

CSUN[®]

**NAZARIAN
COLLEGE**



David Nazarian College of Business & Economics
Student Learning Outcomes (SLO)
Performance Report
AY 2018-19

Overview

The Nazarian College is committed to the improvement of student learning and teaching at the undergraduate and graduate levels. The College assesses its degree programs on a regular basis, and then uses assessment results to motivate changes in curricula and program structures. The College has assessed student performance via both direct and indirect measures of learning outcomes since 1999. In 2003, the College began to develop embedded measures that have been regularly gathered for the past 16 years. The College has continued to refine its assessment process to ensure that the findings are used to inform program review. Learning assurance is part of our culture, engages almost all faculty, and is a routine aspect of College operations.

Mission, Vision, and Student Learning Outcomes

Mission

To be a leader in educating a diverse student population to achieve career success and be a force for a better future.

Vision

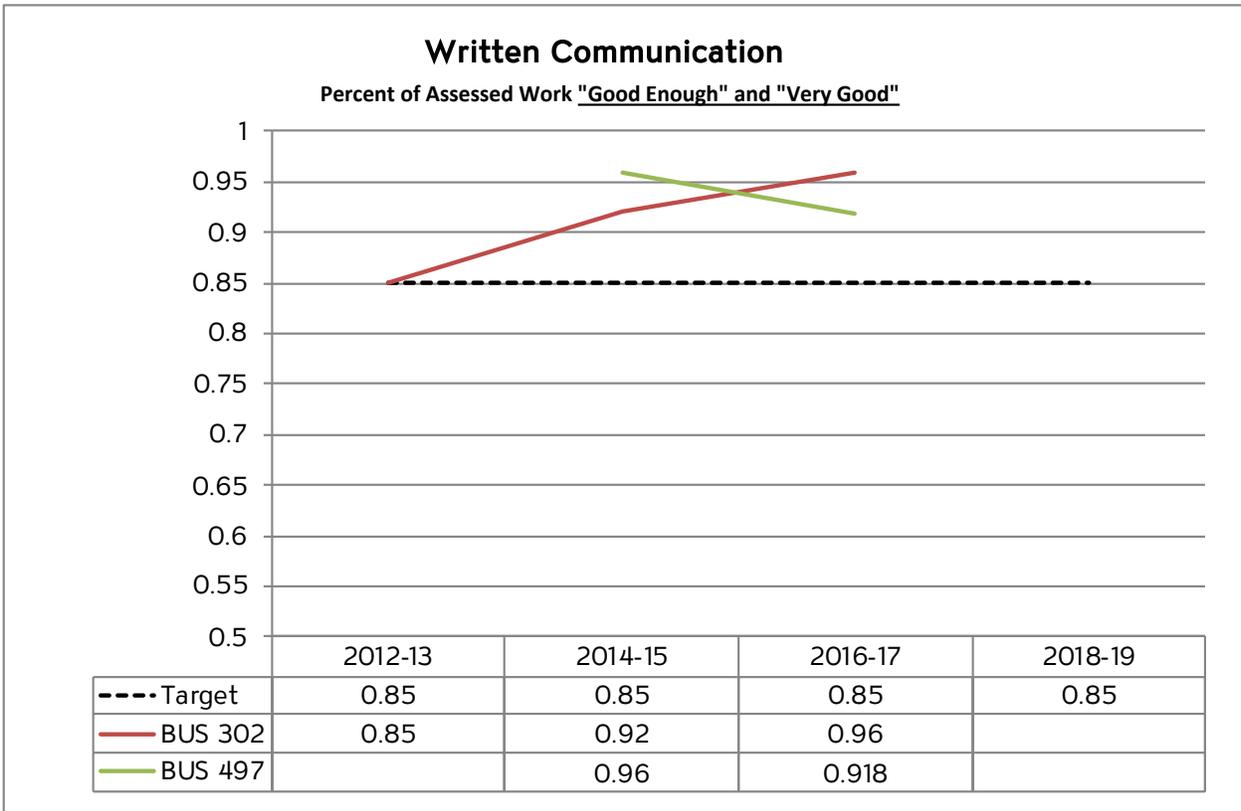
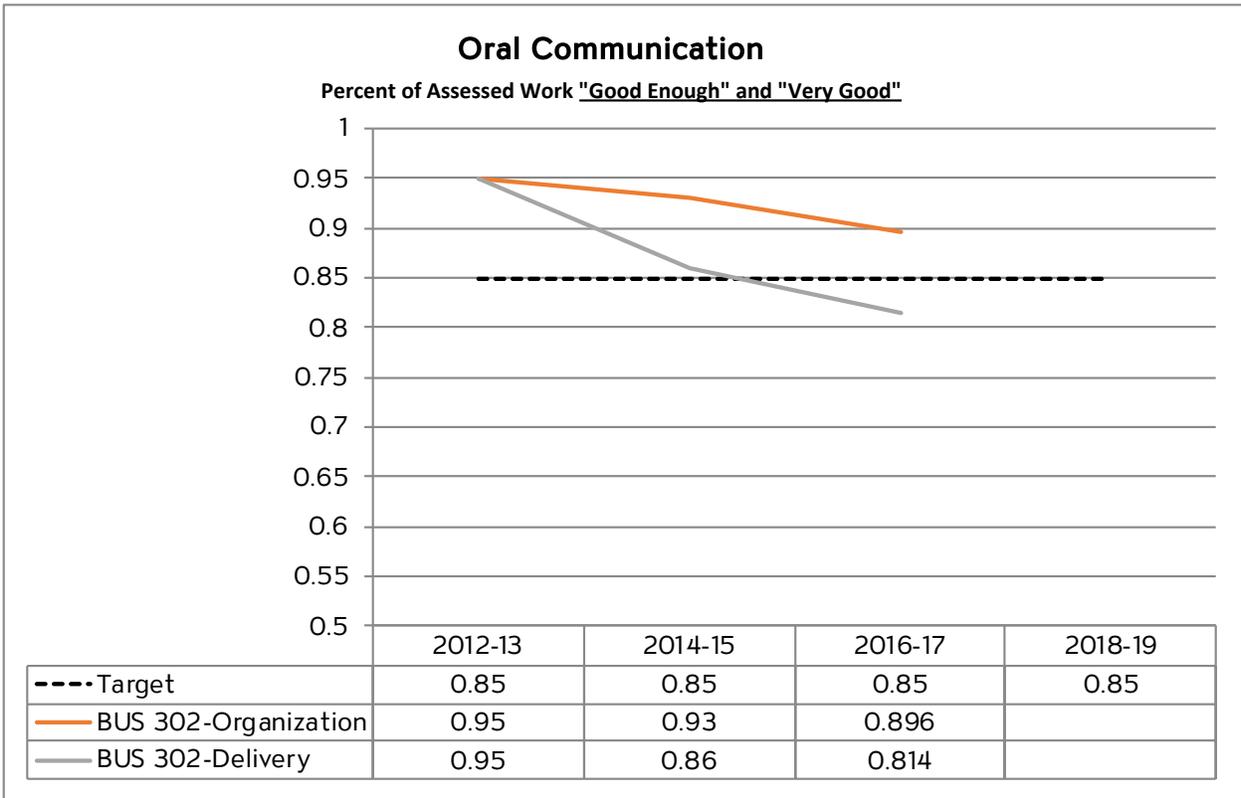
The David Nazarian College of Business and Economics aspires to be a leader in developing our diverse student population with the knowledge, abilities, and opportunities to navigate and shape a changing marketplace, improving economic prosperity and societal well-being in the Southern California region and beyond.

