



Plan for Assurance of Learning Cameron School of Business

“Assurance of Learning at the Cameron School of Business means: A clearly defined process to continually improve the learning outcomes of skills, knowledge, and perspective for all business students to better prepare them for the ever changing business world in which they will work.”

June 2007

*To learn is to change.
Education is a process that changes the learner...
-George B. Leonard*

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CAMERON SCHOOL OF BUSINESS ASSURANCE OF LEARNING PLAN 2007-2010

INSTITUTIONAL CONTEXT

The University of North Carolina Wilmington's (UNCW) student population in 2007 is approximately 12,000 students of which over 2,200 are business school students. The University has two doctoral programs, 26 masters programs, and 73 bachelor degree programs. Its focus is on student learning through small class size and excellent faculty. UNCW's mission statement reads, "The college of arts and sciences, the professional schools, and the graduate school seek to stimulate intellectual curiosity, imagination, critical thinking, and thoughtful expression." At the heart of this mission statement and the University's goals lies a commitment to an exceptional learning experience for its students. Consistent with the University's mission, goals and value statements, the Cameron School of Business (CSB) places student learning as one of its primary goals. The CSB's mission statement clearly articulates, "The Cameron School of Business prepares students to become business leaders in a changing world and enhances learning and service to the community through the growth of intellectual capital."

ABBREVIATED PROCESS HISTORY

During the period 2004 through 2007 the Cameron School of Business has invested over \$38,500 dollars in the education of its faculty and administrators in Assurance of Learning (AOL). The purpose of this investment, beyond continuous improvement and reaffirmation with AACSB, has been a true dedication to improving the learning experience and educational acumen of all CSB students. AACSB Assurance of Learning standards provide a framework under which this focus has progressed. Intentional in this commitment has been thoughtful and careful development of faculty to better understand the educational improvement possibilities through assessment.

Due to a series of personnel changes within the CSB and within UNCW, data construction and analysis has not followed intentionality as quickly as was planned. During spring 2007 a Director of Assessment and Assurance of Learning was appointed to ensure process continuity. Additionally, a carefully chosen team with both exceptional teaching and technical expertise was appointed to develop a long term plan and provide oversight to the implementation of the plan. (See expanded history, director and team credentials in Appendices A and B).

After the plan was developed it was reviewed by the CSB Executive Committee, the CSB Strategy Committee, all faculty through email, hard copies held in departments, faculty town meetings, and ultimately a formal vote by all faculty. During these reviews and discussions several items of concern were developed by the faculty and resolution of faculty concerns resulted in the following four resolutions:

1. The CSB Plan for Assurance of Learning has been developed for the purposes of program assessment and improvement. The results of AOL shall not be used as a part of any personnel action, including evaluation for merit, market, tenure, promotion and/or post-tenure review.
2. AOL Results shall not otherwise be used to track demographics as to any individual faculty or students.
3. Overview for the CSB Plan for Assurance of Learning rests with the CSB Strategy Committee. As such, the CSB Assurance of Learning Director and Committee "report" to the CSB Strategy Committee, not the dean.

4. The CSB Strategy Committee shall have the authority to decide which matters associated with the CSB Plan for Assurance of Learning (AOL) should be referred to the whole CSB faculty for consultation and/or vote (minor changes to the Plan will be approved by the Strategy Committee).

DEVELOPMENT OF LEARNING GOALS

Undergraduate Program Goals

The development of the undergraduate program goals began in the CSB Strategy Committee. This committee consists of the Dean, Associate Dean, Department Chairs, and elected representatives from the four departments: Accountancy and Business Law, Economics and Finance, Information Systems and Operations Management, and Management and Marketing. The committee used information from other AACSB schools, executive advisory boards, and EBI Benchmarking results as data points and information for origination. The learning goals developed were then reviewed and approved by the CSB Executive Committee and the CSB Curriculum Committee. In order to gain other stakeholder input, the learning goals were reviewed and adopted by the CSB Student Advisory Committee and the CSB Advisory Committee. After these reviews, any modifications were taken back to the Strategy, Executive, and Curriculum committees for additional improvements. During spring 2006 the learning goals and addendum (from above) were voted on and adopted by the Cameron School of Business full faculty.

Graduate Programs Goals

The Cameron School of Business has four masters programs; the MBA, IMBA, MSA, and MSCSIS. Due to the different nature of the programs, learning goals were developed for each program.

Both the **MBA and MSA** programs followed similar processes in developing learning goals. Both programs developed learning goals in the MBA and MSA committees, respectively. These committees consist of faculty membership from all departments, the Program Director, the Graduate Program Administrator, and student representation (in the case of the MBA from both first year and second year classes). The MSA program also has an external advisory board which also reviewed and approved MSA learning goals. Both program's goals were approved by the full faculty.

The process for developing MSA goals:

- Goals were originally established in 1995 (the inception of the MSA program) by the MSA Committee. The MSA committee is comprised of faculty teaching within the MSA program which includes members from all CSB departments.
- Goals were revised during fall 2006.
- Dr. Dan Ivancevich, Director of the MSA program and Susan Ivancevich, MSA Committee member composed a draft proposal of learning goals which were reviewed and revised by the MSA committee throughout fall 2006.
- The Advisory Board for the Department of Accountancy & Business Law was consulted and asked to provide feedback on the learning goals.
- During fall 2006, the learning goals were approved by the MSA Committee and in spring, 2007 they were approved by the Department of Accountancy & Business Law.

The Information Systems and Operations Management Department from the Cameron School of Business and the Computer Science Department from the College of Arts and Sciences began the Master of Science in Computer Science and Information Systems (**MS CSIS**) in fall 2005. This is the first interdisciplinary program of its kind at UNCW.

The MS CSIS is aimed at preparing students to take on leadership roles in the development and implementation of computer and information systems. The program is coordinated by a committee representing faculty in Computer Science and Information Systems and is led by the Program Director and the Graduate Programs Administrator. The committee developed the learning goals for the program. These goals were approved by the programs external advisory committee and by the full faculty in the CSB.

The **IMBA** program was developed and approved in March 2007 as a dual degree program delivered jointly with alliance partners through the International Business School Alliance (IBSA). The partner members are 1)University of Westminster, London, England, the University of Valencia, Valencia, Spain, the Hochschule Bremen, University of Applied Sciences, Bremen, Germany, Euromed Marseille, Marseille, France, and the International Business School of Moscow, Moscow, Russia. Course content is delivered over two semesters, “core curriculum” delivered concurrently and alike in all partner schools and “specialization” classes which are unique to each institution. In addition all students are required to complete a thesis in their area of specialization. The CSB offers a specialization in International Finance and Investments. The learning goals for the “core curriculum” were jointly developed by all partner schools and assessment of these goals is clearly published in the program handbook. The CSB specialization classes were developed by the Finance/Economics faculty. As this program is offered off tuition formula and is a part of a global alliance the process for an approval involves quality assurance methods not usual for U.S. institutions but consistent with the British model for national validation.

LEARNING GOALS

Undergraduate Learning Goals

1. Our students will be able to integrate discipline-specific knowledge across functional areas and utilize leadership and team skills to accomplish group tasks.
2. Our students will demonstrate critical thinking and problem solving skills through problem identification, analysis and synthesis of data, evaluation of alternatives, and defense of a solution.
3. Our students will be able to conceptualize a complex issue into a coherent written statement and oral presentation, demonstrated with the effective use of technology.
4. Our students will understand the importance of social responsibility, diversity, ethics and legal issues.
5. Our students will demonstrate an understanding of global business practices that embraces the opportunities of multicultural, diverse environments, as they relate to local, national and global operations.

MBA Learning Goals

1. Our graduates will understand the importance of ethics, corporate social responsibility and the need to reflect that understanding in their actions and decisions.
2. Our graduates will have the leadership and team-building skills necessary to lead organizations in a dynamic environment, i.e. can act as change agents.
3. Our graduates will have the necessary oral and written communication skills to effectively interact with their stakeholders.

4. Our graduates will be able to apply knowledge in unfamiliar and dynamic circumstances through a conceptual understanding of relevant disciplines.
5. Our graduates will have the capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.
6. Our graduates will demonstrate an understanding of global business practices that embrace the opportunities of multicultural, diverse environments, as they relate to local, national and global operations.

MSA Learning Goals

MSA learning goals seek to provide the advanced level of skills, knowledge and perspectives necessary for the contemporary accounting professional to succeed in a globally competitive business environment.

1. Our graduates will have the skills necessary for critical thinking, professional research, and continuous learning.
2. Our graduates will demonstrate a global perspective of business and accounting practices.
3. Our graduates will have leadership and team building skills.
4. Our graduates will recognize the importance of social responsibility and making ethical business decisions.
5. Our graduates will have effective communication skills and strong interpersonal skills.

MS CSIS Learning Goals

UNCW MS CSIS graduates will demonstrate skills in the following categories.

1. Discipline Specific Knowledge, Skills, Behavior and Values

- Graduates will be able to formulate and solve problems using advanced mathematics and numerical methods, and computer information systems-based techniques.
- Graduates will demonstrate knowledge of ethics and professionalism, and understand contemporary issues such as green computing, data security, privacy, and compliance with regulations.
- Graduates will be able to complete analysis and design of business processes employing the latest information technology techniques, including the unified process model.
- Graduates will be familiar with the problems of managing a project with the purpose of achieving a specific objective (project management skills). They will be able to assume software project management roles in a business environment.
- Graduates will demonstrate the ability to assess a variety of information technology issues on both managerial and technical grounds.

2. Critical Thinking

- Graduates will be able to apply science and business principles to design and implement advanced software systems.
- Graduates will be able to build complex information system models and understand change management processes, information technology strategies, and project management skills.

- Graduates will be able to apply science and business principles to analyze and interpret data, using analytic and computer-based techniques.
- Graduates will have a broad perspective in the technology spectrum that ranges from a very scientific basis to the applied issues and needs of business users.
- Graduates will have managerial understanding of information technology issues, such as cost management and policy making. They will be exposed to the operational and financial aspects of business management, including disaster recovery and business continuity planning.

3. *Communication*

- Graduates will demonstrate effective communication through written and oral presentations.
- Graduates will demonstrate that they are able to function in team-oriented, multi-disciplinary environments.
- Graduates will be exposed to a variety of advanced technology communications tools, such as web-conferencing, wiki's, social networking software.

IMBA Learning Goals

Learning outcomes of core modules of semester one are the same for each partner institution. The common core module outlines are the same and are agreed by the course management team (a team of faculty members across all countries teaching a course). Any modification may be done only with the agreement and approval of the course management team.

On completion of semester one, students should be able to:

- Analyze the global implications of multi-national decisions and demonstrate a critical awareness of complex, incomplete or contradictory information
- Synthesize information relating to global business management issues, events and cases
- Evaluate conceptual outcomes and practical approaches to complex situations within organizational context where affected by global issues
- Apply problem solving techniques with autonomy, judgment and originality
- Demonstrate critical evaluation of perspectives of leadership, clarify tasks, demonstrate commitment, negotiate and delegate in groups where the members have different cultural and educational backgrounds
- Work and lead in a way that respects the cultural diversity of multinational and multi-language groups
- Manage information related to business management in a global context and act autonomously
- Solve problems and communicate original solutions at a professional level (both written and spoken) in matters related to business management in a global context
- Operate in the complex and unpredictable context, as the global economy and exercise initiative and personal responsibility at professional level
- Be precise and effective in applying procedures, models and techniques
- Identify the key success factors for the management of international projects and apply these principles to the analysis of a complex business situation.

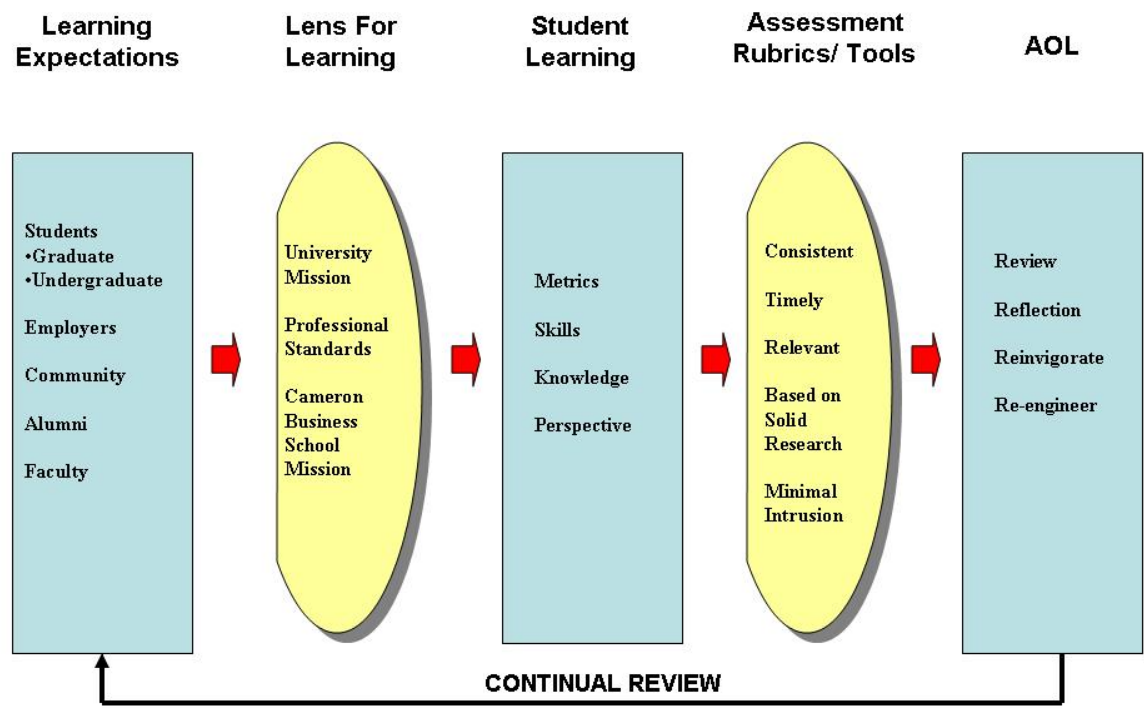
This table shows how the course learning outcomes map on to the common core modules of the first semester:

Core Semester One Learning Outcomes	HRM in Global Environment	Global Marketing Strategies	International Finance	Global Strategic Analysis
a.		✓	✓	✓
b.		✓	✓	✓
c.	✓	✓	✓	✓
d.	✓		✓	✓
e.	✓	✓	✓	✓
f.	✓	✓	✓	✓
g.		✓	✓	✓
h.	✓	✓	✓	✓
i.				✓
j.			✓	✓
k.	✓	✓	✓	✓

PROCESS MODEL FOR RUBRICS AND FEEDBACK

A process model for the ongoing development and improvement of learning goals, assessment, and feedback was developed for communication to faculty and stakeholder groups. The model follows:

AACSB Process Map Assurance of Learning



The AOL team developed a working definition for Assurance of Learning for the Cameron School of Business:

“Assurance of Learning at the Cameron School of Business means: A clearly defined process to continually improve the learning outcomes of skills, knowledge, and perspective for all business students to better prepare them for the ever changing business world in which they will work.”

RUBRIC DEVELOPMENT FOR LEARNING GOALS

Undergraduate Programs

Initially the AOL team subset the CSB learning goals into skills, knowledge, and perspective (consistent with AACSB standards).

Skills were identified as:

- Leadership and team skills
- Critical thinking
- Problem solving (problem identification, analysis, synthesis of data, evaluation of alternatives, and defense of solution)
- Effective written communication
- Effective oral communication
- Effective use of technology

Knowledge was considered to include:

- Knowledge across all functional areas (e.g. business core)
- Understanding the importance of ethics
- Understanding the importance of diversity
- Understanding the importance of social responsibility and legal issues
- Understanding global business practices which embrace multicultural and diverse environments as they relate to local, national, and global operations

Perspectives were considered to demonstrate:

- The integration of discipline-specific knowledge across functional areas

Following the process map, the AOL team researched, assessed, and modified rubrics for all learning goals and subsets of the learning goals. Working in two person teams, AOL members externally evaluated a number of existing sources (see bibliography), revised rubrics to be consistent with the intent of the CSB and then presented them to the entire AOL team. The AOL team reached a consensus on all rubrics. It was believed that appropriate measurement (assessment tool) of learning goals must be developed prior to determining where (in classes or other venues) the rubrics should be applied.

