

**Undergraduate Program – Continuous Improvement Actions**

Learning Goal	Learning Objective	T3 Data Collection	T4 Data Collection
	<p><b>WRITTEN:</b></p> <p>Students will demonstrate proficiency in written communications by creating clear and well-structured business documents.</p>	<p><b>When Assessed:</b> Spring 2016  <b>Where Assessed:</b> MGT 303. Two sections (F2F &amp; online)</p> <p><b>Action Taken:</b> Assignments were standardized across all sections of MGT 303, and best examples and a template were shared prior to providing the assignment. The assessment was done later in the semester, rather than at the first of the semester. A rubric simplifying the evaluation was provided.</p> <p><b>How Assessed:</b> Rubric</p> <p><b>Results:</b>            Criteria 1 (Grammar) – Standard met by 78% (results in online section were slightly below standard 67.53%)</p> <p>Criteria 2 (Sentence Structure) – 80% met or exceeded proficiency</p> <p>Criteria 3 (Subject) – 84% met or exceeded proficiency</p> <p>Criteria 4 (Organization) – Standard not met, with 66% meeting or exceeding proficiency (F2F: 74.2%; online 59.46%)</p> <p>Criteria 5 (Support) – Standard not met with 60% meeting or</p>	<p><b>When Assessed:</b> Fall 2016</p> <p><b>Where Assessed:</b> MGT 303 MGT 303. Two sections (F2F &amp; online)</p> <p><b>Action Taken:</b> All sections of MGT 303 incorporated the recommended changes. Assessed one section (N= 41, 22% of total enrollment) to track whether recommended changes were working. Results in all sections were archived for later evaluation.</p> <p><b>Results:</b>            Criteria 1 (Grammar) – 86.5% met or exceeded expectations</p> <p>Criteria 2 (Sentence Structure) – 88.5% met or exceeded expectations</p> <p>Criteria 3 (Subject) – 84.6% met or exceeded expectations</p> <p>Criteria 4 (Organization) – 82.7% met or exceeded expectations</p> <p>Criteria 5 (Support) – 84.6% met or exceeded expectations</p> <p>No notable differences between F2F and Online sections.</p> <p><b>Continuous Improvement Actions:</b>            Based on recommendations</p>

		<p>exceeding proficiency (F2F: 70%); online 51%)</p> <p><b>Continuous Improvement Actions:</b> Best example/template for writing assignments should be shared with students and posted in “DocSharing” in eCollege.</p> <p>Provide clear instructions for proper writing format in the assignment outline and rubric.</p> <p>Update the course (memos are rarely used over emails, so focus more on electronic communication.)</p> <p>Standardize assignments across all sections of the course and present students with same business scenario for writing rather than allowing student to create their own situation.</p>	<p>from 2015-2016, a task force has revised the curriculum for MGT 303 with phased implementation beginning in Fall 2107. It is expected that business dress (in oral presentations) and business context (in writing assignments) will be addressed in the new curriculum, starting in Fall 2017. We also plan to create a college-wide set of standards to encourage faculty in all courses to follow a similar format. Finally, the College of Business Career Services web page will add resources on this topic.</p>
--	--	--	---

