

Table of Contents

I. Introduction	3
II. Overview of Major Initiatives and Assurance of Learning Measures	4
III. Critical Thinking	11
<i>Results of Measurements</i>	11
<i>Response</i>	13
IV. Communication	14
<i>Results of Measurements</i>	14
<i>Response</i>	15
V. Global Context of Business	16
<i>Results of Measurements</i>	16
<i>Response</i>	17
VI. Social Responsibility	17
VII. Competency in the Major	18
VIII. External Benchmarks	18
<i>Educational Testing Service – Major Field Test in Business</i>	18
<i>NSSE</i>	20
IX. Other AOLTf activities	20
X. Next Steps	20
Appendices	21
Appendix A. CBA Undergraduate Assurance of Learning Plan, August 2012	22
Appendix B. Common Rubrics.....	23
Decision Making and Critical Thinking Common Rubric	23
Written Communication Common Rubric	24
Oral Communication Common Rubric	25
Global Context of Business Common Rubric	26
Social Responsibility Common Rubric.....	27
Appendix C. Problems and Solutions: Critical thinking, January 19, 2012 CBA Meeting.....	28
Appendix D. Problems and Solutions: Written communication, January 19, 2012 CBA Meeting:.....	29
Appendix E. BUS 205 Pilot measure results: Social Responsibility, Fall 2011.....	30
Appendix F. NSSE Data relating to Communication and Critical Thinking, 2011	31
Communication-Related Questions, CBA students	31
Critical Thinking-Related Questions, CBA students	32

Assurance of Learning Annual Report 2011 – 2012

I. Introduction

The Assurance of Learning Task Force (AOLTF) began its third year with unforeseen turnover. Davide Secchi, Kathryn Birkeland, and Keith Sherony (chair) all left the University for other positions. Over the summer, the chair of the Economics Department, Taggart Brooks, became chair of AOLTF. In addition, three additional members joined the task force: Nicole Gullekson, Peter Haried, and Shane Van Dalsem. The selection of new members reflected individuals with an interest in assessment and broadened the departments being represented. In addition, Haried also serves on the CBA undergraduate curriculum committee, providing an important link between assurance of learning and curriculum. Later in the academic year, Ryan White joined the task force, and with his membership, the goal of having a representative from each department was accomplished.

AOLTF met four times during the summer of 2011 to finish the previous year's work and to plan for the Fall semester. During the 2011-2012 academic year, AOLTF conducted 20 regular meetings. Minutes of each meeting were recorded and subsequently published on the CBA webpage. Documents for committee use were stored in Dropbox, while all student work and data analysis was stored on a secure University drive to which only committee members have access.

In order to support understanding of assurance of learning processes, the faculty on AOLTF as well as other college faculty, participated in AACSB training. Four members of the Task Force (Associate Dean May, Haried, Brooks, and Gullekson) and two department chairs (Achenreiner and Wolf) attended the Applied Assessment Seminar (October 2011). The Applied Assessment Seminar (March 2012) was attended by Van Dalsem, and Accounting department chair Eide. The Assessment Conference (March 2012) was attended by May, Gullekson, Knowles, Lyons, Brooks, and Dean Colclough. In addition, faculty member Robert Rosacker attended the Applied Assessment Seminar (June 2012).

II. Overview of Major Initiatives and Assurance of Learning Measures

The AOLTF focused on several major initiatives in the 2011-2012 academic year to specifically address sustainability of processes and the culture of assurance of learning in the college. A summary of the initiatives undertaken can be found in Table 1.

Table 1. Assessment System: Summary of AOLTF Major Initiatives, 2011-2012 academic year

Sustainability of Processes	Creating a Culture of Assurance of Learning
<p>Review and revise master plan and cycle of assessment to incorporate more time for improvements</p> <p>Course-embedded Assessment Changes:</p> <ul style="list-style-type: none"> • move from double blind readings of sample to single readings of all student work • develop process for consistent measurement in degree capstone (MGT 449) as an end-stream measure <p>Develop, use and revise common rubrics for CBA learning objectives</p>	<p>In review of master plan, incorporate process to maintain participation of core course instructors</p> <p>Use cross-disciplinary faculty groups to read assessment tasks</p> <p>Increase presence of Assurance of Learning topics and discussions at CBA all-college meetings.</p> <p>Introduce AOL concepts at new faculty orientation.</p> <p>Encourage formation of interest groups around the CBA learning objectives</p> <p>Provide professional development opportunities in response to faculty concerns</p>

While the general framework of our processes remained intact, an effort was made to respond to our improved understanding and perspective as a result of both the previous year's experiences and AACSB training. In November, AOLTF members used the "Assessment of Assessment System" rubric designed by Dr. Karen Ann Tarnoff to guide a discussion about our system (see November 11, 2011 minutes for summary). Subsequently an extensive discussion about revising the assessment master plan occurred during the spring semester and continued into the summer of 2012. It had become apparent that our original master plan was overly ambitious because additional time was needed for changes to be developed. The outcome of this discussion was a revised plan which more simply communicated the assessment cycle to faculty. The final version of this plan was presented at the August CBA meeting and can be found in [Appendix A](#).

Sustainability of the assessment process is impacted by what faculty can accomplish in a meaningful way within the course of their duties, and how the process promotes continuous improvement. Two specific changes in the administration of course-embedded assessments were made to address concerns with sustainability. Prior to Fall 2011, all readings were completed with a double blind process of 25% of the students completing the assessment task. Revised understanding of the AACSB guidelines led us to conclude that *all* student tasks completed in a course should be read, instead of a sample, in order to generate a sample of the CBA student *population* at any given time. Since reading each student task twice would be onerous, each course-embedded task was scored once. Care was taken to have all faculty in the group of readers review several tasks together first to improve the uniformity of the application of the rubric.

Much discussion also occurred around *where* in the curriculum measurements should occur. There was general agreement that an end stream measure was essential, but this had remained difficult to organize due to personnel issues. In 2011-2012, multiple discussions took place with MGT 449 (business capstone) faculty to structure a system where they would consistently administer assignments around cases to address critical thinking, communication, social responsibility and global context of business. The first of these was administered in the Fall semester, and the task allowed us to consider two objectives: written communication and global context of business. Having this anchor measurement in place will reduce the need to find other locations for assessment.

With two years of course-embedded assessments completed, we had found it was difficult to combine the results of multiple course-embedded assessments to gain an overall understanding of student performance on the objective. This occurred because the traits in the rubrics we used tended to be very course specific, instead of programmatic in nature. To address this, AOLTF developed drafts of rubrics for each curricular objective with more generally expressed traits that could be applied to a variety of tasks. These were grounded in the traits found in the original version of the CBA undergraduate learning objectives as well as in the language of the Association of American Colleges and Universities ([AAC&U value rubrics](#)). The common rubrics were used for each of the course-embedded assessments evaluated during the year, feedback was collected on the wording and usefulness, and they were revised at the end of the academic year. The rubrics are found in [Appendix B](#) and are posted on the [CBA Undergraduate Curriculum Objectives web page](#) for general use.

