



LANGDALE COLLEGE OF BUSINESS

ASSURANCE OF LEARNING

2008-2009

ANNUAL REPORT

Table of Contents

	<u>Page</u>
Assurance of Learning Process	3
Learning Goals and Objectives	4
Curriculum/Assessment Alignment	5-8
Assessment Plan	9-10
Learning Goals, Measurement Approach and Assessment Instrument	11-12
2008-2009 Assessment Activities and Results	13-19
Process Improvement Action Plan	20
Exhibits	21-31

ASSURANCE OF LEARNING PROCESS

In support of the continued enhancement of the business program and majors, the Langdale College of Business Administration faculty have established an on-going process to identify skills and management-specific goals for assessment, develop and evaluate assessment instruments, assess goal learning objectives, report assessment results and recommendations, and ensure that recommendations or action plans are implemented (i.e., “closing the loop”). The process includes assessing skills and management-specific goals on a rotating basis with at least two goals assessed each academic year as well as obtaining feedback input from the college’s constituents (i.e., students, alumni, community).

The assurance of learning (AOL) process is headed by a director who is supported by a faculty member who chairs each of the learning goals. All Langdale College faculty members participate in the AOL process and are members of a learning goal team. The current committee structure and members is provided in Exhibit A.

The process stages and the associated goals are to:

- Identify skills and management-specific goals for assessment.
- Align goals to the educational objectives of the university and college curriculum
- Review, evaluate and modify learning objectives and assessment instruments.
- Assess goals.
- Review assessment results and make appropriate recommendations.
- Follow up to ensure that recommendations are implemented (i.e., close the loop) and results in program improvement

BACHELOR OF BUSINESS ADMINISTRATION GOALS AND OBJECTIVES

Graduates of Langdale College of Business Administration undergraduate business program will possess the following knowledge and skills.

A. Effective communication skills.

1. The student will be an effective written communicator in a business environment.
2. The student will be an effective oral communicator in a business environment.

B. Ability to reason ethically.

- The student will display an ability to recognize and resolve business dilemmas in a legal and ethical manner

C. Analytical

1. The student will be able to demonstrate analytical skills
2. The student will be able to effectively utilize analytical skills to solve business problems

D. Information technology proficiency.

- The student will demonstrate the ability to use information technology.

E. Teamwork

- The student will be able to work cooperatively and productively in a group setting.

F. Global awareness

- The student will demonstrate awareness of the factors that influence business decisions in a global economy

F. Understanding of core business concepts.

1. The student will demonstrate a fundamental understanding of accounting principles.
2. The student will demonstrate a fundamental understanding of economics principles.
3. The student will demonstrate a fundamental understanding of management principles.
4. The student will demonstrate a fundamental understanding of quantitative business analysis (include statistics).
5. The student will demonstrate a fundamental understanding of finance principles.
6. The student will demonstrate a fundamental understanding of marketing principles.
7. The student will demonstrate a fundamental understanding of legal and ethical issues.

CURRICULUM/ASSESSMENT ALIGNMENT

Once the AOL Committee and COB had established new learning goals and objectives, the Committee began identifying courses for the BBA and MBA programs where an assessment of student skills and knowledge would occur.

Although many courses cover the goals and objectives, the following grids

- Identify the course and objective where the assessment is to occur in the BBA program.
- Identify the learning goals and their alignment with the overall university goals

The MBA assurance of learning process is provided in a separate document.

LEARNING GOALS AND CURRICULUM ALIGNMENT

Learning Goal	Initial (Beginning)	Reinforced (Middle)	Final (End)
Knowledge	<ul style="list-style-type: none"> • ACCT 2101 • ACCT 2102 • BUSA 2100 • ECON 2105 • ECON 2106 • FIN 3350 • MGNT 3250 • MKTG 3050 	- ¹	
Communications: <ul style="list-style-type: none"> • Oral • Written 	<ul style="list-style-type: none"> • ENGL 3010² 		BUSA 4900 (Oral)
Technology	CISM 2201		
Global	MGNT 3250	ECON 3600, MKTG 4680, MGNT 4800 ³	BUSA 4900
Ethics	BUSA 2106	ACCT 4500, 4800	
Analytical	FIN 3350	- ⁴	BUSA 4900
Teamwork	<ul style="list-style-type: none"> • BUSA 2106, • MGNT 3250⁵ 		BUSA 4900

¹ reinforced/assessed at the major level as part of the SACS program review and included in separate reports

² Course is taught in a separate college (outside our control) - so no assessment occurs at the core level

³ Reinforced in applicable courses within the specific major

⁴ Same as #3

⁵ Not directly taught in the core although students are assigned to teams in listed courses however no assessment occurs in core

Valdosta State University
General Education Outcomes - University

1. Students will demonstrate understanding of the society of the United States and its ideals.
2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.
6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.
8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems.

