
ASSURANCE OF LEARNING (AOL) NEW FACULTY INFORMATION PACKET

WESTERN KENTUCKY UNIVERSITY
Gordon Ford College of Business
Western Kentucky University

Welcome to the Gordon Ford College of Business. As a new faculty member, the AOL committee wanted to let you know that you are a part of continuous improvement processes in the Gordon Ford College of Business (GFCB) and serves as the central organizational component that directs and oversees GFCB's assessment process.

The AOL committee serves as the quality control component of the GFCB curriculum management process. This committee works with all other components of the College to assure that graduates are meeting the standards the GFCB faculty have agreed on.

The committee is comprised of an AOL Coordinator and representatives from each department. Others with expertise in curriculum management and assessment may be asked to serve as well. The AOL Coordinator also serves as the quality control check for the College, assessing and reporting results.

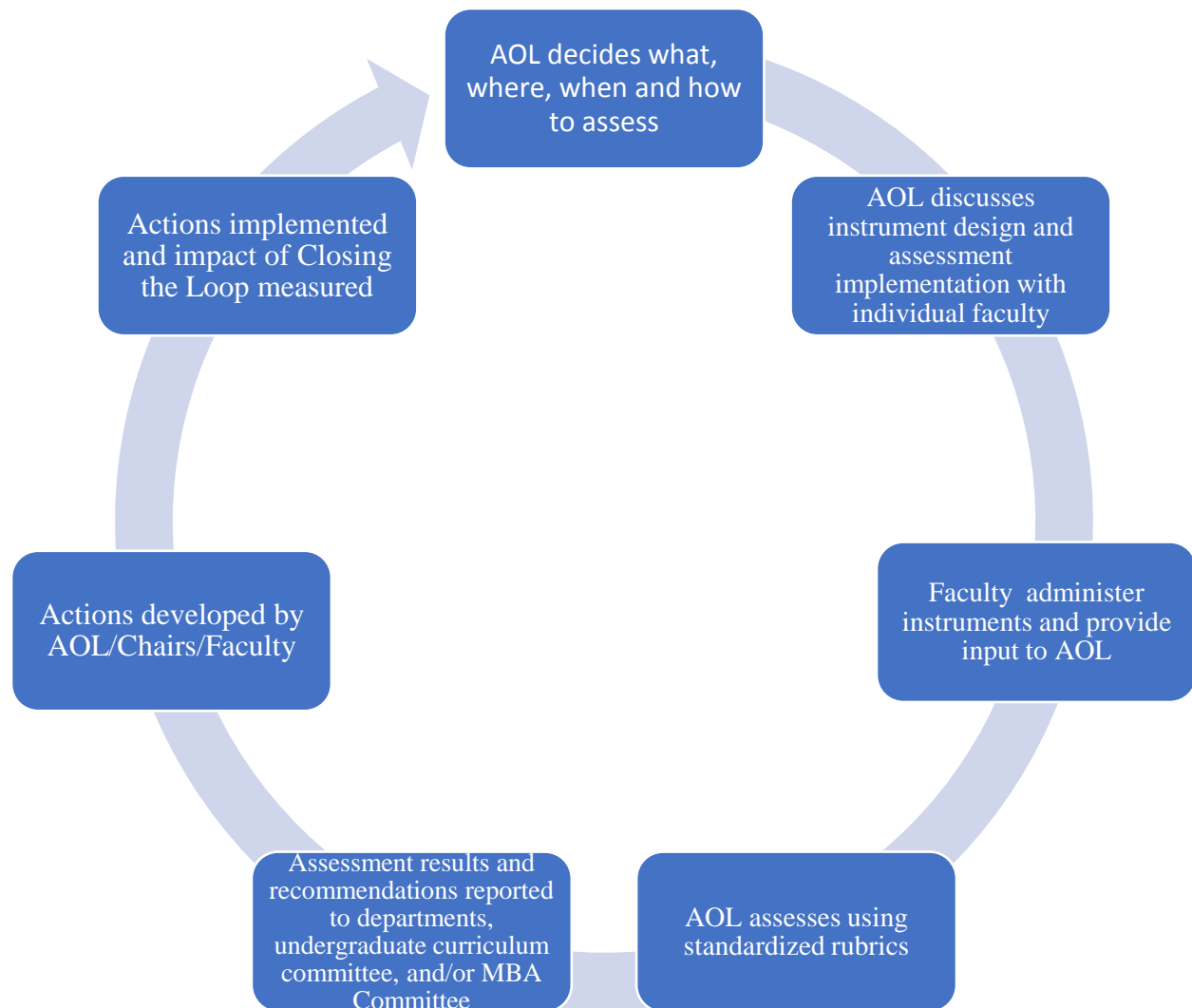
Feel free to contact any member, and please visit the AOL web site:

