Undergraduate Program Assurance of Learning
The Undergraduate (BSBA) Program assesses program effectiveness in several ways. In addition to traditional end-of-term course and instructor evaluations submitted to the Dean’s office, the BSBA Curriculum Committee adopted and implemented a learning assurance plan. The plan includes stated learning goals and objectives (see below). We developed assessment procedures to ensure that Olin graduates meet and exceed the goals set forth prior to graduation.

Washington University’s- and, consequently, the Business School’s- flexible curriculum, which allows students access to curricula university-wide, presents a challenge to our learning assurance assessment. Such flexibility enables students to take courses in largely self-selected sequences; as a result, the student cohort may not have completed a common set of courses at the time of the assessment. We attempt to account for this potential assessment limiter by selecting a set of courses that are common to multiple academic majors offered by Olin.

Learning Goals/Objectives
1. Demonstrate the ability to apply complex business concepts to real-world scenarios
   - Through individual assignments students will create solutions to problems through the application of business concepts
2. Individually and collaboratively, solve and present the findings to unstructured business problems
   - Function effectively as a team and present a comprehensive analysis to unstructured business problems
3. Think Critically
   - Have the ability to understand the elements and application of critical thinking
4. Create applied original research
   - Cultivate topic, refine hypothesis, research area and demonstrate the ability to apply business concepts
5. Communicate effectively
   - Demonstrate persuasive writing skills
   - Demonstrate persuasive oral skills to present analysis
6. Understand the challenges facing business
   - Articulate and analyze the impact of global issues on the world of business

Assessment
We measured learning goals of the BSBA program in the following ways:
- By evaluating selected course-embedded assignments
- By external feedback from employers who hire Olin students
- By internal surveys that seek student feedback

Selected Course-Embedded Assignments
To measure learning assurance, we selected both required courses and electives that represent broadly Olin’s academic majors. We identified courses and assignments that we believe measure accurately the learning goals set forth in our plan.
## Measured Learning Goals

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Instructor</th>
<th>Semester</th>
<th>Count</th>
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<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
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<td>Hugh</td>
<td>SP08 SP09</td>
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<td>FL06 - FL08</td>
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<tr>
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<td>Malter</td>
<td>SP09</td>
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<td>Advanced Financial Management</td>
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<td>Milbourn &amp; Litov</td>
<td>FL09</td>
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<td>Business of Presidential Elections</td>
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### Results

**Learning Goal 1:** Demonstrate the ability to apply complex business concepts to real-world scenarios

**Measurement:** We selected assignments from MGT 380, MKT 477, MGT 490/491 and IP 999, which measure the application of business concepts to real-world scenarios.

**Assessment:** In the courses examined, students met or exceeded this learning goal in MKT 477, MGT 490/491 and IP 999. Twenty-eight percent of students in MGT 380 needed improvement in this learning goal.
**Learning Goal 2:** Individually and collaboratively, solve and present the findings to unstructured business problems

Measurement: We examined individual cases/problems from MGT 380, MKT 477, and MGT 308. We also examined collaborative case/problems from MGT 200, MGT 150B, MGT 400Z and FIN 448. We selected these assignments to ascertain if students met or exceeded the goal of individually and collaboratively analyzing and communicating solutions to unstructured business problems.

Assessment: Students exceed and met expectations on individual assignments more than those on collaborative assignments meet or exceed desired outcomes.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Strategy</td>
<td>MGT 380</td>
<td>25%</td>
<td>34%</td>
<td>41%</td>
</tr>
<tr>
<td>International Marketing</td>
<td>MKT 477</td>
<td>92%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Introduction to International Business</td>
<td>MGT 308</td>
<td>24%</td>
<td>67%</td>
<td>9%</td>
</tr>
<tr>
<td>Managing Your Business Career Strategy</td>
<td>MGT 200</td>
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<td>35%</td>
<td>49%</td>
</tr>
<tr>
<td>Olin Experience</td>
<td>MGT 150B</td>
<td>15%</td>
<td>50%</td>
<td>30%</td>
</tr>
<tr>
<td>Advanced Financial Management</td>
<td>FIN 448</td>
<td>26%</td>
<td>63%</td>
<td>11%</td>
</tr>
<tr>
<td>Business of Presidential Elections</td>
<td>MGT 400Z</td>
<td>36%</td>
<td>48%</td>
<td>16%</td>
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</tbody>
</table>

**Learning Goal 3:** Think critically

Measurement: We introduced critical thinking to BSBA first-year students in the 2008-2009 academic year.

Assessment: Critical thinking in the BSBA program is a future, on-going assessment.