LCOBA's GOALS	UNIVERSITY GOALS								ASSESSMENT												(Check			
(See ____ for description of goals)									Final examinations	Pre and post test scores	Oral Examinations	Nationally-normed tests	Regents' test	Quizzes	Research papers	Expository papers	Oral presentations	Portfolios	Other written assignments	Evaluation of projects	Student self assessment	Role play	Creative projects	
	1	2	3	4	5	6	7	8																
Goal #1 - Analytical Skills					x																			
Goal #2a - Oral Communication				x			x																	
Goal #2b - Written Communication				x			x																	
Goal #3 - Legal and Ethical								x																
Goal #4 - Global		x				x																		
Goal #5 - Knowledge							x																	
Goal #6 - Teamwork		x																						
Goal #7 - Technology			x																					

THIS PAGE WAS INTENTIONALLY LEFT BLANK

ASSESSMENT PLAN FOR 2007 TO 2011

The following grid contains the five-year assessment plan (2007 – 2012) for the BBA degree program.

THE CURRENT PLAN FOR ASSESSING OUR LEARNING GOALS

Learning Goals	Knowledge	Legal and Ethical	Global	Teamwork	Communications	Analytical	Technology
AY 07-08				A (Fa, Sp) E (Sp)	A (Sp) E (Sp)		
AY 08-09		A, E (Sp)	A(Fa) E (Sp)	A (Fa) E (Sp)	R (Sp)		
AY 09-10	A (Fa)	A				A(Fa)	A(Fa)
AY 10-11		A	A		A		
AY 11-12	A			A		A	

Legend:

A – Goal assessed (or planned) during the specific academic year or semester i.e., data collection activity

E – Assessment results evaluated during the specific academic year and/or semester

R – Remediation or “Closing the loop” activity took place in specific academic year

Sp – spring semester of the academic year

Fa – fall semester of the academic year

LEARNING GOALS, MEASUREMENT APPROACH AND ASSESSMENT INSTRUMENTS

The following grid summarizes the measurement approach use to assess each of our learning goals, the type of assessment instrument used, and the location of the instrument (if applicable) within the document.

LEARNING GOALS, MEASUREMENT APPROACH AND ASSESSMENT INSTRUMENT

Goal	Measurement Approach (i.e., Direct or Indirect)	Assessment Instrument	Location of Rubric (if applicable)
Communications <ul style="list-style-type: none"> • Oral • Written 	<ul style="list-style-type: none"> • Indirect • Indirect 	<ul style="list-style-type: none"> • Oral Communication Rubric (Capstone Project) • Written Communication Rubric 	Exhibit A Exhibit B
Ethics	Indirect	Course embedded examination questions	n/a
Analytical	Indirect	Course embedded examination questions	n/a
Technology	Indirect	Rubric	Exhibit D
Teamwork	Indirect	Rubric (Capstone Project)	Exhibit C
Global	Indirect	<ul style="list-style-type: none"> • World Maps and Continent Map • Country Analysis case study 	n/a
Knowledge	Indirect	Course embedded examination questions in core business areas	n/a

2008-2009 Assessment Activities
and
Results

Program Learning Outcomes

Learning Outcome: Students can work effectively in teams.