Graduate Programs

All rubrics for graduate programs were developed by the faculty committees responsible for the oversight of the programs. For the IMBA program the committee responsible for the “core” is the

“executive committee” formed by all partner schools and the “specialization” is the faculty members in the Finance/Economics Department.

RUBRICS

The following rubrics were developed for the CSB learning goals based on skills, knowledge, and perspective. They are presented by undergraduate and graduate categories.

UNDERGRADUATE RUBRICS

Undergraduate Learning Goals: Skills

Leadership and Team Skills

Learning goal: Our students will be able to integrate discipline-specific knowledge across functional areas and utilize **leadership and team skills** to accomplish group tasks.

Leadership and Teamwork Rubrics

Teamwork Definition: The ability to work in a group setting to achieve stated goals and objectives; understanding group dynamics and be able to focus on tasks through a problem-solving process.

Teamwork Rubric

Points:	4	2	0	
Category:	Exemplary	Satisfactory	Unacceptable	Score
Attendance	Most members attend all meetings.	Most members attend most meetings.	Members frequently miss meetings.	
Participation	All members take an active role.	Most members take an active role.	Few members take an active role.	
Roles	All team members' roles are clearly defined and followed.	Team members' roles are informally defined and followed.	Team members' are unclear on who does what.	
Decision Making	Clear procedures are used to come to a decision.	Informal procedures are used in most cases to come to a decision.	Decisions are typically made by individuals, without a clear procedure.	
Member Support	All team members are treated with respect. Members help each other when necessary.	Most team members are respectful of each other. Sometimes members help each other.	The atmosphere is competitive, and generally not supportive and cooperative.	
Conflict Resolution	Conflicts are consistently resolved through a clear process.	Members are generally able to resolve conflicts, but the process is informal.	Conflicts arise and do not get resolved.	
Meetings	All meetings are scheduled, posted to members, and held at defined times.	Meetings are not held regularly, and/or are not communicated clearly to members.	Meetings are rare.	
Goals	Realistic, documented goals were established by the group.	Goals were understood by members, but not clearly documented.	Goals were not clear or documented.	

Success	The team met its goals.	The team met some of its goals.	The team did not meet its goals.	
			Total Teamwork:	

Leadership Definition: The ability to balance the forces of stability and change in order to maximize human and collective organizational performance; knowing when and how to apply techniques, technologies, and strategies that promote required or desired change.

Leadership Rubric

	4	2	0	
Criteria	Exemplary	Satisfactory	Unacceptable	Score
Facilitation	Facilitated all team processes: decision making, goal setting, conflict resolution.	Facilitated some team processes.	Did not facilitate team processes.	
Motivation	Motivated all team members individually.	Motivated some team members.	Did not motivate team members.	
Guidance	Individual tasks were assigned and checked on. Team members were always working towards the same goals.	Individual tasks were not always assigned or checked on. Sometimes team members duplicated work or did not know what to do.	Individual team members did not have guidance. Work was duplicated and team members did not know what to do.	
Team Building	The leader developed team interaction and cooperation to achieve a well-functioning team.	The leader made some effort in developing the team.	The leader did not develop the team; the team did not function well.	
Vision	The leader provided a consistent, clear set of goals, how they fit together, and what the team would achieve.	The goals were communicated inconsistently and it was sometimes unclear what the team was meant to achieve.	It was unclear what the goals were and what the team was meant to achieve.	
			Total Leadership:	

Critical Thinking and Problem Solving Skills:

Learning Goal: Our students will demonstrate **critical thinking and problem solving skills** through problem identification, analysis and synthesis of data, evaluation of alternatives and defense of a solution.

Critical Thinking and Problem Solving Rubrics

Problem Solving Definition: The ability to analyze and understand the inputs in a problem situation in order to choose the most appropriate solution.

Problem Solving Rubric

Points:	4	2	0	
Category:	Proficiency	Some Proficiency	No/Limited Proficiency	Score
Defining and Understanding the Problem	Understands the problem.	Understands enough to solve part of the problem or to get part of the solution.	Doesn't understand enough to get started or make progress.	
Uses Information Appropriately	Uses all appropriate information correctly.	Uses some appropriate information correctly.	Uses inappropriate information.	
Applies Appropriate Procedures	Applies completely appropriate procedures.	Applies some appropriate procedures.	Applies inappropriate procedures.	
Answers the Problem	Correct or well supported solution.	Copying error, computational error, partial answer for problem with multiple answers, no answer statement, answer labeled incorrectly.	No answer or wrong answer based upon an inappropriate plan.	
			Total Problem Solving:	

Critical Thinking Definition: The ability to analyze, assess and use information for the purpose of forming beliefs and determining action.

Critical Thinking Rubric

Points:	4	2	0	
Category:	Proficiency	Some Proficiency	No/Limited Proficiency	Score
Defining and Understanding the issue	Understands the issue.	Understands enough to solve part of the issue or to get part of the solution.	Doesn't understand enough to get started or make progress.	
Considers Multiple Perspectives	Formulates a clear and precise perspective that considers important tradeoffs.	Formulates a perspective that considers weak but not strong alternative positions.	Fails to formulate and clearly express own perspective, (or) fails to anticipate objections.	
Evaluate Evidence	Identifies and evaluates all important evidence offered.	Successfully identifies information but fails to evaluate its credibility.	Fails to identify important information.	
			Total Critical Thinking:	

Effective Written Communication

The Cameron School of Business Curriculum Committee and faculty have discussed methods for improving written communication each year during the strategic planning process. One of two alternatives seems to evolve; 1) work more closely with UNCW's English Department or 2) develop interpersonal communication classes within the CSB. The English Department has added technical communication classes, however all business school students are not required to take this class. If it was required, the English Department does not feel it has adequate resources to handle the student volume. Likewise, to add it to the curriculum within the CSB it is estimated that eight sections would be needed per semester, class size would need to be kept small; thus requiring substantial faculty resources. As the

AOL team evaluated alternatives, the *Journal of the Academy of Business Education* published an article by Potter and Pritchard (Spring 2007). The article evaluated the services provided by ETS for a student fee of \$12/student (unlimited individual student tests). This test assesses students' writing ability, is computer graded and is provided at different grade levels (e.g. the second year of college). The AOL committee recommends that this writing test be used to assess writing skills for all Cameron School of Business students. Data will be analyzed semi-annually.

Effective Oral Communication and Effective Application of Technology

Learning Goal: Our students will be able to conceptualize a complex issue into a coherent written statement and **oral presentation**, demonstrated with **effective use of technology**.

After review of multiple sample rubrics, the AOL team determined that effective oral communication could and should be assessed using a rubric that encompassed both oral communication and technology attributes. The team believed that an application utilizing both skills would be the most effective method by which to assess each skill. Therefore the recommended oral communication and technology rubric is:

Oral Communication and Application of Technology Rubric

Oral Communication Definition: The ability to present information in a clear, organized and logical fashion while engaging the audience.

Oral Communication Rubric

Points:	4	2	0	
Category:	Exemplary	Satisfactory	Unacceptable	Score
Content What the speaker talked about; the information that was shared.	Presentation is clear, logical and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Presentation is unorganized and the logic of arguments is not made clear. Listeners are confused.	
	Supporting information was provided for statements made, such as examples, descriptions, etc.	Supporting information was provided for some statements made, such as examples, descriptions, etc.	Points were vague and lacked any supporting evidence	
	Speaker responded to questions fully, knowledgeably, and without hesitation.	Speaker responded hesitantly, but knowledgeably to questions.	Speaker gave vague, nonspecific responses to questions.	

Points:	4	2	0	
Category:	Exemplary	Satisfactory	Unacceptable	Score
Delivery How the speaker presented the information; the speaker's performance in front of the audience.	Speaker appeared confident and relaxed.	Speaker's initial nervousness was not distracting.	Speaker's nervousness was distracting throughout the presentation.	
	Volume and pace made a positive contribution to the speaker's message, helping to show the speaker's enthusiasm for the topic and engaging listeners in it.	Volume and pace were satisfactory, showing the speaker's interest in the topic, but did nothing to engage listeners.	Unvaried or erratic volume and pace detracted from the presentation, allowing listeners to think the speaker was uninterested or uncomfortable with the topic.	
	Transitions from point to point flowed smoothly.	Most transitions from point to point were smooth.	Transitions from point to point were bumpy or nonexistent.	
	Presentation had originality and creative choice of examples.	Presentation had some originality and creative choice of examples.	Presentation relied fully on the traditional treatment of topic and examples.	
	Accurate visual aids, including charts and graphs, supported, focused, clarified, and reinforced presentation.	Accurate visual aids, including charts and graphs, added some support to the presentation.	Inaccurate or incomplete visual aids including charts and graphs detracted from the presentation and were difficult to see and decipher.	
	Nonverbal communication (professional manner, eye contact, etc.) added purpose to the presentation.	Nonverbal communication was usually supportive of presentation.	Nonverbal communication diverted audience attention from the presentation's purpose.	
	Speaker was appropriately dressed and well-groomed, creating a positive impression on the audience.	Speaker's dress and grooming were adequate for the presentation.	Speaker was dressed and groomed for another occasion.	

Points:	4	2	0	
Category:	Exemplary	Satisfactory	Unacceptable	Score
Organization How the information was put together; the flow of the presentation.	Presentation was structured with a definite beginning, middle, and end.	Beginning, middle and end of presentation were present but not clearly identified.	Beginning, middle and end of presentation were missing.	
	Speaker's main points were easy to follow and logical with points	Speaker's main points were easy to follow and logical.	Speaker's main points were so difficult to follow that their logic could not	

	building on each other.		be determined, or they were illogical.	
	Introduction engaged the audience in topic and outline what the presentation was about.	Introduction was interesting and provided a partial description of what the presentation was about.	Introduction was uninteresting and speaker jumped into the presentation without outlining what the presentation was about.	
	Material was suited to length of presentation.	Material was fairly well suited to the length of presentation.	Speaker presented too much or little material for the length of presentation.	
	Presentation came to suitable conclusion with main points clearly summarized.	Conclusion was satisfying, but summary of main points was unclear.	Presentation ended abruptly without a conclusion or summary of key points.	

Points:	4	2	0	
Category:	Exemplary	Satisfactory	Unacceptable	Score
Mechanics Practical application of skills; mechanical or functional details or procedures.	Speaker's terminology was familiar to the audience or clearly explained.	Speaker used a few unfamiliar words and did not explain them, but they could be understood from the context.	Speaker relied on the use of technical terms and did not explain them.	
	Speaker's word choice painted vivid, precise pictures of the topic.	Speaker's word choices were good, but did not trigger images.	Speaker's word choices were traditional and wordy.	
	Speaker used correct grammar and standard English throughout the presentation.	Speaker used correct grammar, occasionally incorporating slang into the presentation.	Speaker's presentation was hampered by grammatical mistakes and reliance on slang.	
	Speaker pronounced words correctly and clearly, making it easy for the audience to understand what was being said.	Speaker pronounced words clearly but mispronounced a few words.	Speaker mumbled and mispronounced words throughout the presentation, making it almost impossible for the audience to understand what was being said.	
	Vocal pauses were used for emphasis rather than being filled with dead words such as "uh," "and," or "like"	Vocal pauses were not used for emphasis.	Speaker filled pauses with dead words such as "uh," "and," or "like"	
	Speaker's use of notes was not distracting and/or noticeable.	Speaker's actions occasionally called attention to the use of notes.	Speaker constantly fumbled with notes.	
	Presentation tools were used smoothly and were not distracting.	Use of presentation tools attracted minor, but not negative, attention.	Use of presentation tools hampered the presentation.	
	Speaker supported presentation with clear and easy-to-see visual aids that used correct grammar and spelling.	Speaker's visual aids were clear, easy-to-see, and contained few errors in spelling and grammar.	Speakers visual aids were too small/faint/dark to be seen easily and contained so many spelling and grammatical errors that	

			they detracted from the presentation.	
			Total:	

Undergraduate Knowledge Assessment Knowledge

Learning Goal:

- 1) Learning goal (integration): Our students will be able to integrate discipline-specific **knowledge** across functional areas and utilize leadership and team skills to accomplish group tasks.
- 2) Our students will understand the importance of **social responsibility, diversity, ethics, and legal issues.**
- 3) Our students will demonstrate an understanding of **global business practices** that embrace the opportunities of multicultural, diverse environments, as they relate to local, national, and global operations.

Review of peer and aspirant institutions yielded diverse methods for assessing content knowledge as identified in the learning goals. This includes knowledge across all business core classes and includes ethics, diversity, legal, and global learning goals. The AOL team discussed the merits of several content rubrics with three primary considerations in mind 1) the method must be consistent and relevant across all classes, 2) all business core classes (except MGT 455) should be included, and 3) the process chosen should not be onerous for the faculty.

The AOL committee therefore recommends that all students prior to their graduation application or in the semester preceding graduation (whichever comes first) must take an online assessment of all business core classes. The assessment will consist of five questions from each core class. The questions will be developed by the faculty teaching in each of the disciplines. All questions will be in multiple choice format. Each discipline will develop a group of question sets (5 questions in each set for each course) so that question sets may be randomly applied in such a way that students cannot share information regarding the examination. Upon completion by the student his/her graduation application will continue to be processed.

Undergraduate Perspectives

The effective integration of knowledge across functions is accomplished in the capstone class for all business majors (Management 455). It is recommended that the following integration rubric be used in all sections of this course. The following rubric was developed for use:

Integration Rubric

Learning Goal (integration): Our students will be able to **integrate discipline-specific knowledge across functional areas** and utilize leadership and team skills to accomplish group tasks.

Integration Rubric

Points:	4	2	0	
Category:	Exemplary	Acceptable	Unacceptable	Score
Analysis	Effectively integrates multiple external perspectives analysis.	Includes most relevant factors in analysis, may miss a few minor ones.	Does not effectively integrate multiple external perspectives in analysis.	
Quantitative and Qualitative Analysis Tools	Effectively integrates appropriate qualitative and quantitative tools in analyzing the situation.	Uses appropriate qualitative and quantitative tools but analysis is not adequately integrated.	Does not effectively integrate appropriate qualitative and quantitative tools in analyzing the situation.	
Integration of SBU/functional units	Analyses reflect complete understanding of how organizational units fit into and support an organizational strategy.	Analyses reflect some understanding of how units fit into and support organizational strategy.	Analyses treated organizational units as though they are independent entities.	
Performance Outcomes	Recommended solution is internally consistent, addresses the identified problem(s) and establishes clear goals.	Recommended solution is generally consistent and/or addresses the identified problems (s). Might miss a few minor issues.	Recommended solution is not internally consistent, and/or fails to address the identified problem(s).	
			Total:	

IMPLEMENTATION OF UNDERGRADUATE RUBRICS

SKILLS:

Leadership and Teamwork: This rubric will be course imbedded and administered in the Management 455 class. Students in this class are expected to work in teams in both short term case analysis and semester long projects (either comprehensive business analysis or simulation with a paper and presentation). All teams will be requested to complete an assessment rubric on all other team members on demonstrated leadership and team skills. The rubric was designed to assess leadership and team skills that are expected to be learned in numerous courses throughout the student’s curriculum. It is therefore logical that students assessing peer students on these dimensions must have knowledge of leadership and team to effectively use the instrument. Additionally the faculty member teaching the class will be expected to review the rubric with students prior to assessment. The intent of these learning goals is not just content based but application as well. This rubric was piloted in two sections of MGT 455 during Summer II, 2007 as to its effectiveness in assessing the learning goals.

Critical Thinking and Problem Solving: This rubric will be course imbedded and conducted in the POM 370 course. Faculty will provide an exercise at the end of the final exam in which all students will participate. The exercise will be designed to assess attributes associated with problem solving, decision making and critical thinking. Students will be provided the rubrics at some point earlier in the semester as a part of understanding the concepts of problem solving, decision making and critical thinking. No part of this assessment exercise will be incorporated into the student’s grade. After the semester ends, the faculty teaching POM 370 will turn the exercise and expected process into the Assurance of Learning Director. The Director will gather a group of assessors (faculty and outside executives) to evaluate the student’s demonstrated learning by utilizing the above rubrics. Training for all assessors

will be provided. A stipend will be provided for each student paper assessed. Assessed data will be entered into the AOL database for evaluation. The process of assessor evaluation will occur no less than once a year and cannot involve the faculty teaching the material.

