

Institutional Effectiveness Report

Name of Program/Department:	Bachelor of Business Administration
Year:	2020-2021
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Program Mission Statement

The mission of the Francis Marion School of Business is to serve our region by offering high-quality educational programs at the undergraduate, graduate, and professional levels that prepare individuals to compete on a regional, national, and global level. We develop faculty whose teaching, service, and research benefit students, community members, and colleagues. We engage in student-focused educational experiences in order to develop a comprehensive foundation so that they may craft for themselves fulfilling successful careers and lives.

Program Learning Outcomes (PLOs)

- Graduates will have the analytical skills necessary to make effective decisions.
- Graduates will be effective communicators.
- Graduates will be ethical decision makers.
- Graduates will have an appreciation for diversity.
- Graduates will have functional knowledge of areas in Business: Accounting, Economics, Management, Quantitative Business Analysis, Finance, Marketing, Legal and Social Environment, Information Systems, International Issues.

Executive Summary of Report

This academic year has been challenging on several fronts. First, the School of Business faced challenges associated with the Covid-19 pandemic. Like most across campus, our faculty have spent much of their time adapting to an ever-changing teaching environment. Secondly, in spring 2020, the School was visited from a Continuous Review Team selected by AACSB, our accreditation body. As part of our continuous improvement process, we reevaluated our Assurance of Learning (Institutional Effectiveness) program. These efforts were slowed by the strain of the pandemic. However, the School was able to update and fully assess each learning objective, broadened our assessment methods, and reevaluated our "closing the loop" process. This updated closing the loop process relies more heavily on the School's Curriculum Committee. While this change may, in certain instances, extend the time it takes to close specific loops, the School and our Continues Review team feel that the process will be more effective.

For the most recent assessment period, the Bachelor of Business Administration (BBA) program had five program learning outcomes (PLO) which included producing graduates that can think analytically, communicate effectively, make decisions in an ethical manner, appreciate diversity, and that have functional knowledge of area in business.

These five PLOs translate into six student learning outcomes (SLO). SLO 1 assesses the ability to apply analytical thinking to business problems, SLO 2.1 assesses oral communication skills, SLO 2.2 assesses written communication skills, SLO 3.0 assesses the ability to evaluate business situations using an ethical decision-making framework, SLO 4.0 assesses the ability to identify and appreciate the value of various forms of diversity in the business environment. Note that SLOs 1-4 have been rewritten. Thus, there is no baseline data to report. SLO 5.1 – 5.6 assesses knowledge in different functional areas of business.

All SLOs are measured in BUS 458 Strategic Management. This course is the capstone business course and is required of all graduating seniors. We measure SLOs 1, 2.2, 3, and 4 directly using in-course assignment and exam questions. SLO 2.1 is measured in the same course by evaluating the capstone oral presentations. Assessment questions, as well as written and oral assessment rubrics are provided in the appendix. Finally, SLO 5.1 – 5.6 are evaluated using the scores in the ETS major field test in Business. The benchmark is that our students will perform above the national average. We also employ indirect measures of the learning objectives. They are derived from exit interviews of graduating seniors conducted by the Dean. The benchmarks for SLO 2.2, 4.0, 5.1-5.4, and 5.6 were not achieved.

A side-note on language: This document uses the linguistic conventions put forth in the *Components & Quick Facts of an Institutional Effectiveness Report* (March 19, 2019). Specifically, the term *Baseline* refers to result from the past one to three years, the term *Benchmark* refers to the desired results for this academic year, and the term *Target* is the long-term goal that has been established. This year we aspired to obtain our long-term targets for each SLO during this academic year. Thus, our Benchmarks and Targets were the same. If the IE Committee continues to use these linguistic conventions, we may reevaluate that decision and list separate Benchmarks and Targets in the future.

Student Learning Outcomes (SLOs)

The students in the BBA Program in the School of Business:

SLO 1.0: Eighty percent (80%) of students in BUS 458 will meet or exceed expectations when applying analytical thinking to solve business problems.

Traits:

- Students will identify information needs when examining business problems.
- Students will properly interpret data.
- Students will construct well-reasoned solutions and conclusions.

