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CBA Assurance of Learning Task Force Annual Report for 2010-2011 Academic Year, August 2011

I. INTRODUCTION

The Assurance of Learning Task Force (AOLTF) began its second year with six of its original seven members. Since Tom Krueger was planning to retire at the end of the first semester, two additional members were added by September: Kris Rosacker and Davide Secchi. With eight members, the task force would maintain stability in its membership. The AOLTF met twice during the summer to finish the previous year's work and to plan for the fall semester. During the fall semester, the task force had regularly scheduled meetings at 2:30 p.m. on Thursdays. During the spring semester, regularly scheduled meetings were held at 11:00 a.m. on Thursdays. The AOLTF met for twenty-five regular meetings during the 2010-2011 academic year. Minutes of each meeting were taken and subsequently published on the CBA webpage. Documents for committee use were stored in Drop box, and committee members were issued I-pads to access documents on-line, reducing the paper involved in the regular operation of the committee. All student work and data analysis was stored on a secure University drive. Only committee members have access to this drive.

In an effort to increase the understanding of assessment processes, Rosacker attended the AACSB Applied Assessment seminar in March 2011. Lyons and Knowles attended the AACSB Assessment Conference in March 2011. In addition, Lyons, Knowles and Rosacker attended the AACSB webinar "Best Practices from Accreditation Visits on April 5, 2011.

The AOLTF began the year by evaluating its original Assurance of Learning Plan Timeline, and considering how to progress towards continuous improvement (Appendix 1). Building on the previous year's work, the Task Force wanted to continue its emphasis on course-embedded assessment, while further exploring the information provided by the Educational Testing Service Major Field Test (ETS MFT) assessment completed in Spring 2010. Appendix 2 summarizes the Assurance of Learning Plan and details where each curricular outcome has been assessed through the 2010-2011 academic year. The annual report for 2010-2011 discusses these activities for each Learning Outcome, as well as the other activities facilitated by the AOLTF.

Since most of the activities of the AOLTF focus on course-embedded assessment, several of the approaches used warrant explanation. The AOLTF has chosen to conduct assessment in all of the classes in the core curriculum. Not only is this essential for considering the programmatic outcomes, but the use of multiple courses

increases faculty participation. When evaluating the tasks used in the course-embedded assessments, small groups of faculty across the disciplines have been used. The AOLTf has elicited faculty volunteers for this job based on two items: 1) which outcome the faculty member chose to discuss in small groups at the Fall 2010 CBA meeting; and 2) if the faculty member teaches a course which maps to the outcome. The hope is that this will develop relationships between faculty that have a vested interest in a particular learning outcome. Finally, in the 2010-2011 academic year, results were analyzed by course history. The AOLTf is interested in whether differences can be explained by completion of particular pre-core and core coursework. Because there is little sequencing in the curriculum, this could provide important information to be used in curricular improvements.

Table 1 summarizes initiatives undertaken in the 2010-2011 academic year to specifically address sustainability of processes and the culture of assurance of learning in the college. Table 2 provides a summary of the measures undertaken in 2010-2011, the findings, and the resulting changes or initiatives which occurred. The report follows by detailing the activities by outcome and noting related Educational Benchmarking Inc. (EBI) measurements.

Table 1. Assessment System: Summary of AOLTf Major Initiatives, 2010-2011 academic year

Sustainability of Processes	Creating a Culture of Assurance of Learning
Developed a template for reporting Competency in the Major results	Fall CBA meeting included break-out sessions around each CBA outcome to promote cross departmental discussion.
Increased the use of D2L for collection of student work	Spring CBA meeting the faculty jointly read the student work for a course-embedded assessment task examining Social Responsibility
Updated the mapping of the core courses to the undergraduate curriculum	Redesign of the CBA web page to make Assurance of Learning activities more visible
Continued discussion with CBA Undergraduate Curriculum Committee around placement of assessment in curriculum	

Table 2: Assessment Measures: Summary of AOLTf Major Initiatives, 2010-2011 academic year¹

Objective	Measurement(s) Type and Location ²	Status, by semester	Summary of Findings	Response
Critical Thinking	CE: MKT 309	Administer: S11	This task was reviewed in the following academic year.	
	CE: ACC 222	Administer: S11	This task was reviewed in the following academic year.	
Communication - Written	CE: IS 220	Administer: F10 Reviewed: F10	Students performed well in the use of technology to communicate, however the task may have been too standardized to measure the outcome well	<ul style="list-style-type: none"> • Assignments were restructured in IS 220 to improve measurement. • The data from the faculty and student surveys was shared with the CBA Undergraduate Curriculum committee at their meeting on March 31 to foster discussion about communication in the curriculum.
	ID: Faculty Survey	Administer: S11	Results indicate 70% agree that a Business Communications course should be required in CBA core. Differences in faculty expectations, instruction and grading are identified.	
	ID: Student Survey	Administer: F10	Notable results of the analysis were that there was no difference in the perceived level of preparedness between juniors and seniors.	

¹ Related Educational Benchmarking Inc. (EBI) measurements are reported by outcome in the text which follows.

² Abbreviations: CE = Course-embedded, direct measure; ID = Indirect measure

Continued...

Table 2: Assessment Measures: Summary of AOLTf Major Initiatives¹, continued

Objective	Measurement(s) Type and Location ²	Status, by semester	Summary of Findings	Response
Communication - Oral	No Measurement Taken			
Global Context	CE: ECO 120	Administer: F10 Reviewed: S11	Student understanding of exchange rates did not meet expectations	<ul style="list-style-type: none"> Economics faculty identified several pedagogical approaches to address shortcomings
Social Responsibility	CE: MGT 308	Administer: F10 Reviewed: CBA meeting S11	Although the students generally met expectations, they had difficulty using concepts to address a recommendation	<ul style="list-style-type: none"> Two workshops hosted by AOLTf (Feb 18 and April 1, 2011) to discuss coordination of Social Responsibility concepts across the college curriculum BUS 205 faculty member conducted student survey to explore understanding of social responsibility in the course (Spring 2011). Results used in discussion about course coordination with new faculty in BUS 205.
	CE: MGT 393	Administer: F10 Reviewed: S11	Student responses were not as strong as expected, and there was concern that assignment weight was not sufficient for students to produce better written work	
Competency in the Major	CE: Location Varies by Department	Administer: S11	Findings vary by department, but process of reporting, dissemination, feedback by AOLTf and creating changes established.	<ul style="list-style-type: none"> Departments mapped their learning outcomes to CBA major competency objective. Workshop to explain process on Oct 22; template developed Departments developed and implemented plan to assess Competency in the Major

¹ Related Educational Benchmarking Inc. (EBI) measurements are reported by outcome in the text which follows.

² Abbreviations: CE = Course-embedded, direct measure; ID = Indirect measure

II. SOCIAL RESPONSIBILITY

Management (MGT) 308 Course-embedded Assessment. MGT 308 (Behavior and Theory in Organizations) maps to all of the Social Responsibility Objectives in the College of Business Administration (CBA) Undergraduate Curriculum. To measure student understanding of this outcome, the faculty chose to develop their own, “home grown” case to assess understanding of corporate social responsibility because they believed it would elicit greater student interest and response. They specifically developed a case about a local power company that had explicitly stated social responsibility values in the mission and goals of the organization. In this way, students could read about the evolution of the company and use critical thinking to assess the degree to which management had indeed acted in a socially responsible way. In other words, they could consider to what extent management had “walked their talk”. This case approach had several advantages over a textbook activity. It specifically addressed the three stated objectives of social responsibility in the curriculum. Second, it helped to reveal the complexity of the actual experiences and behavior of a local company. Furthermore, the connection between learning about social responsibility and its natural fit with MGT 308 was emphasized.

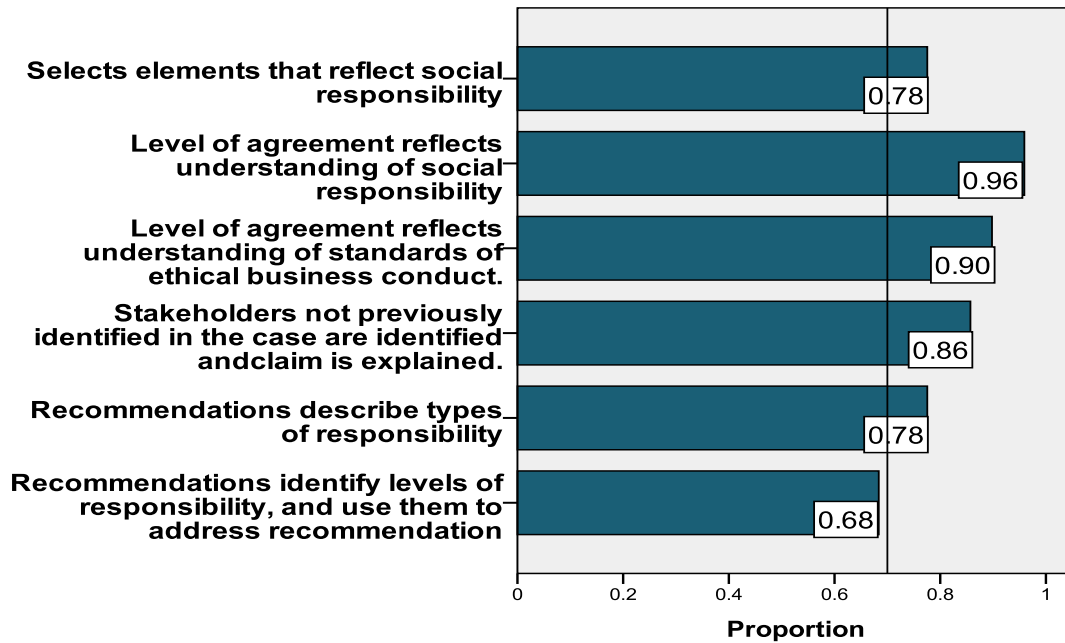
The case was extensively researched and developed, and a set of questions addressing the case material was devised. Question 1.1 and 1.2 addressed the objective: “Demonstrate an awareness of social and ethical responsibilities”. Question 2 addressed the CBA undergraduate curriculum objective: “Recognize the importance of standards of ethical business conduct”. These first three questions were written so that students could either select a response, or indicate their level of agreement. This approach was considered appropriate since the objectives being measured reflected “awareness” and “recognition”. Questions 3.1, 3.2a, and 3.2b addressed the CBA undergraduate curriculum objective: “Recognize and analyze the ecological, social, and economic implications of business decisions”. To measure student performance on this more complex outcome, the questions were written to require students to construct their response. The responses to this set of questions also reflected critical thinking skills, since they required analysis. A rubric was developed to define whether the student response did not meet expectations, met expectations, or exceeded expectations. The Assurance of Learning Task Force provided feedback on the task and rubric as it was developed.

