

ASSURANCE OF LEARNING

Summary Information

The mission statement provides a brief overview of the School’s present purpose, i.e., who we are, what we do, and why we are here. Our mission is to provide students with a business education that prepares them for successful careers and responsible citizenship roles in the world of business. Student Learning Goals have been established to assure that the School is accomplishing its mission in educating students. The faculty of the School of Business has approved four major student oriented assurance of learning goals.

AOL Goal S1: Students will become effective communicators.

AOL Goal S2: Students will be able to integrate knowledge across business disciplines.

AOL Goal S3: Students will be able to demonstrate critical thinking in the solution of business problems.

AOL Goal S4: Students will be able to demonstrate a global perspective.

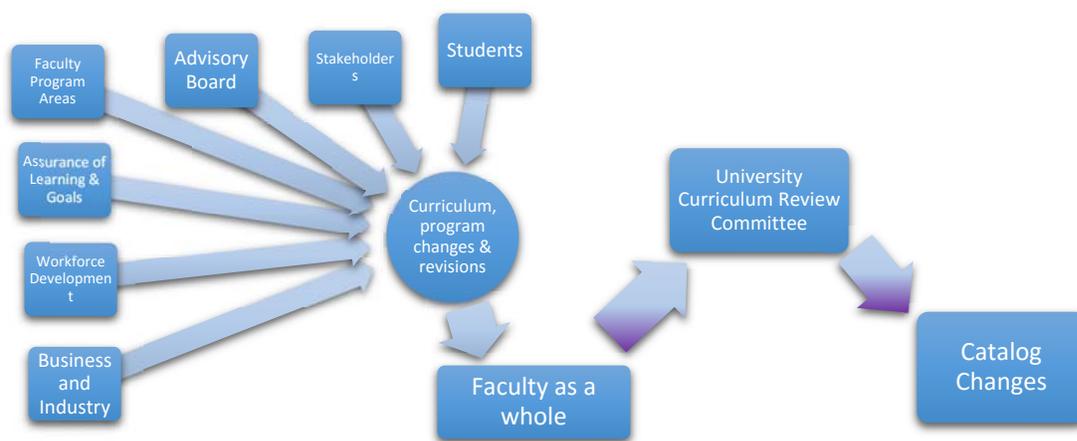
Formal AoL Measures aligned with SoBus Courses and Instruments

AoL	Formal SoBus Course	Instruments
1. Effective Communicators	UNIV1000 BUAD2200 MKTG3230 MGT4300	- Written Document - Written document, Oral presentation, Team document and presentation. - Team presentation - Written Document
2. Integration of Knowledge	UNIV1000 MKTG3230 BUAD2120 FIN3090 MGT4300	- Complete SoBus Knowledge Exam - Partial (content based) SoBus KE - Partial (content based) SoBus KE - Partial (content based) SoBus KE - Complete SoBus Knowledge Exam & ETS exam (5 year cycle)
3. Critical Thinking	UNIV1000 FIN3090 BUAD2120	- Partial (content based) SoBus KE - Case Study & Partial (content based) SoBus KE - Excel Spreadsheets – Business Decisions and Conclusions (Pilot)
4. Global, Cultural, Ethical Perspective	UNIV1000 BUAD3270	- Partial (content based) SoBus KE - International Business Plan & Team Presentation

1. Curricula Development

A number of significant, impactful curricular improvements have recently occurred in course content and instructional delivery at the NSU School of Business. The School of Business has initiated a baseline measure/value for all School of Business students in the major discipline areas to capture student business knowledge at the onset of the business school education process until graduation. This development allows the routine measure and evaluation of curricular material during the course of the School of Business experience to determine that assurance of learning goals and objectives are being presented, satisfactorily met, and to identify any areas of need

All changes are faculty driven based upon business and industry feedback, workforce development needs, student needs, and AoLs and goals data analytics.



An overview of the timeline and major curricula revisions as well as those factors that caused those changes since the last review are presented in the chart.

Timeline	Revisions	Factors	Changes
Spring 2009	Lower level accounting class considered	Assessment, employer, and student feedback requested	ACCT1040 added to the curriculum
	Increase the number of upper business electives	Student and employer feedback	ECON3120 added to the curriculum
	Graduate credit needed for Sports Administration	Adherence to Board of Regents requirements	BUAD5800 added to the curriculum
	Elimination and phase out of OFAD and BUAD Associate Degrees	Adherence to Board of Regents requirements	Six AD courses were deleted and several prefixes were changed (OFAD2200 → BUAD2200)
Spring 2010	Minor course descriptions	Need to change terminology. University required	“Four year business administration degree” → Four year business degree
Fall 2010	Excel class considered	Faculty, student, and employer feedback indicated additional EXCEL mastery needed, especially in using spreadsheet formula	Consideration and Development of a single EXCEL class.

