

Annual Learning Outcomes Assessment Report
2013-2014

Degree Program Information	
Academic Degree Program (<i>Major</i>)	BS in Business Administration
Degree (<i>BS, BA, BFA, MFA, MBA, etc.</i>)	BS
Department/ School	Argyros School of Business and Economics
Number of students currently enrolled (as majors) in the program:	1126
Contact Person	
Name (<i>Person coordinating program's assessment effort</i>)	Charu Sinha
Title	Director of Continuous Improvement
E-mail address	csinha@chapman.edu

Learning Outcome #1	
I. Process:	
Student Learning Outcome	Knowledge of Business: Each student will be able to define terminology, describe theories, and apply models to address issues in accounting, economics, finance, management, marketing and operations.
Supports University Theme <i>(Some or all of the program's learning outcomes must support at least two of the university's strategic themes)</i> <ul style="list-style-type: none"> • Themes: <i>Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing</i> • Describe how the theme is supported by the learning outcome 	Interdisciplinarity Students integrate knowledge from diverse core functional areas to solve a business problem.
Supports WASC Core Competency <i>(Please indicate whether this outcome supports any of WASC's core competencies)</i> <ul style="list-style-type: none"> • Oral Communication • Written communication • Information Literacy • Quantitative Reasoning • Critical Thinking 	Information Literacy
Where is the outcome published for students? <ul style="list-style-type: none"> • Syllabi <i>(If syllabi, list course numbers)</i> • Website • Handbook 	In Syllabi for courses indicated on curriculum map (see attached)
Evidence of Learning <ul style="list-style-type: none"> • capstone project • presentation • performance 	Standardized Test The standardized test is the Major Field Test (MFT) in Business administered through the Educational Testing Service (ETS)

<ul style="list-style-type: none"> • <i>course-embedded exam</i> • <i>assignment</i> • <i>standardized test</i> • <i>portfolio</i> 	
<p>Collecting and Analyzing the Data</p> <ul style="list-style-type: none"> • <i>How did you select the sample?</i> • <i>What was your sample size (number of students)?</i> • <i>Provide the percentage of the sample size as compared to the relevant population.</i> • <i>How did you assess the student work/data collected?</i> <ul style="list-style-type: none"> • <i>Possible Tools: rubric, exam questions, portfolio samples</i> • <i>Attach all assessment tools</i> 	<p>A sample of 42 students was selected from various sections of the capstone course BUS 475</p> <p>The graduating class in this degree program this year consisted of 286 students, so the sample is 15% of the graduating class.</p> <p>The MFT is graded by ETS and an overall test score is available along with the breakdown into several detailed performance views. Also available are comparisons with national averages.</p> <p>The MFT exam is an online test which is not made publicly available by ETS (unlike sample SAT tests). A few sample questions are available as shown below.</p> <ol style="list-style-type: none"> 1. In marketing research, a firm might consider using secondary data over primary data because <ol style="list-style-type: none"> (A) secondary data usually cost less (B) secondary data are usually more accurate (C) primary data are usually non specific (D) primary data are likely to be outdated 2. In organizational decision making, managers are able to exercise the greatest degree of discretion in the <ol style="list-style-type: none"> (A) enforcement of internal policies (B) settlement of legal disputes (C) restructuring of outstanding loans (D) compliance with federal regulations 3. The term "net working capital" refers to <ol style="list-style-type: none"> (A) inventories, receivables, and current notes and investments (B) assets divided by liabilities (C) current assets less short-term liabilities (D) net assets left over after subtracting cost of goods sold
<p>Expected Level of Achievement</p> <ul style="list-style-type: none"> • <i>What was your target(s) for student performance for this</i> 	<p>The initial target is to have Argyros students score above the national average.</p>

outcome? (This should tie to the methods in which you assessed the students and collected and analyzed data in the section above.)

