

# Assurance of Learning Report 2014-2015

College of Business Administration  
University of Wisconsin-La Crosse

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The Assurance of Learning (AOL) program within the College of Business Administration (CBA) has two main components or parts. The first of these two components manages the assurance of learning program for the CBA core curriculum while the second oversees student competency within the individual programs or majors in the CBA. The first part of this report provides information on assurance of learning in the core CBA program for the 2014-15 academic year while the second contains information on competency within the individual majors or programs.

## **I. Assurance of Learning in the Core CBA Program**

### **A. The Assurance of Learning Task Force**

Assurance of Learning in the CBA core curriculum continues to be guided and overseen by the Assurance of Learning Task Force (AOLTF). The on-going charge of the Task Force is “to develop systematic and on-going processes to develop, monitor, and evaluate the substance and delivery of the curricula of the undergraduate degree program and to assess the impact of the curricula on learning”. The members of the Task Force for the 2014-15 academic year (and the department they represented) were:

- Shane Van Dalsem (Finance), AOLTF Chair
- Laurie Miller, Assurance of Learning Coordinator
- Kimberly Lyons (Accounting)
- Sheida Teimouri (Economics)
- Peter Haried (Information Systems)
- Kareem Shabana (Management),
- Elizabeth Crosby (Marketing)

The Task Force experienced considerable turnover between the 2013-14 and the 2014-15 academic years. T.J. Brooks, who had served as the chair of the AOLTF since the fall of 2011, stepped down and was replaced by Shane Van Dalsem, who began representing the Finance Department on the AOLTF in the fall of 2011 as well. Betsy Knowles, who served as the Assessment Coordinator for the CBA since the inception of the position, was replaced by Laurie Miller. Representatives from the Economics, Marketing and Management Departments were new to the Task Force as well. This turnover reflected a “changing of the guard”, however, rather than a mass exodus. The CBA successfully achieved AACSB reaccreditation in 2013 and the change in the composition of the AOLTF reflected the desire to create a new group of individuals that would take the CBA to its next site visit during the 2017-18 academic year.

Dean May and Associate Dean Knowles continued to serve as administrative consultants to the Task Force, with one or both attending most AOLTF meetings. The AOLTF typically met twice each month to discuss assessment results, the assessment process, and activities sponsored by the Task Force to support faculty development and/or improvements in student learning. Minutes for each of these meetings can be found at <https://www.uwlax.edu/cba/assurance-of-learning/#tm-aol-minutes>.

Each of the twelve courses in the CBA core curriculum has a Core Course Coordinator. The Core Course Coordinators assist the AOLTF in fulfilling their charge by acting as a liaison between the AOLTF and the instructors of the core courses. In collaboration with these instructors the Core Course Coordinators

develop assessment tools, ensure the administration of assessment tasks, and lead discussions of assessment results. The Core Course Coordinators for the 2014-15 academic year were:

- Adam Hoffer (ECO 110, *Microeconomics and Public Policy*)
- James Murray (ECO 120, *Global Macroeconomics*)
- Sergey Komissarov (ACC 221 *Accounting Principles I*)
- Steve Thornburg (ACC 222, *Accounting Principles II*)
- Mark Huesmann (BUS 205, *The Legal & Ethical Environment of Business*)
- Betsy Knowles (BUS 230, *Business and Economics Research and Communication*)
- Brian Yang (IS 220, *Information Systems for Business Management*)
- Christa Kiersch (MGT 308, *Behavior and Theory in Organizations*)
- Maggie McDermott (MKT 309, *Principles of Marketing*)
- Diana Tempiski (FIN 355, *Principles of Financial Management*)
- Gail Gillis (MGT 393, *Production and Operations Management*)
- Kareem Shabana (MGT 449, *Administrative Policy Determination*)

Besides his role on the AOLTF and serving as Core Course Coordinator for MGT 449, Dr. Shabana also served on the CBA Undergraduate Curriculum Committee (UCC) in order to serve as a liaison between the AOLTF and the college UCC.

In addition to its on-going charge, at the end of the spring 2014 semester the AOLTF set the following goals for the 2014-15 academic year:

- Continue measurement of student learning according to the master assessment schedule
- Continue to administer faculty survey of curriculum improvements
- Continue encouraging core course participation in assessment
- Update and revise curriculum maps
- Develop ideas for the fall and spring all-college meetings and professional development workshops
  - Review data
  - Focus on social, global, and oral learning goals
  - Bring together a panel of speakers from outside
  - Utilize the communications center on campus

For the most part, the Task Force met these additional goals. More information on the fulfillment of these goals is distributed throughout this report.

In keeping with the primary charge of the AOLTF, the following section provides information on direct measures of student learning. It begins by reporting assessment results for the capstone course, MGT 449, and then presents assessment results for courses in the core curriculum outside of MGT 449.

**B. Direct Measures of Student Learning**

The learning goals and objectives for the College of Business Administration are presented in Table 1.

**Table 1. CBA Program Learning Goals and Objectives**

Learning Goal	Learning Objective(s)
<b>Communication:</b> Our students will be able to convey information and ideas effectively.	<ul style="list-style-type: none"> <li>• Students will convey information and ideas in professional business reports.</li> <li>• Students will convey information and ideas in oral presentations.</li> </ul>
<b>Critical Thinking and Decision Making:</b> Our students will be able to think critically when evaluating decisions.	<ul style="list-style-type: none"> <li>• Students will evaluate alternatives and understand the ramifications of those alternatives within a given business context.</li> </ul>
<b>Global Context of Business:</b> Our students will be prepared to serve others in a global environment.	<ul style="list-style-type: none"> <li>• Students will demonstrate the ability to integrate global perspectives in business decisions.</li> </ul>
<b>Social Responsibility:</b> Our students will be prepared to be socially responsible citizens.	<ul style="list-style-type: none"> <li>• Students will demonstrate the ability to consider the effects of business decisions on the entire social system.</li> </ul>
<b>Competency in the Major:</b> Our students will be proficient in the primary functional area of study.	<ul style="list-style-type: none"> <li>• Students will apply functional area concepts and decision-making techniques and tools appropriately while incorporating concepts from other functional business areas into the primary area.</li> </ul>

The first five CBA program learning objectives were assessed in MGT 449 during the 2014-15 academic year. Below are summaries of the results of this assessment activity organized by learning objective.

**1. Assessment in MGT 449**

**Written Communication**

In the fall of 2014 the instructors of MGT 449 administered an assessment task to all students registered for the course. Students were given a case study to analyze outside of class and then asked to write a memo during the final exam period in response to a specific prompt. Table 2 presents a summary of the results by individual trait in the common CBA written communication rubric.<sup>1</sup> The benchmark for performance is seventy percent of students either meeting or more than meeting expectations with respect to each rubric trait. As can be seen in the table, students achieved the benchmark performance level for only two of the six rubric traits: *organization of ideas* and *grammar, spelling, and syntax*. However, further analysis does not find a statistical difference in student performance between trait (b) and traits (a), (c), and (d), indicating that students performed equally well on all four of these rubric traits.

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<sup>1</sup> MGT 449 student artifacts were scored by non-MGT 449 CBA faculty.

**Table 2. Summary of Results by Rubric Trait, Written Communication, MGT 449, fall 2014<sup>1</sup>**

<b>Trait:</b>	<b>Percent that did not meet expectations (Score = 1)</b>	<b>Percent that met expectations (Score = 2)</b>	<b>Percent that more than met expectations (Score = 3)</b>	<b>Percent that met or more than met expectations (Score=2 or 3)</b>
<i>Purpose and audience is addressed (a)</i>	35.2	49.1	15.7	64.8
<i>Organization of ideas and content is logical (b)</i>	27.8	57.4	14.8	<b>72.2</b>
<i>Content/ideas are developed (c)</i>	33.3	49.1	17.6	66.7
<i>Sources or evidence support ideas (d)</i>	36.1	50.0	13.9	63.9
<i>Genre or disciplinary rules are followed (e)</i>	48.1	42.6	9.3	51.9
<i>Grammar, spelling and syntax is correct (f)</i>	22.2	56.5	21.3	<b>77.8</b>

<sup>1</sup>Results are for a sample of 108 students out of 142 (76.1%) CBA majors enrolled in MGT 449, fall 2014.

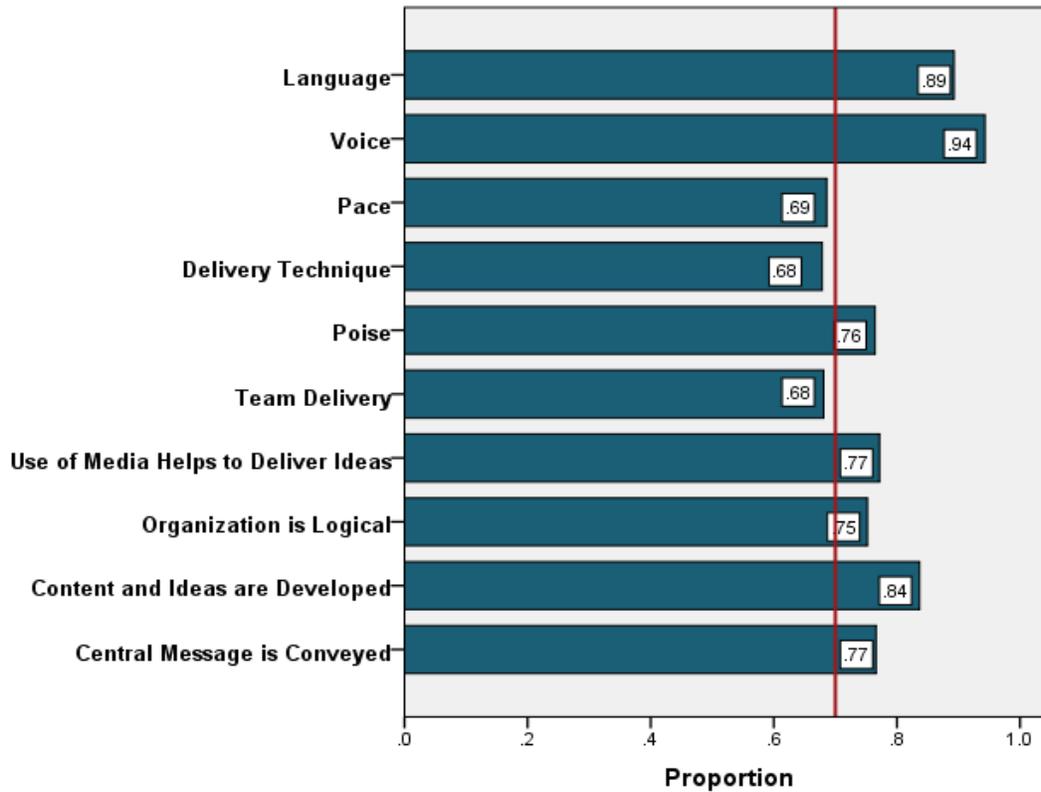
For a copy of the assessment task, the written communication rubric, and more discussion on these results please see Appendix A.

### **Oral Communication**

The first time oral communication skills were assessed in MGT 449 was in the fall of 2014. Because the AOLTf felt that much was already being asked of the MGT 449 instructors in terms of college assessment, prior to this data on oral communication had been collected in two other courses in the CBA core curriculum: BUS 230, *Business and Economic Research and Communication*, and MKT 309, *Principles of Marketing*. However, the typical student takes these two classes at the beginning of their junior year making this a less-than-ideal end-stream measure of student learning. In the fall of 2014 MGT 449 end-of-semester team presentations were recorded by the university’s Information Technology Services and scored by non-MGT 449 CBA faculty using the common CBA oral communication rubric.

Figure 1 shows the proportion of students that “met or more than met expectations” by each trait in the oral communication rubric. The red line positioned at 70% marks the CBA benchmark of achievement. As can be seen in the figure, the benchmark performance of 70 percent was achieved for seven of the ten traits in the rubric. Areas of weak performance include the pace of the presentation, physical aspects of the delivery, and the interaction between team members. Areas of high performance for individual students include the use of professional language and the tone of their voice when delivering the message.

**Figure 1. Proportion of Students that “met” or “more than met” Expectations by Rubric Trait, Oral Communication, MGT 449, fall 2014<sup>1</sup>**



<sup>1</sup>Results are for a sample of 141 students out of 141 (100%) CBA majors enrolled in MGT 449 in the fall of 2014.

For a copy of the CBA common oral communication rubric and further discussion of these results please see Appendix B.

### **Critical Thinking**

In the spring of 2015 the instructors of MGT 449 administered an assessment task to all students registered for the course. As was the case in the fall 2014 semester, students were given a case study to analyze outside of class and then asked to write a memo during the final exam period in response to a specific prompt. Table 3 presents a summary of the results by individual trait in the critical thinking rubric.<sup>2</sup> As can be seen in the table, the benchmark of seventy percent was met for all traits in the critical thinking and decision-making rubric.

While at first glance the numbers in Table 3 appear very encouraging, caution needs to be taken when interpreting these results. As faculty began to score student artifacts it became evident that the conditions under which the assessment task was administered varied by instructor. In particular, it appeared that one of the three MGT 449 instructors had allowed students to complete the assignment

<sup>2</sup> MGT 449 student artifacts were scored by non-MGT 449 CBA faculty.

**Table 3. Summary of Results by Rubric Trait, Critical Thinking and Decision-Making, MGT 449, spring 2015<sup>1</sup>**

<b>Rubric Trait:</b>	<b>Percent that did not meet expectations (Score = 1)</b>	<b>Percent that met expectations (Score = 2)</b>	<b>Percent that more than met expectations (Score = 3)</b>	<b>Percent that met or more than met expectations (Score = 2 or 3)</b>
<i>Identifies the problem or question (a)</i>	9.1	43.7	47.2	<b>90.9</b>
<i>Identifies relevant variables<sup>2</sup> (b)</i>	15.2	55.3	29.4	<b>84.7</b>
<i>Develops relevant alternative approaches or solutions by integrating positions or perspectives (d)</i>	18.3	51.8	29.9	<b>81.7</b>
<i>Evaluates or draws conclusions about the potential impact of alternatives (e)</i>	19.3	52.3	28.4	<b>80.7</b>

<sup>1</sup> Results are for a sample of 197 students out of 221 (89%) CBA majors enrolled in MGT 449 in the spring of 2015.

<sup>2</sup> Percentages may not sum to 100 percent due to rounding.

outside of class. Theoretically, the longer time frame associated with out-of-class work and the ability to consult with other students would produce work of higher quality than that generated during the two-hour final exam period. Faculty also expressed concern about the age of the case study itself, noting that solutions for the case are readily available online. This would tend to improve scores regardless of whether the task was completed inside or outside of class.

For a copy of the assessment task, the critical thinking rubric, and more discussion on these results please see Appendix C.

### **Global Context of Business**

The spring 2015 assessment task in MGT 449 was used not only to capture critical thinking skills but to measure the global context of business learning objective as well. Table 4 presents a summary of the results by individual trait in the global context of business rubric. As can be seen in the table and figure, the benchmark of seventy percent of students either meeting or more than meeting expectations was met for all traits in the global context of business rubric. The same caution, however, about the interpretation of the critical thinking results also applies here.

**Table 4. Summary of Results by Rubric Trait, Global Context of Business, MGT 449, spring 2015<sup>1</sup>**

<b>Rubric Trait:</b>	<b>Percent that did not meet expectations (Score = 1)</b>	<b>Percent that met expectations (Score = 2)</b>	<b>Percent that more than met expectations (Score = 3)</b>	<b>Percent that met or more than met expectations (Score = 2 or 3)</b>
<i>Recognize the role of cultural diversity in business decisions<sup>2</sup> (a)</i>	18.8	37.6	43.7	<b>81.3</b>
<i>Identify how political, social/cultural, economic and legal factors impact business decisions (b)</i>	17.3	48.7	34.0	<b>82.7</b>
<i>Analyze how political, social/cultural, economic and legal factors interact to impact business decisions<sup>2</sup> (c)</i>	27.4	43.1	29.4	<b>72.5</b>
<i>Use political, social/cultural, economic and legal factors to formulate decisions or evaluate how practices/ policies are affected. (d)</i>	22.8	53.8	23.4	<b>77.2</b>

<sup>1</sup> Results are for a sample of 197 students out of 221 (89%) CBA majors enrolled in MGT 449 in the spring of 2015.

<sup>2</sup> Percentages may not sum to 100 percent due to rounding.

For a copy of the assessment task, the global context of business rubric, and more discussion on these results please see Appendix D.

### **Social Responsibility**

The fall 2014 MGT 449 assessment task was used to capture student knowledge with respect to social responsibility in addition to measuring written communication skills. Table 5 presents a summary of the results by each trait in the social responsibility rubric. As can be seen below, students achieved the benchmark performance level for only one of the four rubric traits: *Recognize the importance of standards of ethical business conduct*, trait (b). The last two traits in the rubric require students to demonstrate their ability to incorporate social responsibility principles at progressively higher levels of critical thinking. Students performed statistically lower on these two traits in comparison to trait (b).

