



Program Review Self-Study

Academic unit: General Business major – GBUS (interdisciplinary)

College: Barton School of Business

Date of last review 2013/14

Date of last accreditation report (if relevant) Dec. 2012

List all degrees described in this report (add lines as necessary)

Degree: BBA in General Business (formerly BBA in Bus. Admin.) CIP* code: 49.0104

Degree: _____ CIP code: _____

Degree: _____ CIP code: _____

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>

Faculty of the academic unit (add lines as necessary)

Name _____ Signature _____

As an interdisciplinary program, the BBA in General Business does not have a departmental faculty. The BBA in GBUS consists of courses taught for other business majors.

Jim Clark, Associate Dean for Academic Operations and Undergraduate Programs

Submitted by: Jim Clark, Assoc. Dean _____ Date _____

(name and title)

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. Program Mission (if more than one program, list each mission):

The General Business major supports the mission of the Barton School and University: The Barton School prepares students for lifelong learning and success in the global marketplace, advances the knowledge and practice of business, and supports economic growth through research, outreach and knowledge transfer. The objective of the General Business major is to provide maximum flexibility to students who wish to study business. It is a broad-based management-oriented degree which allows students to increase their knowledge in the basic business disciplines and functions. It allows a student to combine breadth of knowledge with a smaller degree of specialization than specific majors.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The program supports the mission of the University and the Barton School through its teaching (*educational driver*), intellectual activities of the faculty and the service activities of the faculty to the academic, business, and university communities (*economic driver*). Since the GBUS major doesn't have its own courses or faculty, teaching and other faculty activities are documented in other Barton School departmental reports.

d. Has the mission of the Program (s) changed since last review? Yes No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?

Yes No

If yes, describe the changes in a concise manner.

Program Objectives:

1.

2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1																	
Year 2																	
Year 3																	

N/A – This is an interdisciplinary program and scholarly productivity listed in other departmental reports

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

N/A for GBUS program - reported as part of other departmental reports.

3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

- a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

ACT scores of GBUS students are slightly lower than the WSU average, with the difference increasing over time. In 2008, WSU=22.5, GBUS=22.2, while for 2014 WSU=23.1, GBUS 21.6. This difference is not unexpected; the more academically able students in the Barton School tend to enroll in a specific major rather than the generalist GBUS major. See data table 8.

- b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.

N/A

- c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

AACSB requires degree-level assessment of business programs. As the only cross-discipline major in the Barton School, the degree-level assessment program and results are reported here. There is an Appendix available with much background and data on evaluation results.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
1A. Acquire Knowledge of Current Business Practices, Theory, and Technology: Basic Skills	Advanced Standing Exams that cover university-level basic skills courses and freshman/sophomore-level business core courses. See Appendix for details.	Average of 50% correct on each of 10 exams.	Results meet targets in all areas except micro-economics and statistics. See Appendix for details.	See Appendix for details.
1B. Acquire Knowledge of	Course embedded assessment instruments	Varies by course - see	Results are generally	Areas of weakness found

Current Business Practices, Theory, and Technology: Management-Specific Knowledge	in all eight junior-level business core courses.	Appendix for details. Also see program review reports by majors.	satisfactory - see Appendix for details.	in various course are being addressed by curriculum changes - see Appendix for details.
2. Demonstrate skills in effective oral and written communication	Course embedded assessments using standard rubrics; see Appendix for details.	Maximum of 10% of students rated Unacceptable on any dimension.	Have been going downhill recently; see Appendix for details.	Need to implement a Business Communication course - funding is issue.
3. Attain clear analytical and reflective thinking abilities	Watson-Glaser Critical Thinking Appraisal given in MGMT 681, capstone business course; see Appendix for details.	Minimum 20% Unacceptable (below 30th percentile of norming sample).	Getting further from target.	See below.
4. Understand ethical decision-making	Ethics Assessment developed by faculty and given in MGMT 681, capstone business course.	Targets will be set in AY17 when more data is available.	See below.	See below.
5. Develop active collaborative skills and the ability to work as part of a team	Course embedded assessment given to students in classes using team projects.	Maximum of 10% of students rated Unacceptable on any dimension.	Results have more than met the target.	No changes needed; continue monitoring.

Analysis of Goal 3: Watson-Glaser (W-G) begun in Spring 2007. Scores increased during first few years, then stagnated (see Appendix for details). To help improve scores PHIL 125, Introduction to Logic, was required beginning Fall 2011. Scores did not improve.

Between Summer 2012 and Fall 2014 626 students had taken the W-G; of these, 194 students had also taken PHIL 125. A comparison of W-G scores showed students who had taken PHIL 125 did marginally better on the W-G, but the increase was not as large as desired. During Fall 2015, several Barton School faculty meetings were devoted to how performance on the W-G could be improved.

Following those discussions, the PHIL department agreed to create a new course, PHIL 105, that concentrated on critical thinking skills, with much less emphasis on formal logic. The new course

will be implemented for Fall 2016. The Barton School is also developing a series of critical thinking exercises that will be implemented across the business curriculum, beginning in AY17; the Assessment Coordinator is attending an AACSB seminar on critical thinking in April 2016 to help guide that process. W-G scores will continue to be tracked to see if these interventions accomplish the improvements needed.

Analysis of Goal 4: To improve students' ethical reasoning abilities, at the Barton School's request the PHIL department created PHIL 306, Business Ethics, that was implemented as a required course in Fall 2013. At that time, a new ethics assessment was created by two business school faculty who had taught business ethics, in consultation with the lead instructor for PHIL 306. As of Fall 2015, only four students had taken PHIL 306 and the ethics assessment. As more students who have taken both PHIL 306 and the ethics assessment move through the pipeline, enough data will become available to determine whether PHIL 306 is having the desired effect.

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

Student satisfaction (as measured by the WSU Exit Survey) has been higher than the average for the University and the Barton School for three of the past four years, but dropped substantially for 2015 (as did University and college results). If future years show lower satisfaction, we will investigate the reason(s). See data table 10.

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
1		N/A, no exam available for this major		
2				
3				

- e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Outcomes:	Results	
	Majors	Non-Majors
<ul style="list-style-type: none"> o Have acquired knowledge in the arts, humanities, and natural and social sciences o Think critically and independently o Write and speak effectively o Employ analytical reasoning and problem solving techniques 		
-N/A, GBUS has no general education courses of its own		

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: <http://www.aacu.org/value/rubrics/>

- f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.
Provide information here:

N/A

- g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.
Provide information here:

Part of AACSB accreditation; last review expressed no concerns about GBUS

- h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.
Provide information here:

All courses in GBUS include a definition and assignment of the credit in the syllabus.

- i. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).
Provide assessment here:

The General Business major has been performing its task: provide an education for students who want a broad exposure to multiple areas of business (rather than a specific major). Student satisfaction is high, as shown by survey results. In terms of learning outcomes, assessment data indicate some weaknesses, which are being addressed as described above in plans involving course modifications. Student quality (ACT) is comparable to the average for business school students. Regents' minima are exceeded by large amounts. Costs of the major are very low, since students take classes that would already be offered for the specific majors.

4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Employment of Majors*							
	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only.
Year 1	\$47,256	100%				2	↓
Year 2							
Year 3							

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Provide assessment here:

Student demand for the General Business major is high, averaging around 200 majors for 2009 - 2014. Enrollment dropped to 159 for 2015, probably due to program revisions that made the General Business major somewhat more rigorous than the previous Business Administration major. The flexibility of the General Business major allows students with heavy scheduling constraints outside the university to graduate in a more-timely manner than do specialized majors with fewer scheduling options.

While some industries require specific business majors (accounting firms want accounting majors, financial firms want finance majors), most entry-level management positions require a degree in any field of business. General Business can compete on an equal footing. Since there is no occupation labeled General Business, the average salary above is the average from the Occupational Outlook Handbook for business and financial occupations.

5. Analyze the service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

- a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

Not appropriate for General Business major. In the university data, courses labeled BADM are associated with the General Business major. This doesn't accurately reflect the situation. BADM courses are school-wide required courses that aren't tied to a specific department (student success courses, business software course). Students in the General Business major take only courses that are offered for other majors.

6. Report on the Program’s goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	No goals set in previous review.		

7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

Overall, the General Business major is fulfilling its function of providing a more general and more flexible degree option in business than more specialized majors. Enrollments are substantial, demonstrating student demand for the major. Since the General Business major has no courses of its own, departmental reports contain information on specific improvements to courses.

Goals for next review:

- 1. Implement exit survey (for all business students) to obtain specific information on job placements, salaries, locations, etc.**
- 2. Maintain enrollments at the current level**
- 3. Undergraduate Programs Committee ("department" for the General Business major) will review the curriculum to determine if any changes are needed, specifically the new philosophy course in critical thinking.**

APPENDIX: General Business Assessment

SECTION I: Overview of Assurance of Learning for Undergraduate Programs

The Barton School of Business offers the Bachelor of Business Administration degree with majors in accounting, economics, entrepreneurship, finance, general business, human resources, international business, management, management information systems, and marketing. This degree program has five learning goals:

- Learning Goal 1A: Core Knowledge: Basic Skills Learning
- Learning Goal 1B: Core Knowledge: Management-Specific Knowledge
- Learning Goal 2: Oral and Written Communication
- Learning Goal 3: Analytical Thinking
- Learning Goal 4: Ethical Decision-making
- Learning Goal 5: Teamwork

Currently, the Associate Dean for Undergraduate Programs and Operations serves as the assessment manager. Table I.1 shows where each learning goal is assessed.

Table I.1: Assessment of Learning Goals

Course	Goal 1A	Goal 1B	Goal 2	Goal 3	Goal 4	Goal 5
Advanced Standing Exams (10 online tests given before start of junior year)	X					
BLAW 431 (business law)		X				
DS 350 (operations)		X				
ENTR 310 (entrepreneurship)						

		X				
FIN 340 (finance)		X				
IB 333 (international business)		X				
MGMT 360 (management)		X				
MIS 395 (management information systems)		X				
MKT 300 (marketing)		X				
All courses with appropriate writing or presentation assignments ¹			X			
Capstone strategy course (MGMT 681)				X		
Capstone strategy course (MGMT 681)					X	
All courses with team assignments ²						X

¹ Oral Communication: ACCT 620, BLAW 431, ENTR 310, ENTR 440, ENTR 605, FIN 620, FIN 860, IB 333, IB 601, MGMT 662, MGMT 680, MKT 300, MKT 403, MKT 607, MKT 608, MKT 609. Written Communication: ACCT 320, ACCT 620, BLAW 431, DS 350, ECON 201, ECON 202, ECON 800, ENTR 310, ENTR 440, ENTR 605, FIN 620, IB 333, IB 600, IB 601, MGMT 360, MGMT 430, MGMT 680, MIS 605, MKT 300, MKT 403, MKT 607, MKT 609. ² ACCT 620, ENTR 310, ENTR 605, IB 333, IB 601, MGMT 463, MIS 605, MIS 610, MKT 300, MKT 403, MKT 405, MKT 607, MKT 609 for fall 2015, and varies by semester.