Student Learning Outcomes for Undergraduate Business Program

1. Communication: The student will write professional business reports, deliver strong oral presentations, and create effective visual materials.
2. Critical Thinking/Problem Solving: The student will identify and analyze problems and devise appropriate solutions using qualitative and quantitative techniques.
3. Ethics: The student will identify ethical dilemmas, analyze them from multiple perspectives, develop solutions, and support their decisions.
4. Global Context and Diversity: The student will recognize and evaluate the role of diversity, inclusion, and multiculturalism in the global business environment.
5. Cross-Disciplinary Knowledge: The student will demonstrate proficiency in the functional areas of business as well as the ability to synthesize and apply this knowledge across disciplines.

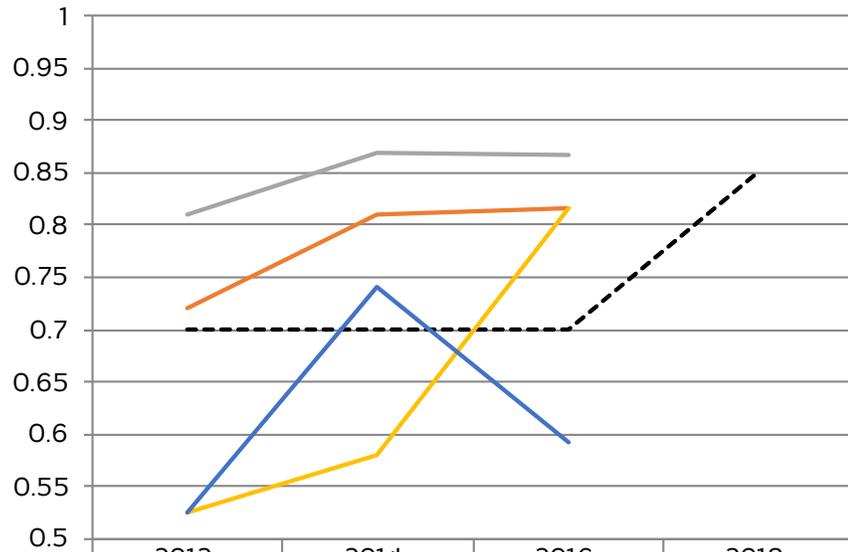
Performance Results

Communication



Critical Thinking/Problem Solving

Critical Thinking and Problem Solving
Percent of Assessed Work "Good Enough" and "Very Good"

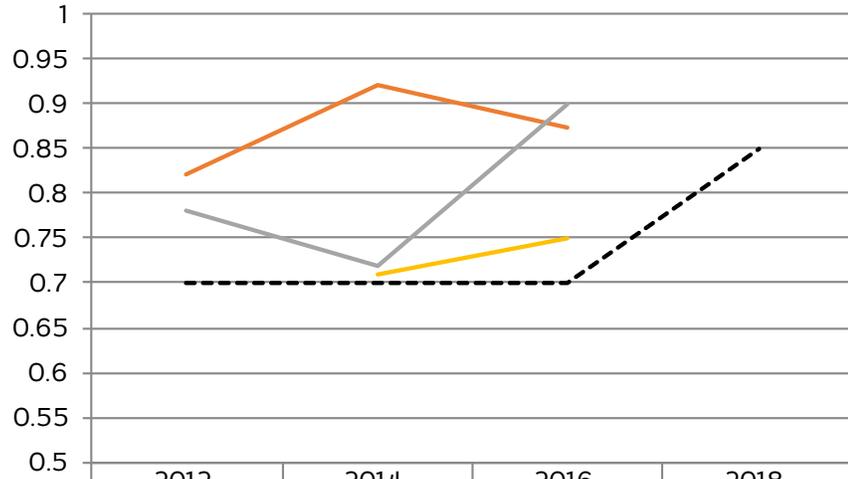


	2012-13	2014-15	2016-17	2018-19
-----Target	0.7	0.7	0.7	0.85
-----FIN 303	0.72	0.81	0.817	
-----SOM 306	0.81	0.87	0.868	
-----BUS 497-Identify Problems and Key Assumptions	0.525	0.58	0.816	
-----BUS 497-Clearly Justified Solutions	0.525	0.74	0.592	

Ethics

Ethics and Social Responsibility

Percent of Assessed Work "Good Enough" and "Very Good"

