Undergraduate Assessment in the Stillman School of Business

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Business Curriculum

- Business Core (45 cr.)
- Liberal Arts Core (37 cr.)
- Business Concentration (15 – 28 cr.)
Assessment in Place

- Sophomore / Senior Assessment
  - Comprehensive assessment of skills via a case with external business professionals (assessors)
    - How it is tied to specific courses/content
    - Graduation requirement
    - Rubric for assessment
      - [http://goo.gl/a2cysK](http://goo.gl/a2cysK)
    - Statistics on failure rate
Results

Team Presentation - Competency Scores

<table>
<thead>
<tr>
<th>Competency</th>
<th>Seniors</th>
<th>Sophomores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch. Mgmt.</td>
<td>4.20</td>
<td>3.80</td>
</tr>
<tr>
<td>Comm.</td>
<td>4.40</td>
<td>3.60</td>
</tr>
<tr>
<td>Cr. Thinking</td>
<td>4.00</td>
<td>3.40</td>
</tr>
<tr>
<td>Eth. Reason.</td>
<td>5.00</td>
<td>4.80</td>
</tr>
<tr>
<td>Teamwork</td>
<td>4.40</td>
<td>4.20</td>
</tr>
<tr>
<td>Tech.</td>
<td>5.00</td>
<td>4.00</td>
</tr>
</tbody>
</table>
## Assessment in Place

<table>
<thead>
<tr>
<th></th>
<th>Writing Assignment</th>
<th>Financial Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Business communiqué</td>
<td>Ratio analysis/spreadsheet design &amp; compounding interest problem</td>
</tr>
<tr>
<td>Graders</td>
<td>English Faculty</td>
<td>Accounting, IT, Finance Faculty</td>
</tr>
<tr>
<td>Outcomes/Trends</td>
<td>So. score higher than seniors</td>
<td>Weakness – interpretation; design inconsistencies;</td>
</tr>
</tbody>
</table>
## Results

### Writing Assignment

<table>
<thead>
<tr>
<th></th>
<th>Strong Ideas</th>
<th>Logical Organization</th>
<th>Conversational Voice</th>
<th>Clear Words</th>
<th>Smooth Sentences</th>
<th>Correct Copy</th>
<th>Reader Friendly Design</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>3.39</td>
<td>3.51</td>
<td>3.45</td>
<td>3.53</td>
<td>3.32</td>
<td>3.25</td>
<td>3.23</td>
<td>23.68</td>
</tr>
<tr>
<td>Sophomores</td>
<td>3.57</td>
<td>3.80</td>
<td>3.74</td>
<td>3.70</td>
<td>3.43</td>
<td>3.00</td>
<td>3.00</td>
<td>24.05</td>
</tr>
</tbody>
</table>

### Financial Analysis Assignment

<table>
<thead>
<tr>
<th></th>
<th>Ratio Selection (1 pt.)</th>
<th>Data Gathering (3 pts.)</th>
<th>Correctness of Formula (1 pt.)</th>
<th>Cell References (1 pt.)</th>
<th>Spreadsheet Design (2 pts.)</th>
<th>Interpretation of Results (2 pts.)</th>
<th>Total Score (10 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>0.81</td>
<td>2.29</td>
<td>0.83</td>
<td>0.87</td>
<td>1.55</td>
<td>1.32</td>
<td>7.25</td>
</tr>
<tr>
<td>Sophomores</td>
<td>0.72</td>
<td>2.16</td>
<td>0.88</td>
<td>0.86</td>
<td>1.38</td>
<td>0.97</td>
<td>6.97</td>
</tr>
</tbody>
</table>
Closing the Loop Examples

- Addition of Business Writing Course
- Redesign of Financial Accounting Course
- Development of Adept Reasoning & Communications Course
- Development of standards for spreadsheet design
Lessons Learned/Next Steps

- Faculty participation is critical
- Departmental collaboration
- Process improvements based on closing the loop too!
- Not enough discipline specific or individual student data
- Core Learning Goals/Course Embedded Assessment
Embedded Assessment

• All business students take a Math sequence of
  – Discrete Math (Math) - freshmen
  – Statistics (Business) - sophomore
  – Quantitative Methods (Business) – junior

• Courses rely on material in prior courses
  – Probability from Discrete Math => Statistics
  – Regression from Statistics => Quant. Methods
Exam in second class session in all sections of BQUA 2811

- Elapsed time from instruction to exam
  - One month to one year
- Does not count towards the grade
- No advanced notice
- No review
- Instructor identified
Changes based on results

– Minimal

• Results were satisfactory
• Sigma notation not covered – communications error
• Organizational, cultural issues
Exam in second class session all sections of BQUA 2812

- Elapsed time from instruction to exam
  - One month to one year
- Does not count towards the grade
- No advanced notice
- No review
- Instructor identified
Changes based on results

- Revising the test as we don’t think students took the exam seriously
- Will embed into BQUA 2812 exams throughout the semester questions from BQUA 2811’s final exam with numbers changed
An exam question in different core courses

– Intro to Finance
  • Elapsed time from instruction to exam
    – One month to one year
  • Regression/Descriptive Statistics question
  • Does count towards the grade
  • No advanced notice
  • Regression reviewed
  • Instructor not identified
Assessment Design Problems

1. Want to have year to year comparisons but continually change questions or form of question
2. We think information retention is partially controlled by interest which in core classes is low
3. Test with or without warning and/or review
4. How to control for time between instruction and assessment
5. How to control for native math ability