

**University of Southern Maine
School of Business**

Assessment of Learning Plan

Fall 2012

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**USM School of Business
AOL Plan
Fall 2012**

Table 1. Undergraduate Measurements			
Goal 1: Shared Leadership	Courses	Faculty Responsible	
<i>Objective 1.1: Describe Leadership</i>			
	BUS 340	Grover	Aiello
	BUS 450	Voyer	Voyer
<i>Objective 1.2: Demonstrate Leadership</i>			
	BUS 340	Grover	Aiello
	BUS 450	Voyer	Voyer
Goal 2: Effective Communicators			
<i>Objective 2.1: Oral Communication</i>			
	BUS 345	Chinn	Chinn
	FIN 330	VanderLinden	VanderLinden
<i>Objective 2.2: Written Communication</i>			
	FIN 320	Bennett	Bennett
	BUS 450	Voyer	Voyer
Goal 3: Ethics			
<i>Objective 3.1: Ethical Implications</i>			
	BUS 280	Manny	Manny
	BUS 450	Voyer	Voyer
Goal 4: Reflective Analytical			
<i>Objective 4.1: Quantitative Analysis</i>			
	BUS 370	Duren	
	BUS 375	Kohli	Kohli
<i>Objective 4.2: Discipline-Specific Problem Solving</i>			
	ACC 211	Pryor	Pryor
	BUS 312	Parker	
Goal 5: Disciplinary competence (Capstone Exam)			
	BUS 450	Voyer	Voyer

Table 2. MBA Measurements		
Goal 1: Effective Communicators	Courses	Faculty Responsible
<i>Objective 1.1: Oral Communication</i>		
	MBA 660	Heiser
	MBA 675	Dean
<i>Objective 1.2: Written Communication</i>		
	MBA 660	Heiser
Goal 2: Reflective Analytical		
<i>Objective 2.1: Quantitative Analysis</i>		
	Will assess in MBA 670, Spring 2013	
<i>Objective 2.2: Discipline-Specific Problem Solving</i>		
	MBA 625	VanderLinden
Goal 3: Organizational Leadership		
<i>Objective 3.1: Challenge and Change</i>		
	MBA 611	Grover
<i>Objective 3.2: Adaptive & Technical</i>		
	MBA 611	Grover
Goal 4: Ethics		
<i>Objective 4.1: Ethical Implications</i>		
	MBA 615	Osborn
Goal 5: Disciplinary competence (ETS MBA Field Test)		
	Will assess in MBA 698, Spring 2013	

Undergraduate Goals and Objectives

Goal 1 **Our students will be effective team members who know how to exercise shared leadership.**

Objective 1.1) **Describe Leadership**
Students will describe how shared leadership is exercised in teamwork.

Assessment 1: Course BUS-340 (Aiello, Grover)

Method of Assessment: Multiple choice assessment form measuring student awareness of team roles and outcomes associated with successful shared leadership. This objective is focused on content understanding of shared leadership.

Trait Scoring: The intention of these measures to assess cognitive and behavioral competency regarding shared leadership. Questions designed by the faculty and scored using the Describe Leadership rubric.

Assessment 2: Course BUS-450 (Voyer)

Method of Assessment: Multiple choice assessment form measuring student awareness of team roles and outcomes associated with successful shared leadership. This objective is focused on content understanding of shared leadership.

Trait Scoring: The intention of these measures to assess cognitive and behavioral competency regarding shared leadership. Questions designed by the faculty and scored using the Describe Leadership rubric.

Objective 1.2) **Demonstrate Leadership**
Students will demonstrate shared leadership in teamwork.

Assessment 1: Course BUS-340 (Aiello, Grover)

Method of Assessment: Instructors use a common rubric; however the nature of the team experience assessed differs across instructors. Our primary focus is on task and maintenance role performance as evidence of shared leadership. Given this focus, using different team activities should not substantially confound our ability to compare results across course sections. All Instructors devise own group exercise which must be substantial but instructor discretion allowed. Peer assessment of shared leadership roles (task and maintenance) captured using Shared Leadership Rating Form.

