TEXAS A & M UNIVERSITY – SAN ANTONIO

COLLEGE OF BUSINESS

ASSURANCE OF LEARNING AND ASSESSMENT REPORT

SPRING 2018 (FALL 2017 DATA)
TEXAS A&M UNIVERSITY-SAN ANTONIO
COLLEGE of BUSINESS
ASSURANCE OF LEARNING and ASSESSMENT

Report Index

A. Overview of Assurance of Learning and Assessment
B. Assurance of Learning and Assessment Process
C. Learning (Knowledge) Objectives for College of Business Degree Programs
   1. Overview
   2. Learning (Knowledge) Objectives
   3. Data Collection
   4. Evaluation of Data
   5. Results of Evaluation
   6. Assurance of Learning and Assessment Committee Recommendations
   7. College of Business Faculty Decisions and Actions
D. Competency (Skill) Objectives for College of Business Degree Programs
   1. Overview
   2. Learning (Knowledge) Objectives
   3. Data Collection
   4. Evaluation of Data
   5. Results of Evaluation
   6. Assurance of Learning and Assessment Committee Recommendations
   7. College of Business Faculty Decisions and Actions

E. Closing the Loop (Results of Previous Actions)

Appendix I: College of Business Learning (Knowledge) Objectives
Appendix II: College of Business Competency (Skill) Objectives
Appendix III: Summary Results Table
Appendix IV: Sample “Course Mapping” Statement
Appendix V: Written Communication Assessment Rubric
ASSURANCE OF LEARNING and ASSESSMENT

A. Overview

In an ongoing effort to continually improve our teaching and ensure that our students have the knowledge and skills to help them become the successful employees, managers, and leaders of the 21st century, the College of Business (COB) at A&M-SA completely revised its Assurance of Learning (AOL) and Assessment Program. Implementation of this revised program, based on principles suggested by an AACSB-affiliated consultant started with the spring semester of 2015. The AOL and Assessment program starts with Learning (Knowledge) Objectives.

The Learning Objectives were developed through a process in which each of the academic discipline area identified a variety of specific learning objectives for that discipline. By completion of their degree program, all students earning a business degree should demonstrate proficiency in the basic business knowledge in each of these areas (Accounting, Computer Information Systems, Finance, Management, Marketing, and Quantitative). The specific Learning Objectives can be found in Appendix I.

It was also recognized that students will need to master certain skills, in addition to fundamental business knowledge. The COB developed six (6) specific competencies in which we expect all of our students to demonstrate proficiency before completing their degree program. These Competency Objectives can be found in Appendix II.

B. Process

The redesign of the AOL and Assessment program included the appointment of an AOL and Assessment Coordinator, and a standing AOL and Assessment (AOLA) Committee. The Coordinator and AOLA Committee have the primary responsibility for overseeing the AOL process, and for recommending process, course, or program changes suggested by Assessment results. These recommendations are only implemented if approved by the full COB faculty.

Although the AOL and Assessment Committee is a standing committee, the membership (one representative from each academic area), who serve a two-year term. These two-year terms are staggered such that each academic year, roughly half of the committee will be serving in their first year of service on this group, and the other half will be returning members serving the second year of their term. It is expected that eventually all faculty in the College of Business will have served at least one term on the AOL and Assessment Committee.

The Knowledge (Learning) Objectives are assessed using an examination administered in the Strategic Management “Capstone” class, while Competencies (Skills) are assessed using a variety
of student work products appropriate to the specific skill or competency. The student work product is “assessed” using a specific rubric instrument developed by the College of Business faculty over the course of several college meetings focused on AOL and Assessment. In all cases, multiple reviewers will assess each student work product, and an average of assessor scores will be used as the assessment score. The AOL and Assessment Committee will review the results and make specific recommendations to the full College of Business faculty at the next college faculty meeting. At that faculty meeting, the AOL and Assessment Coordinator will present the raw data, final “results,” and recommendations to the faculty, who will decide as a body what actions to take or changes to be made, based on the assessment results.

C. Knowledge (Learning) Objectives

1. Overview

The College of Business has a robust process in place to help insure that our students are learning and developing the skills they will need to be successful. This process is designed to help us to continually refine and improve our ability to help our students. This process is both faculty-developed and faculty-driven.

2. Knowledge Objectives for all business degree programs.

Each academic discipline area determined the specific knowledge that our students should possess upon completion of our undergraduate business program. These knowledge objectives can be found in Appendix I.