Performance Criteria	Strategies	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
Worked well with and cooperated with fellow team members	BUSA 4900	Peer Evaluations, Faculty Evaluations	BUSA 4900	Fall and Spring semesters	Dr. Williams	AOL Teamwork Committee
Contributed to the team's work and decisions on a regular basis	BUSA 4900	Peer Evaluations, Faculty Evaluations	BUSA 4900	Fall and Spring semesters	Dr. Williams	AOL Teamwork Committee
Was prepared for meetings and participated in discussions	BUSA 4900	Peer Evaluations, Faculty Evaluations	BUSA 4900	Fall and Spring semesters	Dr. Williams	AOL Teamwork Committee
Demonstrated the ability to meet team deadlines	BUSA 4900	Peer Evaluations, Faculty Evaluations	BUSA 4900	Fall and Spring semesters	Dr. Williams	AOL Teamwork Committee
Engaged in information sharing with team members	BUSA 4900	Peer Evaluations, Faculty Evaluations,	BUSA 4900	Fall and Spring semesters	Dr. Williams	AOL Teamwork Committee
Engaged in conflict resolution involving contentious issues	BUSA 4900	Peer Evaluations, Faculty Evaluations	BUSA 4900	Fall and Spring semesters	Dr. Williams	AOL Teamwork Committee

Results 2007-2008: Objective 1 states that “students will be able to work cooperatively and productively in group settings.”

Objective 1 was assessed during the 2007-2008 school year. A sample of 82 students were assessed during the fall semester 2007, and 74 students were assessed during the spring semester 2008 (see attached Table 1). Based on a maximum score of 49, the mean score was 46.33 (std. dev. = 5.57) during fall 2007, and 46.36 (std. dev. = 5.62) during spring 2008. Objective 2 states that “students will satisfactorily work in a team setting to complete a short term exercise.” Objective 2 was also assessed during the spring 2008. Based on a maximum score of 35, the mean score was 31.60 (std. dev. = 3.22). Objective 2 will be assessed again during spring 2010.

Actions 2008-2009: During the 2007-2008 year, students completed their teamwork rubrics during the final week of classes as an in-class assignment. Beginning with the 2008-2009 year, students were instructed to complete the teamwork rubric in private while at home. It was anticipated that this action might provide more objective results as to how team members viewed the teamwork efforts of their peers during the semester. The Teamwork Committee is currently satisfied with the format of the teamwork rubric, and plans to continue its use in its current form during the next academic year. Data will continue to be collected in BUSA 4900 during both fall and spring semesters, and will be compiled by the instructor for future analysis.

Second-Cycle Results 2008-2009: The teamwork results showed a slight decline in the average scores of students. The Committee believes this decline might be due to having students complete the teamwork assessment rubric in a more private setting outside of the classroom. A sample of 72 students were assessed during the fall semester 2008, and 90 students were assessed during the spring semester 2009 (see attached Table 1). Based on a maximum score of 49, the mean score was 45.34 (std. dev. = 5.11) during fall 2008, and 44.71 (std. dev. = 6.44) during spring 2009.

Program Learning Outcomes

Learning Outcome: Students will demonstrate awareness of the factors that influence business decisions in a global economy.

Performance Criteria	Strategies	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
<p>1: Students will identify and/or locate selected continents, major countries and oceans on a world map.</p>	<p>BUSA 4900 MGNT 3250</p>	<p>World Maps and Continent Map</p>	<p>BUSA 4900 MGNT 3250</p>	<p>Fall 2008</p>	<p>BUSA4900: Dr. Bob Williams MGNT 3250: Drs. Todd Royle & Nathan Moates</p>	<p>Global Awareness Committee</p>
<p>2. Students will identify factors that influence business decisions in a global economy.</p>	<p>BUSA 4900</p>	<p>Country Analysis Case Study</p>	<p>BUSA 4900</p>	<p>Fall 2008</p>	<p>BUSA4900: Dr. Bob Williams</p>	<p>Global Awareness Committee</p>

Results 2006-2007:

- **Performance Criteria 1** was assessed during the Spring 2006 semester in MGMT 3250, Organizational Behavior and Management. This is one of the senior core business courses. The students correctly identified the continents and oceans 92.4% of the time. The Map Assessment instrument was administered in BUSA 4900 during the Fall 2006 semester. BUSA 4900 is a capstone course for the general business curriculum. A sample of 65 students was assessed. The students correctly identified the continents and oceans an average 95.2% of the time.

- **Performance Criteria 2** was assessed during the Fall 2005 semester in BUSA 4900, Business Policy. The course is a capstone course for the general business curriculum. Students successfully identified and evaluated the factors that influence business decisions in a global economy 84.4% of the time.

