

Assessment of Student Learning Plan (ASLP): School of Business

2014-15 Academic Year

A. College, Department/Program, Date

College _____ CMHS _____
Department/Program _____ School of Business _____
Date _____ 5/28/15 _____

B. Contact Person for the Assessment Plan

Name and title _____ Heidi M. Parker, Associate Professor _____

C. Degree Program

Name of Degree Program _____ B.S. Business Administration; MBA _____

D. Assessment of Student Learning in Your Program

Step 1: Identify Student Learning Outcomes (What are students able to do by the end of your program?)

- a. List 3-5 of the most important student learning outcomes for your program.

Undergraduate Learning Goals:

1. Our students will be effective team members who know how to exercise shared leadership.
2. Our students will be effective communicators in a professional setting.
3. Our students will exercise ethical understanding and reasoning in an organizational context.
4. Our students will be reflective, analytical thinkers.
5. Our students will demonstrate business disciplinary competence.

MBA Learning Goals:

1. Our students will be effective communicators.
2. Our students will be reflective, analytical thinkers.
3. Our students will exercise organizational leadership.
4. Our students will exercise ethical understanding and reasoning in an organizational context.

5. Our students will demonstrate MBA disciplinary competence.

- b. Then, identify which student learning outcomes were assessed this past academic year. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s)).*

UG learning goal #3 and #5 were assessed this academic year.

Step 2: How and When were the Learning Outcomes assessed?

- a. Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishment of the learning outcomes selected.*

Learning goals were assessed by direct measurement--#3 was assessed in our Bus 280 courses using a rubric, #5 was assessed in our Bus 450 courses using a test.

- b. Briefly describe when and how you implemented the assessment activity.*

Goal #3 was measured in the fall semester with a short written assignment which was assigned to all students and graded with a rubric. The faculty of Bus 340 score the written assignment. Goal #5 was measured in both the fall and spring using our created Capstone Exam which is administered to all students in Bus 450. The faculty of Bus 450 score the exam.

See below for our 2015-2020 assessment plan details which includes changes which were made to improve the assessment process in light of shrinking resources. All of our assessments are course embedded with specific rubrics (or tests) which have been crafted to measure our specific learning goals. Part of the analysis/improvement phase of the plan is to evaluate the tools we use for assessment, our goals, curriculum, our instruction, etc.

Assessment/AOL Tools: The USM School of Business uses three direct measures to assess our programs and student learning. These measures are discussed further below.

Direct Measures:

1. *Student Data Collection*—Specific embedded course assignments are collected and scored using standardized rubrics. Allows for the longitudinal measurement of our goals/objectives and the evaluation/effectiveness of curricular and pedagogical changes.

2. *Major Field Test (ETS)*—Allows us to compare our students performance against other business students as well as examine USM School of Business student achievement over time and in specific discipline areas.

3. *Capstone Exam*--An 80-item test covering all discipline areas which is administered to all students nearing graduation each calendar year. Allows for discipline specific evaluation.

Significant Changes to our Assessment Plan:

1. *Less data collection*: The 2015-2020 AOL plan reduces the frequency of data collection. Rather than collecting data every year, this plan allows time for implementation of improvement strategies prior to the next data collection. The intent is to be able to more clearly see continuous improvement and more easily identify areas most in need of improvement/change. Additionally, the number of courses in which data collection is taking place has been reduced. This creates a more equitable participation of faculty, while still maintaining viable data sources.

2. *Emphasis on Improvement*: Data will be collected during the fall semester of the year assigned. During the spring semester, data will be analyzed and deliberate recommendations for improvements will be made. The following two academic years will be spent implementing those improvements either through curricular changes or course content/instructional changes. This will be an intentional cultural shift from being data focused to improvement focused.

3. *Greater Faculty Ownership*: The faculty will function in small teams to guide improvement. There will be one team per objective and teams will be organized per our curriculum map with faculty who are responsible for introducing/reinforcing/emphasizing a particular objective also charged with data analysis, recommendations, and implementations. This will create greater faculty involvement as well as allow the small groups to be more nimble and creative in addressing improvement areas. Essentially, the conversations will be taking place between the relevant faculty and allow those faculty to take ownership of 'their' objective and make single or double loop changes as necessary.

