



LANGDALE COLLEGE OF BUSINESS

ASSURANCE OF LEARNING

2010-2011

ANNUAL REPORT

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ASSURANCE OF LEARNING PROCESS

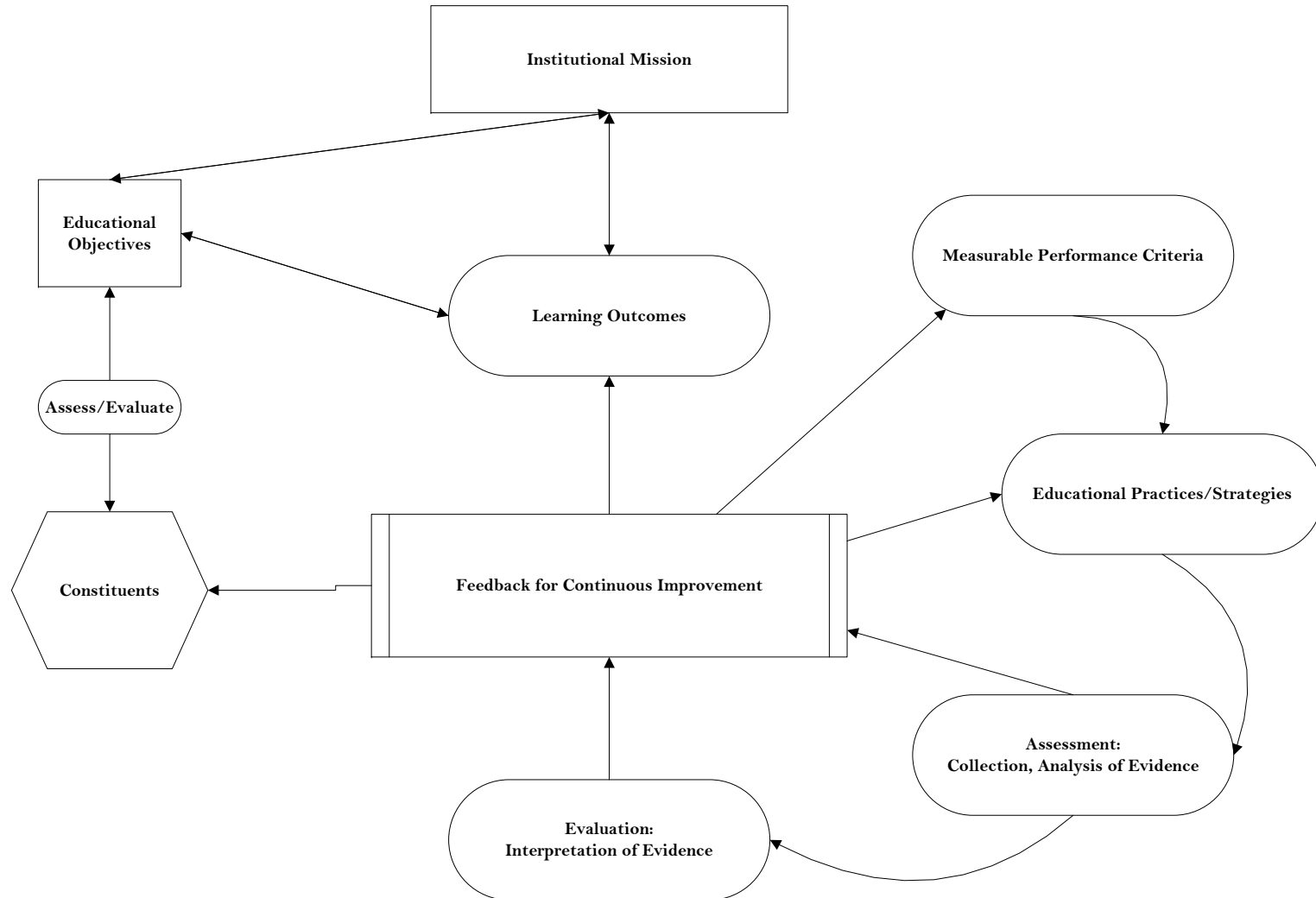
In support of the continued enhancement of the business program and majors, the Langdale College of Business Administration faculty have established an on-going process to identify skills and management-specific goals for assessment, develop and evaluate assessment instruments, assess goal learning objectives, 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 (AOL Leadership Committee). The AOL Leadership committee oversees all AOL activities with the LCOBA. 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 F.

