Assurance of Learning Assessment Measure Guidance – BSBA/BABA

Program Overview

The Bachelor of Science in Business Administration curriculum combines a business major with upper-division non-business courses and/or foreign languages. In addition to taking core business courses, BSBA students choose one of six majors: general business, economics, finance, information systems, management, or marketing.

The Bachelor of Arts in Business Administration curriculum combines business fundamentals with an outside area of interest. In addition to taking core business courses, general studies majors choose an area of specialization from over 70 disciplines, including foreign language, mass communications, international studies, travel and tourism, criminology, and exercise and sports sciences.

Program Goals and Objectives

1) Demonstrate competency in and across business disciplines
    a. Demonstrate knowledge and understanding of elements of economics, finance, accounting, marketing, operations management, organizational behavior, business law, information technology, business statistics, and social responsibility.
    b. Demonstrate proficiency in the use of business-related software applications.

Assessment Method: Stand-alone exam (ETS-B)/Course-embedded measure (QMB3250)

2) Apply appropriate problem solving and decision-making skills
    a. Specify and implement a framework for identifying a business problem and develop alternative solutions and a set of evaluation criteria.
    b. Assess the outcomes of a course of action and make appropriate adjustments.

Assessment Method: Stand-alone exam (ETS-B)/Course-embedded measure (QMB3250/MAN4504)

3) Possess effective communication skills.
    a. Write business documents clearly, concisely, and analytically.
    b. Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.

Assessment Method: Course-embedded measure (FIN3403/GEB 3213/GEB 3218)

4) Appreciate the ethical aspects of business.
    a. Define the ethical responsibilities of business organizations and identify relevant ethical issues.

Assessment Method: Stand-alone exam (ETS-B)/Course-embedded measure (MAR3023/BUL4310/MAN3025)

5) Possess a global perspective on business.

    a. Describe the key components of the business environment that vary across countries and understand how these differences present challenges and opportunities for the conduct of business.
    b. Possess awareness of cultural differences and how these differences affect business decisions.

Assessment Method: Stand-alone exam (ETS-B)/Course-embedded measure (MAR3023/ GEB3373)

6) Understand the principles of groups, teams, managers and leaders.

    a. Identify characteristics and roles of groups and teams.
    b. Identify characteristics and roles of managers and leaders.

Assessment Method: Course-embedded measure (MAN3025)

Assessment Measures

Two types of assessment measures will be used to assess the Assurance of Learning program goals and objectives:

1) Stand-alone testing CAPSIM every term.
2) Course-embedded measures that include a writing assignment from GEB 3213, a speaking assignment from GEB 3218, selected exam or quiz questions from QMB 3250, MAN 4504, BUL 4310, MAR 3023, and MAN 3025, discussion board writings from FIN 3403, and selected exam questions and case analysis from GEB 3373.

The following information outlines the methods used for each measure.

Stand-alone Testing

All students in the BSBA and BABA programs are required to take the Capsim Modular-XM as part of their final core course in business. Capsim Modular-XM™ is a flexible exam that measures student learning outcomes and streamlines reporting for accreditation. Learning outcomes measurement spans across a variety of subject areas and learning objectives, built on a modern assessment platform focused on exam integrity. Participants receive randomized data sets in their exam, creating a unique experience from user to user. These data sets are used in formulating answers to individual items.

After their exam, users have access to a self-directed individual development plan builder to identify areas for improvement, as well as create the steps to achieve their stated goals.

Items

Modular-XM's item pool is created by a panel of Subject Matter Experts across a variety of domains. These items are then peer-reviewed for accuracy. The University of Florida uses a standardized version of Modular-XM with 76 items. The items focus on the subject areas and learning objectives.

Course-embedded Measures

GEB3213

The persuasive writing assignment in GEB3213 assesses students' abilities to respond persuasively to a set context and audience, making the case for a specific goal. The students need to address the reader's need or problem strategically, establish the desired relationship with the reader, project a professional ethos, and motivate for the desired outcome using logical, persuasive reasoning and intelligent support for all claims. In addition, the assignment should be written clearly, concisely, and coherently, and in correct and appropriate document format.

The Communications faculty will score these presentations using the GEB3213-Persuasive Memo Grading Sheet (Appendix A). They will provide the completed score sheets along with some representative samples of student work to the Teaching Excellence & Assessment office for compilation and storage.