**Learning Goal 4:** Create original applied research

Measurement: Students in IP 999, MGT 490 & 491 and MEC 400H created original applied research, either under guidance of Olin faculty or with a faculty sponsor during an international internship experience.

Assessment: Students who engaged in original applied research either met expectations (50%) or exceeded expectations (50%) in MGT 490 & 491. Ninety-eight percent of students enrolled in IP 999 meet or exceed expectations. The BSBA program is investigating additional ways to infuse applied research into the undergraduate experience for all BSBA candidates.
Learning Goal 5: Communicate effectively

Measurement-Writing: We measured writing skills using individual case analyses from MKT 477, MGT 308, MGT 400Z and collaborative analyses from MGT 200 and FIN 448.

Measurement-Presenting: We measured presentation skills in MGT 200 using a written case analysis and oral presentation. This course is an elective completed by approximately 65% of BSBA students.

Assessment-Presenting: Approximately 50 percent of BSBA degree candidates meet expectations and 24 percent exceed desired outcomes.

Assessment-Writing: Overall, students do not meet satisfactory levels. Effective fall 2009 (applied to BSBA Class of 2012), MGT 201 Management Communication is a required sophomore-level core course. We will assess students’ writing going forward. Washington University is currently reviewing the effectiveness of Writing I, which is required of all students in their first-year regardless of intended academic major or advanced placement testing.
Learning Goal 6: Understand the challenges facing business (global)

Measurement: We used individual case analyses for MKT 477 and MGT 308 to determine if students understand the global challenges facing business.

Assessment: Students in both the International Marketing & Introduction to International Business exceeded expectations 24% of the time, met expectations 73% of the time; only 3% need improvement. In the International Internship Research course, 97% of students met or exceeded the learning goal.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Marketing</td>
<td>MKT 477</td>
<td>24%</td>
<td>73%</td>
<td>3%</td>
</tr>
<tr>
<td>Introduction to International Business</td>
<td>MGT 308</td>
<td>24%</td>
<td>73%</td>
<td>3%</td>
</tr>
<tr>
<td>International Internship Research</td>
<td>IP 999</td>
<td>80%</td>
<td>17%</td>
<td>3%</td>
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</table>

Employer Feedback
Olin’s Weston Career Center houses facilities for employers to conduct on-site interviews for both internships and full-time positions. It is standard practice of the Weston Career Center to ask employers to complete a post-recruiting visit survey about their experience interviewing Olin students. Data came from surveys conducted in the fall 2007, spring 2008, and fall 2008 semesters.

Analysis and coding of qualitative feedback falls into four general themes:
- Students present themselves in a professional manner
- Students are generally well prepared
- Students lack experience in case-based interviewing
- Students’ cover letters are too generic and writing needs strengthening

Assessment: Although students are both generally prepared and successful post-graduation, they need to improve career communications, case interviewing, and articulating the process that they utilize to solve unstructured business problems.

Closing the Loop
Curriculum Review
The BSBA Curriculum Committee is currently undertaking a comprehensive review of the entire undergraduate curriculum. As a first step, the faculty and the Undergraduate Programs staff conducted a course mapping exercise, which surfaced the particular goals, learning objectives, and desired outcomes for each undergraduate course offered.

Management Communication (MGT 201) & Olin Management Communication Lab
In spring 2008, the BSBA Curriculum Committee (and subsequently the School faculty) approved a new, required semester-length course - Management Communication (MGT 201). BSBA Class of 2012 degree candidates are the first cohort with this requirement. Our goal is to address and improve the writing and presentation skills of Olin undergraduate students.
MGT 201 students:
- Apply rhetorical principles to management communication
- Use critical thinking to analyze the audience, the organizational environment, and problems before choosing communication strategies
- Implement principles of plain language and effective document design
- Collaborate with classmates to create effective group projects and to improve team communication skills
- Represent a company or product in a press conference while fielding challenging questions from reporters
- Learn to create effective presentations and written materials for clients
- Persuade a supervisor to approve an idea with effective written and presentation skills
- Craft negative messages to communicate bad news without alienating the reader

The Olin Management Communication Lab is a business writing and speaking center that further supports our mission. The full-time director selects and trains consultants—most of whom are second-year MBAs—who provide peer coaching to Olin students, typically in half-hour one-on-one or team consulting sessions. Students or teams may seek appointments to work on academic or job search-related writing or presentations.

By providing a required course and supplementing that course with a business writing and speaking lab, we will address the deficiencies of our students and encourage a high level of competence in writing and speaking.

The Olin Experience
In spring 2008, the BSBA Curriculum Committee approved The Olin Experience (MGT 150A/MGT 150B first-year, MGT 250A/250B, sophomore year) as a degree requirement beginning with the BSBA Class of 2012 cohort; we began teaching MGT 150A in fall 2008 and the sequential courses followed.