The process stages and the associated goals are listed below and on the next page:

- 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

Assurance of Learning Process Assessment



BACHELOR OF BUSINESS ADMINISTRATION GOALS AND OBJECTIVES

Graduates of Langdale College of Business Administration (LCOBA) 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.

CURRICULUM/ASSESSMENT ALIGNMENT

Once the AOL Leadership Committee and LCOBA had established new learning goals and objectives, the Committee began identifying courses for the BBA, MAcc 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 MAcc and MBA assurance of learning activities are provided in separate documents.

LEARNING GOALS AND CURRICULUM ALIGNMENT

Learning Goal	Initial (Beginning)	Reinforced		Final (End)
		(Middle)	Major ¹ (in which goal is also assessed)	
Knowledge	<ul style="list-style-type: none"> • ACCT 2101 • ACCT 2102 • BUSA 2100 • ECON 2105 • ECON 2106 • FIN 3350 • MGNT 3250 • MKTG 3050 	All business majors courses	All business majors	BUSA 4900
Communications:		Various business major courses	Finance	BUSA 4900
<ul style="list-style-type: none"> • Oral 				
<ul style="list-style-type: none"> • Written 	ENGL 2010 ²	Various business major courses	none	BUSA 4900 ³
Technology	CISM 2201	ACCT 3400, ACCT 4410, CISM 3450	Accounting	- ⁴
Global	MGNT 3250	ECON 3600, MKTG 4680, MGNT 4800	Economics, Management	BUSA 4900
Ethics	BUSA 2106	ACCT 4500, ACCT 4800	Accounting	BUSA 4900 ⁵
Analytical	<ul style="list-style-type: none"> • ACCT 2101 • BUSA 2100 • FIN 3350 • MGNT 3050 	ECON 4100, FIN 4760, FIN 4900, MGNT 3300, MGNT 4640	Economics, Finance, Management	BUSA 4900
Teamwork	<ul style="list-style-type: none"> • BUSA 2106, • MGNT 3250⁶ 	- ⁷		BUSA 4900

¹ See specific major's **Institutional Effectiveness Report** (SACS) for more information

² Effective with the 2011-12 Academic Year

³ A written question will be added to the Senior Level Assessment Exam in the 2011-12 Academic Year

⁴ Students have the opportunity to use technology for assignment, projects and presentations throughout the program and so the assessment occurs informally throughout the program

⁵ Done as part of the Senior level assessment exam

⁶ Not directly taught in the core although students are assigned to teams in listed courses, however assessment occurs in senior level core

⁷ Some major courses include group projects to reinforce the importance of teamwork, but teamwork is not assessed in such courses.

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 all that apply)																
(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	Other	
	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																						

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ASSESSMENT PLAN FOR 2009 TO 2014

The following grid contains the five-year assessment plan (2009 – 2014) 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 09-10	A				R	A	A
AY 10-11	A	A			A(Oral only)	A	
AY 11-12	A		A	A	R	A	R
AY 12-13	A	A			A (written only)	A	A
AY 13-14			A				

Legend:

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

R – Remediation or “Closing the loop” activity took place in specific 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	<ul style="list-style-type: none"> • A series of hypothetical dilemmas • a business ethics mini quiz 	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

