

Case Study

Case Study in Using Integrated Rubrics in Assessment

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Abstract

This case study takes a look at an integrated approach to assessment. The paper walks through the process of alignment of college mission and learning outcomes with departmental and course level outcomes. The department developed integrated assignments that are implemented across a four-year program to ensure learning outcomes. In order to assess those outcomes, the department developed an integrated rubric that is applied at multiple stages of the program levels as well as in various courses. This allows for feedback that is both summative and formative for future changes. The feedback loop has helped provide insight into course level and department level changes, but it has also enhanced departmental climate and work processes.

Keywords

Assessment, Rubrics, Learning Outcomes, Departmental Climate

1. Context Setting – Colleges move to Learning Objective Assessment –

We are facing an increasing societal demand to justify the value of a four-year degree in an institution of higher learning (Note 1, Note 2). This demand has put pressure on accrediting bodies, higher-education institutions and individual departments to show how learning outcomes are being achieved, aligned with stated needs and measured (Note 3). Institutions are undertaking a deep dive into their strategies which includes adopting learning outcomes that are relevant to prospective students, current students and the employers of graduates (Note 4, Note 5). This paper takes a look at the process of implementing new institutional learning outcomes in an integrated manner through a business program.

2. Institutional Shift

The context in which our case study takes place is a small regional liberal arts college in the Midwest. The college has undertaken a new strategic plan, with the appointment of a new president, to move the college to a strong stated identity and a clear market brand. In the midst of the self-analysis, the college assembled a team of faculty to develop new institutional learning outcomes (Figure 1). These outcomes were to be implemented in academic departments, co-curricular programs and extra-curricular programs. Each area mentioned was asked to develop assessment plans providing both formative and summative data to help move those learning outcomes forward by. The Business Department took these learning outcomes and used them to develop a comprehensive plan for measurement of programmatic goals and outcomes. In addition, this plan was incorporated into the program curriculum to provide a fruitful feedback loop for continuous improvement. This article discusses how this was accomplished, what the department learned from the process, and the challenges faced in the process.



Figure 1. College-wide Learning Outcomes

3. Course Alignment Mapping Project

Prior to the realignment, the Business Program had a strong history of assessment in which outcomes were collected to help determine how well they were achieving course goals. During the initial iteration of identifying program learning outcomes, over 35 outcomes were identified. This was deemed too many to measure in a manner that would provide useful feedback. In addition, some of the outcomes identified were so narrowly focused that the additional information yielded did not provide effective program feedback or institutional feedback regarding the progress of the overall college learning outcomes. Once the process was complete, the department had identified four key learning objectives. Early on, in the learning objective mapping process, the department audited their learning outcomes. At the onset the group classified what was needed for disciplinary preparation (Note 6). These were then categorized into themes. These themes were aligned with the themes identified by the AAC&U. AAC&U was used as a benchmark of best practices due to their focus on liberal arts education and their work in creating a standardized assessment tool (Note 7). Once this alignment was accomplished, the department assessed their program outcomes to ensure alignment with the institutional goals,

mission and focus (Note 8, Note 9, Note 10). While it may seem counterintuitive to end with institutional goals instead of starting there, the last step was set up as a check to ensure consistency. The original assessment learning outcomes were aligned with the mission of the college so congruency should have been maintained throughout the process (Note 11). However, if a mission alignment exercise had never taken place, a department would want to start with first assessing the institutional mission and then moving into learning outcome development.

Business Department Themes:
Critical Thinking
Multiple Framing
Reflective Exploration of Meaning
Practical Reasoning

Figure 2. Business Department Themes

Next, the department mapped their curriculum. Each member of the department utilized a form to look at the learning outcomes addressed in each course they taught. They identified which learning outcome(s) each course addressed, how they measured that outcome (test, paper, exercise), the measurement tool (grade, score on a rubric) and if it was an introduction, a reinforcement or a demonstration of the concept. By doing this each faculty member could see where the outcomes were occurring, if the department was using a layered approach and the total impact of the learning outcomes. The additional benefit was that this process lent itself to the identification of gaps and overlaps in the curriculum (See Appendix A: Curriculum Map).

Once the curriculum map was created, faculty shared what skills and knowledge base they needed for their students to have when they entered each course. This helped each faculty member identify what learning outcomes were important from a course sequencing perspective.

With outcomes aligned and mapping complete, the faculty had an opportunity to ensure the assignments in different courses within a sequence were building in a manner that allowed for the layered approach to learning that was being sought. It also opened up communication between faculty about course outcomes and ways to further integrate courses. In addition, it allowed for the elimination of some of the concepts being taught in upper-level classes that were already being taught and achieved in lower level classes. The heightened understanding of each course outcome and skill/knowledge needs in upper level courses allowed for a utilization of assignments that built on knowledge gained in earlier sequenced courses.

Opening up the communication amongst the faculty members was, thus, extremely helpful in making the program more integrated and enhancing the outcomes of students. This allowed for a more highly coordinated approach to the curriculum which was then shared with students both formally (through

syllabi, cohort advising, etc.) and informally (through discussion of assignments, foreshadowing learning needed in courses later in the sequenced curriculum, etc.). The coordinated approach to outcomes allowed the department to shift to four key learning outcomes instead of the previous 35 outcomes identified.

