

Assurance of Learning
Learning Goals and Objectives Assessment Summary Report
November 20, 2012
SPRING 2012
FINAL

Program/Course: Bachelor of Science in Business Administration/ Strategic Management	
Assessment Leader: Frank Andrews	
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Learning Goal(s) Assessed: Learning Goal 1: Communication Skills	
Learning Objective(s) Assessed in this Report: Learning Goal 1	
Date of previous assessment(s) of this Learning Objective: Spring 2010	
Date of this Assessment: Spring 2012	
Assessment Method: Evaluations of both in class presentations and submissions of individual student writing	
Total Population Size from which Sample Taken: Multiple classes sections, and 3 instructors	Sample Size: 44 presentations and 28 writing samples
Names and Position of Assessors: Steven Rogers, Major Gift Officer UML; Martina Witts, Assistant Director of Career Services & Cooperative Education UML and Shanna Thompson, Doctoral student in the GSE at UML	
Measurement System Analysis: External assessors used primary trait analysis to measure outcomes. This work was completed at the conclusion of the spring 2012 semester	
Internal Performance Benchmark: Using a scale of; Weak (W - 1), Adequate (A - 2), or Strong (S - 3) the Manning School of Business strives to have our students perform at an “Excellent” level.	
Summary of Results Against Internal Performance Benchmarks:	
Oral Presentation Skills: Learning Objectives/Findings	
<ol style="list-style-type: none"> 1. Identify and adapt to audience needs? W = 4.55%; W to A = 9.09%; A = 38.64%; A to S = 9.09%; S = 38.64% 2. Have a clear purpose? W = 2.27%; W to A = 0%; A = 50.00%; A to S = 2.27%; S = 45.45% 3. Convey an effective introduction? W = 0%; W to A = 4.55%; A = 47.73%; A to S = 6.82%; S = 40.91% 4. Develop a sequential series of logical arguments? W = 2.23%; W to A = 4.65%; A = 34.88%; A to S = 13.95%; S = 44.19% 5. Use factual support effectively and correctly? W = 0%; W to A = 2.27%; A = 29.55%; A to S = 9.09%; S = 59.09% 6. Convey an effective conclusion? W = 30.77%; W to A = 0%; A = 43.59%; A to S = 0%; S = 25.64% 7. Engage the audience by using a fluent conversational style? W = 4.55%; W to A = 13.64%; A = 36.36%; A to S = 6.82%; S = 38.64% 8. Integrate visual support and presentational technologies effectively? W = 2.33%; W to A = 6.98%; A = 34.88%; A to S = 11.63%; S = 44.19% 	
Writing Skills: Learning Objectives/Findings	
<ol style="list-style-type: none"> 1. Identify and adapt to audience needs? W = 0%; W to A = 7.14%; A = 67.86%; A to S = 7.14%; S = 17.86% 2. Have a clear purpose? W = 0%; W to A = 0%; A = 46.43%; A to S = 7.14%; S = 46.43% 3. Convey an effective introduction? W = 7.14%; W to A = 10.71%; A = 28.57%; A to S = 14.29%; S = 39.29% 4. Develop a sequential series of logical arguments? W = 3.57%; W to A = 7.14%; A = 53.57%; A to S = 10.71%; S = 25.00% 5. Use factual support effectively and correctly? W = 25.00%; W to A = 10.71%; A = 35.71%; A to S = 7.14%; S = 21.43% 6. Convey an effective conclusion? W = 25%; W to A = 7.14%; A = 35.71%; A to S = 7.14%; S = 25% 7. Use proper grammar, punctuation, and business writing format? W = 28.57%; W to A = 3.57%; A = 21.43%; A to S = 14.29%; S = 32.14% 	
Date of Review of Results by Program or Major: The UPC of the Manning School of Business will evaluate the results in September of 2012.	

Scheduled next assessment of this/these Learning Objective(s): TBD

Date of review by Responsible Associate Dean(s): July 2012

Brief Self-Assessment of Process Used

Strengths: I would have liked to have more assessors involved and a greater sample size.

Opportunities for Improvement: Refine the rubric to have performance levels of “Poor”, “Fair”, “Good” and “Excellent”

Summary thoughts of assessors:

Writing Skills:

Witts:

Some students do not understand basic sentence structure
Grammar is an issue

Thompson:

Many students were unable to provide a conclusion
Most students did not understand what constitutes a memo
No use of subheadings
Too many large bodies of text

Presentation Skills:

Slide formatting – too many words on each slide
Too many students read the entire slide
Poor introductions & conclusions

UPC RECOMMENDATIONS:

We will reassess this learning goal in Spring 2013.