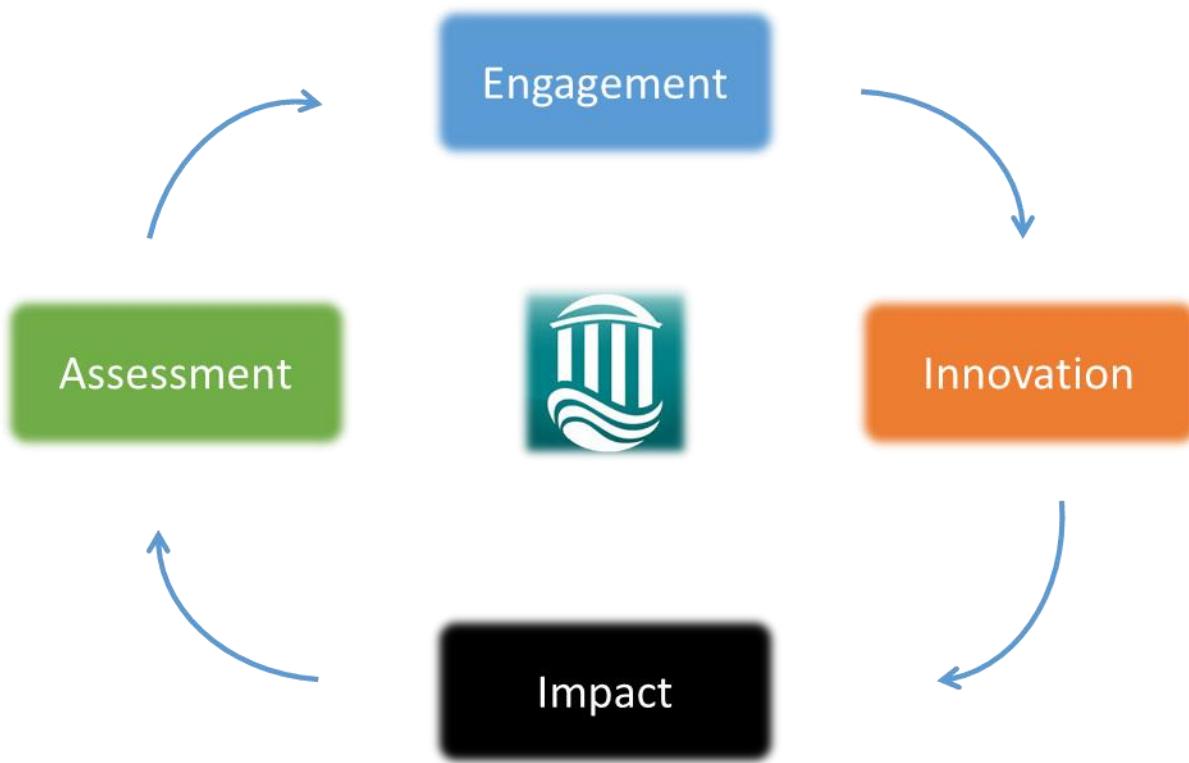


# E. Craig Wall, Sr. College of Business

## Undergraduate Programs Assessment Plan

### 2016-17



E. Craig Wall, Sr. College of

Business Administration

Coastal Carolina University



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## **Assessment and Assurance of Learning**

The Association to Advance Collegiate Schools of Business (AACSB) Assurance of Learning Standards (Standards 8–12) clearly acknowledge assessment of student learning as part of the curriculum management process. The standards call for schools to define learning goals, assess student achievement toward these goals, and utilize what is learned through assessment to continually improve curricular programs. AACSB expectations regarding Assurance of Learning Standards include:

- Learning goals state the educational expectations for each degree program. They specify the intellectual and behavioral competencies a program is intended to instill. In defining these goals, the faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program.
- A curriculum maps out how the school facilitates achievement of program learning goals. It is defined by content (theories, concepts, skills, etc.), pedagogies (teaching methods, delivery modes), and structures (how the content is organized and sequenced to create a systematic, integrated program of teaching and learning). A curriculum is also influenced by the mission, values, and culture of the school.
- Assurance of learning refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate. Schools use assurance of learning to demonstrate accountability and assure external constituents such as potential students, trustees, public officials, supporters, and accrediting organizations that the school meets its goals. Assurance of learning also assists the school and faculty members to improve programs and courses. By measuring learning, the school can evaluate its students' success at achieving learning goals, use the measures to plan improvement efforts, and (depending on the type of measures) provide feedback and guidance for individual students. For assurance of learning purposes, AACSB accreditation is concerned with broad, program-level focused learning goals for each degree program, rather than detailed learning goals by course or topic, which must be the responsibility of individual faculty members.
- Curricula management refers to the school's processes and organization for development, design, and implementation of each degree program's structure, organization, content, assessment of outcomes, pedagogy, etc. Curricula management captures input from key business school stakeholders and is influenced by assurance of learning results, new developments in business practices and issues, revision of mission and strategy that relate to new areas of instruction, etc.

<http://www.aacsb.edu/~media/AACSB/Docs/Accreditation/Standards/2013-bus-standards-update-tracked-changed.ashx> (Page 30)

A detailed description of the assessment program in the E. Craig Wall Sr. College of Business is provided in the pages that follow. You will see that we have carefully defined our learning goals as related to the mission of the College of Business, we systematically assess these goals, analyze the data, and report it to the faculty for curriculum planning and improvement. The assessment program in place is faculty-driven. All faculty members are committed to creating an environment and a curriculum that maximizes the student's ability to learn.