3. Data Collection

Data on student performance was obtained from a newly created examination, the Cross-Disciplinary Knowledge (CDK) examination that was written by the College of Business faculty to replace the previously used Major Fields Test (MFT) from ETS. This examination was developed thinking that it would be superior to the external examination from ETS, because (a) it would more accurately evaluate student knowledge, since we have complete control over the examination and examination process, and (b) perhaps more importantly, would provide much more timely feedback. The examination was administered in the Strategic Management “capstone” class to all students in their last semester of studies in their undergraduate program.

4. Evaluation

Please see raw test results for each section of the capstone class below.
(Undergraduate) Section 001 (201810)

- $n = 23$
- **Average Time** = 55.0 Minutes (for 40 Questions)
- **Range** = 42.50 (27.50 – 75.00)
- **Mean** = 49.03
- **Standard Deviation**: 11.77
- **Distribution:**
  - 90-100 = 0
  - -> 80 - 89 = 0
  - -> 70 – 79 = 0
  - -> 60 – 69 = 3
  - -> 50 - 59 = 8
  - -> 40 – 49 = 6
  - -> 30 – 39 = 4
  - -> 20 – 29 = 1
  - -> 10 - 19 = 0
  - -> 0 – 09 = 0

- **Discrimination:**
  - 65 “Good” Questions
  - 18 “Fair” Questions
  - 45 “Poor” Questions
  - 70 Cannot Calculate
  - 39 “Easy” Questions
  - 92 “Medium” Questions
  - 67 “Hard” questions

(Undergraduate) Section 002 (201810)

- $n = 17$
- **Average Time** = 53.50 Minutes (for 40 Questions)
- **Range** = 55.000 (32.50 – 87.50)
- **Mean** = 47.36
- **Standard Deviation**: 12.62
- **Distribution:**
  - 90-100 = 0
  - -> 80 - 89 = 1
  - -> 70 – 79 = 0
  - -> 60 – 69 = 1
  - -> 50 - 59 = 3
  - -> 40 – 49 = 9
  - -> 30 – 39 = 3
  - -> 20 – 29 = 0
• \( \rightarrow 10 - 19 = 0 \)
• \( \rightarrow 0 - 09 = 0 \)

• **Discrimination:**
  • 65 “Good” Questions
  • 8 “Fair” Questions
  • 37 “Poor” Questions
  • 85 Cannot Calculate
  • 45 “Easy” Questions
  • 87 “Medium” Questions
  • 63 “Hard” Questions

(Undergraduate) Section 150 (201810)
• \( n = 45 \)
• **Average Time** = 67.0 Minutes (for 40 Questions)
• **Range** = 40.00 (32.50 – 72.50)
• **Mean** = 50.11
• **Standard Deviation**: 9.09
• **Distribution:**
  • 90-100 = 0
  • \( \rightarrow 80 - 89 = 0 \)
  • \( \rightarrow 70 - 79 = 1 \)
  • \( \rightarrow 60 - 69 = 6 \)
  • \( \rightarrow 50 - 59 = 20 \)
  • \( \rightarrow 40 - 49 = 12 \)
  • \( \rightarrow 30 - 39 = 6 \)
  • \( \rightarrow 20 - 29 = 0 \)
  • \( \rightarrow 10 - 19 = 0 \)
  • \( \rightarrow 0 - 09 = 0 \)

• **Discrimination:**
  • 65 “Good” Questions
  • 36 “Fair” Questions
  • 65 “Poor” Questions
  • 35 Cannot Calculate
  • 43 “Easy” Questions
  • 100 “Medium” Questions
  • 58 “Hard” questions

(Undergraduate) Section 800 (201720)
• \( n = 36 \)
• **Average Time** = 57 Minutes (for 40 Questions)
• **Range** = 70.00 (0.00 – 70.00)
• **Mean** = 49.79
• **Standard Deviation**: 13.31
• **Distribution**:
  - 90-100 = 0
  - -> 80 - 89 = 0
  - -> 70 – 79 = 1
  - -> 60 – 69 = 8
  - -> 50 - 59 = 15
  - -> 40 – 49 = 6
  - -> 30 – 39 = 4
  - -> 20 – 29 = 1
  - -> 10 - 19 = 0
  - -> 0 – 09 = 1

• **Discrimination**:
  - 76 “Good” Questions
  - 27 “Fair” Questions
  - 50 “Poor” Questions
  - 46 Cannot Calculate
  - 38 “Easy” Questions
  - 106 “Medium” Questions
  - 55 “Hard” Questions

(MBA) Section 150 (201720)

