Learning Objective 1.1

Over the last four assessment cycles, scores for Learning Objective 1.1 have varied between 84-88 percent of students meeting or exceeding expectations. The objective was measured through short case studies which were evaluated using a comprehension rubric. Emphasis on learning through business problem solving techniques have been placed in all business courses. Since 2008, an increase of 10% is observed in the comprehension level of students.

Learning Objective 1.2

A significant improvement is observed in Learning Objective 1.2, which measures student's ability to apply business theories and concepts to solve problems. In 2008, only 61% of students met or exceeded expectations on this objective, which was below the expected level of 70% of students meeting or exceeding expectations. Learning Objective 1.2 was an emphasis area during fall 2009. Since then, revision of previously learned concepts is a regular feature in all classes in the beginning of each course. Faculty also strives to strengthen linkages between materials learned in other courses in class lectures to
build a unified approach to problem solving. These measures have resulted in 79% of students meeting or exceeding expectations; an 18% increase since 2008.

**Learning Objective 1.3**

![Graph showing Application of problem solving techniques](image)

This objective dealt with the application of quantitative and qualitative tools to generate solutions to a business problem. With the exception of the 09-10 assessment cycle, the scores have been in the 80% range. Home work assignments and exam problems are used as the assessment vehicle for this objective. A rubric-based evaluation was conducted to assign scores for student work. An in-depth analysis of the data suggests that student face maximum difficulty in making connections between the results and managerial decision making. Improving quantitative skills of students is an emphasis area going forward which is reflected in closing the loop activities as presented in the report.

**Learning Objective 1.4**

![Graph showing Evaluation of alternatives](image)

Objective 1.4 deals with the ability to arrive at an optimal solution by evaluating alternative solutions of a business problem. In 2009, only 54% of students met or exceeded expectation on this objective. The assessment took place in the capstone class using case study as the assessment vehicle. Over the course of three years, emphasis has been placed in increasing the number of critical thinking activities during class
and also on providing a variety of opportunities for students to engage in critical thinking. For example, case discussions, reflective essay writing, 1 minute papers, debates, and analysis of an argument. At present, all business courses are required to list and implement critical thinking as one of their course objectives. In 2012-13, 71% of assessed students met or exceeded expectations on this objective.

Learning Objective: 2.1

Learning Objective 2.1 measures students' ability to work in a team setting. Until 2010, the measurement was based on peer evaluations and structured observations during a team work exercise. In 2011, measures of teamwork were refined to include a rubric based evaluation by team members over the course of a semester long project. The evaluations for each student were averaged to arrive at the final score for the student; thus, increasing the validity of the measurement. Although assessment results of the objective show a decrease in team working ability, the scores remain above the 90% level.

Learning Objective 2.2
Learning Objective 2.2 measures the ability of student to utilize time and resources. All students enrolled in SB 400 and BA 450 (experiential learning courses) undergo a supervisory evaluation after completing their internship experience. Specific items on the Employer survey measures supervisor's perceptions of the ability of intern to adequately manage time and resources. These surveys are returned to the course instructor and the scores on those items serve as assessment scores for this objective. Over the past four cycles, an increase in student's skills related to the objective is noticed.

Learning Objective 2.3(a)

Learning Objective 2.3 (b)

Learning Objective 2.2 (a) and (b) deals with oral and written communication skills. All classes having presentations evaluate student presentations on the basis of oral presentation rubric. With the exception of 2010-11, scores for oral communication have been above 80%. Significant effort will be placed to provide meaningful feedback to presenters on improvement areas. Extremely low scores on written communication skills in 2008(46.7%) galvanized the faculty to place significant emphasis on writing in all business courses. Several actions have been taken towards improvement as mentioned in the impact on curricula section of the report. As a result, in 2012-13, assessment scores for the learning objective
reached the benchmark for the first time. Efforts are being made to sustain the initiatives and continue on the path of improvement.

Learning Objective 2.4

This objective deals with the ability to provide opportunities to foster students’ self confidence and a sense of personal self worth. The Executive Speaker Series (ESS) of the LAPD program is specifically geared towards achieving this objective. The objective of ESS is to promote leadership development through interaction with senior level executives who provide various perspectives that form the context for leading in the business world. The experience is designed to motivate and challenge students, build self-esteem, strengthen character, and serve as a catalyst in the development of soft skills. During ESS students attend the seminar, participate in a round table discussion with the guest and also attend a business luncheon. Attendance and participation in the ESS roundtable event provide scores for this objective, therefore a constant 100% scoring is observed. This objective will be revised with an objective measure in the next assessment cycle.

Learning Objective 3.1
This objective measures students’ understanding and demonstration of appropriate ethical behavior. Students enrolled in Legal Environment of Business (BA201), Financial Accounting (ACCT 207), and Business Policy (MGT 430) generally participate in the assessment of this objective. An ethics case serves as the vehicle for measurement. The Assessment Committee is currently working on mapping more courses for learning objective 3.1 in an effort to ensure a wider coverage of ethics in the business curriculum.

Learning Objective 3.2

Through various community projects initiated by student organizations, business majors work with the local community and demonstrate their understanding of the importance of community service. Student participation in such projects serve as the subjective measure for this objective. This objective will be revised to include an objective measure for the next assessment cycle.

Learning Objective 4.1
Learning Objective 4.1 deals with student appreciation and understanding of other cultures and international diversity. Since the majority of students are African-American, efforts are placed throughout the curriculum to develop a globalized perspective. For example, one full day of activities related to internationalization is a staple of Business Week. Assessment scores in 2009-10 were subjective and reflected mere participation of students in such events. Thereupon, since 2010, an objective survey based measure of appreciation of global diversity has been adopted as the assessment vehicle for this objective.

Learning Objective 4.2

Learning Objective 4.2 measures student ability to integrate the impact of global environment in problem solving. Traditionally, students enrolled in Introduction to International Business (BA 301) have served as the sample for the measurement of this objective. Since the scores may be influenced by the context effect, efforts are being made to map more courses throughout the curriculum to assess Learning Objective 4.2. It is observed that assessment scores have fallen since 2009-10. The Assessment committee is presently working on closing the loop actions for this objective.