## **Mission Statement**

The mission of the E. Craig Wall Sr. College of Business Administration is to guide and educate each student in the development of valuable skills for a successful career in a globally competitive and diverse environment. With particular focus on four critical components in order to sustain and enact this mission, the Wall College will:

1. Educate STUDENTS in critical thinking, communication, and professionalism through applied and experiential learning using a variety of teaching techniques and innovative technologies.
2. Develop, maintain, and execute a CURRICULUM emphasizing the integration of business functions in order to provide students with a complete and unified understanding of business.
3. Develop FACULTY intellectual capital by creating a portfolio of diversified intellectual contributions in applied, basic/discovery, integrative/interdisciplinary, and pedagogical (teaching and learning) scholarship.
4. Offer service to the larger COMMUNITY that utilizes and further enhances faculty expertise. Such efforts will, in turn, expand and enhance opportunities for students through cooperative research, internships, or improved course and curriculum design.

As members of the Wall College community of teachers-scholars, we value:

1. People. We value the people who work diligently to achieve (or to help us achieve) our common goals. We recognize that our success is dependent upon a team effort, and is built upon the tireless efforts of committed individuals working together. We treat all people with care, respect, and collegiality even when we disagree.
2. Integrity. We value truthfulness, honest, and transparency in all interactions.
3. Excellence. We value diligence and quality in all of our efforts and strive to progress and advance continuously.
4. Innovation. We value creativity, originality, flexibility, and adaptability in response to an evolving and ever-changing world while never failing to recognize and honor our history and the traditions upon which our college was built.
5. Collaboration. We value synergy and commonality in our effort to achieve a common goal. In such efforts, we commit to disregard self-interest in order to advance the college's objectives.
6. Diversity. We value individual differences and celebrate uniqueness, and we demonstrate this commitment by promoting a safe environment for expression of different perspectives. The application of these values to our daily interactions means that we:
  - Ensure that everyone participates, and no one dominates.
  - Listen to others respectfully without interruption.
  - Are able to disagree without being rude or offensive toward another.

- Recognize that all ideas have the potential to be of value, consequently, we refrain from quick judgement, and maintain objectivity and receptivity.

## **Wall College of Business Assessment Responsibilities From the Wall College Business Bylaws**

### **Dean**

2.3 Maintain active awareness of policies for continuing accreditation by AACSB, PGA, and SACS and engage appropriate actions and decision making to support maintenance of accreditation by both bodies.

### **Associate Dean for Learning Assurance**

2.4 Coordinate the assurance of learning and learning assessment processes for the college with appropriate university and outside bodies.

### **Assessment Coordinator**

2.7 Coordinate the development, scheduling, assessment and evaluation of the program curriculum with the faculty, appropriate advisory board, appropriate committees, external agencies (e.g. PGA) and dean of the college. d. Provide an annual report to the dean on program annual assessment indicators and measures of continuous improvement.

### **Assessment Committee**

2.3.1. Charge – The Assessment Committee is tasked with coordinating assessment efforts with each college and operates internally to support the needs of the undergraduate programs of the college. The following are generally expected functions of the Assessment Committee: to ensure quality assurance processes to make sure goals, objectives, policies and procedures of the college are aligned with the mission and vision of the university and its strategic plan. The Committee provides a framework that will be used to guide the college to move from initial implementation of assessment to the mature levels of assessment for continuous improvement; to develop sustained dialogue about teaching and learning that builds a culture of assessment and relies on evidence of student learning outcomes (Assurance of Learning-AOL) to inform actions; to review and evaluate major and department assessment efforts for the continuous improvement of the college; and to provide information, when necessary, to the Associate Dean(s) and Dean to assist in compiling a college annual executive summary of assessment efforts for submission to the Associate Provost for assessment and accreditation.

2.3.2. Membership – The Associate Dean(s) and department chairs are members of the Assessment Committee with the chair of the committee also serving as Assessment Coordinator, a position that is appointed by the Provost's office with concurrence from the Dean. Voting membership on the committee consists of two (2) faculty members from each of the departments (including the department chair). Representation that reflects a combination of assistant professors, associate professors and professors is encouraged where practical.

### **Committee Membership and Terms of Service**

#### **3.1 Membership**

3.1.1. All eligible faculty members may be elected for service on committees, providing that they teach a minimum of six (6) credit hours per semester. The term “eligible” means that members are “faculty” as defined by the Coastal Carolina University Faculty Manual.