• **n** = 39
• **Average Time** = 73.0 Minutes (for 40 Questions)
• **Range** = 42.50 (35.00 – 77.50)
• **Mean** = 42.50
• **Standard Deviation**: 10.72
• **Distribution**:
  - 90-100 = 0
  - -> 80 - 89 = 0
  - -> 70 – 79 = 4
  - -> 60 – 69 = 14
  - -> 50 - 59 = 10
  - -> 40 – 49 = 8
  - -> 30 – 39 = 3
  - -> 20 – 29 = 0
  - -> 10 - 19 = 0
  - -> 0 – 09 = 0
• Discrimination:
  • 77 “Good” Questions
  • 28 “Fair” Questions
  • 53 “Poor” Questions
  • 43 Cannot Calculate
  • 55 “Easy” Questions
  • 97 “Medium” Questions
  • 49 “Hard” Questions

(MBA) Section 900 (201720)
• n = 30
• Average Time = 49 Minutes (for 40 Questions)
• Range = 47.50 (25.00 – 72.50)
• Mean = 52.58
• Standard Deviation: 10.36
• Distribution:
  • 90-100 = 0
  • -> 80 - 89 = 0
  • -> 70 – 79 = 1
  • -> 60 – 69 = 8
  • -> 50 - 59 = 11
  • -> 40 – 49 = 7
  • -> 30 – 39 = 2
  • -> 20 – 29 = 1
  • -> 10 – 19 = 0
  • -> 0 – 9 = 0

• Discrimination:
  • 77 “Good” Questions
  • 23 “Fair” Questions
  • 48 “Poor” Questions
  • 52 Cannot Calculate
  • 48 “Easy” Questions
  • 107 “Medium” Questions
  • 45 “Hard” Questions
5. **Results of Evaluation**

The faculty of the College of Business determined that an appropriate benchmark was that eighty-percent (80%) of our students would score a seventy (70) or higher on the examination.

Overall, the scores were below our benchmark, with only about half of our students meeting the 70% threshold. The MBA students were only slightly better, with just over half meeting our standard.

We are concerned about the nearly 40% drop in overall BBA scores. While much of this can be explained by the switch to a formal proctoring arrangement for this online test, it is still worrying.

The COB faculty will address this issue at the first COB faculty meeting of the fall 2018 semester (8/21)

Detailed results can be found in the Summary Results Table in Appendix III.

6. **AOL and Assessment Committee Recommendations**

Ultimate ownership and authority in the AOL and Assessment program belongs to the faculty of the COB. Although the AOLA Committee and/or the Coordinator of AOL and Assessment may make suggestions to the faculty, the faculty has the responsibility to identify areas for continuous improvement, and to make decisions regarding programs, classes, and all other areas related to student learning. All decisions will be made at regular, COB College Meetings. The Coordinator/Chair of AOL and Assessment has the responsibility to make certain that faculty have all information and materials needed for decision-making well in advance of the meeting date.

In reviewing the results, the AOL and Assessment Committee expressed concern about the validity of this examination (versus the previous MFT), but also made the following observations:

a. We have now administered the internally-developed CDK/Exit examination for two years. That means that it is now time to review and revise the examination. The AOL Committee is concerned that (a) students are not taking the internally-developed examination seriously, (b) most faculty are neither trained, nor skilled in writing valid test questions, and (c) it would be helpful to have some external comparison data. Accordingly, the AOL Committee recommends that the COB return to the use of the Major Fields Test (MFT), administered by ETS – along with the purchase of the optional (more detailed) data reporting package.
b. The faculty (individual departments) need to finalize the learning goals and/or competency objectives for each of the individual major areas – no later than the fall of 2018.

c. Similarly, the faculty (individual departments) need to finalize the learning goals and/or competency objectives for MBA program – again, no later than the fall of 2018.

d. The AOL Committee – and particularly the coordinator – must complete the Course Maps for the BBA, BAAS, and MBA Programs no later than the fall of 2018. These maps, must be incorporated into all “core” class syllabi, starting in the spring semester of 2019.

e. The College should revisit the issue of raising the entrance requirements for all programs, but especially those of the MBA Program. At the very least, a return to the use of the GMAT is strongly recommended.

f. Stronger foundational classes are needed in the MBA program – particularly in the quantitative areas (Accounting, Economic, Finance, and Statistics). One recommended option is to use the online classes offered by Ivey Publishing.