Second-Cycle Results 2008-2009:

- **Performance Criteria 1** was assessed during the Fall 2008 semester in MGNT 3250, Organizational Behavior Management, the senior core business course and BUSA 4900, capstone course for the general business curriculum. Samples of 187 students were assessed. The students correctly identified the continents and oceans 81.6% of the time. The committee **does not** recommend additional assessment or any curriculum changes.
- **Performance Criteria 2** was assessed during the Fall 2008 semester in BUSA 4900, Business Policy. The course is a capstone course for the general business curriculum. A sample of 50 students was assessed. Students successfully identified and evaluated the factors that influence business decisions in a global economy 83% of the time. The committee **does not** recommend additional assessment or any curriculum changes.

Program Learning Outcomes

Learning Outcome: LO #1 - Student demonstrates an awareness of the multiple roles of business in society (Ethics).

Performance Criteria	Strategies	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
1-Recognizes that different groups in society (shareholders, employees, customers and others) expect different things from business.	BUSA 2106	Embedded test questions	BUSA 2106	Spring 09	Dr. Cunningham	Dr. Cunningham
2-Identifies and lists what is expected of a business by those who will be affected by it, including shareholders, employees, customers and others.	BUSA 2106	Embedded test questions	BUSA 2106	Spring 09	Dr. Cunningham	Dr. Cunningham
3-Describes and comprehends the perspective of each of these groups.	BUSA 2106	Embedded test questions	BUSA 2106	Spring 09	Dr. Cunningham	Dr. Cunningham

Second-Cycle Results –

2008 - 2009: Learning Objective (LO) # 1 was assessed during the Spring, 2009 semester in BUSA 2106, the Environment of Business. This is a junior core business course. A total of 92 students were subject to assessment. Seventeen test questions embedded within the Final Exam for the course were assigned randomly by Web CT Vista, using the function of random selection of test questions. Regarding item #1 above, 51 of 59 students (86.5%) answered correctly. Regarding item #2, 35 of 52 students (69%) answered correctly. Regarding item #3, 34 of 40 students (85%) answered correctly.

Actions: The established success rate of 70% was met for questions 1 and 3, but not for question 2. However, the 69% pass rate is considered so close to the successful 70% rate, and in view of the elevated success rate for the other two questions, no reassessment of Learning Objective #1 is planned at this time. On our next cycle, we will address Learning Objective #2.

Process Improvement Action Plan

The AOL committee proposed the following process improvement during the current academic year. These will be addressed in the 2009-2010 academic year.

Recommendation	Owner	Status
a) Review and update the curriculum alignment matrix	AOL Committee	
b) Adopt Live Text to assist in the documentation and reporting of AOL activities	AOL Committee/BUSA 2000 Coordinator	
c) Identify course content that could be added to an e-portfolio	AOL Committee/Faculty	
d) Review the grading scale use for each learning goal to ensure consistency across goals	AOL Committee	
e) Explore and adopt a direct measure (e.g., an exit student survey, a recent graduate survey) in order to enhance our assurance of learning process	AOL Committee	To be discussed further in the 2009-10 academic year
f) Obtain 1-2 graduate assistants to help in the AOL process (task includes collect assessment and perform a preliminary evaluation, monitor student's e-portfolio completion)	AOL Committee Dean	
g) Incorporate the MBA and the new MAcc program review and reports into one consolidated assurance of learning document	AOL Director/ MBA Director/MAcc Director/ Dean	
h) Incorporate the SACS assessment results in the AOL plan		
i) Continue to explore methods for 'closing the loop' with the writing goal by partnering with the English Dept and LiveText	AOL Director/ AOL Communications Chair	

EXHIBITS

List of Exhibits

<u>Topic</u>	<u>Exhibit</u>
Written Communication Rubric	A
Oral Communication Rubric	B
Teamwork Assessment Rubric	C
Technology Assessment Rubric	D
Glossary of Terms	E
Assurance of Learning Teams 2008-2009	F

Appendix A:

AOL Written Communications Rubric

Student Name _____

Major _____

Assessor: _____

Select One: Transfer Student Non-transfer Student

Select One: Sophomore Junior Senior

Select One: Completed ENGL3010 Not Completed ENGL3010

Select One: U.S. Born Foreign Born

If media is applicable, student must meet or exceed expectations on 3 out of the 4 criteria to meet written communications objective.

If media is not applicable, student must meet or exceed expectations on 2 out of the 3 criteria to meet written communications objective.

Student meets / does not meet written communications objective.