The AOLTF continues to discuss how to foster a culture of assessment. Of particular concern was that once we established an end measure in MGT 449, faculty might feel there is no need to conduct programmatic assessment in their courses. The revision of the master plan addresses this by keeping the core courses participating in assessment activities on the same cycle as MGT 449. In addition, when faculty have gathered to read course-embedded tasks, AOLTF has been successful in putting together groups of faculty that cross disciplinary bounds. This element has created a climate for discussion which is less course and major centric, and more programmatic in nature.

The AOLTF continues to promote faculty participation in and understanding of assurance of learning activities. New faculty were introduced to the assurance of learning processes in conjunction with advising training before the Fall semester began. This provided a platform for new faculty to quickly engage in the subsequent discussions. At the Fall CBA meeting, we provided updates on the previous year's activities, a handout on the language of assessment, and surveyed faculty understanding on assessment concepts. The Spring CBA meeting took a retreat format and moved off campus to discuss the data collected on the written communication and the critical thinking outcomes. This is discussed in greater detail later in this report. Three interest groups (critical thinking, written communication, and social responsibility) developed out of the retreat and met during the spring semester to discuss the curriculum and respective outcomes in the college.

Several professional development opportunities were offered to address faculty concerns about written communication and critical thinking expressed at the January CBA meeting. These workshops, presented in conjunction with UWL Center for Teaching and Learning (CATL), provided another opportunity to develop a culture of teaching and learning. The attendance at these and other related assurance of learning activities indicate a high level of faculty engagement with assurance of learning activities. Participation is detailed below in Table 2.

Table 2. Assurance of Learning Activity Participation (2011-2012)

Activity	Number
AOLTF committee meetings	
Academic year	20
Summer	4
Faculty attended AACSB Applied Assessment Seminar	9
Faculty attended AACSB Assessment Conference	6
Faculty attended "Improving Students' Writing in Business Courses" 9/30/11	28
Faculty attended "Efficient and Effective Feedback: Responding to Student Writing in Business Courses" 10/28/11	18
Faculty attended CBA meeting and retreat on Critical Thinking and Written Communication, 1/19/12	45
Faculty attended "Designing Assignments that Promote Critical Thinking" 4/20/12	28
Faculty participated in Assurance of Learning by reading course-embedded assessments (non-duplicated)	24
Learning and Pedagogical Research	
Journal articles	8
Presentations	12
Poster presentations	2

Key to both sustainability and culture is the ability to generate meaningful changes from the information derived from assessment measures. Table 3 provides a summary of the measures

undertaken in 2011-2012, a brief description of the findings, and the broad resulting changes or initiatives which have occurred. Table 4 reports specific *course* changes reported by faculty by outcome. The report follows by detailing the activities by outcome.

Table 3: Assessment Measures: Summary of AOLTF Major Initiatives, 2011-2012 academic year

Objective	Measurement(s) Type and Location	Status, by semester	Summary of Findings	Response
Critical Thinking	MKT 309 Course- embedded	Reviewed: F 11	Students did not perform well on integrating position and identifying objective sources. Discussion considered whether students must be prompted for this to occur or whether they should understand expectation.	<ul style="list-style-type: none"> • Common rubric revised based on faculty feedback. Posted to web. • CBA Retreat: faculty prioritize problems and possible solutions • Professional development: CATL workshop, “Designing Assignments that Promote Critical Thinking” 4/20/12 • Intro to Business summer working group: prepare course proposal to introduce students to functional business areas, critical thinking skills and professionalism. Proposal to CBA UCC Fall 2012 • Critical thinking interest group: discuss elements of critical thinking across curriculum; critiqued assessment tool for FIN 355
	ACC 222 Course- embedded	Reviewed: F 11	Students had difficulty integrating information to develop alternatives.	
	FIN 355 Course- embedded	Administer: S 12 Reviewed: S 12	Task revised to include irrelevant information that students had to disregard. Generally performed well and pedagogical tactics noted.	

Table 3, continued: Assessment Measures: Summary of AOLTf Major Initiatives, 2011-2012 academic year

Objective	Measurement(s) Type and Location	Status, by semester	Summary of Findings	Response
Communication - Written	MGT 449 Course- embedded	Administer: F11 Reviewed: S12	Students did best in grammar and syntax, but did not generally address the audience/purpose of the assignment, nor did they adequately provide evidence for ideas	<ul style="list-style-type: none"> • Common rubric revised based on faculty feedback. Posted to web • CBA Retreat: faculty prioritize problems and possible solutions • Business Communications summer working group: prepare proposal for course to address weaknesses in communication skills. Proposal to CBA UCC Fall 2012 • Written Communication Interest group • Professional development: CATL workshops, “Improving Students’ Writing in Business Courses” 9/30/11; “Efficient and Effective Feedback: Responding to Student Writing in Business Courses” 10/28/11.
	Faculty Survey Indirect	Administer: S11 Reviewed: S12 at CBA meeting	Results indicate 70% agree that a Business Communications course should be required in CBA core. Differences in faculty expectations, instruction and grading are identified.	
Communication - Oral	BUS 230 Course- embedded	Administer: F11 Reviewed: S12	Students met expectations for most traits, with the exception of “physical delivery achieves purpose”	<ul style="list-style-type: none"> • Common rubric revised based on faculty feedback. Posted to web • Business Communications summer working group: prepare proposal for course to address weaknesses in communication skills. Present at Fall 2012 CBA meeting
Global Context	MGT 449 Course- embedded	Administer: F11 Reviewed: S12	Although students recognized role of diversity and considered global perspective, they did not adequately analyze the interaction of perspectives or use global perspectives to make decision	<ul style="list-style-type: none"> • Common rubric revised based on faculty feedback. Posted to web • Focus on global context in 12-13 plan

Table 3, continued: Assessment Measures: Summary of AOLTF Major Initiatives, 2011-2012 academic year

Objective	Measurement(s) Type and Location	Status, by semester	Summary of Findings	Response
Social Responsibility	No uniform course- embedded measurements made			<ul style="list-style-type: none"> • Social Responsibility Interest Group met to discuss curriculum • Common rubric drafted • Focus on Social Responsibility in 12-13 plan
	BUS 205 pilot		Little recognition of terminology upon entering course	
Competency in the Major	Department Measures Course- embedded	F11 Report due to AOLTF	Report documents process, results, dissemination, conclusions, and resulting planned changes	<ul style="list-style-type: none"> • Departmental response on planned Spring assessment activities is due to AOLTF October 2012
	MGT 449 ETS MFT	Administer: s12	CBA score in 94 percentile	