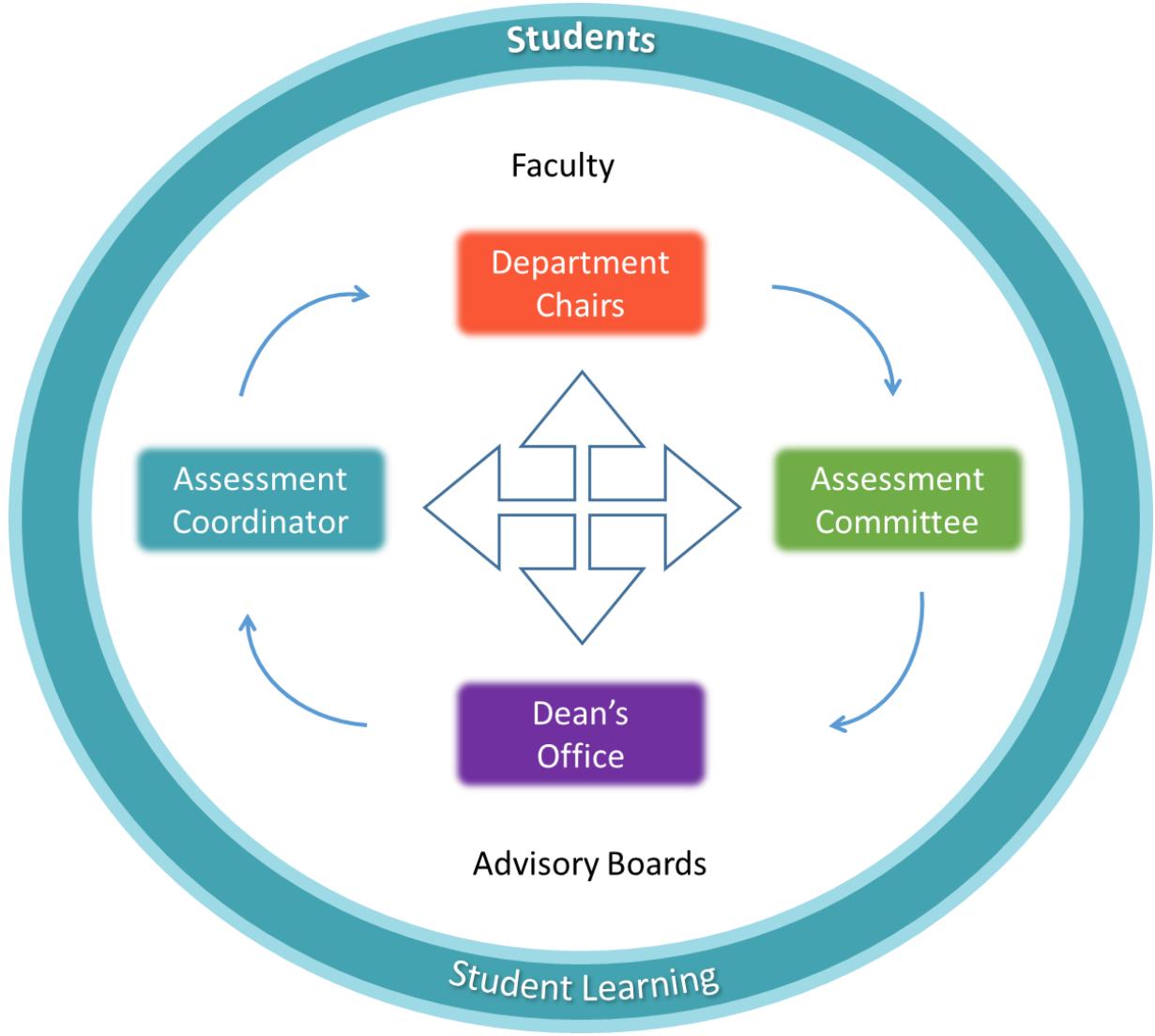
3.1.2. Faculty may not serve on more than two of the standing college committees in any given year. A faculty member who has been elected or appointed to serve on two standing committees within the college is ineligible to be nominated for election to serve on a third college standing committee.

3.1.3. A faculty member cannot serve as chair of more than one of the permanent standing college committees in any given year. Once a faculty member has served one three-year elected term, he or she must wait one year before serving on that same committee again.

3.1.4. In the event there are no faculty members available or willing to serve, an eligible faculty member who is a member of two standing committees may agree to be nominated and serve on a third committee.  
[Approved 3-20-15]

### 3.2 Terms of Service

Committees will be composed of members serving three-year staggered terms, with one or two terms expiring each year based upon total committee membership as defined by each standing committee’s membership above. The only exception to this policy is the Assessment Committee, for which the chair must also serve as the Assessment Coordinator, a position that is appointed by the provost’s office.



## **Assessment Processes**

As seen in the figure above, the Assessment Coordinator is a member of the faculty charged with assisting other faculty and Administration in developing assessment plans that include LGs which are aligned with the college and university mission and with supporting accountability and continuous improvement efforts within the college. The Assessment Coordinator works closely with the faculty, Department Chairs, the Associate Dean and the Dean to ensure information is communicated fully. The Assessment Coordinator also chairs the college assessment committee, which includes the Department Chairs, the Associate Dean, and faculty representatives from each major area.

### **WCOB AACSB Standard 8 Assessment Processes:**

- Annual Assessment Data Collection Plan and Reporting (Fall 16 for academic year 2015-16 and May 15 for academic year 2016-17):
  - Important Dates:
    - Oct 14, 2016: 2015-16 assessment results presented to the Assessment Committee.
    - December 2, 2016: 2015-16 assessment results presented to the faculty.
    - TBA: 2016-17 Assessment Plan data entry (after Campus Labs training).
    - Mar 31, 2017: 2017-18 Assessment Plan entered into Campus Labs.
    - May 15, 2017: Data Collection for Assessment Year 2016-17.
  - The Assessment Coordinator:
    - Coordinates faculty members with undergraduate assessment responsibilities.
    - Assessment Coordinator collects archives assessment data. He/she uses the data to provide reports to the Associate Dean for Assessment. The Associate Dean communicates the resulting recommendations to the Dean.
    - The Assessment Coordinator discusses the prior year academic results (closes the loop) with the assessment committee and then, with the full WCOB faculty, in a special meeting held in the fall of each academic year.
    - Based on the discussion with the full faculty, the Assessment Committee discusses continuous improvement and change during assessment plan development.
- Annual Assessment Plan Development (Spring):
  - The Assessment Coordinator/Assessment Committee Members:
    - Annually reviews the undergraduate assessment plan (closes the loop).
    - Proposes LG, rubrics defined values.
    - Identifies courses for LG assessment.
    - Coordinates all proposed changes with the Associate Dean for Assessment.
  - The Associate Dean for Assessment and External Engagement:
    - Coordinates curriculum review and development with advisory board members and other external stakeholders.
    - Presents all assessment proposals with the Dean's Council.
    - Approved proposals brought before the entire faculty for approval.
- Support information that is typically collected:
  - Syllabus, rubric, defined value and assessment instrument
  - Results, analysis of results, and use of assessment results for continuous improvement

