

**Department of Management
&
Quantitative Methods**

Assurance of Learning Program

**College of Business
Illinois State University
Revised May, 2016**

Pledge of MQM Assurance of Learning Team –

We, the faculty on the MQM Assurance of Learning Team, are dedicated to offering the finest academic programs for our students. At the heart of achieving this goal is the continuous improvement of our programs, which only occurs through the participation of all faculty in the College. We are committed to the process of assessing student learning and continuously improving the quality of our degree programs.

Team Members:

Gary Salegna..... Professor and Chair of MQM AoL Team

Alex Barelka..... MQM Department Chair

Victor Devinatz..... Distinguished Professor and HRM Sequence Coordinator

Terry Noel..... Associate Professor and Entrepreneurship Sequence Coordinator

Mathew Sheep..... Associate Professor and Organizational Leadership Sequence Coordinator

Barbara Ribbons..... Assistant Professor and Director of International Business Institute

John Lust..... Professor and Ex-Associate Dean and Coordinator of College Assessment Programs

1. Introduction

The assessment program implemented by the Management and Quantitative Methods (MQM) Department is described in this report. The MQM Department is responsible for assessing student learning for Management and International Business majors. The assessment program for the Business Administration major is coordinated at the College level. The assessment process followed by the MQM Department is consistent with the assessment structure provided by the Assurance of Learning (AoL) Team in the College of Business.

Specifically, this report describes the following for the Management and International Business Degree programs: 1) learning goals and objectives; 2) assessment plan stating where learning objectives are assessed, how the learning objectives are measured (rubrics used) and when the learning objectives are measured; 3) the assessment report forms used (revised for fall 2015); and 4) the process followed by the MQM Department in “closing the loop” in order to continuously improve our programs.

The MQM Department has implemented an assessment process which is consistent with the requirements for AACSB International and the Illinois Board of Higher Education. A formalized process is in place to collect assessment data on an on-going basis, which is then reviewed by faculty in order to determine if improvements are needed to improve student learning. To meet this goal, the MQM Department has implemented some structural and process changes in the last year, consistent with the philosophy of continuous improvement.

A MQM Assurance of Learning Team (formerly referred to as the MQM Assessment Team) was implemented in the fall of 2014. The MQM AoL Team includes faculty from every Sequence of the Management Major, the Director of the International Business program, and the MQM Department Chair. With such a large and diverse Department, this structure has proved very effective in carrying out assessment activities, while still including the participation of all faculty in the Department in the assessment process. A culture of assessment is vital to the success of any assessment program, and our Department and the College supports a strong culture of faculty participation in the assessment process.

2. Learning Goals and Objectives

The learning goals and objectives for the International Business and Management degree programs are described below. A noteworthy change in spring 2015 was the approval by the MQM department (and IB faculty) to include ethics as a learning goal.

I. Learning Goals & Objectives for the International Business Major

Goal 1: We want students in the IB major to be adequately prepared to function as effective professionals in their content area.

Objective 1a: Students in the major will understand and apply content knowledge appropriate for their IB program.

Objective 1b: Students in the major will understand and apply general business knowledge appropriate for IB majors.

Goal 2: We want students in the IB major to be effective written communicators and credible and persuasive speakers.

Objective 2a: Students in the major will communicate clearly both verbally and in writing.

Objective 2b: Students in the major will be effective persuasive speakers.

Goal 3: We want students in the IB major to be critical thinkers.

Objective 3a: Students in the major will think critically and solve problems using appropriate reasoning and analytical skills.

Goal 4: We want students in the IB major to be cognizant of the impact of culture and regulations on global business.

Objective 4a: Students will understand the impact of global and national diversity on international business.

Objective 4b: Students will understand the legal arena surrounding international organizations.

Added the goals below in 2015:

Goal 5: We want students in the international business major to be ethical decision makers.

Objective 5a: Students will understand ethical issues in business decision making.

Goal 6: We want students in the international business major to possess the ability to work in teams.

Objective 6a: Students in the major will work effectively and professionally in teams.

3. MQM Assessment Plan

Degree Program: IB

<u>Learning Goals and Objectives</u>	Where Measured	How Measured*	When Measured**
1. Business Knowledge Competence	Before MQM 385	ETS for Business	Each semester
2. Effective Written Commun. Skills	FIL 312, MQM 349	Written Commun. Rubrics	Fall semester
3. Effective Oral Commun. Skills	INB 190, MKT 350	Oral Communication Rubrics	Fall semester
4. Critical Thinking Skills	FIL 312, MQM 349	Critical Thinking Rubrics	Fall semester
5. Ethical Decision Makers	MQM 350	MQM Ethics Rubric	Fall semester
6. Aware of the Impact of Culture and Regulations on Global Business	To Be Determined	Cultural Rubric	Fall semester
7. Ability To Work Effectively in Teams	INB 225	Team Skills Rubric	Fall semester

*College rubrics are used for learning goals 2 through 4.

**Learning Goals 2 through 6 will be measured on a fall cycle beginning 2015. Spring 2015 assessment data will still be collected.

4. Assessment Data Report Forms (New Spring 2016)

ASSESSMENT REPORT
ACADEMIC YEAR 2015-2016

Semester	Assessment Plan Due	Assessment Plan Due
Fall	September 30	December 15
Spring	February 1	May 15

COURSE	INSTRUCTOR	DATE OF PLAN/REPORT

GOAL ASSESSED (Management Major)

5	We want students in the management major to be ethical decision makers. Objective 5a: Students will understand ethical issues in business decision making.
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LEARNING OUTCOMES ASSESSED

At least 80 percent of the students will be evaluated as Acceptable or Exemplary on the four ethics criteria offered below.

