Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "<u>identifies</u> expected outcomes, <u>assesses</u> the extent to which it achieves these outcomes, and <u>provides evidence of seeking improvement</u> based on analysis of the results".

Academic Program

Business Administration, B.S.

Submission Year

2019-2020

Ex. If the report you are submitting is due October 1, 2019, choose 2019-2020.

Assessment Coordinator Name

TaQuesa McLeod

Enter Assessment Coordinator Email

amcleod@lander.edu

If more than one coordinator, please choose one for emails to be sent to.

Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported

⊙ High-Demand, Market-Driven Programs

○ Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

○ Robust Student Experience

○ Graduates Who Are Gainfully Employed or Admitted to Graduate School

○ Advancement Activities Leveraged to Further the University's Mission

○ Engaged and Supportive Alumni

○ Financially Stable and Operationally Efficient

○ Facilities Positioned for Growth and Efficient Utilization

○ Employer of Choice

○ Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Major Enrollment

Timeframe for this Outcome

2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major for Baccalaureate programs is greater than or equal to 12.5.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Not Applicable

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the major for Baccalaureate programs is less than 12.5.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	**Frequency of Assessment**
Enrollment data extracted from Banner	Annually

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**

480.8	3

Comments/Narrative

The College of Business at Lander University has been actively developing new programs over the past academic year that addresses its college and institutional goals in terms of high demand / high growth program needed within the industries of SC. New programs being developed, and pending regulatory approval, include a new Bachelor of Applied Science degree completion program to meet the needs of technical college graduates in the state along with new emphasis programs in the B.S. degree areas which include sports management and hospitality management.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

The College of Business at Lander University has successfully achieved programmatic re-accreditation for 2019-2024 by the Association to Advance Collegiate Schools of Business (AACSB). Post re-accreditation activities will involve reevaluation of current assessment activities at the college level which will include reevaluation of program goals and learning objectives at the undergraduate and graduate degree levels and how these objectives will be assessed and evaluated moving forward. This re-evaluation period will occur between the current academic year of 2019-2020.

Include estimate of cost.

Explanation of How Resources Will Be Used

The resources will be used to continue to enhance the COB student education and professional goals.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is greater than or equal to 8.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Not Applicable

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is less than 8.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	**Frequency of Assessment**
Graduation data extracted from Banner	Annually

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
111.0	3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

The College of Business at Lander University has been actively developing new programs over the past academic year that addresses its college and institutional goals in terms of high demand / high growth program needed within the industries of SC. New programs being developed, and pending regulatory approval, include a new Bachelor of Applied Science degree completion program to meet the needs of technical college graduates in the state along with new emphasis programs in the B.S. degree areas which include sports management and hospitality management.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

The College of Business at Lander University has successfully achieved programmatic re-accreditation for 2019-2024 by the Association to Advance Collegiate Schools of Business (AACSB). Post-re-accreditation activities will involve re-evaluation of current assessment activities at the college level which will include a reevaluation of program goals and learning objectives at the undergraduate and graduate degree levels and how these objectives will be assessed and evaluated moving forward. This re-evaluation period will occur between the current academic year of 2019-2020.

Include estimate of cost.

Explanation of How Resources Will Be Used

The resources will be used to continue to enhance the COB student education and professional goals.

Goal Summary

Goal Summary/Comments

The COB has five program goals: applied business knowledge, communication, teamwork, problem solving and ethics for all degrees offered. Each goal is intended to enhance the student's academic and professional experience upon graduation. The COB uses a benchmark of 70% for success in our testing. This means at least 70% of all students who take the assessment must score at least 70% or better on each assessment. Since the assurance of learning is done systematically, the COB has the ability to review previous assessments and compare to current assessments to determine if the closing the loop changes were performed and if they made a difference in current students' performance.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

The COB will continue with the BA 299, 399, 499 professional development series. The faculty have reviewed the current delivery and recognized the need to revise modality to support student's professional goals. The course will be revised to identify and develop professional development of the COB emphases tracks. By reviewing this data on a standard, rolling basis the COB and create and perform closing the loop activities. For the Spring 2019 Semester, the communication and ethics criterion will be changed to decrease the assessment scale and design limitations.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files
*Please upload any rubrics or other documents used
for this goal.*

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Communication

Pillar of Success Supported

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Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

We want our students to have professional communications skills. Our students prepare and deliver a complete, concise business document.