School of Business – Assurance of Learning

Spring 2011	Major curriculum changes	Adherence to Board of Regents and University requirements	Entrance and progression policies modified. 2.0 GPA course average completion for all courses
	Major Program change	Adherence to Board of Regents and University requirements	All university degree programs reduced to 120 hours.
	Curriculum change	Federal Mandate	FIN2150 added to the curriculum as a core business class
	Program change	Assessment, faculty, and student feedback required. Assists with student preparation	Several pre-requisites were added to the programs (CIS2000 needed for ACCT2000 and for BUAD2120; BUAD2200 needed for MGT3220 and MKTG3230; MGT3580 needed for MGT4300)
	Program change	Faculty feedback. FIN3100 content is not required for successful completion of upper level classes	(FIN3100 removed as pre-requisite for FIN4020 and FIN4150)
	Program change	Assessment, faculty, and student feedback required. Assists with student graduation advancement	MGT4300 requirement modified from “graduation semester” to “senior status” (90+ hours)
Spring 2012	Curriculum change	Faculty, student, and employer feedback indicated additional content needed. Reflect current business and industry needs	MKTG4600 (Search Engine Optimization and Social Media MKTG), BUAD3610 (Intro to Oil and Gas), FIN3620 (Intro to Oil and Gas Finance) added to the curriculum
Fall 2012	Program elimination	Adherence to Board of Regents and University requirements	Associate Degree in Business Administration eliminated
Spring 2013	Program change	Class and faculty shortages	CIS2000 removed as a ACCT2000 pre-requisite
	Program change	Adherence to Board of Regents and University requirements	Reduction of ACCT degree major requirement hours from 75 to 72 by moving BUAD1800 to university support courses AND change from 6 accounting electives to 6 advanced accounting electives
	Program change	Adherence to Board of Regents and University requirements	Reduction of BUAD degree major requirement hours from 78 to 69 by moving BUAD1800 to university support courses, ECON2000 to university core courses.
	Program changes	CIS realignment with the School of Business. University required	Business support courses required (ACCT 2000, ACCT 2010, BUAD 2120, BUAD 2200, BUAD 3270, BUAD 3280, FIN 3090, MGT 3220, MGT 3580, and MKTG 3230)
Spring 2014	Program and curriculum changes	Reflect business and industry needs AND articulation matrix with community colleges	New courses on mobile app development, data analytics, and cloud computing added. Two separate tracks developed: Application Development and Networking and Systems Management.
	Program consideration	Business and industry needs AND increased flexibility for global exchanges	Consideration and Early stages of development of an International Business Concentration

2. Assessment Tools and Procedures

The School of Business has one Bachelor of Science degree with three majors – accounting, business administration, and computer information systems. They share a common set of business core courses - 30 credit hours - that establishes the basic business foundation.

Therefore, we have one set of learning goals for all undergraduate majors. See Appendices.

2.1 Summary of Each AoL and Objectives for the Degree Program

- **Effective Communicators:** Students will demonstrate effective oral and written communications skills.
 1. Students will produce professional quality business documents.
 2. Students will deliver professional quality oral presentations.
 3. Students will demonstrate communication skills in team settings.
- **Integration of Knowledge across Business Disciplines:** Students will demonstrate understanding of key concepts and theories in various functional areas of business.
- **Critical Thinking (Revised from 2009 visit):** Students will apply critical thinking skills.
 1. Students will demonstrate the ability to draw on knowledge and insights from a variety of disciplines when analyzing and formulating solutions to problems and opportunities.
 2. Students will demonstrate the ability to generate and compare alternative solutions to business problems.
 3. Students will demonstrate the ability to select feasible solutions to complex business problems.
- **Global, Cultural and Ethical Perspective (Revised in 2012 & Approved 2013 to be a Global Perspective):** Students will identify cultural/global challenges facing management in doing business in the international arena.

