Assurance of Learning Committee Annual Report  
August 17, 2005

1. Membership:
   During the 2004-05 academic year, the committee consisted of the following faculty members: Ken Martin, chair (Finance), Sherry Mills (Accounting and IS), Rick Adkisson (Economics and International Business), Terry Adler (Management), and Shaun McQuitty (Marketing). Dean Kathy Brook is an ex-officio member.

2. Meetings:
   In the Spring 2005 semester, the committee met four times. The attendance rate for the five faculty members was 90 percent.

3. Charge:
   The Committee was charged with developing Student Learning Goals and an Assessment Plan for the BBA degree only. Assessment plans for Graduate degrees and other specialized degrees (e.g., Accounting) and programs (e.g., Professional Golf Management) are to be developed by those departments administering the degree programs.

4. Overview of AACSB Standards

   General and Management-Specific Goals

   AACSB recognizes that learning goals for business programs will invariably include two separate kinds of goals: general knowledge and skills and management-specific learning goals. AACSB includes the following skills and abilities in the general knowledge and skill area:
   - Communication abilities.
   - Ethical understanding and reasoning abilities.
   - Analytic skills.
   - Use of information technology.
   - Multicultural and diversity understanding.
   - Reflective thinking skills.

   Management-specific learning goals are more directly related to the tasks of management that are developed specifically from the business curriculum. AACSB identifies these goals include:
   - Ethical and legal responsibilities in organizations and society.
   - Financial theories, analysis, reporting, and markets.
   - Creation of value through the integrated production and distribution of goods, services, and information.
   - Group and individual dynamics in organizations.
   - Statistical data analysis and management science as they support decision-making process throughout an organization.
   - Information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management.
   - Domestic and global economic environments of organizations.
   - Other management-specific knowledge and abilities as identified by the school.

   Faculty Responsibility for Learning Goals
   1. Define the goals: AACSB states that faculty agreement on the definition of learning goals is one of the defining features of higher education. Thus, AACSB expects the faculty in aggregate to agree on and take ownership of the learning goals.
   2. Locate goals within curriculum: Faculty must decide where in the curriculum goals are to be met. The goals may be course specific or may be widespread throughout the curriculum.
   3. Establish monitoring mechanisms: Faculty are expected to establish and maintain a process whereby course elements are regularly reviewed to ensure the learning goals are being accomplished.
4. **Operationalize learning goals:** Faculty members must specify and develop measurements that determine whether the learning goals have been achieved. Faculty members have the final responsibility for defining goals and measuring whether they have been met.

**Demonstration of Achievement of Learning Goals**

AACSB desires schools to use direct measures of assessment. Examples of direct measures of student learning include course embedded measurements such as writing exercises, or comprehensive projects integrating business knowledge across disciplines, stand-alone testing or performance in a specific area. The common theme for direct measures of assessment is that examples of student performance must be shown to AACSB reviewers and the process described as to how that performance is used to “inform the school’s management processes and lead to improvement efforts.”

AACSB does not specifically forbid the use of indirect measures of assessment. However, indirect measures, such as student or alumni surveys, “cannot replace direct assessment of student performance.” Further, AASCB states that “surveys are weak evidence for learning.” Therefore, faculty must design assessment measurements that directly reflect what students can do.

**Feedback Loop**

Finally, AACSB recognizes that assessment in and of itself is of little value. The results of assessment must be tied back to the curriculum management process. The school must demonstrate how its assessment results impact continuing development of curricula, pedagogy, and teaching and learning materials.
5. College of Business Proposed Student Learning Goals and Assessment Plan

The Committee began its work by focusing on the Assurance of Learning section of “Eligibility Procedures and Accreditation Standards for Business Accreditation” by AACSB International, as revised January 1, 2005. We discuss the six specific student learning goals developed by our Committee. We understand that assessment is an iterative process in which we gain knowledge of the process as well as the results as we proceed. Therefore, we lay out a plan to assess just the first three goals. This procedure is consistent with AACSB’s view and with opinions expressed by assessment professionals at national conferences. In fact, trying to begin the assessment process by assessing three goals is perhaps overly ambitious. Nevertheless, we intend to try.

Goal 1: Students are effective communicators.

