

Chancellor University Program Assessment/Evaluation Update October 1, 2009

Academic Year: 2008-2009

Program: BSBA Program
Person Reporting: Dr. A. Lee Smith

Position: College of Business Dean

Assessment/Evaluation Activities Engaged in During the Academic Year:

In accordance with the revised assessment plan, members of the business faculty conducted blind reviews of all BSBA MG 499 capstone research papers submitted in 2008 and 2009. The purpose of the review was to measure the following Program Outcomes:

- **ILO-1, BC-1:** Effective Communication (Writing Assessment)
- **ILO-2, BC-8:** Critical thinking
- **ILO-2, BC-4:** Basic business concepts

Faculty, who did not teach the course, reviewed the final projects in the BSBA capstone course. Each paper was read by two members from the College of Business who assigned scores to each skill listed in the rubrics and tabulated those scores to arrive at an overall judgment of student competence (see attached summaries of the scoring sheets). Student names and the course instructors' names were redacted from the final projects prior to forwarding the papers to the reviewers for assessment. Following are the results of the reviews:

ILO-1, BC-1: Effective Communication (Writing Assessment)

Total points awarded for Effective Communication (Writing Assessment) was 22 points, which is defined on the assessment scoring sheet as Proficient (21-27). The scoring sheet noted that students will be able to employ the writing / speech process to engage in academically and professionally appropriate written and oral discourse.

Although, the reviewers indicated that the communication of students who have proceeded through the program was proficient, full-time faculty did note that the program needed enhancements to improve overall communication and writing skills among graduating seniors.

Changes Made During the Academic Year as a Result of Assessment/Evaluation Activities:

Full-time faculty and administrators within the College of Business have been mindful of the need to assist students in their communication skills before and during the period of this assessment. The assessment actually underscored many of the observations that full-time faculty have observed in the classroom. Changes made during the year to further support the students in enhancing their communication and writing skills was the creation of the CU 101 Student Success course for all incoming freshman. The CU 101 course was designed to start new students off on the right track by introducing them to strategies and resources that maximizes their academic performance. In addition, the University has placed a greater focus on writing in all classes. Students are introduced to research writing early in the program and this writing emphasis is carried throughout the students' academic tenure. Course rubrics include a writing measurement and faculty training includes segments on grading for writing. Placing a greater emphasis on writing throughout the student's academic program will assist the student in forming better writing habits that they will carry long after graduation.

Evidence of Improvements From Changes Made as a Result of Assessment/Evaluation Activities:

Since this is the first year of the current plan, it is difficult to compare current data with any previous data to demonstrate any improvements in student's communication skills.

ILO-2, BC-4: Understanding Basic Business Concepts (Business Assessment)

(Using the nomenclature you did in the effective communication measure)

To assess student's ability to understand and be conversant in the concepts of business, the College of Business (COB) examined the project students complete in MG 499, the capstone course for all business majors. Reviewers utilized a rubric that focused on four (4) areas: 1.) Financial Aptitude, 2.) Analytical Aptitude, 3.) Management Principles and 4.) Marketing Principles.

Reviewers assessed the level of competence in each of the above areas, based on the project, on a scale of 1-5, with one (1) being considered unacceptable, and five (5) viewed as excellent. The results were reported individually as an average and distribution and summed to reach an overall measure of the program objective identified above, with a possible range of 0-20.

To avoid any measurement bias, any faculty, full or part time, that had taught the course were not included in the pool of potential reviewers. Projects were provided to reviewers after all identifying information had been removed. Given the small population, a census of available projects was performed instead of a sampling of available projects.

With such a small number of data point, results are tentative at best, and are not statistically significant but do reveal important issues that merit attention and do act as a benchmark for further assessment efforts.

Overall, it appears student performance in this program objective to be average and within the range of proficiency, skewing a bit towards less rather than greater proficiency. In particular, financial aptitude seems to be the weakest, followed by their understanding of marketing principles. Students are clearly proficient in their comprehension of management principles and analytical aptitude.

Changes Made During the Academic Year as a Result of Assessment/Evaluation Activities:

No changes have been made this academic year beyond that of discussion among faculty and administrators of these issues. The results do support the informal observations of faculty and do indicate the face validity of the assessment process and portions of the rubric.

Evidence of Improvements From Changes Made as a Result of Assessment/Evaluation Activities:

There are no changes upon which to gather evidence.

Resources Needed for Improvement Based On Assessment or Evaluation Evidence:

At this point in time, changes that were considered are within the current resources available in terms of faculty, funds, etc.