For a copy of the assessment task, the social responsibility rubric, and more discussion on these results please see Appendix E.

**Table 5. Summary of Results by Rubric Trait, Social Responsibility, MGT 449, fall 2014<sup>1</sup>**

<b>Rubric Trait:</b>	<b>Percent that did not meet expectations (Score = 1)</b>	<b>Percent that met expectations (Score = 2)</b>	<b>Percent that more than met expectations (Score = 3)</b>	<b>Percent that met or more than met expectations (Score = 2 or 3)</b>
<i>Demonstrate an awareness of social and ethical responsibilities to various stakeholders (a)</i>	33.3	52.8	13.9	66.7
<i>Recognize the importance of standards of ethical business conduct (b)</i>	29.6	57.4	13.0	<b>70.4</b>
<i>Recognize the ecological, social, and economic implications of business decisions (c)</i>	39.8	49.1	11.1	60.2
<i>Analyze the ecological, social, and economic implications of business decisions (d)</i>	45.4	46.3	8.3	54.6

<sup>1</sup> Results are for a sample of 108 students out of 142 (76.1%) CBA majors enrolled in MGT 449 in the fall of 2014.

## **2. Assessment in Other Core Courses in the Curriculum**

The critical thinking learning objective was assessed in both ECO 120 and ACC 222 in the 2014-15 academic year.

### **Assessment of Critical Thinking in ECO 120**

In the spring of 2015 an assessment task was administered to all students enrolled in ECO 120. The task centered around Argentina and the effect that an appreciation of its currency, the peso, relative to one of its major trading partners has on the macroeconomy, specifically GDP. As part of their analysis students were asked to construct graphical models and use these models to predict the impact of policy actions taken by Argentina on its GDP and its ability to pay back debt owed to the United States.

Table 6 presents a summary of the assessment results by individual trait in the critical thinking rubric. Only two of the five traits in the common CBA critical thinking rubric were used to evaluate the student work. The remaining three were deemed inappropriate given the nature of the assessment task. The benchmark for performance is seventy percent of students either meeting or

more than meeting expectations—the exact same performance benchmark as that for graduating seniors. As can be seen in the table, the benchmark of seventy percent was not met for either of the two rubric traits assessed.

**Table 6. Summary of Results by Rubric Trait, Critical Thinking and Decision-Making, ECO 120, spring 2015<sup>1</sup>**

<b>Rubric Trait:</b>	<b>Percent that did not meet expectations (Score = 1)</b>	<b>Percent that met expectations (Score = 2)</b>	<b>Percent that more than met expectations (Score = 3)</b>	<b>Percent that met or more than met expectations (Score=2 or 3)</b>
<i>Acquire appropriate information or evidence to frame decisions (b)</i>	50.0	38.0	12.0	50.0
<i>Evaluates or draws conclusions about the potential impact of alternatives (e)<sup>2</sup></i>	49.5	37.0	13.6	50.6

<sup>1</sup>Results are for a sample of 184 students out of 263 (70.0%) CBA majors enrolled in ECO 120 in the spring of 2015.

<sup>2</sup>Figures may not sum to 100 percent due to rounding.

It should be noted here that regardless of the class rank of the student the rubrics are interpreted in the exact same way. More specifically, when scoring student work faculty do not mentally adjust their expectations up or down depending upon whether a student is at the freshman, sophomore, junior, or senior level. Rather, each student is scored with the same level of expectations. Given this, it is not surprising that the scores for the ECO 120 task are relatively low. This is a predominantly freshman course.

For a copy of the assessment task, the critical thinking rubric, and more discussion on these results please see Appendix F.

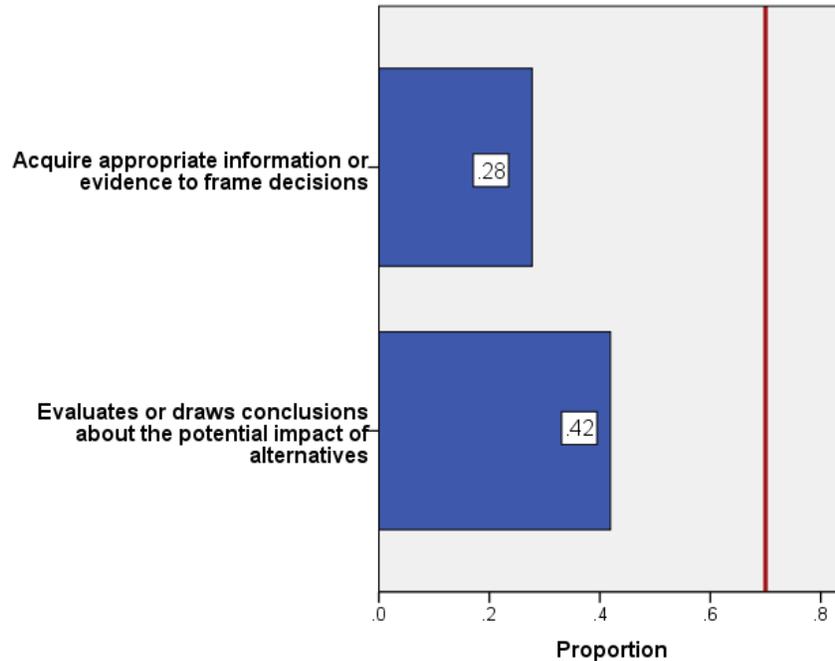
### **Assessment of Critical Thinking in ACC 222**

In the spring of 2015, an assessment task was administered to all students enrolled in ACC 222. The task involved a transportation company who offers two services, long-haul freight and intra-city package delivery, between two cities, Minneapolis and Chicago. The long-haul freight service is currently losing money and the president of the company would like to discontinue this service. Students were asked to compute the annual net cash flow effect of terminating the long-haul service and based on their analysis recommend if the firm should continue or discontinue this service. One feature of the assessment task is that it included numbers students did not need in the calculation of the annual net cash flow, specifically the figures on depreciation. This was done to see if students would try to use every number or if they could discern which ones were relevant.

Figure 2 displays the percentage of students who either met or more than met expectations by rubric trait. The benchmark for performance is seventy percent of students either meeting or more than

meeting expectations. As can be seen in the figure, the benchmark of seventy percent was not met for either of the two rubric traits assessed. For a copy of the assessment task, the critical thinking rubric, and more discussion on these results please see Appendix G.

**Figure 2. Proportion of Students that “met” or “more than met” Expectations, by Rubric Trait, Critical Thinking, ACC 222, spring 2015<sup>1</sup>**



<sup>1</sup>Results are for a sample of 155 students out of 247 (62.8%) CBA majors enrolled in ACC 222 in the spring of 2015.

The next section provides information on assurance of learning activities that fall outside the direct measurement of student learning. Several of these activities relate directly to the additional goals the AOLTf set for the 2014-15 academic year.

### **C. Changes to the Social Responsibility Learning Goal and Objective**

In the spring of 2014 the CBA Undergraduate Curriculum Committee (UCC) began discussing the possibility of revising the social responsibility learning objective. At that time the social responsibility learning goal and objective were:

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

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

There was concern that the learning goal and objective were too broad and ill-defined. Prior discussions among faculty revealed that there was not a clear consensus on the interpretation of social responsibility and a vague learning goal and objective merely compounded this problem. In January of 2015 the CBA UCC adopted the following revision to the social responsibility learning goal and objective:

**Goal:** Students will demonstrate the role of social responsibility in business decisions.

**Objective:** Students will be able to identify and apply different frameworks of social responsibility to business problems and recognize the short- and long-term effects on stakeholders and society.

Subsequent to this, the AOLTF reviewed the social responsibility rubric to ensure its consistency with the new learning goal and objective. The Task Force determined that no changes needed to be made to the rubric at this time.

#### **D. Other Assurance of Learning Activities**

##### **Meetings with New CBA Faculty**

The Assurance of Learning Coordinator met individually with new faculty members teaching courses in the CBA core curriculum:

- Nilakshi Borah, Finance (FIN 355),
- Weina Ran, Management (MGT 300)
- James Gillespie, Management (MGT 449)
- Stacy Trisler, Marketing (MKT 309)

The conversations focused on the process of assessment within the CBA core curriculum, in particular their role in the assessment process as instructors of core courses, as well as the common course learning objectives for each course in the core.

##### **International Faculty Panel**

In November of 2014 the AOLTF launched a new event in support of the college's global context of business learning objective. The event, entitled "Beyond Stereotypes: Snapshots into Everyday Life", featured international faculty from the College of Business Administration sharing their personal experiences about life in their home countries and life in the United States through the eyes of a non-native. The purpose of the event was to increase awareness to better understand cultural differences. The faculty panel was held during Global Initiatives Week, a week-long event in the La Crosse community designed to increase global awareness. Approximately 66 students attended the event. The panel featured the following faculty:

- Sergey Komissarov, Accounting
- Nabamita Dutta, Economics

- Nilakshi Borah, Finance
- Weina Ran, Management
- Kareem Shabana, Management



### **Annual College of Business Administration AOL Retreat**

In January of 2015 the CBA held its annual off-campus AOL Retreat under the theme of “Globalizing the Business Curriculum”. The retreat featured an interactive workshop with Dr. Andrew Spicer, an associate professor of international business in the Sonoco International Business Department in the Moore School of Business at the University of South Carolina. The morning began with a presentation by Dr. Spicer entitled “*Globalizing the Business Curriculum: Key Questions, Issues, and Opportunities*”. Throughout the course of the rest of the day there were break-out sessions by CBA department and large-group discussions which focused on the following:

- identifying core global concepts within each respective discipline
- determining if these concepts are presently being taught, and, if not, the means by which they could be incorporated into the department curriculum
- departmental overlap of global content
- coverage of global concepts in the core CBA curriculum vs. elective courses in the individual departments

For a summary of the key points of the discussions that occurred during the retreat please see Appendix H.



### **Updating the Core Program Curriculum Map**

In the spring of 2015 the AOLTF solicited information from the Core Course Coordinators to update the curriculum map for the CBA core curriculum. The last time the curriculum map was updated was near

the end of 2012. Prior to gathering information from the Core Course Coordinators, the AOLTf decided that core courses would only map to a CBA learning objective if one of the common course learning outcomes addressed the given college learning objective. In the past mapping had been based on the extent to which a given skill or topic was covered in a core course regardless of whether or not there was a specific course learning outcome tied to the given college learning objective.

In addition to updating the prior curriculum map which was based on course content, a second map was also generated to capture the skill or knowledge level of students within a given core course with respect to each learning objective. Three skill levels were chosen: beginning, developing and practicing with feedback, and proficient. The purpose of creating a skill map in addition to a content map was to determine the extent to which the CBA curriculum scaffolds student learning as students progress through the core courses. In theory, students would exhibit a “beginning” skill level in lower level courses and gradually move to “proficient” by the time they reached MGT 449. Interestingly, the skill map revealed a “beginning” skill level for the social responsibility learning objective for courses taken even into the junior year. A copy of both maps can be found in Appendix I.

### **Professional Development Activities**

During the spring semester faculty had the opportunity to take advantage of two professional development activities sponsored by the Assurance of Learning Task Force. The first of these two events, “Improving Students’ Oral Communication Skills”, featured a faculty member from the Communication Studies Department who discussed the oral communication skill set of students upon completion of CST 110, *Communicating Effectively*, as well as strategies instructors can use to help their students improve oral communication skills.<sup>3</sup> He also shared information on a relatively new resource at the university, the Public Speaking Center. The purpose of this event was to help CBA faculty better scaffold student learning with respect to oral communication by building on the skills students acquired in a prior class.

During the second workshop, “Designing Authentic Assignments”, two members of the staff of the Center for Advancing Teaching and Learning (CATL) at UWL provided guidelines on how to create and assess authentic assignments. Authentic assignments give students the opportunity to build higher-level critical thinking and problem-solving skills.

Unfortunately, the attendance at both of these events was rather poor. In future semesters the AOLTf will need to determine whether or not it is an efficient and effective use of resources to sponsor professional development events specifically for CBA faculty or whether it is better to simply encourage faculty to take advantage of conferences and workshops sponsored by CATL.

Part II of this report provides information on the assessment activity of the individual majors or programs within the College of Business Administration, also known as Competency in the Major (CITM). Each section contains the learning objectives for the program, the program’s assessment plan as well as assessment results.

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<sup>3</sup> All UWL students are required to take CST 110 as part of the General Education Program.

## II. Competency in the Major

### A. Accounting Program

Table 7 contains the four learning objectives for the accounting program, information on the program's assurance of learning plan and the assessment results for the 2014-15 academic year. As can be seen in the table, accounting students performed well on the assessment tasks with at least 70 percent of students either meeting or more than meeting expectations for all learning outcomes. For some assessment tasks 100 percent of students met or more than met expectations for a given learning outcome.

**Table 7. Accounting Program Assurance of Learning Plan and Assessment Results, 2014-15**

Learning Objective	Artifact	Site	Evaluator	Percentage of Students who Met or More than Met Expectations
Identify and solve unstructured business problems in unfamiliar settings	Memo in response to a case study, cash flow schedule, and financial statements	ACC 325 <i>(Cost Accounting)</i>	Course instructor	73.00
Understand the determining forces in a situation, such as management style or authoritative accounting and tax guidance, and predict their effects	Responses to short-answer questions (case study)	ACC 421 <i>(Advanced Accounting)</i>	Course instructor	96.00
Effectively present, discuss, and defend views effectively through formal and informal communications	Memo in response to a case study, cash flow schedule, and financial statements	ACC 325 <i>(Cost Accounting)</i>	Course instructor	73.00
	Oral Presentation	ACC 430 <i>(Corporate Tax)</i>		100.00
	Paper	ACC 438 <i>(Principles of Auditing)</i>		100.00
Apply accounting knowledge to solve business problems	Memo in response to a case study, cash flow schedule, and financial statements	ACC 325 <i>(Cost Accounting)</i>	Course instructor	73.00
	Responses to short-answer questions (case study)	ACC 421 <i>(Advanced Accounting)</i>		96.00

## B. Economics Program

Table 8 contains information on the assurance of learning program for the economics major for the 2014-15 academic year. Assessment in the economics program took place in multiple upper-division courses designated as CTC courses, where CTC stands for Critical Thinking and Communication. CTC courses are upper-division electives with increased emphasis on critical thinking and communication through informal and formal writing assignments and oral presentations.

Table 9 contains assessment results with respect to critical thinking while Table 10 contains assessment results for oral and written communication. The rubric traits upon which students were evaluated are a subset of traits found in the CBA written, oral, and critical thinking common rubrics.

**Table 8. Economics Program Assurance of Learning Plan, 2014-15**

<b>Learning Objective</b>	<b>Artifact</b>	<b>Site</b>	<b>Evaluator</b>
<u>Critical Thinking Skills</u> <ul style="list-style-type: none"> <li>• Apply economic reasoning to explain social and economic events.</li> <li>• Predict the impact of private and public proposals and changing market conditions on social welfare using economic models.</li> <li>• Compare the models' strengths and weaknesses in explaining outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing assignment</li> <li>• Poster presentation of final class project</li> </ul>	Critical Thinking and Communication (CTC) Courses <sup>4</sup>	Economics faculty
<u>Problem Solving Skills</u> <ul style="list-style-type: none"> <li>• Identify and analyze a problem within the framework of economic models.</li> <li>• Evaluate, critique, and formulate solutions to an identified problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing assignment</li> <li>• Poster presentation of final class project</li> </ul>	Critical Thinking and Communication (CTC) Courses	Economics faculty
<u>Communication Skills</u> Communicate effectively the results of economic research and analysis to colleagues and decision-makers through written reports and oral presentations.	<ul style="list-style-type: none"> <li>• Writing assignment</li> <li>• Poster presentation of final class project</li> </ul>	Critical Thinking and Communication (CTC) Courses	Economics faculty

<sup>4</sup> The courses designated as CTC Courses in the 2014-15 academic year were: ECO 301, *Money and Banking*; ECO 307, *Introduction to Econometrics, Forecasting and Time Series*; ECO 320, *Economics of Sports*; ECO 321, *Modern Political Economy*; ECO 330, *Labor Economics*; ECO 340, *Introduction to International Economics*; ECO 471, *Health Economics*; ECO 474, *Development and Institutions*

**Table 9. Percentage of Students Who Met or More than Met Expectations with Respect to Critical Thinking, Economics Major, 2014-15**

Rubric Trait	Assessment of Critical Thinking in Oral Poster Presentations	Assessment of Critical Thinking Skills in Written Assessment Tasks
Identify Problem	93.0	94.0
Acquire Evidence	87.0	63.0
Develop Solutions/ Integrate Perspectives	79.0	72.0
Evaluate/Draw Conclusions	86.0	72.0

**Table 10. Percentage of Students Who Met or More than Met Expectations with Respect to Oral and Written Communication, Economics Major, 2014-15**

Rubric Trait	2014-15
<i>Oral Communication</i>	
• Physical Delivery	95.0
• Effective Use of Media	85.5
<i>Written Communication</i>	
• Organization	79.0
• Grammar/Spelling	79.0

Overall economics majors performed well with respect to written communication, oral communication, and critical thinking. Critical thinking skills appeared to be somewhat weaker, however, when assessed using a written task as opposed to a poster presentation, with students being particularly weak in terms of acquiring evidence to solve a problem. In its CITM report the department noted the following: “The most glaring issue that the department identified in the process of the evaluation process was that students have difficulty identifying the question and integrating evidence. Moreover, to gather evidence, it is clear that students cannot distinguish between valid and invalid sources of information/evidence.” There was also some concern expressed about the reliability of the data in that there appeared to be wide variations in the interpretation of the rubrics by evaluator. The department intends to do a better job norming to the rubrics in the future.