Criteria	Actions Indicating Fails to Meet Expectations	Actions Indicating Meets Expectations	Actions Indicating Far Exceeds Expectations
Organization	<p>Paper contains any one of the following:</p> <ul style="list-style-type: none"> - Lack of an introductory paragraph(s) stating the objective(s) of the communication and major points/ideas - Most of the written communication lacks direction (rambling); paragraphs that do not relate to a main idea or point. - Numerous incidents of abrupt jumps from one point to another – lacks transition. - Lacks headings and/or subheadings where appropriate for transitioning between thoughts. - Paragraphs that are excessively long / change topics - Lacks a conclusion 	<p>Paper contains most of the following:</p> <ul style="list-style-type: none"> - Introductory paragraph(s) stating the objective(s) of the communication and major points/ideas - Paragraphs structured around major points/ideas/conclusions - Logical thought flow from one idea to the next - Smooth transition between thoughts - Headings and subheadings (where appropriate) - Conclusion based on content of the paper 	<p>Paper contains all of the following:</p> <ul style="list-style-type: none"> - Introductory paragraph(s) stating the objective(s) of the communication and major points/ideas - Paragraphs structured around major points/ideas/conclusions - Logical thought flow from one idea to the next - Smooth transition between thoughts - Headings and subheadings (where appropriate) - Conclusion based on content of the paper
Clarity	<p>Paper contains any one of the following:</p> <ul style="list-style-type: none"> - Fails to clearly make main point(s) - Fails to stay on point - Rambling and wordy writing style 	<p>Paper contains the following:</p> <ul style="list-style-type: none"> - Main idea(s) is (are) understood - Stays on point - Predominantly concise writing style 	<p>Paper contains all of the following:</p> <ul style="list-style-type: none"> - Main idea(s) is (are) easily understood - Focus maintained throughout - Concise writing style
Media (if applicable)	<p>Paper contains any one of the following:</p> <ul style="list-style-type: none"> - Media selected does not corroborate the points made in the paper - Media selected confuses the reader with regard to the points made in the paper - Fails to include all labels, references, etc. 	<p>Paper contains the following:</p> <ul style="list-style-type: none"> - Media selected corroborates the points made in the paper - Media selected does not confuse the reader with regard to the points made in the paper - All labels, references, etc. 	<p>Paper contains all of the following:</p> <ul style="list-style-type: none"> - Media selected corroborates the points made in the paper. - Media selected further clarifies the points made in the paper. - Media selected emphasizes the points made in the paper. - All labels, references, etc.
Language	<p>Paper contains any one of the following:</p> <ul style="list-style-type: none"> - Excessive use of passive voice. - Numerous grammatical errors. - Numerous spelling errors. - Language is inappropriate, vague, or too complex given the audience. - excessive use of jargon or slang. 	<p>Paper contains the following:</p> <ul style="list-style-type: none"> - Minimal use of passive voice. - Minimal grammatical errors. - Minimal spelling errors. - Language is appropriate given the audience, but not vivid or memorable. - minimal use of jargon or slang. 	<p>Paper contains all of the following:</p> <ul style="list-style-type: none"> - Predominantly in active voice. - No grammatical errors. - No spelling errors. - Language is precise, vivid, felicitous, and audience appropriate. - no jargon or slang.
Fatal Flaws	<p>If the paper contains any of the following, the student will not meet the written communications objective:</p> <ul style="list-style-type: none"> - Fails to meet expectations on the Organization criterion. - Long, rambling sentences or paragraphs. - Excessive number of grammatical errors - Improper sentence structure - Use of any offensive, racist, sexist, or vulgar language. - Use of non-standard English 		

Appendix B;

AOL Oral Communications Rubric

Student Name _____

Major _____

Assessor: _____

Select One: Transfer Student Non-transfer Student

Select One: Sophomore Junior Senior

Select One: Completed ENGL3010 Not Completed ENGL3010

Select One: U.S. Born Foreign Born

Student must meet or exceed expectations on 4 out of the 5 criteria to meet oral communications objective.

Student meets / does not meet oral communications objective.

