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About: **Updated** Annual Program Assessment Report for BSBA degree; AY 2007-08
(Should replace report of July 2008)

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DIRECT LEARNING OUTCOME ASSESSMENTS

Assessment of BSBA Seniors' Writing Skills

BSBA Learning Outcome: "Students communicate orally and in writing by reading, listening to, and articulating information, conclusions, and recommendations regarding business and other decisions and presenting arguments and evidence clearly and effectively."

Data collection point: BA 405, the required capstone course for the BSBA degree. We collected written assignments from four sections of the BA 405 course, representing two different instructors (two sections each). The data collected was from course embedded assessments.

Data collected: take-home essays (in one instructor's sections) and take-home final case analysis (from the second instructor's sections). Electronic copies were collected by the instructors. We took a stratified (by specialization) sample comprised of 61 essays. An experienced General Studies Writing instructor evaluated the writing samples using a rubric that carried forward GSW learning outcomes. We chose this approach as a way to bring the students' learning from GSW experiences over to their major and for consistency with their experiences in English 111 and 112.

Evaluation Criteria/Rubric: Using the AAC&U Metarubrics for Written Communication and Critical Thinking as a guide, and to carry forward GSW learning outcomes, the following criteria were applied to the writing samples, using a scale of 3 = superior, 2 = adequate, and 1 = weak:

- Rhetorical Knowledge – The writer focuses on a purpose for writing
- Critical Thinking – The writer uses writing for inquiry, learning, thinking, and communication
- Knowledge of Conventions – The writer uses clear sentences with conventional syntax, control of usage & mechanics

In consultation with the GSW instructor we established that seniors should be writing at level "3" in each of the three areas.

Results for Written Communication & Critical Thinking

Frequencies: **Rhetorical Knowledge**

Rating	Number of students receiving rating	percent
3 and 3+ = superior	44	72%
2 and 2+ = adequate	16	26%
1 = weak	1	2%
	Total = 61	100%

Frequencies: **Critical Thinking**

Rating	Number of students receiving rating	percent
3 and 3+ = superior	41	67%
2 and 2+ = adequate	19	31%
1 = weak	1	2%
	Total = 61	100%

Frequencies: **Knowledge of Conventions**

Rating	Number of students receiving rating	percent
3 and 3+ = superior	45	73%
2 and 2+ = adequate	12	20%
1 = weak	4	7%
	Total = 61	100%

Results--Strengths

As expected, most of the writing across the BSBA majors demonstrated solid control of college-level writing expectations. The students who received a score of 3 or 3+ demonstrated the following high-quality writing skills:

- Effective use of metadiscourse
- Understanding of the need to document source material
- Effective development of ideas in response to the assignments
- Clear presentation and organization of ideas
- Focus on the analysis requested by the assignment

Results – Weaknesses

The students who received scores of 1 or 2 demonstrated weaknesses that varied in range and included writing problems such as:

- Punctuation errors
- Run-on sentences
- Tense shifting
- Writer-based prose
- Weak organization of ideas

- Weak transitions between sentences and paragraphs
- Lack of variety of sentence structure
- Weak development of ideas
- Unclear or missing documentation
- ESL interference

Recommendations from the evaluator:

1. *Mandating a Specific Documentation System* - As a teacher of writing, the primary concern I had with the writing samples was the lack of attention to documentation. There were some students who made attempts at documentation of ideas borrowed from sources, but for the most part, documentation was ignored entirely. Perhaps this was the result of not realizing that documentation was necessary for a final exam, or perhaps there were assumptions made by students that the only audience would be the professor, and therefore appropriate documentation was not needed. However, it is my belief that all students who write essays or research papers for any major should have internalized the documentation system appropriate to their own major, and feel comfortable using that system while working with outside sources.

2. *Focusing on Critical Thinking* – Many students who received lower scores for critical thinking simply did not follow the directions of the assignment. At any level, this is a problem for teachers, and indicative of students who don't read carefully or don't take their assignments seriously. I am not familiar with the types of assignments generally given to students in the College of Business, but I imagine that like all students they need plenty of help in continuing their practice of critical reading skills; this might include more practice in interpreting readings and more focus and development of annotation skills like note-taking, highlighting, and summarizing. Whether we want to recognize it or not, many of the students at BGSU have weak reading skills, even in the upper levels. If we want to improve their critical thinking and analysis skills, we must focus on their reading practice and comprehension.