Table 4. Course Changes, by Type, by Outcome, 2011-2012

Learning Objective	Number of Course Changes Reported by Type All Courses (Core Courses)				
	Assignment or Exam	Content Coverage	Instructional Practices/ Materials	Use of Common Rubric	Total Changes
Critical Thinking	8 (6)	2 (1)	7 (4)	1 (1)	18 (12)
Written Communication	10 (5)		5 (4)	1 (0)	16 (9)
Oral Communication	6 (2)		1 (0)	4 (3)	11 (5)
Global Context	2 (1)	3 (2)			5 (3)
Social Responsibility	3 (3)	6 (3)			9 (6)
Competency in the Major	1 (0)	1 (0)			2 (0)
Totals	30 (17)	12 (6)	13 (8)	6 (4)	61 (35)

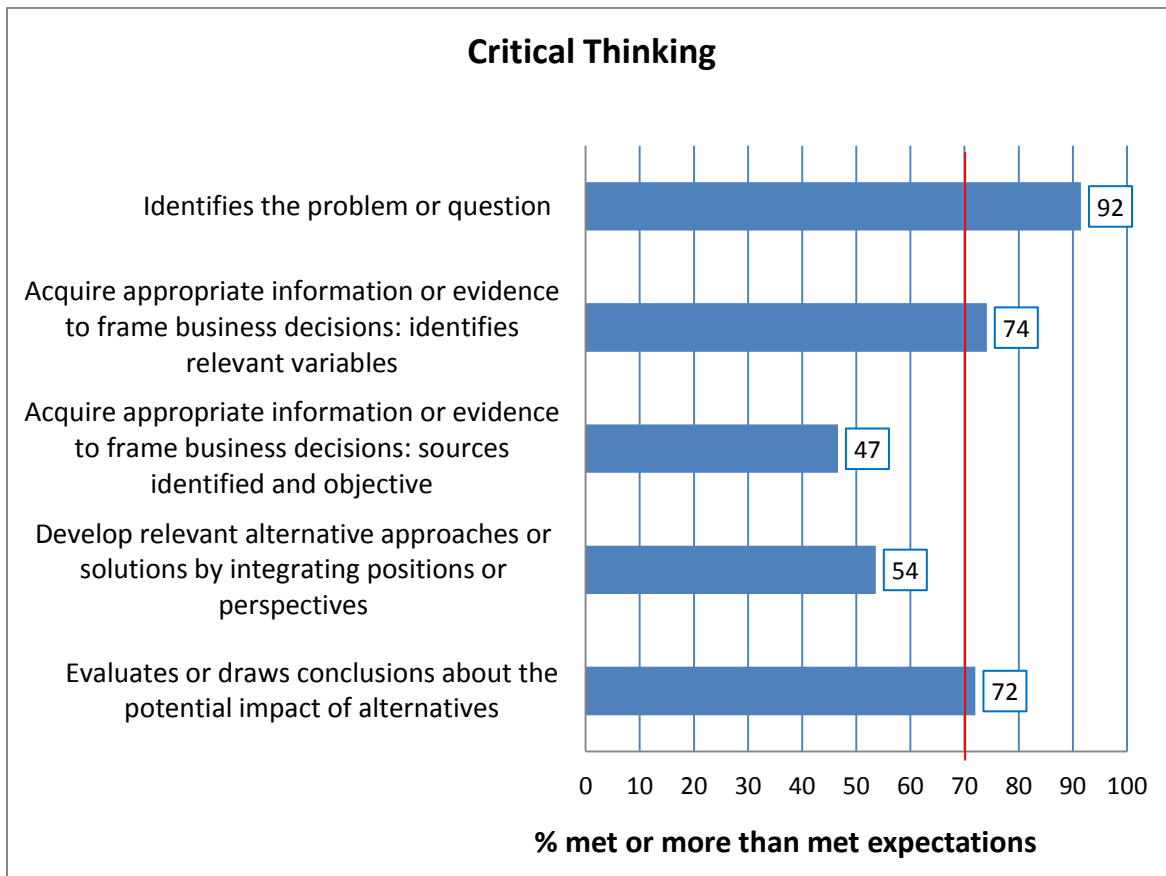
Information collected from 36 faculty who responded to information request at CBA meeting on August 30, 2012, as well as emailed responses.

III. Critical Thinking

Results of Measurements

Three course-embedded assessment tasks measuring critical thinking were reviewed in the 2011-2012 academic year using the common rubric. One task was completed in the pre-core in ACC 222, and two other tasks were completed in the core in MKT 309 and FIN 355. The detailed reports on these results can be found on the CBA web page under the data link for [Critical Thinking](#). Because the tasks were all evaluated using the common rubric, the results were aggregated and are presented below in Figure 1.

Figure 1. Results of Critical Thinking Assessments



Note: This figure represents the average percentages reached for the three tasks combined. The only task which measured the first trait was in FIN 355. The only task to measure the third trait was in MKT 309. All other traits were measured by all three tasks.

In general students had difficulty developing alternative approaches or solutions by integrating positions or perspectives. Faculty considered several reasons why this might be true, including: 1) a failure of the task to prompt this consideration, 2) students not recognizing that this is an aspect that they are graded on, and 3) lack of motivation to do more than that for which they are explicitly asked. In addition, in the case where “ability to identify sources” was identified, students did not meet expectations.

Discussions about the use of the common rubric were positive, in that the common rubric could better focus student and faculty efforts at addressing critical thinking, especially if it is used to guide assignment design and inform students about expectations. Faculty generally felt that the rubric could be improved by not only including that students should identify relevant variables, but also learn to disregard irrelevant variables.

Response

Critical thinking was one of the outcomes considered at the CBA retreat in January 2012. Faculty discussed the data presented in a report on critical thinking that was distributed in advance. The report summarized the results of two course embedded tasks and NSSE data, all addressing critical thinking. By voting, faculty prioritized both the issues which they felt contributed to learning shortfalls as well as possible solutions (see [Appendix C](#)). This has provided direction for subsequent actions of the AOLTF.