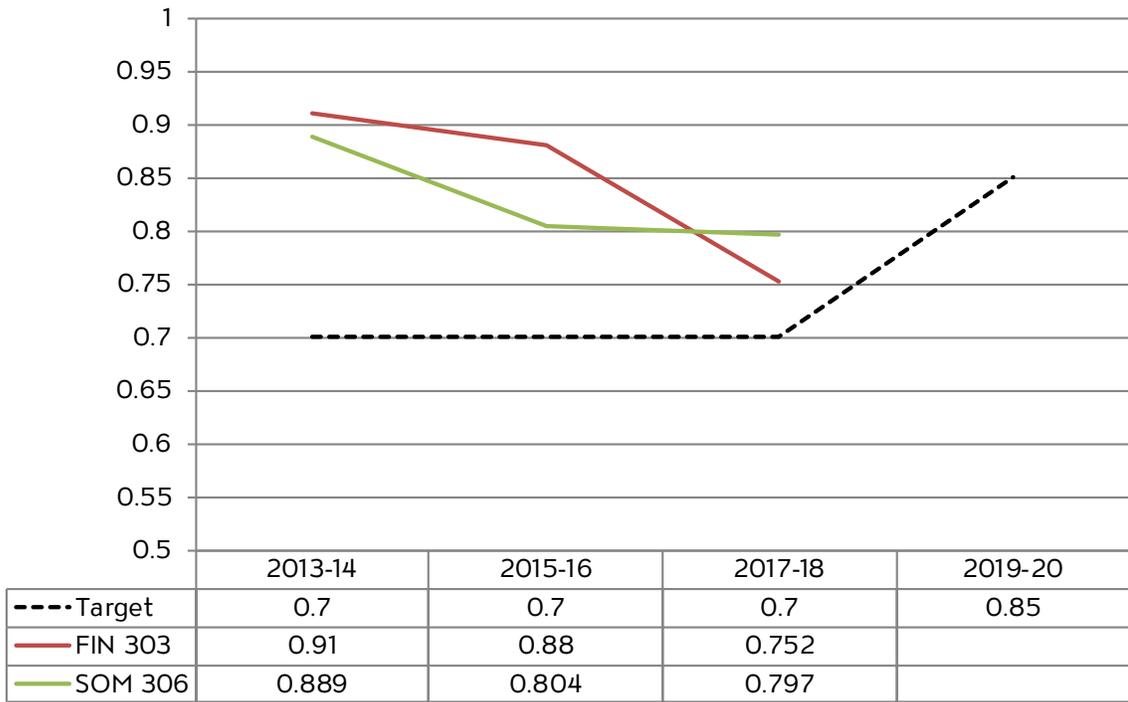


	2012-13	2014-15	2016-17	2018-19
----- Target	0.7	0.7	0.7	0.85
----- FIN 303	0.82	0.92	0.874	
----- BUS 302-Overall	0.78	0.72	0.9	
----- BUS 302-Justify Course of Action		0.71	0.75	

Global Context and Diversity

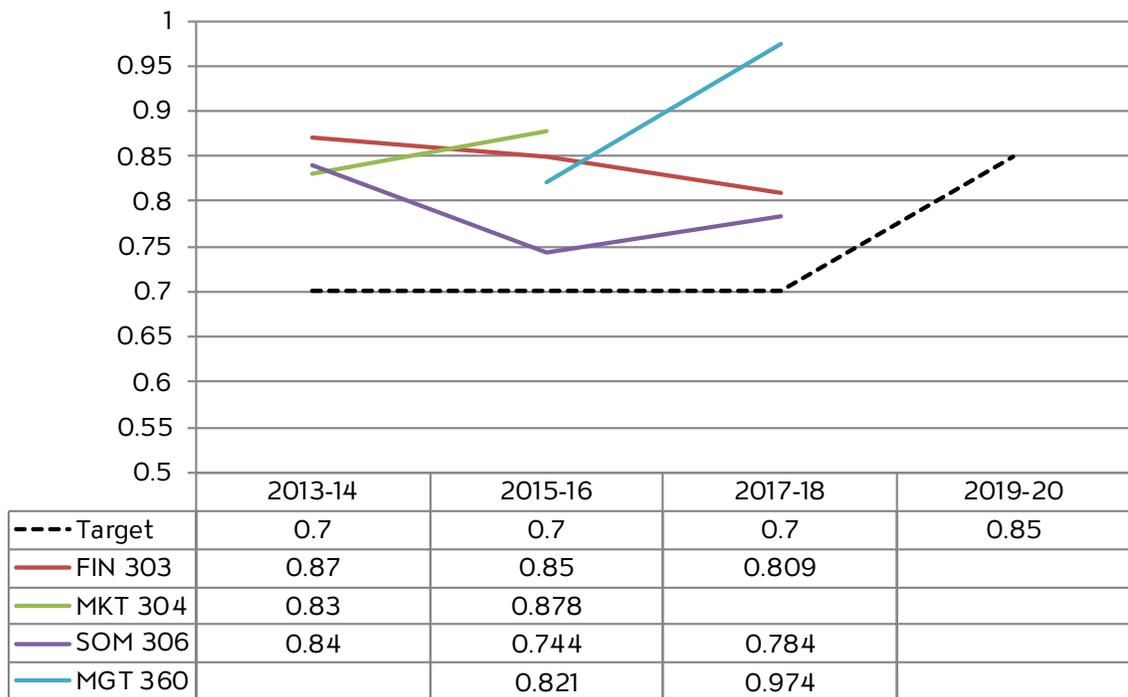
Global Context of Business

Percent of Assessed Work "Good Enough" and "Very Good"



