

Assessment of Majors/General Education Competency Template for 2005

Program/Department: Business & Economics

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Period Covered by Report: 2005

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Key Learning Outcomes: What should students be able to do AFTER completing this program? State learning outcomes simply and in measurable terms. Please limit the number of outcomes to five or fewer.

If your department reports on General Education competency areas (writing, foreign language, quantitative reasoning, scientific reasoning), please use this form to report on those areas in a separately generated document.

(1) Know basic and intermediate principles of their discipline as evidenced by a minimum score of 50% on the comprehensive exam (given in Buad 494);

(2) Be well prepared for either entry level jobs in business, or graduate study in the major field of study. Two measures will be employed to assess this. First, students will be given an exit interview that will directly assess their perception that they feel well prepared for either an entry level position or further graduate training. We expect our graduates to rate their experience 3 or better on a 4 point scale. Second, there are several measures on the Alumni Survey that can give us a post hoc analysis of this objective. We expect our alumni to rate their satisfaction with their education, the usefulness of their degree in the workplace, and preparedness for graduate education a minimum of 3 on a 4 point scale.

(3) Be able to use knowledge of the discipline, communication skills (writing and speaking), and microcomputer skills to analyze and help solve contemporary problems in their discipline. This will be assessed by measuring writing (requiring word processing), oral presentation (using PowerPoint), and critical thinking in the capstone courses, BUAD 493 (ethical case analysis) and BUAD 494 (Business Plan). Students will be expected to obtain minimum scores of 70% on these measures using the Department's writing and oral presentation rubrics. Microcomputer skills will be assessed in a pass/fail format given that they are considered "tools" to accomplish the other, higher order objectives. We expect 100% of our students to pass on this skill.

Please link learning outcomes to the College's Desired Accomplishments/Goals.

(1) Know basic and intermediate principles of their discipline

* Goal 1.1: Students gain the necessary skills to continue to educate themselves.

* Goal 1.2: Students are prepared to assume responsibility of citizenship

* Goal 1.5: Students understand the value of education

- * Goal 1.6: Students acquire an international perspective
- * Goal 1.8: Students develop leadership skills
- * Goal 3.2: The College is an engine for economic growth

(2) Be well prepared for either entry level jobs in business, or graduate study in the major field of study.

- * Goal 1.1: Students gain the necessary skills to continue to educate themselves.
- * Goal 1.8: Students develop leadership skills
- * Goal 3.2: The College is an engine for economic growth

(3) Be able to use knowledge of the discipline, communication skills (writing and speaking), and microcomputer skills to analyze and help solve contemporary problems in their discipline.

- * Goal 1.1: Students gain the necessary skills to continue to educate themselves.
- * Goal 1.7: Students value honor and integrity
- * Goal 1.8: Students develop leadership skills
- * Goal 3.2: The College is an engine for economic growth

Through what courses/assignments will you ensure that all students have the opportunity to learn this? List key courses, capstones, internships, experiences, etc.

Buad 493: Senior Seminar I
 Buad 494: Senior Seminar II
 Buad 492: Small Business Institute

Please list all tools used for assessing student achievement (CRTs, MFTs, capstones, exit interviews, external reviews, etc.). Choose a minimum of three tools.

1. Comprehensive Exam
2. Team presentation
3. Exit interview
4. Alumni Survey

How will you assess how well your students are learning? List standards/performance indicators, etc., taking care to provide quantifiable means (for example, all students should earn a minimum 50% on exit exam; 65 % should earn a minimum 70%; with a rubric, indicate the scale used, the levels of competence, what is identified as “competent,” and what constitutes competence for each outcome measure, what percentage of students you would expect to see at each level, etc.). Be sure to spell out criteria.

The following table illustrates the percentage distribution of scores that our department expects to find on the measures. We use a scoring rubric for writing, critical thinking, and oral presentation with a scale from 1 (Failing) to 6 (Excellent).

Expected Distribution of Scores						
<i>Actual Performance Score</i>	<i>50</i>	<i>60</i>	<i>70</i>	<i>80</i>	<i>90</i>	<i>100</i>
Comprehensive Exam	100%	80%	50%	10%	0%	0%
Writing Assessment	100%	100%	100%	40%	15%	0%
Critical Thinking	100%	100%	85%	20%	10%	0%
Oral Presentation	100%	100%	100%	40%	15%	0%
Micro-computer skills	Pass (100%)			Fail (0%)		

How often, when, and under what circumstances will you gather the relevant data?

Data from the comprehensive exam is collected in the spring near the completion of Buad 494. Data for writing and critical thinking is collected in the Fall (Buad 493, 492), and Spring semesters (Buad 493 in Abingdon). Data for the oral presentation is collected in the Spring (Buad 494). Micro-computer skills are assessed during the Fall (Buad 493, 492) and Spring (Buad 493 in Abingdon, 494). The exit interview is collected in the Spring at the completion of Buad 494. The Alumni Survey provides us “staggered” data that is 2 years behind our schedule (end of Spring?).

Summarize what has been learned about how well students are achieving desired outcomes.

The majority of our students are achieving the desired outcomes. Our students tend to perform best on the oral presentation. However, the distribution is somewhat skewed towards the minimum standards on most measures (in particular – writing, critical thinking, and knowledge of the discipline).

The majority of our students feel well prepared for their careers in business or graduate school; but the percentage who felt that way has been below 70%. This may suggest that some of our students lack confidence about their abilities to perform well beyond their experience here. This might also be linked to the tepid performance seen on our measures. Improvement in writing, critical thinking, and disciplinary knowledge might improve responses to this measure too.

Unfortunately, the measures derived from the Alumni Survey suffer from a low response rate, and may not be completely representative.

Action Plan: What plans have you for the future based on the data gathered that will aim to improve student learning/achievement? Should students perform at less than the standard expected, what steps will the department take to improve their learning/performance? What steps does the department anticipate to improve the program otherwise?

Our programs have been developed by using the “best” pedagogical practices relevant for our disciplines, and occasional experimentation with some innovative methods. We use the most recent measures to adjust our practices to the co-hort groups currently in place at the College. We expect and encourage our students to perform well. Unfortunately, many of the factors that lead to high performance are beyond any practices or goals we establish for student learning (e.g., intrinsic motivation, family support, achievement needs, self-confidence, and school/job/family balance). Therefore, we expect to see “highs” and “lows” among our measures. This means that some students will not perform up to our standards. But we still plan to maintain high standards for success in our program so students are well-prepared for work or further education upon graduation.

We are somewhat constrained in our ability to work one-on-one with weaker students due to inadequate staffing (we do have one of the highest student/faculty ratios at the College), but we acknowledge the need to do so.

We do plan to examine our “best practices” and adopt those that will help better educate a diverse population of students. We will incorporate more writing, critical thinking and oral exercises into our courses. Finally, we will pursue the growth of our department by continuing to pursue the necessary Faculty needed to provide our students the time and attention they need to succeed.

Comments

This document has neither been reviewed nor approved by the Department of Business & Economics.

Please return this document by April 1, 2006