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# Assurance of Learning Annual Report 2013-2014

## I. Introduction

In its fifth year, the Assurance of Learning Task Force (AOLTF) continued with its stable membership. Each individual was serving at least their third year on the task force. This shared history was helpful as efforts were made to more firmly establish the processes which had been put into place. This also meant that each department in the CBA was still represented on AOLTF. However, it should be noted that no member of AOLTF was serving on the CBA UCC in the 2013-2014 academic year. In an effort to better align the MBA program assessment with the undergraduate processes, Gullekson was named the AOLTF liaison to the CBA Graduate Committee.

In order to support understanding of assessment processes, the Assessment Coordinator, Knowles, attended the IUPUI Assessment Institute (October 2013). In addition, as it was determined that the role of Assessment Coordinator would be held by Laurie Miller in the following year, Miller attended both the AACSB Applied Assessment Seminar and the AACSB Assessment Conference in March 2014. Miller also began attending AOLTF meetings to facilitate the transition to the role of coordinator. Finally, when it was evident that Ryan White would be leaving UW-La Crosse, Beth Crosby was identified to take the Marketing position on AOLTF in 2014-2015. To prepare for this transition, Crosby attended the AACSB Assessment Conference as well.

During the 2013-2014 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 a shared space in Dropbox, while all student work and data analysis was stored on a secure University drive to which only committee members have access.

## II. Overview of Major Initiatives and Assurance of Learning Measures

The AOLTF focused on several major initiatives in the 2013-2014 academic year to continue to foster both the sustainability of the assurance of learning processes, as well as the positive culture in the college. A summary of the major initiatives undertaken can be found in Table 1.

**Table 1. Assessment System: Summary of AOLTF Major Initiatives and Accomplishments, 2013-2014**

Sustainability of Processes	Creating a Culture of Assurance of Learning
Reaffirmed approach to direct assessment in MGT 449.	Continued multidisciplinary readings of course-embedded tasks.
Discussions with faculty teaching prerequisite courses for CBA courses (MTH 145 and CST 110)	Met with new faculty to explain assurance of learning practices.
External measures rotated into the academic year: EBI MBA Alumni Survey – summer 2013; EBI Undergraduate Alumni Survey – Fall 2013; NSSE – Spring 2014; ETS Major Field Test – Spring 2014	Continued AOL component to the fall CBA meeting and January All-College retreat. Provided and supported professional development opportunities around teaching and learning.
Planning for turn-over on the AOLTF committee and coordinator position	Meetings with student organizations

## A. Processes and sustainability

In the 2012-2013 year, discussions between AOLTF and the faculty teaching the MGT 449 capstone had led to the development of an approach where students read a case and then were asked to “make a recommendation” related to the case in a memo format. In addition, it was decided that the prompt would not specifically prompt out global content or social responsibility content (see 2012-2013 Assurance of Learning Task Force Annual Report). The less prompted task was used for the first time in the Spring 2013 assessment, and faculty who read this task raised some concerns about whether students would perform as well. AOLTF considered again the options for timing, structure, and weight given to the capstone assessment. After much deliberation, AOLTF returned to these guiding principles: administer the task at the end of semester, keep the unstructured prompt, ensure some weight in grade.

As faculty have discussed the connections between CBA coursework in the curriculum, many began to consider the scaffolding of concepts with prerequisite courses. The faculty teaching BUS 230 discussed priorities with a small group of MTH 145 faculty. On a larger scale, CST 110 faculty and faculty from the UWL Public Speaking Center met with the core course coordinators of the courses that map to oral communication. This meeting led to a better understanding of the key objectives of CST 110, and clarification of expectations that could be reiterated in CBA coursework.

In keeping with the planned rotation, the ETS major field test was administered in the Spring 2014 semester to graduating seniors in the CBA. In addition, since it had been several years since the last EBI Alumni surveys were conducted, these were run in the summer of 2013 (MBA) and Fall 2013 (Undergraduate). The MBA survey was particularly timely since discussions about revisions of the

MBA program were underway. Finally, the University administered the National Survey on Student Engagement, which has several questions which reflect CBA outcomes.

Finally, in the course of this year it became clear that the AOLTF would experience some significant turnover. By February, a plan for those changes was in place; with a new coordinator, a new chair, and two new members from Marketing and Management. Importantly, this meant that the new coordinator could attend AOLTF meetings for the remainder of the academic year. In addition, during Summer 2014 a plan was put in place to provide overlap in the coordinator position to ease the transition.

## **B. Creating a culture of assurance of learning**

AOLTF continued to support the practices which it believes best foster a positive culture around assurance of learning. We continued to use multidisciplinary groups of faculty to read course embedded tasks. This approach helps to maintain focus on college outcomes, and breaks down barriers that disciplinary perspectives may create. In addition, meetings with new faculty helped to familiarize them with the processes used for assurance of learning. Because of turnover in the CBA, this effort is important to keep all faculty involved in the collective work and to reassure faculty that this work is about measuring student learning, not faculty evaluations.

The importance of assurance of learning efforts was further demonstrated by time spent on the topic at college meetings. A short AOL component was part of the fall CBA meeting. The focus of this presentation was on reminding faculty about the assessment cycle and processes, and emphasizing efforts around relevant changes. The January All-College retreat featured an outside speaker, Susan Wolcott and a focus on critical thinking.

Professional development efforts to support teaching and learning were continued. Three workshops were offered, as well as a curriculum discussion, a panel discussion and a webinar. Evidence of the interest in the scholarship of teaching and learning was evidenced by the number of journal articles (10), presentations (5), and poster presentations (4) that were classified as learning and pedagogical research.

As stakeholders, we remained committed to meeting with students throughout the year to hear both their input and concerns, as well as to share our efforts at improving learning. The following student organizations were included this year: SAC, IS student organization, SHRM, Finance student organization, Beta Alpha Psi, AMA, DSP, and Beta Gamma Sigma. In addition, we included a display with the CBA objectives at the annual Freshmen meet and greet.

Table 2 provides a summary of participation in assurance of learning activities during the 2013-2014 academic year.