Goal 1.1: Students write effectively.
- Students will write a Personal Career Plan (maximum 2 pages) to be administered in BUSA111 and then again in BUSA365. The instructors in these classes will remove any means of identifying the students from the papers. They will then submit the papers to the Committee electronically.
- The Committee will sample at least 10% of the papers submitted from each class.
- Based on a writing rubric to be developed and approved by the Committee, the CBA&E will hire Graduate Assistants from the English department to assess the quality of the papers.
  - The rubric may include word choice, sentence fluency, mechanical correctness, ideas and message, and organization.
- The goal will be considered satisfied if 80% of students score 4 or better on a 5-point rubric.

Goal 1.2: Students can give effective oral presentations.
- Students give oral presentations in BUSA421.
- The Committee will develop a rubric to assess the quality of oral presentation skills.
  - The rubric may include evaluation based on the following factors: body movements, eye contact, ability to convey point, and presence.
- The CBA&E will hire Communications Department Graduate Assistants to attend a sample of class periods in which presentations are given.
- The goal will be considered satisfied if 80% of students sampled score 4 or better on a 5-point rubric.

Goal 2: Students can operate effectively in a team setting.

Goal 2.1: Students know how to be an effective team player and show an understanding of and appreciation for team dynamics by working toward a common goal on a group project.
- Students participate in group projects in BUSA365 and BUSA421.
- A survey instrument and rubric will be used to assess the quality of teamwork skills evident in the group projects.
  - The rubric may be based on factors including:
    1. Volume of work by each student.
    2. Dependability of each student in attending meetings.
    3. Content that each student provides in team meetings and discussions.
    4. Creativity of each student in providing approaches and ideas in working on possible solutions for case studies.
- The instrument will be administered each semester.
- The goal will be considered satisfied if 80% of students score 3 or better, on average over the four factors, on a 5-point rubric at the junior level (i.e., in BUSA365) and 90% score 4 or better, on average over the four factors, at the senior level (i.e., in BUSA421).

Goal 2.2: Students demonstrate an adequate understanding of and appreciation for diversity including gender, age, ethnicity, and socioeconomic background.
- Students participate in group projects in BUSA365 and BUSA421.
- Students are asked to answer two questions:
Question #1: Differences in gender, age, ethnicity, and socioeconomic background create cultural diversity. Which of these aspects of cultural diversity exist in your group?

Question #2: For each of the aspects you have chosen, describe an experience with your team or one of your teammates that provided you with an opportunity to be more “culturally sensitive” and explain its impact on your team’s project or performance.

The goal will be considered satisfied if 80% or more of students can recognize diversity within their group and if 80% or more of students can describe an experience that made them more “culturally sensitive” and explain its impact on the team’s project or performance.

Goal 3: Students understand how different business disciplines work together to create value for the firm and its owners.

- In BUSA365, students participate in a project that specifically integrates the design and distribution of goods and services.
- As part of the course requirements, students reflect on their integrative learning experience. They do this by answering questions both on survey instruments and on an exam.
- A rubric is then used to assess the assignment and performance on the exam.
- The goal will be considered satisfied if 80% of students can show that they understand how different business disciplines work together.

Goal 4: Students are effective users of information technology.

Goal 4.1: Students can acquire information using relevant information technologies.

Goal 4.2: Students can use information technology to manipulate information into a form usable in business decision making.

Goal 4.3: Students can use information technology to disseminate information to others.

Goal 5: Students possess analytical problem-solving capabilities.

Goal 5.1: Students can develop an analytical and systematic approach to solving problems.

Goal 5.2: Students can solve problems using statistical data analysis.

Goal 5.3: Students can solve problems using management science techniques.

Goal 5.4: Students can apply financial decision making skills to solving problems.

Goal 6: Students have an understanding of ethical decision-making.

Goal 6.1: Students can recognize ethical problems.

Goal 6.2: Students can recognize legal problems.

Goal 6.3: Students can choose and defend resolutions for practical ethical situations that arise in business and society.

Feedback Loop:

The Committee intends for the results of all assessment activity to be shared with the CEC, individual faculty members in whose classes assessment activity takes place, and the College of Business faculty at large at faculty convocations.