Actions: in Fall 2008 the above findings and conclusions will be provided to the CBA faculty at large and to committees involved with assessment or curriculum development. The findings will be fed into the Core Curriculum revision currently underway and to be completed AY 2008-09. It seems that we should be able to aim for a greater percentage of the students writing at level 3 in each of the three areas. To this end, recommendations on how to encourage better student writing will be discussed and shared with all CBA faculty.

Assessment of BSBA Seniors' Presenting Skills

BSBA Learning Outcome: "Students communicate orally and in writing by reading, listening to, and articulating information, conclusions, and recommendations regarding business and other decisions and presenting arguments and evidence clearly and effectively."

Data collection point: BA 405, the required capstone course for the BSBA degree. We collected presentation data from four sections of the BA 405 course, representing two different instructors (two sections each). The data collected was from course embedded assessments.

Data collected: BA 405 in class presentations of case analyses. These presentations were completed in a group setting, but each student was required to speak during the group's presentation time. The

presentations were videotaped by IMS, transferred by IMS to DVD format. The presentations of 77 students were randomly selected for evaluation. Two graduate students trained to complete the evaluations applied a rubric to rate the presentations. Presentations were evaluated on: **organization, eye contact, voice and pacing, body language, poise, and professional appearance**. The rubric used is attached to this report.

Findings:

The table below displays the results for the oral presentation evaluation.

	Presenting Performance Level							
	1		2		3		4	
Dimensions	Freq.	%*	freq.	%	Freq.	%	Freq.	%
Organization	0	0	0	0	39	51	38	49
Eye contact	1	1	37	48	35	45	4	5
Voice/pace	0	0	43	56	30	39	4	5
Body language	1	1	40	52	34	44	2	3
Poise	1	1	9	12	66	86	1	1
Professional appearance	1	1	6	8	59	77	11	14

*Percent figures are rounded to the nearest whole number.

Expectations: Because this assessment was intended to gather baseline data, we did not have quantitatively stated expectations for students’ performance. However, some general patterns can be observed in the data. The evaluators’ comments are also taken into account to understand the data patterns. These patterns should be considered as we revise the BSBA Core Curriculum.

Organization: students performed best on organization, with 49% of them achieving Level 4, and the remainder achieving Level 3. At Level 4, students consistently present the information in a clear, logical order that is very easy to follow. Level 3 reflects presentations in which most of the information is presented logically and is easy to follow. The evaluators did not have any additional comments on students’ organization.

Eye Contact: the majority of students achieved either Level 3 (45%) or Level 2 (48%). Comments from the evaluators included frequent notations about students reading or glancing at the PowerPoint slides too long and/or too often, reducing eye contact with the audience. Some students read from their hand held notes, reducing eye contact further. A few students (5%; Level 4) used confident eye contact without relying on notes or slides.

Voice/Pace: the majority of students achieved either Level 3 (39%) or Level 2 (56%). This dimension captures presenters’ use of fillers (“um”, “like”, etc.), which the evaluators observed being used to a noticeable degree by most of the students. Level 3 students spoke reasonably clearly, with light use of fillers and used moderate energy and a good pace. Level 2 reflects more filler use, lower energy, or poorly paced presenting. The evaluators noted that students who achieved Level 4 displayed strong and/or clear voices, with good volume as opposed to very quiet, low energy, or monotone voices.

Body Language: again, the majority of students achieved Level 3 (44%) or Level 2 (52%). Level 3 describes students who made gestures that enhanced the presentation whereas Level 2 reflects little use of movement or descriptive gestures. Evaluators' comments include notations about students playing with note pages/cards, keeping their hands in their pockets, playing with their hair, leaning on the desk or white board, or swaying. Some made distracting hand gestures or played with their hands or fingers. The two students (3%) doing best (Level 4) on this dimension tended to use effective hand gestures to emphasize points.

Poise: the majority (86%) of students achieved a Level 3 on poise, meaning they made minor mistakes and displayed little or no tension in their presenting. To achieve a Level 4, the students would need to display stronger self-confidence and make no mistakes. Only 1 student achieved Level 4.