<http://www.wku.edu/business/assurance-of-learning-committee/>

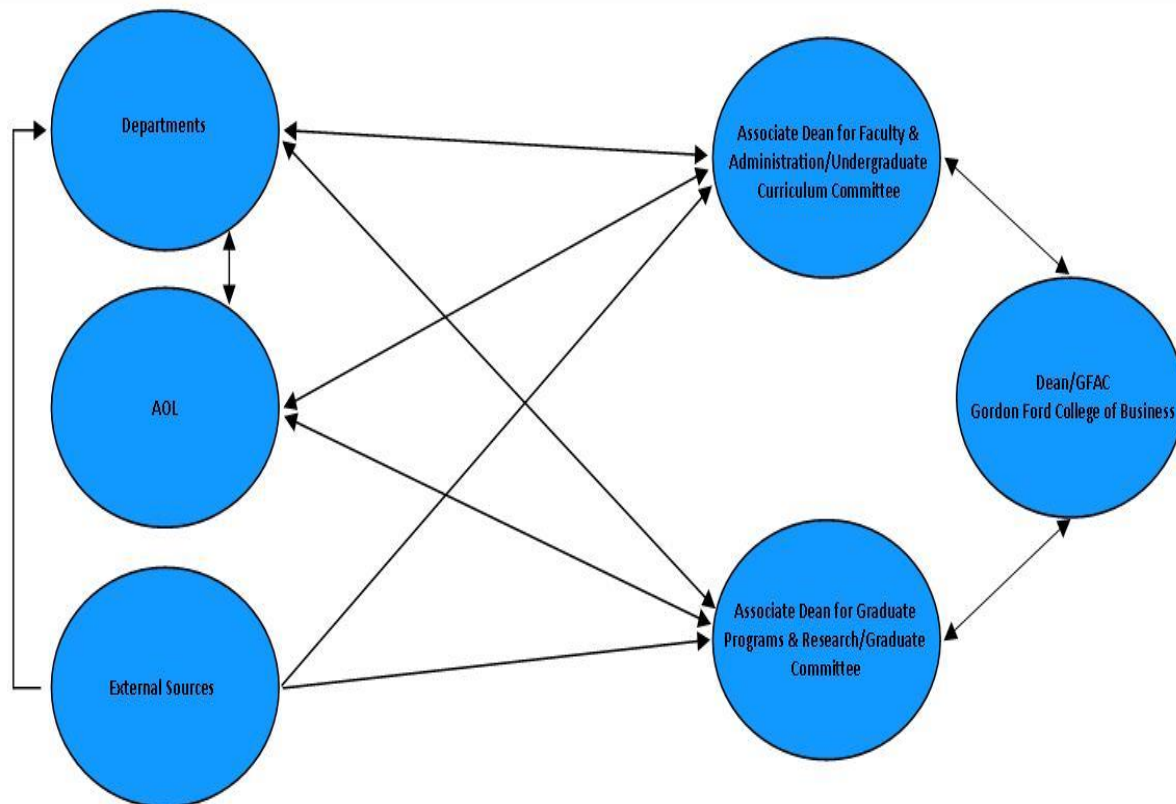
Current committee members:

	Role	First year of Service
Jean Snavelly	Coordinator	2015
Shane Spiller	Ex-officio, Continuous Improvement Committee Chair	2008
Whitney Peake	Ex-officio, Evidence and Argument Fellow	2016
Department Representatives		
Bob Hatfield	Associate Dean for Graduate Studies and Research/MBA Committee	2016
Allen Hunt	Accounting	2015
Thad Crews	Business Informatics/Computer Information Systems	2014
David Zimmer	Economics	2011
Ron Rhoades	Finance	2015
Josh HERNsberger	Management	2014
Mary Jane Gardner	Marketing	2011

The following figure provides a general overview of the curriculum management and assessment process.



Communication among all continuous improvement stakeholders is imperative to a robust process. The process in the GFCB is illustrated in the following figure.



GFCB faculty have agreed on the following undergraduate and graduate learning goals and objectives.

Undergraduate Learning Goals and Objectives

Goal 1: Communication

Our students will be able to communicate effectively in written and oral forms

Objectives 1-5

1. Our graduates will be able to present information in a coherent and organized manner
2. Our graduates will be able to deliver information in an understandable and audible manner
3. Our graduates will be able to use multimedia and visual aids in their presentations appropriately
4. Our graduates will be able to write in a coherent and organized manner
5. Our graduates will be able to write using proper grammar and syntax

Goal 2: Legal and Ethical Awareness

Our students will demonstrate an awareness of legal and ethical issues in business and society

Objectives 6-8

6. Our graduates will recognize legal issues in business contexts
7. Our graduates will be able to recognize ethical issues for different business situations
8. Our graduates will demonstrate knowledge of corporate governance issues as they relate to the responsibilities of business and society

Goal 3: Critical and Strategic Thinking

Our students will demonstrate strategic problem solving skills using integrated business knowledge

Objectives 9-11

9. Our students will be able to identify business problems.
10. Our students will be able to identify alternative solutions by applying discipline-specific theories and models.
11. Our students will demonstrate awareness of various stakeholder groups in the development of alternative solutions.

Goal 4: Global Awareness

Our students will be able to explain the increasingly integrated world economy and the forces behind this integration

Objectives 12-13

12. Our graduates will be able to identify issues with global trading
13. Our graduates will have an understanding of global business concepts

Goal 5: Discipline Knowledge

Core courses are those classes that all GFCB students must complete prior to graduation. Coverage of learning goals in core courses ensures student exposure to those outcomes expected of graduates. The following is a summary of which classes and to what extent learning goals are covered in GFCB core courses.

	Communication	Legal and Ethical Awareness	Critical and Strategic Thinking	Global Awareness	Discipline Knowledge
ACCT 200		1	2		3
ACCT 201			2		3
CIS 141					3
CIS 243	2	1			3
ECON 202			2		3
ECON 203			2	3	3
ECON 206			3		3
FIN 330	1	3	2		3
MGT 200	2	3	3	2	3
MGT 210	2	2	3	2	3
MGT 314	3	2	3	3	3
ENT 496	3	1	3		3
MGT 498	3	1	3	3	3
MKT 220	1	2	1	1	3
COMM 145	3				
MATH 116			3		

1= Learning goal is introduced but not covered extensively
 2= Learning goal is covered but is not expansive
 3= Learning goal is a major part of the course curriculum

MBA Learning Goals and Objectives

Learning Goal 1: Discipline Knowledge

MBA graduates will demonstrate understanding of knowledge in relevant business disciplines

Objective 1

1. Graduates will be able to demonstrate that they know the concepts and applications acknowledged as important in the multiple business disciplines represented in the curriculum.

Learning Goal 2. Qualitative Reasoning:

MBA graduates will demonstrate the skill of integrating discipline knowledge to identify, analyze, and offer solutions to business problems and situations.

Objectives 2 and 3

2. Graduates will be able to identify and analyze organizational problems.
3. Graduates will be able to generate effective solutions to organizational problems including ethical issues.