Baseline: n/a – new learning objective

Benchmark: 80% of students meet or exceed expectations

Target: 80% of students meet or exceed expectations

Corresponding PLO: Graduates will have the analytical skills necessary to make effective decisions.

SLO 2.1: Eighty percent (80%) of students in BUS 458 will meet or exceed expectations by effectively communicating business knowledge orally.

Traits:

- Students will present information in a coherent and organized manner.
- Students will present information using vocabulary that is proper for context.
- Students will present information using statements/arguments that are bolstered with appropriate evidence.
- Students will engage audiences in a professional manner (eye contact, proper elocution, proper mannerisms).

Baseline: n/a – new learning objective

Benchmark: 80% of students meet or exceed expectations

Target: 80% of students meet or exceed expectations

Corresponding PLO: Graduates will be effective communicators.

SLO 2.2: Eighty percent (80%) of students BUS 458 will meet or exceed expectations by effectively communicating business knowledge in written form.

Traits:

- Students will write in a coherent and organized manner.
- Students will write using vocabulary that is proper for context.
- Students will write using statements/arguments that are bolstered with appropriate evidence.
- Students will write using proper grammar and syntax.

Baseline: n/a – new learning objective

Benchmark: 80% of students meet or exceed expectations

Target: 80% of students meet or exceed expectations

Corresponding PLO: Graduates will be effective communicators.

SLO 3.0: Eighty percent (80%) of students in BUS 458 will meet or exceed expectations when evaluating business situations using an ethical decision-making framework.

Traits:

- Students will identify ethical dilemmas that arise in business situations.
- Students will articulate the ethical consequences stakeholders face from different decision alternatives.
- Students will propose and defend a recommendation for the resolution of an ethical dilemma.

Baseline: n/a – new learning objective

Benchmark: 80% of students meet or exceed expectations

Target: 80% of students meet or exceed expectations

Corresponding PLO: Graduates will be ethical decision makers.

SLO 4.0: Eighty percent (80%) of students in BUS 458 will meet or exceed expectations by identifying and appreciating the value of various forms of diversity in the business environment.

Traits:

- Students will recognize the varied perspectives of stakeholders.
- Students will describe the benefits of a diverse workforce or management team.
- Students will recommend actions that incorporate diverse perspectives in a business situation.

Baseline: n/a – new learning objective

Benchmark: 80% of students meet or exceed expectations

Target: 80% of students meet or exceed expectations

Corresponding PLO: Graduates will have an appreciation for diversity.

SLO 5.0: Students in BUS 458 will perform above the national average in the ETS major field test in each of their functional areas in Business (baseline for each area is from Fall 2019 data).

Corresponding PLO: Graduates will have functional knowledge of areas in Business: Accounting, Economics, Management, Quantitative Business Analysis, Finance, Marketing, Legal and Social Environment, Information Systems, International Issues.

Assessment Methods and Procedures

Direct Assessments

SLO 1.0: Eighty percent (80%) of students in BUS 458 will meet or exceed expectations when applying analytical thinking to solve business problems.

Traits:

- Students will identify information needs when examining business problems.
- Students will properly interpret data.
- Students will construct well-reasoned solutions and conclusions.

Baseline: n/a – new learning objective

Benchmark: 80% of students meet or exceed expectations

Target: 80% of students meet or exceed expectations

Student Learning Objective 1.0 was assessed using a combination of in-class assignments and exam questions in BUS 458: Strategic Management, the program's senior capstone course. Results are compiled and reviewed by the School's Assurance of Learning committee. General results are reported to the School's faculty. A more detailed analysis is reported to the School's Curriculum Committee. Specific questions are provided in the appendix.

SLO 2.1: Eighty percent (80%) of students in BUS 458 will meet or exceed expectations by effectively communicating business knowledge orally.

Traits:

- Students will present information in a coherent and organized manner.
- Students will present information using vocabulary that is proper for context.
- Students will present information using statements/arguments that are bolstered with appropriate evidence.
- Students will engage audiences in a professional manner (eye contact, proper elocution, proper mannerisms).