**AACSB Standard 9 (Assessment Conducted twice in a five year period ... next due academic year 2017-18):**

- The Assessment Coordinator works with faculty to create a curriculum map that shows where learning goals are being taught and measured.
  - The assessment committee assesses the adequacy of LG coverage in WCOB courses. Shortfalls in assessment coverage are addressed during the annual assessment plan development (See discussion above in AACSB Standard 8).

**2016-17 AACSB Learning Goals: Courses Where Learning Goals are assessed**

	Learning Goals						
	SLO 7: Teamwork	SLO 6: Ethics	SLO 5: Information Literacy	SLO 4: Oral Communications	SLO 3: Written Communication	SLO 2: Problem Solving	SLO 1: Basic Knowledge
CSCI 110: Enterprise Business Applications	X <sup>I</sup>	X <sup>A</sup>	X <sup>E</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>I</sup>	X <sup>A</sup>
CBAD 120: Intro to the Global Culture of Business	X <sup>I</sup> , LG	X <sup>E</sup>	X <sup>R</sup> , LG	X <sup>R</sup> , LG	X <sup>R</sup> , LG	X <sup>R</sup> , LG	X <sup>E</sup>
MATH 132: Calculus for Business and Social Science	X <sup>A</sup>	X <sup>A</sup>	X <sup>I</sup>		X <sup>I</sup>		
CBAD 201: Financial Accounting	X <sup>A</sup>				X <sup>A</sup>		
CBAD 202: Managerial Accounting	X <sup>A</sup>	X <sup>A</sup>			X <sup>A</sup>	X <sup>A</sup>	
CBAD 290: Business and Professional Communication		X <sup>A</sup>	X <sup>A</sup>			X <sup>A</sup>	X <sup>A</sup>
CBAD 291: Business Statistics	X <sup>A</sup>				X <sup>I</sup>		
CBAD 292: Decision Analysis	X <sup>A</sup>	X <sup>A</sup>			X <sup>E</sup>		
ECON 201: Macroeconomics	X <sup>A</sup>	X <sup>R</sup>			X <sup>I</sup>	X <sup>I</sup>	
ECON 202: Microeconomics	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>		X <sup>E</sup>		
CBAD 301: Management and Organizations	X <sup>E</sup>	X <sup>R</sup>	X <sup>R</sup>	X <sup>R</sup>	X <sup>R</sup>	X <sup>R</sup>	X <sup>E</sup>
CBAD 344: Legal Environment of Business	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>		X <sup>A</sup>	X <sup>A</sup>	
CBAD 350: Marketing	X <sup>A</sup>					X <sup>A</sup>	
CBAD 363: Business Finance	X <sup>I</sup>		X <sup>R</sup>	X <sup>E</sup>		X <sup>I</sup>	X <sup>I</sup>
CBAD 364: Operations Management	X <sup>A</sup>		X <sup>A</sup>		X <sup>A</sup>	X <sup>I</sup>	
CBAD 373: Business Integration and Application	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>
CBAD 393: Management Information Systems	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>
CBAD 478: Strategic Management	X <sup>A</sup> , LG	X <sup>A</sup> , LG	X <sup>A</sup> , LG	X <sup>A</sup> , LG	X <sup>A</sup> , LG	X <sup>A</sup> , LG	X <sup>A</sup> , LG
PHIL 318: Business Ethics	X <sup>E</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>E</sup>	X <sup>A</sup>	X <sup>A</sup>

LG = Assessed Learning Goal

A = Graded Assignment

E = Emphasized

R = Reinforced

I = Introduced

## Coverage of General Skills Areas

	General Skills Areas		
	Diverse & multicultural work environments	Reflective thinking	Application of knowledge
CSCI 110: Enterprise Business Applications	X <sup>R</sup>	X <sup>I</sup>	X <sup>A</sup>
CBAD 120: Intro to the Global Culture of Business		X <sup>E</sup>	X <sup>E</sup>
MATH 132: Calculus for Business and Social Science		X <sup>A</sup>	X <sup>A</sup>
CBAD 201: Financial Accounting			
CBAD 202: Managerial Accounting			X <sup>A</sup>
CBAD 290: Business and Professional Communication	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>
CBAD 291: Business Statistics			X <sup>A</sup>
CBAD 292: Decision Analysis			X <sup>A</sup>
ECON 201: Macroeconomics		X <sup>I</sup>	X <sup>A</sup>
ECON 202: Microeconomics			X <sup>A</sup>
CBAD 301: Management and Organizations	X <sup>R</sup>	X <sup>E</sup>	X <sup>E</sup>
CBAD 344: Legal Environment of Business	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>
CBAD 350: Marketing			
CBAD 363: Business Finance			X <sup>I</sup>
CBAD 364: Operations Management			
CBAD 373: Business Integration and Application	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>
CBAD 393: Management Information Systems	X <sup>A</sup>		X <sup>A</sup>
CBAD 478: Strategic Management	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>
PHIL 318: Business Ethics	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>

\* Written / oral communications, Ethical decision making, analytical thinking, information technology, interpersonal relations and teamwork are covered in the WCOB Learning Goals.