**2010-2011 Assessment Activities
and
Results**

ASSESSMENT SUMMARY – 5 YEARS (with ACTION PLANS)⁸

Learning Goal	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Knowledge	<p align="center">x</p> <p>- New textbooks were adopted in three subject areas to ensure appropriate coverage of learning outcomes. - Learning goals and assessment questions were reviewed and revised</p>			<p align="center">x</p> <p>-A senior level exam was developed to address the lack of assessment in the senior year. - 2 of 8 subject areas achieved the internal benchmark (at the junior core). The course instructors emphasized materials in the subject areas that did not meet the internal benchmark. Goal was reassessed in the next cycle.</p>	<p align="center">x</p> <p>3 of 8 subject areas achieved the internal benchmark. Instructors have developed specific interventions to address deficiencies in the other subject areas. See pp23-25.</p>
Global Awareness	<p align="center">x</p> <p>No intervention was recommended by the committee</p>		<p align="center">x</p> <p>No intervention was recommended by the committee</p>		

⁸ x – indicate that assessment occurs within this assessment cycle.

Ethical			<p style="text-align: center;">x</p> <p>Only 1 of 4 outcomes was assessed. The committee reviewed and revised the assessment approach to ensure that the goal would be adequately assessed in the future. This re-assessment occurred in 2010-11 cycle</p>		<p style="text-align: center;">x</p> <p>No intervention was recommended by the committee</p>
Analytical		<p style="text-align: center;">x</p> <p>Math Skills were assessed in BUSA 2000. The committee belief that the assessment methodology (matrix) used should be changed since it did not adequately address goal</p>		<p>Since the goal was not adequately operationalized, the committee addressed the deficiency by reviewing and changing he assessment methodology (from a holistic approach to closed-response/ multiple choice” format) to create more easily quantifiable results. This change was implemented in the 2010-11 assessment cycle</p>	<p style="text-align: center;">x</p> <p>The committee will review the assessment questions for sub goal #2 in fall 2011, and will discuss creating learning modules for students to use as a refresher throughout their studies.</p>

Technology				x An external survey indicated that our students required a better working knowledge of Excel.	The current technology course was revised to increase the credit hours from 2 to 3. The new course, with increased Excel content, will be offered in fall 2011
Communications -Oral		x No intervention was recommended by the committee			x No intervention was recommended by the committee
Communications -Written		LCOBA began discussions with the English Department to address written communication deficiencies. The committee recommended that LCOBA offer business communication courses.	The committee explored alternatives to the business communication course and held meetings with the Student Success Center and the English Department.	LCOBA worked with the English Dept. to change the content of the current business writing course to address our rubric and the deficiencies identified in prior assessment	A new 2 credit course, ENGL 2010, was approved by the university to address LCOBA's needs. It is being piloted during summer 2011 for full implementation in fall 2011.
Teamwork		x The committee recommended that the rubric be completed in private by students and not during the class period to encourage objectivity.	x No intervention was recommended by the committee		

ASSESSMENT SUMMARY – CURRENT YEAR

Learning Goal	Most Recent Assessment Cycle⁹	Assessment Results (Satisfactory or Unsatisfactory)	Action Plan/Closing the Loop Activity	Status of Action Plan	Next Reporting Cycle¹⁰
Knowledge	2010-2011	All knowledge areas (except Economics-Macro, Marketing and Finance) failed the internal benchmark	See current year’s assessment report	See “Knowledge Goals-Comparative Schedule with Action Plans” on p24-26.	2011-2012
Global Awareness	2008-2009	Two performance criteria were assessed and the internal benchmark was satisfactorily achieved	No additional assessment or curriculum change was recommended by the committee	n/a	2011-2012
Ethical	2010-2011	The goal was reviewed and revised and two sub goals were created by the ethics committee. The internal benchmark was achieved.	No additional assessment or curriculum change was recommended by the committee	n/a	2012-2013

⁹ See AOL report for applicable year for more information

¹⁰ Starting in 2011-12, goals will be assessed annually as appropriate but only reported in the indicated cycle

ASSESSMENT SUMMARY – CURRENT YEAR (cont'd)