Learning Goal 3. Quantitative Reasoning

MBA graduates will apply quantitative modeling and data analysis techniques that can solve real world business problems and employ tools and technologies to effectively communicate this analysis.

Objectives 4 and 5

4. Graduates will effectively analyze business data using modern techniques and tools.
5. Graduates will present quantitative data and analysis and communicate it in an effective manner.

Learning Goal 4. Teamwork/Communication

MBA graduates will have the communication, collaboration, and team skills necessary to successfully complete a project.

Objectives 6 and 7

6. Graduates will be able to effectively communicate with others on a project in a team environment by using appropriate written and/or oral communication.
7. Graduates will collaborate with team members to effectively complete a project.

Additional Professional MBA (PMBA) Learning Goal: Global Awareness:

Professional MBA students will demonstrate an understanding of business and intercultural similarities and differences between the US and other nations which impact business.

PMBA Objectives E1 and E2

- E1. PMBA graduates will identify international cultural similarities and differences which impact businesses and organizations.

E2. PMBA graduates will identify international business practice similarities and differences.

Coverage of MBA learning goals is illustrated in the following table.

	BA 510	BA 511	BA 513	BA 515	BA 517	BA 519	BA 590
LEARNING OBJECTIVE	Organization Behavior	Economics	Information Technology	Accounting	Marketing	Finance	Strategy
1. Discipline Knowledge	3	3	3	3	3	3	3
2. Qualitative Reasoning	2	3	2	3	3	3	3
3. Quantitative Reasoning			3	2	1	3	
4. Teamwork/Communication	3		2	3	2	2	3
E. Global Awareness (PMBA only)	3				1		3

	1= Learning goal is introduced but not covered extensively
	2= Learning goal is covered but is not expansive
	3= Learning goal is a major part of the course curriculum

A minimum of two AOL committee members assess results using already established rubrics. Undergraduate and graduate rubrics are included with this packet. Feel free to use these rubrics as guidance for assignments.

Written Business Communication Rubric

Rating Criteria	5 ADMIRABLE	4	3 ACCEPTABLE	2	1 AMATEUR	Score
Content	Writer uses supporting materials linked to thesis and utilizes appropriate, relevant details to support main idea. The purpose of the document is clear and interesting. Writer provides excellent explanation of key concepts and theories, facts are precise and explicit, and the document preserves goodwill for the reader.		Writer uses supporting materials that add a measurable level or interest to the speech, but does not offer a wide variety of sources or does not provide a good explanation of key concepts and theories. The purpose of the document is not as clear. The document does not reflect a relatively positive tone.		Writer uses supporting materials that do not enhance the concepts or theories; few sources offered; few examples provided or not easily understood. The purpose of the document is unclear. The document reflects a negative tone or does not preserve goodwill for the reader.	
Language	Writer uses language that enhances reader comprehension and interest for topic, while avoiding inappropriate jargon and slang, and defines all terms. Utilizes proper mechanics: grammar, spelling, punctuation, subject/verb agreement, pronoun and possessive usage, sentence structure, and capitalization.		Writer uses language that is reasonably clear, vivid, and appropriate. Mechanics (spelling, grammar, etc.) are almost perfect, but there are some errors that detract from the overall quality of the document.		Writer has multiple errors in mechanics, utilizes culturally inappropriate terms, jargon, or slang. Terms are rarely defined. The quality of the document suffers.	
Research	Writer demonstrates high credibility by selecting a wide variety and good quality of research materials. Properly cites sources in-text and provides references as needed.		Writer utilizes low-quality sources. Does not properly cite sources in-text or provide a complete list of references in proper format.		Writer fails to demonstrate a use of sources and/or does not provide citations or references.	
Format	Writer uses appropriate document style and professional font. Utilizes proper conventions for paragraphing or outlining, spacing, margins, and ensures that the proper message components such as the introduction and conclusion are in appropriate locations.		Writer utilizes appropriate document style but fails to utilize proper conventions in a couple of areas such as paragraphing, spacing, and margins. Message components awkwardly placed and/or difficult to find.		Writer utilizes inappropriate document style and/or font. No paragraphing or proper spacing, margins used. Message components (introduction/conclusion) are missing from document.	

