

Assurance of Learning Program

Assurance of Learning Program

The Assurance of Learning Program (ALP) was initiated during the Fall 2004 Faculty Retreat. From that meeting the program has evolved into a program that demonstrates accountability and drives continuous improvement in our BBA, BS, BA and MBA programs.

Assurance of Learning Program Goal:

To facilitate the continuous improvement in student learning

Faculty discussions concerning the development and implementation of the Francis Marion University Assurance of Learning Program expressed four principles which have driven and tempered our program.

- Student learning is critical to the successful completion of our mission.
- Student learning is integrated throughout our curriculum.
- Measurement and evaluation of student learning is an integrated process.
- The key to meeting the needs of our students and our business community is continuous improvement

Explanation of principles follow in Section 1.

The components of the Assurance of Learning Program are:

- Assessment Process: Goals, Learning Outcomes, Measurement, Actions
- School of Business Faculty Involvement and Actions
- School of Business Faculty Committees
- Administrative/Financial Support
- Communication
- Continuous Improvement Actions

Explanation of components follow in Section 2.

Section 1: Principles

Student learning is critical to the successful completion of our mission.

The Mission for the University includes the following:

.....Since our highest priority is **excellence in teaching and learning**, we believe that intellectual inquiry and analysis by students and faculty members is essential. ... Our goal of an academic experience built on inquiry and research as well as the transmission of information allows students **to develop their ability to think and communicate, to gain the knowledge and skills to pursue a career or further study, to appreciate the creativeness of the human mind, to be aware of the human and natural environment of the world, and to have the capacity to pursue a life of learning and understanding...**

The Mission for the School of Business includes the following:

The School of Business at Francis Marion University strives to provide learning opportunities for students from a range of backgrounds and transform them into globally competitive business men and women.

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We teach students to think logically, communicate effectively, develop an understanding and appreciation of the global business environment, and follow high ethical standards. Our students develop conceptual and analytical skills needed to be successful leaders in both private and public institutions.

A key initiative detailed in the 2009- 2014 strategic plan is

Continuous improvement in providing high-quality learning opportunities with emphasis upon the development of students who think logically, appreciate creativity, communicate effectively, understand and appreciate the global business environment, and are guided by high ethical standards.

As the missions and key initiative indicate student learning is the priority of our University and the FMU School of Business. Additionally, faculty must provide support for excellence in teaching for both promotion and tenure.

Student learning is integrated throughout our curriculum.

The FMU and School of Business missions' emphasis upon student learning provided a foundation for our learning goals. Our faculty recognizes and accepts their role of impacting each student's learning outcomes. It is the faculty role, not just administrators or students who influence learning.

Learning goals are the culmination of faculty efforts to integrate the internal expectations of our faculty regarding learning with the external demands of the business environment. These learning goals are integrated throughout the curriculum.

Measurement and evaluation of student learning is an integrated process.

An on-going integrated process is necessary to insure student learning. The Assurance of Learning Program involves numerous parties with specific responsibilities but all involved in a cycle of planning, evaluating and decision making. Diagram A illustrates and the process is detailed in Section 2.

The key to meeting the needs of our students and our business community is continuous improvement is

The business environment requires students who are prepared to successfully compete and contribute to organizations. The needed professional skills and competencies are changing as our business community changes. Students are entering our programs with different learning styles, experiences and demands. To successfully contribute to the business environment our faculty must provide skillful and productive graduates. Our Assurance of Learning Program provides the process for achieving our mission.

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Section 2: Components

The components of the Assurance of Learning Program are:

- Assessment Process
Mission Driven Goals, Learning Outcomes, Measurement
- School of Business Faculty Involvement and Actions
- School of Business Faculty Committees
- Administrative Support
- Communication
- Continuous Improvement Actions

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Assurance of Learning Program: Assessment Process: Mission Driven Goals

The Assessment Process incorporates mission driven goals, learning outcomes and measurement. Refer to ALP Appendix for documentation of development from Fall 2004 to current. The process has now evolved into an approach that is regular, systematic, and on-going.