Analytical	2010-2011	The goal was reviewed and revised and two sub goals created. Sub-goal #1 achieved the internal benchmark, while sub-goal #2 did not.	The committee will review the assessment questions for sub goal #2 in fall 2011, and will discuss creating learning modules for students to use as a refresher throughout their studies.	Treatment will occur in fall 2011	2011-2012
Technology	2009-2010	External survey identified the need for additional Excel content	Technology course coverage was increased from 2 to 3 hours to address the additional Excel content	Revised Technology course, CISM 2201, will be offered in fall 2011	2012-2013
Communication-Oral	2010-2011	Learning goal was satisfactorily achieved	No additional assessment or curriculum change was recommended by the committee		2013-2014
Communication-Written	2007-2008	Learning goal was unsatisfactorily achieved	LCOBA is working with the English Department to develop a 2-hour credit course to address deficiencies identified in the assessment	A new course, ENGL 2010 was developed in conjunction with the English Dept. and will be implemented in fall 2011	2012-2013

ASSESSMENT SUMMARY – CURRENT YEAR (cont'd)

Teamwork	2008-2009	Learning goal was satisfactorily achieved	No additional assessment or curriculum change was recommended by the committee		2011-2012
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Program Learning Outcomes

Learning Outcome Students can demonstrate an understanding of core business knowledge

Performance Criteria	Strategies	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
1. Demonstrate a fundamental understanding of financial accounting principles.	ACCT 2101 all sections	Course-embedded examination questions	ACCT 2101 all sections	Spring '11	Dr L. Marshall	ACCT 2101 faculty
2. Demonstrate a fundamental understanding of managerial accounting principles.	ACCT 2102 all sections	Course-embedded examination questions	ACCT 2102 all sections	Spring '11	Dr. R. Elson	ACCT 2102 faculty
3. Demonstrate a fundamental understanding of macroeconomic principles.	ECON 2105 all sections	Course-embedded examination questions	ECON 2105 all sections	Spring '11	Dr A. Cseh	ECON 2105 faculty
4. Demonstrate a fundamental understanding of micro economic principles.	ECON 2106 all sections	Course-embedded examination questions	ECON 2106 all sections	Fall '10	Dr A. Cseh	ECON 2106 faculty
5. Demonstrate a fundamental understanding of management principles.	MGNT 3250 all sections	Course-embedded examination questions	MGNT 3250 all sections	Fall '10	Dr P. Holland	MGNT 3250 faculty

6. Demonstrate a fundamental understanding of finance principles.	FIN 3350 all sections	Course-embedded examination questions	FIN 3350 all sections	Fall '10	Dr E. Atkas	FIN 3350 faculty
7. Demonstrate a fundamental understanding of marketing principles.	MKTG 3050 all sections	Course-embedded examination questions	MKTG 3050 all sections	Fall '10	Dr J. Muncy	MKTG 3050 faculty
8. Demonstrate a fundamental understanding of quantitative business analysis (include statistics).	BUSA 2100 all sections	Course-embedded examination questions	BUSA 2100 all sections	Fall '10	Dr R Williams	BUSA 2100 faculty

Results - Spring 2006:

See “Knowledge Goals – Comparative Schedule with Action Plans”

Actions - Spring 2006:

Faculty members (a) adopted new textbooks to help students obtain a better understanding of course concepts – ACCT 2101, ECON 2105 and 2106 that (b) review and revise learning goals, and (c) review and revised assessment questions to better reflect what was covered in course materials.

Second-Cycle Results - 2009-2010:

A sub-goal is satisfied if 70% of the sample achieved a passing grade of 70 or higher. See “Knowledge Goals – Comparative Schedule with Action Plans” on p20

Action Plans- 2009-2010:

Core Business Knowledge - See “Knowledge Goals – Comparative Schedule with Action Plans” on p20-21

Senior Level Business Knowledge – LCOBA will develop a knowledge exam to test students’ understanding of key concepts beyond the core. This in-house knowledge exam will be a subset of the questions that are currently used to test knowledge in the core business areas, and would be administered in BUSA 4900 (Business Policy). The course instructor has agreed to pilot this exam during the fall 2010 semester. Part of the long term plan is to develop ‘knowledge’ modules, housed in Blazeview, to provide a refresher for students on key business concepts.