Baseline: n/a – new learning objective

Benchmark: 80% of students meet or exceed expectations

Target: 80% of students meet or exceed expectations

Student Learning Objective 2.1 was assessed using an in-class presentation in BUS 458: Strategic Management, the program's senior capstone course. Its associated faculty developed normed rubric is provided in the appendix.

SLO 2.2: Eighty percent (80%) of students BUS 458 will meet or exceed expectations by effectively communicating business knowledge in written form.

Traits:

- Students will write in a coherent and organized manner.
- Students will write using vocabulary that is proper for context.
- Students will write using statements/arguments that are bolstered with appropriate evidence.
- Students will write using proper grammar and syntax.

Student Learning Objective 2.2 was assessed using an in-class writing assignment in BUS 458: Strategic Management, the program's senior capstone course. Its associated faculty developed normed rubric is provided in the appendix.

SLO 3.0: Eighty percent (80%) of students in BUS 458 will meet or exceed expectations when evaluating business situations using an ethical decision-making framework.

Traits:

- Students will identify ethical dilemmas that arise in business situations.
- Students will articulate the ethical consequences stakeholders face from different decision alternatives.
- Students will propose and defend a recommendation for the resolution of an ethical dilemma.

Baseline: n/a – new learning objective

Benchmark: 80% of students meet or exceed expectations

Target: 80% of students meet or exceed expectations

Student Learning Objective 3.0 was assessed using a combination of in-class assignments and exam questions in BUS 458: Strategic Management, the program's senior capstone course. Specific questions are provided in the appendix.

SLO 4.0: Eighty percent (80%) of students in BUS 458 will meet or exceed expectations by identifying and appreciating the value of various forms of diversity in the business environment.

Traits:

- Students will recognize the varied perspectives of stakeholders.
- Students will describe the benefits of a diverse workforce or management team.
- Students will recommend actions that incorporate diverse perspectives in a business situation.

Baseline: n/a – new learning objective

Benchmark: 80% of students meet or exceed expectations

Target: 80% of students meet or exceed expectations

Student Learning Objective 4.0 was assessed using a combination of in-class assignments and exam questions in BUS 458: Strategic Management, the program’s senior capstone course. Specific questions are provided in the appendix.

SLO 5.0: Students in BUS 458 will perform above the national average in the ETS major field test in each of their functional areas in Business (baseline for each area will be from Spring 2019 data) using the ETS major field test.

5.1.Accounting (baseline = 40)

5.2.Economics (baseline = 36)

5.3.Management (baseline = 59)

5.4.Finance (baseline = 37)

5.5.Marketing (baseline = 50)

5.6.Information Systems (baseline = 48)

Benchmark: average scores will be above the national average in each functional area

Target: average scores will be above the national average in each functional area

Indirect Assessments

Towards the conclusion of each semester the Dean meets with graduating seniors in small groups to gauge the impressions of their overall experience in the program, its strengths and weakness and their perceptions of their fluency of all learning objectives (SLO 1.0 through SLO 5.6). This focus group style assessment allows for greater breadth of discussion and the ability to dive deeper into particular areas of concern. However, it also produces results that can be more difficult to report in a standardized manner. Therefore, as noted below, beginning next academic year we will supplement this indirect assessment with an additional survey whose results will be more quantifiable.

Curriculum Management and “Closing the Loop”...the How and by Whom?

Responding to feedback from our most recent accreditation visit, faculty decided to reevaluate the process by which we measure learning objectives and “close the loop” of objectives that fall below expectations. What emerged is a more comprehensive process

whereby responsibility for shared by the School's Assurance of Learning (AoL) and Curriculum committees.

The AoL committee's role is that of development, measurement, analysis, and reporting. The committee is charged with developing program competency goals and objectives, and the measures used assess to assess them. The committee also develops and maintains curriculum maps to track where in the curriculum these objectives are meet. The committee assesses each learning objective and reports the results to the faculty and Curriculum committee.

The Curriculum committee's role is that of identification, engagement, implantation, and reporting. The committee reviews the assessment results to identify areas within the curriculum in need of improvement. They then engage the appropriate stakeholders and guide the changes through the appropriate channels. Finally, the Curriculum Committee reports the outcome of the changes to the AOL Committee.