**Table 2. Assurance of Learning Activity Participation (2013-2014)**

<b>Activity</b>	<b>Meetings</b>
AOLTF committee meetings Academic year	12
<b>Activity or Effort</b>	<b>Faculty Participation</b>
AACSB Assessment Conference	2
IUPUI Assessment Institute	1
AACSB Applied Assessment Seminar	1
Workshop: "Turnitin" (plagiarism software for writing assignments); September 13, 2013	13
Workshop: "CBA Teaching and Learning: Two SOTL presentations" September 27, 2013	18
Social Responsibility Panel Discussion October 18, 2013	12
Webinar: "Best Practices in Curriculum Innovation, AACSB Webinar" January 22, 2014	17
CBA meeting and retreat on Critical Thinking January 23, 2014	57
MBA faculty meeting on Critical Thinking and Curriculum January 23, 2014	17
Curriculum Discussion - Oral Communication: Joint meeting of CBA and CST faculty February 7, 2014	14
Critical Thinking - Post Workshop Discussion February 13, 2014	9
Workshop: "Integrated Core: Results of Pilot and Future Directions" February 28, 2014	21
Participation in Assurance of Learning by reading course- embedded assessments (non-duplicated)	25
Core Course Coordinators	13
Learning and Pedagogical Research	
Journal articles	10
Presentations	5
Poster presentations	4

### III. Course-embedded Measurements

#### A. Overview of measurements and changes

In keeping with the Assurance of Learning Master Plan, two student learning outcomes were evaluated through a course-embedded measurement in MGT 449 (the CBA capstone) in the Fall 2013 semester. The ETS Major Field Test in Business was administered in MGT 449 at the end of the Spring 2014 semester – continuing the cycle of completion in every other spring semester. Other core and pre-core courses participated in the assessment process as well, and departments submitted their Competency in the Major reports. A summary of the measurements that occurred in the 2013-2014 academic year can be found in Table 3.

**Table 3: Assessment Measures: Summary, 2013-2014 academic year**

Objective	Measurement(s) Location and Type	Semester Administered	Summary of Findings
Critical Thinking	MGT 449 Capstone  Course- embedded	Fall 2013	At least 70% of students met expectations for all traits, with the exception of “develop relevant alternative approaches or solutions by integrating positions or perspectives”. These results were an improvement over the 2012-2013 results for this outcome.
Communication - Written	No uniform course- embedded measurement		
Communication – Oral	BUS 230 Pre-core course  Course- embedded	Fall 2013	Less than 70% of students met expectations for 4 oral communication traits.
	Integrated Core Core courses  Course- embedded	Fall 2013	The results for the Integrated Core students were consistently high. This may reflect the additional practice provided in the Integrated Core, as well as the select nature of this cohort
	MKT 309 Core course  Course- embedded	Spring 2014	At least 70% met expectations for all traits, although the lowest scores were for “delivery technique” and “use of media”.

**Table 3: Assessment Measures: Summary, 2013-2014 academic year, continued**

Objective	Measurement(s) Location and Type	Semester Administered	Summary of Findings
Global Context	MGT 449 Capstone  Course- embedded	Fall 2013	More than 70% of students met expectations for two traits, and less than 70% met expectations for two traits. The lowest score was for recognizing the role of cultural diversity.
	ECO 120 Pre-core  Course- embedded	Spring 2014	Less than 70% of students met expectations for the two traits measured.
Social Responsibility	MGT 308 Core course  Course- embedded	Fall 2013	Less than 70% of students met expectations for the two traits measured.
	ECO 110 Pre-core  Course- embedded	Spring 2014	Less than 70% of students met expectations for the two traits measured.
Competency in the Major	Department Determined Measures	October 2013 reports	Reports submitted by individual departments, including: evidence collected, reflections, and plans for closing the loop.
	ETS MFT	Spring 2014	Comparative data not available at the time of this report, however rough comparisons of 2012 to 2014 suggest only minor improvements.

A complete historical record of the course-embedded assessment measures for each learning outcome can be found in [Appendix A](#) and [Appendix B](#) by semester and by course respectively.

At the January 2015 CBA meeting, faculty were asked to reflect on the changes they made in their courses in the previous academic year that addressed the CBA Learning Outcomes. They wrote descriptions of these changes in an open-ended survey form. These changes were transcribed and classified by type of change 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.



**Table 4: Faculty Reported Changes in 2013-2014**

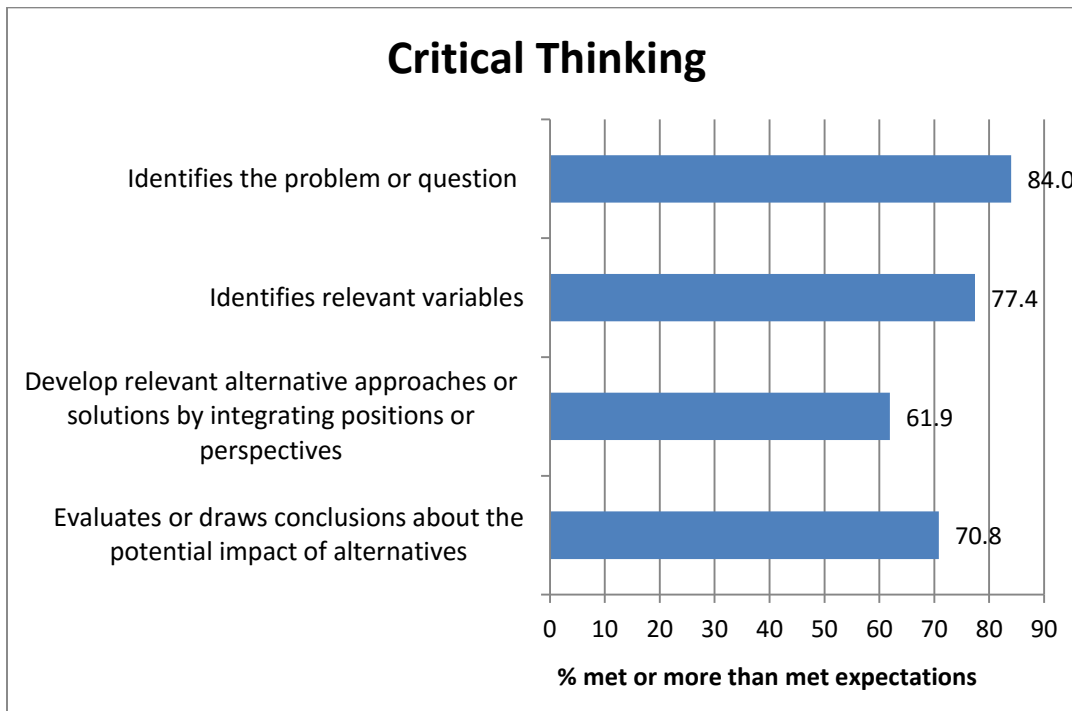
<b>Learning Objective</b>	<b>Number of Course Changes Reported by Type All Courses (Core Courses)</b>					
	<b>Assignment or Exam</b>	<b>Content Coverage</b>	<b>Instructional Practices/ Materials</b>	<b>Use of Common Rubric</b>	<b>Weight in Grading</b>	<b>Total Changes</b>
<b>Critical Thinking</b>	11 (7)	2 (1)	7 (4)	1 (1)		21 (13)
<b>Written Communication</b>	12 (4)	1 (0)	3 (0)	2 (0)		18 (4)
<b>Oral Communication</b>	7 (2)		4 (1)	1 (0)		12 (3)
<b>Global Context</b>		3 (0)				3 (0)
<b>Social Responsibility</b>	2 (2)	4 (0)	2 (0)			8 (2)
<b>Competency in the Major</b>	4 (2)	1 (0)	6 (2)			11 (4)
<b>Totals</b>	36 (17)	11 (1)	22 (7)	4 (1)	0 (0)	73 (26)

Information collected from 23 continuing faculty who responded to information request at CBA meeting on January 22, 2015.