### C. Finance Program

Table 11 presents information on the finance program’s learning objectives, assurance of learning plan, and assessment results for the 2014-15 academic year. As can be seen in the table the finance department has a sizable number of learning objectives for the major, most of which were not assessed during 2014-15. Some of this can be explained by faculty turnover; more specifically, the individual in the department who typically took the lead on assessment accepted a position elsewhere. To address this, the Finance Department plans to map the learning objectives of the major to specific classes and define expectations for assessment within the finance core courses.

**Table 11. Finance Program Assurance of Learning Plan and Assessment Results, 2014-15**

<b>Learning Objective</b>	<b>Artifact</b>	<b>Site</b>	<b>Evaluator</b>	<b>Percentage of Students who Met or More than Met Expectations</b>
<b>Basic Skills:</b>				
• read and interpret data from tables, charts, graphs, financial statements, annual reports, and analyst narratives				Not assessed
• apply basic financial concepts such as time value of money, risk and return, and valuation				Not assessed
• effectively communicate financial concepts and ideas, both in written form and orally	Oral presentation	FIN 485 <i>(Problems and Cases and Finance)</i>	Finance faculty	90.86
<b>Regarding the flow of funds within the financial system, the students will demonstrate knowledge of:</b>				
• the major financial institutions which operate within the system				Not assessed
• the major financial markets and the determinants of financial equilibrium	Exam question	FIN 390 <i>(Money and Capital Markets)</i>	Finance faculty	98.21
• the factors which influence rates of return/costs of capital				Not assessed
• trends which will affect the financial system	Exam question	FIN 390 <i>(Money and Capital Markets)</i>	Finance faculty	51.58
<b>Regarding the risk and return characteristics of the major types of financial instruments, the students will:</b>				
• perform return and security price calculations for both money market and capital market instruments				Not assessed
• estimate investment risk, including standard deviation, systematic risk, and duration				Not assessed
• apply technical and fundamental factors in security selection				Not assessed
<b>Regarding the goals and operating environment of managerial finance, the students will:</b>				
• analyze a firm's current financial situation				Not assessed
• demonstrate an understanding of the components of working capital and the techniques of short-term financial management				Not assessed
• analyze and select long-term investments by applying capital budgeting techniques				Not assessed
• forecast a firm's external financing requirements				Not assessed
• demonstrate an understanding of the impact of cost of capital, leverage, and capital structure on firm value				Not assessed

Of the three learning outcomes assessed in 2014-15 finance majors performed very well on two but were quite weak on the third.

#### D. International Business Program

The international business major is unique within the CBA in that it is not housed in a single department; rather, the core requirements and electives are courses from the departments of economics, finance, management, and marketing. In the past, the International Business Advisory Committee (IBAC) was responsible for overseeing both the curriculum and the assessment of the IB major. Unfortunately, this arrangement did not lead to the full implementation of an assessment plan. In the fall of 2015, however, an IB Director was appointed to address this situation and the International Business Program submitted its first Competency in the Major Report in the fall of 2015. Table 12 provides information on the assurance of learning plan for the International Business Program for the 2014-15 academic year as well as the results of this assessment.

**Table 12. International Business Program Assurance of Learning Plan and Assessment Results, 2014-15**

<b>Learning Objective</b>	<b>Artifact</b>	<b>Site</b>	<b>Evaluator</b>	<b>Percentage of Students who Met or More than Met Expectations</b>
<b>Global Comparative Analysis:</b> Graduates will demonstrate an understanding of the interconnected elements comprising a “global perspective,” (for example, geographic, social, cultural, historic, business and economic concerns.)	Written memo in response to a case study analysis	MGT 449 ( <i>Administrative Policy Determination</i> )	CBA Faculty	85.7 (N = 7)
<b>Global Functional Analysis:</b> Students will be able to demonstrate an understanding of the performance of the major functional areas of business internationally.				Not assessed
<b>Modern Language:</b> Students will show a basic command of one modern language other than their own (measured by completion of, at a minimum, 202-level passing grades.)	Requirement of the International Business major	N/A	N/A	100.0
<b>Intercultural Learning:</b> Students will have demonstrated intercultural skills in a culture other than their own (measured by a successful out-of-country experience of at least three weeks’ duration.)	Number of students who studied abroad for the 2013-14 and 2014-15 academic years	N/A	N/A	29 students

As noted in the International Business CITM report, the whole assessment plan will be targeted for improvement in the next round of assessment. Specifically, the learning outcomes will be examined to determine if they can meaningfully be assessed and if they fully encompass the knowledge and skills International Business students should have upon graduation. Beginning in the fall of 2015, an additional measure for the *Intercultural Learning* outcome was implemented to try to better determine the extent to which students do have better “intercultural skills” after studying abroad. Specifically, students will complete an online survey with questions related to intercultural skills.

### E. Information Systems Program

Table 13 contains the three learning objectives for the Information Systems major as well as the assurance of learning plan for 2014-15 while Table 14 displays the assessment results.

**Table 13. Information Systems Program Assurance of Learning Plan, 2014-15**

Learning Objective	Artifact	Site	Evaluator
<b>Problem solving:</b> Demonstrate an ability to understand and analyze complex business problems correctly, develop effective solutions, and implement them using appropriate information technologies.	Exam items, Take-home essays, homework problem	IS capstone sequence courses: IS 401 (Systems Analysis and Design) and IS 411 (Systems Implementation)	Course Instructor
<b>Data Communications:</b> Demonstrate an understanding of the fundamental technical characteristics of data communications and business networking including Internet technologies. Acquire pertinent knowledge of computer networking technologies to support the design and management of business data communication networks.	Exam items, Take-home essays, Peer evaluation	IS 330 (Business Choices and Telecommunications Decision)	Course Instructor
<b>Systems Development:</b> Demonstrate the ability to be a productive team member in a business systems development project requiring analysis and design, project management and implementation skills customized to the businesses architecture.	Exam items	IS capstone sequence courses: IS 401 (Systems Analysis and Design) and IS 411 (Systems Implementation)	Course Instructor

As can be seen in Table 14 Information Systems majors performed extremely well on assessment tasks with the percentage of students who met or more than met expectations exceeding 84 percent for each of the three learning objectives.

**Table 14. Percentage of IS Majors Who Met or More than Met Expectations, 2014-2015**

<b>Learning Objective</b>	<b>2014-15</b>
<b>Problem solving:</b> Demonstrate an ability to understand and analyze complex business problems correctly, develop effective solutions, and implement them using appropriate information technologies.	88.63
<b>Data Communications:</b> Demonstrate an understanding of the fundamental technical characteristics of data communications and business networking including Internet technologies. Acquire pertinent knowledge of computer networking technologies to support the design and management of business data communication networks.	95.77
<b>Systems Development:</b> Demonstrate the ability to be a productive team member in a business systems development project requiring analysis and design, project management and implementation skills customized to the businesses architecture.	84.28

**F. Management Program**

Table 15 contains information on the assurance of learning plan for the management major for 2014-15 while Table 16 displays the assessment results for this same time period.

**Table 15. Management Program Assurance of Learning Plan, 2014-2015**

<b>Learning Objective</b>	<b>Artifact</b>	<b>Site</b>	<b>Evaluator</b>
<b>Management Principles Learning Objective:</b> Analyze and recommend solutions for business problems using management concepts and theories.	Essay question on final exam	MGT 360, <i>Global Perspectives on Business</i>	Management Department Curriculum and Assessment Committee
<b>Global Learning Objective:</b> Summarize and evaluate the ways in which management practices influence, and are influenced by, the global context of business.	Essay question on final exam	MGT 360, <i>Global Perspectives on Business</i>	Management Department Curriculum and Assessment Committee
<b>OB/HR Learning Objective:</b> Explain the complex interaction of individual, group and organizational factors that are relevant to organizational effectiveness.	Essay question on final exam	MGT 360, <i>Global Perspectives on Business</i>	Management Department Curriculum and Assessment Committee
<b>CSR Learning Objective:</b> Evaluate management practices with regard to social responsibility and ethics.	Essay question on final exam	MGT 360, <i>Global Perspectives on Business</i>	Management Department Curriculum and Assessment Committee

**Table 16. Management Program Assessment Results, 2014-2015**

Learning Objective	Average Score 2014-15 <sup>1</sup>
<b>Management Principles Learning Objective:</b> Analyze and recommend solutions for business problems using management concepts and theories.	
Identifies and infers from key facts to develop a plausible explanation of management issues and behavior in context.	1.67
Apply theoretical concepts to explain a management situation from different perspectives.	1.05
Recommend plausible solutions that consider potential unintended consequences of management decisions.	1.08
<b>Global Learning Objective:</b> Summarize and evaluate the ways in which management practices influence, and are influenced by, the global context of business.	
Identification factors in the global context (political, social, cultural, economic, etc.) that influence management.	1.49
Analysis Of Global Management Opportunities and Challenges	1.03
Development of Global Business Strategies	.77
<b>OB/HR Learning Objective:</b> Explain the complex interaction of individual, group and organizational factors that are relevant to organizational effectiveness.	
Identify ways in which organizational effectiveness is achieved at individual, group, and organizational levels.	1.49
Analyze how factors at each level (individual, group, and organizational) impact and are impacted by factors at the other two levels.	1.18
Apply theory and/or empirical evidence to develop recommendations for managers to impact positive outcomes at the individual, group, and organizational levels.	.85
<b>CSR Learning Objective:</b> Evaluate management practices with regard to social responsibility and ethics.	
Demonstrate knowledge of CSR concepts	N/A
Recognize CSR Issues in managerial situations	N/A
Illustrate the social and ethical dimensions of management decisions	N/A

<sup>1</sup> Measurement Scale: 0 = Does not meet expectations, 1 = Meets expectations, 2 = Exceeds expectations

While overall the assessment results are good, the management department expressed concern about the administration of the task in MGT 360, a course that is typically taken early in the program such that students may not have had enough exposure to certain concepts. One proposal is to move the assessment task to MGT 408 where all of the students are seniors.

### G. Marketing Program

Table 17 contains the learning objectives for the marketing major and the 2014-15 assessment plan for the department, while Table 18 contains the assessment results.

**Table 17. Marketing Program Assurance of Learning Plan, 2014-2015**

<b>Learning Objective</b>	<b>Artifact</b>	<b>Site</b>	<b>Evaluators</b>
<p><b><u>L.O. 1: Marketing and Its Role in Society</u></b>            Students will be able to define the concept of marketing and explain how marketing impacts, and is impacted by, individuals, organizations, and society over time.</p>	Two-part final paper	Marketing capstone course: <i>MKT 479, Marketing Management</i>	All marketing department faculty
<p><b><u>L.O. 2: Markets</u></b>            Students will be able to explain the decision making process and factors that influence the decision making process across markets.</p>	Two-part final paper	Marketing capstone course: <i>MKT 479, Marketing Management</i>	All marketing department faculty
<p><b><u>L.O. 3: Marketing Strategy</u></b>            Students will be able to apply marketing concepts, frameworks and analyses to create appropriate marketing strategies and assess the benefits and consequences associated with alternate strategies.</p>	Two-part final paper	Marketing capstone course: <i>MKT 479, Marketing Management</i>	All marketing department faculty
<p><b><u>L.O. 4: The Marketing Mix</u></b>            Students will be able to explain and apply marketing principles and frameworks to make sound decisions related to the marketing mix.</p>	Two-part final paper	Marketing capstone course: <i>MKT 479, Marketing Management</i>	All marketing department faculty
<p><b><u>L.O. 5: Marketing Research</u></b>            Students will understand the role market research plays in marketing strategy; explain the research process; identify appropriate methods for obtaining information; and identify and apply critical metrics that support managerial decision-making.</p>	Two-part final paper	Marketing capstone course: <i>MKT 479, Marketing Management</i>	All marketing department faculty

The marketing department uses an informal benchmark of 60 percent of students categorized as proficient or advanced.

**Table 18. Marketing Program Assessment Results, 2014-2015**

Learning Objective	Question on Assessment Instrument	Percentage of Students Categorized as Proficient or Advanced
<b>L.O. 1: Marketing and Its Role in Society</b> Students will be able to define the concept of marketing and explain how marketing impacts, and is impacted by, individuals, organizations, and society over time.	Do you view Google Glass as a product, service, idea, or experience? Compare and contrast the different approaches.	96.7
	Google Glass has numerous stakeholders. Who are they? What are their needs, wants, and benefits over the life cycle?	63.3
<b>L.O. 2: Markets</b> Students will be able to explain the decision making process and factors that influence the decision making process across markets.	How do the decision-making processes differ between potential consumer segments?	76.7
	How do the decision-making processes differ between different potential business segments?	60.0
	How do the decision-making processes differ between potential customers (consumers versus businesses)?	83.3
<b>L.O. 3: Marketing Strategy</b> Students will be able to apply marketing concepts, frameworks and analyses to create appropriate marketing strategies and assess the benefits and consequences associated with alternate strategies.	What are your marketing objectives at each stage of the Google Glass lifecycle?	93.3
	Which market(s) will you target? Evaluate the (current and potential) attractiveness of each market in your answer.	90.0
	How will you position Google Glass in your target market(s)? Why?	70.0
	What environmental factors will influence your proposed marketing strategy regarding Google Glass? Evaluate the different environmental factors and expected changes over the life cycle.	66.7
<b>L.O. 4: The Marketing Mix</b> Students will be able to explain and apply marketing principles and frameworks to make sound decisions related to the marketing mix.	How will you communicate with your target market(s)? Why?	50.0
	What inputs will you use to determine Consumer Price (MSRP)? Why?	66.7
	What inputs will you use to determine Business Prices? Why?	53.3
	What distribution strategy/strategies and channel(s) will you utilize? Why?	50.0

<b>L.O. 5: Marketing Research</b> Students will understand the role market research plays in marketing strategy; explain the research process; identify appropriate methods for obtaining information; and identify and apply critical metrics that support managerial decision-making.	What role will marketing research play in your strategy over the life cycle?	70.0
	What marketing metrics may be of importance to you? Explain how you will use each selected metric.	46.7
	Sales have been lower than expected during the Test Market phase. Translate the managerial problem into marketing research objectives.	80.0
	How would you use both quantitative and qualitative research methods to solve the managerial problem(s).	83.3
	Explain the research process.	56.7

The marketing department made the following observations on their assessment results:

- With the exception of “Estimating and applying key marketing metrics,” over half of the students met an acceptable level of performance, judged as proficient or advanced. There is a general consensus that more work is needed on strengthening students’ use and understanding of marketing metrics and analytics. There is less agreement in terms of how to do this, however.
- Interestingly, the learning outcome where students were least likely to meet the 60 percent benchmark, relates to their ability to make sound decisions relating to the marketing mix. This is surprising because the marketing mix is discussed in MKT 309, *Principles of Marketing*, as well as all upper level marketing classes. The faculty know they address this in their classes. Faculty felt that some of this stemmed from the nature and conditions under which the assessment task was administered. More specifically, given that students were not allowed to use any additional materials and did not have time to prepare their strategy before writing, the findings represent a worst case scenario and to put too much weight on them would be misleading. Since the faculty really expect them to be able to do this, reviewers may have had higher expectations and judged this learning goal more harshly.
- Interrater reliability may be a concern, ranging from 40% to 60% for each set of reviewers. Going across all students/items/reviewers, there was agreement between the two raters in 48.3 percent of comparisons. For any given question, reviewers agreed on the rating for 37% to 73% of students, with questions relating to Goal 4 (Marketing Mix) having the largest average agreement (73% of students) Goal 2 (Markets) having the lowest average agreement (47.8% of students).

# APPENDICES

## **Appendix A**

### **Course Assessment Report Written Communication MGT 449, fall 2014**

## **Course Assessment Report**

**Course:** MGT 449

**Learning Objective:** Written Communication

**Term:** fall 2014

### **Methodology**

MGT 449, **Administrative Policy Determination**, maps to the CBA undergraduate curriculum written communication learning objective: “Students will convey information and ideas in well-written business reports Students will convey information and ideas in oral presentations”. MGT 449 is the capstone course for the CBA Undergraduate Business program. In the fall of 2014, an assessment task was administered to all students enrolled in MGT 449 as an end-stream measure of written communication skills.