Olin faculty and student development staff engaged in research to determine attributes and skills that allow graduates to achieve high levels of success after college. The research included interviews with employers and alumni and resulted in the Olin Personal Leadership Competency Model (Konczak & Malter, 2009) found in Appendix (x). Using the research data and model, The Olin Experience assists sophomores in their personal leadership and team development and develops skills valued by employers. Additionally, The Olin Experience introduces students to the study of business and management and engages them in beginning to apply business concepts and tools. The Olin Experience is complementary to other Olin courses and reinforces the material taught elsewhere.

MGT 150A
- Introduces students to the study of business administration and how managers make decisions
- Teaches students the different business disciplines and their intersections
- Creates better understanding of students’ academic choices and eventual selection of majors
- Introduces students to a comprehensive, four-year model of career development and planning
- Teaches students to think critically by analyzing cases and presenting solutions to unstructured problems

MGT 150B
- Continues the critical thinking framework
- Teaches Microsoft Excel as a business tool
- Teaches the application of skills to unstructured business problems through a “live” business case. Specifically an Olin corporate partner (international consulting firm) writes the case and student teams present in a case competition format to corporate executives. The executives give immediate feedback to the students.
MGT 250A
- Introduces Emotional Intelligence, the Olin Personal Leadership Competency Model, and the Olin Team Behavior Inventory
- Engages students in self-assessments based on these models
- Results in students’ personal development plans, which students use as a “roadmap” in consultations with academic and career advisors to practice and improve leadership prior to graduation
- Engages students in critical career development skills and habits

MGT 250B (elective course for spring 2010)
- Engages four-person teams in a six week business simulation using a St. Louis start-up company
- Engages student teams in a semester-length service learning project in which teams act as consultants to St. Louis area non-profit organizations and analyze and present solutions to an unstructured problem facing the organization

Ongoing Assessment Efforts
The Olin Business School commits to ongoing assessment of our learning assurance. We will continue to evaluate critically outcomes in selected required and elective courses. Recent changes made by the Olin Business School, specifically introducing as degree requirements both Management Communication and The Olin Experience, aim to address current gaps in our curriculum. The first of these student cohorts are currently sophomores. We will particularly continue to assess impact and effectiveness of our new curriculum initiatives on that cohort and its successors.

The BSBA Curriculum Committee receives periodic updates about our learning assurance progress. We share the same results with the School faculty and senior administrators so that the assessments factor into continuous improvements to the undergraduate curriculum, so that each student graduates having achieved or exceeded desired learning outcomes.
Question: What distinguishes Olin undergraduates in the work environment?

Answer: There are four key leadership characteristics that enable them to hit the ground running, tackle tough problems, collaborate effectively with others and quickly add positive value in the organizations where they work.

Four Key Leadership Characteristics:

- **Commitment to Professionalism**
  Olin graduates have a solid grounding in their chosen area of specialization and eagerly engage in the workforce to apply their knowledge. They are also committed to building on their knowledge and skill through continuous learning and development.

- **Problem Solving**
  Olin graduates can solve problems. They can think critically and identify key information that must be considered to generate solutions that are insightful yet practical.

- **Collaboration**
  Olin graduates understand the importance of working collaboratively with others to achieve results. That includes the ability to communicate clearly, develop positive relationships with bosses, peers, clients and customers, and exercise strong teamwork skills to accomplish work objectives.

- **Focus on Results**
  Olin graduates deliver results. They understand what it takes to do so – planning, prioritizing and delivering results according to the needs of their clients, customers and organization.

The **Olin Experience** provides opportunities for students to grow and develop these leadership characteristics as part of their undergraduate program. Each of these four areas includes a more detailed focus on specific leadership competencies that enable Olin graduates to distinguish themselves in organizations and in life. The specific competencies associated with each of these four characteristics are detailed further in the pages which follow.
FOCUS ON RESULTS: Works to consistently deliver on performance objectives and outcomes; takes initiative and puts forth extra effort to achieve results.