The Barton School has developed a schedule for assessment, review, intervention (when warranted), and re-assessment. This complete cycle covers multiple semesters, and the schedule is shown in Table I.2

Table I.2: Assessment Review and Intervention Schedule

Semester	Goal 1A	Goal 1B	Goal 2	Goal 3	Goal 4	Goal 5
<i>Review Cycle 1:</i>						
Fall 2014 - assessments collected	X	X	X	X	X	X
Spring 2015 - assessments collected	X	X	X	X	X	X
Summer 2015 - assessments collected		X		X	X	
Fall 2015 U AY15 results reviewed	X	X	X	X	X	X
Spring 2016 - interventions implemented (if needed)	X	X	X	X	X	X
Fall 2015 - assessments collected	X	X	X	X	X	X
Spring 2016 - assessments collected	X	X	X	X	X	X
Summer 2016 - assessments collected		X		X	X	
Fall 2016 - AY16 results reviewed	X		X	X	X	X
Spring 2017 - interventions implemented (if needed)	X		X	X	X	X

Fall 2016 - assessments collected	X	X		X	X	X
Spring 2017 - assessments collected	X	X		X	X	X
Summer 2017 - assessments collected		X		X	X	
Fall 2017 - AY17 results reviewed		X		X	X	X
Spring 2018 - interventions implemented (if needed)		X		X	X	X
Fall 2017 - assessments collected	X	X	X	X	X	X
Spring 2018 - assessments collected	X	X	X	X	X	X
Summer 2018 - assessments collected		X		X	X	
Fall 2018 - AY19 results reviewed	X		X	X	X	X
Spring 2019 - interventions implemented (if needed)	X		X	X	X	X

Note: We are currently monitoring the effectiveness of interventions for Learning Goals 3 and 4. If the interventions are successful, assessment will go to alternate years.

LEARNING GOALS: Background

Learning Goal 1: Core Knowledge

“Acquire Knowledge of Current Business Practices, Theory, and Technology

Basic Skills:

Where Assessed: Advanced Standing Exams (ASEs) are given in ten subjects taken at the freshman or sophomore level: English, Algebra/Business Calculus, Public Speaking, ACCT 210 (Financial), ACCT 220 (Managerial), ECON 201 (Macro), ECON 202 (Micro), ECON 231 (Business Stat), ECON 232 (Excel-based Stat). Many Barton School students take these classes outside WSU. To assure learning, all Barton School students are given the ASEs.

When Assessed: Tests given in Fall and Spring semesters for courses completed by that time. Students are given ASEs starting with the semester they become rising juniors, and they continue to take them until they have completed all the classes. Students must complete their ASEs for a semester before they are allowed to enroll in the following semester.

Assessment Instruments: Online multiple-choice tests for each subject, 20 U 30 questions each. Questions are similar to general final exam questions, and are developed and reviewed by faculty teaching in each subject.

Closing the Loop: For Barton School courses, the Assessment Manager meets with the faculty teaching ACCT and ECON courses during even-numbered academic years to review recent test results, make sure the ASE matches current course content, determine whether previous interventions resulted in improvements, and examine the need for future interventions. For other courses taught at WSU, results are reviewed with the Barton School Assurance of Learning Committee, and reviewed with math and communications faculty involved in teaching algebra, business calculus, and communications, to make sure the ASEs reflect current content and to discuss any areas of weakness. The Assessment Manager meets with faculty and staff from our primary feeder community colleges to share results, particularly results where students taking the course in the Barton School perform significantly better than students at a community college.

Beginning with the Spring 2014 testing cycle, the exams were moved to an online Blackboard environment from the previous requirement that students take the ASEs in our computer lab. In addition to providing more convenience for students and access for online-only students, the online testing provided data for detailed item analysis and reliability testing that the previous format lacked. During Summer 2015 a detailed analysis of each ASE was performed. In Fall 2015 the results were discussed with faculty, the exams were revised and updated, and needed

interventions were planned.

As an example, the faculty teaching ECON 232, Excel-based business statistics, met in October 2015 to review the exam results and the exam itself. Several questions were rephrased to make them clearer, and questions were added to cover categorical variables, a topic not previously included. The results showed that while students were performing well on questions about how to use and interpret specific statistical results, they performed less well on identifying when to use each statistical test. The instructors agreed to change homework assignments based only on one statistical test to include questions requiring students to decide what statistical test to use in specified circumstances.

See below for detailed results, exam changes, and planned interventions for each course.

Management-Specific Knowledge:

Where Assessed: All Barton School junior-level required core courses: BLAW 431 (Legal Environment of Business), DS 350 (Introduction to Production and Operations Management), ENTR 310 (The Entrepreneurial Experience), FIN 340 (Financial Management I), IB 333 (International Business), MGMT 360 (Principles of Management), MIS 395 (Management of Information Systems), and MKT 300 (Marketing).

When assessed: Every time course is taught, in all sections.

Assessment Instruments: Course-embedded assessment designed by faculty in that subject within each course.

Closing the Loop: Faculty teaching each course meet annually or every two years to evaluate the assessment results, determine any needed interventions, and share the results with other colleagues to get additional input. As an example, following initial assessments in 2008 and 2009 in IB 333, faculty reviewing the results identified several areas where students needed more preparation, including foreign exchange rate computations. The course was changed to emphasize exchange rate computations; assessment scores subsequently improved.

In recent years, enrollment in IB 333 by students outside the Barton School has increased. These non-business students are much less familiar with terminology used in the class than are business majors. The faculty are currently modifying the assessment instrument to include more questions on terminology, and will use the new assessment to track improvements in students' familiarity

with terminology resulting from more class emphasis on explicitly teaching terminology. See below for detailed results and interventions.

Learning Goal 2: Oral and Written Communication

Demonstrate skills in effective oral and written communication

Where Assessed: Presentation and writing skills are assessed in courses where appropriate assignments are given. Oral Communication skills are assessed in ACCT 620, BLAW 431, ENTR 310, ENTR 440, ENTR 605, FIN 620, FIN 860, IB 333, IB 601, MGMT 662, MGMT 680, MKT 300, MKT 403, MKT 607, MKT 608, and MKT 609. Written Communication are assessed in ACCT 320, ACCT 620, BLAW 431, DS 350, ECON 201, ECON 202, ECON 800, ENTR 310, ENTR 440, ENTR 605, FIN 620, IB 333, IB 600, IB 601, MGMT 360, MGMT 430, MGMT 680, MIS 605, MKT 300, MKT 403, MKT 607, and MKT 609.

When assessed: Many Fall and Spring semesters through Fall 2015. In the future, assessments will be collected Fall and Spring in even-numbered academic years. **Assessment Instruments:** Standard rubrics to assess written and oral communication have been developed and approved by the faculty. Faculty use these rubrics to collect assessment data while grading papers or presentations and enter them into a STEPS database. Written communication is assessed on four dimensions:

- Appropriate style
- Logic and organization
- Spelling and Grammar
- Use of language

Oral communication is assessed on six dimensions:

- Audience interaction
- Nonverbal skills
- Organization
- Preparation
- Use of media
- Verbal skills

Closing the Loop: The Assurance of Learning Committee reviews the results annually (every other year in the future). Although assessment results have been meeting targets for acceptable

performance on most dimensions, discussion with faculty and employers leads to the conclusion that many Barton School students need improvement in their oral and written communication skills. The Barton School is working with the Elliott School of Communication on the development of a business communication course; such a course is part of the Barton School's Strategic Plan.

See below for rubrics and detailed assessment results.

Learning Goal 3: Analytical Thinking

Attain clear analytical and reflective thinking abilities

Where Assessed: Capstone strategy course (MGMT 681) **W**

When Assessed: In most MGMT 681 sections in Fall, Spring and Summer

Assessment Instrument: 80-question Watson-Glaser Critical Thinking Appraisal

Closing the Loop: Assessment results for this learning goal have remained below target since the assessment began in 2007. Although there was an upward trend in the first few years of assessment, improvement stopped rising. To improve student skills in this area, effective Fall 2011 all new Barton School students were required to take PHIL 125, Introduction to Logic.

Sufficient time has elapsed since Fall 2011 for a substantial number of students to have taken PHIL 125 and then taken the Watson-Glaser Critical Thinking Appraisal in their final semester. Comparisons were put together in Summer 2015, showing students who completed PHIL 125 did somewhat better on the Watson-Glaser (on average, 2 questions out of 80 better), but this is not the substantial improvement we were looking for.

During Fall 2015 discussions on how to improve performance on Learning Goal 3 began in the Assurance of Learning Committee and among the Barton School faculty; a substantial portion of the Sep. 29 and Oct. 27 college faculty meetings were devoted to discussion of Learning Goal #3, including a discussion of what we meant by "clear analytical and reflective thinking," whether this was different from "critical thinking," where we should go from here to improve student performance on Learning Goal #3, and whether we want to redefine Learning Goal #3 to explicitly stress critical thinking.-Following that faculty meeting, the Assessment Manager met with the chair of the Philosophy Department to discuss our concerns. Philosophy agreed to create

a new course for the Barton School, de-emphasizing formal logic and stressing critical thinking skills. The new course is expected to be available for the Fall 2016 semester. One conclusion from this meeting was that the Barton School would need to explicitly incorporate critical thinking exercises in many of our courses, to reinforce what students learn as freshmen in the new Philosophy course. Discussion and planning will be going forward during Fall 2015 and Spring 2016. A detailed history of Watson-Glaser results is below, along with sample questions from the Watson-Glaser.

Learning Goal 4: Ethical Decision-making

Understand ethical decision-making

Where Assessed: Capstone strategy course (MGMT 681)

When Assessed: In most MGMT 681 sections in Fall, Spring and Summer

Assessment Instrument: Exam developed by John Perry and Larry Spurgeon, experienced business ethics instructors, in consultation with Susan Castro (PHIL Business Ethics instructor). Exam consists of 20 multiple-choice questions based on four scenarios.

Closing the Loop: To improve students' formal knowledge of ethical decision-making, the Barton School worked with the Philosophy Department to create a new course on Business Ethics, PHIL 306. The course is required of all new Barton School students, effective Fall 2013. The assessment is done in the capstone strategy course taken by students in their last semester. Due to the timing of when students take PHIL 306 and the capstone course, only four students (through the end of Summer 2015) that took PHIL 306 also took the capstone strategy course. This sample size is too small to make any judgment of the effectiveness of PHIL 306 on improving our students' understanding of ethical decision-making. In coming semesters, the Assurance of Learning Committee will be monitoring the results of the ethics assessment to determine whether the PHIL 306 intervention is working satisfactorily.

A copy of the assessment instrument is below.

Learning Goal 5: Teamwork

Develop active collaborative skills and the ability to work as part of a team

Where Assessed: Classes using team assignments

When Assessed: ACCT 620, ENTR 310, ENTR 605, IB 333, IB 601, MGMT 463, MIS 605, MIS 610, MKT 300, MKT 403, MKT 405, MKT 607, MKT 609 for fall 2015. Specific courses vary by semester.

Assessment Instrument: Students evaluate their team members using a standard rubric developed and approved the faculty. The rubric covers seven dimensions:

- Organizational ability
- Cooperativeness
- Originality and creativity
- Analytical contribution
- Dependability
- Work quantity
- Work quality

Student responses are collected through a Blackboard "test."

Closing the Loop: The Assurance of Learning Committee reviews the assessment results biannually. Results of the teamwork assessment continue to be satisfactory; no actions taken. The committee will continue to monitor results. In the future, assessment will be collected in even numbered academic years. The teamwork rubric, along with a detailed history of teamwork assessment results, is below.

SECTION II: Detailed Results

Learning Goal 1: Core Knowledge

“Acquire Knowledge of Current Business Practices, Theory, and Technology”

Basic Skills:

Where Assessed: Advanced Standing Exams (English, Algebra/Business Calc, Public Speaking, ACCT 210 (Financial), ACCT 220 (Managerial), ECON 201 (Macro), ECON 202 (Micro), ECON 231 (Business Stat), ECON 232 (Excel-based Stat)

When Assessed: Tests given in Fall and Spring for courses completed by that time. Students must complete their ASEs to be allowed to enroll in the next semester.

Assessment Instruments: Online multiple-choice tests for each area, 20 - 30 questions each. Questions are similar to general final exam questions.