Timeframe for this Outcome

2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Students will be required to score a 70% or higher on assessment tools used within selected COB Management courses will determine the criteria as met.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Assessment scores that range between 65% and 70% on assessment tools used within selected COB Management courses will result in the criteria qualifying as partially met.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Assessment scores less than 65% on assessment tools used within selected COB Management courses will result in the criteria noted as not met.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	Frequency of Assessment
COB Assessment-Communication	Annually

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
63% of the students meet this goal.	1

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

The COB assessment results students did not meet this goal. The COB assessed oral communication in the Spring 2018 semester. The COB began a series of professional development classes, BA 299/399/499, entitled Professional Development I, Professional Development II, and Professional Development III. The COB realized that oral communication, including presentations and one-on-one communication should be introduced and reinforced through these classes, taught within the COB. The COB measures oral and written communication through presentations in BA 499 through a videoed class presentation measured against a rubric developed by the COB. The COB determined that the best way to measure one-on-one communications is through mock interviews with professors and professionals in the community required in BA 499. These mock interviews are measured against a rubric developed by the COB. A review of the assessment tool displays areas of uncertainty for written communication which had the potential for faculty to interpret instead of definitive knowledge of criterion met. The COB discussed the need to review and revise the rubric as the current format measures oral and written and may lead to inconclusive results. A revision of the rubric will yield a more effective measurement tool.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

The visual aid criteria used to assess written communication displayed a significant variance across scoring mechanics. This component of the rubric will be addressed and revised to support current student technological resources and accurately measure both oral and written communication separately.

Include estimate of cost.

Explanation of How Resources Will Be Used

The rubric will be used to assess the written communication criteria for visual aids to ensure students ability to effectively communicate in business endeavors.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Ethics

Timeframe for this Outcome

2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Students will be required to score a 70% or higher on assessment tools used within selected COB Management courses will determine the criteria as met.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Assessment scores that range between 65% and 70% on assessment tools used within selected COB Management courses will result in the criteria qualifying as partially met.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Assessment scores less than 65% on assessment tools used within selected COB Management courses will result in the criteria noted as not met.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	**Frequency of Assessment**
This outcome was not assessed this academic term	Annually-rolling

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Not applicable	

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

The COB ethics reviews the students' understanding of both ethical issues and corporate social responsibility issues. This goal was last assessed in Spring 2018. This goal was assessed with a case study in BA 414, our capstone senior class. After that assessment, at the COB's annual meeting, the COB decided that too much assessment was occurring in BA 414, so the COB voted to move the assessment of ethics from BA 414 to BA 499 and the assessment tool was changed from a case study to a multiple choice quiz. A review of multiple-choice questions against the objectives of ethics, however, showed that the multiple-choice questions were not testing the students' ability to understand ethical and corporate social responsibility issues. The COB recognized a need to change the assessment tool. In Spring of 2018, the assessment was changed to a case study given in conjunction with a discussion of ethics in FINA 301, an upper-level core class. Upon grading the case study, however, the ethics team realized that the questions framed in the case study do not match up with the items graded on the rubric. This created artificially low scores in the 2018 assessment. Therefore, the case study will need to be reviewed by the COB before assessment in Spring of 2020.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

A review of multiple-choice questions against the objectives of ethics, however, showed that the multiple-choice questions were not testing the students' ability to understand ethical and corporate social responsibility issues. The COB recognized a need to change the assessment tool. In Spring of 2018, the assessment was changed to a case study given in conjunction with a discussion of ethics in FINA 301, an upper-level core class. Upon grading the case study, however, the ethics team realized that the questions framed in the case study do not match up with the items graded on the rubric. This created artificially low scores in the 2018 assessment. Therefore, the case study will need to be reviewed by the COB before assessment in Spring of 2020.

Include estimate of cost.

Explanation of How Resources Will Be Used

The COB faculty will use the revised assessment tools and criteria to ensure program goals are monitored as needed.

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Business Knowledge

Timeframe for this Outcome

2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Students will be required to score a 70% or higher on assessment tools used within selected COB Management courses will determine the criteria as met.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Assessment scores that range between 65% and 70% on assessment tools used within selected COB Management courses will result in the criteria qualifying as partially met.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Assessment scores less than 65% on assessment tools used within selected COB Management courses will result in the criteria noted as not met.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	**Frequency of Assessment**
This outcome was not assessed this academic term	Annually-rolling

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Not applicable	

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

Business knowledge assesses our students' general business knowledge in all core areas - accounting, finance, management, marketing, economics, business law, management information systems, and business decision making. This goal is measured in Spring of 2014, 2016 and 2018. Each of these competencies is measured in their respective core classes using a set of randomly selected embedded questions. Each section of a class uses the same randomly selected question. The COB additionally measured the student's ability to use word processing, excel and power point programs.