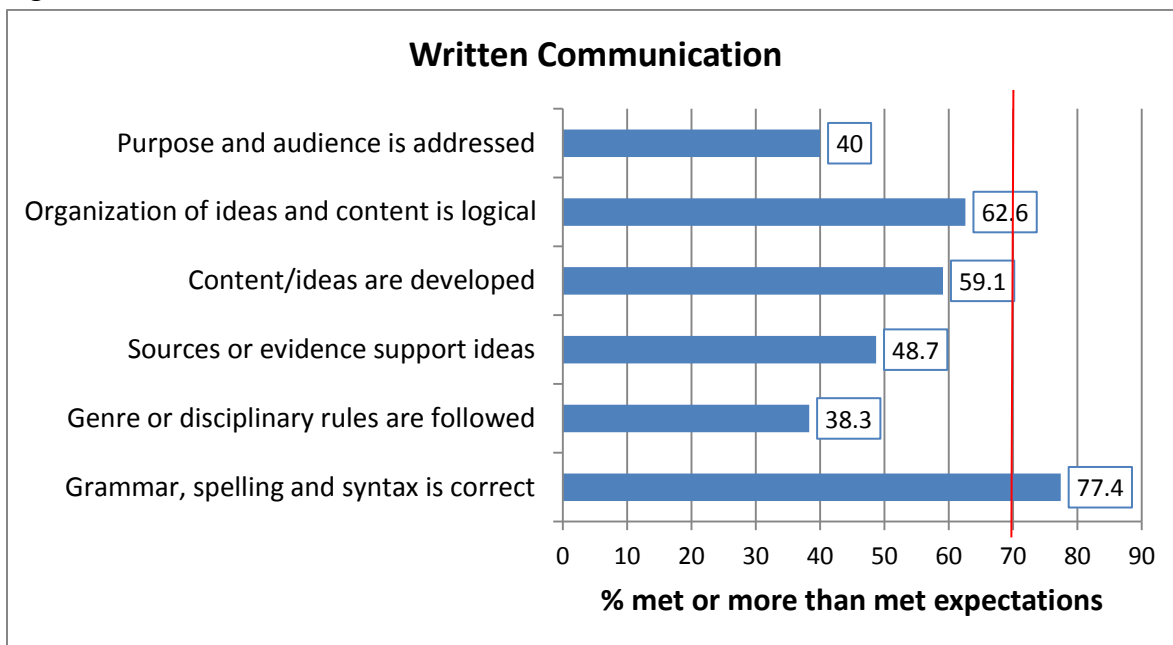
- Faculty ranked the need for greater faculty development as their top priority for improvement. As a result, AOLTF coordinated with the Center for Advancing Teaching and Learning (CATL) to offer the workshop, “Designing Assignments that Promote Critical Thinking” on April 20, 2012. The feedback on this workshop suggested that additional sessions should be planned for 2012-2013.
- As a means of helping students better understand the concept of critical thinking, faculty recommended development of an Introduction to Business class. A summer working group was established to consider this idea. They were charged with preparing a proposal for a course to introduce students to functional business areas, critical thinking skills/expectations and professionalism. The results of their work were presented at the Fall CBA meeting, posted on the web page, and are being considered as part of the CBA UCC charge for 12-13.
- A critical thinking interest group of faculty met several times to discuss critical thinking in the curriculum. During this time, they critiqued the assessment tool for FIN 355. This led to rewording that better measured “defining the problem”, and also encouraged the inclusion of irrelevant information into the task.
- Faculty suggested several revisions to the common rubric over the course of the year. The most significant of these was that we should evaluate not only whether students considered relevant information, but also disregarded irrelevant information. This idea was discussed at each reading of student work. The common rubric was subsequently changed to reflect this perspective.
- In a survey of 36 faculty, the number of course changes to address critical thinking include: 8 assignment or exams; 2 course content; 7 instructional practices/materials; 1 use of common rubric.

IV. Communication

Results of Measurements

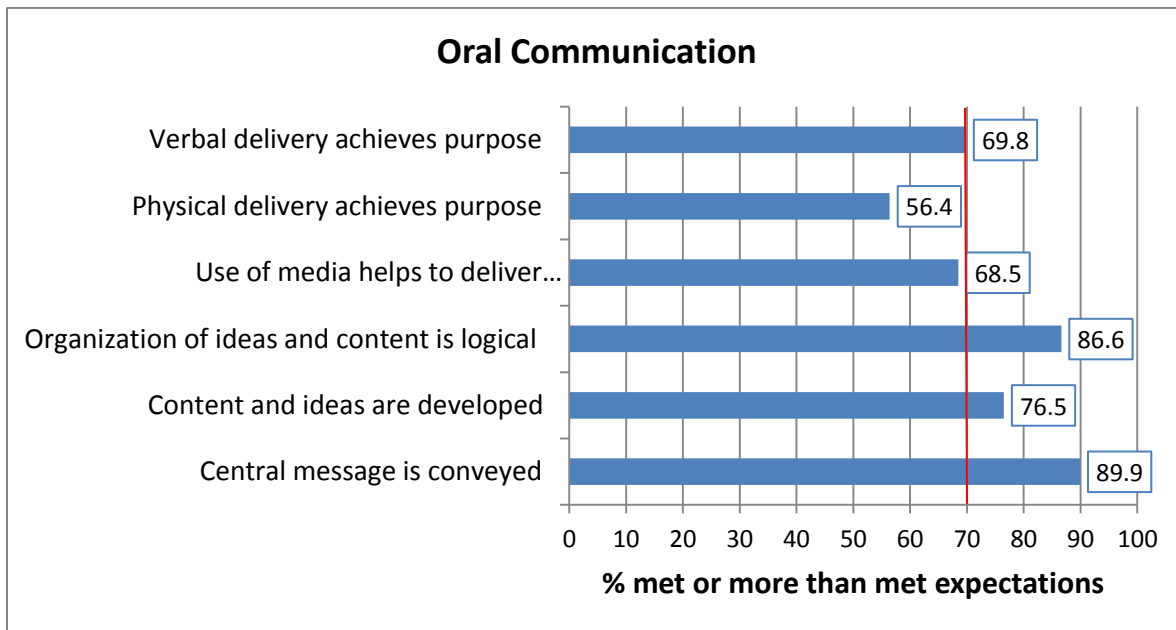
Two course embedded assessment tasks were reviewed in the 2011-2012 academic year using the common communication rubrics: one written communication task and one oral communication task. The written communication task was completed in MGT 449, the capstone course, and the oral communication task was completed in BUS 230. Detailed reports of the results can be found on the CBA web page under the data link for [Communication](#). Summaries of the results are present below in Figures 2 and 3.

Figure 2. Results of Written Communication Assessment



In general, students did not satisfactorily meet expectations for the writing traits, with the exception of using grammar and syntax correctly. Of particular note, many students did not consider the audience and genre, even though the assignment was to write a memo. Instead, many of the written assignments were a summary of the case, and the purpose of the writing was not clearly addressed. This was particularly important to note, because when faculty have previously discussed quality of writing, discussions often focused primarily on poor syntax. The issues made apparent in this example suggested that improvements are needed in other areas.

