

LEARNING OUTCOME ASSESSMENT APPROACH FOR COMPETENCIES IN BUSINESS ADMINISTRATION

Enclosed is the Learning Outcome Assessment review for the academic programs in Business Administration and describes the logic and the procedure of evaluation of the UAS Core Competencies within the milestone Business Administration classes, such as BA 151 (Introduction to Business), BA 301 (Principles of Management), BA 343 (Principles of Marketing), BA 325 (Financial Management), and BA 462 (Capstone).

This approach is used for internal assessment of core competencies of BBA students at 3 different levels:

- BA 151 assesses the literacy (entrance) level of students' competency in business administration;
- BA 301, 343, 325 assess the competence development progress in management, marketing, and finance
- BA 692 assess the outcome (exit) level of students' competency in business administration

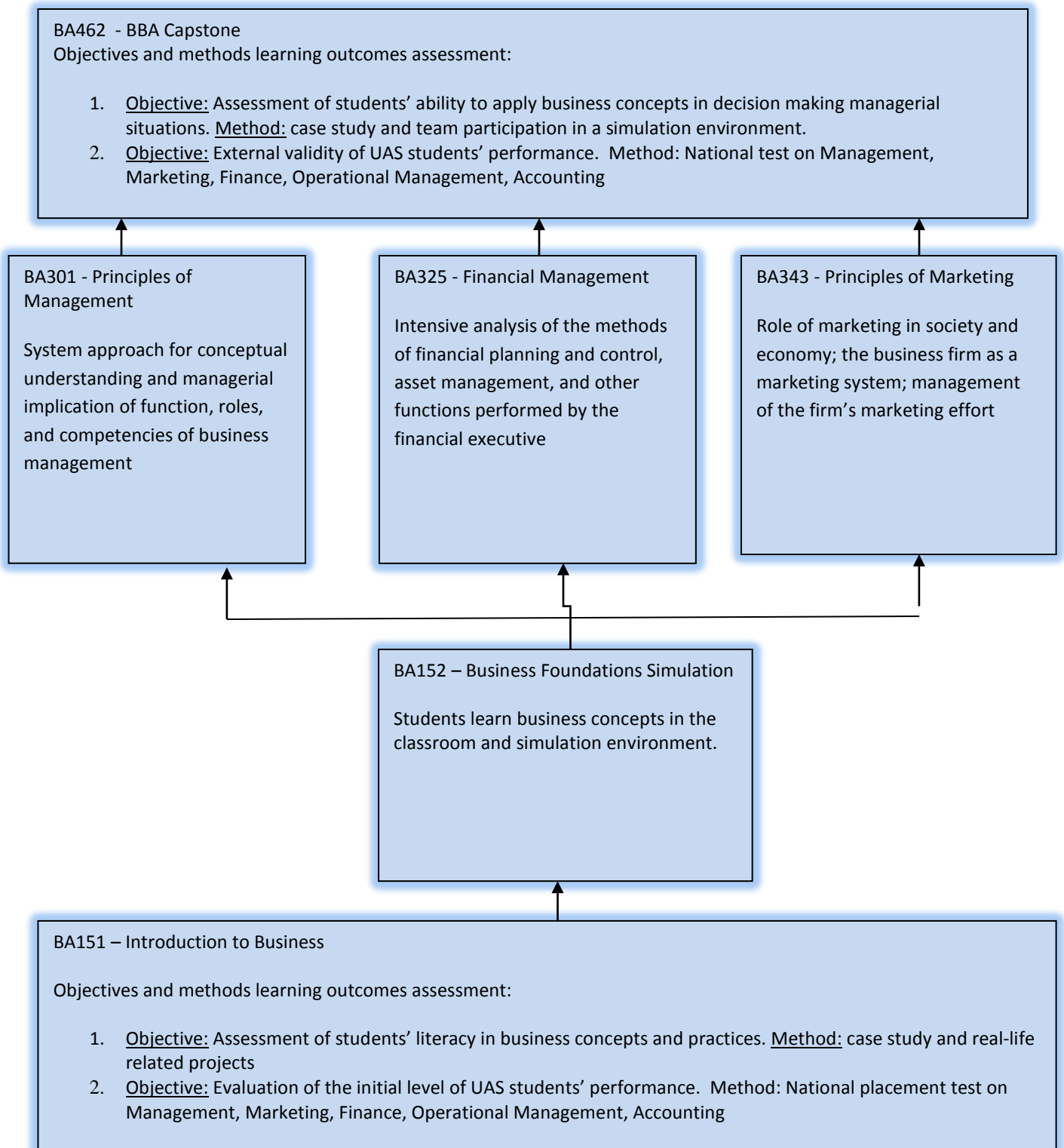
While the main focus of this proposal is on the learning assessment related to the Core UAS Competencies (## 1.1. – 6.3, page 3), this proposal also provides an example of tailoring the endorsed approach to the one of the areas of degree specialization (Marketing, page 6-7) and can be further developed towards other SPM degrees and specializations.

