

ASSURANCE OF LEARNING INSTRUCTIONS FOR SPRING 2005

Guidelines:

Assurance of learning is a mandate from AACSB to ensure that member colleges will employ quality management practices in the classroom. To this end, the process requires us to state our intended learning outcomes (goals, objectives and traits), measure those outcomes (measurement method and metric), record and review the measured outcomes, and make any adjustments required to improve learning based upon our measured outcomes.

It is the intent of the College Undergraduate Curriculum Committee (UCC) to allow each instructor to select and assess traits most appropriate for the instructor's course content, emphasis, and teaching methods. Should all those instructors teaching a given core course elect to assess the same traits, utilizing the same measurement method and metric, that approach is acceptable to the UCC. It is the intent of the UCC to allow instructors broad discretion in the selection of measurement methods and metrics for Spring semester 2005 (and inevitably learn from our mistakes). The UCC does not wish to get bogged down in questions surrounding validity and reliability at this time, but we strongly recommend and/or require the following practices:

- 1) The use of the three measurement levels: Very Good, Good Enough, and Not Good Enough is mandatory.
- 2) The use of embedded measurement method is encouraged, i.e. an assignment or test currently employed in your course can be utilized as is, or adapted, to measure a trait.
- 3) The unit of measure is the student. Measurements collected for individual students will be aggregated before submitting the report. For example, we need to measure the fact that students A, E, & F correctly answered all 3 questions employed in our measurement method; student B, D & G answered 2 questions correctly and one question incorrectly; students C, H & I answered 1 question correctly and two questions incorrectly; and no student answered all three questions incorrectly. In this example the distribution corresponds to the stated metric: Very Good – 3 (3 students answered all three questions correctly); Good Enough – 3 (3 students answered 2 questions correctly); Not Good Enough – 3 (3 students answered 1 question correctly, in this example our measurement metric would have also scored 3 incorrect answers as Not Good Enough). This information is useful to the committee and college as we can readily ascertain that 33% of the students demonstrated an unsatisfactory performance on at least one subset (trait) of the learning goal. You will note that this is a very different outcome from scores aggregated at the class-level.
- 4) **Assurance of Learning Plan for the Spring 2005 semester includes the following directions and/or practices.**
 - **When multiple choice questions are used to measure a trait, at least three (3) multiple choice questions must be used. Multiple choice questions shall not have fewer than four choices per question.**
 - **When True and False questions are used to measure a trait, not less than six (6) True and False questions shall be used.**
 - **Core courses identified in the grid shall measure four (4) traits during spring semester.**
- 5) True and false questions are a highly questionable measurement method when multiple choice questions can serve the same function.
- 6) Results may be reported for a random sample, course section, or all sections taught by the same instructor as a function of class size and the rigor of the measurement metric.

All tenure-track faculty members should have received some training in research methodology and should bear this training in mind when designing their assessment metric. (Good judgment needs to be used here, we need usable results with some face validity.)

The following grid contains the Assurance of Learning Plan for the spring, 2005 semesters. All core course (ACCOUNT 249, ECON 201, 202, 245, FNBSLW 341, 344, BSEDCNA 353, MANGEMNT 301, 306, MARKETNG 311) instructors should have an Assurance of Learning Plan (example follows the grid) in place and sent to the Assistant Dean of the College of Business and Economics by February 11.

UNIVERSITY OF WISCONSIN-WHITEWATER

College of Business and Economics

Assurance of Learning: Goals, Objectives, and Traits
(12/09/04)

Goal: We want our students to be:	Objectives	Traits
Ethical and able to identify ethical issues (Actg. 249, Mgnt 301, Finc. 341, Mktg 311)	1. Prepare students to attempt to reconcile, as far as possible, the differing impacts that business decisions may have on the firm, customers, employees, investors, suppliers, governments, citizens, and communities.	1. Students will be able to state the expectations that each of the above-named constituencies may be likely to hold with regard to a specific business decision. 2. Students will be able to identify ways in which the expectations of the constituencies may possibly conflict. 3. Students will be able to suggest compromises that may serve the needs of conflicting constituencies.
	2. Prepare students to use their personal values, as well as culturally-defined standards, to deal with complex ethical dilemmas.	1. Students will be able to articulate their core personal values. 2. Students will be able to state the generally-accepted values of contemporary American society with regard to business activities.
Globally aware (Econ 202, Mgnt 306, Mktg 311)	1. Understand the implications of different international financial markets, institutions, and exchange rates.	1. Be able to research and recognize the differences in financial markets across countries. 2. Describe how fluctuations in exchange rates will affect an economy's or firm's international operations, e.g. imports, exports, labor costs, etc. 3. Given "A" and "B" identify one or more possible means through which a firm may protect itself against fluctuations in the international financial market.
	2. Obtain and review information on structural/cultural characteristics of a country's business environment.	1. Be able to understand the implications of cultural dimensions based on dominant cultural theories, e.g. Hofstede, or Trompenaars