2008 – 2009 Linkage of FMU Mission, School of Business Mission, and Learning Goals

FMU Mission	School of Business Mission	Learning Goals for School of Business
<i>highest priority is excellence in teaching and learning,</i>	<i>Our small classroom environment promotes interaction among students and faculty</i>	
<i>to develop their ability to think and communicate,</i>	<i>teach students to think logically, communicate effectively</i>	Our students will be able to effectively communicate orally and in writing.
<i>to gain the knowledge and skills to pursue a career or further study,</i>	<i>conceptual and analytical skills needed to be successful leaders</i> <i>be guided by high ethical standards</i>	Our students will have conceptual and analytical skills to analyze and solve managerial problems. Our students will have an understanding of ethical perspectives and be guided by high ethical standards. Students will know the core concepts within each business discipline: accounting, business economics, finance, management, management information systems, and marketing.
<i>to appreciate the creativeness of the human mind,</i>		Our students will utilize creativity in the solving of managerial problems.
<i>to be aware of the human and natural environment of the world, and to have the capacity to pursue a life of learning and understanding</i>	<i>develop an understanding and appreciation of the global business environment</i>	Our students will have an understanding and appreciation of the global business environment

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Assurance of Learning Program: Assessment Process: Goal Driven Learning Outcomes

Learning Outcomes for each goal were developed by faculty.

2008 – 2009 Student Learning Outcomes		
Learning Goals for School of Business	<i>All students in all majors should:</i>	Courses which contain learning outcomes related to the goal
Our students will have conceptual and analytical skills to analyze and solve managerial problems.	Demonstrate conceptual and analytical skills to solve managerial problems	Bus 150, Act 201, Act 202, Bus 205, Econ 203, Econ 204, Fin 341, Mgt 308, Mgt 351, Mgt 327, Mkt 331, Bus 458
Our students will be able to effectively communicate orally and in writing.	Effectively communicate orally and in writing	Bus 150, Act 202, Bus 205, Econ 203, Econ 204, Mgt 351, Mgt 327, Mkt 331, Bus 458
Our students will have an understanding of ethical perspectives and be guided by high ethical standards.	Demonstrate understanding of ethical issues, stakeholders and implications of decisions	Bus 150, Bus 206, Act 202, Fin 341, Mgt 351, Mgt 327, Mkt 331, Bus 458
Our students will have an understanding and appreciation of the global business environment.	Demonstrate understanding and application of the global business environment	Bus 150, Act 202, Econ 203, Econ 204, Fin 341, Mgt 308, Mgt 351, Mgt 327, Mkt 331, Bus 458
Our students will utilize creativity in the solving of managerial problems.	Demonstrate the utilization of creativity in the solving of managerial problems	Bus 150, Act 202, Mgt 308, Mgt 351, MIS 327, Mkt 331, Bus 458
Students will know the core concepts within each business discipline: accounting, business economics, finance, management, management information systems, and marketing.	Demonstrate application of the core concepts within each business discipline: accounting, business economics, finance, management, management information systems, and marketing	Bus 150, Fin 341, Mgt 308, Mgt 351, Mgt 327, Mkt 331, Bus 458

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Assurance of Learning Program: Assessment Process: Measurement

The measurement process utilizes direct and indirect measures including rubrics, ETS exams and surveys. The measurement process is implemented in the capstone course each fall and spring semester.. This allows every student to have the opportunity for assessment. The professor is not responsible for the collection or analysis. The rubrics, ETS exams and surveys are evaluated and summarized by the Assurance of Learning Committee. The committee reports the information to the Dean, to the Curriculum Committee and to the School of Business faculty.

Rubrics for the measurement process were developed by faculty. The rubrics are continuously evolving. Refer to ALP documentation for Measurement Process Development Summary, direct measures and indirect measure.

During Spring/Fall 2007 an attempt was made to measure all goals each semester. This attempt resulted in the recognition that not all rubrics were measuring the goal effectively. The committee felt that the measurement process needed more attention. The Spring 2009 plan is the culmination of effort to develop relevant measuring tools. The committee considers this plan as feasible and effective.

