

Undergraduate Program Learning Objective Rubrics

The six learning objectives for undergraduate programs in business (BBA and BSIM) are provided below with the variation for the BSIM shown in parentheses.

- **Communication:** Express ideas clearly, logically and persuasively in both oral and written formats.
- **Ethics and Social Responsibility:** Recognize ethical and social responsibility issues in a business environment and know how to apply a process of ethical inquiry.
- **Critical Thinking:** Use business (engineering, mathematical, and statistical) analyses to inform and develop integrative solutions that improve business outcomes.
- **Knowledge Integration:** Apply knowledge to critically assess cross-functional business problems.
- **Global Competencies:** Understand the opportunities and challenges of operating in a global business environment.
- **Teamwork:** Work cooperatively and effectively in a cross-disciplinary team.

The table below illustrates the current development of the learning objectives in the core business courses.

Core Course	Comm	Eth &SR	Knowl Int	Critical T	Global C	Teamwork
Bus Fast Track	I	I	I	I	I	I
Bus Law		D	D	D	I	
Info Systems	I			D		D
Fin Acct		I		I		
Mgrl Acct		I				
Quant Anal I-III			D	D		D
Management	D	D	D	D	D	D
Finance				D		
Ops Mgmt		D	D	D	D	D
Intl Business		D	D	D	P	D
Capstone	P	P	P	P	P	P

I = Introduced D = Developed P = Proficiency

Assessment Rubrics

Communication: Express ideas clearly, logically and persuasively in both oral and written formats.

Objective: Students will prepare a written analysis that is focused and supported, as well as logical, well-organized and grammatically correct.

Assessment: Sample of written case analyses completed during the senior business capstone.

Written Communication	1 Deficiency	2 Limitations	3 Adequacy	4 Proficiency	5 Excellence
<i>Substance: focus and support</i>	Writing lacks focus; ideas are not		Writing is focused; ideas		Writing is purposefully

	supported with data and examples		are supported with data and examples		focused; ideas are supported with data and compelling examples
<i>Form: logic, organization, and grammar</i>	Ideas not organized in a logical, coherent manner; frequent grammatical errors		Ideas generally well organized; minor grammatical errors		Ideas organized logically; essentially free of grammatical errors

Objective: Students will prepare and deliver an oral presentation that is focused and supported, as well as well-delivered and professional.

Assessment: Sample of videos of individuals participating in team presentations during capstone course.

Oral Communication	1 Deficiency	2 Limitations	3 Adequacy	4 Proficiency	5 Excellence
<i>Substance: focus and support</i>	Presentation lacks focus; ideas are not supported with data and examples		Presentation is focused; ideas are supported with data and examples		Presentation is purposefully focused; ideas are supported with data and compelling examples
<i>Form: verbal, non-verbal and visual delivery</i>	Poor management of body language, visual aids, tone and pace		Appropriate management of body language, visual aids, tone and pace		Highly professional and strategic use of body language, visual aids, tone and pace

Assessment: Co-op Employer Evaluation (from first to last co-op quarter), specific items:

- Speaking
- Writing
- Presenting
- Listening
- Giving direction

Indirect Measure: NSSE (freshmen and senior data), specific items:

- In your experience at your institution during the current school year, about how often have you done each of the following:
 - Asked questions in class or contributed to class discussions
 - Made a class presentation
- During the current school year, about how much reading and writing have you done:
 - Number of written papers or reports of 20 pages or more
 - Number of written papers or reports between 5 and 19 pages
 - Number of written paper or reports of fewer than 5 pages
- To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas:
 - Writing clearly and effectively
 - Speaking clearly and effectively

Ethics and Social Responsibility: Recognize ethical and social responsibility issues in a business environment and know how to apply a process of ethical inquiry.

Objectives:

- a. Students will identify ethical issues and articulate the importance of ethical standards and behavior.
- b. Students will apply ethical models and theory to explore resolutions to ethical dilemmas.

Assessment: Sample of written case analyses completed during the senior business capstone.

Ethics & SR Items	1 Deficiency	2 Limitations	3 Adequacy	4 Proficiency	5 Excellence
<i>Identify ethical issues and articulate importance of ethical standards and behavior</i>	Unable to identify ethical issues and articulate importance of ethical standards and behavior		Able to identify ethical issues and articulate importance of ethical standards and behavior		Able to thoroughly identify ethical issues and articulate importance of ethical standards and behavior
<i>Application of ethical theory and models</i>	Use of ethical models and theory largely missing		Some use of ethical models and theory		Effective use of ethical models and theory

Objective: Students will demonstrate awareness of and commitment to socially responsible decisions.

Assessment: Simulation assessment of Corporate Social Responsibility – Assessment of group’s awareness of and commitment to operating the company in a socially responsible manner and being a ‘model corporate citizen.’ Based on the % of company revenues spent on the six corporate social responsibility initiatives.

Assessment: Co-op Employer Evaluation (from first to last co-op quarter), specific items:

- Accountability
- Respects diversity
- Integrity

Critical Thinking: Apply knowledge to critically assess cross-functional business problems.

Objective:

- a. Students will gather and apply information to identify business problems.
- b. Students will demonstrate the ability to gather and analyze information applicable to solving business problems.