Marketing, Management, & Entrepreneurship (MM&E) group believes that internal approach represents a great qualitative based value for the assessment. At the same time the importance of national standardized testing cannot be overlooked. Group identified a national test that potentially will become a part of an ongoing competencies assessment for Business students. In fall of 2012 the exam will be incorporated into 100, 200, and 300 level courses as a pilot project. Based on collected data, the group will make a determination whether to continue with current selection or trying out a new product. Student outcomes assessment will help enhance the quality of our programs and provide better student services for at-risk students identified during the assessment.

The first draft of proposal was prepared by the ad-hoc group of R.Wolk and M.Calvin-Casey, and then discussed on several *MM&E* meetings with all the members involved. I would like to express my gratitude to the *MM&E* faculty and SOM Administrative Manager for contributing their ideas, time, and efforts to this project.

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HOLISTIC VIEW ON LEARNING OUTCOMES ASSESSMENT: THREE LEVEL APPROACH



BUSINESS ADMINISTRATION COURSE MAPPING

* = content is presented
X = primary assessment occurs

UAS Competencies	Courses where content is presented and assessment occurs					
	BA 151	BA 152	BA 301	BA 325	BA 343	BA 462 Capstone
1.1	*	*	*		*	X
1.2	*	*			*	X
2.1	*	*	*	*		X
2.2		*		*		X
2.3		*		*	*	X
3.1	*	*	*		*	X
3.2	*	*	*		*	X
3.3	*	*			*	X
4.1	*	*				X
4.2	*	*	*			X
5.1	*	*	*			X
5.2	*	*	*		*	X
5.3	*	*	*			X
6.1	*	*	*	*	*	X
6.2	*	*	*	*	*	X
6.3	*	*	*			X

BPA PROGRAM COMPETENCIES

with Related Specific Outcomes and Objectives (based on the 6 UAS Student Competencies)

UAS has defined six competency areas in which students will be assessed during their time in their degree programs. In addition to discipline specific content, individual course curriculum is designed to measure those competencies that are appropriate for the specific course. What follows is a description of the competency areas and a matrix that indicates which courses serve to measure which individual competencies.

Competency in Communication:

- 1.1 Students possess effective professional writing skills appropriate in their fields.
- 1.2 Students can make effective presentations supplemented by appropriate technology.

Competency in Quantitative Skills:

- 2.1 Students recognize organizational contexts where quantitative analysis may provide useful insights, and understand the nature of data needed to use various quantitative analysis tools.
- 2.2 Students can select and apply appropriate quantitative techniques.

- 2.3 Students understand how to interpret analytical results and formulate logical conclusions based upon the results.

Competency in Information Literacy:

- 3.1 Students understand the role of information in helping organizations operate efficiently and effectively, and in solving management problems.
- 3.2 Students can define search criteria, locate, and access appropriate information.
- 3.3 Students can effectively evaluate the accuracy, validity, and relevance of information for use in management decision making.

Competency in Computer Usage:

- 4.1 Students demonstrate competency in the selection and use of appropriate management technologies.
- 4.2 Students understand information systems, their role in management functions and organizational communications, internally and externally.

Competency in Professional Behavior:

- 5.1 Students understand ethical and professional responsibilities of managers. They recognize ethical dilemmas and formulate effective ethical strategies for dealing with those situations.
- 5.2 Students can work effectively in various roles with diverse individuals and groups to achieve common goals.
- 5.3 Students can assume leadership roles. They can quickly understand what needs to be done, organize, prioritize, and delegate tasks.

Competency in Critical Thinking:

- 6.1 Students are able to identify, evaluate, analyze, and solve diverse and unstructured management problems in unfamiliar settings.
- 6.2 Students can use, synthesize, and evaluate data / evidence, exercise judgment, and assess risks in reaching decisions to solve real-world problems.
- 6.3 Students understand the holistic and systemic nature of the organization and its internal and external environment.

MILESTONE COURSE DESCRIPTIONS

BA 151 Introduction to Business

Catalog: Introduction to broad spectrum of business topics (Catalog: Business organization, nature of major business functions such as management, finance, accounting, marketing and personnel administration. Opportunities and requirements for professional business careers.)

Unified Approach: Base level assessment – Case Study Assignment

BA 152 Business Foundation Simulation

Catalog: Uses simulation to supplement and reinforce BA 151 learning by allowing students to practice running a business. (Catalog: Provides application of concepts from BA S151. Students will make managerial decisions for a company in competition with other simulated companies. Students will gain experience in thinking about the main functional areas of the business and how those affect firm performance in a competitive economic environment. Prerequisite: BA S151.