ASSESSMENT METHOD (Specific Assignment/Exercise Being Assessed)

ASSESSMENT DATA

Number of Students Assessed: _____
Enrolled in Class (if different): _____

Number of Students

MQM Ethics Rubric*

TRAIT	Unacceptable	Acceptable	Exemplary
Identifies Dilemma	Has a vague idea of what the dilemma is and is uncertain what must be decided	Identifies the dilemma, including pertinent facts, and ascertains what must be decided	Describes the dilemma in detail having gathered pertinent facts. Ascertains exactly what must be decided
Considers Stakeholders	Is unsure as to who should be involved in the decision-making process	Determines who should be involved in the decision making process and accurately identifies all the stakeholders	Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints of the stakeholders
Analyzes Alternatives and Consequences	Begins to appraise the relevant facts and assumptions and identifies some alternatives.	Clarifies at least two alternatives and predicts their associated consequences in detail.	Clarifies a number of alternatives and evaluates each on the basis of whether or not there is interest and concern over the welfare of all stakeholders
Chooses an Action	Has difficulty identifying an appropriate course of action from among alternatives	Formulates an implementation plan that delineates the execution of the decision	Formulates an implementation plan that delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action

*Adopted from the University of Scranton

FACULTY RESPONSE TO DATA (As you look at the data, what is the data telling you?)

FACULTY RESPONSE TO ASSESSMENT PROCESS (What did you think of the Assessment Process?
Ways to improve?)

ASSESSMENT REPORT
ACADEMIC YEAR 2015-2016

Semester	Assessment Plan Due	Assessment Plan Due
Fall	September 30	December 15
Spring	February 1	May 15

COURSE	INSTRUCTOR	DATE OF PLAN/REPORT

GOAL ASSESSED (Management Major)

2	<p>We want students in the management major to be effective written communicators and credible, persuasive speakers.</p> <p>Objective 2b: Students in the major will be effective persuasive speakers.</p>
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LEARNING OUTCOMES ASSESSED

At least 80 percent of the students will be evaluated as Acceptable or Exemplary on the oral communication criteria offered below.

ASSESSMENT METHOD (Specific Assignment/Exercise Being Assessed)

ASSESSMENT DATA

Number of Students Assessed: _____
Enrolled in Class (if different): _____

Number of Students

College of Business
Oral Communication Rubric

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Organization	Audience cannot understand or has trouble following presentation because student jumps around and/or there is no sequence of information.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow. There is a definite "flow" of the presentation from one topic to the next.
Subject Knowledge	Student does not have grasp of information or is uncomfortable with information. Student can only answer rudimentary questions about the subject.	Student is at ease with the information and can answer expected questions but does not elaborate or go beyond a surface-level of knowledge.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics, no graphics, or graphics/visual aids that rarely support text and presentation. The graphics or visual aids are not clear or easily interpretable.	Student's graphics or visual aids relate to the text and presentation.	Student's graphics/visual aids explain and reinforce screen text and presentation, are creative, and help to distinguish the student's presentation from other presentations.
Mechanics	Student's presentation has two or more spelling errors and/or grammatical errors.	Presentation has no more than one misspelling and/or grammatical error.	Presentation has no misspellings or grammatical errors. Sentences or phrases are clear and concise.
Eye Contact	Student reads all or majority of report; presentation is highly "canned" and rigid; minimal or no eye contact throughout presentation	Student speaks and presents without reading, although may refer to notes or presentation materials occasionally; delivery exhibits some extemporaneous characteristics; eye contact is maintained and managed with total audience the majority of the presentation time.	Student speaks with little or no reference to notes or presentation materials; presentation appears very relaxed and non-scripted; eye contact is maintained and managed with total audience throughout the presentation.
Elocution	The student's voice lacks inflection and does not project well; student often mumbles or stumbles over words; there is frequent interjection of "crutch" words or sounds such as "ums," "uhs," "like," "you know," "stuff," etc.; words are mispronounced or word choice is often poor or incorrect.	The student's voice is clear and audible to all audience members and exhibits at least moderate inflection; there is minimal but some use of "crutch" words or sounds such as "ums," "uhs," "like," "you know," "stuff," etc.; words are pronounced accurately and word choice is acceptable.	The student's voice is clear and audible to all audience members and exhibits a high degree of inflection and precision; word choice is appropriate for the audience, well-selected and interesting; words are pronounced correctly; use of "crutch" words or sounds such as "ums," "uhs," "like," "you know," "stuff," etc. is seldom or non-existent.

FACULTY RESPONSE TO DATA (As you look at the data, what is the data telling you?)

FACULTY RESPONSE TO ASSESSMENT PROCESS (What did you think of the Assessment Process?
Ways to improve?)

ACADEMIC YEAR 2015-2016

Semester	Assessment Plan Due	Assessment Plan Due
Fall	September 30	December 15
Spring	February 1	May 15

COURSE	INSTRUCTOR	DATE OF PLAN/REPORT

GOAL ASSESSED (Management Major)

3	<p>We want students in the management major to possess the ability to work in teams.</p> <p>Objective 3a: Students in the management major will work effectively and professionally in teams.</p>
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LEARNING OUTCOMES ASSESSED

At least 80 percent of the students will be evaluated as acceptable or exemplary on the criteria offered below.

ASSESSMENT METHOD (Specific Assignment/Exercise Being Assessed)**ASSESSMENT DATA**

Number of Students Assessed: _____
 Enrolled in Class (if different): _____

Number of Students

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Attendance	Missed more than 20% of the team meetings and/or was often late to meetings.	Attended at least 80% of the team meetings and was rarely late.	Attended at least 90% of the team meetings and was on-time.
	N= (%)	N= (%)	N= (%)
Participation	Was mostly quiet in group meetings, or participated in an ill-informed or otherwise non-constructive manner.	Came to meetings prepared and participated constructively in group discussions.	Took a leadership role, came to meetings prepared and participated actively and constructively in group discussions.
	N= (%)	N= (%)	N= (%)
Effort	Ended up doing significantly less than his/her fair share of the work.	Showed willingness and necessary effort to do his/her fair share of the work.	Willingly accepted his/her fair share of the team's work and was appropriately proactive in taking on additional duties as needed.
	N= (%)	N= (%)	N= (%)
Work Quality	Completed assigned tasks either so late and/or so lacking in quality that other group members had to do significant additional work.	Completed assigned tasks in a reasonably timely fashion and produced quality results that made meaningful contributions to the group's work.	Completed tasks on-time and produced exceptional quality results that made outstanding contributions to the group's work.
	N= (%)	N= (%)	N= (%)
Interpersonal Behaviors	Exhibited a demeanor and interpersonal style that was intimidating, domineering, and/or non-supportive and, thus, detracted from the team's ability to work collaboratively.	Exhibited behaviors consistent with a collaborative group climate that fostered productive group outcomes including effective decision making and constructive disagreement.	Played a key role in creating a collaborative climate that fostered productive group outcomes including effective decision making and constructive disagreement
	N= (%)	N= (%)	N= (%)

FACULTY RESPONSE TO DATA (As you look at the data, what is the data telling you?)

