



Business Administration | 2016-2017 Assessment Plan

1. Please review last year's assessment results (2015-2016) as well as the Academic Program Assessment Report with the faculty in your program. How does your program plan to take these results into consideration in future programmatic planning?

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. 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 AECSB 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.
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 AECSB faculty) considers what changes, if any, it would recommend to the AECSB 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.

Interventions in 2016-2017 Based on Previous Assessment Results

Based on previous results from assessing PLLG 2 (problem solving), the PLLG Team and the AoL Committee determined that some changes in delivery of the curriculum were warranted. Accordingly, the Team and Committee proposed that instructors in five upper level courses, namely, Introductory Accounting (ACCTG 300), Managerial Accounting (ACCTG 302), Corporation Finance (BUS ADM 343), Organizational Behavior (BUS ADM 389) and Introductory Marketing (BUS ADM 322), have the students prepare a case or similar exercise which could be worked on, individually or in groups, and either during or outside class, that would require the students to employ their problem solving skills. Then after the case or exercise was completed, the instructors were asked to hold a de-briefing session in which the instructor went over the case/exercise with the students, illustrating how it would have been completed if the approach incorporated in the rubric had been employed.

In making this proposal, the committee felt that, while the students have better problem solving skills than indicated by the previous assessment, the students have not been provided with a framework for analyzing the multi-faceted problems they will encounter in the business world. By applying the rubric with the students, instructors are providing them with a framework that can be used in their education and in their careers. The Committee chose the five courses as they are required of all Business and Accounting majors, so that all students would benefit from the proposal. In addition, if practice makes perfect, then exposure in five different courses should enable students to develop solid problem solving skills.

Based on students achieving the benchmark in the most recent assessment of the other three PLLGs, no interventions were planned for the 2016-2017 academic year.

2. Which outcome will you assess this year (2016-2017)?

Assessment Activities for 2016-2017

PLLG 1 (Interdisciplinary Perspective)

Case projects will be collected from BUS ADM 428 – Consumer Behavior and an essay question from an exam in BUS ADM 424 - Marketing Research. There are two sections of each course and 15 papers will be collected from each course in Fall 2016. The papers will be scored and the results evaluated to determine if any intervention is needed in Spring 2017.

PLLG 2 (Problem Solving)

Case assignments will be collected from a section or sections of at least two of the five introductory core courses listed above in Spring 2017 to evaluate the effectiveness of the proposed intervention to improve the students' problem solving skills. Thirty assignments from each course selected will be collected at random and scoring of the papers will occur in either in late Spring or early Fall 2017.

PLLG 3 (Teamwork)

Results of a teamwork survey conducted in BUS ADM 389 – Organizational Behavior classes in Spring 2016 will be evaluated in Fall 2016. The students are scheduled again for a teamwork survey in BUS ADM 389 in Spring 2017 with results to be evaluated in Fall 2017.

PLLG 4 (Corporate Social Responsibility)

This learning goal will be assessed with a case study in BUS ADM 322 – Introductory Marketing in Spring 2017. The case concerns the Coca Cola Company's efforts in addressing the obesity epidemic in the U.S. Thirty assignments will be collected randomly from multiple sections of BUS ADM 322.

3. Please compare your Learning Outcomes to the University's main learning objectives. Which programmatic outcomes match university mission outcomes?

Comparison of AECBS PLLGs to the University's MLLO

Three of the four AECBS learning goals match/correspond to the University's mission outcomes. The first PLLG is approaching business problems from an interdisciplinary perspective. The interdisciplinary approach in Business Administration mainly focuses on the different functional areas of business (e.g., marketing, accounting, finance, management). While the AECB outcome may not be as broad in scope as the University outcome of interdisciplinarity, the two outcomes are fairly similar. The second PLLG of applying problem solving skills to complex challenges is certainly consistent with the University outcome of critical thinking. Finally, corporate social responsibility (PLLG 4) encompasses the concepts of environmental sustainability and engaged citizenship in addition to ethics.