7. **Faculty Decisions and Actions (Based on Results)**

**Specific Action Items with Target Dates**

Responsibility for implementation of faculty recommendations for continuous improvement becomes the responsibility of the department Chairs and program heads, working with the Dean, the AOL Committee and its Chair. Actions include improving assessment instruments or procedures and/or improving student learning. This includes all changes to curriculum, coverage of important topics, changes or enforcement of prerequisites, or pedagogy.

The faculty approved all of the AOL recommendations. Specifically, the faculty decided to take the following **Specific Actions (with Target completion dates):**

1. Begin the re-administration of the MFT from ETS for all graduating students (i.e. those enrolled in a capstone class) in the fall of 2018 – along with the optional data package. Testing will begin by September 9, 2018.

2. Complete the remaining Learning Goals and/or Competencies (undergraduate major and MBA) no later than September 30, 2018.

3. The AOL Coordinator will complete the BBA, BAAS, and MBA Course Maps by the end of September, to be provided to faculty for approval at the regularly scheduled October COB Faculty Meeting.

4. New entrance requirements for the MBA program was turned over to a task force and will completed by September 30, 2018 – in time to be included in the next biennial University Course and Program Catalogue in 2019 (2019-20 and 2020-21 academic years).

5. The issue of the stronger foundational classes was also turned over to task for to complete in time for the new biennial catalogue.
D. Competency Objectives

The College of Business has a robust process in place to help insure that our students are learning and developing the skills they will need to be successful. This process is designed to help us to continually refine and improve our ability to help our students. This process is both faculty-developed and faculty-driven.

1. Overview

The College of Business has a robust process in place to help insure that our students are learning and developing the skills they will need to be successful. This process is designed to help us to continually refine and improve our ability to help our students. This process is both faculty-developed and faculty-driven.

2. Competency Objectives for all students completing any of these programs.

In addition to the specific knowledge required for a business degree, the College of Business has identified six (6) specific competencies or skills that our graduates should possess upon completion of their undergraduate program of study. These competency objectives apply to all students, regardless of major, and are, as follows:

1. Critical thinking
2. Ethics
3. Oral Communication
4. Professionalism
5. Systems Thinking
6. Written Communication

3. Evaluation

Knowledge objectives will be assessed in each long semester (Fall and Spring), and changes will potentially be made after each round of data collection. The Competency objectives will be measured two at a time (two per semester), since these are more complicated and labor-intensive to assess than knowledge objectives which are more easily assessed with an examination. We anticipate closing the loop (second measure after improvements suggested by first measure) in the Fall semester of 2021, and every three years thereafter. The Assessment cycle for competency objectives can be found in Appendix Vi.

In the Fall of 2017, we assessed the Oral Communication competency.

4. Data Collection
The *Oral Communication* competency was assessed in the Strategic management “capstone” class. At the end of the class, student teams must complete a case analysis of either the strategic competition in a strategy simulation (two sections), or a case analysis of a business organization (one section). The student presentations are recorded and a random sampling of the recorded presentations are assessed using the rubric found in Appendix V.

5. **Results**

Broadly speaking, this round of assessment produced “satisfactory” results, but also identified several areas of concern with our AOL and Assessment program, as well as one specific issue with our overall undergraduate business program.

The mean evaluation of *Oral Communication* was 2.73 (Meets Expectations). On average, our students demonstrate strong oral communication skills.

6. **AOL and Assessment Committee Recommendations**

Little need was seen as required for major recommendations followed from this round of assessment:

1. The faculty may want to consider raising the standard for this competency.

7. **Specific Action Items with Target Dates**

Ultimate ownership and authority in the AOL and Assessment program belongs to the faculty of the COB. Although the AOLA Committee and/or the Coordinator of AOL and Assessment may make suggestions to the faculty, the faculty has the responsibility to identify areas for continuous improvement, and to make decisions regarding programs, classes, and all other areas related to student learning. All decisions will be made at regular monthly, COB College Meetings. The Coordinator/Chair of AOL and Assessment has the responsibility to make certain that faculty have all information and materials needed for decision-making well in advance of the meeting date.

Based on the recommendations of the AOL and Assessment Committee, the full faculty of the College of Business decided to take the following actions:

a. The COB faculty will take up the issue of possibly raising the standard for this competency at a later time. Although we are quite pleased with the results of our assessment of this standard, other issues where our students don’t meet our expected standard are a better focus of time and effort right now.
APPENDIX I: BBA Learning Objectives

Description: All graduates of the BBA Program at Texas A & M University – San Antonio must demonstrate knowledge and/or understanding in the areas listed below.