## B. Critical thinking assessment and changes

Critical thinking was assessed in one course embedded task in MGT 449 (capstone) in the Fall 2013 semester using the CBA common rubric. The only trait from this rubric which was not evaluated was “identifying sources” because the assignment did not prompt this skill. The detailed report on these results can be found on the CBA web page under the data link for Critical Thinking, and the results are summarized in Figure 1.

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



Results reflect the work of 106 CBA majors enrolled in MGT 449, Fall 2013

At least 70% of students met expectations for all traits, with the exception of “develop relevant alternative approaches or solutions by integrating positions or perspectives”. These results were an improvement over the 2012-2013 results for this outcome.

It is important to note that the readers of this assessment task expressed that their overall sense of the student work was weaker than the scoring of the traits suggested. This was an idea explored by faculty - they chose to provide a summary score for critical thinking in addition to the scores for each trait in the rubric. With the summary score, faculty indicated that only 55% of students met expectations *overall*. Many noted that thought processes were sometimes unclear due to poor writing. There was also some concern about how the case and prompt themselves may have reflected that a decision to enter the market was confirmed, instead of encouraging students to make that evaluation.

The January 2014 retreat was devoted to the discussion of critical thinking, and 57 faculty participated in the retreat (See Table 2). In addition, Table 4 identifies that faculty continued to make changes to

assignments/exams, as well as instructional practices in order to address critical thinking in the 13-14 academic year. It is clear that the CBA recognizes the need for focus in this area.

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

In this academic year, no direct assessment of written communication was performed. The expectation is that this will be assessed in 2014-2015 in MGT 449.

However, faculty did continue to report making changes to address written communication (see Table 4). Specifically, 12 faculty reported making changes in assignments or exams, one made a change in course coverage, three faculty reported changes in instructional practices or materials, and two reported using the common CBA rubric for written communication in their class(es).

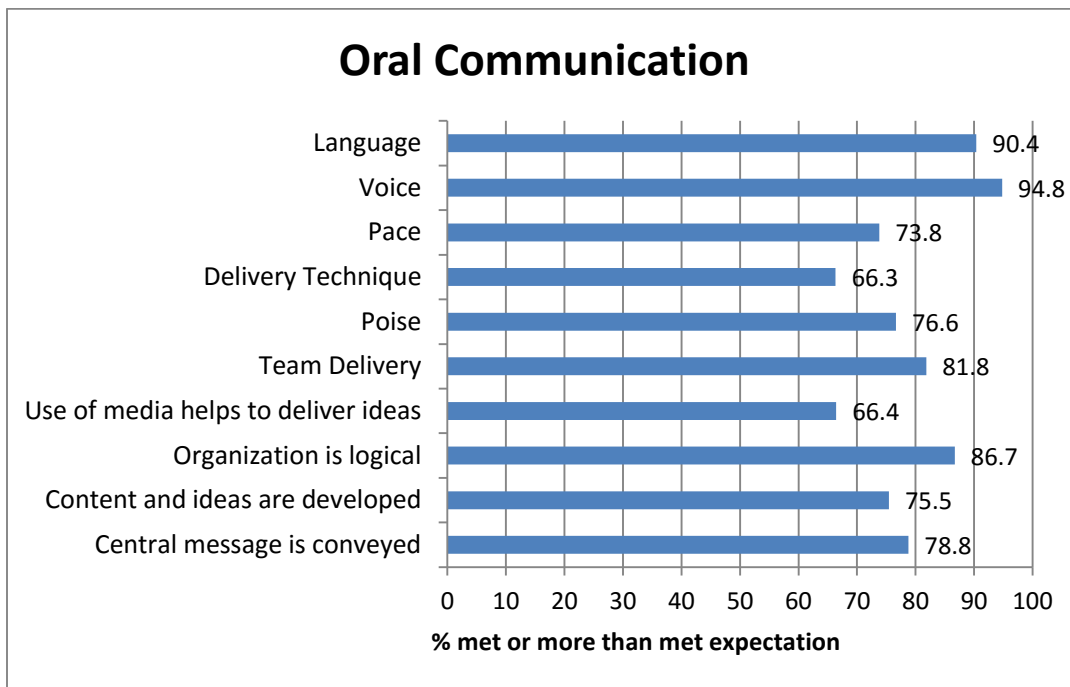
### **D. Oral communication assessment and changes**

Three course-embedded assessment tasks measuring oral communication were reviewed in the 2013-2014 academic year, using the CBA common rubric. Presentations in BUS 230, a required pre-core class, were videoed and reviewed by faculty in the Fall 2013 semester. Subsequently, presentations in MKT 309, a core class, were recorded and reviewed in the Spring 2014 semester. Finally, presentations by the students participating in the pilot section of Integrated Core were evaluated as well. The complete reports on these assessments can be found on the CBA web page under the data link for Oral Communication.

When reviewing the data from the students in BUS 230 only, less than 70% met expectations for the following traits: “delivery technique”, “poise”, “use of media” and “content developed”. For the Spring 2014 assessment of MKT 309 students, at least 70% met expectations for all traits, although the lowest scores were for “delivery technique” and “use of media”. The results for the Integrated Core students were consistently high. This may reflect the additional practice provided in the course, as well as select nature of this cohort – they had a higher GPA on average than CBA students overall.

The combined results of these 3 assessments indicate two areas in which less than 70% of students met expectations: “delivery technique” and “use of media helps to deliver ideas”. The *weighted* results for these assessments are presented below in Figure 2.

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



*The figure represents the weighted averages by trait for the three oral communication tasks combined.*

At this writing, some longitudinal data is available. In Table 5 below, five sets of oral communication results are presented, in the three courses where this outcome has been assessed. It seems to support the idea that there is some development of presentation skills over time.

Faculty continue to report making changes to address oral communication (see Table 4). In the 2013-2014 academic year, seven faculty reported making changes in assignments or exams, four faculty reported changes in instructional practices or materials, and one reported now using the common CBA rubric for oral communication in their class(es). One of the changes adopted by BUS 230 faculty was to not allow students to use notes when presenting. This change was part of an effort to better align expectations between BUS 230 and MKT 309. Additionally, the BUS 230 instructors generated a number of ideas about practice and how to improve slide design.