The total Fall 2010 enrollment of CBA undergraduate students in MGT 308 was 199. In keeping with the AACSB workshop guidelines, twenty five percent of the students’ work was sampled and evaluated. The student performance on Questions 1.1 – 2 was

scored through a tally of responses on the scales provided. However, the student constructed responses to Questions 3.1, 3.2a and 3.2b required faculty to read and evaluate the student writing. The AOLTf saw this task as a unique opportunity to help the CBA faculty better understand the process of evaluating course-embedded programmatic assessment. To this end, the decision was made to present the process and complete the reading of the tasks at the January 2011 CBA meeting. Secchi prepared a presentation for the faculty which explained the task and rubric, and evaluation guidelines were prepared as a handout. Thirty-four faculty participated in seven groups to read the tasks. Before beginning, one student task was read by all members in the group to practice using the rubric and to improve inter rater reliability. Each of the subsequent tasks was read by two faculty independently and scored with a "1" (did not meet expectations), "2" (meets expectations) or "3" (more than meets expectations). If an assignment received scores of 1 and 3 by the two raters, they discussed the ratings and reconciled the scores. All other scores were recorded as originally determined. While the student work was read, faculty were asked to consider how they would answer the following questions: 1) In what ways did the student work impress you; 2) In what ways did the student work fall short; 3) What information came out of this assessment process that we care about; and 4) Is there prerequisite knowledge, skills or dispositions that seem to be lacking. The responses to these questions were shared with the entire faculty during the CBA meeting.

The complete analysis of the results of this course-embedded assessment can be found linked from the CBA Undergraduate Curriculum Outcomes page under the data link for the Social Responsibility Goal. Figure 1 shows the proportion of students that "met or more than met" expectations by trait. In general, the proportion of students meeting expectations was at or above the 70% bar that was set. However, the results showed that the integration of social responsibility concepts was the weakest area of student learning.

Figure 1. Proportion that “met” or “more than met” expectations, by trait, MGT 308



The results of the assessment task were also analyzed by gender, class rank, first major, combined cumulative GPA and composite ACT score. There was no statistical difference in the assessment results based on gender. Class ranks represented in the sample were sophomores, juniors and seniors, and the only statistical differences that were apparent were with Q1.1 and Q3.1. For each of these questions, seniors scored better than juniors. Statistical differences between majors were largely non apparent, which may be in part because of the small numbers of students in some majors. Using the recoded/categorical GPA variable, differences were apparent by GPA for questions Q2, Q3.1 and Q3.2.a. In these cases, the lowest GPA group scored statistically lower on the assessment task than the higher GPA groups. This would be expected and suggests validity in the results. However, the ACT categories did not reflect this same pattern. The results were statistically different only for Q1.2, where the lower ACT group performed better; and the results were statistically different for Q3.2.b, where the higher ACT group performed better.

Finally the results were considered by student course history. Because of the sequencing of course work for admission to the college, most students had completed all of the pre-core course work and no differences could be found. With respect to whether or not student performance was affected by core coursework completed, no differences were apparent. The Assurance of Learning Task Force is examining the course history to try to better understand how the core curriculum contributes to successful outcomes.

When looking at the scores for the assessment task, the results are largely satisfactory, although the self-constructed responses appear less successful. This is particularly important in light of the comments by faculty that were recorded after reading the assessment tasks. Many comments focused on student writing skills and the ability to pose an argument, rather than on concerns about understanding concepts related to social responsibility. These concerns reflect weaknesses in achieving the “Communication” and “Decision Making and Critical Thinking” outcomes in the curriculum, although the outcomes were not explicitly measured in this effort. In addition, the Assurance of Learning Task Force members observed some faculty hesitancy to evaluate work outside of their field of study. This was particularly interesting to the task force, since we often ask our students to integrate information from various fields of study.

Several comments made by faculty suggested a lack of understanding of the linkage between the coverage of social responsibility in the core curriculum. This observation led to several meetings with faculty to discuss coverage of social responsibility in the CBA undergraduate curriculum. The results of these meetings are reported later in this section.

The MGT 308 faculty identified several “next steps” which resulted from the process of conducting this assessment: 1) Instructors teaching MGT 308 should include discussion of codes of conduct in their classes; 2) Discussion about learning outcomes across core courses needs to happen more often to encourage integration; 3) The content of course-embedded assessment needs to be discussed consistently, because content validity will improve as faculty better understand the design of questions to assess what is desired.

Management (MGT) 393 Course-embedded Assessment

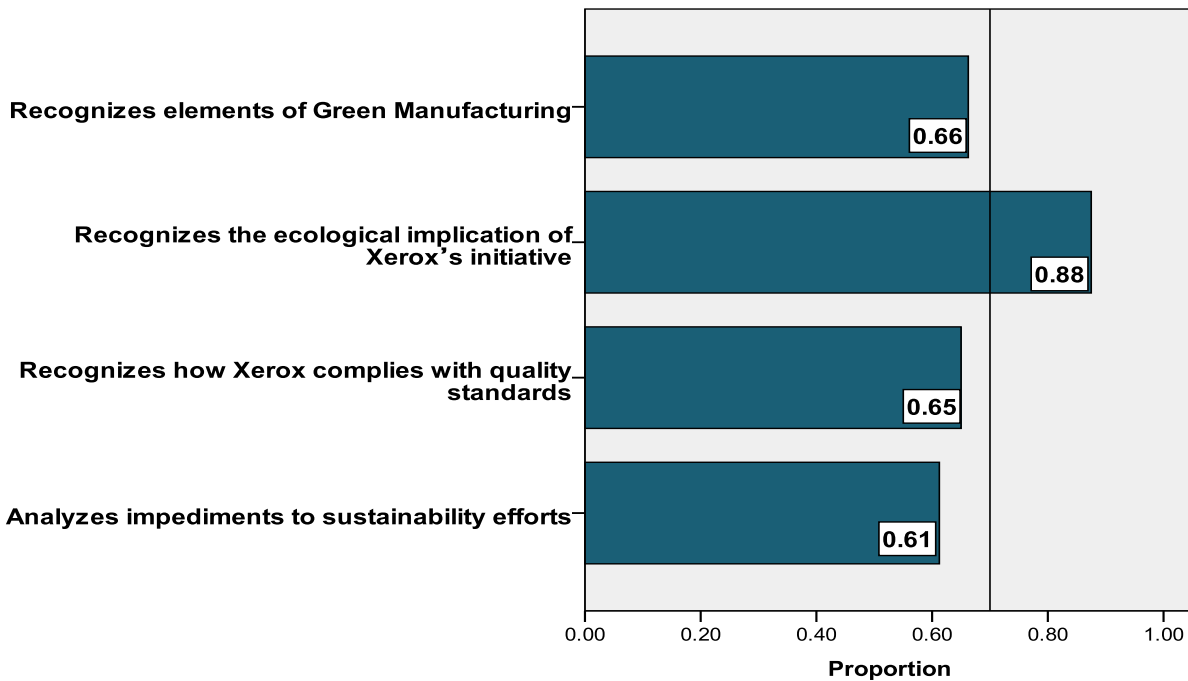
MGT 393 (Production and Operations Management) maps to all of the Social Responsibility objectives in the CBA Undergraduate Curriculum. The MGT 393 faculty assessed the social responsibility outcomes by developing a set of questions to evaluate student understanding of how Xerox demonstrated corporate social responsibility. A video about Xerox's experiences was shown, and subsequently a homework assignment with four questions was administered. Question 1 addressed the objective: “Demonstrate an awareness of social and ethical responsibilities”. Question 2 required students to “Recognize... the ecological, social, and economic implications of business decisions”. Question 3 asked students to “Recognize the importance of standards of ethical business conduct, and in answering Question 4 students had to “...Analyze the ecological, social, and economic implications of business decisions”. All questions were short answer, constructed response questions.

A rubric was developed to evaluate whether the student response did not meet expectations, met expectations, or exceeded expectations. The Assurance of Learning Task Force provided feedback on the task and rubric as it was developed.

The task was administered in all five sections of MGT 393 during the Fall 2010 semester. The total Fall 2010 CBA enrollment in MGT 393 was 160 students, and in keeping with the AACSB guideline of sampling 25 percent of students' work, the work of 40 students was randomly sampled. The student responses to the four questions were evaluated by five faculty members, one of whom taught the class. Each of the tasks was read by two faculty independently and scored with a "1" (did not meet expectations), "2" (meets expectations) or "3" (more than meets expectations). If an assignment received scores of 1 and 3 by the two raters, they discussed the ratings and reconciled the scores. All other scores were recorded as originally determined.

The complete analysis of the results of this course-embedded assessment can be found linked from the CBA Undergraduate Curriculum Outcomes page under the data link for the Social Responsibility Goal. Figure 2 shows the proportion of students that "met or more than met" expectations by trait. The results of the assessment task were not analyzed by gender, class rank, first major, combined cumulative GPA and composite ACT score because a subset of the student work did not include an identifier which would have allowed the results to be paired with student demographic characteristics. For the same reason there was no ability to consider the results based on course history of each student.