These steps are informally outlined in the following diagram.

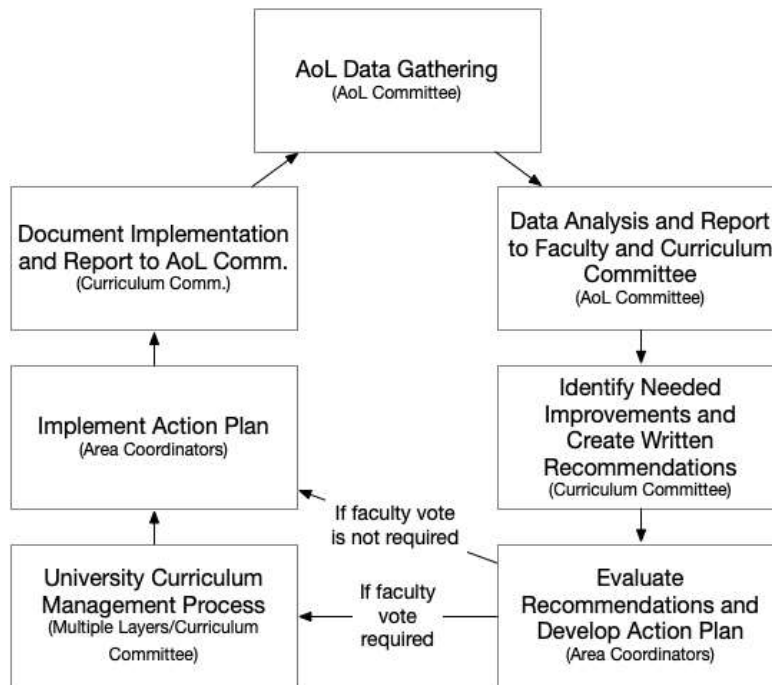


Figure 1: Measurement and Closing the Loop Process

AoL Data Gathering

Responsible Party: AoL Committee

The Assurance of Learning committee has developed (or is developing) direct and indirect measures. Assessment of all direct measures is currently collected in BUS 458. There are two main direct assessment measures. The first are exam questions/assignments collaboratively developed by the course instructor and the AoL committee. The second is a business case study.

Data Analysis and Report to Faculty and Curriculum Committee

Responsible Party: AoL Committee

After each assessment, the data is collected and compiled by the AoL committee. The committee analyzes the data for insight into the reliability and validity of the measures. Based on this analysis the committee may also choose to take additional actions, such as updating curriculum maps, and/or recommending changes to the competencies and objectives. The committee reports the assessment findings to the School of Business faculty and the Curriculum Committee.

Identify Needed Improvements and Create Written Recommendations

Responsible Party: Curriculum Committee

The Curriculum Committee evaluates the assessment results to identify needed improvements and develops written recommendations for remediation. The scope of potential of these recommendations can be broad and compose multiple courses of action or narrow and involve only one. They can be formal, i.e. require a change to the University's Course Catalog or an informal pedagogical change. These recommendations are presented to the Area Coordinators at the next Area Coordinators meeting.

Evaluate Recommendations and Develop Action Plan

Responsible Party: Area Coordinators

Area Coordinators evaluate the feasibility of the recommendations and develop an action plan to implement them. Based on the action plan, a formal faculty vote may be required. If so, the action plan is submitted to the Curriculum Committee¹. If no faculty vote is required by the action plan, the Area Coordinators begin implementation.

University Curriculum Management Process

Responsible Party: Multiple Layers/Curriculum Committee

If the action plan requires a faculty vote, it must be approved by the appropriate committees within the School of Business and University. This process can be multiple layered and may vary depending on the nature of the action plan. The Curriculum Committee is charged with shepherding the action plan through this process. If a plan of action does not successfully make it through the curriculum management process, the Curriculum Committee and Area Coordinators will work together to modify the plan as needed².

Implement Action Plan

Responsible Party: Area Coordinators

Area Coordinators will implement the improvements outlined in the action plan. This implementation may vary depending on the circumstance. It may be program wide or

¹ This action plan should include specific curriculum changes.