Figure 3. Results of Oral Communication Assessment



In general, students met the bar of 70% meeting or more than meeting expectations for each of the traits. The exception was the “ability to achieve the presentation’s purpose through the physical delivery of the presentation”. Despite the strong results, the faculty that viewed the video-taped presentations expressed the need for improvements, particularly in the rubric traits used to evaluate the presentations, so that greater sensitivity could be achieved. Reviewers suggested that double barreled traits could be restated, and that we consider if group cohesiveness and appropriate level of information to achieve purpose could be evaluated.

Response

Written communication was one of the outcomes considered at the CBA retreat in January 2012. Faculty discussed the data presented in a report on written communication that was distributed in advance. The report summarized the results of the course embedded task in MGT 449, as well as two indirect measures: NSSE data that reflected student thoughts on communication and a survey of faculty about communication competencies. By voting, faculty prioritized both the issues which they felt contributed to learning shortfalls as well as possible solutions (see [Appendix D](#)). This has provided direction for subsequent actions of the AOLTf.

- One of the suggested solutions was to develop a business communications course, which was strongly supported in the faculty survey. Subsequently, a summer working group was formed and charged with preparing a justification of and proposal for the course which would address the CBA communication objectives (both written and oral). The results of their work were presented at the Fall CBA meeting, have been posted on

the CBA web page. In addition, the consideration of this course is part of the CBA UCC charge for 12-13.

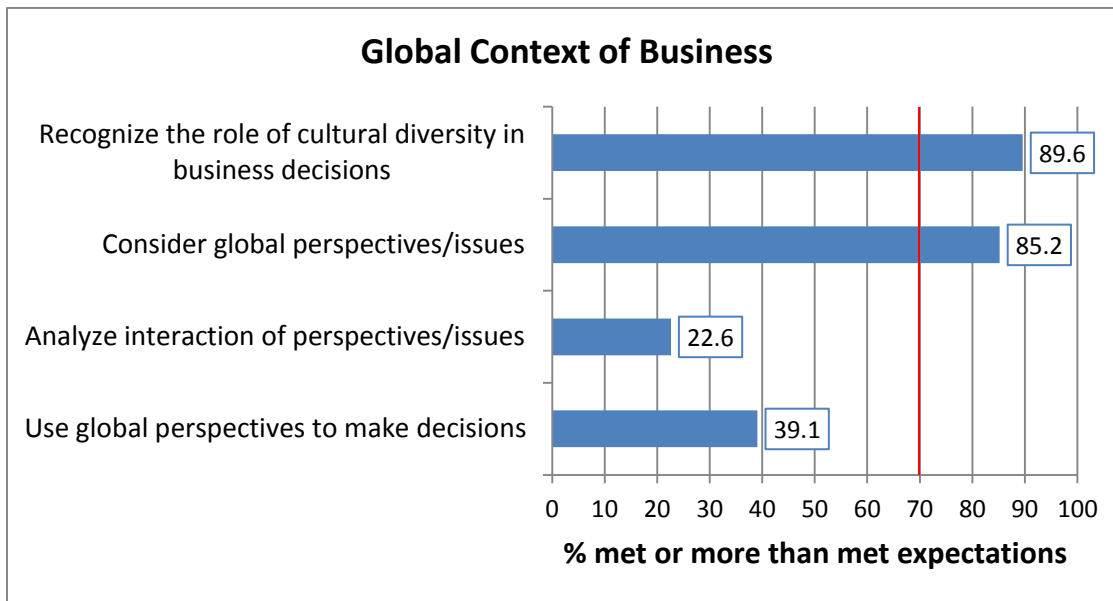
- Another suggestion was to use common rubrics to help articulate expectations. While common rubrics exist for both written and oral communications, both were revised using faculty input. In addition, the expertise of the CATL writing coordinator was used to evaluate the writing rubric.
- Finally, two professional development opportunities were offered to address writing. CATL offered the workshops on “Improving Students' Writing in Business Courses” on 9/30/11 and “Efficient and Effective Feedback: Responding to Student Writing in Business Courses” on 10/28/11.
- In a survey of 36 faculty, the number of course changes to address written communication include: 10 assignment or exams; 5 instructional practices/materials; 1 use of common rubric. The number of course changes to address oral communication include: 6 assignment or exams; 1 instructional practices/materials; 4 use of common rubric.

V. Global Context of Business

Results of Measurements

One course embedded assessment task was reviewed in the 2011-2012 academic year that addressed the global context of business. The task, which was administered in MGT 449, required students to use a Harvard Business case as the context for a memo. The memo addressed expatriate managers, asking them to analyze factors in the global environment that impact the approach to management and the overall competitive strategy. The detailed report on the results can be found on the CBA web page under the data link for [Global Context of Business](#). A summary of the results is presented below in Figure 4.

Figure 4. Results of Global Context of Business Assessment



While most students performed well for the two traits in the lower order cognitive domains, students did not perform well on the latter two traits. The discussion around these results indicated that the assignment may not have clearly prompted the students to address the higher order aspect of the rubric. Alternative wording was offered for the task that would more closely align it with the rubric.

Response

Consideration of these results will take place at the January 2013 CBA meeting, so no overarching changes in the curriculum have resulted at this time. However, in a survey of 36 faculty, the number of course changes to address global context of business include: 2 assignment or exams; 3 content coverage. In addition, the common rubric was revised to improve the reliability of scoring and increase the breadth of considerations.

VI. Social Responsibility

No uniform course-embedded assessments took place during this academic year to measure the social responsibility outcome. However, in two sections of BUS 205, a pilot measure was used to identify student recognition of terminology of “triple bottom line” and “social responsibility”. The measure identified little to no understanding of these terms upon entering the course, and significant understanding at the time of the final exam. See [Appendix E](#).

A group of faculty interested in discussing the concept of social responsibility met several times during Spring 2012, following the CBA meeting. In a survey of 36 faculty, the number of course

changes to address social responsibility included: 3 assignment or exams; and 6 content coverage. In addition, a common rubric was drafted based on the faculty identified traits, and considering AAC&U value rubrics. The rubric will be tested in the next round of assessments. The social responsibility outcome will be discussed at the January 2013 CBA meeting, at which time a measurement from MGT 449 will have taken place.