Bovee, C.L. & Thill, J.C. (2012). *Business Communication Today*. New Jersey: Prentice Hall.

Shwom, B. & Snyder, L.G. (2012). *Business Communication: Polishing Your Professional Presence*. New Jersey: Prentice Hall.

Presentation Rubric~Individual (Oral Communication)

Rating Criteria	5 ADMIRABLE	4	3 ACCEPTABLE	2	1 AMATEUR	Score
Organization	Speaker presents topic clearly, consistent w/purpose; uses memorable, engaging introduction; provides clear thesis; body reflects clear, logical organization; transitions between main points are succinct; conclusion leaves audience w/ undeniable message or call to action. Fits within time limits.		Speaker presents a topic generally consistent with purpose, with most of the audience aware of the thesis and specific purpose of speech.		Speaker presents topic fairly inconsistent with purpose, reflects inappropriate audience analysis, does not offer a clear thesis or specific purpose, fails to provide a clear and logical progression between ideas.	
Content	Speaker uses supporting materials linked to thesis; quality and variety of materials enhances clarity of topic and credibility of speaker. Speaker provides adequate explanation of key concepts and theories, valid research with a variety of sources, and names and facts were precise and explicit.		Speaker uses supporting materials that add a measurable level or interest to the speech, but does not offer a wide variety of sources.		Speaker uses supporting materials that detract from the effectiveness to the speech; few sources offered; few examples provided or not easily understood.	
Language	Speaker uses language that enhances audience comprehension and interest for topic, while avoiding inappropriate jargon and slang, utilizing proper grammar and no disfluencies (uh, er, so, y'know) . Vocals are exceptionally and appropriately well-paced, easily heard by all audience members, and varied in pitch to enhance message.		Speaker uses language that is reasonably clear, vivid, and appropriate. Vocals are acceptable in pace, volume, or pitch, but not enough to detract from overall quality.		Speaker exhibits many vocal disfluencies; has multiple errors in pronunciation and/or grammar; weak enough in pace, volume, or pitch to detract from quality of presentation.	
Nonverbal	Speaker demonstrates exceptional posture, hand gestures, body movement, facial expressions, eye contact, distance from audience, and wears appropriate attire for the purpose of topic.		Speaker demonstrates acceptable posture, hand gestures, body movements, facial expressions, eye contact and distance from audience.		Speaker utilizes little to no audience eye contact; hand gestures are rarely used; little body movement and few facial expressions. Attire is inappropriate.	
Visuals	Speaker uses graphics that reinforce thesis, maximize audience understanding of topic; use of media appropriate, readable, and professional. Speaker looks planned, prepared, and practiced.		Speaker's graphics are creative, focused, and used reasonably well but may not be fully appropriate to topic. Speaker does not appear practiced with the specific visuals used.		Speaker utilizes no visuals or they are used in a poor manner and lack focus to the topic.	

