Executive Summary

While reading the executive summary, please keep in mind the distinction between a goal and an objective as used by the Assurance of Learning (AOL) Committee. A goal specifies a broad skill the College expects a student to possess when they finish the business core. Objectives describe the actions a student must perform in order to measure their position on the goal’s continuum. For example, the College expects BBA and MBA students to be critical thinkers. The AOL Committee measures critical thinking skills as the ability to recognize the underlying problem, discern between relevant and irrelevant information, select appropriate theoretical tools for analysis and write a well thought out recommendation. These four objectives or components constitute the broad goal of critical thinking.

Process Changes

At the beginning of fall 2009, the AOL Committee reviewed all rubrics and assignments used to assess College learning goals. The purpose is to ensure alignment with goals and objectives adopted by the Undergraduate Curriculum Committee and they conform to generally accepted assessment practices. As a result, the AOL Committee made several changes to rubrics and or assignments used to assess written and oral communication skills, problem solving skills and recognition of ethical issues to improve the assessment process.

M.B.A. Level

B.B.A. Level

- The AOL Committee reinstituted assessment of writing in BCIS 338 using revised rubrics and course-embedded assignments.
- The AOL Committee began assessing oral communications skills in MGT 303. Previously, this assessment occurred in only one section of Comm. 365.
- The AOL Committee and the Marketing Department faculty developed and improved rubrics and assignments used for both oral communications skills and ethics recognition.
- Finance Department faculty expanded their rubric and assignment for problem solving to align with newly adopted goals and objectives.
- Law faculty revised their rubric and assignment for assessing legal issues. Beginning in spring 2010, the law faculty will implement the revised instrument.
- The AOL Committee adopted uniform category labels for performance on each objective measured to below expectation, meets expectation and exceeds expectation.
- The AOL Committee standardized the data collection phase of the assessment process to include a set of spreadsheets linked to the AOL Assessment Report that will simplify and standardize data collection.

Overview of Assessment Results

The AOL Committee assessed five B.B.A. and five M.B.A. learning goals. On each objective of each goal, the AOL Committee or individual faculty ranked a student’s performance as below, meeting or exceeding expectations. For reporting purposes, the AOL Committee combined the last two into a single category, meets or exceeds and a performance standard of 80% of students will meet or exceed on each objective of each goal was applied to evaluate student performance.
Fall 2009 M.B.A. Level

- Goal 1: students are effective communicators. MBA students **failed** to meet the standard on all three objectives with respect to written communications.
- Goal 2: students think critically. MBA students **failed** to meet the standard on all four objectives.
- Goal 3: Demonstrate quantitative skills. MBA students met the standards on all three objectives.
- Goal 4: Students demonstrate interpersonal skills. MBA students met the standards.
- Goal 5a: students can comprehend ethical issues. MBA students meet the standard on two of the six objectives. They can identify stakeholders and write a recommendation. However, they **failed** to meet the objectives with respect to describing the dilemma, identifying pertinent facts, proposing alternative solutions, and explaining the appropriateness of the solutions. Moreover, performance varies substantially by location.
- Goal 5b: students can comprehend legal issues. MBA students meet the performance standard on all three objectives.

Fall 2009 B.B.A. Level

- Goal 1a, written communications, BBA students **failed** to meet the performance standard on all three objectives.
- Goal 2a, oral communications, BBA students met the performance standard on two of three objectives, but **failed** to meet the standard with respect to style of delivery.
- Goal 2, diversity, BBA students met the performance standard on all three objectives.
- Goal 3, information technology, BBA students met or nearly met the performance standard on all objectives for information technology except for two areas. They **failed** to meet the standard in the area of creating an interaction chart and exporting a chart to a memo.
- Goal 4a, problem solving, BBA students met the standard on all three objectives.
- Goal 4b, critical thinking, students met the performance standard on two of four objectives. BBA students **failed** to meet the standard with respect to choosing the appropriate theoretical tool and writing a well thought out recommendation.
- Goal 5a, legal issues, BBA students met the performance standard on all objectives.
- Goal 5b, ethical issues, BBA students met the performance standard on all objectives.

In summary, MBA students are meeting the performance standard with respect to comprehending legal issues, quantitative skills and interpersonal skills, but somewhat meeting the standard with respect to ethical issues. However, MBA students are not meeting the performance standard with respect to written communications or critical thinking. BBA students are meeting or exceeding expectations with respect to knowledge of diversity, problem solving and recognition of legal and ethical issues. They are meeting the performance standard in some but not all areas with respect to oral communications skills, critical thinking and using information technology. However, they are not meeting the performance standard with respect to written communication skills.

The remainder of the report contains a detailed discussion concerning the assessment process and results arranged by learning goal. For each program goal and objective (MBA & BBA), a figure summarizes the distribution of student performance.