Criteria	Actions Indicating Fails to Meet Expectations	Actions Indicating Meets Expectations	Actions Indicating Far Exceeds Expectations
Organization	<p>Presentation contains any one of the following:</p> <ul style="list-style-type: none"> - Weak introduction / overview - Content disconnected from main ideas - Disconnected thought flow - Weak conclusion(s) 	<p>Presentation contains the following:</p> <ul style="list-style-type: none"> - Introduction - Overview of the presentation (Main points/ideas) - <i>Most</i> of the content presented around main ideas - Maintains train of thought <i>most</i> of the time - <i>Most</i> of the transitions are smooth - Conclusion 	<p>Presentation contains all of the following:</p> <ul style="list-style-type: none"> - Introduction - Overview of the presentation (Major points/ideas) - Content structured around main ideas - Logical thought flow from one idea to the next - Smooth transitions - Conclusion
Clarity	<p>Presentation contains any one of the following:</p> <ul style="list-style-type: none"> - Fails to make main point(s) - Fails to stay on point 	<p>Presentation contains the following:</p> <ul style="list-style-type: none"> - Main idea(s) is (are) understood - Stays on point <i>most</i> of the time. 	<p>Presentation contains all of the following:</p> <ul style="list-style-type: none"> - Main idea(s) is (are) easily understood - Focus maintained throughout
Media	<p>Presentation contains any one of the following:</p> <ul style="list-style-type: none"> - Media selected does not corroborate the points made by the speaker. - Media selected confuses the viewer with regard to the points made by the speaker. - Media cannot be read by viewer - Presenter fails to explain the media 	<p>Presentation contains the following:</p> <ul style="list-style-type: none"> - Media selected corroborates the points made by the speaker. - Media selected does not confuse the viewer with regard to the points made by the speaker. - Media can be read by viewer - Presenter explains the media 	<p>Presentation contains all of the following:</p> <ul style="list-style-type: none"> - Media selected corroborates the points made by the speaker. - Media selected further clarifies the points made by the speaker. - Media selected emphasizes the points made by the speaker. - Media can be clearly read by viewer
Language	<p>Presentation contains any one of the following:</p> <ul style="list-style-type: none"> - Consistent subject-verb disagreement. - Consistently uses sentence fragments or isolated phrases. - Wide use of inappropriate singulars or plurals - Several unclear antecedents of pronouns - Language is inappropriate, vague, or too complex. - <i>excessive</i> use of jargon or slang such as “you know,” “stuff like that,” “see what I mean?,” “you with me?,” “uh huh,” “get my drift?,” etc. - <i>excessive</i> use of filler words or expressions such as “in any case,” or “well,” etc. 	<p>Presentation contains the following:</p> <ul style="list-style-type: none"> - Minimal, if any, subject-verb disagreement. - Minimal, if any, use of sentence fragments or isolated phrases. - Language is appropriate, but not vivid or memorable. - <i>Most</i> pronouns, singulars, and plurals are properly used - <i>minimal</i> use jargon or slang such as “you know,” “stuff like that,” “see what I mean?,” “you with me?,” “uh huh,” “get my drift?,” “I reckon,” etc. - <i>minimal</i> use of filler words or expressions such as “in any case,” or “well.” 	<p>Presentation contains all of the following:</p> <ul style="list-style-type: none"> - No subject-verb disagreement. - No sentence fragments or isolated phrases. - Pronouns, singulars, and plurals are all used properly - Language is precise, vivid, and felicitous. - no jargon or slang such as “you know,” “stuff like that,” “see what I mean?,” “you with me?,” “uh huh,” “get my drift?,” etc. - no filler words or expressions such as “in any case,” or “well.”
Delivery	<p>Presentation contains any one of the following:</p> <ul style="list-style-type: none"> - fails to hold audience’s attention most of the time - some mumbling, uneven rate, or monotone - little eye contact or little or no expression; - poor posture such as slouching, leaning, hands in pockets, etc. - distracting mannerisms 	<p>Presentation contains the following:</p> <ul style="list-style-type: none"> - held audience’s attention most of the time - clear articulation but not polished. - good posture - appropriate voice modulation - some eye contact and expression - no distracting mannerisms 	<p>Presentation contains all of the following:</p> <ul style="list-style-type: none"> - points made in way that held audience’s attention throughout - Poised, clear articulation; - proper volume; steady rate; - good posture and eye contact; - enthusiastic and confident. - no distracting mannerisms
Fatal Flaws	<p>The following actions are considered fatal flaws. If a presentation contains any of the following, the student will not meet the oral communications objective.</p> <ul style="list-style-type: none"> - Mumbled or inaudible speech. 		