Results: In Spring 2014 we revised the testing format, moving to an on-line Blackboard environment that provides data for a more fine-grained data analysis. Analysis beyond average scores is based on Spring 14, Fall 14, and Spring 15 data. Scores include both WSU and transfer students. A score of 50% is considered satisfactory, since the ASEs are given at least one semester after completing the course being tested.

Median scores	FL12	SP13	FL13	SP14	FL14	SP15
ACCT 210 Financial Acct	53.3%	53.3%	50.0%	63.3%	60.0%	63.3%
ACCT 220 Managerial Acct	65.0%	65.0%	65.0%	75.0%	68.7%	70.0%

BADM 160 Business Software	70.0%	65.0%	65.0%	65.0%	65.0%	70.0%
COMM 111 Public Speaking	60.0%	60.0%	55.0%	65.0%	65.0%	66.5%
ECON 201 Macroeconomics	68.0%	68.0%	68.0%	69.2%	69.2%	65.4%
ECON 202 Microeconomics Note: test replaced for FL15	50.0%	48.3%	43.3%	43.3%	43.3%	46.7%
ECON 231 Business Statistics	45.0%	50.0%	45.0%	44.4%	45.0%	45.0%
ECON 232 Excel-based Stat	45.0%	50.0%	50.0%	51.3%	55.0%	55.0%
English (GSP)	73.3%	73.3%	71.7%	80.0%	76.7%	76.7%
Math (algebra, bus. calculus)	55.0%	60.0%	55.0%	70.0%	67.5%	65.0%

Closing the Loop: Assessment Manager met in Fall 2015 with the faculty teaching Barton School courses to review the results in detail and identify any problems with exam questions; revised exams used in Fall 2015. Will meet in spring 2016 to review results of modified exams, determine any areas of weakness, and develop curricular changes to improve weak areas.

Results on the COMM and MATH ASEs were distributed in Fall 2015 to appropriate coordinators in the Elliott School of Communication and the Math Department.

ACCT 210:

Review of ACCT 210 ASE:

Results of meeting with instructors: The ACCT 210 ASE item analysis results were distributed for review. The ACCT 210 ASE was determined to be reliable (Cronbach's alpha = .752). Results for WSU students were generally satisfactory, with scores increasing over time; no problems were found with the exam itself. Will reconvene in Spring 2016 to discuss how to address areas of weakness.

ACCT 220:

Review of ACCT 220 ASE:

Results of meeting with instructors: The ACCT 210 ASE item analysis results were distributed. The ACCT 220 ASE was determined to be reliable (Cronbach's alpha = .724). Results for WSU students were satisfactory, with scores increasing over time; no problems were found with the exam itself. No action needed.

BADM160:

Review of BADM160 ASE:

Results of meeting with instructor: The BADM 160 ASE item analysis results were distributed. The BADM 160 ASE was determined to be somewhat reliable (Cronbach's alpha = .580). Results for WSU students were satisfactory. The exam was modified to reflect course content changes and clarify some questions. Results for WSU students were satisfactory, and no major areas of weakness for WSU students were identified. No action needed at this time. Results will be monitored to see if exam changes improve reliability.

ECON 201:

Review of ECON 201 ASE:

Results of meeting with instructors: The ECON 201 ASE item analysis results were distributed. The ECON 201 ASE was determined to be reliable (Cronbach's alpha = .770). Results for WSU students were satisfactory. Some changes to exam were made to reflect course content changes and clarify unclear wording. Will reconvene in Spring 2016 to determine how to address any areas of weakness identified from revised Fall 2015 exams.

ECON 202:

Review of ECON 202 ASE: The ECON 202 ASE was found to be flawed: content did not match what is currently being taught in ECON 202, many questions were too obscure, and the test had low reliability. A new ECON 202 ASE was constructed by the appropriate faculty, and administered starting Fall 2015. Will reconvene in Spring 2016 to determine how to address any areas of weakness identified from revised Fall 2015 exams.

ECON 231:

Review of ECON 231 ASE:

Results of meeting with instructors: The ECON 231 ASE item analysis results were distributed. The ECON 231 ASE was determined to be somewhat reliable (Cronbach's alpha = .611). The exam was found to have multiple questions that did not reflect current course content, and that omitted some course content. New questions were added, and some questions modified.

Overall scores of WSU students are not satisfactory. The instructors have decided to add more required homework assignments to provide students with additional practice and reinforcement. The revised exam will be given starting Spring 2016, and results reviewed in Fall 2016 to determine any areas of weakness and see if reliability has improved.

ECON 232:

Review of ECON 232 ASE:

Results of meeting with instructors: The ECON 232 ASE item analysis results were distributed. The ECON 231 ASE was determined to be reliable (Cronbach's alpha = .724). Some exam questions were revised for clarity, and additional questions were added to cover topics on the exam.

Overall scores of WSU students are satisfactory, with an increasing trend. Test results showed that student were generally proficient in creating and interpreting Excel-generated output for specific statistical tests, but were weak at identifying which test to use for specific situations. Additional homework assignments and lecture time will be devoted to choosing which statistical test to use during Spring 2016, with results evaluated in AY2017.

ENGL:

The ENGL ASE is a variant of the common grammar-spelling-punctuation (GSP) test. The Assurance of Learning Committee reviewed the results. The ENGL ASE was determined to be reliable (Cronbach's alpha = .724). No changes were made to the exam. Although overall performance was better than acceptable, the results for the spelling portion (without built-in access to spell check) were poor. The AoL Committee noted that the ENGL ASE tests the mechanics of writing, and doesn't reflect observed weaknesses in creating and writing sophisticated documents.

MATH:

The Assurance of Learning Committee reviewed the results. The ENGL ASE was determined to be reliable (Cronbach's alpha = .787). No changes were made to the exam. The AoL Committee members agreed to take the test to their faculty for comment about topics needed in Barton School courses that were not included in the MATH ASE.

A meeting will be set up in Spring 2016 with major community college feeder schools (Butler, Cowley, Hutchinson, WATC) to review their results and encourage the community colleges to make curricular improvements to address their weak areas.

Management-Specific Knowledge:

Where Assessed: Core Courses (BLAW 431, DS 350, ENTR 310, FIN 340, IB 333, MGMT 360, MIS 395, MKT 300)

When assessed: Every time course is taught, in all sections.

Assessment Instruments: Course-embedded assessment within each course.

Results and Closing the Loop for Each Course:

BLAW 431 (Legal Environment of Business):

Learning Goals: The purpose of the course is to provide students with general knowledge of legal principles for practical application in their business careers. Upon completion of the Legal Environment of Business course, the student is expected to have a basic understanding of:

1. *The American legal system, including federal and state court structure and jurisdiction.*
2. *The principles of contracts and property law*
3. *The fundamentals of torts and product liability*
4. *Laws of particular importance to contemporary business such as employment law, debtor/creditor issues, antitrust, and intellectual property*
5. *Laws relating to business entities, including formation and operation, and legal and fiduciary duties of business owners and managers.*

Assessment Instrument: Three questions on each goal, embedded into course exams.

Assessment Scale: For each of the learning goals each student is assessed as follows: Exemplary for answering all three questions correctly; Acceptable for answering two questions correctly; and Unacceptable for answering one or zero correct answers. The target is for at least 30% of the students to achieve the Exemplary level for each goal, and to have no more than 15% of the students in the Unacceptable range for each goal.

Analysis of the Results: Below is a table showing the assessment results for the Fall 2012 through Spring 2015 semesters.

For each of those semesters the 30% Exemplary goal was met for all five learning goals. The scores ranged from a low of 33.3% for learning goal #1 in the fall 2014 semester, to a high of 66.3% for learning goal #4 in spring 2014. Overall the exemplary scores were quite good. However, there was a marked decline in the Exemplary scores for learning goal #1 in the Fall 2014 semester (33.3%) as compared to the three previous semesters (58.0% and 62.2% respectively).

Most of the decline was in the online course, which is puzzling since the scores were much higher in the Spring 2014 online course. However, the Exemplary scores for the Spring 2015 semester for Goal #1 was 50%, a marked improvement. The students in the online course for the spring 2015 semester performed quite poorly (23.7%) for this learning goal, but the students in the regular class room did very well. One of the puzzling things about the online students is that they performed poorly on test questions generally in the first half of the semester (which consists of Goals #1, #2, and part of #3) but did very well during the last half of the semester. One interpretation is that many of our students are still relatively new to online education and the adjustment to the time management skills and the different approach to studying for an online course, cause a steep learning curve that is largely overcome by the second half of the semester. Another factor is that the content for goal #1 is one of the most difficult for the course – court structure and jurisdiction – and that magnifies the learning curve.

The goal of a maximum of 15% for Unacceptable was achieved in most of the semesters for most of the learning goals, but there were several scores that were disappointing. During the fall semester of 2012 the result for learning goal #5 was 18.0 unacceptable. However, the results for that learning goal improved during the spring 2013 semester (10.9%) and fall 2013 semester (9.2%). The result for spring 2014 was 13.6, a decline from the previous two semesters but within the goal range. For the Fall 2014 semester the score was 15.2% and for Spring 2015 it was 16.7%. The content for this learning goal is business entities, and there

seems to be a consistent pattern of rather mediocre performance across the sections. Part of this is due to the relatively difficult nature of the content.

The result for learning goal #4 in spring 2013 was 16.2%, slightly over the maximum goal, although again, the results for the following two semesters were 10.7% and 9.3% respectively, showing a marked improvement. The score for Fall 2014 was a bit higher (12.8%) and for Spring 2015 it was 10.1%.

The result for learning goal #1 was 17.1% in fall 2013, though it improved to 9.3% in spring 2014. However, the results for learning goal #3 were quite high during both fall 2013 (30.6%) and spring 2014 (17.4%). In addition, the result for goal #2 for spring 2014 was 19.6%.

The Unacceptable scores were in Fall 2014 were significantly for learning goal #1 (from 9.3% in Spring 2014 to 24.6%), but decreased to 14.3% for Spring 2015. The Unacceptable scores for learning goal #3 ranged from 17.4% in Spring 2014 to 24.0% in Fall 2014 and then to 16.7% in Spring 2015. Again, this is puzzling because the previous semesters were quite consistent. It appears that the decline was mostly in the online course.

DS 350 (Intro to Production and Operations Management):

LEARNING OBJECTIVES

Objective 1: To understand the terminology, concepts, and decision making tools used in operations management.

Objective 2: To understand how operations interfaces with other major functions in business.

Objective 3: To appreciate the strategic importance of operations in a global environment.

ASSESSMENT PROCESS

The assessment process in operations management is conducted in every semester. The instrument, provided in Appendix I, is used for assessment of the three objectives listed above. The first three questions reflect objective 1; the next three questions reflect objective 2; and the

last three questions reflect objective 3. For each learning objective, the following definitions were adopted:

Exemplary (E): all three questions are answered correctly

Acceptable (A): two questions are answered correctly

Unacceptable (U): no question or one question is answered correctly

This process has been developed during Spring 2007. No changes have been suggested to the instrument since then.

REVIEW PROCESS

At the end of each semester, the lead instructor collects the assessment data from instructors and records it into one spreadsheet. Discussions via email and/or meetings at the end of each Fall semester are planned to take place to discuss possible improvements.

RESULTS FOR FALL 2012 – SUMMER 2015 PERIOD

The pooled and disaggregated data (in numbers and percentages) for all three objectives categorized as exemplary (E), acceptable (A), and unacceptable (U), is tabulated and presented in Appendix II.

