

# Assurance of Learning Task Force

## Annual Report

### 2012-2013



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# Assurance of Learning Annual Report 2012-2013

## I. Introduction

The Assurance of Learning Task Force (AOLTF) began its fourth year with the same members as in the previous academic year. This stability and shared history was helpful for continuing the establishment of processes. Each department in the CBA was represented on AOLTF, and Peter Haried continued to serve on the CBA Undergraduate Curriculum Committee as well, providing an important link between the two groups.

AOLTF met three times during the summer of 2012 to keep up-to-date on the work of two summer working groups, to plan for fall professional development activities, and to prepare to launch the role of the core course coordinators. During the 2012-2013 academic year, AOLTF conducted 12 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 continually support understanding of assurance of learning processes, the faculty on AOLTF participated in AACSB and other assessment training. The AACSB Assessment Conference (March 2013) was attended by Associate Dean Knowles, Brooks, Gullekson, Haried, Knowles, Lyons, and White. In addition, Knowles attended the IUPUI Assessment Institute (October 2012).

## II. Overview of Major Initiatives and Accomplishments

The AOLTF focused on several major initiatives in the 2012-2013 academic year to continue to address sustainability of processes and the culture of assurance of learning in the college. A summary of major initiatives undertaken and accomplishments can be found in Table 1.

The revised Assurance of Learning Master plan was completed during the summer of 2012 and presented at the Fall CBA meeting. The intent was to more simply communicate the on-going assessment cycle to the faculty. The plan firmly established MGT 449 as the location of an end-stream, course-embedded measure of student learning where all student artifacts are read. It also communicated the participation of core and pre-core courses within a flexible time frame. AOLTF decided that in the core and pre-core classes, a sample of student work would be read to inform the process. The plan also established a cycle in which the data would be considered at the January CBA retreat. The plan can be found in [Appendix A](#). The faculty groups that read these course-embedded

tasks continued to be interdisciplinary in make-up. This element has fostered greater understanding of both the overall curriculum and how the college objectives are addressed in specific courses. Further discussion of how the master plan would be put into action was clarified in the minutes of February 18, 2013.

**Table 1.**

**Assessment System: Summary of AOLTf Major Initiatives and Accomplishments, 2012-2013 academic year**

Sustainability of Processes	Creating a Culture of Assurance of Learning
<p>Implemented the revised plan for the CBA Undergraduate Assurance of Learning Plan.</p> <p>Solidified the assessment approach used in MGT 449 capstone.</p> <p>Established the position of Core Course Coordinator for each core course to act as the liaison to AOLTf for all assessment measurements.</p> <p>Revised curriculum maps.</p> <p>Summer working groups wrote proposals for Business Communications course and Introduction to Business course.</p> <p>Established an understanding between CBA UCC and AOLTf about responsibility for curriculum objectives and common rubrics.</p>	<p>Continued multidisciplinary readings of course-embedded tasks.</p> <p>Established Core Course Coordinators to integrate additional faculty into the process and to improve curricular coordination.</p> <p>Continued AOL component to the fall CBA meeting and January All-College retreat.</p> <p>Introduced AOL at new faculty orientation.</p> <p>Provided and supported professional development opportunities around teaching and learning.</p>
<b>Major Accomplishments</b>	
<p>CHEA award            Presentation at AACSB Assessment Conference            Reaccreditation with AACSB</p>	

AOLTf and the faculty teaching the MGT 449 capstone had many discussions during the academic year about how to build a consistent course-embedded measure into the course. It was agreed to develop an approach where students would read a case and then be asked to *make a recommendation* related to the case in a memo format. The case could have content that emphasized “global context” or

“social responsibility”, and each assessment piece could be evaluated for multiple outcomes. For example, we would pair the evaluation of a skill area (writing or critical thinking) with a content area (global context or social responsibility). The first iteration of this approach took place in the Fall 2012 semester, and prompted students to address the concept of social responsibility. After further discussion, it was decided that the content should be less prompted in order to see if students address these aspects of the case without explicitly being told to. The intent was to have an approach that would more accurately reflect what students carry from the program, instead of having them focus solely on aspects of the course. The cases used would be rotated. This more general prompt was used in the Spring 2013 MGT 449 assessment, which was evaluated for both the social responsibility outcome and the written communication outcome.

The idea to establish a group of faculty known as Core Course Coordinators grew from initiatives showcased at an AACSB Assessment Conference. The objective of this effort is to provide an efficient method of communication between core course instructors and the AOLTF and to improve coordination of learning outcomes between instructors in the core undergraduate curriculum. This improves the sustainability of the assessment processes by providing clear channels of communication. In addition, broadening the shared responsibilities for assessment develops ownership in the process, and further improves the culture. The activities of Core Course Coordinators are recognized as service to the CBA.

In the Fall of 2012 the core course coordinators undertook the significant effort of revising the mapping of their courses to the CBA Undergraduate Learning Outcomes. The CBA Undergraduate Curriculum map had previously undergone several revisions in an effort to better communicate how the core curriculum supports the CBA learning objectives, but it was recognized that it needed updating again. To better reflect the extent of course coverage, descriptors were defined and the core course coordinators rated the coverage of each objective in their course on a scale of 1 to 5. In addition, they rated the coverage of each *trait* in the CBA common rubrics. The result is an overall curriculum map, as well as a map for the traits for each objective. These are included in [Appendix B](#), and also posted on the CBA web page. In addition, the core course coordinators wrote narratives about how their course addressed the outcomes, and this was shared as handout for the All College Retreat in January.

Since the study of major curricular changes is difficult to complete during the academic year, two summer working groups were established to create recommendations for a Business Communications Course and an Introduction to Business Course. Both of these ideas had been proposed by faculty in multiple settings and discussions in response to the assessment data. The Business Communications proposal can be found in [Appendix C](#) and the Introduction to Business proposal can be found in [Appendix D](#).

In an effort to improve coordination of the activities of CBA UCC and AOLTF, Knowles and Brooks met with the UCC to discuss the history of the learning outcomes and the development of the common rubrics. As recorded in the March 8 minutes of UCC, it was understood that it is the UCC’s role to

manage the learning outcomes and AOLTf's role to maintain the rubrics and the traits therein. The UCC will have an advise and consent role with respect to the rubrics, evaluating them once per year to assure the traits align with the learning outcomes.

Several activities were continued into the academic year in order to foster a culture that embraces assessment driven improvements. The fall CBA meeting had an Assurance of Learning component where the previous year's accomplishments were reviewed, the revised Master Plan was presented, and small groups of faculty discussed improvements made to better address the CBA learning outcomes. The Spring CBA meeting was once again an off-campus retreat. The major focus of the retreat was break-out sessions for the three objectives being discussed: Global Context, Social Responsibility, and Oral Communication. Each session discussed the data from assessments that addressed the objective and then brainstormed possible solutions. In addition, CBA Board of Advisor Members had a panel discussion about what employers are looking for in our students.

Recognizing that new faculty must quickly understand how assessment "works" in the college, a short orientation was provided to communicate what Assurance of Learning *is* and *is not*. In addition, all faculty had the opportunity to participate in many professional development activities. A summary of this participation is provided in Table 2. The three workshops were presented by the UWL Center for Advancement of Teaching and Learning (CATL) in response to specific requests from the AOLTf. In addition, training for AOLTf members was obtained through the AACSB Assessment Conference and the IUPUI Assessment Institute.

Evidence of interest in the scholarship of teaching and learning is also apparent in Table 2. A number of faculty have written articles, made presentations, or presented posters that are classified as learning and pedagogy research.

The efforts for the Assurance of Learning Task Force were recognized in three major accomplishments. In January 2013, the Council for Higher Education Accreditation (CHEA) awarded the CBA the 2013 CHEA Award for Outstanding Institutional Practice in Student Learning Outcomes. UW-L's College of Business Administration was the first university or college in the state — and only the second business school in the nation — to receive the CHEA Award. The 2013 CHEA Award "recognizes the university's College of Business Administration ... for its use of outcomes assessment to improve student learning in its undergraduate program, utilizing a faculty-driven team that directs a strong assessment culture." ([http://www.chea.org/news/NR\\_2013.01.22\\_Four%20HEs\\_CHEA\\_Award.htm](http://www.chea.org/news/NR_2013.01.22_Four%20HEs_CHEA_Award.htm))

Secondly in March 2013, members of AOLTf presented "Managing for Authentic Change: Its More than Checking a Box" at the AACSB Assessment Conference. The session was on establishing a culture of assessment.

