

2010-11 ANNUAL ASSESSMENT UPDATE: BBA IN MARKETING

1. The College-Wide Undergraduate Student Learning Outcomes

The faculty of the COB have established a set of four Student Learning Outcomes for all undergraduate major programs. These Outcomes are as follows:

- **General/Core Knowledge:** The student will acquire the general or core knowledge required to understand the environment within which business operates.
- **Written Communications:** The student will be able to communicate effectively in writing within a business environment.
- **Oral Communications:** The student will be able to communicate orally in an effective and professional manner.
- **Problem Solving & Critical Thinking:** The student will develop the thought processes necessary to use logic, information, and assumptions to successfully solve problems.

2. During 2010-11 the faculty of the Division of Management, Marketing and MIS assessed our students' attainment of the Oral Communications and Written Communications Learning Outcomes through direct course-embedded assessment in the Spring 2011 in MKT 465 and MGT 460, the capstone courses in the Marketing degree program and the BBA program respectively.

3. **Assessment of Oral Communications Skills** in the Spring 2011 in MKT 465, the degree program capstone course.

A. Previous assessment of SLOs revealed specific weaknesses in our students' oral communication skills. In the Spring 2011 MKT Capstone Course we implemented the following plan to improve and assess Oral Communications Skills:

- 1) The instructors spent class-time reviewing previous assessment data, and focusing student attention on (1) Eye Contact & Body Language (by eliminating the use of notes), and (2) Communication Aids (by emphasizing the use of Communication Aids as enhancements that must be integrated fully into any presentation). At the end of the Spring 2011 semester instructors videorecorded final presentations, and scored it using the approved BBA Oral Communications Rubric.*

*This Rubric (Attached in Appendix I) highlights the eight criteria we currently use in the COB to assess student Oral Communications skills: Clear Topic Coverage, Organization, Audience Appropriateness, Voice Quality, Grammar/Word Choice, Eye Contact & Body Language, Communication Aids, and Personal Appearance.

- 2) We also included the assessment results for our Marketing students in the overall college-wide BBA sample, for our AACSB-mandated college-wide assessment program.

B. The Assessment Results

- 1) In Appendix I you will find the Rubric, which contains the descriptive statistics (sample size, mean, standard deviation) for each of the eight Rubric criteria, along with the overall Rubric mean and standard deviation.
- 2) Relative Strengths: At the individual criterion level, the students did best on Clear Topic Coverage, Organization, Audience Appropriateness, Communication Aids, and Personal Appearance.
- 3) Relative Weaknesses: Voice Quality, Body Language, and Eye Contact.

4. **Assessment of Written Communications Skills** Fall 2009 through Spring 2011

A. Written assignments were collected during Fall 2009 and Spring 2010 in Economics 460, Management 460, Management 423 & 425, Marketing 350, and two on-line courses: Management 320E (for “electronic”) and Marketing 371E. A total of 173 student writing samples were assessed.

B. We scored these essays using the approved BBA Written Communications Rubric, which highlights four criteria: Organization, Purpose, Tone, and Grammar & Mechanics.

C. The Assessment Results

- 1) In Appendix II you will find the Rubric, which contains the descriptive statistics for each of the four Rubric criteria, along with the overall Rubric mean.
- 2) As an artifact of our assessments efforts done for AACSB (the accreditation body for the College of Business), our results reflect the pooled students of the college as a whole. Because of this, we have taken these results to be reflective of the relative strengths and weaknesses of all BBA students, of which the marketing students are a part.

3) Relative Strengths: At the individual criterion level, the students did best on Organization and Tone.

4) Relative Weaknesses: Purpose and Grammar & Mechanics

D. Based on the results of this, and previous, assessments the college as a whole has implemented several initiatives to improve student writing.

1) With cooperation from the English Department, a new course was created (ENG 204) which specifically addresses writing for the workplace.

2) BBA faculty instructed students in a variety of writing mechanics with the goal of bringing students up to a higher level of writing skill.

3) BBA consulted with Shirley Lumpkin on developing assignments and assessments to better identify address weaknesses.

5. Future Assessment Activities Planning

A. During Assessment Day 2012 we plan to review all previous data, progress made toward SLO goals; and refinements made to assignments used in assessment and scoring rubrics.

B. We plan to collect data on both written and oral communications skills during Spring 2012. These artifacts will be scored during Summer 2012 and the results will be shared with the faculty during the COB Fall Retreat in August 2012.

C. We plan to collect data on critical thinking and disciplinary knowledge in the Fall of 2012. We plan to share this data with the faculty during Assessment Day 2013.

