

Business Administration Program
College of Professional Studies

Program Assessment Plan
2020-2023

Primary Faculty:

*Amanda Sauchuck, Assistant
Professor of Management,
Director of University
Assessment*

Faculty Committee:

*Angela Addair
Assistance Professor of
Management*

*Logan Browning
Assistant Professor of
Accounting*

*Charlotte Davis
Associate Professor of
Management*

*Bill Deck
Professor of Marketing*

*Angie Edwards
Professor of Sport
Management*

*Muhammad Islam
Professor of Finance*

*Safoora Javadi
Assistant Professor of
Economics*

*Susan Robinett
Professor of Business*

*Shelly Stump
Assistant Professor of
Accounting*

*Kenroy Wedderburn
Associate of Professor of
Finance*

*Susan Williams
Professor of Marketing*

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I. Program Outcomes

The Mission of the Business Administration degree program at Concord University is to transform our students into competent and responsible business leaders through high quality teaching and personalized advising, while stimulating their academic and service zeal within the context of Concord's strong liberal arts tradition. Business faculty engage in active research and service to ensure that our graduates are ready to take on the challenges of the business world or to pursue rigorous graduate education.

The B.S. in Business Administration degree program is a 120-hour program with emphases available in Accounting, Finance, Management, Marketing, and Sport Management. As part of the 120-hour program, Business Administration majors must successfully complete the University's General Education program, the Business Administration core, and the emphasis required coursework with at least an overall 2.00 G.P.A. and a 2.30 G.P.A. for all business administration course requirements.

Assessment is complete at four different levels within the program. Business courses provide data related to student learning toward University Learning Goals(objectives), Program Learning Objectives (formerly known as Assurance of Learning Goals), Emphasis Learning Objectives, and Course Learning Objectives.

General Education courses are required to submit assessment data at the end of the fall and spring semesters. **University Learning Goals** include Knowledge/Mastery of Content, Critical Thinking, Communication, and Personal, Civic, Cultural and Global Competence. The business administration program provides the University with assessment data on five courses.

	<i>UNIVERSITY LEARNING OBJECTIVES</i>			
<i>DEGREE PROGRAM CORE COURSES</i>	<i>Knowledge/Mastery of Content</i>	<i>Critical Thinking</i>	<i>Communication</i>	<i>Personal, Civic, Cultural and Global Competence</i>
BGEN 205 Business Communications			X	
BGEN 105 Introduction to Business		X		
ECON 203 Microeconomics		X		
ECON 204 Macroeconomics		X		
FIN 200 Personal Finance		X		

In-course assessments of student learning outcomes are embedded in the core curriculum to assess six general program learning objectives which include (1) technological competence; (2) effective communication; (3) ethical awareness; (4) globalization and intercultural sensitivity; (5) core business knowledge; and (6) analytical thinking. Core business knowledge is assessed through the use of the ETS major fields test and the Capsim tests within our capstone course. The both exams are administered to graduating seniors and provide comparative national analysis of content knowledge.

Students in the capstone course, MGT 465, Strategic Management, participate in the Capsim simulation, which is a global business simulation learning tool where students can apply what they have learned across all content areas of the business core knowledge in a strategic and competitive learning assessment. While students have been engaging in the Capsim simulation as part of the requirements for the capstone course, we have not included this learning activity as part of the assessment for the degree program.

Program Learning Objectives

The **Program Learning Objectives (PLO)** are assessed in several courses each semester. Rubrics have been developed to set expectations for student learning for each assessment activity. It is expected that 80% of students achieve a 70% (Satisfactory) or greater on each objective.

1. Technological Competence

Systematically apply tools of quantitative analysis and modeling to make recommendations and business decisions.

Students will:

- (1) Use technology resources to design, develop, and present information.
 - (2) Employ technology resources to conduct research, analyze data, solve problems, synthesize information and make decisions.
 - (3) Effectively locate, organize, and manage data using the appropriate computer software.
- Initially assessed in BGEN 222 and master level assessed across core curriculum.

2. Effective Communications

Communicate effectively in a wide variety of business settings employing multiple communication media.