Written Communication: As identified earlier, written communication will be assessed using the ETS writing assessment tool. Assessment will be conducted in the aggregate for the CSB. However, should ETS be able to provide individual information back to the students, it is recommended they do so. This will allow students to seek campus means (e.g. another writing class, use of the UNCW writing lab (a support service provided by Student Affairs to improve individual writing skills), or graduate UNCW English majors tutors) to improve their writing skills. It is recommended that all CSB students be charged an orientation fee of \$15.00 for the written assessment. \$12 will be used for securing the assessment instrument and \$3 will be used to provide support to the English Department for graduate level tutors to assist CSB students as needed.

The ETS writing assessment will be required as a part of all capstone classes within the concentration. Students will be required to complete the assessment as a part of course requirements without grade assignment to the assessment. This will be a check-off point for completion of the concentration.

Oral Communication and Effective Application of Technology: It is recommended that this rubric be course imbedded in the Management Strategy (MGT 455) course. This course is indicated as an oral competency course for the University and the Southern Association of Colleges and Schools: Commission on Colleges (SACS). Students in the course may present a comprehensive case analysis or simulation analysis in which all members present to the class. Outside assessors (e.g. CEN members) will observe the presentation either 'live' or by video tape and assess each individual student using the oral communication rubric. All assessors will be trained in the appropriate understanding and use of the rubric. No less than two outside assessors will be used for each presentation. Data from the rubrics will be maintained in a long term database.

KNOWLEDGE

Operational Plan for Web-Based Assessment of Functional Area Knowledge

For the purposes of AACSB Assurance of Learning (AOL), the Functional Areas (core courses) are:

1. Accounting (ACG 201, ACG 201L, ACG 203)
2. Business Law (BLA 361)
3. Economics (ECN 221, ECN 222)
4. Finance (FIN 335)
5. Information Systems (MIS 213)
6. Management (MGT 350)
7. Marketing (MKT 340)
8. Operations Management (POM 370)
9. Quantitative Methods (QMM 280)
10. International Business (INB 300)

This will result in an assessment instrument of (5 questions) X (12 courses) = 60 questions. All students after applying for graduation will receive notification that in order for their application to move forward they must complete the online assessment. Students will bring their student ID cards to a computer lab staffed by Graduate Assistants to take the assessment. Students will go to the assessment instrument homepage. Students will enter their student IDs, and the Graduate Assistant will enter a

“proctor password” verifying the student’s identity. The data will be captured directly into an assessment database, and the student will receive credit for completing the assessment. Their application for graduation can then continue.

Although much discussion focused on the student’s preparation for such assessment, it was determined that assessment of learning did not imply the same ‘mindset’ as studying for a final exam. This assessment tool is not a part of a grade, but rather a means to assess student content knowledge over time. At the point of graduation application, students will have completed all business core classes (except MGT455) and will have completed several concentration courses which reinforce learning from the business core classes in the concentration.

PERSPECTIVES

Integration of Knowledge: It is recommended that this course imbedded rubric be used in the Management Strategy (MGT 455) course. This course is indicated as the capstone course for the Business School and is designed to integrate content across the curriculum. Students in the course may present a comprehensive case analysis or simulation analysis in which all members present to the class. Outside assessors (e.g. CEN members) will observe the presentation either ‘live’ or by video tape and assess each individual student using the integration rubric. All assessors will be trained in the appropriate understanding and use of the rubric. No less than two outside assessors will be used for each presentation. Data from the rubrics will be maintained in a long term database.

GRADUATE PROGRAMS RUBRICS

MSA Learning Goals

MSA Summary of Assessments:

	MSA 500	MSA 518	MSA 516	MSA 530	MSA 534	MSA 535
Goal 1:Critical Thinking		Use an existing exercise/case				
Goal 1: Professional Research	Existing case/project					
Goal 1:Continuou s learning	Exit questionnaire, # passed CPA exam, # attending BAP, IMA, etc					
Goal 2: Global perspective of business and accounting practices	Online quiz; questions developed by all faculty teaching core courses. Administered during practicum classes.					
Goal 3:Leadershi p skills			Use an existing exercise/case			

Goal 3: Team skills			Use an existing exercise/case			
Goal 4: Ethics	Online quiz; questions developed by all faculty teaching core courses. Administered during practicum classes					
	MSA 500	MSA 518	MSA 516	MSA 530	MSA 534	MSA 535
Goal 4: Social Responsibility	Exit Questionnaire: participation in BAP Community service projects, VITA, MSA Association Community Service Projects, Other					
Goal 5: Written Communication				Use an existing case; professionally assess for writing		
Goal 5: Oral Communication					Existing Presentation	Existing Presentation

Critical Thinking Skills

Learning Goal: Our graduates will have the skills necessary for critical thinking, professional research, and continuous learning.

Critical Thinking Rubric

Points:	4	2	0	Score
Category:	Proficiency	Some Proficiency	No/Limited Proficiency	
Defining and Understanding the Issue	Understands the issue.	Understands enough to solve part of the issue or to get part of the solution.	Doesn't understand enough to get started or make progress.	
Considers Multiple Perspectives	Formulates a clear and precise perspective that considers important tradeoffs.	Formulates a perspective that considers weak but not strong alternative positions.	Fails to formulate and clearly express own perspective, (or) fails to anticipate objections.	
Evaluate Evidence	Identifies and evaluates all important evidence offered.	Successfully identifies information but fails to evaluate its credibility.	Fails to identify important information.	
			Total Critical Thinking:	

Critical Thinking for MSA: This rubric will be course imbedded and conducted in the MSA 518 . Faculty will use a case assigned for a grade that is designed to assess attributes associated with problem solving, decision making and critical thinking. The faculty teaching the course and at least one other colleague chosen at the discretion of the faculty member will assess the case using the above rubric. Assessed data will be sent to the AOL director to enter in the AOL Database. The process of assessment will occur once each year.

Professional Research Rubric

(Score each item 1 to 5, where 1 = strongly disagree and 5 = strongly agree.)

_____ **Researcher(s) identified the critical technical issues presented by the case.**

Comments: _____

_____ **Researcher(s) employed appropriate strategies to identify and access relevant authoritative and professional literature bearing on the technical issues presented by the case.**

Comments: _____

_____ **Researcher(s) correctly interpreted and applied relevant authoritative and professional literature and identified alternatives consistent with generally accepted accounting principles and other governing authorities.**

Comments: _____

_____ **Researcher(s) identified and expressed resolutions to the primary issues raised in the case.**

Comments: _____

_____ **Researcher(s) supported the above resolutions by reference to appropriate authoritative and professional literature and provided appropriate documentation and attribution.**

Comments: _____

_____ **Researcher(s) prepared a professional quality document evidencing both a solid command of the mechanical aspects of technical writing, and the ability to communicate complex constructs in a clear, concise manner.**

Comments: _____

Implementation of Professional Research Rubric: This rubric will be used to assess the professional research skills evident in students' written summaries of technical accounting cases assigned in MSA 500, Financial Accounting Research and Theory. A sample of three submissions will be selected from each of the two sections of MSA 500. The professor and one colleague will independently assess the six

submissions using this rubric. The professor will provide the completed rubrics and a brief narrative summary of the results to the Assurance of Learning Director by the end of January, following the completion of the course in the fall semester. The focus of the narrative summary will be identifying areas for improvement and proposing strategies for addressing those areas.

This assessment will be distinct from the professor’s grading of the submissions and will not enter into the determination of students’ course grades.

Continuous Learning Rubric

The following questions will be added to the exit survey completed by all MSA students:

I was encouraged and taught how to learn new material and find information on my own.

I was encouraged to participate in professional society activities and events.

I became aware that to stay current in today’s world, I must continue my education by attending short courses, workshops, seminars, conferences and/or graduate school.

Other measures of continuous learning: Measure trends associated annually with % of each class that become licensed as a CPA within the first 3 years of graduation; % of class that attends BAP technical meetings.

Business and Accounting

Learning Goal: Our graduates will demonstrate a global perspective of business and accounting practices.

Online quiz; questions developed by all faculty teaching core course. Administered during classes.

Leadership and Team Building

Learning Goal: Our graduates will have leadership and team building skills.

Leadership and Teamwork .

Teamwork Definition: The ability to work in a group setting to achieve stated goals and objectives; understanding group dynamics and be able to focus on tasks through a problem-solving process.

Teamwork Rubric

Points:	4	2	0	
Category:	Exemplary	Satisfactory	Unacceptable	Score
Attendance	All members attend all meetings.	Most members attend most meetings.	Members frequently miss meetings.	
Participation	All members take an active role.	Most members take an active role.	Few members take an active role.	

Roles	All team members' roles are clearly defined and followed.	Team members' roles are informally defined and followed.	Team members' are unclear on who does what.	
Communication	All team members are allowed equal opportunity to speak and share thoughts/concerns. Both in meeting as well as via e-mail while not in meetings. Everyone is in the loop.	Team members mostly are allowed opportunity to speak and share thoughts/concerns. The majority of people are in the loop.	Team members do not communicate well at all. It is a one or two person loop.	
Decision Making	Clear procedures are used to come to a decision.	Informal procedures are used in most cases to come to a decision.	Decisions are typically made by individuals, without a clear procedure.	
Member Support	All team members are treated with respect. Members help each other when necessary.	Most team members are respectful of each other. Sometimes members help each other.	The atmosphere is competitive, and generally not supportive and cooperative.	
Conflict Resolution	Conflicts are consistently resolved through a clear process.	Members are generally able to resolve conflicts, but the process is informal.	Conflicts arise and do not get resolved.	
Meetings	All meetings are scheduled, posted to members, and held at defined times.	Meetings are not held regularly, and/or are not communicated clearly to members.	Meetings are rare.	
Goals	Realistic, documented goals were established by the group.	Goals were understood by members, but not clearly documented.	Goals were not clear or documented.	
Success	The team met its goals.	The team met some of its goals.	The team did not meet its goals.	
			Total Teamwork:	

Leadership Definition: The ability to balance the forces of stability and change in order to maximize human and collective organizational performance; knowing when and how to apply techniques, technologies, and strategies that promote required or desired change.

Leadership Rubric

	4	2	0	
Criteria	Exemplary	Satisfactory	Unacceptable	Score
Facilitation	Facilitated all team processes: decision making, goal setting, conflict resolution.	Facilitated some team processes.	Did not facilitate team processes.	
Motivation	Motivated all team members individually.	Motivated some team members.	Did not motivate team members.	

Guidance	Individual tasks were assigned and checked on. Team members were always working towards the same goals.	Individual tasks were not always assigned or checked on. Sometimes team members duplicated work or did not know what to do.	Individual team members did not have guidance. Work was duplicated and team members did not know what to do.	
Team Building	The leader developed team interaction and cooperation to achieve a well-functioning team.	The leader made some effort in developing the team.	The leader did not develop the team; the team did not function well.	
Vision	The leader provided a consistent, clear set of goals, how they fit together, and what the team would achieve.	The goals were communicated inconsistently and it was sometimes unclear what the team was meant to achieve.	It was unclear what the goals were and what the team was meant to achieve.	
			Total Leadership:	

Leadership and Teamwork: This rubric will be course imbedded and administered in the MSA 516. Students in this class are expected to work in teams to analyze cases throughout semester. All teams will be requested to complete an assessment rubric on all other team members on demonstrated leadership and team skills. The faculty member teaching the class will be expected to review the rubric with students prior to assessment. The intent of these learning goals is not just content based but application as well.

Social Responsibility and Ethics

Learning Goal: Our graduates will recognize the importance of social responsibility and making ethical business decisions.

Ethics Knowledge Assessment: All students prior to their graduation must take an online assessment of core classes. The assessment will consist of five questions from each core class. The questions will be developed by the faculty teaching in each core class. All questions will be in multiple choice format. Each faculty will develop three question sets (5 questions in each set for each course) so that question sets may be randomly applied in such a way that students cannot share information regarding the examination. Each question set will include one question addressing international topic and one question addressing ethics. Upon completion of the online quiz by the student his/her graduation application will be processed

Social responsibility will be assessed by adding the following questions to the exit survey administered to all MSA students.

Which of the following service projects did you participate in this year?

BAP Habitat for Humanity

VITA

Relay for Life

Church service work

MSA Service Project (to be defined)

Other community service projects (describe)

Communication and Interpersonal Skills

Learning Goal: Our graduates will have effective communication skills and strong interpersonal skills.

Oral Communication

Oral Communication Rubric

Points:	4	2	0	
Category:	Exemplary	Satisfactory	Unacceptable	Score
Content What the speaker talked about; the information that was shared.	Topic is clear and discussion is relevant and well supported.	Topic is generally clear and discussion is mostly relevant and supported.	Topic is vague and/or discussion is often off point or lacking sufficient support.	
	Speaker responded to questions fully, knowledgeably/honestly, and without hesitation.	Speaker responded hesitantly, but knowledgeably/honestly to questions.	Speaker gave vague, nonspecific responses to questions.	
Delivery How the speaker presented the information; the speaker's performance in front of the audience.	Speaker appeared confident, engaged, and relaxed.	Speaker's momentary nervousness or distant demeanor was not distracting.	Speaker's nervousness or distant demeanor was distracting throughout the presentation.	
	Volume, pace, nonverbal communication and call for audience participation made a positive contribution to the speaker's message, showing the speaker's enthusiasm for the topic and engaging listeners in it.	Volume, pace, and nonverbal communication were satisfactory, showing the speaker's interest in the topic, but did nothing to engage listeners.	Unvaried or erratic volume and pace or distracting nonverbal communication detracted from the presentation, leading listeners to think the speaker was uninterested or uncomfortable with the topic.	
	Transitions from point to point flowed smoothly.	Most transitions from point to point were smooth.	Transitions from point to point were bumpy or nonexistent.	
	Presentation style and any examples or visual aids, supported, focused, clarified, and reinforced the message for the particular audience.	Presentation style and any examples or visual aids had some fit with the audience	Presentation style and any examples or visual aids did not fit with the audience.	
	Speaker maintained constant eye contact with the audience throughout the presentation.	Speaker maintained some eye contact with the audience throughout the presentation.	Speaker maintained little or no eye contact with the audience throughout the presentation.	
	Speaker's main points were easy to follow and logical with points building on each other.	Speaker's main points were easy to follow and logical.	Speaker's main points were so difficult to follow that their logic could not be determined, or they were illogical.	
	Speaker kept audience focused on where discussion was going within an overall framework.	Speaker kept audience partially focused on where discussion was going within an overall framework.	Audience was lost during the presentation.	

	Material was suited to length of presentation.	Material was fairly well suited to the length of presentation.	Speaker presented too much or little material for the length of presentation.	
	Presentation came to suitable conclusion with main points clearly summarized.	Conclusion was satisfying, but summary of main points was unclear.	Presentation ended abruptly without a conclusion or summary of key points.	
Mechanics Practical application of skills; mechanical or functional details or procedures.	Speaker's terminology was familiar to the audience or clearly explained.	Speaker used a few unfamiliar words and did not explain them, but they could be understood from the context.	Speaker relied on the use of technical terms and did not explain them.	
	Speaker's word choice fit the audience and purpose of the presentation.	Speaker's word choices were good, but did not appropriately fit the audience or presentation purpose.	Speaker's word choices missed their mark.	
	Speaker pronounced words correctly and clearly, making it easy for the audience to understand what was being said.	Speaker pronounced words clearly but mispronounced a few words.	Speaker mumbled and mispronounced words throughout the presentation, making it almost impossible for the audience to understand what was being said.	
	Vocal pauses were used for emphasis rather than being filled with dead words such as "uh," "and," or "like"	Vocal pauses were not used for emphasis.	Speaker filled pauses with dead words such as "uh," "and," or "like"	
	Speaker's use of notes, tools, or visual aids was not distracting and/or noticeable.	Speaker's actions occasionally called attention to the use of notes, tools, or visual aids.	Speaker constantly fumbled with notes or tools or focused on visual aids rather than the audience.	
			Total:	

Oral Communication: It is recommended that this rubric be course imbedded in the MSA 534 and 535. Both of these classes require an oral presentation. The faculty member will use the above rubric to assess the student's oral communication skills. Results of the assessment will be sent to the AOL director.

