

Lander University

College of Business

Assurance of Learning Report

Spring 2018

CURRICULUM MANAGEMENT AND DEVELOPMENT

The College of Business manages curricula at both the emphasis and College level. Faculty in each emphasis area holds meetings at least annually to discuss the current curriculum and to determine whether any changes such as new classes or new delivery methods should be made. The emphasis coordinators also review any needs for adjunct teaching within each discipline.

Changes recommended by any emphasis area coordinators are reviewed by the COB faculty as a whole. Any changes in course descriptions, class additions (activations), deletions (deactivations), or changes in requirements for a class must be approved by a majority of the COB faculty. Throughout the year, the COB faculty regularly meets to discuss and vote on any needed changes. The COB faculty then additionally meets at the end of the academic year to review each emphasis and determine whether curricula meet the needs of the COB. Specifically, faculty review input from key business school stakeholders and assurance of learning results and discuss new developments in business practices and issues.

Once approved by the COB faculty, proposed curriculum changes must be approved by the University Undergraduate Programs Committee, the Senate Curriculum Committee, the Faculty Senate, and the Provost.

Curriculum Content

The emphases in the BSBA program include Health Care Management, Management/Marketing, Accounting and Financial Services. Each emphasis has a Program Requirements outline that clearly lists the courses that must be taken for the completion of a degree. Beginning with the 2018-19 catalog, general education requirements have been reduced to 42 credit hours. All emphases require the completion of 40 credit hours of business core courses that include Financial Accounting Principles, Managerial Accounting Principles, Introduction to Business, Introduction to Analytical Methods, Legal Environment of Business, and three courses in Professional Development, Principles of Management, Principles of Marketing, Business Finance, Management Information Systems, Advanced Analytical Methods, Operations Management, and Business Strategy. All emphases require

30 hours in the emphasis area and 410 hours of electives. Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the emphasis.

In all business courses students receive a standard syllabus that provides the COB mission statement, course description, what is expected in the course and best practice, prerequisites, required books/readings, access to technology, a course schedule, attendance requirements, grading criteria, and institution and classroom policies.

Curriculum Revisions

New classes are offered to meet student needs from time to time. Many changes reflect increasing demand for knowledge or skills in respective fields or in business in general. Table 6.1 lists the curricular and course changes that have occurred since the last AACSB review or are in progress.

Table 6.1 Curriculum and Course Changes for the period 2013-14 through 2017-18

Year	Course	Action	Reason for Change
2014-15	ACCT 312 Advanced Accounting	Deactivated.	This course had not been taught in 5 years
2014-15	ACCT 369 Special Topics	Include as a selected elective type course. Taught as a financial statement analysis course in Spring 2015.	This course was added to give greater flexibility to the emphasis by offering special topics related to accounting.
2014-15	BA 491 Business Internship	Activated	This course is being added to allow student to earn more than six internship hours.
2015-16	ACCT 403 Accounting Information Systems	Course now required for Accounting emphasis.	This class is required for entry into graduate school and it gives students an understanding of many types of accounting systems.
2015-16	BA 299 Professional Development I BA 399 Professional Development II BA 499 Professional Development III	Activated or modified in Spring 2015. Offered in 2015-16 as required core courses.	This series of courses prepares students for the employment search and interview process as well as dining etiquette in a business setting.
2015-16	BA 225 Introductions to Analytical Methods	Deactivated	This course is a duplicate of Math 211. It will be assigned a new course number – BA 226.
2015-16	BA 226 Advanced Analytical Methods	Activated	This course is replacing BA 225 with additional content.

2016-17	Econ 201 Macro Principles Econ 202 Micro Principles	Deactivated	These courses are being replaced with ECON 101 and are no longer needed.
2016-17	Econ 335 International Economics Econ 350 Health Economics Fina 371 Real Estate	Deactivated	These courses have not been taught for over 5 years.
2016-17	HCMT 315 Public Health Principles & Practice	Activated	This course is being added to round out the HCMT curriculum.
2016-17	MGMT 411 – Quality Improvement & Quantitative Techniques	Activated	This course is being added to round out the curriculum.
2016-17	MKT 310 Sales Management	Deactivated.	This course had not been taught in 5 years.
2017-18	HCMT 402 Long Term Care Management	New course offered for Health Care Management emphasis as an elective.	After a curriculum review, this course was added to strengthen the emphasis requirements.
2017-18	MKT 440 Digital Marketing	Approved as a required course for Management/Marketing emphasis.	This class will prepare students for certification in Google Analytics and enhance their credentials.
2017-18	MGMT 325 Entrepreneurship and Innovation	Approved as a required course for Management/Marketing emphasis.	After a curriculum review, this management course was required to strengthen the emphases requirements.
2017-18	BA 205 Management Information Systems I	Approval to revise content for Fall 2019 to include primarily Excel training.	Industry demand indicates need for enhanced skills in Excel for Lander COB graduates based on feedback from Advisory Board.
2017-18	BA 101 Introduction to Business	Revision of content. Shift to online delivery.	Feedback from students indicated need to change content of the course. Online delivery is part of the larger COB plan to expand online offerings.
2017-18	FINA 151 Financial Wellness	Content revisions begun for financial planning program.	The course is being revised as part of an initiative to create certified financial planning program (CFP).

