Student Learning Outcomes and Assessment Instruments
Cameron School of Business Undergraduate Program(s)
BSBA and BA-Economics

A student who earns a **Bachelor of Science in Business Administration Degree (BSBA)** from the Cameron School of Business at the University of North Carolina will achieve the following learning outcomes:

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

Assessment:

Discipline Specific Knowledge

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.

Therefore all students prior to their graduation and after completion of all business core classes (generally achieved when registering for MGT 455 capstone course) 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 academic 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. This requirement will be indicated on each student's degree audit.

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. This rubric will be applied in the MGT 455 course. This course integrates materials across functional areas through case methods. Faculty will use this rubric to assess the level of integration in both written and oral work.

Integration Rubric

Points:	4	2	0
Category:	Exemplary	Acceptable	Unacceptable
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	Effectively integrates appropriate	Uses appropriate qualitative and	Does not effectively integrate appropriate

Qualitative Analysis Tools	qualitative and quantitative tools in analyzing the situation.	quantitative tools but analysis is not adequately integrated.	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 addresses the identified problem(s).

Leadership and Teamwork Rubrics – these rubrics will also be used in the MGT 455 course. Students working in teams will assess other team member's ability to lead and work in teams after a major case analysis.

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**
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.

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**
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	Individual tasks were not always assigned or checked on. Sometimes team members	Individual team members did not have guidance. Work was duplicated and team members did not

	goals.	duplicated work or did not know what to do.	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.

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.

Assessment: This assessment will be conducted at the end of term in the Production/Operations management course required by all BSBA students. Faculty teaching this course add an additional problem for assessment purposes only (not grades) to a student's final exam. Outside evaluators review student responses to the problem utilizing the following rubrics:

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**
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	Uses all appropriate information	Uses some appropriate information correctly.	Uses inappropriate information.

Appropriately	correctly.		
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.

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
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.

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.

Assessment:

Effective Written Communication

To effectively measure written communication, the CSB has adopted an ETS instrument developed through AACSB. This instrument is administered in the capstone classes of each major every semester. Faculty are trained in administration of the writing assessment.

Effective Oral Communication and Effective Application of Technology

The following rubrics are used to assess oral communication and the use of technology. These assessments are conducted by faculty viewing the major case presentations in the MGT 455 classes.

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
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
Delivery	Speaker appeared confident and	Speaker's initial nervousness was	Speaker's nervousness was

How the speaker presented the information; the speaker's performance in front of the audience.	relaxed.	not distracting.	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
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 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.
	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
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	Speaker's word choices were good, but did not trigger images.	Speaker's word choices were traditional and wordy.

	topic.		
	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:

4. Our students will understand the importance of social responsibility, diversity, ethics and legal issues.

Assessment:

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.

Therefore all students prior to their graduation and after completion of all business core classes (generally achieved when registering for MGT 455 capstone course) 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 academic 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. This requirement will be indicated on each student's degree audit.

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.

Assessment:

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.

Therefore all students prior to their graduation and after completion of all business core classes (generally achieved when registering for MGT 455 capstone course) 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 academic 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. This requirement will be indicated on each student's degree audit.

A student who earns a **Bachelor of Arts in Economics** from the Cameron School of Business at the University of North Carolina Wilmington will achieve the following learning outcomes:

1. Our students will understand key economic principles and models.
2. Our students will be able to analyze and interpret quantitative data.

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.