Another important effort to improve oral communication occurred when the CST 110 faculty and faculty from the UWL Public Speaking Center met with the core course coordinators of the courses that map to oral communication. This meeting led to a better understanding of the key objectives of CST 110, and clarification of expectations that could be reiterated in CBA coursework.

The fall reviews of oral communication generated several concerns about the common oral communication rubric, as well as suggestions for improvements. These were discussed in the Spring at the AOLTF meetings. Most significantly, a trait for “team delivery” was added, and the trait definitions for “central message conveyed” were revised per recommendations from faculty discussions. These changes will help improve feedback.

Finally, one concern about the assessment of oral communication has yet to be addressed: we have not yet measured student learning in an end-stream location (i.e. MGT 449).

**Table 5. Percent that Met or More than Met Expectations by Trait, All Students in Sample<sup>1</sup>**

Trait:	BUS 230 Fall 2011	MKT 309 Fall 2012	BUS 230 Fall 2013	Integrated Core Fall 2013	MKT 309 Spring 2014
Language	69.8 <sup>2</sup>	98.6	87.0	96.7	94.0
Voice		95.2	95.0	93.3	94.8
Pace		83.4	70.5	75.0	78.4
Delivery Technique	56.4 <sup>2</sup>	75.9	59.8	83.3	72.2
Poise		79.3	68.9	83.3	86.6
Team Delivery	Not measured	Not measured	Not measured	83.3	81.5
Use of Media Helps to Deliver Ideas	68.5	64.8	63.3	Not measured	71.1
Organization is Logical	86.6	80.7	89.7	83.3	83.0
Content and Ideas are Developed	76.5	77.2	69.2	83.3	83.0
Central Message is Conveyed	89.9	77.2	76.0	91.7	80.0
Number of students in Sample	149	145	200	30	135
% of CBA majors enrolled in course during semester	92%	84%	94%	Not applicable	84%

<sup>1</sup>The shading denotes BUS 230, which is in the pre-core, while MKT 309 and the Integrated Core reflects course work in the business core. MKT 309 may be taken at the same time as BUS 230, or after BUS 230 is completed.

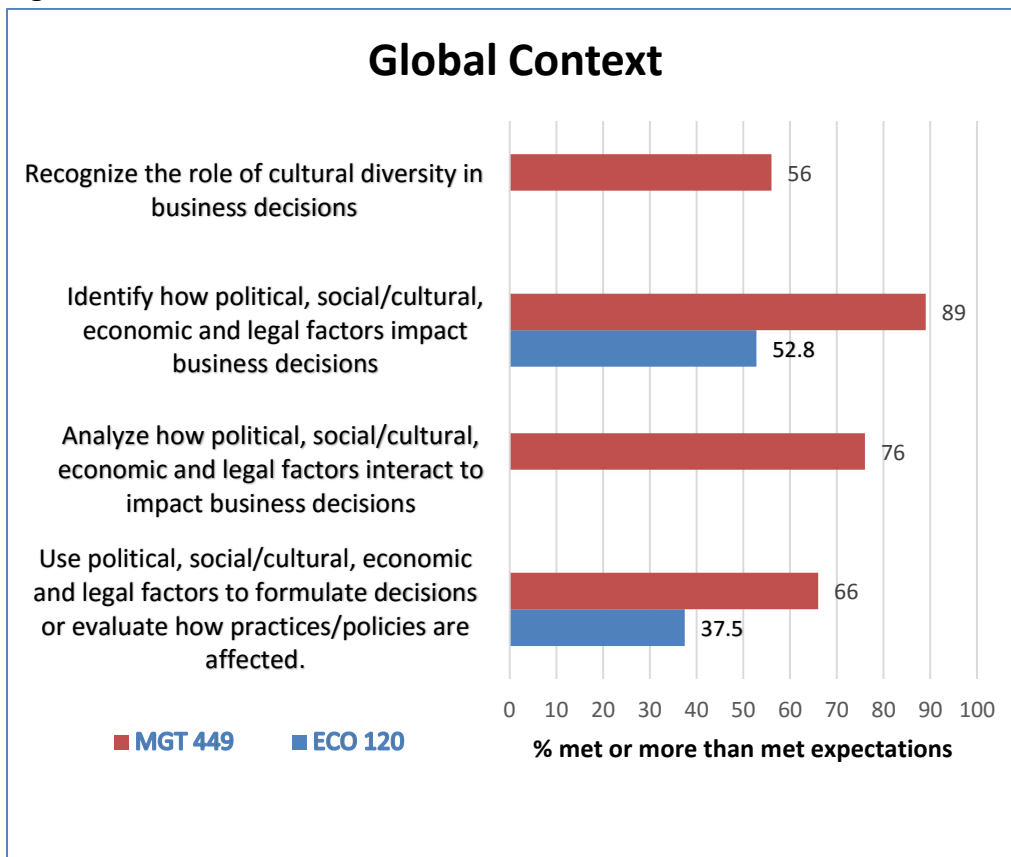
<sup>2</sup>During this semester, the rubric did not delineate the various components of the trait.

## E. Global context of business assessment and changes

The global context of business was assessed in two course embedded tasks. One course embedded task in was administered in ECO 120, a class typically taken by freshmen in the CBA. It is one of only two courses in the CBA pre-core which maps to the global outcome. The student work was evaluated using the CBA common rubric, however only two of the traits were relevant: “Identify how political, social/cultural, economic and legal factors impact business decisions” and “Use political, social/cultural, economic and legal factors to formulate decisions or evaluate how practices/policies are affected”. The other task was given in MGT 449 (capstone), and this task addressed all of the traits in the common rubric. The detailed reports on these results can be found on the CBA web page under the data link for Global Context of Business.

Since the two assessments considered here occurred at such different times in the students' careers, the results are not combined, but rather are shown individually in Figure 3 below. In the entry level economics class, students did not meet expectations. In the capstone, the bar of 70% of students meeting or exceeding expectations was met for two of the four traits evaluated. However, fewer than 70% of students met expectations for recognizing the role of cultural diversity and using the factors to formulate decisions. The discussion around these results considered where in the curriculum students were exposed to global content, and that only two majors (other than the International Business major) *require* a course with an explicit international orientation.

**Figure 3. Results of Global Context of Business Assessments**



In the 2013-2014 academic year, only 3 faculty reported making changes to address the global context of business outcome (see Table 4).