FACULTY RESPONSE TO ASSESSMENT PROCESS (What did you think of the Assessment Process?
Ways to improve?)

ASSESSMENT REPORT
ACADEMIC YEAR 2015-2016

Semester	Assessment Plan Due	Assessment Plan Due
Fall	September 30	December 15
Spring	February 1	May 15

COURSE	INSTRUCTOR	DATE OF PLAN/REPORT

GOAL ASSESSED (Management Major)

2	We want students in the management major to be effective written communicators and credible, persuasive speakers.
4	Objective 2a: Students in the major will communicate clearly both verbally and in writing. We want students in the management major to be critical thinkers. Objective 4a: Students in the major will think critically and solve problems using appropriate reasoning and analytical skills.

LEARNING OUTCOMES ASSESSED

At least 80 percent of the students will be evaluated as Acceptable or Exemplary on the written communication criteria offered below.

At least 80 percent of the students will be evaluated as Acceptable or Exemplary on the critical thinking criteria offered below.

ASSESSMENT METHOD (Specific Assignment/Exercise Being Assessed)

ASSESSMENT DATA

Number of Students Assessed: _____

Number of Students

Enrolled in Class (if different): _____

College of Business

Written Communication & Critical Thinking Rubric

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Professional Appearance and Document Format (e.g. Appropriate binding, Headers/subheadings, margins, table of contents, etc.)	Not formatted to specifications Lacking professional appearance.	Formatting is generally correct, acceptable professional appearance.	Assigned format followed explicitly: Exceptional professional appearance
Visual Presentation Elements (e.g. Charts, graph, exhibits, figures, etc.)	Very few or none: Not well connected or integrated to support the document	Some used in a generally effective manner to support the document	Appropriately used to effectively illustrate and support the document
Grammar and Readability (e.g. writing mechanics/conventions)	Frequent grammatical errors and misspellings inhibit readability Informal language, abbreviations and slang are used	Few grammatical errors and misspellings (e.g. three or fewer per page) Correct verb tense used Paragraphs flow from one to another Active voice pervasive	Free of grammatical errors and misspellings Effective verb tense used Uses phrases and construction that delight as well as inform the reader Primarily active voice
Breadth of Discussion (critical thinking)	Omits arguments or perspectives Misses major content areas/concepts Presents few options	Covers the breadth of the topic without being superfluous	Considers multiple perspectives Thoroughly delves into the issues/questions Thoroughly discusses facts relevant to the issues

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Depth of Discussion (critical thinking)	<p>Ignores bias</p> <p>Omits arguments</p> <p>Misrepresents issues</p> <p>Excludes data</p> <p>Includes but does not detect inconsistencies of information</p> <p>Ideas contain unnecessary gaps, repetition or extraneous details</p> <p>Sees no arguments and overlooks differences</p>	<p>Detects bias</p> <p>Recognizes arguments</p> <p>Categorizes content</p> <p>Paraphrase data</p> <p>Sufficient detail to support conclusions and/or recommendations</p>	<p>Analysis includes insightful questions</p> <p>Refutes bias</p> <p>Discusses issues thoroughly</p> <p>Critiques content</p> <p>Values information</p> <p>Examines inconsistencies</p> <p>Offers extensive detail to support conclusions and recommendations</p> <p>Suggests solutions or implementation</p>
Clarity	<p>Writing is not clear. It is difficult to understand points being made. The writing lacks transitions, and few examples and/or illustrations are provided to support explanation or recommendations.</p>	<p>Writing is generally well organized and understood. Transitions are used to facilitate clarity. Some examples and/or illustrations are used to support explanation or recommendations.</p>	<p>Writing is succinct, precise, effectively organized and without ambiguity. Transitions, explanation and elaboration are extensive to elucidate points. Detailed illustrations and/or examples are used to support explanation or recommendations.</p>
Relevance (critical thinking)	<p>Critical issues/questions are omitted or ignored in the writing.</p>	<p>Most of the critical issues/questions are addressed in the writing.</p>	<p>All critical issues/questions are addressed completely in the writing.</p>
Internal Consistency (critical thinking)	<p>There is little integration across the sections of the paper. Several inconsistencies or contradictions exist. Few of the issues, recommendations and explanations make sense and are well integrated.</p>	<p>Sections of the paper are generally well linked/connected. Only minor contradictions exist. Most of the issues, recommendations and explanations make sense and are well integrated.</p>	<p>All sections of the paper are linked. There are no contradictions in the writing. All issues, recommendations and explanations make sense and are well integrated.</p>

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Conclusion (critical thinking)	<p>Fail to draw conclusions or conclusions rely on author's authority rather than strength of presentation</p> <p>Draws faulty conclusions</p> <p>Shows intellectual dishonesty</p>	<p>Formulates clear conclusions with adequate support</p>	<p>Assimilates and critically reviews information, uses reasonable judgment, and provides balanced, well justified conclusions</p>
References and Support of Discussion	<p>Omits research</p> <p>Reliance on direct quotes rather than integrating concepts into body of text</p> <p>Include biased sources</p> <p>Incomplete or missing bibliography</p>	<p>Adequate number of current sources</p> <p>References generally cited correctly</p>	<p>Shows intellectual honesty</p> <p>Attributes sources completely and properly</p> <p>Wide range of current and relevant sources used</p>

FACULTY RESPONSE TO DATA (As you look at the data, what is the data telling you?)