Learning Outcome #2	
I. Process:	
Student Learning Outcome	Problem Solving Skill: Each student will possess the quantitative and technical skills to analyze data and interpret results to improve business performance
Supports University Theme <i>(Some or all of the program's learning outcomes must support at least two of the university's strategic themes)</i> <ul style="list-style-type: none"> • Themes: Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing • Describe how the theme is supported by the learning outcome 	Interdisciplinarity Quantitative skills are integrated with an understanding of core business functions. This results in quantitative data and techniques being re-applied in the context of business problems to make informed decisions within the business setting.
Supports WASC Core Competency <i>(Please indicate whether this outcome supports any of WASC's core competencies)</i> <ul style="list-style-type: none"> • Oral Communication • Written communication • Information Literacy • Quantitative Reasoning • Critical Thinking 	Quantitative Reasoning
Where is the outcome published for students? <ul style="list-style-type: none"> • Syllabi <i>(If syllabi, list course numbers)</i> • Website • Handbook 	In syllabi for courses indicated on curriculum map
Evidence of Learning <ul style="list-style-type: none"> • capstone project • presentation • performance 	Standardized Test The standardized test is the Major Field Test (MFT) in Business administered through the Educational Testing Service (ETS)

<ul style="list-style-type: none"> • <i>course-embedded exam</i> • <i>assignment</i> • <i>standardized test</i> • <i>portfolio</i> 	
<p>Collecting and Analyzing the Data</p> <ul style="list-style-type: none"> • <i>How did you select the sample?</i> • <i>What was your sample size (number of students)?</i> • <i>Provide the percentage of the sample size as compared to the relevant population.</i> • <i>How did you assess the student work/data collected?</i> <ul style="list-style-type: none"> • <i>Possible Tools: rubric, exam questions, portfolio samples</i> • <i>Attach all assessment tools</i> 	<p>A sample of 42 students was selected from various sections of the capstone course BUS 475</p> <p>The graduating class in this degree program this year consisted of 286 students so the sample is 15% of the graduating class.</p> <p>The MFT is graded by ETS and an overall test score is available along with the breakdown into several detailed performance views. Also available are comparisons with national averages.</p> <p>The MFT exam is an online test which is not made publicly available by ETS (unlike sample SAT tests). A few sample questions are available as shown below.</p> <p>Raw material costs \$3 per pound and direct production labor is paid \$4 per hour. Fixed supervisory costs are \$2,000 per month and Dreamland rents its factory on a five-year lease for \$4,000 per month. All costs are considered costs of production.</p> <p>4. How many pillows must Dreamland produce and sell each month to earn a monthly gross profit of \$1,000?</p> <p>(A) 300 (B) 350 (C) 600 (D) 700</p> <p>5. Another firm has offered to produce “Old Softy” pillows and sell them to Dreamland for \$12 each. Dreamland cannot avoid the factory lease payments, but can avoid all labor costs if it does not produce these pillows. Under these conditions, how many “Old Softy” pillows must Dreamland sell to earn monthly gross profits of \$1,000?</p> <p>(A) 417 (B) 500 (C) 625 (D) 875</p>
<p>Expected Level of Achievement</p>	<p>The initial target is to have Argyros students score above the national average.</p>

<ul style="list-style-type: none">• <i>What was your target(s) for student performance for this outcome? (This should tie to the methods in which you assessed the students and collected and analyzed data in the section above.)</i>	
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Learning Outcome #3 I. Process:	
Student Learning Outcome	Communication: Each student will be able to communicate clearly, concisely and professionally.
Supports University Theme <i>(Some or all of the program's learning outcomes must support at least two of the university's strategic themes)</i> <ul style="list-style-type: none"> Themes: Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing Describe how the theme is supported by the learning outcome 	Student Writing The learning outcome assesses both oral and written communication skills and thus directly supports the theme of student writing.
Supports WASC Core Competency <i>(Please indicate whether this outcome supports any of WASC's core competencies)</i> <ul style="list-style-type: none"> Oral Communication Written communication Information Literacy Quantitative Reasoning Critical Thinking 	<ul style="list-style-type: none"> Oral Communication Written communication
Where is the outcome published for students? <ul style="list-style-type: none"> Syllabi (If syllabi, list course numbers) Website Handbook 	In syllabi for courses indicated on curriculum map attached
Evidence of Learning <ul style="list-style-type: none"> capstone project presentation performance course-embedded exam assignment standardized test portfolio 	Capstone project report and class presentation
Collecting and Analyzing the Data <ul style="list-style-type: none"> How did you select the sample? What was your sample size (number of students)? Provide the percentage of the sample size as compared to the relevant population. How did you assess the student work/data collected? <ul style="list-style-type: none"> Possible Tools: rubric, exam questions, portfolio samples Attach all assessment tools 	<p>The sample was selected from the capstone course, BUS 475. 38 students were assessed. These students were from both the BS in BA and BS in Accounting programs. This year, the BS in Business Administration constituted 85% of the combined population of graduates in both programs. Based on this, it is estimated that 32 students in the BS in BA were assessed out of a total population of 286 students, which represents 11% of the population</p> <p>The capstone project report and corresponding presentation was assessed for written communication skills (in some cases) and oral communication skills (in other cases). The rubrics are attached.</p>
Expected Level of Achievement <ul style="list-style-type: none"> What was your target(s) for student performance for this 	A target score of at least 3 (representing "competent") would be desirable on all dimensions of the rubric.