Third-Cycle Results - 2010-2011:

Core Business Knowledge - A sub-goal is satisfied if 70% of the sample achieved a passing grade of 70 or higher. See “Knowledge Goals – Comparative Schedule with Action Plans” on p24-26.

Senior Level Business Knowledge – The senior level knowledge exam was developed and administered in BUSA 4900 during the fall 2010 and spring 2011 semesters. We expected some knowledge attrition from the core to the senior level, so the target threshold was reduced. The achievement goal was for students to achieve a passing score of 60% or more on the exam. We achieved results of 62.1% and 63% in the fall (n=63) and spring (n=77) respectively.

Actions Plans: 2010-2011

Core Business Knowledge - See “Knowledge Goals – Comparative Schedule with Action Plans” on p24-26.

Senior Level Business Knowledge – We will continue assessment activities and focus on knowledge (or subject) areas in which our results are less than desired. We will develop knowledge modules in Blazeview (our course management system) to provide a refresher for students on key subject areas.

KNOWLEDGE GOAL – COMPARATIVE SCHEDULE WITH ACTION PLANS

Subject Area	Previous Results¹¹ [2009-2010]	Current Results¹² [2010-2011]	Change (%)	Action Plans
Accounting-Financial	47%	40%	-15%	2009-2010: The accounting faculty will add more questions to the measurement instrument. 2010-2011: The accounting faculty is integrating WILEY PLUS Homework Manager into all sections of this course. The goal is to provide more graded assignments plus online feedback in order to enhance student learning.
Accounting-Managerial	_ ¹³			
Economics-Macro	61%	76%	25%	2009-2010: The economics faculty has identified the AOL questions on which performance was below the desired outcome and has decided to adjust course coverage to focus more on the specific areas of weakness. 2010-2011: Results exceeded the 70% internal benchmark, no intervention needed.
Economics-Micro	58%	64%	10%	2009-2010: The faculty administered the assessment instrument in 4 of 6 sections during the Spring 2010 semester (n=152) and achieved an improvement in the results from the fall semester – 70% of the students met or exceeded the internal benchmark (70%)] 2010-2011: The low-performing questions have been identified and the instructors have agreed to put more focus on the areas in question. Also, one instructor is adopting the web based homework application- MyEconLab, in order to enhance student learning
Finance	78%	71%	-9%	2009-2010 – Results exceeded the 70% internal benchmark, no intervention needed 2010-2011 – Results continue to exceed the 70% internal benchmark, no intervention needed
Marketing	83%	86%	4%	2009-2010 – Results exceeded the 70% internal benchmark 2010-2011 – Results continue to exceed the 70% internal benchmark, no intervention needed

¹¹ Second assessment cycle

¹² Third assessment cycle

¹³ Deferred to 2011-2012

KNOWLEDGE GOAL – COMPARATIVE SCHEDULE WITH ACTION PLANS (cont'd)

Subject Area	Previous Results [2009-2010]	Current Results [2010-2011]	Change (%)	Action Plans
Management	7%	35%	400%	<p>2009-2010: Testing will be done using the same procedure that other disciplines are using. Questions will be integrated into the regular testing of students during the term. Instructors will continue to emphasize the importance of theory as a tool of management and will enhance discussions of the theories themselves in addition to the application of theory. The functions of management will receive greater emphasis in the course. Toward the end of the semester, the instructors will present a review of basic management concepts which will reemphasize the importance of the core building blocks of management knowledge.</p> <p>2010-2011: The instructors will be instituting “Key Concept Reviews” throughout the semester in an attempt to improve our knowledge assessment scores. These reviews will take place at various times throughout the semester, and consist of an “up-close” examination of the concepts we’ve identified as the “backbone” material of the course. This material is directly related to the course learning goals as described in our syllabi. The reviews may be conducted as often as an instructor feels is necessary, and are intended to create a clearer sense of what they feel are the “must know” areas of management. After one year (3 semesters) of use, we will evaluate their effectiveness and adjust their administration in future action plans when necessary.</p>