Measure: Cross-Disciplinary Knowledge (CVK) Examination administered in the Strategic Management “capstone” class.


Benchmark: At least 80% of our students will score at least a 70% grade on the examination, or higher.

ACCOUNTING

1. Students will understand [Company] Annual Reports
   a. Measure: Be able to calculate basic accounting ratios
   b. Measure: Evaluate basic accounting ratios

2. Students will be able to use accounting information for decision support
   a. Measure: CVP Analysis
   b. Measure: NPV Analysis

COMPUTER INFORMATION SYSTEMS

1. Students will demonstrate an understanding of the concepts and principles of information technology.
2. Students will demonstrate an understanding of the concepts and principles of information technology management.
3. Students will apply the concepts and principles of information technology to the business environment.
4. Students will apply the concepts and principles of information management to the business environment.
5. Students will select and use appropriate technology when completing projects.
6. Students can identify contemporary information technology issues faced by information technology managers.

FINANCE

1. Students should demonstrate understanding of the valuation of financial assets
   a. Measure: Calculate TVM
2. Students should be able to explain the risk and return relationship
   a. Measure: CAPM, Market Efficiency
3. Students should understand Capital Budgeting and Cost of Capital
a. Measure: NPV/IRR, WACC
4. Students should be able to analyze company performance with financial ratios (Note: I think this duplicates an Accounting goal)
5. Students should understand Capital Structure and Payout Policies
6. Students should be able describe the functioning of financial markets and institutions.

MANAGEMENT
1. Students will identify the steps in the Strategic Decision-Making process.
2. Students will identify the key tasks of management (planning, leading, organizing, controlling)
3. Students will develop a S-W-O-T Analysis.
4. Students will develop a Network Diagram.
5. Students will identify the key contemporary, organizational issues (CSR, Globalization, Diversity)

MARKETING
1. Students will UNDERSTAND THE Marketing process.
2. Students will identify the components of a marketing plan.
3. Students will understand the basic terms, vocabulary, and principles of marketing.
4. Students will be able to describe the marketing research process.

QUANTITATIVE
1. Students should be able to define business terms
2. Students should be able to summarize data by constructing a graph.
3. Students should be able to perform statistical analysis.
4. Students should be able to interpret results of statistical analyses.
APPENDIX II: Competency Objectives

1. *Critical Thinking:* Students will be able to diagnose and solve a problem.
2. *Ethics:* Students will identify and evaluate ethical alternatives in professional situations.
3. *Oral Communication:* Students will prepare and deliver a presentation.
4. *Written Communication:* Students will produce a written document.
5. *Technology:* Students will use technology to complete a project.
6. *Teamwork/Collaboration:* Students will collaboratively produce a team product
APPENDIX III: Summary Result Table.

### BBA

<table>
<thead>
<tr>
<th>Metric</th>
<th>Goal</th>
<th>Actual</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>80%(^1)</td>
<td>38.7%</td>
<td>-41.3</td>
</tr>
<tr>
<td>Finance</td>
<td>80%(^1)</td>
<td>31.5%</td>
<td>-48.5</td>
</tr>
<tr>
<td>Management</td>
<td>80%(^1)</td>
<td>50.3%</td>
<td>-29.7</td>
</tr>
<tr>
<td>Marketing</td>
<td>80%(^1)</td>
<td>46.4%</td>
<td>-33.6</td>
</tr>
<tr>
<td>Quantitative</td>
<td>80%(^1)</td>
<td>30.2%</td>
<td>-49.8</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>80%(^1)</td>
<td>49.6%</td>
<td>-30.04</td>
</tr>
<tr>
<td><strong>Competency</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td>2.0(^2)</td>
<td>2.76</td>
<td>+0.76</td>
</tr>
</tbody>
</table>

### MBA

<table>
<thead>
<tr>
<th>Metric</th>
<th>Goal</th>
<th>Actual</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>80%(^1)</td>
<td>39.3%</td>
<td>-40.7</td>
</tr>
<tr>
<td>Finance</td>
<td>80%(^1)</td>
<td>33.9%</td>
<td>-46.1</td>
</tr>
<tr>
<td>Management</td>
<td>80%(^1)</td>
<td>50.4%</td>
<td>-29.6</td>
</tr>
<tr>
<td>Marketing</td>
<td>80%(^1)</td>
<td>48.3%</td>
<td>-31.7</td>
</tr>
<tr>
<td>Quantitative</td>
<td>80%(^1)</td>
<td>29.7%</td>
<td>-50.3</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>80%(^1)</td>
<td>50.8%</td>
<td>-29.20</td>
</tr>
</tbody>
</table>

\(^1\) Target goal = 80% of students would score 70 or higher on overall examination.