Trait Scoring: Peer assessment constructed and scored using the Demonstrate Leadership rubric.

Assessment 2: Course BUS-450 (Voyer)

Method of Assessment: Instructors use a common rubric; however the nature of the team experience assessed differs across instructors. Our primary focus is on task and maintenance role performance as evidence of shared leadership. Given this focus, using different team activities should not substantially confound our ability to compare results across course sections. All Instructors devise own group exercise which must be substantial but instructor discretion allowed. Peer assessment of shared leadership roles (task and maintenance) captured using Shared Leadership Rating Form.

Trait Scoring: Peer assessment constructed and scored using the Demonstrate Leadership rubric.

Goal 2 **Our students will be effective communicators in a professional setting.**

Objective 2.1) **Oral Communication**

Students will give a formal oral presentation in front of a class of their peers that is poised, confident and factual. This presentation should have an impact on their course grade.

Assessment 1: Course BUS-345 (Chinn)

Method of Assessment: Case assigned to self selected group of 3-4 students. Oral Communications rubric provided to each student using blackboard. Each student graded individually.

Trait Scoring: Individual student feedback provided using the Oral Communications rubric.

Assessment 2: Course FIN 330 (VanderLinden)

Method of Assessment: Projects done by self selected group of 3-4 students. Oral Communications rubric provided to each student using blackboard. Each student graded individually.

Trait Scoring: Individual student feedback provided using the Oral Communications rubric.

Objective 2.2) **Written Communications**

Students will write text that explains business issues in well organized, concise, grammatically correct language that is understandable by a reasonably informed audience.

Assessment 1: Course FIN 320 (Bennett)

Method of Assessment: Financial analysis writing assignment.

Trait Scoring: Scored using the Written Communications rubric.

Assessment 2: Course BUS 450 (Voyer)

Method of Assessment: Strategy memorandum writing assignment.

Trait Scoring: Scored using the Written Communications rubric.

Goal 3 **Our students will exercise ethical understanding and reasoning in an organizational context.**

Objective 3.1) **Ethical Implications**

Students will analyze the ethical implications of business decisions by identifying alternative courses of action and by evaluating the merits of each alternative using ethical principles in ways that consider stakeholder interests.

Assessment 1: Course BUS-280 (Manny)

Method of Assessment: Either an out-of-class writing assignment or in-class essay

Trait Scoring: Students will be scored using the Ethics rubric.

Assessment 2: Course BUS-450 (Voyer)

Method of Assessment: Out-of-class writing assignment

Trait Scoring: Students will be scored using the Ethics rubric.

Goal 4 **Our students will be reflective, analytical thinkers.**

Objective 4.1) Quantitative Analysis

Students will analyze a business problem using at least one quantitative tool.

Assessment 1: Course BUS 370 (Duren)

Method of Assessment: An in-class, 3-hour, final examination was created for AOL purposes. It is comprised of 5 mini-cases that are modeled after the 5 full-sized cases that are completed by teams on a take-home basis over the course of a week. The examination has been designed so that 25% of the weight is assigned to each of the 4 traits in the quantitative analysis rubric.

Trait Scoring: Scoring based on Quantitative Analysis rubric.

Assessment 2: Course BUS 375 (Kohli)

Method of Assessment: In class examination with multiple-choice questions and problems focused on problem identification, solution, interpretation and sensitivity analysis of statistical process control methodologies. Undergraduate quantitative analysis rubric used to develop test items.

Trait Scoring: Excellent and Adequate performance recorded for students who score at or above 80% and 60% respectively on a particular trait.

