



Accounting| 2015-2016 Assessment Plan

The Cofrin School of Business (CSOB) has established four program level learning goals (PLLGs) as listed below:

UWGB business and accounting graduates will be able to:

- (1) Approach business challenges from an interdisciplinary perspective.
- (2) Apply problem solving skills to complex challenges representative of those facing the business community.
- (3) Display effective teamwork skills.
- (4) Evaluate business decisions in terms of how they impact corporate social responsibility.

The School's Assurance of Learning (AoL) Committee has developed an embedded assessment plan in which written assignments, essay questions or similar items are collected each semester from instructors in various courses designated by "PLLG Teams" (the Teams are also responsible for data analysis and recommendation for curriculum changes as a result of assessing each PLLG). Assignments requiring the students to demonstrate PLLG 1 and PLLG 4 are collected annually in the Fall Semester, while assignments involving PLLG 2 and PLLG 3 are collected annually in Spring Semester. Generally, because the assignments are frequently submitted by the students near the end of the semester, the reading and scoring of the assignments at an "Assessment Day" for a given PLLG takes place early in the following semester. Thus, papers submitted in Spring 2015 by students in Principles of Investments (BUS ADM 442) that demonstrate students' problem solving skills were actually evaluated in September 2015.

The process of evaluating assignments is as follows:

1. A total of 30 papers are selected at random from a course for evaluation. For courses offered in multiple sections, the instructor of each section is asked to submit a proportionate share of the 30 papers that will be read.
2. The readers typically are CSOB faculty members who are not teaching the course in the semester the assignments are being evaluated. However, periodically, individuals with expertise in the subject matter from outside the University may be asked to review assignments. This is the case with the evaluation of the assignments collected from the Principles of Investments course.
3. Each paper is read and scored by two reviewers. A rubric with the traits that form the basis of the assessment has been developed for each programming goal. Reviewers score the students' performance with respect to each trait using the following scale:

- 1 = Unsatisfactory
- 2 = Needs Improvement
- 3 = Satisfactory
- 4 = Exemplary

The two reviewers' scores for each trait are averaged. If there is a significant discrepancy between the two reviewers' total scores (e.g., a score of 3 on each of 4 traits results in a total score of 12), then a third reader scores the assignment and the two lowest scores are averaged.

The scores are tabulated for each trait. The AoL Committee has established as a benchmark for all traits associated with the four PLLGs that at least 75% of the students must perform at a "Satisfactory" or "Exemplary" level (i.e., must receive a score of 3 or 4 with respect to each trait). Where the results fall short of the benchmark, the responsible PLLG Team (consisting of both AoL Committee members and other CSOB faculty) considers what changes, if any, it would recommend to the CSOB Curriculum Committee to improve students' attainment of the learning goals. The PLLG Team's consideration of curricular changes generally takes place the semester after the assignments are collected. So, the PLLG 2 Team is to consider changes to enhance students' problem solving skills in Fall 2015, the semester after the students submitted the assignments in BUS ADM 442.

Interventions in Fall 2015 Based on 2014-2015 Assessment Results

In the assessments of PLLG 1 and PLLG 4 during the 2014-2015 academic year, students failed to meet the 75% benchmark with respect to each of the three traits contained in the rubric. As a result, faculty members teaching courses that involved either of the PLLGs (the four PLLGs were mapped to each course offered in the CSOB in Fall 2014) were required to incorporate into their syllabi "modules," whether it be in the form of readings, a lecture, an in-class exercise, a written assignment prepared by the students, or some combination of these items, that would improve the students' ability to approach problems with an interdisciplinary perspective and appropriately weigh corporate social responsibility (CSR) in making decisions.

Based on students meeting the benchmark with respect to problem solving and teamwork in Spring 2014, no interventions were planned implicating these goals. Assignments from Spring 2015 would not be evaluated until Fall 2015.

Assessment Activities for 2015-2016

PLLG 1 (Interdisciplinary Perspective)

Assignments will be collected from two courses in which students are required to take an interdisciplinary perspective, Marketing Research (BUS ADM 424) and Strategic Management (BUS ADM 482). Twenty papers will be collected from the former and 10 from the latter.

PLLG 2 (Problem Solving)

Papers from both sections of Principles of Investment (BUS ADM 442) from Spring 2015 (one section was face-to-face (FTF) and the other online) were read on September 25, 2015, by a team of three faculty members (one from Finance and two from Management) and two external reviewers (one is an investment manager and the other a retirement planner). Results indicated the students failed to achieve the benchmark with respect to all traits in the problem solving rubric. Results were consistent between the FTF and online sections. Interventions will be considered by the PLLG 2 Team in Fall and

implemented in Spring 2016. The course, or courses, which will be evaluated in Spring 2016, will also be determined in Fall 2016.

PLLG 3 (Teamwork)

The teamwork learning goal will be evaluated in Organizational Behavior (BUS ADM 389) in Spring 2016. The assignments will be scored in Fall 2016.

PLLG 4 (Corporate Social Responsibility)

Thirty assignments will be collected randomly from two sections of Introductory Marketing (BUS ADM 322) taught by Professor Ranganathan and Associate Lecturer Kar. The two sections have been assigned a case study involving Coca Cola's efforts in addressing the obesity epidemic in the U.S.