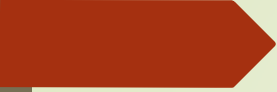




Assessment at the Kania School of Management

Some Closing the loop stories



Summary of Undergraduate Learning Goals

	Goal
1	Students will demonstrate effective oral and written communication skills.
2	Students will demonstrate critical thinking skills.
3	Students will be sensitive to the ethical, social justice, and environmental implications of business activities.
4	Students will appreciate the importance of integrating business processes across functional areas.
5	Students will apply functional area concepts and theories appropriately.



Assessment Tools

- 5 – year assessment plan approved by assessment committee and Kania faculty
- Tools used
 - Rubrics
 - Course-embedded assessments
 - Case Studies
 - Achievement Testing Instruments



LG1: Students will demonstrate effective oral and written communication skills.

- ▶ During the 2005-2010 cycle the following deficiencies were identified
 - ▶ oral communication trait: **transitioning to next speaker**,
 - ▶ and the written communication trait: **spelling and grammar**.
- ▶ These issues were addressed by:
 - ▶ adding oral presentation components to two courses (required core ECO/IB 351 and ACC 475)
 - ▶ introducing 12 new writing intensive courses
 - ▶ creating **BUS 184: Oral and Information Proficiency**, which focusses on writing, presentation, and critical thinking skills development during the first semester of freshman year
 - ▶ encouraged faculty to adopt a zero-tolerance writing error policy in the Freshman Seminar




LG1: Students will demonstrate effective oral and written communication skills.

- Other specific closing the loop actions include:
- More instructors are incorporating oral presentations and writing assignments into their courses. As of fall 2015, thirty five courses require a formal presentation and sixty courses require writing assignments.
- In ACC 463 the instructor increased the feedback given to his students for all written assignments.
- In ECO 410 the instructor adopted the KSOM zero-tolerance writing policy and gave explicit penalties for grammatical errors.
- The instructor in MKT 361 gave students additional opportunities to revise their drafts after meeting with her one-on-one to give them feedback
- The instructor in MKT 476 created writing workshops to help students. He also focused on teaching students how to use a more diverse range of sources in their writing.

Assessment Results of Oral and Written Skills using the Brumster Case on Assessment Day

Learning Goal	Trait	2011/2012	2012/2013	Fall 2014	Spring 2015
Written Communication	Purpose & Organization	95%	90%	98%	94%
	Language	96%	87%	96%	95%
Oral Communication	Organization	95%	90%	98%	97%
	Overall Delivery	93%	92%	96%	98%
Oral Com/Critical Thinking	Quality of Conclusion	93%	82%	89%	94%
Number of Students		174	146	56	104



Assessment Results of Oral and Written Skills Course Embedded Assessment MGT 474, ACC 364, OIM 363, ACC 463, BLDR 484, MKT 361 and STAT 253

Learning Goal	Trait	Fall 2013	Spring 2014
Written Communication	Logic & Organization	96%	94%
	Language	97%	94%
	Spelling & Grammar	94%	94%
	Development of Ideas	97%	89%
	Purpose	94%	93%
Number of students		115	85



LG 2: Students will demonstrate critical-thinking skills

- Assessment revealed deficiencies in:
 - Application of correct statistical procedures
 - Interpretation of statistical results
- Over the current cycle:
 - In Stat 252 a flowchart was developed to aid students in selection of appropriate statistical tools and interpretation of results
 - Statistical software was used in class to demonstrate the process of checking assumptions rather than purely describing it in class.
 - Over twenty faculty members report engaging students on reflection and critical thinking exercises.
 - Quantitative skills are taught in about fifty five course sections.
 - In MGT 251 the instructor added a class discussion on critical thinking and exercises in class where students apply critical thinking skills. They also added some reviews of legal opinions to discuss how justices engage in critical thinking in case decisions.
 - Sixty courses require use of business technologies such as Access, Excel, VBA, SAP, and Crystal Ball to analyze and present data in support of decision-making.


Assessment Results of Critical-Thinking Skills using the Brumster Case on Assessment Day

Learning Goal	Trait	2011/2012	2012/2013	Fall 2014	Spring 2015
Oral com/Critical Thinking	Quality of Conclusion	93%	82%	89%	94%
Critical Thinking	Use of Quantitative Skills	98%	83%	93%	94%
	Implications & Consequences	94%	86%	89%	95%
Number of Students		174	146	56	104

Assessment Results of Critical Thinking Skills

Course Embedded Assessment – STAT 252

Learning Goal	Trait	Spring 2012	Spring 2013	Spring 2014
Quantitative Analysis	Procedure	85%	95%	92%
	Hypothesis	96%	98%	81%
	Assumptions	92%	68%	50%
	Quality of Conclusion	98%	100%	92%
Number of Students		104	88	63



LG 3: Students will be sensitive to ethical, social justice, and environmental implications of business activities

- Deficiencies were identified in two traits related to this learning goal:
 - analyzing decision alternatives
 - choosing an ethical action.
- Addressed in various ways:
 - adding a business ethics component to our freshman seminar
 - identified an ethics-intensive required course, MKT 351
 - thirty two speakers from industry were invited to classes to speak on topics of responsibility, sustainability, and justice.
 - twenty three faculty members teaching fifty five courses now incorporate RSJ topics formally in their courses, and list related student learning goals in their syllabi.
 - twenty faculty members use cases, film, discussions of business problems to teach RSJ topics.

Assessment Results of Ethics, Social Justice and Environment Using the Brumster Case on Assessment Day

Learning Goal	Trait	2011/2012	2012/2013	Fall 2014	Spring 2015
Ethics	Chooses an Action	92%	85%	91%	95%
	Considers Stakeholders	93%	84%	92%	95%
	Identifies Dilemma	95%	83%	91%	95%
Number of Students		174	146	56	104