	<ul style="list-style-type: none">- Use of any offensive, racist, sexist, or vulgar language.- Use of non-standard English for presentation.- No overview.- No conclusion.- Excessive reading from notes.- The appearance of reading (reciting) a speech.- Chewing gum, tobacco, dip, etc. during presentation.
--	---

Appendix C:

Teamwork Assessment Rubric

Team Member Evaluated _____

Date _____

Project Title _____

Course _____

The Scale is between 1 and 7. Assess your student's/peer's performance from none to superior by choosing the number that best describes their contribution to your Team.

	Fails to meet Expectation 1	Meets Expectation Minimally Exceedingly 2 3 4 5 6	Exceeds Expectation 7
Cooperation	Rejected others' ideas; rejected assigned tasks. Sought to dominate decision making and displayed little interest in others' ideas. Treated team members with disdain.		Worked well with team members, led where appropriate and followed as necessary; accepted tasks. Accepted others' ideas/ suggestions readily and was respectful of different positions.
Contribution	Made few, if any, contributions to the team's work and decisions.		Contributed to the team's work and decisions on a regular basis.
Preparedness at meetings	Was late to meetings, and made no relevant contributions to discussions.		Was always prepared for meetings and participated in discussions.
Meets deadlines	Consistently late with assigned tasks.		Always met team deadlines.
<p><i>The four (4) items above are Fatal Flaws. That is, the person being evaluated must meet or exceed expectations on at least three (3) of four or the overall assessment of Teamwork performance must be graded as a Failure. Additionally, individuals must meet or exceed expectations on two (2) of the remaining three (3) objectives below to considered a satisfactory or better team player.</i></p>			
Information sharing	Shared little or no information with others. Did not interact with members in a constructive manner.		Gave recommendations that were well thought out, frequently shared information with team members.
Conflict Resolution	Frequently initiated disagreement within the team; unwilling to compromise.		Recognized the positions of others and looked for common ground on all contentious issues
Shared leadership	Failed to assume responsibility for any individual tasks or decisions.		Identified relative strengths of Team members and assumed leadership role in own area of expertise.

Evaluator _____

Total Points _____

Appendix D - Assurance of Learning – Technology Goal

Objective 1: Students will be able to use appropriate technology to search for and gather business information

	Yes	No
<ul style="list-style-type: none"> ▪ Able to use search engines to locate appropriate business information (Ex: Google, MSN Search, Lycos Multimedia, AllTheWeb, AltaVista, etc.) 		
<ul style="list-style-type: none"> ▪ Able to use industry-standard business sites to gather information (Ex: BigCharts, Yahoo! Finance, Annual Report Resource Center, Hoovers, etc.) 		
<ul style="list-style-type: none"> ▪ Able to use corporate web sites and online magazines to acquire business information. (Ex: Fortune, Forbes, Inc., Business Week, Advertising Age, etc.) 		
<ul style="list-style-type: none"> ▪ Able to use Galileo to locate full-text, scholarly articles (EBSCO Host, ProQuest, Business Information, etc.) 		
<ul style="list-style-type: none"> ▪ Able to locate and use media files. 		
<ul style="list-style-type: none"> ▪ Able to transfer financial and business data to appropriate business software applications 		

Yes = student can accomplish criteria (1 points)

No = student cannot accomplish criteria (0 points)

Maximum score possible: 6 points

Required score to meet objective: 4 points

Objective 2: Students will be able to use appropriate technology to assimilate and analyze business information.

Excel	Yes	Partial	No	N/A
Working with Files <ul style="list-style-type: none"> ▪ Use save & save as (different name & location) ▪ Locate and open an existing workbook 				
Working with Cells <ul style="list-style-type: none"> ▪ Work with series (Fill) ▪ Apply font styles (typeface, size, color, and styles) ▪ Apply number formats (currency, percent, dates, and commas) ▪ Modify row and column size ▪ Modify alignment of cell content ▪ Apply cell borders and shading ▪ Merge cells ▪ Convert numbers to text 				
Page Setup and Printing <ul style="list-style-type: none"> ▪ Change page orientation ▪ Centering page ▪ Set up headers and/or footers ▪ Print gridlines and row/column headings 				
Working with Worksheets and Workbooks <ul style="list-style-type: none"> ▪ Rename a worksheet ▪ Insert worksheets ▪ Link cells across worksheets 				
Working with Formulas and Functions <ul style="list-style-type: none"> ▪ Copy formulas using the fill handle ▪ Enter basic formulas in a cell (addition, subtraction etc) ▪ Enter formulas with absolute cell references ▪ Create IF statements ▪ Use basic functions (AVERAGE, SUM, MIN, and MAX) 				
Using Charts and Objects <ul style="list-style-type: none"> ▪ Create a chart ▪ Insert & move a chart ▪ Modify a chart 				