Observations:

- Compared to previous data results for 2007-2012, there is significant improvement in both Objective 1 and Objective 2. The performance in Objective 3 continued to be high as previous.
 - One factor worth to mention is that the data for this reporting period do not include the data for sections taught by adjuncts. This exclusion might explain the low performance in previous period for objective 1 and objective 2.
- During this reporting period we disaggregated the data into Online (OL) and Face-to-Face (F2F) categories. We observed the following:

- The improvement in Objective 1 and Objective 2 during this reporting period seems to be explained by the data obtained from sections taught online.
- The low performance in Objective 1 and Objective 2 still is a concern of us in sections taught face-to-face.
- An important factor is that the instructor teaching the course online does mediate the outcome.

PLANS FOR IMPROVEMENT

The following are planned to improve learning:

- Discuss how to achieve uniformity across the sections taught by different instructors (faculty and adjuncts).
 - Examine the curriculum and syllabi
- Discuss how to achieve uniformity across the sections taught online versus face-to-face
 - Examine the impact of medium and format used for assessment
- Revisit the assessment questions.
 - Consider changing the scope of questions
 - Consider increasing the scale of questions
- Current assessment assumes independency of learning objectives.
 - For next reporting period, it is important to focus on each student and observe in how many objectives a student is exemplary, acceptable, and unacceptable. The current analysis does not reflect unique individual performance across the learning objectives. A student showing an exemplary performance in one objective may possess an unacceptable performance in other two objectives .

ENTR 310 (The Entrepreneurial Experience):

Assessment Process: Sections of ENTR 310 are taught by Dr. Chris Broberg, and three adjunct professors. In 2011 we changed textbooks and developed a new exam to assess each of the following learning objectives:

- Objective 1: Students should understand basic entrepreneurial processes including entrepreneurial motivation, creativity, innovation and competencies.
8 items: 1, 5, 6, 7, 8, 9, 16, 50
- Objective 2: Students should understand adding value for customers, target markets and pricing strategies.
8 items: 27, 29, 30, 31, 32, 37, 38, 39
- Objective 3: Students should understand how to plan and implement entrepreneurial undertakings, including feasibility analysis, business planning and due diligence.
9 items: 11, 14, 15, 17, 18, 19, 25, 26, 28
- Objective 4: Students should understand strategic thinking, the business environment including the risk/reward scenario presented by entrepreneurial opportunities, and understand their responsibilities to employees, investors, and other stakeholders such as franchisors and franchisees.
8 items: 10, 12, 13, 21, 22, 23, 24, 47
- Objective 5: Students should understand basic financial statements, cash flow management, and sources of venture financing.
8 items: 20, 40, 41, 42, 43, 44, 45, 46
- Objective 6: Students should understand the forces that influence entrepreneurship, the global nature of business, including international markets, and technologies required to compete in such markets.
9 items: 2, 3, 4, 33, 34, 35, 36, 48, 49

The exam was given to students of all sections of ENTR 310 spring and fall semester of 2012. The faculty teaching ENTR 310 met and discussed areas of strength and weakness. Each instructor made goals to as to what they would individually change to help improve understanding of course objectives.

The exam remained the same in 2013, 2014, and 2015. In 2013 and 2014 and spring 2015 the exams were administered to all sections except those taught by one adjunct faculty member. Exams were scored, and each faculty member received the results along with a comparison of their sections' results to objectives. Our adjunct faculty each reported that their average scores are above the 70% minimum that we initially designated as a goal, so after the initial changes made for spring semester 2013, they have not made significant changes.

In 2013 and 2014 Dr. Broberg adopted more applied in-class exercises to help students understand basic financial statements, ratios, cash flow management, and sources of funding. Scores for the financial questions on the assessment exam from Fall 2012 to Fall 2014 improved slightly (2% points - 68% to 70% correct answers). Given this only slight improvement he will keep working on helping my students improve in this area.

Incidentally, when Dr. Broberg has taught ENTR 310 in a pre-session class over the summer the last two years his students are answering these financial questions at an 85% correct rate. Maybe, the compacted format helps students remember the material better.

We are in the process of reevaluating the entire course. Dr. Broberg will be integrating and piloting a version of the course with a significant amount of design thinking integrated into the course and a hands-on project. The pilot version of the course will be taught during spring 2016 pre-session course. If the pilot is successful, the course will change significantly not only for his sections, but we will also need to get our adjunct professors to revise their approach to the course. Because of the change in emphasis we will also revise the objectives and assessment criteria.

Assessment Results:

ENTR 310 Learning Objective	Percent of Students Answering Questions Correctly	
	2013	2014
	1. Students should understand basic entrepreneurial processes including entrepreneurial motivation, creativity, innovation and competencies	86.83%
2. Students should understand adding value for customers, target markets and pricing strategies	82.53%	81.06%
3. Students should understand how to plan and implement entrepreneurial undertakings, including feasibility analysis, business planning and due diligence	73.72%	75.16%
4. Students should understand strategic thinking, the business environment including the risk/reward scenario presented by entrepreneurial opportunities, and understand their responsibilities to employees, investors, and other stakeholders such as franchisors and franchisees	77.02%	80.42%

5. Students should understand basic financial statements, cash flow management, and sources of venture financing	64.65%	70.77%
6. Students should understand the forces that influence entrepreneurship, the global nature of business, including international markets, and technologies required to compete in such markets	79.57%	80.64%

FIN 340 (Financial Management I):

Assessment Process: FIN 340 has three learning goals:

- Time Value of Money
- Cost of Capital and Equity Valuation
- Capital Budgeting Decision Tools

Each goal is assessed Fall and Spring semesters through three questions embedded in course exams. Exemplary performance is defined as 3 out of 3 correct, satisfactory performance is defined as 2 of 3 correct, and unsatisfactory is defined as 0 or 1 correct.

Results continue to be acceptable. The FIN 340 instructor has observed that the lower scores on objective 3 as due to students who have trouble with the weighted cost of capital and the modified internal rate of return calculations. The instructor has replaced a discussion board problem with a homework problem requiring students to do the calculations; she is considering other changes to implement in her Spring 2016 classes.

Assessment Results:

Objective 1 (Time Value of Money)

Exemplary Acceptable Unacceptable

Fall 2012	78.5%	16.0%	5.5%
Spring 2013	70.9%	21.7%	7.4%
Fall 2013	68.0%	15.7%	16.2%
Spring 2014	74.4%	16.1%	9.4%
Fall 2014	84.0%	10.2%	5.8%
Spring 2015	79.1%	18.1%	2.8%

Objective 2 (Cost of capital and equity valuation)

	<u>Exemplary</u>	<u>Acceptable</u>	<u>Unacceptable</u>
Fall 2012	64.8%	20.7%	14.5%
Spring 2013	62.2%	22.1%	15.7%
Fall 2013	76.6%	17.8%	5.6%
Spring 2014	71.7%	22.2%	6.1%
Fall 2014	74.9%	18.2%	6.9%
Spring 2015	71.9%	19.7%	8.4%

Objective 3 (Capital Budgeting decision tools)

	<u>Exemplary</u>	<u>Acceptable</u>	<u>Unacceptable</u>
Fall 2012	65.9%	24.0%	10.1%
Spring 2013	56.9%	28.1%	15.0%
Fall 2013	69.6%	18.3%	12.0%
Spring 2014	63.1%	33.5%	3.4%
Fall 2014	71.3%	24.8%	4.0%
Spring 2015	79.1%	8.4%	12.5%

IB 333 (International Business):

Assessment Process: The IB 333 faculty have established 5 learning goals for the class:

1. Demonstrate knowledge of the dynamics of globalization and resulting issues for international business
2. Understand basic elements of culture, political economy, and ethical issues as they impact international business
3. Demonstrate knowledge of international trade theories and practices
4. Demonstrate knowledge of international monetary system and foreign exchange process
5. Demonstrate knowledge of mode of entry into foreign markets

The current IB333 assessment questions were established in 2007 and implemented in 2008. The initial assessment results indicated that our students need more preparation on foreign exchange rates. Also, we discovered that our students are lacking knowledge of current issues such as leveraging resources, capabilities, and supply chain management (globe sourcing); governing the corporation in a global market; and managing corporate social responsibility. Changes were implemented to ensure knowledge areas mentioned above were emphasized in the classroom.

IB333 has since been incorporated into different academic units on campus as either general education further study or required elective. Therefore, IB333 is seeing increasing numbers of students from Engineering, Health Professions, Liberal Art and Sciences enrolled in the class who has no understanding of the basic terminology/vocabulary being used in the field of international business.

As a result, we (the faculty) feel that the understanding of terminology/vocabulary is more important for our students to function in the world of ever changing international business environment. Knowing terminology/vocabulary will lead to the understanding of underlying concepts and theories. The IB faculty will beginning to work on identifying a set of terminology/vocabulary for IB333 assessment.

Assessment Results:

Learning Goal	2013	2014
1. Demonstrate knowledge of the dynamics of globalization and resulting issues for international business	78.68%	81.20%
2. Understand basic elements of culture, political economy, and ethical issues as they impact international business	72.98%	69.19%
3. Demonstrate knowledge of international trade theories and practices	60.01%	52.73%
4. Demonstrate knowledge of international monetary system and foreign exchange process	51.97%	56.61%
5. Demonstrate knowledge of mode of entry into foreign markets	77.37%	70.66%

MGMT 360 (Principles of Management):

Assessment Process: Five objectives for assessment of learning in Management 360 were established in Spring 2006. A 20 question test is administered in sections of Management 360 near the end of the semester to assess these objectives.

In Fall 2008, the MGMT 360 instructors met to review the first set of assessment results. They found a weakness in the understanding of human resource management concepts (learning objective 5). As a result, a new textbook which includes more emphasis of human resource management topics was adopted for all Management 360 sections starting Fall 2009.

In Spring 2012, the MGMT 360 instructors met to review assessment information. Results reflected much improvement in student understanding of objective 5. Based on the results, no new action was taken.

In Spring 2015, the MGMT 360 instructors met to review assessment information. Based on the results, they decided to take no new action. But they decided to modify the assessment metrics to facilitate the assessment process. The target for each learning objective as modified to the following – “at least 70% of students will achieve an acceptable score (at least 2/4 questions correct).”

Assessment Results:

MGMT 360 Learning Objective: average scores	2012	2014
1. Demonstrate an understanding of the skills and functions required of a manager such as leadership, motivational technique, and individual behavior	77.79%	69.89%
2. Recognize the implication today's business environment (globalization, workplace diversity, and ethical issues) creates for managers	63.24%	68.75%
3. Understand and explain group dynamics and team issues and be able to apply those to effective management policies	58.69%	70.88%
4. Understand the communication process to effectively communicate in a variety of modes in the organization	67.38%	67.47%
5. Understand basic human resource principles that affect management positions	60.17%	66.19%

MGMT 360 Fall 2014	Exemplary	Acceptable	Unacceptable
Goal 1	27%	64%	9%
Goal 2	26%	63%	11%
Goal 3	28%	61%	11%
Goal 4	22%	68%	10%
Goal 5	19%	68%	13%

MIS 395 (Management of Information Systems):

All business majors at the Barton School of Business, except for the MIS major, are required to perform an exit quiz at the end of semester. The questions used to assess each goal were developed from the more business perspective and capture 3 goals. They are;

Goal #1: To demonstrate knowledge of basic and advanced MIS concepts and terminology.

Goal #3: To be able to apply selected technologies to different business functions.

Goal #4: To be able to discuss knowledgably the management of information.

(Please note: Goal #2 in our assessment process is specific to the MIS major and isn't included here).

According to their scores, students are classified into a group of exemplary, acceptable, or unacceptable. One of our primary objectives is to achieve a combined score of 80% from the group of exemplary and acceptable. The result showed that, for the most parts, we have achieved our goals as evident in the graph below. From the results, we found a steady improvement in all areas. Below are the assessment results from 2007 academic year to 2014 academic year.