\(^2\) 2.0 = Meets Expectations
APPENDIX IV: Sample “Course Mapping” statement.

Description: The statement below is included with all Accounting classes, but is representative of the statements used in all classes.

In this Accounting class, we will discuss a variety of Accounting topics that are relevant to and required knowledge for all successful business people.

The College of Business at Texas A & M University has determined that all students who graduate from any business program will demonstrate that they possess and are able to use knowledge in the following areas of Accounting:

1. Students will understand [Company] Annual Reports
   a. Measure: Be able to calculate basic accounting ratios
   b. Measure: Evaluate basic accounting ratios
2. Students will be able to use accounting information for decision support
   a. Measure: CVP Analysis
   b. Measure: NPV Analysis

Moreover, you should recognize that a requirement for successfully completing your undergraduate business degree is to pass a final, Cross-Disciplinary Knowledge (Exit) Examination that includes specific questions over the following Accounting topics:

1. CVP (Cost-Volume-Profit) Analysis
2. NPV (Net Present Value) Analysis
3. Ratio Analysis

This examination will be administered in the (MGMT 4325) "Capstone" class in your last semester of study.
1. **APPENDIX V: Oral Communication Rubric:**

Students will prepare and deliver a presentation.

<table>
<thead>
<tr>
<th>Guideline</th>
<th>Does Not Meet Expectations (1 Point)</th>
<th>Meets Expectations (2 Points)</th>
<th>Exceeds Expectations (3 Points)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1. Presentation content clearly follows the written paper upon which it is based (if applicable)</td>
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<tr>
<td>2. Topic is relevant and addresses assignment specifications</td>
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<td>3. Content presented is comprehensive, accurate, and believable</td>
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<tr>
<td>4. Key points are noted</td>
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<tr>
<td>5. Subject topic is adequately researched.</td>
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<tr>
<td><strong>Organization/Structure</strong></td>
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</tr>
<tr>
<td>1. Presentation is well-organized, clear, and effectively structured</td>
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<tr>
<td>2. Team presents with a single voice (presentation is integrated - not a disjointed series of individual presentations)</td>
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<tr>
<td>3. Introduction gains the audience’s attention.</td>
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<tr>
<td>4. Introduction explains the purpose of the presentation.</td>
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<tr>
<td><strong>Style/Presentation/Appearance</strong></td>
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</tr>
<tr>
<td>1. Dress and grooming are appropriate to the setting</td>
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<tr>
<td>2. Non-verbal cues/gestures are appropriate to presentation and flow of ideas</td>
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<tr>
<td>3. Content knowledge is evident</td>
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<tr>
<td>4. Presenter exhibited confidence.</td>
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<tr>
<td>5. Presentation was not rushed</td>
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<tr>
<td><strong>Use of Visual Aids</strong></td>
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<td></td>
</tr>
<tr>
<td>1. Visual aids are used where appropriate.</td>
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<tr>
<td>2. Visual aids are appropriately professional given the presentation’s context</td>
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<td></td>
</tr>
<tr>
<td>3. Visual Aids are easy to see/read</td>
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4. Media are used correctly--i.e., overheads, videos, computer generated slides, charts, etc.

5. Visual aids contribute to the overall effectiveness of the presentation

**Audience Participation**

1. Presenter(s) involved the audience.
2. Presenter(s) solicited feedback
3. Questions from the audience are effectively addressed.
4. Questions from the audience are answered correctly.

**Adherence to Time Limit**

1. Presenter(s) stayed within the allotted time limit.

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**TOTAL**
APPENDIX VII: AOL and Assessment Process

AOL Process

1. State Learning Goals, based on Organizational Mission
2. State Learning Objective
3. Develop Measurement
4. Collect Pilot Data
5. Analyze Data
6. Identify Needed Improvements
7. Implement Improvements
8. Evaluate Improvements
9. Collect Data
10. “Closing the Loop”
Appendix V: Assessment Cycle

Step One: measure the Competency Objective.

Step Two: make changes to correct any deficiencies identified in the first measure.

Step Three: re-measure the Competency or Learning Objective again to measure results of the changes implemented after the first measurement data.

* This third step (the second measure) “closes the loop.” This cycle will “close the loop” on all six competencies within a five-year cycle (by the end of the 2020 Spring Semester for the undergraduate program.)