Yes = student can accomplish all of the measurable criteria - 2 points

Partial = student can accomplish at least 2/3 of the measurable criteria - 1 point

No = student can accomplish less than 2/3 of the measurable criteria - 0 points

Maximum points possible: 12 points

Required score to meet objective: 8.5 points

Objective 3: Students will be able to use appropriate technology to communicate business information.

Word	Yes	Partial	No
Creating & Formatting Documents <ul style="list-style-type: none"> ▪ Correct spelling and grammar usage ▪ Apply font and text effects ▪ Modify paragraph formats ▪ Apply bullet or numbering format to paragraphs 			
Formatting Documents <ul style="list-style-type: none"> ▪ Create and modify a header and/or footer ▪ Modify document layout and Page Setup options 			
Managing Documents <ul style="list-style-type: none"> ▪ Create documents using templates ▪ Save documents 			

Yes = student can accomplish all of the measurable criteria - 2 points

Partial = student can accomplish at least 2/3 of the measurable criteria - 1 point

No = student can accomplish less than 2/3 of the measurable criteria - 0 points

Maximum points possible: 6 points

Required score to meet objective: 4 points

Appendix E

Glossary of Terms⁶:

Learning Outcome: Knowledge, skill, attitudes, values, etc. that students should be able to demonstrate by the end of the program.

Performance criteria: Performance criteria are measurable and indicate the specific characteristics students should exhibit in order to demonstrate desired achievement of the learning outcomes. The expected performance should be specified by name, using an observable action verb which defines the level of learning expected (e.g. list, interpret, discriminate, or define).

Strategies: The courses or activities that are designed to provide opportunities for students to learn, practice, and/or demonstrate the performance criteria. This identifies how the curriculum is aligned with the projected outcome. For program assessment, **required** courses are generally listed.

Assessment Method: The assessment tool(s) that will be used to assess student learning.

Context for assessment: The course or other setting in which the assessment data will be collected. For program assessment it is not necessary—or even desirable—to analyze data from every course or setting in which the learning outcome is addressed, nor are data needed from every student. Sampling strategies can be used where appropriate.

Time of data collection: Identifies when the assessment data will be collected.

Assessment Coordinator: The person responsible for collecting the assessment data.

Evaluation of Results: The person/group responsible for determining the meaning of the assessment results and making recommendations for action.

Results: The outcome from data collection and analysis.

Actions: Based on the findings, the actions taken which have been recommended to improve student performance.

Second- Cycle Results: The outcome based on assessment and evaluation after taking action on earlier data collection and analysis.

⁶Used on the Program Learning Objectives Matrix
Source: www.abet.org

Exhibit F

Assurance of Learning Teams 2008-2009

Communication

Cliff Lipscomb
Cindy Tori
Tim Reisenwitz*
Karin Roland
Len Weld
Brandon Koford

Ethics

Wanda Causseaux
Donna Cunningham*
Aubrey Fowler
Mike Holland
Ed Walker**

Global

Zulal Denaux*
Fred Ware
David Kuhlmeier#
Andy Ostapski
Todd Royle

Analytical

Attila Cseh
Phyllis Holland
Eric Howington
Nathan Moates*
Ken Stanley

Technology

Jennifer Gill
Cheryl Hatcher
Nancy Swanson
Ed Walker*
Sanjay Gupta

Team Work

Bill Buchanan
Courtney Droms
Donna Cunningham**
Don Seat
Bob Williams*

Knowledge

Elvan Aktas
Bill Fredenberger
Ray Elson*
Jim Muncy
Leisa Marshall
Scott Tori

MBA Program

Mel Schnake*
MBA Faculty

Director of AOL: Ray Elson

* Chair

**Voluntary member

Acting Chair (fall 08)