ASSURANCE OF LEARNING

The COB uses a benchmark of 70%/70% for success in the testing. This means at least 70% of all students who take the assessment score at least 70% or better on each assessment.

Because the assurance of learning is done systematically, the COB has the ability to compare results from previous assessments to those from current assessments to determine if changes made a difference in current students' performance.

Learning Goals and Learning Objectives

The COB faculty reviews learning goals on an annual basis but decided not to make any changes during the past five years. The faculty voted in 2015 to make changes to the assessment tool for Ethics for the 2016 assessment period. The COB moved from a case study to a multiple-choice assessment. The rationale was that a case study was narrowly focused whereas a multiple-choice assessment could cover a broad range of topics. However, upon review of the data, the COB decided that students were better served with a case study to assess ethics, and for 2018, a case study was again used. The assessment moved from BA 414 (the capstone course) to FINA 301 to coincide with an ethics lesson provided in FINA 301.

Table 6.2 on the next page lists the five current BSBA student learning goals and the corresponding objectives which are relevant to the COB mission of providing an applied business education.

Table 6.2 Learning Goals and Objectives

Learning Goals	Learning Objectives
LG 1 Communications <i>Students should be effective at oral and written communication.</i>	LO1 Oral Communication <i>Students will be able to speak effectively.</i>
	LO2 Written Communication <i>Students should be able to write effectively.</i>
LG 2 Teamwork <i>Students will be able to understand the fundamental concept of teamwork and demonstrate the ability to work in teams.</i>	LO 1 Understanding Teamwork <i>Students will understand the fundamental concept of teamwork.</i>
	LO 2 Working in Teams <i>Students will demonstrate an ability to participate effectively in teams.</i>
LG 3 Business Ethics <i>Students will have a clear perception of business ethics.</i>	LO 1 Identify Ethical Issues <i>Students will demonstrate an ability to identify and analyze ethical issues.</i>
	LO 2 Identify Corporate Ethical Issues <i>Students will be able to identify and analyze corporate social responsibility ethics.</i>
LG 4 Business Knowledge <i>Students will demonstrate competency in basic business knowledge.</i>	<i>Students will have basic knowledge in the following areas:</i>
	LO 1 Accounting

	LO 2 Finance
	LO 3 Management Information Systems
	LO 4 Marketing
	LO 5 Management
	LO 6 Economics
	LO 7 Legal Environment
	LO 8 Word processing, spreadsheets, & presentation software
	LO 9 Decision Making
LG 5 Problem Solving <i>Students will be capable problem solvers.</i>	LO 1 Analyze Business Problems <i>Students will be able to identify business problems, formulate alternatives, and select the best alternative.</i>

Assurance of Learning Plan

The COB continually performs assurance of learning assessments. Learning goals are assessed every two years on a rolling basis. Oral Communication, Teamwork, and Problem Solving are assessed in odd years. Written Communication, Ethics, and Business Knowledge are assessed in even years. These goals are the same for all four emphases in the BSBA program. Faculty members perform assessments in upper-level core classes so that a broad range of students and emphases can be reached. Assessment data obtained as well as the assessment tools and procedures are reviewed by the COB faculty. All assessment instruments are faculty generated. The assessment plan is provided below in Table 6.3.

Table 6.3 BSBA Assessment Plan

Goal 1	Objective	Criteria/Competency/Traits	Where Introduced	Where Reinforced	Where Assessed	Assessment Method	
1. Lander business graduates will be effective communicators in both oral and written communications.	A. Students will be able to speak effectively.	1. Students will be able to make oral presentations on a business topic in front of an audience.	BA 299	MKT 301 MGMT 330 BA 414	BA 499	Class Speech measured against rubric	
		2. Students will be able to effectively communicate in one-on-one situations.	BA 299	MGMT 301	BA 499	Assessed in the future with Mock Interviews	
	B. Students will be able to write effectively.	1. Students will use proper professional grammar and style	ENGL 101 ENGL 102 ENGL 275 BA 101		MGMT 301 MGMT 330 FINA 301	BA 414	Individual class case paper Rubric
		2. Students will be able to express their thoughts in a clear and concise manner.					
		3. Students know and use a standard business vocabulary					