² The type of collaboration and modifications may vary depending on the circumstance.

may involve a single Area Coordinator working with a single faculty member on a specific pedagogical improvement.

Document Implementation and Report to AoL Committee

Responsible Party: Curriculum Committee

Once the action plan is implemented, the Curriculum Committee will summarize and document the actions taken to address the issue. AASCB suggests that such documentation include the nature of the improvement, i.e., whether it was a process or curriculum improvement, and the date the improvements were implemented

Assessment Results

All SLOs are measured at the end of the matriculation process in BUS 458 Strategic Management. This course is the capstone business course and is required of all graduating seniors. SLOs 1.0 – 4.0 were assessed in fall 2020 when a total of thirty-seven students were enrolled in the course. SLOs 5.1-5.6 were assessed in the fall 2020 and spring 2021. A total of ninety-three students were assessed. A detailed breakdown of the assessment results is provided in the Appendix.

Direct

SLO 1.0: Ninety-one percent (91%) of students in BUS 458 met or exceeded the expectations when applying analytical thinking to solve business problems.

Baseline: n/a - new learning objective
Benchmark: 80% - This benchmark was achieved.
Target: 80% - This target was achieved.
Number of students assessed: avg of 35 over all traits

SLO 2.1: Eighty percent (80%) of students in BUS 458 met or exceeded expectations by effectively communicating business knowledge orally.

Baseline: n/a - new learning objective
Benchmark: 80% - The benchmark was achieved.
Target: 80% - This target was achieved.
Number of students assessed: 20

SLO 2.2: Sixty-one percent (61%) of students BUS 458 met or exceeded expectations by effectively communicating business knowledge in written form.

Baseline: n/a - new learning objective
Benchmark: 80% - This benchmark was not achieved.
Target: 80% - This target was not achieved.
Number of students assessed: 20

SLO 3.0: Eighty-five percent (85%) of students in BUS 458 met or exceeded expectations when evaluating business situations using an ethical decision-making framework.

Baseline: n/a - new learning objective

Benchmark: 80% - This benchmark was achieved.

Target: 80% - This target was achieved.

Number of students assessed: average of 30 over all traits

SLO 4.0: Seventy-eight percent (78%) of students in BUS 458 met or exceeded expectations by identifying and appreciating the value of various forms of diversity in the business environment.

Baseline: n/a - new learning objective

Benchmark: 80% - This benchmark was not achieved.

Target: 80% - This target was not achieved.

Number of students assessed: 37

SLO 5.0: Students in BUS 458 will perform at or above the national average in the ETS major field test in each of their functional areas in Business. Fall 2019 data are also used as baselines for comparison.

Assessment Indicator Title	National Average	AY 2020-2021	Fall 2019
5.1 Accounting	43	40	40
5.2 Economics	40	36	36
5.3 Management	61	53	59
5.4 Finance	43	38	37
5.5 Marketing	50	51	50
5.6 Information Systems	51	45	48

Table 1: ETS Major Field Test scores for the 93 BBA students tested in AY 2020-21

National Average is taken from “The 2020 Comparative Data Guide – MFT for Business.” Students scored at or above the national average in one of the six functional areas. The benchmark and target were not achieved for SLO 5.0

Indirect

Towards the conclusion of each semester the Dean meets with graduating seniors in small groups to gauge the impressions of their overall experience in the program, its strengths and weakness and their perceptions of their fluency of the learning objectives. In spring 2020, the Dean meet with a total of 56 graduating seniors. Pertaining to the learning objectives above, the students expressed that they felt that the program put a strong emphasis on analytical thinking (**SLO 1.0**). They also felt that they had ample

opportunity to improve their oral communication skills (**SLO 2.1**) through due to the large number of presentations required in the program's courses. Students also expressed that while they felt that ethical decision making (**SLO 3.0**) was discussed in each discipline, it was not emphasized as much as critical thinking and communication. Lastly, several students conveyed that issues surrounding diversity (**SLO 4.0**) were discussed in several of their classes. However, most felt that they gained an appreciation for diversity largely from their college experience in general, i.e., meeting different people and participating in different activities rather than in a traditional classroom setting.