Beginning in the 2014 academic year, the COB voted to remove BA 205 from our required classes and introduce these skills in BA 101 – Introduction to Business. The plan was to move BA 101 from a 3-hour class to a 4-hour class to include these skills.   However, the class was never changed to a 4-hour class and although the professors of these classes tried to introduce these skills and include projects on them in these classes, it never quite fit the overall theme of BA 101. For 2 years after BA 205 was dropped from the curriculum, the COB used proficiency tests to determine students' readiness with these skills before students could enroll in 300 level classes. However, after 2 years of testing, the COB realized that the passage rate on these exams was 100% and determined the tests were not effective. In the Spring of 2018, the COB voted to add BA 205 back to the curriculum. The COB will pilot BA 205 in the Spring of 2019 and will become required for all emphasis in the Fall of 2019. The COB will once again assess business knowledge of computer skills in BA 205 in Spring 2020.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

The COB will pilot BA 250 in the Spring of 2019 and will become required for all emphasis in the Fall of 2019. The COB will once again assess business knowledge of computer skills in BA 250 in Spring 2020.

Include estimate of cost.

Explanation of How Resources Will Be Used

The COB faculty will continue to review assessment tools and criteria to ensure program goals are monitored as needed.

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Problem-solving

Timeframe for this Outcome

2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Students will be required to score a 70% or higher on assessment tools used within selected COB Management courses will determine the criteria as met.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Assessment scores that range between 65% and 70% on assessment tools used within selected COB Management courses will result in the criteria qualifying as partially met.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Assessment scores less than 65% on assessment tools used within selected COB Management courses will result in the criteria noted as not met.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	**Frequency of Assessment**
COB Assessment Data	Annually

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
77% of the students scored 70% or higher.	3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

A case was administered in MGMT330 during the fall semester of 2018. The case required students to solve a case problem using the 5 steps of the decision-making process. Thirty cases were taken from two sections of MGMT330. The "met" criterion for the case required that at least 70% of the students would score at least a 9 or higher on the grading of the Rubric. This goal was met with 77% of the students achieving a 9 or better on the Case. This is a slight improvement over the previous assessment results conducted (73%). The "closing the loop" recommendations from spring 2017 will continue and additional recommendations will be discussed at the end-of-year meeting.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

It is recognized that contextual learning will produce greater retention and more effective problem-solving. Problem solving tools will be further utilized in BA 225, BA 304, FINA 301, and MGMT 330. Excel basics (and Word and PowerPoint) will be introduced in BA 101 using SymNet and advanced applications will be incorporated with specific assignments in subsequent core courses.

Include estimate of cost.

Explanation of How Resources Will Be Used

These resources will enhance student professional and business knowledge goals.

Outcome 5

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Teamwork

Timeframe for this Outcome

2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Students will be required to score a 70% or higher on assessment tools used within selected COB Management courses will determine the criteria as met.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Assessment scores that range between 65% and 70% on assessment tools used within selected COB Management courses will result in the criteria qualifying as partially met

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Assessment scores less than 65% on assessment tools used within selected COB Management courses will result in the criteria noted as not met.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used   **Frequency of Assessment**

COB Assessment Data	Annual

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
100% of the students scored 70% or higher.	3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

For the Spring 2019 Semester, the AOL Teamwork criterion changed from a student-driven rubric designed to determine the effectiveness of learning of groupwork to a 10 question segment of the final exam covering the group work chapter of the textbook. These questions were randomly selected. The MGMT 301 assessed 20 students. The majority of the questions scored 90% or better, two questions assessed at 70%-75%. These question will be reviewed and concepts will be reinforced with curriculum review.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

New assessments will be calculated from the exam results. The professor(s) of record in the MGMT 301 will record the results and report the findings to the emphasis coordinator and the assessment committee.

Include estimate of cost.

Explanation of How Resources Will Be Used

Results will be calculated from exam pool results from the existing MGMT 301 courses.

Goal Summary

Goal Summary/Comments

The COB has five program goals: applied business knowledge, communication, teamwork, technology, problem-solving and ethics for all Bachelor's degrees offered. Learning goals are assessed annually on a rolling basis. Communication is assessed for oral and written components (alternating academic terms), Teamwork and Problem Solving are assessed as deemed priority level based on current student achievement. Each goal is intended to enhance the student academic and professional experience upon graduation. The goals assessed for the 2018-2019 year were communication oral, problem-solving and teamwork.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

Faculty performs assessments in upper level, core classes, so that a broad range of students and emphasis can be reached. Assessment data retrieved during the semester as well as the assessment tools and procedures are reviewed by the COB. The COB reviews learning goals on an annual basis but decided not to make any changes in this reporting period. However, the COB faculty discussed future review of the oral presentation rubric to ensure criteria adequately assess the visual aid component.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files
Appendix E for AOL - Goal Assessments.docx

COB-FY19- Problem-Solving Report.docx

COB-FY19- Teamwork Report.docx

COB-BA499- Mock Interview Assessment Data 2019.xlsx

COB-FY19-Communication Report.docx

Please upload any rubrics or other documents used for this goal.