Goal 2	Objective	Criteria/Competency/Traits	Where Introduced	Where Reinforced	Where Assessed	Assessment Method
2. Lander business graduates will understand the fundamental concepts of teamwork and demonstrate the ability to work in teams.	A. Understand the fundamental concepts of teamwork.	Students will be able to demonstrate knowledge of teamwork.	BA 101	BA 304 MGMT 301	MGMT 301	Tests Measured against Rubric
	B. Demonstrate the ability to work in teams.	Students will demonstrate the ability to work in teams to produce deliverables.	MGMT 301	BA 304 BA 325 MKT 301 MGMT 330		
Goal 3	Objective	Criteria/Competency/Traits	Where Introduced	Where Reinforced	Where Assessed	Assessment Method
Lander business graduates will have a clear perception of business ethics.	A. Students will be able to identify and analyze ethical issues.	Students will be able to recognize forces that impact business ethics practices and to be cognizant of ethical dilemmas.	BA 101 BA 251 ACCT 201	MGMT 301 BA 304 BA 325 FINA 301 MGMT 330 MKT 301 BA 414	BA 414 for 2014 and 2016, FINA 301 for 2018	Case assessed against rubric **Used Multiple Choice Ethics Questions for 2 years and returned to case
		Students will be able to develop choices in ethical decision making in an organization.				
	B. Students will be able to identify and analyze corporate social responsibility issues.	Students will be able to recognize significant social forces in the business environment.	BA 101 BA 251	MKT 301 MGMT 301 FINA 301 BA 414	BA 414 for 2014 and 2016, FINA 301 for 2018	Case assessed against rubric **Used Multiple Choice Ethics Questions for 2 years and returned to case
		Student will be able to develop corporate social responsibility strategies.				
Goal 4	Objective	Criteria/Competency/Traits	Where Introduced	Where Reinforced	Where Assessed	Assessment Method
Lander business graduates will possess basic business knowledge.	A. Students will have basic accounting knowledge.	Students will be able to identify fundamental accounting terms, concepts, financial statements, and financial ratios.	ACCT 201 ACCT 202		ACCT 201 ACCT 202	Course-embedded standardized questions
	B. Students will have basic finance knowledge.	Students will know and be able to apply concepts in financial analysis, capital budgeting, cost of capital, capital structure, and dividend policy and working capital management.	FINA 301		FINA 301	Course-embedded standardized questions
	C. Students will have a fundamental understanding of management information systems.	<ol style="list-style-type: none"> Describe and function with information systems that are used in the strategic management and operations of businesses. Demonstrate the use of tools and application programs in the management of a business and the methods to change and develop systems. Understand the use and creation of business intelligence and knowledge through enabling technologies to make decisions at all levels of the organization in all functional areas. 	BA 101 **Reintroducing BA 205		BA 304	Course-embedded standardized questions

	D. Students will have basic marketing knowledge.	Students will be able to identify the marketing concept, the marketing mix and its elements, the marketing environment and the importance of the product life cycle.	BA 101 MKT 301		MKT 301	Course-embedded standardized questions
	E. Students will understand the fundamentals of management.	Students will demonstrate an understanding of the key management functions, teamwork, organizational structures, and the strategic planning process.	BA 101		MGMT 301 MGMT 330 BA 414 BA 325	Course-embedded standardized questions
	F. Students will have basic economics knowledge.	Students will be able to identify the fundamentals of a market economy, economic terms and measurement, the decision making processes of consumers and firms, and the role of government in the economy.	ECON 101 **This is a change – we used to require ECON 201 and 202		ECON 101	Course-embedded standardized questions
	G. Students will have a basic understanding of the business legal environment.	Students will have basic knowledge of the legal environment including constitutional and administrative law, business organization and forms, contracts, securities laws, employment relations, intellectual property rights, torts and liability, and the court system.	BA 101 BA251		BA251	Course-embedded standardized questions
	H. Students will have skills needed to use word processing, spreadsheet, and presentation software.	Students will be able to effectively use Microsoft office products including, Word, Excel, and PowerPoint.	ACCT 201 ACCT 202			
	I. Students will have knowledge of quantitative methods for business decision making.	Students will be able to organize and present business data and interpret data to make informed decisions.	BA 226 BA 325 MGT 330		BA 226 BA 325 MGT 330	Course-embedded standardized questions

