

General Business Administration BBA

Capable Business Decision Makers

Goal Description:

The goal of the General Business program is to provide students with a broad base of knowledge in business. 2301, 3355.

Providing Department: General Business Administration BBA

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

General Business Core Concepts And Principles

Learning Objective Description:

Students who complete the BBA in General Business will demonstrate knowledge of the core concepts and principles of business law and of legal environments.

RELATED ITEM LEVEL 2

General Business Assessment: Embedded Exam Questions BUAD 2301

Indicator Description:

The BUAD 2301 course focuses on the legal environment in business, particularly how the law affects business development and creation. This course is divided into five core units. Assessment will be made using embedded exam questions in each of the courses five core unit examination. The embedded exam questions will gauge the students' performance on concepts, principles and functions of legal environments. The embedded questions include questions developed by the legal environment faculty.

Criterion Description:

The class average on individual embedded questions will be at 70% of the class will at least "meet expectations." The assessment data is broken into three categories, "exceeds expectations," "meets expectations," and "below expectations." The business law course is divided into five core units. Each business law faculty member will include embedded questions on each unit's examination.
BUAD 2301

Attached Files

[Assessment Results BUAD 2301 2019.xls](#)

Findings Description:

BUAD 2301 Legal Environment was not assessed this assessment cycle.

RELATED ITEM LEVEL 3

Action Plan General Business - Legal Environment

Action Description:

BUAD 2301 Business Legal Environment course was not assessed this assessment cycle.

RELATED ITEM LEVEL 2

General Business Assessment: Embedded Questions BUAD 3355

Indicator Description:

Assessment will be made using embedded questions on each unit examination. The embedded questions will gauge the students' performance on concepts, principles and functions of business law. The embedded questions were created by the business law faculty and include questions from each of the four core areas in the course. BUAD 3355

Criterion Description:

The class average on individual embedded questions will be 75% correct. The business law course is divided into four core units. Each business law faculty member will include embedded questions on each unit's examination. BUAD 3355.

Findings Description:

In the face to face course students struggled with distinguishing the different types of damages and recognize when each type of damage is allowed. In addition, the BUAD 3355 Business Law students need additional focus regarding understanding the different parties and what role they play depending on the type of instrument. In the on-line course students had difficulty with the negotiable instruments section of the course. Students had difficulty recognizing different types of negotiable instruments. Additional focus on the negotiable instruments section maybe necessary in future on-line sections.

Attached Files

[BUAD 3355 Spring 2022 Assessment Data.xls](#)

RELATED ITEM LEVEL 3

General Business Assessment: Embedded Questions BUAD 3355

Action Description:

The Business Law faculty will continue to embed real life examples. The examples will take the form of videos and articles from real world examples that apply to the Business Law course. Focusing specifically on offer/acceptance, the Parole Evidence Rule, and Negotiable Instruments.

RELATED ITEM LEVEL 1

Learning Objective -- Communication Competencies

Learning Objective Description:

COBA students written and oral communication competencies are assessed as part of the BBA goal that students will be capable communicators.

Written communication is assessed in BUAD 3335 Business Communication. Key course objectives assessed in BUAD 3335 include the following:

- Business Messages & Artifacts: Create messages and artifacts that use relevant, credible information and effective business communication strategies.
- Critical Thinking: Critically analyze complex communication situations and audiences to determine the most effective strategies and delivery methods to communicate business messages.
- Interpersonal Communication: Practice professional interpersonal and teamwork strategies through application of business communication theory (e.g., networking, communicating in teams, conflict resolution, effective listening, relationship management, problem-solving, and leadership).
- Technology: Use appropriate traditional, emerging, and collaborative technologies for the design and delivery of oral, written, and multimodal communication to support business decision-making.
- Information Literacy: Select credible information types (e.g., multimedia, database, website, primary/secondary, popular/scholarly) to support complex business messages.
- Professionalism: Communicate an effective professional identity that incorporates reflection on personal and professional skills, strengths, and values.

Oral communication is assessed in BUAD 2321 Design and Presentation of Business Presentations. Key course objectives assessed in BUAD 2321 include the following:

- Critical Thinking: Apply appropriate communication strategies and principles to achieve business goals based on an analysis of the purpose, audience, and context.

- **Interpersonal Communication:** Practice strategies for interpersonal business communication in today's global work environment.
- **Technology:** Use appropriate traditional and emerging technologies for oral, written, and multimodal workplace communication and collaboration.
- **Information Literacy:** Incorporate credible information to support business and professional goals.
- **Professionalism:** Communicate an effective professional identity that incorporates reflection on personal and professional skills, strengths, and values.

Capable Communicators And Decision Makers

Goal Description:

General Business graduates will be capable communicators and competent business decision makers.

Providing Department: General Business Administration BBA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Learning Objective -- Communication Competencies

Learning Objective Description:

COBA students written and oral communication competencies are assessed as part of the BBA goal that students will be capable communicators.