Department Learning Objectives:

1. **Critical Thinking** – Students will develop a comprehensive understanding of how to access business; and to critically analyze complex material in order to evaluate evidence, construct reasoned arguments and communicate both inferences and conclusions.
2. **Multiple Framing** – the ability to analyze individuals, systems, businesses and societies through multiple frames of reference.
3. **Reflective Exploration of Meaning** – the ability to see things beyond utility and to wrestle with the self-reflective aspects of learning, to raise questions, recognize the human side of business and approach things in an ethical manner.
4. **Practical Reasoning** – articulate how key theoretical principles can be used to explain individual, organizational, and system processes to inform business policy, decision making and practical approaches to human and business issues across multiple contexts

Figure 3. Department Learning Objectives

This process provided a feedback loop at multiple levels – assessment committee, department administrator, and individual instructors. For the assessment committee, the department report provided a much more manageable number of results to review, due to the decreased number of inputs (See Appendix B – Assessment Report). This allowed the committee to see if the major(s) were functioning as claimed. In addition, it provided a much more integrated report instead of a collection of several sets of courses data. Focusing on a smaller number of outcomes that were built from the 100 (Foundation) to the 400 (Integration) level courses allowed for a macro look at the overall effectiveness of the program. From an institutional perspective, this built cohesion within the program and its individual majors.

For the department administrator, the results provided a guide of where to focus attention. When certain areas were falling short in a given year or trends were identified over several years, the administrator could narrow in on the source of the concern and address it more effectively. This outcome of curriculum mapping provided the opportunity for a more focused analysis of problem identification and problem-solving in the program.

With the ability to narrow in on specific courses and compare courses across the curriculum, individual faculty could see how the outcomes in their courses were contributing to overall program outcomes and compare their results with colleagues. This allows for a better understanding of how to develop

learning activities in their own individual courses (Schutte, 2018). In addition, it encourages coordination between faculty across courses to ensure learning objectives are being fully addressed but also creates engaging student activities by integrating projects across courses.

4. Development of Rubric and link to Direct and Indirect Evidence

The development of an integrated rubric started with collecting all rubrics used by faculty in their courses. From those rubrics and the college wide learning outcomes a collective rubric was created that addressed the college wide learning objectives as well as departmental learning objectives. All departmental learning objectives were tied to the college learning objectives through this initial rubric. As a department we wanted to create a standard rubric used for assessment for many reasons: we wanted to be able to do an apples to apples analysis of outcomes, we wanted to be able to better understand our outcomes and we wanted to be able to track and analyze student progress and potential areas of improvement.

Once the initial standardized rubric was created that rubric was then tied to the standardized rubrics created by AAC&U (Rhodes, *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*, 2010) as well as rubrics used by faculty in their individual courses. The AAC&U rubrics were used here as a benchmark for the same reason we focused on the AAC&U earlier in the process. We then used the two rubrics – the department rubric addressing college and department learning objectives and the AAC&U VALUE rubrics - to create a master rubric. The intent of this rubric was to create a working rubric that would be used for assessment, as well as course rubrics (Note 12). Traditionally, faculty created and used their own rubrics for each course. Assessment was not tied to any one rubric in a course, but to that faculty members' assessment of the coursework completed. This standardized rubric would allow for the assessment to be more focused and allow for all parties to better understand what was being evaluated, how it was being evaluated, and the outcomes of the evaluation.

The standardized rubric would provide a starting point for all faculty in their courses. Faculty were given the two options regarding use of the rubric. They were required to use the standard rubric for assessment purposes. However, they were not required to use the standardized rubric for class assignments but could grade the assignment a second time using the standard rubric. This second grading would not impact a students' grade. Or they could integrate the rubric fully into the course rubrics.

5. Assignments Included and Alignment with LO – Department and College –

Class	Project	LO Measured	Rubric Item	Person Collecting
ACC 111	Monopoly Project	CT, PR		McCullick
BUS 101	Ideation Lean 1.0	MF CT PR		Schutte
BUS 202	Business Plan			Hazels
BUS 231	Legal Structure Project Code of Ethics	CT REM		Hazels
BUS 301	Values Statement Culture Assessment Leadership Plan	REM CT MF MF		Schutte
BUS 305	Client Project	MF		McVay
BUS 315	Financial Statements	CT		Hazels
ECO 308	Group Project	MF		Bots
BUS 402	Role of Business	REM		Schutte
BUS 406	Business Plan	CT MF REM PR		McVay

Learning Outcomes Key:

CT – Critical Thinking – used to be analytical thinking

MF – Multiple Framing

REM- Reflective Exploration of Meaning

PR – Practical Reasoning

Figure 4. Course Map of Department Learning Outcomes

6. Departmental Buy-In Process – Retreat, Mapping, Alignment –

Significant work has been done to obtain buy-in from all members of the department. A department retreat was planned in order to work through the rubric and gain approval and acceptance from all department faculty. Prior to the departmental retreat the sample rubric, tying college learning objectives to departmental learning outcomes and AAC&U best practices, was created and circulated to the department, allowing faculty to review the rubric in advance and come to the retreat prepared for discussion.

Over the summer the department met for a retreat. We started with a discussion of the rubric: how it

was created, the goals we were attempting to achieve, and the purpose of the rubric. Once all questions regarding the use of the rubric were addressed, we reviewed our learning goals for the department. Using those learning goals, we discussed gaps in the integrated rubric both in rubric content and course coverage. Changes were made to the rubric to simplify wording and clarify measurement.

Significant concern was raised regarding use of the rubric. Faculty did not want to be forced to use the rubric for direct student grading. Faculty were reassured that they were not required to use the rubric for direct grading. Additional concern was raised about collecting the data. Our current Learning Management System (Moodle) does not easily collect and maintain data from student assignments where no grade was given. Faculty agreed to continue looking at options but to move forward with a manual collection process for now.