Students will:

- (1) use standard English which is mechanically and grammatically correct
 - (2) compose communication that reflects understanding appropriate terminology and business concepts
 - (3) produce documents in appropriate format
 - (4) reflect understanding of audience and situational analysis
 - (5) compose communication that differentiates the writer's voice from primary and secondary sources (no plagiarism)
- Initially assessed in BGEN 205 and master level assessed in BGEN 465.

3. Ethical Awareness

Recognize ethical issues and discern the tradeoffs and implications of applying various ethical frameworks when making business decisions.

Students will:

- (1) identify ethical issues
- (2) enumerate consequences of unethical behavior

(3) propose solutions to ethical problems

(4) provide reasons for behaving ethically

Initially assessed in MGT 305 and ECON 204 and master level assessed in MGT 410.

4. Globalization and Intercultural Sensitivity

Become familiar with major economic, social, political, and technological trends and conditions that influence the development of the global economy and demonstrate competence in the cultural, interpersonal and analytical dimensions of international business.

Students will:

(1) demonstrate basic knowledge of their own cultural rules and biases, and knowledge of cultural values, attributions, and perceptions of others.

(2) demonstrate an understanding of the challenges and concerns faced by managers in multicultural organizations.

(3) recognize cultural differences in both verbal and nonverbal communication and be able to communicate effectively with individuals from other cultures.

(4) express curiosity and openness toward individuals who are culturally different from themselves.

Initially assessed in ECON 203 and master level assessed in BGEN 412.

5. Core Business Knowledge

Evaluate and make business decisions taking into account the interdependent relationships among competitive and environmental conditions, organizational resources, and the major functional areas of business.

Comprehensive knowledge of all areas of business including:

Accounting

Economics

Management

Quantitative Business Analysis

Finance

Marketing

Legal and Social Environment

Information Systems

International Issues

Initially assessed within multiple courses across core curriculum and master level assessed MGT 465.

6. Analytical Thinking

Identify and evaluate implications of business decisions for organizational stakeholders and the natural environment.

Students will:

(1) clearly identify and articulate a problem

(2) identify factors for assessing the problem

(3) gather relevant information and data

(4) correctly solve the problem

Initially assessed in BGEN 202 and master level assessed in BGEN 335.

The Action Item Assessment (AIA) form is used to document program related assessment data including program, emphasis, and course learning objectives. Documentation includes assessment criteria, activity,

benchmark, type of assessment (direct, indirect, formative, summative, etc.) and outcome. The AIA is utilized when faculty meet to analyze data and look for ways to improve upon student learning.

Emphasis Learning Objectives

Each emphasis within the Business Administration program has identified several **Emphasis Learning Objectives (ELO)** to assess the success of student learning. It is expected that 80% of students achieve a 70% (Satisfactory) or greater on each objective.

Accounting

The mission of the accounting emphasis is to equip students with relevant, foundational knowledge of business and accounting while fostering growth of critical thinking skills necessary for future professionals and academic success.

The accounting emphasis identifies the following learning objectives:

Understanding of methods used to assess risks in financial statements

Identify controls to mitigate risks by evaluating overall business transactions within the financial statements
Introduced in ACCT 206 and assessed in ACCT 401.

Knowledge of personal income taxes

Ability to compute and explain payroll taxes, demonstrate an understanding of basic tax terminology and procedures for personal income taxes due to the IRS
Introduced in ACCT 205 and assessed in ACCT310.

Comprehensive understanding of transactional impact to financial statements

Evaluate business transactions using accounting theory and illustrate the effect on financial statements
Introduced in ACCT 205 and assessed in ACCT 306.

Technological competence in financial decision making

Use data and technologies from the accounting system to make optimal business decisions
Introduced in ACCT 206 and assessed in ACCT 415.

Finance

In accordance with the missions of Concord University and the Department of Business, the mission of the finance emphasis is to education our students with a thorough understanding of the fundamental principles of finance. We strive to transform our students into graduates who think critically, are able to analyze financial information, and make sound financial decisions for a modern corporation. Additionally, ethical awareness and behavior are discussed where relevant.

