

Minutes  
Assurance of Learning Task Force  
April 26, 2010

9:00 a.m.

323 Wimberly Hall

Present: K. Birkeland, J. Finch, B. Knowles, B. May, K. Lyons, T. Krueger, K. Sherony

1. The minutes of the April 19 meeting were approved. (unanimous)
2. Coordinator's report:
  - a. Details for administering ETS in Mgt 449 will be finalized this week. The ETS service representative will set up a trial run for Professor Kuffel. Knowles will attend the first two sessions at which the test will be administered.
  - b. Knowles met with Institutional Research. The course history student data still needs refinement. Core course history is straight forward; courses in the major more challenging. Institutional Research is working on it.
  - c. Knowles will meet with Bryan Kopp, CATL Writing Programs Coordinator, to discuss assessment of communication.
3. Assessment of communication: Knowles met with instructors from IS 220, Mgt 449 and Bus 230 to discuss assessment of communication.
  - a. IS 220 is being revamped this summer. Discussion sections that will include common assignments have been proposed. One of these assignments could include a communication task involving technology.
  - b. Mgt 449 staffing is in flux. Consequently, the timing for assessing communication in Mgt 449 next year may not be right. A larger discussion about the goals of 449 is being contemplated by some in the Management Department. AOLTF recommends that the CBA UCC be charged in AY 2010-11 with facilitating a college-wide discussion of the CBA capstone class.
  - c. Bus 230 instructors concurred with the mapping of the course objectives into the core learning outcomes. Instructors have questions about assessing written and oral communication in Bus 230 because most class assignments are group activities but AACSB requires assessment of individual work.

AOLTF discussed

- what constitutes a "well written business report:" proper grammar/punctuation/syntax?; significant content/clear organization/development of ideas?
  - whether CBA instructors provide actual instruction in these or if they are skills acquired elsewhere during students' education.
  - consulting with instructors who indicated communication as a learning outcome to develop a better understanding of the extent to which communication is "taught" vs. a proficiency that is expected.
  - surveying instructors of writing emphasis courses to determine the extent to which they teach students to produce polished work.
  - using indirect measures to assess communication.
  - assessing group work in Bus 230 and providing explanation for this choice to AACSB.
4. The meeting adjourned at 10:15 a.m.

Keith Sherony, Chair