KNOWLEDGE GOAL – COMPARATIVE SCHEDULE WITH ACTION PLANS (cont'd)

Subject Area	Previous Results [2009-2010]	Current Results [2010-2011]	Change (%)	Action Plans
Statistics	39%	53%	36%	<p>2009-2010: The assessment instrument contained several questions about probability and sampling issues, topics that were not uniformly covered in all classes. Less emphasis will be placed on these two topics in future assessments and the assessment instrument will be updated to include more questions involving basic descriptive statistics (topics covered across all classes).</p> <p>2010-2011: A review of the subject area's (Statistics) assessment exam indicated a weakness in the number of questions that focus on (1) descriptive statistics and (2) the proper identification by students of the correct statistical technique to be used in different data analysis scenarios. The assessment exam used in the future should be expanded to 20 questions, thereby allowing for additional assessment of these two underrepresented topics.</p>

Program Learning Outcomes

Learning Outcome Students will display an ability to recognize and resolve business dilemmas in a legal and ethical manner

Performance Criteria	Strategies	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
1. Students will be able to recognize and identify common ethical business dilemmas, such as conflicts of interest, disclosures of confidential information, failure to disclose wrongdoing, unethical conduct and illegal conduct	BUSA 2106	Course embedded questions, using a series of hypothetical dilemmas	BUSA 2106	Fall 2010	Dr Donna Cunningham	Ethics Committee
2. When addressing an ethical business dilemma, students will be able to choose from several possible courses of action a choice which is both legal and ethical.	BUSA 2106	A business ethics mini-quiz	BUSA 2106	Fall 2010	Dr Donna Cunningham	Ethics Committee

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: 2008-09: 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.

The assessment only considered only 1 of 4 sub-learning objectives. The ethics committee planned to review the assessment approach to ensure that all sub-learning objectives are addressed in the future. This might include a reduction in the number of learning objectives.

Second-Cycle Results: 2010-2011:

The goal was reviewed and revised and two sub goals were created by the ethics committee. The internal benchmark was achieved (>70%) for both sub goals [74% and 81% of the students achieved the 70% or more on objectives #1 and #2 respectively)

Actions: 2010-2011: No curriculum change was recommended by the committee. However, we will continue the assessment to ensure that students continue to display the ability to recognize and resolve business dilemmas in a legal and ethical manner but no formal report is required in the next assessment cycle.

Program Learning Outcomes

Learning Outcome _____ Students can demonstrate effective communication skills _____

Performance Criteria	Strategies	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
1. Student will be an effective oral communicator in a business environment as demonstrated by <u>organization</u> , <u>clarity</u> , <u>media</u> , <u>language</u> and <u>delivery</u> of presentation	BUSA 4900	Rubric	BUSA 4900/Dr R. Williams	Fall 2010	Dr T. Reisenwitz	Communications Committee

Results: 2007-2008: The internal benchmark (meeting or exceeding expectations on 4 of the 5 criteria) was achieved by most students (n=56).

Action Plan: 2007-2008: No additional assessment or curriculum change was recommended by the committee

Second-Cycle Results: 2010-2011: The internal benchmark (meeting or exceeding expectations on 4 of the 5 criteria) was achieved by most students (n=71).

Actions: 2010-2011: No additional assessment or curriculum change was recommended by the committee.

Program Learning Outcomes

Learning Outcome _____ Students can demonstrate analytical skills _____

Performance Criteria	Strategies	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
1. Student will be able to demonstrate analytical skills	BUSA 2100, ACCT 2101, MKGT 3350	Course embedded questions	<i>BUSA 2100</i> /Dr E. Howington <i>ACCT 2101</i> /Dr L. Marshall <i>MKTG 3050</i> /Dr D. Kuhlmeier	Spring 2011	Dr N. Moates	Analytical Committee
2. Student will be able to effectively utilize analytical skills to solve business problems	FIN 3350, BUSA 4900	Course embedded questions	<i>FIN 3350</i> /Dr K. Roland <i>BUSA 4900</i> /Dr R. Williams	Summer 2011	Dr N. Moates	Analytical Committee

