Assurance of Student Learning 2019-2020	
CEBS	School of Profesional Studies
Workforce Administration 739	
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Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.			
Student Learning Outcome 1: Students will demonstrate foundational knowledge in business management .			
Instrument 1	**WFA 300 course project**		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		Met	Not Met
Student Learning Outcome 2: Student will demonstrate competency in building and sustaining strong business reputation.			
Instrument 1	**WFA 347 course project**		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		Met	Not Met
Student Learning Outcome 3: Students will demonstrate competency in problem-solving skills and decision-making.			
Instrument 1	**WFA 443 course project**		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)			

Student Learning Outcome 1

Student Learning Outcome	Students will demonstrate foundational knowledge in business management .		
Measurement Instrument 1	**WFA 300 course project allows students to demonstrate their understanding of the of planning function of the business enterprise.**		
Criteria for Student Success	The expectations are to have a pass rate of 70% of the sample on the course project and 70% pass rate on each dimension of the rubric (rubric attached).		
Program Success Target for this Measurement	70%	**Percent of Program Achieving Target**	100%.
Methods	A random sample of 10 course projects were evaluated.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		**Met**	**Not Met**
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
N/A			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
N/A			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
Spring 2022			

Student Learning Outcome 2			
Student Learning Outcome	Student will demonstrate competency in building and sustaining strong business reputation.		
Measurement Instrument 1	**WFA 347 course project provide students an opportunity to demonstrate their understanding of customer service and relatiosnhips.**		
Criteria for Student Success	The expectations are to have a pass rate of 70% of the sample on the course project and 70% pass rate on each dimension of the rubric (rubric attached).		
Program Success Target for this Measurement	70%	**Percent of Program Achieving Target**	100%
Methods	A random sample of 10 course projects were evaluated		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		**Met**	**Not Met**
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
N/A			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
N/A			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
Spring 2022			

Student Learning Outcome 3	
Student Learning Outcome	Students will demonstrate competency in problem-solving skills and decision-making.

Measurement Instrument 1	WFA 443 course project walks students through the steps of problem-solving using a 9-step model.		
Criteria for Student Success	The expectations are to have a pass rate of 70% of the sample on the course project and 70% pass rate on each dimension of the rubric (rubric attached).		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	100%
Methods	A random sample of 10 course projects were evaluated		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met

Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)

N/A

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

N/A

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

Spring 2022.

WFA 300 Assignment and Rubric

Introduction:

Supervisors do planning as an ongoing part of their jobs. The purpose of this assignment is for you to test your planning skills as a supervisor. This assignment aligns with Course Objective 2: Explain the functions of planning, organizing, and controlling.

Instructions:

The general manager (GM) of the Marshall Biscuit Division of Lancaster Colony Corporation has just named you as chairperson of the first annual blood drive, to be conducted at the plant site. A strong believer in the company's participation in community affairs and himself a member of the local Red Cross board of directors, the GM has committed the division's employees to the blood drive. Your committee will set the exact dates for the drive, which is to be held in three or four months. As chairperson, you have been assigned a team of four other company employees to plan and implement the project. All members are highly respected, competent people, representing a true cross-section of the employees: One is a production worker who is responsible for operating the ovens; another, an engineer, represents the professional segment; the human resources manager represents the management group; and a payroll clerk represents the administrative office group. The GM was given your name by your boss, who expressed confidence in your ability to lead a successful donor campaign at the plant. At 27, you are the youngest person on the committee and anxious to do a good job. You have called the first committee meeting, which you have advertised as a "preliminary planning meeting," to identify key factors that must be planned for if the committee is to meet its objective of having a successful blood drive at Marshall Biscuit.

1. Make a list of what you consider the key planning issues to be identified by the committee at this initial planning meeting.
2. Of the items on your list, which two or three do you believe are the most crucial? Why?
3. Identify major problems that could prevent accomplishment of your objective. What contingency planning could be done to avert them or minimize their impact?
4. To help in your preparation for the planning meeting, identify 6 to 10 steps that you feel will be needed to achieve a successful blood drive. These steps might be such things as:
   - Determine a date.
   - Identify a location.
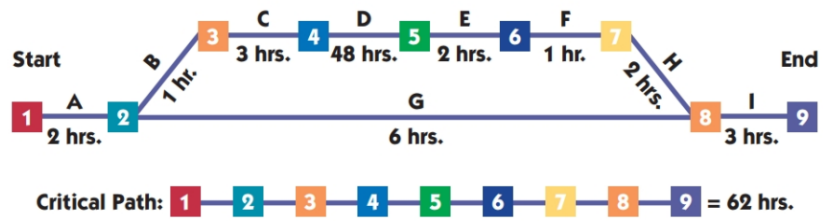   - Secure commitment from Red Cross.

Perform a critical path analysis and draw a chart that shows the sequence and relationship of the activities identified. (You need not be concerned with the length of time needed for each activity.)