Finally, the CBA achieved accreditation from AACSB for five additional years. With respect to Assurance of Learning, the program was commended for its culture of assessment, reliance on both direct and indirect measures, and use of a process of triangulation (course-embedded direct assessments, external direct assessments, and indirect assessments).

**Table 2. Assurance of Learning Activity Participation (2012-2013)**

<b>Activity</b>	<b>Meetings</b>
AOLTF committee meetings	
Academic year	12
Summer	3
<b>Activity or Effort</b>	<b>Faculty Participation</b>
AACSB Assessment Conference	7
IUPUI Assessment Institute	1
Workshop: “Designing Assignments and Instructional Practices to Promote Critical Thinking”; September 20 or 21, 2012	26
Workshop: “More Teaching Strategies to Support Critical Thinking”; November 9, 2012	27
CBA meeting and retreat on Oral Communication, Social Responsibility, & Global Context; January 22, 2013	54
Workshop: “Flipped Learning”; April 19, 2013	17
Participation in Assurance of Learning by reading course-embedded assessments (non-duplicated)	27
Core Course Coordinators	13
Summer Working Groups to explore curriculum changes (Business Communication Course and Introduction to Business Course)	7
Learning and Pedagogical Research <sup>1</sup>	
Journal articles	6
Presentations	9
Poster presentations	5

<sup>1</sup> Six faculty had more than one presentation or poster

### III. Course-embedded Measurements

#### A. Overview of measurements and changes

In keeping with the revised master plan, course-embedded measurements took place in MGT 449 (the CBA capstone) in both semesters. In the Spring semester, the MGT 449 measure was evaluated for two outcomes, which is the direction AOLTF will use for future end-stream assessments. Other core and pre-core courses participated in the assessment process as well, and departments submitted mid-cycle reports to report on progress in addressing Competency in the Major. A summary of the measurements can be found in Table 3.

**Table 3: Assessment Measures: Summary, 2012-2013 academic year**

<b>Objective</b>	<b>Measurement(s) Location and Type</b>	<b>Semester Administered</b>	<b>Summary of Findings</b>
Critical Thinking	FIN 355 Core course  Course- embedded	Fall 2012	Students met expectations for the first trait "Identifies the problem or question", but did not meet expectations for the other traits. Development of the argument was weak.
	IS 220 Pre-core course  Course- embedded	Spring 2013	Students met expectations for the first trait "Identifies the problem or question", however the students scored slightly below 70% meeting expectations for the other traits. Analysis was weak.
Communication - Written	MGT 449 Capstone  Course- embedded	Spring 2013	Students met expectations for "purpose and audience is addressed", and were very close to meeting for genre and grammar. Students fell below our target for the other characteristics.
Communication - Oral	MKT 309 Core course  Course- embedded	Fall 2012	Students met expectations for all traits except for the "use of media"
Global Context	No uniform course- embedded measurement		

Continued on following page...



**Table 3: Assessment Measures: Summary, 2012-2013 academic year, continued**

<b>Objective</b>	<b>Measurement(s) Location and Type</b>	<b>Semester Administered</b>	<b>Summary of Findings</b>
Social Responsibility	BUS 205 Pre-core  Course- embedded	Fall 12	Students generally met expectations, although the quality varied widely. Students often chose the “middle ground” when weighing options.
	MGT 449 Capstone  Course- embedded	Fall 12	Analysis of the implications of the business decision was the weakest aspect of the student work.
	MGT 449 Capstone  Course- embedded	Spring 13	Scores with the less prompted task were slightly lower than the scores in the Fall. Analysis remained the weak aspect.
Competency in the Major	Department Determined Measures	October 2012 mid-cycle reports	Mid-cycle reports inform the next measurement.

At the Fall 2013 CBA meeting, faculty were asked to reflect on the changes they made in their courses in the previous year that addressed the CBA Learning Outcomes. They wrote descriptions of these changes in an open-ended survey form, and discussed with colleagues at their tables. These changes were transcribed and classified by type, and whether they occurred in a core course or not. The resulting summary can be found in Table 4.

The categories used reflect the same types of changes that were summarized in the previous year. There was one additional type of change that faculty reported occurred eight times – changing the weight in grading. It is interesting that faculty have chosen to change incentives to students in addressing particular objectives. Identifying this change (without any prompting) suggests that faculty very explicitly shared with students that “this objective matters”.

**Table 4. Faculty Reported Changes in 2012-2013**

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	Weight in Grading	Total Changes
<b>Critical Thinking</b>	31(14)	3(1)	18(9)	1(1)	1(0)	54(25)
<b>Written Communication</b>	22 (7)	1(0)	16(4)	2(0)	2(1)	43(12)
<b>Oral Communication</b>	13 (3)	3(1)	17(7)		5(1)	38(12)
<b>Global Context</b>	1 (1)	12(7)	3(0)			16 (8)
<b>Social Responsibility</b>	6 (2)	20(7)	3(1)			29(10)
<b>Competency in the Major</b>	6 (1)	3(0)	7(2)			16 (3)
<b>Totals</b>	79(28)	42(16)	64(23)	3(1)	8(2)	196(70)

Information collected from 43 continuing faculty who responded to information request at CBA meeting on August 29, 2013.

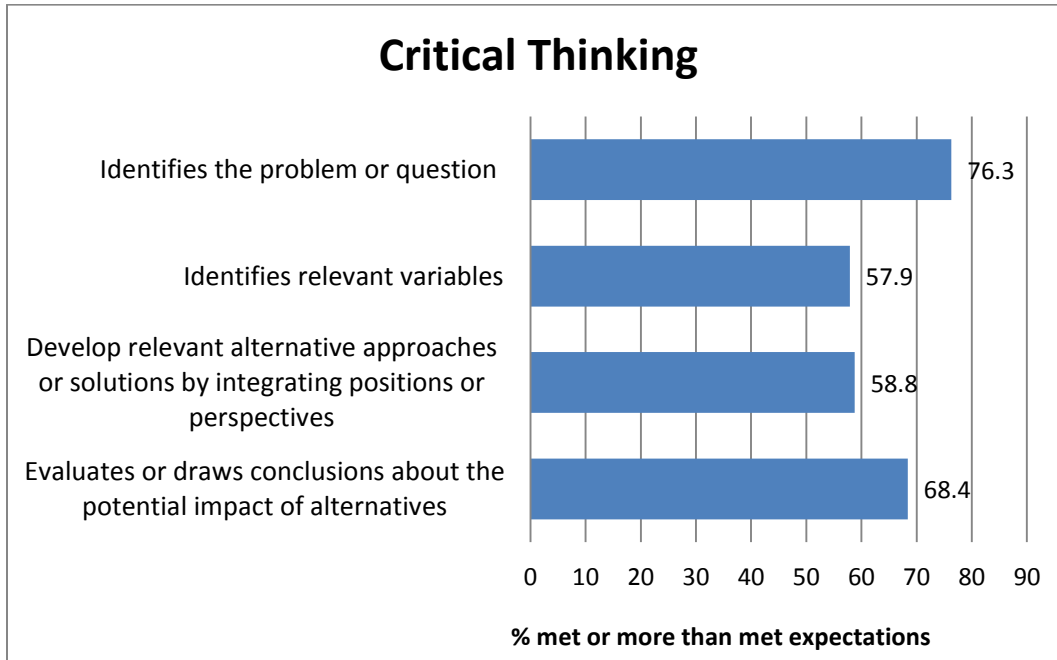
## B. Critical thinking assessment and changes

Two course-embedded assessment tasks measuring critical thinking were reviewed in the 2012-2013 academic year using the common rubric. One task was completed in the pre-core in IS 220, and the other was completed in the core in FIN 355. The detailed reports on these results can be found on the CBA web page under the data link for [Critical Thinking](#). The aggregated results are presented in Figure 1. In general, the analysis and ability to pose an argument was weak at this level.

Critical thinking was one of the outcomes considered at the CBA retreat in January 2012, and as reported in the 2011-2012 Annual AOLTf report, faculty ranked the need for greater faculty development in this area as their top priority for improvement. In response to that concern, AOLTf continued to coordinate with CATL to offer two workshops in the fall to address Critical Thinking: “Designing Assignments and Instructional Practices to Promote Critical Thinking” (September 20, 21) and “More Teaching Strategies to Support Critical Thinking” (November 9). In addition, a workshop on “Flipped Learning” was presented in the Spring semester.