A = Graded Assignment

E = Emphasized

R = Reinforced

I = Introduced

## Coverage of General Business and Management Knowledge Areas

	General Business and Management Knowledge Areas					
	Information technology and statistics/quantitative methods	Group and Individual Behaviors in Organizations and Society	Systems and Processes in Organizations and Society	Finance Theories, Analysis, Reporting and Markets	Social Responsibility	Economic, Political, Regulatory, Legal, Technological, and Social Contexts of Organizations in a Global Society
CSCI 110: Enterprise Business Applications	X <sup>R</sup>	X <sup>R</sup>	X <sup>I</sup>	X <sup>A</sup>	X <sup>I</sup>	X <sup>A</sup>
CBAD 120: Intro to the Global Culture of Business	X <sup>R</sup>	X <sup>R</sup>	X <sup>I</sup>	X <sup>I</sup>	X <sup>E</sup>	
MATH 132: Calculus for Business and Social Science			X <sup>I</sup>			X <sup>A</sup>
CBAD 201: Financial Accounting	X <sup>I</sup>		X <sup>A</sup>			X <sup>A</sup>
CBAD 202: Managerial Accounting	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>
CBAD 290: Business and Professional Communication	X <sup>I</sup>	X <sup>I</sup>			X <sup>A</sup>	
CBAD 291: Business Statistics					X <sup>A</sup>	X <sup>A</sup>
CBAD 292: Decision Analysis					X <sup>A</sup>	X <sup>A</sup>
ECON 201: Macroeconomics	X <sup>R</sup>		X <sup>E</sup>			X <sup>I</sup>
ECON 202: Microeconomics	X <sup>A</sup>		X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>
CBAD 301: Management and Organizations	X <sup>R</sup>	X <sup>R</sup>				
CBAD 344: Legal Environment of Business	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>		
CBAD 350: Marketing	X <sup>A</sup>	X <sup>A</sup>		X <sup>A</sup>		
CBAD 363: Business Finance	X <sup>E</sup>	X <sup>I</sup>	X <sup>I</sup>	X <sup>I</sup>	X <sup>I</sup>	
CBAD 364: Operations Management		X <sup>I</sup>		X <sup>A</sup>		X <sup>A</sup>
CBAD 373: Business Integration and Application	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	
CBAD 393: Management Information Systems	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>
CBAD 478: Strategic Management	X <sup>A</sup>		X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	
PHIL 318: Business Ethics	X <sup>A</sup>	X <sup>A</sup>	X <sup>R</sup>	X <sup>R</sup>	X <sup>A</sup>	X <sup>I</sup>

A = Graded Assignment

E = Emphasized

R = Reinforced

I = Introduced

## **Student Learning Goals (LGs)<sup>1</sup>**

To demonstrate competency as an E. Craig Wall Sr. College of Business graduate, a student should be able to:

**LG1:** Demonstrate competence in the core subjects of business administration: accounting, finance, management, marketing, economics, international issues, legal and social business issues, and quantitative analysis.

***Course(s) Administered:***

***CBAD 478 – Strategic Management***

***CBAD 120 – Intro to Global Business***

***Assessment Instrument:*** ETS Major Field Test: The ETS® Major Field Test for the Bachelor's Degree in Business contains 120 multiple-choice questions designed to measure a student's subject knowledge and the ability to apply facts, concepts, theories and analytical methods. Some questions are grouped in sets and based on diagrams, charts and data tables. The questions represent a wide range of difficulty and cover depth and breadth in assessing students' achievement levels.

[https://www.ets.org/mft/about/content/bachelor\\_business](https://www.ets.org/mft/about/content/bachelor_business)

***Defined value:***

***CBAD 478:*** On average, WCOB Seniors' ETS scores should exceed the 50<sup>th</sup> percentile of all college students taking the examination.

***CBAD 120:*** The average score for WCOB seniors should be higher than their freshman peers.

**LG2:** Demonstrate competence in solving complex problems by identifying and analyzing an issue, gathering, analyzing, and interpreting relevant information and proposing solutions or evaluating impacts.

***Courses(s) Administered:***

***CBAD 478 – Strategic Management***

***Assessment Instrument:*** Case Study

***Defined value:*** On average, WCOB students should score 70%.

***Rubric: (see following page)***

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<sup>1</sup> Learning Goals last amended academic year 2013-14



**EVALUATION RUBRIC FOR INDIVIDUAL WRITTEN CASE ANALYSIS**  
**CBAD 478 Strategic Management – Spring 2007**

Student Name:

Grade:

Case:

Date:

**Problem Identification (10 points)**

Student clearly states in the first paragraph of the case analysis the main problems/levers that face the organization at case time, separating out symptoms from problems, and prioritizes these issues as appropriate.

Comments:

Total points for this section:

**Correct Application of All Appropriate Tools of Analysis (30 points)**

Student correctly incorporates and applies all appropriate tools of analysis, based on information available in the respective case.