Resources:

   - Chapter 2: Fundamentals of Planning (2-4b will be especially useful)
   - Exhibit 2-7 Critical Path for Completing Machine Overhaul (Page 2)

Exhibit 2-7 Critical Path for Completing Machine Overhaul

EXHIBIT 2-7

Critical Path for
Completing Machine
Overhaul

Start

End

Node	Activity	Duration
C	3 hrs.	
D	48 hrs.	
E	2 hrs.	
F	1 hr.	
B	1 hr.	
A	2 hrs.	
G	6 hrs.	
H	2 hrs.	
I	3 hrs.	

Critical Path: 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 = 62 hrs.

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Rubric

Criteria	N/A	Below Expectations	Approaching Expectations	Meeting Expectations
Key Planning Issues	No document is submitted or is very incomplete.	Only one or two planning issues are listed and planning issues are not stated clearly.	Less than four planning issues are listed; planning issues are not stated clearly.	More than five planning issues are listed; planning issues are clearly stated.
Critical Analysis	No document is submitted or is very incomplete.	One or two crucial planning issues are listed, but no explanation is provided.	Two to three crucial planning issues are listed, but explanation is lacking substance.	Two to three crucial planning issues are identified and each are clearly stated and explained.
Contingency Plan	No document is submitted or is very incomplete.	Identified prospective problems, but did not provide a contingency plan.	Identified prospective problems, but contingency plan is unclear or lacks substance.	Identified several prospective problems and a well-developed, substantive contingency plan.
Critical Path Analysis	No document is submitted or is very incomplete.	Listed fewer than 6 steps and did not provide a critical path chart	Listed 6-8 steps; critical path chart was undeveloped	Listed more than 8 steps and critical path chart was fully developed

WFA 347 Assignment and Rubric

Introduction:

According to your eText, "It costs between 2 and 20 times as much to win a new customer as it does to retain an existing customer who has a product or service complaint." An effective way to develop quality standards that help prevent customer dissatisfaction is to implement targeted feedback tools to assess the performance and perception of your organization. Feedback sources may include, but are not limited to, an online customer forum, FAQ page, customer feedback form, mystery shoppers, and physical surveys.

Instructions:

For this assignment, select an organization of your choice and create a customer feedback form (survey) that assesses the customer's satisfaction with a product or service he or she recently acquired from the organization. You may use your current or former workplace or any organization with which you are familiar, such as a well-known company, your church, volunteer organization, or even your school.

You can structure your feedback questions and response system however you like (e.g. Likert scale, numbered ratings, multiple choice, open answer), but your survey should include at least two questions that speak to each of the following dimensions (no less than 10 questions total):

- Physical appearance: the attractiveness of physical facilities, website, personnel, and communication materials.
- Reliability: the ability to perform the promised service dependably and accurately.
- Responsiveness: the willingness to assist customers and provide prompt, efficient service.
- Assurance: the knowledge and courtesy of employees and their ability to convey trust and confidence.
- Empathy: the caring, individualized attention a business provides its customers.

After creating your feedback form, write a brief reflection (2-3 paragraphs) answering the following questions:

1. When creating your survey, did you find yourself asking questions that would give you the answer you *want* to hear, or the answer you *need* to hear?
2. How will you interpret customer responses to act on the issues revealed and guide change efforts for identifying opportunities from improvement?
3. How might you use customers' responses to your feedback form to assess your performance compared to your competitors?
4. Is there another method you might use to gather feedback that you think would be more effective than the customer feedback form if you created? If so, what would it be?

Rubric

Criteria	N/A	Below Expectations	Approaching Expectations	Meeting Expectations
Formatting	No document is submitted or is very incomplete.	Fewer than 10 questions are included in the	The feedback form contains 10 questions, but	The feedback form contains 10 or more

Criteria	N/A	Below Expectations	Approaching Expectations	Meeting Expectations
		feedback form. The instructions for providing feedback are unclear or difficult to follow.	the instructions for providing feedback may be difficult to follow.	questions (at least 2 from each category). Instructions for providing feedback are clear and easy to follow.
Physical Appearance	No document is submitted or is very incomplete.	Only one question is included to assess the physical appearance of the organization. The question is vague and lacks a comprehensive approach.	Two questions pertaining to physical appearance are included. Questions may fail to address all components (i.e., attractiveness of physical facilities, website, personnel, and communication materials).	At least two questions are included in the feedback form that clearly assess the attractiveness of physical facilities, website, personnel, and communication materials.
Reliability	No document is submitted or is very incomplete.	Only one question is included to assess the reliability of the organization. The question is vague and lacks a comprehensive approach.	Two questions pertaining to reliability are included. Questions may fail to measure both the dependability and accuracy of the organization.	Two questions pertaining to reliability are included. Each question clearly addresses the organization's ability to perform the promised service dependably and accurately.