We feel that this focus group style assessment allows for greater breadth of discussion and the ability to dive deeper into particular areas of concern. However, we recognize that also produces results that can be more difficult to report in a standardized manner. Therefore, as noted above, beginning next academic year we will begin supplementing this focus group style indirect assessment with an additional survey that will be given to all graduating seniors. The purpose of the survey will be twofold. First, it will allow for indirect assessment results that are more easily quantifiable and thus easier to report and compare over time. Secondly, because the surveys will be given before the focus groups, they will allow for more in depth discussion of the strength and weakness they identify.

Action Items

SLO 1.0: Ninety-one percent (91%) of students in BUS 458 met or exceeded the expectations when applying analytical thinking to solve business problems.

Baseline: n/a - new learning objective

Benchmark: 80% - This benchmark was achieved.

Target: 80% - This target was achieved.

- The benchmark for this SLO was met. The SOB curriculum committee recommended a continuation of current efforts regarding this learning objective.

SLO 2.1: Eighty percent (80%) of students in BUS 458 met or exceeded expectations by effectively communicating business knowledge orally.

Baseline: n/a - new learning objective

Benchmark: 80% - The benchmark was achieved.

Target: 80% - This target was achieved.

- The benchmark for this SLO was met. The SOB curriculum committee recommended a continuation of current efforts regarding this learning objective.

SLO 2.2: Sixty-one percent (61%) of students BUS 458 met or exceeded expectations by effectively communicating business knowledge in written form.

Baseline: n/a - new learning objective

Benchmark: 80% - This benchmark was not achieved.

Target: 80% - This target was not achieved.

- The SOB curriculum committee recommended that this learning objective, its traits, and the results of this assessment be communicated to the faculty teaching ENG 305 to ensure course and program alignment.
- Coordinators will also review their program of study to assure that ENG 305 is taken early in their respective programs of study.

- Coordinators will review their disciplines for additional application and feedback options for written communication.

SLO 3.0: Eighty-five percent (85%) of students in BUS 458 met or exceeded expectations when evaluating business situations using an ethical decision-making framework.

Baseline: n/a - new learning objective

Benchmark: 80% - This benchmark was achieved.

Target: 80% - This target was achieved.

- The benchmark for this SLO was met. The SOB curriculum committee recommended a continuation of current efforts regarding this learning objective.

SLO 4.0: Seventy-eight percent (78%) of students in BUS 458 met or exceeded expectations by identifying and appreciating the value of various forms of diversity in the business environment.

Baseline: n/a - new learning objective

Benchmark: 80% - This benchmark was not achieved.

Target: 80% - This target was not achieved.

- After extensive discussions, the SOB curriculum committee determined that faculty had different interpretations as to the precise meaning of the term diversity. As such, they recommended that the SOB Assurance of Learning (AoL) committee provide faculty with additional resources to clarify the meaning of diversity and the diversity assessment process.
- The AoL committee plans to set up a workshop in the fall to better align faculty understand, curriculum and assessment.
- Afterward, faculty will be asked to reevaluate the application of diversity within the program.

SLO 5.0: Students in BUS 458 did not perform at or above the national average in the ETS major field test in each of their functional areas in Business. Fall 2019 data are displayed as baselines for comparison.

1. Accounting (baseline = 40), the student average for SLO 5.1 was 40. The benchmark of 43 was not met
2. Economics (baseline = 36), the student average for SLO 5.2 was 36. The benchmark of 40 was not met.
3. Management (baseline = 59), the student average for SLO 5.3 was 53. The benchmark of 61 was not met.
4. Finance (baseline = 37), the student average for SLO 5.4 was 38. The benchmark of 43 was not met.
5. Marketing (baseline = 50), the student average for SLO 5.5 was 51. The benchmark of 50 was met.
6. Information Systems (baseline = 48), the student average for SLO 5.6 was 45. The benchmark of 51 was not met.