FACULTY RESPONSE TO ASSESSMENT PROCESS (What did you think of the Assessment Process? Ways to improve?)

FACULTY PLAN FOR ASSESSING LEARNING GOALS (new FALL 2015)

Form Due Date: September 30, 2015

Degree Program:

Faculty member:

Learning Goal to Be Assessed	Course or where Measured	Assessment Method	Due Date for the Assessment Method

Note: The Assessment Method refers to the specific assignment/exercise/test/case or other class work being assigned for assessment purposes.

Note: Yellow highlighted boxes are to be completed by the faculty. Once the FACULTY PLAN FOR ASSESSING LEARNING GOALS is completed, email the plan to Dr. Dan Goebel (djgoebe@ilstu.edu) by the due date shown above.

NOTE: Please copy me when you submit this form to Dr. Dan Goebel. (gsalegn@ilstu.edu)

Compiled Summative Assurance of Learning Report & Analysis

ACADEMIC YEAR (2015-2016) (NEW FORM)

Degree Program: _____

Semester	Compiled Assessment Report Due
Fall	January 31
Spring	May 31

LEARNING OBJECTIVE ASSESSED

AGGREGATE RESPONSE TO DATA

AGGREGATE RESPONSE TO ASSESSMENT PROCESS

Compiled Summative Assurance of Learning Report & Analysis

ACADEMIC YEAR (2015-2016)

ASSESSMENT DATA

Number of students assessed:

Attach the corresponding rubric with the number and percent indicated for each cell. Also include the total number and percent found under each column in the rubric.

ETS DATA FORM (NEW FORM) Degree Program: International Business

1. Students will demonstrate foundation knowledge in the business environment including accounting, finance, marketing, management, international issues, information systems, and legal and social environment.

	Component	% Correct	Percentile	Levels			Where Meas.	Instrument/ Work Sample
				Unacceptable	Acceptable	Exemplary		
1	Accounting			Percentile Below: 45 th	Percentile between: 45 th – 79 th	Percentile 80 th or above	ETS	ETS Results
2	Economics			Percentile Below: 45 th	Percentile between: 45 th - 79 th	Percentile 80 th or above	ETS	ETS Results
3	Management			Percentile Below: 45 th	Percentile between: 45 th - 79 th	Percentile 80 th or above	ETS	ETS Results
4	Quantitative Business Analysis			Percentile Below: 45 th	Percentile between: 45 th - 79 th	Percentile 80 th or above	ETS	ETS Results
5	Finance			Percentile Below: 45 th	Percentile between: 45 th – 79 th	Percentile 80 th or above	ETS	ETS Results
6	Marketing			Percentile Below: 45 th	Percentile between: 45 th - 79 th	Percentile 80 th or above	ETS	ETS Results
7	Legal and Social Environment			Percentile Below: 45 th	Percentile between: 45 th - 79 th	Percentile 80 th or above	ETS	ETS Results
8	Information Systems			Percentile Below: 45 th	Percentile between: 45 th - 79 th	Percentile 80 th or above	ETS	ETS Results
9	International Issues			Percentile Below: 65 th	Percentile between: 65 th - 89 th	Percentile 90 th or above	ETS	ETS Results

(The mean percent correct score for each knowledge area is converted to a percentile score using the table in the *ETS Assessment Indicators % at or below* report. For all knowledge areas except international issues, acceptable is the 45th percentile and exemplary is the 80th percentile. For the international issues knowledge area, acceptable is the 65 percentile and exemplary is the 90th percentile.)

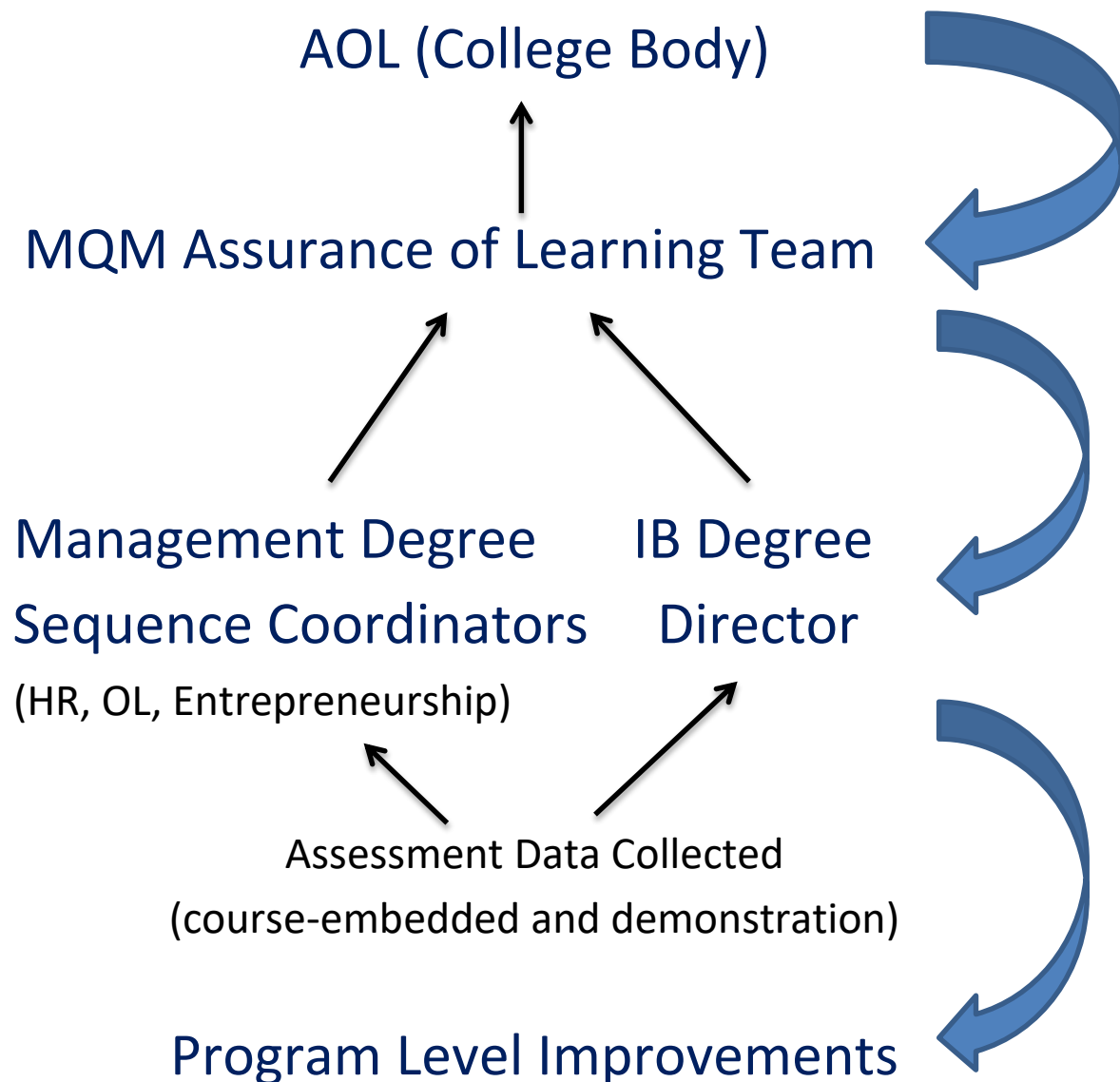
Degree Program: International Business - ETS Testing Period: Fall 2015 (8 students)