Goal 5	Objective	Criteria/Competency/Traits	Where Introduced	Where Reinforced	Where Assessed	Assessment Method
Lander business graduates will be capable problem solvers.	Students will be able to identify business problems, formulate alternatives, and select most appropriate solution.	Students will demonstrate application of the decision making process through completion of a comprehensive case analysis.	BA 226	BA 304 BA 325 FINA 301 MGMT 301 MGMT 330 BA 414	MGMT 330	Case Analysis with Standard Rubric

The majority of participating faculty is engaged in the assessment process and in the discussions about continuous improvement. As indicated in Table 6.3, assessment of student learning objectives and student knowledge is accomplished through several instruments such as speeches, mock interviews, case-study analyses, and course-embedded test questions. The assessment data is collected from a variety of courses in the core curriculum. The assessment instruments for the learning goals are either created by or approved by the faculty. The recorded assessments are provided to the faculty member in charge of the committee for each learning goal to compile the results and present them to the faculty each year at the annual end-of-year College retreat in May.

Assessment conducted during the period since the last review is shown in Table 6.4 below.

Table 6.4 Schedule of Assessments Completed for the Years 2013-2018

Learning Goals and Learning Objectives		Sp 13	Sp 14	Sp 15	Sp 16	Sp 17	Sp 18
LG 1	LO1 Oral Communication	X		X		X	
	LO2 Written Communication		X		X		X
LG 2	LO 1 Understanding Teamwork LO 2 Working in Teams	X		X		X	
LG 3	LO 1 Identify Ethical Issues LO 2 Identify Corporate Ethical Issues		X		X		X
LG 4	LO 1 Accounting		X		X		X
	LO 2 Finance		X		X		X
	LO 3 Management Information Systems		X		X		X
	LO 4 Marketing		X		X		X
	LO 5 Management		X		X		X
	LO 6 Economics		X		X		X
	LO 7 Legal Environment		X		X		X

	LO 8 Word Processing, & presentation software spreadsheets,		X		X		X
	LO 9 Decision Making		X		X		X
LG 5	LO 1 Analyze Business Problems	X		X		X	

Goal #1 – Communication - Oral. The COB faculty assessed oral communication in the Spring of 2013, 2015, and 2017. Oral communication was introduced in Speech 101, a class taught in another department. In the 2014-2015 academic year, the COB began a series of professional development classes, BA 299/399/499, entitled Professional Development I, Professional Development II, and Professional Development III. The faculty realized that oral communication, including presentations and one-on-one communication should be reinforced through these COB classes. The faculty assesses oral presentations in BA 499 through a video recorded class presentation measured against a rubric developed by the faculty. One-on-one communication is measured through mock interviews with professors and professionals in the community in BA 499. These mock interviews are assessed using a rubric developed by the faculty. The faculty discussed the need to review and revise the rubric to make it a more effective measurement tool.

Goal #1 – Communication – Written. The written communication goal focuses on students’ ability to clearly and concisely express themselves using proper grammar and business vocabulary. This goal was assessed in Spring 2014, 2016 and 2018 through a case study written in BA 414, the BSBA capstone senior course. In the past, the faculty assessed the business vocabulary portion of this goal through a business vocabulary quiz given in BA 499. However, the faculty determined in the Spring 2016 that measuring the student’s actual use of business vocabulary in a case study was a much better assessment task than a basic vocabulary quiz. The rubric is used to assess proper grammar and business vocabulary, covering all parts of the written communication goal.

Goal #2, Teamwork. For Goal #2, Teamwork, the students’ understanding of the concepts of teamwork and their ability to work in teams are assessed. This goal was measured in Spring 2013, 2015 and 2017. The concepts of teamwork are introduced in BA 101 and reinforced in BA 304 and MGMT 301. The goal is assessed through embedded questions and the student’s success on a project in MGMT 301. A student self-assessment and team-assessment measurement rubric were piloted in 2015. The faculty determined, however, that over 90% of all students reported a 20/20 and 100/100 for self and peer assessments. Therefore, the faculty opted not to move forward with these self and peer assessments.

Goal #3, Ethics. Students’ understanding of both ethical issues and corporate social responsibility issues were assessed in Spring 2014, 2016, and 2018. In 2014, this goal was assessed with a case study in BA 414, the capstone senior class. Subsequently the faculty

decided that too much assessment was occurring in BA 414, so the assessment of ethics was moved to BA 499 and the assessment tool was changed from a case study to a multiple choice quiz. A review of multiple-choice questions against the objectives of ethics, however, showed that the multiple-choice questions were not testing the students' ability to understand ethical and corporate social responsibility issues. Therefore, the faculty recognized a need to change the assessment tool. In Spring of 2018, the assessment was changed back to a case study in FINA 301, an upper level core class. Upon grading the case study, however, the ethics team realized that the questions framed in the case study did not match with traits in the rubric. For example, the rubric calls for a rating on whether the student discussed alternative solutions but the case study did not direct the students to review any alternative solutions. This created artificially low scores in the 2018 assessment. Therefore, the case study will need to be revised before assessment in Spring 2020.