Undergraduate Assessment Schedule:

Goal/Objective	Assess	Implement Improvements	Courses	Tool	Target
1.1 Describe Leadership	2015, 2018	2016-2017, 2019-2020	Bus 340	Multiple Choice Assessment Form/ Describe Leadership Rubric	75% ≥ Adequate/ Excellent
1.2 Demonstrate Leadership	2015, 2018	2016-2017, 2019-2020	Bus 340	Demonstrate Leadership Rubric	90% ≥ Adequate/ Excellent
2.1 Oral Communication	2015, 2018	2016- 2017, 2019-2020	Bus 345	Presentation/ Oral Communication Rubric	75-95% ≥ Adequate/ Excellent; 50-80% ≥ Excellent
2.2 Written Communication	2015, 2018	2016- 2017, 2019-2020	Bus 450	Written Communication Rubric	70% ≥ Adequate/ Excellent
3.1 Ethical	2016,	2015-2017,	Bus 280,	Ethics Rubric	75-90% ≥

Implications	2019	2018-2020	Bus 450		Adequate/ Excellent;_ 0-25% \geq Excellent
4.1 Quantitative Analysis	2016, 2019	2015-2017, 2018-2020	Bus 370, Bus 375	Exam/ Quantitative Analysis Rubric	75% \geq Adequate/ Excellent
4.2 Discipline Specific Problem Solving	2016, 2019	2015-2017, 2018-2020	Acc 211	Discipline Specific Analysis Rubric	75% \geq Adequate/ Excellent
5.1 Disciplinary Competence	2015, 2017, 2019	2016, 2018, 2020	Bus 450	Capstone Exam	75% accuracy in each discipline

Graduate Assessment Schedule:

Goal/Objective	Assess	Implement Improvements	Courses	Tool	Target
1.1 Oral Communication	2015, 2018	2016-2017, 2019-2020	MBA 611, MBA 675	Presentation/ Oral Communication Rubric	50-90% \geq Excellent
1.2 Written Communication	2016, 2019	2015-2017, 2018-2020	MBA 611, MBA 626	Written Communication Rubric	75-90% \geq Excellent
2.1 Quantitative Analysis	2015, 2018	2016- 2017, 2019-2020	MBA 672, MBA 670	Quantitative Analysis Rubric	75-90% \geq Excellent
2.2 Discipline Specific Problem Solving	2015, 2018	2016- 2017, 2019-2020	MBA 625	Discipline Specific Problem Solving Rubric	50% \geq Excellent
3.1 Challenge & Change	2016, 2019	2015-2017, 2018-2020	MBA 698	Challenge & Change Rubric	50-90% \geq Excellent
3.2 Adaptive & Technical	2016, 2019	2015-2017, 2018-2020	MBA 698	Adaptive & Technical Rubric	50% \geq Excellent
4.1 Ethical Implications	2015, 2018	2016-2017, 2019-2020	MBA 698, MBA 615	Ethics Rubric	75-90% \geq Excellent
5.1 Disciplinary Competence	2015, 2017, 2019	2016, 2018, 2020	MBA 698	ETA MBA Field Test	

Step 3: Process of Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning.*

Undergraduate

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

Spring 2014

- Shared leadership concepts are now connected in various ways (e.g., lecture, journal assignments and/or group projects) to most of the topics covered in the organizational behavior course (Bus 340).
- In in-class team exercises in the undergraduate organizational behavior course (bus 340), we ask teams and/or observers to submit a report that identifies shared leadership behaviors and how they affected team effectiveness.
- A new textbook which includes shared leadership was adopted for use in the undergraduate organizational behavior course.
- Refresher handout describing the features of shared leadership is now distributed to students one week prior to the assessment quiz as a means of reinforcing shared leadership concepts.
- A small extra credit incentive is now awarded to students earning a grade of sufficient on the assessment quiz. This incentive encourages students to take the assessment quiz more seriously.
- Heifetz and Linsky leadership is now covered in the undergraduate strategy course (Bus 450).