The finance emphasis identifies the following learning objectives:

Apply techniques of financial management

Demonstrate how to apply techniques commonly employed in financial management to analyze financial management decisions common to corporations.
Introduced in FIN 311 and assessed in FIN 315.

Develop an understanding of investments

Analyze markets, trading, sectors, valuation, efficient market theory, portfolio management, technical analysis and behavioral finance.
Introduced in FIN 311 and assessed in FIN 316.

Develop an understanding of issues relating to risk management of a financial firm

Explain interest rate determination and forecasting of interest rates, term structure of interest rates, duration and bond portfolio management, future markets, interest rate swaps, option markets as risk management tools.
Introduced in FIN 311 and assessed in FIN 407.

Comprehension of international financial management

Students should be able to describe the alternative uses of futures, forwards, swaps and options to manage market risks related to changes in currency exchange rates.
Introduced in FIN 311 and assessed in FIN 436.

Management

The mission of the management emphasis is to offer business students a curriculum that will prepare them to be effective managers; to equip them with critical thinking skills which will provide them with the knowledge to manage organizations and work with employees; to learn development skills to effectively lead people and manage projects; and to be valuable contributions to their organization and society.

The management emphasis identifies the following learning objectives:

Identify the elements of organizational systems

Interpret group and individual behavior in organizations including diversity, attitude, communication, job satisfaction, personality, perceptions, decision making, and motivational theories.
Introduced in MGT 305 and assessed in MGT 306.

Explain the role of human resource management

Evaluate human resource problems and determine appropriate solutions
Introduced in MGT 305 and assessed in MGT 308.

Describe the elements of operations management

Analyze and apply project management, forecasting, and strategic operations management decisions.
Introduced in BGEN 335 and assessed in MGT 441.

Explain the role of information systems

Demonstrate the use of information systems to analyze and solve business problems.
Introduced in BGEN 222 and assessed in BGEN 311.

Marketing

Marketing is a career-oriented emphasis that provides a professional education as a Bachelor of Science. Students will become well-informed in advertising, promotion, sales, consumer behavior, public relations, marketing strategy, research, and in delivering value to customers. The mission of our

marketing emphasis is to foster successful marketing professionals who provide outstanding value to their customers, employers, and communities.

The marketing emphasis identifies the following learning objectives:

Develop marketing strategy and planning

Develop marketing plans while analyzing and interpreting marketing data and forecasting demand.

Introduced in MKT 305 and assessed in MKT 445.

Apply principles of advertising theory

Analyze the process of promoting within a modern business organization.

Introduced in MKT 305 and master level assessed in MKT 316.

Understand the profession of selling

To develop analytical skills used to develop sales dialogue and communicate value.

Introduced in MKT 305 and assessed in MKT 320.

Examine and apply theories of consume behavior

Examine the theoretical and practical evolution of the study of consumer behavior and its implications in the marketing cycle and business world.

Introduced in MKT 305 and assessed in MKT 406.

Examine the role of marketing research

Demonstrate an understanding of the scientific methodology as it applies to marketing decision making.

Introduced in MKT 305 and assessed in MKT 340.

Sport Management

The Sport Management mission would be to develop students into well-educated, ethical, and competent sport management professionals. The students will be provided the knowledge, skills, and values to lead the sport industry into the 21st century.

The sport management emphasis identifies the following learning objectives:

Demonstrate knowledge and competencies needed to be a successful Sport Manager

Introduced in MGT 305 and assessed in SPT 425.

Apply knowledge and skill learned throughout the curriculum in sport settings

Introduced in in SPT 225 and assessed in SPT 435.

Apply critical thinking and reasoning skill as sport management professionals

Introduced in SPT 225 and assessed in SPT 425.

Communicate, orally and in writing, in different sport settings

Introduced in SPT 225 and assessed in SPT 325.

Analyze situations and apply appropriate leadership skills and behaviors related to sport management and sport leadership responsibilities

Introduced in SPT 210 and assessed in SPT 225.

Analyze moral and ethical issues related to sport and develop a personal philosophy regarding social responsibility and moral commitment

Introduced in SPT 210 and assessed in MGT 308.

