

The background of the page features a large, faint watermark of the University of the Philippines seal. The seal is circular with a green border containing the text "UNIVERSITY OF THE PHILIPPINES" at the top and "EXCELSIOR" at the bottom. In the center of the seal is a shield with a sun rising over a landscape with a tree and a building.

SCHOOL OF BUSINESS AND
PUBLIC ADMINISTRATION

**OUTCOMES ASSESSMENT
PLAN**

BACHELOR OF BUSINESS ADMINISTRATION
PROGRAM

JUNE 2010

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OUTCOMES ASSESSMENT PLAN

INTRODUCTION

The University of Guam is committed to assessment of its programs to ensure student learning is effectively taking place, as part of its overall academic planning initiatives. This coincides with its commitment towards institutional effectiveness and academic quality through its accrediting body, the Western Association of Schools and Colleges (WASC). In line with this commitment, the School of Business and Public Administration, under the auspices of the College of Professional Studies, will strive to ensure continuous improvement of student learning outcomes are achieved and maintained.

Since 1998, the School of Business and Public Administration (then, the College of Business and Public Administration) at the University of Guam achieved specialized accreditation for its business degree programs through the International Assembly for Collegiate Business Education (IACBE). The administration, faculty, and the SBPA Advisory Council are committed to maintaining this status with this valuable accreditation body.

The School of Business and Public Administration has devised this plan to ensure ongoing assessment of student learning outcomes. The administration, faculty, and staff of the School are committed to providing the necessary support to ensure continuing excellence in our business education through the establishment of an assessment process, implementation of this process, and making the necessary improvements to achieve this. The senior administration of the University of Guam is committed to providing the additional resources required to align school-level assessment goals with university-wide assessment goals, in concert with its institutional accreditation initiatives.

MISSION AND BROAD-BASED GOALS

University of Guam Mission

The following institutional mission was approved by the Board of Regents on August 20, 1998: Requested from Cathleen Moore Lin 6/8/10

"Ina, Diskubre, Setbision--To Enlighten, To Discover, To Serve."

The University of Guam is a US accredited, regional, Land Grant institution. It is dedicated to the search for and dissemination of knowledge, wisdom and truth.

The University exists to serve its learners and the communities of Guam, Micronesia, and the neighboring regions of the Pacific and Asia.

The University prepares learners for life by providing the opportunity to acquire knowledge, skills, attitudes, and abilities through the core curriculum, degree programs, research and outreach.

At the Pacific crosscurrents of the East and West, the University of Guam provides a unique opportunity to discover and acquire indigenous and global knowledge.

SBPA Mission

The mission of the School of Business and Public Administration (SBPA), a teaching institution, reviewed as of 2006 and revisited in November 2009 is:

We are the regional center for education, development, and research in business and government. Our core values promote ethical and socially responsible leadership throughout the Western Pacific.

The SBPA mission relates to and supports the University of Guam mission. As a Land Grant institution, the University provides programs and outreach opportunities that integrate SBPA and its students into the fabric of the community and the development of regional economies. The liberal arts setting and General Education requirements of the University are integral to SBPA professional degree programs and curricula. In November 2008, the University reestablished its Assessment Committee (UAC) whose first task was to develop the university wide student learning goals (also referred to as “Institutional Student Learning Objectives (ILOs)”). See Appendix A for a review of how SBPA’s BBA Program Learning Goals are aligned with the University’s goals.

In its commitment to teaching, service and research, SBPA is foremost a teaching School dedicated to the success of its students by providing quality undergraduate degree programs in business administration (with concentrations appropriate to the region), accounting, criminal justice and public administration, and graduate degree programs in business administration and public administration. Faculty members are evaluated primarily on classroom performance, and secondarily on service and research (including consulting).

The School is a repository of knowledge for economic and business issues, where scholarship and service support and enhance its educational programs. The School encourages its faculty to undertake applied research and provide community and university services for the benefit of business and public administration in the region. Faculty make intellectual contributions primarily through applied research associated with professional consulting, articles on applied subjects, pedagogical innovation and research, curriculum/instructional materials, and other scholarship. The School plays an important role in providing needed services to the community and university through small business development, conferences, seminars, professional consulting and technical assistance to business and government.

In looking forward the School espouses ten core values that relate to its mission, students and vision of the future:

- Academic quality
- Graduates who can compete globally, think strategically, and are responsive to change
- Critical thinking supported by strong fundamental skills
- Cultural diversity
- Social responsibility
- Development of Guam and the Western Pacific region
- Currency and excellence in thought and action
- Lifelong learning and growth
- Teamwork
- Hard work, dedication and continuous improvement.

In order to achieve this mission, the following goals have been generated by the faculty of the School for its degree programs:

PROGRAM GOALS

Bachelor of Business Administration (BBA) Program

In accordance to its revised mission, the members of the faculty of the School have agreed during 2005 on the following general knowledge and management capabilities learning goals, for students in the Bachelor of Business Administration (BBA) degree program : Requested from Lillian Chargualaf 6/8/10

General Knowledge

The BBA degree program is designed to generate general knowledge of Students in the following core areas:

- BBA 1: Develop a general understanding of all facets of business operations and activities;
- BBA 2: Develop knowledge and competencies in a business field or area of concentration;
- BBA 3: Recognize how legal, regulatory and political environments affect business decisions;
- BBA 4: Develop and appreciate an understanding of diversity, regional, and global issues in multicultural settings.

Management Capabilities

Students will be expected to develop the following management capabilities, and demonstrate these capabilities through the following goals and objectives:

BBA 5: Demonstrate effective managerial communication abilities.

Students will demonstrate effective achievement of this goal by performing all of the following objectives:

- Objective 5.1: Effectively write a technical report.
- Objective 5.2: Effectively write a case report.
- Objective 5.3: Effectively write a (academic) research report.
- Objective 5.4: Effectively write a policy brief.

BBA 6: Demonstrate critical thinking and analytical skills.

Students will demonstrate effective achievement of this goal by performing all of the following objectives:

- Objective 6.1: Solve problems through case analysis work.
- Objective 6.2: Demonstrate sound analysis of problems, and generate and select among alternatives.
- Objective 6.3: Able to arrive at strategic solutions.

BBA 7: Demonstrate competency in information technology.

Students will demonstrate effective achievement of this goal by performing all of the following objectives:

- Objective 7.1: Use certain basic application programs.
- Objective 7.2: Able to assess technical needs and evaluate related issues, and make use of resources.
- Objective 7.3: Recognize limitations and alternative software applications in making business decisions.

BBA 8: Demonstrate a close interaction with the business community.

Students will demonstrate this goal through at least two of the following objectives:

- Objective 8.1: Perform effectively in a student organization or community business

organization.

Objective 8.2: Attend a conference in relevant field.

Objective 8.3: Perform effectively in a relevant internship.

Objective 8.4: Engage in a project with a business organization.

Objective 8.5: Successfully participate and perform in a practicum project.

Objective 8.6: Develop case studies on local businesses or entrepreneurs.

BBA 9: Demonstrate ability to gather and synthesize information for business management problems.

Students will demonstrate this goal by effective demonstration of either one, or a combination of, the following:

Objective 9.1: Thorough and deep analysis of issues in projects.

Objective 9.2: Well thought out, complete, and market research projects.

Objective 9.3: Well thought out, complete, and business case evaluation study, or policy study.

Objective 9.4: Well thought out, complete, and strategic plan.

BBA 10: Identify alternative solutions for business management problems and articulate opportunities.

Students will demonstrate effective achievement of this goal by performing one, or a combination of, the following objectives:

Objective 10.1: Develop a strategic plan.

Objective 10.2: Participate in research study.

Objective 10.3: Produce a peer-reviewed publication.

BBA 11: Demonstrate teamwork and leadership experience.

Students will demonstrate effective achievement of this goal by performing one, or a combination of, the following objectives:

Objective 11.1: Participate in successful group project.

Objective 11.2: Plan and execute conference or workshop.

Objective 11.3: Participate successfully in a student group organization as an officer or coordinator.

Objective 11.4: Participate in colloquia.

Objective 11.5: Collaborate with faculty on a peer-reviewed publication.

In November 2009, the BBA faculty revised its program learning goals to make them more amenable for assessment by rewording some goals so that they are more readily measurable as well as reducing the number of goals to make assessment more manageable. The current BBA program learning goals can be found in Appendix B.

STUDENT LEARNING OUTCOMES

Direct and Indirect Measures

Below are the direct and indirect measures that are used at the School of Business and public administration to assess student learning outcomes.

Direct Measures:

- Successful completion of business capstone course
- Successful completion of concentration capstone course
- Comprehensive Business Exam
- Pre-test and Post-test course assessment surveys (various courses)

- Day At Work Simulation and portfolio
- Business Simulation/Game, with national benchmarking
- Written reports evaluated using rubrics
- Industry Analysis and Forecast
- Case Study Development
- Website Development

Indirect Measures:

- The Minute Paper
- Survey of audience at student conferences, industry analysis and forecast presentations, in-class guest speakers
- Pre and Post-Course Student Learning Surveys
- Employer satisfaction surveys
- Alumni (Graduate Follow-up) Survey
- Recognition of students/student organizations by local businesses

BBA Program Learning Goals	Direct Assessment		Indirect Assessment	
	Course-level	Program-level	Course-level	Program-level
GENERAL KNOWLEDGE CAPABILITIES:				
BBA1: Develop a general understanding of all facets of business operations and activities	Day at Work (BA240) Business Plan (BA380)	Comprehensive Business Exam Peer-reviewed publication of case studies of local businesses/entrepreneurs	The Minute Paper Exam	
BBA2: Develop knowledge and competencies in a business field or area of concentration	Pre/Post Tests (BA110, 200, 241, 320) Day at Work (BA240) Case Study and Simulation (BA260) Business Plan (BA380) Website Development (BA380) Country Report (BA420) Team Research Report (BA440)	Comprehensive Business Exam Peer-reviewed publication of case studies of local businesses/entrepreneurs	The Minute Paper Exam	
BBA3: Recognize how legal, regulatory and political environments affect business decisions	Pre/Post Tests (BA110, LW442) Country Report (BA420)	Comprehensive Business Exam Industry Analysis and Forecast Peer-reviewed publication of case studies of local businesses/entrepreneurs		Survey of audience at student conferences and industry analysis and forecast
BBA4: Develop and appreciate an understanding of diversity, regional, and global issues in multicultural settings	World is flat presentations (BA260) Pre/Post Test (BA341) Country Report (BA420)	Comprehensive Business Exam-International Business section		

	Team Research Report (BA440)			
BBA Program Learning Goals	Direct Assessment		Indirect Assessment	
	Course-level	Program-level	Course-level	Program-level
MANAGEMENT CAPABILITIES:				
BBA5: Demonstrate effective managerial communication abilities	Current Events report (BA110) Day at Work (BA240) In-Class Presentations (BA260, BA333, BA440) Conference (BA380) Business Plan (BA380) Written reports (BA420, BA440)	Industry Analysis and Forecast Peer-reviewed publication of case studies of local businesses/entrepreneurs		Survey of audience at student conferences and industry analysis and forecast
BBA6: Demonstrate critical thinking and analytical skills	Pre/Post Tests (BA110, BA200, LW442) Current Events report (BA110) Day at Work (BA240) Business Plan (BA380) Written reports (BA420, BA440)	Comprehensive Business Exam Industry Analysis and Forecast Peer-reviewed publication of case studies of local businesses/entrepreneurs	The Minute Paper	Survey of audience at student conferences and industry analysis and forecast
BBA7: Demonstrate competency in information technology	Pre/Post Test (BA130, BA200) Simulation (BA260, BA480) Presentation (BA260, BA333) Research Projects (BA330, BA333) Website Development (BA380)			
BBA8: Demonstrate a close interaction with the business community	Guest speakers invited to various courses Internships (BA???)	Industry Analysis and Forecast Peer-reviewed publication of case studies of local businesses/entrepreneurs	Recognition of students/student organizations by local businesses	Survey of audience at student conferences and industry analysis and forecast
BBA9: Demonstrate ability to gather and synthesize information for business management problems	Day at Work (BA240) Simulation (BA260, BA480) PowerPoint Presentations (BA260)	Industry Analysis and Forecast Peer-reviewed publication of case studies of local businesses/entrepreneurs	The Minute Paper	Survey of audience at student conferences and industry analysis and forecast

	Business Plan (380)			
BBA10: Identify alternative solutions for business management problems and articulate opportunities	Day at Work (BA240) Simulation (BA260, BA480) PowerPoint Presentations (BA260) Business Plan (380)	Industry Analysis and Forecast Peer-reviewed publication of case studies of local businesses/entrepreneurs	The Minute Paper	Survey of audience at student conferences and industry analysis and forecast
BBA11: Demonstrate teamwork and leadership	Day at Work (BA240) Simulation (BA260, BA480) PowerPoint Presentations (BA260) Business Plan (380)	Industry Analysis and Forecast Peer-reviewed publication of case studies of local businesses/entrepreneurs	The Minute Paper	Survey of audience at student conferences and industry analysis and forecast

Evidence of Assessment Activities can be found in Appendix F.

