

CBE AOL Closing the Loop Form

Program: BS Business Administration Date: August 28, 2020

Learning Goal: LG 3: Students who graduate will be effective communicators in a diverse and global environment.

Learning Objective: LO 3A: Students who graduate will apply effective oral communication skills in a diverse and global environment.

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Closing-the-Loop

1. Review Learning Objective (LO) assessment data in the current Assessment Report.
2. Review previous LO assessment data and improvement actions taken since then in the AOL Summary Report.
3. Document below the effectiveness of past improvement actions in improving student learning or the AOL process (this is what is known as "closing-the-loop").

BUS 335 was created to improve student oral communications. Assessment results do not indicate improvement, since fewer than 70% of students met overall expectations. However, it's unclear how robust the data we currently collect are. In order to have greater confidence in our evaluation of past actions, we propose some changes designed to improve data quality.

4. Document below your evaluation of current LO assessment data compared to the benchmark and the need for new improvement actions. Consider not just the overall average LO score but also score on individual traits shown in the Assessment Report and derived from the LO rubric.

Current assessment results show that, overall, just under 70% of students meet or exceed expectations for on-ground and online formats combined. The slight shortfall from the 70% target is largely due to 65% of students not meeting expectations in the area of language. There is also a noticeable discrepancy between the formats: online scores significantly exceed on-ground scores. We feel that the language trait presently does not capture well what we want students to achieve (clarity rather than sophistication of speech). Issues of data quality and relevance of the definition of achievement under the language trait need to be addressed.

5. Record below a list of recommended course-level or programmatic actions to improve student learning or the AOL process.
 - a. Sort the list from most recommended to least.
 - b. Given our mature AOL system, ideas should not be limited to just AOL system improvements.
 - c. For each improvement action proposal, list the project leader, timeline to completion, required resources, expected ease of implementation (hard, medium, easy), and expected impact on student learning (low, medium, high).
 - d. You may use ease of implementation and impact on student learning to rank improvements.
 - e. There is no guarantee that improvement ideas will be approved. They need to be reviewed by the program director, curriculum committee and dean.

- Modify wording for the Language trait performance descriptions to emphasize the most relevant aspects (clarity, credibility, conviction, confidence, and connection) instead of penalizing students for the choice of simple words.

- Share with all faculty (not just those teaching assessed courses) the rubric and expectations for oral communication, so that reinforcement of communication skills happens across the curriculum. Expectations may be based on a checklist such as the self-evaluation form at: thecredibilitycode.com/worksheets.

- To increase faculty cooperation with assessment, inform those who teach assessed courses well ahead of time when and how assessment takes place, and clarify that it is not an evaluation of their teaching.

- To improve our confidence in what the data are measuring, use larger sample sizes and more assessors, and establish a baseline through an initial assessment of oral communication early in the program.

Consider adopting university oral communications rubric for language:

Exceeds: Language strongly supports the clear expression of ideas.

Meets: Language mostly supports the clear expression of ideas.

Needs Improvement: Language somewhat supports the clear expression of ideas.

Below Exp.: Language provides little or no support for the clear expression of ideas.

Consider adopted a revised/simplified University oral communications rubric

Consider moving oral communications assessment in curriculum map out of BUS 335 and MGMT 499 to MGMT 370 since BUS 335 is proposed to be removed and more faculty are available to do oral communications assessment in MGMT 370. This will increase sample size and align with institutional learning objectives assessment.