.

**Inter-rater Reliability:**

Interrater reliability is obtained through qualitative means as not all outcomes/objectives are measured in every class within a given program. Thus, agreement of what a program's outcomes/objectives are is reached by faculty teaching within each program and how it will be measured. Even if the outcome/objective is taught in more than one class, the rigor across multiple classes for a given outcome/objective will vary, as will a student's interest and we are not supposed to be broadcasting a student's evaluation outcomes between classes. Thus, the qualitative means of ensuring we are measuring the same construct is the best we can do.

**Closing the Loop:**

We have no past assessment data in the current system. However, we have always assessed. Those faculty responsible for a program gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes.

## Operations and Supply Chain Management and PGA emphasis

**Assessment Report Contact:** Scott Metlen

**Program Changes in Past Year:**

na

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:** na

**Import Outcomes Data (from Anthology Outcomes):**

1.

### Problem-solving Skills

90% of graduating Operations Management students develop solutions to common supply chain problems

Academic Year 2020-2021: Operations and Supply Chain Management (B.S.Bus.)

Term: **Overview**

*No Results*

2.

### Strategy Skills

OM students will recommend process improvement strategies based on computers models of business processes that they create.

Academic Year 2020-2021: Operations and Supply Chain Management (B.S.Bus.)

Term: **Overview**

*No Results*

3.

### Quality Skills

OM students will develop and implement a program to improve the quality of organizational processes.

Academic Year 2020-2021: Operations and Supply Chain Management (B.S.Bus.)

Term: **Overview**

*No Results*

4.

### Management Skills

OM students will demonstrate understanding the use of both “soft” project management skills (e.g., stakeholder management, conflict management, project leadership) and “hard” project management skills (e.g., budgeting, scheduling, risk management) to successfully manage a project through its life cycle (i.e., initiation, planning, execution & closing).

Academic Year 2020-2021: Operations and Supply Chain Management (B.S.Bus.)

Term: **Overview**

*No Results*

5.

### Management Skills

OM Students will develop, manage, and improve production planning and control and inventory management systems.

Academic Year 2020-2021: Operations and Supply Chain Management (B.S.Bus.)

Term: **Overview**

*No Results*

1

### supply chain management

OSCM students will gather and analyze financial and operational data to evaluate and improve supply chain performances.

Academic Year 2020-2021: Operations and Supply Chain Management (B.S.Bus.)

Term: **Overview**

*No Results*

2

### operation scheduling and planning

OSCM students will develop production plans based on forecasted and actual demand data and adjust inventory management strategies in response to different uncertainty levels.

Academic Year 2020-2021: Operations and Supply Chain Management (B.S.Bus.)

Term: **Overview**

*No Results*

3

### project management

OSCM students will utilize both “soft” project management skills (e.g., stakeholder management, conflict management, project leadership) and “hard” project management skills (e.g., budgeting, scheduling, risk management) to successfully manage a project through its life cycle (i.e., initiation, planning, execution & closing).

Academic Year 2020-2021: Operations and Supply Chain Management (B.S.Bus.)

Term: **Overview**

*No Results*

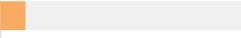
4

#### quality management

4. OSCM students will develop and implement programs to measure, control, and improve the quality of the outputs (i.e., products or services) of organizational processes.

Academic Year 2020-2021: Operations and Supply Chain Management (B.S.Bus.)

Term: **Overview**

Exceeded		40%	12
Met		40%	12
Partially Met		10%	3
Not Met		10%	3

5

#### system simulation and improvement

5. OSCM students will combine business data, business policy and rules, and best practices to build discrete event simulation models and generate results for analysis and recommendations for continuous process improvement.

Academic Year 2020-2021: Operations and Supply Chain Management (B.S.Bus.)

Term: **Overview**

*No Results*

6.

#### Quality Control

Develop and implement a program to measure, improve and control the quality of the outputs (i.e., products or services) of organizational processes. [closely linked to OM 456]

Academic Year 2020-2021: Operations and Supply Chain Management (B.S.Bus.)

Term: **Overview**

*No Results*

7.

#### Simulation Skills

Use discrete event simulation to create computer models of business processes, and, based on these models, run and interpret experiments and recommend and support process improvement strategies. [closely linked to OM 439]

Academic Year 2020-2021: Operations and Supply Chain Management (B.S.Bus.)

