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2016

Academic Learning Compact : Entrepreneurship [Effective 2016]

University of South Florida St. Petersburg.

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ACADEMIC LEARNING COMPACTS (ALCs)

Entrepreneurship - AY2016-17

Academic Learning Compacts, Updates: 2016-2017

“... to ensure student achievement in undergraduate and graduate degree programs ...”

Academic Program: Entrepreneurship

Person Responsible: William Jackson

Mission of Academic Program (include URL):

To create the most prepared graduates to either start or work in entrepreneurial firms—students possessing the necessary competencies to be successful in the rapidly changing 21st century.

Mission of the Program of Entrepreneurship at USF St. Petersburg

List Program Goal(s) / Objective(s):

Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.

Content/Discipline Knowledge and Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2016-17
Content/discipline knowledge and skills were not measured/assessed during the 2016-2017 academic year since the major is being reviewed and changes are likely to be made to the program and its goals and objectives. We will resume measuring/assessing	n/a	n/a	n/a	n/a

content/discipline knowledge and skills as soon as this process is completed which should happen in time for the 2017-2018 academic year.				
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Communication and Critical Thinking Skills were measured for all Kate Tiedemann College of Business students in our required capstone course (GEB 4890) as follows:

Communication Skills:

Our students will produce quality oral presentations and written assignments.

OBJECTIVE 1: Students will demonstrate effective writing skills.

OBJECTIVE 2: Students will deliver effective oral presentations on a business topic.

MEASURE: Students will produce written analysis of a case study and make oral presentations in selected sections of GEB 4890. Both a written communication rubric and an oral communications rubric are used for scoring.

ADMINISTERED: SPRING 2017

OUTCOME OBJECTIVE 1: Forty essays were evaluated using our Business Writing Analytic Rubric. As in past years we hired an consultant/external reviewer (English professor and head of our USFSP Student Success Center) score the assignments. The rubric use addressed five criterion of writing: Purpose & Audience, Organization, Support/Reasoning, Language & Style, and Writing Conventions. There were four levels of proficiency for each criterion: unsatisfactory, basic, proficient, and superior. While the rubric is intended as a holistic tool, numerical values were assigned to the levels of proficiency for analysis: unsatisfactory = 1, basic = 2, proficient = 3, and superior = 4. Half points were also assigned with a score of 2.5 (i.e., borderline) or higher being an “acceptable” level of performance.

72.5% of the students scored borderline or better on their overall score. Of the five areas evaluated, students were strongest in their writing conventions skills (80% proficient to superior and 90% borderline or better) and weakest in their support/reasoning (42.5% proficient to superior and 67.5% borderline (2.5 points) or better). The following Table summarizes these results.

	Unsatisfactory to Basic (1-2 points)	Borderline (2.5 points)	Proficient to Superior (3 to 4 points)
Purpose & Audience	22.5%	20%	57.5%
Organization	10%	7.5%	75%
Support/Reasoning	32.5%	25%	42.5%
Language & Style	27.5%	20%	52.5%
Writing Conventions	10%	10%	80%
Overall Score	27.5%	27.5%	45%

The reviewer also noted the following:

“According to the syllabus for Spring 2017 GEB4890, this particular assignment was one of seven case studies that students analyzed. All seven case study analyses accounted for 10% of the overall grade. I am of the opinion that this particular assignment is not a wholly accurate representation of KTCOB student writing abilities. As each case analysis contributes less than 1.5% of the overall class grade, it is entirely feasible that students may not have put forth the effort and diligence in the assignment that they are truly capable of. One student added to the paper, in pen, “Sorry about the lack of detail and effort with this case. Been busy with work and family. This is not a good reflection of my abilities ... it was rushed and last minute. Thanks.” To counter this point, however, the syllabus did state that “Some outcomes of this class may be utilized to assess student learning for purposes of SACS and AACSB International accreditation.” Whether this note held sway over students’ effort to produce quality work is undetermined, but students were made aware of the potentiality that any of their assignments could be used in an external assessment.”

ACTION TAKEN: While a greater emphasis has been placed on written communication in our undergraduate business program about 25% of our students still score at an unsatisfactory level in written communication. More specifically, the following results have been achieved over the past 6 years: 61% in 2011, 73% in 2012, 81% in 2013, 74 % in 2014, 73% in 2015 and 73% in 2016. Due to the importance of this objective and since we have realized only limited improvements since our last review we will continue to strive for improvements in the future. The Undergraduate Curriculum and Assessment Committee will again review this Learning Goal carefully in the Fall 2017.

OUTCOME OBJECTIVE 2: Students in Dr. Geiger’s Spring 2017 GEB 4890 (capstone) classes were assessed on their ability to deliver an effective oral presentation on a business topic. The student presentations were rated on four traits: Content, Voice Quality and Pace, Mannerisms, and Use of Media. The results based on an Oral Communication Rubric, were as follows:

Content: 97% of all students scored “acceptable” or “outstanding.”