II. Curriculum/Program Map

I Introduced R Reinforced M Mastered A Assessed

*The ETS Exam is administered to graduating seniors as the direct assessment. All core courses contribute to the knowledge base for this assessment measure.

	<i>PROGRAM LEARNING OBJECTIVES</i>					
<i>DEGREE PROGRAM CORE COURSES</i>	<i>Technological Competence</i>	<i>Effective Communication</i>	<i>Ethical Awareness</i>	<i>Intercultural Sensitivity</i>	<i>Core Business Knowledge</i>	<i>Analytical Thinking</i>
BGEN 205 Business Communications	I	I A	I	I	R	
BGEN 222 Business Productivity Software	I A				R	R
ECON 203 Microeconomics			I A		R	
ECON 204 Macroeconomics				I A	R	
ACCT 205 Principles of Acct I	R	R			R	R
ACCT 206 Principles of Acct II	M A				R	R
MGT 305 Principles of Management	R	R	I A	R	R	R
BGEN 202 Decision Sciences I					R	I A
BGEN 335 Decision Sciences II	R				R	M A
MKT 305 Principles of Marketing	R	R			R	
MGT 410 Business Ethics		R	M A		R	
FIN 311 Principles of Finance	R				R	R
BGEN 301 Business Law	R	R	R		R	R
BGEN 412 International Business		R	R	M A	R	
MGT 465 Strategic Management	R	M A			M A	

III. Methods and Measures

Program Learning Objective Measures, Methods, Timeline

The following schedule outlines how and when assessment data across the Business Administration Program will be measured and submitted.

<i>Program Learning Objectives</i>	<i>Course</i>	<i>Internal Data</i>	<i>External Data</i>	<i>Timeline</i>						
				<i>Sp 20</i>	<i>F 20</i>	<i>Sp 21</i>	<i>F 21</i>	<i>Sp 22</i>	<i>F 22</i>	<i>Sp 23</i>
Technological Competence	BGEN 222	Embedded Assessments, Direct Formative	ETS Major Field Test (Summative) Capsim Capstone Exam (Summative)	X	X	X	X	X	X	X
	Multiple Core Courses	Embedded Assessment, Direct Summative		X	X	X	X	X	X	X
Effective Communication	BGEN 205	Embedded Assessment, Direct Summative	ETS Major Field Test (Summative) Capsim Capstone Exam (Summative)	X	X	X	X	X	X	X
	MGT 465	Embedded Assessment, Direct Summative		X	X	X	X	X	X	X
Ethical Awareness	MGT 305	Embedded Assessment, Direct Formative	ETS Major Field Test (Summative) Capsim Capstone Exam (Summative)	X	X	X	X	X	X	X
	ECON 204	Embedded Assessment, Direct Formative		X	X	X	X	X	X	X
	MGT 410	Embedded Assessment, Direct Summative		X	X	X	X	X	X	X
Globalization and Intercultural Sensitivity	ECON 203	Embedded Assessment, Direct Formative	ETS Major Field Test (Summative) Capsim Capstone Exam (Summative)	X	X	X	X	X	X	X
	BGEN 412	Embedded Assessment, Direct Summative		X	X	X	X	X	X	X
Business Knowledge	Multiple Core Courses	Embedded Assessment,	ETS Major Field Test (Summative)	X	X	X	X	X	X	X

<i>Program Learning Objectives</i>	<i>Course</i>	<i>Internal Data</i>	<i>External Data</i>	<i>Timeline</i>						
				<i>Sp 20</i>	<i>F 20</i>	<i>Sp 21</i>	<i>F 21</i>	<i>Sp 22</i>	<i>F 22</i>	<i>Sp 23</i>
		Direct Summative	Capsim Capstone Exam (Summative)							
	MGT 465	Embedded Assessment, Direct Summative		X	X	X	X	X	X	X
Analytical Thinking	BGEN 202	Embedded Assessment, Direct Summative	ETS Major Field Test (Summative) Capsim Capstone Exam (Summative)	X	X	X	X	X	X	X
	BGEN 335	Embedded Assessment, Direct Summative		X	X	X	X	X	X	X

Emphasis Learning Objective Measures, Methods, Timeline

The following schedule outlines how and when assessment data across each emphasis will be measured and submitted.