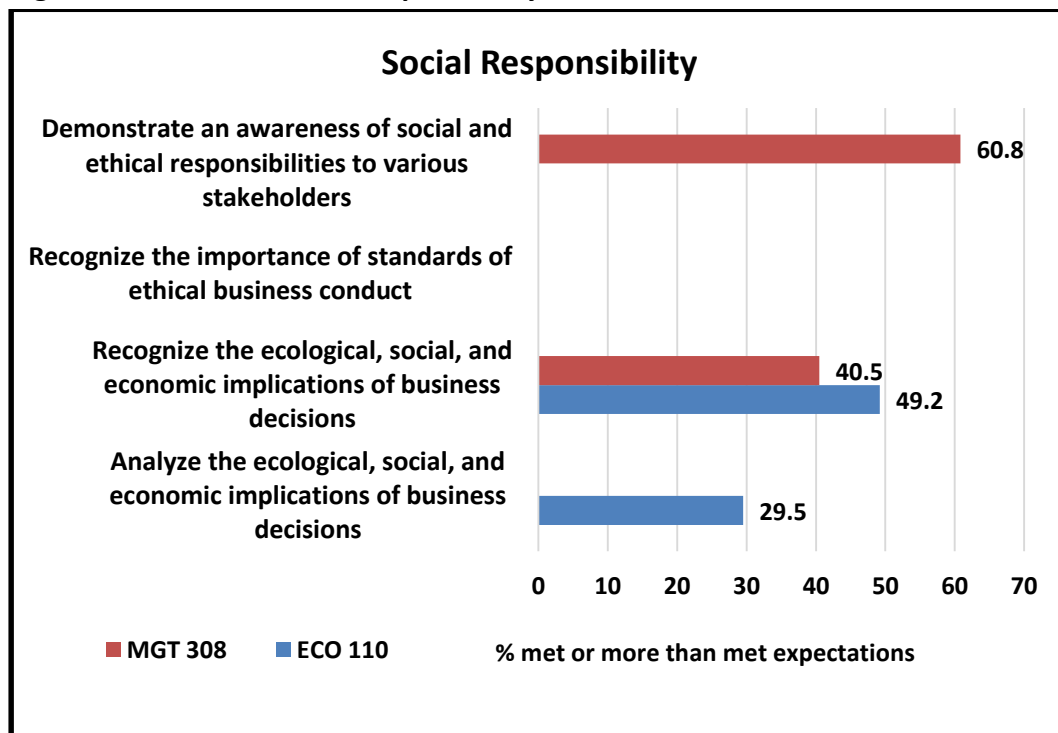
At this time, the university has a task force studying how to embed “global” into the curriculum. Gullekson is a member of this task force. On April 11, a meeting was held with the IBAC faculty to discuss 1) results of MGT 449 assessment; 2) whether the global rubric traits reflect the outcome appropriately; and 3) suggestions for embedding more global content in core. Curricular ideas included: a required international course in core, a required international course in each major, a required international course elective, and the creation of a certificate. Ideas that were suggested outside of the curriculum included a film festival and use of dean-sponsored events.

## F. Social responsibility assessment and changes

Two course-embedded assessment tasks measuring social responsibility were reviewed in the 2013-2014 academic year using the common rubric. One task was completed in the pre-core in ECO 110, and the other was completed in a core management course, MGT 308. The ECO 110 task was a policy memo, and was evaluated for traits (c) and (d) in the rubric. The MGT 308 task involved evaluating a case for expansion of a firm, and was evaluated for traits (a) and (c) in the social responsibility rubric. The detailed reports on these results can be found on the CBA web page under the data link for Social Responsibility.

Since these two assessments occurred at such different times in the students' careers, the results are not combined, but rather are shown separately in Figure 4 below. The results show that less than 70% of students met expectations for these traits. It should be noted that neither of the tasks evaluated "Recognize the importance of standards of ethical business conduct".

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



As with last year's social responsibility assessments, we continue to observe that with the complexity of the critical thinking requirements (i.e. moving from recognize to analyze), student scores become lower.

In last year's annual report, it was noted that faculty viewpoints about what constitutes "social responsibility" does vary. To provide an opportunity to explore this idea further, a panel discussion on

Social Responsibility was held in October. Faculty from multiple disciplines were represented in an effort to consider ways to integrate social responsibility concepts across the curriculum. The panel demonstrated a convergence of faculty understanding of corporate social responsibility (see 11/20/13 minutes). Possible next steps include creation of corporate social responsibility resources from which faculty members can find additional information.

The consideration of the social responsibility outcomes was also addressed to the CBA UCC, specifically asking to consider if core course outcomes address social responsibility, and if the college objective articulates accurately what we hope students to achieve.

In the 2013-2014 academic year, faculty continued to report some changes to address social responsibility. Four changes to content coverage were reported, as well as 2 changes to assignments or exams, and 2 changes to instructional practices or materials (see Table 4).

## **G. Competency in the major**

Assessment of Competency in the Major is the responsibility of each academic department in the CBA. Following the two-year cycle for reporting on Competency in the Major which was developed in the previous year, departments submitted their annual reports in the fall of 2013. These included evidence collected, reflections, and plans for closing the loop.

AOLTF members shared the review of the department documents, and provided feedback to each department in the form of a letter. Feedback was finalized in February 2014.