Voice Quality and Pace: 93% scored “acceptable” or “outstanding.”

Mannerisms: 93% of all students were rated “acceptable” or “outstanding”

Use of Media: 93% were rated either “acceptable” or “outstanding.”

Our expectation was that 80% of the students would rate either acceptable or outstanding in each of the four traits and that expectation was exceeded.

ACTION TAKEN: Due to the importance of this objective, we will continue to measure it in future terms.

Critical Thinking Skills:

Students will have the ability to use critical thinking and decision-making skills.

OBJECTIVE 1: Students will identify and prioritize key assumptions used in business decision-making scenarios.

MEASURE: Students were given a writing assignment in Dr Marlin's GEB 4890 class and scored with a Critical Thinking Rubric consisting of three traits (identifies decision making scenario, identifies alternative courses of action, and analyzes alternatives and their consequences).

DATE ADMINISTERED: Spring 2017

OUTCOMES: 91.2% of all students were rated "acceptable" or "outstanding" on the first trait (identifies scenario). 88.2% of all students were rated "acceptable" or "outstanding" on the second trait (identifies alternative actions). 82.4% were rated "acceptable" or "outstanding" on the third trait (analyzes consequences). Our expectations were met on this objective.

ACTIONS TAKEN: We will continue to measure in the future using variations in the writing assignment to ensure consistency.

OBJECTIVE 2: Students will solve business problems using appropriate quantitative and analytical techniques.

MEASURE: Students will solve a two-way ANOVA problem and a Multiple Linear Regression Analysis problem on exams in the Business & Economic Statistics II course (QMB 3200). It is expected that students will score a 70% or higher grade in examining and solving these problems.

DATE ADMINISTERED: Fall 2016

EVALUATION TOOLS:

ANOVA Analysis - One-way and two-way ANOVA are taught in this course. A two-way ANOVA problem was assigned.

Multiple Linear Regression Analysis – Multiple linear regression along with appropriate tests for interaction and collinearity as well as quadratic and cubic regression are covered in this class. Two multiple linear regression and nonlinear regression problems were examined.

OUTCOMES: Scores were based on problems given to individual students on Exams 1 and 2. Between 80% and 92% of students scored either acceptable or outstanding on the 3-parts of the ANOVA problem (Exam 1) and between 80% and 96% scored acceptable/outstanding on the 6 parts of the regression problem (Exam 2).

ACTIONS TAKEN: **Students continue to meet expectations in this area. We will continue to** place a strong emphasis on helping the students “visualize” these types of problems and on how to use these techniques to solve business problems.

Analysis of Variance (ANOVA) : Summary

Date: FALL 2016

Rater: Dr John Gum

Course: QMB 3200

Students: 70

TRAIT	Unacceptable (-4 or more)	Acceptable (-3 or less)	Outstanding (no points deducted)	Accept + Outstanding
Test Factor A – provide proper null and alternative hypothesis; if null is rejected, perform post hoc analysis on all combinations; make appropriate recommendations based on findings.	10/50 = 20%	10/50 = 20%	30/50 = 60%	80%
Test Factor B- provide proper null and alternative hypothesis; if null is rejected, perform post hoc analysis; make appropriate recommendations	9/50 = 18%	10/50 = 20%	31/50 = 62%	82%
Test for interaction between Factors A & B; provide proper null and alternative hypothesis; test using alpha and sig (p values); make recommendations	4/50 = 8%	6/50 = 12%	40/50 = 80%	92%

Multiple Linear Regression Analysis: Summary

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TRAIT	Unacceptable (-4 or more)	Acceptable (-3 or less)	Outstanding (no points deducted)	Accept + Outstanding
Test the Model – provide null and alternate hypothesis; test using alpha and p-value; reject or not; statistically significant?	8/50 = 16%	5/50 = 10%	37/50 = 74%	84%
Test Independent Variables – provide hypotheses for each independent variable; test using alpha and p-values; reject or not; statistically significant?	3/50 = 6%	7/50 = 14%	40/50 = 80%	94%
Estimated Regression Equation – determine the equation from the SPSS printout.	8/50 = 16%	3/50 = 6%	39/50 = 78%	84%
Slopes – Explain the slope for each independent variable, how does a one unit increase in the independent variable effect the dependent variable	10/50 = 20%	4/50 = 8%	36/50 = 72%	80%
Adjusted R-square – explain what percent of the variation in the dependent variable is explained by the independent variable	8/50 = 16%	6/50 = 12%	36/50 = 72%	84%

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Test for Collinearity – check the VIF for each independent variable, if greater than 10 then remove and run the regression again	2/50 = 4%	12/50 = 24%	36/50 = 72%	96%
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