

Institutional Effectiveness Report

Name of Program/Department:	Bachelor of Business Administration
Year:	2021-2022
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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)

1. Students will have the analytical skills necessary to make effective decisions.
2. Students will be effective communicators.
3. Students will be ethical decision makers.
4. Students will have an appreciation for diversity.
5. Students 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

The School of Business was visited by a Continuous Review Team selected by AACSB, our accreditation body in spring 2020. One of their key recommendations was to refine the process through which we derive our action items. This led to less superfluous assessments and a more deliberate curriculum management process. This change in focus has prompted a change in how the school will present its institutional effectiveness results.

In the past, it was not uncommon for assessments to be conducted and action items developed the same semester to meet the reporting deadline. This condensed timeframe often hindered developing robust action items. Without the changes described above, this would have been the case this year. Results from the most recent assessment were not available until the end of spring 2022. This left very little time to develop meaningful action items. Thus, the School of Business has adopted a reporting schedule that allows our faculty the time to develop meaningful action items based on careful analysis that, if needed, have time to navigate the university's curriculum management process. This schedule, illustrated in Appendix A.1, begins with assessments administered at the end of fall 2020 and contains all actions taken based on the analysis of its results. As documented in the Action Items section, this approach has had two major benefits this

cycle. First, we were able to document curriculum modifications that led to changes in the University's course catalog. Second, the additional time allowed for more in-depth analysis which resulted in the development of significant action items for a learning objective for which the program's benchmark was achieved. Without this more deliberate approach, this action might have been neglected. As illustrated in Appendix A.1, next year's report will contain action items developed in AY 2022-2023 based on assessments administered this year.

For this period, the Bachelor of Business Administration (BBA) program had five program learning outcomes (PLO) which included producing students 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 were rewritten. Thus, there are no baseline data to report for this assessment cycle. SLO 5.1 – 5.6 assesses knowledge in different functional areas of business.

All SLOs were measured in BUS 458 Strategic Management. This course is the capstone business course and is required of all graduating seniors. We measured SLOs 1, 2.2, 3, and 4 directly using in-course assignment and exam questions. SLO 2.1 was measured in the same course by evaluating the capstone oral presentations. Assessment questions, as well as written and oral assessment rubrics are provided in Appendix C.1 and D.1 respectively. Finally, SLO 5.1 – 5.6 were evaluated using scores from the ETS major field test in Business. We also employed an indirect measure of the learning objectives 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. The benchmark for SLO 3.0 was achieved. However, faculty believed that the assessment results warranted further action.

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: PLO 1 – Students 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: PLO 2 – Students 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: PLO 2 – Students 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: PLO 3 – Students 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: PLO 4 – Students 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 AY 2020 – 2021 data).

Corresponding PLO: PLO 5 – Students 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 assessment questions are provided in the Appendix C.1.

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 D.1.

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. Specific assessment questions are provided in the Appendix C.1. The associated faculty developed normed rubric is provided in the Appendix D.1.

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 assessment questions are provided in the Appendix C.1.

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 assessment questions are provided in the appendix C.1.

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, beginning next academic year we will supplement this indirect assessment with an additional survey whose results will be more quantifiable.

An in-depth summary of the School of Business's curriculum management process is provided in Appendix E.1.

Assessment Results

All SLOs are assessed 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 B.1.

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 (82%) 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, while several students conveyed that issues surrounding diversity (**SLO 4.0**) were discussed in several of their classes, most felt that the 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.

- SOB Area Coordinators reviewed their advising policies to promote ENG 305 being taken early in their program of study.
- SOB Area Coordinators reviewed curriculum for additional application and feedback opportunities for written communication.
- The chair of the Assurance of Learning committee met with the acting chair of the English Department to review the learning objective, traits and results of the assessment process.
 - Additional sections of ENG 305 were offered to increase the level of individualized attention.
 - ENG 305 classes were moved to the computer lab to enable in-class writing assignments with immediate feedback.

SLO 3.0: Eighty-five percent (82%) 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. However, the SOB faculty felt that additional action was warranted because analysis of the assessment results revealed the program only hit its target for one of the three learning objective traits. Therefore, the following actions were taken.