outcome? (This should tie to the methods in which you assessed the students and collected and analyzed data in the section above.)

Learning Outcome #4	
I. Process:	
Student Learning Outcome	Global Professional: Each student will demonstrate awareness of legal, ethical, cultural and professional perspectives of the global business environment.
Supports University Theme <i>(Some or all of the program's learning outcomes must support at least two of the university's strategic themes)</i> <ul style="list-style-type: none"> Themes: <i>Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing</i> Describe how the theme is supported by the learning outcome 	Internationalization This learning outcome of inculcating a global awareness through a multi-dimensional perspective but within a business context directly supports the theme of internationalization.
Supports WASC Core Competency <i>(Please indicate whether this outcome supports any of WASC's core competencies)</i> <ul style="list-style-type: none"> Oral Communication Written communication Information Literacy Quantitative Reasoning Critical Thinking 	Informational Literacy
Where is the outcome published for students? <ul style="list-style-type: none"> Syllabi <i>(If syllabi, list course numbers)</i> Website Handbook 	In syllabi for courses indicated on curriculum map attached
Evidence of Learning <ul style="list-style-type: none"> capstone project presentation performance course-embedded exam assignment standardized test portfolio 	Homework assignments (course-embedded assessment)
Collecting and Analyzing the Data <ul style="list-style-type: none"> How did you select the sample? What was your sample size (number of students)? Provide the percentage of the sample size as compared to the relevant population. How did you assess the student work/data collected? <ul style="list-style-type: none"> Possible Tools: rubric, exam questions, portfolio samples 	The sample was selected using one of the sections of an international business management course (400-level course) with 34 students. This represents 12 % of the graduating class. The student work (a collection of several homework assignment were assessed by the instructor teaching the course (course-embedded assessment). A sample of questions are extracted below: CO#2- <i>Examine the various cultural, ethical, legal, and political issues that impact international business activity. Students will be</i>

<ul style="list-style-type: none"> • <i>Attach all assessment tools</i> 	<p><i>able to identify major issues through case studies and assess the impacts of these issues. They are assessed based on performance issues relative to material presented in questions</i></p> <p><i>Assessment: Cultural, Ethical, Legal, and Political Issues Segment/ (5% of course grade)</i></p> <p><u>Insert Assessment question or rubric:</u></p> <p style="text-align: center;"><i>Homework Assignment #2</i> <i>Due at start of class - Wednesday, September 25, 2013</i> <i>Written Analysis of Case (WAC) & Four Questions</i> <i>Closing Case: Working Conditions in a Chinese Factory-</i> <i>Page 148</i> <i>Hill - Global Business Today 8th Edition</i></p> <p><i>QUESTION 1: What enables the owners of the Metai factory profiled in this case to get away with such awful working conditions? (3 points)</i></p> <p><i>QUESTION 2: Should U.S. companies like Microsoft, Dell, and Hewlett-Packard be held responsible for working conditions in foreign factories that they do not own, but where subcontractors make products for them? (2 points)</i></p> <p><i>QUESTION 3: What labor standards regarding safety, working conditions, overtime, and the like, should U.S. companies hold foreign factories to: those prevailing in that country or those prevailing in the United States? (2 points)</i></p> <p><i>QUESTION 4: Do you think the U.S. companies mentioned in this case need to make any changes to their current policies? If so, what? Should they make changes even if they hinder their ability to compete in the marketplace? (3 points)</i></p>
<p>Expected Level of Achievement</p> <ul style="list-style-type: none"> • <i>What was your target(s) for student performance for this outcome? (This should tie to the methods in which you assessed the students and collected and analyzed data in the section above.)</i> 	<p>The target was set at 80% as a passing score.</p>