Students were presented with a case study concerning a Canadian-based multinational firm, Talisman Energy, who produces crude oil and natural gas. Talisman is considering expanding their operations into the Kurdistan region of Iraq. The decision is not an easy one, however, because of the many legal, political, security, and reputation risks associated with the investment. Of the greatest concern is the use of the funds that Talisman will pay to the Kurdistan Regional Government for the right to extract oil. Will these funds be used for economic development or to purchase weapons? Several years prior to this Talisman had been forced to abandon their investment in Sudan under accusations that the company was helping to fuel a civil war in that country because the Sudanese government was using oil revenues to purchase weaponry. Students were asked to assume the role of a business analyst and write a memo to the CEO of Talisman advising him of how the company should proceed. For a copy of the prompt given to students please see Appendix A.

Students were given the case study to read outside of class. The prompt, however, was not revealed until the two-hour final exam period, during which time the students constructed their memo. The memo was submitted via D2L and copies of the student work were given to the Assurance of Learning Coordinator. Student work was evaluated using the CBA common rubric for social responsibility (see Appendix B). The artifacts were scored by thirteen faculty from the departments of accounting, economics, finance, management and marketing, several of whom had scored MGT 449 student artifacts using the common CBA rubrics in previous semesters. Prior to scoring, faculty normed to the rubric using two pieces of student work.

Faculty evaluated student performance with respect to all six traits in the rubric. In the fall of 2014 there were 142 CBA students registered for MGT 449. Of these, 108 students were randomly selected to have their worked scored, generating a sample of 76.1 percent. For an

analysis of the characteristics of the sample vs. the population of CBA MGT 449 students please see Appendix C.

## Results

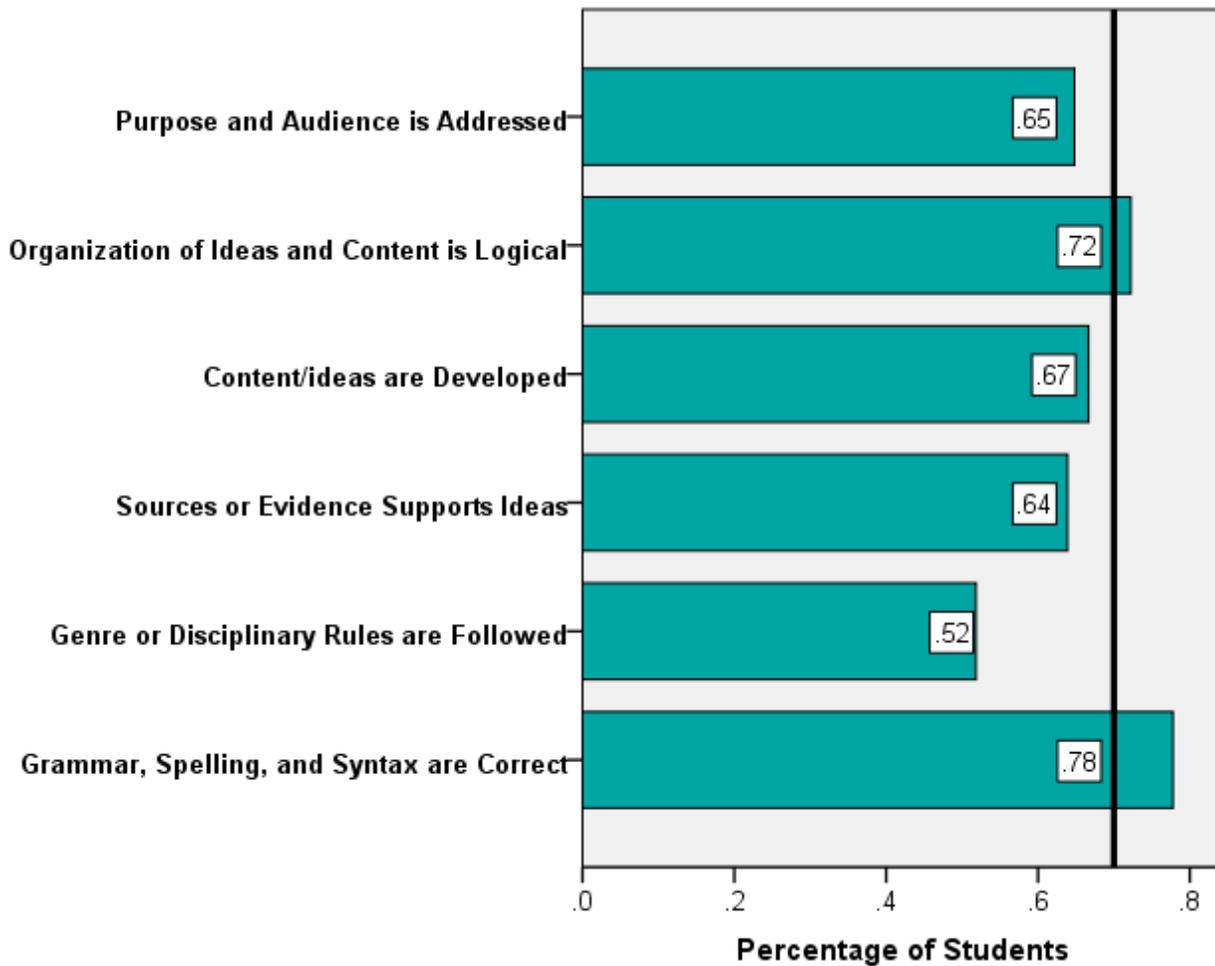
Table 1 presents a summary of the results by individual trait in the rubric, while Figure 1 displays the percentage of students who either met or more than met expectations by rubric trait. The benchmark for performance is seventy percent of students either meeting or more than meeting expectations. As can be seen in both the table and the figure, students achieved the benchmark performance level for only two of the six rubric traits: organization of ideas and grammar, spelling, and syntax. However, further analysis does not find a statistical difference in student performance between trait (b) and traits (c), (a), and (d), indicating that students performed equally well on all four of these rubric traits. For a further breakdown of the results by first major please see Appendix D.

**Table 1. Summary of Results by Trait and Score for All Students in Sample<sup>1</sup>**

Trait:	Percent that did not meet expectations (Score = 1)	Percent that met expectations (Score = 2)	Percent that more than met expectations (Score = 3)	Percent that met or more than met expectations (Score=2 or 3)
<b><i>Purpose and audience is addressed (a)</i></b>	35.2	49.1	15.7	64.8
<b><i>Organization of ideas and content is logical (b)</i></b>	27.8	57.4	14.8	72.2
<b><i>Content/ideas are developed (c)</i></b>	33.3	49.1	17.6	66.7
<b><i>Sources or evidence support ideas (d)</i></b>	36.1	50.0	13.9	63.9
<b><i>Genre or disciplinary rules are followed (e)</i></b>	48.1	42.6	9.3	51.9
<b><i>Grammar, spelling and syntax is correct (f)</i></b>	22.2	56.5	21.3	77.8

<sup>1</sup>Results are for a sample of 108 students out of 142 (76.1%) CBA majors enrolled in MGT 449 fall 2014.

Figure 1. Percentage of Students Who Met or More than Met Expectations by Rubric Trait<sup>1</sup>



<sup>1</sup>Results are for a sample of 108 students out of 142 (76.1%) CBA majors enrolled in MGT 449 fall 2014.

## Discussion

One of the larger points of discussion among the faculty who scored the student artifacts was that students seemed unaware of their audience. Oftentimes they would include information in the memo that would be common knowledge to the recipient. Others did not write in a memo format but constructed a short paper instead. One suggestion to alleviate this would be incorporating more authentic assignments into our curriculum. Faculty also noted that students do not appear to be good at making arguments; their analysis tends to be very superficial.

There was some concern expressed about the prompt in that it led students to put more in the memo than was necessary. This might have contributed to students composing

something that looked more like a paper as opposed to a memo as well as the inclusion of irrelevant information. Another faculty member wondered if students had been given a framework for the memo ahead of time.

The last time the written communication learning objective was assessed in MGT 449 was in the spring of 2013. Table 2 below provides a comparison of the results from spring 2013 and fall 2014. There does not seem to be any systematic differences in performance between the spring of 2013 and the fall of 2014. Students improved in some areas while scoring lower in others between the two time periods. One trait they scored noticeably lower in is trait (a), purpose and audience is addressed, which is consistent with faculty observations.

**Table 2: Comparison of Assessment Results, spring 2013 and fall 2014**

<b>Trait</b>	<b>Percent of students that met or more than met expectations spring 2013</b>	<b>Percent of students that met or more than met expectations, fall 2014</b>
<i>Purpose and audience is addressed (a)</i>	77.7	64.8
<i>Organization of ideas and content is logical (b)</i>	64.9	72.2
<i>Content/ideas are developed (c)</i>	56.8	66.7
<i>Sources or evidence support ideas (d)</i>	56.1	63.9
<i>Genre or disciplinary rules are followed (e)</i>	66.9	51.9
<i>Grammar, spelling and syntax is correct (f)</i>	67.6	77.8

## Appendix A: Student Prompt

# Final Exam for MGT449

### Talisman Energy Inc.

Assume the role of a business analyst and write a Memo to Mr. John Manzoni, president and chief executive officer of Talisman Energy Inc. (Talisman), advising him of how Talisman should enter into Iraq. In consideration that Talisman will indeed enter into Iraq, how should Talisman proceed if they were to be considered socially responsible? Explicitly demonstrate which theoretical frameworks you used and how you applied them. Support your analysis with evidence from the case.

## Appendix B: Written Communication Common Rubric

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

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

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

Revised Aug 1, 2012

**Appendix C: Select Demographic Characteristics of Students in MGT 449, Fall 2014**

	<b>CBA majors in Sample</b>	<b>CBA majors not in Sample</b>	<b>All CBA majors in Course</b>
<b>Number</b>	108	34	142
<b>Gender</b>			
Male	57.4%	61.8%	58.5%
Female	42.6%	38.2%	41.5%
<b>First Major<sup>1</sup></b>			
ACC	26.9%	14.7%	23.9%
ECO	3.7%	0.0%	2.8%
FIN	16.7%	41.2%	22.5%
IB	6.5%	2.9%	5.6%
IS	2.8%	2.9%	2.8%
MGT	25.9%	8.8%	21.8%
MKT	17.6%	29.4%	20.4%
<b>Combined Cumulative GPA</b>			
Median	3.18	3.10	3.15
Minimum	2.30	2.38	2.30
Maximum	4.00	3.77	4.00
<b>Composite ACT</b>			
Median	25	24	25
Minimum	19	21	19
Maximum	31	30	31
No Score	14	7	21

<sup>1</sup> Numbers may not sum to 100 percent due to rounding.

**Appendix D: Percentage of Students who “Met or More than Met Expectations” by First Major<sup>1</sup>**

<b>Rubric Trait</b>	<b>ACC (N=29)</b>	<b>ECO (N=4)</b>	<b>FIN (N=18)</b>	<b>IB (N=7)</b>	<b>IS (N=3)</b>	<b>MGT (N=28)</b>	<b>MKT (N=19)</b>
<i><b>Purpose and audience is addressed (a)</b></i>	65.5	50.0	66.7	71.4	100.0	64.3	57.9
<i><b>Organization of ideas and content is logical (b)</b></i>	69.0	100.0	72.2	71.4	33.3	82.1	63.2
<i><b>Content/ideas are developed (c)</b></i>	55.2	100.0	66.7	71.4	66.7	78.6	57.9
<i><b>Sources or evidence support ideas (d)</b></i>	48.3	75.0	72.2	85.7	66.7	64.3	68.4
<i><b>Genre or disciplinary rules are followed (e)</b></i>	41.4	50.0	66.7	57.1	0.0	60.7	47.4
<i><b>Grammar, spelling and syntax is correct (f)</b></i>	62.1	75.0	83.3	57.1	33.3	92.9	89.5

<sup>1</sup> Caution should be taken when making comparisons by major because of the small number of economics, international business, and information systems majors.

## **Appendix B**

### **Course Assessment Report**

#### **Oral Communication**

**MGT 449, fall 2014**

## **Oral Communication – MGT 449, Fall 2014**

### **I. Assessment Process**

MGT 449, **Administrative Policy Determination**, maps to the CBA undergraduate oral communication learning objective: “Students will convey information and ideas in oral presentations”. MGT 449 is the capstone course in the CBA undergraduate curriculum and students must take all other courses in the core curriculum prior to enrolling in MGT 449. In the fall of 2014, students in MGT 449 were video-recorded while giving an end-of-the-semester group oral presentation. The content of the presentations varied slightly between instructors, with some student groups focusing on how social media could be used to give certain local firms a competitive edge in the La Crosse community while others performed a strategic analysis of a large national or international company. Other student groups participated in a semester-long simulation project and their presentation consisted of an analysis of the performance of their simulated company throughout the semester. These oral presentations typically ranged from ten to fifteen minutes in length.

The presentations were recorded by university IT services with video of both the students speaking and their slides. Some student groups gave their presentation in front of their classmates while others presented to an empty room. For a few students, the power point slides used in the presentation were unobservable because they were out of the video frame. In these cases a missing score was recorded for that rubric trait. The links for the videos were provided to the Assurance of Learning Task Force and the name of each student presenter was identified. The videos were evaluated using the CBA common rubric for Oral Communication (see Appendix A). Six faculty members representing the departments of Accountancy, Economics, Finance and Marketing evaluated the videos. All six of these faculty members had participated in the evaluation oral presentations within the previous year. In addition, four of the six faculty evaluators consistently teach courses within the core curriculum that map to oral communication.

Faculty evaluated all traits in the rubric. The first five traits (language, voice, pace, delivery technique and poise) were evaluated for each individual student. The remaining five traits were evaluated on the basis of the overall performance of the group, and the individuals in each group received the same group score. In the fall of 2014, 141 students were enrolled in MGT 449. The presentations of all 141 students were evaluated using the common rubric.

### **II. Results**

The assessment results are presented in Table 1 by rubric trait. Figure 1 shows the proportion of students that “met or more than met expectations” by trait. The red line positioned at 70% in Figure 1 marks the CBA benchmark of achievement for all traits in the rubric. As can be seen

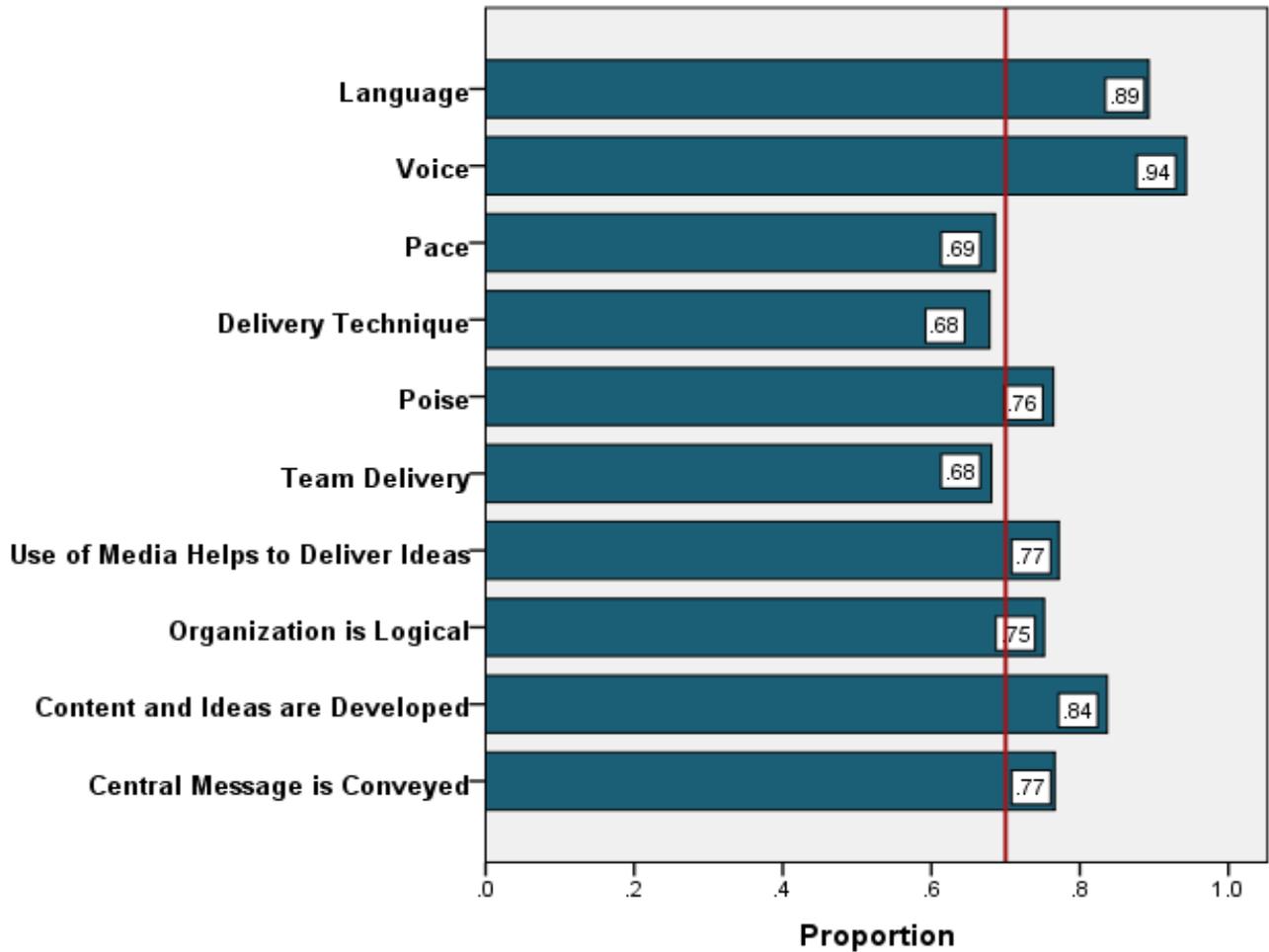
in both the table and the figure, the benchmark performance of 70 percent was achieved for seven of the ten traits in the rubric. Areas of weak performance include the pace of the presentation, physical aspects of the delivery, and the interaction between team members. Areas of high performance for individual students include the use of professional language and the tone of their voice when delivering the message.