- Faculty teaching Management 351 modified the course curriculum to increase applications of ethical decision making. The University course catalog was updated to reflect a change in the course's description. The new course description reflects the course's focus on ethical management practices.
- Faculty teaching Marketing 331 modified the course curriculum to increase applications of ethical decision making. The University course catalog was updated to reflect a change in the course's description. The new course description reflects the course's emphasis on ethical decision making.

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 of the precise meaning of the term diversity. Based on their recommendation the Assurance of Learning committee lead a discussion about the diversity learning objective and its assessment with faculty to better align the program's efforts.
- Faculty teaching Management 351 modified the course curriculum to increase the focus on issues surrounding diversity. The University course catalog was updated to reflect a change in the course's description. The new course description reflects the course's focus on incorporating appreciations of diversity in management practices.
- Faculty teaching Marketing 331 modified the course curriculum to increase the focus on issues surrounding diversity. The University course catalog was updated to reflect a change in the course's description. The new course description reflects the course's emphasis the importance of serving diverse markets.

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.

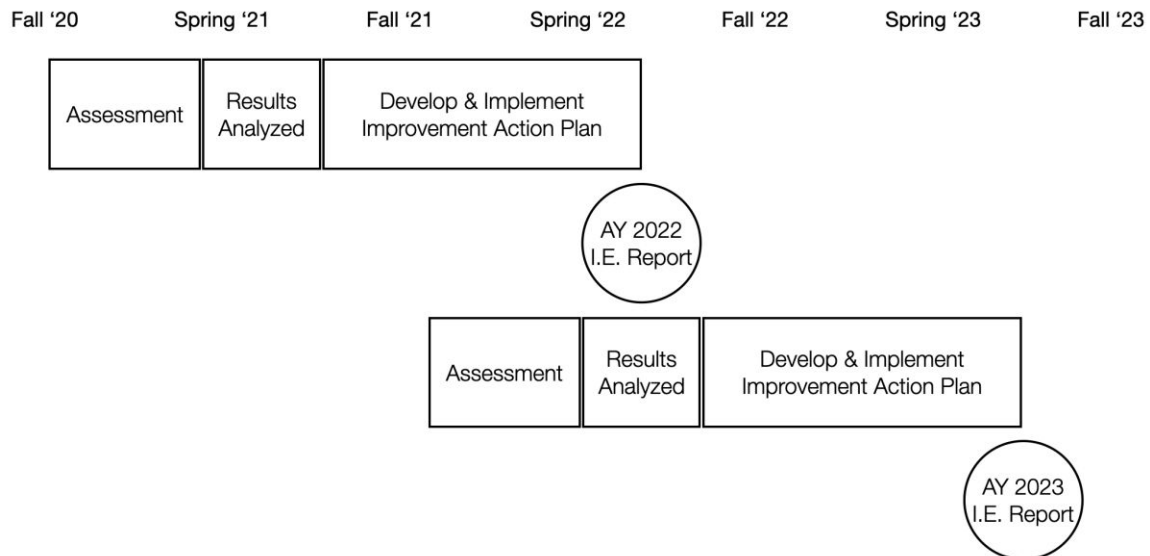
1. Accounting (baseline = 40), the student average for SLO 5.1 was 40. The benchmark of 43 was not met
2. Economics (baseline = 36), the student average for SLO 5.2 was 36. The benchmark of 40 was not met.
3. Management (baseline = 59), the student average for SLO 5.3 was 53. The benchmark of 61 was 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 Assurance of Learning assessment process calls for the development of discipline related learning objectives. This process is incremental. Learning objectives for Accounting and Economics are currently being developed. Once fully implemented this renewed focus on discipline specific objectives is expected to have a positive effect on these results.