ILO-2, BC-8: Solving Business Problems (Critical Thinking)

(Using the nomenclature you did in the effective communication measure, need to double check wording)

To assess student's ability utilize critical thinking to solve business problems, the College of Business (COB) examined the project students complete in MG 499, the capstone course for all business majors. Reviewers utilized a rubric that focused on eight aspects of critical thinking from thesis development to expressing their argument.

Reviewers assessed the level of competence in each of the above areas, based on the project, on a scale of 1-5, with one (1) being considered unacceptable, and five (5) viewed as excellent. The results were reported individually as an average and distribution and summed to reach an overall measure of the program objective identified above, with a possible range of 0-40.

To avoid any measurement bias, any faculty, full or part time, that had taught the course were not included in the pool of potential reviewers. Projects were provided to reviewers after all identifying information had been removed. Given the small population, a census of available projects was performed instead of a sampling of available projects.

With such a small number of data point, results are tentative at best, and are not statistically significant but do reveal important issues that merit attention and do act as a benchmark for further assessment efforts.

Of the eight (8) dimensions of critical thinking that were assessed, students were found to be marginally proficient in five (5) dimensions (Identifying Assumptions, Distinguishing between facts and opinions, Identifying Premises, constructing and evaluating arguments and expressing arguments. Proficiency was lacking in the students' ability to develop a thesis, evaluate and use sources and evaluate evidence.

Students' strongest performance was in identifying assumptions and distinguishing between facts and opinions. Their greatest weaknesses were in developing a thesis and evaluating sources and evidence for quality and relevance.

Changes Made During the Academic Year as a Result of Assessment/Evaluation Activities:

Limited changes have been made this academic year beyond that of discussion among faculty and administrators of these issues and the implementation of a course called Student Success that addresses the essential skills needed by university students. The results do support the informal observations of faculty and do indicate the face validity of the assessment process and portions of the rubric and put into greater focus specific issues related to the development of critical thinking skills.

To assist students in scheduling such that foundation courses are taken at the appropriate time in their university career, the university has developed a course path program that identifies, similar to that offered in a lock step program, the preferred timing and sequencing of courses for each major.

Evidence of Improvements From Changes Made as a Result of Assessment/Evaluation Activities:

There are no changes at this time upon which to gather evidence.

Resources Needed for Improvement Based On Assessment or Evaluation Evidence:

At this point in time, changes that were considered are within the current resources available in terms of faculty, funds, etc.

Attachments

1. Business Assessment Scoring Sheet
2. Writing Assessment Scoring Sheet
3. Critical Thinking Scoring Sheet

College of Business

Program Objective Assessed

Basic business concepts: Students will understand and be conversant in the standard assumptions and discourse of business in general and of a particular field effectively by actively participating in teams. (ILO-2, BC-4)

Criterion	Average	Distribution				
		1	2	3	4	5
Finance Aptitudes	2.70	0	4	5	1	0
Analytical Aptitude	2.90	0	4	3	3	0
Management Principles	2.90	0	4	3	3	0
Marketing Principles	2.80	0	4	4	2	0
Average of Total	2.83					
Number of Assessment	10					

	A	B	C	D	E	F	G	H	I	J
1	Business Assessment Scoring Sheet									
2	Paper ID #:							Points Awarded x Multiplier = Total Points		
3	CRITERIA	Excellent (A) 5.0	Superior (B) 4.0	Average (C) 3.0	Substandard (D) 2.0	Unacceptable College Work (F) 1.0	Weight	Points Awarde d	Multiplier	Total Points
4	Finance Aptitude	Demonstrates clear understanding of financial institutions and application use of financial instruments used in facilitating business processes.						4	1	4
5	Analytical Aptitude	Demonstrates a high level of proficiency in the application of analytical techniques for defining and solving management problems.						4	1	4
6	Management Principles	Demonstrates a high level understanding of critical management functions and effective utilization of essential resources needed to accomplish goals and objectives.						4	1	4
7	Marketing Principles	Demonstrates a high level of understanding of consumer behavior, target markets and competitors in order to create and distribute new products,						4	1	4
8	Total points									16
9	Mastery:			Proficiency:			Non-proficiency:			
10										
11										
12	The document meets the program objecti									
13										
14										
15										
16	Strongly Agree	Agree	Somewhat agree	Somewhat Disagree	Disagree	Strongly Disagree				
17		X								
18										
19	Comments: Business assessment criteria appear to have been satisfactorily addressed with a high degree of proficiency.									
20										
21										
22										
23										
24										
25										
26										

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Program Objective Assessed

Effective communication: Students will be able to demonstrate professional written and oral communication skills. (ILO-1, BC-1)