At the January retreat, faculty also recommended the development of an Introduction to Business class where the concept of critical thinking could be introduced. To this end, a summer working group was funded and created a proposal for this class. The proposal was forwarded to the CBA UCC for consideration ([see Appendix D](#)). Because of known resource constraints, the UCC did not move on this proposal during the 12-13 academic year.

**Figure 1. Results of Critical Thinking Assessments**



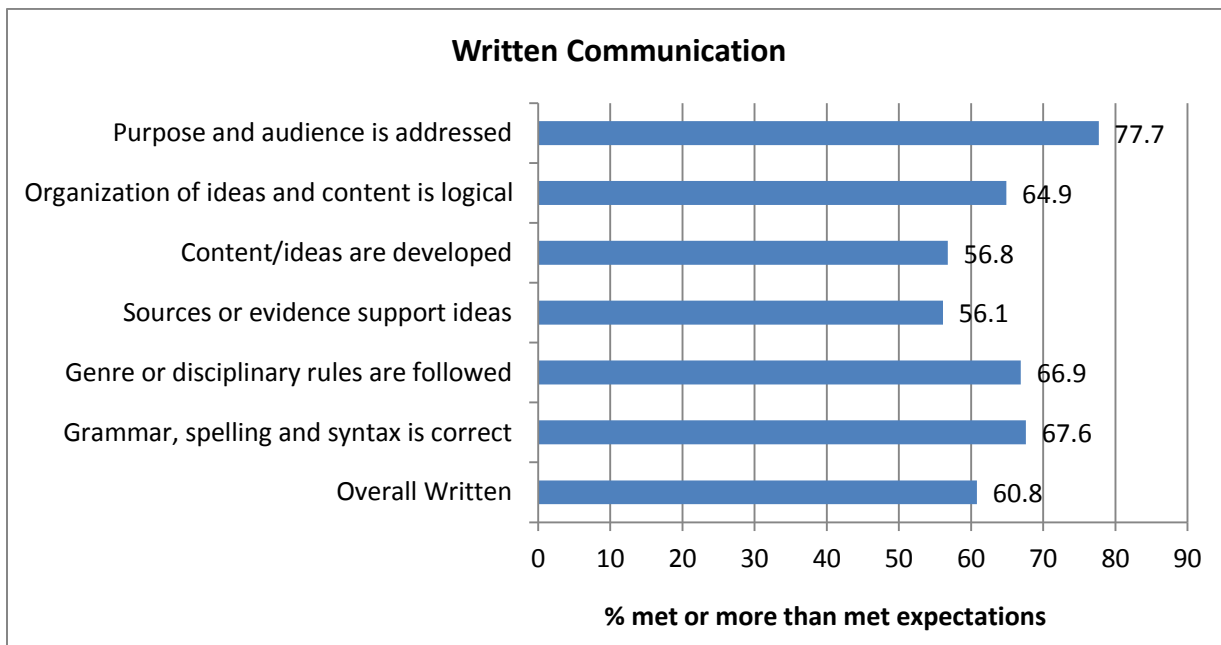
*The figure represents the weighted averages by trait for the two critical thinking tasks combined.*

It appears that the professional development opportunities generated substantial course specific changes (see Table 4). Specifically, faculty reported 31 specific changes in assignments and exams to address critical thinking, as well as 18 changes in instructional practices and materials.

### **C. Written communication assessment and changes**

One course-embedded assessment was reviewed for written communication in the 2012-2013 academic year using the common CBA rubric. The task was completed during a final exam period in the capstone, MGT 449, and consisted of a memo addressing a case. The complete report on the results can be found on the CBA web page under the data link for [Written Communication](#). The overall results are presented below in Figure 2. The faculty reviewers included a score for “overall writing” to register their overarching evaluation.

**Figure 2. Results of Written Communication Assessment**



Probably the most notable improvements from the previous memo assignment administered in MGT 449 (Fall 2011) are the scores for “purpose and audience is addressed” and “genre or disciplinary rules are followed”. There may be a direct link between professional development, faculty changes and the resulting improvements. In the 2011-2012 academic years, two workshops were coordinated with CATL which addressed written communication: “Improving Students’ Writing in Business Courses” (September 30, 2011) and “Efficient and Effective Feedback: Responding to Student Writing in Business Courses” (October 28, 2011). One idea which was emphasized was making writing assignments more “authentic”. As a result, many faculty incorporated writing tasks that addressed a particular audience, so students may have had more experience considering genre. Table 4 identifies the substantial changes that faculty made to address writing in the curriculum through assignments, exams, instructional practices and materials.

Written communication was one of the outcomes considered at the CBA retreat in January 2012, and as reported in the 2011-2012 Annual AOLTF report, faculty identified the need for a business communications course as part of the core curriculum. As a result, a summer working group was funded and they developed a proposal for this course. The proposal was forwarded to the CBA UCC for consideration in Fall of 2012 (see [Appendix C](#)). The UCC took this item up in the Fall, and approved a proposal for a required Communications course. By early spring, after discussions between the Dean and the English department, it became apparent that resource constraints would prohibit requiring the course. Instead, the decision was made to offer MGT 300 “Business Communications” as an elective and staff it beginning in the Fall of 2013.

## D. Oral communication assessment and changes

One course-embedded assessment was reviewed for oral communication in the 2012-2013 academic years using the common CBA rubric. Presentations in MKT 309 were videoed and reviewed by faculty. The complete report on the results can be found on the CBA web page under the data link for [Oral Communication](#). The overall results are presented below in Figure 3.

The presentation of these results reflects one of the changes which occurred – a revision of the oral communication common rubric. As stated in the 2011-2012 Annual Report, the faculty felt that the earliest version of the common oral communication rubric was not sufficiently sensitive because many of the traits were combined. For example, “verbal delivery” addressed language, voice and pace. The rubric was revised to address this concern, and the data reflects this change.

There was overlap in the faculty that reviewed this assessment and the previous BUS 230 oral communication assessment, including many faculty that teach one of these two courses. They began to coordinate expectations about presentations, and discussed the following specific improvements going forward: provide feedback on presentations and communicate that this skill crosses coursework in the curriculum, provide low stakes opportunities to speak in front of class, and provide multiple opportunities to demonstrate improvement. These suggestions were also reflected in the transcription of the break-out session on oral communication from the January CBA retreat. See [Appendix E](#) for the complete comments.

**Figure 3. Results of Oral Communication Assessment**

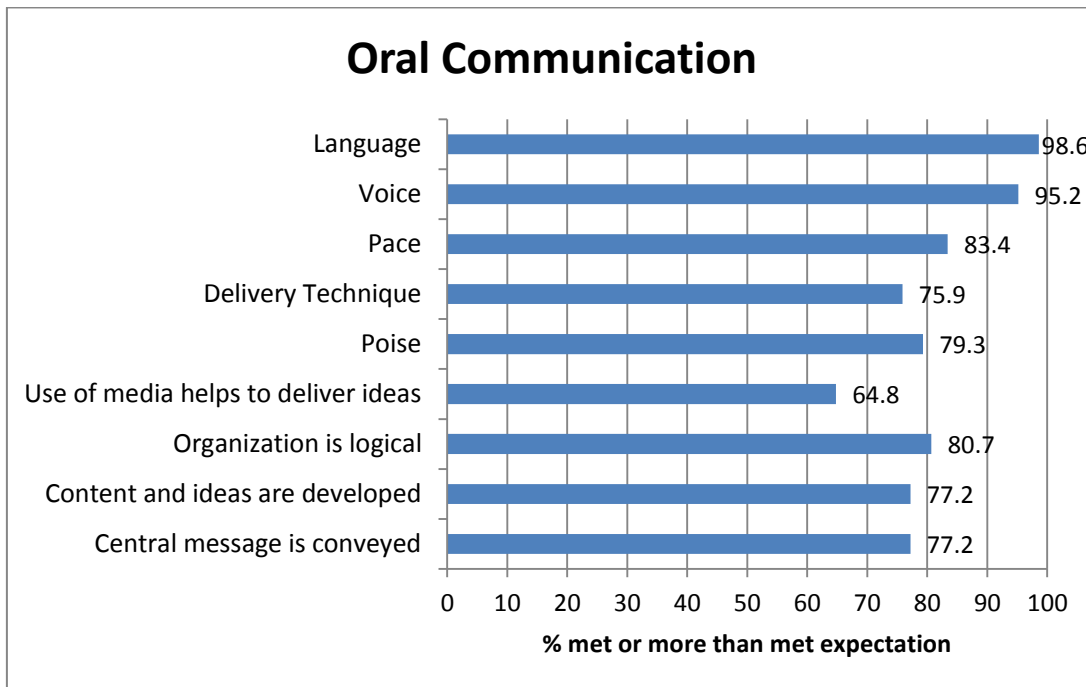


Table 4 highlights the number of changes in assignments, content, and instructional practices that were made to address oral communication. Uniquely, of all of the CBA objectives, five faculty reported changing the weight this objective has in grading. This step changes the signal which students receive about the importance of the skill.