Written communication is assessed in BUAD 3335 Business Communication. Key course objectives assessed in BUAD 3335 include the following:

- **Business Messages & Artifacts:** Create messages and artifacts that use relevant, credible information and effective business communication strategies.
- **Critical Thinking:** Critically analyze complex communication situations and audiences to determine the most effective strategies and delivery methods to communicate business messages.
- **Interpersonal Communication:** Practice professional interpersonal and teamwork strategies through application of business communication theory (e.g., networking, communicating in teams, conflict resolution, effective listening, relationship management, problem-solving, and leadership).
- **Technology:** Use appropriate traditional, emerging, and collaborative technologies for the design and delivery of oral, written, and multimodal communication to support business decision-making.
- **Information Literacy:** Select credible information types (e.g., multimedia, database, website, primary/secondary, popular/scholarly) to support complex business messages.
- **Professionalism:** Communicate an effective professional identity that incorporates reflection on personal and professional skills, strengths, and values.

Oral communication is assessed in BUAD 2321 Design and Presentation of Business Presentations. Key course objectives assessed in BUAD 2321 include the following:

- **Critical Thinking:** Apply appropriate communication strategies and principles to achieve business goals based on an analysis of the purpose, audience, and context.
- **Interpersonal Communication:** Practice strategies for interpersonal business communication in today's global work environment.
- **Technology:** Use appropriate traditional and emerging technologies for oral, written, and multimodal workplace communication and collaboration.
- **Information Literacy:** Incorporate credible information to support business and professional goals.
- **Professionalism:** Communicate an effective professional identity that incorporates reflection on personal and professional skills, strengths, and values.

RELATED ITEM LEVEL 1

Speaking Competency

Learning Objective Description:

Oral communication is assessed in BUAD 2321 Design and Presentation of Business Presentations. Key course objectives assessed in BUAD 2321 include the following:

- Critical Thinking: Apply appropriate communication strategies and principles to achieve business goals based on an analysis of the purpose, audience, and context.
- Interpersonal Communication: Practice strategies for interpersonal business communication in today's global work environment.
- Technology: Use appropriate traditional and emerging technologies for oral, written, and multimodal workplace communication and collaboration.
- Information Literacy: Incorporate credible information to support business and professional goals.
- Professionalism: Communicate an effective professional identity that incorporates reflection on personal and professional skills, strengths, and values.

RELATED ITEM LEVEL 2

Oral Presentation_Indicator Criterion Findings

Indicator Description:

Students submit multiple assignments throughout BUAD 2321 as they develop their one-to-few and one-to-many business communication skills. In each participating course, the faculty member assessed a presentation from the end of the semester that allowed students to demonstrate their skill level with the course-taught skills.

Two of five BUAD 2321 sections (40%) completed the oral delivery skill assessment. One section was taught fully online, and the other section was taught in-person at the Huntsville campus. Fifty-two student samples were assessed: 28 from the in-person section and 25 from the online section.

The faculty member for each section used the Sp21 Oral Delivery Skills rubric (Appendix A) to assess their students' performance in the submitted assignments. The rubric includes 12 oral delivery skills. Three performance levels are included: Exceeds Expectations, Meets Expectations, and Below Expectations. A "Not Applicable" performance level is included in the event that a student did not submit a product that allowed assessment of the oral delivery skill (e.g. they were not audible or visible).

In the Findings description, the attached file includes the full assessment description, including the indicator description, criterion description, rubric, and full findings tables.

Criterion Description:

At least 80% of the sampled students must meet or exceed expectations in each oral delivery skill category. The faculty member for each section used the Sp21 Oral Delivery Skills rubric to assess their students' submitted work.

In the Findings description, the attached file includes the full assessment description, including the indicator description, criterion description, rubric, and full findings tables.

Findings Description:

Over 80% of all sampled students met or exceeded expectations in all assessed oral delivery skill categories *except* Fillers, for which only 64% of the sample students met or exceeded expectations. In the full sample, more than 90% of students exceeded expectations for the Volume (92%) oral delivery skill.

In the Online section, students met or exceeded expectations in most categories, falling below 80% only for the Fillers category (64%). Positively, 80% or more of the students exceeded expectations in two categories: Volume (96%) and Clarity/Enunciation (92%).

In the section held at the Huntsville campus, students met or exceed in all oral delivery skills except Fillers (64%), Tone (72%), and Visual Support (79%). Positively, 80% or more of in-person students exceeded expectations in Volume (86%).

Despite the fact that the assignments assessed for in-person versus online courses were different (recorded versus live delivery; in-person assignment did not feature a camera assessment), the findings from both delivery locations were comparable, with most differences manifesting in percentages of students falling into the Exceeds versus Meets Expectations categories.

Attached Files

 [Spring 2022 BUAD 2321 Oral Delivery Skills Assessment Report.docx](#)

RELATED ITEM LEVEL 3

Oral Communication Action Plan

Action Description:

Action Plan

Across sections, 80% of students met or exceeded expectations for all oral delivery skills except the use of vocal fillers. Other areas where students enrolled in in-person sections required improvement are the use of appropriate Tone and Visual Support.