Appendix 1: Oral Communication Rubric

BBA Oral Communications Rubric

Last Revised Spring 2010

Category	Excellent	Proficient	Needs Improvement	Unacceptable
Clear Topic Coverage	The speaker presents a topic and a focus that are exceptionally appropriate for the purpose, time constraints, and audience.	The speaker presents a topic and a focus that are appropriate for the purpose, time constraints, and audience.	The speaker presents a topic or a focus that is inappropriate for the purpose, time constraints, or intended audience.	The speaker presents a topic and a focus that are inappropriate for the purpose, time constraints, or intended audience.
Organization	The speaker uses an exceptional introduction and conclusion and provides an exceptionally clear and logical progression within and between ideas.	The speaker uses an appropriate introduction and conclusion and provides a reasonably clear and logical progression within and between ideas.	The structure of the presentation interferes with the clarity and logic of the ideas being presented.	The speaker fails to use an introduction or conclusion and fails to provide a reasonably clear and logical progression within and between ideas.
Audience Appropriateness	The speaker uses language that is exceptionally clear and appropriate for the intended audience.	The speaker uses language that is reasonably clear and appropriate for the intended audience.	The speaker uses some inappropriate language that would distract the intended audience.	The speaker uses unclear or inappropriate language that would result in substantial miscommunication with the intended audience.

Category	Excellent	Proficient	Needs Improvement	Unacceptable
Voice Quality	Delivery is clear, natural, conversational, and enhanced by good vocal variety. Vocal quality is used effectively to emphasize points and reinforce structure.	Delivery is mostly clear and natural. Limited instances where speaker could not be heard or understood. With few exceptions, voice quality is used to emphasize points.	Delivery contains significant instances where speaker could not be heard or understood. Voice quality is erratic.	Presenter mumbles or speaks too quietly for all audience members to hear. Delivery is forced with little or no vocal variety.
Grammar/Word Choice	Insignificant grammatical errors and appropriate word choice. Sentences flow together well.	Some grammatical errors; some incomplete sentences or run on sentences; some poor word choice.	Frequent grammatical errors, incomplete sentences, and run on sentences; Frequent poor word choice.	Listeners are distracted by grammatical errors. Inappropriate word choice. Sentences do not flow well.
Eye Contact & Body Language	Body language and eye contact reflect comfort interacting with audience.	Body language and eye contact reflect some discomfort interacting with audience.	Body language and lack of eye contact reflect reluctance to interact with audience.	Distracting body language and lack of eye contact prevent effective communications with audience.
Communication Aids	Communication aids enhance presentation. Aids appear professional and important information is included.	Communication aids contribute overall but have errors, are difficult to read, or include too much or too little information.	Communication aids have numerous errors that interfere with effectiveness of presentation.	Communication aids distract or are used inappropriately, are difficult to read, and contain unimportant information.

Category	Excellent	Proficient	Needs Improvement	Unacceptable
Personal Appearance	Highly professional appearance.	Appropriate for audience and/or topic.	Questionable for audience and/or topic.	Inappropriate for audience and/or topic.

Appendix 2: Written Communication Rubric

Criteria	Excellent (4)	Proficient (3)	Needs Improvement (2)	Unacceptable (1)
Organization Mean = 2.63 Std Dev = 0.86	Ideas are arranged logically to support the purpose. Ideas flow smoothly from one to another and are clearly linked to each other. Reader can follow the line of reasoning.	Ideas are arranged to support the writer's purpose, but order is sometimes questionable. Ideas are usually clearly linked to each other. Reader can usually follow line of reasoning.	Writing is not arranged logically. Frequently, ideas fail to make sense together and are not linked. By thinking hard, reader can usually figure out the line of reasoning.	Writing lacks logical organization. Reader cannot identify a line of reasoning.
Purpose Mean = 2.56 Std Dev = 1.17	Writer's purpose is readily apparent to the selected audience and is clear.	Writing has a clear purpose, but may occasionally digress.	Purpose is not clear, nor is it easy to find an implied purpose.	Purpose is generally unclear and/or not even apparent.
Tone Mean = 2.99 Std Dev = 0.83	Tone is consistently professional and appropriate for the selected audience and the purpose.	Tone is generally consistent, but may have a few lapses in fit or appropriateness to audience or purpose.	Tone is not consistently appropriate to audience or purpose.	Tone is not appropriate to audience and purpose.
Grammar and mechanics (sentence structure, punctuation, spelling) Mean = 2.67 Std Dev = 0.87	Sentences are well-constructed. They vary in length and structure, and flow well. Writing is almost error-free, and reads well.	Sentences are functional. Errors are present but do not distract from the meaning.	Confusing sentences. Numerous errors distract reader.	Sentence structure and grammar errors are so numerous that the reader stops reading.