Appendix

Appendix: A.1 Curriculum Management Schedule



Appendix: B.1 Detailed Assessment Results

Assessment Results for Fall 2020

Program Target of students that meet or exceeds 80%

Learning Competency Goal/Objective/Trait		n	n > Meets or Exceeds	%>target	Target Meet
Analytical					
Program Competency Goal 1	Students will have the analytical skills necessary to make effective decisions.				
Program 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 Competency Goal 2	Students will be effective communicators.				
Program Learning Objective 2.1	Students will effectively communicate business knowledge orally.			80%	Yes
Traits	Students will present information in a coherent and organized	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
Program 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%	No
Ethics					
Program Competency Goal 3	Students will be ethical decision makers.				
Program Learning Objective 3	Students will evaluate business situations using an ethical decision-making framework.			82%	Yes
Traits	Students will identify ethical dilemmas that arise in business situations.	14	11	79%	No
	Students will articulate the ethical consequences stakeholders face from different decision alternatives.	37	29	78%	No
	Students will propose and defend a recommendation for the resolution of an ethical dilemma.	37	33	89%	Yes
Diversity					
Program Competency Goal 4	Students will have an appreciation for diversity.				
Program 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

Appendix: C.1 Assessment Questions

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

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

Trait: Students will present information in a coherent and organized manner.

Trait: Students will present information using vocabulary that is proper for context.

Trait: Students will present information using statements/arguments that are bolstered with appropriate evidence.

Trait: Students will engage audiences in a professional manner (eye contact, proper elocution, proper mannerisms).

Presentation: Each trait above is evaluated during a class presentation.

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

Trait: Students will write in a coherent and organized manner.

Trait: Students will write using vocabulary that is proper for context.

Trait: Students will write using statements/arguments that are bolstered with appropriate evidence.

Trait: Students will write using proper grammar and syntax.

Question (for all traits): How are for-profit firms different from nonprofit firms in terms of business? What are the implications for strategic planning?

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.

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

Appendix: D.1 Rubric for SLO 2.1 & 2.2 – Oral & 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

D.2 Rubric for SLO 2.2 – Written Communication

Appendix: E.1 Curriculum Management Process 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 is 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 to assess them. The committee also develops and maintains curriculum maps to track where in the curriculum these objectives are met. 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, implementation, 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.

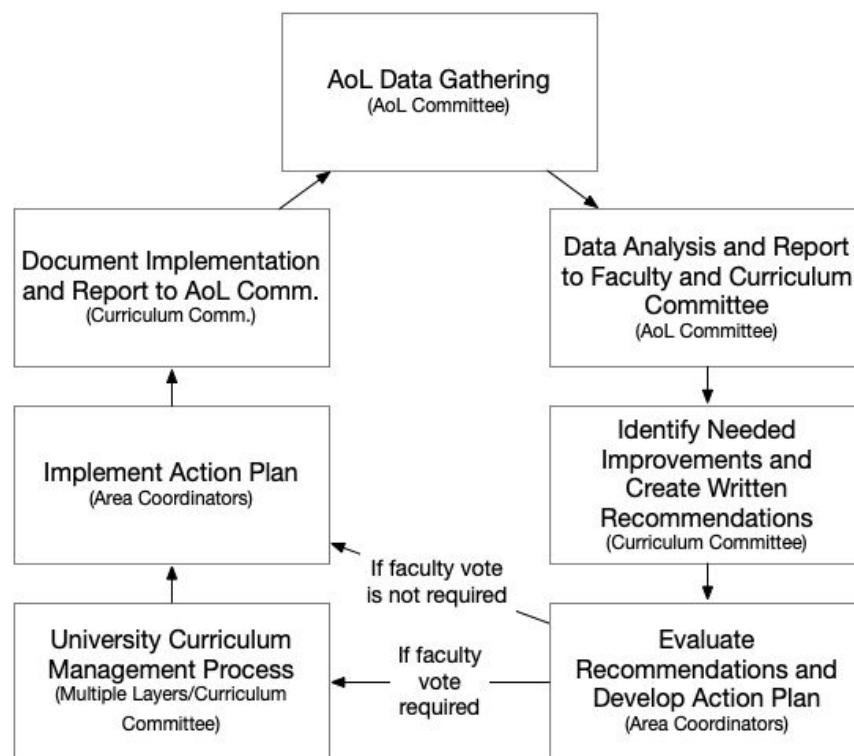


Figure 1: Measurement and Closing the Loop Process

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

¹ This action plan should include specific curriculum changes.

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 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

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