## **E. Global Context of Business assessment and changes**

There were no uniform course-embedded assessments completed in this academic year which addressed the Global Context of Business. However, Global Context was discussed during a break-out session at the January 2013 CBA Retreat (See [Appendix F](#)). In Table 4, changes that were made to address Global Context were lower than for other objectives, which may reflect in part that there was no professional development which addressed this outcome.

## **F. Social Responsibility assessment and changes**

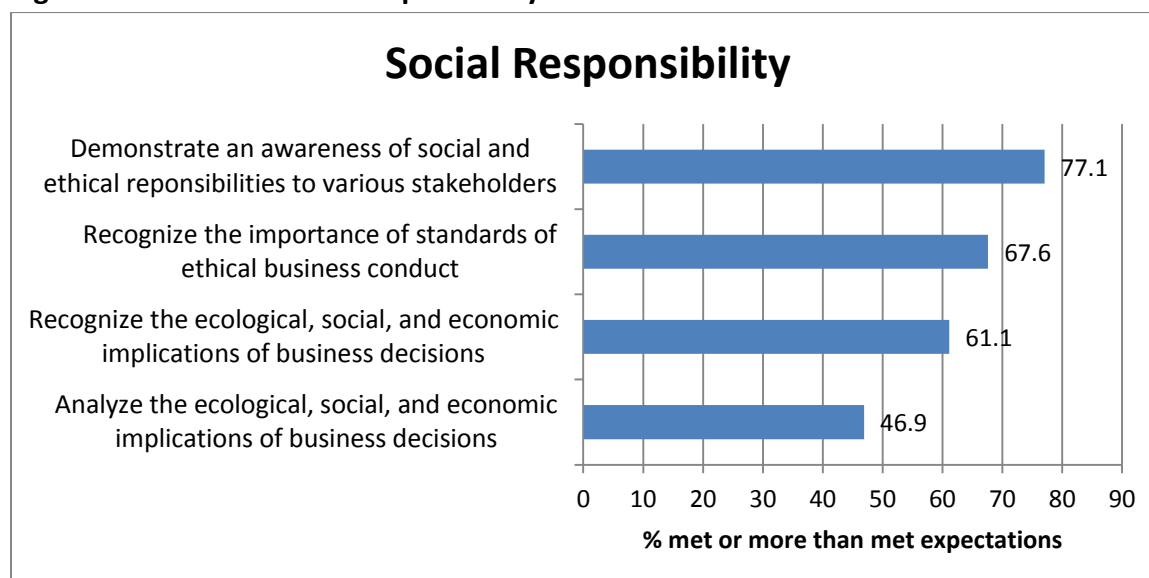
Three course-embedded assessment tasks measuring social responsibility were reviewed in the 2012-2013 academic year using the common rubric. One task was completed in the pre-core in BUS 205, and the other two were completed in the MGT 449 capstone in each semester. The detailed reports on these results can be found on the CBA web page under the data link for [Social Responsibility](#). The aggregated results are presented in Figure 4. In general, we observe that with the complexity of the critical thinking requirements, the scores become lower.

Social Responsibility was discussed in a break-out session at the January 2013 CBA retreat. See [Appendix G](#) for a copy of the faculty comments. It was apparent from the discussion that viewpoints about what constitutes “social responsibility” vary. However, Table 4 identifies that faculty made some changes with respect to social responsibility, particularly in regards to content coverage.

In order to better understand coverage of social responsibility, the core course coordinators reported on their course objectives that address social responsibility.

The AOLTF requested funding for a summer working group to explore ways to coordinate coverage of Social Responsibility in the curriculum, however this was not funded.

**Figure 4. Results of Social Responsibility Assessment**



*The figure represents the weighted averages by trait for the three social responsibility tasks combined. The final trait, "Analyze..." was only measured by the MGT 449 tasks.*

## G. Competency in the Major

Assessment of Competency in the Major is the responsibility of each academic department in the CBA. Moving into the 2012-2013 academic year, the AOLTF established a two year cycle for reporting on Competency in the Major, with a consistent report template and a report due each October. The template can be found on the CBA Assurance of Learning web page and in [Appendix H](#). In October of odd years, departments report evidence collected, reflect on what the data suggests, and then report the plans for closing the loop. In October of even years, a mid-cycle report is completed detailing the changes implemented.

In 12-13, the six departments all submitted mid-cycle reports which were reviewed by the Assurance of Learning Task Force.

## IV. External Measures

No external benchmark measures were completed in 2012-2013. However, during the summer of 2013, the ETS assessment indicators from the Spring 2012 administration were analyzed by major, per request of the departments.

In addition, preparations were made to administer the EBI MBA Alumni Survey in the summer of 2013, and EBI Undergraduate Alumni Survey in the Fall of 2013.

## V. Other AOLTF Activities

- AOLTF completed the annual “Assessment of the Assessment System” survey to inform areas which should be addressed. Strengths were identified as: structure, process, closing the loop, improvement of measurements, and more sustainable. Areas for improvement included: marketing, permanent AOL coordinator, role of core course coordinators and development of professional development opportunities.
- Meetings with student organizations were held to discuss the curriculum and learning objectives. These included:
  - Student Advisory Council (Sept 24, Dec 3)
  - AMA (October 3)
  - DSP (November 8)
  - BAP (December 5)
- Web page updates – updates to maintain currency

## VI. Next Steps

In review of the 2011-2012 Annual Report, AOLTF was successful in addressing the following recommendation/goals: 1) implementing the revised AOL master plan; 2) convening core course coordinators; 3) providing professional development opportunities; and 4) considering the implications of AOLTF as a standing committee. Although there has been continued communication with faculty about AOL activities, this is still seen as an area which needs improvement.

The Assurance of Learning Task Force has the following recommendation/goals for the 2013-2014 academic year:

- 1) Address ways to increase communication about AOL activities with faculty.
- 2) Increase the breadth of faculty understanding with respect to addressing Social Responsibility concepts.
- 3) Explore meeting with sub-groups of core course coordinators around CBA Learning objectives, instead of as a large group.
- 4) Continue to provide relevant professional development opportunities.
- 5) Consider the impact of the revised AACSB standards on AOL processes.