Intended Outcomes

Below in tables 1 and 2 are the measures, assessment tools, and intended outcomes that will help to assess that certain student learning outcomes have been achieved, based on the “knowledge” and “management capabilities” goals discussed above.

Students will demonstrate achievement of program learning goals through any combination of the following measures:

Table 1 – Assessment Tools

Direct Measures:	Assessment Tool:
1. 90% of business majors will successfully complete (with a grade of 70% or better) the business capstone course.	Comprehensive Examination & Capstone Project
2. 90% of business majors will successfully complete (with a grade of 70% or better) their Concentration capstone course.	Comprehensive Examination & Capstone Project
3. 50% of business students will successfully complete (with a grade of 80% or better) an internship within their concentration/major.	Internships and positive employer evaluations
4. 50% improvement of faculty scholarship output.	Individual Faculty’s Annual Self-Evaluation
5. Case study development	Local Case Study Publication
6. Statistically significant increase in scores or 90% of students scoring 70% and up	Customized Pre/Post Tests
7. Comparable to peer group’s performance	Standardized Pre/Post Tests
8. Positive feedback from the Evaluation Team	Day At Work Simulation and Portfolio
9. Comparable to peer group’s performance	Comprehensive Examination
10. Comparable to peer group’s performance	Business simulation/game with national benchmarking
11. Satisfactory performance based on rubric	Written reports, in-class presentations
12. Satisfactory performance based on rubric	Website Development
Indirect Measures:	Assessment Tool:
1. Satisfactory participation of individual students	The Minute Paper (student’s in-class survey)
2. 80% of business students will be satisfied with their business educational experience at SBPA.	Annual Student Satisfaction Survey
3. Satisfactory feedback, especially on the question of how likely the respondent would be willing to hire the student/group presenter	Survey of audience at student conference and industry analysis and forecast presentations

4. 80% of employers will be satisfied with our business students/graduates.	Employers' Satisfaction Survey
5. 80% of internship employers will be satisfied with our business students/graduates.	Internship Employers' Satisfaction Survey
6. 80% of business students will note a positive learning experience.	Bi-annual Pre and Post Course Student Learning Surveys
7. Employers within the business community and the general population (80%) will be satisfied with business programs and our business graduates.	Stakeholder Satisfaction Survey (alternating years)
8. 80% of business graduates will be satisfied with their business educational experience and find employment in their area of concentration/major or a related business field.	Alumni Survey (alternating years)

Table 2 – Intended Outcomes

Type of Measure	Intended Outcomes
Direct Measures:	
1. Successful completion of business capstone course	Achievement of "General Knowledge" learning goals BBA1, BBA2, BBA3 and BBA4 and "Managerial Capabilities" learning goal BBA6
2. Successful completion of concentration capstone course.	Achievement of Objective 5.2 of "Management Capabilities" learning goal BBA5 in terms of demonstrating proficiency in declared functional business area through a computer (business) simulation exercise.
3. Internship employer satisfaction surveys	Achievement of "General Knowledge" learning goals BBA1, BBA2, BBA3 and BBA4 and "Management Capabilities" learning goals BBA5, BBA6, BBA7, BBA9, BBA10 and BBA11.
4. Individual Faculty's Annual Self-Evaluation	Improvement of faculty scholarship.
5. Local Case Study Publication	Achievement of "General Knowledge" learning goals BBA1, BBA2 and BBA 3 and all "Management Capabilities" learning goals, except BBA7.
6. Customized Pre/Post Tests	Achievement of "General Knowledge" learning goals and "Managerial Capabilities" learning goals that are relevant to the course. Measures existing knowledge about a course at the start of the semester, and measures what new knowledge was learned (learning outcomes) by the end of the semester. Assessment results are gathered over several semesters to find a trend/pattern.
7. Standardized Pre/Post Tests	Achievement of "General Knowledge" learning goals and "Managerial Capabilities" learning goals that are relevant to the course. Measures existing knowledge about a course at the start of the semester, and measures what new knowledge was learned (learning outcomes) by the end of the semester. Students' progress over the semester is compared to a national benchmark.
8. Day At Work Simulation and Portfolio	Achievement of "General Knowledge" learning goals BBA 1 and BBA 2 and "Management Capabilities" learning goals BBA5, BBA6, BBA9, BBA10 and BBA11.
9. Business simulation/game with national benchmarking	Achievement of "General Knowledge" learning goal BBA 2 and "Management Capabilities" learning goals BBA7, BBA9, BBA10 and BBA11. Students' performance are ranked against peers in the nation.
10. Written reports	Achievement of "Management Capabilities" learning goals BBA5 and BBA6.
11. In-class presentations	Achievement of "Management Capabilities" learning goals BBA5.
12. Website Development	Achievement of "General Knowledge" learning goal BBA2 and "Managerial Capabilities" learning goal BBA7.
Indirect Measures:	
The Minute Paper (student's in-class survey)	Achievement of "General Knowledge" learning goals BBA1 and BBA 2 and "Management Capabilities" learning goals BBA6, BBA9, BBA10 and BBA11.
Survey of audience at student conference and industry	Achievement of "General Knowledge" learning goal BBA3

analysis and forecast presentations	and all "Management Capabilities" learning goals except BBA7.
Annual Student Satisfaction Survey	Business student satisfaction
Employers' Satisfaction Survey	Administered to employers of BBA graduates to solicit information on quality of employees' education, comparative perceptions of employees' career preparation with other employees, and preferred academic skills of employees (for SBPA to consider in improving BBA program).
Internship Employers' Satisfaction Survey	Administered to employers of BBA students who are completing internships to solicit information on quality of employees' education, comparative perceptions of employees' career preparation with other employees, and preferred academic skills of employees (for SBPA to consider in improving BBA program).
Stakeholder Satisfaction Survey (alternating years)	Administered to all stakeholders to the BBA program (faculty, administrators, students, advisory council, alumni, employers) to solicit information on effectiveness of program and to formulate strategic plans.
Alumni Survey (alternating years)	Administered to students who have completed their BBA academic program one year after graduation, with demographic information, employment status, quality of education, current employment satisfaction, and other factors.

Copies of surveys used to help assess student satisfaction and learning are included in Appendix C.

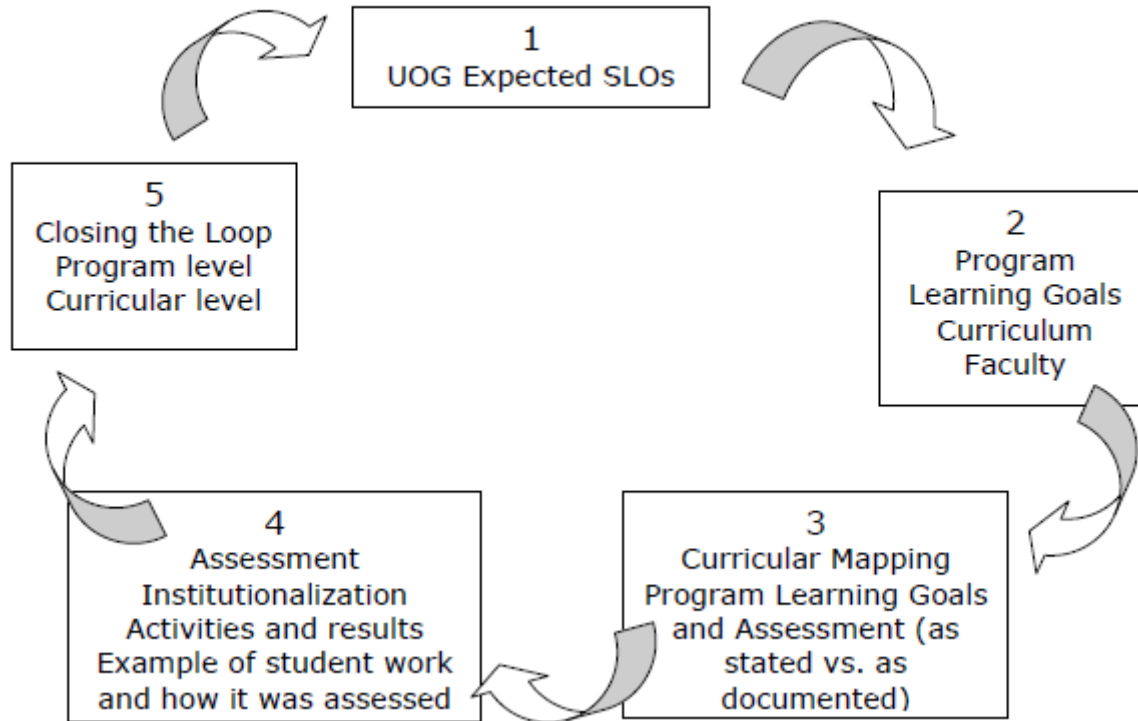
Intended outcomes are also measured through the use of outcomes assessment goal tables used to determine how each course within the business program meets the stated student learning goals. These are included in Appendix D.

Assessment activities and results are included in Appendix F and also available electronically from <http://www.uog.edu/dynamicdata/AssessmentSBPA.aspx?siteid=1&p=639>.

Assessment Rubrics

Program Level. Assessment at the program will be done by the Business Administration faculty (curriculum committee) as a whole using the Assessment Cycle/Loop below:

Assessment Process/Loop



University Expected SLOs are presented in Appendix A.

Program Learning Goals are presented in the Report as well as in Appendix B.

Curricular Mappings are presented in Appendix D.

Assessment Institutionalization are presented in the Report as well as in Appendix A. Assessment activities and results are presented in Appendix F.

Closing the loop are presented in Appendix G.

Table 3 provides the matrix that will be followed to plan and track assessment activities.

Table 3. Tracking of Program Assessment Activities

Assessment Activity	Process/Instrument Used	Date	Outcomes/Products	Next Steps	Person(s) in Charge
Revisited Old Mission and revised Program Learning Goals under Old Mission	A series of strategic retreats including administration, faculty, students, alumni, and business community representatives	Full day in November 2009 Half-day in December 2009 Full day in March 2010	New set of program learning goals for "Knowledge," and goals and objectives for "Management Capabilities"; updates and discussion on assessment activities and closing the loop; SWOT analysis of the current program	Continue efforts in assessment	Administrative Chair, Assessment Coordinator, in conjunction with Curriculum Committee (BA faculty) and Accreditation Coordinator
Review of program curricula by course and for the entire program	Meeting sessions with BA curriculum (faculty)	On-going	On-going	On-going	Administrative Chair, Assessment Coordinator, in conjunction with

	committee				Curriculum Committee (BA faculty) and Accreditation Coordinator
Closing the loop activities/taking corrective actions at course and program level based on assessment evidence	Course and program review by faculty	Previous program review in Fall/Spring 2005; next program review in Fall/Spring 2010	Changes in courses and proposed program changes	Will forward program and course recommendations to College AAC and then UOG Faculty Senate	Administrative Chair, program faculty

Course Level. Faculty has developed rubrics to assess student learning in the classroom. This is especially useful to determine if student learning outcomes have been achieved, as aligned with program learning goals. See Appendix E for samples.

Assessment Instruments

Faculty members have provided a sample of at least one assessment tool currently used to assess students' learning outcomes. Two faculty members are allocated a .25 load to assist in the collecting, documenting, and reporting of outcomes from assessment instruments, and make a report to the faculty within the Business Administration degree program. Copies of these assessment instruments can be found in Appendix C of this Plan.

BASIC SKILLS DEVELOPMENT PROGRAM

(Prepare a statement on the "Basic Skills" development program at your institution and in particular how this is administered within your academic business unit.)

"The goal of a University education is for students to learn not only how to make a living, but also how to live a productive and fulfilling life. It is the latter goal that distinguishes a University from a trade school. While courses in one's major field prepare a student for success in a chosen profession, the general education program helps to prepare one for success in life.