Objective 4.2) Discipline-Specific Problem Solving

Students will identify alternative solutions to problems, evaluate the alternatives and select the best solutions citing or applying appropriate professional and/or conceptual principles to support their recommendations

Assessment 1: Discipline-Specific Problem Solving in Accounting: Course ACC 211 (Pryor)

Method of Assessment: In class examination developed by accounting faculty with objective format problems requiring selection of relevant data, identification of appropriate analysis frameworks, and correct interpretation of solutions to managerial accounting problems.

Trait Scoring: Each student's performance mapped to the discipline-specific analysis rubric.

Assessment 2: Discipline-Specific Problem Solving in Sport Law: Course BUS 312 (Parker)

Method of Assessment: In class examination applying legal frameworks.

Trait Scoring: Each student's performance mapped to the discipline-specific analysis rubric.

Goal 5 **Our students will demonstrate business disciplinary competence.**

We will measure knowledge in the key business disciplines with the SB Capstone Exam in BUS 450.

MBA Goals and Objectives

Goal 1 Our students will be effective communicators.

Objective 1.1) Oral Communications

Students will give a formal oral presentation in front of a class of their peers and/or representatives from an external organization that is poised, confident and factual. This presentation should have an impact on their course grade.

Assessment 1: Course MBA 660 (Heiser)

Method of Assessment: Groups of students present results from semester project.

Trait Scoring: Scored using the Oral Communications rubric.

Assessment 2: Course MBA-675 (Dean)

Method of Assessment: Groups of students present results from semester project.

Trait Scoring: Individual student feedback provided using Oral Communication rubric.

Objective 1.2) Written Communications

Students will write text that explains business issues in well organized, concise, grammatically correct language that is understandable by a reasonably informed audience.

Assessment 1: Course MBA-660 (Heiser)

Method of Assessment: Assessment of term or project paper.

Trait Scoring: Scored using the Written Communications designed rubric.

Goal 2 Our students will be reflective, analytical thinkers.

Objective 2.1) Quantitative Analysis

Students will develop and present an analysis of a business problem using at least one quantitative tool.

Assessment 1: Will assess in spring 2013 in MBA-670 (TBA)

Method of Assessment: The end-of-semester, one-hour team presentation on their external project will provide the basis for this. Each team member will prepare and present a 15-20 minute segment.

Trait Scoring: Further, each student will provide a formal quantitative evaluation of the contribution made by each team member (and themselves) using the quantitative-analysis rubric. We will use these evaluations to assign trait scores to each student.

Objective 2.2) Discipline-Specific Problem Solving

Students will identify alternative solutions to problems, evaluate the alternatives and select the best solutions citing appropriate professional and/or conceptual principles to support their recommendations

Assessment 1: Course MBA-625 (VanderLinden)

Method of Assessment: Assessment of International Finance case or problem.

Trait Scoring: Scored using the Discipline-Specific Problem Solving rubric.

Goal 3 Our students will exercise organizational leadership.

Objective 3.1) Challenge and Change

Students will describe how to challenge and change organizational processes and how to foster collaboration in pursuit of the common good.

Assessment 1: Course MBA-611 (Grover)

Method of Assessment: Case analysis with cases selected by individual instructor.

Trait Scoring: The Challenge and Change rubric shall be used to score each case.

Objective 3.2) Adaptive and Technical

Students will describe the difference between adaptive and technical problems and can describe how to orchestrate levels of organizational disequilibrium conducive to keeping people energized and engaged in the work of the organization.

Assessment 1: Course MBA-611 (Grover)

Method of Assessment: Case analysis with cases selected by individual instructor.

Trait Scoring: The Challenge and Change rubric shall be used to score each case.

Goal 4 Our students will exercise ethical understanding and reasoning in an organizational context.

Objective 4.1) Ethical Implications

Students will analyze the ethical implications of business decisions by identifying alternative courses of action and by evaluating the merits of each alternative using ethical principles in ways that consider stakeholder interests.

Assessment 1: Course MBA-615 (Osborn)

Method of Assessment: Out-of-class writing assignment

Trait Scoring: Using the Ethics rubric to score each student submission.