## 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 meeting<sup>1</sup>. 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 <sup>1</sup>	
Communication – written	College-wide review <sup>1</sup>	
Communication – oral		College-wide review <sup>1</sup>
Social Responsibility		College-wide review <sup>1</sup>
Global Context of Business		College-wide review <sup>1</sup>

<sup>1</sup>The 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: <http://www.uwlax.edu/ba/undergrad/uccgoals.htm>

## Appendix B. Curriculum Maps

### Curriculum Map - Overall

Course Semester	PreCore							Core				
	ECO 110	ECO 120	ACC 221	ACC 222	BUS 205	BUS 230	IS 220	FIN 355	MGT 308	MKT 309	MGT 393	MGT 449
Objectives:												
Core Course Coordinator	John Nunley	James Murray	Kim Lyons	Steven Thornburg	Vivak Panda	Laurie Strangman	Brian Yang	Diana Tempski	Christa Kiersch	Maggie McDermott	Drew Stapleton	Kareem Shabana
<b>Communications: Written</b> Learning Objective: Students will convey information and ideas in professional business reports												
<b>Communications: Oral</b> Students will convey information and ideas in oral presentations.												
<b>Critical Thinking and Decision Making</b> Students will evaluate alternatives and understand the ramifications of those alternatives within a given business context.												
<b>Global Context</b> Students will demonstrate the ability to integrate global perspectives in business decisions.												
<b>Social Responsibility</b> Students will demonstrate the ability to consider the effects of business decisions on the entire social system.												
<b>Key:</b>												
Introduces, Shallow, Touches on	1											
	2											
	3											
	4											
Emphasizes, Deep, Interspersed	5											

# Curriculum Map - Critical Thinking

Course Semester	PreCore							Core				
	ECO 110	ECO 120	ACC 221	ACC 222	BUS 205	BUS 230	IS 220	FIN 355	MGT 308	MKT 309	MGT 393	MGT 449
Course Coordinator	John Nunley	James Murray	Kim Lyons	Steven Thornburg	Vivak Pande	Laurie Strangman	Brian Yang	Diana Tempski	Christa Kiersch	Maggie McDermott	Drew Stapleton	Kareem Shabana
<b>Critical Thinking and Decision Making</b> Students will evaluate alternatives and understand the ramifications of those alternatives within a given business context.	5	3	3	3	5	5	5	5	3	3	5	3
<b>Traits</b> Identifies the problem or question	3			3	5	5	5	5	3	3	5	3
Acquire appropriate information or evidence to frame business decisions	3	3	3	5	5	5	5	5	3	3	5	3
Develop relevant alternative approaches or solutions by integrating positions or perspectives alternatives	5	3	3	5	5	5	5	5	3	3	5	3
<b>Key:</b>												
Introduces, Shallow, Minimal	1											
	2											
	3											
	4											
Emphasizes, Deep, Thorough	5											

# Curriculum Map – Communication, Written

Course Semester	PreCore							Core				
	ECO 110	ECO 120	ACC 221	ACC 222	BUS 205	BUS 230	IS 220	FIN 355	MGT 308	MKT 309	MGT 393	MGT 449
Core Course Coordinator	John Nunley	James Murray	Kim Lyons	Steven Thornburg	Vivek Pande	Laurie Strangman	Brian Yang	Diana Tampuski	Christa Kiersch	Maggie McDermott	Draw Stapleton	Kareem Shabana
<b>Objectives:</b>												
Communications: <b>Written</b>												
Learning Objective: Students will convey information and ideas in professional business reports												
<b>Traits</b>												
Purpose and audience is addressed												
Organization of ideas and content is logical												
Content/Ideas are developed												
Sources or evidence support ideas												
Genre or disciplinary rules are followed												
Grammar, Spelling and syntax is correct												
<b>Key:</b>												
Introduces, Shallow, Minimal												
Emphasizes, Deep, Thorough												

# Curriculum Map – Communication, Oral

Course Semester	PreCore							Core				
	ECO 110	ECO 120	ACC 221	ACC 222	BUS 205	BUS 230	IS 220	FIN 355	MGT 308	MKT 309	MGT 393	MGT 449
Objectives:												
Core Course Coordinator	John Nunley							Diana Tempiski				
Communications: Oral	James Murray							Christa Kiersch				
Students will convey information and ideas in oral presentations.	Kim Lyons							Maggie McDermott				
Traits	Steven Thornburg							Drew Stapleton				
Verbal delivery achieves purpose	Vivek Panda							Kareem Shabana				
Physical delivery achieves purpose	Laurie Strangman											
Use of media helps to deliver information and ideas	Brian Yang											
Organization of ideas and content is logical												
Content and ideas are developed												
Central message is conveyed												
Key:												
Introduces, Shallow, Minimal												
Emphasizes, Deep, Thorough												

## Curriculum Map - Social Responsibility

Course Semester	PreCore							Core				
	ECO 110	ECO 120	ACC 221	ACC 222	BUS 205	BUS 230	IS 220	FIN 355	MGT 308	MKT 309	MGT 393	MGT 449
Objectives:	John Nunley James Murray Kim Lyons Steven Thornburg Vivak Panda Laurie Strangman Brian Yang							Diana Tempki Christa Kiersch Maggie McDermott Draw Stapleton Kareem Shabana				
Core Course Coordinator												
<b>Social Responsibility</b>												
Students will demonstrate the ability to consider the effects of business decisions on the entire social system.	5				5	3		3	4	2	5	3
<b>Traits</b>												
Demonstrate an awareness of social and ethical responsibilities to various stakeholders	4				5	3	2	3	4	3	5	3
Recognize the importance of standards of ethical business conduct	3							2	4	2	4	
Recognize the ecological, social, and economic implications of business decisions	5				5			2	3		4	3
Analyze the ecological, social, and economic implications of business decisions							2				4	3
<b>Key:</b>												
Introduces, Shallow, Touches on	1											
	2											
	3											
	4											
Emphasizes, Deep, Thorough	5											

## Curriculum Map - Global Context of Business

Course Semester	PreCore							Core				
	ECO 110	ECO 120	ACC 221	ACC 222	BUS 205	BUS 230	IS 220	FIN 355	MGT 308	MKT 309	MGT 393	MGT 449
Core Course Coordinator	John Nunley	James Murray	Kim Lyons	Steven Thornburg	Vivek Pande	Laurie Strangman	Brian Yang	Diana Tempksi	Christa Kiersch	Maggie McDermott	Draw Stapleton	Kareem Shabana
<b>Objectives:</b>												
<b>Global Context</b>												
Students will demonstrate the ability to integrate global perspectives in business decisions.		2					2	1	2	2	5	2
<b>Traits</b>												
Recognize the role of cultural diversity in business decisions							2		4	2	2	2
Identify how political, social/cultural, economic and legal factors impact business decisions								2	2	4	5	4
Analyze how political, social/cultural, economic and legal factors interact to impact business decisions								2	2	2	4	2
Use political, social/cultural, economic and legal factors to formulate decisions or evaluate how practices/policies are affected		2					2	2	2	2	4	2
<b>Key:</b>												
Introduces, Shallow, Minimal												
Emphasizes, Deep, Thorough												



## Appendix C. Business Communications Course Proposal

### Proposal for a Business Communications Course

CBA Business Communications Task Force

Peter Haried, Lise Graham, Laurie Strangman, Bryan Kopp & Marie Moeller

Summer 2012

#### Synopsis

In the Summer of 2012 a working team of five University of Wisconsin – La Crosse faculty members (three from the College of Business (CBA) and two from the College of Liberal Studies (English Department)) were asked to investigate the need for a Business Communications course requirement in the CBA and review if the current communications requirements are satisfying the communication needs of CBA students. A wide range of materials were reviewed by the team, ranging from faculty and student surveys, external peer institution program requirements, current CBA requirements and recent CBA assurance of learning communications assessment results. After a thorough review and discussion among the CBA Business Communications Task Force, we recommend that the CBA add a required Business Communications course to the core curriculum. A course specific to the business context will better satisfy the CBA communications learning objectives and prepare students with the necessary communications skills needed to succeed in today's business environment. The following document presents and supports our proposed Business Communications course recommendation.

#### Motivation for a Business Communications Course

We are living in a global society and being able to *communicate* is essential. Business students must be able to *communicate effectively* with their peers, supervisors, customers and colleagues among others. In fact, employers are increasingly demanding strong communication skills of their entry level employees. A recent study conducted by Hart Research Associates for the Association of American Colleges and Universities (2010) surveyed 302 employers (private sector and non-profit) with at least 25 employees and at least 25% of employees having an AA or BA/BS degree. Their findings reported that 89% of employers said that more focus and emphasis is needed in effective communication (the highest percentage across all learning outcome categories surveyed). Many say that communication skills are essential to increase graduates' potential to be successful and contributing members of today's global economy. Employers are seeking applicants with strong communications skills. A recent headline of "I Won't Hire People Who Use Poor Grammar" in the Wall Street Journal dated August 9<sup>th</sup>, 2012, demonstrates the timely importance of business communication desired by hiring managers and the overall business environment. Thus, our graduates need be able to read, write, speak, utilize technology effectively and comprehend in order to compete and have an edge in the job market. Attaining outstanding communication skills at the time of graduation will give CBA graduates an edge up in the competition for employment and prepare them for life and their futures. Thus, it is time for the CBA to review how communication skills are addressed within the curriculum and work towards preparing students with the essential communication skills needed upon graduation. Doing anything less would be a profound disservice to our students. As a result, this proposal reviews the current and expected communication skills of CBA students and recommends the need for a Business Communications course to contribute to the CBA communication goal and learning objective (see below) in order to prepare CBA graduates with the requisite communication skills.