Of the six functional areas evaluated by the ETS major field test, only Marketing, met the expectation of performing above the national average. To address these types of shortcomings, the latest revision of the School's AoL assessment process calls for the

development of discipline related learning objectives. These were to be developed and implemented this academic year. However, due to the Covid-19 pandemic, faculty were asked to reevaluate and, in many cases, completely reinvent their pedagogical methodology. Therefore, this plan was postponed until the next academic year because of this shift in priorities. Once implemented this renewed focus on discipline specific objectives is expected to have a positive effect on these results.

Appendix

A.1 Detailed Assessment Results

Learning Goal/Objective/Trait		n	n > Meets or Exceeds	%>target	Target Meet
Analytical Thinking					
Program Learning Goal 1 Graduates will have the analytical skills necessary to make effective decisions.					
Student Learning Objective 1 Students will be able to apply analytical thinking to solve business problems.				91%	Yes
Traits	Students will identify information needs when examining business problems.	37	36	97%	Yes
	Students will properly interpret data.	37	35	95%	Yes
	Students will construct well-reasoned solutions and conclusions.	31	25	81%	Yes
Communication					
Program Learning Goal 2 Graduates will be effective communicators.					
Student Learning Objective 2.1 Students will effectively communicate business knowledge orally.				80%	Yes
Traits	Students will present information in a coherent and organized manner.	20	19	95%	Yes
	Students will present information using vocabulary that is proper for context.	20	17	85%	Yes
	Students will present information using statements/arguments that are bolstered with appropriate evidence.	20	19	95%	Yes
	Students will engage audiences in a professional manner (eye contact, proper elocution, proper mannerisms).	20	9	45%	No
Student Learning Objective 2.2: Graduates will effectively communicate business knowledge in written form.				61%	No
Traits	Students will write in a coherent and organized manner.	20	10	50%	No
	Students will write using vocabulary that is proper for context.	20	17	85%	Yes
	Students will write using statements/arguments that are bolstered with appropriate evidence.	20	7	35%	No
	Students will write using proper grammar and syntax.	20	15	75%	Yes
Ethics					
Program Learning Goal 3 Graduates will be ethical decision makers.					
Student Learning Objective 3 Students will evaluate business situations using an ethical decision-making framework.				85%	Yes
Traits	Students will identify ethical dilemmas that arise in business situations.	14	12	86%	Yes
	Students will articulate the ethical consequences stakeholders face from different decision alternatives.	37	30	81%	Yes
	Students will propose and defend a recommendation for the resolution of an ethical dilemma.	37	33	89%	Yes
Diversity					
Program Learning Goal 4 Graduates will have an appreciation for diversity.					
Student Learning Objective 4 Students will identify and appreciate the value of various forms of diversity in the business environment.				78%	No
Traits	Students will recognize the varied perspectives of stakeholders.	37	26	70%	No
	Students will describe the benefits of a diverse workforce or management team.	37	29	78%	No
	Students will recommend actions that incorporate diverse perspectives in a business situation.	37	32	86%	Yes

B.1 Assessment Questions SLO 1.0, 3.0, & 4.0

SLO 1.0: Eighty percent (80%) of students in BUS 458 will meet or exceed expectations when applying analytical thinking to solve business problems.

(baseline: n/a new learning objective)

Trait: Students will identify information needs when examining business problems.

Question: List five financial ratios that may be used by your university to monitor operations.

Trait: Students will properly interpret data.

Question: List the three ways that financial ratios should be compared/utilized. Which of the three comparisons do you feel is most important? Why?

Trait: Students will construct well-reasoned solutions and conclusions.

Question: If a firm has zero debt in its capital structure, is that always an organizational strength? Why or why not?

SLO 3.0: Eighty percent (80%) of students in BUS 458 will meet or exceed expectations when evaluating business situations using an ethical decision-making framework.

(baseline: n/a new learning objective)

Trait: Students will identify ethical dilemmas that arise in business situations.

Question: Discuss the ethics of gathering competitive intelligence.

Trait: Students will articulate the ethical consequences stakeholders face from different decision alternatives.

Question: Discuss the ethics of workplace romance.

Trait: Students will propose and defend a recommendation for the resolution of an ethical dilemma.