Awareness of Legal and Ethical Issues Rubric

Score	5	4	3	2	1
	ADMIRABLE		ACCEPTABLE		AMATEUR
ETHICAL AND LEGAL ISSUES: SCORE:_____ 1. Students will recognize legal issues in business contexts. 2. Students will be able to recognize and resolve ethical issues that arise in different business situations. 3. Students will demonstrate knowledge of corporate governance issues as they relate to the responsibilities of business in society.	<ul style="list-style-type: none"> • Be able to recognize all of the legal issues of individual and business activities • Be able to recognize all of the ethical issues of individual and business activities • Demonstrate awareness of alternative courses of action when encountering ethical dilemmas, and a rationale for choosing amongst ethically ambiguous alternatives. • Demonstrate consideration of the effects of business activities on various stakeholders. • Business activity plans and actions create positive returns for both business and stakeholders 		<ul style="list-style-type: none"> • Can recognize most of the legal issues in a business situation • Be able to recognize some of the ethical issues of individual and business activities • Demonstrate awareness of alternative courses of action when encountering ethical dilemmas • Partial integration of plans and actions that integrate multiple stakeholder analysis • Business plans demonstrate some considerations of social impact on financial returns for business are estimated 		<ul style="list-style-type: none"> • Unable to recognize legal issues in business contexts • Unable to recognize the difference between ethical and legal matters. • Unable to recognize moral and ethical dilemmas • Ignore alternate courses of action when encountering ethical dilemmas • Unable to recognize ethical dilemmas when dealing with diverse ethnic and social classes • Business plans demonstrate no consideration of social impact of decisions • Unable to provide solutions for ethical situations

Rating Scale: 5 = Admirable 4 = Exhibits most characteristics of “Admirable” and some characteristics of “Acceptable”

3 = Acceptable 2 = Exhibits most characteristics of “Acceptable” and some characteristics of “Amateur” 1 = Amateur

STRATEGIC / CRITICAL THINKING RUBRIC (MBA Qualitative Reasoning Rubric)

Rating Criteria	5 ADMIRABLE	4	3 ACCEPTABLE	2	1 AMATEUR	Score
Identifies and/or summarizes the problem or issue	Clearly identifies not only the basics of the main issue, but recognizes nuances of the issue.		Identifies and states the main question or issue. Nuances and some details are missing or glossed over.		Does not attempt to identify or fails to identify the main question or issue.	
Considers context and key assumptions	Analyzes the issue within the scope and context of the problem. Identifies and assesses the validity of the key assumptions		Provides the context and scope of the issue although it is not clearly analyzed. Presents and explores validity and implications of some assumptions in a limited way.		Does not consider the scope of the problem or place the issue in context. Fails to identify or evaluate key assumptions.	
Presents own perspective, hypothesis, or position	Identifies own position and draws support from experience and information not from assigned sources. Justifies own view and demonstrates sophisticated thought.		Clearly presents own position with support drawn from assigned sources. Justification is sometimes superficial. Thinking is clear, but may include some inconsistencies or gaps.		Does not state position clearly or position is drawn with little consideration. Fails to justify own opinion. Demonstrates unclear or simplistic thought.	
Addresses other salient perspectives and positions	Addresses and analyzes other salient perspectives drawn from outside information. Analysis of other positions is accurate and respectful. Evidence of reflection and self-assessment.		Identifies other salient perspectives drawn from outside information. Ideas are investigated in a limited way, and analysis of other positions is mostly accurate. Some evidence of self-assessment.		Deals with a single perspective and fails to discuss other salient perspectives. Treats other positions superficially or the analysis is inaccurate. No evidence of self-assessment.	
Analyzes supporting data and evidence	Uses evidence with careful examination. Questions sources of evidence for accuracy, precision, relevance, and completeness. Observes cause and effect. Clearly distinguishes between fact, opinion, and acknowledges value judgments.		Uses evidence selectively or without careful examination. Some sources are not questioned for accuracy, precision, relevance, and completeness. Inferences of cause and effect are stated, but not entirely accurate. Facts and opinions are stated although not clearly distinguished from value judgments.		Repeats information without question or dismisses evidence without justification. Does not question sources of evidence for accuracy, precision, relevance, or completeness. Does not observe cause and effect. Does not distinguish between fact and opinion.	
Assesses conclusions, implications, and consequences	Clearly states and discusses conclusions. Identifies implications and consequences of the conclusion. Objectively reflects on own assertions.		Provides conclusions with a loosely related discussion of implications or consequences. Some discussion of own assertions.		Does not provide conclusions or conclusion is a simplistic summary. Fails to identify implications and consequences of the issue.	