GEB3218

The persuasive presentation assignment in GEB3218 requires students to deliver and structure an internal business presentation that persuades the audience to adopt the presenter's proposal or recommendation. Students must determine the purposes for presenting, analyze the audience, and use appropriate and compelling information that is logically structured. They need to use well constructed PowerPoint slides and demonstrate a number of delivery skills. The assignment tests their ability to design compelling and persuasive presentations and deliver them dynamically.

The Communications faculty will score these presentations using the GEB3218-Persuasive Assessment-Rubric (Appendix B). They will provide the completed score sheets along with some representative samples of student work to the Teaching Excellence & Assessment office for compilation and storage.

QMB3250

In Fall 2010, the instructor will begin using the MyStatLab assignment and quiz manager that is offered with Pearson Learning textbooks. Several of the assignments deployed through MSL will involve multiple-version computer assignments using Excel. These assignments will be graded on three quizzes worth approximately 2% of the course grade per quiz. On each quiz there will be 5 questions related to the assignment, and the responses to these questions will form the basis for assessing Goal 1b.

There will be nine of these quizzes over the semester. On the other 6 quizzes (the ones that do not require Excel work), many of the questions will involve a choice of statistical technique and a conclusion about what action to take. If there are two such questions per quiz, there will be 10-12 over the entire semester. The responses to these questions will form the basis for assessing Goals 2a and 2b.

Student scores on the quiz questions will be collected by the professor and provided to the Teaching Excellence & Assessment office. This data will be compiled for storage and review by the Undergraduate Committee faculty.

MAN4504

In MAN 4504, students learn how to appropriately identify and frame problems in Operations and Supply Chain Management, to use or create criteria for evaluating decision alternatives available for these problems, and to identify the courses of action available for solving these problems. The problems covered in the course are some of the basic problems involved in effectively designing and managing production systems and managing supply chains. Students learn to solve these problems by utilizing one or more of the qualitative and/or quantitative techniques that are regularly used by operations and supply chain managers. Finally, students are taught to evaluate and adjust as necessary the solutions found to these problems by using post-solution evaluation procedures used by operations and supply chain managers.

There are four exams in the course. Students are allowed to miss one exam. Each exam will have questions seeking to assess how well students are progressing towards achieving the Assurance of Learning goals mapped to this course. On each of the four exams there will be a minimum of eight questions that will be collected for Assurance of Learning purposes.

The professor will map the questions to either Goal 2a or Goal 2b, and provide exams along with the map to the Teaching Excellence & Assessment office. Exam data will then be compiled for storage and review by the Undergraduate Committee faculty.

Their own thoughts on the subject. In addition to learning how to write more effectively, these assignments will help students understand how financial concepts are related to events in the real world, as well as expose them to current questions or concerns relevant to the course, their lives, and their future careers.

MAR3023

The ethical aspects of business requirement states that students be able to define and recognize ethical responsibilities of business organizations. The embedded assessment of this requirement comprises 8-10 multiple-choice exam questions on issues of ethics and corporate social responsibility, topics that are discussed in both the text and lectures. The pertinent questions are a portion of a larger 60-item exam and emphasize application of ethical concepts in Goal 4.

The global perspective requirement in Goal 5a states that students understand how the business environment, including culture, differs across countries. The embedded assessment of this requirement comprises 8-10 multiple choice exam questions on global issues that relate to lecture and text material on international marketing. The pertinent questions are a portion of a larger 60-item exam and emphasize application of global and cross-cultural concepts.

Student scores on the exam questions will be collected by the professor and provided to the Teaching Excellence & Assessment office. This data will be compiled for storage and review by the Undergraduate Committee faculty.

BUL4310

In BUL4310 (Legal Environment of Business), students learn about numerous areas of business law and the legal environment of business. This course is intended to help students develop an understanding of

the law, particularly insofar as the law responds to or affects business. The course evaluates numerous business law situations as well as the role of attorneys and businesspersons. A basic grasp of legal reasoning and the legal approach to problem solving is useful in many aspects of life; numerous subjects are covered, including contracts, torts, agency, employment, and business organizations (e.g., corporations and partnerships). The course offers a global perspective on the business environment, including laws and culture differing across countries. The course incorporates, throughout its coverage, ethical concerns about law and business. There will be 15-20 multiple-choice questions from exams used to assess Goal 4a, which is to appreciate the ethical aspects of business and thereby do as follows: Define the ethical responsibilities of business organizations and identify relevant ethical issues.

Student scores on the exam questions will be collected by the professor and provided to the Teaching Excellence & Assessment office. This data will be compiled for storage and review by the Undergraduate Committee faculty.