Once the department felt comfortable with the standardized rubric we moved to course mapping. In this process we had several goals: to align assignments to learning objectives, to ensure we were measuring learning objectives at different levels of course work, to make sure that no one faculty member carried too much of the load for assessment, and to use existing assignments as much as possible (Note 13, Note 14). A table was used to list all courses offered. The department then worked through the list using syllabi and faculty input to determine which classes would best measure each learning outcome (See Appendix D: Integrated Rubric). Next faculty identified which assignments would give the best direct evidence of knowledge in that learning objective (See Appendix C: Assignments and Rubrics).

Like any change process, alignment of the integrated rubric has had challenges. Our Learning Management System (Moodle) does not currently allow for the use of a rubric with no grade connected to it. Because of this, the integration of the rubric has been primarily manual. In addition, most faculty have chosen to not use the integrated rubric for grading assignments in their courses. This has required the double grading of assignments and the manual collection of data. However, each iteration of data collection has improved and efforts are being made to upgrade Moodle to aid in our data collection efforts.

The collection of this data has led to some changes at different levels in the curriculum. Our curriculum is set up in different levels. The first level is foundations that focuses on obtaining a first level of understanding of business including the context (economics) and the language (accounting) of the field. The second level focuses on decision making around critical thinking and abstract thinking. This is normally taken in their second and third years and provides the ability to practice the field of business while obtaining additional knowledge. These courses utilize case studies, debates, projects with real client interaction and continuation of development of their own business ideas. The third level is integration where we focus on transferring the knowledge and skills learned to different contexts. This level forces students to work in contexts that are not contrived but allow for ambiguity so they have to apply what they have learned in new ways. This learning includes projects, internships and a full business plan of their business idea development.

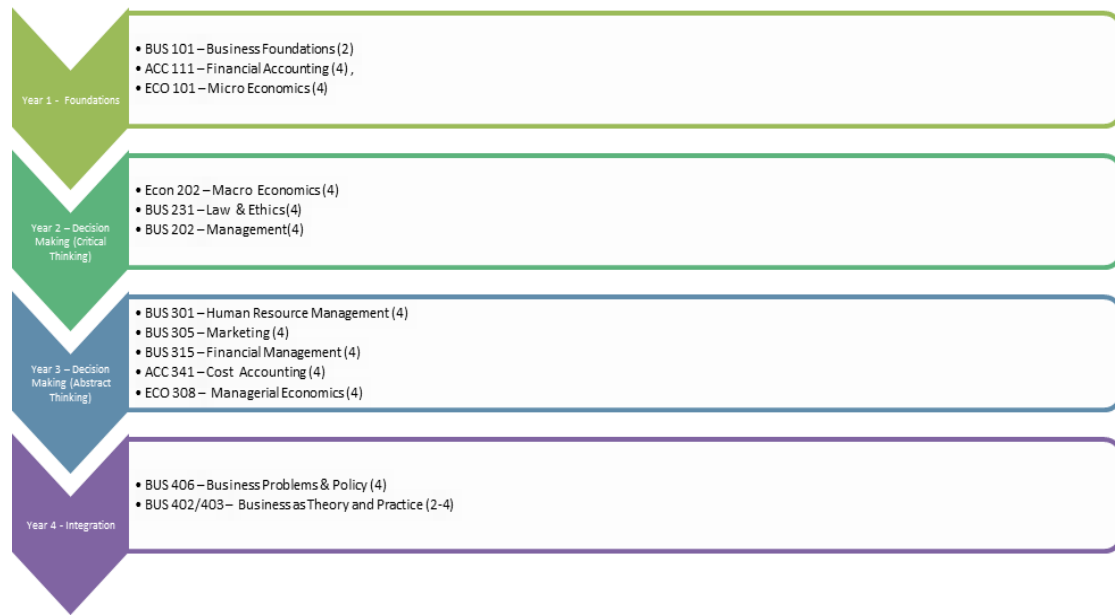


Figure 5. Business Department Curriculum

By looking at multiple assignments at different levels we were able to incorporate changes based on the data provided. In the first level we have added increased computer and writing proficiency assignments to help facilitate future projects and client interaction. We have also added teaching in the LEAN process to facilitate ideation and running ideas through a quick process to move them forward or let them fail fast. In the second level we have brought the ideation from the first phase into classes to let them take what they have learned from LEAN and put more substance around their ideas. This forces them to apply what they are learning to something they are creating and developing on their own. We have found this has increased their engagement with the idea. In the final level we have the students take what they have learned throughout their program and put it into a final business plan. It brings together all their learning and forces them to make some decisions about the idea they have worked on in previous courses. This plan is then presented to outside judges. This helps them learn to interpret their idea for others by putting themselves in the judge's shoes. This culmination of the learning in a public forum ups the stakes and provides an opportunity to showcase and align learning.

The development of the integrated rubric allows us to focus on outcomes across the levels of the program. Thus, providing us with data to break the process of growth into stages. By seeing where students are progressing or stagnating allows us to drill deeper into pedagogical methods and assignment methodology to enhance the learning outcomes in our students. The utilization of different assignments (including papers, cases, presentations) gives us insights into not only the way students may be developing but provides an opportunity to see how a variety of learning methods may impact different learning styles (Note 15, Note 16). This is something we have just scratched the service on but hope to explore in more depth when we have a good collection of data.