"This is the reason why baccalaureate degree students are required to complete at least 55 hours in the general education program."¹

"The Essential Skills category of the General Education program includes skill basic to academic success and to success in the professional world. These include the ability to clearly communicate complex thoughts and emotions through reading, writing, speaking and listening. Students also learn how to critically interpret quantitative data in mathematics courses."²

PERSONAL DEVELOPMENT PROGRAM

(Prepare a statement on the "Personal Development" program for your students and how this is administered within your academic business unit.)

Students in the Business Administration degree program are required to complete the advisement process with the appropriate faculty in their area of concentration. The advisement sheet features all requirements, including the option of students to complete a practical applications course in the areas of internship, entrepreneurship, or practicum.

¹ From the 2005/2006 University of Guam Undergraduate Catalog, p. 40.

² Ibid, p. 41.

EFFECTIVENESS MEASURES

Program Review. The School uses the University of Guam approved program review process to evaluate its respective programs. A thorough review of program faculty, course curricula, and student learning outcomes, stakeholder assessment, and situation analysis (SWOT) is conducted, to help faculty determine the programs' currency, relevancy to stakeholder needs, quality, and effectiveness in achieving program learning goals. This will be upcoming within the next couple of years.

University wide Annual Assessment Reports. As part of further institutionalizing across university units, the University Assessment Committee recommended and the Senior Vice President mandated in April 2009 that each academic program submit an annual assessment report to the committee around April 1st of every year. The first cycle of reports were submitted in April 2010.

SBPA Assurance of Learning Committee Established in 2006, the SBPA Assurance of Learning committee holds regular meetings (usually monthly) to discuss assessment. Discussions have evolved in the following manner:

- 2006-2007: Preliminaries/basic information about assessment, the assessment cycle, examples of assessment activities as well as creating the right mindset and a "culture of evidence"
- 2007-2008: Discussion regarding examples of assessment activities, looking for appropriate standardized tests, some early attempts toward course-level assessment activities
- 2008-2009: Importance of documenting assessment activities, presenting results to the Assurance of Learning committee for review, discussion and action, if any
- 2009-2010: Continuation of assessment documentation; some attempts at "closing the assessment loop"

Faculty Evaluations

Faculty evaluations are used as a basis to evaluate faculty's effectiveness in the classroom. Faculty may use multiple assessment instruments to help determine the achievement of program learning goals and objectives, according to students' perspectives.

Pre-Course and Post-Course Student Learning Experience Surveys

Students are provided an opportunity to assess their confidence levels in content and skill areas pertinent to the course, during the first week of the semester, and have an opportunity to assess their confidence levels in content and skill areas pertinent to the course, during the last week of the semester. This assessment process enables faculty to evaluate the progress made of each student in achieving program goals and learning objectives for the course.

Pre-Course and Post-Course Test on Knowledge and Skills Learned in the Course

Students are provided an opportunity to assess the knowledge and skills pertinent to the course, during the first week of the semester and again during the last week of the semester. This assessment process enables faculty to evaluate course-level learning by individual students and the class as a group. Individual faculty members have used this type of information to adjust their teaching method, course requirements, assigned textbook and other course materials, etc., as well as reporting the results to the Assurance of Learning Committee for review, discussion and recommended action.

Stakeholder Surveys and Feedback

The School conduct surveys among the general community, employers, and alumni every other academic year to assess its position, image, and effectiveness of the School and its programs. Additionally, the School has an Advisory Council that includes representatives from the local business community that provide input about our alumni and programs. The results of this feedback is incorporated into our program and course reviews to ensure alignment and relevance.

Local Case Study Publication

Case studies about local businesses or entrepreneurs are developed and prepared for peer review and publication in journals such as the *Journal of the International Academy for Case Studies* and the *International Journal of Entrepreneurship*. To-date, two issues of the former and one issue of the latter have been published. Some of the published cases have been presented in BBA classes and have been effective in illustrating important business concepts and experience, particularly because the case subject is local and thus familiar to our students.

Capstone Project

Graduating students are given the opportunity to synthesize all areas of business skills and knowledge they learned in the academic program and use them to generate a capstone project. This project requires students to work in groups and analyze as well as forecast a particular industry. At the end of the semester, students submit a final report and also make presentations in a student conference that is open to the public. Audiences at the conference have an opportunity to evaluate the students' presentations.

Preparation and Presentation of Business Plans

Students will work in teams to develop a business plan for a fictitious e-Business or as part of a business simulation game. The plan is then submitted in a written report and also presented in class. Both activities are assessed using grading rubrics.

Comprehensive Examinations

Graduating students are asked to take a standardized Comprehensive Business Exam that measures their learning in the following business areas:

- Accounting
- Finance
- Economic Environment
- Social Environment
- Legal Environment
- Management,
- International Business/Global Dimension
- Marketing.

Day at Work In-Class Simulation and Portfolio

Students are required to participate in an in-class simulation that encourages the achievement of team objectives. Positions in the organizational chart will be voluntarily filled, with each position carrying a certain degree of responsibility and commensurate rewards. A team is assigned to observe the activity and submit a report of its observations and recommendations.

Business simulation/game using computers/online resources with national benchmarking

Students in teams will participate in a computer simulation of a firm and will be required to make challenging management/marketing decisions. Performance of student teams is benchmarked against those by other teams across the nation.

Written reports

In several courses, students are required to submit a written report on our topic relevant to the course. Depending on the course, these written reports might be written individually or as a student team. Course-specific rubrics are used to evaluate the learning that students display through these written reports.

In-class presentations

In several courses, students are required to make presentations to the class. Some presentations are solo while others require student teams. Course-specific rubrics are used to evaluate the learning that students display through these written reports.

Website Development

Students, individually or as a team, will have the opportunity to create and present a website of their own design. The final results of this project are then presented in the class.

The Minute Paper (student's in-class survey)

Student participation requires them to analyze, comment, question, discuss, and build on others' contributions and not simply repeating facts, monopolizing class time, or ignoring the contributions of fellow participants. To gather feedback at the end of each class, the Minute Paper is maintained as a daily log of individual student's progress. This process allows the instructor to get regular feedback throughout the semester, not just after an exam or at the end of the semester, and be able to address any apparent weakness/difficulty in students' learning promptly and make corrective adjustments throughout the semester.

PLANNING AND BUDGETING INTEGRATION PROCESSES

(Explain how the outcomes assessment activities will be integrated into the institution's planning process.)

Outcomes assessment activities are included in the University's overall assessment initiatives, and in the School's strategic plan for accreditation. During the budget development phase for the University, the School submits a budget for the respective fiscal year that includes required expenditures for assessment and accreditation initiatives. The annual (fiscal year) budget items related to assessment needs are drawn from the School's accreditation plan.

Senior-level support for the School's assessment initiatives is evident at the level of the Senior Vice President of Academic and Student Affairs (SVPASA). The SVPASA reestablished the universitywide assessment committee (UAC) in November 2008. She has also funded purchase of an assessment software (TracDat) for use by all academic units, with SBPA and the College of Natural and Applied Sciences (CNAS) serving as pilot. These efforts are in support of its overall accreditation and assessment pursuit.

DEVELOPMENTS IN ASSESSMENT SINCE SPRING 2009

Institutionalizing Assessment

- July 2, 2009: WASC reaffirms UOG for next 8 years
- Fall 2009
 - UOG purchased assessment software, TracDat
 - University Assessment Committee reinstated the monthly "Faculty Assessment Mini-workshops", where three out of four workshops were provided by SBPA faculty.
- November 2009
 - SBPA held Strategic Assessment Retreat (full day), revisited SBPA Mission Statement and revised BBA Program Learning Goals; Link new BBA Program Learning Goals to University wide student learning objectives
 - Knowledge of and experience in assessment was included in the faculty job announcement and will be used as a criterion in evaluating prospective faculty
- December 2009: SBPA held Strategic Planning Retreat (1/2 day)
- March 2010
 - SBPA held Strategic Planning Retreat (full day); breakout meetings with other stakeholders (students, advisory council)
 - SBPA representatives attended TracDat overview workshop
 - SBPA Dean's Quality Initiatives was established; goal is for Dean to discuss with faculty by discipline regarding current and future assessment activities and implications for closing the assessment loop
- April 1, 2010: first sets of program-level annual assessment reports due
- April 9-10, 2010: SBPA representatives attended TracDat on-site training

Assessment Activities

- In 2009-2010, all existing assessment documents were presented, reviewed, discussed and acted on by the AOLC. For many of them, the action was to continue to gather more semesters of evidence in order to derive a trend/pattern prior to using the evidence to make major curricular changes and thus “close the assessment loop”.
- Two additional semester of results of Comprehensive Business Exam, evidence available now up to four semesters (up through Spring 2010) and some trends/patterns are beginning to emerge
- Second issue of faculty-student peer-reviewed journal publication of local case studies was completed and sent to publisher in May 2010
- First issue of peer-reviewed journal publication of case studies of local entrepreneurs was completed and sent to publisher in March 2010; two SBPA students contributed to issue as solo authors
- Pre/Post Test in BA110 (Dr. Ruane, Dr. Iverson, Prof. Larson) was phased out; action was approved by AOLC. Justification: After 6 semesters of data, results were consistent (i.e., comparable or better than national benchmark) regardless of semester and instructor);
- New assessment activity and results from Spring 2009 were reported to the AOLC in 2009-2010:
 - Case Development (Cases in Financial Auditing) in BA401
- New assessment activities were started in Fall 2009 in the following courses and had already been shared with the AOLC in 2009-2010:
 - Pre/Post Tests in BA200, BA201 and BA305
 - Pre/Post Tests in BA252, BA350 and BA352
- Activities are on-going in the following courses but need for course faculty to report recent results to AOLC:
 - BA130 (Dr. Law): Introduction to Computer Operations-Skills Assessment (since Fall 2004), Course Development and Assessment Planning, Learning Expectations and Learning Objectives
 - BA200 (Dr. Crisostomo): Principles of Financial Accounting-Pre/Post Test (since Summer 2008)
 - BA240 (Dr. Santos): Management-Day at Work (multiple semesters)
 - BA241 (Dr. Colfax): Human Resource Management-Pre/Post Test (since Spring 2008)
 - BA260 (Prof. O'Brien): Fundamentals of Marketing-Multiple Assessment Tools (multiple semesters)
 - BA320 (Dr. Taylor): Basic Business Finance-Pre/Post Test (since Spring 2009)
 - BA 320 (Dr. Thompson): Basic Business Finance –Pre/Post Test (since Spring 2009)
 - BA330 (Dr. Law): Information Technology and Networks for Business-Student Research (multiple semesters)
 - BA333 (Dr. Law): Management Information Systems-Student Research (multiple semesters); Research Guidelines
 - BA341 (Dr. Perez): International Business Environment-Global Awareness Test (since Spring 2008)
 - BA380 (Prof. O'Brien): E-Commerce-multiple assessment activities (since 2005)
 - BA421 (Dr. Taylor): Investment and Real Estate-Student Evaluation of Course Content (since Spring 2007); Pre/Post Test (since Spring 2009)
 - BA440 (Dr. Colfax): Organizational Behavior-Student Team Research, examples of "Green" Paper (since Fall 2008)

- BA480 (Dr. Santos): Business Game Simulation (since Fall 2006), Industry Analysis & Forecast-Conference Participants Feedback (since Fall 2008)
- LW442 (Prof./Justice Maraman): Business Law-Pre/Post Tests (since Fall 2008); Student Feedback on Course Learning (since Fall 2008)
- BBA Alumni Study

Overall Experience: What We Learned Regarding Assessment?

- Using Customized vs. Standardized Tests (decision: diversify assessment activities to include both types of tests)
- Assessing all vs. select courses (decision: target BBA foundation courses)
- Using Direct vs. Indirect Measures (consensus: direct measures are preferred but decision was to diversify assessment activities to include both types)
- Assessment by all or some faculty (generalized pattern: newer, tenure-track faculty have been more active than more senior, tenured faculty)
- Assessment by adjunct faculty low as expected (adjunct faculty hold full-time job; monetary compensation for teaching low to begin with; some exceptions exist)
- AOLC's role and function, especially that by AOLC chair vis-à-vis Division chair, need to be clarified
- Understanding the different stages in the assessment cycle: 2007-2009 was spent generating, tracking and documenting assessment activities and developing trends; some discussion of evidence but consensus was that more evidence would be required to make major curricular changes

Future Plans for Assessment?