Figure 2. Proportion that “met” or “more than met” expectations, by trait, MGT 393



The results of the assessment task indicate that the standard of 70% of students meeting expectations was achieved for only one trait out of four. The lowest score was in “analysis”, where only 61% of students met expectations. The reviewers also were concerned that only one student response explicitly discussed the idea of the “triple bottom line”. If the sample was representative of the population in MGT 393, where over half of the students are at a class rank of senior or above, these results are surprising. One explanation may be that the format for the assignment, as homework, did not carry enough weight for students to apply their best effort. This idea is reinforced when considering the comments of the reviewers. Most of the discussion around student performance on the assignment centered on the difficulty students had in delivering a clearly written response. Specifically, some of the assignments were down-graded because of student writing. The reviewers commented that the writing was weak, and that students may not take much care with their writing if they feel they are not being evaluated on that skill.

Workshops to discuss Social Responsibility in the Curriculum

One of concerns expressed in the discussion of the social responsibility course-embedded assessments was the lack of knowledge about how the courses in the curriculum link together to address this topic. The AOLTF hosted two discussions to improve this understanding. The first, on Feb 18, was attended by fifteen faculty, most of whom taught a class that mapped to the social responsibility outcome. As a result of that meeting, the AOLTF put together a document which described what faculty felt best represented how the outcome is addressed in each of the core courses. This document is attached in Appendix 3. The second meeting on April 1 was attended by 11 people, including a representative from the CBA Advisory Council. Much of the discussion at the second meeting addressed how different disciplines address social responsibility in the curriculum, and subsequently the different ways to classify or understand approaches to social responsibility. Kessler, the Advisory Council member present, noted that the domains disappear in the corporate world, and that cross training occurs so that it is a topic which is always discussed. Possible outcomes of this discussion are to have brown bag discussions or a panel discussion to increase cross disciplinary understanding.

Will Maas, the lead instructor of Business (BUS) 205, “The Legal and Ethical Environment of Business” specifically considered the course as the entry point to many of these concepts. Specifically, the concepts of social responsibility are introduced and defined in BUS 205, including looking at the triple bottom line. As a result of the CBA meeting held February 18, he pursued two items. The first was a survey given to students in his sections of BUS 205 at the end of the Spring semester. In the survey, 85% of students reported that the course helped them understand the “triple bottom line”; 95% said that the course helped them understand “social responsibility”; and 83% reported that the course was their first exposure to the concepts of “social responsibility and corporate sustainability at UWL. Having confirmed this apparent role of BUS 205 in the curriculum, Maas is coordinating a discussion about incorporating Social Responsibility in ALL sections of BUS 205 during Fall 2011. This is particularly important as the course is being taught by two new faculty members.

Indirect Measure – Educational Benchmarking Inc. (EBI) Survey and Social Responsibility

In the Fall 2010 and Spring 2011 semesters, the students in MGT 449 were asked to complete the EBI survey. There are two questions (Q40 and Q41) which measure student satisfaction with instructors presenting social responsibility issues and ethical issues respectively. With respect to the presentation of social responsibility issues, UWL had a mean score which was statistically higher than the mean score of its six peer institutions, and received one of the highest means of all questions. The same

was true for Q41 which measured the presentation of ethical issues. Student perception of the program successfully addressing these outcomes is high.

III. GLOBAL CONTEXT OF BUSINESS

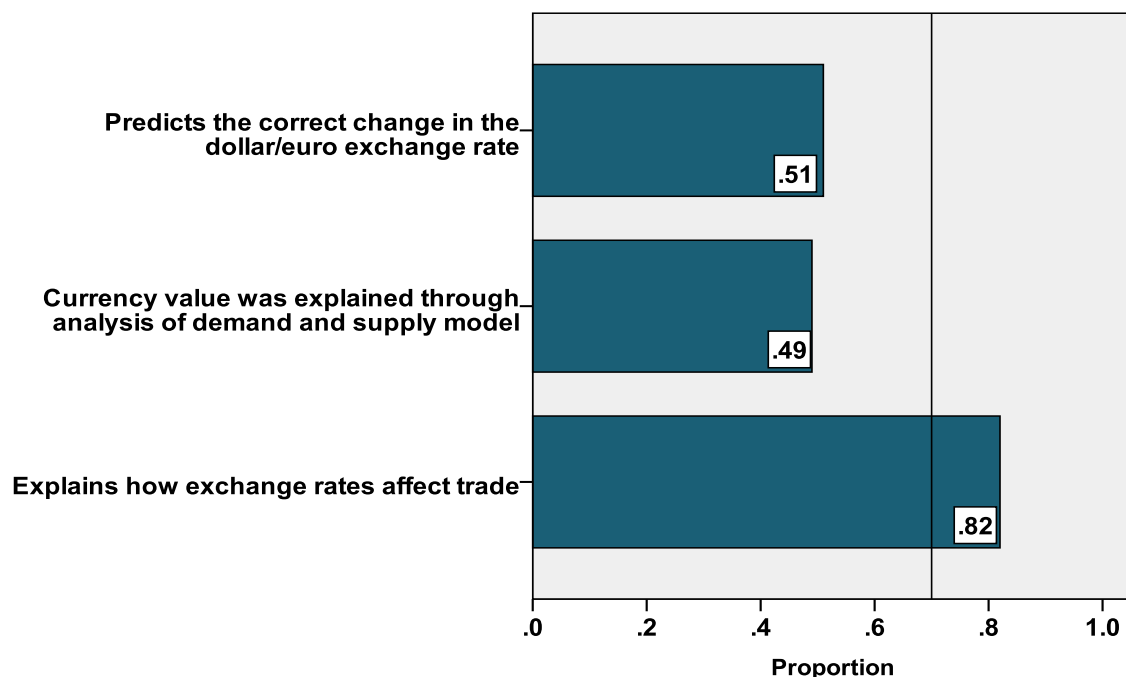
Economics (ECO) 120 Course-embedded Assessment

ECO 120 (Global Macroeconomics) maps to the CBA Undergraduate Curriculum objective “Analyze the global impact of political, social, economic, and legal issues on business decisions”. The course is also in the General Education Program at the University of Wisconsin La Crosse and maps to the objective “Construct or use models to analyze, explain or predict phenomena”. The assessment task developed by the Department of Economics faculty addresses both the CBA objective and the General Education Program objective. It measures student performance on one of the most difficult concepts students face in the course: how to explain changes in foreign exchange markets, and subsequently to recognize how those changes impact international trade. All responses were constructed by the students, as they were required to both draw a demand and supply model and to explain their responses to fully answer the questions in the assessment task. A rubric was developed to define whether the student response did not meet expectations, met expectations, or exceeded expectations.

In the Fall 2010 semester, the task was administered in all 10 sections of the course. Many students outside of the CBA take ECO 120 to satisfy other university requirements. However, for the purposes of this report, only the 176 CBA majors taking the class were considered. A random sample of the work of 50 students was evaluated by seven faculty members. According to the AACSB workshop guidelines, sampling 25 percent of students’ work is sufficient for robust assessment results. Each of the tasks was read by two faculty independently, and scored with a “1” (did not meet expectations), “2” (meets expectations) or “3” (more than meets expectations). If an assignment received scores of 1 and 3 by the two raters, they discussed the ratings and reconciled the scores. All other scores were recorded as originally determined.

The complete analysis of the results of this course-embedded assessment can be found linked from the CBA Undergraduate Curriculum Outcomes page under the data link for the Global Context of Business Goal. Figure 3 shows the proportion of students that “met or more than met” expectations by trait.

Figure 3. Proportion that “met” or “more than met” expectations, by trait, ECO 120



Students did not reach the bar of 70% meeting expectations on the two questions about how changes in exchange rate markets impact exchange rates. However, they did exceed the bar on the question which asked students to explain the link between exchange rates and international trade. The results of the assessment task were analyzed by gender, class rank, first major, combined cumulative GPA and composite ACT score, and no statistical differences in the proportion of students that met or more than met expectations were found. Finally the results were analyzed by whether or not students had completed the non-CBA pre-core required classes, or any of the CBA pre-core classes. No differences were found in the scores based on whether or not the non-CBA pre-core classes had been taken. When course history was examined for the CBA pre-core classes, it was found that students performed better on Q.b. if they had completed ACC 221, but no differences were found in the students that had already completed ECO 110. The Assurance of Learning Task Force is examining the course history to try to better understand how the core curriculum contributes to successful outcomes.

The results indicate that while most students grasped how exchange rates impact international trade, they were less competent in understanding how exchange rates were determined. The Economics faculty have observed this learning gap in past assessment efforts as well. They have addressed it by discussing approaches in presenting the material, such as: 1) using two markets to depict exchange rates (instead

of one – the approach of many principles texts), 2) emphasizing the demand for currencies instead of the supply, and 3) emphasizing the importance of labeling the axes in a demand and supply model. The understanding of foreign exchange markets is considered very important to the study of global markets. However, it is also acknowledged that the course is a *principles* of economics course, and may represent some of the earliest exposure to global concepts in the entire CBA Undergraduate curriculum.

The reviewers of the task had an extended conversation around the concepts that might be captured by this outcome, and what is implied when using the language “global” vs. “international”. Most of the reviewers had an interest in this particular outcome because they addressed the global context of business in their course curriculum, and they shared ways that their respective fields of study address the objectives. The concepts of “fairness”, “risk assessment”, “free vs. fair trade” were a few of the topics discussed as important when considering a global context of business. These were noted as possibly indicating important traits to consider when this outcome is assessed later in the curriculum.

Indirect Measure – EBI and Global Context of Business

In the Fall 2010 and Spring 2011 semesters, the students in MGT 449 were asked to complete the EBI survey. There is one question (Q39) which measures student satisfaction with instructors presenting a global perspective. UWL had a mean score on this question that was statistically no different from that our six peer institutions.

IV. COMMUNICATION

The assessment of the communication outcome in the CBA Undergraduate curriculum has been the topic of extended discussion by the AOLTf. The challenges of assessing communication skills are acknowledged, as well as the difficulty in operationalizing the outcome as defined. Although the assessment plan indicated that this outcome would be measured in the Fall 2010 semester, the AOLTf was hesitant to assess this outcome without a better understanding of what the faculty perceived were issues with student achievement, as well as what faculty expectations and practices were with respect to written communication and oral presentations. In the Fall 2010 semester AOLTf decided to address this lack of understanding by conducting an on-line survey of faculty about communication skills. In addition, business students were surveyed about perceptions of communication skills by a group of students in the Business and Economics Research and Communication (BUS 230) course. It should also be noted, that as course-embedded assessments were evaluated for other curricular outcomes, a discussion about student communication skills often surfaced.