2.2 Assessment Tools and Process Improvements for Each Learning Goal

In the 2009 AACSB Report, it was recommended that the School of Business should “progress in improving its documentation regarding assurance of learning, measures and refinements to curriculum and develop more diverse measures to assess assurance of learning”. The CISPAC and the School of Business faculty established learning goals and identified courses in which assessments of student skills and knowledge would occur. See Current Core Course Alignment with AoLs and Future Measurement Points

The School of Business has worked to achieve these goals with the following outcomes:

- The measurement of Assurance of Learning Goals (AoLs) is a dynamic, continuous process. Within each goal, faculty-driven and student-driven objectives are established. These objectives are measured. If the objectives are achieved, then recommendations for refinement or new objectives are discussed. If not achieved, the objectives will be refined, adopted, implemented and evaluated.
- During the last AACSB Review, it was suggested that The School of Business employs a variety of embedded course evaluations and measurements on a continuous basis to determine if our stated goals and objectives are being met. Our students commonly meet the established criteria for each goal and objective. The School of Business routinely utilizes, but is not limited to, the following methods to establish levels of achievement in our given areas for Assurance of Learning:

School of Business – Assurance of Learning

1. Matched Pair Analyses: Faculty reviewers evaluate student deliverables, presentation materials and documents and examine standardized business communication examinations.
2. Pre- and Post- Test Assessments.
3. Application Assessments.
4. Team Project Evaluations.
5. Case Studies.
6. Students Self-Evaluations on Written Comparison Report Projects.
7. Educational Testing Service (ETS) Major Field Test in Business. The School has been participating in the ETS program since 1992.
8. Common Body of Knowledge Exam. In addition to the ETS, a faculty-generated Common Body of Knowledge Exam was developed and implemented to measure Assurance of Learning goals for graduating business students across nine business disciplines.
9. Grading Rubrics. They are an integral part of our Assurance of Learning Evaluation Process. Information regarding grading rubrics are brought to the students' attention prior to assignment and/or project submissions. The grading rubric is shared with professors seeking to reinforce skills and knowledge base throughout the educational process.

Recent Outcomes of the Assessments. Students are generally meeting the established criteria for the School of Business Learning Goals and Objectives. **Commonly students perform at or above average scores.** The School of Business Common Body of Knowledge Exam when compared to the fall 2010 ETS mean scores, in the Spring Semester of 2014, senior business students performed at or above the overall average score in four of the nine functional areas of business: accounting, management, finance, and information systems. The result has been at or above the expected objective every semester for the past two years. Student performance in the marketing and economics met the objective every semester except for spring 2014.

Curriculum and Instruction Changes as a Result of Assessment. In regard to closing the assessment loop, a review of the business core classes revealed that changes in course sequencing was needed; therefore, prerequisite classes were implemented and approved by CRC and entered into the University Catalog. Also, the creation of two new courses – Accounting 1040 and Computer Information Systems [CIS] 2000 were deemed appropriate. As a freshman level business course, Accounting 1040 was designed to close the accounting knowledge and skills gap. Students were experiencing difficulty, failing or withdrawing from financial accounting [ACCT 2000] because of inadequate preparation. Faculty, student, and employer feedback indicated that mastery of Excel was needed. Since BUAD 1800 covered Word, Excel, PowerPoint, and Access, it was deemed appropriate to create a new course that focused only on Excel, especially, the spreadsheet formula component. Faculty and students feedback indicated lack of required Excel skills in courses like business statistics and production/operation management. With the creation of this new course, students received opportunities to gain these skills. This is expected to create substantive improvement with regard to the learning goals.

Implementing a more rigorous framework for capturing student learning outcomes has resulted in the valuable collection of data providing a snapshot of the student's overall performance in the nine business discipline areas. We have been able to capture and document the successful attainment of stated AoLs as well as identify those areas needing improvement. These new

measures have allowed faculty to identify specific course content areas of need on an on-going bases. Curricular improvements can be implemented by faculty within a very short timeframe.

All AoLs' results, ETS and Common Body of Knowledge data is shared with faculty. It is discussed and made available during meetings. Additionally, this information has been is posted on the shared SoBus drive (Z drive) for ease of review, comments, and adjustments which can be made at the discretion of the appropriate committees.

The online faculty members also recognized that there was an additional area to consider for improvement. That is the quality of the online delivery system. *Issues as to the quality of the delivery system were resolved by requiring use of the Quality Matters (QM) rubric in designing all online courses for delivery.* QM is a “faculty-centered, peer review process designed to certify the quality of online courses and online components.” This nationally recognized approach to quality assurance and continuous improvement in online education seemed to resolve most faculty concerns as to delivery.