Results _____

Action Plan: 2009-2010:

The Quantitative/Analytical committee has decided to move away from the previously used “holistic” approach of grading the assessment items toward a “closed-response/multiple choice” format to create more easily quantifiable results which match more with the percentage correct results of other assessment committees. The assessment has been moved to the fall semester (2010), and will be assessed across five different courses

Second-Cycle Results/2010-2011

Objective #1

The established internal benchmark was that 70% of the students could demonstrate the applicable skill.

Students (n=47) were able to calculate mean, median, standard deviation, and probabilities as assessed in the statistics course (BUSA 2100). [The correct responses were 96%, 83%, 77% and 75% respectively].

67% of the students (n=28) were able to use math to calculate discounts and markups as assessed in the marketing course (MKTG 3050).

75% of the students (n=85) could use an equation to solve a problem as assessed in the accounting course (ACCT 2101)

As can be seen in the results table which follows, students performed well across all of the assessments of Objective 1. The lowest score of 67 came in the assessment of the “markup question” administered in the introduction to marketing course. Interestingly, this was the only one of the six assessment topics which was not explicitly addressed in the course, though it still fit within the basic subject matter covered therein.

Objective #2

Two questions were used for assessment purposes; however, one question was not clear and not included in the results. In terms of the second question, 35 % and 60% successfully responded to it in FIN 3350 (n=17) and BUSA 4900 (n=35) respectively. Clearly, the internal benchmark was not achieved.

Action Plan: 2010-2011:

Objective #1

Given the positive results of our Objective 1 assessment, our recommendations are limited. One possibility is a quantitative “refresher” module made available to students throughout their LCOBA career, which could serve as a periodic review of basic terminology, skills, and example problems. The content of this general module could then be used for entrance exams for quantitatively based courses, as well as future program-wide skill assessments. Our committee will be considering this option over the next few semesters, with a specific goal of determining what content should be included and how and in which courses such content could be integrated.

Objective #2

The committee will revisit the assessment questions in fall 2011 to ensure that they are representative of the goal being assessed. At a minimum, the questions will be revised (similar to objective #1) to a more objective type focus.

APPENDICES

List of Appendices

<u>Topic</u>	<u>Appendix</u>
Written Communication Rubric	A
Oral Communication Rubric	B
Teamwork Assessment Rubric	C
Technology Assessment Rubric	D
Glossary of Terms	E
AOL Teams	F, G

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.
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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 be 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 Terms¹⁴:

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.

¹⁴Used on the Program Learning Objectives Matrix
Source: www.abet.org

Appendix F

Assurance of Learning Teams 2010-2011

Communication

Scott Manley
Cindy Tori
Tim Reisenwitz*
Karin Roland
Len Weld

Ethics

Wanda Causseaux
Donna Cunningham*
Aubrey Fowler
Mike Holland
Shingirayi Muschonga

Global

Zulal Denaux*
Fred Ware
David Kuhlmeier
Andy Ostapski
Todd Royle

Analytical

Ellis Heath
Taewon Hwang
Eric Howington
Nathan Moates*
Ken Stanley
Luis Gonzalez

Technology

Jennifer Gill
Nancy Swanson
Ed Walker*
Sanjay Gupta

Team Work

Bill Buchanan
Courtney Droms
Bob Williams*
Don Seat

Knowledge

Elvan Aktas (Finance)
Attila Cseh (Economics)
Ray Elson*(Managerial Acct)
Jim Muncy (Marketing)
Leisa Marshall (Financial Acct)
Phyllis Holland (Management)

MBA Program

Mel Schnake*
MBA Faculty

MAcc Program

Len Weld
AOL Leadership Committee

Director of AOL: Ray Elson

Graduate Assistant: Joanna Jenkins

* Chair

Appendix G

Langdale College of Business AOL Structure