Effective Written Communication

Written communication will be assessed in MSA 530. This class requires written case analyses throughout the class. One case will be selected by the professor to be evaluated for writing skills by an English expert. (English graduate students or part time instructors). The case will be assessed on a scale 1-7 on the following traits:

- Clarity of purpose
- Development of idea
- Organization
- Spelling, punctuation, grammar

Use of language
Format

Results of the assessment will be sent to the AOL director. The assessment will be done once each year.

Interpersonal Communication

Understanding issues and trends in a multicultural non-sexist society; demonstrating sensitive awareness and knowledge of own cultural background and that of others; being skilled in working effectively with individuals from diverse cultural backgrounds; exemplary listening and responding skills.

Interpersonal Communication Rubrics

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Nature of humankind	Demonstrates a positive and optimistic view of the nature of humankind.	Demonstrates a fairly positive and mostly optimistic view of the nature of humankind.	Demonstrates a slightly positive and somewhat optimistic view of the nature of humankind.	Demonstrates a negative and pessimistic view of the nature of humankind.
Organizational and personal goals	Pursues goals with high energy and assertion.	Pursues goals actively and rather assertively.	Pursues goals with low energy and with prompting from others	Fails to set goals.
Shared Goals	Works toward shared goals in a highly cooperative manner.	Works toward shared goals in a cooperative manner.	Works toward shared goals in a less than cooperative manner.	Not cooperative in working toward shared goals.
Sensitivity	Interacts with others with deep sensitivity to interpersonal nuances.	Interacts with others with sensitivity to interpersonal nuances.	Interacts with others with some sensitivity to interpersonal nuances.	Interacts with others with no sensitivity to interpersonal nuances.
Creating a climate of trust and openness in working with others through · listening and Responding	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses listening and responding skills which are minimally facilitative.	Fails to listen and responds in ways that are destructive of relationships.
· being congruent in expressing self	Maximally congruent in expressing oneself.	Congruent in expressing oneself.	Minimally congruent in expressing oneself.	Highly incongruent in expressing oneself.

· providing encouragement, support, and feedback	Provides hopeful encouragement, maximum support, and highly constructive feedback.	Provides encouragement, support, and constructive feedback.	Provides some encouragement, minimal support, and minimally constructive feedback.	Provides discouraging, non-supportive, and destructive feedback.
Revealing understanding of a multicultural, nonsexist society by · responding to individuals	Responds consistently to individuals as people, not stereotypes.	Responds most of the time to individuals as people, not stereotypes.	Responds more often than not to individuals as people, not stereotypes.	Responds to people stereotypically.
· displaying sensitivity	Displays consistently the utmost sensitivity in working with individuals from varied cultural backgrounds.	Displays rather consistently sensitivity in working with individuals from varied cultural backgrounds.	Displays most of the time some degree of sensitivity in working with individuals from varied cultural backgrounds.	Displays consistently a lack of sensitivity in working with individuals from varied cultural backgrounds.

This rubric will be course imbedded and administered in the MSA 516 along with the team/leadership rubrics.

IMBA Rubrics

Core Classes

All core classes learning outcomes are assessed through a process of cross validation. Prior to and during the annual meeting of core faculty teaching teams from all alliance partners provide work samples, exam samples, and project samples. These are re-evaluated against learning outcomes by peers at other institutions. This process ensures outside validation against learning goals that were jointly developed and clearly understood by all institutions.

Specialization Classes

To be determined by finance faculty fall, 2008.

Thesis

A committee of three faculty members oversees all thesis requirements for each student. The committee must consist of a chair from the finance discipline, a first reader, and a second reader; one from the Finance and Economics Department and one member outside the Department. Each student has to have their proposal approved prior to conducting research. In addition each student must conduct an oral defense of the thesis upon completion. Both oral and written communication rubrics are used.

MBA LEARNING OBJECTIVES & ASSESSMENT

The following table establishes the learning objectives, rubrics, and process for the Professional MBA program:

LEARNING GOAL	KEY PERFORMANCE METRICS	ASSESSMENT PROCESS	RELEVANT COURSES (Course Modules)
<p>1. Our graduates will understand the importance of ethics, corporate social responsibility and the need to reflect that understanding in their actions and decisions.</p>	<p>Coverage in required courses, modules, readings, etc. devoted to topics.</p> <p><i>A specific case (MBA 546) and critical incident (MBA 556) will be evaluated by faculty and outside observers to assess ethical and CSR understanding in student's individual write-ups (knowledge component).</i></p>	<p>Review of syllabi. Review relevant items on EBI and GMAC surveys. Alumni survey</p> <p>Assess impact on decisions made in cases and critical incidents.</p>	<p>MBA 541-relevant CSR cases MBA 556-relevant cases and critical incidents MBA 505-Sarbanes-Oxley MBA 560-Business Law</p>
<p>2. Our graduates will have the leadership and team-building skills necessary to lead organizations in a dynamic environment, i.e. can act as change agents.</p>	<p>Course/module coverage for team building. Peer assessment for major projects.</p> <p><i>Evaluation of relevant metrics in peer evaluation form at the end of two major Learning Alliance Projects.</i></p> <p>Orientation: ropes course Team Formation: use of Myers-Briggs, experience, age, etc. to develop diverse and balanced teams.</p>	<p>Peer evaluation forms which provide a detailed assessment of leadership and team building attributes.</p> <p>Assessment of team performance</p> <p>Orientation agenda and goals. Team formation process and composition description.</p>	<p>MBA 550 – team formation and team training MBA 552 – revisit team effectiveness Peer Evals from LA projects on team effectiveness</p>

<p>3. Our graduates will have the necessary oral and written communication skills to effectively interact with their stakeholders.</p>	<p><i>Clients, SBTDC counselors, and faculty will assess oral presentation of two Learning Alliance presentations using UG Oral Effectiveness rubric.</i></p> <p><i>Sampling of individual written communication will be assessed by ETS.</i></p>	<p>Oral & Written Evaluation Assessment Forms (assessment by SBTDC counselors, CEN Executives, and faculty) assessing oral and written skills.</p>	<p>MBA 553 & MBA 556 all LA projects w/ written and oral presentations</p> <p>Oral & Written Presentation effectiveness</p>
<p>4. Our graduates will be able to apply knowledge in unfamiliar and dynamic circumstances through a conceptual understanding of relevant disciplines (<i>critical thinking skills – directly from AACSB Eligibility Procedures</i>)</p>	<p><i>Utilizing UG Critical Thinking and Integration rubrics, faculty, SBTDC counselor and clients will assess LA Growth & Profit written project and/or practicum project.</i></p>	<p>Oral & Written Evaluation Assessment Forms (assessment by SBTDC counselors, CEN Executives, and faculty) assessing application of knowledge</p>	<p>MBA 553 – all LA projects force application of knowledge MBA 554 & 557 Practicum projects require application of knowledge MBA 556 – Executive Challenge & critical incidents</p>
<p>5. Our graduate will have the capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments. (<i>change agent - directly from AACSB Eligibility Procedures</i>).</p>	<p><i>Utilizing UG problem solving rubrics, faculty, SBTDC counselor and clients will assess Critical Incident and/or Executive Challenge written reports and/or practicum project.</i></p>	<p>Content and assessment.</p> <p>Position brief assessment and oral discussion in class.</p>	<p>MBA 555 – Org. Change class & assignments MBA 553 – LA Growth & Profit Project</p> <p>MBA 556 – Key Executive Challenge Project</p>

<p>6. Our graduates will demonstrate an understanding of global business practices that embraces the opportunities of multicultural, diverse environments, as they related to local, national and global operations.</p>	<p><i>Specific int'l/global cases will be identified in courses listed. Individual student case briefs will be sampled and student understanding of global business practices will be assessed (knowledge component).</i></p>	<p>Syllabi audits on relevant coverage, guest speakers, assignments, etc.</p> <p>Requirements from class.</p> <p>Requirements from class.</p>	<p>MBA 526 MBA 541 MBA 551 MBA 552 MBA 555</p> <p>-all courses above have modules in global management and/or multicultural management.</p>

Assessment Processes: Implementation

- Outside evaluators: SBTDC Counselors, Learning Alliance and/or Practicum Clients. CEN members a possibility in assessing Effective Oral Communication and Integration Rubrics as well
- Rubrics Used from AOL Committee – Undergraduates
 - Problem Solving
 - Critical Thinking
 - Effective Oral Communication
 - Effective Use of Technology
 - Integration.

Other Key Metrics and Processes Used

- Review of Syllabi for content and assessment
- Oral and Written Evaluation forms for Learning Alliance, Practicums, etc. (measuring knowledge and application, as well as oral and written communication skills)
- Content in Executive Challenge: critical incidents, extensive cases, extemporaneous responses (oral responses, standing, and rating form), Key Executive Challenge from regional, national, and (possibly global)
- EBI, GMAC and Alumni Survey (all to be implemented this spring). Last alumni survey was four years ago.
- Minutes from MBA Committee meetings

MS CSIS Learning Goals Rubrics and Assessment

The MS CSIS program uses both direct and indirect assessment measures to determine whether students attained prescribed educational goals. First, all students are required to complete a project and/or thesis before they graduate. This capstone experience requires students to apply concepts and principles studied in earlier courses. Second, a “Student Exit Interview” (conducted during the project/thesis

presentation – attached below) and a “Post Graduate Student Survey” (completed by all graduating students six months after graduation – attached below) is administered to all students.

The following table provides the detailed criteria and assessment for the MS CSIS Program:

LEARNING GOAL/OUTCOME	CRITERIA	ASSESSMENT PROCESS/METHOD
<p>1. Graduates will be able to formulate and solve problems using advanced mathematics and numerical methods, and computer information systems-based techniques.</p>	<p>Students must demonstrate knowledge of mathematical definitions associated with such mathematical concepts as algorithms for sorting, searching, pattern matching, and polynomial arithmetic, cryptography, as well as study of greedy algorithms and graph algorithms.</p> <p>They must be able to identify relevant algorithms, and use them in the logical construction of a valid solution to a problem.</p>	<p>The assessment procedure is based primarily on assignments involving both pencil and paper problems as well as computer programming exercises in the CSC 532 (Design and Analysis of Algorithms) course.</p> <p>Minimal course competencies have been developed by designated departmental faculty who normally teach the CSC 532 course. These minimal competencies ensure adequate and consistent coverage of course topics. Embedded course examination questions are the primary assessment mechanism.</p>
<p>2. Graduates will demonstrate knowledge of ethics and professionalism, and understand contemporary issues such as green computing, data security, privacy, and compliance with regulations.</p>	<p>Students must demonstrate an awareness of concepts such as risk assessment, planning, protection, and incident and disaster response measures, as well as emerging privacy, legal and ethical issues.</p>	<p>Student presentations and classroom discussions of case studies relating to computer ethics and professionalism.</p> <p>Security, privacy, and regulations are assessed in MIS 534 (Information Security Management). This course is required of all students in the program. Course examinations will collect data regarding how well students are learning this material.</p>

<p>3. Graduates will be able to complete analysis and design of business processes employing the latest information technology techniques, including the unified process model.</p>	<p>Students must demonstrate knowledge of software life cycle models; cost and schedule estimation; project management; risk management; formal technical reviews; analysis, design, coding and testing methods; configuration management and change control; software reliability estimation; and iterative software development processes.</p> <p>Students will design and develop of software using modern integrated software environments such as Visual Studio or Eclipse.</p>	<p>The software development process is the focus of many of the courses in the program. Students are required to use of modern software development tools.</p> <p>To ensure appropriate coverage of course topics, faculty members have developed minimal competencies for the two courses that address this learning objective. Both MIS 565 (Analysis, Modeling, and Design) and CSC 550 (Software Engineering) are required of all students in the program. Final examination questions are based on topics covered by the minimal competencies.</p> <p>Student presentations and classroom discussions of case studies relating to learning objective criteria are required in both the MIS 565 and CSC 550 course.</p>
<p>4. Graduates will be able to apply science and business principles to analyze and interpret data, using analytic and computer-based techniques.</p>	<p>Students must be able to identify patterns and trends in data; be familiar with database terminology; analyze data from different perspectives and summarize it into useful data models; write efficient queries to retrieve relevant data; analyze, design, and implement a DBMS to solve a real world problem.</p>	<p>Many computer systems use databases to store data and to facilitate analysis. All students in the program are required to complete MIS 555 (Database Management Systems).</p> <p>The primary assessment instruments for this learning objective include student-based projects and relevant questions embedded in examinations.</p>
<p>5. Graduates will demonstrate effective communication through written and oral presentations.</p>	<p>Students must demonstrate that they are effective communicators through both written and oral presentations.</p>	<p>Data for the assessment will come from the written documentation and oral presentations required as part of the capstone project (both the thesis and project option).</p>
<p>6. Graduates will be exposed to a variety of advanced technology communications tools, such as web-conferencing, wiki's, social networking software.</p>	<p>Students must demonstrate knowledge of definitions associated with such concepts as client/server computing, network programming interfaces, distributed computing, security, and network protocols.</p> <p>Students must demonstrate working knowledge network-based software tools and will implement web-based distributed network software tools.</p>	<p>The assessment procedure is based primarily on assignments involving pencil and paper problems as well as computer programming problems in the CSC 544 (Network Programming) course – a required course for the program.</p> <p>Minimal course competencies have been developed by faculty who normally teach the CSC 544 course. Embedded course examination questions, based on these minimal competencies, are the primary assessment mechanism to ensure that students demonstrate the required knowledge (included in this list of competencies is the requirement of using advanced communication tools).</p>

<p>7. Graduates will be familiar with the problems of managing a project with the purpose of achieving a specific objective (project management skills). They will be able to assume software project management roles in a business environment.</p>	<p>Students must demonstrate an understanding of project management concepts and techniques, including operational and conceptual issues faces by modern project managers in organizational settings.</p> <p>Students must be able to describe the terms and guidelines that are used to manage costs, schedules, risk, and group dynamics throughout the life cycle of a project.</p>	<p>This assessment procedure is underdevelopment.</p> <p>As a new program, we are in process of developing additional assessment procedures for this learning objective. We are awaiting feedback from recent alumni of the program and the mandatory graduate school program review before completing these procedures.</p>
<p>8. Graduates will demonstrate the ability to assess a variety of information technology issues on both managerial and technical grounds.</p>	<p>Students must demonstrate knowledge of strategic and tactical issues of information systems and technology as they support and lead the operations of the organization.</p>	<p>This assessment procedure is underdevelopment.</p> <p>As a new program, we are in process of developing additional assessment procedures for this learning objective. We are awaiting feedback from recent alumni of the program and the mandatory graduate school program review before completing these procedures.</p>
<p>9. Graduates will be able to apply science and business principles to design and implement advanced software systems.</p>	<p>Students must demonstrate knowledge of the principles of the design and development of software systems.</p> <p>Students must be able to describe and apply the following principles of software engineering: separation of concerns; modularity and abstraction; anticipation of change; generality; and incremental development.</p>	<p>This assessment procedure is underdevelopment.</p> <p>As a new program, we are in process of developing additional assessment procedures for this learning objective. We are awaiting feedback from recent alumni of the program and the mandatory graduate school program review before completing these procedures.</p>
<p>10. Graduates will be able to build complex information system models and understand change management processes, information technology strategies, and project management skills.</p>	<p>Students demonstrate that they understand the plethora of topics and concepts involved in this learning objective primarily through the implementation of a substantial software project.</p>	<p>This assessment procedure is underdevelopment.</p> <p>As a new program, we are in process of developing additional assessment procedures for this learning objective. We are awaiting feedback from recent alumni of the program and the mandatory graduate school program review before completing these procedures.</p>

<p>11. Graduates will have a broad perspective in the technology spectrum that ranges from a very scientific basis to the applied issues and needs of business users.</p>	<p>Students will be exposed to both an information systems (business) perspective and a computer science perspective due to the joint nature of the program. MIS and CSC perspectives are an integral part of the required core courses in the program.</p>	<p>This assessment procedure is underdevelopment.</p> <p>As a new program, we are in process of developing additional assessment procedures for this learning objective. We are awaiting feedback from recent alumni of the program and the mandatory graduate school program review before completing these procedures.</p>
<p>12. Graduates will have managerial understanding of information technology issues, such as cost management and policy making. They will be exposed to the operational and financial aspects of business management, including disaster recovery and business continuity planning.</p>	<p>Students in the program will have demonstrated knowledge of cost management; financial aspects of business management; accounting; marketing; and aspects of disaster recovery and business continuity planning.</p>	<p>This assessment procedure is underdevelopment.</p> <p>As a new program, we are in process of developing additional assessment procedures for this learning objective. We are awaiting feedback from recent alumni of the program and the mandatory graduate school program review before completing these procedures.</p>
<p>13. Graduates will demonstrate that they are able to function in team-oriented, multi-disciplinary environments.</p>	<p>Students must demonstrate team-oriented skills in both information systems and computer science.</p>	<p>This assessment procedure is underdevelopment.</p> <p>As a new program, we are in process of developing additional assessment procedures for this learning objective. We are awaiting feedback from recent alumni of the program and the mandatory graduate school program review before completing these procedures.</p>

The MS CSIS program also relies on feedback from employers to assess the quality of its students and curriculum. Many of our students participate in student internship experiences with local businesses. After the experience, both the student and employer are required to complete a questionnaire assessing the internship and how well our program prepared the student for the specific tasks they were responsible for. Additional feedback from the business community comes by way of our “Industry Advisory Board”. Members of this board consist of professionals in the field who provide feedback on how well students are able to adapt to the work environment and the content covered in our curriculum – assessing both strengths and weaknesses. When appropriate, these professionals may also serve on a student’s capstone project.