Communication – Survey of Faculty

The AOLTf used the fall semester to develop a communication survey to be completed by the faculty. The major topics addressed were: 1) level of student preparedness; 2) how communication should be addressed in the curriculum, 3) and how faculty addressed communication skills in the pre-core and core classes. Input on the survey content was provided by Bryan Kopp, the Writing Programs Coordinator for the Center for Advancing Teaching and Learning at UWL. In addition, business communications textbooks were consulted to develop the characteristics of communication which faculty considered. The electronic survey was made available to faculty in February 2011. Fifty faculty and instructional academic staff started the survey, and 41 completed it in its entirety. The results are presented in Appendix 4. In summary, faculty are concerned about students' ability to communicate well, and there is a great deal of variability between expectations, instruction and evaluation of communication competencies. Most notably, 70% of the respondents stated they agreed or strongly agreed with the following statement: "The CBA should require a Business Communications course in its CORE curriculum."

Communication – Survey of Students

In the Fall of 2010, a group of students in a Business and Economics Research and Communication class conducted an online survey of CBA juniors and seniors to determine how prepared they felt in terms of communication skills, and also to measure their perceptions about how the outcome is addressed in the curriculum. The results of

this survey are presented in Appendix 5. One of the most notable results of the analysis was that there was no difference in the perceived level of preparedness between juniors and seniors.

CBA UCC discussion about Business Communications

The data from the faculty and student surveys was shared with the CBA Undergraduate Curriculum committee at their meeting on March 31. Based on these results the possibility of introducing a Business Communications course into the curriculum was discussed.

Information Systems (IS) 220 Course-embedded Assessment

IS 220 maps to two of the CBA Communication outcomes: “Use communication to work effectively with others in a business context” and “Use communication technologies and tools professionally and appropriately”. The assurance of learning task administered in the Fall 2010 semester was an exercise to address the latter of these outcomes. The assessment was designed to evaluate the student’s ability to produce and communicate business information in reports generated using Microsoft Access. The project activity is located in Shelly, G. B, Cashman, T. J., and Pratt, M. Z. (2007), Microsoft Office Access 2007 Comprehensive Concepts and Techniques, (ISBN: 9781418843410) on page 292-293. In this assignment students were supplied a Microsoft Access database and asked to create two reports displaying various information. Students are provided the requirements for the reports.

All students taking IS 220 in the fall were required to complete the assignment for credit. There were 199 CBA undergraduate students in IS 220 during this semester. According to the AACSB workshop guidelines, sampling 25 percent of students’ work is sufficient for robust assessment results. In keeping with this guideline the work of 50 CBA students was randomly sampled from the population in the course. Six traits were identified for each of the two reports generated. The traits identified professional and appropriate use of technology to communicate. Since the traits were very objective, each task was read by a single reviewer and scored as either “did not meet expectations” or “met expectations”.

The complete analysis of the results of this course-embedded assessment can be found linked from the CBA Undergraduate Curriculum Outcomes page under the data link for the Communication Goal – Written Objective. Figures 4 and 5 show the proportion of students that met expectations by trait for each of the two reports generated. For each trait in both reports, the proportion of students meeting expectations was above the 70% bar. In fact, most of the students who did not meet expectations failed to complete the assignment at all, so proportionally the level of success of the students completing the assignment was much higher. Because the results of the student performance were so

uniform, no additional analysis was completed to determine if there were differences based on gender, class rank, first major, combined cumulative GPA and composite ACT score. In addition, no analysis by class history was completed.

The faculty administering this assessment noted that in this first attempt to measure use of technology to communicate, the task may have been too standardized to reflect well the students' ability to create business reports in Access. Specifically, the task followed a textbook example closely, and therefore there were fewer decisions left to students as they completed the task. As a result, the structure of the IS-220 assignments in the discussion section has been changed. They are no longer out of the book, and each week students are provided with a story problem and managerial requirements that must be met in the reports generated.

Figure 4. Proportion of students that “met” expectations for the Item by Type Report, by trait, IS 220

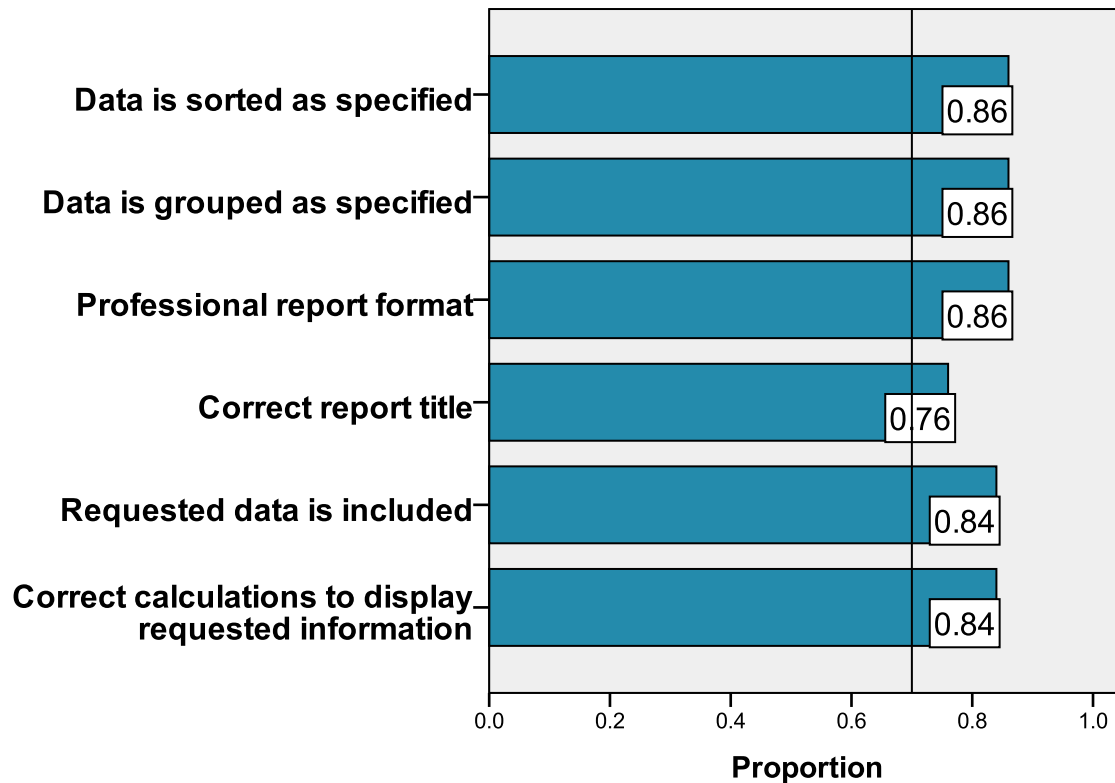
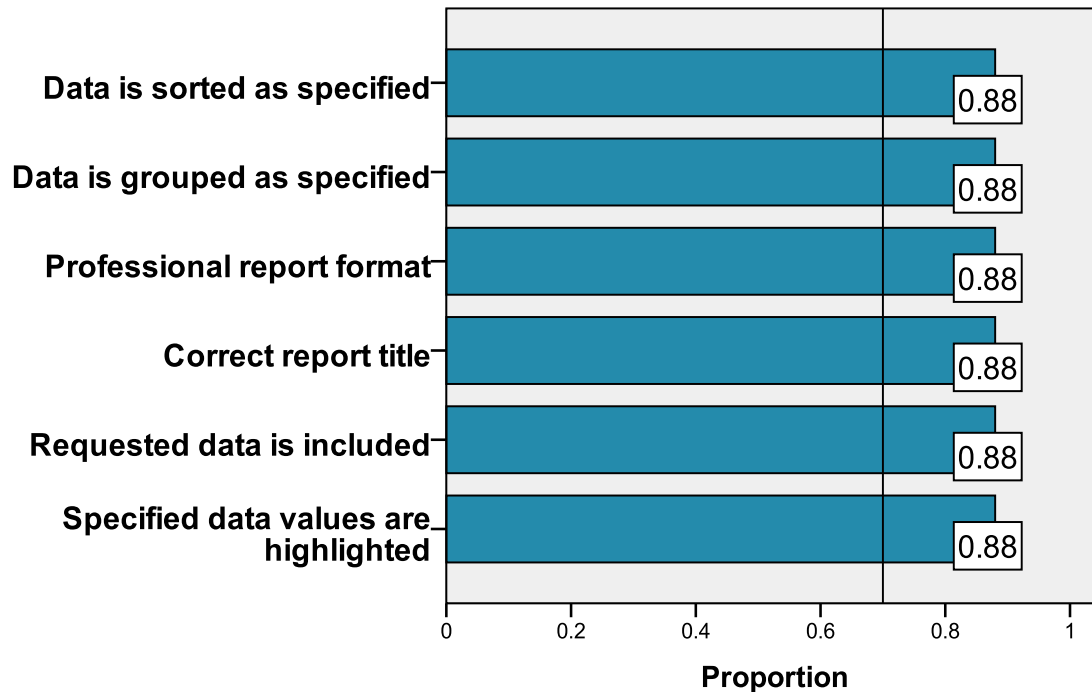


Figure 5. Proportion of students that “met” expectations for the Item by Supplier Report, by trait, IS 220



Indirect Measure – EBI and Communication

In the Fall 2010 and Spring 2011 semesters, the students in MGT 449 were asked to complete the EBI survey. Factor 12 (which includes Q 66, Q67 and Q68) specifically addresses communication and teamwork outcomes. The data here has some mixed interpretations. Longitudinally, our students rated this factor lower than in 2007 or 2004. However the statistical analysis indicates explanatory power in overall program effectiveness. The mean score for UWL on Q66 (presentation skills) and Q68 (ability to work in teams) was not statistically different from the mean of our 6 peer institutions. However the mean score for UWL on Q67 (writing skills) was statistically higher than our 6 peer institutions. There is variability by major in the mean scores reported.