Comments:

Total points for this section:

**Appropriate Interpretations and Conclusions are Drawn From the Application of the Tools Relevant to this Analysis (25 points)**

Student draws appropriate conclusions from the analytical tools used. (E.g., the analysis is not just a listing of the respective tools and an application of their respective components, but also an assessment of what those tools indicate for firm behaviors in the future.)

Comments:

Total points for this section:

**Analysis and interpretations based on the appropriate analytical tools are used as a base for the development and support of a comprehensive set of recommendations for the organization. (25 points)**

Student will develop a comprehensive set of recommendations for the firm, which is clearly tied back to specific insight developed from the application of appropriate analytical tools.

Comments:

Total points for this section:

**Clear articulation is provided of the implementation issues involved in delivering on the recommendations made, including the consideration of stakeholder implications (10 points)**

Student will provide a clear insight into the effects on the organization, leadership, ethics, policies, processes, structure, culture, or resource management that will be adjusted to make possible the recommendations, and include in this analysis a clear articulation of the impacts on each stakeholder group of such adjustments.

Comments:

Total points for this section:

LG3: Effectively express knowledge and ideas through written communication.

**Courses(s) Administered:**

**CBAD 478** – Strategic Management

**CBAD 120** – Intro to Global Business

**Assessment Instrument:** Written assignment.

**Defined value:** On average, WCOB students should score at least 3 (70% grade on assessment instrument) on each dimension.

**Rubric:**

Performance Area	Rating = 4	Rating = 3	Rating = 2	Rating = 1
Structure	Written work has clear and appropriate beginning, development and conclusion. Paragraphing and transitions are also clear and appropriate.	Written work has adequate beginning, development and conclusion. Paragraphing and transitions are also adequate.	Written work has weak beginning, development and conclusion. Paragraphing and transitions are also deficient.	Organizational structure and paragraphing have serious and persistent errors.
Content	The length of the written work provides in-depth coverage of the topic, and assertions are clearly supported by evidence.	The length of the written work is sufficient to cover the topic, and assertions are support by evidence.	Written work does not do an adequate job of covering the topic, and assertions are weakly supported by evidence.	Written work does not cover the topic, and assertions are not support by evidence.
Mechanics	Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work is relatively free of major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has several major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.
				Total
				Overall Score = Total/3

LG4: Effectively express knowledge and ideas through oral presentation skills.

**Course(s) Administered:**

**CBAD 478 – Strategic Management**

**CBAD 120 – Intro to Global Business**

**Assessment Instrument:** Presentation.

**Defined value:** On average, WCOB students should score at least 3 (70% grade on assessment instrument) on each dimension.

**Rubric:**

Performance Area	Rating = 4	Rating = 3	Rating = 2	Rating = 1	Weight
Organization	Presenter follows logical sequence and provides explanations/elaboration.	Presenter follows logical sequence, but fails to elaborate	Presenter doesn't follow logical sequence.	There is no logical sequence of information.	35% times rating
Delivery	Presenter speaks clearly and loud enough for all in audience to hear, makes no grammatical errors, and pronounces all terms correctly and precisely.	Presenter speaks clearly and loud enough to be heard by most in audience, makes relatively few grammatical errors, and pronounces most terms correctly.	Presenter's voice is relatively clear, but too low to be heard by those in the back of the room. Presenter makes several major grammatical errors, and mispronounces some terms.	Presenter mumbles, mispronounces terms, and makes serious and persistent grammatical errors throughout presentation. Presenter speaks too quietly to be heard by many in audience.	35% times rating
Eye Contact	Presenter seldom returns to notes, maintaining eye contact with audience throughout the presentation.	Presenter maintains eye contact with audience most of the time, but frequently returns to notes.	Presenter reads most of report, but occasionally makes eye contact with audience.	Presenter reads entire report, making no eye contact with audience.	10% times rating
Use of supporting material	All material and technology used support the presentation and enhance audience understanding of ideas.	Some material and technology is used that supports the presentation and enhances audience understanding of ideas.	Presenter uses material and technology not applicable to the presentation.	Presenter does not use supporting material and technology.	10% times rating
Addressing audience questions	Presenter addresses each audience question effectively.	Presenter addresses most audience questions effectively.	Presenter addresses some audience questions effectively.	Presenter does not ask for/answer audience questions	10% times rating
OVERALL SCORE					

LG5: Demonstrate use of appropriate technologies to make effective business decisions.

*Course(s) Administered:*

**CBAD 292** – Decision Analysis

**Assessment Instrument:** Excel based cases / forecasting problem. Students complete three Excel-based assignments:

1. **Spreadsheet Modeling Case Study** – Students are presented with a complex problem requiring them to generate a pro-forma income statement from a description of a business plan. Supply is variable, typically depending upon some fixed expense such as the number of workers hired. Demand is also variable, with a probability distribution assigned based on unknown economic conditions and the price of the product.
2. **Linear Programming Case Study** – Students are presented with a complex problem. The problem is typically either a product mix or a make/buy decision. Students must deal with limited resources and internal and external requirements specified in the problem.
3. **Forecasting Case Study** – Students are given 26 weeks of data on the daily production of bread by a bakery, as well as the number of loaves sold and the number of customers turned away. They are assigned to determine the production schedule for the following week.