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2009 Measurement Process		
Goal	Measurement Process	Communication of Results
Students will demonstrate the ability to think logically and analytically	<p>Direct: Rubric used with imbedded test questions in MGT 458 Fall and Spring semesters.</p> <p>Indirect: Measure of student's attitude by survey is collected by all students enrolled in MGT 458 each semester. Students are asked to assess the extent to which they believe their skills have improved due to the SOB</p>	Results communicated to Dean, to the Curriculum Committee, to the faculty, to the University committee for Assurance of Learning and to the public each spring semester.
Students will be effective communicators	<p>Direct: Rubric used with video of presentations in MGT 458 Fall and Spring semesters.</p> <p>Rubric used with written response on survey Fall and Spring semesters.</p> <p>Indirect: Measure of student's attitude by survey is collected by all students enrolled in MGT 458 each semester. Students are asked to assess the extent to which they believe their skills have improved due to the SOB</p>	Results communicated to Dean, to the Curriculum Committee, to the faculty, to the University committee for Assurance of Learning and to the public each spring semester
Students will understand and appreciate the global environment	<p>Direct: Rubric used with imbedded test questions in MGT 458 Fall and Spring semesters.</p> <p>Indirect: Measure of student's attitude by survey is collected by all students enrolled in MGT 458 each semester. Students are asked to assess the extent to which they believe their skills have improved due to the SOB</p>	Results communicated to Dean, to the Curriculum Committee, to the faculty, to the University committee for Assurance of Learning and to the public each spring semester
Students will be guided by high ethical standards	<p>Direct: Rubric used with no-credit case analysis in MGT 458 Fall and Spring semesters.</p>	Results communicated to Dean, to the Curriculum Committee, to the faculty, to the University committee for Assurance of Learning and to the

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	<p>Indirect: Measure of student's attitude by survey is collected by all students enrolled in MGT 458 each semester. Students are asked to assess the extent to which they believe their skills have improved due to the SOB</p>	public each spring semester
Students will demonstrate conceptual and creativity skills	<p>Direct: Rubric used with no-credit assignment in MGT 458 Fall semester.</p> <p>Indirect: Measure of student's attitude by survey is collected by all students enrolled in MGT 458 each semester. Students are asked to assess the extent to which they believe their skills have improved due to the SOB</p>	Results communicated to Dean, to the Curriculum Committee, to the faculty, to the University committee for Assurance of Learning and to the public each spring semester
Students will know core concepts within each business discipline: accounting, business economics, finance, management, management information systems, and marketing.	<p>Direct: ETS exam given to all students enrolled in MGT 458 each semester.</p> <p>Indirect: Measure of student's attitude by survey is collected by all students enrolled in MGT 458 each semester</p> <p>Students are asked to assess the extent to which they believe their skills have improved due to the SOB</p>	Results communicated to Dean, to the Curriculum Committee, to the faculty, to the University committee for Assurance of Learning and to the public each spring semester

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Assurance of Learning Program: Assessment Process: Results

<p>Learning Goal: Our students will utilize creativity in the solving of managerial problems.</p> <p><i>Learning Outcome: Students will demonstrate the utilization of creativity in the solving of managerial problems</i></p>	<p>Measures/Results</p>	<p>2004 - 2008 Actions by Faculty for Continuous Improvement</p>
	<p>Direct Measure: Rubric analysis of student's response</p> <p>The creativity scores have ranged from a low of 40% and a high of 60% of the students being considered as meeting or exceeding expectations. The evaluators are not confident in their results because of the wide diversion of scores within the judges. The committee is attempting to correct this by better training of judges and possibly a new rubric.</p> <p>Indirect Measure: Exit Survey of students</p> <p>The trend for the exit survey is about 25% of our students do not consider their skill of creativity as being improved.</p>	<p>Dr. Joe Aniello presented a 20-minute discussion of the teaching of creativity during a faculty meeting Spring 2008.</p> <p>The faculty agreed that creativity should be a focus for improvement for Spring 2009 and Fall 2009.</p> <p>During the Spring 2009, MIS 327 (a core course) began to require specific assignment which requires creativity and conceptual skills.</p>
	<p>AOL Recommendations to Dean/Faculty</p>	<p>2009 – 2014 Strategic Plan (short-term actions)</p>
	<p>Support the efforts of Dr. Aniello for communicating techniques/learning opportunities for encouraging creativity.</p> <p>Dr. Aniello has agreed to develop a workshop for faculty to be presented in Fall 2009 and Fall 2011 concerning creativity. Dr. Aniello authored: Chapter 10 – Creativity: The All Purpose Business Tool (And Yes, It's Assessable Too!) "Assessment of Student Learning in Business Schools: Best Practices Each Step of the Way" Assessment in the Disciplines Volume 1, No.1 (2005) Edited by Kathryn Martell, Montclair State University Thomas Calderon, University of Akron Association for Institutional Research – AACSB</p>	<p>Provide a series of workshops concerning the best teaching methods for achieving our learning outcomes with special focus upon ethics, creativity and communication.</p> <p>Encourage faculty to continue integrating experiential learning into the classroom and applying for QEP grants.</p>