Criteria	N/A	Below Expectations	Approaching Expectations	Meeting Expectations
Responsiveness	No document is submitted or is very incomplete.	Only one question is included to assess the responsiveness of the organization. The question is vague and lacks a comprehensive approach.	Two questions pertaining to responsiveness are included. Questions may fail to measure both the organization's willingness to assist customers and provide prompt, efficient service.	Two questions pertaining to responsiveness are included. Each question clearly measures the organization's willingness to assist customers and provide prompt, efficient service.
Assurance	No document is submitted or is very incomplete.	Only one question is included to assess the assurance level of the organization. The question is vague and lacks a comprehensive approach.	Two questions pertaining to assurance are included. Questions may fail to measure both the knowledge and courtesy of employees and their ability to convey trust and confidence.	Two questions pertaining to assurance are included. Each question clearly measures the organizational employees' knowledge and courtesy and their ability to convey trust and confidence.
Empathy	No document is submitted or is very incomplete.	Only one question is included to assess the empathy of the organization. The question is vague and lacks a comprehensive approach.	Two questions pertaining to empathy are included. Questions may fail to comprehensively measure the caring, individualized attention a	Two questions pertaining to empathy are included. Each question clearly measures the caring, individualized attention a business provides its customers.

Criteria	N/A	Below Expectations	Approaching Expectations	Meeting Expectations
			business provides its customers.	
Reflection	No document is submitted or is very incomplete.	Only 2-3 of the reflection questions are answered. Responses are vague and lack specific details.	All four reflection questions are answered. Responses may lack sufficient detail or overall substance.	All four reflection questions are answered. Responses are well supported by specific examples from the course eText and customer feedback form.

WFA 443 Assignment and Rubric

Introduction:

It is important, whether you are the project manager or a team member, to know how to solve problems as they arise. A system for doing so is important because such processes help to ensure that steps are not skipped and more problems are less likely to arise.

Instructions:

For this assignment, it is time for you to demonstrate how you would solve a problem associated with your project through using the nine-step problem solving approach.

Nine-Step Approach to Problem Solving Application

Using a problem that could come up over the course of your project, apply the nine-step approach to problem solving. Write this in paper form with each step as its own section. You are welcome to use any tables or graphs that you have learned about over the course of this term to organize your work and demonstrate your points. Your application should include the following components:

1. Problem Statement
   - State the problem clearly and specifically.
2. Causes of the Problem
   - Describe the potential causes of the problem.
3. Data and Causes
   - Speculate as to how you might gather data to pinpoint the actual problem.
   - Pretend that you have gathered said data and have verified the cause. Describe how you would have gathered that data and state what that cause is.
4. Possible Solutions
   - Provide multiple possible solutions to fix the problem.
5. Evaluate Alternative Solutions
   - Provide criteria by which you will evaluate the solutions. You might consider aspects such as control, cost, timeline, resource allocation, etc.
   - Apply those criteria to the solutions explaining how each possible solution measures up against the criteria.
6. Selection
   - Describe what the best solution is and why.
7. Plan for Implementation
   - Describe how this solution would be implemented and why this is the best way to implement. You may consider looking back at your project schedule and cost analyses to see the impact it may have on your timeline and budget and how to account for those

issues. Revising and including some of those tables, charts, and graphs is encouraged as appropriate. You should provide statements justifying their use and highlighting the changes you made to account for solving this problem.

8. Implementation
   - Since you cannot implement within the scope of the assignment, pretend that you would implement it and assign the tasks to specific job titles.

9. Evaluation of Solution
   - Describe how you know the problem has been solved.

You will submit the following:

1. Nine Step Approach to Problem Solving Analysis

Resources:

- Grading Rubric is available on page 3.

Rubric

Criteria	N/A	Below Expectations	Approaching Expectations	Meeting Expectations
Formatting	No document is submitted or is very incomplete.	The formatting is jumbled and unclear.	The formatting is somewhat organized, but could be improved.	The formatting is extremely organized.
Professionalism	No document is submitted or is very incomplete.	The formatting, language used, and overall structure is not reflective of a professional business environment. The analysis would not be usable in the business environment.	The formatting, language used, and overall structure is somewhat reflective of a professional business environment, but could be improved. The analysis would be usable in the business environment.	The formatting, language used, and overall structure is reflective of a professional business environment. The analysis would be usable in the business environment.
Content	No document is submitted or is very incomplete.	Not all steps of the problem solving approach were used and/or the analysis was incomplete or weak.	All steps of the problem solving approach were used, but the analysis could be improved in a few areas. No charts or tables were used within the implementation planning to show possible changes in responsibility, timeline, or budget. Alternatively, charts and tables were used but were not revised appropriately to reflect changes OR were not used appropriately (i.e. just thrown in to meet this rubric standard).	All steps of the problem solving approach were used and the analysis was thorough. Charts and tables were used appropriately within the implementation planning to show possible changes in responsibility, timeline, or budget.