Figure 1: Non MIS major assesment results (Goal #1)

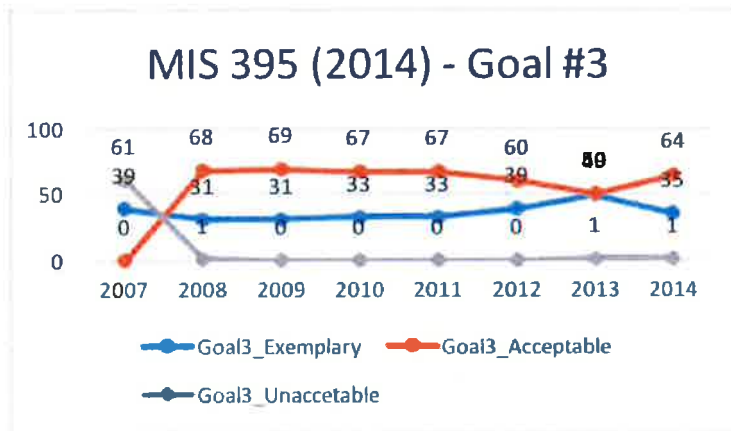


Figure 2: Non MIS major assesment results (Goal #3)

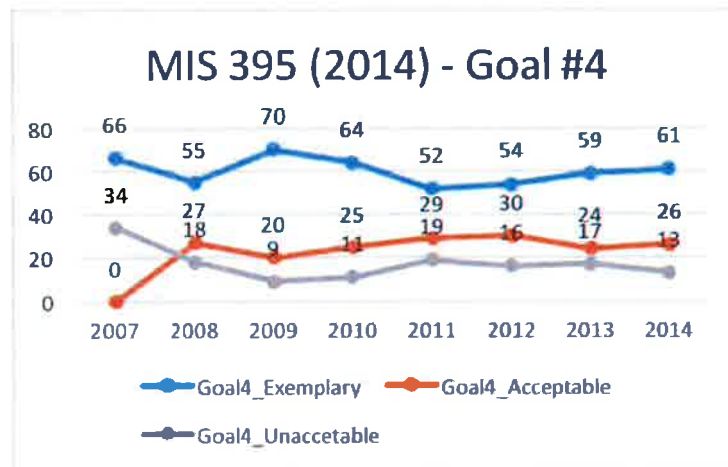


Figure 3: Non MIS major assesment results (Goal #4)

The result shows a continuous improvement over the years. At least for the past 5 years, we met the objective of having at least 80% of combined scores from the group of exemplary and acceptable. It is worth noting that we are close to 90% in goal #1 and #4 and over 90% in goal #3. We have also been able to keep the ratio of student in the unacceptable group close to 0% while increasing those in exemplary group (this is similar to previous findings in 2013). One can also observe an upward trend for both exemplary and acceptable groups and a downward trend for the unacceptable group. Data of 2014 academic year (fall 2014 and spring 2015) is provided below.

Table 1: Assessment Results for 2014 Academic Year

	Goal #1	Goal #3	Goal #4
Exceeds	184	104	178
Percent	63%	35%	61%
Acceptable	77	187	77
Percent	26%	64%	26%
Unacceptable	32	2	38
Percent	11%	1%	13%
Total	158	158	158

The MIS assessment results are shared among the MIS faculty at least once a year. At this point, the MIS faculty found that goal #3 deserves special attention. Although its combined score meets the benchmark of 80%, the result showed the downward trend of the exemplary group (Please see figure 2). Since we started performing the assessment, we made several changes to the course. Below, please find a summary of changes we made to the courses since 2007.

Table 2: Summary of Improvements/ Changes Made to MIS 395

Year	Improvements/Changes Made to the Course
2007	<ul style="list-style-type: none"> Textbook was replaced by a less-technical, more-strategic textbook. This is consistent with the current trend in general MIS classes.
2008	<ul style="list-style-type: none"> A new, semester-long case was integrated into MIS 495. It required students to study the role that information systems played in the development of planes at Boeing and Airbus. MIS 495 was renumbered MIS 395. MIS 495 is no longer considered the capstone of the general business classes. It is now thought of as a core business class that emphasizes the role of information systems and information technology in the business environment. New homework assignments were given. They required students to provide

	detailed analyses of the role that information systems have played in the current financial crisis.
2009	<ul style="list-style-type: none"> • Adopting new edition of the textbook was adopted for fall semester. • A new project was assigned. This homework required students to design a detailed IT/IS solution for a fictional company to help students develop a better working understanding of MIS.
2010	<ul style="list-style-type: none"> • A new homework assignment was given. Students are required to develop a data-flow diagram. This will assist students in assessing whether the IT department understands information they have provided. • The IT/IS Design project was modified to allow students to design a solution for any type of company.
2011	<ul style="list-style-type: none"> • Adopting a new book. • A new homework assignment was given. Students are required to develop an activity diagram. This will assist students in assessing whether the IT department understands information they have provided.
2012	<ul style="list-style-type: none"> • Adding online sections • Adding a topic on gamification • Adding two new homework assignments. For the first assignment, students were required to develop a use case diagram so that they can assess whether the IT department understands project information that they have provided. For the second assignment, students used gamification techniques to develop a gamification plan for a company.
2013	<ul style="list-style-type: none"> • Adopting a new book. • Adding a homework that required students to develop a disaster recovery plan. • Including the topic of how to use a new tool for website development
2014	<ul style="list-style-type: none"> • Dropping one homework assignment, and lengthened another, more important homework assignment.

MKT 300 (Marketing):

The Marketing faculty identified three learning goals for MKT 300:

1. Develop an understanding of basic marketing theories and processes dealing with consumer decision processes including development, pricing, distribution, and promotion of goods and services.

2. Develop an understanding of the role that marketing plays in the management of global organizations and of the basic marketing processes that take place in organizations both domestically and internationally.
3. Recognize the ethical ramifications of marketing decision making in a global context and understand the responsibilities that marketing decision makers have regarding the best interests of both domestic and global societies.

Assessment Process

The Marketing faculty developed a fifty-question multiple-choice instrument for evaluating these learning goals. For assessment of MKT 300, the assessment is given at the end of the semester in each section of MKT 300. The Marketing department also uses this assessment instrument to assess the Marketing major, giving the test in MKT 609, the capstone marketing class.

The Marketing department adopted targets regarding acceptable and exemplary performance on the instrument as:

- Exemplary performance = 80% correct
- Acceptable performance = 60% correct

In addition, the Department expects:

- 30% of the business students to be in the Exemplary range (80+% score);
- 60% to be in the Acceptable range (60+% score);
- No more than 10% to be in the Unacceptable range (less than 60% score).

Assessment Review Process

The Marketing department faculty monitors results for each trial/class to identify areas of marketing knowledge where students consistently seem to score poorly. By monitoring each item on the instrument, consistent poor scores on an item will emerge across successive trials. Each item can be traced back to the marketing knowledge area it addresses.

Results of Assessments

Prior to 2012, the assessment revealed several areas where student performance was deficient. These areas were addressed with modifications to content and emphasis in MKT 300. Since 2012, results have exceeded targets; no changes made.

Tabulation of Assessment Results

Semester	N of students	Exemplary	Acceptable	Unacceptable
Fall 2012	2240	45.3%	93.0%	7.4%
Spring 2013	2410	45.0%	92.8%	7.5%
Fall 2013	2552	44.8%	97.0%	7.5%
Spring 2014	2600	44.7%	97.0%	7.5%
Fall 2014	2873	45.4%	96.8%	7.6%
Spring 2015	3103	46.0%	96.8%	7.2%

Learning Goal 2: Oral and Written Communication

Written Communication Assessment Results:

	N fac	N evals	N students	Appropriate Style			Logic and Organization		
				Unacceptable	Acceptable	Exemplary	Unacceptable	Acceptable	Exemplary
FL12	10	599	536	9.0%	62.5%	28.5%	12.7%	60.9%	26.4%
SP13	1	34	34	0.0%	52.9%	47.1%	0.0%	58.8%	41.2%
FL13	1	54	54	3.7%	44.4%	51.9%	1.9%	53.7%	44.4%
SP14	6	330	313	11.5%	59.7%	28.8%	10.6%	54.8%	34.5%
FL14	5	302	280	23.8%	54.1%	22.1%	21.2%	55.6%	23.2%
SP15	8	329	322	14.6%	67.2%	18.2%	15.8%	64.6%	19.5%
				Spelling and Grammar			Use of Language		
N fac	N evals	N students		Unacceptable	Acceptable	Exemplary	Unacceptable	Acceptable	Exemplary

	N	N	N							
FL12	10	599	536	7.0%	67.6%	25.4%	9.7%	70.7%	19.5%	
SP13	1	34	34	14.7%	44.1%	41.2%	8.8%	52.9%	38.2%	
FL13	1	54	54	24.1%	44.4%	31.5%	11.1%	61.1%	27.8%	
SP14	6	330	313	7.3%	75.8%	16.8%	8.8%	73.3%	17.9%	
FL14	5	302	280	20.8%	58.3%	20.9%	27.0%	54.9%	18.1%	
SP15	8	329	322	18.8%	66.6%	14.6%	22.2%	60.8%	17.0%	

Oral Communication Assessment Results:

	N		Audience interaction (if appropriate)		Nonverbal skills		Organization (not for group presentation)	
	fac	evals	Unaccept-able	Accept-able	Unaccept-able	Accept-able	Unaccept-able	Accept-able
FL12	7	344	8.4%	64.4%	5.5%	75.2%	2.4%	73.4%
SP13	1	34			6.1%	81.8%		24.2%

Barton School of Business

General Business

	N	N	N	N					
	1	53	53						
FL13	1	53	53		17.0%	73.6%	9.4%		
SP14	6	269	246		9.0%	72.5%	18.6%	3.1%	61.9%
FL14	3	111	104		9.1%	80.0%	10.9%	7.2%	76.6%
SP15	7	184	169		16.3%	65.2%	18.5%	14.0%	54.4%
									31.6%

	N	N	N	N	Use of media (if appropriate)				Verbal skills				
	7	344	321		Unaccept-able	Accept-able	Exem-plary	Unaccept-able	Accept-able	Exem-plary	Unaccept-able	Accept-able	Exem-plary
FL12	7	344	321		2.6%	71.5%	25.9%	7.3%	67.7%	25.0%			
SP13	1	34	34		0.0%	58.8%	41.2%	11.8%	58.8%	29.4%			
FL13	1	53	53		5.8%	55.8%	38.5%	11.3%	52.8%	35.8%			
SP14	6	269	246		2.6%	72.3%	25.1%	6.7%	68.8%	24.5%			
FL14	3	111	104		2.8%	86.2%	11.0%	9.1%	77.3%	13.6%			
SP15	7	184	169		10.4%	71.7%	17.9%	17.9%	57.6%	24.5%			

Written Communication Rubric

TRAIT	Unacceptable	Needs Improvement	Acceptable	Exemplary
Logic & Organization	Does not develop ideas cogently, uneven and ineffective overall organization, unfocused introduction or conclusion	Develops and organizes ideas in paragraphs that are not necessarily connected. Some overall organization, but some ideas seem illogical and/or unrelated, unfocused introduction or conclusion	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.	Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.
Use of Language	Uses words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting	Word forms and sentence structures are adequate to convey basic meaning. Errors cause noticeable distraction.	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Employs words with fluency, develops concise standard English sentences, balancing a variety of sentence structures effectively.
Spelling and Grammar	Writing contains frequent spelling and grammar errors which interfere with comprehension	Frequent errors in spelling and grammar distract the reader.	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.	Writing is essentially error-free in terms of spelling and grammar

Appropriate Writing Style for Specific Assignment	The writing style is not appropriate for the specific assignment (too casual, too formal, etc.)	The writer's decisions about focus, organization, style, and content sometimes interfere with the purpose of the specific assignment.	The writer has made good decisions about writing style so as to achieve the purpose of the specific assignment.	The writer's decisions about writing style are fully appropriate for the specific assignment.
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Oral Communication Rubric

TRAIT	Unacceptable	Needs Improvement	Acceptable	Exemplary
Organization (do NOT use for presentation of group project)	No opening statement. Loses focus often. Conclusion missing.	Opening statement leaves listener wondering where the presentation is headed. Loses focus once or twice. Conclusion is poorly done.	Has relevant opening statement giving outline of speech. Conclusion summarizes presentation's main points, and draws conclusions based upon these points.	Has a clear opening statement that catches audience's interest. Stays focused throughout. Conclusion is very well documented and persuasive.
Preparation	Student invested little or no time in preparation for presentation	Student invested insufficient time in preparation for presentation	Student invested sufficient time in preparation for presentation	Student is very well prepared for presentation
Verbal skills	Often hard to understand what is being said. Voice is too soft, or too loud. Pace is often too quick or too slow.	Some difficulty in understanding what is being said.	Can be easily understood -- appropriate pace and volume.	Excellent delivery. Modulates voice, projects enthusiasm, interest, confidence.