#### CBA Communication Goal and Written Communication Learning Objective

In reviewing the CBA goal and learning objectives related to communication (see below), the CBA Business Communications Task Force examined a variety of sources of input to evaluate the

communication needs and skills of CBA students. All sources of input (see below) helped frame our recommendation for including a Business Communications course in the CBA Core.

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

- Learning Objective: Students will convey information and ideas in professional business reports
- Learning Objective: Students will convey information and ideas in oral presentations.

### Sources of Input

The CBA Communications Task Force, along with the Assurance of Learning Task Force, CBA students and faculty have engaged in the following activities over the last two years to gather input into the communications skills and needs of CBA students. Relevant comments and feedback are provided.

1. Spring 2011 CBA Meeting/Student Learning Retreat – Discussions on Written Communication Skills of CBA Students. Key areas identified are summarized below
  - a. Written communication – identification of problems
    - i. Students don't recognize purpose and audience
    - ii. Students don't recognize expectations about format and genre
    - iii. Students don't write well
    - iv. Students lack motivation
  - b. Written communication – identification of solutions
    - i. *Develop business communications course*
    - ii. Writing Coordinator – help with assignment design and mapping
    - iii. Use common rubrics to create expectations
    - iv. Professional development – WE, ESL
    - v. Compensation for more writing
2. Survey of CBA Students about Communication in Curriculum - Conducted by BUS 230 students - Fall 2010. Concerns in regards to:
  - a. Communications skills are taught in the CBA curriculum
  - b. Learning of oral and written communication skills within the curriculum
3. Faculty Survey about Communication in CBA undergraduate curriculum – Conducted by AOL- Fall 2010. Support was given for including a business communications course in the curriculum (>70%). Concerns in regards to:
  - a. Writing competencies
  - b. Oral competencies
  - c. Communication in team settings
  - d. Use of technology
4. AOL Oral Communication Assessment– BUS 230 Oral Presentations - Fall 2011. Concerns listed below are areas where less than or equal to 70% of students met expectations.
  - a. Verbal delivery achieves purpose
  - b. Physical delivery achieves purpose
  - c. Use of media helps to deliver information/ideas
5. AOL Written Communication Assessment– MGT 449 - Fall 2011. Concerns in regards to:
  - a. Purpose and audience is addressed
  - b. Usage of technology
  - c. Citing of evidence
6. Intro to Business Survey Results - Conducted by Intro to Business Task Force – Summer 2012
  - a. Strong desire by students for more communication training (working in a team, oral communication skills, written communication formats and practice)
7. National Survey of Student Engagement (NSSE)

- a. Mostly at or slightly above Carnegie class and UW-Comprehensive peers on the written communication learning objective.
8. UW-System Review
- a. To demonstrate the inclusion and coverage of business communication in business education a review of our peer UW system schools was conducted.

University	Required	Course Title	Course Description
UW-La Crosse	No	N/A	N/A
UW-Whitewater	Yes	ITBE 353 Business Communication	Instruction in and application of the principles and practices of communication used in business and the professions. This includes the writing of short and long reports, letters, and memos as well as the sending and receiving of oral and nonverbal messages—special attention is given to oral presentations. Basic language skills are emphasized.
UW-Platteville	Yes	COMMNCTN 3010 Business Communication	Communication strategies and techniques used in business; practice in writing effective memos, letters and reports; oral communication skills developed in influencing group decisions and making presentations; employment correspondence and interviewing.
UW-Eau Claire	Yes	Business Writing (Bcom 206)	Learn to write emails, memos, letters, reports, and employment documents. Adapt messages to existing and emerging technologies. Analyze audiences and use effective techniques to communicate using standard grammar, mechanics, punctuation, and document format.
		Business Presentations (Bcom 207)	Students will learn to communicate professionally in meetings, roundtables, project teams, and individual presentations using appropriate psychology, sensitivity, and technology.
UW-Parkside	Yes	ENGL 204 Writing for Business and Industry	The structure, style, and format of composition as related to professional settings. Includes the writing of short forms (memoranda, correspondence) and reports that solve problems and require research and analysis.
UW-River Falls	No, but counts as	ENGL 266 Business	Students will study the forms, strategies and styles of written business

	elective	Writing	communication. Emphasis is placed on the process of writing letters and reports.
UW-Oshkosh	Yes	BUS 384 Professional Skills in Business	Students will develop resumes and cover letters, participate in mock job interviews, conduct a career exploration, study potential employers, conduct informational interviews and network with potential employers, learn salary negotiation strategies, and discuss professionalism expectations in business.
UW-Stevens Point	No	N/A	N/A
UW-Superior	No	N/A	N/A

9. Review of Current UWL Professional Communications Course Offerings

Course	Course Name	Catalog Description	Listed Goals/Objectives (as on found Syllabi)
CST 260	Professional Communications (offered <b>Fall and Spring</b> )	This course is an examination and exploration of practical applications of communication theories within the framework of an organization (e.g., industrial, educational, governmental, or public service). Particular attention will be given to techniques for diagnosing communication problems, as well as strategies for implementing change in organizational communication in order to increase organizational effectiveness. Students will enhance their organizational communication skills as participants and observers. <i>Prerequisite: CST 110 or equivalent</i>	This course is designed to develop the essential communication skills. By completing this course, you should be able to: <ol style="list-style-type: none"> <li>1. Analyze an audience and adjust your presentation to meet the needs of that individual or group.</li> <li>2. Plan and implement interpersonal, small group, and public communication strategies to obtain desired results.</li> <li>3. Design and execute a successful training session.</li> <li>4. Demonstrate presentational and listening skills.</li> </ol>
MGT 300	Business Communications (listed as <b>rarely offered</b> )	The study of the theory of communications is illustrated and reinforced by many specific applications in writing sales letters, credit and collection letters, business reports of various lengths and kinds, and messages to	N/A

		<p>employees, shareholders, and the public. The resume, job application letter, and the interview are also studied. Oral presentations are an integral part of the course.</p> <p><i>Prerequisite: junior standing.</i></p>	
ENG 307	<p>Writing for Management, Public Relations and the Professions (offered <b>Fall, Spring, and often Summer</b>)*</p>	<p>An advanced course focusing on written communication for relations with clients, boards, organizations, customers, constituents, or the public. Students practice writing as an effective process of gathering and conveying information, answering questions, and solving problems. The course will explore appropriate language, tone, and format for effective letters, memos, news releases, reports, proposals, abstracts, and summaries. There is emphasis on purpose, audience, and clarity.</p> <p><i>Preq: ENG 110 or equivalent, sophomore standing</i></p>	<p>Upon completion of this course, students should be able to:</p> <p>Effectively identify, evaluate and employ ethics in making professional communication decisions.</p> <p>Employ critical thinking (through analyses) in making rhetorical decisions regarding textual readability and appropriateness for its intended readers (sensitivity to audience, purpose, effect, situation, etc.).</p> <p>Compose rhetorically successful professional texts, such as e-mail, reports and proposals</p> <p>Design documents (such as brochures and reports) that illustrate rhetorically effective visual-design techniques and selection processes.</p> <p>Identify and discuss implications of issues (such as composing with technology, ADA issues, addressing global audiences, composing in groups, etc.) within professional communication theory and practice.**</p>

\*This course name will be altered during this academic year (2012-2013)

\*\*Revised Summer 2012, first piloted Fall 2011

As far as looking at these courses and seeing what is listed as course objectives and how those line up with the needs of a Business Communications course, this is a short discussion of what each course offers:

- CST 260
  - Various forms of oral communication
  - Focus on audience
  - Presentation and listening skills
- MGT 300
  - Combination of written documents and oral presentation clearly stated
  - Theory to practice approach
- ENG 307
  - Critical thinking skills with regard to communication choices
  - Composition of texts
  - Focus on ethics and technology

As distilled from the CBA Spring 2011 retreat, written communications was the focus of concern for faculty members. In our own focus-group meetings, we discussed the need for students to discuss and understand group-oriented project work as well as a need for critical thinking skills regarding selection and dissemination of information. This is represented in our current iteration of learning objectives.