Spring 2015

- Changes were made to the leadership quiz.
- Improvements were made in teaching the leadership concepts in the undergraduate strategy course (Bus 450).

Objective 1.2--Demonstrate Leadership: Students will demonstrate shared leadership in teamwork.

Spring 2014

- Altered the group assignment in some course sections of the undergraduate organizational behavior course (Bus 340) so that they require less in class time. Opportunities for students to practice task and maintenance shared leadership behavior remain, but the change now allows for a greater scope of topic coverage in the course.

Spring 2015

- No changes as performance remains strong.

Future Plans/Considerations for Objectives 1.1 and 1.2:

Goal 1 will next be measured in the Fall of 2015. Faculty will assess the new data to determine the impact of their changes and determine a plan for future continuous improvement.

Three faculty members are currently on the Goal 1, objectives 1.1 and 1.2 team (Grover, Voyer, Aiello). Two of those current team members will be retiring at the end of the 2015 academic year and to it will be imperative to bring their replacements (adjunct/fixed length employees) on to the team and bring them up to speed with the objectives and pedagogical strategies which have been implemented in the undergraduate Organizational Behavior course (Bus 340).

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

Objective 2.1--Oral Communication: Students will give a formal oral presentation to a class of their peers that is poised, confident and factual. This presentation should have an impact on their course grade.

Spring 2014

- Introduced new strategies to help students increase their audience interaction during presentations.
- Emphasized new technologies for use during presentations.
- Increased discussion and encouraged use of non-traditional presentation software (e.g., infographics, visualization tools, trend data, etc.)
- Provided more examples of successful presentations (i.e., Ted Talks, etc.)

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.

Spring 2014

- Started the conversation on how to best manage this objective for improvement including the following items. In other words, in which classes should the objective be measured? Does the current rubric need updating? How can we create a writing culture? In which courses should be emphasizing/giving feedback on writing?

Fall 2014

- Began giving writing feedback to students in the undergraduate strategy course (Bus 450.)

Spring 2015

- Drafted the following proposal/plan which will be presented to the faculty in late spring for approval--
 - Formal adoption of the revised writing rubric which employs more specific operational guidelines and should be easier for faculty to implement. This rubric can assist faculty in assessing written work and providing constructive feedback to students.
 - Formal adoption of the 'writing sequence' which includes the series of courses where writing is taught, emphasized, and practiced. Sequence begins with Eng 100 (required university course) and continues throughout the business core and major courses. Three specific courses are identified for feedback/practice in the core and it is the recommendation that resources be provided in those courses to make meaningful feedback possible.
 - Written communication will be assessed with an embedded course assignment in the undergraduate strategy course (Bus 450). However, the instructor of the course will not score the assignment for writing. Rather, a small team of faculty will take a random sampling of papers and score them independently, making a special effort to establish reliability.
 - The faculty of the School of Business should adopt a 'writing culture'. That is, we should emphasize the importance of clear, concise writing in business. We should set a high standard, insisting on clearly written analysis, correct grammar and diligent proofreading. Rather than accept "sloppy" writing, we should encourage all students to develop professional competence in written communication.

Future Plans/Considerations:

Goal 2, objectives 2.1 and 2.2 will next be measured in the Fall of 2015. Faculty will assess the new data to determine the impact of their changes and determine a plan for future continuous improvement.

Three faculty members are currently on the Goal 2, objective 2.1 team (Williams, Heiser, Chinn). All three team members will be returning in the 2015-16 academic year and will continue to work to improve this objective.

Three faculty members are currently on the Goal 2, objective 2.2 team (Parker, Nye, Kerr). All three will be returning in the 2015-16 academic year and will work toward improvement of this objective. Of pressing concern for this team is the adoption by the full faculty of the proposed writing plan which

includes an updated rubric, a series of courses which will provide writing feedback, and creating a writing culture throughout the School of Business.

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.