2. Students will demonstrate foundation knowledge in the business environment including accounting, finance, marketing, management, international issues, information systems, and legal and social environment.

	Component	% Correct	Percentile	Levels			Where Meas.	Instrument/ Work Sample
				Unacceptable	Acceptable	Exemplary		
1	Accounting	44	63	Percentile Below: 45 th	Percentile between: 45 th – 79 th	Percentile 80 th or above	ETS	ETS Results
2	Economics	55	99	Percentile Below: 45 th	Percentile between: 45 th - 79 th	Percentile 80 th or above	ETS	ETS Results
3	Management	57	57	Percentile Below: 45 th	Percentile between: 45 th - 79 th	Percentile 80 th or above	ETS	ETS Results
4	Quantitative Business Analysis	40	73	Percentile Below: 45 th	Percentile between: 45 th - 79 th	Percentile 80 th or above	ETS	ETS Results
5	Finance	43	51	Percentile Below: 45 th	Percentile between: 45 th – 79 th	Percentile 80 th or above	ETS	ETS Results
6	Marketing	62	83	Percentile Below: 45 th	Percentile between: 45 th - 79 th	Percentile 80 th or above	ETS	ETS Results
7	Legal and Social Environment	67	89	Percentile Below: 45 th	Percentile between: 45 th - 79 th	Percentile 80 th or above	ETS	ETS Results
8	Information Systems	63	97	Percentile Below: 45 th	Percentile between: 45 th - 79 th	Percentile 80 th or above	ETS	ETS Results
9	International Issues	39	35	Percentile Below: 65 th	Percentile between: 65 th - 89 th	Percentile 90 th or above	ETS	ETS Results

(The mean percent correct score for each knowledge area is converted to a percentile score using the table in the ETS Assessment Indicators % at or below report. For all knowledge areas except international issues, acceptable is the 45th percentile and exemplary is the 80th percentile. For the international issues knowledge area, acceptable is the 65 percentile and exemplary is the 90th percentile.)

5. Closing the Loop for Continuous Improvement



Assessment data is collected for the Management program in the Spring semester, and in the fall for the International Business program (beginning fall 2015). Data is reviewed by faculty for each Management sequence and by faculty in the IB program. Program improvements are suggested and sent to the MQM AoL Team for final review. Assessment information is also forwarded to the College and information from the College is reviewed with the MQM AoL Team. Team members then share this information with faculty doing assessment in their courses.

Continuous Improvement Report - International Business (Spring 2015)

This assessment is based on information collected during the 2011 through 2014 Academic Years. The rubrics were assessed across various courses as follows: Written Communication and Critical Thinking Skills were assessed in MQM 349 and FIL 412, Effective Oral Communication was assessed in INB 225 and MKT 350, Team Skills were assessed in INB 225, and Ethics Skills were assessed in MQM 350. Students were placed in one of three categories (Unacceptable, Acceptable and Exemplary) for each component in each rubric.

Any data for 2011-2014 which was concerning was summarized onto the Continuous Improvement Form 2013-2014. While overall the students are performing relative well, some actions were taken to close the loop and improve the overall performance of students in the IB Program. There were no issues regarding team skills that were of concern. The first concern the faculty discussed and address in 2015 was the concern that students were not retaining adequate knowledge from their core classes until they took the ETS Major Field Test. We decided to do a better job by communicating consistently from Welcome Week onwards how basic business skills are vital to their career success. Changes in the ETS will make it hard to determine if we make any specific headway on various content areas, but overall we will monitor this across time.

We had some on and off problems detected at significant levels with a few aspects of writing and critical thinking like proofreading, clarity, drawing conclusions, and support of ideas. We are all working to be consistent in our expectations in hopes that feedback in these areas will improve their performance. The documentation of ideas was one of the biggest issues in critical thinking and requiring them to document sources is again something we will consistently reinforce across IB courses. We are continuing to work on looking for measures of cultural skills by experimenting with various tools. The new ethics rubric was being put in place for the 2015-2016 year, so we will need to monitor how that works out.