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	International Tallahassee, FL	
	Measures/Results	2004 - 2008 Actions by Faculty for Continuous Improvement
<p>Learning Goal: Our students will have conceptual and analytical skills to analyze and solve managerial problems.</p> <p>Learning Outcome: <i>Students will demonstrate conceptual and analytical skills to solve managerial problems</i></p>	<p>Direct Measure: Rubric : analysis of student's response to embedded questions</p> <p>Our students who correctly answer the problem often provide irrelevant information or do not organize the information. Students who do not correctly answer the problem seem to not identify the problem correctly. The percent of students who are performing at the "exceed expectations" is low.</p> <p>Direct Measure: ETS scores All measures which require analytical skills (e.g., quantitative) are lower than the national average.</p> <p>Indirect Measure: Survey The trend continues to be that less than 80% of the students consider their analytical and conceptual skills have improved significantly.</p>	<p>January 2007 faculty meeting, faculty discussed the trend in the ETS scores and the relevant rubric initial results.</p> <p>Fall 2007</p> <ul style="list-style-type: none"> • Course developed and approved by faculty: Production and Operations Management (MGT 355) • Approval of Production and Operations Management (MGT 355) for Core Business Curriculum. • Elimination of Management Science and Operations Management (MGT 308) as a core requirement. <p>MGT 355 taught for the first time: Spring 2009</p> <p style="padding-left: 40px;">Students in the MGT 355 course in Production and Operations Management take exams which focus on the ability of students to read problems, select the information required for the problem, then select and apply the equations and then interpret the results.</p> <p>2008 The consensus continues to be that the scores are a concern but the FMU performance does seem to be improving. It is thought that the replacement of Management Science and Operations (MGT 308) with Production and Operations Management</p>

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		<p>(MGT 355) will improve the scores to the Quantitative Business Analysis.</p> <p>Discussions concerning providing various learning opportunities for students continues.</p>
	AOL Recommendations to Dean/Faculty	2009- 2014 Strategic Plan (short-term actions)
<p>Learning Goal: Our students will have conceptual and analytical skills to analyze and solve managerial problems.</p> <p>Learning Outcome: <i>Students will demonstrate conceptual and analytical skills to solve managerial problems</i></p>	<p>Encourage faculty, specifically those who teach Business 205 and Business 150 to provide more opportunities for student development of the ability to think logically and analytically.</p> <p>Encourage faculty to provide learning opportunities which require decision making and justification of decisions.</p> <p>Encourage faculty to provide learning opportunities that all student interact with business professionals.</p>	<ol style="list-style-type: none"> 1. Encourage faculty to continue integrating experiential learning into the classroom and applying for QEP grants 2. Expand internship opportunities so that all qualified seniors can enroll in BUS 475. 3. Provide a mentor from the Florence business community to every qualified junior and senior through the Young Professionals-FMU organization. 4. Increase non-traditional learning opportunities via plant visits and speakers.