Nonverbal skills	Demonstrates one or more distracting mannerisms; may include bad posture and lack of eye contact.	Mannerisms detract somewhat from presentation. Little eye contact.	No distracting mannerisms. Good eye contact.	Uses body language effectively to maintain audience's interest. Maintains eye contact continuously.
Use of media (if appropriate)	Inappropriate use of media detracts from presentation. Slides poorly formatted; number inappropriate.	Use of media does not detract from presentation, but adds very little. Slide content and number could be improved.	Media adds value to presentation. Slide content and number are appropriate.	Media used effortlessly to enhance presentation.
Audience interaction (if appropriate)	No or minimal interaction; not prepared for questions.	Poorly handled interaction; somewhat prepared for questions.	Effective interaction; well prepared for predictable questions.	Effortless interaction; thoroughly prepared for unexpected questions.

Learning Goal 3: Analytical Thinking

Assessment Results:

History: The Barton School started giving the Watson-Glaser appraisal in Spring 2007. From then through Summer 2012, the end of the reporting period for the last AACSB report, there was a modest upward trend: median scores increased from 56 to 58, Exemplary scores increased from 18% to 27% (target is 30%), and Unacceptable scores decreased from 38% to 28% (target is 20%).

Recent results: To help increase scores, effective Fall 2011 PHIL 125, Introduction to Logic, was made a requirement for all students entering the Barton School in Fall 2011 or later. Since then, scores on the Watson-Glaser have largely stagnated: median decreased to 57 for AY13 and AY14, and dropped to 56 for AY15. Unacceptable scores increased from 29% in AY13 to 34% in AY15, and Exemplary scores decreased to 23% in AY13, 24% in AY14, but increased to 30% for AY15. With the exception of Exemplary scores in AY15, scores are not increasing, but are getting further from the target scores. (See the following W-G score history for details.)

Sufficient time has elapsed since the requirement of PHIL 125 was instituted that a substantial number of students who took PHIL 125 have now taken the Watson-Glaser. Between Summer 2012 and Fall 2014 a total of 626 students took the Watson Glaser:

58 - median score of student who earned a C or better in PHIL 125
(194 students - only last grade counted for repeaters)

56 - median score of students who didn't take PHIL 125
(393 students)

54 - median score of student who earned less than a C in PHIL 125
(39 students)

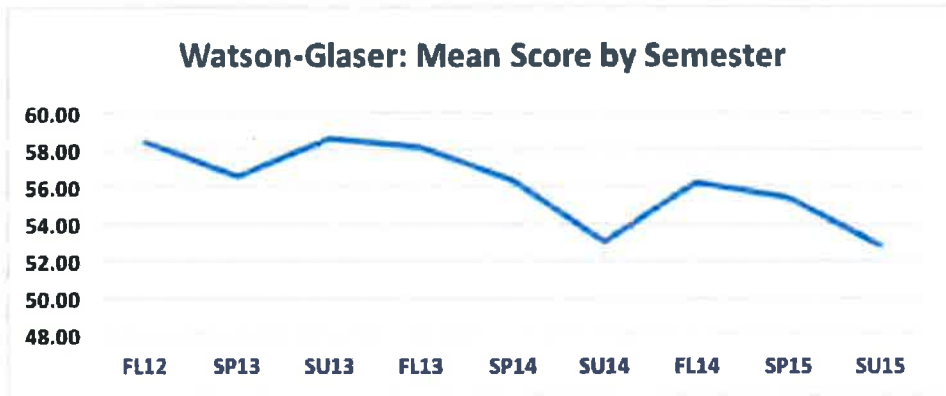
Passing PHIL 125 yields some improvement in Watson-Glaser scores, but not a whole lot. The required score for Exemplary is 65 questions correct out of 80 (75th percentile on norming

sample), while the minimum score for Acceptable is 53 correct (25th percentile on norming sample). Students who took PHIL 125 average at the 45th percentile, while students who didn't take PHIL 125 average at the 35th percentile.

Since Fall 2012 Barton School students have been taking the Watson-Glaser in BADM 101 (for incoming freshmen) and BADM 301 (for incoming transfer students). These students are tested early in their first semester in the Barton School, and provide a baseline for looking at what students learn about analytical thinking through their Barton School education. The comparison is not encouraging; the median score of 1,156 incoming students is 52, not much less than the median scores of graduating seniors. For 114 students identified as taking the Watson-Glaser in both BADM and MGMT 681, the median gain was only 2 more questions correct, with a range of +22 more questions correct to 19 fewer questions correct. There were 27 students out of the 114 whose score dropped by more than 5 questions correct.

Watson-Glaser Results by Semester

Semester	SU15	SP15	FL14	SU14	SP14	FL13	SU13	SP13	FL12
N students	96	136	138	59	150	113	22	121	119
Missing	26	37	34	27	16	24	5	15	36
N scored	70	99	104	32	134	89	17	106	83
Mean	52.86	55.44	56.22	53.06	56.33	58.12	58.59	56.56	58.41
Median	53	56	57	54	56	57	59	56	57
Exemplary %	10%	19%	45%	13%	20%	28%	35%	25%	28%
Acceptable %	47%	46%	24%	46%	50%	46%	41%	43%	50%
Unacceptable %	43%	35%	31%	41%	30%	26%	24%	32%	22%



Sample questions from the Watson-Glaser Critical Thinking Appraisal follow.

Test 1: Inference

Directions

An inference is a conclusion a person can draw from certain observed or supposed facts. For example, if the lights are on in a house and voices can be heard coming from the house, a person might infer that someone is at home. But this inference may or may not be correct. Possibly the people in the house did not turn the lights and the television off when they left the house.

In this test, each exercise begins with a statement of facts that you are to regard as true. After each statement of facts you will find several possible inferences—that is, conclusions that some persons might draw from the stated facts. Examine each inference separately, and make a decision as to its degree of truth or falsity.

For each inference you will find spaces on the answer sheet labeled T, PT, ID, PF, and F. For each inference make a mark on the answer sheet under the appropriate heading as follows:

- T** if you think the inference is definitely **TRUE**; that it properly follows beyond a reasonable doubt from the statement of facts given.
- PT** if, in the light of facts given, you think the inference is **PROBABLY TRUE**; that it is more likely to be true than false.
- ID** if you decide that there are **INSUFFICIENT DATA**; that you cannot tell from the facts given whether the inference is likely to be true or false; if the facts provide no basis for judging one way or the other.
- PF** if, in the light of the facts given, you think the inference is **PROBABLY FALSE**; that it is more likely to be false than true.
- F** if you think the inference is definitely **FALSE**; that it is wrong, either because it misinterprets the facts given, or because it contradicts the facts or necessary inferences from those facts.

Sometimes, in deciding whether an inference is probably true or probably false, you will have to use certain commonly accepted knowledge or information that practically every person has. This will be illustrated in the example that follows.

Look at the example in the next column; the correct answers are indicated in the block at the right.

Example

Two hundred students in their early teens voluntarily attended a recent weekend student conference in a Midwestern city. At this conference, the topics of race relations and means of achieving lasting world peace were discussed, because these were the problems the students selected as being most vital in today's world.

Test 1: Inference					
	T	PT	ID	PF	F
1.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. As a group, the students who attended this conference showed a keener interest in broad social problems than do most other students in their early teens.
2. The majority of the students had not previously discussed the conference topics in their schools.
3. The students came from all sections of the country.
4. The students discussed mainly labor relations problems.
5. Some teenage students felt it worthwhile to discuss problems of race relations and ways of achieving world peace.

In the above example, inference 1 is probably true (PT) because (as is common knowledge) most people in their early teens do not show so much serious concern with broad social problems. It cannot be considered definitely true from the facts given because these facts do not tell *how much* concern other young teenagers may have. It is also possible that some of the students volunteered to attend mainly because they wanted a weekend outing.

Inference 2 is probably false (PF) because the students' growing awareness of these topics probably stemmed at least in part from discussions with teachers and classmates.

There is no evidence for inference 3. Thus there are insufficient data (ID) for making a judgment on the matter.

Inference 4 is definitely false (F) because it is given in the statement of facts that the topics of race relations and means of achieving world peace were the problems chosen for discussion.

Inference 5 necessarily follows from the given facts; it therefore is true (T).

In the exercises that follow, more than one of the inferences from a given statement of facts may be true (T), or false (F), or probably true (PT), or probably false (PF), or have insufficient data (ID) to warrant any conclusion. Thus you are to judge each inference independently.

Make a heavy black mark in the space under the heading that you think best describes each inference. If you change an answer, erase it thoroughly. Make no extra marks on the answer sheet.

Test 2: Recognition of Assumptions

Directions

An assumption is something presupposed or taken for granted. When you say, "I'll graduate in June," you take for granted or assume that you will be alive in June, that your school will judge you to be eligible for graduation in June, and similar things.

Below are a number of statements. Each statement is followed by several proposed assumptions. You are to decide for each assumption whether a person, in making the given statement, is really making that assumption—that is, taking it for granted, justifiably or not.

If you think that the given assumption is taken for granted in the statement, make a heavy black mark under **ASSUMPTION MADE** in the proper place on the answer sheet. If you think the assumption is *not* necessarily taken for granted in the statement, blacken the space under **ASSUMPTION NOT MADE**. Remember to judge each assumption independently.

Below is an example. The block at the right shows how these items should be marked on the answer sheet.

Example		Test 2 Assumption	
Statement: "We need to save time in getting there so we'd better go by plane."		Made	Not Made
Proposed Assumptions:			
1.	Going by plane will take less time than going by some other means of transportation. (It is assumed in the statement that the greater speed of a plane over the speeds of other means of transportation will enable the group to reach its destination in less time.)	<input checked="" type="radio"/>	<input type="radio"/>
2.	There is plane service available to us for at least part of the distance to the destination. (This is necessarily assumed in the statement since, in order to save time by plane, it must be possible to go by plane.)	<input checked="" type="radio"/>	<input type="radio"/>
3.	Travel by plane is more convenient than travel by train. (This assumption is not made in the statement—the statement has to do with saving time, and says nothing about convenience or about any other specific mode of travel.)	<input type="radio"/>	<input checked="" type="radio"/>

Test 3: Deduction

Directions

In this test, each exercise consists of several statements (premises) followed by several suggested conclusions. For the purposes of this test, consider the statements in each exercise as true without exception. Read the first conclusion beneath the statements. If you think it necessarily follows from the statements given, make a heavy black mark under **CONCLUSION FOLLOWS** in the proper place on the answer sheet. If you think it is *not* a necessary conclusion from the statements given, put a heavy black mark under **CONCLUSION DOES NOT FOLLOW**, even though you may believe it to be true from your general knowledge.