- **Competency: Executes with Discipline**
  - Rule of Thumb: Approaches work in a planned and organized way; manages projects effectively; uses time efficiently.
  - Competency in Action: You know that you are demonstrating this competency when you:
    - Plan and organize work to ensure objectives are achieved in a timely manner
    - Prioritize tasks effectively and demonstrate knowledge of what is important and what can wait
    - Manage your time efficiently
    - Demonstrate respect for others’ time
    - Execute work according to plan; track progress of self and others
    - Demonstrate flexibility; adjust work plans as situations and needs change
    - Effectively manage multiple projects simultaneously
    - Work constructively under pressure and tight deadlines
    - Cope effectively when priorities change unexpectedly

- **Competency: Delivers Results**
  - Rule of Thumb: Takes personal responsibility for achieving established goals and delivering results.
  - Competency in Action: You know that you are demonstrating this competency when you:
    - Complete work ahead of schedule
    - Demonstrate initiative and take action rather than wait to be told what to do
    - Show a willingness to do whatever needs to be done to meet goals and objectives – “can do” approach
    - Consistently meet or exceed performance expectations
    - Deliver work outcomes of high quality
    - Demonstrate persistence when faced with obstacles and challenges
    - Take accountability for behaviors and results
COMMITMENT TO PROFESSIONALISM: Demonstrates superior knowledge and skill in area of specialty; shares expertise with others. Continuously seeks opportunities to learn.

- **Competency: Applies Expertise**
  - Rule of Thumb: Able to effectively apply technical/functional knowledge and skill to achieve objectives.
  - Competency in Action: You know that you are demonstrating this competency when you:
    - Key in on important details and information
    - Ask good questions to ensure understanding
    - Understand how your work contributes to the overall goals of the organization
    - Apply the appropriate knowledge and skills in specific situations
    - Master the knowledge and skills required to meet job requirements
    - Use appropriate tools and resources (e.g., EXCEL and other software; to complete work)

- **Competency: Commitment to Development**
  - Rule of Thumb: Takes personal responsibility for continuous learning and development to better meet organizational goals. Helps others to learn and develop.
  - Competency in Action: You know that you are demonstrating this competency when you:
    - Learn quickly; demonstrate a “passion” for learning
    - Continuously update your knowledge and skill to better serve the organization
    - Tap into others as a resource for learning and development
    - Seek performance feedback; learn from successes and mistakes
    - Listen openly to input and feedback
    - Coach and teach others
    - Request assistance from others (bosses, peers and others) whenever needed
    - Actively seek opportunities to grow, stretch and challenge yourself
PROBLEM SOLVING: Uses a systematic approach for collecting relevant information, analyzing data and developing solutions that are effective.

- **Competency: Thinks Critically**
  - **Rule of Thumb:** Ask yourself: “What do I need to know to solve this problem?” and consider the best sources of data.
  - **Competency in Action:** You know that you are demonstrating this competency when you:
    - Define problems as clearly as possible
    - Identify important and relevant information needed for high quality decision making.
    - Analyze and evaluate major possibilities
    - Balance attention to detail with a “bigger picture” view
    - Apply sound logic and reasoning
    - Draw accurate conclusions from data
    - Use data to support ideas and argue your case
    - Make decisions in the absence of all relevant information: can deal with ambiguity
    - Display confidence when solving “unstructured” problems

- **Competency: Provides Solutions**
  - **Rule of Thumb:** Generates solutions that consider the most relevant technical, organizational and financial implications.
  - **Competency in Action:** You know that you are demonstrating this competency when you:
    - Develop creative and innovative solutions that are practical and realistic
    - Identify solutions that can be reasonably implemented
    - Get to solutions that address problem causes versus symptoms
    - Develop alternatives that are cost-effective
    - Identify solutions that facilitate process improvement
    - Appropriately challenge existing practices; propose new ways of doing things that add value
    - Provide solutions that deliver value to the client/organization
**COLLABORATION:** Builds and maintains positive relationships with key stakeholders; fosters communications that are clear, concise and results focused.

- **Competency: Communicates with Impact**
  - **Rule of Thumb:** Communicates clearly and concisely to ensure clarity of message and positive impact.
  - **Competency in Action:** You know that you are demonstrating this competency when you:
    - Keep others well informed
    - Write effective business communications including e-mail and other routine messages
    - Prepare presentations that are organized, clear, and concise
    - Speak clearly and persuasively in 1:1 and group situations
    - Deliver presentations with confidence and poise
    - Handle “tough questions” in meetings and presentations without losing focus
    - Project an image of confidence and poise when communicating with individuals and groups

- **Competency: Achieves Through Collaboration**
  - **Rule of Thumb:** Builds and maintains positive relationships with bosses, peers, clients and customers to facilitate work accomplishment.
  - **Competency in Action:** You know that you are demonstrating this competency when you:
    - Develop positive relationships with team members to ensure goals are achieved
    - Network effectively throughout the organization to accomplish work and overcome obstacles
    - Work effectively with others to achieve agreed-upon deliverables
    - Work effectively with bosses to ensure expectations are understood
    - Stay focused on client/customer needs to ensure expectations are met or exceeded
    - Step up to lead when appropriate; express yours views and provide input in meetings
    - Consistently follow through on commitments – “do what you say you’re going to do”
    - Work effectively with individuals from diverse backgrounds and perspectives