Rating Scale: 5 = Admirable 4 = Exhibits most characteristics of “Admirable” and some characteristics of “Acceptable” 3 = Acceptable; 2 = Exhibits most characteristics of “Acceptable” and some characteristics of “Amateur” 1 = Amateur

Global Awareness Rubric

Date: _____ Rater: _____ Course: _____

Student: _____

TRAIT	Admirable (5)	(4)	Acceptable (3)	(2)	Amateur (1)	Score
Identification of Global Factors	Clear and some detailed identification of relevant factors.		Some identification of most of the relevant factors		No or incomplete identification of some or all of the following relevant global factors: Economic, Cultural, Legal, demographic	
Analysis of Global Factors	Clear, accurate and somewhat detailed analysis of impact of relevant global factors		Some analysis of impact of global factors; some inaccuracies in analysis		No analysis of impact of relevant global issues; Erroneous analysis of impact	
Application of Analysis to Management Situation	Clear application of analysis to specific management situation; valid conclusions and good recommendations given		Some application of analysis to specific management situation, weak conclusions or recommendations made		No application of analysis to specific management situation; incorrect conclusions or recommendations made.	

Adapted from California State University, East Bay website: www.csu Hayward.edu/ira/wasc/slo

Quantitative Reasoning Rubric (MBA)

Rating Criteria	5 ADMIRABLE	4	3 ACCEPTABLE	2	1 AMATEUR	Score
Data Gathering	Student seeks out and identifies appropriate data resources for a given business scenario.		Students identifies several data resources but does not identify the appropriate resource for a given business scenario.		Student does not identify an appropriate data resource for the given business scenario.	
Data Management	Student can manipulate and organize data into applicable form for use in the business setting including the recognition of a need for data cleaning.		Student has some errors in data manipulation.		Student makes no attempt to manipulate data or manipulation is fundamentally flawed.	
Data Analysis	Student is able to identify correct techniques for interpreting data. Student reaches rational conclusions given the data.		Student has a few inaccuracies in interpreting data and reaches incomplete conclusions.		Student draws inappropriate conclusions or the analysis is fundamentally flawed.	
Data Presentation	Student builds a rational, appropriate argument for using the data analysis to improve decision making in a business environment.		Student provides an incomplete argument for using the data analysis to improve decision making.		Student does not provide a rational argument for using the analysis to improve decision making.	

Teamwork/Communication Rubric
Master of Business Administration

Trait	Unacceptable (1)	(2)	Acceptable (3)	(4)	Exemplary (5)	Score
Research & Gather Information	Collects very little to no information--some relates to the topic.		Collects some basic information--most relates to the topic.		Collects a great deal of information--all relates to the topic.	Member 1 ____ Member 2 ____ Member 3 ____ Member 4 ____ Member 5 ____
Fulfill Team Role's Duties	Rarely does the assigned work--often needs reminding. Relies on others to do the work		Hands in most assignments on time. Meets minimum requirements of assignments.		Always does the assigned work without having to be reminded. Hands in all assignments on time. Assignments are thorough, and professional in appearance.	Member 1 ____ Member 2 ____ Member 3 ____ Member 4 ____ Member 5 ____
Communication - Participate in Discussions	Either gives too little information or information which is irrelevant to topic. Relays very little information to teammates--some relates to the topic.		Offers some information--most is relevant. Relays some basic information--most relates to the topic.		Relays a great deal of information--all relates to the topic.	Member 1 ____ Member 2 ____ Member 3 ____ Member 4 ____ Member 5 ____
Communication - Listen to Other Teammates	Usually doing most of the talking--rarely allows others to speak. Often argues with teammates. Usually wants have things their way.		Demonstrates willingness to help other group members when asked. Listens to the ideas of others. Usually considers all views.		Actively listens to others and acknowledges the work of others. Always helps team to reach a fair decision. Treats all team members with respect.	Member 1 ____ Member 2 ____ Member 3 ____ Member 4 ____ Member 5 ____

1 = Unacceptable 2 = displays some of 3 but not all
3 = Acceptable 4 = displays some of 5 but not all
5= Exemplary