Criterion	Average	Distribution				
		1	2	3	4	5
Writing Situation	2.90	0	4	3	3	0
Thesis	1.70	6	2	1	1	0
Development	2.50	0	7	1	2	0
Organization	2.90	0	3	5	2	0
Style	2.60	0	5	4	1	0
Mechanics	2.70	1	3	4	2	0
Format	2.10	5	1	2	2	0
Average of Total	2.49					
Number of Assessment	10					

	A	B	C	D	E	F	G	H	I	J	
1	Writing Assessment Scoring Sheet										
2	Paper ID #:							Points Awarded x Multiplier = Total Points			
3	CRITERIA	Excellent (A) 5.0	Superior (B) 4.0	Average (C) 3.0	Substandard (D) 2.0	Unacceptable College Work (F) 1.0	Weight	Points Awarde d	Multiplier	Total Points	
4	Writing Situation	Tone and audience are appropriately academic; Paper clearly meets the assignment						4	1	4	
5	Thesis	Thesis statement is clear and unified and displays notable insight and sophistication						1	1	1	
6	Development	Amount and quality of developing points and specific support are fully informative or fully convincing; Any research is from the best available resources and is fully integrated						4	1	4	
7	Organization	Paper is unified and coherent at all levels						4	1	4	
8	Style	Word choices and structures are clear, precise and notably thoughtful and even graceful						3	1	3	
9	Mechanics	Errors are rare and do not distract the reader's attention						3	1	3	
10	Format	Paper consistently and effectively employs an appropriate style sheet to document any sources						3	1	3	
11	Total points									22	
12											
13	Mastery: 28-35			Proficiency: 21-27			Non-proficiency: 0-20				
14											
15	The document meets the program objective			<i>Effective communication</i> - Students will be able to employ the writing/speech process to engage in academically and professionally appropriate written and oral discourse							
16											
17											
18	Strongly Agree	Agree	Somewhat agree	Somewhat Disagree	Disagree	Strongly Disagree					
19											
20				X							
21											
22	Comments: APA formatting exceptions noted, throughout, including references and citations. Use of wikipedia noted and										
23											
24											

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Program Objective Assessed

Solve business problems: Students will demonstrate the ability to solve business problems through the integration of acquired skills and concepts. (ILO-2, BC-8)

Criterion	Average	Distribution				
		1	2	3	4	5
Thesis	1.80	6	1	2	1	0
Identifying Assumptions	2.50	0	5	5	0	0
Distinguishing Facts, Opinions	2.60	0	4	6	0	0
Identifying Premises	2.40	0	7	2	1	0
Constructing and Evaluating Sources	2.50	0	6	3	1	0
Evidence	1.90	4	4	1	1	0
Expression of Argument	1.90	3	5	2	0	0
	2.60	0	5	4	1	0
Average of Total	2.28					
Number of Assessment	10					

	A	B	C	D	E	F	G	H	I	J
1	Critical Thinking Assessment Scoring Sheet									
2	Paper ID #:							Points Awarded x Multiplier = Total Points		
3	CRITERIA	Excellent (A) 5.0	Superior (B) 4.0	Average (C) 3.0	Substandard (D) 2.0	Unacceptable College Work (F) 1.0	Weight	Points Awarde d	Multiplier	Total Points
4	Thesis	The student displays an excellent ability to construct a thesis that identifies and/or takes a position on a matter that is arguable and appropriate to the assignment						1	1	1
5	Identifying Assumptions	The student displays an excellent ability to identify the assumptions that underlie an argument						2	1	2
6	Distinguishing Facts, Opinions,	The student displays an excellent ability to distinguish among statements of fact, opinion, and belief						2	1	2
7	Identifying Premises	The student displays an excellent ability to identify the premises of an argument						2	1	2
8	Constructing and Evaluating	The student displays an excellent ability to construct and/or evaluate valid logical arguments						2	1	2
9	Sources	The student displays an excellent ability to evaluate and use reliable sources of evidence						2	1	2
10	Evidence	The student displays an excellent ability to evaluate the quality and relevance of evidence supporting logical arguments						2	1	2
11	Expression of Argument	The student displays an excellent ability to communicate the argument effectively						2	1	2
12	Total points									15
13										
14	Mastery: 32-40			Proficiency: 24-31		Non-proficiency: 0-23				
16	The document meets the program objective				Critical thinking: Students will be able to collect, analyze, synthesize, and integrate data, facts, and opinions, to construct their own arguments and to analyze the arguments of others.					
17										
18										
19										
20	Strongly Agree	Agree	Somewhat agree	Somewhat Disagree	Disagree	Strongly Disagree				
21						X				
22										
23	Comments: Thesis statement not observed, nor demonstration of critical analysis skills in assessing the literature									
24										
25	reviewed in response to a position, or argument, supporting the thesis.									
26										