Key Business Concepts

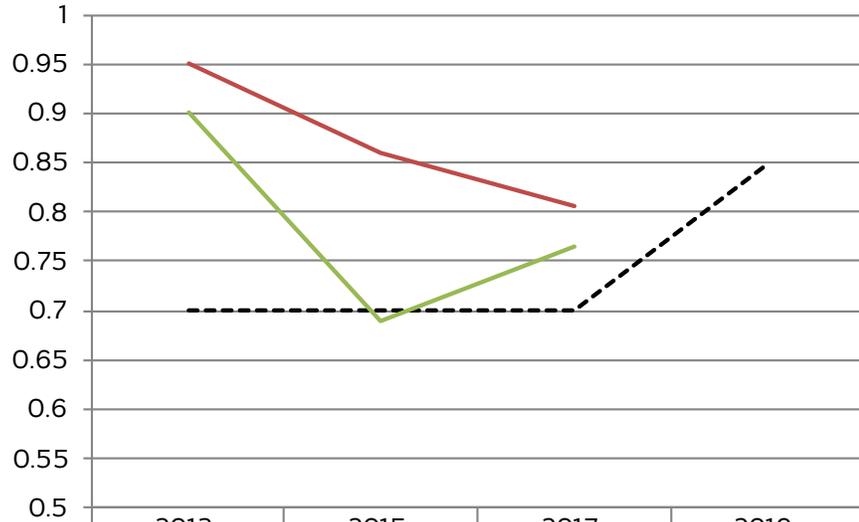
Percent of Assessed Work "Good Enough" and "Very Good"



Cross-Disciplinary Knowledge

Cross-Disciplinary Knowledge and Integration

Percent of Assessed Work "Good Enough" and "Very Good"



	2013-14	2015-16	2017-18	2019-20
Target	0.7	0.7	0.7	0.85
BUS 497-Overall	0.95	0.86	0.806	
BUS 497-Holistic Solutions	0.9	0.69	0.765	

Assessment Rubrics¹

Oral Communication

Business Core Student Learning Outcome

1. Have strong written and oral communication skills.

Learning Objectives:

- a) Students will demonstrate the ability to write and properly attribute sources in professional documents involving business analysis.
- b) Students will demonstrate the ability to deliver an effective oral business presentation.

Direct Measure: [Oral Presentation] Sample of individual portions in a group presentation of a case analysis completed during the Gateway course (BUS 302). Evaluate using the following rubric.

Oral Communications	Not Good Enough	Good Enough	Very Good
Organization	Difficult to follow the presentation. Information does not seem to have a clear flow. No summary provided. Missing or poor conclusion.	Presents information in a logical sequence that the audience can generally follow. Summarizes main points and draws logical conclusions.	Presents information in a logical and interesting manner which engages the audience. Summarizes main points, draws and delivers logical and persuasive conclusions.
Delivery	Poor eye contact. Speaks too softly to be understood. Has distracting habits (e.g. verbal pauses such as "um" and "uh").	Makes moderate eye contact. Uses adequate voice volume. Has a few distracting habits.	Makes good eye contact. Uses good voice volume and appropriate inflection. Has no speaking habits that distract from presentation.

Source: Adapted from:

"ACCT 611 Ethics and Communications Grading Rubric," CSUN.

"Assurance of Learning Table 3: Student Learning Goals and Objectives Undergraduate Business Program," Kania School of Business.

"Rubric Trait Rating Scales – Assessment Day," Kania School of Business, p. 6.

¹ Some rubrics structured as multiple choice evaluations and not shown here.

Written Communication

Business Core Student Learning Outcome

1. Have strong written and oral communication skills.

Learning Objectives:

- a) Students will demonstrate the ability to write and properly attribute sources in professional documents involving business analysis.
- b) Students will demonstrate the ability to deliver an effective oral business presentation.

Direct Measure: [Writing] Sample of individually written case analyses completed during the senior business capstone (BUS 497). Evaluate using the following rubric.