		<ol style="list-style-type: none"> 2. Understand the implications of key social institutional dimensions such as religion and education. 3. Given a country, use the understanding garnered from “A” and “B” to recommend appropriate strategies that should allow the firm to operate effectively and efficiently in the country.
	<ol style="list-style-type: none"> 3. Indicate and describe appropriate modes of entry into foreign markets. 	<ol style="list-style-type: none"> 1. Given a firm, product/service and offshore market to be entered, identify the most appropriate entry mode. 2. Given the entry mode identified in “A”, state why that entry mode is appropriate.
<p>Good communicators</p> <p>(Actg 249, ITBE 353, Mgnt 301)</p>	<ol style="list-style-type: none"> 1. Use the spoken word to communicate clearly as an individual and as a member of a team 	<ol style="list-style-type: none"> 1. Demonstrate appropriate organization of ideas 2. Identify content that possesses relevancy and currency to the topic 3. Organize information to formulate a quality conclusion 4. Demonstrate voice qualities to maintain attention of the audience 5. Employ nonverbal techniques to reinforce the spoken word 6. Select appropriate media to increase the understanding of the spoken word
	<ol style="list-style-type: none"> 2. Use the written word to communicate clearly as an individual and as a member of a team 	<ol style="list-style-type: none"> 1. Identify the appropriate organizational pattern to encode messages 2. Compose paragraph content for unity and coherence 3. Apply the rules of grammar in writing messages 4. Use an acceptable format to convey the information in the message
	<ol style="list-style-type: none"> 3. Demonstrate the ability to communicate with people of other countries and cultures. 	<ol style="list-style-type: none"> 1. Define diversity and understand its importance in successfully communicating in business 2. Recognize the variation in meaning of nonverbal communication among cultures of the world
<p>Sound decision makers</p> <p>(Actg 249, Econ 245, Econ 201, Mgnt 306, Finc 344)</p>	<ol style="list-style-type: none"> 1. Be able to apply the scientific method in order to make sound business decisions 	<ol style="list-style-type: none"> 1. Be able to define the problem 2. Be able to identify the information that is relevant to the decision 3. Be able to identify the feasible alternatives 4. Be able to analyze the quantitative and qualitative aspects of the problem 5. Be able to apply logical decision criteria
Analytical	<ol style="list-style-type: none"> 1. Be able to apply mathematical concepts to interpret business and economic 	<ol style="list-style-type: none"> 1. Being told how Y affects X and how X affects Z, to demonstrate:

(Econ 245, Econ 201, Econ 202, Mgmt 306 Finc 344)	phenomena	<ul style="list-style-type: none"> i. The effect Y has on Z ii. How changes in the relationship between Y and X changes the relationship between Y and Z iii. How changes in the relationship between X and Z changes the relationship between Y and Z.
	2. Collect, analyze, and summarize data.	<ul style="list-style-type: none"> 2. Explain how a graph represents data. 1. Be able to calculate the mean, median, mode, standard deviation, variance, and inter-quartile range of a variable's distribution. 2. Use graphical techniques such as histograms, pie charts, and scatter diagrams to summarize data. 3. Show whether two variables are or are not independent of each other. 4. Use information provided by a data set to determine whether it supports or refutes a belief that the collected data was supposed to address. 5. Explain the difference between correlation and causality.

COBE Course Assessment Report

Instructor:

Semester and Year:

Subject & Catalog Number (e.g. MANGEMNT 301):

Section:

Course Description (name):

Number of students enrolled:

Number of students assessed:

Goal:

Objective:

Trait 1:

Measurement Method & Metric 1:

Count

Very Good:

Good Enough:

Not Good Enough:

Trait 2:

Measurement Method & Metric 2:

Count

Very Good:

Good Enough:

Not Good Enough:

COBE Course Assessment Report

SAMPLE

Instructor: J. D. Faculty

Semester and Year: Fall 2004

Subject & Catalog Number: MANGEMNT 489

Section: 6

Course Description: Administrative Policy

Number of students enrolled: 35

Number of students assessed: 33

Goal: Apply high-level strategic thinking skills appropriate for conducting business.

Objectives: a. Identify key strategic issues for a specified business.
(SELECTED OBJECTIVE)

- b. Apply discipline specific theories and models to generate potential strategic alternatives
 - c. Select and justify appropriate courses of action.
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Trait 1: Perform a SWOT (Strength, Weakness, Opportunity, Threat) analysis for a specified business or organization.

Measurement Method & Metric 1:

Case Method

Using a previously developed and suitable "business" case, perform a SWOT analysis for the firm/business/organization covered in the case.

Case Metric

Using a scoring key developed by the instructor and employing the instructors discretion to adapt a count of omitted strengths weaknesses, opportunities, or threats to the following percentages. (attach scoring key)

Very Good = < 15%

Good Enough = < 30%

Not Good = > 31%

Count

Very Good: 9

Good Enough: 19

Not Good Enough: 5

Trait 2: Having performed a SWOT analysis for a specified business or organization, identify the most significant: Strengths, Weaknesses, Threats, and Opportunities.

Measurement Method & Metric 2:

Case Method

Employing the SWOT analysis prepared for Trait 1, identify the one or two most significant: Strengths, Weaknesses, Threats, and Opportunities. You must address all four categories. Briefly justify your selections

Case Metric (attach scoring key)

Very Good = Identified all significant Strengths, Weaknesses, Opportunities and Threats (SWOT), offered reasonable justifications for the selection of $\geq 75\%$ of the identified SWOT.

Good Enough = Identified $\geq 75\%$ of the significant SWOT, offered reasonable justifications for the selection of $\geq 50\%$ of the identified SWOT.

Not Good = Identified $\leq 75\%$ of the significant SWOT or offered $\leq 50\%$ reasonable justifications for the identified SWOT.

Count

Very Good: 6 Good Enough: 15 Not Good Enough: 12