**Rubric:** On average, WCOB seniors should score 70% or higher. The scoring rubrics are provided below.

- **Decision Quiz:** Students must answer an open-ended five question decision quiz to demonstrate their ability to frame the problem. (Technical Application).
- **Spreadsheet Modelling Case Study:** Students then must prepare an Excel model to find the optimal plan to maximize expected profit (price and number of workers). (Decision Method).
- **Linear Programming Case Study:** Students must prepare an Excel model and use Solver to find an optimal decision. (Decision Method).
- **Forecasting Case Study:** Students then must prepare an Excel model to find the optimal number of loaves to produce for each day of the 27th week. (Decision Method).

## **Decision Quiz**

<b>Questions</b>	<b>Points</b>	<b>Criteria</b>
What is the main problem we are trying to solve?	2	Correctly identified what the true goal is.
	1.5	Partial, or indirect identification of the goal.
	1	Miss directed to something non-relevant.
	0	Not answered.
What are the possible solutions?	2	Bounded limits.
	1.5	Incorrect.
	1	Miss directed to something non-relevant.
	0	Not answered.
How will we evaluate the possible solutions?	2	Measure (revenue, cost, profit)
	1.5	Less complete measure
	1	Miss directed to something non-relevant.
	0	Not answered.
How will we assign value to the possible solutions?	2	Appropriate Method of Calculation
	1.5	Inappropriate calculation.
	1	Miss directed to something non-relevant.
	0	Not answered.
Which solution will we choose?	2	Largest/Smallest (appropriate)
	1.5	Reversed
	1	Miss directed to something non-relevant.
	0	Not answered.

## **Spreadsheet Model Rubric**

<b>Category</b>	<b>Points</b>	<b>Criteria</b>
Decision Reached	2	Decision for Number of Rooms
	0	No Decision
Recommendation	1	Agrees with Model
	0.5	Does Not Agree With Model
Decision Result	0	Not Included
	3	Best Choice (66 rooms)
	1.5	Better Choice (63 rooms)
	1	Okay Choice (60 rooms or other)
Profit Calculation	0	No choice
	2	Correctly Calculated
	1	Incorrectly Calculated
	0	Not Calculated
Probability Calculation	2	Correctly Calculated
	1	Incorrectly Calculated or Hardcoding
	0	Not Calculated
Level of Detail	2	All Numbers of Rooms (0-66 or 60-66)
	1	Major Choices Shown (60, 63, 66)
	0	One Shown, No Alternatives Listed
Expected Value Calculation	2	Calculated for Profit
	1	Calculated for Number of Guests
	0	Not Calculated
Income Statement	1	Calculated, Details Shown
	0.5	Calculated, Details Not Shown
	0	Not Calculated
Overbooking Cost	2	Included
	1	Incorrectly Done
	0	Not Included
Color Coding	1	Both Inputs and Outputs
	0.5	Inputs or Outputs Only
	0	Not Included
Hardcoding	2	No Hardcoding
	1	1-3 Instances
	0	More than 3 Instances
Organization / Presentation	1	No More than 1/3 of Information is Not Used
	0.5	2/3 or Less of Information is Not Used
	0	More than 2/3 is Not Used
Model Creation	4	Model has Inputs, Outputs, and Calculations
	2	Started, but No Outputs
	0	No Calculation or All Hardcoded

## **Linear Programming Rubric**

<b>Category</b>	<b>Points</b>	<b>Criteria</b>
Decision Reached	2	Amount of Each Blend
	1	Partial Decision
	0	No Decision
Recommendation	1	Included and Justified
	0.5	Model Does not Support Decision Made
	0	Not Included
Decision Result	3	Best Choice
	1.5	Not Optimal
	0	No Decision
Initial Guess of Blends	1	Amount of Each Blend can Vary
	0	Same Amount for Each Mix
Amount of Nuts Used	1	Included and Correct
	0.5	Incorrect
	0	Not Included
Total Profit Calculations	1	Included and Correct
	0.5	Incorrect
	0	Not Included
Income Statement	1	Revenue Included, Costs Broken Down, Profit for Each Blend
	0.5	Details Omitted
	0	Not Included
Objective Cell	1	Total Profit
	0	Anything Else
Objective Direction	1	Maximize Profit
	0	Incorrect or Not Included
Accepted Orders Constraint	2	Must produce orders accepted.
	1	Incorrectly included.
	0	Not Included
Maximum Orders Constraint	2	Cannot Exceed Demand
	1	Incorrectly included.
	0	Not Included
Nut Type Constraint	2	Only have inventory on hand.
	1	Incorrectly included.
	0	Not Included
Solver Reports	1	All Three Included
	0.5	Partially Included
	0	Not Included
Color Coding	2	Inputs, Outputs, Constraints, Objective
	1	Missing One or Two
	0	Not Included

Hardcoding	2	No Hardcoding
	1	1-3 Instances
	0	4 or More
Organization / Presentation	2	No Extra Screen Clutter
	1	Less than Half of Information is Not Used
	0	More than Half of Information is Not Used

### **Forecasting Model Rubric**

Category	Points	Criteria
Model Submitted	4	Yes
	0	No
Schedule Presented	4	Yes, all seven days.
	1	Totals for week only.
	0	No schedule.
Accuracy of Forecast (Total Daily Misses, High or Low)	8	Within 5%
	7	Within 10%
	6	Within 15%
	5	Within 25%
	4	Within 37.5%
	3	Within 50%
	2	Within 75%
	1	Within 100%
	0	More than 100% off, or no forecast.
Logic / Analysis	5	Clear evidence of Analysis
	3	Some evidence of Analysis
	0	No analysis evident
Compare to Past Results	1	MSE or Graph
	0.5	MSE or Graph, Incorrect
	0	Neither
Demand	2	Forecast Based on Previous Sales + Customers Turned Away
	1.5	Forecast Based on Previous Sales only
	1	Forecast Based on Previous Production Levels
	0	Forecast Based on Something Other than Loaf Quantity
Correct Units	1	Forecast Loaves (or converted back)
	0	Forecast Dollars or Something Else

LG6: Demonstrate an understanding of ethical perspectives in business via enhanced awareness and recognition of ethical issues and an understanding of the importance of ethical issues in business decisions.