## **IV. External Measures**

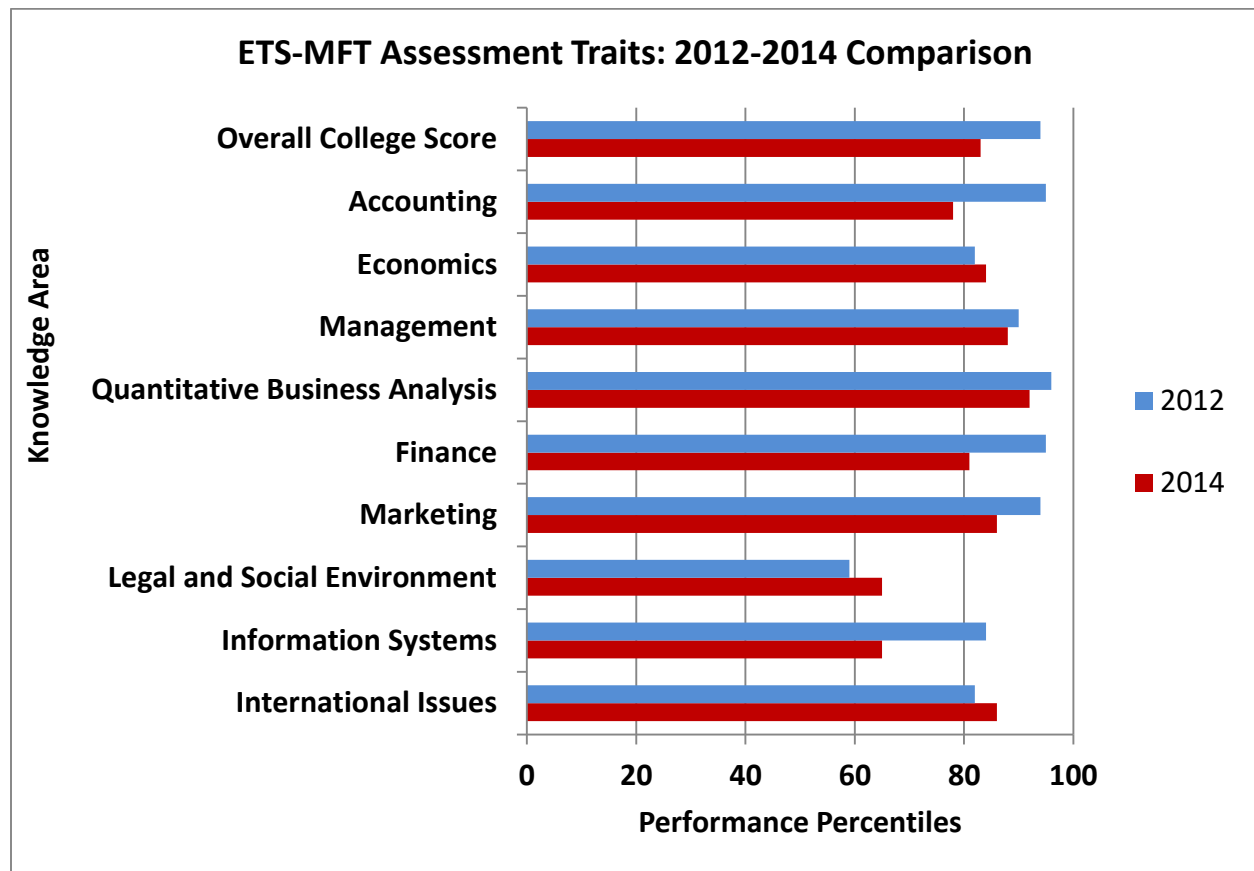
### **A. Direct measure: ETS Major Field Test**

The ETS Major Field test was administered to CBA graduating seniors in the Spring. Of the 190 graduating CBA majors, 188 students completed the ETS. At the time of this report, comparative data was not available due to the low number of students taking the major field test with the new form.

A comparison of the 2014 results to the 2012 results are shown below in Figure 5. However, it should be noted that these two years are not necessarily directly comparable due to the use of two different test forms. While students had lower percentile performance scores for most of the content areas, it was important to note that in the areas that most closely reflect our outcomes of social responsibility and global context of business, it appears some gains were made.



Figure 5. ETS – MFT Assessment Traits; 2012 – 2014 Comparison



Additional analysis of the Assessment Traits by student major can be found in [Appendix C](#).

## B. Indirect measures: EBI and NSSE

It had been several years since the last EBI Alumni surveys were conducted, and the college had the opportunity to survey alumni in the summer of 2013 (MBA) and Fall 2013 (Undergraduate). While the results are too extensive to report in their entirety in this report, selected highlights follow.

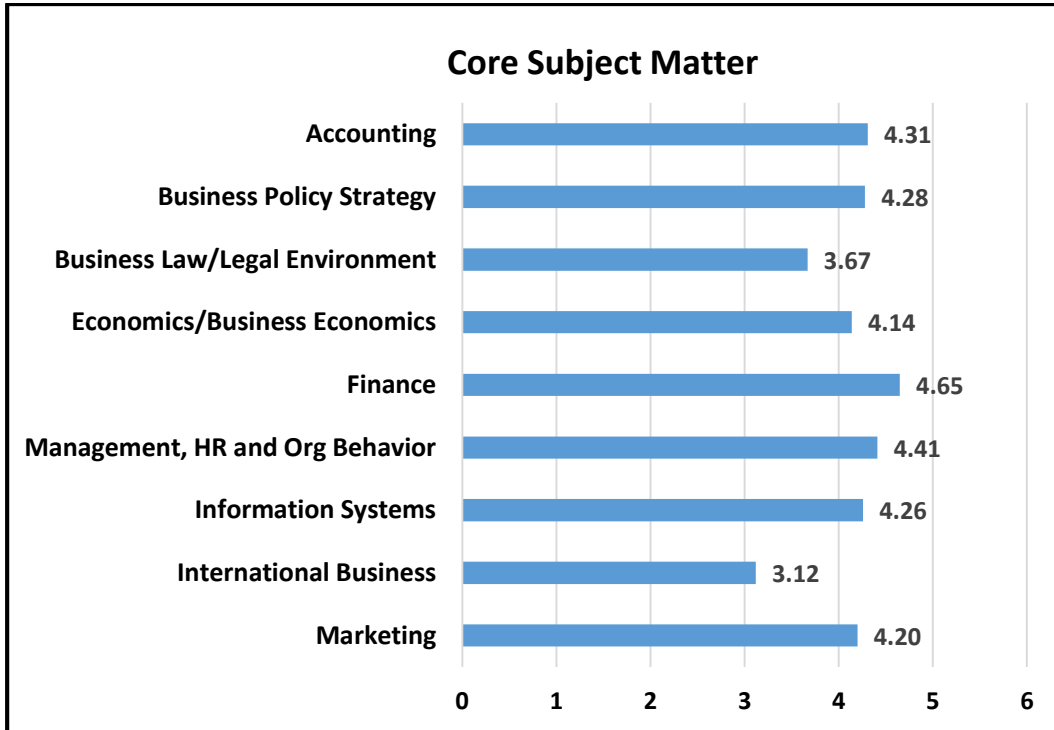
### EBI Undergraduate Alumni Survey

The undergraduate alumni survey was sent to the last 5 years of CBA graduates (December 2007 – August 2012). The Alumni Association and Career Services were instrumental in providing contact information for alumni. In addition, a number of institutional questions were added to acquire information about advising, internships, Career Services and professional development. We received 298 responses, or a response rate of 29%.