Department: MQM Degree Program: _____ International Business

Learning Objective	Measure	Data Signifying Need For Change	Continuous Improvement Action	Implemented By:	Semester Implemented
We want students in the IB major to be adequately prepared to function as effective professionals in their content area	ETS Major Field Test	Overall, IB students are doing well. Acct is their weakest area with 3 of 4 data sets being below 20 th percentile. This data was also compared with job success of our IB graduates and feedback from alums after 1-5 years on the job and no consistent issues were found.	Talk to freshmen about importance of retaining knowledge about all business areas to be well rounded.	IBI Director	Fall 2015
We want students in the IB major to be effective written communicators and credible and persuasive speakers	Written and Oral communication rubrics	Clarity, Proofreading and Drawing conclusions have shown spotty problems, but overall there are no indicators of consistent issues.	Continue to reinforce good communication skills	All IB faculty	Fall 2015
We want students in the IB major to be critical thinkers	Critical Thinking rubric	The only measure that crossed the 20% mark was support of ideas and documentation at 25% not acceptable.	Continue to reinforce in IB classes good critical thinking behaviors and urge improved support for ideas and use of references lists for documentation.	All IB faculty	Fall 2015
We want students in the IB major to be cognizant of the impact of culture and	Cultural Intelligence measure being tested for implementation	Not yet assessed	New rubric was voted upon by IB faculty.	IBI Director	Will be given to graduates to complete Spring 2015 and start using with incoming freshmen as a

regulations on global business.					pretest in Fall 2015
We want students in the management major to be ethical decision makers	Ethics Rubric	Rubric has been inconsistently used due to issues with fitting this to a measureable assignment.	New ethics rubric has been chosen and voted upon.	Dr. Downes will begin using new rubric.	Spring 2015
Teamwork	Teamwork rubric	No issues above 20% mark.	Continue to monitor	INB 225 faculty	Fall 2015

Continuous Improvement Report - International Business (Spring 2016)

This assessment is based on information collected during the 2011 through 2014 Academic Years. The rubrics were assessed across various courses as follows: Written Communication and Critical Thinking Skills were assessed in MQM 349 and FIL 412, Effective Oral Communication was assessed in INB 225 and MKT 350, Team Skills were assessed in INB 225, and Ethics Skills were assessed in MQM 350. Students were placed in one of three categories (Unacceptable, Acceptable and Exemplary) for each component in each rubric.

We had a closing the loop meeting on Feb 29, 2016 after all the data was available. We unanimously decided to use the standard that 80% or more of the students must be Adequate and Excellent. We also discussed the need to look at longer term patterns because it seems like some semesters we get one weak group of students and it looks like the problem, but the following semester it is again gone. Thus, we would like to review data over at least the past 3 years each cycle so we don't change things and mess up what actually is working fine based on one weak group of students. We also talked about keeping IB assessments in the fall since generally it gives us higher numbers of students and there is less likelihood of bias entering. We also unanimously agreed to add back in Goal 5 pertaining to Ethics and Goal 6 pertaining to Team skills. We are removing MKT 350 from the Oral Communication assessment since it is already assessed in a required course and not all IB majors take this course. We discussed considering adding the Ethics assessment in ACC 340 to balance with the MQM 350 since most students will do at least one or the other of those as track courses but we put this on hold until the new ACC faculty coming in who will ultimately be teaching that class is on board and we can include her in that discussion.

Based on the 2015 Data, we had these observations and actions. Clarity of writing is an ongoing issue. We are hoping that the continuing discussion of the COB Curriculum Team with the ENG 145 professors will help with improving this area. We will continue to monitor it across time. Another area on the old ethics rubric that was problematic was understanding the role of leaders in ethics. This measure is not on the new form, so we will not be concerned with any actions at this time. The final area that is of concern are various aspects of critical thinking. We continue to have a concern with drawing conclusions and Support of discussion with references, however this time breadth of discussion was an issue as well. Thus, again this year we are all working to be consistent in our expectations in hopes that feedback in these areas will improve their performance. The documentation of ideas was one of the biggest issues in critical thinking and requiring them to document sources is again something we will consistently reinforce across IB courses. We recognize this won't change over night, so we will continue to monitor this area carefully. We are continuing to work on looking for measures of cultural skills by experimenting with various tools.

Department: MQM

Degree Program: _ International Business

Learning Objective	Measure	Data Signifying Need For Change	Continuous Improvement Action	Implemented By:	Semester Implemented
Obj. 2a cites the need to be effective writers	Clarity assessed in MQM 349 Sp 15	43% (3 of 7) students were unacceptable in terms of clarity of their writing	Provide more feedback, there is dialogue by the CoB curriculum committee with the professors in English to improve the professional writing development in ENG 145 required of CoB students which will hopefully help	CoB Curriculum Team	'15-'16 academic year
Obj 5a cites the need to understand ethical issues in business decision making	Role of leaders in ethics assessed in MQM 350 Sp 15 (old ethics rubric)	71% (5 of 7) students were unable to explain the role of leaders in organization's ethical conduct.	Changed the ethics rubric to better reflect the content they should have before this course and more clearly delineate the ethical knowledge they need	MQM Assurance of Learning Team	Fall 2015 new rubric went into use
Obj 3a: Students in the major will think critically and solve problems using appropriate reasoning and analytical skills.	Breadth of Discussion, Conclusion and Support of Discussion through References all measured in MQM 349	Breadth of discussion had 45% (5 of 11) as unacceptable. Conclusion had 55% (6 of 11) as unacceptable. References and support had 64% (7 of 11) as unacceptable.	Provide better guidelines for what is good critical thinking and development of conclusions within this course. It is possible since this is not consistent that it was an artifact of this particular group as well.	Faculty in MQM 349 set up clearer expectations for critical thinking and references	Fall 2016

Appendix A: Assessment Rubrics

(All rubrics are in a file on MQM-Drive)