***Course(s) Administered:***

***CBAD 478*** – Strategic Management

***CBAD 120*** – Intro to Global Business

***Assessment Instrument:*** Perceptions on the role of ethics and social responsibility (PRESOR) ethics assessment (see next page). Much of the debate over whether the stockholder or stakeholder view should be adopted in business centers on whether ethics and social responsibility are compatible with efficiency, competitiveness, and profitability. Arguing that key decision makers must first perceive ethics and social responsibility to be important to organizational effectiveness before their behaviors will become more ethical and reflect greater social responsibility, Singhapakdi et al. (1996) developed a measure of “perceptions of the role of ethics and social responsibility” (PRESOR). The PRESOR measure has become an important construct in studies of ethics and corporate social responsibility (CSR). Arguing that business students are the managers and business professionals of the future, that understanding the development of their views during the critical formative stage in their careers while in college is important, and that many upper division undergraduate and graduate students have sufficient education and experience to make many issues, including the items on the PRESOR scale personally relevant to them, numerous studies, including the work by Singhapakdi et al. (1996) in originally developing the PRESOR scale, have used samples of business students to examine associations between PRESOR and a variety of factors thought to play a role in determining perceptions of the importance of ethics and social responsibility in business, including age, gender, college major, ethics education, work experience, exposure to relevant current events, cultural background, and personal moral philosophies (Ahmed et al. 2003; Ang and Leong 2000; Axinn et al. 2004; Elias 2004; Etheredge 1999; Marta et al. 2000; Shafer et al. 2007; Singhapakdi et al. 1996).

Wurthmann, K. (2013). A Social Cognitive Perspective on the Relationships Between Ethics Education, Moral Attentiveness, and PRESOR. *Journal Of Business Ethics*, 114(1), 131-153. doi:10.1007/s10551-012-1330-6

***Rubric:*** On average, WCOB seniors should score higher than freshman on the same examination.

# PRESOR Ethics Survey

Please indicate the extent to which you agree or disagree with the following statements on a scale from 1 to 9 where 1 equals completely disagree and 9 equals completely agree. Circle your response.

1. If the survival of a business enterprise is at stake, then you must forget about ethics and social responsibility.

2. If the stockholders are unhappy, then nothing else matters.

3. The most important concern for a firm is making a profit, even if it means bending or breaking the rules.

4. To remain competitive in a global environment, business firms will have to disregard ethics and social responsibility.

5. Efficiency is much more important to a firm than whether or not the firm is seen as ethical or socially responsible.

6. Although output quality is essential to corporate success, ethics and social responsibility are not.

7. The ethics and social responsibility of a firm is essential for long-term profitability.

1 2 3 4 5 6 7 8 9  
completely disagree completely agree

8. Business ethics and social responsibility are critical to the survival of a business enterprise.

1	2	3	4	5	6	7	8	9
completely disagree								completely agree

---

9. The overall effectiveness of a business can be determined to a great extent by the degree to which it is ethical and socially responsible.

1	2	3	4	5	6	7	8	9
completely disagree								completely agree

---

10. Communication is more important to the overall effectiveness of an organization than whether it is concerned with ethics and social responsibility.

1	2	3	4	5	6	7	8	9
completely disagree								completely agree

---

11. Social responsibility and profitability can be compatible.

1	2	3	4	5	6	7	8	9
completely disagree								completely agree

---

12. Good ethics is good business.

1	2	3	4	5	6	7	8	9
completely disagree								completely agree

---

13. Business has a social responsibility beyond making a profit.

1	2	3	4	5	6	7	8	9
completely disagree								completely agree

---

14. Corporate planning and goal setting sessions should include discussions of ethics and social responsibility.

1	2	3	4	5	6	7	8	9
completely disagree								completely agree

---

From: Singhapakdi, Vitell, Rallapalli, Kraft (1996). The perceived role of ethics and social responsibility: A scale development. Journal of Business Ethics, 15 (11), 1131-1140.

Scoring:

- Items 1-6 are reverse scored and make up the stockholder view items (reverse scored as it was called “profits are not paramount”).
- Items 7-14 make up the stakeholder view items (“good ethics are good business”).

LG7: Work effectively as a team member in a business environment.

*Course(s) Administered:*

***CBAD 478 – Strategic Management***

***Assessment Instrument:*** Team Exercise assessed by manual form and CATME system

***Defined value:*** On Average, WCOB students score 70% on their student evaluations.

### **WCOB Graduate SACS & AACSB Assessment Processes**

Annual Assessment Plan Development (fall 16):

- The Assessment Coordinator is a member of the University-wide Assessment Committee.
- Attends the new assessment system (Campus Labs) training.

Annual Assessment Data Collection Plan and Reporting:

- Important Dates:
  - TBA: 2016-17 Assessment Plan data entry (after Campus Labs training).
  - Mar 31, 2017: 2017-18 Assessment Plan entered into Campus Labs.
  - May 15, 2017: Data Collection for Assessment Year 2016-17.