Considering what is seemingly offered in each of these courses, and CBA's articulated needs, it would appear that of these options, MGT 300 and ENG 307 might best fit CBA's needs, should a current course be our recommended action. CST 260 offers much to students, but it appears that for CBA's needs, CST 260's sole focus on oral communication and analysis of only one aspect of a rhetorical situation does not fulfill the necessary requirements. We cannot speak to the outcomes for MGT 300, but in the course description, there is a mixture of written and oral communication and on moving theory to practice. ENG 307 does not specifically list oral presentations or group composition as part of the course objectives, but depending on the instructor, it may occur.

### **Alternatives**

Based on our review of materials, analysis and discussions, we considered the following four alternatives to satisfy the communications learning objectives of the CBA. Advantages and disadvantages of each option were considered in regards to student, faculty, college and university impact.

#### Alternative A: Development of a CBA Offered BUS-300 Business Communications Course

##### *Advantages*

- Facilitate assessment of communication learning outcomes
- Resource control, ensure availability
- Control over curriculum
- Instructors specialize in business
- Low impact across colleges
- Consistent student skill sets which benefits both students and faculty
- Instructors are communications specialists

##### *Disadvantages*

- Staffing/specializations

- Where it will be housed
- Student credit hours impact

#### Alternative B: Utilize existing professional communications courses

##### *Advantages*

- Courses are on the books, ready to go
- No usage of CBA resources
- Alternative perspective
- Instructors are communication specialists

##### *Disadvantages*

- No single course that encompasses variety of learning outcomes identified
- Less control
- Instructor specialization(s) outside business disciplines
- Staffing & course availability

#### Alternative C: All students to select from a block of professional communications courses

##### *Advantages*

- Courses are on the books, ready to go
- No CBA resources
- Alternative perspectives
- Instructors are communication specialists

##### *Disadvantages*

- Less control
- Instructor specialization(s) outside of business disciplines
- Staffing & course availability
- Lack of consistent content and skills
- Student credit hours impact

#### Alternative D: Writing in the College

##### *Advantages*

- No additional resources
- No additions to the core
- University supported structure

##### *Disadvantages*

- Complicates process for addressing learning outcomes
- Training staff
- Assessment of learning outcomes

### **Proposal**

After reviewing the current business communications student skill sets and overall program performance, the CBA Business Communications Task Force recommends that the CBA develop and offer a Business Communications course. The proposed course would be a 3 credit required course in the CBA Core offered at the 300 level. Placing the course at the 300 level will ensure students are prepared with a business context from their completed pre-core requirements, which will benefit both students and faculty in course delivery.

### **Course Development Process**

The business communications task force reviewed a number of peer institution business communications courses, along with insight from faculty discussions/survey results and business communication textbooks to develop the proposed business communications course. An overview of the proposed course description and course learning objectives is provided below.

### **Proposed Course Description**

This course explores different genres of written and oral communication employed in the business environment. Emphasis is placed on utilizing communication strategies that are tailored to both the audience and the organizational context in which the communication takes place. The ethical implications of communication within a business environment are also considered. This course develops a process approach to writing, which moves from planning through revision and final editing in producing business-related documents. Students will also be introduced to communication techniques that enhance productivity within groups as well as develop the ability to write as a team and create presentations that flow seamlessly.

### **Learning Objectives:**

- Explain the importance of effective communication in the business environment.
- Identify the audiences, tailor the message to those audiences, and select the best means of conveying this message in a variety of organizational contexts.
- Demonstrate knowledge of the ethical implications (such as attention to issues of culture, gender and intellectual property) of communicating information in a variety of organizational contexts.
- Demonstrate the ability to produce and use various genres of business communication, including forms of electronic communication.
- Engage in writing as a process, including researching, drafting, testing, revising, reflecting and editing.
- Improve oral communication skills, particularly the appropriate use of technology and the design and use of visual aids.
- Demonstrate the ability to use communication techniques that foster productivity within a group as well as the ability to jointly create a cohesive product, whether in written or oral form.

### **Proposed Method of Delivery**

- Three lecture hours per week in classroom for three credits.

### **Student Population to be Served**

- CBA Majors

### **Resource Requirements**

- Course may be taught by either Tenure/Tenure Track Faculty or Instructional Academic Staff.

### **Prerequisites**

- Admittance to the CBA, ENG-110 & CST-110

### **Proposed Content Areas**

After reviewing business communication courses at peer UW-System institutions, along with insight from faculty discussions/survey results and business communication textbooks the following content areas are suggested, but are not limited to, by the CBA Business Communications Task Force:

- Why is Communication Important?
- Adapting to the Audience



- Importance of Context in Communication (cultural differences, gender differences, etc.)
- Writing as a Process
- Negative vs. Positive Messages
- Persuasive Writing
- Forms of Written Communication
  - Letters
  - Memos
  - Proposals
  - Reports
  - Resumes
  - Meeting agendas
  - Meeting minutes
- Electronic Media
  - Video Conferencing
  - Podcasts
  - Email
  - Instant messaging
  - Blogging
  - Text Messaging
  - Social Networking
- Oral Communication
  - Creating and delivering a presentation
  - Proper use of technology in presentations
  - Design strategies for and the effective use of visual aids
  - Business meetings
- Aspects of Communication within Teams
  - Interpersonal communication
  - Writing in teams
  - Creating oral presentations within teams
- Legal and Ethical Aspects of Communication
  - Proper citation of sources
  - Plagiarism
  - Intellectual Property

## Appendix D. Introduction to Business Course Proposal

(abbreviated to exclude appendices)

### Introduction to Business Courses

#### Synopsis

A working group of four faculty and IAS were tasked with developing an introduction to business course. In the course of the development, we considered input from faculty and students. Specifically, we considered comments made by the faculty at the January CBA meeting, members of AOLTF, and participants in workshops and assessment readings. For input from students, we relied heavily on a survey (See Appendix A) that was sent to the students in three courses and input from members of SAC from a meeting that one of the members of the working group attended with SAC during the Spring 2012 semester.

Additionally, we sought external information by looking at the course offerings of comparable schools and by examining courses similar to the one being suggested at other institutions.

Through this investigation, we identified three areas on which the Introduction to Business Course should focus:

1. Functional Areas of Business – An introduction to Accounting, Economics, Finance, Information Systems, Management, and Marketing.
2. Business Core Learning Outcomes – An introduction to the concepts of Business Communication, Critical Thinking/Problem Solving, the Global Context of Business, and Social Responsibility.
3. Aspects of Professionalism: An introduction to working in teams, leadership, and goal achievement in various work settings.

The decision was made to split these into three separate one credit courses for the following reasons:

1. Functional Areas of Business (BUS 100) – Best taken during the Freshman year to give undecided students the opportunity to determine if business is right for them. Allows business majors to understand the requirement of their field and the job opportunities available to them within the field. Allows students to learn basic business terminology and see how the different functional areas work together. The course is elective and will be available to all undergraduate students at UW-L.
2. Business Core Learning Outcomes (BUS 201) – Best taken during the Sophomore year as students are about to begin taking the CBA core courses. This course will provide an introduction to the CBA Core Undergraduate Learning Outcomes of: Communication, Critical Thinking/Problem Solving, Global Context of Business, and Social Responsibility. This would be required for and limited to Business Majors.
3. Aspects of Professionalism (BUS 202) – Best taken during the Sophomore year as students are about to begin taking the CBA core courses and will be asked to work in teams more often. This was developed to introduce CBA students to the professional aspects of working in teams and leadership. Students overwhelmingly indicated a desire to be better prepared in a variety of ways prior to taking the CBA core courses. One such area students felt ill-prepared in was in the realm of teamwork and giving team-based presentations. This course will address these needs and better prepare students for the numerous team-based presentations they will give in their CBA courses. This would be required for and limited to Business Majors.

#### Motivation for Course

- A. BUS100

In a survey of Business students conducted in Summer of 2012, the majority of students overwhelmingly indicated that they would have been very interested in taking a course which provides a basic overview of all of the core functional areas of business. It was indicated that many of the students felt ill prepared for their main introduction to business courses (Intro to Marketing, Intro to Finance, Intro to Management, etc.) because they had no prior experience as to what they should expect from each of these functional areas. They further indicated that it would be extremely helpful to be introduced early on in their college career to the career possibilities in each of these areas of business. This overview may also help undecided business majors determine which of the majors they are most suited for within the College of Business.