Spring 2014

- Increased target for Trait 3 to include 25% > Excellent.
- Considered adopting Susan Wolcott's Moral Reasoning framework in business law (Bus 280) to help students achieve excellence in Trait 3.
- Began ethics coverage in the undergraduate strategy course (Bus 450).

Fall 2014

- Adopted and began teaching Susan Wolcott's Moral Reasoning framework for both undergraduate business law (Bus 280) and the undergraduate strategy course (Bus 450).

Spring 2015

- Increased instructional emphasis on beginning an analysis with a specific ethical principle and having students use that principle to guide them in selection of an action to take.
- Increased instructional emphasis on concluding an ethical analysis with the selection of an action and the formulation of a plan to implement that action.

Future Plans/Considerations:

Goal 3 will be measured in the Fall of 2016. Faculty will assess the new data to determine the impact of their changes and determine a plan for future continuous improvement.

Two faculty members are currently on the Goal 3 team (Manny, Artz). One team member is retiring at the end of the 2015 academic year while one team member will be returning in the 2015-16 academic year and will continue to work to improve this objective.

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.

Spring 2015

- Increased emphasis on common models through exposure and many different applications in Management Science (Bus 370) and Production and Operations Management (Bus 375) to help with the problem/issue identification trait.
- Increased emphasis on Excel in the Applied Business Analysis (Bus 275) which is a prerequisite to Bus 370/375.
- Increased reinforcement of Excel concepts in Management Science (Bus 370) with new homework assignments and take home case studies.

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.

Spring 2014

- Clarified where this objective will be measured and emphasized (Bus 375).

Future Plans/Considerations:

Goal 4, objective 4.1 and 4.2 will next be measured in the Fall of 2016. Faculty will assess the new data to determine the impact of their changes and determine a plan for future continuous improvement.

Two faculty members (Dean, Kholi) are working on the team for Goal 4, objective 4.1. Both team members will be returning for the 2015-16 academic year. Three faculty members are currently on the Goal 4, objective 4.2 team (Violette, Sander, Belik). One team member is leaving at the end of the 2015 academic year while the other two team members will be returning in the 2015-16 academic year and will continue to work to improve this objective.

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

Spring 2015

- Revised the Capstone exam significantly with each discipline area updating items.
- Set target goals for each discipline area.
- Each discipline area noted the course(s) where the content would be taught and/or reinforced.
- Each discipline area noted strategies for continuous improvement of this goal.

Are there “community engagement” activities integrated in your departmental curriculum?

c. Please indicate which of the components, listed below, are included in your program’s curriculum, and then indicate if the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	<u> </u> <u> </u> <u> </u>	R	O
Student-Faculty Community Research Project	<u> </u> <u> </u> <u> </u>	R	O
Internship, or a Field Experience the major)	<u> </u> <u> </u> <u> </u>	R	O (depends on
Independent Study (community-related project)	<u> </u> <u> </u> <u> </u>	R	O
Capstone Course (community-related project)	<u> </u> <u> </u> <u> </u>	R	O
Service-Learning (a component of a course)	<u> </u> <u> </u> <u> </u>	R	O
Study Abroad, or an International Program	<u> </u> <u> </u> <u> </u>	R	O
Interdisciplinary Collaborative Project (community related)	<u> </u> <u> </u> <u> </u>	R	O
Student Leadership Activities (related to a team project)	<u> </u> <u> </u> <u> </u>	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<u> </u> <u> </u> <u> </u>	R	O
Other Activities (not mentioned above):			

d. Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:

Entry-level courses:

Mid-level courses:

Upper-level courses: Bus 450; Bus 316; some of the marketing courses (I'll have to check with the marketing faculty on which ones specifically).

Additional Comments: Did the best I could on this question. Our UG core requires a capstone course that has a community service research project as a requirement. There are also some majors that require an internship but not all. It is an option for all majors, however. I suspect there are other courses that do some of these things as well, but will need to poll the faculty about their specific programs and courses. The school of business only offers one undergraduate degree but we do have several majors and I am not completely familiar with all of the programs specifics.