

UNIT REPORT

General Business Administration BBA Assessment Plan Summary

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.

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 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 imbedded questions on each unit's examination. BUAD 3355.

Findings Description:

The GBA faculty has broken the course into four (4) core units. The GBA faculty determined that they would select embedded questions for each unit. The embedded assessment questions for this academic year were drafted last year by the GBA faculty members and were rewritten to adjust for possible misinterpretation by students. This process of assessment question review occurs on an annual basis during the spring semester.

The students' assessment data was collected by GBA majors and Non-GBA Majors in two separate sections. GBA majors improved from the previous assessment cycle. In the first section GBA majors outperformed non-GBA majors achieving an average correct of seventy-seven percent (77%) compared to seventy-four (74.8%) percent by non-GBA majors. In the second section GBA majors scored seventy-six percent (76.3%) compared to the non-GBA majors' score of seventy-one percent (71.1%). Since not all of these scores exceeds the goal of seventy-five percent (75%) correct in the core competency areas a review of the questions and course focus will be done. In the previous cycle a decision was made to divide the common law contracts area into two units. The belief was that by further breaking down the material into manageable segments that students' retention and understanding of the material would increase. This decision appeared to have yielded positive results as students in all majors improved dramatically in this area of the course in the previous assessment cycle. After the current assessment data was reviewed the faculty members need to further analyze whether the breakdown into two common law units was indeed helpful. Students continue to struggle with the legal terminology that is used in the course. In addition, true understanding of the concept is tested by using application based questions which are challenging for many students.

RELATED ITEM LEVEL 3

General Business Assessment: Embedded Questions BUAD 3355

Action Description:

To aid in the continued improvement of both GBA and non-GBA students in the common law contracts course, the Business Law faculty will work to develop additional online study aids to assist students in key areas of the course. The assessment data from the previous cycle indicated that student improvement had occurred. However, in this assessment cycle the data showed that student performance in the assessed areas declined slightly. A review of the instructional approach occurred and it was determined that the course should be split into five (5) units instead of the previous four (4) core units. Creating an additional unit and breaking the material into a smaller segments will make it easier for the students to understand and grasp the concepts covered. This increase in core units will begin in the Fall of 2016.

Attached Files

 [COBA Assessment Reporting FOR BUAD 3355 TWC Day Class](#)

RELATED ITEM LEVEL 2

General Business Assessment: Pre And Post Exam Questions BUAD 2301

Indicator Description:

The BUAD 2301 course focuses on the legal environment in business, particularly how the law effects business development and creation. This course is divided into five core units. Assessment will be made using pre and post exam questions in each of the courses five core unit examination. The pre and post 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 75% correct. The business law course is divided into five core units. Each business law faculty member will include imbedded questions on each unit's examination. BUAD 2301

Findings Description:

The assessment and analysis is done using a pre and post tests to determine whether the students have made advances in the core learning objectives. The course is divided into five core units and the pre and posttests cover questions from each of the courses core units. The questions were developed by the entire faculty that teach this course.

The students of BUAD 2301 Legal Environment courses took a pre-test at the beginning of the semester and achieved an average 48.4% correct for all five units tested. On the post test there were significant gains in the students learning outcomes. In the Origins of Law unit, GBA Majors scored 85.3%, Non-GBA Business Majors scored 83.1% and Non-Business Majors scored 79%. The faculty believes that this increase is based in part on the increased time in this area of the curriculum. Since the assessment process began six years ago, there has been a continual focus on this very difficult area for students. The Origins of Law unit is the foundation for the course and as a result of the assessment process, faculty have learned that if students do not perform well on this first unit they struggle with the remaining material all semester.