In this report we highlight the results to alumni responses which reflect on our CBA outcomes most closely. Figure 6 reports the mean scores to the question, “To what extent have the following core subject matter contributed to your career success: ....”. The core subject matter scores all fall above “moderately”, with the exception of Business Law/Legal Environment and International Business. Figure 7 reports the mean scores to the question, “To what extent did your Business program enhance

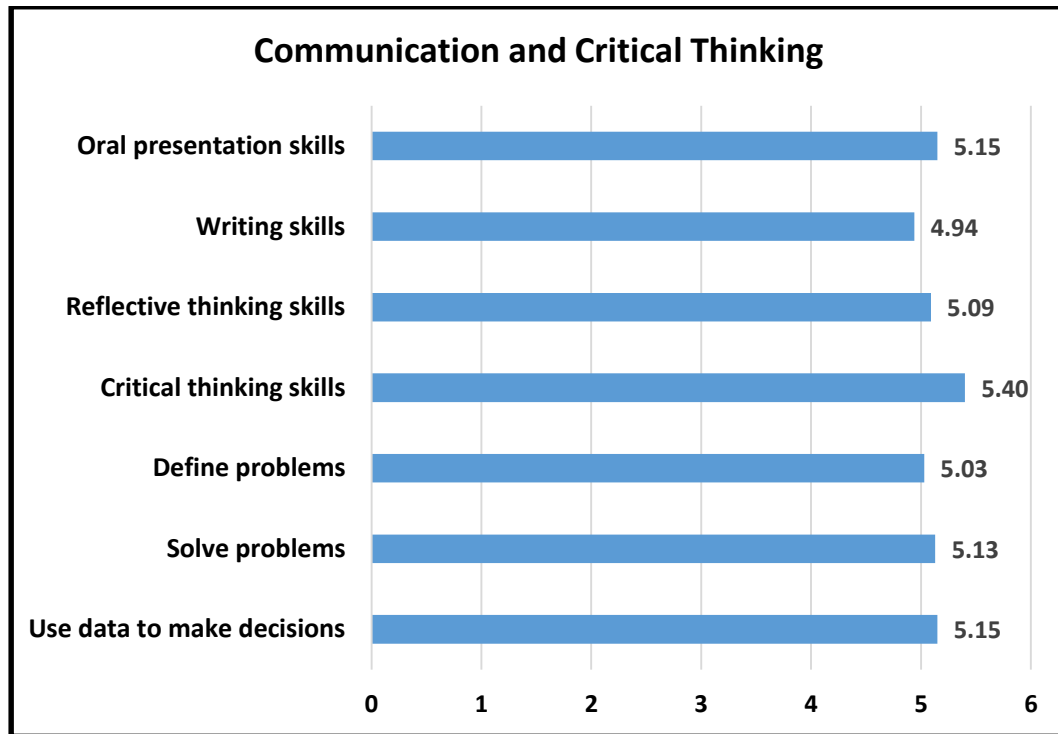
your \_\_\_\_\_skills”. The results which relate to our Communication and Critical Thinking outcomes are reported. These mean scores are almost all above a score of “5”. Finally, Figure 8 reports the mean scores to the question, “To what extent did your Business program enhance your \_\_\_\_\_skills”. The results which relate most closely to our Social Responsibility and Global Context of Business outcomes are reported. These mean scores vary between 4 and 5. The results seem to confirm that some challenges remain when considering these two outcomes.

**Figure 6. Core Subject Matter - Undergraduate Alumni EBI Scores**



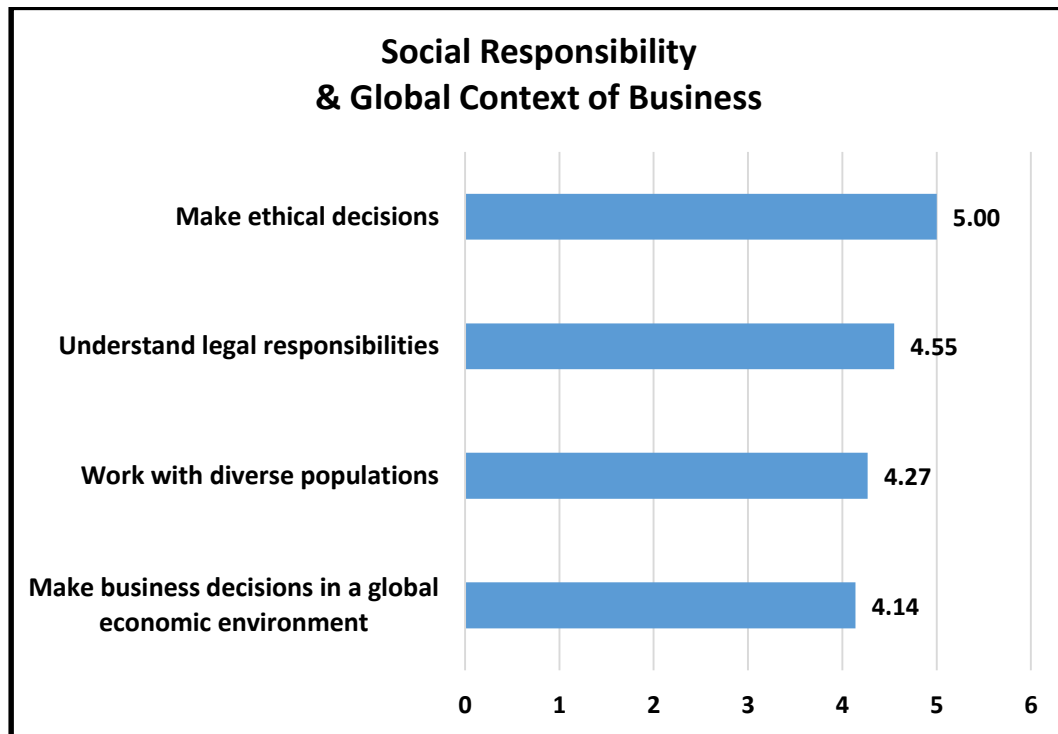
Responses are on a scale of 1 to 7, where 1 = Not at all, 4 = Moderately, and 7 = Extremely

**Figure 7. Communication and Critical Thinking Skills - Undergraduate Alumni EBI Scores**



Responses are on a scale of 1 to 7, where 1 = Not at all, 4 = Moderately, and 7 = Extremely

**Figure 8. Social Responsibility and Global Context - Undergraduate Alumni EBI Scores**



Responses are on a scale of 1 to 7, where 1 = Not at all, 4 = Moderately, and 7 = Extremely

## EBI MBA Alumni Survey

The MBA Alumni Survey was sent to 165 MBA alumni, and we received a 43% response rate. Seventy-two percent of those responding identified as full-time MBA students. The specific results of this survey will be considered as a part of the MBA assessment, but the reported level of satisfaction is noted here. In response to the question, “When you compare the expense to the quality of your education, to what degree are you satisfied with the value of the investment you made in your degree?”, 57.8% of the respondents scored a 6 or 7 on a scale of 1 to 7, where 1 = not at all, 4 = moderately and 7 = extremely. In response to the questions, “Would you recommend this MBA program to a close friend?”, 62.5% scored their response as a 6 or 7 on the same scale.

## National Survey of Student Engagement (NSSE)

In the Spring 2014 semester, UWL ran the NSSE. The results were not available at the time of this report, however AOLTF has requested cross-sectional data for CBA students. This will provide indirect feedback on several of our outcomes.

## V. Other AOLTF Activities

AOLTF completed the annual “Assessment of the Assessment System” survey to measure our perspectives about areas/processes which should be addressed. The survey highlights the feeling that faculty engagement across the college is high, however issues remain with communicating data to the broader faculty and fostering interpretation of results. In addition, this discuss raised two other issues: 1) whether the general CBA faculty should be surveyed about the assessment system; and 2) how assessment data should be archived, and whether IS students could create an archival system.