VII. Competency in the Major

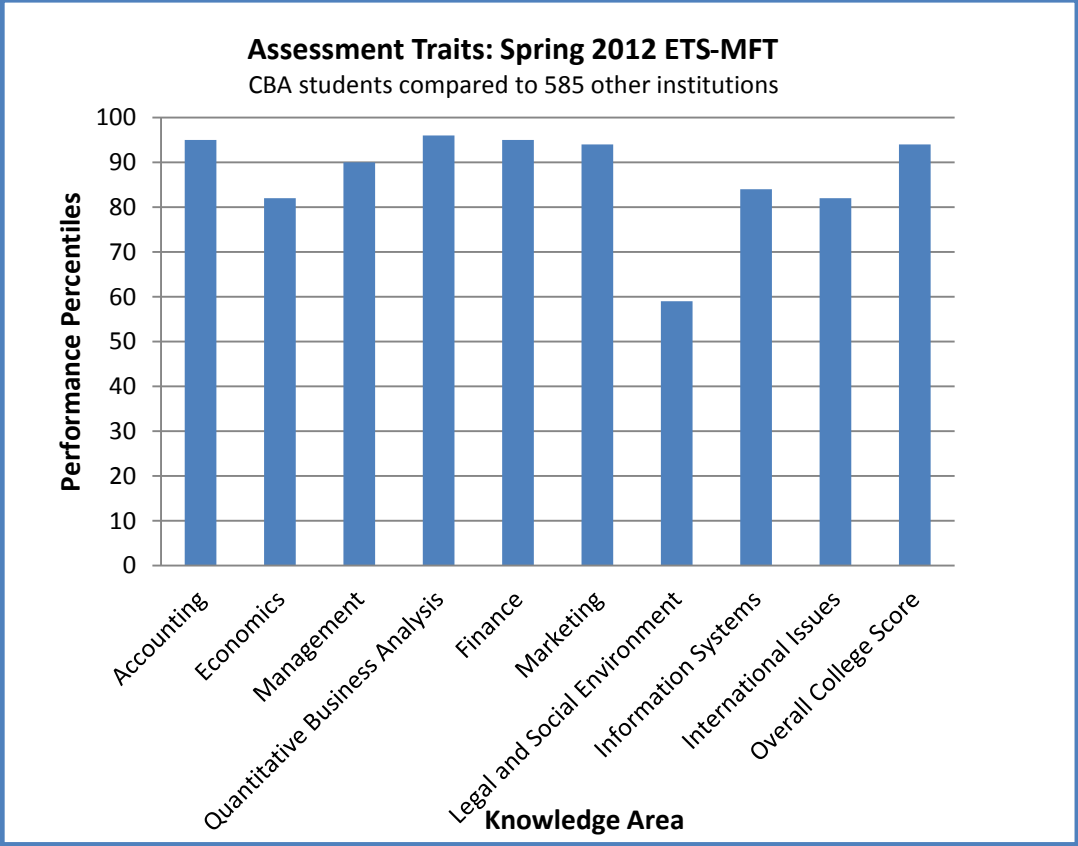
Each major within the college completed an assessment of their outcomes for Competency in the Major in the Spring of 2011, and reported those findings to the AOLTF in a June 1 report. This report described the process used, the results, and whether or not students met the department's expectations. In Fall 2011, departments submitted a second report where they reflected on their findings and described improvements informed by the results. These reports were reviewed by AOLTF and feedback was provided to the departments.

VIII. External Benchmarks

Educational Testing Service – Major Field Test in Business

The Educational Testing Service – Major Field Test in Business (ETS-MFT) was administered to all 182 students enrolled in MGT 449 during the Spring 2012 semester. The CBA Institutional Mean placed our college in the 94th percentile ranking based on 585 institutions which took the exam from September 2010 to June 2012. A summary of the ranking for the Assessment Indicators is below in Figure 5.

Figure 5. Results of ETS MFT, Spring 2012



[NSSE](#)

The National Survey of Student Engagement was administered in 2011 at the UWL, and the data for CBA students has been isolated from the data for the university as a whole. [Appendix E](#) summarizes the results of this indirect measure of learning for first year students and seniors, and compares the results to those of 2008.

IX. Other AOLTF activities

- **Syllabi.** Efforts continue to have faculty identify college objectives on their syllabi.
- **Meeting with SAC and DSP.** Task force members met with the Student Advisory Council and DSP to discuss assurance of learning activities, and to gain student perspectives on the curriculum.
- **Web page updates.** The [assurance of learning web page](#) was updated with data and rubrics. Materials which included the actual assessment tasks were made accessible only to faculty.

X. Next Steps

The Assurance of Learning Task Force has established recommendations and goals for the 2012-2013 Academic Year.

- 1) Implement the revised AOL master plan
- 2) Convene a group of core course coordinators that will facilitate discussions about curriculum and coordinate course embedded assessments.
- 3) Continue to provide professional development activities to improve teaching and learning.
- 4) Increase communication to faculty about assurance of learning activities.
- 5) Consider implications of AOLTF as a standing committee.

Appendices

Appendix A. CBA Undergraduate Assurance of Learning Plan, August 2012

Guiding Principles:

- On-going course-embedded assessment of CBA undergraduate outcomes will be conducted in MGT 449 as an end stream measure of student learning. The student work is evaluated by faculty across the college using common CBA rubrics.
- Core and pre-core courses participate in course-embedded assessment in same outcome cycle as MGT 449 by conducting course-embedded assessment, reading tasks, and/or participating in related professional development.
- The CBA faculty will consider assessment results and outcomes annually at a January meeting¹. In addition, core course coordinators will meet/liaise with each other to discuss coordination of the learning outcomes in core courses.
- The goal is to move toward a systematic evaluation of CBA outcomes in all core coursework that is common across sections.

CBA Undergraduate Assurance of Learning Master Plan, August 2012

Outcome	Spring of Even years	Spring of Odd years
Critical Thinking	College-wide review ¹	
Communication – written	College-wide review ¹	
Communication – oral		College-wide review ¹
Social Responsibility		College-wide review ¹
Global Context of Business		College-wide review ¹

¹The college-wide review of assurance of learning results takes place at a CBA meeting where assessment data is considered, potential responses are formulated, and improvements prioritized.

Notes:

- In the semester(s) prior to the college-wide review, assurance of learning measurements take place. In the following academic year, proposed changes are implemented.
- Major Competency is the additional CBA Undergraduate Learning Outcome. Departments measure this each spring of odd years, and the ETS Major Field Test in Business complements department measurements each spring of even years. The template and time-line for reporting can be found under the Major Competency Learning Objective heading on the [CBA Undergraduate Curriculum Outcomes web page](#).

Appendix B. Common Rubrics

Decision Making and Critical Thinking Common Rubric

Goal: Our students will be able to think critically when evaluating decisions.