GEB3373

In GEB3373 students learn about the challenges and necessary adaptations required to succeed in business in host countries with differing cultural, political, legal, and economic systems. Issues focusing on the importance of the level of development and the chosen path for improvement will also be featured. Assessment of the success in attaining the targeted expertise includes 15-25 multiple choice exam questions distributed over multiple exams on each topic. Case analyses where the student must recognize issues and make appropriate recommendations for resolving problems are also required and the students will be asked to review and comment appropriately on issues raised in selected videos.

Student scores on the exam questions will be collected by the professor and provided to the Teaching Excellence & Assessment office. This data will be compiled for storage and review by the Undergraduate Committee faculty.

MAN3025

MAN3025 covers all areas of Management (17 topics). The topics of Groups/Teams and Power/Influence/Leadership are each discussed in 1 to 2 lectures. During Spring Semester, approximately ten multiple choice questions will be written to assess Goal 6a: Identify characteristics and roles of groups and teams. Similarly, during Spring Semester, approximately ten multiple choice questions will be written to assess Goal 6b: Identify characteristics and roles of managers and leaders. Along with additional questions for Goal 4a: Define the ethical responsibilities of business organization's and identify relevant ethical issues.

Student scores on the exam questions will be collected by the professor and provided to the Teaching Excellence & Assessment office. This data will be compiled for storage and review by the Undergraduate Committee faculty.

All data from the course-embedded measures will be stored in a secure location and used for making decisions about future changes or adaptations to the undergraduate program. The Undergraduate Committee will meet in the Fall term to discuss the data collected and to make recommendations for changes.

Standards

The Undergraduate Committee adopted the following standard for assessing individual students:

- Less than 75% of items answered correctly (does not meet standards)
- 75-89% of items answered correctly (meets standards)
- 90-100% of items answered correctly (exceeds standards)

The faculty goal for CEMs is to have 80% of students across various courses meet or exceed standards for a particular learning objective.

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Appendix A

Criteria	Exceeds expectations	Meets expectations	Does not meet expectations
Content: Well-selected details, reader focused content, strong evidence, analytical approach. Research convincing	2.0	1.0	0.0
Purpose: Recommendation frontloaded, reader briefed, argument consistent, conclusion summative (action, goodwill)	2.0	1.0	0.0
Reader focus: Briefing, purpose statement preview, scan-able information, benefit, "you"-attitude	2.0	1.0	0.0
Organization: Introduction complete, format appropriate, layout clear, important elements highlighted, scan-able information, strong visuals if appropriate, summative conclusion	2.0	1.0	0.0
Clarity: Active voice preferred, clear agents, strong verbs, specific pronouns and referents	2.0	1.0	0.0
Concision: Precise dictions, concise expression of ideas, relevant details only, syntax strong	2.0	1.0	0.0
Cohesion	2.0	1.0	0.0
Grammar and Mechanics: Readable and correct prose	2.0	1.0	0.0
Persuasive approaches: Establishes need, supports solution, creates credibility/trust, focuses on reader needs, builds solid logic, counters potential objections, justifies actions	2.0	1.0	0.0

Appendix B

AACSB Assessment

Speaker: _____ Major: _____ Topic: _____

Categories	Below standards 1	Below standards 2	Below standards 3	Meets standards 4	Exceeds standards 5
Introduction					
Information/Reservation					
Conclusion					
PowerPoint					
Delivery					

New Rubric Categories	Old Rubric Categories
1) Introduction	1. Introductions
2) Information/Reservations	2. Body of Speech 3. Indications
3) Conclusion	4. Conclusion
4) PowerPoint	5. PowerPoint
5) Delivery	6. Delivery 7. Interest/Dynamism 8. Composure

Introduction –

Objective, Purpose, or final recommendation (clearly stated

Information/Reservations –

Logically structured (Points or topics logically arranged)

Information (good use of evidence and support- data, stories, past experiences, etc.…)

Reservations (anticipated concerns or objections and refuted or downplayed them)

Persuasive (convincing and compelling)

Conclusion -

- Signal end of presentation
- Summarize main points

PowerPoint -

- Information not displayed all at once
- Easy to read
- Good contrast
- Colors consistent
- Good transitions and use of sound
- Appropriate number of slides
- Incorporated PowerPoint into presentation

Delivery –

- Eye contact (focus on audience)
- Voice, volume, expression, rate, and inflection
- Appropriate gestures (Meaningful gestures used to emphasize your point)
- Stance (squared-up)
- Use of space (movement and removed barriers between you and the audience)
- Language (clear and appropriate)
- Polish (smooth and rehearsed)