- SPBA, along with CNAS, volunteered to participate in the pilot of the university wide assessment software, TracDat
- The use of TracDat provides an opportunity to improve the method for gathering information on assessment activities that BBA faculty engage in, especially those activities that take place at the course-level. Since individual faculty members are required to report these activities in their annual self-evaluation reports that are submitted to the Dean, there is an opportunity to use these reports to gather information of faculty members' assessment activities. The Dean will then forward these information to the AOLC for discussion, tracking and, where relevant, "close assessment loop(s)".
- Results of four semesters of Comprehensive Business Exam will be disaggregated between students in the BBA program and the Accounting program. Further disaggregation will be attempted to group BBA students by concentration. This will allow for a study of differential competencies in the different majors/concentrations and ask questions such as "did Accounting score higher than BBA students in Accounting questions?", "did BBA students with concentration in Marketing score higher than BBA students in other concentration or Accounting students?", and so on.
- With several semesters of a wide array of assessment evidence, some trends have emerged. SBPA will be in a position to make some substantive curricular/program changes where relevant in order to "close assessment loop(s)"
- There is a need to revise existing assessment documents, which were written before the BBA program learning goals were revised in November 2009, in order to align the content with the new BBA program learning goals.

APPENDICES

Appendix A – Alignment with UOG Goals

Appendix B – Former and New BBA Program Learning Goals

Appendix C – Assessment Tools

Appendix D – Outcomes Assessment Goal Tables

Appendix E – Assessment Rubrics

Appendix F – Assessment Activities

Appendix G – Examples of “Closing the Loop”

Appendix A

ALIGNMENT OF SBPA OUTCOMES ASSESSMENT WITH UNIVERSITY-WIDE ASSESSMENT

2005: Examining and Refining Assessment Designs

	PLANNING/ OPERATIONAL ACTIVITIES	Assessment/Evaluation Activities	Outcomes/Products	Persons/ Committees in Charge
LEVEL 1: COURSE OR PROJECTS AND ACTIVITIES	1. Establish expected student learning outcomes for each course (pertaining to knowledge, skills, and values/attitudes)		Revised course outlines with clearly stated expected student learning outcomes	Program Faculty/A. Santos
		Select assessment tools for student learning outcomes	Matrix of student learning outcomes and assessment tools	Program Faculty, A. Santos
	2. Identify mentors/ advisors for faculty		Assessment mentorship program	Admin. Chair, Assessment Coordinator
LEVEL 2: ACADEMIC OR SUPPORT PROGRAM, OR ADMINISTRATIVE UNIT	1. Establish program objectives		Table of program goals and objectives	Program Faculty/ Coordinators
	2. Optimize fit between expected student learning outcomes in courses and program objectives		Matrix of expected student learning outcomes and program objectives	Program Faculty
		Select assessment tools for program goals and objectives	Matrix of assessment tools and program goals and objectives	Program Faculty, A. Santos
		Review and improve “Annual Program Status Report”	Second Annual Program Status Report	Computing Center, Registrar, Institutional Researcher

In 2005, SBPA created its Outcomes Assessment Plan, with the final version completed October 2006

2006: COMPREHENSIVE ASSESSMENT PILOT

	PLANNING/ OPERATIONAL ACTIVITIES	Assessment/Evaluation Activities	Outcomes/Products	Persons/Committees in Charge

LEVEL 1: COURSE OR PROJECTS AND ACTIVITIES		Implement and record outcomes of assessment activities pertaining to courses	Initial assessment summary/report	Program Faculty/ Assessment Coordinator
LEVEL 2: ACADEMIC PROGRAM, SUPPORT PROGRAM, OR ADMINISTRATIVE UNIT		Implement and record outcomes of assessment activities pertaining to program goals and objectives	Initial assessment reports and feedback to program faculty	Admin. Chair, Assessment Coordinator (A. Enriquez)
		Maintain data collection and distribution pertaining to program status	Third Annual Program Status Report	Program Faculty, A. Santos
General Education	Consult with UOG GE Coordinator			UOG Faculty Senate – GE Committee
LEVEL 3: UNIVERSITIES AND COLLEGES		Maintain data collection and distribution pertaining to UOG/colleges	UOG Fact Book	Computing Center, Registrar, Institutional Researcher
		Assess and revise “Learning through Service”	Pilot projects in all three colleges	Deans/Directors, Admin. Chairs

Spring 2006: SBPA Assurance of Learning Committee (AOLC) established; AOLC aimed at monthly meetings during the academic year

February 17, 2006: SBPA faculty assessment training with Doug Eder

INPUT ON ASSESSMENT BARRIERS - PROVIDED TO D. EDER

What Resources do you need?	What or who is standing in the way of using Assessment to monitor Student Learning?
Supplementary faculty so we have time and temperament to do the needed jobs adequately.	A general, campus-wide misunderstanding about the value and need for good assessment as a means to a desired end, not an end in itself.
Time. Four classes and the preps are considered to be a full-time load. Now the institution wants an additional 25% to devote to “research.” Assessment is not a focused activity. If want an assessment process to start, need to provide 1 class release time to organize and focus assessment activity. Need to have a person devote effort to the organizing process.	Lack of organization effort.
Assessment officer (\$30k), Supplies/postage (\$1k), Faculty time-off (10 x \$2,500 = \$25k), Total \$56,000	1) Ignorance of faculty (Now we know!), 2) Making time for this, 3) Lack of impetus from University administration, and 4) lack of appreciation of why we measure student learning
1) Funding, 2) Administration Support (intangible resource); 3) workshops, 4) Information/data	Funding? Lack of data?
Detailed knowledge of each student, prior performance, IQ, ethnic origin, and family financial status	The budget.
Financial support. SBPA faculty salary is very low comparing with the national standard, or the American living standard.	Goal conflicts between the administration and School of Business faculty.
Time to design assessment instrument, assessment data compilation, and analysis	Academic Freedom claims
Resources to assure that students who participate in sharing their work are representative of student body. 2. Administrators of such a program 3. Funds to compensate administrators and student participants.	Finding representative students rather than only the elite.
Adequate library resources, adequate/updated technology, adequate multi-media for student and	Admission requirements other than H.S. diploma, eligibility requirements, due to federal grant being

faculty	used. Student habit/attitude towards learning. Need more teamwork among faculty—sharing ideas, opinions, experiences in improving or enhancing student learning
Better design of the assessment, student involvement/participation, support from school, time	Students don't want to do it. Faculty reluctant to do it because of too much work. Time-consuming. Costly.
Student assistance. Time to develop assessment instruments. More dialogue among colleagues. (Time + Direction + Motivation)	Understanding whether I'm on the right track or not. I need time to accomplish work needed, such as developing assessment tools, developing rubrics, etc. (Time + Direction + Motivation)
Need for someone to get cost of implementation (\$50,000?)	Need to understand what this assessment would do to get us. Need to get a person to be in charge of assessment.
Time, money, broadening family involvement. Delineated assessment ... for SBPA. Involvement of students	Commitment. Constraints from other competing needs. Collegiality, academically....Questioning of whether all of this for AACSB matters.
Designate collection area. Designated coordinator of assessment efforts (collection agents). Students. Filing system & storage area for archives. Production of assessment materials. Compilation and study of assessment instruments/data	Funding for assessment. Lack of control over space. Funding for instruction resources

Highlights of assessment activities during 2007-2008

- April 2007: Assessment activities required in each faculty's CFES annual self-evaluation report
- Fall 2007: All SBPA course syllabi state student learning objectives.
- Spring 2008: Some SBPA course syllabi link student learning objectives to program learning goals.

Highlights of assessment activities during 2008-2009

- November 2008: University Assessment Committee reestablished. Two representatives from SBPA include SBPA representative in the UOG General Education Review Committee and the Chair of the SBPA AOLC; first goal was to develop universitywide/institutional-level student learning outcomes (ILOs)
- January 2009: ILOs approved by UAC (see below):

Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion to *any* degree are:

UOG1: Mastery of critical thinking and problem solving

UOG2: Mastery of quantitative analysis

UOG3: Effective oral and written communication

UOG4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context

UOG5: Responsible use of knowledge, natural resources, and technology

UOG6: An appreciation of the arts and sciences of various frameworks

UOG7: An interest in personal development and lifelong learning

- In the SBPA faculty full-day retreat in November 2009, the BBA faculty revised its program learning goals and identified the links between the newly adopted BBA program learning goals and the above UOG goals:

BBA Learning Goals (adopted November 2009) and their link to UOG goals:

BBA Program Learning Goals Adopted November 2009	Related UOG Goals Adopted January 2009
---	---

GENERAL KNOWLEDGE	
BBA1: Develop an understanding of the business environment of the Western Pacific region	UOG4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context
BBA2: Develop core business knowledge and competencies in a business field or area of concentration	UOG2: Mastery of quantitative analysis, and UOG5: Responsible use of knowledge, natural resources, and technology
BBA3: Recognize how legal, regulatory, political and social environments affect ethical and socially responsible business decisions	UOG5: Responsible use of knowledge, natural resources, and technology, and UOG6: An appreciation of the arts and sciences of various frameworks
BBA4: Develop and appreciate an understanding of diversity, regional, and global issues in multicultural settings	UOG4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context
MANAGERIAL CAPABILITIES	
BBA5: Demonstrate effective communication abilities.	UOG3: Effective oral and written communication
BBA6: Demonstrate critical thinking and analytical skills.	UOG1: Mastery of critical thinking and problem solving
BBA7: Demonstrate competency in information technology and ability to gather and synthesize information	UOG5: Responsible use of knowledge, natural resources, and technology
BBA8: Demonstrate the ability to interact with the business community	UOG3: Effective oral and written communication, UOG5: Responsible use of knowledge, natural resources, and technology, and UOG7: An interest in personal development and lifelong learning
BBA9: Demonstrate effective collaboration, teamwork and leadership	UOG7: An interest in personal development and lifelong learning

- March-April 2009: WASC site visit; Poster session (one poster for each program); BBA was one of four programs under closer review

List of Assessment Activities and Supporting Documents Presented at Poster Session (also posted in UOG Website) can be found in Appendix F.

- April 2009: Introduced program-level annual assessment reports, first one due April 1, 2010 (see form below)
- Spring 2009: UAC discussed acquisition of assessment software; ad hoc committee formed to evaluate several alternative software, decided on TracDat

DEVELOPMENT SINCE SPRING 2009

July 2, 2009: WASC reaffirms UOG for next 8 years Requested date from Lillian

- Fall 2009
 - UOG purchased assessment software, TracDat
 - University Assessment Committee reinstated the monthly “Faculty Assessment Mini-workshops”, where three out of four workshops were provided by SBPA faculty.
- November 2009

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- Knowledge of and experience in assessment was included in the faculty job announcement and will be used as a criterion in evaluating prospective faculty
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 - SBPA Dean's Quality Initiatives was established; goal is for Dean to discuss with faculty by discipline regarding current and future assessment activities and implications for closing the assessment loop
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- April 9-10, 2010: SBPA representatives attended TracDat on-site training

APPENDIX B: FORMER AND NEW BBA PROGRAM LEARNING GOALS

Former Learning Goals (adopted 2005)	New Approved Learning Goals (adopted November 2009)
<p><u>GENERAL KNOWLEDGE:</u></p> <p>BBA1: Develop a general understanding of all facets of business operations and activities;</p> <p>BBA2: Develop knowledge and competencies in a business field or area of concentration;</p> <p>BBA3: Recognize how legal, regulatory and political environments affect business decisions;</p> <p>BBA4: Develop and appreciate an understanding of diversity, regional, and global issues in multicultural settings.</p> <p><u>MANAGERIAL CAPABILITIES:</u></p> <p>BBA5: Demonstrate effective managerial communication abilities;</p> <p>BBA6: Demonstrate critical thinking and analytical skills;</p> <p>BBA7: Demonstrate competency in information technology;</p> <p>BBA8: Demonstrate a close interaction with the business community;</p> <p>BBA9: Demonstrate ability to gather and synthesize information for business management problems;</p> <p>BBA10: Identify alternative solutions for business management problems and articulate opportunities;</p> <p>BBA11: Demonstrate teamwork and leadership.</p>	<p><u>GENERAL KNOWLEDGE:</u></p> <p>BBA1: Develop an understanding of the business environment of the Western Pacific region</p> <p>BBA2: Develop core business knowledge and competencies in a business field or area of concentration;</p> <p>BBA3: Recognize how legal, regulatory, political and social environments affect ethical and socially responsible business decisions;</p> <p>BBA4: Develop and appreciate an understanding of diversity, regional, and global issues in multicultural settings.</p> <p><u>MANAGERIAL CAPABILITIES:</u></p> <p>BBA5: Demonstrate effective communication abilities</p> <p>BBA6: Demonstrate critical thinking and analytical skills;</p> <p>BBA7: Demonstrate competency in information technology and ability to gather and synthesize information</p> <p>BBA8: Demonstrate the ability to interact with the business community;</p> <p>BBA9: Demonstrate effective collaboration, teamwork and leadership.</p>

APPENDIX C

No: _____
May 2005

SBPA Student Survey

We are conducting a short survey of UOG-SBPA students. Could you please take several minutes to answer a few questions? Your answers will be completely anonymous and will be used to help us in the future planning and improvement of our programs. (Please place a checkmark (✓) in the space provided to indicate your response.)