The integrated approach to assessment has had a significant impact on the department. This includes

vision, teamwork and student engagement. The first area that we have seen growth in is vision for the department and how it fits within the overall college mission. Our alignment with college learning outcomes, strategic vision and implementation of goals has allowed departmental members to see the congruency between what our department does and what the college is doing. It gives us a sense of all rowing in the same direction. In addition, the opportunity to discuss outcomes, identify gaps and ideate around better methods helps us to further understand and operationalize our departmental vision.

In addition, we have worked together as a team to build a strong program instead of just a collection of courses. By understanding what is needed from one another and what each of us are doing in our courses we can see how it all fits together at a new level. This increases our interdependence and allows us to share ideas and resources more readily. This knowledge has provided formal conversations through retreats and departmental meetings as well as informal hallway and “I have an idea” conversations. Thus, the collision of ideas has led to some unique classroom projects, resource sharing and a deeper understanding of the collective approach to ensuring our students are learning at a high level.

Finally, this has developed a deeper understanding within our students of the goals of our program. They are able to see the learning outcomes emphasized in each course and how those outcomes are tied to assignments throughout the program. This allows students to see the “why” behind the assignment and coherency between courses. We are able to signal to them that they will need a given concept in a later class or remind them that they learned about this idea in an earlier class. This provides them with a better understanding of the interconnectedness of the courses and the overall learning outcomes they will walk away with. I have heard students talk about this in one of their final courses in the program. They share how their views of business have shifted over their four years and they often bring up the learning outcomes without knowing that is what they are doing. These outcomes are embedded in their understanding of what they have learned and what they are taking with them. Thus, their sense of the coherency of the program is very refined around the goals we have outlined.

7. Opportunity for Improvement

There are three areas we are focusing on for improvement: continuous re-evaluation and updating, modification of learning management system, and integration of the rubric into courses. Because this is a new process it will be key to continue to re-evaluate the integrated rubric to ensure that we are still measuring key learning objectives in the most effective manner possible. We will need to make sure that we are continuing to map courses to learning objectives to ensure we have the proper layering as well as to ensure we are collecting data from the most appropriate assignments. If courses change we will need to be diligent in ensuring that those changes are addressed in our map and that we are not losing a touch point for evaluating a learning objective. In addition, it will be essential to make sure that we continue to ensure that our department learning objectives continue to align with the college learning objectives.

As mentioned earlier, one of the issues with Moodle is the inability, currently, to create a zero grade

rubric. We are working to get the upgrade implemented that would simplify this process. However, in the meantime we are using manual processes to collect the data. While this can be time consuming it is currently a sufficient fix for the department. However, should this modification be installed, it would greatly improve our data collection and our ability to analyze the results we collect.

Finally, as we move through this process we continue to encourage faculty to integrate these rubrics into their assignments. As more faculty integrate the rubric into their assignments data collection will improve and time to collect data will improve as well. An additional benefit of tying the integrated rubric into assignments will be an additional opportunity to reinforce to students the connection between the assignment and the learning objectives for the department and college. If we are able to upgrade Moodle, this may be the encouragement faculty need to make the change as they will be able to easily add the rubric elements to their Moodle assignments without impacting grades.

Notes

Note 1. “[T]here are many different types of questions currently being asked by labor market analysts, including:

- *For students:* Which programs, majors, credentials, or institutions provide the best likelihood of accessing jobs that match their interests and provide solid earnings and employment opportunities?
- *For institutions:* Which programs are well aligned to the actual needs of employers and available opportunities for graduates, and which programs may need to be improved, redesigned, expanded, or eliminated?
- *For policymakers and system leaders:* How well are the state’s institutions meeting the needs of regional or state employers, driving economic growth, and advancing the social well-being of the state’s citizens? How should institutions be funded to meet these needs?” (The Aspen Institute, 2015).

Note 2. “The #1 reason why Americans value higher education is to get a good job. And although 96% of chief academic officers of colleges and universities have confidence they are preparing students well for the workplace, no one else believes them; 13% of US adults, 11% of C-level business executives and 6% of college trustees have the same levels of confidence in how well college grads are prepared for work” (Busteed, 2019).

Note 3. “Alignment is the connection between learning objectives, learning activities and assessment. An aligned course means that your learning objectives, activities and assessments match up so students learn what you intend and you accurately assess what students are learning” (University of Colorado - Denver, 2007).

Note 4. “When employers are asked what they want to see most in college grads, the top things they cite are work-related experiences and industry-relevant skills. And the strongest predictor of alumni saying their education was worth the cost and high quality is the degree to which they feel their

education is relevant to their current work.” (Busteed, 2019).

Note 5. “Over the last 30 years, the need to verify this assumption through the measurement of student learning outcomes has risen, largely due to the evolving and increasing pressure from stakeholders such as state and federal governments, accreditation agencies, students, parents, and society at large (Ewell, 2009)” (Russel & Markle, 2017).

Note 6. “If we haven't specified our objectives or our learning outcomes, how should we do it?

You might work through the following questions:

- What would the ideal graduate of our program look like (knowledge, skills, beliefs and values)?
- What experiences (assignments, papers, productions, internships, etc.) do students carry out through our program that would provide evidence of their achievements?
- What standards would we expect our students to achieve for those experiences?
- Can we express those experiences and standards in ways that would both guide our students in determining whether they have achieved what we want and provide us clear criteria for our assessments?” (Skidmore College, 2020).

Note 7. “The VALUE rubrics are providing a means by which campuses and their faculty can create common standards for evaluating the quality of performance expected for attainment of specified degree levels, e.g., Associate or Baccalaureate degrees. In essence, what has emerged is a framework of quality standards without standardization” (Rhodes, Emerging Evidence on Using Rubrics, 2012).