**Master of Science in Computer Science and Information Systems (MS CSIS)
Student Exit Interview Form**

Student Name: _____

Date: _____

Rate this student in comparison to other students at UNCW using the following scale. The level of performance demonstrated by this student is:

- 1 – Significantly Below Expected Levels
- 2 – Below Expected Levels
- 3 – At Expected Levels
- 4 – Above Expected Levels
- 5 – Significantly Above Expected Levels

With respect to:

_____ 1. Selecting and narrowing a topic worthy of further research investigation or project implementation.

_____ 2. Using computer literacy skills and information databases to find relevant research articles.

_____ 3. Independently reading papers in the computer science and information systems literature.

_____ 4. Applying concepts, principles, and theories in research or real practice.

_____ 5. Critically analyzing and evaluating the results of the project or thesis.

_____ 6. Assessing the conclusions and implications of the research or a project that solves a particular scientific or business problem.

_____ 7. Presenting the findings of the research or project implementation in a clear, coherent, and succinct way.

_____ 8. Evaluating the work of others objectively and fairly.

_____ 9. Critically analyze a business user's needs and develop a strategy for solving a business problem

_____ 10. The combination of learning from both the computer science and information systems disciplines was beneficial to the student's future research or business opportunities.

Comment on the student's strengths and/or weaknesses:

**Master of Science in Computer Science and Information Systems (MS CSIS)
Post Graduate Student Survey Form**

Name: _____

Date: _____

The purpose of this survey is to collect data to be used in an on-going assessment program to evaluate the MS CSIS Program at the University of North Carolina Wilmington. As a graduate of this program, we need your feedback on how well the program prepared you for your career.

Your responses to this survey will remain anonymous. Results will be analyzed and reported in terms of group statistics and collected comments.

For each statement that follows, please indicate your level of agreement. Space is provided for your comments that explain or clarify your answer. While we are principally interested in the courses in the program, you may add comments on other courses at the university if you wish but please make clear to which courses you are referring.

1. I learned a great deal in the MS CSIS program.

Strongly Disagree Disagree Not Sure Agree Strongly Agree

Comment:

2. I was well prepared for employment or continued graduate study.

Strongly Disagree Disagree Not Sure Agree Strongly Agree

Comment:

3. The work required for the program was:

Too Difficult Difficult Reasonable Easy Too Easy

Comment:

4. Faculty were readily available for assistance on course work.

Strongly Disagree Disagree Not Sure Agree Strongly Agree

Comment:

5. The quality of teaching in the program was good.

Strongly Disagree Disagree Not Sure Agree Strongly Agree

Comment:

6. The classrooms and computer labs that support the program were satisfactory.

Strongly Disagree Disagree Not Sure Agree Strongly Agree

Comment:

7. Independent study opportunities were encouraged.

Strongly Disagree Disagree Not Sure Agree Strongly Agree

Comment:

8. The core courses in the program were appropriate.

Strongly Disagree Disagree Not Sure Agree Strongly Agree

Comment:

9. I can analyze, design and implement efficient computerized solutions to “real life” problems.

Strongly Disagree Disagree Not Sure Agree Strongly Agree

Comment:

10. I can write technical documents such as specifications, design and users’ manuals in a specified format.

Strongly Disagree Disagree Not Sure Agree Strongly Agree

Comment:

11. I am comfortable orally presenting a technical topic.

Strongly Disagree Disagree Not Sure Agree Strongly Agree

Comment

12. I have a good general background in Computer Science and Information Systems.

Strongly Disagree Disagree Not Sure Agree Strongly Agree

Comment:

13. The prerequisite courses provided a good background to prepare me for the program.

Strongly Disagree Disagree Not Sure Agree Strongly Agree

Comment:

14. What did you like best about the program?

15. What did you like least about the program?

16. What would you recommend to improve the program?

Please return the completed survey to:

Graduate Coordinator - MS CSIS Program
Computer Information Systems Building
UNC Wilmington
601 South College Road
Wilmington, NC 28403

MEASUREMENT

Measurement will be based on trend analysis in all skill, knowledge, and perspective rubrics for the undergraduate programs and for all data derived from rubrics in the graduate programs. Trend analysis will utilize direct and indirect methods. Direct methods will come from the rubric scores and will be held in a database where summary statistics will be maintained and analyzed at least annually. Indirect data assessing student perception of learning will be correlated with direct data to gain additional insight into learning.

Qualitative Data

UNCW Internal Surveys

The University currently subscribes to three data information surveys for its students. These surveys are designed to gain student perception as related to numerous attributes contributing to a university education and personal growth experience. UNCW uses the National Survey of Student Engagement (NSSE) and the National Survey of Faculty Engagement (FSSE) and a Senior Exit Survey, annually. Data from these surveys is aggregated at the university level. Data related to those students declaring business as their major with specific focus on learning goals has been developed as a subset for the NESSE survey. Three years of data are trended below:

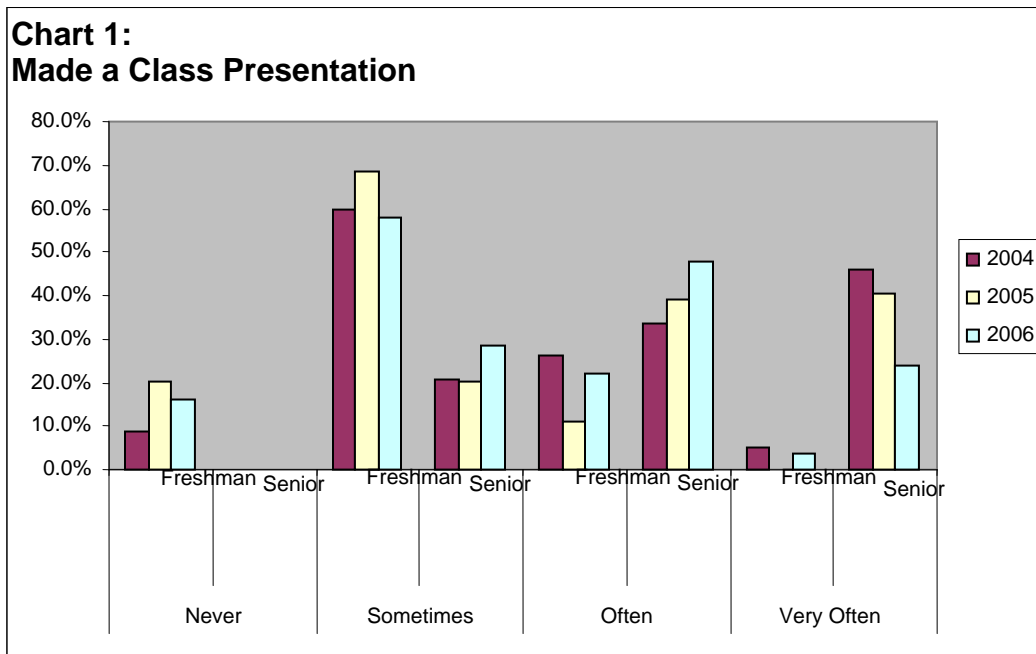


Chart 2:
Prepared two or more drafts of a paper or assignment before turning it in.

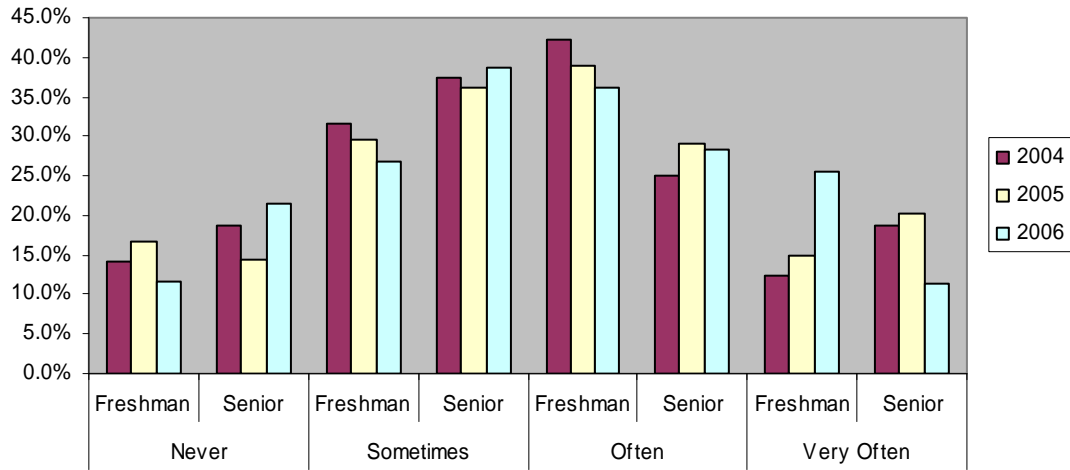


Chart 3:
Worked on a paper or project that required integrating ideas or information from various sources.

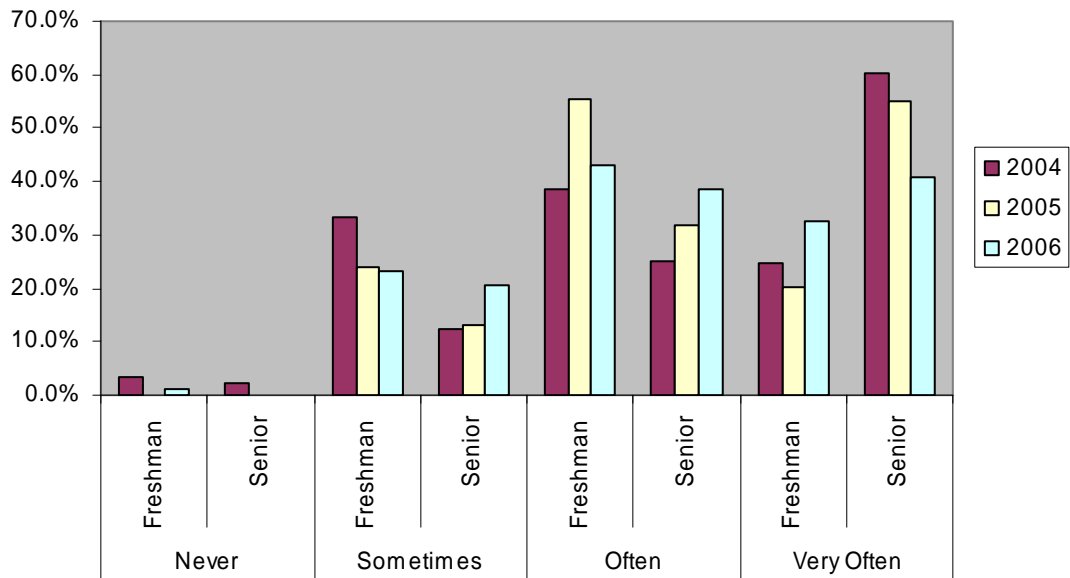


Chart 4:
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.

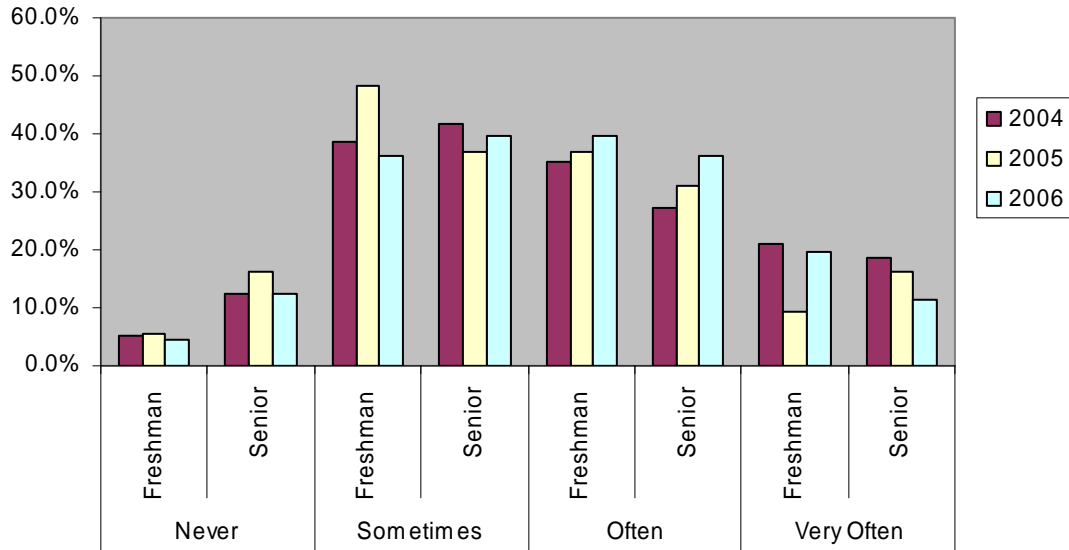


Chart 5:
Put together ideas or concepts from different courses when completing assignments or during class discussions.

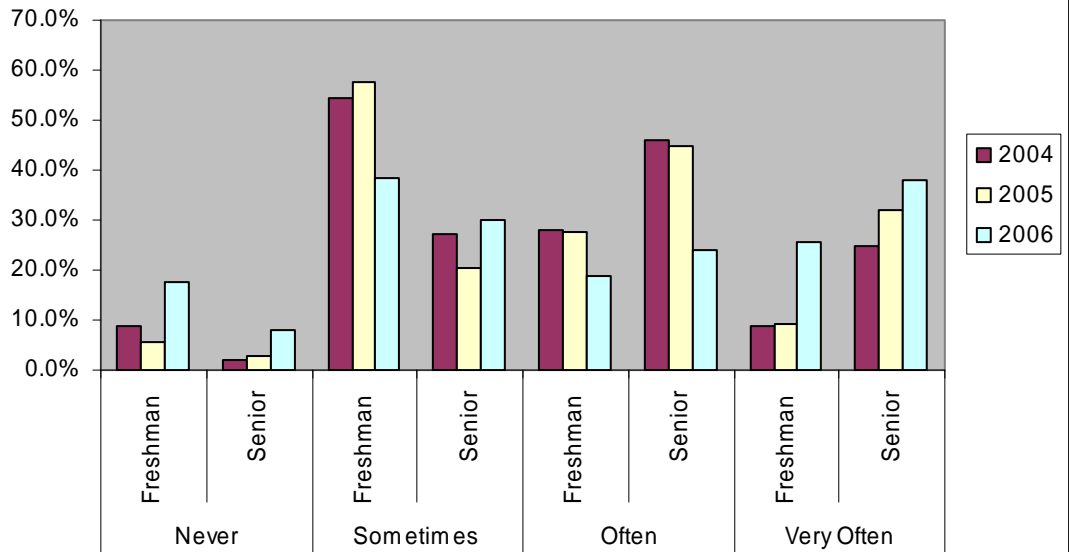


Chart 6:
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment.