Objective: Students will evaluate alternatives and understand the ramifications of those alternatives within a given business context

Trait	Does not meet expectations	Meets expectations	More than meets expectations
Identifies the problem or question (a)	Does not identify the problem	Identifies the basic problem with no elaboration	Identifies and recognizes the complexity of the problem (For example: recognizes multiple stakeholders <u>or</u> short and long term dimensions of problem)
Acquire appropriate information or evidence to frame business decisions (b) (c)	Identifies a limited number of relevant variables or considered irrelevant variables Few sources identified and/or they are not objective.	Identifies the most relevant variables for the problem or decision and did not consider irrelevant variables Sources of information are identified and all are objective	Identification of relevant variables demonstrates thorough consideration of problem because less obvious variables are included. Sources of information are identified and are all objective, <u>and</u> either demonstrated a breadth of approaches <u>or</u> an evaluation of quality of sources.
Develop relevant alternative approaches or solutions by integrating positions or perspectives (d)	Considers only one or limited positions or perspective and does not consider that they are related.	Integrates several positions or perspectives and considers at least one way they are related.	Multiple diverse positions or perspectives are considered and considers relationships.
Evaluates or draws conclusions about the potential impact of alternatives (e)	Fails to draw conclusions based on the evaluation, or draws conclusions which contradict the evidence or context.	Identifies and discusses conclusions which consider the context, but uses some, but not all, of the evidence considered.	Identifies and discusses conclusions, implications, or consequences which consider context, and all evidence considered. Objectively reflects upon their own assertions.

Revised Aug 1, 2012

Appendix B. Common Rubrics, continued

Written Communication Common Rubric

Goal: Our students will be able to convey information and ideas effectively.

Objective: Students will convey information and ideas in well-written business reports

Trait	Does not meet expectations	Meets expectations	More than meets expectations
<i>Purpose and audience is addressed (a)</i>	Demonstrates minimal attention to purpose and audience: purpose is not clear to reader, or writing is inappropriate for audience	Demonstrates an awareness of purpose and audience: purpose is generally clear to reader and audience is addressed in a generally acceptable manner.	Writing consistently: maintains focus on purpose and appropriately addresses audience.
<i>Organization of ideas and content is logical (b)</i>	Organization of ideas and content is ineffective and/or unfocused: paragraphs are not coherent and/or transitions are lacking.	Organization of ideas and content contributes to understanding: Paragraphs contain coherent ideas; transitions are used between most ideas.	Organization of ideas and content clearly create understanding: Paragraphs contain coherent ideas which are effectively connected with transitions. Writing is very focused and concise, with clear introduction and conclusion.
<i>Content/ideas are developed (c)</i>	Content is used to identify only ideas that are obvious	Content is used to explore ideas.	Content is used to convey depth of ideas.
<i>Sources or evidence support ideas (d)</i>	Uses minimal evidence to support ideas and/or does not cite sources.	Uses evidence to support ideas and/or cites sources but some inconsistencies exist	Uses evidence to thoroughly support ideas and consistently cites sources appropriately
<i>Genre or disciplinary rules are followed (e)</i>	Use of important conventions is inconsistent	Demonstrates consistent use of most important conventions particular to a specific discipline and/or writing task(s)	Demonstrates consistent use of all conventions particular to a specific discipline and/or writing task(s)
<i>Grammar, spelling and syntax is correct (f)</i>	Meaning of language is impeded due to errors	Language has few errors	Language conveys ideas succinctly and is nearly error free.

Revised Aug 1, 2012

Appendix B. Common Rubrics, continued

Oral Communication Common Rubric

Goal: Our students will be able to convey information and ideas effectively.

Objective: Students will convey information and ideas in oral presentations.

Trait	Does not meet expectations	Meets expectations	More than meets expectations
<p>Verbal delivery achieves purpose</p> <p>(a) language</p> <p>(b) voice</p> <p>(c) pace</p>	<p>Language is inappropriate for the audience;</p> <p>Voice is inaudible or lacks expression;</p> <p>Pace is halting or too fast to understand</p>	<p>Language is appropriate for the audience;</p> <p>Voice is generally audible with some expression;</p> <p>Pace is generally understandable</p>	<p>Language is appropriate for the audience;</p> <p>Voice is always audible and appropriately expressive;</p> <p>Pace flows and maintains interest</p>
<p>Physical delivery achieves purpose (e.g. mannerisms, eye contact)</p> <p>(d) delivery technique</p> <p>(e) poise</p>	<p>Physical delivery detracts from the presentation;</p> <p>Speaker appears uncomfortable.</p>	<p>Physical delivery makes the presentation understandable;</p> <p>Speaker appears comfortable</p>	<p>Physical delivery makes the presentation interesting;</p> <p>Speaker appears confident.</p>
<p>Use of media helps to deliver information/ideas</p> <p>(f)</p>	<p>Visual aids are sometimes irrelevant and/or fail to convey information which improves understanding of the content</p>	<p>Visual aids are relevant and convey information which improves understanding of the content</p>	<p>Visual aids are relevant, clear, and generate interest and understanding of the content</p>
<p>Organization of ideas and content is logical (introduction, transitions, conclusions)</p> <p>(g)</p>	<p>Organizational sequence is not clear, and/or presentation feels disjointed</p>	<p>Organizational sequence is clear with only minor transitional problems.</p>	<p>Organizational sequence is clear and creates a cohesive presentation.</p>
<p>Content and ideas are developed</p> <p>(h)</p>	<p>Information is insufficient to support the ideas presented or irrelevant content is presented</p>	<p>Information is generally sufficient to support the ideas presented and minimal irrelevant content is presented</p>	<p>Information is relevant, supports the ideas presented and lends credibility to conclusions</p>
<p>Central message is conveyed</p> <p>(i)</p>	<p>No conclusions are presented</p>	<p>Conclusions are presented although the central message lacks focus or is not compelling</p>	<p>Conclusions make clear a compelling central message of the presentation</p>

Revised Aug 1, 2012

Global Context of Business Common Rubric

Goal: Our students will be prepared to serve others in a global environment.

Objective: Students will demonstrate the ability to integrate global perspectives in business decisions.

Trait	Does not meet expectations	Meets expectations	More than meets expectations
<i>Recognize the role of cultural diversity in business decisions (a)</i>	Does not identify any aspect of cultural diversity as a factor in business decisions	Identifies cultural diversity as a factor in business decisions	Identifies cultural diversity as a factor in business decisions and provides specific examples
<i>Identify how political, social/cultural, economic and legal factors impact business decisions (b)</i>	Identifies how only a single relevant global factor impacts business decisions	Identifies how several relevant global factors impact business decisions	Identifies how several relevant global factors impact business decision and provides specific examples to support
<i>Analyze how political, social/cultural, economic and legal factors interact to impact business decisions (c)</i>	No interaction of global factors is considered.	Analysis considers at least one way factors interact to impact business decisions.	Analysis considers more than one way factors interact to impact business decisions.
<i>Use political, social/cultural, economic and legal factors to formulate decisions <u>or</u> evaluate how practices/policies are affected. (d)</i>	Decisions or conclusions about how practices/ policies are affected are absent; <u>or</u> conclusions contradict the context	Decisions or conclusions about how practices/ policies are affected are present, but do not consider all relevant factors	Decisions or conclusions about how practices/policies are affected are present, and consider all relevant factors

Revised Aug 1, 2012

Appendix B. Common Rubrics, continued

Social Responsibility Common Rubric

Goal: Our students will be prepared to be socially responsible citizens.