V. Decision Making and Critical Thinking

Accounting (ACC) 222 and Marketing (MKT) 309, Course-embedded Assessment Conducted

In the Spring 2011 semester, two course-embedded assessments were conducted to measure the CBA outcome “Decision Making and Critical Thinking”. In MKT 309, the assignment used was a revision of the task used in Spring 2010. In ACC 222, the task developed used a business situation to evaluate students’ ability to define a problem, acquire information to make decisions, and evaluate and interpret the impact of the decisions. The results of both tasks will be evaluated in the Fall 2011 semester.

Indirect Measure – EBI and Critical Thinking

In the Fall 2010 and Spring 2011 semesters, the students in MGT 449 were asked to complete the EBI survey. Factor 15 (which includes Q 73, Q74, Q75 and Q76) specifically addresses critical thinking and problem solving. The data has some mixed interpretations. Longitudinally, our students rated this factor lower than in 2007 or 2004. While the rating system used by EBI still considered our performance “good”, the statistical analysis indicated that there was no explanatory power in terms of overall program effectiveness. The mean score for Factor 15 and each of the individual questions which are part of the Factor score were not statistically different from the mean scores of our 6 peer institutions. There is variability by major in the mean scores reported.

VI. Competency in the Major

Departmental Course-embedded Assessment. In the Spring 2010 semester, all departments submitted their Major learning outcomes to the Dean. In keeping with the original plan developed by AOLTF, plans for measuring Competency in the Major were developed by each department in the Fall 2010 semester and implemented in Spring 2011. The AOLTF extensively discussed how to give each department significant freedom to develop their assessment, while still giving guidance and structure to the process.

In September 2010, the AOLTF outlined the plan each department should follow. This included:

- 1) Mapping the department's learning outcomes into the CBA Major Competency objectives.
- 2) Developing a plan by December 1 to assess Competency in the Major. This plan should include a task to be completed by individual students, a set of traits that reflect the department objectives and that could be used to evaluate individual performance of students, and identification of where in the curriculum the spring assessment would occur.

In order to improve understanding of the process, a workshop was held on October 22 to explain the requirements and answer questions. Twenty faculty attended the workshop.

The AOLTF read each of the plans submitted by the departments, and provided feedback in early February. The comments addressed any deficiencies that the committee noted. Subsequently, the AOLTF developed a template for the departments to use when reporting their results (see Appendix 6). The departments submitted the first portion of this report by June 1, 2011. This included a description of the process used, the results, and whether or not students met the department's expectations. The second portion of the report is due on November 1. In this report, departments are asked to reflect on their findings and describe the improvements that are informed by the results.

Analysis of Spring 2010 ETS results by Major

In May 2010, the ETS MFT in Business was administered to 160 students in four sections of the CBA capstone course, MGT 449. UWL CBA students scored in the 90th percentile ranking. The results by assessment indicator were included in the 2009 – 2010 Assurance of Learning Annual Report. AOLTF was interested in exploring

whether these results would be useful as another measure of Competency in the Major. Individual student level data was purchased from ETS, matched to student characteristics and then reviewed by major.

The analysis showed that there was a statistically higher score in the assessment indicator for majors as compared to non-majors for each major except Management (Assessment Indicator A3), and Marketing (Assessment Indicator A6). Statistical analysis was not reported for three majors, Economics, Information Systems and International Business because the number of majors was too small. The complete results can be found in the report “ETS results – Analysis of Spring 2010 results”.

Several considerations are important: 1) Caution should be taken in making any conclusions about the majors of Economics, Information Systems and International Business because of the small number of majors; 2) The initial presumption might be that a higher score for majors in the related assessment indicator is a reflection of value added in the major. However, since the assessment indicator is an external measure, it may or may not reflect the outcomes determined by each department to reflect “competency in the major”; 3) Another interpretation of a higher score for majors in the related assessment indicator is more negative – that it indicates a lack of integration of the business areas; and 4) It is possible that the lack of statistical significance for mean values of assessment indicators between majors and non-majors in Marketing and Management reflect the strength of the core coursework in these subjects.

VII. OTHER NOTABLE AOL TASK FORCE ACTIVITIES

1) Assurance of Learning at CBA meetings. AOLTF organized major presentations at the fall and spring CBA meetings. At the fall meeting, three specific activities took place. First, a survey about assessment and assurance of learning was administered to faculty to gauge climate and understanding of the AOL processes in place. Secondly, a presentation about the previous year's activities was made, and faculty involved in the process spoke about their experiences. Finally, break-out sessions around each CBA outcome were organized to promote cross departmental discussion. At the January CBA meeting, the MGT 308 task was read by all faculty in order to increase the understanding of the course-embedded assessment process. This deliberate sequencing of activities was intended to improve understanding of and further develop the culture of assessment.

2) Discussions about assessment in MGT 449. Continued discussions about the placement of assessment in MGT 449, the college capstone class, have included the chair of the Management Department and the Undergraduate Curriculum Committee.

3) Efforts to make outcomes more visible to students. The AOLTF has encouraged faculty to make both the CBA outcomes and the core course objectives more visible on their syllabi to increase student understanding of the program.

4) Stakeholder involvement. An update was made to the CBA Advisory Board about AOL activities, and members were invited to participate in activities. In addition, regular updates were provided to the CBA Steering Committee.

5) Training for faculty. Support was provided by the college for faculty to attend AACSB Assurance of Learning events. Lyons and Knowles, members of AOLTF attended the AACSB Assessment Conference. Rosacker, member of AOLTF, attended the Applied Assessment Seminar. In addition, two faculty members attended AACSB AOL events.

6) Data collection for course-embedded assessment. The process for data collection was expedited, where possible, through the use of D2L. The expanded use of D2L for collection of student work facilitated the AOL process.

7) Development of Outcome interest groups was fostered. Based on the discussion interest indicated at the Fall 2010 CBA meeting and the mapping of core courses, invitations to faculty to read course-embedded assessment was made selectively to foster small communities around the CBA outcomes.

8) Core course curriculum mapping updates. The core course mapping to the CBA outcomes was updated twice, and presented to the UCC in April.

9) Discussions continued with the CBA Undergraduate Curriculum Committee (UCC). The CBA UCC discussed the long run options for placement of assessment in the curriculum, including the use of the capstone class and the development of a one credit core capstone course. The AOLTF made a motion to UCC that they deemed the use of a one credit capstone class insufficient (February 24, 2011 Minutes).

10) Redesign of CBA Assurance of Learning Web Page. A student intern was used to update the design of the CBA AOL web page. Of particular note, the web page now has its own link from the CBA homepage so that materials are easier for the faculty to find.

VIII. Next Steps for 2011-2012 Academic Year

The Assurance of Learning Task Forces has established recommendations and goals for the 2011-2012 Academic Year.

- 1) Continue the established cycle of course-embedded assessment. For 2011-2012 this includes:
 - a) ACC 222 and MKT 309 (Decision Making), Review assessment from Spring 2011
 - b) MGT 449 (Global Context and Communication), Fall 2011 assessment
 - c) BUS 230 (Communication), Fall 2011 assessment
 - d) IS 220 (Communication), Fall 2011 assessment
 - e) MGT 308 (Social Responsibility), Spring 2012 assessment
 - f) FIN 355 (Decision Making), Spring 2012 assessment
- 2) Administer ETS MFT again in MGT 449 during spring 2012 semester.
- 3) Use MGT 449 in its unique end-of-program position as a location for course-embedded assessment. This may be facilitated with the new hires that will be responsible for teaching the course.
- 4) Encourage discussion around communication outcome by providing workshops about communication issues and by fostering a discussion about a Business Communication course in the curriculum.
- 5) Help new faculty quickly understand Assurance of Learning concepts by holding a new faculty orientation.
- 6) Send department chairs to AACSB training about assessment.
- 7) Create a reference sheet for faculty to better understand "assessment language".
- 8) Have departments reflect on the core curriculum mapping each year as changes in content occur.
- 9) Improve the dissemination of information on the web page and provide opportunities to discuss results. This could mean the establishment of subcommittees around the CBA outcomes
- 10) Evaluate National Survey on Student Engagement (NSSE) data for CBA students which relates to Outcomes.

11) Reflect on the Assessment system and evaluate its success at generating continuous improvement. Evaluate the process for its ability to be sustainable.

IX. Appendices

Appendix 1. Original Assurance of Learning Plan Timeline

Timeline

Goal	Initial Discussion	Assessment activities	Results and discuss changes	Assess again with changes	Results and discuss changes
Decision Making	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Communication, Social Responsibility	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Global Context, Major Competency	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012

Where is each goal assessed? All core courses and classes with BUS prefix Any pre-core classes that address goals may also participate. Each class below participates. Initially:

Decision Making: Spring 2010 (MKT 309); Spring 2011 (MKT 309; FIN 355; MGT 449)

Communication: Fall 2010 (MGT 449; BUS 230)

Social Responsibility: Fall 2010 (MGT 308; MGT 393; BUS 205)

Global Context: Spring 2011 (MGT 308; MGT 393)

Major competency: Spring 2011 (Determined by Department)

Appendix 2. Assurance of Learning Plan with Activities thru Spring 2011

Goal	Initial Discussion	Assessment activities	Results and discuss changes	Assess again with changes	Results and discuss changes
Decision Making	Fall 2009 MKT 309 developed	Spring 2010 MKT 309 admn	Fall 2010 MKT 309 Revised ACC 222 developed	Spring 2011 MKT 309 admn ACC 222 admn	Fall 2011
Communication	Spring 2010	Fall 2010 IS 220 admn	Spring 2011 Communication Survey UCC discussion	Fall 2011	Spring 2012
Social Responsibility	Spring 2010 MGT 308 development	Fall 2010 MGT 308 admn MGT 393 admn	Spring 2011 Social Resp discussions	Fall 2011	Spring 2012
Global Context;	Fall 2010 ECO 120 admn	Spring 2011	Fall 2011	Spring 2012	Fall 2012
Major Competency	Fall 2010 Department developed plan (Spring 2010) ETS admn	Spring 2011 Dept CITM Admn			

Appendix 3. Summary notes -Social Responsibility Meetings, Spring 2011

BUS 205

Title of course is “Legal and ethical environment of business”. The focus of the course is business law and ethics. The concepts of social responsibility are introduced and defined, including looking at the triple bottom line. In particular, this is done by using: a video about Bernard Rapoport and the article “The Social Responsibility of Business is to Increase its Profits”, by Milton Friedman, *The New York Times Magazine*, September 13, 1970. These present very opposite ends of the spectrum for social responsibility, and students are asked to compare and contrast. Most students say they had no exposure to the concept before taking the course. The plan is to coordinate this approach to Social Responsibility among all B205 courses more fully in the fall.