**Table 1. Oral Communication Assessment Results by Rubric Trait, MGT 449, fall 2014**

Trait:	Percent that did not meet expectations (Score = 1)	Percent that met expectations (Score = 2)	Percent that more than met expectations (Score = 3)	Percent that met or more than met expectations (Score=2 or 3)
Language	10.7	85.7	3.6	89.3
Voice	5.7	68.6	25.7	94.3
<b>Pace</b>	31.4	52.1	16.4	<b>68.5</b>
<b>Delivery Technique</b>	32.1	60.0	7.9	<b>67.9</b>
Poise	23.6	65.0	11.4	76.4
<b>Team Delivery</b>	31.9	55.3	12.8	<b>68.1</b>
Use of Media Helps to Deliver Ideas	22.8	72.4	4.7	77.1
Organization is Logical	24.8	61.7	13.5	75.2
Content and Ideas are Developed	16.3	70.2	13.5	83.7
Central Message is Conveyed	23.4	64.5	12.1	76.6

<sup>1</sup>Results are for a sample of 141 students out of 141 (100%) CBA majors enrolled in MGT 449 in the fall of 2014. For a few students, the power point slides used in the presentation were unobservable because they were out of the video frame.

**Figure 1. Proportion of Students that “met” or “more than met” Expectations by Rubric Trait, MGT 449, fall 2014**



### III. Discussion of Results

In the fall of 2014 MGT 449 was evaluated for oral communication for the first time, meaning this is the first time we have an end-stream measure of student learning with regard to the oral communication learning objective. In the prior academic year oral communication was assessed in BUS 230, MKT 309, and the integrated core. The integrated core was a pilot program in which a common cohort of students was simultaneously enrolled in FIN 355, MKT 309 and MGT 308. While each of these three courses was taught by a different instructor the content of these core CBA classes was integrated via class projects. For the most part, MKT 309 and the integrated core both reflect a measure of oral communication near the middle of the junior year. BUS 230 students, however, are more diverse with some students taking the course as early as the second semester of their sophomore year.

Table 2 contains the proportion of students who met or more than met expectations with regard to each trait in the oral communication rubric for MGT 449 in the fall of 2014 as well as these same proportions for students in BUS 230, MKT 309, and the integrated core in the prior academic year. The purpose of Table 2 is not to provide a strict comparison between these two groups of students nor do these figures reflect the exact same group of students, first in their junior year and then later in their senior year. Instead the purpose of the table is to look for any patterns in the data that might suggest opportunities for improvement in the curriculum. The boxes shaded in yellow indicate those traits for which the 70 percent benchmark was not met.

**Table 2. Comparison of Oral Communication Assessment Results in MGT 449 with BUS 230, MKT 309, and the Integrated Core**

Trait:	Percent that met or more than met expectations, MGT 449, fall 2014	Percent that met or more than met expectations, BUS 230, fall 2013	Percent that met or more than met expectations, Integrated Core, fall 2013	Percent that met or more than met expectations, MKT 309, spring 2014
Language	89.3	87.0	96.7	94.0
Voice	94.3	95.0	93.3	94.8
Pace	68.5	70.5	75.0	78.4
Delivery Technique	67.9	59.8	83.3	72.2
Poise	76.4	68.9	83.3	86.6
Team Delivery	68.1	Not Evaluated	83.3	81.5
Use of Media Helps to Deliver Ideas	77.1	63.3	Not Evaluated	71.1
Organization is Logical	75.2	89.7	83.3	83.0
Content and Ideas are Developed	83.7	69.2	83.3	83.0
Central Message is Conveyed	76.6	76.0	91.7	80.0

What is striking about Table 2, first of all, is the fact that in both the Integrated Core and MKT 309 the benchmark was met for all traits in the rubric. It should be noted, though, that the students in the Integrated Core were a select group of 30 students with a median GPA of 3.45. This, however, is not true of the MKT 309 students in the spring of 2014 whose median GPA was 3.06. The second thing that stands out in this table is that for three out of the ten traits in the rubric MGT 449 students did not achieve the 70 percent benchmark performance. This would seem to imply a deterioration of the oral communication skills of CBA students over time.

Given that students are required to give in-class presentations throughout the business curriculum it seems unlikely that oral communication skills would have deteriorated over time. Perhaps the lack of a live audience for certain groups affected their performance. One faculty reviewer noted a lack of team interaction during several of the presentations. The absence of an audience may have led to more informality on the part of group members, particularly when they were not speaking. In addition, students who are graduating within a week of giving these presentations—many of whom may have already secured jobs within their major--may have a lower motivation to perform well than students earlier in their academic career.

The faculty reviewers noted that the quality of the video was at times an issue in completing the evaluations. The Assurance of Learning Task Force should continue to work with University IT services to improve the audio and visual of these recordings in any way possible.

**Appendix A. Oral Communication Common Rubric**

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

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

Trait	Does not meet expectations	Meets expectations	More than meets expectations
<p><b>Verbal delivery achieves purpose</b>  <b>(a) Language</b>   <b>(b) Voice</b>   <b>(c) pace</b></p>	<p>Language is inappropriate for the audience;                       Voice is inaudible or lacks expression;                       Pace is halting or too fast to understand</p>	<p>Language is appropriate for the audience;                       Voice is generally audible with some expression;                       Pace is natural</p>	<p>Voice is always audible and appropriately expressive;                       Pace flows and maintains interest</p>
<p><b>Physical delivery achieves purpose (e.g. mannerisms, eye contact)</b>  <b>(d) delivery technique</b>  <b>(e) poise</b></p>	<p>Physical delivery detracts from the presentation;                       Speaker appears uncomfortable.</p>	<p>Physical delivery makes the presentation understandable;                       Speaker appears comfortable</p>	<p>Physical delivery makes the presentation interesting;                       Speaker appears confident.</p>
<p><b>Team delivery achieves purpose (if applicable)</b>  <b>(f)</b></p>	<p>Transitions or interactions between team members detract from presentation.</p>	<p>Transitions or interactions between team members make the presentation understandable.</p>	<p>Transitions or interactions between team members enhance the presentation.</p>
<p><b>Use of media helps to deliver information/ideas</b>  <b>(g)</b></p>	<p>Visual aids are sometimes irrelevant and/or fail to convey information which improves understanding of the content</p>	<p>Visual aids are relevant and convey information which improves understanding of the content</p>	<p>Visual aids are relevant, clear, and generate interest and understanding of the content</p>
<p><b>Organization of ideas and content is logical (introduction, transitions, conclusions)</b>  <b>(h)</b></p>	<p>Organizational sequence is not clear, and/or presentation feels disjointed</p>	<p>Organizational sequence is clear with only minor transitional problems.</p>	<p>Organizational sequence is clear and creates a cohesive presentation.</p>
<p><b>Content and ideas are developed</b>  <b>(i)</b></p>	<p>Information is insufficient to support the ideas presented <u>or</u> irrelevant content is presented</p>	<p>Information is generally sufficient to support the ideas presented and minimal irrelevant content is presented</p>	<p>Information is relevant, supports the ideas presented and lends credibility to conclusions</p>
<p><b>Central message is conveyed</b>  <b>(j)</b></p>	<p>Central message is absent or not explicitly stated.</p>	<p>Central message is basically understandable.</p>	<p>Central message is clear and consistent.</p>

Revised March 2014: continued with trait definitions

## Definitions of traits:

In order to clarify and/or provide examples of each trait, these definitions are provided to improve inter-rater reliability.

- (a) **Language:** *appropriate language means that language is not overly verbose to the point of being distracting; appropriate language does not contain slang or phrases like “you guys” and is not overly casual.*
- (b) **Voice:** *rubric sufficiently defines*
- (c) **Pace:** *Pace which does not meet expectations is so fast that it is difficult to understand content, or so slow that it is distracting. The latter usually includes many pauses, and sometimes excessive “ums”. If it becomes distracting, then the purpose of the material is not conveyed.*
- (d) **Physical delivery technique:** *Physical delivery which does not meet expectations includes characteristics like the failure to make any eye contact, reading from the screen or notes constantly, hands in pockets, inappropriate dress (caps), nervous habits like rocking, and failure to remain engaged while team members are talking. Students that have no gestures typically receive “meets”, whereas students who point to slides without continually focusing on them are typically scored as “more than meets”.*
- (e) **Poise:** *Besides looking at student comfort, excessive giggling distracts from purpose. Excessive “ums” may be considered here as well as in “pace”*
- (f) **Team Delivery:** *This is a team score which considers both the interaction and transitions between team members.*
- (g) **Media:** *To be considered “relevant” students should have considered whether what is on slide contributes to understanding or not. Visuals should be readable to convey information, including the key. Students should also consider whether numbering schemes are meaningful to the listener or only important for internal organization.*
- (h) **Organization:** *Typically “future directions” would be at end of presentation.*
- (i) **Content/ideas developed:** *Relevancy is key. A student “does not meet” if conclusions are inappropriate or incorrect.*
- (j) **Central message:** *Central message means the sense of a “wrap” of the entire story – the “take-away” or memorable message.*

# **Appendix C**

## **Course Assessment Report**

### **Critical Thinking**

**MGT 449, spring 2015**

## **Course Assessment Report**

**Course:** MGT 449

**Learning Objective:** Critical Thinking

**Term:** spring 2015

### **Methodology**

MGT 449, Administrative Policy Determination, maps to the CBA undergraduate curriculum critical thinking and decision-making learning objective: “Students will evaluate alternatives and understand the ramifications of those alternatives within a given business context.”

MGT 449 is the capstone for the CBA Undergraduate Business program.

In the spring of 2015, an assessment task was administered to all students enrolled in MGT 449 as an end-stream measure of critical thinking skills. Students were presented with a case study concerning a multinational firm, Lincoln Electric, who manufactures welding equipment and supplies. Lincoln Electric is considering opening a manufacturing facility in Indonesia. This is not an easy decision, however, because Indonesia is both politically and economically unstable. The firm has the opportunity to open a manufacturing plant wholly on their own or enter into a joint venture with one of their two suppliers in Asia. There is the issue of compensation for employees as well. Lincoln Electric, founded in 1895, has relied heavily on a compensation package centered around piecework but will this type of compensation system work in Indonesia? Students were asked to assume the role of the President of the Asia region for Lincoln Electric and write a memo to the CEO of the company with their analysis of the situation and recommendations for future actions. For a copy of the prompt given to students please see Appendix A.

Students were given the case study to read outside of class. The prompt, however, was not revealed until the two-hour final exam period, during which time the students constructed their memo. The memo was submitted via D2L and copies of the student work were given to the Assurance of Learning Coordinator. Student work was evaluated using the CBA common rubric for critical thinking and decision making (see Appendix B). The artifacts were scored by thirteen faculty from the departments of accounting, economics, finance, and management, several of whom had scored MGT 449 student artifacts using the common CBA rubrics in prior semesters. The Dean of the College of Business Administration also participated in the scoring of student work. Prior to scoring, faculty normed to the rubric using two pieces of student work.

Faculty evaluated student performance with respect to four out of five traits in the rubric. The third trait, trait c, which evaluates student use of external sources was not used because the

assignment did not prompt this skill. In the spring of 2015 there were 221 CBA students registered for MGT 449. Of these, 197 students were randomly selected to have their worked scored, generating a sample of 89 percent. For an analysis of the characteristics of the sample vs. the population of CBA MGT 449 students please see Appendix C.

## Results

Table 1 presents a summary of the results by individual trait in the rubric, while Figure 1 displays the percentage of students who either met or more than met expectations by rubric trait. The benchmark for performance is seventy percent of students either meeting or more than meeting expectations. As can be seen in the table and figure, the benchmark of seventy percent was met for all traits in the critical thinking and decision-making rubric. For a further breakdown of results by major please see Appendix D.

**Table 1: Summary of Results by Trait and Score for All Students in Sample<sup>1</sup>**

<b>Trait:</b>	Percent that did not meet expectations (Score = 1)	Percent that met expectations (Score = 2)	Percent that more than met expectations (Score = 3)	Percent that met or more than met expectations (Score = 2 or 3)
<i>Identifies the problem or question (a)</i>	9.1	43.7	47.2	<b>90.9</b>
<i>Identifies relevant variables<sup>2</sup> (b)</i>	15.2	55.3	29.4	<b>84.7</b>
<i>Develops relevant alternative approaches or solutions by integrating positions or perspectives (d)</i>	18.3	51.8	29.9	<b>81.7</b>
<i>Evaluates or draws conclusions about the potential impact of alternatives (e)</i>	19.3	52.3	28.4	<b>80.7</b>

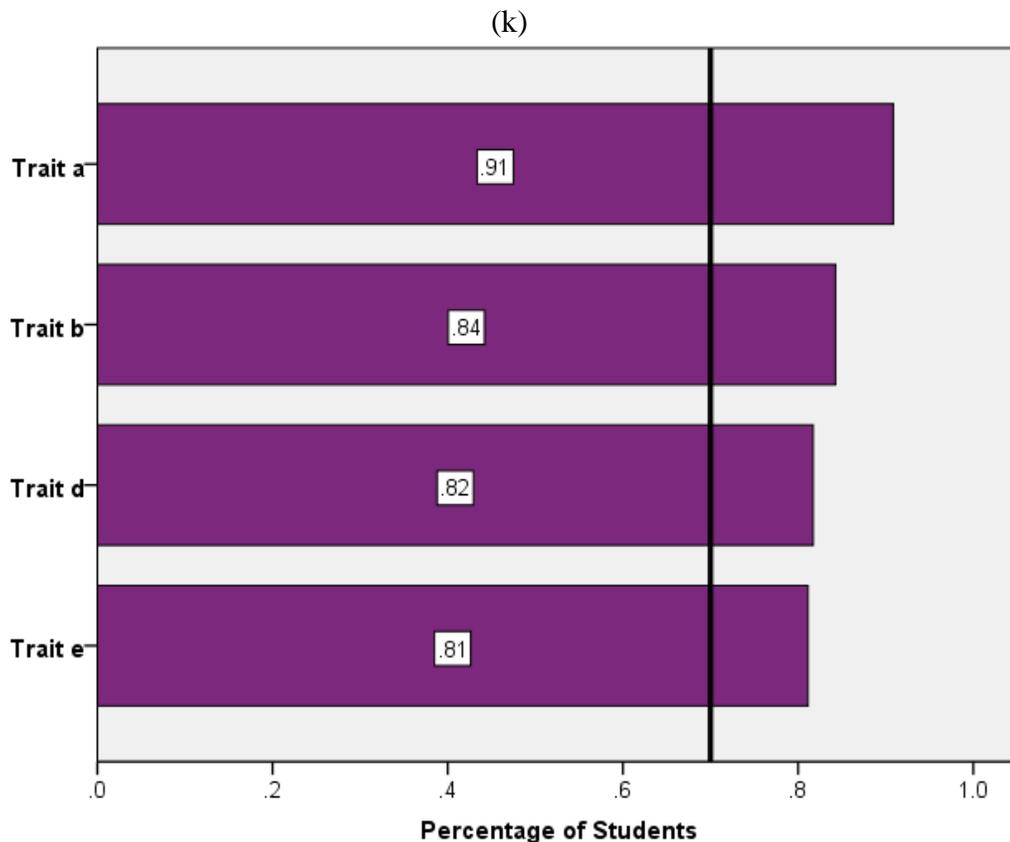
<sup>1</sup> Results are for a sample of 197 students out of 221 (89%) CBA majors enrolled in MGT 449 in the spring of 2015.

<sup>2</sup> Percentages may not sum to 100 percent due to rounding.

## Discussion

While at first glance the results appear very encouraging, caution needs to be taken when interpreting these results. As faculty began to score student artifacts it became evident that the conditions under which the assessment task was administered varied by instructor. In particular, it appeared that one of the three MGT 449 instructors had allowed students to complete the assignment outside of class. Theoretically, the longer time frame associated with out-of-class work and the ability to consult with other students would produce work of higher quality than that generated during the two-hour final exam period. Faculty also expressed concern about the age of the case study itself, noting that solutions for the case are readily available online. This would tend to improve scores regardless of whether the task was completed inside or outside of class.

**Figure 1: Proportion of Students that “met” or “more than met” Expectations, by Rubric Trait<sup>1</sup>**



<sup>1</sup> Results are for a sample of 197 students out of 221 (89%) CBA majors enrolled in MGT 449 in the spring of 2015.

While written communication skills were not being assessed with this particular task, faculty, nonetheless, discussed aspects of students' writing. Most notable was, that despite being directed to construct a memo, many students wrote short papers instead, including cover pages and references. While this behavior was more heavily concentrated among the students of one instructor, it appeared across all sections of the course. The content of the short papers was similar to that of the memos but students clearly did not recognize their audience. There was also a lack of recognition of the audience among those students who did construct a memo. Many students referred to themselves in the third person in the memo or included information that would already be known to the recipient of the memo.

The MGT 449 Core Course Coordinator was one of the faculty who scored student artifacts and promised to address the issues outlined above with the other instructors.

## Appendix A: Student Prompt

### Lincoln Electric

Assuming the role of Mr. Michael Gillespie, write a Memo to Mr. Anthony Massaro, CEO of Lincoln Electric, discussing the risks associated with entering the Indonesian market. In your discussion (1) clearly state the problem, (2) identify the risks/threats presented by the remote/general environment, (3) use evidence from the case to generate two alternative strategies to mitigate the negative impacts of these threats, and (4) contrast the results of the proposed strategies.

## Appendix B: Decision Making and Critical Thinking Common Rubric

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

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

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

(l) Revised Aug 1, 2012

**Appendix C: Select Demographic Characteristics of Students in MGT 449,  
Spring 2015**

	<b>CBA majors in Sample</b>	<b>CBA majors not in Sample</b>	<b>All CBA majors in Course</b>
<b>Number</b>	197	24	221
<b>Gender</b>			
Male	53.8%	70.8%	55.7%
Female	46.2%	29.2%	44.3%
<b>First Major<sup>1</sup></b>			
ACC	9.1%	4.2%	8.6%
ECO	2.5%	4.2%	2.7%
FIN	25.9%	33.3%	26.7%
IB	3.0%	0.0%	2.7%
IS	5.1%	4.2%	5.0%
MGT	26.9%	29.2%	27.1%
MKT	27.4%	25.0%	27.1%
<b>Combined Cumulative GPA</b>			
Median	3.20	3.29	3.21
Minimum	2.42	2.57	2.42
Maximum	4.00	3.90	4.00
<b>Composite ACT</b>			
Median	24	24	24
Minimum	19	19	19
Maximum	33	31	33
No Score	33	3	36

<sup>1</sup> Percentages may not sum to 100 percent due to rounding.

**Appendix D: Percentage of Students who “Met or More than Met Expectations”  
by First Major<sup>1</sup>**

<b>Rubric Trait</b>	<b>ACC (N=18)</b>	<b>ECO (N=5)</b>	<b>FIN (N=51)</b>	<b>IB (N=6)</b>	<b>IS (N=10)</b>	<b>MGT (N=53)</b>	<b>MKT (N=54)</b>
<i><b>Identifies the problem or question (a)</b></i>	83.3	60.0	88.3	100.0	90.0	90.5	98.1
<i><b>Identifies relevant variables (b)</b></i>	83.4	80.0	86.2	100.0	90.0	81.1	85.2
<i><b>Develops relevant alternative approaches or solutions by integrating positions or perspectives (d)</b></i>	72.2	100.0	82.4	83.3	90.0	79.2	83.3
<i><b>Evaluates or draws conclusions about the potential impact of alternatives (e)</b></i>	83.3	80.0	84.3	100.0	90.0	69.8	83.4

<sup>1</sup> Caution should be taken when making comparisons by major because of the small number of economics, international business, and information systems majors.

## **Appendix D**

### **Course Assessment Report Global Context of Business MGT 449, spring 2015**

## **Course Assessment Report**

**Course:** MGT 449

**Learning Objective:** Global Context of Business

**Term:** spring 2015

### **Methodology**

MGT 449, Administrative Policy Determination, maps to the CBA undergraduate curriculum global context of business learning objective: “Students will demonstrate the ability to integrate global perspectives in business decisions.” MGT 449 is the capstone for the CBA Undergraduate Business program.

In the spring of 2015, an assessment task was administered to all students enrolled in MGT 449 as an end-stream assessment of this learning objective. Students were presented with a case study concerning a multinational firm, Lincoln Electric, who manufactures welding equipment and supplies. Lincoln Electric is considering opening a manufacturing facility in Indonesia. This is not an easy decision, however, because Indonesia is both politically and economically unstable. The firm has the opportunity to open a manufacturing plant wholly on their own or enter into a joint venture with one of their two suppliers in Asia. There is the issue of compensation for employees as well. Lincoln Electric, founded in 1895, has relied heavily on a compensation package centered around piecework but will this type of compensation system work in Indonesia? Students were asked to assume the role of the President of the Asia region for Lincoln Electric and write a memo to the CEO of the company with their analysis of the situation and recommendations for future actions. For a copy of the prompt given to students please see Appendix A.

Students were given the case study to read outside of class. The prompt, however, was not revealed until the two-hour final exam period, during which time the students constructed their memo. The memo was submitted via D2L and copies of the student work were given to the Assurance of Learning Coordinator. Student work was evaluated using the CBA common rubric for global context of business (see Appendix B). The artifacts were scored by thirteen faculty from the departments of accounting, economics, finance, and management, several of whom had scored MGT 449 student artifacts using the common CBA rubrics in prior semesters. The Dean of the College of Business Administration also participated in the scoring of student work. Prior to scoring, faculty normed to the rubric using two pieces of student work.

Faculty evaluated student performance with respect to all four traits in the rubric. In the spring of 2015 there were 221 CBA students registered for MGT 449. Of these, 197 students were

randomly selected to have their worked scored, generating a sample of 89 percent. For an analysis of the characteristics of the sample vs. the population of CBA MGT 449 students please see Appendix C.

## Results

Table 1 presents a summary of the results by individual trait in the rubric, while Figure 1 displays the percentage of students who either met or more than met expectations by rubric trait. The benchmark for performance is seventy percent of students either meeting or more than meeting expectations. As can be seen in the table and figure, the benchmark of seventy percent was met for all traits in the global context of business rubric. For a further breakdown of results by major please see Appendix D.

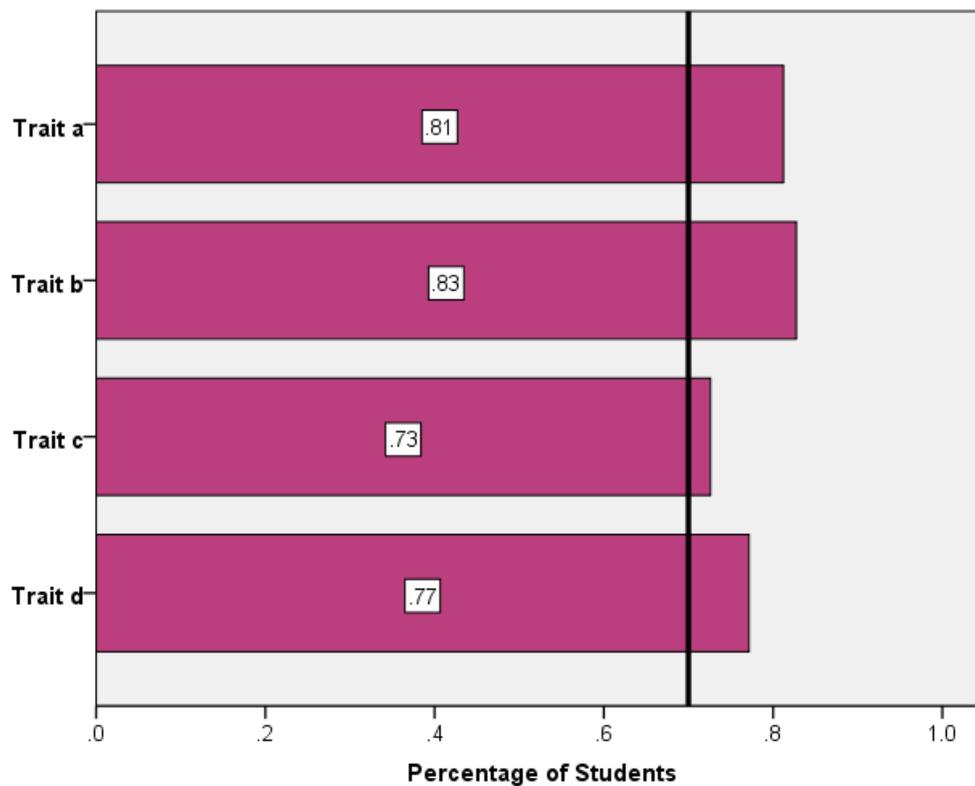
**Table 1: Summary of Results by Trait and Score for All Students in Sample<sup>1</sup>**

<b>Trait:</b>	Percent that did not meet expectations (Score = 1)	Percent that met expectations (Score = 2)	Percent that more than met expectations (Score = 3)	Percent that met or more than met expectations (Score = 2 or 3)
<b><i>Recognize the role of cultural diversity in business decisions<sup>2</sup> (a)</i></b>	18.8	37.6	43.7	<b>81.3</b>
<b><i>Identify how political, social/cultural, economic and legal factors impact business decisions (b)</i></b>	17.3	48.7	34.0	<b>82.7</b>
<b><i>Analyze how political, social/cultural, economic and legal factors interact to impact business decisions<sup>2</sup> (c)</i></b>	27.4	43.1	29.4	<b>72.5</b>
<b><i>Use political, social/cultural, economic and legal factors to formulate decisions <u>or</u> evaluate how practices/policies are affected. (d)</i></b>	22.8	53.8	23.4	<b>77.2</b>

<sup>1</sup> Results are for a sample of 197 students out of 221 (89%) CBA majors enrolled in MGT 449 in the spring of 2015.

<sup>2</sup> Percentages may not sum to 100 percent due to rounding.

**Figure 1: Proportion of Students that “met” or “more than met” Expectations, by Rubric Trait<sup>1</sup>**



<sup>1</sup> Results are for a sample of 197 students out of 221 (89%) CBA majors enrolled in MGT 449 in the spring of 2015.

## Discussion

While at first glance the results appear very encouraging, caution needs to be taken when interpreting these results. As faculty began to score student artifacts it became evident that the conditions under which the assessment task was administered varied by instructor. In particular, it appeared that one of the three MGT 449 instructors had allowed students to complete the assignment outside of class. Theoretically, the longer time frame associated with out-of-class work and the ability to consult with other students would produce work of higher quality than that generated during the two-hour final exam period. Faculty also expressed concern about the age of the case study itself, noting that solutions for the case are readily available online. This would tend to improve scores regardless of whether the task was completed inside or outside of class.

While written communication skills were not being assessed with this particular task, faculty, nonetheless, discussed aspects of students' writing. Most notable was, that despite being directed to construct a memo, many students wrote short papers instead, including cover pages and references. While this behavior was more heavily concentrated among the students of one instructor, it appeared across all sections of the course. The content of the short papers was similar to that of the memos but students clearly did not recognize their audience. There was also a lack of recognition of the audience among those students who did construct a memo. Many students referred to themselves in the third person in the memo or included information that would already be known to the recipient of the memo.

The MGT 449 Core Course Coordinator was one of the faculty who scored student artifacts and promised to address the issues outlined above with the other instructors.

## Appendix A: Student Prompt

### **Lincoln Electric**

Assuming the role of Mr. Michael Gillespie, write a Memo to Mr. Anthony Massaro, CEO of Lincoln Electric, discussing the risks associated with entering the Indonesian market. In your discussion (1) clearly state the problem, (2) identify the risks/threats presented by the remote/general environment, (3) use evidence from the case to generate two alternative strategies to mitigate the negative impacts of these threats, and (4) contrast the results of the proposed strategies.

## Appendix B: Global Context of Business Common Rubric

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

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

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

**Appendix C: Select Demographic Characteristics of Students in MGT 449, Spring 2015**

	<b>CBA majors in Sample</b>	<b>CBA majors not in Sample</b>	<b>All CBA majors in Course</b>
<b>Number</b>	197	24	221
<b>Gender</b>			
Male	53.8%	70.8%	55.7%
Female	46.2%	29.2%	44.3%
<b>First Major<sup>1</sup></b>			
ACC	9.1%	4.2%	8.6%
ECO	2.5%	4.2%	2.7%
FIN	25.9%	33.3%	26.7%
IB	3.0%	0.0%	2.7%
IS	5.1%	4.2%	5.0%
MGT	26.9%	29.2%	27.1%
MKT	27.4%	25.0%	27.1%
<b>Combined Cumulative GPA</b>			
Median	3.20	3.29	3.21
Minimum	2.42	2.57	2.42
Maximum	4.00	3.90	4.00
<b>Composite ACT</b>			
Median	24	24	24
Minimum	19	19	19
Maximum	33	31	33
No Score	33	3	36

<sup>1</sup> Percentages may not sum to 100 percent due to rounding.

**Appendix D: Percentage of Students who “Met or More than Met Expectations” by First Major<sup>1</sup>**

<b>Rubric Trait</b>	<b>ACC (N=18)</b>	<b>ECO (N=5)</b>	<b>FIN (N=51)</b>	<b>IB (N=6)</b>	<b>IS (N=10)</b>	<b>MGT (N=53)</b>	<b>MKT (N=54)</b>
<i><b>Identifies the problem or question (a)</b></i>	83.3	60.0	76.5	83.4	100.0	75.5	88.9
<i><b>Identifies relevant variables (b)</b></i>	88.9	100.0	74.6	100.0	100.0	77.3	87.1
<i><b>Develops relevant alternative approaches or solutions by integrating positions or perspectives (d)</b></i>	72.2	100.0	72.6	50.0	90.0	66.0	75.9
<i><b>Evaluates or draws conclusions about the potential impact of alternatives (e)</b></i>	77.8	80.0	74.6	83.3	90.0	69.8	83.4

<sup>1</sup> Caution should be taken when making comparisons by major because of the small number of economics, international business, and information systems majors.

## **Appendix E**

### **Course Assessment Report Social Responsibility MGT 449, fall 2014**

## **Course Assessment Report**

**Course:** MGT 449

**Learning Objective:** Social Responsibility

**Term:** fall 2014

### **Methodology**

MGT 449, **Administrative Policy Determination**, maps to the CBA undergraduate curriculum social responsibility learning objective: “Students will demonstrate the ability to consider the effects of business decisions on the entire social system”. MGT 449 is the capstone course for the CBA Undergraduate Business program. In the fall of 2014, an assessment task was administered to all students enrolled in MGT 449 as an end-stream assessment of this learning objective.

Students were presented with a case study concerning a Canadian-based multinational firm, Talisman Energy, who produces crude oil and natural gas. Talisman is considering expanding their operations into the Kurdistan region of Iraq. The decision is not an easy one, however, because of the many legal, political, security, and reputation risks associated with the investment. Of the greatest concern is the use of the funds that Talisman will pay to the Kurdistan Regional Government for the right to extract oil. Will these funds be used for economic development or to purchase weapons? Several years prior to this Talisman had been forced to abandon their investment in Sudan under accusations that the company was helping to fuel a civil war in that country because the Sudanese government was using oil revenues to purchase weaponry. Students were asked to assume the role of a business analyst and write a memo to the CEO of Talisman advising him of how the company should proceed. For a copy of the prompt given to students please see Appendix A.

Students were given the case study to read outside of class. The prompt, however, was not revealed until the two-hour final exam period, during which time the students constructed their memo. The memo was submitted via D2L and copies of the student work were given to the Assurance of Learning Coordinator. Student work was evaluated using the CBA common rubric for social responsibility (see Appendix B). The artifacts were scored by thirteen faculty from the departments of accounting, economics, finance, management and marketing, several of whom had scored MGT 449 student artifacts using the common CBA rubrics in previous semesters. Prior to scoring, faculty normed to the rubric using two pieces of student work.

Faculty evaluated student performance with respect to all four traits in the rubric. In the fall of 2014 there were 142 CBA students registered for MGT 449. Of these, 108 students were randomly selected to have their work scored, generating a sample of 76.1 percent. For an

analysis of the characteristics of the sample vs. the population of CBA MGT 449 students please see Appendix C.

## Results

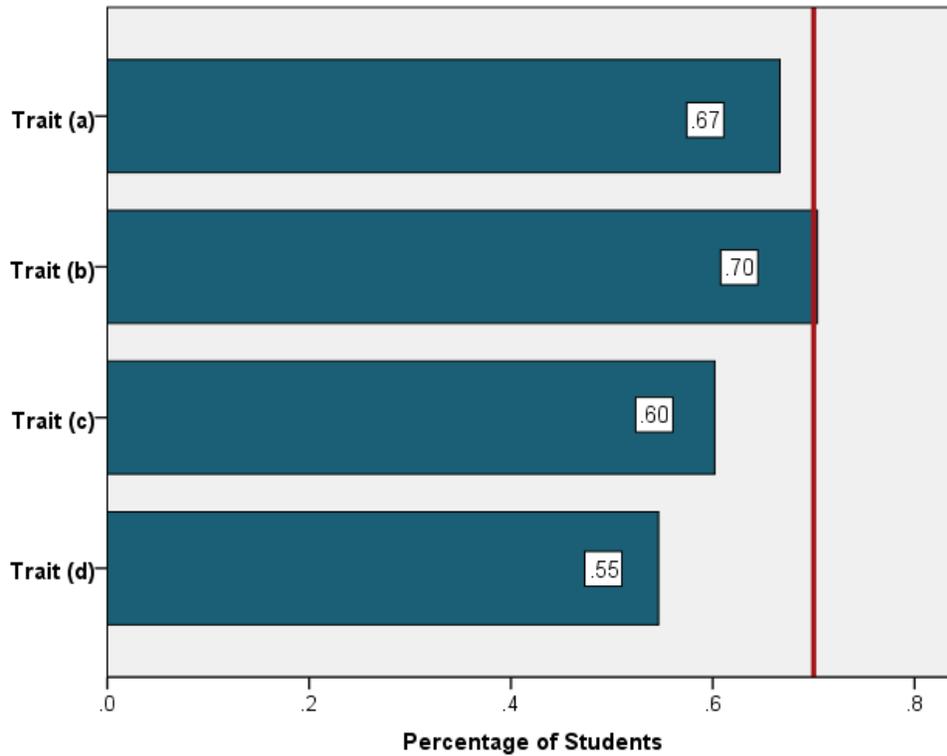
Table 1 presents a summary of the results by individual trait in the rubric, while Figure 1 displays the percentage of students who either met or more than met expectations by rubric trait. The benchmark for performance is seventy percent of students either meeting or more than meeting expectations. As can be seen in both the table and the figure, students achieved the benchmark performance level for only one of the four rubric traits: Recognize the importance of standards of ethical business conduct. The last two traits in the rubric require students to demonstrate their ability to incorporate social responsibility principles at progressively higher levels of critical thinking. Students performed statistically lower on these two traits in comparison to trait (b). For a further breakdown of the results by first major please see Appendix D.

**Table 1. Summary of Results by Rubric Trait for All Students in Sample<sup>1</sup>**

<b>Trait:</b>	<b>Percent that did not meet expectations (Score = 1)</b>	<b>Percent that met expectations (Score = 2)</b>	<b>Percent that more than met expectations (Score = 3)</b>	<b>Percent that met or more than met expectations (Score = 2 or 3)</b>
<i>Demonstrate an awareness of social and ethical responsibilities to various stakeholders (a)</i>	33.3	52.8	13.9	66.7
<i>Recognize the importance of standards of ethical business conduct (b)</i>	29.6	57.4	13.0	70.4
<i>Recognize the ecological, social, and economic implications of business decisions (c)</i>	39.8	49.1	11.1	60.2
<i>Analyze the ecological, social, and economic implications of business decisions (d)</i>	45.4	46.3	8.3	54.6

<sup>1</sup> Results are for a sample of 108 students out of 142 (76.1%) CBA majors enrolled in MGT 449 in the fall of 2014.

**Figure 1. Percentage of Students Who Met or More than Met Expectations by Rubric Trait<sup>1</sup>**



<sup>1</sup> Results are for a sample of 108 students out of 142 (76.1%) CBA majors enrolled in MGT 449 in the fall of 2014.

## Discussion

Faculty comments on student work mirror these results. In particular, faculty noted students recognize that corporate social responsibility is important but do not appear to have any passion for it. They acknowledge that it exists but do not go into any great depth about it. They focused on the most obvious aspects of corporate social responsibility presented in the case. One faculty member, however, raised the following question: Did students have enough knowledge to understand the ecological impacts of oil drilling?

Some of the discussion centered around the prompt given to students. One faculty member felt that the prompt lead students to put more in the memo than necessary. Someone else noted that it prompted corporate social responsibility but in past semesters has not. Would this make a difference in the results?

The last time the social responsibility learning objective was assessed in MGT 449 was in the spring of 2013. At that time students did not achieve the benchmark performance of 70 percent of students either meeting or exceeding expectations for any of the traits in the social responsibility rubric. Table 2 below provides a comparison of the results from spring 2013 and fall 2014. Based on descriptive statistics alone, students performed better in the fall of 2014 than in the spring of 2013. Whether this is attributable to changes in the prompt or other factors, however, is difficult to discern.

**Table 2: Comparison of Assessment Results, spring 2013 and fall 2014**

<b>Trait:</b>	<b>Percent of students that met or more than met expectations, spring 2013</b>	<b>Percent of students that met or more than met expectations, fall 2014</b>
<i>Demonstrate an awareness of social and ethical responsibilities to various stakeholders (a)</i>	67.6	66.7
<i>Recognize the importance of standards of ethical business conduct (b)</i>	59.5	70.4
<i>Recognize the ecological, social, and economic implications of business decisions (c)</i>	56.8	60.2
<i>Analyze the ecological, social, and economic implications of business decisions (d)</i>	43.9	54.6

Other comments centered around student writing.<sup>5</sup> Faculty noted that students do not appear to be good at making arguments; their analysis tends to be very superficial. Students also seemed unaware of their audience. Oftentimes they would include information in the memo that would be common knowledge to the recipient. Incorporating more authentic assignments into our curriculum would be one potential way to mitigate this.

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<sup>5</sup> This particular assessment task was also used to assess written communication skills. Faculty scored the student artifacts using the common CBA social responsibility rubric as well as the written communication rubric.

## Appendix A: Student Prompt

# Final Exam for MGT449

### Talisman Energy Inc.

Assume the role of a business analyst and write a Memo to Mr. John Manzoni, president and chief executive officer of Talisman Energy Inc. (Talisman), advising him of how Talisman should enter into Iraq. In consideration that Talisman will indeed enter into Iraq, how should Talisman proceed if they were to be considered socially responsible? Explicitly demonstrate which theoretical frameworks you used and how you applied them. Support your analysis with evidence from the case.

## Appendix B: Social Responsibility Common Rubric

### Social Responsibility Common Rubric

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

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

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

Revised January 2013

**Appendix C: Select Demographic Characteristics of Students in MGT 449, Fall 2014**

	<b>CBA majors in Sample</b>	<b>CBA majors not in Sample</b>	<b>All CBA majors in Course</b>
<b>Number</b>	108	34	142
<b>Gender</b>			
Male	57.4%	61.8%	58.5%
Female	42.6%	38.2%	41.5%
<b>First Major<sup>1</sup></b>			
ACC	26.9%	14.7%	23.9%
ECO	3.7%	0.0%	2.8%
FIN	16.7%	41.2%	22.5%
IB	6.5%	2.9%	5.6%
IS	2.8%	2.9%	2.8%
MGT	25.9%	8.8%	21.8%
MKT	17.6%	29.4%	20.4%
<b>Combined Cumulative GPA</b>			
Median	3.18	3.10	3.15
Minimum	2.30	2.38	2.30
Maximum	4.00	3.77	4.00
<b>Composite ACT</b>			
Median	25	24	25
Minimum	19	21	19
Maximum	31	30	31
No Score	14	7	21

<sup>1</sup> Numbers may not sum to 100 percent due to rounding.

**Appendix D: Percentage of Students who “Met or More than Met Expectations” by First Major<sup>1</sup>**

<b>Rubric Trait</b>	<b>ACC (N=29)</b>	<b>ECO (N=4)</b>	<b>FIN (N=18)</b>	<b>IB (N=7)</b>	<b>IS (N=3)</b>	<b>MGT (N=28)</b>	<b>MKT (N=19)</b>
<i><b>Identifies the problem or question (a)</b></i>	55.2	100.0	66.7	42.9	66.7	71.4	78.9
<i><b>Identifies relevant variables (b)</b></i>	62.1	100.0	66.7	57.1	1.00	85.7	57.9
<i><b>Develops relevant alternative approaches or solutions by integrating positions or perspectives (d)</b></i>	55.2	75.0	72.2	57.1	33.3	60.7	57.9
<i><b>Evaluates or draws conclusions about the potential impact of alternatives (e)</b></i>	44.8	100.0	55.6	57.1	33.3	64.3	47.4

<sup>1</sup> Caution should be taken when making comparisons by major because of the small number of economics, international business, and information systems majors.

## **Appendix F**

### **Course Assessment Report**

#### **Critical Thinking**

**ECO 120, spring 2015**

## **Course Assessment Report**

**Course:** ECO 120

**Learning Objective:** Critical Thinking

**Term:** spring 2015

### **Methodology**

ECO 120, Global Macroeconomics, maps to the CBA undergraduate curriculum critical thinking and decision-making learning objective: "Students will evaluate alternatives and understand the ramifications of those alternatives within a given business context." In the spring of 2015 an assessment task was administered to all students enrolled in ECO 120. The task centered around Argentina and the effect that an appreciation of its currency, the peso, relative to one of its major trading partners has on the macroeconomy, specifically GDP. As part of their analysis students were asked to construct graphical models and use these models to predict the impact of policy actions taken by Argentina on its GDP and its ability to pay back debt owed to the United States. For a copy of the assessment task please see Appendix A.

The task was originally designed to be used for general education assessment, as ECO 120 is not only part of the CBA core curriculum but is also a general education course. The appropriateness of the task as a measure of critical thinking skills for CBA students is based on the general education learning outcome and the ECO 120 course learning objective assessed with the task, both of which focus on critical thinking skills.

**GE Student Learning Outcome:** Students will demonstrate knowledge and abilities relating to critical and creative thinking.

**ECO 120 Learning Objective:** Use the supply and demand model to predict price and quantity outcomes for markets, including markets for currencies.

The task was administered in class within the last two weeks of the semester. Students were given course credit for the task as an incentive to perform well. The exact conditions under which it was administered, however, did vary by instructor, with some placing it as a question on the final exam and others offering bonus points for completing the task. Upon completion, copies of student work were forwarded to the Assurance of Learning Coordinator. Student work was evaluated using the CBA common rubric for critical thinking and decision making (see Appendix B). The artifacts were scored by six faculty from the departments of accounting, economics, finance, and management. One of the ECO 120 instructors explained the solution to the problem to the rest of the group who then normed to the critical thinking and decision making rubric using two different student artifacts.

The faculty evaluated student performance with respect to two out of the five traits in the critical thinking rubric. The first trait in the rubric, trait a, evaluates students' ability to identify the problem. Since the problem facing Argentina was presented to students in the task this trait was not relevant. The third trait, trait c, which evaluates student use of external sources was not used because the assignment did not prompt this skill. Finally, the fourth trait, trait d, was not used because it assesses the ability to develop alternative approaches to the problem. Like trait a, students were given the solution to the problem as developed by the government of Argentina; given this, trait d did not seem relevant either.

In the spring of 2015 there were 263 CBA students registered for ECO 120. Of these, 184 students were randomly selected to have their worked scored, providing a sample of 70.0 percent. For an analysis of the characteristics of the sample vs. the population of CBA ECO 120 students please see Appendix C.

## Results

Table 1 presents a summary of the results by individual trait in the rubric, while Figure 1 displays the percentage of students who either met or more than met expectations by rubric trait. The benchmark for performance is seventy percent of students either meeting or more than meeting expectations. As can be seen in the table and figure, the benchmark of seventy percent was not met for either of the two rubric traits assessed.

**Table 1. Summary of Results by Rubric Trait and Score for All Students in Sample<sup>1</sup>**

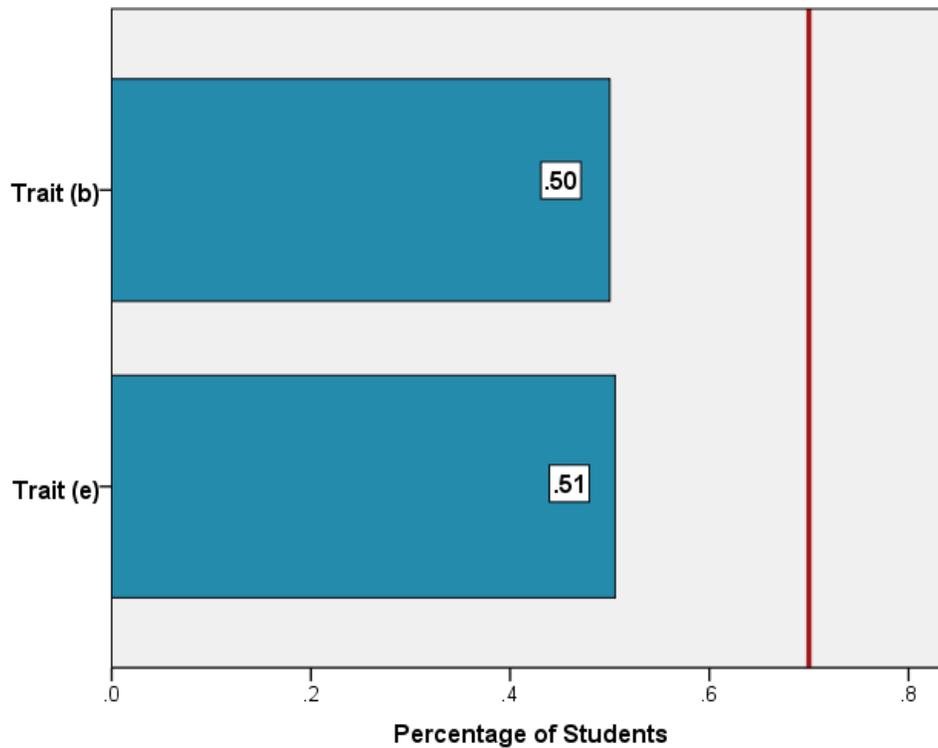
<b>Trait:</b>	Percent that did not meet expectations (Score = 1)	Percent that met expectations (Score = 2)	Percent that more than met expectations (Score = 3)	Percent that met or more than met expectations (Score=2 or 3)
<i>Acquire appropriate information or evidence to frame decisions (b)</i>	50.0	38.0	12.0	50.0
<i>Evaluates or draws conclusions about the potential impact of alternatives (e)<sup>2</sup></i>	49.5	37.0	13.6	50.6

<sup>1</sup>Results are for a sample of 184 students out of 263 (70.0%) CBA majors enrolled in ECO 120 in the spring of 2015.

<sup>2</sup>Figures may not sum to 100 percent due to rounding.

The assessment task required students to construct two different types of graphical models and to use these two models to predict outcomes. In many instances students did not construct the correct model while others did not use their models correctly and thereby predicted the wrong outcome.

**Figure 1: Proportion of Students that “met” or “more than met” Expectations, by Rubric Trait<sup>1</sup>**



<sup>1</sup>Results are for a sample of 184 students out of 263 (70.0%) CBA majors enrolled in ECO 120 in the spring of 2015.

## Discussion

Much of the discussion surrounding the results of this assessment revolved around the assessment task itself more so than student performance on the task. In particular, concerns were expressed about the wording of the task. For example, the problem involves three different countries—Argentina, Brazil, and the United States. However, in looking at student responses to the different parts of the task it would appear that some only perceived two countries being involved, rather than three. One of the ECO 120 instructors noted that she had added some additional wording to clarify the problem based on a pilot of the instrument in a previous semester.

Another issue raised was the timing of the content on exchange rates during the course of the semester. Many faculty introduce this model early in the semester and students may not be as familiar with it as they are with others covered near the end of the semester. In response to this, the ECO 120 instructors plan in future semesters to return to the exchange rate model to apply and integrate it with other models as the semester progresses.

Finally, it should be noted that differences in the way the task was administered may have had an impact on the results of the assessment. One instructor broke the task down into different questions on the final exam with part (a) located separately from the other parts of the task and following a question that prompted the answer to part (a). This may have biased the results upward. On the other hand, offering the assignment for bonus points meant that some students had a smaller stake in the results than others, which may have led to decreased effort on their part. In the end, these two effects may cancel each other out.

## **Appendix A: Student Task**

The assessment task has been removed to protect the integrity of the instrument.

## Appendix B: Decision Making and Critical Thinking Common Rubric

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

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

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

Revised Aug 1, 2012

**Appendix C: Select Demographic Characteristics of Students in  
ECO 120, Spring 2015**

	<b>CBA majors in Sample</b>	<b>CBA majors not in Sample</b>	<b>All CBA majors in Course</b>
<b>Number</b>	184	79	263
<b>Gender</b>			
Male	56.0%	59.5%	57.0%
Female	44.0%	40.5%	43.0%
<b>Class Rank</b>			
Freshman	51.4%	39.2%	47.7%
Sophomore	32.2%	43.0%	35.5%
Junior	13.1%	16.5%	14.1%
Senior	3.3%	1.3%	2.7%
<b>First Major</b>			
ACC	19.6%	22.8%	20.5%
ECO	6.0%	3.8%	5.3%
FIN	15.2%	8.9%	13.3%
IB	3.3%	2.5%	3.0%
IS	2.7%	8.9%	4.6%
MGT	21.2%	24.1%	22.1%
MKT	20.7%	16.5%	19.4%
Undecided	11.4%	12.7%	11.8%
<b>Combined Cumulative GPA</b>			
Median	3.02	2.96	3.00
Minimum	.76	2.16	.76
Maximum	4.00	4.00	4.00
<b>Composite ACT</b>			
Median	24	24	24
Minimum	17	17	17
Maximum	33	29	33
No Score	21	17	38

There are no statistical differences between those students in the sample and those who are not in terms of mean ACT scores, cumulative GPA, and the total number of credits earned. In terms of class status, statistically there is the same proportion of freshmen, sophomores, and juniors in both the sample and the group of students not included in the sample. The gender composition of both groups is statistically the same as well.

## **Appendix G**

### **Course Assessment Report**

#### **Critical Thinking**

**ACC 222, spring 2015**

## **Course Assessment Report**

**Course:** ACC 222

**Learning Objective:** Critical Thinking

**Term:** spring 2015

### **Methodology**

ACC 222, Accounting Principles II, maps to the CBA undergraduate curriculum critical thinking and decision-making learning objective: “Students will evaluate alternatives and understand the ramifications of those alternatives within a given business context.” In the spring of 2015, an assessment task was administered to all students enrolled in ACC 222. The task involved a transportation company who offers two services, long-haul freight and intra-city package delivery, between two cities, Minneapolis and Chicago. The long-haul freight service is currently losing money and the president of the company would like to discontinue this service. Students were asked to compute the annual net cash flow effect of terminating the long-haul service and based on their analysis recommend if the firm should continue or discontinue this service. One feature of the assessment task is that it included numbers students did not need in the calculation of the annual net cash flow, specifically the figures on depreciation. This was done to see if students would try to use every number or if they could discern which ones were relevant. For a copy of the assessment task please see Appendix A.

Students completed the assessment task individually in the classroom for course credit. Copies of their work were forwarded to the Assurance of Learning Coordinator. Student work was evaluated using the CBA common rubric for critical thinking and decision making (see Appendix B). The artifacts were scored by six faculty from the departments of accounting, economics, finance, and information systems. One of the ACC 222 instructors explained the solution to the problem to the rest of the group who then normed to the critical thinking and decision making rubric before scoring began.

The faculty evaluated student performance with respect to two out of the five traits in the rubric. The first trait in the rubric, trait a, evaluates students’ ability to identify the problem. Since the problem was given to the students—the long-haul freight service is losing money—this trait was not relevant. The third trait, trait c, which evaluates student use of external sources was not used because the assignment did not prompt this skill. Finally, the fourth trait, trait d, was not used because it assesses the ability to develop alternative approaches to the problem. Since students were given the appropriate alternatives—to keep or discontinue the service—this trait did not seem relevant either.

In the spring of 2015 there were 247 CBA students registered for ACC 222. Of these, 155 students were randomly selected to have their work scored, providing a sample of 62.8 percent. For an analysis of the characteristics of the sample vs. the population of CBA ACC 222 students please see Appendix C.

### **Results**

Table 1 presents a summary of the results by individual trait in the rubric, while Figure 1 displays the percentage of students who either met or more than met expectations by rubric trait. The benchmark

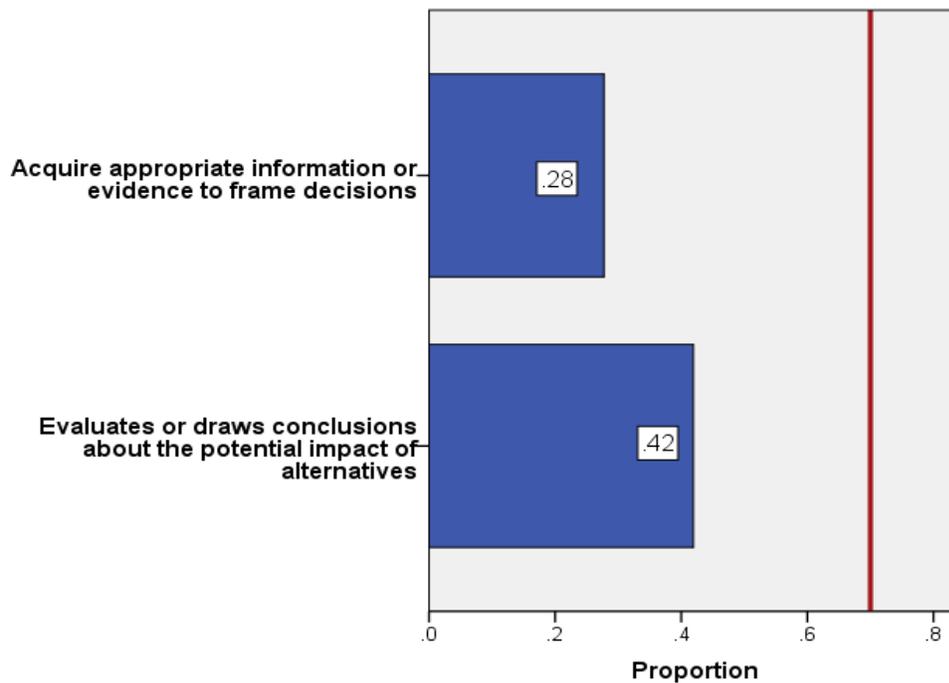
for performance is seventy percent of students either meeting or more than meeting expectations. As can be seen in the table and figure, the benchmark of seventy percent was not met for either of the two rubric traits assessed.

**Table 1. Summary of Results by Rubric Trait and Score for All Students in Sample<sup>1</sup>**

<b>Trait:</b>	Percent that did not meet expectations (Score = 1)	Percent that met expectations (Score = 2)	Percent that more than met expectations (Score = 3)	Percent that met or more than met expectations (Score=2 or 3)
<i>Acquire appropriate information or evidence to frame decisions (b)</i>	72.3	21.9	5.8	27.7
<i>Evaluates or draws conclusions about the potential impact of alternatives (e)</i>	58.1	38.1	3.9	42.0

<sup>1</sup>Results are for a sample of 155 students out of 247 (62.8%) CBA majors enrolled in ACC 222 in the spring of 2015.

**Figure 1. Proportion of Students That “met” or “more than met” Expectations, by Rubric Trait<sup>1</sup>**



<sup>1</sup>Results are for a sample of 155 students out of 247 (62.8%) CBA majors enrolled in ACC 222 in the spring of 2015.

## Discussion

Three of the four ACC 222 instructors who administered the assessment task in their class met to discuss the results of the assessment. The comments that were made in the course of this discussion include the following:

- Does the ACC 222 textbook promote critical thinking? The instructors noted the textbook focusses on computing skills but not necessarily on critical thinking skills.
- The accounting software that accompanies the textbook also does not promote the acquisition of critical thinking skills. The focus again is on computation.
- Students get lost in the details of the problem; they are not used to being presented with extraneous information.
- The assessment data illustrates that the students struggled. We would expect them to perform at the level at which they did given where they are in terms of their academic career. At the sophomore level they are beginning to develop their critical thinking skills.
- One of the instructors felt the task was too difficult; it was too much information for students at that level.
- This same faculty member suggested adjusting the task to include content covered earlier in the semester. It should still be a task that asks students to make a choice and to explain their choice. This assessment task, however, drew from concepts later in the semester, concepts covered in the chapters at the end of the semester.
- Mina Herron brings problems from prior exams forward to the next exam and offers bonus points for these problems. This process of pulling old content forward is called interleaving and is known to improve student learning.
- Could instructors offer more opportunities for students to work problems in class to build critical thinking skills?
- A new textbook has been selected for the fall semester. Volume 1 of the text will be used for ACC 221 while Volume 2 will be used for ACC 222 to provide more seamless coverage of the content.

Ultimately the instructors decided to revisit these issues after the new textbook has been in use for a couple of semesters.

## **Appendix A: Assessment Task**

The assessment task has been removed to protect the integrity of the instrument.

## Appendix B: Decision Making and Critical Thinking Common Rubric

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

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

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

Revised Aug 1, 2012

**Appendix C: Select Demographic Characteristics of Students in  
ACC 222, Spring 2015**

	<b>CBA majors in Sample</b>	<b>CBA majors not in Sample</b>	<b>All CBA majors in Course</b>
<b>Number</b>	155	92	247
<b>Gender</b>			
Male	56.1%	63.0%	58.7%
Female	43.9%	37.0%	41.3%
<b>Class Rank<sup>6</sup></b>			
Freshman	1.3%	0.0%	0.8%
Sophomore	63.2%	56.5%	60.7%
Junior	29.7%	37.0%	32.4%
Senior	5.2%	6.5%	5.7%
<b>First Major</b>			
ACC	18.1%	14.1%	16.6%
ECO	3.9%	1.1%	2.8%
FIN	17.4%	21.7%	19.0%
IB	5.8%	8.7%	6.9%
IS	3.2%	4.3%	3.6%
MGT	17.4%	19.6%	18.2%
MKT	24.5%	27.2%	25.5%
Undecided	9.7%	3.3%	7.3%
<b>Combined Cumulative GPA</b>			
Median	3.16	2.93	3.06
Minimum	2.14	1.78	1.78
Maximum	4.00	4.00	4.00
<b>Composite ACT</b>			
Median	23	24.5	24
Minimum	17	15	15
Maximum	32	32	32
No Score	27	18	45

Analysis of the data shows there are no statistical differences between those students included in the sample and those who were not with respect to the gender composition of the two groups, the total number of credits earned, and the number of credits earned at UWL. There were, on the other hand, statistical differences between the two groups with respect to both combined cumulative GPA and composite ACT score. These differences, however, are not systematic. The students in the sample have

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<sup>6</sup> One student was classified as "Other" and because of this, percentages may not sum to 100 percent.

a statistically higher GPA than those who are not, but the composite ACT score of those in the sample is statistically lower than that of the students who are not in the sample.<sup>7</sup>

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<sup>7</sup> Statistically significant at the 1 percent and 10 percent level for cumulative combined GPA and composite ACT score, respectively

## **Appendix H**

### **Notes from the Spring 2015 CBA Assurance of Learning Retreat**

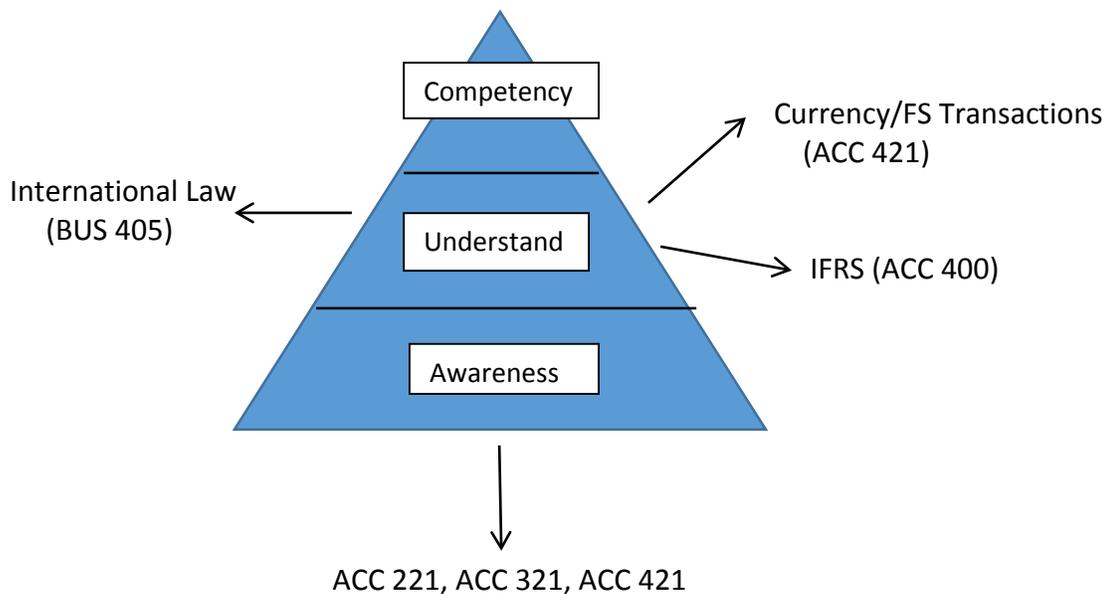
## Notes from the Breakout Sessions with Individual Departments:

### **Accounting:**

The language of business is accounting...

The accounting curriculum is in large part employer driven. What do employers want our graduates to know?

U.S. Generally Accepted vs. International Financial Reporting Standards  
Accounting Principles (ACC 400 which is an elective)



“We make the concrete abstract” Ken Winter  
i.e. specific examples to help students understand abstract concepts

Accounting does not teach culture!

### **Economics:**

Key Global Topics:

- Comparative advantage
- Exchange rates (have tool to assess this)
- Gains from trade
- Economic growth and development

- Tariffs
- Impact of institutions on economic outcomes

These topics are all covered in either ECO 110 or ECO 120

***Finance:***

Key global concepts:

- Exchange rates and foreign currency (FIN 380/FIN 485 (?) )
- Fundamental knowledge of international financial markets (FIN 390/ FIN 355)
- Exchange rate risk and how to manage it (FIN 355/FIN 380/FIN 390/FIN 485)
- Differences in tax structure and impacts on decision-making (FIN 380/FIN 485)
- Government policy impacts interest rates (FIN 370/FIN 380/FIN 390)
- Cultural/legal impacts on company goals/mission and decision-making (FIN 370/FIN 380/FIN 485)
- Global commodities (ex. Oil) (FIN 355(?)/FIN 370(?)/FIN 380/FIN 390)
- Currency movements and related impacts on short-term/long-term strategies of the firm (MGT 449)

***Information Systems:***

Key global concepts:

- Virtual teams
- Offshoring
- Copyright
- Privacy
- Standards
- Piracy
- Infrastructure/Availability
- Data standards
- Team cultures
- National cultures
- Cyber terrorism
- Interface designs
- Social media
- Global e-commerce
- IT strategy

Infusion Model

## **Management:**

What is international business and what impact does it have on opportunities for me?  
–CBA-level student guiding question

Key factors at macro level impacting business management: economic, legal, political, technological, and cultural contexts.

Key factors at micro level impacting business management: relationships, communication, leadership, diversity and inclusion, and teams.

Both macro and micro level factors revolve around awareness, critical-thinking, and problem solving.

### Courses in the Core:

#### **MGT 308:**

- culture (organizational culture, norms)
- diversity, leadership

#### **MGT 449:**

- Highlight/recap of macro/strategic impact
- Focus on application/problem-solving

### Management Core Courses:

#### **MGT 360:**

- Macro and micro influences
- Strategy

#### **MGT 408:**

- Broader macro influences (?)

#### **MGT 328:**

- Culture

### **Electives:**

- Global supply chain
- International HR
- Comparative Management
- Labor and human rights

## **Marketing:**

### **MKT 309:**

- Common coverage of international chapter
- Integration in textbooks
- Timing/placement
- Level of infusion ??

### **International Marketing (MKT 341):**

- Understand discipline
- Transfer of knowledge

Both of these courses are required courses.

## **For the future:**

- Communicate across departments in terms of content coverage. What global content is each department covering?
- Ensure global content in a single course is consistent across instructors and then deepen this coverage.
- Greater knowledge of study abroad programs and integration of these experiences into our classes. Students study abroad but it is removed from other courses at the University. It's a separate experience that we don't tie to other courses in our curriculum. How can we take advantage of these student experiences?
- How can we get more students to study abroad?
- Infusion into current courses rather than insertion of new courses.
- How does the IB major fit with the rest of the curriculum?
- Should there be an integrated course for IB majors?
- Should we think about how we sequence our courses?
- Should we make Introduction to Business a general education course?

## **Appendix I**

### **Curriculum Maps for the Core CBA Program spring 2015**

# College of Business Administration Content Curriculum Map

Content Map	Course	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	
<b>Objectives:</b>														
<b>Communications: Written</b> 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 be able to identify and apply different frameworks of social responsibility to business problems and recognize the short- and long-term effects on stakeholders and society.														
<b>Key:</b> Introduces, Shallow, Touches on  1  2  3  4 Emphasizes, Deep, Interspersed  5		<b>Notes:</b>												

# College of Business Administration Skill Curriculum Map

Skill Map	Course	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
<b>Objectives:</b>													
<b>Communications: Written</b> 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 be able to identify and apply different frameworks of social responsibility to business problems and recognize the short- and long-term effects on stakeholders and society.													
<b>Key:</b>		<b>Notes:</b>											
Beginning													
Developing and Practiced with Feedback													
Proficient													