<i>Emphasis</i>	<i>Emphasis Learning Objectives</i>	<i>Course</i>	<i>Internal Data</i>	<i>Timeline</i>						
				<i>Sp 20</i>	<i>F 20</i>	<i>Sp 21</i>	<i>F 21</i>	<i>Sp 22</i>	<i>F 22</i>	<i>S 23</i>
Accounting	Understanding of methods used to assess risks in financial statements	ACCT 401	Embedded Assessment, Direct Summative External					X		
	Knowledge of personal income taxes	ACCT 310	Embedded Assessment, Direct Summative Internal				X			
	Comprehensive understanding of transactional impact to financial statements	ACCT 306	Embedded Assessment, Direct Formative Internal	X		X				X
	Technological competence in financial decision making	ACCT 415	Embedded Assessment, Direct Summative Internal		X				X	

Emphasis	Emphasis Learning Objectives	Course	Internal Data	Timeline						
				Sp 20	F 20	Sp 21	F 21	Sp 22	F 22	S 23
Finance	Apply techniques of financial management	FIN 315	Embedded Assessment, Direct Summative External	X				X		
	Develop an understanding of investments	FIN 316	Embedded Assessment, Direct Summative Internal		X				X	
	Develop an understanding of issues relating to risk management of a financial firm	FIN 407	Embedded Assessment, Direct Formative Internal			X				X
	Comprehension of international financial management	FIN 436	Embedded Assessment, Direct Formative Internal				X		X	
Management	Identify the elements of organizational systems	MGT 306	Embedded Assessment, Direct Formative Internal	X			X			X
	Explain the role of human resource management	MGT 308	Embedded Assessment, Direct Formative Internal		X			X		
	Describe the elements of operations management	MGT 441	Embedded Assessment, Direct Formative Internal			X			X	
	Explain the role of information systems	BGEN 311	Embedded Assessment, Direct Formative Internal					X		X
Marketing	Develop marketing strategy and planning	MKT 445	Embedded Assessment,				X			

Emphasis	Emphasis Learning Objectives	Course	Internal Data	Timeline						
				Sp 20	F 20	Sp 21	F 21	Sp 22	F 22	S 23
			Direct Summative Internal							
	Apply principles of advertising theory	MKT 316	Embedded Assessment, Direct Formative Internal			X				X
	Understand the profession of selling	MKT 320	Embedded Assessment, Direct Formative Internal			X			X	
	Examine the role of marketing research	MKT 340	Embedded Assessment, Direct Summative Internal	X	X			X		
Sport Management	Demonstrate knowledge and competencies needed to be a successful Sport Manager	SPT 425	Embedded Assessment, Direct Summative Internal			X				X
	Apply knowledge and skill learned throughout the curriculum in sport settings	SPT 435	Embedded Assessment, Direct Summative Internal		X				X	
	Communicate, orally and in writing, in different sport settings	SPT 425	Embedded Assessment, Direct Summative Internal	X				X		
	Analyze situations and apply appropriate leadership skills and behaviors related to sport management and sport leadership responsibilities	SPT 325	Embedded Assessment, Direct Summative Internal				X			

*All courses are subject to Course Evaluations (Summative) Internal Data

IV. Assessment Analysis and Infrastructure

All faculty from the Business Administration Program are involved with the assessment process. Assessment is discussed as each program meeting (updates, announcements, or data shared), as well as dedicated program assessment meetings occur at least twice a semester. The Director of University Assessment coordinates and maintains the program assessment information.

Department assessment meetings occur regularly (at least bi monthly) during the academic year to allow faculty to discuss needed areas of improvement, current finding, etc. with the entire department. Starting 2020, emphasis specific faculty meet at least twice a semester to evaluate assessment measures and review data. The Business Administration Program conducts an annual assessment retreat in May in which the previous year's assessment data is reviewed and analyzed at each level (University, program, emphasis, and course). By analyzing the data from the AIA's and University data, faculty discuss areas that need improvement, goals or objectives that need to be redefined or evaluated. The retreat focus is to discuss, review, and interpret assessment and accreditation data to formalize required reports for the upcoming academic year and to make improvements where necessary. Assessment data is updated on the program webpage for all stakeholders.