The second, area of significant increase in performance was in the Business Entities section. In past semesters this was an area of difficulty for students. Instructors reorganized the core material in this unit. This change increased student performance in this unit. All majors scored a 52.4% on the pretest. GBA majors improved on the post test with a score of 86%. Non Business majors had an increase and scored 82%. The Non-GBA Business majors improved with a score of 78%. This assessment cycle, as in prior cycles, the Business Entities Unit is a challenge for a majority students. The faculty created a hands-on application based assignments for students. Students are currently required to actually work through how to form a particular business entity. It is believed that this change in the curriculum has helped students improve in the course.

RELATED ITEM LEVEL 3

General Business Assessment: Embedded Questions BUAD 2301

Action Description:

This assessment cycle, as in prior cycles, the Business Entities Unit is a challenge for a majority students. The faculty created more hands-on application based assignments for students. The faculty continue to create new ways to engage the students by creating new and improved projects that require the students to engage in the course assignments. The thought is that by having students actually work on projects that are relevant to the area of study it will assist them in the learning process. The faculty members are implementing a publisher supplied video and case review. The faculty members believe that by using this new system that it will improve student learning outcomes.

Capable Communicators And Decision Makers

Goal Description:

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Speaking Competency

Learning Objective Description:

Students will be able to speak effectively before a group by connecting with the audience and organizing and presenting the topic accordingly.

RELATED ITEM LEVEL 2

Oral Presentation

Indicator Description:

General Business degree candidates will make several oral presentations in the required communication course. Samples of presentations will be videotaped and evaluated. The composite performance of the students, as measured by a faculty developed rubric, will indicate the oral communication competency level.

Criterion Description:

At least 80% of sampled students must meet expectations on the oral presentation rubrics. The rubrics that will be used to evaluate students in GBA 389 have been developed by the business communications faculty. Each faculty member will apply the rubrics when evaluating students in a GBA 389 course.

RELATED ITEM LEVEL 1

Writing Competency

Learning Objective Description:

Students will be able to compose effective business messages using accepted standards of English grammar and punctuation, sentence structure and paragraph design.

RELATED ITEM LEVEL 2

Written Communication

Indicator Description:

Business communication faculty will conduct a preliminary assessment of samples of student writing in online and face-to-face business communication courses (BUAD 3335W). The composite performance of the students, as measured by a faculty developed rubric, will indicate communication competency level and will provide insight into the effectiveness and consistency in instruction of online versus face-to-face delivery methods.

Criterion Description:

At least 80% of sampled students must meet expectations on the Writing Assessment Rubric. The rubric was developed by the business communications faculty and has three performance elements: format, content/organization, and writing. Reviewers will indicate whether the student writing samples exceed, meet, or are below standard expectations in each area, and will further compare the results of the online and face-to-face samples to determine effectiveness and consistency in course delivery formats.

Findings Description:

Peter Cardon's *Business Communication: Developing Leaders for a Networked World, 2nd Ed.*) has been adopted for most sections of the BUAD 3335W course. The text has been used by the online and F2F faculty who participated in the 2014-15 assessment. A preliminary review of student performance shows a positive correlation between the use of McGraw-Hill's Connect (textbook ancillaries which contain robust grammar/mechanics online drills and exercises that the students can work through at their own pace and at varying skills levels) students' sentence level competency. In addition, some improvement in organization and content has been noted. Formal data will be presented in March of 2017 at the Association for Business Communication-Southwest's annual regional conference in Little Rock, AR. The paper will be uploaded to this database in 2017.

RELATED ITEM LEVEL 1

Learning Objectives

Performance Objective Description:

Key Course Objectives Assessed

To build on language skills of writing, grammar, and punctuation in conjunction with business foundation courses to enable students to develop effective business communication skills to solve business problems.

- Develop a foundation and principles for successful communication.
- Adapt language and style in various letter- and report-writing situations.
- Construct clear sentences and paragraphs using accepted standards of English grammar and punctuation, with emphasis on variations in sentence structure and effective paragraph design.
- Compose effective business letters.
- Develop and employ effective writing strategies that maintain goodwill and are tactful, courteous, and positive.