Term: **Overview**

*No Results*

#### Summary of Student Learning:

80% of students met the Quality Management requirements. Data for the other metrics above have not been collected, however, an exit survey showed the following: The question was, How experience in the CBE prepared you for OM. 82% answered a 3, 4, or 5 from a five-point scale and the average was 2.95.

#### Summary of Faculty Discussion:

Still providing an experiential learning environment in and out of class. Doing projects with companies and solving cases. We changed the name to better reflect that we present both operations and supply chain management to help better place our graduates.

#### Summary of Changes/Improvements Being Considered:

Still providing an experiential learning environment in and out of class. Doing projects with companies and solving cases. We changed the name to better reflect that we present both operations and supply chain management to help better place our graduates.

#### Inter-rater Reliability:

Interrater reliability is obtained through qualitative means as not all outcomes/objectives are measured in every class within a given program. Thus, agreement of what a program’s outcomes/objectives are is reached by faculty teaching within each program and how it will be measured. Even if the outcome/objective is taught in more than one class, the rigor across multiple classes for a given outcome/objective will vary, as will a student's interest and we are not supposed to be broadcasting a student’s evaluation outcomes between classes. Thus, the qualitative means of ensuring we are measuring the same construct is the best we can do.

#### Closing the Loop:

We have no past assessment data in the current system. However, we have always assessed. Those faculty responsible for a program gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes. New classes have also been developed if the need is reflected in the outcomes data.

## International Business Minor

**Assessment Report Contact:** Scott Metlen

**Program Changes in Past Year:**

dropping this minor, not enough students were interested in the minor to warrant keeping the international classes on the books

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:** na

**Import Outcomes Data (from Anthology Outcomes):**

na

**Summary of Student Learning:**

na

**Summary of Faculty Discussion:**

na

**Summary of Changes/Improvements Being Considered:**

na

**Inter-rater Reliability:**

na

**Closing the Loop:**

na

## Marketing degrees: General Marketing, Sales, Marketing Analytics, PGA, Entrepreneurship emphases

**Assessment Report Contact:** Scott Metlen

**Program Changes in Past Year:**

Sales Management emphasis was added

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:** na

**Import Outcomes Data (from Anthology Outcomes):**

Data has not been collected for the items below, however, an exit survey showed the following: The question was, How experience in the CBE prepared you for Mgt/HR. 82% answered a 3, 4, or 5 from a five-point scale and the average was 3.45.

1.

**Recall Skills**

Marketing students will demonstrate skills in designing and executing consumer research to address specific marketing questions.

Academic Year 2020-2021: **Marketing - Sales Management Option (B.S.Bus)**

Term: **Overview**

*No Results*

2.

**Problem-solving Skills**

Marketing students will recognize difference between marketing strategy and marketing mix.

Academic Year 2020-2021: **Marketing - Sales Management Option (B.S.Bus)**

Term: **Overview**

*No Results*

3.

**Professional Knowledge**

Students in Marketing 428 will recognize difference between marketing strategy and marketing mix.

Academic Year 2020-2021: **Marketing - Sales Management Option (B.S.Bus)**

Term: **Overview**

*No Results*

**Summary of Student Learning:**

Data has not been collected for the items above, however, an exit survey showed the following: The question was, How experience in the CBE prepared you for Mgt/HR. 82% answered a 3, 4, or 5 from a five-point scale and the average was 3.45.

#### Summary of Faculty Discussion:

Based on past assessment criteria we have added a sales minor, and a digital marketing strategy class. We have also made all but the PGA emphasis available to distance learners, either via virtual sessions or www summer classes.

#### Summary of Changes/Improvements Being Considered:

Those faculty responsible for a degree gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes. New classes have also been developed if the need is reflected in the outcomes data. We have not currently made any adjustments to classes based on the new assessment criteria.

#### Inter-rater Reliability:

Interrater reliability is obtained through qualitative means as not all outcomes/objectives are measured in every class within a given program. Thus, agreement of what a program's outcomes/objectives are is reached by faculty teaching within each program and how it will be measured. Even if the outcome/objective is taught in more than one class, the rigor across multiple classes for a given outcome/objective will vary, as will a student's interest and we are not supposed to be broadcasting a student's evaluation outcomes between classes. Thus, the qualitative means of ensuring we are measuring the same construct is the best we can do.

#### Closing the Loop:

We have no past assessment data in the current system. However, we have always assessed. Those faculty responsible for a program gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes. New classes, emphases, and/or minors have also been developed if the need is reflected in the outcomes data.

### Business Economics General and Financial Options

**Assessment Report Contact:** Scott Metlen

#### Program Changes in Past Year:

na

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:** na

#### Import Outcomes Data (from Anthology Outcomes):

1.

