

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 3B: Students who graduate will apply effective written 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, Communications in Team Building, is a new course intended for improvement of communication skills. But as of Spring 2019 BUS 335 had been offered as a course for only a limited time. Moreover, BUS 335 has had ambiguous content and purpose origins. Therefore, it is inappropriate to assess Spring 2019 data to learn whether or not the new course improved student written communications.

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.

Assessment Performance Targets: 1) 70% of students will meet expectations; and 2) Less than 10% of students will score "1" (below expectation) on any trait in the rubric.

For Performance Target #1: In the AOL for LO 3B in Spring 2019, 62% of students assessed (n=61) met expectations, which is below the first performance target benchmark of 70%.

For Performance Target #2: For the second performance target, Results show that students met expectations on four out of five individual traits. On Trait #4, Sources and Evidence, more than 10% (for this AOL, 13%) of students were below expectations.

These outcomes need improvement.

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.

It is understood that MGMT 300, an Ethics course, is to be converted to a GE C4 course which will require 8,000-word minimum requirement for writing and sections caps of 35 students. This should allow students and faculty to focus more on improving written communications.

Consider Writing Across the Curriculum (WAC) as a strategic plan to address this deficiency - Identify

courses from developmental to mastery levels and communicate to faculty offering the courses.

Articulate clear written communication outcome in CLOs

Students need help learning how to provide appropriate evidence and citations. Faculty in ... should be encouraged to.

One suggestion would be to collaborate with the English department and seek their support in evaluating written assignments.

The following are suggestions:

1. Selection matters: which existing course/section? Or, a new course, e.g., business writing?
2. Evaluation – more clear rubrics / better statistical measurement and analysis
3. Communication and collaboration – faculty should be involved, or college must set independent, dedicated faculty with new course/section
4. Give faculty and students access to the rubric ahead of time - add examples and more detail to the rubric to show what acceptable “sources and evidence” is
5. Consider opportunities for further collaboration among faculty teaching written communications to minimize significant differences in expectations and grading practices for written assignments. Include lecturers in collaboration, as lecturers teach several sections of written communications coursework.
6. Consider conducting a research survey asking for the perspectives of employers and organizations in our service area for their current needs and demands for written communication skills among new hires. Lots of data available nationally, but regionalized research by the College could add current market intelligence to the curriculum as well as promoting the College’s concern for this issue.

Convert MGMT 300 into a writing intensive course with limited enrollment.
Ask MGMT 300 faculty to teach how to do citations as part of new MGMT 300 course.