Note 8. “Learning outcome statements are most useful when they are crafted to inform effective educational policies and practices, not to meet compliance demands by external groups. When they are concrete and clear about the proficiencies students are to achieve, such statements provide reference points for student performance, not just for individual courses but the cumulative effects of a program of study. ... describing desired outcomes also make it possible for faculty to align curriculum and pedagogy with intended proficiencies, which is essential to ensuring that a program is, indeed, achieving its purposes. Such statements also make it easier for students to understand and appreciate institutional and program expectations for their performance and how their learning will equip them to handle what they encounter after college” (University of Illinois and Indiana University, 2016).

Note 9. “5 Steps Prescribed by National Institute of Learning Outcomes Assessment:

1. Develop specific, actionable learning outcomes statements.
2. Connect learning goals with actual student assignments and work.
3. Collaborate with the relevant stakeholders, beginning with the faculty.
4. Design assessment approaches that generate actionable evidence about student learning that key stakeholders can understand and use to improve student and institutional performance.
5. Focus on *improvement* and *compliance* will take care of itself “ (University of Illinois and Indiana University, 2016).

Note 10. “In 2009, the Association of American Colleges and Universities (AAC&U) publicly released a set of rubrics for evaluating achievement of a wide array of cross-cutting learning outcomes. These

rubrics were developed as part of AAC&U's VALUE (Valid Assessment of Learning in Undergraduate Education) project—part of AAC&U's Liberal Education and America's Promise (LEAP) initiative. The VALUE rubrics were developed as an alternative to the snapshot standardized tests used by many to assess student learning” (Rhodes, *Emerging Evidence on Using Rubrics*, 2012).

Note 11. “The assessment data and information provided at the institutional level should convey the alignment between the learning objectives and the assessment. Rather than limiting the information provided to global skills, such as critical thinking, more clear definitions or examples of those constructs might help make the reported information more useful to stakeholders charged with making improvements” (Russel & Markle, 2017).

Note 12. Through the use of VALUE rubrics, campuses are demonstrating that students benefit from knowing what is expected of them; that faculty leadership emerges through the development of rubrics and e-portfolios; that there is an important relationship between intentionality, assignments, and learning; that there is value in basing assessment on student work; and that there is an emerging culture shift among faculty from “my work” to “our work” (Rhodes, *Emerging Evidence on Using Rubrics*, 2012).

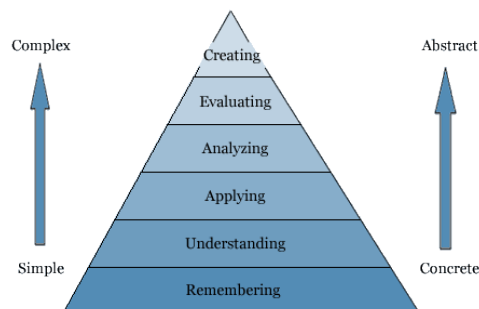
Note 13. “We have the learning objectives or outcomes; how do we decide the best way to assess them?”

- Use techniques that you are already familiar with in your discipline. For example, if it is not common to do statistical analyses in your field, don't try to force it for assessment purposes. If qualitative studies are inappropriate in your field, don't force yourselves to develop descriptive studies.
- Determine whether you are already assessing student work in ways that could be employed for assessment purposes. For example, do all your students have to take a capstone course or perform field research or undergo an internship experience? Can you systematically evaluate those for assessment purposes? Are student performances evaluated by groups of faculty or professionals in the field? Can those be adapted for assessment purposes? Do the faculty as a group or a sub-group of the faculty evaluate student progress in the earlier stages of your program? Can those evaluations be employed as one of your assessment methods?
- The assessment process should involve the entire faculty. All faculty should review the results and discuss whether any improvements need to be made. Don't ask one faculty member to carry out any one assessment. Individual faculty give grades in their courses and can gather the examples of student work that you need, but groups of faculty review the evidence for assessment purposes” (Skidmore College, 2020).

Note 14. “After writing learning objectives, you should to think about how to assess the students' achievement of the different learning objectives.

- Different learning objectives define the scope and methods of assessment.
- Relating different levels of objectives with assessment instruments and all items that are graded will make sure you achieve your specific objectives.

- Busy students need to know what they must do to achieve in the course: What are the assignments? What are the projects? How will they be graded?” (University of California, 2020).
Note 15. What is Bloom’s Taxonomy? A classification system of thinking and learning (University of Colorado - Denver, 2007).



Note 16. “How does the taxonomy table help me? It helps you plot a good course. We mentioned that an aligned course helps students achieve learning goals by matching learning activities to learning objectives and assessments to student learning. The taxonomy table gives you a framework for plotting objectives, activities and assessments ...” (University of Colorado - Denver, 2007).

Appendix A: Curriculum Map

Curriculum Map Worksheet

Course Name and Number: Overall Major

Faculty member completing worksheet: All

Critical Thinking

Learning Outcome	Assessment Too	Need from other Courses	Know, Do, Transfer
BUS 101			
Assess various perspectives on business	Discussion Posts and Reflections		Know
Analysis of statistical data to form proposal	Team project questionnaire		Know, Do
Develop a detailed academic and outside experience plan to reach career preparation goals	Career project		Know, Do
BUS 202			
Strong foundation in management and communication	Quiz, Team Project		Know
Historical and social forces shaping management	Quiz, Team Project	Scientific Theory – BUS 101	Know
BUS 301			
To enhance the ability to collect and analyze data in a way that enhances decision making in the workplace	Statistical analysis project	ECO 101 – Stats component, BUS 202 – Stats framing	Know –how to use statistical analysis to assess the validity of a current topic.
Develop a cohesive understanding of the	Training Project	BUS 101 – Role of Business discussions, BUS 202 – Maslow,	DO – Apply key theoretical concepts to develop a mission