ECO 110

ECO 110 addresses “economic implications of business decisions” by introducing students to the concepts of market failure, and the concepts of marginal social benefit and cost.

IS 220

In IS 220 Social Responsibility is addressed through a discussion about computer ethics, with emphasis placed on information privacy, accuracy, property and accessibility from both a consumer and business perspective. In addition, social responsibility is addressed through a discussion on the environmental impacts of information technology.

MGT 308

Discussions include: levels of corporate social responsibility, how corporations are looking at the short term and long term, sustainability, how ethics and corporate responsibility are tied to the individual and how every decision has several implications.

The instructors to the MGT 308 core courses opted to write a case about a local utility company to assess the depth of student understanding of Corporate Social Responsibility (CSR). Although each instructor was encouraged to present the material as they saw fit, all instructors drew from the CSR chapter in the text and the case to have students write about CSR. Class discussion and assessment questions included how different stakeholders respond with varying perspectives on the topic. Students were asked to identify what other stakeholders should be included that were not discussed in the case. Rules for ethical decision-making were also discussed, in addition to different levels and approaches to CSR.

MGT 393

The prime objective is to familiarize the student with the various managerial activities involved in **selecting, designing, operating, controlling, and updating production and service systems**. Other important objectives are to increase the student awareness of how Production and Operations Management (POM) interfaces with other functional areas of an organization,

acquaint the student with the terminology, modeling, methodology, and recent technical advances in the POM area, and consider how ethics and corporate social responsibility fit into international operations management.

Importantly, organizations manage their operations strategically, and thus create an operations strategy. In this course, we focus on how operations strategies transpire to allow a firm to become more competitive; on how this strategy fits in with guiding initiatives such as corporate citizenship, diversity,

MGT 393 cont.

ethical accountability and corporate social responsibility. The core concept is assessed via Harvard Business Cases in both written reports and oral presentations at the end of the course.

MKT 309

The activities in 309 that map to Social Responsibility include an environmental scan. To complete the environmental scan students must examine the global world around them in light of the social, economic, technological, competitive, and regulatory forces and trends an organization faces when developing and marketing a product or service. In the process of doing this students need to consider the ecological, social, and economic implications of business decisions. This is accomplished through an in class activity with a given product and/or all students do this as part of their overall marketing plan.

When students explore consumer decision making they are forced to think about topics such as packaging and the overall implications that has on the environment. Students are also asked to evaluate their own personal consumption patterns. One way this happens is through showing the “Story of Stuff” and then asking them to reflect on their role in the consumption cycle.

Finally in the group marketing plan students need to examine what their company is doing in regards to corporate responsibility. Students are asked to report this in the company background and in some sections students are required to incorporate a sustainable element as part of their product.

MGT 449

By definition, MGT 449 is intended to be an integrating experience synthesizing what has been taught across the curriculum up to that point. As such, CSR is a concern that is reinforced at every opportunity in the context of whatever topic or issue is at hand. At its heart, CSR begs the fundamental question of "the purpose of business." Otherwise, we are asking an empty question in terms of being "responsible"; as in, responsible for what? To whom?

We increasingly talk about the "triple bottom line" and the economic social and environmental aspects of business. Of course, implicit in this is also an ethical imperative with regard to how we conduct business day in and day out. Despite the simplifying assumption that business and the marketplace are "value free" with regard to the so-called economic laws that explain business behavior, this is of course nonsense and moral and ethical thinking infuse all that we do in the

business world. So, therefore, all of these concerns infuse everything that we do, and everything that we reinforce, throughout MGT 449.

For example, in a recent discussion about a proposed new business idea, a student asked if as part of this company’s marketing plan the company could use “unpaid” internships. As we discussed this, I posed the question of whether this was a wholly ethical thing to do. The student responded that it was a common practice, whereupon I then asked if that was really a good enough justification. I then pointed out that as students in a business class; it is very easy for us to speak out against social injustice. However, in doing so, we should not fail to see how our decisions on such things as this proposed “unpaid internship” either contribute to, or overturn, the kind of injustices we often see in the business world.

Social responsibility mapping (revised)

	<u>BUS 205</u>	<u>ECO 110</u>	<u>IS 220</u>	<u>MGT 308</u>	<u>MGT 393</u>	<u>MKT 309</u>	<u>MGT 449</u>
Demonstrate an awareness of social and ethical responsibilities	X			X	X	X	X
Recognize the importance of standards of ethical business conduct			X	X	X	X	X
Recognize and analyze the ecological, social, and economic implications of business decisions	X	X		X	X	X	X

Appendix 4. Results from Communication Survey completed by faculty, Spring 2011

Overview of faculty answering the survey:

Q2 Highest level course taught in the CBA undergraduate curriculum

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 100 level	2	4.3	4.3	4.3
200 level	6	13.0	13.0	17.4
300 level	19	41.3	41.3	58.7
400 level	19	41.3	41.3	100.0
Total	46	100.0	100.0	

Q14 Which of the following core CBA classes have you taught within the last year? Check all that apply.

<u>Course Taught</u>	<u>Number of Faculty Responding</u>
ACC 221	5
ACC 222	4
BUS 205	2
BUS 230	3
ECO 110	5
ECO 120	5
FIN 355	4
IS 220	2
MGT 308	5
MGT 393	2
MKT 309	2
MGT 449	2

Preparation Opinion – writing competencies

Q4. Consider the students in the highest level course you teach in the CBA undergraduate curriculum. In general, when they begin this class, how prepared are your students with respect to the following writing competencies?

	Slightly or not at all prepared	Somewhat prepared	Very well prepared	I cannot evaluate
The subject matter is clearly communicated	10.9 %	63.0%	15.2%	10.9%
Accurate, supporting information is provided	26.1%	45.7%	15.2%	13.0%
Sources are documented with appropriate citations	28.3%	41.3%	4.3%	26.1%
Organization makes the purpose of writing clear	17.4%	56.5%	15.2%	10.9%
Format and length adheres to conventions and is audience appropriate	10.9%	54.3%	19.6%	15.2%
Language is respectful of diversity	15.2%	21.7%	30.4%	32.6%
Mechanics are correct (spelling, punctuation and grammar are correct; sentences are complete)	21.7%	54.3%	13.0%	10.9%
Paragraphs are coherent	21.7%	52.2%	15.2%	10.9%
Writing contains appropriate integration of visuals with text	19.6%	32.6%	13.0%	34.8%

Q5 In your opinion, what other writing competencies should students develop before they graduate?

[Open-ended direct quotes]

- Understanding how to write in a business context. That is, using memos, concise language, etc.
- It is impossible for me to differentiate lacking skills from reluctance to communicate
- Professional documents and correct communication to particular audiences.
- I do think that our students have quite a bit of work to do to develop their communication strategies which are, for the most part, assessed through written work. Perhaps they are just in a hurry in attempting to complete their work, but I feel that they re not good at organizing and presenting ideas in a written format, let alone enough to develop their own opinion.
- The ability to discern that all audiences are not their drinking friends. That is, the ability to discern amongst audiences and the need to be formal when appropriate.
- In order to "write" well one needs to "think" well. Strong, critical thinking remains elusive for a great number of our students.

- I teach XXX. I think that technical writing skills are somewhat different than general writing skills and could be more developed.
- Difficult to generalize since skill levels and competencies vary widely -- some students are well prepared and competent; others are not.
- Understand that language needs to change with the audience.

Preparation Opinion – oral presentation competencies

Q6 Consider the students in the highest level course you teach in the CBA undergraduate curriculum. In general, when they begin this class, how prepared are your students with respect to the following oral presentation competencies? [Valid percents]

	Slightly or not at all prepared	Somewhat prepared	Very well prepared	I cannot evaluate	Non response
The intended purpose of the presentation is addressed	9.1%	27.3%	29.5%	34.1%	2
Accurate, supporting information is provided	9.1%	38.6%	15.9%	36.4%	2
Organization makes the purpose of presentation clear	9.3%	37.2%	18.6%	34.9%	3
Presentation is audience appropriate	11.4%	31.8%	25.0%	31.8%	2
Language is respectful of diversity	9.3%	20.9%	32.6%	37.2%	3
Presentation includes appropriate visual aids	11.4%	22.7%	25.0%	40.9%	2
Delivery is articulate (pace, volume, flow/transitions, enunciation)	9.1%	47.7%	11.4%	31.8%	2
Delivery develops rapport (eye contact, appropriate posture and gestures)	13.6%	43.2%	11.4%	31.8%	2
Students have the ability to precisely respond to questions	15.9%	50.0%	4.5%	29.5%	2

Q7 In your opinion, what other oral presentation competencies should students develop before they graduate?

- The ability to speak without using note cards. They should know how to design overhead slides.
- Looks like a good list
- To know it is inappropriate to disparage those who are not like them, that is to respect that just because another is not white, conservative, Protestant that one does not have to hate and show contempt!
- Students' oral skills are probably slightly stronger than their written skills, but still with much room to improve.
- The oral presentation is delivered at the end of my class session. I do not know how to answer these questions with respect to when they begin the class.
- Again, it's difficult to generalize since some students are polished and competent, others are pretty "rough."