Note: Only one completed survey per student. If you have already completed this survey in another class, please return the blank survey to your instructor for future use.

1. Are you currently a declared major within the University of Guam's School of Business and Public Administration?

_____ Yes _____ No (**Discontinue survey**)

2. What is your current SBPA major?

(1) _____ Business Administration (BBA)	(4) _____ Master of Business Administration
(2) _____ Public Administration (BSPA)	(5) _____ Master of Public Administration
(3) _____ Criminal Justice/Legal Studies	(9) _____ Other: _____
	(00) _____ No Answer

3. What is your current SBPA concentration, if any?

(1) _____ Accounting	(6) _____ Marketing	(9) _____ Other: _____
(2) _____ Finance/Economics	(7) _____ Human Resources	(10) _____ Not Applicable
(3) _____ International Tourism & Hospitality	(8) _____ Custom Designed	(00) _____ No Answer

4. What is your current enrollment status?

(1) _____ Full-Time (2) _____ Part-Time (3) _____ No Answer

5. What year do you expect to graduate from UOG-SBPA?

(1) _____ F'04 – S'05	(4) _____ F'07 – S'08	(7) _____
Other: _____		
(2) _____ F'05 – S'06	(5) _____ F'08 – S'09	(8) _____ Don't Know
(3) _____ F'06 – S'07	(6) _____ F'09 – S'10	(9) _____ No Answer

6. What semester and year did you start at the University of Guam?

Semester: (1) _____ Fall (2) _____ Spring (3) _____ Don't Know/No Answer
Year: _____ (0) _____ Don't Know/No Answer

7. What is your current work status?

(1) _____ Employed	(3) _____ Other: _____
(2) _____ Unemployed	(4) _____ No Answer

8. What is your current age? _____ (00) _____ No Answer

9. What is your gender? (1) _____ Male (2) _____ Female (3) _____ No Answer

10. What is your ethnic background?

(1) _____ Chamorro	(5) _____ Japanese	(9) _____ Micronesian
(2) _____ Filipino	(6) _____ Asian Indian	(10) _____ Other: _____
(3) _____ Chinese	(7) _____ Vietnamese	(11) _____ No Answer
(4) _____ Korean	(8) _____ Caucasian	

Using a scale of 1 to 5, where 1 is equal to low, 3 is equal to average, and 5 is equal to high, please respond to questions 11 through 16 (please circle the number that corresponds to your response):

11. How would you rate the University of Guam's reputation?

1	2	3	4	5
Low		Average		High

12. How would you rate the School of Business and Public Administration's reputation?

1 2 3 4 5
 Low Average High

13. How would you rate your overall level of satisfaction with the education that you received at the School of Business and Public Administration?

1 2 3 4 5
 Low Average High

14. How would you rate your overall level of satisfaction with your Major degree program at SBPA?

1 2 3 4 5
 Low Average High

15. How would you rate your overall level of satisfaction with the faculty in your Major degree program at SBPA?

1 2 3 4 5
 Low Average High

16. How would you rate your overall level of satisfaction with your SBPA Concentration courses?

1 2 3 4 5
 Low Average High

17. Which **one** of your **SBPA Major courses** would you consider to have been the **most** useful to you?

_____ Course Title _____ Course Number

(0)____ None (00)____ No Answer

18. Which **one** of your **SBPA Major courses** would you consider to have been the **least** useful to you?

_____ Course Title _____ Course Number

(0)____ None (00)____ No Answer

19. What additional **business courses** do you think would have been useful to you? **(List only your top three choices in order of preference.)**

(1)_____ (2)_____ (3)_____

20. Would you recommend your Major degree program at the School of Business and Public Administration to a prospective student?

(1)____ Yes (2)____ No

Thank you for taking the time to help us with this important research.

After completion, please return this survey to your instructor or deliver to the SBPA office.



UNIVERSITY OF GUAM
School of Business and Public Administration

BA _____
Spring 2005

Pre-Course Survey³

Instructions

Read each statement, then, check the box under the number to the right of the statement best matching your opinion about the statement.

- ✓ 1 means that you strongly disagree with the statement
- ✓ 2 means you disagree somewhat
- ✓ 3 means a neutral value of the statement
- ✓ 4 means that you agree somewhat
- ✓ 5 means that you strongly agree

1.1 I have some prior knowledge or experience in this subject area. If so, please briefly state prior professional or academic experiences related to this subject material. 1 2 3 4 5

1.2 I have identified my learning goals and objectives for this course. Please briefly state the learning goals you have set for this course. 1 2 3 4 5

1.3 I have confidence in my analytical skills. 1 2 3 4 5

1.4 I have confidence in my problem solving skills. 1 2 3 4 5

1.5 I have used RFK Library resources for prior coursework. 1 2 3 4 5

1.6 I have confidence in my research skills. 1 2 3 4 5

³ Adapted from NorthCentral University Learners' academic survey.

- | | | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2.1 | I have confidence in my word processing skills
(essays, reports, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 | I am confident constructing and organizing graphical
information (charts/spreadsheets/graphs). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 | I am confident in my personal communication skills
(written, oral, etc.). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 | I am confident in my internet use skills (world-wide web). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.5 | I am confident in my group communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.6 | I am a strong team player. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.7 | I am confident taking a leadership role. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.8 | I feel capable and comfortable using the computer to meet
my learning needs at SBPA. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Thank you for your cooperation in completing this survey.



UNIVERSITY OF GUAM
School of Business and Public Administration

BA _____
Spring 2005

Post-Course Survey⁴

Instructions

Read each statement, then check the number to the right of the statement best matching your opinion about the statement.

- ✓ **1** means that you strongly disagree with the statement
- ✓ **2** means you disagree somewhat
- ✓ **3** means a neutral value of the statement
- ✓ **4** means that you agree somewhat
- ✓ **5** means that you strongly agree

	1	2	3	4	5
1.1 I accomplished the learning goals that I set for this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 I acquired or enhanced my knowledge or skills in this topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 I enhanced my intellectual, analytical, and critical thinking abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4. I have applied this course to my life experienced (work, personal life, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1 The course Outline and Syllabus presented the course requirements, expectations, and objectives clearly (e.g., what performance was expected and how I would be evaluated).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1 The course met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 The course required an appropriate level of academic rigor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 The course materials (e.g., textbooks, assignments, tests) supported the course objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Suggestions or comments for improving this course:

⁴ Adapted from NorthCentral University Learners' academic survey.

BBA PreCourse Student Survey Spring 2005*

Item:	n	Mean	Variance
Has prior knowledge in subject	53	2.6226	1.470
Has identified goals and objectives for course	52	3.2308	1.279
Has confidence in active learning skills	11	4.3636	.655
Has confidence in analytical skills	42	3.7857	.514
Has confidence in problem solving skills	42	3.8810	.498
Has used RFK resources	53	4.5094	.832
Has confidence in research skills	42	4.1190	.644
Has confidence in word processing skills	53	4.2642	.621
Has confidence in constructing and organizing information	53	3.8302	.567
Has confidence in communication skills	53	4.0189	.596
Has confidence in Internet use	53	4.3774	.509
Has confidence in group discussion	53	4.0943	.587
Is a strong team player	42	4.3571	.625
Confident in taking a leadership role	42	4.0000	.927
Capable in using computer to meet learning needs	53	4.3774	.432

BBA PostCourse Student Survey Spring 2005*

Item:	n	Mean	Variance
Accomplished learning goals	49	3.2857	1.13652
Acquired or enhanced knowledge or skills	49	3.6122	1.20444
Enhanced abilities	49	3.4898	1.10156
Applied course to life experience	49	3.5714	1.33853
Syllabus outlined course clearly	49	3.3265	1.40517
Course met expectations	49	3.1429	1.39940
Course required a level of academic rigor	49	3.6327	1.16715
Materials supported the course	49	3.6122	1.25526

*Where:

- ✓ **1** means that you strongly disagree with the statement
- ✓ **2** means you disagree somewhat
- ✓ **3** means a neutral value of the statement
- ✓ **4** means that you agree somewhat
- ✓ **5** means that you strongly agree

**BBA PreCourse Student Survey
Fall 2005***

Item:	n	Mean	Variance
Has prior knowledge in subject	352	3.0142	1.290
Has identified goals and objectives for course	343	3.5394	1.097
Has confidence in active learning skills	352	4.1250	.811
Has used RFK resources	350	4.0257	1.343
Has confidence in word processing skills	351	4.2336	.768
Has confidence in constructing and organizing information	351	3.8405	.820
Has confidence in personal communication skills	351	4.2422	.784
Has confidence in Internet use	350	4.3886	.731
Has confidence in group discussion	350	3.9657	.830
Is a strong team player	351	4.2422	.801
Has confidence in oral skills	351	3.8519	n/a
Has confidence in written skills	351	3.9231	.957

**BBA PostCourse Student Survey
Fall 2005***

Item:	n	Mean	Variance
Acquired knowledge and skills	196	4.22	.801
Accomplished learning goals	196	3.94	.935
Enhanced analytical and critical thinking skills	196	4.11	.767
Improved problem solving skills	194	4.05	.764
Increased use of RFK resources	195	3.18	1.519
Improved research skills	195	3.71	1.154
Improved word processing skills	194	3.61	1.295
Improved constructing and organizing skills	195	3.89	1.076
Improved personal communication skills	195	3.82	1.241
Improved internet skills	195	3.69	1.410
Improved group communications skills	195	3.99	.990
Has become a stronger team player	195	3.86	1.151
Has improved team leadership abilities	195	3.74	1.122
Improved use of computer to meet learning needs	188	3.78	1.294
Course outline clearly presented requirements, expectations, objectives	187	4.27	1.046
Course met expectations	187	4.13	.934

Course required appropriate level of academic rigor	187	4.28	.825
Course materials supported course objectives	187	4.33	.793
Have applied course to life experience	188	4.05	.987

*Where:

- ✓ **1** means that you strongly disagree with the statement
- ✓ **2** means you disagree somewhat
- ✓ **3** means a neutral value of the statement
- ✓ **4** means that you agree somewhat
- ✓ **5** means that you strongly agree

APPENDIX D1:

BBA Courses Where Program Learning Goals Are Assessed and Documented as of Spring 2009

BBA Foundation Courses	BA 110	BA 130	BA 200	BA 240	BA 241	BA 260	BA320	BA 330	BA 333
Program Learning Goals									
GENERAL KNOWLEDGE CAPABILITIES:									
BBA-1: Develop a general understanding of all facets of business operations and activities				Day at Work The Minute Paper					
BBA-2: Develop knowledge and competencies in a business field or area of concentration	Pre/Post Test		Pre/Post Test	Day at Work The Minute Paper	Pre/Post Test	Case Study and Simulation	Pre/Post Test		
BBA-3: Recognize how legal, regulatory and political environments affect business decisions	Pre/Post Test								
BBA-4: Develop and appreciate an understanding of diversity, regional, and global issues in multicultural settings						World is flat presentations			
MANAGEMENT CAPABILITIES:									
BBA-5: Demonstrate effective managerial communication abilities	Current Events report			Day at Work		Case Study Presentations			Presentations
BBA-6: Demonstrate critical thinking and analytical skills	Pre/Post Test Current Events Report		Pre/Post Test	Day at Work The Minute Paper		Case Study and Simulation			
BBA-7: Demonstrate competency in information technology		Pre/Post Test	Pre/Post Test			Simulation Powerpoint Presentation		Research Projects	Research Projects, Presentations, Pre/Post Test
BBA-8: Demonstrate a close interaction with the business community									
BBA-9: Demonstrate ability to gather and synthesize information for business management problems				Day at Work The Minute Paper		Simulation Powerpoint Presentation			
BBA-10: Identify alternative solutions for business management problems and articulate opportunities				Day at Work The Minute Paper		Simulation Powerpoint Presentation			
BBA-11: Demonstrate teamwork and leadership				Day at Work The Minute Paper		Simulation Powerpoint Presentation			