strategic nature of HR		Team interactions, motivation	based project that incorporates the values of an organization
BUS 305			
Ability to grasp and demonstrate key marketing principles	Weekly quizzes		Know
BUS 315			
Increase understanding of financial tools in decision making	Daily assignments and tests	ACC 111 – Ratio Analysis, Statement understanding, financial decision making ECO 202 – Context of corporate decision making BUS 231 – Ethical theory analysis	Know –knowledge from multiple courses and has that impacts analysis of key financial decisions
BUS 402/403			
Analysis of key theories of business	Readings and Reflections on current business theories	Knowledge from multiple courses	Do – apply the knowledge from multiple courses to the analysis of key business theories
BUS 406			
Students will identify and analyze business problems and opportunities.	Case outlines, case report, case presentation, Start-Up Project	Broad-based understanding of the functional areas of business from all courses in the major with particular skills of analysis of qualitative and quantitative phenomena. Financial analysis skills from ACC111, ACC341, and BUS315.	Know, do, transfer
Students will appropriately select and effectively use the optimal communication device to convey findings at or above professional standards.	Written case outlines, case reports, and Start-Up papers and documents; oral presentations of cases and Start-Up project; impromptu Start-Up presentations; oral responses to questioning	Writing skills developed in CTI102 and reinforced by written assignments in BUS101, BUS202, and ???. Oral communication skills developed in ???	Know, do, transfer
ACC 111			
Develop and/or increase overall awareness of financial accounting, the meaning behind the primary financial statement line items, and the overall accounting process (which includes an emphasis on journal entry creation)	Daily assignments (HW), random quizzes, periodic tests (including a comprehensive final) and an integrated semester project (Monopoly)	N/A – Intro class which develops the foundation	Know
Develop foundation to create, measure, interpret and analyze the four basic financial statements including ratio analysis	Daily assignments (HW), random quizzes, periodic tests (including a comprehensive final) and an integrated semester project (Monopoly)	N/A – Intro class which develops the foundation	Know
Develop an understanding of internal controls to identify situations in which internal controls may be applied to make financial	Daily assignments (HW), random quizzes and periodic tests (including a comprehensive final)	N/A – Intro class which develops the foundation	Know/Do

reporting reliable, increase the effectiveness and efficiency of operations and allow a business to comply with laws and regulations			
ECO 101			
Know microeconomic terminology	In-class assignments and Exams		Know: microeconomic terminology and how to apply simple microeconomic models
Understand simple microeconomic models	Homework and Exams		Do: assess the implications of management decisions on business performance
Understand the implications of management decisions on business performance	Homework and Exams		Transfer: recognize that a disciplined approach to decision-making typically leads to a more optimal outcome
ECO 202			
Know macroeconomic terminology	In-class assignments and Exams	ECO 101 – Key microeconomic terminology and microeconomic models	Know: macroeconomic terminology and how to apply simple macroeconomic models
Understand simple macroeconomic models	Homework and Exams		Do: understand the implications of fiscal and monetary policy
Understand the implications of fiscal and monetary policy on macro economy	Homework and Exams		
ECO 308			
Understand to use of microeconomic tools in decision-making	Homework and Exams	ECO 101 – Fundamentals of Microeconomics	Know: basic microeconomic theory
Understand to use of microeconomic tools in decision-making		CTI 104 – Basic calculus and derivative rules	Do: apply the theory to decision-making process

Multiple Framing

Learning Outcome	Assessment Tool	Need from other Courses	Know, Do, Transfer
BUS 101			
Understanding the history and structure of business from various perspectives	Discussion Posts		Know, Do
Considering a variety of career options in business	Questions for the career guest speakers; reflections of key take-aways from career speakers		Know
Developing an understanding of how to map the college experience including academic and internship, study abroad, etc. plans to prepare for future career	Career planning exercise		Know, Do
BUS 202			
Knowledgeable interpreters of current events in business and management	Ten Case Studies / Assignments		Know
Strong foundation in effective business communications: oral, electronic, and written.	Individual and team projects / presentations		Do
BUS 301			
Enhanced Team work and	Multiple group projects –	1BUS 202 – Group	Do – Apply the theoretical

personal interaction	specifically peer evaluations	dynamics	concepts of group dynamics to effectively and efficiently operate as a team.
Increase understanding around the need for a innovation in the workplace	Innovation Project	BUS 101 – Creativity Project	Transfer – Apply theories of innovation to a third party project
BUS 305			
Developing an understanding of how to develop a brand in light of other business perspectives	Personal brand, Positioning Map	BUS 101-project	Know, Do
BUS 315			
Understand the ethical implications of financial decision making	Review of articles and film	ACC 111 – Strong statement analysis, BUS 231 Ethical frameworks	Do – Assess the role of ethical decision making in current business context
Contextual analysis of a company and assessment of their financial strength given industry constraints and time factor	Valuation Project	ACC 111 – Ratio Analysis, ECO 101 – Understanding of industry structure and interaction	Transfer – Apply concepts of context, time and current factors to assess the strength and future viability of an organization.
BUS 402/403			
Understanding the nature of business	Role of Business in Society Paper	BUS 101 initial framing discussion; BUS 231 Ethical frameworks; ECO 202 Context of business (Capitalism)	Do – Assess the role of business in our current society
Application of Knowledge	Business Project	Skills developed in ACC 111 (financial language and statement analysis), BUS 305 (4Ps, social media), BUS 301 (managing and motivating people) and BUS 315 (financial decision making)	Transfer – Apply the knowledge they have gained throughout their education to create value for an outside organization.
BUS 406			
Students will integrate and apply the knowledge and skills of all functional areas of business from all of the courses in the major as well as novel and evolving observations of the external environment in order to meaningfully analyze real business problems and real businesses.	Case outlines, case report, case presentation, Start-Up Project	Broad-based understanding of the functional areas of business from all courses in the major with particular skills of analysis of qualitative and quantitative phenomena. Financial analysis skills from ACC111, ACC341, and BUS315.	Know, do, transfer
ACC 111			
Application of analytical thinking learning outcomes within a simulated business environment to develop team work, personal interaction, and a “do” component of the know objectives	Integrated semester project (Monopoly)	N/A – Intro class which develops the foundation (see analytical thinking learning outcomes above)	Do
Knowledgeable interpreters of current events in accounting	N/A – Currently none; however, periodic current events and cases are discussed in class and related to the material covered. The assessment process I am	N/A – Intro class which develops the foundation	Do