Likewise, read and judge each of the other conclusions. Try not to let your prejudices influence your judgment—just stick to the given statements (premises) and judge each conclusion as to whether it necessarily follows from the premise.

The word *some* in any of these statements means an indefinite part or quantity of a class of things. *Some* means *at least* a portion, and *perhaps* all of the class. Thus, "Some holidays are rainy" means *at least* one, possibly more than one, and *perhaps* even all holidays are rainy.

Study the example carefully before starting the test.

Example		Test 3 Conclusion	
Some holidays are rainy. All rainy days are boring. Therefore, ...		Follows	Does Not Follow
1.	no clear days are boring. (The conclusion does not follow. You cannot tell from the statements whether or not clear days are boring. Some may be.)	<input type="radio"/>	<input checked="" type="radio"/>
2.	some holidays are boring. (The conclusion necessarily follows from the statements since, according to them, the rainy holidays must be boring.)	<input checked="" type="radio"/>	<input type="radio"/>
3.	some holidays are not boring. (The conclusion does not follow, even though you may know that some holidays are very pleasant.)	<input type="radio"/>	<input checked="" type="radio"/>

Test 4: Interpretation

Directions

Each exercise below consists of a short paragraph followed by several suggested conclusions.

For the purpose of this test, assume that everything in the short paragraph is true. The problem is to judge whether or not each of the proposed conclusions logically follows beyond a reasonable doubt from the information given in the paragraph.

If you think that the proposed conclusion follows beyond a reasonable doubt (even though it may not follow absolutely and necessarily), then make a heavy black mark under **CONCLUSION FOLLOWS** in the proper place on the answer sheet. If you think that the conclusion does not follow beyond a reasonable doubt from the facts given, then blacken the space under **CONCLUSION DOES NOT FOLLOW**. Remember to judge each conclusion independently.

Look at the example below; the block at the right shows how the answers should be marked on the answer sheet.

<p>Example</p> <p>A study of vocabulary growth in children from eight months to six years old shows that the size of spoken vocabulary increases from zero words at age eight months to 2,562 words at age six years.</p> <ol style="list-style-type: none"> None of the children in this study had learned to talk by the age of six months. (The conclusion follows beyond a reasonable doubt since, according to the statement, the size of the spoken vocabulary at eight months was zero words.) Vocabulary growth is slowest during the period when children are learning to walk. (The conclusion does not follow since there is no information given that relates growth of vocabulary to walking.) 	<p>Test 4 Conclusion</p> <table border="1"> <thead> <tr> <th></th> <th>Follows</th> <th>Does Not Follow</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>2.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> </tbody> </table>		Follows	Does Not Follow	1.	<input checked="" type="radio"/>	<input type="radio"/>	2.	<input type="radio"/>	<input checked="" type="radio"/>
	Follows	Does Not Follow								
1.	<input checked="" type="radio"/>	<input type="radio"/>								
2.	<input type="radio"/>	<input checked="" type="radio"/>								

Test 5: Evaluation of Arguments

Directions

In making decisions about important questions, it is desirable to be able to distinguish between arguments that are strong and arguments that are weak, as far as the question at issue is concerned. For an argument to be strong, it must be both important and directly related to the question.

An argument is weak if it is not directly related to the question (even though it may be of great general importance), or if it is of minor importance, or if it is related only to trivial aspects of the question.

Below is a series of questions. Each question is followed by several arguments. For the purpose of this test, you are to regard each argument as true. The problem then is to decide whether it is a strong or a weak argument.

Make a heavy black mark on the answer sheet under **ARGUMENT STRONG** if you think the argument is strong, or under **ARGUMENT WEAK** if you think the argument is weak. Judge each argument separately on its own merit. Try not to let your personal attitude toward the question influence your evaluation of the argument, since each argument is to be regarded as true.

In the example, note that the argument is evaluated as to how well it supports the side of the question indicated.

<p>Example</p> <p>Should all young adults in the United States go to college?</p> <ol style="list-style-type: none"> Yes; college provides an opportunity for them to learn school songs and cheers. (This would be a silly reason for spending years in college.) No; a large percent of young adults do not have enough ability or interest to derive any benefit from college training. (If this is true, as the directions require us to assume, it is a weighty argument against all young adults going to college.) No; excessive studying permanently warps an individual's personality. (This argument, although of great general importance when accepted as true, is not directly related to the question, because attendance at college does not necessarily require excessive studying.) <p>When the word "should" is used as the first word in any of the following questions, its meaning is, "Would the proposed action promote the general welfare of the people in the United States?"</p>	<p>Test 5 Argument</p> <table border="1"> <thead> <tr> <th></th> <th>Strong</th> <th>Weak</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> <tr> <td>2.</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>3.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> </tbody> </table>		Strong	Weak	1.	<input type="radio"/>	<input checked="" type="radio"/>	2.	<input checked="" type="radio"/>	<input type="radio"/>	3.	<input type="radio"/>	<input checked="" type="radio"/>
	Strong	Weak											
1.	<input type="radio"/>	<input checked="" type="radio"/>											
2.	<input checked="" type="radio"/>	<input type="radio"/>											
3.	<input type="radio"/>	<input checked="" type="radio"/>											

Learning Goal 4: Ethical Decision-making

Assessment Results:

PHIL 306, Business Ethics, has been a Barton School graduation requirement since Fall 2013. The assessment exam has been given in MGMT 681 every semester since Fall 2013. As of the end of Spring 2015, only four students who have completed PHIL 306 have taken the assessment; three students enrolled in PHIL 306 during Spring 2015 also took the assessment. Accurate results will take several more semesters, as more students affected by the HPIL 306 requirement take the assessment.

Results so far from a sample of 107 students who recently took the assessment:

Didn't take PHIL 306

N = 100

Mean = 9.7, median = 9.9 (out of 20)

Reliability (Kronbach's alpha) = .46 (unacceptably low, but not surprising for students who haven't learned the content in PHIL 306)

Took PHIL 306

N = 4

Mean = 9.5, median = 9.0

Taking PHIL 306 semester of assessment

N = 3

Mean = 10, median = 10

Sample of "took" plus "taking" is too small to generate a reliability score

When enough data is available (several semesters from now), Assessment Committee will review results to determine whether PHIL 306 is improving scores on the assessment instrument, and whether the instrument is sufficiently reliable or needs modification.

Assessment instrument follows.

Ethics Assessment Quiz

Joe is a salesman employed by Acme Inc. His employment contract requires that he is to work solely for Acme. He is paid partly on a commission basis. This means that he earns more compensation for making more sales. Recently Acme's salespeople have generated more sales for Acme than the company's operations can handle. Joe has been told that he can relax. He does not need to generate so many sales. Making fewer sales, however, will mean lower compensation for Joe. Yesterday a representative of one of Acme's competitors, Bestco, contacted Joe. The representative knew that Acme was having difficulty filling all of the sales orders that its salespeople had generated. He asked Joe if he would be willing to send some sales leads to Bestco. He told Joe that some Acme salespeople were already sending sales leads to Bestco, and that Bestco would pay Joe a commission for each sales order that he sent to Bestco. Not knowing what to do, Joe asks his friends what he should do.

- Ava tells Joe that it would be okay for him to send sales leads to Bestco because Acme typically shares the wealth when demand is too high to satisfy all their customers.
- Bill tells Joe that it would be wrong for him to send sales leads to Bestco because it would violate his employment contract.
- Carrie tells Joe that it would be okay for him to send sales leads to Bestco because Joe's employment contract with Acme is invalid. Acme cannot hamper a salesperson's ability to earn higher compensation.
- Dave tells Joe that it would be okay for him to send sales leads to Bestco because Joe would benefit from diverting the sales leads.
- Edwina tells Joe that when he has the next opportunity to send a sales lead to BestCo, he should do whatever he feels like doing.

1. Which friend's advice is least ethically developed?
 - a. Ava's
 - b. Bill's
 - c. Carrie's
 - d. Dave's
 - e. Edwina's
2. Which friend's advice is based on an appeal to individuals' rights?
 - a. Ava's
 - b. Bill's
 - c. Carrie's
 - d. Dave's
 - e. Edwina's
3. Which friend's advice is based on an ethical egoist assessment?
 - a. Ava's
 - b. Bill's
 - c. Carrie's
 - d. Dave's
 - e. Edwina's
4. Which friend's advice is based on organizational norms?
 - a. Ava's
 - b. Bill's
 - c. Carrie's
 - d. Dave's

- e. Edwina's
- 5. Which friend's advice is based on legal grounds rather than ethical grounds?
 - a. Ava's
 - b. Bill's
 - c. Carrie's
 - d. Dave's
 - e. Edwina's

Mary is a new human resources specialist for Ajax Corp. Ajax is a privately owned, third-generation family business based in Kabukistan. Mary was hired to handle the human resources functions for the company's growing United States division which employs 500 employees. Last week, when analyzing the division's payroll, she learned that 92 percent of the women who worked for the company in the US were compensated less than male employees who were in similar jobs. When she contacted Ajax's HR department at company headquarters in Kabukistan, she was told that the company strove for fair compensation practices. Ajax often paid higher wages to men than women because Ajax's male employees typically were the sole wage earner in their family and Ajax's female employees were typically either single or their husbands also earned an income. Mary wondered whether this practice might hurt the company's sales in the US if potential customers learned of this compensation practice. Moreover, although she believes that the compensation practice is okay in Kabukistan, Mary believes that the practice is unethical in the US. Bothered by the compensation practice, Mary spoke with her husband. He told Mary that he thought the practice is illegal in the US and advised her to speak with a member of the US Equal Employment Opportunity Commission. Moreover, he stated that he believed such a practice was wrong and should not be allowed in the US, Kabukistan, or anywhere.

6. The Ajax headquarters human resources representative believes that the company's compensation practice is fair. This sense of fairness is based on the idea that:
 - a. individuals should be compensated in proportion to the amount that they contribute
 - b. individuals should be given equal opportunity to be compensated
 - c. women are less capable than men
 - d. companies have the right to decide how they wish to compensate employees
 - e. individuals should be compensated based on their needs
7. Mary's concern for the US division's sales reflects her belief that if knowledge about the compensation practice becomes public, many people would view it as unethical, which would _____. This would, in turn, lead to lower division performance.
 - a. cause many of the division's employees to quit
 - b. lower payroll costs
 - c. lead to a gender imbalance among the employees
 - d. adversely affect the company's reputation
 - e. lead to employee dissatisfaction
8. Mary's ethics regarding Ajax's compensation practice can be described as _____.
 - a. utilitarian
 - b. relativist
 - c. consequentialist
 - d. care-based
 - e. universalist
9. Mary's husband's ethics regarding Ajax's compensation practice can be described as _____.
 - a. utilitarian
 - b. relativist
 - c. consequentialist
 - d. care-based
 - e. universalist

10. After speaking with her husband, Mary is morally responsible for the compensation practice in the US division because she:
- a. knows of the practice
 - b. is in a position to continue or prevent the practice
 - c. is not being coerced
 - d. all of the above
 - e. she is not morally responsible for the compensation practice

Five years ago, MegaCorp, a US company that is the low-price leader in the worldwide widget market, outsourced the manufacturing of its primary product, the Mega Widget. Since then two companies, Beta (located in China) and Gamma (located in Sierra Leone), have manufactured the Mega Widget. Since outsourcing, MegaCorp has insisted that its suppliers comply with the “work hour rules” that had been in place when MegaCorp produced the Mega Widget in-house. These rules stipulate that all assembly line employees be given a 15-minute break for every 180 minutes worked, and that the employees not be allowed to work more than 56 hours in a seven-day period. These rules are based on the MegaCorp CEO’s belief that everyone should be allowed to be healthy and that overworking employees compromises their health. In terms of the wages that Beta and Gamma pay their employees, however, MegaCorp has a different perspective. The CEO recognizes that the wages that the suppliers pay their employees are factored in to the prices that they charge to MegaCorp. Therefore higher wages for Beta and Gamma employees would mean higher costs for MegaCorp; and higher costs, the CEO stated, would undermine the company’s competitive position in the widget market. Because lower wages paid to Beta and Gamma employees allows MegaCorp to maintain a competitive advantage, the CEO believes that local market conditions should be the primary driver of wages. The CEO also believes that suppliers should be allowed to determine their own holidays because it is not right for one company to dictate to another holiday schedules. She believes that suppliers should utilize a just-in-time inventory system because this type of inventory system worked well for MegaCorp when the company used to produce the Mega Widget in-house; and she believes that workplace romances should not be allowed her marriage was ruined by working with her spouse.