Objective: Students will demonstrate the ability to consider the effects of business decisions on the entire social system.

Trait	Does not meet expectations	Meets expectations	More than meets expectations
<i>Demonstrate an awareness of social and ethical responsibilities to various stakeholders (a)</i>	Fails to demonstrate an awareness of social and ethical responsibilities to various stakeholders	Demonstrates an awareness of social and ethical responsibilities to various stakeholders	Demonstrates an in depth awareness of social and ethical responsibilities to various stakeholders
<i>Recognize the importance of standards of ethical business conduct (b)</i>	Fails to identify how standards of ethical business conduct impact decisions	Identifies the most obvious ways that standards of ethical business conduct impact decisions	Identifies multiple ways that standards of ethical business conduct impact decisions
<i>Recognize the ecological, social, and economic implications of business decisions (c)</i>	Fails to identify more than one dimension in a business context	Identifies ecological, social and economic factors in a business context but incompletely articulates their complexity	Identifies ecological, social and economic factors in a business context and articulates their complexity
<i>Analyze the ecological, social, and economic implications of business decisions (d)</i>	States a position but fails to apply more than one dimension to analyze a business decision	States a position and considers, at a basic level, all three dimensions in the implications of the position or decision	States a position and considers in depth the assumptions and/or all three dimensions in the implications of the position or decision

Drafted Aug 27, 2012

Appendix C. Problems and Solutions: Critical thinking, January 19, 2012 CBA Meeting

Transcription of problems and solutions proposed by the faculty:

Critical Thinking – identification of problems

Top 3 votes:

- We are not teaching it
- Lack of clear expectations
- We spoon feed our students

Additionally:

- We don't know how to teach critical thinking
- We don't know what others do or when they do it
- There are disincentives to do it – too much work
- We don't ask students to do what we evaluate them on
- We assume students know what critical thinking is
- Students/faculty don't see what is common about critical thinking
- Perspective changes with technology changes
- Students expect all learning to take place in the classroom
- Students don't come in at the level we want (in terms of skills)
- Free riders exist with group work
- Feedback about critical thinking is lacking or the timing does not allow for change

Critical Thinking – identification of solutions

Top 3 votes:

- Faculty workshops to develop critical thinking skills, give feedback on critical thinking skills, course design
- Inventory of critical thinking in curriculum through focus groups; teach critical thinking in coordinated way, building curriculum, provide scaffolding
- Develop internship opportunities and other real world problems for students to solve

Additionally:

- Give common assignment “what is critical thinking” in every class. Use common rubric, provide examples
- Have BUS 100 class that emphasizes critical thinking
- Use E portfolios
- Integrate curriculum
- Provide incentive to do this
- Provide resources for students on web and help to identify credible sources

Appendix D. Problems and Solutions: Written communication, January 19, 2012 CBA Meeting:

Transcription of problems and solutions proposed by the faculty:

Written communication – identification of problems

- 1) Don't recognize purpose and audience
- 2) Don't recognize expectations about format and genre
- 3) Motivation [lack of]

Written communication – identification of solutions

- 1) Writing Coordinator – help with assignment design and mapping
- 2) Use common rubrics to create expectations
- 3) Develop business communications course
- 4) Professional development – WE, ESL
- 5) Compensation for more writing

Appendix E. BUS 205 Pilot measure results: Social Responsibility, Fall 2011

Pre-Project Assessment:

Triple Bottom Line Question:

Section 3 = 0 of 36 correct

Section 4 = 0 of 41 correct

Social Responsibility Question:

Section 3 = 1 of 36 correct

Section 4 = 1 of 41 correct

Post-Project (Final Exam) Assessment:

Triple Bottom Line Question:

Section 3 = 21 of 36 correct

Section 4 = 33 of 41 correct

Social Responsibility Question:

Section 3 = 27 of 36 correct

Section 4 = 29 of 41 correct

Appendix F. NSSE Data relating to Communication and Critical Thinking, 2011

Communication-Related Questions, CBA students

Question	Mean	
	First Year	Seniors
1b. How often: Made a class presentation		
2008	2.25	3.18
2011	2.37	3.21
1c. How often: prepared two or more drafts of a paper or assignment before turning it in		
2008	2.61	2.49
2011	2.59	2.40
3c. Number of written papers or reports of 20 pages or more.		
2008	1.26	1.95
2011	1.39	1.89
3d. Number of written papers or reports between 5 and 19 pages		
2008	2.38	2.87
2011	2.11	2.81
3e. Number of written papers or reports of fewer than 5 pages.		
2008	3.13	3.58
2011	3.04	3.45
11c. Contributed: Writing clearly and effectively		
2008	3.02	3.15
2011	3.04	3.18
11d. Contributed: Speaking clearly and effectively		
2008	3.09	3.11
2011	2.93	3.12
11g. Contributed: Using computing and information technology		
2008	3.02	3.24
2011	2.92	3.27
11h. Contributed: Working effectively with others		
2008	3.12	3.49
2011	3.04	3.44

Appendix F. NSSE Data relating to Communication and Critical Thinking, 2011, continued

Critical Thinking-Related Questions, CBA students

Question	Mean	
	First Year	Seniors
1d. Worked on a paper or project that required integrating ideas or information from various sources		
2008	2.95	3.29
2011	2.98	3.42
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions		
2008	2.62	2.91
2011	2.63	2.96
2b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components		
2008	3.00	3.24
2011	3.08	3.35
2c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships		
2008	2.79	2.99
2011	2.75	2.94
2d. Making judgments about the value of information, arguments, or methods		
2008	2.86	2.95
2011	2.83	2.97
2e. Applying theories or concepts to practical problems or in new situations		
2008	3.00	3.19
2011	3.02	3.21
11e. Contributed: Thinking critically and analytically		
2008	3.15	3.32
2011	3.17	3.42
11f. Contributed: Analyzing quantitative problems		
2008	2.96	3.09
2011	3.01	3.21
11m. Contributed: Solving complex real-world problems		
2008	2.77	2.81
2011	2.69	2.85