	completing right now has helped me identify that if I want this as an outcome, I need to integrate a way to assess it rather than just discuss it (or remove it from my outcomes). It may instead be considered supplemental to the teaching method as opposed to a core outcome at this stage in their learning level.		
ACC 341	Test Questions	Financial Statements Development, Cash Flow Analysis, Basic GAAP Understanding	Know, Do
ECO 101	Test Questions	N/A	Know
ECO 202	Paper	N/A	Know
ECO 308	Project	Supply and Demand, Math Fundamentals	Know, Do

Reflective Exploration of Meaning

Learning Outcome	Assessment Tool	Need from other Courses	Know, Do, Transfer
BUS 101			
Understanding the Role of Business in Society	2-3 page reflection paper		Know
Understanding the Role of Creativity in Business	2-3 page reflection paper; TED Talks summary on Creativity on Business		Know, Do
Understanding the Future of Business in Society	2-3 page reflection paper		Know
Self awareness in terms of Myer-Briggs testing	MBTI assessments to discover potential career fits		Know
BUS 202			
Ethical Decision Making	Self Grading of quizzes. Team and self evaluation	BUS 231 – Business Law and Ethics	Do
Team building and team projects	Team projects, assignments and presentations	BUS 101 – Business Plan project	Do
BUS 301			
To understand the whole person and the implication on workplace effectiveness	Culture analysis	BUS 101 – Role of business discussions, BUS 202 – Management Theory	Do – Take theoretical understanding and apply it to cultural implications
BUS 305			
Understanding the Role of Business in Society	Reflection paper	BUS 101	Know
Understanding how the 4Ps of marketing interact	Reflection paper; personal brand, team project		Know, Do
Understanding the ethics of Business in Society	Reflection paper	BUS 101, BUS 231 Ethical frameworks	Know
BUS 315			
Understand their role in business	Review of articles and film	BUS 101 – Role of business discussion, BUS 231 – Ethical analysis	Transfer – take knowledge gained in the classroom and transfer to their own situation

BUS 402/403			
Understand their role in business	Leadership analysis	BUS 101 – Career Plans	Transfer – take knowledge gained in the classroom and transfer to their own situation
BUS 406			
Students will understand their professional responsibilities as both an individual and a part of a work team.	Adherence to course deadlines, consistent work (reflected in assignment grades) at or above minimum standards, and evaluations from fellow team members on the Start-Up Project	Expectations set initially in the introductory level courses (BUS101, BUS202, ACC111, ECO101) and then reinforced throughout all courses in the major.	Know, do, transfer
ACC 111			
Understand the ethical implications of financial decision making	Review of articles and film (Enron: Smartest Guys in the Room)	General CTI: Basis for critical thought and ethical decision making	Do
ACC 341 -	Paper	Financial Statement Analysis	Know, Do
ECO 101	Specific Test Questions	N/A	Know
Understand the social implications/opportunities of business decisions	In-class assignments		Know: business decision have societal implications
ECO 202 - None	Specific Test Questions	N/A	Know
ECO 308 - None	N/A	N/A	N/A

Practical Reasoning

Learning Outcome	Assessment Tool	Need from other Courses	Know, Do, Transfer
BUS 101			
Analyzing various opportunities to choose the best option for business project	Team project		Know, Do
Developing a statistical research model to assess consumer behavior	Team project questionnaire		Know, Do
Understanding how to make class choices and outside experiences plan to prepare for future career options	Career project		Know, Do
Developing features and benefits tied to cost analysis for best decision making	Team project		Know, Do
BUS 202 - None			
BUS 301			
Understand the contextual nature of HR and the implications of existing within a corporate and economic system	Horizons Report	ECO 202 – Market understanding, BUS 101 – Role of Business, BUS 202 – Management theories such as stakeholders	Transfer– look at the economic, social and political outlook of HR and apply theoretical understanding to develop practical implications for a given company.
BUS 305			
Developing a statistical research model to assess	Team project questionnaire	BUS 101 project	Know, Do

