

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 in the past. 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-five percent (75.12%) compared to seventy-three (73.22%) percent by non-GBA majors. In the second section GBA majors scored seventy-two (72.4%) compared to the non-GBA majors' score of sixty-eight percent (68.3%). 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. The 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 Assessment Questions BUAD 3355 Actions

Action Description:

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. Faculty members are also creating a repository of short videos to help assist students in retaining knowledge of the material covered in these especially difficult units.

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 BUAD 2301, Legal Environments course was not evaluated this assessment cycle. The BUAD 2301, Legal Environments course will be evaluated in the Fall 2017 semester. This course is scheduled to be assessed once every eighteen (18) months.

RELATED ITEM LEVEL 3

BUAD 2301 Pre and Post Test Actions

Action Description:

This course was not assessed during this assessment cycle. BUAD 2301 is on an eighteen (18) month assessment cycle. This course will be assessed in the Spring 2018 semester.

RELATED ITEM LEVEL 1

Learning Objective

Learning 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.

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

Learning Objective

Learning 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.
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- Compose effective business letters.
- Develop and employ effective writing strategies that maintain goodwill and are tactful, courteous, and positive.

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 3

Impact of Self-Assessment in Oral Presentation Efficacy

Action Description:

General Business degree candidates will make several oral presentations in the required communication course. Samples of presentations will be videotaped from three categories of BUAD 2321: online sections in which students are required to provide self-assessments of videotaped speeches early in the semester; face-to-face sections in which students are required to provide self-assessments of videotaped speeches early in the semester; and face-to-face sections in which students are not required to provide self-assessments. The sample of presentations will be evaluated by faculty using a faculty-developed rubric; the results of this evaluation will be used to measure the impact of student self-assessment of presentations on the level of oral communication competency.

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

Web-Assisted Instruction in Business Communication

Indicator Description:

Business communication faculty will conduct a preliminary assessment of student writing samples in online and face-to-face business communication courses (BUAD 3335W) to determine the efficacy and impact of web-assisted grammar and mechanics instruction. The composite performance of the students, as measured by a pre- and post-training model, will indicate improvement in grammar and mechanics skills.

Criterion Description:

The business communication faculty analyzed a total of 172 student writing samples before and after the introduction of selected *LSA* modules in six junior-level business communication courses from 2015 to 2016. This investigation targeted grammatical, mechanical, and sentence-level errors that employers and educators have identified as potentially damaging to a student’s professional image. In 2015, a control group (pre-*LSA*) of 85 online and face-to-face students was given standard teacher-led grammar/mechanics instruction in these problematic areas in multiple contexts throughout the semester. In 2016, instructors introduced 87 online and face-to-face students (post-*LSA*) to the selected *LSA* modules to be completed within a six-week period early in the semester at the students’ own pace and outside the classroom. Analysis of writing samples in the pre- and post-implementation indicated that students performed statistically higher on college-level writing assignments after the implementation of the web-assisted software.

Findings Description:

See attached research.

Attached Files

 [Austin - Sigmar - Shirk - Final](#)

RELATED ITEM LEVEL 3

Web-Assisted Instruction in Business Communication 3335

Action Description:

The authors of this year's assessment (Austin and Sigmar) will disseminate the findings to other business communication faculty to encourage the inclusion of web-based grammar and mechanics instructional tools in all sections of BUAD 3335. Training in the use of the web-based tools will be conducted if necessary.

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.

Findings Description:

The IDEA form calculates a score based on many factors; teaching effectiveness, students willingness to learn, instructor's preparedness are just a few of the factors used. The students' evaluations are then compared with other faculty across the country in the same discipline. Based on the student answers and the performance of other faculty across the nation a score is computed for each faculty member. The fifty (50) percent mark is the benchmark used to indicate that a faculty member is a successful instructor.

Faculty members in the Business Communication and Law areas exceeded the established goal of achieving a fifty (50) percent or average score in all face to face course. Based on teaching load and the number of faculty in these two respective areas, the results were actually fifty percent higher than the goal. The faculty achieved a fifty (50) percent or average score in at least 1.5 courses taught.

RELATED ITEM LEVEL 3**General Business Instruction Assessment Actions****Action Description:**

The faculty of the Department of General Business and Finance continue to met the standards set by the department regarding effective instruction. The Department will provide education instruction training courses to help improve instructor classroom teaching skills. The Department will host guest speakers that will discuss and help provide innovative instruction techniques.

Update to Previous Cycle's Plan for Continuous Improvement**Previous Cycle's Plan For Continuous Improvement (Do Not Modify):**

BUAD 3355: 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 will be broken into five (5) learning units. We hypothesize that by breaking the learning units into smaller components that it will support student learning and outcomes. Our goal is that this new approach will enable the students to focus on the material and demonstrate a higher level of understanding.

BUAD 2301: This assessment cycle, the Legal Environment course (BUAD 2301) was not evaluated. This course is scheduled to be assessed every eighteen (18) months. This course is scheduled to be evaluated in the Fall 2017 semester.

Update of Progress to the Previous Cycle's PCI:

BUAD 3355: 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 will be broken into five (5) learning units. We hypothesize that by breaking the learning units into smaller components that it will support student learning and outcomes. Our goal is that this new approach will enable the students to focus on the material and demonstrate a higher level of understanding.

BUAD 2301: This assessment cycle, the Legal Environment course (BUAD 2301) was not evaluated. This course is scheduled to be assessed every eighteen (18) months. This course is scheduled to be evaluated in the Fall 2017 semester.

General Business Plan for Continuous Improvement**Closing Summary:**

BUAD 3355: 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 will be broken into five (5) learning units. We hypothesize that by breaking the learning units into smaller components that it will support student learning and outcomes. Our goal is that this new approach will enable the students to focus on the material and demonstrate a higher level of understanding.