The Business Administration Curriculum Committee meets regularly to discuss issues relevant to curriculum and assessment. The committee is comprised of a representative from each area of emphasis within the program, but all program faculty members are invited, in fact encouraged, to participate in this committee. Individual faculty review data from the various assessment measures that relate to their area of emphasis within the business administration degree program and proposed modifications of degree programs areas.

Program faculty prepare and submit an annual assessment review every year as required by the University. Reports are due November 1st of each year and the report focuses on the activities of the previous year assessment. The report is externally reviewed, feedback is given for continuous improvement, and shared with the Dean, Chair, and program faculty. The Business Administration Program is represented on the University Assessment Committee with one program faculty member.

V. Recent Changes

The Business Administration Program has made several key updates and changes within the last year. Many of these key changes were a direct result of the ACBSP feedback.

- Created a comprehensive assessment plan
- Clearly identified a benchmark for program and emphasis learning outcomes
- Revised Emphasis Learning Objectives and set assessment schedule
- Revised two Program Learning Objectives – Ethical Awareness and Globalization and Intercultural Sensitivity
- Added objectives statements to all Program Learning Objectives
- Mapped all Program Learning Objectives
- Revised Action Item Assessment form for better capture of assessment measures
- Identified all emphasis missions
- Began regular assessment days for each emphasis during the semester

VI. Upcoming Strategies

The Business Administration Program continually improves efforts, learns from assessment data, and makes changes in order to help improve student learning. Several upcoming strategies will be implemented to continue to strengthen the assessment process.

- Revise course learning objectives with aligned PLO identified
- Utilize ACBSP to report assessment data for each PLO and ELO (see next page for example)
- Create assessment plan for each minor

Standard Four: Measurement and Analysis of Student Learning and Performance -- Figure 4.2

Criterion 4.2. -- To identify trends, the business school or program should report, at a minimum, three successive sets of periodic assessment results.

Performance Indicator	Definition
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>

Analysis of Results

Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
<p>Measurable goal</p> <p>What is your goal?</p>	<p>What is your measurement instrument or process? Do not use grades.</p> <p>(Indicate type of instrument) direct, formative, internal, comparative</p>	<p>Current Results</p> <p>What are your current results?</p>	<p>Action Taken or Improvement made</p> <p>What did you improve or what is your next step?</p>	
<p>Effective Written Communication OBJECTIVES: The students will</p> <ol style="list-style-type: none"> 1. use standard English which is mechanically and grammatically correct 2. compose communication that reflects understanding appropriate terminology and business concepts 3. produce documents in appropriate format 4. reflect understanding of audience and situational analysis 5. compose communication that differentiates the writer's voice from primary and secondary sources (no plagiarism) 	<p>Business Research Report Direct, Formative, Internal</p>	<p>A goal was set for 80% of students to achieve 60% or above. The data indicated that the majority received at least a 60% (acceptable) or above.</p>	<ul style="list-style-type: none"> • Current data indicate that over 80% of students are performing at the acceptable or excellent levels for this learning goal. • Instruction will continue to focus on the techniques for more effective writing, with continued emphasis on report writing, using APA report format, proper citation of sources, and improving paraphrasing of sources. • Data from the 2015-2016 academic year was received from adjunct faculty. Starting in the 2016-2017 year, only full time faculty will be teaching the Business Communications Course as it is now a general education course requirement. • There is still a concern that grammar usage is not fully developed, especially with our international students. 	<ul style="list-style-type: none"> • A second measure will be implemented as the student progresses throughout the program during the International Business Course and/or Strategic Management, both of which are upper level core courses. • Starting Fall 2018, this Assurance of Learning Goal will be revised as Effective Communication and the rubric will be updated. To be an effective communicator it is more than just a verbal component. • Although students are performing at or above the acceptable range for the learning goal, faculty are working toward additional benchmarks to incorporate through the year to assist students in developing their writing skills. • Attention will be given to in class writing assignments.