BBA Foundation Courses	BA 380	BA 341	BA 420	LW 442	BA 440	BA 480	Program-Level Assessment Instruments		
Program Learning Goals							Comprehensive Exam	Survey of Audience at Presentation of Capstone Project	Case Studies Published in Peer-Reviewed Journals
GENERAL KNOWLEDGE CAPABILITIES:									
BBA-1: Develop a general understanding of all facets of business operations and activities	Business Plan					The Minute Paper	Comprehensive Business Exam		Business cases
BBA-2: Develop knowledge and competencies in a business field or area of concentration	Business Plan Website Development		Written report	Pre/Post Test	Team Research Report	The Minute Paper	Comprehensive Business Exam		Business cases
BBA-3: Recognize how legal, regulatory and political environments affect business decisions			Written report	Pre/Post Test			Comprehensive Business Exam		Business cases
BBA-4: Develop and appreciate an understanding of diversity, regional, and global issues in multicultural settings		Global Awareness Profile	Written report		Team Research Report		Comprehensive Business Exam		
MANAGEMENT CAPABILITIES:									
BBA-5: Demonstrate effective managerial communication abilities	Business Plan Student Conference		Written report		Team Research Report Presentation	Industry Analysis and Forecast Report		Presentation of Industry Analysis and Forecast	Business cases
BBA-6: Demonstrate critical thinking and analytical skills	Business Plan		Written report	Pre/Post Test	Team Research Report	The Minute Paper	Comprehensive Business Exam		Business cases
BBA-7: Demonstrate competency in information technology	Website Development								
BBA-8: Demonstrate a close interaction with the business community						Industry Analysis and Forecast		Presentation of Industry Analysis and Forecast	Business cases
BBA-9: Demonstrate ability to gather and synthesize information for business management problems	Business Plan					Business Game The Minute Paper			Business cases
BBA-10: Identify alternative solutions for business management problems and articulate opportunities	Business Plan					Business Game The Minute Paper			Business cases
BBA-11: Demonstrate teamwork and leadership	Business Plan				Team Research Report	Business Game, Industry Analysis and Forecast Report The Minute Paper		Presentation of Industry Analysis and Forecast	Business cases

APPENDIX D2: BBA Courses Where Program Learning Goals Are Stated in the Course Syllabi to be Taking Plan But Not All are Documented

BBA Foundation Courses	BA 200	BA 201	BA 210	BA 240	BA 260	PA 233	BA 310	BA 330	BA 340	BA 333	BA 380	BA 252	BA 341	BA 420	BA 460	LW 442	BA 440	PA 405	BA 441	BA 481	BA482	BA 480	
Program Learning Goals																							
GENERAL KNOWLEDGE CAPABILITIES:																							
BBA1: Develop a general understanding of all facets of business operations and activities	X	X		X	X				X	X	X	X	X	X	X		X		X	X	X	X	
BBA2: Develop knowledge and competencies in a business field or area of concentration	X	X	X		X		X	X	X	X	X	X	X	X	X								
BBA3: Recognize how legal, regulatory and political environments affect business decisions	X	X		X	X	X		X	X	X						X	X	X				X	
BBA4: Develop and appreciate an understanding of diversity, regional, and global issues in multicultural settings				X	X	X		X	X	X		X	X	X	X		X	X					
MANAGEMENT CAPABILITIES:																							
BBA5: Demonstrate effective managerial communication abilities			X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	
BBA6: Demonstrate critical thinking and analytical skills			X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
BBA7: Demonstrate competency in information technology	X	X	X				X	X		X	X											X	
BBA8: Demonstrate a close interaction with the business community																				X	X		
BBA9: Demonstrate ability to gather and synthesize information for business management problems	X	X		X	X				X	X	X	X	X	X	X	X	X		X	X	X	X	
BBA10: Identify alternative solutions for business management problems and articulate opportunities			X	X	X		X		X	X	X	X	X	X	X		X		X	X	X	X	
BBA11: Demonstrate teamwork and leadership				X	X	X		X	X	X		X	X	X	X		X		X	X		X	

Accounting Courses	BA 300	BA 301	BA 302	BA 303	BA 304	BA 305	BA 306	BA 400	BA 401	BA 402	BA 403	BA404	BA 405
Program Learning Goals													
GENERAL KNOWLEDGE CAPABILITIES:													
BBA1: Develop a general understanding of all facets of business operations and activities	X	X	X	X	X	X	X	X		X	X	X	X
BBA2: Develop knowledge and competencies in a business field or area of concentration	X	X	X	X	X	X	X	X	X	X	X	X	X
BBA3: Recognize how legal, regulatory and political environments affect business decisions	X	X		X	X				X			X	
BBA4: Develop and appreciate an understanding of diversity, regional, and global issues in multicultural settings	X	X	X			X		X		X	X		
MANAGEMENT CAPABILITIES:													
BBA5: Demonstrate effective managerial communication abilities			X			X	X			X	X		X
BBA6: Demonstrate critical thinking and analytical skills	X	X			X	X	X	X		X	X	X	X
BBA7: Demonstrate competency in information technology		X	X					X	X	X			X
BBA8: Demonstrate a close interaction with the business community										X	X	X	X
BBA9: Demonstrate ability to gather and synthesize information for business management problems	X	X				X	X				X		X
BBA10: Identify alternative solutions for business management problems and articulate opportunities						X	X				X		X
BBA11: Demonstrate teamwork and leadership	X	X	X	X	X	X	X	X	X	X	X	X	X

Entrepreneurship Courses	BA 242	BA 342	BA 446
Program Learning Goals			
GENERAL KNOWLEDGE CAPABILITIES:			
BBA1: Develop a general understanding of all facets of business operations and activities	X	X	X
BBA2: Develop knowledge and competencies in a business field or area of concentration	X	X	X
BBA3: Recognize how legal, regulatory and political environments affect business decisions		X	X
BBA4: Develop and appreciate an understanding of diversity, regional, and global issues in multicultural settings	X	X	X
MANAGEMENT CAPABILITIES:			
BBA5: Demonstrate effective managerial communication abilities		X	X
BBA6: Demonstrate critical thinking and analytical skills	X	X	X
BBA7: Demonstrate competency in information technology	X		
BBA8: Demonstrate a close interaction with the business community	X	X	X
BBA9: Demonstrate ability to gather and synthesize information for business management problems		X	X
BBA10: Identify alternative solutions for business management problems and articulate opportunities		X	X
BBA11: Demonstrate teamwork and leadership		X	X

Finance-Economics Courses	BA311	BA312	BA410	BA321	BA322	BA323	BA420	BA421
Program Learning Goals								
GENERAL KNOWLEDGE CAPABILITIES:								
BBA1: Develop a general understanding of all facets of business operations and activities			X			X	X	
BBA2: Develop knowledge and competencies in a business field or area of concentration	X	X	X	X	X	X	X	X
BBA3: Recognize how legal, regulatory and political environments affect business decisions	X	X	X	X	X	X	X	X
BBA4: Develop and appreciate an understanding of diversity, regional, and global issues in multicultural settings	X						X	
MANAGEMENT CAPABILITIES:								
BBA5: Demonstrate effective managerial communication abilities	X	X	X	X		X	X	X
BBA6: Demonstrate critical thinking and analytical skills	X	X	X		X	X	X	X
BBA7: Demonstrate competency in information technology	X	X	X					
BBA8: Demonstrate a close interaction with the business community								
BBA9: Demonstrate ability to gather and synthesize information for business management problems	X	X	X			X	X	X
BBA10: Identify alternative solutions for business management problems and articulate opportunities			X			X	X	X
BBA11: Demonstrate teamwork and leadership			X					

Information Technology Courses	BA 130	BA 230	BA 332
Program Learning Goals			
GENERAL KNOWLEDGE CAPABILITIES:			
BBA1: Develop a general understanding of all facets of business operations and activities			
BBA2: Develop knowledge and competencies in a business field or area of concentration	X	X	X
BBA3: Recognize how legal, regulatory and political environments affect business decisions			
BBA4: Develop and appreciate an understanding of diversity, regional, and global issues in multicultural settings			
MANAGEMENT CAPABILITIES:			
BBA5: Demonstrate effective managerial communication abilities			
BBA6: Demonstrate critical thinking and analytical skills		X	X
BBA7: Demonstrate competency in information technology	X	X	X
BBA8: Demonstrate a close interaction with the business community			
BBA9: Demonstrate ability to gather and synthesize information for business management problems			X
BBA10: Identify alternative solutions for business management problems and articulate opportunities			
BBA11: Demonstrate teamwork and leadership			

International Tourism Courses	BA 150	BA 251	BA 350	BA 352	BA 450	BA 451	BA 453
Program Learning Goals							
GENERAL KNOWLEDGE CAPABILITIES:							
BBA1: Develop a general understanding of all facets of business operations and activities	X		X			X	X
BBA2: Develop knowledge and competencies in a business field or area of concentration	X	X	X	X	X	X	X
BBA3: Recognize how legal, regulatory and political environments affect business decisions		X					X
BBA4: Develop and appreciate an understanding of diversity, regional, and global issues in multicultural settings		X	X		X		X
MANAGEMENT CAPABILITIES:							
BBA5: Demonstrate effective managerial communication abilities	X	X	X	X	X	X	X
BBA6: Demonstrate critical thinking and analytical skills			X	X	X	X	X
BBA7: Demonstrate competency in information technology			X		X	X	X
BBA8: Demonstrate a close interaction with the business community	X	X	X	X	X	X	
BBA9: Demonstrate ability to gather and synthesize information for business management problems			X		X	X	X
BBA10: Identify alternative solutions for business management problems and articulate opportunities			X		X	X	X
BBA11: Demonstrate teamwork and leadership	X	X	X	X	X		X

Management Courses	BA 443	BA 444	BA 445
Program Learning Goals			
GENERAL KNOWLEDGE CAPABILITIES:			
BBA1: Develop a general understanding of all facets of business operations and activities	X	X	X
BBA2: Develop knowledge and competencies in a business field or area of concentration	X	X	X
BBA3: Recognize how legal, regulatory and political environments affect business decisions	X	X	X
BBA4: Develop and appreciate an understanding of diversity, regional, and global issues in multicultural settings	X	X	X
MANAGEMENT CAPABILITIES:			
BBA5: Demonstrate effective managerial communication abilities	X	X	X
BBA6: Demonstrate critical thinking and analytical skills	X	X	X
BBA7: Demonstrate competency in information technology			
BBA8: Demonstrate a close interaction with the business community	X	X	X
BBA9: Demonstrate ability to gather and synthesize information for business management problems	X	X	X
BBA10: Identify alternative solutions for business management problems and articulate opportunities	X	X	X
BBA11: Demonstrate teamwork and leadership	X	X	X

Marketing Courses	BA 360	BA 363	BA 461	BA 462	BA 463
Program Learning Goals					
GENERAL KNOWLEDGE CAPABILITIES:					
BBA1: Develop a general understanding of all facets of business operations and activities	X	X	X	X	X
BBA2: Develop knowledge and competencies in a business field or area of concentration	X	X	X	X	X
BBA3: Recognize how legal, regulatory and political environments affect business decisions	X	X	X	X	X
BBA4: Develop and appreciate an understanding of diversity, regional, and global issues in multicultural settings		X	X	X	X
MANAGEMENT CAPABILITIES:					
BBA5: Demonstrate effective managerial communication abilities	X	X	X	X	X
BBA6: Demonstrate critical thinking and analytical skills	X	X	X	X	X
BBA7: Demonstrate competency in information technology		X	X	X	X
BBA8: Demonstrate a close interaction with the business community				X	X
BBA9: Demonstrate ability to gather and synthesize information for business management problems	X	X	X	X	X
BBA10: Identify alternative solutions for business management problems and articulate opportunities	X	X	X	X	X
BBA11: Demonstrate teamwork and leadership	X	X	X	X	X

Multi-Disciplinary Courses	BA 380	BA 480	BA 481	BA 482
Program Learning Goals				
GENERAL KNOWLEDGE CAPABILITIES:				
BBA1: Develop a general understanding of all facets of business operations and activities	X	X	X	X
BBA2: Develop knowledge and competencies in a business field or area of concentration	X			
BBA3: Recognize how legal, regulatory and political environments affect business decisions	X	X	X	
BBA4: Develop and appreciate an understanding of diversity, regional, and global issues in multicultural settings		X	X	X
MANAGEMENT CAPABILITIES:				
BBA5: Demonstrate effective managerial communication abilities	X	X	X	X
BBA6: Demonstrate critical thinking and analytical skills		X	X	X
BBA7: Demonstrate competency in information technology	X	X		X
BBA8: Demonstrate a close interaction with the business community	X		X	X
BBA9: Demonstrate ability to gather and synthesize information for business management problems	X	X	X	X
BBA10: Identify alternative solutions for business management problems and articulate opportunities		X	X	X
BBA11: Demonstrate teamwork and leadership		X	X	

APPENDIX E: ASSESSMENT RUBRICS

NAME: _____

Course # and Title _____ Semester: _____

Prepared and adopted by: Annette T. Santos, D.B.A.