Written Communication Rubric:

Written Communication	Not Good Enough	Good Enough	Very Good
Purpose and Organization	The purpose and focus of the writing are not clear to the reader. Does not develop ideas cogently. Organization uneven and ineffective overall.	The writer has made good decisions about focus, organization, style and content so as to achieve the purpose of the writing.	The writer's decision about focus, organization, style, and content fully elucidate the purpose and keep the purpose at the center of the writing.
Language	Uses words that are unclear. Sentence structures are inadequate for clarity. Spelling and grammar errors are distracting and interfere with understandability.	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Develops concise standard English sentences that contain no spelling and grammar errors. Balances a variety of sentence structures effectively.
Document Construction	Document is incorrectly formatted. Where citations are required, none to few sources cited properly.	For the most part, document is formatted correctly. Where citations are required, majority of sources are cited properly.	Document is properly formatted. Where citations are required, all sources cited properly.

Critical Thinking/Problem Solving

Business Core Student Learning Outcome

1. Have strong problem-solving and critical thinking skills.

Learning Objectives:

- a) Students will identify alternative solutions to business problems and evaluate the key assumptions used in making business decisions.
- b) Students will analyze business problems using appropriate analytical tools and techniques.
- c) Students will utilize critical thinking skills to solve business problems.

Direct Measure: Sample of individually written case analyses completed during the senior business capstone (BUS 497). Evaluate using the following rubric.

Problem-Solving and Critical Thinking	Not Good Enough	Good Enough	Very Good
Identify Business Problems and Key Assumptions.	Just begins to appraise relevant facts and assumptions, and identifies vague alternatives.	Clarifies more than one alternative and predicts their associated consequences in adequate detail.	Evaluates more than one alternative, and evaluates each on the basis of concern for key partners.
Use of Analytical Skills	Analysis is <u>lacking</u> and demonstrates an <u>inadequate or flawed</u> application of critical thinking and/or analytical tools.	Analysis is <u>adequate</u> and demonstrates a <u>satisfactory</u> application of critical thinking and/or analytical tools.	Analysis is <u>thorough</u> and demonstrates a <u>robust</u> application of critical thinking and/or analytical tools.
Clearly Justified Solution.	Analysis missing many of the key points. Conclusion missing or poorly reasoned.	Summarizes key points of the analysis and justifies logical conclusions from these points.	Summarizes all of the key points of the analysis. Justifies logical and persuasive conclusions.

Source: Adapted from:

“Assurance of Learning Table 3: Student Learning Goals and Objectives Undergraduate Business Program,” Kania School of Business.

“Rubric Trait Rating Scales – Assessment Day,” Kania School of Business, p. 6.

Ethics and Social Responsibility

Business Core Student Learning Outcome

1. Understand ethics and social responsibility.

Learning Objectives:

- a) Students will be able to identify the ethical or social responsibility dilemma in a given context.
- b) Students will be able to use ethical/social reasoning to identify, develop and choose from alternative courses of action responsive to the dilemma.

Direct Measure: Sample of individually written case analyses completed during the Gateway course (BUS 302). Evaluate using the following rubric.

Ethics and Social Responsibility	Not Good Enough	Good Enough	Very Good
Identify Ethical Dilemma and Major Analytical Frameworks	Has only a vague idea of what the dilemma is and is uncertain what must be decided. Major analytical framework(s) ignored or inappropriately referenced.	Identifies the dilemma, including pertinent facts, and ascertains what must be decided. References major analytical framework(s) but omits a few minor ones.	Describes the dilemma in detail having gathered pertinent facts. Ascertain exactly what must be decided. References all major analytical framework(s).
Identify Interests and Develop Alternative Strategies using Ethics/Social Responsibility	Is unsure as to who will be affected by the decision. Alternative options are not addressed or only a single course of action is identified.	Accurately identifies the major stakeholders. Addresses most of the major alternatives but omits a few.	Determines who should be involved in the decision-making process and thoroughly reflects on the viewpoints of the major stakeholders. Addresses all major alternatives and most of the minor options.
Use Ethics/Social Responsibility to Justify Course of Action	Has difficulty identifying a course of action from among alternatives. No defense of option made.	Commits to a reasonable course of action that is based on a consideration of the principles of ethical and social responsibility. Defends selection on an emotional level.	Commits to a course of action that evidences a thoughtful reflection of benefits, risks, consequences, and principles of ethics and social responsibility. Chooses one of the best options and defends option selected on a logical basis.

Source: Adapted from:

“ACCT 611 Ethics and Communications Grading Rubric,” CSUN.

“Assurance of Learning Table 3: Student Learning Goals and Objectives Undergraduate Business Program,” Kania School of Business.

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