##### Analysis - Macroeconomic

Economics students will predict the effects of various events on the economy, financial markets, individuals, and/or firms, through knowledge of macroeconomic concepts and models.

Academic Year 2020-2021: Business Economics - General Option (B.S. Bus)

Term: Overview

No Results

2.

##### Analysis - Microeconomic

Economics students will evaluate how firms and consumers interact in markets, in order to understand why economic decisions have certain outcomes.

Academic Year 2020-2021: Business Economics - General Option (B.S. Bus)

Term: Overview

No Results

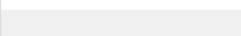
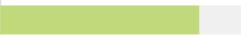
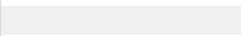
3.

##### Empirical Inference

Economics students will apply econometric methods to conduct an empirical study about the relationships between various factors.

Academic Year 2020-2021: Business Economics - General Option (B.S. Bus)

Term: Overview

Exceeded		0%	0
Met		81.82%	18
Partially Met		0%	0
Not Met		18.18%	4

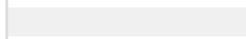
4.

##### Critical Thinking

Economics students will create a thesis that is logically supported by economic theory and the relevant literature.

Academic Year 2020-2021: Business Economics - General Option (B.S. Bus)

Term: **Overview**

Exceeded		24%	6
Met		64%	16
Partially Met		0%	0
Not Met		12%	3

**Summary of Student Learning:**

over 80% of students have met goals 3 and 4, goals 1 and 2 have not been assessed at this point. These were direct measures, indirect measures have not been collected from feedback from subsequent class instructors voicing adequate economic knowledge displayed by students

**Summary of Faculty Discussion:**

Based on past assessment criteria we have added an experiential class dealing with Economic Impact Statements to the Econ mix of classes, added another section of the ECON490 capstone class due to demand, which has fallen, so we will be going back to one section, and we started to offer ECON272 in the summer on-line.

**Summary of Changes/Improvements Being Considered:**

Those faculty responsible for a degree gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes. New classes have also been developed if the need is reflected in the outcomes data. We have not currently made any adjustments to classes based on the new assessment criteria. Based on past assessment criteria we have added an experiential class dealing with Economic Impact Statements to the Econ mix of classes, added another section of the ECON490 capstone class due to demand, which has fallen, so we will be going back to one section, and we started to offer ECON272 in the summer on-line.

**Inter-rater Reliability:**

Interrater reliability is obtained through qualitative means as not all outcomes/objectives are measured in every class within a given program. Thus, agreement of what a program's outcomes/objectives are is reached by faculty teaching within each program and how it will be measured. Even if the outcome/objective is taught in more than one class, the rigor across multiple classes for a given outcome/objective will vary, as will a student's interest and we are not supposed to be broadcasting a student's evaluation outcomes between classes. Thus, the qualitative means of ensuring we are measuring the same construct is the best we can do.

**Closing the Loop:**

We have no past assessment data in the current system. However, we have always assessed. Those faculty responsible for a program gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes. New classes have also been developed if the need is reflected in the outcomes data.

**Finance and PGA Finance Degree/Program**

**Assessment Report Contact:** Scott K Metlen

**Program Changes in Past Year:**

na

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:****Import Outcomes Data (from Anthology Outcomes):**

The answer to the question "How experience in CBE prepared you for finance?" 73% scored 3, 4, or 5 out of 5 with the average being 3.05.

Archive

**Industry Skills**

CBE Finance Students will demonstrate a sound understanding of the insurance industry including the insurance market, insurance industry operations, the institutional aspects of insurance, an understanding insurance pricing, risk management process and application, and statistical analysis.

Academic Year 2020-2021: **Finance (B.S.Bus)**

Term: **Overview**

*No Results*

Archive

**Finance Skills**

Finance majors will demonstrate an understanding of financial investment topics

Academic Year 2020-2021: **Finance (B.S.Bus)**

Term: **Overview**

*No Results*

1

**Apply financial models and theories**

How to apply financial models and theories to solve problems in both the corporate and financial services spaces.

Academic Year 2020-2021: Finance (B.S.Bus)

Term: **Overview**

*No Results*

2.

### **Risk Analysis Skills**

How to analyze risk and manage risk in financial settings. This includes financial institutions, portfolio managers, investors, and traders.

Academic Year 2020-2021: Finance (B.S.Bus)

Term: **Overview**

*No Results*

3.