Preparation Opinion – communication in team settings

Q8 Consider the students in the highest level course you teach in the CBA undergraduate curriculum. In general, when they begin this class, how prepared are your students with respect to the following aspects of communication in team settings? [Valid percent]

	Slightly or not at all prepared	Somewhat prepared	Very well prepared	I cannot evaluate	Non response
Ability to objectively evaluate multiple viewpoints	16.3%	53.5%	4.7%	25.6%	3
Ability to provide feedback to group members	16.3%	46.5%	2.3%	34.9%	3

Q9 In your opinion, what other aspects of communication in team settings should students develop before they graduate?

- To work effectively in teams and to give and take positive criticism - to be able to resolve intra group conflict
- How to listen and not to fidget when they are silent.
- I think students should develop the ability to resolve conflicts within groups.
- Students tend to view group evaluations as "do I like these people" not have they done their fair share. I have been working on this and even from a grade perspective, students will complain that a group member has done nothing, yet give them a C or the equivalent for a group score.
- The ability to listen, and feel that their active involvement could shape results of group work.

Preparation Opinion – using technology to communicate

Q10 Consider the students in the highest level course you teach in the CBA undergraduate curriculum. In general, when they begin this class, how prepared are your students with respect to the following uses of technology to communicate? [Valid percent]

	Slightly or not at all prepared	Somewhat prepared	Very well prepared	I cannot evaluate	Non response
Ability to select an appropriate technology to communicate information	0%	38.1%	33.3%	28.6%	4
Ability to generate data and information using technology	2.4%	38.1%	28.6%	31.0%	4

Q11 In your opinion, what other aspects of the use of technology to communicate should students develop before they graduate?

- It is not all about Power Point
- That PowerPoint is not a panacea! Jeez! Where do they learn this crap!
- Students are introduced to several programs available to enhance and support their decisions throughout my XXX classes. By the end of the class they are prepared to use the technology to put together and include technical data for their presentations o the class.

Communication Course in Curriculum

Q12 What is your level of agreement or disagreement with the following statements: [Valid Percent]

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Non response
The CBA should require a Business Communications course in its CORE curriculum.	7.3%	4.9%	17.1%	26.8%	43.9%	5
The CBA should include a Business Communications course in its curriculum as an ELECTIVE.	12.5%	17.5%	30.0%	25.0%	15.0%	6

NOTE: The responses to the elective question may be murky if they are predicated on the previous question about the core. This is a survey design issue. To explore, the cross tabulation is presented with counts in each cell:

Q12_2 The CBA should include a Business Communications course in its curriculum as an ELECTIVE. *

Q12_1 The CBA should require a Business Communications course in its CORE curriculum. Crosstabulation

Count

		Q12_1 Require a Business Communications course in its CORE					Total
		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Q12_2 Include a Business Communications course as an ELECTIVE.	Strongly Disagree	2	0	0	1	2	5
	Disagree	1	1	0	4	1	7
	Neither Agree nor Disagree	0	1	1	2	8	12
	Agree	0	0	4	3	3	10
	Strongly Agree	0	0	2	1	3	6
Total		3	2	7	11	17	40

Communication Assessment

Q13 Where CBA Communication Outcomes should be assessed

		Frequency	Valid Percent
Valid	Core curriculum	10	25.6
	Major curriculums	2	5.1
	Both the core and major curriculums	27	69.2
	Total	39	100.0
Missing	-99	3	
	System	4	
	Total	7	
Total		46	

Writing Competencies

Q15. In XXX, do you provide any graded writing assignments?

		Yes	No
Pre-core	N=26	15	11
Core	N= 15	11	4

Q16. Consider the curriculum in XXX. How do you address each of the following writing competencies?

Pre-core Responses (N=15)

	Expectations that this aspect of communication should be addressed	Provide specific instruction on this aspect of communication	Evaluate this aspect of communication when reviewing student work	Not applicable	No Response
The subject matter is clearly communicated	73%	33%	73%	0%	0%
Accurate, supporting information is provided	67%	60%	73%	13%	0%
Sources are documented with appropriate citations	60%	47%	53%	33%	0%
Organization makes the purpose of writing clear	73%	27%	67%	7%	0%
Format and length adheres to conventions and is audience appropriate	53%	40%	53%	40%	0%
Language is respectful of diversity	7%	0%	20%	67%	7%
Mechanics are correct (spelling, punctuation and grammar are correct; sentences are complete)	73%	20%	67%	7%	0%
Paragraphs are coherent	67%	13%	67%	7%	0%
Writing contains appropriate integration of visuals with text	33%	20%	33%	60%	7%

Q16. Consider the curriculum in XXX. How do you address each of the following writing competencies?

Core Responses (N=11)

	Expectations that this aspect of communication should be addressed	Provide specific instruction on this aspect of communication	Evaluate this aspect of communication when reviewing student work	Not applicable	No Response
The subject matter is clearly communicated	82%	45%	91%	0%	0%
Accurate, supporting information is provided	82%	73%	91%	0%	0%
Sources are documented with appropriate citations	55%	64%	73%	9%	9%
Organization makes the purpose of writing clear	64%	64%	82%	0%	0%
Format and length adheres to conventions and is audience appropriate	55%	64%	82%	0%	0%
Language is respectful of diversity	27%	18%	64%	27%	9%
Mechanics are correct (spelling, punctuation and grammar are correct; sentences are complete)	45%	27%	82%	9%	0%
Paragraphs are coherent	45%	18%	91%	0%	0%
Writing contains appropriate integration of visuals with text	27%	45%	73%	9%	9%

Q17. Are most of the writing assignments in XXX, completed individually or in groups?

		Individually	In groups	It is about 50/50
Pre-core	N=15	60%	20%	20%
Core	N= 11	9%	36%	55%

Oral Presentation Competencies

Q18. In XXX, do students typically make oral presentations?

		Yes	No
Pre-core	N=26	4	22
Core	N= 15	10	5

Q 19. Consider the curriculum in XXX. How do you address each of the following oral presentation competencies?

Pre-core Responses (N=4)

	Expectations that this aspect of communication should be addressed	Provide specific instruction on this aspect of communication	Evaluate this aspect of communication when reviewing student work	Not applicable	No Response
The intended purpose of the presentation is addressed	100%	75%	100%	0%	0%
Accurate, supporting information is provided	75%	50%	75%	0%	0%
Organization makes the purpose of presentation clear	75%	50%	100%	0%	0%
Presentation is audience appropriate	50%	50%	50%	0%	0%
Language is respectful of diversity	25%	0%	25%	50%	0%
Presentation includes appropriate visual aids	75%	50%	75%	25%	0%
Delivery is articulate (pace, volume, flow/transitions, enunciation)	75%	50%	50%	0%	0%
Delivery develops rapport (eye contact, appropriate posture and gestures)	50%	50%	75%	0%	0%
Students have the ability to precisely respond to questions	75%	50%	75%	25%	0%

Q 19. Consider the curriculum in XXX. How do you address each of the following oral presentation competencies?

Core Responses (N=10)

	Expectations that this aspect of communication should be addressed	Provide specific instruction on this aspect of communication	Evaluate this aspect of communication when reviewing student work	Not applicable	No Response
The intended purpose of the presentation is addressed	80%	30%	70%	0%	0%
Accurate, supporting information is provided	90%	40%	80%	0%	0%
Organization makes the purpose of presentation clear	70%	40%	80%	0%	0%
Presentation is audience appropriate	80%	30%	60%	0%	0%
Language is respectful of diversity	40%	20%	60%	20%	10%
Presentation includes appropriate visual aids	70%	40%	90%	0%	0%
Delivery is articulate (pace, volume, flow/transitions, enunciation)	80%	10%	90%	0%	0%
Delivery develops rapport (eye contact, appropriate posture and gestures)	80%	10%	80%	10%	0%
Students have the ability to precisely respond to questions	70%	20%	90%	0%	0%

Q20. Are most of the oral presentations in XXX, completed individually or in groups?

		Individually	In groups	It is about 50/50
Pre-core	N=4	25%	75%	0%
Core	N= 10	0%	70%	30%

Communication in Team Competencies

Q 21. In XXX, do the students prepare work in teams?

		Yes	No
Pre-core	N=26	12	14
Core	N= 15	12	3

Q 22. Consider the curriculum in XXX. How do you address each of the following aspects of communication in team settings?

Pre-core Responses (N=12)

	Expectations that this aspect of communication should be addressed	Provide specific instruction on this aspect of communication	Evaluate this aspect of communication when reviewing student work	Not applicable	No Response
Ability to objectively evaluate multiple viewpoints	33%	25%	25%	42%	8%
Ability to provide feedback to group members	33%	17%	17%	42%	8%

Q 22. Consider the curriculum in XXX. How do you address each of the following aspects of communication in team settings?

Core Responses (N=12)

	Expectations that this aspect of communication should be addressed	Provide specific instruction on this aspect of communication	Evaluate this aspect of communication when reviewing student work	Not applicable	No Response
Ability to objectively evaluate multiple viewpoints	58%	33%	42%	17%	8%
Ability to provide feedback to group members	50%	25%	58%	17%	8%

Communication Technologies Competencies

Q23. In XXX , are students required to use any communication technologies (examples: Powerpoint, Word, Excel, Access, Qualtrics, SPSS, email, D2L, etc)?

		Yes	No
Pre-core	N=26	21	5
Core	N= 15	12	3

Q 24. Consider the curriculum in XXX. How do you address the use of communication technologies? (examples: Powerpoint, Word, Excel, Access, Qualtrics, SPSS, email)

Pre-core Responses (N=21)

	Expectations that this aspect of communication should be addressed	Provide specific instruction on this aspect of communication	Evaluate this aspect of communication when reviewing student work	Not applicable	No Response
Ability to select an appropriate technology to communicate information	38%	24%	24%	33%	14%
Ability to generate data and information using technology	43%	38%	24%	33%	5%

Q 24. Consider the curriculum in XXX. How do you address the use of communication technologies? (examples: Powerpoint, Word, Excel, Access, Qualtrics, SPSS, email)

Core Responses (N=12)

	Expectations that this aspect of communication should be addressed	Provide specific instruction on this aspect of communication	Evaluate this aspect of communication when reviewing student work	Not applicable	No Response
Ability to select an appropriate technology to communicate information	67%	33%	33%	8%	0%

Ability to generate data and information using technology	67%	33%	50%	17%	0%
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Q25 Consider the curriculum in XXX. Which communication technologies do students generally use to complete the course? Check all that apply.