## VI. Next Steps

In review of the 2012-2013 Annual Report, the AOLTF was successful in addressing the following recommendations/goals: 1) increasing breadth of faculty understanding with respect to Social Responsibility concepts; 2) using sub-group meetings of core course coordinators to focus on learning objectives; 3) providing relevant professional development opportunities; and 4) beginning to consider the impact of the revised AACSB standards on AOL processes. Although there has been continued communication with faculty about activities, this is still seen as an area which needs improvement.

The Assurance of Learning Task Force has several recommendations for the 2013-2014 academic year, which were noted in the minutes of 4/28/14. These include: 1) continue measurements on the rotation schedule; 2) continue faculty survey of changes made to address CBA objectives; 3) continue encouraging core course participation in assessment; 4) update and revise curriculum maps; and 5) continue professional development workshops.

In addition, three larger goals will guide next year's efforts

- 1) Improve communication of data and assurance of learning activities to faculty as a whole to systematically point faculty toward the data and discussions which are occurring.
- 2) Devote time and resources to the consideration of the Global Context of Business Outcome in the curriculum
- 3) Continue curriculum coordination through a revision of the curriculum maps and improved curriculum coordination across the core classes.

AOLTF also needs to continue be aware of changes that are occurring at the university level, particularly with respect to the adoption of a University assessment software.

## Appendices

**Appendix A. Assessment of CBA Learning Objectives by Semester and Course, 2010-Spring 2014**

<b>Semester:</b>	<b>Written Communication</b>	<b>Oral Communication</b>	<b>Critical Thinking</b>	<b>Global Context of Business</b>	<b>Social Responsibility</b>
<i>2010 Spring</i>			<b>MKT 309</b>		
<i>2010 Fall</i>	<b>IS 220</b>			<b>ECO 120</b>	<b>MGT 308</b> <b>MGT 393</b>
<i>2011 Spring</i>			<b>MKT 309</b> <b>ACC 222</b>		
<i>2011 Fall</i>	<b>MGT 449</b>	<b>BUS 230</b>		<b>MGT 449</b>	
<i>2012 Spring</i>			<b>FIN 355</b>		
<i>2012 Fall</i>		<b>MKT 309</b>	<b>FIN 355</b>		<b>MGT 449</b> <b>BUS 205</b>
<i>2013 Spring</i>	<b>MGT 449</b>		<b>IS 220</b>		<b>MGT 449</b>
<i>2013 Fall</i>		<b>BUS 230</b> <b>Integrated Core</b>	<b>MGT 449</b>	<b>MGT 449</b>	<b>MGT 308</b>
<i>2014 Spring</i>		<b>MKT 309</b>		<b>ECO 120</b>	<b>ECO 110</b>

Red indicates capstone; Blue indicates core; Black indicates pre-core

## Appendix. B Assessment of CBA Learning Objectives by Core Course and Semester, 2010-Spring 2014

<b>Core Course:</b>	<b>Written Communication</b>	<b>Oral Communication</b>	<b>Critical Thinking</b>	<b>Global Context of Business</b>	<b>Social Responsibility</b>
<b>Capstone</b> <b>MGT 449</b>	<ul style="list-style-type: none"> <li>• Fall 2011</li> <li>• Spring 2013</li> </ul>		<ul style="list-style-type: none"> <li>• Fall 2013</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2011</li> <li>• Fall 2013</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2012</li> <li>• Spring 2013</li> </ul>
<b>Core</b>					
<b>MGT 308</b>					<ul style="list-style-type: none"> <li>• Fall 2010</li> <li>• Fall 2013</li> </ul>
<b>MKT 309</b>		<ul style="list-style-type: none"> <li>• Fall 2012</li> <li>• Spring 2014</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2010</li> <li>• Spring 2011</li> </ul>		
<b>FIN 355</b>			<ul style="list-style-type: none"> <li>• Spring 2012</li> <li>• Fall 2012</li> </ul>		
<b>MGT 393</b>					<ul style="list-style-type: none"> <li>• Fall 2010</li> </ul>
<b>Integrated Core</b>		<ul style="list-style-type: none"> <li>• Fall 2013</li> </ul>			
<b>Pre Core</b>					
<b>ECO 110</b>					<ul style="list-style-type: none"> <li>• Spring 2014</li> </ul>
<b>ECO 120</b>				<ul style="list-style-type: none"> <li>• Fall 2010</li> <li>• Spring 2014</li> </ul>	
<b>ACC 221</b>					
<b>ACC 222</b>			<ul style="list-style-type: none"> <li>• Spring 2011</li> </ul>		
<b>BUS 205</b>					<ul style="list-style-type: none"> <li>• Fall 2012</li> </ul>
<b>BUS 230</b>		<ul style="list-style-type: none"> <li>• Fall 2011</li> <li>• Fall 2013</li> </ul>			
<b>IS 220</b>	<ul style="list-style-type: none"> <li>• Fall 2010</li> </ul>		<ul style="list-style-type: none"> <li>• Spring 2013</li> </ul>		



## Appendix C. ETS Assessment Indicators by First Major, 2014

		First Major							
		ACC	ECO	FIN	IB	IS	MGT	MKT	Total
		N=27	N=1	N=53	N=5	N=14	N=46	N=42	N= 188
Code	ETS MFT Indicator								
A1	Accounting	58.04	50.00	47.02	34.40	48.21	45.35	42.86	47
A2	Economics	53.41	79.00	44.26	41.80	49.96	48.91	42.33	47
A3	Management	61.19	61.00	60.42	65.80	58.86	67.85	63.26	63
A4	Quantitative Business Analysis	49.67	62.00	48.91	46.20	47.21	43.76	38.40	45
A5	Finance	58.96	79.00	59.91	45.80	47.43	42.04	37.83	49
A6	Marketing	61.00	67.00	56.09	69.40	64.29	65.35	68.67	63
A7	Legal and Social Environment	65.41	64.00	60.89	72.80	61.93	67.83	59.95	63
A8	Information Systems	62.93	58.00	49.74	53.40	76.29	50.65	50.86	54
A9	International Issues	46.19	69.00	42.96	52.40	42.71	54.20	48.67	48
	Total Score	164.26	171.00	157.72	157.20	161.07	158.41	154.40	158

### Notes:

- 1) Caution should be taken in making any conclusions about the majors of Economics, Information Systems and International Business because of the small number of majors.
- 2) The initial presumption might be that a higher score for majors in the related assessment indicator is a reflection of value added in the major. However, since the assessment indicator is an external measure, it may or may not reflect the outcomes determined by each department to reflect “competency in the major”.