### **Understand financial market structure**

Understand the structure and composition of financial markets and institutions. This includes banks, brokerage firms, insurance companies, and institutional investors.

Academic Year 2020-2021: Finance (B.S.Bus)

Term: **Overview**

*No Results*

#### **Summary of Student Learning:**

**The answer to the question "How experience in CBE prepared you for finance" on an exit survey conducted by the college showed 73% scored 3, 4, or 5 out of 5 with the average being 3.05.**

#### **Summary of Faculty Discussion:**

Based on past assessment criteria we have added several one-credit classes to give those in industry and finance students the opportunity to meet. Classes that were not making at least 15 consistently were dropped.

#### **Summary of Changes/Improvements Being Considered:**

Those faculty responsible for a degree gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes. New classes have also been developed if the need is reflected in the outcomes data. We have not currently made any adjustments to classes based on the new assessment criteria. That is why the above-mentioned classes were created.

#### **Inter-rater Reliability:**

Interrater reliability is obtained through qualitative means as not all outcomes/objectives are measured in every class within a given program. Thus, agreement of what a program's outcomes/objectives are is reached by faculty teaching within each program and how it will be measured. Even if the outcome/objective is taught in more than one class, the rigor across multiple classes for a given outcome/objective will vary, as will a student's interest and we are not supposed to be broadcasting a student's evaluation outcomes between classes. Thus, the qualitative means of ensuring we are measuring the same construct is the best we can do.

#### **Closing the Loop:**

We have no past assessment data in the current system. However, we have always assessed. Those faculty responsible for a program gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes. New classes have also been developed if the need is reflected in the outcomes data.

## **Marketing Minor**

**Assessment Report Contact:** Scott Metlen

**Program Changes in Past Year:**

na

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:** na

**Import Outcomes Data (from Anthology Outcomes):**

1.

### **Specialized Skills**

Marketing students will describe the consumer behavior process and how the firm influences this process.

Academic Year 2020-2021: Marketing (Minor)

Term: **Overview**

*No Results*

2.

### **Specialized Skills**

Marketing students will describe the product development process and how to manage products and product portfolios across product life cycles.

Academic Year 2020-2021: **Marketing (Minor)**

Term: **Overview**

*No Results*

3.

### **Specialized Skills**

Marketing students will describe how to determine price and the role of price in communicating value.

Academic Year 2020-2021: **Marketing (Minor)**

Term: **Overview**

*No Results*

4.

### **Specialized Skills**

Marketing students will determine an appropriate channels mix to enhance competitive advantage and increase customer value.

Academic Year 2020-2021: **Marketing (Minor)**

Term: **Overview**

*No Results*

5.

### **Specialized Skills**

Marketing students will demonstrate an understanding of the promotional mix.

Academic Year 2020-2021: **Marketing (Minor)**

Term: **Overview**

*No Results*

### **Summary of Student Learning:**

The classes that the marketing minor students take are a sub-set of those taken by the marketing students, thus, the feedback for the classes comes from all students in the classes, both majors and minors. Thus, the metrics used to evaluate the major are the same for the minor except we do not have exit survey information for the minors. Since we have not started to garner data for the items above, the best alternative is using the exit survey information as a proxy for the minor.

Data has not been collected for the items above, however, an exit survey showed the following: The question was, How experience in the CBE prepared you for Mgt/HR. 82% answered a 3, 4, or 5 from a five-point scale and the average was 3.45.

### **Summary of Faculty Discussion:**

The discussion does not support changes in the Minor.

### **Summary of Changes/Improvements Being Considered:**

The discussion does not support changes in the Minor.

### **Inter-rater Reliability:**

Interrater reliability is obtained through qualitative means as not all outcomes/objectives are measured in every class within a given program. Thus, agreement of what a program's outcomes/objectives are is reached by faculty teaching within each program and how it will be measured. Even if the outcome/objective is taught in more than one class, the rigor across multiple classes for a given outcome/objective will vary, as will a student's interest and we are not supposed to be broadcasting a student's evaluation outcomes between classes. Thus, the qualitative means of ensuring we are measuring the same construct is the best we can do.

### **Closing the Loop:**

We have no past assessment data in the current system. However, we have always assessed. Those faculty responsible for a program gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes.

## **Student Achievement**

### **New Student Achievement Item**

**Student Retention:**

**Student Persistence:**

**Student Completion:**

**Student Postgraduate Success:**

**Identify Equity Gaps:**

**Effective Learning Environment and Closing Equity Gaps:**