Goal 5 Our students will demonstrate MBA disciplinary competence.

Not measured Fall 2011; will measure spring 2013.

NOTE: Faculty will find all rubrics on the N: drive in the "Assessment" folder.

Assessment of Learning Data Reporting Sheet

Date _____

Program (check all that apply): Undergraduate MBA

Course Name: _____ Course Number: _____ Section Number: _____

Instructor: _____

Learning Objective: _____

Frequency of Student Scores: please report the number of students who score in each category by trait and by overall score

Trait 1	Trait Name: _____	Number of students who scored:	Excellent (3): _____
			Adequate (2): _____
			Unsatisfactory (1): _____
			not assessed (0): _____
Trait 2	Trait Name: _____	Number of students who scored:	Excellent (3): _____
			Adequate (2): _____
			Unsatisfactory (1): _____
			not assessed (0): _____
Trait 3	Trait Name: _____	Number of students who scored:	Excellent (3): _____
			Adequate (2): _____
			Unsatisfactory (1): _____
			not assessed (0): _____
Trait 4	Trait Name: _____	Number of students who scored:	Excellent (3): _____
			Adequate (2): _____
			Unsatisfactory (1): _____
			not assessed (0): _____
Trait 5	Trait Name: _____	Number of students who scored:	Excellent (3): _____
			Adequate (2): _____
			Unsatisfactory (1): _____
			not assessed (0): _____

Overall scores on this learning objective: Please calculate a total score for each student by adding the point value for each trait. Excellent = 3 points, Adequate = 2 points, Unsatisfactory = 1 point, and unable to assess = 0 points. For example, an overall score for a student that earns “adequate” on all of 4 traits will score an eight (2+2+2+2=8).

Number of Students Earning:

0 pts	1 pt	2 pts	3 pts	4 pts	5 pts	6 pts	7 Pts	8 pts	9 pts	10 pts	11 pts	12 pts	13 pts	14 pts	15 pts

Please provide comments on the reverse side of this sheet

Example of using the AOL data form

Let's say that you have a class of six students and you assess the "challenge and change organizational processes" objective which has 3 traits. The assessments you make of each student's performance on each of the three traits are recorded in the body of the following table. The row totals, named "Total pts", are a sum of the individual trait scores for each student and are recorded on the bottom line of the data form. The column tallies ("# who scored 3", "# who scored 2", "# who scored 1", "# who scored 0") are the number of students who received a specific score and are recorded individually in the "Frequency of Student Scores" section of the data form. For example:

Collected and summarized data:

Student	Trait 1	Trait 2	Trait 3	Total pts
Bill	3	3	2	8
Frank	2	2	2	6
Jane	3	3	3	9
Jim	2	2	1	5
Suzie	2	3	2	7
Wendy	2	2	3	7
# who scored 3	2	3	2	
# who scored 2	4	3	3	
# who scored 1	0	0	1	
# who scored 0	0	0	0	

You would then record overall class performance on individual traits and overall student performance as:

Trait 1	Trait Name: <u>Challenge</u>	Number of students who scored:	Excellent (3):	<u>2</u>
			Adequate (2):	<u>4</u>
			Unsatisfactory (1):	<u>0</u>
			not assessed (0):	<u>0</u>
Trait 2	Trait Name: <u>Change</u>	Number of students who scored:	Excellent (3):	<u>3</u>
			Adequate (2):	<u>3</u>
			Unsatisfactory (1):	<u>0</u>
			not assessed (0):	<u>0</u>
Trait 3	Trait Name: <u>Collaboration</u>	Number of students who scored:	Excellent (3):	<u>2</u>
			Adequate (2):	<u>3</u>
			Unsatisfactory (1):	<u>1</u>
			not assessed (0):	<u>0</u>

Number of Students Earning:

					1	1	2	1	1						
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
pts	pt	pts													