College of Business

Written Communication & Critical Thinking Rubric

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Professional Appearance and Document Format (e.g. Appropriate binding, Headers/subheadings, margins, table of contents, etc.)	Not formatted to specifications Lacking professional appearance.	Formatting is generally correct, acceptable professional appearance.	Assigned format followed explicitly: Exceptional professional appearance
Visual Presentation Elements (e.g. Charts, graph, exhibits, figures, etc.)	Very few or none: Not well connected or integrated to support the document	Some used in a generally effective manner to support the document	Appropriately used to effectively illustrate and support the document
Grammar and Readability (e.g. writing mechanics/conventions)	Frequent grammatical errors and misspellings inhibit readability Informal language, abbreviations and slang are used	Few grammatical errors and misspellings (e.g. three or fewer per page) Correct verb tense used Paragraphs flow from one to another Active voice pervasive	Free of grammatical errors and misspellings Effective verb tense used Uses phrases and construction that delight as well as inform the reader Primarily active voice
Breadth of Discussion (critical thinking)	Omits arguments or perspectives Misses major content areas/concepts Presents few options	Covers the breadth of the topic without being superfluous	Considers multiple perspectives Thoroughly delves into the issues/questions Thoroughly discusses facts relevant to the issues
Depth of Discussion (critical thinking)	Ignores bias Omits arguments Misrepresents issues Excludes data Includes but does not detect inconsistencies of information Ideas contain unnecessary gaps, repetition or extraneous details Sees no arguments and overlooks differences	Detects bias Recognizes arguments Categorizes content Paraphrase data Sufficient detail to support conclusions and/or recommendations	Analysis includes insightful questions Refutes bias Discusses issues thoroughly Critiques content Values information Examines inconsistencies Offers extensive detail to support conclusions and recommendations Suggests solutions or implementation

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Clarity	Writing is not clear. It is difficult to understand points being made. The writing lacks transitions, and few examples and/or illustrations are provided to support explanation or recommendations.	Writing is generally well organized and understood. Transitions are used to facilitate clarity. Some examples and/or illustrations are used to support explanation or recommendations.	Writing is succinct, precise, effectively organized and without ambiguity. Transitions, explanation and elaboration are extensive to elucidate points. Detailed illustrations and/or examples are used to support explanation or recommendations.
Relevance (critical thinking)	Critical issues/questions are omitted or ignored in the writing.	Most of the critical issues/questions are addressed in the writing.	All critical issues/questions are addressed completely in the writing.
Internal Consistency (critical thinking)	There is little integration across the sections of the paper. Several inconsistencies or contradictions exist. Few of the issues, recommendations and explanations make sense and are well integrated.	Sections of the paper are generally well linked/connected. Only minor contradictions exist. Most of the issues, recommendations and explanations make sense and are well integrated.	All sections of the paper are linked. There are no contradictions in the writing. All issues, recommendations and explanations make sense and are well integrated.
Conclusion (critical thinking)	Fail to draw conclusions or conclusions rely on author's authority rather than strength of presentation Draws faulty conclusions Shows intellectual dishonesty	Formulates clear conclusions with adequate support	Assimilates and critically reviews information, uses reasonable judgment, and provides balanced, well justified conclusions
References and Support of Discussion	Omits research Reliance on direct quotes rather than integrating concepts into body of text Include biased sources Incomplete or missing bibliography	Adequate number of current sources References generally cited correctly	Shows intellectual honesty Attributes sources completely and properly Wide range of current and relevant sources used

College of Business
Oral Communication Rubric

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Organization	Audience cannot understand or has trouble following presentation because student jumps around and/or there is no sequence of information.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow. There is a definite “flow” of the presentation from one topic to the next.
Subject Knowledge	Student does not have grasp of information or is uncomfortable with information. Student can only answer rudimentary questions about the subject.	Student is at ease with the information and can answer expected questions but does not elaborate or go beyond a surface-level of knowledge.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics, no graphics, or graphics/visual aids that rarely support text and presentation. The graphics or visual aids are not clear or easily interpretable.	Student’s graphics or visual aids relate to the text and presentation.	Student’s graphics/visual aids explain and reinforce screen text and presentation, are creative, and help to distinguish the student’s presentation from other presentations.
Mechanics	Student’s presentation has two or more spelling errors and/or grammatical errors.	Presentation has no more than one misspelling and/or grammatical error.	Presentation has no misspellings or grammatical errors. Sentences or phrases are clear and concise.
Eye Contact	Student reads all or majority of report; presentation is highly “canned” and rigid; minimal or no eye contact throughout presentation	Student speaks and presents without reading, although may refer to notes or presentation materials occasionally; delivery exhibits some extemporaneous characteristics; eye contact is maintained and managed with total audience the majority of the presentation time.	Student speaks with little or no reference to notes or presentation materials; presentation appears very relaxed and non-scripted; eye contact is maintained and managed with total audience throughout the presentation.
Elocution	The student’s voice lacks inflection and does not project well; student often mumbles or stumbles over words; there is frequent interjection of “crutch” words or sounds such as “ums,” “uhs,” “like,” “you know,” “stuff,” etc.; words are mispronounced or word choice is often poor or incorrect.	The student’s voice is clear and audible to all audience members and exhibits at least moderate inflection; there is minimal but some use of “crutch” words or sounds such as “ums,” “uhs,” “like,” “you know,” “stuff,” etc.; words are pronounced accurately and word choice is acceptable.	The student’s voice is clear and audible to all audience members and exhibits a high degree of inflection and precision; word choice is appropriate for the audience, well-selected and interesting; words are pronounced correctly; use of “crutch” words or sounds such as “ums,” “uhs,” “like,” “you know,” “stuff,” etc. is seldom or non-existent.