consumer behavior			
Understanding how to develop business plans based on Marketing principles	Team project, print ad assessment, purchase diagram, external key word search, e-commerce evaluation, ARTS project, personal brand	BUS 101 project, BUS 202 understanding of business planning process	Know, Do
BUS 315			
Understand the decision making process and making relevant judgments on successful decision-making.	Valuation Project	ACC 111 – Statement construction, ECO 202 market constraints	Do – Look at various theories and contextual analysis to determine what leads to good decision making in valuing a company
BUS 402/403			
Understand the decision making process and making relevant judgments on successful decision-making.	Leadership Analysis and Profile		Do – Look at various theories and contextual analysis to determine what leads to good decision making
BUS 406			
Students will use the integrated knowledge (referenced above in the “Multiple Framing” section) to make decisions and develop effective, innovative solutions to real business problems.	Case outlines, case report, case presentation, Start-Up Project	Broad-based understanding of the functional areas of business from all courses in the major with particular skills of analysis of qualitative and quantitative phenomena. Financial analysis skills from ACC111, ACC341, and BUS315. Practice in combining creative thinking with analytical thinking from???	Know, do, transfer
ACC 111	Monopoly	N/A	Know
ACC 341	Specific Test Questions	Financial Statement Analysis	Know
ECO 101	Specific Test Questions	N/A	Know
Learn how economic data can be illustrated in graph form to enhance understanding	Homework and Exams		Know: how economic data can be illustrated in graph form to enhance understanding
ECO 202			
Understand how to read economic graphs	Exams	N/A	Do: Apply basic macroeconomics to understand economic graphs
ECO 308			
Understand the variety of factors that influence decision-making process.	In-class assignments and short group project.	BUS 202, BUS 305 – Direct and indirect factors that influence decision-making.	Transfer: the knowledge about the factors that influence business decisions to unfamiliar environment.

Appendix B: Assessment Report

Appendix C: Course Assignments and Associated Rubric – Sample ACC 111, more assignment options available upon request.

Appendix D: Integrated Rubric

COMMON RUBRIC			
STANDARD	Fail to Meet (0%)	Unsatisfactory (25%)	Proficient (75%)
ANALYTICAL TRAINING	Formulates a collection of available ideas	examines with revealing a novel or unique idea, questions, format or product	Creates a novel or unique idea, question, format or product
Innovative Thinking	Reformulates a collection of available ideas	examines with revealing a novel or unique idea, questions, format or product	Creates a novel or unique idea, question, format or product to create new knowledge or knowledge that crosses boundaries
Solving Problems	Only a single approach is considered and used to solve the problem	Considers and rejects less acceptable approaches to solving problems	Formulates a logical, consistent plan to solve the problem
Connecting, Synthesizing and Transforming	Formulates a collection of available ideas	examines with revealing a novel or unique idea, questions, format or product	Creates a novel or unique idea, question, format or product to create new knowledge or knowledge that crosses boundaries
Using Information Effectively to Accomplish a Specific Purpose	Communicates information from sources. The information is fragmented and/or used inappropriately so the intended purpose is not achieved	Communications and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose with clarity and depth
Conclusions	States an ambiguous, imprecise or uninterpretable conclusion from inquiry findings	States a general conclusion that becomes a so general conclusion beyond the scope of the inquiry findings	States a conclusion focused solely on the specific inquiry findings and responds specifically to the inquiry findings
Multiple Training	Formulates and analyzes diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems
Prospective Thinking	Formulates and analyzes diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems
Knowledge	Demonstrates surface understanding of the complexity of relationships between human systems and their relation to history, values, politics, communication styles, economy or beliefs and practices	Demonstrates partial understanding of the complexity of relationships between human systems and their relation to history, values, politics, communication styles, economy or beliefs and practices	Demonstrates in-depth understanding of the complexity of relationships between human systems and their relation to history, values, politics, communication styles, economy or beliefs and practices
Inductive Reasoning	Describes own performance with general description of success and failure	Articulates strengths and challenges (within specific performance or events) to increase effectiveness in different contexts (including advanced and new ones)	Articulates challenges in own learning over time, recognizing complex contextual factors (e.g. frustration, considers ethical frameworks)
Reflection and self assessment	Describes own performance with general description of success and failure	Articulates strengths and challenges (within specific performance or events) to increase effectiveness in different contexts (including advanced and new ones)	Articulates challenges in own learning over time, recognizing complex contextual factors (e.g. frustration, considers ethical frameworks)
Applications of Ethical Perspectives/Concepts	Student can apply ethical perspectives/concepts to an individual or a group or a local choice setting, but is unable to apply ethical perspectives/concepts independently (to a new example)	Student can apply ethical perspectives/concepts to an individual or a group or a local choice setting (to a new example), but the application is incomplete	Student can independently apply ethical perspectives/concepts to an individual or a group or a local choice setting, accurately, and is able to consider full implications of the application.
Practical Reasoning	Student can articulate key business principles	Student is not able to identify or explain all business theories	Student can identify and explain all key business theories addressed in assignment
Critical Thinking	Student understands how business principles can be used to explain individual, organizational, and system processes to inform business policy, to human and business issues across multiple contexts	Student shows an understanding of how business principles can be used to help in building problems, decisions and approaches across multiple contexts, but does not explain in address	Student fully addresses how business principles can be used to help in building problems, decisions and approaches across multiple contexts
Evidence	Provides evidence to support claims	Student does not use sufficient evidence AND does not defend a claim	Student uses sufficient evidence to defend all arguments
Students' position	States a position	Student states position, but does not clearly defend it	Student clearly states and defends position
Conclusion and Related outcomes	Conclusion is stated but not fully addressed	Conclusion is stated but not clearly or related outcomes are stated but not fully addressed	Conclusion is clear and related outcomes are fully addressed

ACQ 11/300 101 and BUS 318 (Prats)

BUS 202/300 202 and BUS 400

BUS 101 and BUS 402

BUS 251 and BUS 405

BUS 101, BUS 251 and BUS 406