Unified Approach: Foundation Simulation, CompXM – Basic final exam (currently used as mid-term)

BA 301 Principles of Management

Catalog: Survey of the basics of management. Synthesis of the traditional and contemporary quantitative and behavioral approaches to the subject of management. Builds on course content from BA151/152.

Expectations: current competencies 1 - 6

A number of assessment tools are utilized in this course, such as research/consulting papers related to researching, analysis, and improvement management in real-life businesses organizations, intensive discussion board case-study based assignments, and multiple choice assignments. In Fall 2012, a national test to cover Management content knowledge will be added.

BA 325 Financial Management

Catalog: Intensive analysis of the methods of financial planning and control, asset management, and other functions performed by the financial executive. Prerequisites: ACCT S201.

Expectations: current competencies 1 - 6

The assessment process in BA 325 involves the use of approximately 350 "Story Type Problems" that require calculations and logical deductive thinking in order to give an objective answer. These questions are far more complex than the typical "multiple choice" question - they each require a detailed analysis, and multi-step work approach, and logic type deductive reasoning in order to come to the right answer. The questions are categorized and selected to follow AACSB specifically defined financial study concept / skill categories. For all quizzes and exams, there is subsequent follow-up that provides a detailed explanation of how answers could have / should have been derived at, and how they are related to Financial Management concepts. In addition, for each chapter, there is a short written assignment that involves research into a subject that one can find the information using information technology / the Web.

BA 343 Principles of Marketing

Catalog: Role of marketing in society and economy; the business firm as a marketing system; management of the firm's marketing effort. In-depth focus on the marketing function. Development of specific marketing competencies:

Expectations: current competencies 1 - 6

A number of assessment tools are utilized in this course – rubric and supporting documentation are attached (Appendix A). In Fall 2012, a national test to cover marketing content knowledge will be added.

BA 462 Capstone: Strategic Management

Catalog: In-depth examination of business policy and strategy. This course integrates the competencies and knowledge from the business disciplines and functional viewpoints into a comprehensive strategic planning and implementation process using a series of case studies and business simulation. Designed as the Capstone course for senior BBA students, intended to be taken during the final semester. Prerequisites: BA S301, S325, S343 and STAT S273.

Expectations: current competencies 1 - 6

Unified Approach: Case Study Assignment/Capstone Simulation, Comprehensive Exam (CompXM)

Assessment is made via multiple methods – Discussion board questions, case study assignments, simulation related assignments/problems, simulation competition rounds and the final exam (CompXM).

ASSESSMENT OF LEARNING PROGRESS IN MARKETING

UAS Competencies	BA 343 * = content is presented
1.1	* case write-ups, formally part of assessment rubric (see below)
1.2	* no, not done
2.1	* [this may be translated into 6.2, in cases where some of the data is quantitative rather than qualitative. otherwise, not specifically addressed currently.]
2.2	
2.3	
3.1	* [part of 6.2 as implemented in this class]
3.2	* [part of 6.2 as implemented in this class]
3.3	* [part of 6.2 as implemented in this class]
4.1	
4.2	
5.1	* [peer evaluations on group work gives an indicator of this] [peer evaluations on group work gives an indicator of this]
5.2	
5.3	
6.1	* case write-ups, formally part of assessment rubric (see below)
6.2	* case write-ups, formally part of assessment rubric (see below)
6.3	[this competency is translated into 7.4 to be specific to marketing]
not included in the preliminary list of competencies	
7.1	* case write-ups, formally part of assessment rubric (see below)
7.2	* case write-ups, formally part of assessment rubric (see below)
7.3	* case write-ups, formally part of assessment rubric (see below)
7.4	* case write-ups, formally part of assessment rubric (see below)

The formal rubric is appended below. In addition to the general assessment elements on each case, there are additional elements assessed depending on the specific content of the case question.

7. Specific Marketing Competencies

- 7.1 Students understand customer behavior, the customer decision process for buying and repurchase, and the concept of segmentation, and can apply this knowledge to specific industries to identify customer segments.
- 7.2 Students understand and use customer orientation in decisions, as well as how the firm's internal capabilities and resource constraints affect such decisions.
- 7.3 Students know the various tools of marketing and how to implement them in specific industries.
- 7.4 Students can use the set of marketing tools as a coherent, internally consistent whole.

Rubrics for Assessment of Student Competencies in Marketing to Solve Real-Live Managerial Case-Studies (BA 343)

Cases – evaluation on specific question details.

Assignments also have some specific content, and will include evaluation for the points asked in the question(s):

4. question point is thoroughly discussed, in a way that applies the general marketing concepts to the specific situation well.
3. generally good, but not quite as thorough, or might be a little weak in either understanding the concepts or in talking about the real-world context.
2. has basically addressed the issue, but more than one component (thoroughness, concepts, application) is weak.
1. mostly repeats material from the textbook, lecture notes, or other readings, without much application to the specific situation in the question.
0. did not address the issue.