Question: In your opinion, what approaches to conflict resolution would be best for resolving a disagreement between a personnel manager and a sales manager over the firing of a particular salesperson? Why?

SLO 4.0: Eighty percent (80%) of students in BUS 458 will meet or exceed expectations by identifying and appreciating the value of various forms of diversity in the business environment.

(baseline: n/a new learning objective)

Trait: Students will recognize the varied perspectives of stakeholders.

Question: Discuss the relative importance of vision and mission documents for managers compared with employees, customers, and shareholders.

Trait: Students will describe the benefits of a diverse workforce or management team.

Question: List five important benefits of a company or organization having a diverse workforce.

Trait: Students will recommend actions that incorporate diverse perspectives in a business situation.

Question: Women comprise less than 20 percent of boards of directors. Why is this a problem globally for many companies and countries?

SLO 2.1 Oral Communication

Learning Objective	Does Not Meet Expectation Score: 1	Meets Expectation Score: 3	Exceeds Expectations Score: 5
SLO 2.1 Students will present information in a coherent and organized manner.	Presents information in an illogical sequence that jumps around and/or loses focus	Presents information in a coherent and organized manner.	Presents information that indicates an understanding of the need to gain attention, keep attention and enhance the audience's understanding
SLO 2.2 Students will present information using vocabulary that is proper for context and subject matter.	Presents information using slang or misuses vocabulary in a way that is inappropriate for context and subject matter	Presents information using vocabulary that is proper for context and subject matter.	Presents information in a manner that indicates depth and breadth of knowledge and understanding of the context and subject matter.
SLO 2.3 Students will present information using statements/arguments that are bolstered with appropriate evidence.	Present information with no reference to source material	Presents information using statements/arguments that are bolstered with appropriate evidence.	Presents information using statements that are accompanied by references to source material, and visuals (graphs & charts) are used to compliment them
SLO 2.4 Students will engage audiences in a professional manner	Engages audience in a less than professional manner with poor eye contact, elocution and mannerisms <ul style="list-style-type: none"> heavy reliance on notes Distracting use of filler words ("um", "like", "you know", "okay", etc.) distracting body language/poster 	Engages audiences in a professional manner by maintaining eye contact, using proper elocution and mannerisms. <ul style="list-style-type: none"> minimal use of notes minimal use of filler words ("um", "like", "you know", "okay", etc.). non-distracting body language/posture 	Engages audience in a manner that make them feel included in the presentation <ul style="list-style-type: none"> without the use of notes with a clear voice, rhythm and tone effective body language that maintains/increases interest

C.1 Rubric for SLO 2.1 – Oral Communication

C.2 Rubric for SLO 2.2 – Written Communication

SLO 2.2 Written Communication

Learning Objective	Does Not Meet Expectation Score: 1	Meets Expectation Score: 3	Exceeds Expectations Score: 5
SLO 3.1 Students will write in a coherent and organized manner.	Writing is incoherent and/or unorganized <ul style="list-style-type: none"> • lacks logical sequence • lacks linkages between concepts 	Writing is coherent and organized. <ul style="list-style-type: none"> • follows a logical sequence • easily understood and followed 	Writing is exceptionally coherent and organized <ul style="list-style-type: none"> • demonstrates a flow of information with focus on linkages of sections/information
SLO 3.2 Students will write using vocabulary that is proper for context and subject matter.	Writing using slang or misuses vocabulary in a way that is inappropriate for context and subject matter	Writing uses vocabulary that is proper for context and subject matter.	Writing uses vocabulary in a manner that indicates depth and breadth of knowledge and understanding of the context and subject matter.
SLO 3.3 Students will write using statements/arguments that are bolstered with appropriate evidence.	Writing uses minimal evidence to support ideas and/or does not cite appropriate sources	Writing uses evidence to support ideas and cites all sources but some inconsistencies exist	Writing uses evidence to thoroughly support ideas and cites all sources appropriately
SLO 3.4 Students will write using proper grammar and syntax.	Writing contains numerous grammatical and syntax errors that distract from the overall objective of the work.	If present, grammatical or syntax errors are negligible and do not distract from the overall objective of the work	Writing contains no grammatical or syntax errors