Assessment: Sample of written case analyses during the senior business capstone

Critical Thinking	1	2	3	4	5
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Items	Deficiency	Limitations	Adequacy	Proficiency	Excellence
<i>Identify and articulate business problem</i>	Business problem not clearly identified		Business problem identified		Business problem thoroughly identified and articulated
<i>Gather and analyze information applicable to solving a business problem</i>	Information rarely/not gathered nor analyzed for problem solving		Some use and analysis of information for problem solving		Effectively uses and analyses information for problem solving

Assessment: Co-op Employer Evaluation (from first to last co-op quarter), specific items:

- Evaluates situations
- Problem solving
- Creative thinking
- Idea generation
- Learning ability
- Apply classroom learning

Indirect Measure: NSSE (freshmen and senior data), specific items:

During current school year, how much has your coursework emphasized the following mental activities:

- Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- Making judgments about the value of information, arguments or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions
- Applying theories or concepts to practical problems or in new situations

To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas:

- Thinking critically and analytically
- Solving complex real-world problems

Knowledge Integration: Use business (engineering, mathematical, and statistical) analyses to inform and develop integrative solutions that improve business outcomes.

Objective:

- a. Students will demonstrate the ability to integrate information and concepts from multiple perspectives.
- b. Students will demonstrate the ability to recommend a holist solution that recognizes the impact of decisions across functional areas.

Assessment: Sample of written case analyses completed during the senior business capstone

Knowledge Integration Items	1 Deficiency	2 Limitations	3 Adequacy	4 Proficiency	5 Excellence
<i>Integrate information from multiple perspectives</i>	Rarely/does not integrate material from multiple perspectives		Sometimes integrates material from multiple perspectives		Consistently and effectively integrates material from multiple perspectives
<i>Recommend a holistic solution that recognizes the impact of decisions across functional areas</i>	Does not recommend a holistic solution		Recommends partial solution that considers some impact across functions		Recommends holistic solution that considers impact across functions

Assessment: Co-op Employer Evaluation (from first to last co-op quarter), specific items:

- Apply specialized knowledge
- Data analysis
- Recognize political implications

Indirect Measure: NSSE (freshmen and senior data), specific items:

In your experience at your institution during the current school year, about how often have you done each of the following:

- Worked on a paper or project that required integrating ideas or information from various sources
- Included diverse perspectives in class discussions or writing assignments
- Put together ideas or concepts from different courses when completing assignments or during class discussions

Global Competencies: Understand the opportunities and challenges of operating in a global business environment.

Objective:

- a. Students will be able to identify cultural and international differences pertinent to business situations.
- b. Students will demonstrate cultural competence by applying sensitivity and awareness of cultural differences and by responding accordingly.

Assessment: Sample of written case analyses completed during the senior business capstone

Global Competencies Items	1 Deficiency	2 Limitations	3 Adequacy	4 Proficiency	5 Excellence
<i>Identify cultural and international differences pertinent to business situations</i>	Rarely or does not identify cultural differences		Frequently identifies cultural differences		Consistently/ thoroughly identifies cultural differences
<i>Apply sensitivity and awareness of cultural differences and respond accordingly</i>	Rarely demonstrates cultural competence		Frequently demonstrates cultural competence		Consistently demonstrates cultural competence

Indirect Measure: NSSE (freshmen and senior data), specific items:

- Which of the following have you done or do you plan to do before you graduate from your institution (0-not decided, do not plan to do, plan to do; 1-done)
- Foreign language coursework
- Study abroad

Teamwork: Work cooperatively and effectively in a cross-disciplinary team.

Objective: Students will demonstrate collaborative skills, teamwork and the ability to work well with others to successfully complete a group project.

Assessment: Capstone simulation assessment of teamwork includes 5 items that assess individual’s collaborative skills, teamwork, and ability to work well with others. Based on peer evaluations.

Assessment: Co-op Employer Evaluation (from first to last co-op quarter), specific items:

- Multi-disciplinary teamwork
- Work with others

Indirect Measure: NSSE (freshmen and senior data), specific items:

In your experience at your institution during the current school year, about how often have you done each of the following:

- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas:
- Working effectively with others

Process of Assessment:

- **Pilot** – UPC applied the revised rubrics on a random sample of case write-ups and presentations.
 - *Written Cases:* 6 members of UPC will each assess 5 randomly sampled cases.
 - Three members will assess the international/ethics case (Foreign Suppliers), applying the Written Communication, Ethics and Social Responsibility, and Global Competencies rubrics.
 - The other three members will assess a general strategy case (Costco), applying the Written Communication, Critical Thinking and Knowledge Integration rubrics.
 - *Presentations:*
 - *Follow-up:* The UPC Chair will aggregate assessment data for review by UPC. UPC will then discuss possible revisions to the rubrics and resulting data. At the first faculty meeting of the year, UPC will present the process, rubrics and initial findings
- **Annual Processes**
 - *Winter Sampling* – Capstone data will be collected from winter course sections, including 2 cases (global competencies and ethics), simulation data (social responsibility and teamwork), and video presentations.
 - *Spring Assessment and Review* – an assessment team will review 50 case write-ups and 10 team presentations. This data, along with the simulation data (social responsibility and teamwork), will be aggregated then reviewed by UPC to identify patterns that might inform ongoing curricular improvements. UPC will also review other assessment data (e.g., co-op employer feedback, indirect data).