Currently, with online course sections, all School of Business faculty use proctors to monitor exams. Examination of all aspects of online delivery and assessment is considered a work in progress and as more information is gathered, the process will be improved.

The School of Business strongly believes in both internal and external validation of learning as part of an active Assessment of Learning (AoL). The School of Business has long believed that allowing students an opportunity to test their skills compared to students at other universities is important. Each year since the last re-accreditation visit, School of Business students representing all three majors have participated in regional and national competitions against peers from other universities. **These opportunities for enrichment and continued learning outside of NSU have resulted in numerous awards and honors.**

Certifications - External Assessment Tools. NSU School of Business currently offers certifications in seven areas. These certification assessments serve as an external, nationally normed validation point for students and employers. It provides documentation about what the students know and what the students can do as well. This is a new requirement for CIS 3400 and CIS 3980 and currently encouraged but not required for CIS 4050. Since the spring of 2013, 37 students have attempted the PC Pro certification with 32 successfully earning the certification in CIS 4050. In the spring of 2014, 14 students took the Network Pro exam with all 14 earning certification in CIS 3400. Also, 15 students attempted the Security Pro exam with 14 of those earning certification.

Overall Observations Concerning Goals and Objectives

In summary, the faculty members are reporting and monitoring the business students' achievements in the four critical learning goals. In efforts to meet or exceed the targeted AoL goal measurement, faculty members continue to update course content materials with learning tools and resources like classroom-taped video lectures, short topical videos, and external resources links like YouTube as well as review various prerequisite requirement(s) for course(s).

To date, faculty members believe that business students have achieved satisfactory progress in the four critical learning goals; however, we realize that we must continue to measure and improve the curriculum based on findings from these measurements.

Other Materials (innovative practices)

Several School of Business faculty members are exemplar Information Age Educators. They are modeling the use of technology in the traditional classroom environment and the online classroom environment, in the advising field, and in the administration area. These techniques inspire, motivate, and educate students and fellow faculty and staff to incorporate technology into all aspects of their life, personal, and professional life.

Technology is not our only focus. We at the school of business are always thinking and planning for the future. For this reason, we have prepared a detailed SWOT analysis and a situational analysis with future implications. Both documents can be seen in the appendices ([Appendix 10 – SWOT](#), [Appendix 11: Where we are](#)). These documents help our administration, faculty, and students identify *where we are, where we need to be, and where we want to be in the future*.

In conclusion, our faculty members are not only talking the talk ... but doing the walk of technology by modeling the latest technology in and out of the classroom, helping administrators and staff stay on top and ahead of the game, as well as providing opportunities for student engagement to interact, manage, and practice the use of technology for their future careers in the business or technology fields.

National Awards

The School of Business faculty members have garnered several local, state, regional and national awards in advising, teaching and research. The achievements are documented on the faculty members' vitae as well as on the university faculty productivity report. At the local level [university], one professor has won recognition in academic advising - Faculty Excellence in Academic Advising 2011. This was university-wide competition. Another professor was recognized for her teaching with the 2009 NSU Alumni Association 'Excellence in Teaching Award for College of Business.'

At the state level, one faculty member has received several recognitions for teaching and service:

- 2013 Governor's Technology Educator of the Year Award
- 2013 Louisiana Association of Business Educators-Making a Difference Award Recipient
- 2012 Louisiana Association for Career and Technical Education (ACTE) Educator of the Year
- 2012-2013 Louisiana Association for Career and Technical Education (ACTE) Executive Council
- 2012 LBE Outstanding Postsecondary Teacher of the Year
- 2011 Louisiana Association of Business Educators-Making a Difference Award Recipient

Several faculty members have received recognition at the regional and national level for their teaching and research.

- 2014 McGraw-Hill Education-CONNECT Distinguished Paper Award Recipient
- 2014 Outstanding Educator Award – Federation of Business Disciplines – Association of Business Communication Southwestern U.S.
- 2011 ABIS McGraw-Hill Irwin Distinguished Paper' Award Recipient
- 2010 Association of Business Communication-Southwest Outstanding Researcher Award

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In summary, a brief overview of the School of Business's progress relative to its mission is visually depicted. The progress is in fact **a more formalized framework** to measure our AOLs, goals, continuous improvement objectives, and how all of these moving parts are impacting our mission which is ultimately to educate today's students to become leaders of tomorrow.