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	Measures/Results	2004 - 2008 Actions by Faculty for Continuous Improvement
<p>Learning Goal:</p> <p>Our students will be able to effectively communicate orally and in writing.</p> <p>Learning Outcome:</p> <p><i>Students will effectively communicate orally....</i></p>	<p>Direct Measure: Rubric analysis of student's oral presentation</p> <p>Overall, the trend for the 2007 - 2008 years is that 80% students meet expectations concerning oral communication. Areas which need to be improved include eye contact, elocution, mannerisms, and the use of notes.</p> <p>Exit survey for students enrolled in the Capstone course indicate consistently that more than 80% of the students consider their verbal communication skills to have significantly improved due to the BBA program.</p> <p>Indirect Measures: Exit Survey Internship Program Supervisor Survey</p>	<p>2008</p> <p>The consensus continues to be that the percentage of students who exceed expectations on the various criteria needs to be improved. And, even a small percent "does not meet expectations" is not acceptable.</p> <p>Discussions concerning providing various learning opportunities for students included potential learning opportunities. Faculty discussed various means for improving oral communications skills with focus upon presentation and conversational skills.</p> <p>At this time the immediate development or requirement of additional course is not recommended.</p> <p>Assurance of Learning recommended and the faculty agreed during the December 2008 retreat that communication would be a primary focus for the Spring 2009 and Fall 2009.</p>
	<p>AOL Recommendations to Dean/Faculty</p>	<p>2009- 2014 Strategic Plan (short-term actions)</p>
	<p>Encourage faculty to require formal oral presentations involving Power Point in courses where appropriate.</p> <p>Continue discussion with Mass Communication concerning</p>	<p>Provide a series of workshops concerning the best teaching methods for achieving our learning outcomes with special focus upon ethics, creativity and communication.</p>

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	<p>additional speech courses for business students.</p> <p>Support the marketing faculty in developing a workshop concerning power point development and oral presentation skills. The students enrolled in Mkt 331 would be required to attend the workshop. The oral communication rubric would be provided to the students. This should be incorporated into the MKt 331 (core course curriculum) by Fall 2009.</p>	<p>Encourage faculty to continue integrating experiential learning into the classroom and applying for QEP grants.</p>
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	Measures/Results	2004 - 2008 Actions by Faculty for Continuous Improvement
<p>Learning Goal:</p> <p>Our students will be able to effectively communicate orally and in writing.</p> <p>Learning Outcome:</p> <p><i>Students will effectively communicate In writing.</i></p>	<p>Direct Measure: Rubric analysis of student's written response</p> <p>Trend analysis for the 2007 - 2008 years is that students meet expectations concerning written communication. The percentage of students who exceed expectations is below 90%.</p> <p>Indirect Measure: Exit Survey</p> <p>Exit survey for students enrolled in the Capstone course indicate consistently that 70% of the students consider their written communication skills to have significantly improved due to the BBA program.</p>	<p>2008</p> <p>The consensus continues to be that the percentage of students who meet expectations is acceptable but the percent who exceed is not at the desired level. Areas which need to be improved include depth of discussion, clarity, and organization.</p> <p>The faculty discussions indicate that the FMU General Education requirement of at least 6 hours of composition is effective and additional required course work does not seem to be reasonable.</p> <p>Faculty discussions have centered on the process for including written assignments. A review of the Spring 2009 syllabi of core courses indicate that all of the courses require written assignments.</p>
	AOL Recommendations to Dean/Faculty	2009- 2014 Link to Strategic Plan (short-term actions)
	<p>Encourage faculty to provide feedback of written learning opportunities to students with focus upon depth, clarity and organization.</p>	<p>Provide a series of workshops concerning the best teaching methods for achieving our learning outcomes with special focus upon ethics, creativity and communication.</p> <p>Encourage faculty to continue integrating experiential learning into the classroom and applying for QEP grants.</p>

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	Measures/Results	2004 - 2008 Actions by Faculty for Continuous Improvement
<p>Learning Goal:</p> <p>Our students will have an understanding and appreciation of the global business environment.</p> <p>Learning Outcome: <i>Students will demonstrate understanding and application of the global business environment.</i></p>	<p>Direct Measure: ETS Score Trend analysis for 10 years indicate continuous less than national average concerning international issues..</p> <p>Direct Measure: Rubric Analysis of student's response Spring 2009</p> <p>Indirect Measure: Exit Survey Exit surveys for 2007 – 2008 indicate a consistent low percentage (60%) of the students consider their knowledge of the global environment has been improved.</p>	<p>The low ETS scores and the students' attitudes have been consistently a concern for the faculty.</p> <p>Discussions occurred among the Marketing and Management concerning a Business International course to replace the Management International course and Marketing International course. The conclusion was that this would not provide the specific majors with adequate coverage of relevant material.</p> <p>Discussion continues with the premise that a required course is not reasonable given the current requirements. Faculty are attempting to improve this by:</p> <ul style="list-style-type: none"> • Advising students to take the international courses in management, marketing or economics as an elective business course. • Encouraging students to participate in the International Exchange Program. (three students in Spring 2009 participated and this is highest number ever) <p>A panel discussion on International Etiquette held during Spring 2007 and Spring 2009 provided guest speakers from China, India, Mexico, Russia, and the Middle East. This event was open to all students, faculty, staff, and members of the community. School of Business faculty organized this event and encouraged all students to attend.</p>

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	AOL Recommendations to Dean/Faculty	2009- 2014 Link to Strategic Plan (short-term actions)
<p>Learning Goal:</p> <p>Our students will have an understanding and appreciation of the global business environment.</p> <p>Learning Outcome: <i>Students will demonstrate understanding and application of the global business environment.</i></p>	<p>Add abroad business course.</p> <p>Increase the number students from international exchange universities studying business at FMU.</p> <p>Encourage faculty to have executives with international experience interact with students.</p>	<p>Add at least one study abroad business course every summer for academic credit.</p> <p>Increase the number students from international exchange universities studying business and economics at FMU.</p> <p>Encourage faculty to have executives with international experience interact with students</p> <p>Encourage faculty to continue integrating experiential learning into the classroom and applying for QEP grants.</p>

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	Measures/Results	2004 - 2008 Actions by Faculty for Continuous Improvement
<p>Learning Goal: Our students will have an understanding of ethical perspectives and be guided by high ethical standards.</p> <p>Learning Outcome: <i>Students will demonstrate understanding of ethical issues, stakeholders and implications of decisions.</i></p>	<p>Direct Measure: Rubric analysis of student's response</p> <p>The prior semesters indicate that a satisfactory percent of our students meet expectations for demonstrating understanding of ethical issues, stakeholders and implications of decisions. However, the percentage of students who exceed expectations is less than 30%.</p> <p>Indirect Measure: Exit Survey</p> <p>The exit surveys for 2007 – 2008 which is distributed to all students enrolled in the Capstone course indicate that about 75% of our students consider their understanding of ethical issues as being improved.</p>	<p>The consensus continues to be that the percentage of students who meet expectations is acceptable but the percent who exceed is not at the desired level.</p> <p>The percentage (75%) that consider their understanding of ethical issues as being improved is a concern.</p>
	AOL Recommendations to Dean/Faculty	2009- 2014 Link to Strategic Plan (short-term actions)
	<p>Encourage faculty to provide more learning opportunities for ethical discussions. Specifically, the Bus 150, Acct 202 and Mkt 331 would be excellent environments for enhancing our ethical learning opportunities.</p>	<p>Provide a series of workshops concerning the best teaching methods for achieving our learning outcomes with special focus upon ethics, creativity and communication.</p> <p>Encourage faculty to continue integrating experiential learning into the classroom and applying for QEP grants.</p>

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Assurance of Learning Program: School of Business Faculty Involvement and Actions

Our faculty recognizes the importance of their role in the Assurance of Learning Program.

School of Business Faculty	School of Business Faculty Involvement and Actions
<p>Understands the purpose of the Assurance of Learning Program</p> <p>Accepts the faculty's role in developing and maintaining the program</p>	<p>Dr. Martell, a leader in assessment in schools of business, paid tribute to the manner in which the School of Business faculty embraced the challenges in developing this assurance of learning program.</p> <p>Time is dedicated to the discussion of the Assurance of Learning Program during faculty meetings and retreat. Refer to agendas/minutes of faculty meetings and retreats.</p> <p>Faculty is responsible for the Assurance of Learning Program.</p> <p>The Assurance of Learning committee is responsible for the development and documentation of the assessment process. The committee led the faculty in establishing of goals based upon our mission. After the faculty approved the goals, the committee insured that learning outcomes were developed for each goal, documented the integration of the goals within the curriculum and designed a measurement process. Since Fall 2004 the following faculty members have been members of this committee with various responsibilities: Aniello, Hughes, Johnson, and Lawrimore. Setzler was appointed to the committee in Spring 2009.</p> <p>Dr. Kay Lawrimore, appointed Director of Learning Assurance in January 2007, currently chairs the committee. Dr. Lawrimore attended three AACSB sponsored conferences during the 2007 – 2008 years to learn the best practices from other universities. She also attended a conference during Summer 2007 in Rock Hill, SC for local colleges and universities.</p>

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<p>Define learning goals</p>	<p>During the Fall 2004 the two-day retreat at the Wampee Retreat Center in Moncks Corner, SC. retreat, Dr. Kathryn Martell, led the discussion concerning the importance of an assurance of learning program. The faculty approved five learning goals based on our mission statement. The goals involved skills of analytical thinking, communication, global awareness, ethics, and creativity. Refer to ALP documentation.</p>
<p>Develops learning outcomes for each goal</p>	<p>Faculty members in each discipline discussed the goals, and appropriate learning outcomes. During the Spring 2007 each faculty member who taught a BBA course completed the Report of Student Output and The Report of the Learning Outcome for each goal for the core courses. Refer to ALP documentation.</p>
<p>Reviews the goals and the learning outcomes</p>	<p>During each Fall faculty are requested to review the goals and learning outcomes for appropriateness. Form ** requests this information. Each request for this information results in 100% compliance. Refer to ALP documentation.</p>
<p>Insures that the learning goals are integrated throughout our curriculum</p>	<p>Discussion occurs within disciplines and the Curriculum Committee reviews the integration of the goals within the curriculum. The members of the curriculum committee who are elected and represent all areas review the integration of the goals within the curriculum.. Refer to ALP documentation.</p>
<p>Communication</p> <p style="padding-left: 40px;">To students</p> <p style="padding-left: 40px;">To colleagues</p>	<p>Faculty includes the goals and learning outcomes on each syllabi. Refer to review of syllabi.</p> <p>Verbal and written reports are presented by the Assurance of Learning Committee and the School of Business Curriculum Committee to the faculty at faculty meetings. Refer to ALP documentation.</p>
<p>Continuous improvement by utilizing assessment information to set priorities and emphasis, design learning experiences, fulfill educational expectations, and to revise curriculum as necessary.</p>	<p>Our faculty considers student learning as a priority for our school. Faculty serve on formal committees and accept responsibility for student learning. Faculty utilizes information in decision making.</p>

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Assurance of Learning Program: School of Business Faculty Committees

Curriculum Committee

Composed of faculty representing each discipline and elected by the School of Business faculty, this committee reviews the assessment information and recommends action to the Assurance of Learning Committee and/or the faculty. Specifically, this committee reviews documentation for evidence that the learning experiences for the learning goals are integrated throughout the curriculum. This committee involvement began in Spring 2009 after recognizing that the distribution of information at faculty meetings may not be the most effective means for insuring curriculum review. The committee is requested to submit an evaluation of the data to the Dean.

Assurance of Learning Committee.

This committee appointed by the Dean represents the different disciplines in the School of Business. Established in fall 2004, the committee was originally chaired by the Associate Dean. The Fall 2004 charge to the committee was:

- specification of the goals
- the development of a process to assess the assurance of learning goals,
- utilization of the rubrics developed by the faculty to assess the goals
- test this process in fall 2005 and
- gather data for evaluation of the process, and
- refine the process to help close the gap between our planning and assessment activities.

Assurance of Learning Program: Administrative Support

The University and the School of Business provides financial and administrative support for achieving the goals of the Assurance of Learning Program. This support is illustrated by the following:

- Funding for ETS exam
- Scheduling of committee reports/discussion during faculty meetings and retreats
- On-going Staff support
- On-going centralized support for data collection and analysis
- \$2,600 funding for attendance at AACSB sponsored conferences and other needs
- Cooperation of scheduling of Capstone course in Media Auditorium

Assurance of Learning Program: Communication

Sharing of information is a critical element of the Assurance of Learning Program. All documentation and results are provided to the Dean, curriculum committee, School of Business faculty, to the university assurance of learning committee, the administration and to the public. Refer to ALP documentation for details.