In addition to formal written cases, BA343 has weekly discussion questions. They are not formal writing, but they do require careful thinking and use of evidence.

Evaluation of discussion questions (individual and group)

Discussion questions will be evaluated similarly to the rubric for the specific question details, except that I will also use half points for posts that seem to fall between the scores (e.g., 3.5, 2.5, etc.).

Individual class participation: you should make at least 2 contributions to class discussion each session. Note that posting a case or discussion question answer does not count as participation, because these are parts of the case or DQ categories. Each contribution will be scored:

- 4 = strong contribution which adds substantial depth, adds a new idea, shows an idea in a new context, or points out where the writer might be mistaken or has not considered something carefully enough, with good supporting evidence, everything clearly stated so it is easy to understand;
- 3 = fairly good at the above, maybe not quite as careful in the thinking or in the depth of supporting evidence for the thinking, or not quite as careful in making it all clear;
- 2 = something useful in the ideas, not much support for them, and/or hard to follow what the comment is about;
- 1 = marginal contribution – don't say much or don't say much new, mostly re-statement of what has already been said;
- 0 = no real content – this type of response contains only something to the effect "I agree with you" or "great essay", no other substance.

Evaluation criteria on case-studies (BA 343)

points	4	3	2	1	0
focus on relevant issues	careful attention to addressing all issues in questions / topics; no irrelevant issues / material brought into discussion	good coverage of most key issues; only occasionally off track so that not many irrelevant issues / materials are brought in	only some key issues covered; sometimes off track, irrelevant material is a substantial part of the work	does not cover most issues well; mostly irrelevant material.	no evidence of any attempt to do these things
ideas & idea development (competency 6.1)	takes a strong well-defined position, original ideas or adaptation of ideas into original context, good argument / logic of why	fairly clear position, some originality; some good reasoning / logic of why the ideas are proposed	not very clear exactly what the position is; little original thinking, mostly copy other ideas, weak reasoning about why the ideas apply	hard to see any position or idea from the writer, if there is any position it just copies from another source, little argument / logic to support views	
sound analysis (competency 7.1)	understand the key issues well and how marketing concepts apply to them, careful attention to argument / discussion coherent and consistent	pretty good understanding, most ideas show good application of concepts, occasional weak links in the argument / lack logical argument	don't seem to understand some of the issues or don't use some of the concepts very well, not much effort to make all parts of the discussion consistent	don't understand the issues or how the concepts apply; inconsistent elements which cannot form a coherent whole	
use of supporting evidence / data / literature (competency 6.2)	uses appropriate information from book, lecture notes, readings, class discussion to support position; uses additional resources well, can critically evaluate info sources	demonstrates good subject knowledge; some use of multiple sources; occasional weak support or lack of critical evaluation of resources	not much detail on several of the key issues; some use of knowledge from most class sources, not much from any outside sources	little use of class materials or outside resources to support argument; little evidence for most of what is said	
sensible recommendations (competency 7.2)	the recommendations fit the market situation and firm capabilities well	mostly good fit to the situation and firm, some details may not obviously fit well	some things fit, many are not consistent with the market or the firm	very little fits the market situation or the firm capabilities.	
implementation detail (competency 7.3)	sufficient detail about key elements that a manager knows what to do; explains "how do we actually do that?"	some guidance about implementation, but the manager lacks detail and has to make some important decisions	few parts of the recommendation have implementation, most requires some substantial decisions	very generic discussion, all buzz words, textbook talk with no discussion of what to actually do in the specific situation.	↓
coherence & internal consistency (competency 7.4)	the plan is coherent and consistent.	most elements work together, some minor things pull in a different direction	there seem to be two or three major strategies here, which cannot work well together	little coherence – elements are just thrown in without much attempt to make them consistent with a strategy	
writing & organization (competency 1.1)	introduction builds interest, logical argument in well-developed paragraphs; transitions tie topics together, strong conclusion. error free paper; accurate spelling, and usage, and grammar, rich vocabulary	introduction and conclusion present, fairly effective; paragraph development, transitions may be weak in places. few errors in spelling, punctuation, grammar; some attempt at sentence variety; fairly good vocabulary	introduction and conclusion present but not very effective, organization of ideas not fully developed; many spelling, punctuation, capitalization errors present; incorrect sentence structure; repetitious vocabulary; weak language usage	no introduction or conclusion; no evidence of paragraph structure; illogical organization of ideas; jumps around frequent errors in sentence structure, spelling, punctuation, and capitalization; poor grammar; weak vocabulary and incorrect language usage	