	Pre (N=21)	Core (N=12)
Word	81%	75%
Excel	38%	42%
Power point	29%	83%
Access	10%	17%
Email	81%	75%
Survey Software	14%	8%
Statistical Software	19%	8%
D2L	67%	92%
Other	5%	25%

Q37. Please share any comments about the CBA Undergraduate Communication Outcomes, how they are addressed, and how they might be assessed in the program.

- Our students get very little direct instruction on use of technology, business report writing, writing resume and cover letters, and persuasive letters. Given the ease of word processing technology, many simply ramble. They don't organize their thoughts ad paragraphs. Likewise, the number of grammatical mistakes and spelling errors makes me very uncomfortable -- and, I don't consider myself a writing expert.
- BUS 350 is currently an elective but it provides a great opportunity to evaluate oral communications (Perfect Interview and mock interviews) and written communication (resumes and cover letters). These are critical skills and short enough that a large sample could be evaluated.
- Many/most UW-L business students lack basic writing ability. Writing emphasis courses are intended to build on a student's existing writing skills. This is difficult if most students in such a class lack a basic foundation in grammar, sentence structure and paragraph development. Other business schools require students to take a business communications course. I highly recommend UW-L consider requiring such a course.
- A standard rubric for all faculty to use would be helpful.
- In my opinion, UW-L CBA students have very low writing skills as compared to students at other Universities where I have taught.
- We need to offer MGT 300 as an elective more often. It was last offered about 10 years ago. Also, the rumor is that the English people are using Business & Technical Writing as a remedial

writing class for those who don't do well in English 110. If true, that needs to stop. Business & Technical Writing can be a valuable elective for business students.

- I assign at least one individual writing assignment to get a feeling for the communications ability of my students. The students are asked to answer specific questions. Some submit a bulleted listing of their responses. Others have written a page long document that answers all of the questions. I chose to separate the responses to measure the outcomes specifically for AOL of the students with respect to corporate social responsibility.
- Another assignment the students really like to do is an extra credit one page paper on a firm with respect to corporate social responsibility and sustainability. They all are instructed to select a different company to research. Their work is displayed in a common discussion area for the entire class to review and see.
- I suggest a pre and post test, where we ask juniors (and seniors in the post) to answer to questions such as "please write an email to your boss, saying that tomorrow you will arrive late at work because of a doctor appointment," "how many slides do you need to introduce a particular topic in five minutes? 1, 5, 10, 25," or else. Thanks.
- a core class dealing with writing (2/3) and speaking (1/3) is probably a good idea; assessment after that would be class by class, as appropriate to subject matter and writing/oral work

Appendix 5. Survey of CBA Students about Communication in Curriculum

Conducted by BUS 230 students, Fall 2010

During the Fall semester 2010 there were 843 Juniors and Seniors enrolled in CBA. Two hundred and four students responded, or approximately 24%, however not all surveys were completed.

Q1: Each of the following are characteristics of successful written communication. For each characteristic, check all that apply whether or not you feel that they are generally taught and evaluated in CBA pre-core, core and major requirements?

Characteristic	N	Faculty Expressed Expectations About (% yes)	Faculty Gave Instruction (% yes)	Faculty Graded or Evaluated (% yes)	Has never been addressed (% yes)
1. Intended purpose should be addressed	188	52	52	39	6
2. Provides accurate, supporting information	185	48	51	43	7
3. Organization makes purpose of writing clear	186	46	52	42	6
4. Writing is audience appropriate	185	37	54	38	8
5. Format and length adheres to conventions	182	40	52	48	7
6. Language is respectful of diversity	184	26	38	23	32
7. Mechanics are correct-- spelling, punctuation and grammar	185	49	42	55	5
8. Uses complete, concise and clear sentences	184	48	41	53	5
9. Uses coherent paragraphs	183	42	43	45	8
10. Contains appropriate integration of visuals with text	183	26	40	34	23
11. Documents sources with appropriate citations	186	47	51	56	5

Q2: On a scale of 1 - 5, where 1 is not beneficial and 5 is beneficial, rate how beneficial each of the following are to your learning of written communications.

	N	Mean	% Scored 1	% Scored 2	% Scored 3	% Scored 4	% Scored 5
Individual Work	201	4.32	1.5	1.0	10.4	37.8	49.3
Group Work	201	3.30	9.5	16.4	25.4	31.8	16.9

Q3: How would you rate yourself using the following characteristics of successful written communication in a professional setting?

Characteristic	N	Slightly Prepared	Somewhat Prepared	Very Prepared
1. Intended purpose should be addressed	174	4.6	40.8	54.6
2. Provides accurate, supporting information	173	6.9	37.6	55.5
3. Organization makes purpose of writing clear	173	4.6	39.3	56.1
4. Writing is audience appropriate	173	3.5	43.9	52.6
5. Format and length adheres to conventions	173	7.5	46.8	45.7
6. Language is respectful of diversity	172	12.2	40.7	47.1
7. Mechanics are correct--spelling, punctuation and grammar	173	8.7	31.8	59.5
8. Uses complete, concise and clear sentences	173	5.2	34.7	60.1
9. Uses coherent paragraphs	171	3.5	37.4	59.1
10. Contains appropriate integration of visuals with text	173	11.6	48.6	39.9
11. Documents sources with appropriate citations	173	7.5	42.2	50.3

Chi-square tests indicate no difference in the above responses based on class rank.

Q4: Each of the following are characteristics of successful oral communication. For each characteristic, check all that apply whether or not you feel that they are generally taught and evaluated in CBA pre-core, core and major requirements?

Characteristic	N	Faculty Expressed Expectations About (% yes)	Faculty Gave Instruction (% yes)	Faculty Graded or Evaluated (% yes)	Has never been addressed (% yes)
1. Intended purpose should be addressed	149	50	52	47	5
2. Organization should make purpose of presentation clear	147	47	51	47	3
3. Presentation is audience appropriate	148	41	45	49	5
4. Accurate, supporting information is provided	146	47	47	53	3
5. Visual aids are appropriate	148	48	48	54	3
6. Delivery is articulate--pace, volume, flow/transitions, enunciation	149	40	51	50	9
7. Developed Rapport--eye contact, appropriate posture and gestures	149	40	39	53	9
8. Has the ability to precisely respond to questions	149	37	40	41	11

Q5: On a scale of 1 - 5, where 1 is not beneficial and 5 is beneficial, rate how beneficial each of the following are to your learning of oral communications.

	N	Mean	% Scored 1	% Scored 2	% Scored 3	% Scored 4	% Scored 5
Individual Work	155	3.83	3.2	6.5	25.8	33.5	31.0
Group Work	156	3.82	3.2	7.7	27.6	26.9	34.6

Q6: How would you rate yourself using the following characteristics of successful oral communication in a professional setting?

Characteristic	N	Slightly Prepared	Somewhat Prepared	Very Prepared
1. Intended purpose should be addressed	151	6.6	35.8	57.6
2. Organization should make purpose of presentation clear	151	4.6	39.7	55.6
3. Presentation is audience appropriate	150	4.7	37.3	58.0
4. Accurate, supporting information is provided	150	2.7	42.7	54.7
5. Visual aids are appropriate	151	9.3	37.1	53.6
6. Delivery is articulate--pace, volume, flow/transitions, enunciation	150	6.0	50.7	43.3
7. Developed Rapport--eye contact, appropriate posture and gestures	151	5.3	47	47.7
8. Has the ability to precisely respond to questions	150	10.0	54.7	35.3

Chi-square tests indicate no difference in the above responses based on class rank.

Student Majors (could report more than one major)

Major	N	% Respond
Accountancy	44	27.3
Marketing	42	26.1
Economics	19	11.8
Finance	46	28.6
Information Systems	12	7.5
International Business	8	5.0
Management	44	27.3

Class Rank

Rank	N	% Respond
Junior	56	34.8
Senior	105	65.2

Appendix 6. Report Template for Competency in the Major

University of Wisconsin La Crosse
College of Business Administration
Assurance of Learning Task Force

Report on Assessment of Competency in the Major

Department:
Date:
Name:
Email:
Campus Phone:

Please email the completed reports to the Bruce May at may.bruc@uwlax.edu. Inquiries can be forwarded to Betsy Knowles, CBA Assessment Coordinator, at knowles.eli2@uwlax.edu.

Results Report

Due by June 1, 2011

Section 1: Collection of Learning Evidence

- A) List the major learning objectives that were assessed.
- B) How did your department assess competency? (put all instruments and rubrics in the appendix)
- C) Describe the process used by the department to evaluate the tasks used for course-embedded assessments (gather the findings).
- D) Present the results of your assessment process in table or chart form.
- E) Describe key findings from the assessment process concerning student learning in the major.
- F) Generally, did the students meet or exceed expectations? Did the students meet your predetermined level of competency for the learning objectives?

Appendix:

- A.1) Task (assignment or exam questions)
- A.2) Rubric

Final Report

Due by November 1, 2011

Include Section 1 and appendix.

Section 2: What did you learn about learning?

- A) What were the most meaningful findings/results for the learning outcomes assessed?
- B) How did student learning for certain objectives compare to that of others? For which objectives might you showcase student achievement, and conversely, target for future curricular improvements?

Section 3: What will your department do with the results?

- A) How were the results of the assessment disseminated to all department members?
- B) Which assessment methods and findings did your department determine to be the most valuable for curricular decision making? What was the least valuable, and why?
- C) Describe any curricular modifications for lesson, courses or the major that might be recommended based on the findings of the assessment.
- D) Identify assessment problems or difficulties encountered during the process of assessing competency in the major. Describe any proposed changes to the department's assessment plan for competency in the major.