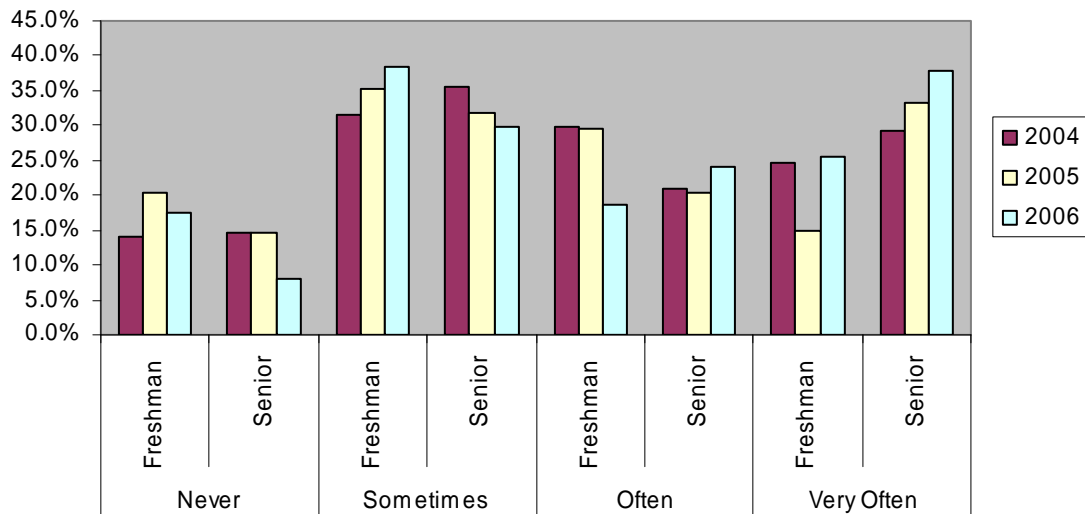


Chart 7:
Course work emphasized: ANALYZING the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components.

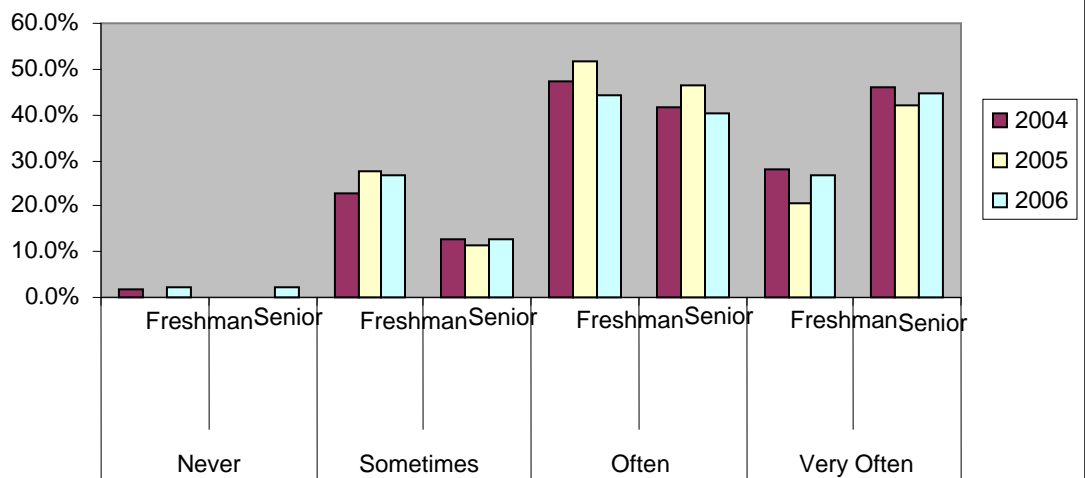


Chart 8:

Course work emphasized: 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.

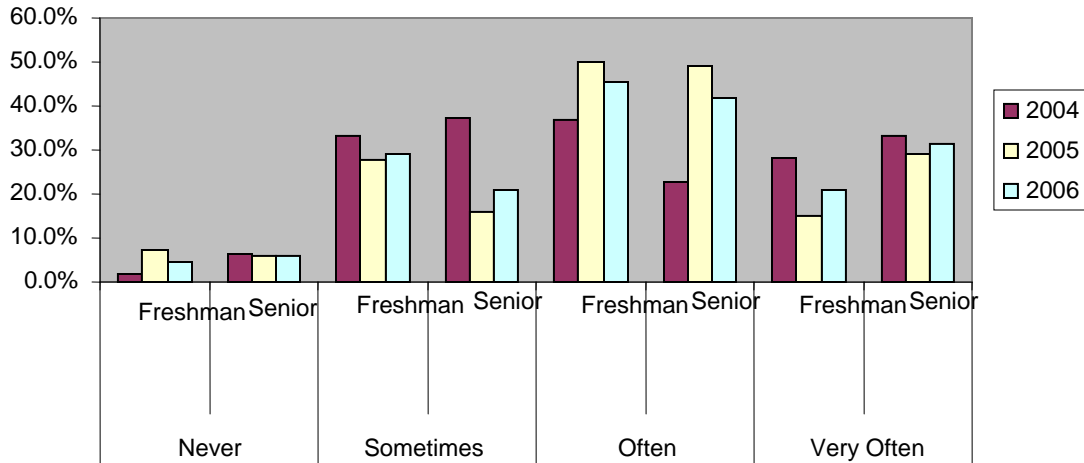


Chart 9:

Course work emphasized: APPLYING theories or concepts to practical problems or in new situations.

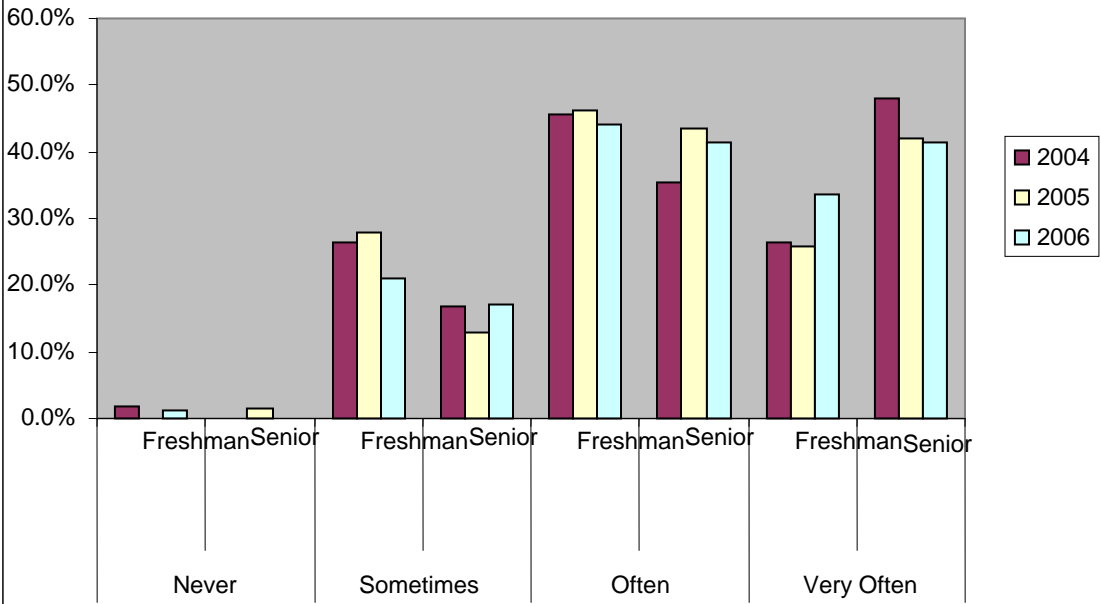


Chart 10:
Institutional contribution: Writing clearly and effectively.

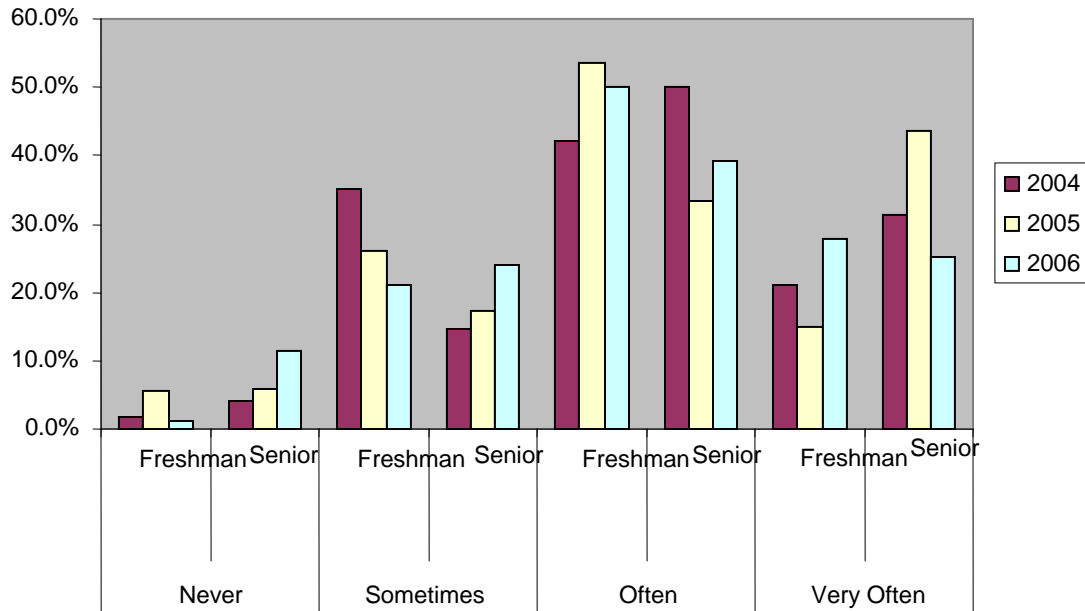


Chart 11:
Institutional contribution: Speaking clearly and effectively.

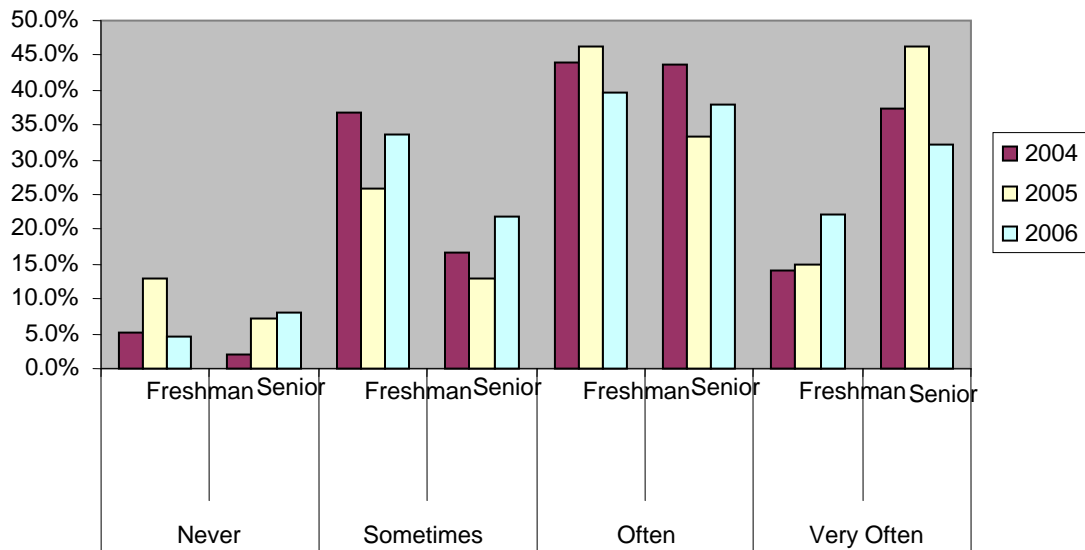


Chart 12:
Institutional contribution: Thinking critically and analytically.

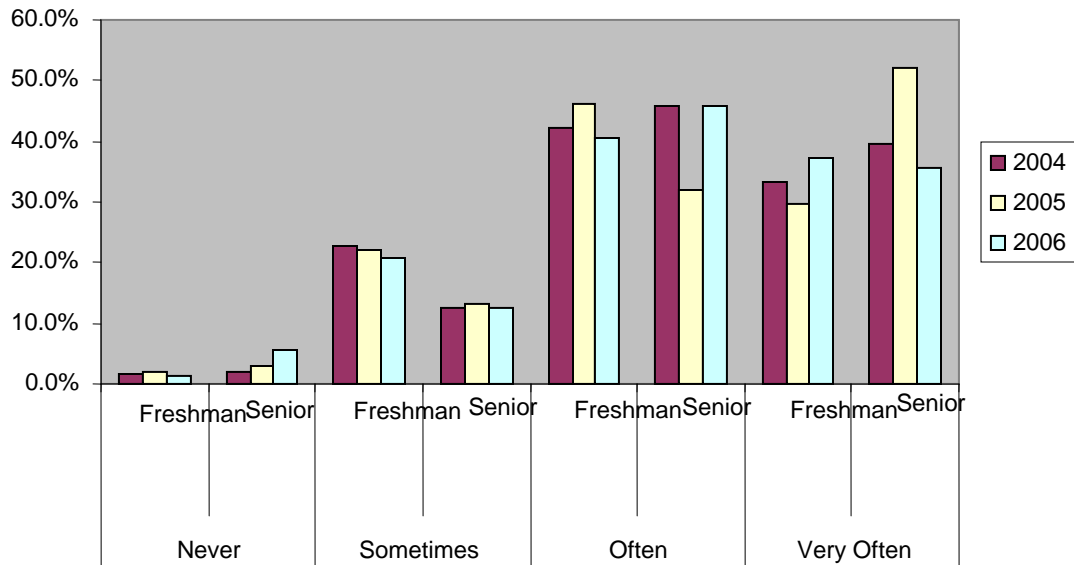
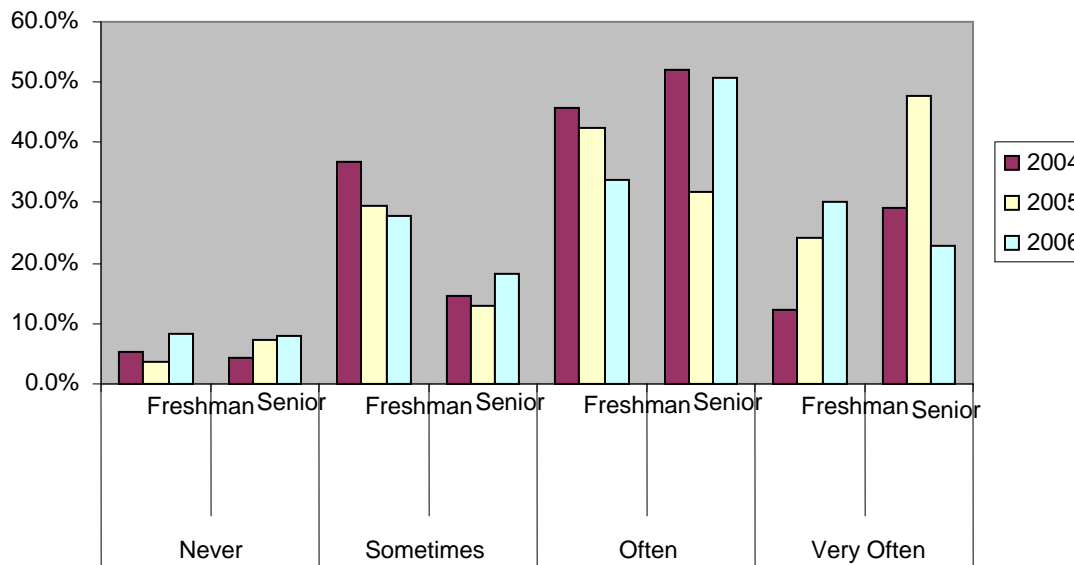
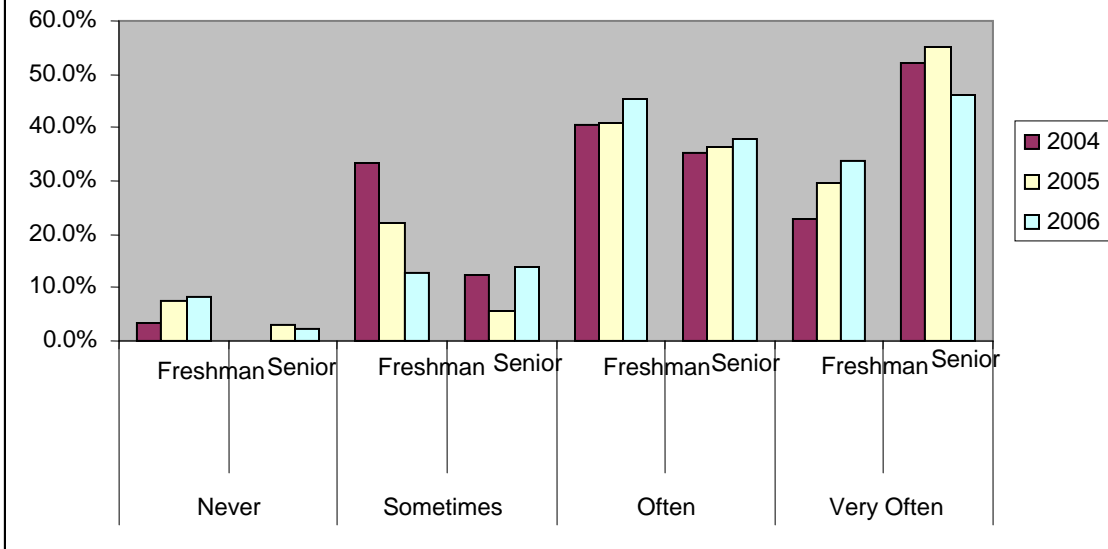


Chart 13:
Institutional contribution: Analyzing quantitative problems



**Chart 14:
Institutional contribution: Using computing and information
technology.**



Cameron School of Business EBI Benchmarking Surveys

In addition to University perception analysis, the Cameron School of Business subscribes to data from AACSB through its benchmarking services, EBI. Below are the graphical trends developed for the attributes reflecting CSB learning outcomes for the periods 2003-2006. The CSB is compared to the means for all institutions in the same Carnegie (CRG) class as the CSB. The scale for responses is 1-7.