General Business Student Satisfaction

Goal Description:

General Business students will be satisfied with the instruction that they receive.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

General Business Effective Instruction

Learning Objective Description:

General Business students will be satisfied with the level of instruction that they receive.

RELATED ITEM LEVEL 2

General Business Instruction Assessment - IDEA Form

Indicator Description:

The department, college, and university utilize the IDEA System as part of its evaluation of classroom performance. The IDEA System, developed by the IDEA Center at Kansas State University, is a nationally normed, validated and reliable measure of classroom performance based on up to 12 learning objectives. The IDEA scores can be compared to institutional norms or discipline norms across all institutions that use the IDEA system. The normed T-score provides data on the overall effectiveness of classroom performance.

Criterion Description:

General Business faculty will have an IDEA score average of 50 (the national norm) in at least one course taught.

Update to Previous Cycle's Plan for Continuous Improvement

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

In the General Business Law area, based on previous assessment results additional on-line resources have been created to assist students and aid their learning in areas of historical weakness. This modification has provided increases in students understanding of the core material. However, students continue to struggle with the Business Entity section of the course. The Business Entity section focuses on different types of business formation, corporations, limited liability partnerships, general partnerships and sole proprietorships. Faculty believe that this continues to be an area of weakness since it requires students to really use critical thinking skills and truly apply the material that they have learned. Students are generally provided a fact pattern and asked to evaluate the risks and benefits of each type of formation. This exercise forces students to use cognitive skills that some students lack. Based on previous assessment data faculty members required students to complete the actual entity formation paperwork in a hands-on project. This real-life application project enabled the students to have a better understanding of each type of entity formation. In addition, faculty have begun to play short video clips that relate to the material covered in each chapter. The video clips help the students understand how the material is applied in real life.

The General Business Law faculty required students in the 2015 - 2016 assessment cycle to work through real life business entity scenarios. The faculty believe that this has helped students to better understand the material and relate what they learn in the academic environment to the business world environment. In addition, on-line tutorials were created to further aid students in their comprehension of the material. In addition, short videos illustrating the topic covered for the chapter will be utilized to help students grasp the concept covered. The belief is that a visual aid that is relevant will assist in keeping the students interest in the topic covered.

Update of Progress to the Previous Cycle's PCI:

In the BUAD 2301 General Business Law area, based on previous assessment results additional on-line resources have been created to assist students and aid their learning in areas of historical weakness. This modification has provided increases in students understanding of the core material. However, students continue to struggle with the Business Entity section of the course. The Business Entity section focuses on different types of business formation, corporations, limited liability partnerships, general partnerships and sole proprietorships. To increase student learning outcomes the faculty have begun to utilize publisher provided video clips and related short case scenarios.

The General Business Law faculty will continue to provide students examples of real life applications of the material that they learn in class. A committee will be created to pull current video scenarios as they related to the core concepts covered in the course. These video recommendations will be shared with the other faculty members that teach BUAD 2301. In the 2016-1017 assessment cycle the faculty will to work through real life business entity scenarios to determine the students progress with the core concepts addressed in this course. The faculty believe that this will help students to better understand the material and relate what they learn in the academic environment to the business world environment. In addition, short videos illustrating the topic covered for the chapter will be utilized to help students grasp the concept covered. The belief is that a visual aid that is relevant will assist in keeping the students interest in the topic covered.

In the BUAD 3355 General Business Law area the faculty will continue to aid in the continued improvement of both GBA and non-GBA students in the common law contracts course, the Business Law faculty will work to develop additional online study aids to assist students in key areas of the course. The assessment data from the previous cycle indicated that student improvement had occurred. However, in this assessment cycle the data showed that student performance in the assessed areas declined slightly. A review of the instructional approach occurred and it was determined that the course should be split into five (5) units instead of the previous four (4) core units. Creating an additional unit and breaking the material into a smaller segments will make it easier for the students to understand and grasp the concepts covered. This increase in core units will begin in the Fall of 2016.

2016-2017 Plan for Continuous Improvement for the General Business BBA