College of Business
Team Skills Rubric

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Attendance	Missed more than 20% of the team meetings and/or was often late to meetings.	Attended at least 80% of the team meetings and was rarely, if ever, late.	Attended at least 90% of the team meetings and was on-time.
Participation	Was mostly quiet in group meetings, or participated in an ill-informed or otherwise non constructive manner.	Came to meetings prepared and participated constructively in group discussions.	Took a leadership role, came to meetings prepared and participated actively and constructively in group discussions.
Effort	Ended up doing significantly less than his/her fair share of the work.	Showed willingness and necessary effort to do his/her fair share of the work.	Willingly accepted his/her fair share of the team's work and was appropriately proactive in taking on additional duties as needed.
Work Quality	Completed assigned tasks either so late and/or so lacking in quality that other group members had to do significant additional work.	Completed assigned tasks in a reasonably timely fashion and produced quality results that made meaningful contributions to the group's work.	Completed tasks on-time and produced exceptional quality results that made outstanding contributions to the group's work.
Interpersonal Behaviors	Exhibited a demeanor and interpersonal style that was intimidating, domineering, and/or non-supportive and, thus, detracted from the team's ability to work collaboratively.	Exhibited behaviors consistent with a collaborative group climate that fostered productive group outcomes including effective decision making and constructive disagreement.	Played a key role in creating a collaborative climate that fostered productive group outcomes including effective decision making and constructive disagreement.

College of Business
Ethics Rubric*

Criteria	Levels		
	Unacceptable (1pt)	Acceptable (2pts)	Exemplary (3pts)
Students demonstrate an understanding of the responsibility of business in society.	Students unable to explain the role of business in society. Students understand monetary role (profit maximization) of business in society.	Students identify and understand : direct stakeholders when explaining the role of business (treatment of employees, optimal firm value) in society. and indirect stakeholders when explaining the role of business (corporate citizenship, Stakeholders' view) in society.	Students apply an understanding of direct and indirect stakeholders when examining the role and responsibility of business in society.
Students demonstrate an understanding of ethical decision making.	Students do not recognize an ethical situation exists. Students use at most a single framework for assessing and evaluating an ethical situation.	Students explore only two frameworks for assessing and evaluating an ethical situation.	Students explore more than two frameworks for assessing and evaluating an ethical situation.
Students demonstrate moral development in ethical decision making.	Students show pre-conventional level of moral development (deferring to authority and satisfying their own needs).	Students show conventional level of moral development (stereotypical roles of people in society and how individual fits into social order).	Students show post-conventional level of moral development (morality based on "society as a whole" or "universal principles").
Students demonstrate an understanding of the responsibilities of a leader's role as it relates to ethics.	Students unable to explain the role leaders in organization's ethical conduct.	Students recognize leaders play some role in the organization's ethical conduct.	Students recognize organization leaders' actions and policies determine the ethical tone of the organization.
Students demonstrate an understanding of the roles of various corporate governance entities and policies as they relate to ethics.	Students unable to identify components of effective corporate governance.	Students recognize the organization's (code of conduct and ethical culture) and external entities (government and professional organizations via laws and professional codes of conduct) role in creating effective corporate governance.	Students apply appropriate organization and external entity roles (code of conduct, professional codes of conduct, laws and professional codes of conduct) when evaluating corporate governance.

***Used Spring 2015, replaced in Fall 2015 with a new rubric for ethics.**

MQM Ethics Rubric

TRAIT	Unacceptable	Acceptable	Exemplary	Score
Identifies Dilemma	Has a vague idea of what the dilemma is and is uncertain what must be decided	Identifies the dilemma, including pertinent facts, and ascertains what must be decided	Describes the dilemma in detail having gathered pertinent facts. Ascertains exactly what must be decided	
Considers Stakeholders	Is unsure as to who should be involved in the decision-making process	Determines who should be involved in the decision making process and accurately identifies all the stakeholders	Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints of the stakeholders	
Analyzes Alternatives and Consequences	Begins to appraise the relevant facts and assumptions and identifies some alternatives.	Clarifies at least two alternatives and predicts their associated consequences in detail.	Clarifies a number of alternatives and evaluates each on the basis of whether or not there is interest and concern over the welfare of all stakeholders	
Chooses an Action	Has difficulty identifying an appropriate course of action from among alternatives	Formulates an implementation plan that delineates the execution of the decision	Formulates an implementation plan that delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action	

***Adopted from the University of Scranton**

Appendix B: MQM Assessment Plan (Fall 2016 – Fall 2018)

Fall 2016	<p>Assessment conducted in IB courses (Assessment Reports due December 15, 2016)</p> <ul style="list-style-type: none"> ■ Final Continuous Improvement Reports due for Management (based on spring 2015 data) ■ The Compiled Summative Assurance of Learning Reports for Management (based on Spring 2016 data) are due ■ Continuous Improvement Reports due for IB and Management (IB based on fall 2015 data, Management based on spring 2016 data) ■ MQM AoL Team meeting to discuss/recommended actions based on Continuous Improvement Reports and ETS data.
Spring 2017	<p>Assessment conducted in Management courses (Assessment Reports and Advanced Knowledge Rubric form for post tests are due May 15, 2017)</p>
Fall 2017	<p>Assessment conducted in IB courses (Assessment Reports due December 15, 2017)</p> <ul style="list-style-type: none"> ■ Final Continuous Improvement Reports due for IB and Management (IB based on spring/fall 2015 data, Management based on Spring 2016 data) ■ The Compiled Summative Assurance of Learning Reports (based on fall 2016 assessment data in IB and Spring 2017 assessment data in Management) are due ■ Continuous Improvement Reports due for IB and Management (IB based on fall 2016 data, Management based on spring 2017 data) ■ MQM AoL Team meeting to discuss/recommend actions based on Continuous Improvement Reports and ETS data.
Spring 2018	<p>Assessment conducted in Management courses (Assessment Reports and Advanced Knowledge Rubric form for post tests are due May 15, 2018)</p>

Fall 2018

Assessment conducted in IB courses (Assessment Reports due December 15, 2018)

- Final Continuous Improvement Reports due for IB and Management (IB based on fall 2016 data, Management based on Spring 2017 data)
- The Compiled Summative Assurance of Learning Reports (based on fall 2017 assessment data in IB and Spring 2018 assessment data in Management) are due
- Continuous Improvement Reports due for IB and Management (IB based on fall 2017 data, Management based on Spring 2018 data)
- MQM AoL Team meeting to discuss/recommend actions based on Continuous Improvement Reports and ETS data.