Goal #4, Business Knowledge. Goal #4 assesses students' general business knowledge in all core areas - accounting, finance, management, marketing, economics, business law, management information systems, and business decision making in the respective core classes using a set of randomly selected questions. This goal was measured in Spring of 2014, 2016 and 2018. Each section of a class uses the same randomly selected questions. The assessment additionally measures the student's ability to use word processing, Excel, and Power Point programs. Prior to 2014-2015, the COB offered BA 205 (Management Information Systems I) that introduced these skills. Beginning in the 2014-2015 academic year, the COB voted to remove BA 205 from the list of required classes and introduce these skills in BA 101, Introduction to Business. The plan was to move BA 101 from a 3-hour class to a 4-hour class to include these skills. However, the class was never changed to 4 hours and although the professors of these classes tried to introduce these skills and assign projects on them, they never quite fit the overall theme of BA 101. For two years after BA 205 was dropped from the curriculum, the faculty administered proficiency tests that students had to pass before they could enroll in 300 level classes. However, the faculty found that the passage rate on these exams was 100% and determined the tests were not effective. In Spring 2018, the faculty voted to add BA 205 back to the curriculum. The program will pilot BA 205 in Spring 2019 and it will become required for all emphases in the Fall 2019. The faculty will once again assess business knowledge of computer skills in BA 205 when it becomes a required course.

Goal #5, Problem Solving. Goal #5 focuses on students' ability to identify business problems, formulate alternatives, and select the most appropriate solution. This goal was assessed in Spring 2013, 2015 and 2017 in MGMT 330, each time using a standard rubric. Problem solving was originally introduced in BA 205 and BA 225. However, in 2014, the COB removed BA 205 from course offerings and changed BA 225, a course that introduced statistics, to BA 226. The COB decided to require all students to take Math 211, a statistics class, prior to taking BA 226. Problem solving methods are now introduced in BA 226.

Continuous Improvement in Student Learning

Each year at the COB annual retreat at the end of the spring semester, the faculty discuss “closing the loop” to make sure that the goals set previously have been achieved. If some of the goals have not been met, the faculty discuss what needs to be done to address the problem in the next academic year. Table 6.5 outlines the suggestions for continuous improvement of student learning for each of the learning goals.

Table 6.5 AOL – Closing the Loop Suggestions

<p>Goal 1 - Communications: Lander business graduates will be effective communicators in both oral and written communications.</p> <ul style="list-style-type: none">• Continue with BA 299/399/499 series.• Continue with in-class oral presentations across the curriculum. Review key factors for oral presentations in each class prior to presentations.• Review oral presentation rubric with students.• Review topics of presentations in BA 499 for review. Request that presentations be made on business-related topics (with some research required) or that students present on something the student has worked on in a major-related course.• Continue to video-record presentations in BA 499 for review of this goal.
<p>Goal 2 – Teamwork: Lander business graduates will understand the concepts of teamwork and demonstrate the ability to work in teams.</p> <ul style="list-style-type: none">• Assign teams rather than letting students pick their own teams to help students work with different groups of people.• For assessment purposes, redact the self-assessment portion of the data.• Spend time on teamwork and team assessment to revise emotional intelligence review of team members.• Continue to embed question on teamwork in exams – review questions for assessment data.• Review the assessments and suggestions with all professors who teach MGMT 301.
<p>Goal 3 – Ethics: Lander business graduates will have a clear perception of business ethics.</p> <ul style="list-style-type: none">• Develop a more relevant assessment of ethics.• Review the best class for assessment.

Goal 4 – Business Knowledge: Lander business graduates will possess basic business knowledge.

- 82% aggregate passage rate on business knowledge
- Each discipline individually met business knowledge percentages.
- Each faculty member receives feedback on areas and topics that were deficient with the expectation that these topics will be reinforced in their respective classes.

Goal 5 – Problem Solving: Lander business graduates will be capable problem solvers.

- Review BA 101 for possible introduction of problem solving. Reinforce in BA 325.
- ACCT 201 – review problem solving techniques.
- BA 390 (recommended class) – assign a project to reinforce problem solving techniques.
- Reinforce Hypothesis Testing in BA 226 and 5 Step Process in BA 304 (critical thinking skills)
- Re-emphasize problem solving in FINA 301 and MGMT 330.