11. The MegaCorp CEO’s ethics regarding wages can be characterized as _____.
 - a. deterministic
 - b. universalistic
 - c. relativistic
 - d. monolithic
 - e. absolutist
12. The MegaCorp CEO’s ethics regarding assembly line employees work hours can be characterized as _____.
 - a. deterministic
 - b. universalistic
 - c. relativistic
 - d. monolithic
 - e. absolutist
13. The “work hour rules” are based on a _____ ethic.
 - a. utilitarian
 - b. care
 - c. virtue
 - d. fairness
 - e. rights
14. The CEO’s belief that local market conditions should be the primary driver of wages is based on a _____ ethic.
 - a. utilitarian
 - b. care
 - c. virtue
 - d. justice
 - e. rights

15. Which one of the CEO's beliefs is not based on moral grounds?
- a. Her belief that every employee should be allowed to be healthy
 - b. Her belief that local market conditions should be the primary driver of wages
 - c. Her belief that suppliers should be allowed to determine their own holidays
 - d. Her belief that suppliers should utilize a just-in-time inventory system
 - e. Her belief that workplace romances should not be allowed

In November, the Third District Court found the investment company of Dewey, Cheetum, and Howe (DCH) guilty of operating a Ponzi scheme. The company had, for years, falsely indicated that depositors' funds were invested in medium and high cap company stocks and that DCH earnings were consistently 50-100 percent higher than industry averages. In reality, DCH regularly invested in high-risk financial instruments, some of which resulted in significant losses. Because of the falsified earnings reports, depositors were eager to invest with DCH and few requested withdraws from their DCH accounts. Because the company regularly received new funds from new depositors, it was able to use these funds to pay the reported earnings to the small number of depositors who did request withdraws. After the Ponzi scheme was uncovered, investigators indicted three individuals – Adriana, Bob, and Chet. They found that Adriana, a DCH financial manager, had falsified company investing records. After DCH's first investments in several junk bonds that resulted in complete losses, Bob, the CEO, told Adriana of the company's dire financial situation. Bob explained to Adriana that he was concerned that the company would lose most of its deposits if depositors learned of the losses, and he asked Adriana to falsify the company's investment records. She initially refused. Bob then told Adriana that if she did not falsify the records, she would likely lose her job. She then consented to falsify the company's investment records with the understanding that she would never do so again. However, when Bob came to Adriana again a few months later after another loss, he found that she was easier to convince because he said, "we are now in this together." Thus, Adriana began a pattern of several years of falsified investment records. Troubled by her behavior after she first agreed to falsify the records, Adriana confided in Chet, the DCH human resources manager. She told him of the company's investment losses and Bob and her behavior. She asked Chet what she should do. Not wanting to disrupt the company, Chet assured Adriana that she was doing the right thing by falsifying the investment records. He told her that more harm would come from not falsifying the records than from falsifying them.

16. Who is ethically responsible for the harm caused by the Ponzi scheme?
 - a. Adriana
 - b. Bob
 - c. Chet
 - d. Adriana and Bob
 - e. Bob and Chet
17. Chet's explanation that more harm would come from not falsifying the company's investment records than from falsifying them reflects what type of ethic?
 - a. utilitarian
 - b. care
 - c. virtue
 - d. justice
 - e. rights

After DCH was found guilty, the court ordered that the company's assets be liquidated and the proceeds be distributed to depositors. However, the court did not specify how the proceeds should be distributed.

- Adam thought that it would be fairest if the proceeds were distributed to depositors based on the amount of money deposited. The largest depositors should receive the greatest amount of the proceeds.
- Beth thought that it would be fairest if the proceeds were distributed to depositors based on the age of the deposits. The earliest depositors should receive the greatest amount of the proceeds
- Charlie thought that it would be fairest if the proceeds were distributed to depositors equally. Each depositor should receive an equal amount of the proceeds.
- Deb thought that it would be fairest if the proceeds were distributed to depositors based on each depositor's needs. The neediest depositors should receive the greatest amount of the proceeds.
- Ernie thought that it would be fairest if the proceeds were distributed to depositors based on whether the depositor is an individual depositor or institutional depositor. Individual depositors should receive more than institutional depositors.

18. Whose distributive justice ethic best represents a communist sense of fairness?

- a. Adam
- b. Beth
- c. Charlie
- d. Deb
- e. Ernie

19. Whose distributive justice ethic best represents an egalitarian sense of fairness?

- a. Adam
- b. Beth
- c. Charlie
- d. Deb
- e. Ernie

20. Whose distributive justice ethic best represents a capitalist sense of fairness?

- a. Adam
- b. Beth
- c. Charlie
- d. Deb
- e. Ernie

Learning Goal 5: Teamwork

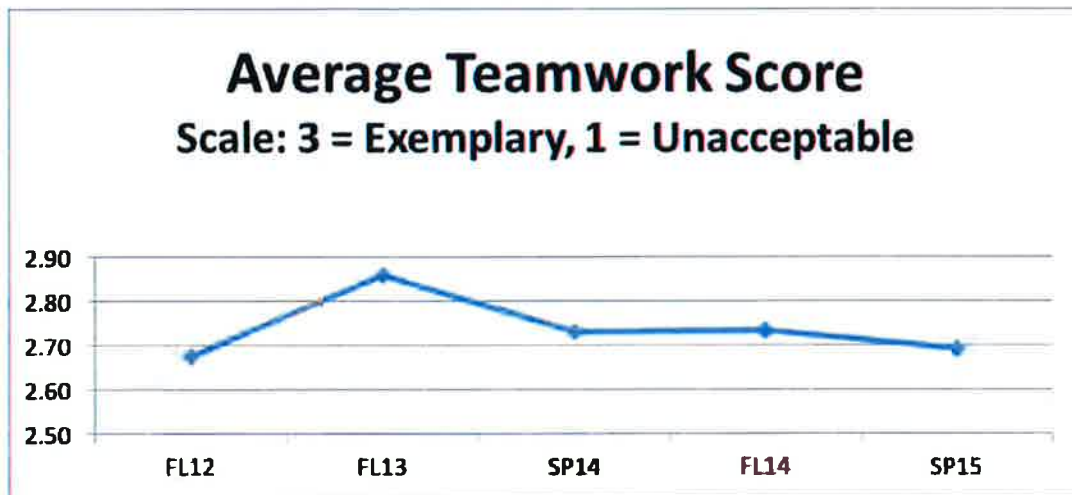
Teamwork Rubric

TRAIT	Unacceptable	Needs Improvement	Acceptable	Exemplary
Organizational Ability	Unprepared, unaware and uninformed regarding team tasks; wastes time	Inconsistent preparation and easily distracted; time management problematic	Generally prepared and able to stay on task; time management skills adequate	Well prepared and accomplished; effective use of time
Cooperativeness	Antagonistic toward team goals, activities and members	Not clearly committed to team goals; does not always work well with team members	Usually willing and able to work with others to accomplish team goals and tasks	Clearly committed shows strong interworking with other team goals and tasks
Originality or Creativity of Ideas Contributed	Overcautious; produces uninspired, pedestrian ideas and solutions; almost never challenges problem assumptions	Tries to be creative but rarely challenges problem assumptions; occasionally able to generate novel, workable ideas or solutions	Focuses on being creative; sometimes challenges assumptions and generates novel, workable ideas and solutions (but not consistently)	Consistently challenges assumptions; many problems and consistently generates novel, workable ideas and solutions
Functional Contribution - Analysis & Recommendations	Understanding and application of analytical tools or methods is deficient	Understanding and application of analytical tools or methods is sometimes questionable	Generally capable regarding understanding and application of analytical tools or methods	Skilled and knowledgeable in application of appropriate analytical methods
Dependability	Can rarely be relied upon	Inconsistency in reliability and dependability regarding team tasks and goals	Can almost always be depended upon to contribute to team effort	Always reliable and contributes to team effort regarding team tasks
Quantity of Work Contributed	Quantity of work contributed is well short of expectations	Somewhat deficient in the quantity of work contributed	Contribution to group effort meets expected workload	Contribution to group effort exceeds expectations
Quality of Work Contributed	Contribution is of inferior quality	Somewhat deficient in the quality of work contributed	Contribution to group effort meets expected team quality standards	Contribution is of superior quality

Teamwork Assessment Results Since Fall 2012

Scores by Semester

Semester	N classes	Overall average	Organizational Ability	Cooperativeness	Originality & Creativity	Analytical Contribution	Dependability	W Qua
FL12	7	2.68	2.67	2.76	2.65	2.66	2.66	2.
FL13	2	2.86	2.77	2.88	2.79	2.83	2.92	2.
SP14	6	2.73	2.72	2.77	2.71	2.73	2.67	2.
FL14	12	2.73	2.78	2.84	2.76	2.76	2.74	2.
SP15	12	2.69	2.70	2.79	2.69	2.69	2.60	2.



Percentages by Semester

Semester	N classes	Overall average	Organizational Ability	Cooperativeness	Originality & Creativity	Analytical Contribution	Dependability	W Qua
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Barton School of Business

General Business

FL12	7	Exemplary	71.1%	78.6%	69.9%	69.7%	70.7%
		Acceptable	25.1%	18.8%	25.4%	26.9%	24.2%
		Unacceptable	3.8%	2.6%	4.7%	3.4%	5.1%
FL13	2	Exemplary	80.7%	88.4%	80.7%	84.8%	93.2%
		Acceptable	15.9%	11.0%	17.9%	13.1%	6.2%
		Unacceptable	3.4%	0.7%	1.4%	2.1%	0.7%
SP14	6	Exemplary	75.5%	80.3%	73.4%	74.6%	69.5%
		Acceptable	20.9%	16.6%	24.6%	23.5%	27.7%
		Unacceptable	3.6%	3.2%	2.0%	1.9%	2.8%
FL14	12	Exemplary	80.8%	86.6%	79.0%	79.8%	80.5%
		Acceptable	16.9%	11.2%	18.5%	16.3%	12.5%
		Unacceptable	2.3%	2.2%	2.6%	3.8%	7.0%
SP15		Exemplary	74.2%	81.6%	72.5%	73.2%	65.6%
		Acceptable	22.1%	15.7%	24.2%	23.0%	29.1%
		Unacceptable	3.7%	2.7%	3.3%	3.8%	5.3%