Chart 15
Factor 1 Quality of Faculty and Instruction

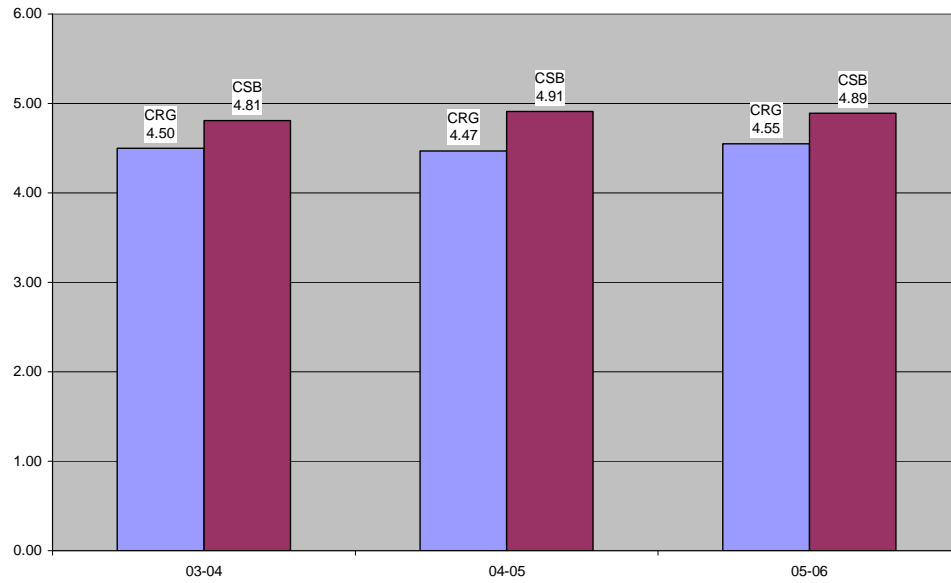


Chart 16
Factor 5 Breadth of the Curriculum

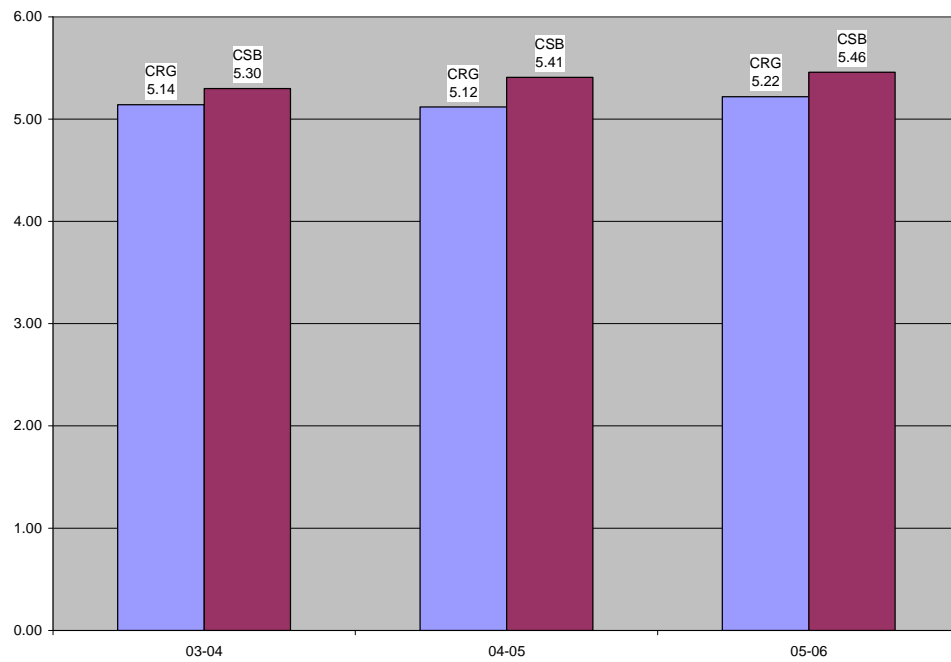


Chart 17
Factor 12 Effective Communication and Team Work

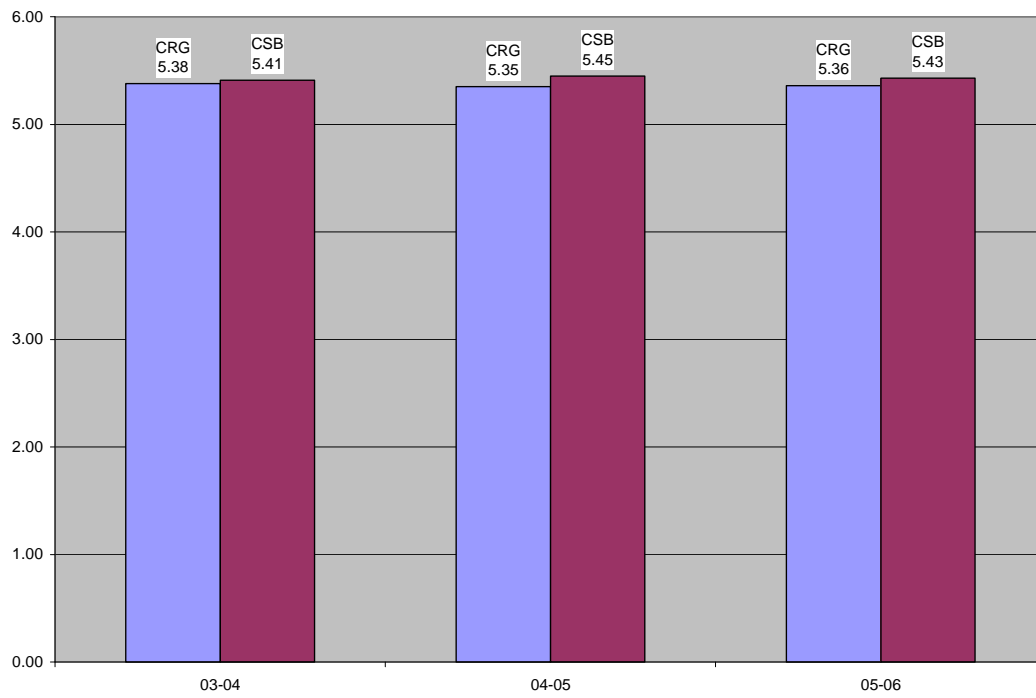


Chart 18
Factor 13 Use and Manage Technology

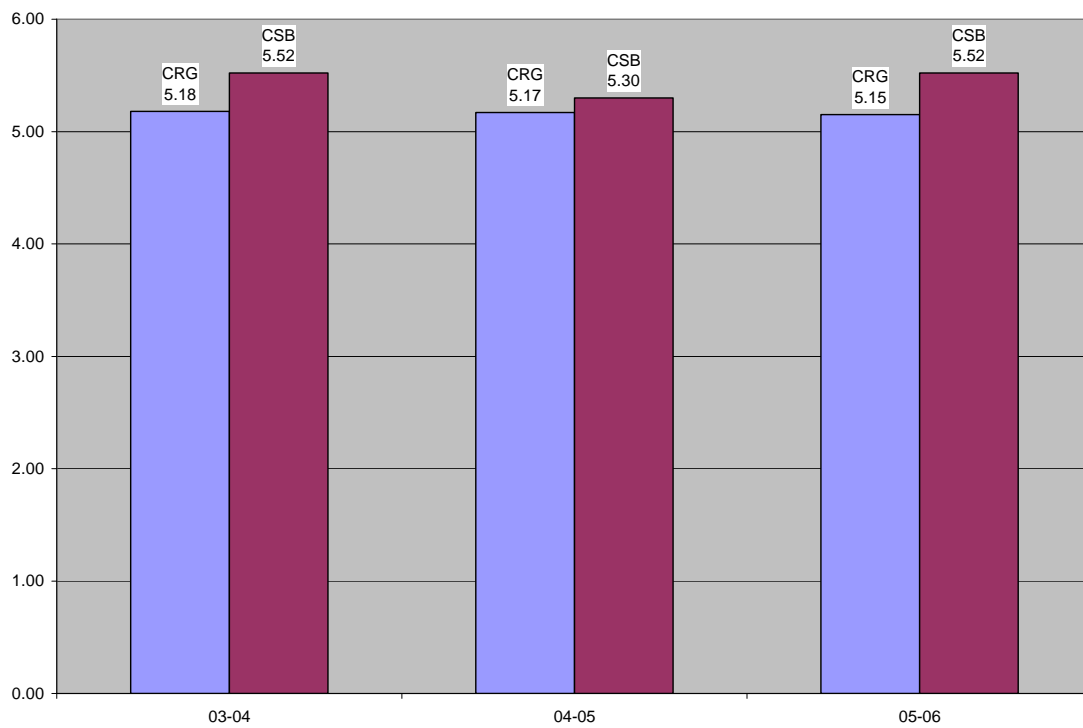


Chart 19
Factor 14 Effective Management and Leadership Skills

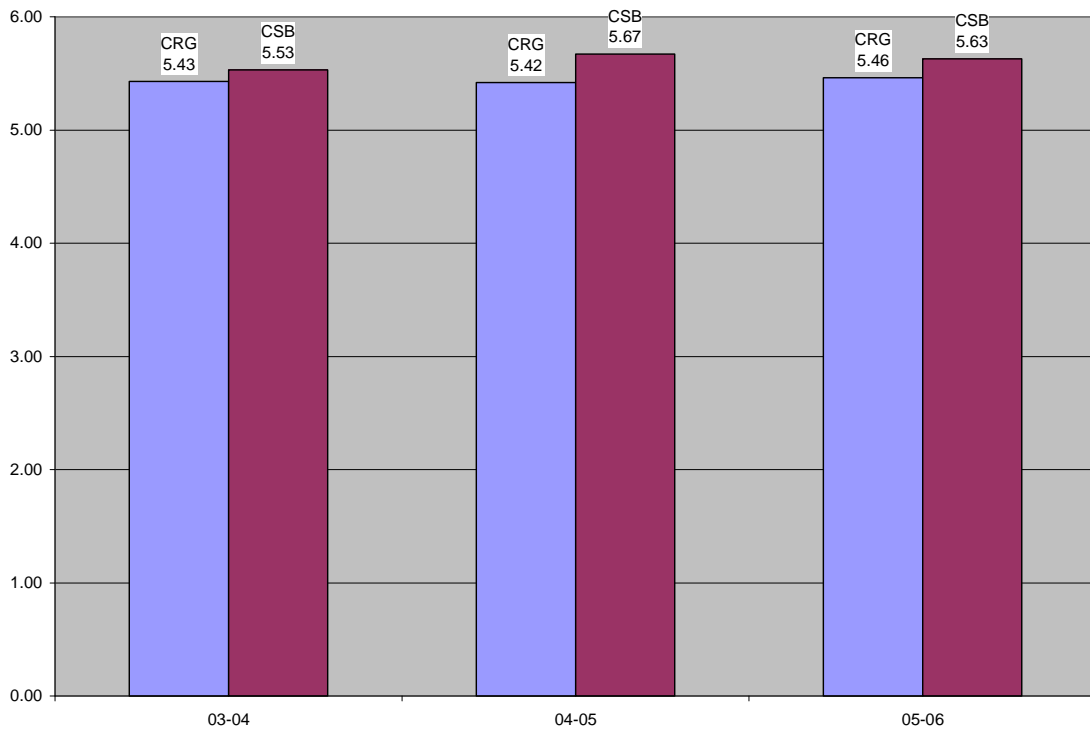
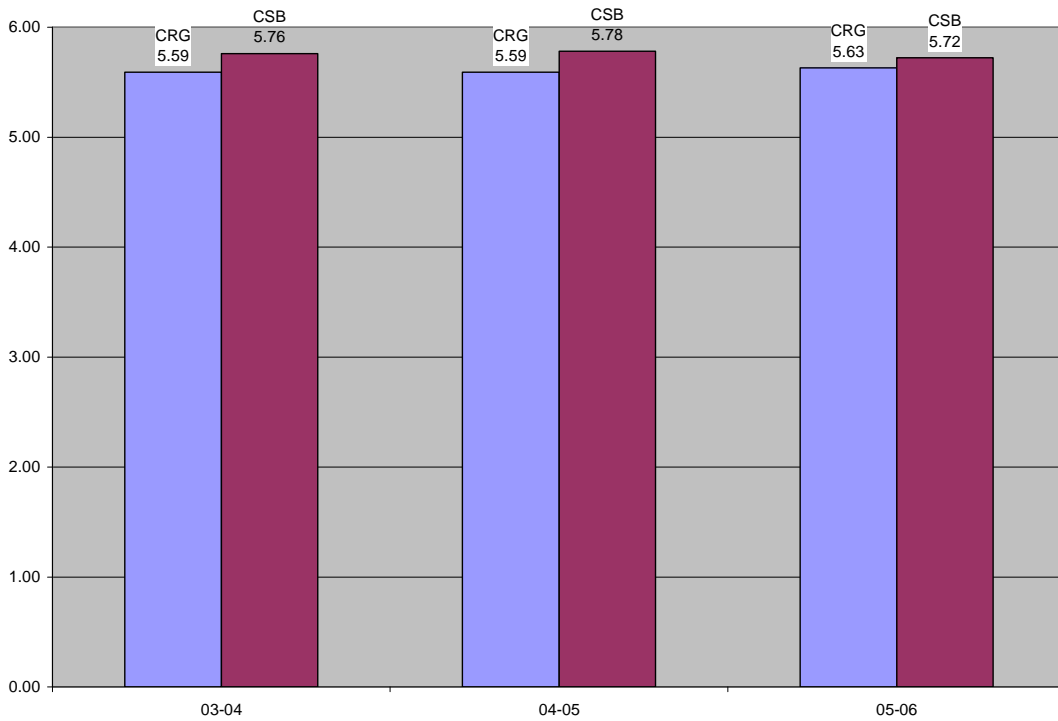


Chart 20
Factor 15 Critical Thinking and Problem Solving



In addition to external survey administration and evaluation from the UNCW Institutional Research Office, the CSB Curriculum Committee was asked to evaluate course content relevant to coverage of the learning goals in undergraduate classes. Table 1 reflects an assessment of both in-class and out-of class hours by business core classes dedicated to learning goals. Information for this chart was provided by faculty members teaching the business core classes.

