

To: College Curriculum and Assessment Committee

From: Donna Smith  
Director of Assessment, College of Business

Date: September 24, 2008

## **SUMMARY OF SPRING 2008 ASSESSMENTS**

The following represent the assessment results collected during the Spring 08 term for each program in the College of Business.

### **BBA Program**

<u>Learning objective assessed</u>	<u>Results</u>
Oral communication n=200	79.2% scored acceptable or above
Writing skills n=189	92.2 % scored acceptable or above
Information skills	
--- locating n=188	88.2% scored acceptable or above
--- quantitative n=128	71.1% scored acceptable or above
Ethics n=265	94.2% scored acceptable or above
Teaming skills	NO REPORT
Business knowledge n=146	MFAT percentiles by discipline area: ACCT 65 ; ECON 45 ; MGMT 55 ; STAT/QUANT 40 ; FINA 50 ; MKTG 40; LEGAL 35 ; INTNAT'L 55; INFO 35

### **MBA Program**

<u>Learning objectives assessed</u>	<u>Results</u>
Information skills	
--- locating n=42	93.5% scored acceptable or above
--- quantitative n=31	83.9% scored acceptable or above
Ethics n=27	100% scored acceptable or above
Teaming skills n=42	95.2% scored acceptable or above

### **MACC Program**

<u>Learning objectives assessed</u>	<u>Results</u>
Writing skills n=20	97.1% scored acceptable or above

### **COMMENTS:**

I would like to suggest three areas of focus for the Committee's consideration this term.

1. MFAT exam results as the measure for Business Knowledge. We have previously discussed the erratic results we have experienced with MFAT. The Spring 08 results show us below our 50<sup>th</sup> percentile benchmark in economics, statistics, marketing, legal environment, and information systems. Should we suggest curriculum changes? Should we look for a more useful measure? Should

we search for a way to make students take the exam more seriously? What action should we take?

2. Critical thinking skills assessment. Our mission statement includes ‘critical thinking’ among the student learning skills to which our College is committed. However, the assessment of learning process does not include an assessment of critical thinking skills. The committee who developed the plan chose to ‘back-burner’ this skills assessment, based on assessment workshops’ recommendations to limit the original plan to 4 or 5 learning objectives. Is it time to add critical thinking objectives to our assessment of learning process?
3. Information skills—quantitative. Professors teaching FINA3330 have been allowed to select the vehicle by which quantitative skills are assessed. This past spring one professor reported results from a major exam (probably 100 points?) while another professor reported results from a 3 point quiz. Is this okay? Should we provide some guidelines about the vehicle? What quantitative traits do we want to assess – simple math? business math? higher order quantitative skills?

You may also have some assessment concerns you wish to discuss. Let’s try an electronic discussion for two weeks and then see if we want to call a meeting. I hope that we can send the above report, along with our comments and recommendations to the Executive Committee by mid-October.