**B. BUS201**

BUS 201 was developed to introduce the students to the CBA Learning Outcomes, establish a beginning point for the assessment process, provide a common vocabulary for assessment for the students, and to demonstrate how to approach business situation analysis using rubrics developed and provided by the CBA. The motivation for the course came from feedback given by faculty during student assessment evaluations, and input from students.

**C. BUS202**

BUS 202 was developed to introduce CBA students to the professional aspects of working in teams and leadership. Students overwhelmingly indicated a desire to be better prepared in a variety of ways prior to taking the CBA core courses. One such area students felt ill-prepared for was teamwork and giving team-based presentations. Additionally, the ability for students to work effectively in teams is expected and required in numerous CBA courses; however, as students begin taking their CBA core courses faculty frequently find that students don't have these skills as desired. This course will address these needs and better prepare students for the numerous team-based presentations they will give in their CBA courses.

**Sources of Input**

We utilized comments made by the faculty at the January CBA meeting, members of AOLTF, and participants in workshops and assessment readings as input. For student input, a survey (See Appendix A) was sent to the students in three courses and discussions with members of SAC from a meeting that one of the members of the working group attended with SAC during the Spring 2012 semester. Also we sought external information by looking at the course offerings at comparable schools and by examining courses similar to the one being suggested at other institutions (See Appendix B).

**Course Learning Objectives**

**A. BUS100**

Upon completion of this course, students will be able to:

1. Communicate the fundamental roles that each functional area of business plays within an organization.
2. Demonstrate an understanding of the way that each of these function areas works with one another within an organization.
3. Evaluate career choices within each business field.
4. Recognize their best possible fit of majors within the College of Business.

**B. BUS201**

Upon completion of this course, students will be able to:

1. Explain the role of the Learning Outcomes in their education within the CBA.
2. Recognize and use the common vocabulary associated with the Learning Outcomes.
3. Access and utilize business communication tools.
4. Analyze business situations using the Learning Outcome Rubrics for Decision Making and Critical Thinking, the Global Context of Business, and Social Responsibility.
5. Communicate analysis outcomes in an effective manner by utilizing the Written Communication Rubric.

**C. BUS202**

Upon completion of this course, students will be able to:

1. Form teams and establish member roles within these teams.
2. Create and implement accountability methods for their teams.
3. Demonstrate team building skills.
4. Identify and demonstrate how to run effective team meetings.
5. Prepare and give professional team-based presentations.
6. Analyze and evaluate the effectiveness of teams established during this course.

### **Assessment Measures**

#### **A. BUS100**

The primary method of evaluation will be case studies that demonstrate detailed insight into each of the core functional areas of business. Quizzes will also be given throughout the semester.

#### **B. BUS201**

The primary method of evaluation will be two case studies that the students will complete to demonstrate Course Objectives 3-5: the first one will be largely guided by the instructor; and the second will be the sole result of the student's work. Quizzes will be used to demonstrate Course Objectives 1 and 2.

#### **C. BUS202**

Quizzes will be used to determine student learning of concepts necessary to demonstrate course objectives. Class activities designed to ensure the comprehension and development of objectives 1-4, and 6 will be utilized. The CBA Common Oral Communication Rubric will be used to evaluate objective 5.

### **Method of Delivery**

#### **A. BUS100**

One lecture hour per week in classroom for 1 credit.

#### **B. BUS201**

One lecture hour per week in classroom for 1 credit.

#### **C. BUS202**

One lecture hour per week in classroom for 1 credit.

### **Student Population to be Served**

#### **A. BUS100**

All undergraduate students at UW-L.

#### **B. BUS201**

All business majors.

#### **C. BUS202**

All business majors.

**Resource Requirements**

A. BUS100

Course may be taught by either Tenure/Tenure Track Faculty or Instructional Academic Staff.

B. BUS201

Course may be taught by either Tenure/Tenure Track Faculty or Instructional Academic Staff familiar with Assurance of Learning.

BUS202

Course may be taught by either Tenure/Tenure Track Faculty or Instructional Academic Staff.

**Prerequisites**

A. BUS100

None

B. BUS201

Minimum 30 credits completed.

C. BUS202

Minimum 30 credits completed.

## Appendix E. Oral Communication Break-out Session, Jan 2013 CBA Retreat

### **ORAL COMMUNICATION**

#### Weaknesses

- There is no modeling in content/delivery
- Students may not recognize what is important to communicate – can't identify main ideas; can't summarize
- Students may not have a clear idea of who their audience is
- Often our presentations are a one-shot deal, and they have little or no practice
- Inexperience with content leads to poor communication
- Group vs individual evaluations are disconnected
- Student do not have the skills to use media
- Need for common CBA guidelines

#### Solutions

- College level common guidelines
- Communication skills in curriculum – include oral skills in business communication course content
- Help to scaffold skills so that students can master skills in parts
- Real world reinforcement
- Higher stakes for oral presentations, not just an add-on

## Appendix F. Global Context Break-out Session, Jan 2013 CBA Retreat

### GLOBAL

#### Data Comments

- Good ETS
- +S identify – no more than identify (analyze, recommend)
- Was it prompt? When were they given prompt?
- Length of task, lack of process map
- Where are students getting process of analysis?
- Should give rubric?

#### Solutions

- Communicate expectations – analysis/recommend
- Share rubric
- Evaluate own work according to rubric (analysis and rec)
- Example assignments throughout curriculum that go through process in different classes
- Smaller stakes assignments teaching C.T.S. (is this critical thinking skills?)
- In class/beg C.T.S. (freshman)
- Alignment in classes – content (align class concepts with global certifications/real world)
- Get students to analyze (more opportunities)
- AOL process – articulate

#### Rubrics

- Missing technological environment
- Concepts are strategic not tactical
- Rubric was quantitative (must cover 1) but not qualitative or look at depth
- (recognize different ways of responding 3 deep 4 shallow)
- Missing analytical skills (day to day op e.g. exchange)

Rubrics for different stages of CBA curriculum (precore)

Alignment of rubric with task

## Appendix G. Social Responsibility Break-out Session, Jan 2013 CBA Retreat

### **SOCIAL RESPONSIBILITY**

#### Data Comments

- Score in ETS was low – what content is covered in the social responsibility questions?
- Rubrics may not measure what we want to measure.
- The BUS 205 task was more heavily prompted than MGT 449 task
- Poor higher level skills (writing and critical thinking) and knowledge in the subject

#### Solutions

- Reinforce/establish expectations throughout curriculum
- Need more formal integration of knowledge across courses.
- Possibly reduce the number of traits in this rubric
- Need consistency in teaching ethics
- Need to keep asking students to consider multiple viewpoints



## Appendix H. Competency in the Major Reporting Template

### Report on Assessment of Competency in the Major - Template

#### Results and Changes

Due: October 15, XXXX [odd year]

Department:

Date:

Name:

Email:

#### Part I: Collection of Learning Evidence

- A. List the learning objectives for the major that were assessed.
- B. Describe the process your department used to assess competency in the major, including but not limited to: 1) where the assessment took place; 2) the type of assessment instrument; and 3) the evaluation approach. Place all instruments and rubrics in an appendix. **Identify all changes in the process that were based on the previous assessment approach.**
- C. Present the results of your assessment process in table or chart form.
- D. Identify how the results were disseminated to all department members.

#### Part II. Reflection and Closing the Loop

- E. Describe key findings from the assessment process concerning student learning in the major, including but not limited to whether students met predetermined level of competency for learning objectives. **Identify findings that changed as a result of previous curricular improvements.**
- F. Was your assessment *process* valuable for identifying curricular improvements? Describe any part of the assessment *process or plan* that will be targeted for improvement in the next round of assessment.
- G. Were your assessment *results* informative for curricular improvements? Describe any *curricular improvements* (lessons, courses, major) that will be targeted for improvement in the next round of assessment.

Appendix: Task (assignment or exam questions) & Rubric

### Report on Assessment of Competency in the Major - Template

#### Mid Cycle Progress Report

Due: Oct 15 XXXX [even year]

Department:

Date:

Name:

Email:

- A. Identify any part of the assessment *process or plan* that has been or is being improved since the previous year's assessment.
- B. Identify any *curricular improvements* (lessons, courses, major) that have been or are being improved since the previous year's assessment.
- C. Describe the process your department faculty has used to develop and implement these changes.