The Minute Paper: In concise, well-planned sentences, please answer the following two questions below for each class session that we meet during this semester.

1. What are the two [three, four, five] most significant [central, useful, meaningful, surprising, disturbing] things you have learned during this session?
2. What question(s) remain uppermost in your mind?

In addition, please rate your level of class participation on a scale of 0 (absent) to 10 (active participant). An automatic score of 6 is given for merely being present.

Date	Reflection/Comments:	Participation Score	
		Requested	Rated

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 Last revision: January 2005, J.C. Salas

(PLEASE PRINT INFORMATION IN SPACES PROVIDED. DATA WILL BE USED FOR COURSE RECORD-KEEPING AND COMMUNICATIONS ONLY. THANK YOU.)

STUDENT DATA SHEET

SEMESTER _____
 COURSE _____

Name: _____
 (First Name Middle Initial Last Name)

Permanent Mailing Address:

SSN/STU NO: _____ Gender: ___M ___F
 Home telephone: _____ Pager/Cell number: _____
 E-mail address: _____ Employer: _____
 Major: _____ Minor: _____

___1___ Fresh. ___2___ Sophomore ___3___ Junior ___4___ Senior ___5___ Other

Place check (!) in the appropriate column to indicate your skill

Needs Improvement=1
 Average=2
 Strong=3

Skill	1	2	3
Computer, General			
Electronic Mail			
Internet Skills			
Power Point Skills			
Public Speaking Skills			
Spreadsheet			
Typing Skills			
Wordprocessing			

Prepared by: John C. Salas, Ph.D.

ASSESSMENT OF ANALYTICAL ABILITY
Primary Trait Analysis

	Way Good 3	Good Enough 2	Not Good 1
<i>Research:</i>			
1. Review of relevant information			
2. Application of information			
<i>Assumptions:</i>			
3. Identification of assumptions			
4. Challenge of assumptions			
<i>Problem Solving:</i>			
5. Identification of problems/issues			
6. Development of alternative solutions			
7. Review of alternative solutions			
8. Selection of solution			
<i>Clarity of Content</i>			
9. Thoroughness, Depth, Rigor			
10. Clear arguments/convincing			
11. Relevance to subject/theory/concepts			
12. Understanding			
<i>Aesthetics and Communication:</i>			
13. Presentation: Style, Creativity, Preparation			
14. Structure, Flow, Logic			
15. Audio/Visual Aids			
16. Question Handling			
TOTAL:			

Mean Score: _____

Case Analysis/Final Report Assessment Sheet used by T. O'Brien, Associate Professor of Marketing.

GRADE RUBRIC FOR CASE STUDIES

Case Element	REQUIREMENTS	COMMENTS	Grade
Introduction: Problem (Issue) Statement Possible Points= 10	In this section you must show that you correctly "see" the problem(s) embedded in the case, this is the "frame". (What is the teaching value of this case?). Your statement should anticipate the analysis and conclusions that follow. The statement should be clear and concise, and should not restate the case.		
Analysis: Use of Case Information and Current Theory Possible Points= 30	Your analysis section is graded in 2 parts: use of information and theory, and logical development (see next section). The greatest part of your grade is this measure: Here you must demonstrate that you understand the case and the facts embedded in the case. This requires your interpretation, not a summary of the case. An interpretation of the information necessitates that you use a theory. I look for your application of concepts and theories from <u>this class' course materials</u> - see syllabus, text, and class notes. You are required to apply, at minimum, <u>three</u> relevant concepts and/or theories. You cannot make higher than "C+" if you fail to apply relevant theory/perspectives from the course readings to the case. A summary will be penalized. If there are pictures or diagrams, you must analyze them.		
Analysis: Logical Development Possible Points=20	The analysis develops a perspective on the case; there is a unifying idea or focus provided by the theory or framework adapted from the course materials. The analysis is well developed. I can follow a linear construction of the argument. The analysis is not simply a summary of the case. Case facts (data) are well integrated into the analysis and applied theory to support argument. The ideas and argument presented are consistent. Contradictory facts are stated and interpreted. The argument advanced is plausible, makes sense to me, and supports the conclusion.		
Analysis: Clarity Possible Points=10	The analysis gets to a point smoothly. It is well written; grammar, choice of words, and spelling is "business-like". I can understand what was intended without imposing my own judgment.		
Recommendation Possible Points= 15	The analysis ends with a resolution or summing up of the analysis to bring the case to a conclusion.		
Conclusion Possible Points=10	The conclusion is not tentative or ambiguous, but provides a clear course of action or end to the case. The conclusion is consistent with the analysis and the introduction. The conclusion is brief and refrains from introducing new ideas, facts, and arguments.		
Presentation Possible Points=5	The paper is typed, pages numbered, and overall presentation "business-like". The paper includes: 1. A cover page with: Case Title Typed and signed names of contributors 2. Section headers are used. 3. This form is attached. The report is professionally presentable and neat. Overall length is appropriate for complexity and what is attempted.		
	TOTAL		

Rubric for Evaluating Capstone Presentations of Industry Analysis and Forecast
 Prepared and adopted by: Annette T. Santos, D.B.A.

	Outcomes	Exemplary (Professional Level Quality)	Proficient (Good Quality for Graduating Senior)	Marginal (Acceptable Level Quality for Graduating Senior, but room for improvement)	Unacceptable (Quality level is not acceptable)
1	Ability to apply advanced material in the discipline	Clearly demonstrates highly professional understanding of material included in upper division courses.	Adequately demonstrates understanding of upper division course material, but not necessarily at a fully professional level.	Display of professional level understanding of upper division material is somewhat uncertain or raises doubts in the listeners' minds about the authority of the presentation.	Presentation fails to demonstrate that the speaker(s) understand or appropriately use knowledge of the discipline.
2	Ability to identify issues/problems and determine their root cause	Clearly demonstrates a structured and appropriate approach for the analysis and problem solving. Creative thinking and solid reasoning was clearly demonstrated.	Adequate approach to analysis and problem solving but may have lacked rigor or thoroughness in several aspects.	Analytical and problem solving methodology addressed and used, but approach not formulated as well as it could have been.	Analytical and problem solving approach for methodology is missing or inadequate. Does not reflect a systematic approach to problem solving.
3	Ability to apply strategic management approaches	Demonstrates a clear and complete understanding and application of the strategic management approach and current methodologies to analysis and problem solving.	The strategic management approach to analysis and problem solving was adequately applied but lacks completeness. No use of current methodologies.	Utilizes the strategic management approach, but fails to demonstrate any understanding of the technique.	Failed to use the strategic management approach to solve the problem(s).
4	Ability to develop and explain strategic management models/concepts used	Analytical tools and concepts were thoroughly developed and utilized. Use was clearly demonstrated in presentation.	Development of analytical tools was evident, however, utilization lacked rigor. Demonstration of use not clear.	Some evidence of development of analytical tools and demonstration to audience.	Lacks understanding of development and use of models/tools.
5	Quality of visual presentation	Graphical presentation was outstanding; clear and lucid. Easy to read and understand. Figures were clear, data easy to follow.	Presentation was good; lacked some clarity. Took some concentration to understand. Contrast could be improved.	Presentation of graphics was fair. Figures and data not clearly understandable. Material did not flow smoothly. Contrast was poor.	Graphics did not sync with presentation. Figures and data were poorly presented. Contrast was lacking.
6	Quality of oral presentation	Speaker(s) were clear and understandable. Volume was sufficient. Addressed the audience not the screen. Made good eye contact.	Speaker(s) were clear and understandable, however volume control was lacking - some too loud, some too soft. Talked to the screen at times. Eye contact could be improved.	Speaker(s) failed to clearly inform the audience. Volume was generally too soft. Often addressed the screen only. Eye contact lacking.	Speaker(s) could not be heard or understood. Talked to the screen only. No eye contact.
7	Use of software and other tools	Software was up and ready to go without fumbling. Various software tools were used advantageously as the presentation was made. Was addressable to answer questions. Software removed promptly at the end of the presentation.	Some problems getting software ready to go; needed assistance. Used to develop presentation. Removed promptly at conclusion.	Had difficulty getting software ready to use. Did not understand the equipment or program. Was not used advantageously during the presentation. Some trouble removing at the end of presentation.	Failed to get the software up and running. Did not understand the equipment or program.
8	Consideration of the whole system; did not just sub-optimize.	Presented the topic as part of a total system. Clearly explained the interaction between the topic and the system. Demonstrated the manner in which improvements in the topic area would improve the system performance.	Noted that the topic area was part of a total system, however, did not explain the interaction. Did not clearly demonstrate how topic improvements would affect system performance.	Although acknowledging a total system, did not explain the interaction. Did not attempt to demonstrate how topic improvements would affect the system.	Did not acknowledge that the topic was part of a larger system. Failed to demonstrate any interaction.

BA333 TEAM PRESENTATIONS

Developed by Dr. Wai Law

Each team of 4 students should arrange for all relevant IT supports

Each team should use PowerPoint to make a 10-15 minutes presentation on each of the 4 assigned topic. There is no restriction on the presentation format. Other forms of multimedia presentation are encouraged.

The team should provide a copy of the PowerPoint to the instructor 2 days prior to the presentation starting date, by sending an email attachment to inboxba333@gmail.com. (25 points per team member)

75 point will be allocated to each team member. The team should specify individual scoring, or point sharing between the team members through email.

Evaluation criteria and weight

- Organization of content 2
- Presentation Style 1
- Communication Aids Effectiveness 1
- Conciseness of presentation 1
- Depth of Content 1
- Accuracy of Content 1
- Use of Examples 2
- Use of Language and Expression 1
- Objectiveness of Expression 1
- Personal Appearance 1
- Verbal Tone & Clarity of Speech 1
- Audience Interaction 1
- Body Language 1

PROPOSED STRUCTURE OF THE PAPER

- Introduction (state your hypothesis and why you chose your topic)
- Formulate your econometric/regression model.
- Be sure to have at least 3 X-variables (these are your independent/explanatory variables).
- Be sure that your model is based on theory, not just arbitrarily designed.
- Discuss the data that are required by your model. Are they available, if so, where will you get them (be sure to cite the source/reference)? How many observations are available (you will need at least 30). If data are not available for your model, you will have to come up with another model.
- Estimate your model using the data that you have. Here, you will use the technique of regression analysis which is discussed in Chapters 13 and 14, and which we will discuss.
- Test your hypothesis of interest (as you stated in your introduction) as well as the other hypotheses. Apply your knowledge of hypothesis testing from Chapters 10-12.
- Discuss your results. Be sure to explain whether your results are consistent with what the theories say.
- Improve upon your current results. What changes in your model will result in a better model? How do you compare two models?
- Present your final model. Discuss its weaknesses and how these weaknesses can be overcome, as well as suggestions to anyone who might conduct a similar study.

ASSESSMENT OF ANALYTICAL WRITTEN REPORT

	Above Average/More than Adequate (3 points)	Average/Adequate (2 points)	Below Average/Inadequate (1 point)
Review of Literature/Use of Existing Theories/Studies			
Formulation of Model, explanation of variable, <i>a priori</i> hypotheses and data sources			
Discussion of initial regression results			
Improvements on the initial regression results, choosing the "best" model as final model			
Conclusions and recommendations for future research			

APPENDIX F: ASSESSMENT ACTIVITIES AS OF SPRING 2009

- BA110 (Dr. Ruane): Principles in Economics-Pre/Post Test (Fall 2007, Spring 2008, Fall 2008, Spring 2009)
- BA130 (Dr. Law): Introduction to Computer Operations-Skills Assessment (Fall 2004-Fall 2008), Course Development and Assessment Planning, Learning Expectations and Learning Objectives
- BA200 (Dr. Crisostomo): Principles of Financial Accounting-Pre/Post Test (Summer 2008, Fall 2008)
- BA240 (Dr. Santos): Management-Day at Work (multiple semesters)
- BA241 (Dr. Colfax): Human Resource Management-Pre/Post Test (Spring 2008, Summer 2008, Fall 2008, Spring 2009)
- BA260 (Prof. O'Brien): Fundamentals of Marketing-Multiple Assessment Tools (multiple semesters)
- BA320 (Dr. Taylor): Basic Business Finance-Pre/Post Test (Spring 2009)
- BA 320 (Dr. Thompson): Basic Business Finance –Pre/Post Test (Spring 2009)
- BA330 (Dr. Law): Information Technology and Networks for Business-Student Research (multiple semesters)
- BA333 (Dr. Law): Management Information Systems-Student Research (multiple semesters); Research Guidelines
- BA341 (Dr. Perez): International Business Environment-Global Awareness Test (Spring 2008, Spring 2009)
- BA380 (Prof. O'Brien): E-Commerce-multiple assessment activities (2005 and later)
- BA421 (Dr. Taylor): Investment and Real Estate-Student Evaluation of Course Content (Spring 2007, Spring 2008); Pre/Post Test (Spring 2009)
- BA440 (Dr. Colfax): Organizational Behavior-Student Team Research, examples of "Green" Paper (Fall 2008)
- BA480 (Dr. Santos): Comprehensive Business Exam (Spring 2008, Fall 2008), Business Game Simulation (Fall 2006-Fall 2008), Industry Analysis & Forecast-Conference Participants Feedback (Fall 2008)
- LW442 (Prof./Justice Maraman): Business Law-Pre/Post Test (Fall 2008, Spring 2009); Student Feedback on Course Learning (Fall 2008)
- Case Studies of Businesses in Western Pacific: A Faculty-Student Journal Publication (edited by Dr. Ruane)
- BBA Alumni Study, 2003-2008

ASSESSMENT ACTIVITIES AFTER SPRING 2009

- In 2009-2010, all existing assessment documents were presented, reviewed, discussed and acted on by the AOLC. For many of them, the action was to continue to gather more semesters of evidence in order to derive a trend/pattern prior to using the evidence to make major curricular changes and thus “close the assessment loop”.
- Two additional semester of results of Comprehensive Business Exam, evidence available now up to four semesters (up through Spring 2010) and some trends/patterns are beginning to emerge
- Second issue of faculty-student peer-reviewed journal publication of local case studies was completed and sent to publisher in May 2010
- First issue of peer-reviewed journal publication of case studies of local entrepreneurs was completed and sent to publisher in March 2010; two SBPA students contributed to issue as solo authors
- Pre/Post Test in BA110 (Dr. Ruane, Dr. Iverson, Prof. Larson) was phased out; action was approved by AOLC. Justification: After 6 semesters of data, results were consistent (i.e., comparable or better than national benchmark) regardless of semester and instructor);
- New assessment activity and results from Spring 2009 were reported to the AOLC in 2009-2010:
 - Case Development (Cases in Financial Auditing) in BA401
- New assessment activities were started in Fall 2009 in the following courses and had already been shared with the AOLC in 2009-2010:
 - Pre/Post Tests in BA200, BA201 and BA305
 - Pre/Post Tests in BA252, BA350 and BA352
- Activities are on-going in the following courses but need for course faculty to report recent results to AOLC:
 - BA130 (Dr. Law): Introduction to Computer Operations-Skills Assessment (since Fall 2004), Course Development and Assessment Planning, Learning Expectations and Learning Objectives
 - BA200 (Dr. Crisostomo): Principles of Financial Accounting-Pre/Post Test (since Summer 2008)
 - BA240 (Dr. Santos): Management-Day at Work (multiple semesters)
 - BA241 (Dr. Colfax): Human Resource Management-Pre/Post Test (since Spring 2008)
 - BA260 (Prof. O'Brien): Fundamentals of Marketing-Multiple Assessment Tools (multiple semesters)
 - BA320 (Dr. Taylor): Basic Business Finance-Pre/Post Test (since Spring 2009)
 - BA 320 (Dr. Thompson): Basic Business Finance –Pre/Post Test (since Spring 2009)
 - BA330 (Dr. Law): Information Technology and Networks for Business-Student Research (multiple semesters)
 - BA333 (Dr. Law): Management Information Systems-Student Research (multiple semesters); Research Guidelines
 - BA341 (Dr. Perez): International Business Environment-Global Awareness Test (since Spring 2008)
 - BA380 (Prof. O'Brien): E-Commerce-multiple assessment activities (since 2005)
 - BA421 (Dr. Taylor): Investment and Real Estate-Student Evaluation of Course Content (since Spring 2007); Pre/Post Test (since Spring 2009)
 - BA440 (Dr. Colfax): Organizational Behavior-Student Team Research, examples of "Green" Paper (since Fall 2008)
 - BA480 (Dr. Santos): Business Game Simulation (since Fall 2006), Industry Analysis & Forecast-Conference Participants Feedback (since Fall 2008)

- LW442 (Prof./Justice Maraman): Business Law-Pre/Post Tests (since Fall 2008); Student Feedback on Course Learning (since Fall 2008)
- BBA Alumni Study

APPENDIX G: EXAMPLES OF CLOSING THE LOOP BY SPRING 2009

Program-level examples:

Status of Program Review: BBA Program Review and external professional accreditation (IACBE Annual Report) with recommendations acknowledged. UOG Faculty Senate has endorsed recommendations of Undergraduate Curricula Review Committee, and program has been endorsed to the Senior Vice President.

Recommendations	Action	Status
Need permanent qualified leadership. Need to fill permanent Dean position, and possibly request an additional position, Associate Dean.	Dean position approved by the Board of Regents, and is included in the FY08 and FY09 budgets. Dean hired as of 10/01/08, and is included in local staffing pattern.	Stable leadership in place with new Dean.
Need additional staff to support program faculty.	An evaluation of the staff support needs is planned for Fall 2008. It will include faculty and administrative staff consultation.	Currently maximizing staff support with augmented non-appropriated funds. Anticipate additional FTE by FY2011.
Need additional and updated computers for students and faculty.	Program faculty will work towards the acquisition of new and additional computers for students and faculty to use.	Additional computer for instructional labs have been purchased. Replacement and upgrades of faculty computers have started and are ongoing; hope to complete by December 2009.
Need additional state-of-the-art teaching equipment.	Program faculty will work towards the acquisition of additional teaching equipment.	Ongoing, based on preceding.
Need upgraded information technology.	SBPA administrator has already coordinated with computer lab staff to initiative purchase orders to make gradual purchases as funds permit.	Ongoing.
Need additional library business resources	Program faculty will work towards the acquisition of additional teaching equipment. SBPA administrator will provide funding support during the fiscal year.	Support resources included in fiscal year budget.

(Source: BBA Program Review, 2002-2007)

Course-level examples (see last column):

Assessment Activity	Results available	Summary of Results	Results reported to Assurance of Learning AOLC committee	Results discussed in AOLC	Action(s) taken / Attempt(s) to close the loop
BA110 Pre/Post tests	Fall 2007 Spring 2008 Fall 2008 Spring 2009 Fall 2009	Show improvement; comparable to national benchmark	Yes	Yes	Test administered in classes taught by different instructors, comparable results; Assessment activity discontinued in Spring 2010
BA130 Pre/Post tests	Pre-2000 to 2008	Show improvement	Yes	Yes	Instructor made changes to course delivery
BA200 Pre/Post tests	Summer 08 Fall 2008	Show improvement	Yes	Yes	Test recommended to other instructors who teach the same

					course; Results presented to AOLC by February 2010; Recommendation: continue to gather data to establish pattern/benchmark
BA201 Pre/Post tests	Fall 2009	Show improvement	Yes	Yes	Results presented to AOLC by February 2010; Recommendation: continue to gather data to establish pattern/benchmark
BA240 Day at Work Simulation and Portfolio	Since Fall 2008	Satisfactory student performance based on team of student observers	Yes	Yes	Results presented to AOLC by February 2010; Recommendation: continue to gather data to establish pattern/benchmark
BA241 Pre/Post tests	Spring 2008 Summer 2008 Fall 2008 Spring 2009	Show improvement	Yes	Yes	After 4 semesters of evidence, it was clear student learning is taking place. AOLC recommended to discontinue test. Instructor chose to continue on students' request k
BA252 Pre/Post tests	Fall 2009	Show improvement	Yes	Yes	Results presented to AOLC by February 2010; Recommendation: continue to gather data
BA350 Pre/Post tests	Fall 2009	Show improvement	Yes	Yes	Results presented to AOLC by February 2010; Recommendation: continue to gather data
BA330 Research Projects			Yes	No	Results presented to AOLC by February 2010; Recommendation: continue to gather data to establish pattern/benchmark
BA333 Research Projects			Yes	No	Results presented to AOLC by February 2010; Recommendation: continue to gather

					data to establish pattern/benchmark
BA341 Pre/Post Global Awareness Tests	Spring 2008 Spring 2009	Show improvement; comparable to external benchmark	Yes	Yes	Results presented to AOLC by February 2010; Recommendation: continue to gather data to establish pattern/benchmark
BA350 Pre/Post tests	Fall 2009	Show improvement	Yes	Yes	Results presented to AOLC by February 2010; Recommendation: continue to gather data
BA352 Pre/Post tests	Fall 2009	Show improvement	Yes	Yes	Results presented to AOLC by February 2010; Recommendation: continue to gather data
BA380 Presentation	Since 2005	Positive feedback from conference attendees, including business professionals	No	No	Results presented to AOLC by February 2010; Recommendation: continue to gather data to establish pattern/benchmark
BA380 Conference	Since 2005	Positive feedback from conference attendees, including business professionals	No	No	Results presented to AOLC by February 2010; Recommendation: continue to gather data to establish pattern/benchmark
BA401 Case Study Development on Business/Not-for-Profit AuditPre/Post tests	Spring 2009	Satisfactory student performance	Yes	Yes	Results presented to AOLC by February 2010; Recommendation: continue to gather data
BA421 Student Feedback on Course Content	Spring 2007 Spring 2008		Yes	No	Instructor used feedback to adjust course materials and teaching method; Results presented to AOLC by February 2010; Recommendation: continue to gather data to establish pattern/benchmark
BA421 Pre/Post Tests	Spring 09	Show improvement	No	No	Results presented to AOLC by February 2010;

					Recommendation: continue to gather data to establish pattern/benchmark
LW442 Pre/Post Tests	Fall 2008 Spring 2009	Show improvement	Yes	Yes	Results presented to AOLC by February 2010; Recommendation: continue to gather data to establish pattern/benchmark
LW442 Student Feedback	Fall 2008		No	No	Results presented to AOLC by February 2010; Recommendation: continue to gather data to establish pattern/benchmark
BA440 Team Research Project	Fall 08 and earlier	Detailed guidance provided in course syllabus	Yes	Yes	Results presented to AOLC by February 2010; Recommendation: continue to gather data to establish pattern/benchmark
BA440 Presentation		Rubric used in grading performance			Results presented to AOLC by February 2010; Recommendation: continue to gather data to establish pattern/benchmark
BA480 Business Game Simulation	Spring 09 and earlier	Ranked in top categories vs. national benchmarks	Yes	Yes	Results presented to AOLC by February 2010; Recommendation: continue to gather data to establish pattern/benchmark
BA480 Industry Analysis and Forecast	Since Fall 2008	Positive feedback by prospective employers	Yes	Yes	Will hold student conference again given success of pilot; Results presented to AOLC by February 2010; Recommendation: continue to gather data to establish pattern/benchmark
BA480 Comprehensive Business Exam (CBE)	Spring 2008 Fall 2008 Fall 2009 Spring 2010	Reveal areas of weakness and strengths vs. national benchmarks	Yes	Yes	Results presented to AOLC by February 2010; Recommendation: continue to gather data to establish

					pattern/benchmark
Business Case Studies	Spring 2009, Spring 2010	Publication in peer-reviewed journal	Yes	Yes	Will continue faculty-student research collaboration and complete journal issue annually (Second issue completed in May 2010 and sent to journal)
Business Administration Alumni Study	2003-2008				Results presented to AOLC by February 2010; Recommendation: continue to gather data to establish pattern/benchmark