Professional Appearance: students performed second best on professional appearance, with over three-fourths of them (77%) achieving a Level 3. This level means they were appropriately dressed in business style and well-groomed. The students (15%) achieving Level 4 demonstrated confident, credible appearance that reflected excellent grooming and appropriate business style.

Actions: findings are being discussed in Fall 2008 by committees involved with assessment and curriculum planning and revision. The findings will feed into the curriculum revision process currently underway and to be completed AY 2008-09. The faculty at large will also receive a summary of the findings and suggestions for use in the classroom.

Assessment of Students Critical Thinking Skills

BSBA Learning Outcome: "Students exhibit critical thinking skills by extracting the facts, issues, reasons, and conclusions from statements of position; asking questions relevant to presented arguments; and evaluating an argument based on a set of criteria."

The above assessment of written communication and critical thinking skills provides some indicator of how well students reflect critical thinking in take-home essays or case write ups. The majority (67%) of students performed at Level 3 which means that students identified and thoroughly discussed implications, conclusions, or consequences per the assignment, considered relevant assumptions, contexts, and data and made correct inferences and conclusions from the evidence. Those achieving Level 2 showed the ability to do these things to a lesser degree.

Indirect Assessment and Major Curriculum Revision Process

1. *Indirect Assessment:* CBA curriculum related and strategic planning committees identified and discussed faculty members' observations about students' learning and in so doing identified key areas for change. Key strategic directions for curriculum include:
 - a. Integration: students should understand how the functional areas of business interface with each other and how business interfaces with society, the latter includes ethical decision making issues;

- b. Application: students should be able to apply their knowledge; curricular and co-curricular activities should provide more opportunities to practice application;
 - c. Competency Development: students' CBA experiences should include competency development in three areas: problem solving and decision making, enterprise thinking (critical thinking, creative thinking, proactive behavior), and communication skills.
2. *Major Curriculum Revision*: a Core Curriculum Task Force is revising the BSBA Core Curriculum. Currently (Summer 2008) we are revising learning outcomes and identifying or designing rubrics. AY 2008-09 will involve major revisions to the core curriculum with the above strategic directions in mind. **A multi-year program assessment plan will be included in the revision.** Plans include using e-portfolios to collect student performances and instituting a developmental assessment and advising program.

Bachelor of Science in Business Administration Core Curriculum

EXISTING/OLD Student Learning Outcomes (UNDER REVISION)

A. Ability Outcomes

1. Students demonstrate **problem solving skills** in business and other situations by:
 - a. recognizing existing and potential problems and their causes;
 - b. identifying and gathering data that are relevant and appropriate;
 - c. correctly analyzing, making inferences from, and supporting conclusions with data;
 - d. assessing the influence of and incorporating global, legal, and other environmental factors in problem solving; and
 - e. proposing and justifying decisions to solve problems.

2. Students exhibit **critical thinking skills** by:
 - a. extracting the facts, issues, reasons, and conclusions from statements of position;
 - b. asking questions relevant to presented arguments; and
 - c. evaluating an argument based on a set of criteria.

3. Students **communicate orally and in writing** by:
 - a. reading, listening to, and articulating information, conclusions, and recommendations regarding business and other decisions; and
 - b. presenting arguments and evidence clearly and effectively.

4. Students demonstrate **team and leadership skills** by:
 - a. working with others to identify and accomplish goals;
 - b. identifying and resolving conflict between team members;
 - c. encouraging, articulating, evaluating, and considering diverse opinions and approaches to business problem solving; and
 - d. exercising leadership in coordination of team efforts and/or decision making.

B. Attitude and Action Outcomes

1. Students demonstrate a commitment to **ethical values and behavior** by:
 - a. specifying alternative ethical frameworks for a given situation;
 - b. using professional codes of ethics for problem solving and decision making; and
 - c. articulating the impact of alternative decisions on other people (e.g., customers, shareholders, the public), business operations, and the environment.

2. Students demonstrate understanding of and appreciation for **cultural, racial, and gender differences** in business and other contexts by:
 - a. recognizing and considering differences in values and approaches to problem solving;
 - b. recognizing discriminatory business practices; and
 - c. identifying inappropriate use of stereotypes.