Although all faculty teaching BUAD 2321 explicitly emphasized the necessity to minimize vocal fillers in their instruction and rubrics, this area still requires improvement, likely because the use of vocal fillers is usually negatively correlated with practice and positively correlated with conversational tone (another issue in in-person courses). Therefore, BUAD 2321 faculty will include at least one in- or out-of-class activity or lecture that emphasizes practice and/or the reduction of vocal fillers.

Full report attached.

Attached Files

 [Spring 2022 BUAD 2321 Oral Delivery Skills Assessment Report - Submitted.docx](#)

RELATED ITEM LEVEL 1

Writing Competency

Learning Objective Description:

The general objective of business communication is to build on general studies (such as language skills of writing, grammar, and punctuation) in conjunction with business foundation courses (accounting, finance, management, marketing, etc.) and to enable students to develop effective business communication skills to solve business problems. At the end of the course, students will be able to do the following:

- **Business Messages & Artifacts:** Create messages and artifacts that use relevant, credible information and effective business communication strategies.
- **Critical Thinking:** Critically analyze complex communication situations and audiences to determine the most effective strategies and delivery methods to communicate business messages.
- **Interpersonal Communication:** Practice professional interpersonal and teamwork strategies through application of business communication theory (e.g., networking, communicating in teams, conflict resolution, effective listening, relationship management, problem-solving, and leadership).
- **Technology:** Use appropriate traditional, emerging, and collaborative technologies for the design and delivery of oral, written, and multimodal communication to support business decision-making.

- Information Literacy: Select credible information types (e.g., multimedia, database, website, primary/secondary, popular/scholarly) to support complex business messages.
- Professionalism: Communicate an effective professional identity that incorporates reflection on personal and professional skills, strengths, and values.

RELATED ITEM LEVEL 2

Written Communication_Indicator Criterion Findings

Indicator Description:

In Spring 2022, each participating faculty member assessed an assignment that asked students to demonstrate their evidence-driven communication skills using the Evidence-Driven Communication Rubric (See Appendix A). This rubric includes three relevant skills: electing credible sources, incorporating information from sources, and providing attribution for incorporated source information. This rubric is excerpted from the Spring 2021 Comprehensive Rubric that was used for Spring 2021 assessment.

A total of 278 samples were assessed: 197 Huntsville students, and 81 Online students. Samples were not able to be secured from TWC sections.

Criterion Description:

At least 80% of sampled students must meet or exceed expectations for each skill in the Evidence-Driven Communication rubric (See Appendix A) by earning a score of “Adequate” or higher.

Findings Description:

Over 80% of all sampled students met or exceeded expectations in the Evidence Selection and Presentation/Use skills. Only 74% met or exceeded expectations for Attribution.

In the Huntsville sections, 80% or more met or exceeded expectations for Evidence Selection and Presentation/Use, but only 72% met or exceeded expectations for Attribution.

In online sections, 80% or more of the students met or exceeded expectations in the Presentation/Use and Attribution categories. Online students did not meet the 80% threshold for Evidence selection (67%).

Attached Files

 [Spring 2022 BUAD 3335 Written Communication Assessment.docx](#)

RELATED ITEM LEVEL 3

Written Communication Action Plan

Action Description:

Action Plan

In the 2020-21 academic year, students’ written assessments fell below the 80% threshold in two areas: Presentation and Use of Evidence and Attribution of Evidence. In 2021-22, students’ written assessments only fell below the 80% threshold in the Attribution category. To address this area for improvement, BUAD 3335 faculty plan to explicitly teach attribution skills as part of class, which may include practical training on citation and references (e.g., signal phrases, citations), guest lectures from librarians, adding style guidelines as required or optional course material, and so on.

Additionally, the faculty plan to re-assess additional areas of students’ writing to provide a more complete assessment overview for the 2022-23 year. Assessment was last completed in this sort of detail in 2019-20.

Full report attached.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Closing Summary

The Business Legal Environment students had difficulty recognizing the different types of business, particularly how the law effects business development and creation. This course is divided into five core units. Assessment will be made using embedded exam questions in each of the courses four core unit examination. Due to the effect of COVID on students and faculty no significant changes will be made as a result from this year's assessment data.

Update of Progress to the Previous Cycle's PCI:

Closing Summary

The Business Law students had difficulty recognizing offer/acceptance and the difference in negotiable instruments. This course is divided into four core units. Assessment was made using embedded exam questions in each of the courses four core unit examination. COVID continues to have an impact on students and faculty no significant changes will be made as a result from this year's assessment data. Faculty will continue to add additional real life examples into the course.

New Plan for Continuous Improvement Item

Closing Summary:

The Business Law students had difficulty recognizing offer/acceptance and the difference in negotiable instruments. This course is divided into four core units. Assessment was made using embedded exam questions in each of the courses four core unit examination. COVID continues to have an impact on students and faculty no significant changes will be made as a result from this year's assessment data. Faculty will continue to add additional real life examples into the course.