Table 1: Learning Goals (in-class hours/out-of-class hours)

Learning Goals (in-class hours /out-of-class hours)	ACG 201 Lab	ACG 203	BLA 361	ECN 221	ECN 222	ECN 324	FIN 335	MGT 350	MGT 455	MIS 213	MKT 340	QMM 280	POM 370	In Class	Out of Class	Total
1. Utilize leadership and team skills to accomplish group tasks.	1/2	0/0	5/10	0/0	0/0	0/0	0/0	6/4	2/18	3/2	3/15	0/0	0/0	24	61	85
2. Demonstrate critical thinking and problem-solving skills through problem identification, analysis and synthesis of data, evaluation of alternatives, and defense of a solution.	8/45	12/30	11/24	33/50	33/50	15/30	30/16	4/8	7/18	4/7	2/5	40/65	25/14	216	350	566
3. Conceptualize a complex issue into a coherent written statement.	4/4	0/20	.5/3	4/4	1/5	5/5	2/2	3/8	4/11	1/2	3/5	0/0	0/0	27.5	69	96.5
4. Conceptualize a complex issue into a coherent oral presentation.	3/1	0/0	4/10	0/0	0/0	0/0	0/0	3/3	3/12	2/2	1/2	0/0	0/0	18	35	53
5. Demonstrate the effective use of technology.	16/1	0/30	.5/5	0/1	0/1	0/0	4/8	0/2	2/3	20/36	1/3	2/5	3/2	46.5	94.5	141
6. Understand the importance of ethics.	2/0	1.5/2.5	6/16	1/1	0/0	5/0	1/1	3/1	2/2	2.2/1.7	5/2	0/0	1/0	32.7	34.2	66.9
7. Understand the importance of diversity.	0/0	0/0	3/9	0/0	1/1	0/0	0/0	3/1	2/0	0/0	3/1	0/0	0/0	13	13	26
8. Understand the importance of social responsibility and legal issues.	2/0	2/1	11/30	3/3	3/3	5/2	1/0	4/4	3/3	1.8/1.5	6/1	0/0	2/0	44.8	53.5	98.3
9. Demonstrate an understanding of global business practices which embraces the opportunities of multicultural, diverse environments, as they relate to local, national and global operations.	1/0	2/2	2/6	3/6	4/4	5/5	3/1	4/1	6/9	2.8/1.7	4/0	0/0	3/1	38.8	39.7	78.5
10. Integrate discipline-specific knowledge across functional areas.	0/0	5/10	2/4	1/2	3/3	10/10	4/4	6/0	10/20	5.3/3	5/0	3/5	4/1	58.3	66	124.3
In-Class Hours	37	22.5	45	45	45	45	45	36	41	42.1	33	45	38	519.6		
Out-of-Class Hours	53	95.5	112.5	67	67	52	32	32	96	56.9	34	75	18		815.9	
Total Hours	90	118	157.5	112	112	97	77	68	137	99	67	120	56			1335.5

DATA ANALYSIS (CLOSING THE LOOP)

All data will be collected and analyzed at least annually by the AOL committee. Initially the focus will be on trend analysis, correlation, and other issues. All data will be presented to the faculty at each faculty meeting and will be available internally on the CSB web-site. The standard or targeted bar for consideration of what constitutes effective learning will not be determined for each rubric until eight semesters of data have been collected. The “standard” will be established based on rubric data, student qualifications, and other factors. The intent is to set a standard that is not inappropriately low, nor excessively high, but rather reflects the CSB mission and the students it serves. Once the standard has been set, each semester during the first three years the AOL committee will focus on a particular rubric for quality improvement. As substantive data is collected the focus on each rubric and the development and reframing of learning goals will determine the time line for improvement of learning for each rubric in later years. The CSB views this process as one of continuous improvement and learning.

As data is developed, if trends indicate that further analysis of data is required, the AOL will carefully evaluate the data and forward the information to the appropriate CSB body to investigate and provide possible insights and/or solutions. The appropriate body may be a department, program, or standing committees like curriculum, strategy, etc. The AOL Director will document any actions taken and improvements made.

FUTURE ACTIVITIES OR CONSIDERATIONS

Faculty Recognition for Innovation and Student Learning

As a part of the CSB strategic plan, funds have been identified to recognize those individual faculty contributors who make a contribution to student learning through innovative classroom methods designed to specifically improve student learning. At this time this is in the planning phase and would be implemented in the 2007-2008 year.

Learning and Team Building Assessment Center

Utilizing the Cameron Executive Network (CEN) and the Center for Creative Leadership in Greensboro, NC, it is envisioned that a leadership assessment center could be developed for students in the CSB desiring to improve their leadership and team skills. The concept is that students wishing to participate in the program could be assessed as they enter the Cameron School and at several points throughout their degree programs in terms of leadership and team skills. The CEN members in cooperation with the faculty would track progress, coach and suggest improvements to students to effectively develop or improve leadership skills. Information and data from the CEN volunteers, assessment instruments administered and feedback from the students could be used to make improvements to curriculum. A grant would be sought to support this activity. The AOL Director will conduct a preliminary analysis during the 2007-2008 year as it relates to this concept.

Faculty Activity Reports

As a part of their annual review, faculty are required to identify course improvements and innovations conducted in past years or planned in future years. Documentation needs to be revised to reflect learning goals and information captured as a part of the AOL process. The committee will investigate this during the 2007-2008 year.

Web-site

During this next year a Web site will be developed 'showcasing' various innovations and approaches to improve student learning. This will be the CSB 'storyboard' to be shared with other AACSB schools.

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<<http://www.winona.edu/air/resourcelinks/OralBusPres.pdf>>.

<<http://www.winona.edu/air/resourcelinks/team%20work.pdf>>.

<<http://www.winona.edu/air/rubrics.htm>>.

APPENDIX A

Cameron School of Business Assurance of Learning Historical Background July 2004-January 2007

BACKGROUND AND BRIEF HISTORY

In the fall of 2004, Dean Larry Clark of the Cameron School of Business (CSB) charged the Associate Dean, Dr. John Marts with the development of learning goals, collection of data, and overall guidance of process for AACSB's Assurance of Learning (AOL). In 2005 Dr. Marts resigned as Associate Dean due to a terminal illness. Dr. Marts continued in his role as Director of Assurance of Learning, collecting data and directing oversight of the AOL process. During his tenure as AOL Director he focused on education of AOL through the identification of individuals sent to AACSB Assessment seminars as well as defining a process for assurance of CSB learning goals. Dr. George Schell assumed the role of Associate Dean in July 2005 and after the passing of Dr. Marts also assumed the role of oversight for the AOL process.

During the 2005-2006 academic year Dr. Schell convened the Assurance of Learning Committee during Dr. Mart's illness. During fall 2005, the learning goals were developed and in spring 2006 were approved for the undergraduate program (ten concentration programs) as well as the Masters of Business Administration (MBA), Masters of Accountancy (MSA) and the Masters of Science in Computer Science and Information Systems (MSCSIS) programs. In addition the Assurance of Learning Committee and the Undergraduate Curriculum Committee worked to develop a spread sheet reflecting contact hours for each goal. (See Table 1).

In fall 2006, a faculty committee continued the AOL process development; a major change was to have the committee chaired by a faculty member. However at the end of the fall 2006 semester, the committee, for a variety of professional commitments, was not able to continue its work. In the spring of 2007, a new committee was convened. Specific selection criteria for leadership and membership were established. Many of these committee members served on prior AOL activities and were deemed qualified and educated in the process and its desired outcomes. The charge for this new committee was to develop a plan for AOL processes and to present this plan for approval to the full faculty in the fall, 2007 faculty meeting.

Since fall 2004, department chairs and committee members participated in 18 seminars at AACSB, participated in the university-wide assurance of learning programs on campus, and engaged Susan Hatfield (an assurance of learning consultant) for a half-day session with Cameron School members of the Assurance of Learning Committee, several faculty and administrators. A total educational investment of \$38,500 was dedicated to this process.

Undergraduate Program

The development of the undergraduate program learning goals began in the CSB Strategy Committee. This committee consists of the Dean, Associate Dean, Department Chairs, and elected representatives from each department. From this starting point the AOL committee used information from other AACSB schools as well as EBI Benchmarking results as data points for origination. The learning goals developed were then reviewed and approved by the CSB Executive Committee and the CSB Curriculum Committee. In order to gain other stakeholder input, the learning goals were reviewed and adopted by the CSB Student Advisory Committee and the CSB Advisory Committee. After these reviews, modifications were taken back to the Strategy, Executive, and Curriculum committees for additional

improvements. During spring 2006 the learning goals for the CSB were voted on and approved by the Cameron School of Business full faculty.

Graduate Programs

Both the MBA and MSA programs followed similar processes in developing learning goals. Both programs developed learning goals in the MBA and MSA committees, respectively. These committees consist of faculty membership from all departments, the Program Director, the Graduate Program Administrator, and student representation (in the case of the MBA from both first year and second year classes). The MSA program also has an external advisory board which also reviewed and approved MSA learning goals. Both programs were approved by the full faculty.

The MSCSIS program is a joint program by the Cameron School of Business, Information Systems and Operations Management Department and the College of Arts and Sciences, Computer Science Department. The program is coordinated by a committee representing faculty in Computer Science and Information Systems and is lead by a program director and program coordinator. The committee developed the learning goals for the program. These goals were approved by the program external advisory committee. The program learning goals were approved by the full faculty.

LEARNING GOALS

Undergraduate Learning Goals

1. Our students will be able to integrate discipline-specific knowledge across functional areas and utilize leadership and team skills to accomplish group tasks.
2. Our students will demonstrate critical thinking and problem solving skills through problem identification, analysis and synthesis of data, evaluation of alternatives, and defense of a solution.
3. Our students will be able to conceptualize a complex issue into a coherent written statement and oral presentation, demonstrated with the effective use of technology.
4. Our students will understand the importance of social responsibility, diversity, ethics and legal issues.
5. Our students will demonstrate an understanding of global business practices that embrace the opportunities of multicultural, diverse environments, as they relate to local, national and global operations.

MBA Learning Goals

1. Our graduates will understand the importance of ethics, corporate social responsibility and the need to reflect that understanding in their actions and decisions.
2. Our graduates will have the leadership and team-building skills necessary to lead organizations in a dynamic environment, i.e. can act as change agents.
3. Our graduates will have the necessary oral and written communication skills to effectively interact with their stakeholders.
4. Our graduates will be able to apply knowledge in unfamiliar and dynamic circumstances through a conceptual understanding of relevant disciplines.
5. Our graduates will have the capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.

6. Our graduates will demonstrate an understanding of global business practices that embrace the opportunities of multicultural, diverse environments, as they relate to local, national and global operations.

MSA Learning Goals

1. To develop the skills necessary for critical thinking, professional research, and continuous learning.
2. To develop a global perspective of business and accounting practices.
3. To provide a framework for developing leadership and team building skills

MSCSIS Learning Goals

UNCW MSCSIS graduates will demonstrate the skills in the following categories.

1. Discipline Specific Knowledge, Skills, Behavior and Values

- Graduates will be able to formulate and solve problems using advanced mathematics and numerical methods, and computer information systems-based techniques.
- Graduates will demonstrate knowledge of ethics and professionalism, and understand contemporary issues such as green computing, data security, privacy, and compliance with regulations.
- Graduates will be able to complete analysis and design of business processes employing the latest information technology techniques, including the unified process model.
- Graduates will be familiar with the problems of managing a project with the purpose of achieving a specific objective (project management skills). They will be able to assume software project management roles in a business environment.
- Graduates will demonstrate the ability to assess a variety of information technology issues on both managerial and technical grounds.

2. Critical Thinking

- Graduates will be able to apply science and business principles to design and implement advanced software systems.
- Graduates will be able to build complex information system models and understand change management processes, information technology strategies, and project management skills.
- Graduates will be able to apply science and business principles to analyze and interpret data, using analytic and computer-based techniques.
- Graduates will have a broad perspective in the technology spectrum that ranges from a very scientific basis to the applied issues and needs of business users.
- Graduates will have managerial understanding of information technology issues, such as cost management and policy making. They will be exposed to the operational and financial aspects of business management, including disaster recovery and business continuity planning.

3. Communication

- Graduates will demonstrate effective communication through written and oral presentations.
- Graduates will demonstrate that they are able to function in team-oriented, multi-disciplinary environments.

- Graduates will be exposed to a variety of advanced technology communications tools, such as web-conferencing, wiki's, social networking software.

DATA REVIEWED PRIOR TO JANUARY 2007

AACSB EBI Benchmarking trends for the Cameron School of Business were evaluated for trend analysis for the past three years.

Table 2: CSB AACSB EBI Results for Learning Goals 2003-2006

Description	03-04	04-05	05-06
Quality of Faculty and Instruction	4.81	4.91	4.89
Breadth of the Curriculum	5.30	5.41	5.46
Effective Communication and Team Work	5.41	5.45	5.43
Use and Manage Technology	5.52	5.30	5.52
Effective Management and Leadership Skills	5.53	5.67	5.63
Critical Thinking and Problem Solving	5.76	5.78	5.72

In addition to AACSB EBI Benchmarking Surveys, the University of North Carolina Wilmington participates in the National Survey of Student Engagement (NSSE) and the National Survey of Faculty Engagement (FSSE) and a Senior Exit Survey, annually. These University assessment surveys have historically not been developed at the School or College level and can only be viewed in the aggregate as related to learning goals in general.

APPENDIX B

ASSURANCE OF LEARNING DIRECTOR AND COMMITTEE

In January 2007 the Cameron School of Business recognized that on-going learning measurement, outcomes, and improvement required continuity via administrative responsibilities and commitment. The position of Director of Assurance of Learning was created. This position reports to the Associate Dean and deals with learning assurance and assessment. In addition criteria for faculty member participation was developed and reviewed by the Executive Committee. The criteria were as follows:

Criteria for Faculty Selection

- Strong teaching motivation
- Passion for excellence in teaching
- Student centered
- Willing to work
- Open to new ideas
- Willing to explore new literature

AOL TEAM

Based on these criteria, the following faculty constitutes the 2006-2007 AOL Team:

Dr. Vince Howe - Currently MBA Director; former Department Chair of Management and Marketing; former Associate Dean of the Cameron School of Business; Associate Professor of Marketing; attended AACSB Assessment Workshop.

Dr. Dan Ivancevich – Immediate past Director of MSA Program; Professor of Accounting; Past President, Southeast American Accounting Association; Co-coordinator, Southeast American Accounting Association regional meeting.

Dr. Robert Keating - Associate Professor of Management, former Department Chair Management and Marketing; served on UNCW's Assessment Committee; participant in past AOL CSB committees; attended AACSB workshops on assessment.

Dr. Doug Kline - Associate Professor of Information Systems; participated on development team and served as committee member for MSCSIS program; member of the Cameron School of Business Strategy Committee; Internship and Placement Coordinator for Information Systems area; participant in Information Technology Executive Advisory board; attended Assurance of Learning two hour session spring 2006; attended Assurance of Learning two hour session Spring 2007.

Dr. Luther Lawson - Professor of Economics; recipient of Chancellor's Teaching Excellence Award; Distinguished Teaching Professorship Award; Academy of Economics and Finance Teaching Fellow; former Department Chair of Economics and Finance.

Dr. Thom Porter - Associate Professor Marketing, research focus on international marketing and strategic implementation.

Dr. Drew Rosen - Professor of Operations Management; former MBA director; recipient of Chancellor's Teaching Excellence Award; past member of AOL committees; former CEO of APICS; currently Country Liaison to France.

Dr. Kevin Sigler - Professor of Finance; recipient of Chancellor Teaching Excellence Award; Distinguished Teaching Professor Award recipient.

Dr. Rebecca Porterfield - Director AOL; former MBA Director; former Department Chair of Management and Marketing; former Associate Dean of CSB; former Associate Vice Chancellor of Academic Affairs. Participated in five SACS teams, chaired one team, scheduled to chair two teams in 2007-2008; recipient of Marshall T. Crews Alumni Award.