3. Students demonstrate a commitment to **continuous learning and professional growth** by:
 - a. engaging in class and non-class learning activities; and
 - b. keeping aware of current events in business and other environments.

C. Knowledge Outcomes

1. Students demonstrate understanding of **foundational and functional areas of business*** by:
 - a. applying tools and concepts in domestic and global contexts; and
 - b. integrating these areas to make and support business decisions.

* Foundational areas of business include: communications, computers and information systems, economics, legal studies, mathematics and statistics.

Functional areas of business include: finance, accounting, marketing, and management of human resources, production, and operations.

Written Communication & Critical Thinking Rubric

Criterion	3	2	1
Rhetorical Knowledge	The structural choices demonstrate that the writer understands connections between audience expectations and disciplinary contexts and has purposely employed both structures and contexts in the organization of the assignment. Purpose is clear and powerful.	The structural choices demonstrate that the writer is analyzing audience expectations and applying that analysis to choices made within the work. Basic organization may interfere with engagement in the assignment, although transitions are relatively clear. Purpose for writing is basically clear.	The structural choices show that the writer is just beginning to understand audience expectations. The purpose for writing is not always clear.
Critical Thinking	The writer clearly identifies and thoroughly discusses implications, conclusions, or consequences of the assignment, considering all relevant assumptions, contexts, and data. Correctly infers implications, conclusions, etc. from the evidence cited.	The writer identifies most but not all implications, conclusions, or consequences of the assignment, considering most relevant assumptions, contexts, and data. Correctly infers most, but not all implications, conclusions, etc. from the evidence cited.	The writer does not identify implications, conclusions, or consequences of the assignment, and infers implications that are not supported by evidence.
Knowledge of Conventions	The writing demonstrates full and accurate employment of all relevant conventions, including documentation, grammar, usage, and mechanics. Format is appropriate to the assignment. Style is fresh and sophisticated but fully appropriate to both the discipline and the assignment involved.	The writing demonstrates consistent awareness of and attention to the expectations and conventions inherent in the specific writing task. Documentation is competent, and style, format, and grammar are controlled.	Writing shows little awareness of appropriate choices in format, style, and documentation. Writing shows only a basic awareness of standards for grammar, mechanics, and usage.

Oral Business Presentation

Rubric

CBA 2008

Student's Number & Specialization _____

Evaluator _____

	1	2	3	4
Organization	Student presents information with little or no logical sequencing; very hard to follow	Student presents information in a way that is difficult to follow; jumps around	Student presents most of the information in a logical sequence; relatively easy to follow	Students presents information in a clear, logical sequence that is very easy to follow
Eye Contact	No or minimal eye contact with audience; reads from notes	Inconsistent eye contact with audience; refers to notes frequently and/or depends on slides for notes.	Consistent eye contact with audience; some referring to notes or slides.	Holds attention of audience with direct eye contact; refers to notes only occasionally or not at all.
Voice and Pacing	Student mumbled, spoke too quietly to be heard; monotone voice. Spoke too fast to be understood or too slow to hold attention.	Student's voice was low with some inflection; used repetitive fillers ("um", "like", "you know"). Delivery in bursts, poorly paced, low energy.	Student's voice was reasonably clear and articulate, with light use of fillers. Tone was positive and non-defensive; moderate energy. Well paced.	Student's voice was clear, articulate. Positive tone, non-defensive, confident, energetic. Well paced, using pauses or other moderations to hold attention or emphasize points.
Body Language	No movement or descriptive gestures	Little movement or descriptive gestures	Made movements or gestures that enhanced articulation	Movements seemed fluid and helped the audience visualize.
Poise	Tension and nervousness is obvious; has trouble recovering from mistakes	Displays mild tension or nervousness; has trouble recovering from mistakes	Makes minor mistakes, little or no tension	Displays strong self-confidence, makes no mistakes
Professional Appearance	Student lacked business grooming and clothing	Student was well-groomed, but clothing detracted from credible, business like appearance	Student was well-groomed and dressed in appropriate business style (pressed clothing, appropriate fit/cut, minimal jewelry)	Student's appearance reflected excellent grooming and appropriate business style. Overall effect was one of confidence and credibility.

Notes/Comments: