

Degree/Certificate: Master of Business Administration Degree Program

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Part I – Program SLO Assessment Report for 2013-14

Part I – for the 2013-14 academic year: Assessment for business programs underwent substantial development during the 2013-14 academic year in order to comply with AACSB accreditation standards. An assessment plan for years 2013-18 has been filed with the CBPA Office of the Dean and with the university's AOL Director. It is available on request from the CBPA Assessment Coordinator. All future assessments during the time span 2013-18 will be conducted at the business-program-level, not at the major-level or course-level. This report includes results for assessment of multiple student learning objectives. AACSB standards require student learning objectives to be assessed twice (including the "closing the loop" cycle) in a five-year period. "Closing of the Loop" may occur during the same academic year as the initial assessment, but in a different quarter. Dates for each activity are indicated.

1. **Student Learning Outcomes:** The following student learning objectives were assessed during Winter Quarter 2014. "Closing of the Loop" Assessments were completed for the same learning objectives in Summer Quarter 2014:

(Leadership/Interpersonal – W14 and Su14) Be able to provide leadership and facilitate positive interpersonal business relationships.

1. MBA students practice leadership behaviors by facilitating group projects in the MBA program.
2. MBA students demonstrate leadership and interpersonal skill by completing high quality projects.

(Ethical/Global – Ethical in W14 and Su14) Be able to incorporate ethical and global considerations into business activities.

1. MBA students know foundational knowledge related to ethics, law, social responsibility, sustainability, and international business.
2. MBA students know complex ethical frameworks .
3. Using case studies, designed exercises, work experiences, or investigatory reports, MBA students are able to use analytical processes to evaluate ethical behaviors and defend their choices for solving ethical dilemmas.

(Communications – Oral in W14 and Su14) Demonstrate competency in both written and oral business communication skills

1. MBA students are able to make professional oral presentations using appropriate content, graphics, elocution, style, and conventions.
2. MBA students use application software appropriately (Powerpoint)

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

Leadership

SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;
 SLO is met, but with changes (collaboration) forthcoming;
 SLO met without change required

Ethical Analysis

SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;
 SLO is met, but with changes forthcoming;
 SLO met without change required

Oral Communication

SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;
 SLO is met, but with changes (collaboration) forthcoming;
 SLO met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

Leadership – Student-led projects were evaluated for leadership behaviors by students and the instructor in BADM 552. The collaboratively developed “MBA Leadership” rubric was used to evaluate the results. “Closing of the Loop” re-assessment took place in BADM 590 in Su 14 using the same rubric

Ethical Analysis – an ethical dilemma case was analyzed in BADM 515 . The collaboratively developed “MBA Ethical Analysis” rubric was used to evaluate the results. “Closing of the Loop” re-assessment took place in BADM 552 in Su14 using the same rubric

Oral Communications – Oral presentations were evaluated in BADM 590 using the collaboratively developed “MBA Oral Communications” rubric. “Closing of the Loop” re-assessment took place in BADM 590 in Su14 using the same rubric.

All rubrics referenced above are attached.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.
- a. Findings: Aggregate Summary Sheets are attached for all Assessments. The percentage of students meeting and/or exceeding the criteria on each rubric are

reported on the respective summary sheets. Problem areas are identified in curriculum committees by reviewing and discussing possible reasons where percentages tend to be lower (a specific standard based on percentage of students meeting the expectation has not yet been set, as this is a pilot year for evaluating the new assessment plan)

b. Analysis of findings:

Leadership:

- i. Expectations for almost all criteria were met or exceeded by 90+ percent of students. It appears that students used the rubric as a guideline for “how to be an effective leader.” The course instructor effectively guided students in evaluating the qualities of good leadership and designed appropriate activity for exercise of leadership
- ii. On issues of aggression, timidity, and coaching, there may be some slight room for improvement. These personality characteristics may be more difficult to uniformly influence.

Ethical Analysis:

1. Students were able to identify ethical problems and dilemmas and to evaluate differences in values.
2. Students were unable to use an ethical framework without prompting. Also, they were unable to describe institutional changes that might improve ethical behavior and results

Oral Communications

- i. Expectations for almost all criteria were met or exceeded by 90+ percent of students. It appears that students used the rubric as a guideline for “how to effectively orally communicate.”
- ii. The course instructor effectively guided students in evaluating the qualities of good communication and designed appropriate activity and exercises for practicing the necessary skills.

5. **What program changes will be made based on the assessment results?**

- a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

Leadership:

Further observation over time is warranted to determine if behaviors can be consistently exercised with other students.

Ethical Analysis:

The MBA Committee determined that it may be too early in the MBA students’ program to expect them to know enough about ethics to adequately apply a reasoned framework for decision-making. Further assessment was deemed necessary in a more advanced course, so BADM 552, Leadership and Ethics was chosen as the course. In addition, a well-qualified AQ instructor from the Philosophy Department was provided with materials from the course used by previous instructors. He was given background on the complexities of teaching MBA students who or may not have similar undergraduate degrees. He was assigned as the instructor in the next section offered and encouraged to determine if the materials are adequate for an applied ethics course.

Oral Communications

On eye contact and grammar, there is slight room for improvement, but the instructor notes that some of the problems were related to ESL issues. Also noted was that ESL students performed remarkably well considering that English is their second language.

- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

All listed improvement activities were applied Summer 2014. Re-assessment of the same SLOs took place in Summer 2014 as well.

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

The plan and process appears to be adequately addressing the needs of the business program at this time. The process will continue to improve as more faculty understand the procedures and gain experience in making collaborative improvements.

7. “Closing of the Loop” Results for Summer 2014
Assessment results for Summer 2014 are included as attachments. The MBA Curriculum is scheduled to evaluate results during AY 2014-15.

Initial evaluation indicates that problems with “Ethical Analysis” were alleviated in the more advanced course, where a philosophy professor made use of decision-making materials applied in previous BADM 552 classes. It appears that this criterion is adequately addressed in classes taken later in students’ programs.

A few criterion saw decreased performance in Leadership and Oral Communications. Discussions in the MBA Committee suggest that many of the performance problems may have been cultural in nature, with international students of particular backgrounds reluctant to make eye contact, project voices, or exercise assertive leadership due to cultural expectations from their native societies. One improvement may be to forward the “Oral Communications” and “Leadership” rubrics to ESL instructors for further discussion in ESL classes.

Attachments Included:

MBA Leadership Rubric

MBA Ethical Analysis Rubric

MBA Oral Communications Rubric

MBA Leadership Summary Sheet Winter 2014

MBA Ethical Analysis Summary Sheet Winter 2014

MBA Oral Communications Summary Sheet Winter 2014

MBA Leadership Single-Cycle Summary Sheet Winter-Summer 2014

MBA Ethical Analysis Single-Cycle Summary Sheet Winter-Summer 2014

MBA Oral Communications Single-Cycle Summary Sheet Winter-Summer 2014

MBA Leadership Rubric

Confidence	Exceeds Expectations (4)	Meets Expectations (3)	Marginally Meets Expectations (2)	Does Not Meet Expectations (1)
Looks comfortable and confident in exercising leadership duties				
Is not overly aggressive when leading others				
Is not apathetic or timid when leading others				
Balance Between Task and Interpersonal Relations				
Balances the need for task accomplishment with the needs of individuals in the group				
Assigns tasks by seeking volunteers and delegating as needed				
Shares information openly				
Involves group members in setting challenging goal				
Sets agenda for meetings and discussions				
Plans and schedules for accomplishment of goals				
Listening				
Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas				
Checks for agreement, acceptance, buy-in				
Recognizes conflicting viewpoints and seeks resolution				
Neutrality				
Shows respect to all group members				
Gives recognition and encouragement				
Engages all group members				
Group Management				
Stays on track by managing time				
Provides coaching or guidance				
Uses humor or sensitivity to resolve differences				
Intervenes when tasks are not moving toward goals				
Does not micromanage, but helps group structure steps to a solution when task has high degree of complexity or uncertainty in how to proceed				
Overall Evaluation				

Instructions: After observing the exercise to be evaluated, place an X in the appropriate space for relevant criteria. If a criterion does not apply, leave the row blank.

MBA Assessment

Ethics Rubric

College of Business and Public Administration Eastern Washington University

Ethics Analysis Students will:	Exceeds Expectations (4)	Meets Expectations (3)	Marginally Meets Expectations (2)	Does Not Meet Expectations (1)
Identify the Ethical Issue or Dilemma				
Understand Values of Stakeholders				
Consider Potential Conflicts between Personal, Organizational, and Social Values				
Distinguish between Ethics, Morality, and Law				
Apply a Decision-Making Process or Ethical Framework				
Define Alternatives and Potential Consequences				
Explain Decision and Evaluate Results				
Discuss Institutional Changes to Encourage Ethical Behavior				
Overall Evaluation:				

MBA Oral Communication Rubric

Organization	Exceeds Expectations (4)	Meets Expectations (3)	Marginally Meets Expectations (2)	Does Not Meet Expectations (1)
Introduces self/presenters				
Provides introductory thesis or summarizes sequence of presentation to be given				
Presents information in logical sequence				
Presents a closing statement or summarizes with conclusion reached from presentation sequence				
Ideas are connected to sources as appropriate and/or a bibliography is inserted on ending slide				
Graphics				
Graphics relate to text and presentation				
Right amount of text is displayed on slide (neither too much or too little)				
Graphics provide some visual interest				
Font size and spacing between text makes viewing easy				
Main points are bulleted (rather than in paragraphs) for quick viewing				
Elocution and Style				
Voice is clear, easy to understand				
May avoid reading directly from slide, but also does not fill a slide with lots of text while saying something completely different				
Maintains eye contact with a variety of audience members				
Dresses professionally				
Projects voice and speaks loudly enough				
Avoids “ahs” and long delays between statements				
Is not monotone; evokes enthusiasm when speaking				
Pronounces words correctly				
Does not read entire presentation from notes				
Mechanics				
Uses correct grammar (no more than two errors)				
Spelling is correct (no more than two misspellings)				
Uses bulleted points or slide structure correctly				
Correctly documents bibliographic information using appropriate format				
Overall Evaluation				

Aggregate Summary Sheet
Overall Data for MBA Leadership Goal
Single Cycle Comparison
2013-14

Category	Criteria	Measure	% That Do Not Meet Expectations		% That Marginally Meet Expectations		% That Meet Expectations		% That Exceed Expectations		% That Do Not Meet or Marginally Meet Expectations		% Meet + Exceed Expectations	
			1 st Time	2 nd Time			1 st Time	2 nd Time	1 st Time	2 nd Time	1 st Time	2 nd Time	1 st Time	2 nd Time
Confidence	Comfort	Looks comfortable and confident in exercising leadership duties	0%		5%		32%		63%		5%		95%	
	Agression	Is not overly aggressive when leading others	0%		21%		37%		42%		21%		79%	
	Timidity	Is not apathetic or timid when leading others	0%		11%		16%		74%		11%		89%	
Balance Between Task and Interpersonal Relations	Balance	Balances the need for task accomplishment with the needs of individuals in the group	0%		5%		32%		63%		5%		95%	
	Delegation	Assigns tasks by seeking volunteers and delegating as needed	5%		0%		47%		47%		5%		95%	
	Info sharing	Shares information openly	0%		0%		26%		74%		0%		100%	
	Challenge	Involves group members in setting challenging goal	5%		0%		37%		58%		5%		95%	
	Agenda	Sets agenda for meetings and discussions	5%		5%		37%		53%		11%		89%	
Listening	Plans	Plans and schedules for accomplishment of goals	0%		5%		47%		47%		5%		95%	
	Paraphrase	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas	0%		5%		42%		53%		5%		95%	
	Buy-In	Checks for agreement, acceptance, buy-in	0%		0%		37%		63%		0%		100%	
Neutrality	Conflict Res	Recognizes conflicting viewpoints and seeks resolution	0%		0%		26%		74%		0%		100%	
	Respect	Shows respect to all group members	0%		5%		21%		74%		5%		95%	
	Recognition	Gives recognition and encouragement	0%		5%		37%		58%		5%		95%	
Group Management	Engages All	Engages all group members	0%		0%		16%		84%		0%		100%	
	On Track	Stays on track by managing time	5%		0%		32%		63%		5%		95%	
	Coaching	Provides coaching or guidance	5%		5%		47%		42%		11%		89%	
	Sensitivity	Uses humor or sensitivity to resolve differences	0%		5%		53%		42%		5%		95%	
	Intervention	Intervenes when tasks are not moving toward goals	0%		5%		42%		53%		5%		95%	
Overall Evaluation			0%		5%		26%		68%		5%		95%	

Aggregate Summary Sheet

**Overall Data for Ethics Learning Objective
Single Cycle Comparison
2013-14**

		Measure	% That Do Not Meet Expectations		% That Marginally Meet Expectations		% That Meet Expectations		% That Exceed Expectations		% Do Not Meet + Marginal		% Meet + Exceed Expectations	
			1 st Time	2 nd Time	1 st Time	2 nd Time	1 st Time	2 nd Time	1 st Time	2 nd Time	1 st Time	2 nd Time	1 st Time	2 nd Time
Exploration of Problem and Perspectives	Problem ID	Identify the Ethical Issue or Dilemma	24%		24%		53%		0%		47%		53%	
	Stkholders	Understand Values of Stakeholders	0%		0%		100%		0%		0%		100%	
	Mission/Values	Consider Personal Values and How They May Conflict with Organizational Values	0%		0%		100%		0%		0%		100%	
Conflicts and Differences	Ind/Soc	Consider How Organizational Values May Conflict with Those of Society	0%		0%		100%		0%		0%		100%	
	Leg/Eth	Distinguish between Ethics, Morality, and Law	0%		24%		76%		0%		24%		76%	
	Process	Apply a Decision-Making Process or Ethical Framework	-		-		-		-		-		-	
	Alternatives	Define Alternatives and Potential Consequences	24%		76%		0%		0%		100%		0%	
Ethical Decision-Making	Decision	Make a Decision	0%		24%		76%		0%		24%		76%	
	Evaluation	Evaluate Results	0%		24%		76%		0%		24%		76%	
	Instit. Change	Discuss Institutional Changes to Encourage Ethical Behavior in Future	-		-		-		-		-		-	
Overall Evaluation			6%		21%		73%		0%		27%		73%	

Aggregate Summary Sheet
Overall Data for MBA Oral Communication Goal
Single Cycle
2013-14

Category	Criteria	Measure	% That Do Not Meet Expectations		% That Marginally Meet Expectations		% That Meet Expectations		% That Exceed Expectations		% Meet + Marginally Meet Expectations		% Meet + Exceed Expectations	
			1st Time	2nd Time	1st Time	2nd Time	1st Time	2nd Time	1st Time	2nd Time	1st Time	2nd Time	1st Time	2nd Time
Organization	Introduces	Introduces self/presenters	0%		0%		100%		0%		0%		100%	
	Introduction	Provides introductory thesis or summarizes sequence of presentation to be given	0%		0%		100%		0%		0%		100%	
	Sequence	Presents information in logical sequence	0%		0%		100%		0%		0%		100%	
	Closing	Presents a closing statement or summarizes with conclusion reached from presentation sequence	0%		0%		100%		0%		0%		100%	
	Citations	Ideas are connected to sources as appropriate and/or a bibliography is inserted on ending slide	0%		0%		100%		0%		0%		100%	
Graphics	Graphics Rel	Graphics relate to text and presentation	0%		7%		93%		0%		7%		93%	
	Amt Text	Right amount of text is displayed on slide (neither too much or too little)	0%		0%		100%		0%		0%		100%	
	Graph Int	Graphics provide some visual interest	0%		7%		93%		0%		7%		93%	
	Spacing	Font size and spacing between text makes viewing easy	0%		0%		100%		0%		0%		100%	
	Bullets	Main points are bulleted (rather than in paragraphs) for quick viewing	0%		0%		100%		0%		0%		100%	
Elocution and Style	Voice	Voice is clear, easy to understand	0%		0%		100%		0%		0%		100%	
	Follows Slide	May avoid reading directly from slide, but also does not fill a slide with lots of text while saying something completely different	4%		7%		85%		4%		11%		89%	
	Eye Contact	Maintains eye contact with a variety of audience members	4%		11%		81%		4%		15%		85%	
	Dress	Dresses professionally	4%		0%		96%		0%		4%		96%	
	Projection	Projects voice and speaks loudly enough	7%		0%		93%		0%		7%		93%	
Mechanics	Fillers	Avoids "ahs" and long delays between statements	0%		7%		93%		0%		7%		93%	
	Enthusiasm	Is not monotone; evokes enthusiasm when speaking	4%		0%		96%		0%		4%		96%	
	Pronunciation	Pronounces words correctly	0%		0%		100%		0%		0%		100%	
	Notes	Does not read entire presentation from notes	0%		0%		100%		0%		0%		100%	
Overall Evaluation	Grammar	Uses correct grammar (no more than two errors)	7%		15%		78%		0%		22%		78%	
	Spelling	Spelling is correct (no more than two misspellings)	0%		0%		100%		0%		0%		100%	
	Structure	Uses bulleted points or slide structure correctly	0%		0%		100%		0%		0%		100%	
	Bibliography	Correctly documents bibliographic information using appropriate format	0%		0%		100%		0%		0%		100%	
Overall Evaluation				0%		0%		100%		0%		100%		

Aggregate Summary Sheet
Overall Data for MBA Leadership Goal
Single Cycle Comparison
2013-14

Category	Criteria	Measure	% That Do Not Meet Expectations		% That Marginally Meet Expectations		% That Meet Expectations		% That Exceed Expectations		% That Do Not Meet or Marginally Meet Expectations		% Meet + Exceed Expectations		
			1 st Time	2 nd Time			1 st Time	2 nd Time	1 st Time	2 nd Time	1 st Time	2 nd Time	1 st Time	2 nd Time	
Confidence	Comfort	Looks comfortable and confident in exercising leadership duties	0%	21%	5%	32%	32%	11%	63%	37%	5%	53%	95%	47%	-
	Agression	Is not overly aggressive when leading others	0%	0%	21%	16%	37%	63%	42%	21%	21%	16%	79%	84%	+
	Timidity	Is not apathetic or timid when leading others	0%	11%	11%	32%	16%	32%	74%	26%	11%	42%	89%	58%	-
Balance Between Task and Interpersonal Relations	Balance	Balances the need for task accomplishment with the needs of individuals in the group	0%	0%	5%	11%	32%	84%	63%	5%	5%	11%	95%	89%	-
	Delegation	Assigns tasks by seeking volunteers and delegating as needed	5%	0%	0%	32%	47%	47%	47%	21%	5%	32%	95%	68%	-
	Info sharing	Shares information openly	0%	0%	0%	5%	26%	68%	74%	26%	0%	5%	100%	95%	-
	Challenge	Involves group members in setting challenging goal	5%	0%	0%	26%	37%	58%	58%	16%	5%	26%	95%	74%	-
	Agenda	Sets agenda for meetings and discussions	5%	0%	5%	0%	37%	100%	53%	0%	11%	0%	89%	100%	+
	Plans	Plans and schedules for accomplishment of goals	0%	0%	5%	11%	47%	79%	47%	11%	5%	11%	95%	89%	-
Listening	Paraphrase	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas	0%	0%	5%	26%	42%	58%	53%	16%	5%	26%	95%	74%	-
	Buy-In	Checks for agreement, acceptance, buy-in	0%	0%	0%	26%	37%	74%	63%	0%	0%	26%	100%	74%	-
	Conflict Res	Recognizes conflicting viewpoints and seeks resolution	0%	0%	0%	37%	26%	42%	74%	21%	0%	37%	100%	63%	-
Neutrality	Respect	Shows respect to all group members	0%	0%	5%	0%	21%	74%	74%	26%	5%	0%	95%	100%	+
	Recognition	Gives recognition and encouragement	0%	0%	5%	11%	37%	68%	58%	21%	5%	11%	95%	89%	-
	Engages All	Engages all group members	0%	0%	0%	16%	16%	63%	84%	21%	0%	16%	100%	84%	-
Group Management	On Track	Stays on track by managing time	5%	0%	0%	16%	32%	79%	63%	5%	5%	16%	95%	84%	-
	Coaching	Provides coaching or guidance	5%	0%	5%	58%	47%	42%	42%	0%	11%	58%	89%	42%	-
	Sensitivity	Uses humor or sensitivity to resolve differences	0%	0%	5%	32%	53%	68%	42%	0%	5%	32%	95%	68%	-
	Intervention	Intervenes when tasks are not moving toward goals	0%	0%	5%	16%	42%	53%	53%	32%	5%	16%	95%	84%	-
	Manages Complexity	Does not micromanage, but helps group structure steps to a solution when task has high degree of complexity or uncertainty in how to proceed	5%	0%	0%	0%	26%	95%	68%	5%	5%	0%	95%	100%	+
Overall Evaluation			0%		5%		26%		68%		5%	0%	95%	0%	

Aggregate Summary Sheet
Overall Data for Ethics Learning Objective
Single Cycle Comparison

2013-14

		Measure	% That Do Not Meet Expectations		% That Marginally Meet Expectations		% That Meet Expectations		% That Exceed Expectations		% Do Not Meet + Marginal		% Meet + Exceed Expectations		
			1 st Time	2 nd Time	1 st Time	2 nd Time	1 st Time	2 nd Time	1 st Time	2 nd Time	1 st Time	2 nd Time	1 st Time	2 nd Time	
Exploration of Problem and Perspectives	Problem ID	Identify the Ethical Issue or Dilemma	24%	0%	24%	11%	53%	22%	0%	67%	47%	11%	53%	89%	+
	Stkhldrs	Understand Values of Stakeholders	0%	0%	0%	0%	100%	89%	0%	11%	0%	0%	100%	100%	+
	Mission/Values	Consider Personal Values and How They May Conflict with Organizational Values	0%	0%	0%	38%	100%	38%	0%	25%	0%	38%	100%	63%	-
Conflicts and Differences	Ind/Soc	Consider How Organizational Values May Conflict with Those of Society	0%		0%		100%		0%		0%	0%	100%	0%	+
	Leg/Eth	Distinguish between Ethics, Morality, and Law	0%	0%	24%	0%	76%	33%	0%	67%	24%	0%	76%	100%	+
	Process	Apply a Decision-Making Process or Ethical Framework	-	0%	-		-		-		-		-	0%	+
	Alternatives	Define Alternatives and Potential Consequences	24%	0%	76%	11%	0%	44%	0%	44%	100%	11%	0%	89%	+
Ethical Decision-Making	Decision	Make a Decision	0%	0%	24%	0%	76%	56%	0%	44%	24%	0%	76%	100%	+
	Evaluation	Evaluate Results	0%	0%	24%	0%	76%	67%	0%	33%	24%	0%	76%	100%	+
	Instit. Change	Discuss Institutional Changes to Encourage Ethical Behavior in Future	-	0%	-	0%	-	56%	-	44%	-	0%	-	100%	+
Overall Evaluation			6%	0%	21%	8%	73%	49%	0%	44%	27%	8%	73%	93%	+

Aggregate Summary Sheet
Overall Data for MBA Oral Communication Goal
Single Cycle
2013-14

Category	Criteria	Measure	% That Do Not Meet Expectations		% That Marginally Meet Expectations		% That Meet Expectations		% That Exceed Expectations		% Meet + Marginally Meet Expectations		% Meet + Exceed Expectations	
			1st Time	2nd Time	1st Time	2nd Time	1st Time	2nd Time	1st Time	2nd Time	1st Time	2nd Time	1st Time	2nd Time
Organization	Introduces	Introduces self/presenters	0%	0%	0%	0%	100%	100%	0%	0%	0%	0%	100%	100%
	Introduction	Provides introductory thesis or summarizes sequence of presentation to be given	0%	0%	0%	0%	100%	80%	0%	20%	0%	0%	100%	100%
	Sequence	Presents information in logical sequence	0%	0%	0%	0%	100%	95%	0%	5%	0%	0%	100%	100%
	Closing	Presents a closing statement or summarizes with conclusion reached from presentation sequence	0%	0%	0%	20%	100%	45%	0%	35%	0%	20%	100%	80%
	Citations	Ideas are connected to sources as appropriate and/or a bibliography is inserted on ending slide	0%	0%	0%	0%	100%	100%	0%	0%	0%	0%	100%	100%
Graphics	Graphics Rel	Graphics relate to text and presentation	0%	0%	7%	0%	93%	100%	0%	0%	7%	0%	93%	100%
	Amt Text	Right amount of text is displayed on slide (neither too much or too little)	0%	0%	0%	0%	100%	85%	0%	15%	0%	0%	100%	100%
	Graph Int	Graphics provide some visual interest	0%	0%	7%	0%	93%	100%	0%	0%	7%	0%	93%	100%
	Spacing	Font size and spacing between text makes viewing easy	0%	0%	0%	0%	100%	85%	0%	15%	0%	0%	100%	100%
	Bullets	Main points are bulleted (rather than in paragraphs) for quick viewing	0%	0%	0%	0%	100%	70%	0%	30%	0%	0%	100%	100%
Elocution and Style	Voice	Voice is clear, easy to understand	0%	0%	0%	45%	100%	41%	0%	14%	0%	45%	100%	55%
	Follows Slide	May avoid reading directly from slide, but also does not fill a slide with lots of text while saying something completely different	4%	0%	7%	40%	85%	40%	4%	20%	11%	40%	89%	60%
	Eye Contact	Maintains eye contact with a variety of audience members	4%	0%	11%	45%	81%	35%	4%	20%	15%	45%	85%	55%
	Dress	Dresses professionally	4%	0%	0%	10%	96%	75%	0%	15%	4%	10%	96%	90%
	Projection	Projects voice and speaks loudly enough	7%	5%	0%	25%	93%	50%	0%	20%	7%	30%	93%	70%
	Fillers	Avoids "ahs" and long delays between statements	0%	0%	7%	0%	93%	85%	0%	15%	7%	0%	93%	100%
	Enthusiasm	Is not monotone; evokes enthusiasm when speaking	4%	0%	0%	0%	96%	90%	0%	10%	4%	0%	96%	100%
	Pronunciation	Pronounces words correctly	0%	0%	0%	15%	100%	70%	0%	15%	0%	15%	100%	85%
Notes	Does not read entire presentation from notes	0%	0%	0%	20%	100%	60%	0%	20%	0%	20%	100%	80%	
Mechanics	Grammar	Uses correct grammar (no more than two errors)	7%	0%	15%	15%	78%	70%	0%	15%	22%	15%	78%	85%
	Spelling	Spelling is correct (no more than two misspellings)	0%	0%	0%	20%	100%	60%	0%	20%	0%	20%	100%	80%
	Structure	Uses bulleted points or slide structure correctly	0%	0%	0%	0%	100%	85%	0%	15%	0%	0%	100%	100%
	Bibliography	Correctly documents bibliographic information using appropriate format	0%	0%	0%	0%	100%	85%	0%	15%	0%	0%	100%	100%
Overall Evaluation			0%		0%		100%		0%		0%	0%	100%	0%

NEW: PART II

FOLLOW-UP FROM THE 2012-13 PROGRAM ASSESSMENT REPORT

Business programs have substantially revised their assessment procedures to be in alignment with AACSB accreditation requirements. Prior assessments were completed at the “course” level. Current assessments are completed at the “program” level. This portion of the assessment report “closes out” the assessments completed at the “course” level in 2012-13.

1. **Student Learning Outcome(s)** assessed for 2012-13
 1. **Critical Thinking:** Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
 2. **Technical and Quantitative Skills:** Students are able to apply appropriate technical and quantitative skills related to business
 3. **Communication Skills:** Students are competent in both written and oral communications
 4. **Leadership and Interpersonal Skills:** Students are able to provide leadership and facilitate positive interpersonal business relationships
 5. **Ethical and Global Consideration:** Students are able to incorporate ethical and global considerations into business activities

5. **Strategies implemented , Summary of Results, and Changes** during 2013-14 to improve student learning, based on findings of the 2012-13 assessment activities.

A summary of results and changes is included on the following pages.

Assessment Plan

Due at the beginning of Fall 2012

Graduate Business Degree-level Learning Goals

(indicate all that apply)

- CRITICAL THINKING:** Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE:** Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS:** Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL:** Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL:** Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE**

Course-level Learning Outcome

(as published in the syllabus)

Learn to analyze a business problem

- a. Ability to recognize unstated assumptions
- b. Ability to distinguish factual from normative statements
- c. Ability to distinguish a conclusion from statements which support it
- d. Ability to distinguish cause-and-effect relationships from other sequential relationships.
- e. Ability to detect logical fallacies in arguments.

Assessment Objective

(student performance that demonstrates accomplishment of the goal)

Students are assigned, in groups, to analyze one large complex case during the entire quarter. They will complete a report in stages (typically 60+ pages). In the report they have to state assumptions, factual statements, provide support for their conclusions, look at causal relationships (develop a causal network diagram) and the conclusions have to be logical.

Measurement Details

(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

The course will be assessed during Winter 2013. The rubric for grading is attached at the end. Although there are several interim assignments, for assessment purposes only the final report will be used. This leads to an overall assessment of the group.

To get to the individual level, a peer-review process will be used within groups. In this portion, group members will be asked to evaluate group members on their individual abilities. This will be used in combination with the group assessment to reach individual assessment.

Expectation Standard

(acceptable measure of collective student performance as related to measurement details)

80% of the students score good or better on the analysis portion of the rubric for the final report.

Initial Assessment Report

Due by the end of the first time the course is taught in AY 2012-13 (may be returned sooner)

Findings and analysis (WINTER 2013)

Group results: 86% of the groups (6 of 7 groups) scored higher than 75% on the analysis portion of their report.

Adjusted to individual scores based on peer-evaluation:

62% of students (18 out of 29) scored 75% or higher on the analysis.

However, I was forced to submit an assessment plan during an earlier quarter and at that time wasn't yet sure of what to do and how to assess critical thinking. During the quarter, I became concerned about the validity of the approach as planned. The approach has two main flaws. First, if the group overall does not do well, then all group members are likely to get a low individual score as well. Second, the peer-evaluation process is flawed. For example, if a student does not display critical thinking him/herself, then how reliable is their assessment of critical thinking capabilities of others? In addition, my analysis of the peer-evaluation of critical thinking showed that:

- In a number of instances group members gave all (other) group members the same score. The reliability of this is questionable.
- In a number of instances a group member would receive above average scores from some group members but below average scores from another group member. This inconsistency again indicates reliability issues.

Because I foresaw some of these issues and during the quarter had time to think about the assessment, I came up with an alternative approach. On the final exam, students were asked to critically evaluate an article from the news media. My rationale for this was/is that if students learn critical thinking skills, then once they graduate they should be able to critically assess the value of information presented to them through a variety of media. The result of this alternative assessment was:

76% of the students (22 out of 29) scored 75% or more on critically evaluating the information.

Of the 11 students that scored below the norm through the peer-evaluation and the 7 students that performed below the norm through the test question, only 3 students appeared in both groups. This confirms problems with the assessment measurement (could be either one of them).

My conclusion overall at this point is that the assessment overall is not reliable. The norm is in a way arbitrarily set (had I set it at 75% the results based on the test were sufficient) and the assessment of critical thinking is fraught with difficulty.

Action and Corrective Measures Applied

(relate to problems noted above)

I propose a better assessment method but at this point, I do not yet know how or what to do although I think that the test approach is far better than the peer-evaluation approach.

Follow-up Assessment Report

Due by the end of second time the course is taught in AY 2012-13 (may be returned sooner)
if corrective action was noted above

Findings and analysis (SUMMER 2013)

(relate to expectation standards and corrective measures applied)

As indicated in the previous report, there were issues with the measurement itself. The main question being: what is critical thinking and how should it be assessed.

Based on the experience with the Winter 2013 quarter, I made some changes in the syllabus:

Course aims

The aims in this course are that students learn to find and use relevant theories, concepts, perspectives and facts to analyze business and economic issues and solve related problems (critical thinking) and to apply appropriate technical and quantitative skills related to business (technical/quantitative);

Student learning objectives

At the end of the BADM-555 course students will have applied appropriate technical and quantitative methods to

1. analyze a comprehensive business problem and through that will have the ability to
 - a. recognize unstated assumptions
 - b. assess the strength of evidence (distinguish factual from normative statements and distinguish cause-and-effect relationships)
 - c. detect logical fallacies in arguments
2. the results of the analysis will have been integrated into a solution to solve the problem

Critical thinking definition

*(Your) demonstration
of the level of awareness
for the strength of the evidence
in combination with
the accompanying assumptions
and logical and consistent reasoning
that supports (your) conclusion*

Thus, these changes reflect a more explicit definition for critical thinking. This definition also makes a distinction between the problem solving process and critical thinking. For the problem solving process some, but not all, of the elements that were included in Winter 2013 were still included.

For assessment purposes, I decided to focus not on the report but on the final test. However, I did still ask students to provide their perceptions of themselves and others in critical thinking. On the test I had one question

in which the students were given a newspaper article that discussed findings of a study and they had to apply critical thinking to determine whether they agreed with the main findings of the article.

For grading I used the following schema which is based on the definition that was used throughout the quarter.

Definition: (your) demonstration of the level of awareness for the strength of the evidence in combination with the accompanying assumptions and logical and consistent reasoning that supports (your) conclusion

	Does not discuss strength of evidence, assumptions and does not have consistent and logical reasoning (less than 15 points)	Has some elements such as strength of evidence or assumptions And has logical and consistent reasoning (15-20 points)	Discusses strength of evidence, assumptions, and applies logical and consistent reasoning (25 points)
Read article and apply critical thinking			

Distribution:

Points	16	17	18	19	20	21	22	23	24	25
Students		2			6		1			5

Thus 86% of the students scored 80% or better.

With regard to the peer critical thinking evaluations, my idea was to have two other scores that I could compare with the score from the test: 1) a student's own perception of their own critical thinking, and 2) the student's group members perception of that student's critical thinking ability. I found that nine of the students did not provide adequate evaluations, i.e. they either did not include everybody or they gave everybody simply the same score. This left me with only five data points for comparison purposes:

Student	Own perception	Group members average perception	Score on test (% of 25 points)
1	95	98	100
2	90	90	100
3	80	55	80
4	85	80	68
5	88	85	100

Based on this I think that assessments for students 1 and 2 are fairly accurate and also fairly good represented in the test score, the same applies to student 5. Although the score is a little higher on the test, the level of nuance on the test may have been a little lower. My perception, based on other information provided in the peer-evaluation system, is that for students 3 and 4, the group scores were affected respectively negatively and positively due to the effort of the student, not necessarily their critical thinking.

Thus, I maintain the earlier conclusion that evaluating critical thinking through peer-evaluations is not an adequate approach.

Conclusions about Remediation Efforts

(relate to findings and corrective measures applied)

Conclusion: Overall, one of the key problems with assessing critical thinking is to 1) define critical thinking, and 2) to measure it. Compared to the Winter quarter I have come up with a definition of critical thinking that was used throughout the quarter. Thus, explicit attention was focused on the key components of that definition. The main 'issue' with the students scoring 20 points or less on the test question was that they did not discuss anything about assumptions. This is therefore an area that still needs work. I had already discussed this often and also in the context of the case and the problem solving approach (for example, what are assumptions underlying your models, can you apply them in your situation? Etc.) but I find that students are, how shall I say it, somewhat 'suspicious' of assumptions. They are reluctant to make assumptions and they are reluctant to acknowledge assumptions. This is something that needs attention in the course. Overall though, the remedy of the definition seems to have led to an improvement.

Reflections

Is the assessed objective still appropriate for the program? Explain if not.

Yes.

Furthermore, in coordination with the MBA program director we will start using standardized critical thinking tests starting 2013-2014. The tests used will be the CCTDI and the BCTST which will measure a student's disposition towards critical thinking as well as their critical thinking abilities. There are several noted disadvantages of this test (noted in the literature) but we decided to try it out. We will conduct a pre- and post approach with incoming and graduating students to see whether our program has an effect.

We hope that the test data, in addition with the data from BADM 555 will lead to valuable additional insights.

Did this assessment produce important meaningful data? What would you have changed in the strategy for assessing had you known what you do now? Are there general rules, procedures, or methods that can be applied across disciplines to avoid the problems you experienced during this assessment.

What can other faculty learn from your experiences? If you struggled find a solution to student learning problems, what would like to ask other faculty?

Attachments

Rubrics, test instruments, raw data, etc.

Assessment Plan
Due at the beginning of Fall 2012

Graduate Business Degree-level Learning Goals

(indicate all that apply)

- CRITICAL THINKING: Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE: Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS: Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL: Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL: Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE

Course-level Learning Outcome Goal

Students are able to develop cash flows, evaluate capital projects, apply the appropriate decision criteria and make the appropriate decision.

Assessment Objective

Students are assigned a capital budgeting case study where they are required to develop the appropriate cash flows from revenues and costs given. They must use these cash flows to calculate net present value, internal rate of return, payback period and the profitability index. Once the metric is calculated, they are required to decide whether to accept or reject the project and explain their decision.

Measurement Details

(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

Measurement categories are:

- 1) Determination of working capital investment.
- 2) Determination of cash flows for each year of the project.
- 3) Determination of terminal cash flows from working capital and salvage.
- 4) Calculation of net present value, internal rate of return and payback period.
- 5) Make the appropriate decision based on the NPV, IRR, Payback.

Expectation Standard

Seventy-five percent of the class meets or exceeds expectations for correctly calculating the net present value, internal rate of return and payback period, making the correct decision on the project and explaining their answer.

Assessment Plan

Due at the beginning of Fall 2012

Graduate Business Degree-level Learning Goals

(indicate all that apply)

- CRITICAL THINKING:** Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE:** Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS:** Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL:** Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL:** Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE**

Course-level Learning Outcome Goal

(as published in the syllabus)

Students are able to analyze a case study using relevant theories, concepts, models, and frameworks to have a good understanding of IT value, IT role, IT infrastructure, IT service, and IT governance and management.

Assessment Objective

(student performance that demonstrates accomplishment of the goal)

Students will be assigned one case study.

Assessment Rubric: can apply relevant theories, concepts, models, and frameworks to analyze IT value, IT role, IT infrastructure, IT service, and IT governance and management.

4: Exceeds Expectations; 3: Meets Expectations; 2: Marginally Meets Expectations; 1: Does Not Meet Expectations

The score of the case study must be 2.5 for a student to pass the assessment.

Measurement Details

(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

Who: BADM 570 students

When: Fall Quarter 2012 and Spring Quarter 2013

Where: Riverpoint Campus

How: Assess students' case write-ups against the assessment rubric.

Assessment Rubric: can apply relevant theories, concepts, models, and frameworks to analyze IT value, IT role, IT infrastructure, IT service, and IT governance and management.

4: Exceeds Expectations; 3: Meets Expectations; 2: Marginally Meets Expectations; 1: Does Not Meet Expectations

The score of the case study must be 2.5 for a student to pass the assessment.

Expectation Standard

(acceptable measure of collective student performance as related to measurement details)

For the assessment to be rated as successful, an average score of 2.5 or better will be achieved by 75% or more of all students in class.

Initial Assessment Report

Due by the end of the 1st time the course is taught in AY 2012-2013 (Fall, 2012)

Findings and analysis

(relate to expectation standards and specific problems noted)

Totally 24 students were assessed individually. 1 student got 4 (exceeds expectations); 18 students got 3 (meets expectations); 1 student got 2.5 (between meets and marginally meets expectations); 3 students got 2 (marginally meets expectations); and 1 student got 1 (does not meet expectations). 83% students got 2.5 or higher, which met the expectation standard. Those students who got 2.5 below had the problem of not connecting relevant theories, concepts, models, and frameworks to the case studies.

Because the assessment plan was developed in the middle of the fall quarter 2012, the students were given different individual case studies, which may cause some inconsistency in the assessment.

Action and Corrective Measures Applied

(relate to problems noted above)

All students will be given a same case study next term, and the need of applying relevant theories, concepts, models, and frameworks in case studies will be emphasized.

Follow-up Assessment Report

Due by the end of the 2nd time the course is taught in AY 2012-2013 (Spring, 2013)
if corrective action was noted above

Findings and analysis

(relate to expectation standards and corrective measures applied)

The assessment was conducted in Spring quarter, 2013. Totally 17 students were given the same case and no discussion among the students was allowed. 6 students got 3 (meets expectations); 6 student got 2.5 (between meets and marginally meets expectations); 1 students got 2 (marginally meets expectations); and 4 student got 1 (does not meet expectations). Only 70.6% students got 2.5 or higher, which did not meet the expectation standard. Those students who got 2.5 below had the problem of not connecting relevant theories, concepts, models, and frameworks to the case studies.

Although the need of applying relevant theories, concepts, models, and frameworks in case studies was emphasized in the class, some students didn't keep that kind of thinking or problem solving skill.

Conclusions about Remediation Efforts

(relate to findings and corrective measures applied)

In the initial assessment, the students were given different individual case studies, which might produce the invalid assessment data. Therefore, the second assessment data may not reflect the remediation efforts. More assessments are needed.

Reflections

Is the assessed objective still appropriate for the program? Explain if not.

Yes.

Did this assessment produce important meaningful data? What would you have changed in the strategy for assessing had you known what you do now? Are there general rules, procedures, or methods that can be applied across disciplines to avoid the problems you experienced during this assessment.

The second assessment produced important meaningful data. The same case should be used for all students when conducting assessment.

What can other faculty learn from your experiences? If you struggled find a solution to student learning problems, what would like to ask other faculty?

Attachments

Rubrics, test instruments, raw data, etc.

Assessment Plan

Due at the beginning of Fall 2012

Graduate Business Degree-level Learning Goals

(indicate all that apply)

- CRITICAL THINKING: Students are able to use relevant theories, concepts, perspectives, and facts (TCPPs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE: Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS: Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL: Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL: Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE

Course-level Learning Outcome Goal

(as published in the syllabus)

understand and apply basic techniques in budgeting

Assessment Objective

(student performance that demonstrates accomplishment of the goal)

Every student will work individually on a budget project that walks through the whole basic budgeting process. The overall score must be 2.5 for the student to pass the assessment.

Measurement Details

(who/what/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

Their works are graded against standard answers.

Expectation Standard

(acceptable measure of collective student performance as related to measurement details)

For the assessment to be rated successful, an average score of 2.5 or better will be achieved by 75% or more of all the students in the class.

Initial Assessment Report

Due by the end of the 1st time the course is taught in AY 2012-2013

Findings and analysis

(refer to expectation standards and specific problems noted)

Out of a total of 32 students in the Fall 2012 class, only two scored below 2.5, which is defined as 75 percentile. That is, 94% of the students achieve a score better than 2.5.

Action and Corrective Measures Applied

(relate to problems noted above)

The result is satisfactory. No further action is deemed necessary.

Follow-up Assessment Report

Due by the end of the 2nd time the course is taught in AY 2012-2013
if corrective action was noted above

Findings and analysis

(relate to expectation standards and corrective measures applied)

Out of a total of 15 students in the Spring 2013 class, all have scored above 2.5.

Assessment Plan

Due at the beginning of Fall 2012

Graduate Business Degree-level Learning Goals

(indicate all that apply)

- CRITICAL THINKING:** Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE:** Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS:** Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL:** Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL:** Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE**

Course-level Learning Outcome

(as published in the syllabus)

Students are able to communicate the results of research projects in writing. This course level learning outcome relates directly to Graduate Business Degree-level Learning Goal # 3 above.

Assessment Objective

(student performance that demonstrates accomplishment of the goal)

Specifically, students will be assigned a statistical case with data. They will complete an analysis of the case with the expectation that they will address and identify the research questions, describe the methods of data collection, describe or summarize the sample data, conduct the appropriate statistical analysis, interpret the results, develop conclusions, state limitations, make recommendations, and identify unusual outcomes and future analyses.

Writing mechanics and formatting will be evaluated. The overall median score on all criteria pertaining to the "Format and Writing" portion of the rubric must be a 2.5 and no criterion receive a 0 in order for the student to pass or meet the expectations.

Measurement Details

(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

A rubric is attached. The evaluation scale is: 0 to 5, where 0 = criterion not at all addressed to 5 = criterion completely addressed and without errors. The rubric was made available to students via Canvas. In addition, an example of a "good" case write-up was made available to students via Canvas.

Expectation Standard

(acceptable measure of collective student performance as related to measurement details)

The assessment objective will be met if at least 75% of students score a median of at least 2.5 on the relevant criteria (see above) of the rubric.

Initial Assessment Report

Due by the end of the first time the course is taught in AY 2012-13 (may be returned sooner)

Findings and analysis:

(relate to expectation standards and specific problems noted)

Action and Corrective Measures Applied

(relate to problems noted above)

Follow-up Assessment Report

Due by the end of second time the course is taught in AY 2012-13 (may be returned sooner)
if corrective action was noted above

Findings and analysis:

(relate to expectation standards and corrective measures applied)

During Spring quarter 2013, BADM 520 students were given a statistical case with data. The rubric was available to students via Canvas. In addition, an example of a "good" case write-up was made available via Canvas. Twelve case write-ups were evaluated using the writing and formatting criteria on the rubric; one student did not submit a case write-up. Twelve students (100%) received a median score of 3 or higher on the writing mechanics and formatting portion of the rubric, meeting the assessment objective. Seven students (58%) scored a median of 4 or higher.

Domestic students scored higher than did international students. Specifically, 83% (five out of six) of the domestic students received a median score of 4 or higher, 33% (two out of six) of the international students scored a median of 4 or higher. Language may be an issue.

Conclusions about Remediation Efforts

(relate to findings and corrective measures applied)

Retain the expectation standard. Explore and identify writing resources that are available to all students, particularly for international students. Currently HOW 12 is a recommended textbook. We might consider requiring students to show evidence that are using HOW 12 perhaps through the use of peer reviews.

Reflections

Is the assessed objective still appropriate for the program? Explain if not.

Did this assessment produce important meaningful data? What would you have changed in the strategy for assessing had you known what you do now? Are there general rules, procedures, or methods that can be applied across disciplines to avoid the problems you experienced during this assessment.

What can other faculty learn from your experiences? If you struggled find a solution to student learning problems, what would like to ask other faculty?

Attachments

Rubrics, test instruments, raw data, etc.

Rubric for Case Analysis: *BADM 520*

Evaluation scale: 0 to 5, where 0 = not at all, and 5 = complete and without errors

Content and Accuracy	
Includes an introduction	
Data is described, including variables and number of observations	
Sample is described, appropriate methods are used for qualitative and quantitative variables	
Appropriate statistical analysis is used for hypothesis tests	
Hypothesis tests are used when evidence is desired	
Appropriate test statistics, p-values and degrees of freedom are used.	
Results are fully interpreted	
Outliers and/or unusual observations are identified and briefly discussed	
Appropriate descriptive statistics are used to summarize the sample data – for both quantitative and qualitative variables	
Abbreviations are avoided	
Variable names are not used unless they have been defined and their use adds to readability	
Use of statistical output avoided	
Limitations identified and discussed	
All case questions completely answered	
Format and Writing	
Paper is organized and easy to follow	
Headings are used to organize paper	
Figures and tables are labeled appropriately	
Figures and tables are referred to in the body of the paper appropriately	
References used and appropriately cited	
Case format followed	
Writing is concise	
No grammar or spelling errors (evidence of use of Word to check spelling and grammar)	
Single spaced	

Case Format¹:

1. Identify the analysis questions
2. Convert the analysis questions to statistical questions
3. Perform descriptive analysis of the data
4. Identify and discuss unusual data points
5. Apply formal analysis procedures
 - a. Use appropriate statistical tests
 - b. Include test statistics, p-values, and degrees of freedom
 - c. Understand and check the assumptions for the statistical tests used
 - d. Fully interpret results
6. Develop conclusions and recommendations
7. Identify unusual outcomes and future analysis

¹ Adapted from *Cases in Managerial Data Analysis*, by Carlson, Duxbury Press 1997

Assessment Plan

Due at the beginning of Fall 2012 & end of Spring 2013

Graduate Business Degree-level Learning Goals

(indicate all that apply)

CRITICAL THINKING: Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.

TECHNICAL/QUANTITATIVE: Students are able to apply appropriate technical and quantitative skills related to business.

X COMMUNICATIONS: Students are competent in both written and oral communications.

LEADERSHIP/INTERPERSONAL: Students are able to provide leadership and facilitate positive interpersonal business relationships.

ETHICAL/GLOBAL: Students are able to incorporate ethical and global considerations into business activities.

NOT APPLICABLE

Course-level Learning Outcome

(as published in the syllabus) Provide exposure to the theoretical and applied aspects of marketing

Assessment Objective

(student performance that demonstrates accomplishment of the goal)

Students will be assigned an article that concerning marketing concepts and principles addressed in the course. They will write and present a paper which provides a synopsis of an assigned article identifying the relevant marketing concepts presented, its application to the marketing issue at hand while integrating this information with marketing principles and concepts presented in the course.

The average score on all rubric categories must be a 2.5 of 4 for the student to pass the assessment.

Measurement Details

(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

MBA students will be assessed starting in Fall Quarter, 2012 and Spring Quarter, 2013 using an assigned article and a rubric.

The rubric is attached. Measurement categories are:

Focus and Meaning
Content and Development
Organization
Language Use, Voice, & Style
Mechanics and Conventions

Scoring anchors are:

1=Does not meet expectations
2=Marginally meets expectations
3=Meets expectations
4=Exceeds expectations

Expectation Standard

(acceptable measure of collective student performance as related to measurement details)

An average score of 2.5 or better is achieved by 75% of students in the course.

Initial Assessment Report

Due by the end of the first time the course is taught in AY 2012-13 (may be returned sooner)

Findings and analysis

(relate to expectation standards and specific problems noted)

Across all students evaluated 77 percent (10/13) of students achieved an overall score of 2.5 or better on the writing assessment. This meets the overall expectation standard of 75 percent established for this learning objective.

Further analysis shows that there appears to be a difference in performance between US versus International students with respect to writing assessment. US students averaged a 2.71 across all five categories within the writing assessment while international students averaged a 2.35 across the same.

The category showing the weakest performance across all participants was in the Mechanics and Conventions category (see rubric) of the writing assessment averaging a 2.31 overall. All other writing areas assessed averaged a 2.5 or better across the assessment category. Further, the strongest area of performance in the writing assessment is in the area of Content and Development (see rubric).

Action and Corrective Measures Applied

(relate to problems noted above)

The writing assessment rubric will be provided to students so that they can use it to evaluate their writing submissions. Results from the assessment have been provided to the Director of the MBA program and MBA committee in order to address issues in writing performance as identified in the assessment process.

The International Students' office has been informed and will increase time spent on writing practice for ESL students.

Follow-up Assessment Report

Due by the end of second time the course is taught in AY 2012-13 (may be returned sooner)
if corrective action was noted above

Findings and analysis

(relate to expectation standards and corrective measures applied)

Across all students evaluated 86 percent (19/22) of students achieved an overall score of 2.5 or better on the writing assessment. This exceeds the overall expectation standard of 75 percent established for this learning objective.

Further analysis shows that there still appears to be a difference in performance between US versus International students with respect to writing skills. US students averaged a 3.12 across all five categories within the writing assessment while international students averaged a 2.8 across the same.

This time, the category showing the weakest performance across all participants was in the Language Use, Voice, and Style category (see rubric) of the writing assessment. However, all categories exceeded the 2.5 or better threshold. Again, the strongest area of performance in the writing assessment is in the area of Content and Development (see rubric).

Conclusions about Remediation Efforts

(relate to findings and corrective measures applied)

Providing students with the assessment rubrics (as well as the rubric specific to the assignment) did seem to increase scores.

Given that scores increased from the fall to the spring measurements, there are a number of probable reasons:

1. The International Students' office work is paying off
2. The emphasis on writing throughout the MBA program is paying off
3. Spring quarter professor is an easier grader
4. Random chance variation

Recommendations

1. Continue to communicate with International Students office
2. Continue to inform students about Writing Center
3. Continue to stress writing throughout the MBA core
4. Have the same professor teach BADM 540 in both the fall and spring (consistency in scoring/grading and professor will become more of an expert teaching the class – i.e., become more “invested” in the class).

Attachments

Rubrics, test instruments, raw data, etc.

BADM 540
Written Communications Rubric

Assessment Goal:

- Communications** - Students are competent in both written and oral communications.

Student BADM 540 Spring (n = 22)

Date 6/12/13

Professor Dr. Damon Aiken

International Students

Content Category	4 Exceeds Expectations (n)	3 Meets Expectations (n)	2 Marginally Meets Expectations (n)	1 Does Not Meet Expectations (n)	Comments MEAN
Focus and Meaning - Maintains a controlling idea, an understanding of purpose and audience and completes all parts of the task.	1	4	2		2.86
Content and Development - Demonstrates knowledge of the subject matter through proper use of marketing concepts and terms	2	4	1		3.14
Organization - Demonstrates an appropriate structure , direction, paragraphing or grouping of information, logical connections and transitions.	1	3	3		2.71
Language use, Voice and Style - Demonstrates effective awareness of the reader and purpose, effective sentence structure and word choice and displays a professional tone.	1	2	4		2.57
Mechanics and Conventions - Reflects appropriate control of conventions, to include paragraphing, grammar, punctuation, and spelling. Appropriate referencing utilized.	1	3	3		2.71

Content Category	4 Exceeds Expectations (n)	3 Meets Expectations (n)	2 Marginally Meets Expectations (n)	1 Does Not Meet Expectations (n)	Comments MEAN
Focus and Meaning - Maintains a controlling idea, an understanding of purpose and audience and completes all parts of the task.	5	6	4		3.07
Content and Development - Demonstrates knowledge of the subject matter through proper use of marketing concepts and terms	5	8	2		3.20
Organization - Demonstrates an appropriate structure , direction, paragraphing or grouping of information, logical connections and transitions.	5	8	2		3.20
Language use, Voice and Style - Demonstrates effective awareness of the reader and purpose, effective sentence structure and word choice and displays a professional tone.	5	5	5		3.00
Mechanics and Conventions - Reflects appropriate control of conventions, to include paragraphing, grammar, punctuation, and spelling. Appropriate referencing utilized.	5	7	3		3.13

BADM 540
Course Learning Goals

1. Provide exposure to the theoretical and applied aspects of marketing
2. Develop analytical and critical-thinking skills with respect to marketing problems
3. Practice solving marketing problems
4. Gain insight into the role of marketing in the world economy

EWU CBPA Assessment
AY 2012-13

Degree: MBA
Course: BADM 515 – 40 (#22675)
Submitted by: Justin Bucciferro
Date: Summer 2013

Assessment Plan (Winter/Summer 2013)

Graduate Business Degree-Level Learning Goal:

Ethical and Global Consideration – Students are able to incorporate ethical and global considerations into business activities.

Course-Level Learning Outcome:

Students are able to use economic theories and models to predict how different competitive and regulatory environments outside of the United States affect output and hiring decisions made by managers of international firms.

Assessment Objective:

Students will successfully answer a comprehensive essay question about ethical and global considerations to be included on the final exam.

Measurement Details:

Students in BADM 515 will successfully answer the relevant question on the final exam with a passing score of at least 80%. Passing scores are earned by correctly applying economic logic and being able to qualitatively explain the implications for managerial decision-making.

Expectation Standard:

For the assessment to be rated as successful, a score of 80% or better on the final exam will be achieved by 80% or more of all students in the class.

Follow-Up Assessment Report (Summer 2013)

Findings and Analysis:

The following question was included on the Final Examination for BADM 515, Managerial Economics, held on August 13, 2013: “In what ways can a manager integrate ethical and global considerations into its strategic decision making? How would different competitive and regulatory environments outside the U.S. affect the output and hiring decisions of a multinational’s manager?”

Fourteen (14) students completed the question and each wrote a response of between one and three pages in length (see attached). The responses were uniformly satisfactory, with each student expressing the importance of ethical and global considerations and ways in which unique market structures pose constraints to manager's behavior. One-hundred percent of students earned passing scores on this question, even though the course did not extensively cover the management of multinational corporations.

Actions and Corrective Measures Applied:

The performance of all students was satisfactory during both assessments, however, the quality of student responses was found to have improved in the latter round. In the summer course, I incorporated more discussion of strategic behavior in a global context, within the limitations of the course and text. In the future, I believe a case-study framework, in which students are put in the shoes of a manager facing problems with international operations, would be preferable.

Assessment Plan

Due at the beginning of Fall 2012

Graduate Business Degree-level Learning Goals

(indicate all that apply)

- ☐ CRITICAL THINKING: Students are able to use relevant theories, concepts, perspectives, and facts (TCPPs) to analyze business and economic issues and solve related problems.
- ☐ TECHNICAL/QUANTITATIVE: Students are able to apply appropriate technical and quantitative skills related to business.
- ☐ COMMUNICATIONS: Students are competent in both written and oral communications.
- ☐ LEADERSHIP/INTERPERSONAL: Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ☐ ETHICAL/GLOBAL: Students are able to incorporate ethical and global considerations into business activities.
- ☐ NOT APPLICABLE

Course-level Learning Outcome Goal

(as published in the syllabus)

Students clearly understand and can communicate who they are as a leader and how they will use their unique combination of traits and experiences to effectively lead others. In other words, students can clearly answer the question, "Why should anyone be led by you?"

Assessment Objective

(student performance that demonstrates accomplishment of the goal) Each student will complete and submit an individual paper that responds to all seven questions posed in appendix A of Goffee & Jones' book, *Why Should Anyone Be Led By You?*

Students must earn 800 points (out of 1000) to meet course expectations on this objective.

Measurement Details

(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

Rubric attached.

The rubric includes evaluation of organization, structure, and grammar, but sixty-percent of the grade is based upon self-knowledge and reflection upon the content of the course texts. Key items include Knowledge (does the report indicate a clear understanding of the author's meaning in *Why Should Anyone Be Led By You?*), and Content (Does the content exhibit substantial personal reflection and growth in understanding?)

Expectation Standard

(acceptable measure of collective student performance as related to measurement details)

Earn 680 points out of 850 possible.

Initial Assessment Report

Due by the end of the 1st time the course is taught in AY 2012-2013

Findings and analysis

(relate to expectation standards and specific problems noted)

26 out of 27 students completed the individual report assignment with a grade above the threshold defined under expectation standard, above (680). The one student who earned less than 680 points was relatively close at 663. However, the student who finished with a score below standard, I believe his score is clearly reflective of inadequate development of self-knowledge in leadership, per this goal. The primary problem appears to be a lack of either sufficient effort or a lack of correct understanding of the book *Why Should Anyone Be Led By You?*

Given that 26 out of 27 students demonstrated acceptable performance, n

Action and Corrective Measures Applied

(relate to problems noted above)

Given that 26 out of 27 students demonstrated acceptable performance, no changes are recommended at this time.

Follow-up Assessment Report

Due by Due by the end of the 2nd time the course is taught in AY 2012-2013
if corrective action was noted above

Findings and analysis

(relate to expectation standards and corrective measures applied)

Conclusions about Remediation Efforts
(relate to findings and corrective measures applied)

Reflections

Is the assessed objective still appropriate for the program? Explain if not.

Yes. It is too early to conclude that students are regularly meeting this objective.

Did this assessment produce important meaningful data? What would you have changed in the strategy for assessing had you known what you do now? Are there general rules, procedures, or methods that can be applied across disciplines to avoid the problems you experienced during this assessment.

No.

What can other faculty learn from your experiences? If you struggled find a solution to student learning problems, what would like to ask other faculty?

n/a

Attachments

Rubrics, test instruments, raw data, etc.

Individual Report Instructions
BADM 552—Winter 2013
850 points

This report is based upon the book Why Should Anyone Be Led By You?

****Please remember, individual reports affect the TEAM'S GRADE.**

Grading:

- **Organization—100 points**
 - Is the report clearly organized in a manner that allows the reader to easily find information?
- **Thoroughness—100 points**
 - Are all answers included and thoroughly developed?
- **Grammar and spelling—100 points**
 - Does grammar conform to How12 guidelines?
 - There should be zero spelling errors.
- **Structure—100 points**
 - Are all paragraphs well-organized, concise, and clearly structured around a single topic sentence?
 - Is the paper organized to read with good flow?
- **Knowledge—200 points**
 - Does the report clearly demonstrate thorough knowledge of the book Why Should Anyone Be Led By You?
- **Content—200 points**
 - Does the content exhibit substantial personal reflection and growth in understanding?
- **Conclusion—50 points**
 - Does the conclusion clearly bring the report to a natural close?
 - Does the conclusion clearly answer the big question?

Instructions:

Please refer to Appendix A in your book, *Why Should Anyone Be Led By You?* In appendix A, the authors list 7 questions. Each question is associated with one or two chapters in the book. These chapters provide the requisite information you will need in order to develop useful personal responses. Thoroughly read the chapter(s) prior to attempting the response.

For each of the following, develop a 500 word (exactly) response.

Individual report sections are submitted for review to your IDO only. The only time the individual report is submitted to your professor is when the final completed and approved (by your IDO) report is submitted to me, on March 15th—SEE SUBMISSION INSTRUCTIONS.

Question 1: Submit to your team's Individual Development Officer by Tuesday, January 11th, at 6pm.

Question 2: Submit to your team's Individual Development Officer by Tuesday, January 18th at 6pm.

Question 3: Submit to your team's Individual Development Officer by Tuesday, January 25th at 6pm.

Question 4: Submit to your team's Individual Development Officer by Tuesday, February 1st at 6pm.

Question 5: Submit to your team's Individual Development Officer by Tuesday, February 8th at 6pm.

Question 6: Submit to your team's Individual Development Officer by Tuesday, February 15th at 6pm.

Question 7: Submit to your team's Individual Development Officer by Tuesday, February, 22nd at 6pm.

Conclusion: (700 to 1000 words.) Develop a compelling answer the question, "Why Should Anyone Be Led By You?" In addressing this question, be sure to evaluate yourself in accordance with Appendix B of the book. Where are you now? What do you most need to improve to be more effective?

****Submit to your team's Individual Development Officer by Tuesday, March 12th at 5pm.**

FINAL REPORT SUBMISSION INSTRUCTIONS:

1. An **electronic copy** of your completed individual report should be submitted to your team's Individual Development Officer in time for them to submit all reports on behalf of your team. (I recommend a team deadline of March 8th.) This will act as an official transfer of documents on behalf of your team. This is important given that the individual reports do influence the team point total for the term.
2. **Individual Development Officers:** Please e-mail me the reports with the name of the individual and their seat # in the document file name for each report. (Have team members submit them to you with that file name.) Please attach no more than 3 reports per e-mail. **(All reports are due by 5:00 pm on March 19th.)**

Score	Percentage
850	100.0%
850	100.0%
850	100.0%
850	100.0%
850	100.0%
850	100.0%
850	100.0%
850	100.0%
850	100.0%
850	100.0%
850	100.0%
848	99.8%
835	98.2%
830	97.6%
830	97.6%
830	97.6%
827	97.3%
822	96.7%
800	94.1%
795	93.5%
790	92.9%
765	90.0%
743	87.4%
735	86.5%
690	81.2%
685	80.6%
<hr/>	
663	78.0%

 = Above expected performance threshold

 = Below expected performance threshold

Assessment Plan

Due at the beginning of Fall 2012

Graduate Business Degree-level Learning Goals

(indicate all that apply)

- CRITICAL THINKING:** Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE:** Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS:** Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL:** Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL:** Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE**

Course-level Learning Outcome

(as published in the syllabus)

- a. Students work effectively in teams

Assessment Objective

(student performance that demonstrates accomplishment of the goal)

Peer evaluations and leader evaluations will be completed. The evaluations must average a score of “4” for a student to be considered an effective team member and/or leader. The team must also score an average at least 3.0 on all strategic planning process presentations.

Expectation Standard

(acceptable measure of collective student performance as related to measurement details)

Peer evaluation forms are attached. Each student will evaluate each team member at the end of the quarter on the measures in the form. Each student will also evaluate team leaders using the attached form.

For the assessment to be judged a success, at least 90% of students must score an average of 4 or above on peer evaluations. Leaders must score 8 or above. Grades for all teams on the decision exercises must average at least 3.5.

Initial Assessment Report

Due by the end of the first time the course is taught in AY 2012-13 (may be returned sooner)

Findings and analysis

(relate to expectation standards and specific problems noted)

	Team 1	Team 2	Team 3
Group Members	4.5	4.43	4.64
Leaders	9.68	9.25	9.37
Project 1 Grade	3.7	3.9	4.0

	Team 1	Team 2	Team 3
Group Members	4.7	4.9	4.7
Leaders	9.8	9.6	9.10
Project 2 Grade	3.86	3.7	3.82

	Team 1	Team 2	Team 3
Group Members	4.86	4.70	4.86
Leaders	9.67	9.2	9.65
Project 1 Grade	4.0	3.9	3.5

The standard was met on all occasions for all parts.

Action and Corrective Measures Applied

(relate to problems noted above)

The standard was met, so no corrective measure was applied, however, I wanted to learn if the shortened summer quarter affected the results. I also allowed groups to choose to keep the same leader all summer instead of rotating leadership if they so chose. (Both groups chose to keep the same leader all summer).

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Follow-up Assessment Report

Due by the end of second time the course is taught in AY 2012-13 (may be returned sooner)
if corrective action was noted above

Findings and analysis

(relate to expectation standards and corrective measures applied)

	Team 1	Team 2
Group Members	5 .0	4.95
Leaders	9.66	8.55
Project 1 Grade	4.0	4.0

	Team 1	Team 2
Group Members	3.84	4.95
Leaders	9.46	8.8
Project 2 Grade	3.5	3.0

	Team 1	Team 2
Group Members	4.19	4.64
Leaders	9.45	9.69
Project 1 Grade	4.0	4.0

The standard was met on all occasions for all parts.

Conclusions about Remediation Efforts

(relate to findings and corrective measures applied)

For closing the loop, the standard was not met once, for Team 1 on the second project, where the group members scored less than an average of 4 (3.84) for their team behaviors. The leader on Team 2 met the standard of 8, but was close to just meeting that standard for the first project. As it turned out, the summer quarter was much more stressful than the winter quarter demands. Teams discussed some of the anxieties with me after the 2nd project, and this seemed to relieve some of the tensions and result in a strong finish. A bit of coaching and encouraging went a long way to keep them motivated.

All groups appeared to have relatively good relationships (each quarter), and they had obvious experience working in teams throughout the MBA program. Summer quarter had interesting dynamics in that the leader of Group 2 was younger than most of his team members. He was ill for the first project, and the older team members resented his failing to take the initiative in driving the project to completion. Some of the resentment lingered for the 2nd project, but by the end, the leader improved substantially. For the first group, the leader was quite strong, and she had some trouble driving her very diverse team members to a strong finish for each project. Although her team started out strong, demands from other classes and obligations resulted in some slacking off on the projects as the quarter wore on. The mix of demands among students was considerable, with some students having multiple classes, jobs, and families, while others were leisurely finishing up one final class. Completing the work demanded in an 8-week time frame would have resulted in some conflict under the best of circumstances, but the diversity of demands and student motivations added to the complexity of team behavior.

On the whole, these teams did an excellent job on their complex projects and decision-making. At the end of each quarter, there was much emotion among the most cohesive teams, as they joyously took pictures of their group and wistfully remembered the good experiences they had with each other in the program. The experience afforded to them working in teams in the MBA program will serve them well as they continue to develop expectations about the power, joys, hardships, and limitations of teamwork.

Person Assessed _____
Group Number _____
Date _____

BADM 590 Group Member Assessment by Leader and Members

Never made self available for case discussion during class time or other times; fussy about meeting

Always available during class meeting times or during other

Availability

1

2

3

4

5

Made many excuses for failing to meet or complete their portion of assignment

Always had good reasons for absence or always completed work

Responsibility

1

2

3

4

5

Didn't do high quality work on their portion of the assignment

Always did their best on their portion of work assignment

Work Quality

1

2

3

4

5

Didn't participate in decision-making (pushover) or reacted in anger when others didn't agree with their opinion (domineering)

Did a good job expressing opinion and negotiating a final decision during analysis, even if

Team Behavior

1

2

3

4

5

Overall Rank _____ (1= best, higher numbers = needs improvement; 4 ties allowed, but must move to next available number after tie for next ranking; for example if two tie for first place, next available number is 3rd)

MBA Program Assessment

BADM 590 Rubric for Strategic Planning Process.

Group _____

Date _____

Professor _____

Content Category	4 Exceeds Expectations	3 Meets Expectations	2 Marginally Meets Expectations	1 Does Not Meet Expectations	Comments -->
Diagnosis of Current Situation and or Problem Can clearly use appropriate descriptive evidence and research knowledge to diagnose the current organizational situation and/or problem					
Completeness of Research					
Quality of Research					
Group/Personal Biases Noted and Explained					
Assumptions and Uncertainties Noted					
Information Correct and Factual Unless Otherwise Noted as an Opinion of Importance for the Analysis					
Variety and Quality of Research Sources					
Bibliography Included					
Knowledge and Application of Information for Problem Analysis and Solution Formulation. Can choose appropriate information to solve practical problems; can provide illustrative examples and evaluate the outcome and usefulness of the information; can use information to support arguments and understand multiple viewpoints					
Consideration and Evaluation of Meaningful Alternatives Can articulate realistic alternatives available as solutions. Can evaluate advantages and disadvantages of each alternative.					
Solutions, Conclusions, and Recommendations Can make recommendations and/or reach conclusions which are supported by diagnosis, analysis, and evaluation and state what potential concerns or limitations are associated with the recommendations.					
Oral Communication Skill Content is well organized; visual aids and tone are interesting. Presentation style is sophisticated enough for graduate work. Tables, graphs and appendices are used and referenced appropriately.					

Assessment Plan
Due at the beginning of Fall 2012

Graduate Business Degree-level Learning Goals
(indicate all that apply)

- CRITICAL THINKING:** Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE:** Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS:** Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL:** Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL:** Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE**

Course-level Learning Outcome

(as published in the syllabus)

Students are able to communicate the results of research projects in writing. This course level learning outcome relates directly to Graduate Business Degree-level Learning Goal # 3 above.

Assessment Objective

(student performance that demonstrates accomplishment of the goal)

Specifically, students were assigned an article review in which they had to determine whether the article met several criteria for good research and provide evidence or support of their decision. The criteria were defined in advance. They were able to choose their article; the article had to be peer-reviewed, recent (within 8 years) and suitable for review (data collected and analyzed).

Writing in terms of spelling, grammar, and mechanics were evaluated.

Measurement Details

(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

The rubric is below. The assignment is found at the end of the document.

Writing	Very good (VG), good (G), needs some improvement (NSI), needs much improvement (NMI)
Spelling	
Grammar	
Writing mechanics	

Expectation Standard

(acceptable measure of collective student performance as related to measurement details)

It is expected that at least 75% of students will score “Very Good” or “Good” on each criterion of the writing portion of the assignment.

Initial Assessment Report

Due by the end of the first time the course is taught in AY 2012-13 (may be returned sooner)

Findings and analysis

(relate to expectation standards and specific problems noted)

Seventeen students submitted article reviews. The table below reports the criteria, measures, and the number of students scoring in each measurement category.

Writing	Very good (VG)	Good (G)	Needs some improvement (NSI),	Needs much improvement (NMI)
Spelling	12	4	1	
Grammar	7	6	3	1
Writing mechanics	7	7	2	1

For Spelling, 16 (94%) students received either “Very good” or “Good”. Thirteen (76%) students scored at least “Good” on the grammar portion of the rubric. With regard to writing mechanics, 14 (82%) students earned at least “Good”. Overall, 84% of students scored at least “Good” on the writing portion of the assignment.

Action and Corrective Measures Applied

(relate to problems noted above)

Consider using a more sensitive and complete rubric for writing. For spring quarter 2014, give the assignment again, but use the new rubric. Common rubrics are being developed for writing. Emphasize using *How 12* (required -- *How 13*) as reference for grammar and writing mechanics.

Also noted but not part of this assessment activity was that students appear not to be able to correctly use APA format. Consider giving an assignment where APA style is required and focus on evaluating correct use of APA style. Remind students of APA resources available on the course Canvas site.

Follow-up Assessment Report

Due by the end of second time the course is taught in AY 2012-13 (may be returned sooner)
if corrective action was noted above

Findings and analysis

(relate to expectation standards and corrective measures applied)

Conclusions about Remediation Efforts

(relate to findings and corrective measures applied)

Reflections

Is the assessed objective still appropriate for the program? Explain if not.

Did this assessment produce important meaningful data? What would you have changed in the strategy for assessing had you known what you do now? Are there general rules, procedures, or methods that can be applied across disciplines to avoid the problems you experienced during this assessment.

What can other faculty learn from your experiences? If you struggled find a solution to student learning problems, what would like to ask other faculty?

Definitions:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Overall evaluation of progress on outcome:** This checklist informs the reader whether or not the SLO has been met, and if met, to what level.
3. **Strategies and methods used to gather student performance data,** including assessment instruments used, and a description of how and when the assessments were conducted. Examples of strategies/methods: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional information could describe the use of rubrics, etc. as part of the assessment process.
4. **Observations gathered from data:** This section includes findings and analyses based on the above strategies and methods, and provides data to substantiate the distinction made in #2. For that reason this section has been divided into parts (a) and (b) to provide space for both the findings and the analysis of findings.
5. **Program changes based on the assessment results:** This section is where the program lists plans to improve student learning, based on assessment findings, and provides a broad timeline of how and when identified changes will be addressed in the upcoming year. Programs often find assessment is part of an ongoing process of continual improvement.
6. **Description of revisions to the assessment process the results suggest are needed.** Evaluation of the assessment plan and process itself: what worked in the assessment planning and process, what did not, and why.

Some elements of this document have been drawn or adapted from the University of Massachusetts' assessment handbook, "Program-Based Review and Assessment: Tools and Techniques for Program Improvement" (2001). Retrieved from http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf