

ASSURANCE OF LEARNING COMMITTEE REPORT AY 2010-2011

ASSESSMENT PROCESS AND IMPROVEMENTS

During the 2010-2011 AY the Assurance of Learning Committee continued its best practices developed during the previous years. In addition, several major initiatives for further improvement of the assessment process in the CoB were successfully implemented.

- (1) A major initiative to encourage new faculty involvement in the assessment process included providing feedback to all faculty during the faculty development day (at the beginning of Fall 2010 semester) on each department's contribution to the assessment process in the CoB. Departments with low involvement were encouraged to schedule and implement some form of rotation, so that more people contribute to the assessment process. This all-faculty session was followed by meetings of Assurance of Learning Committee members with each department's Chair and course coordinators to help the departments develop assessment plans. Two important results were accomplished through this initiative:
 - a. All departments developed schedules for rotation among faculty, to ensure that different instructors take on assessment responsibility over time. As a result, a number of new faculty got involved with assessment during this AY and the overall awareness and appreciation of the assessment process in the CoB dramatically increased.
 - b. All departments appointed a person responsible for assessment, which improved coordination and efficiency between the Assurance of Learning Committee and the departments.

- (2) A second major initiative was undertaken to insure that in addition to the assessment of learning in core classes, scheduled by the Assurance of Learning Committee and approved by the Undergraduate and Graduate curriculum committees, each department develops their own assessment plans for the concentration and elective classes. To help the departments get started on this planning, Assurance of Learning Committee members attended department meetings and communicated with department chairs as needed. As a result, between one and four concentration and elective classes per department were assessed each semester.

- (3) During the faculty development day at the beginning of Spring 2011 semester, the Assurance of Learning Committee organized an "all faculty" session on assessment. The purpose of this session was to initiate discussions among faculty about possible ways to address the problems in student learning identified as a result of the assessment during the past years. After presenting key results that persist over time (i.e., below-target communication and analytical skills), faculty were split into small groups to discuss possible ways to address these problems in their classes. All suggestions were collected and summarized for consideration by the instructors and the curriculum committees during the ongoing revisions of the undergraduate and graduate curricula. In addition, this session triggered discussion among faculty about their instructional methods and best practices, which led to productive exchange of ideas on how to best teach students the skills they are expected to master during their studies at the CoB.

- (4) The Assurance of Learning Committee worked to establish closer collaboration with the NSF-sponsored research team that developed CATME – the online teamwork assessment tool adopted by the CoB – to better serve the assessment needs of the CoB faculty. As a part of this initiative, the Chair of the Assurance of Learning Committee met with the professor from the Purdue University who is in charge of CATME development and maintenance, to discuss possible improvements in the system. During the meeting it became clear that out of more than 350 U.S. business schools using CATME, the CoB is by far the biggest user, with more than 30 registered faculty-users and thousands of student-users.
- (5) The Assurance of Learning Committee Chair collaborated with other CalState assessment chairs on revising the BAT (CalState standardized undergraduate learning assessment test) during a series of face-to-face and online meetings. Our suggestions to incorporate in the test questions on global and ethical/social awareness were accepted by the other representatives and incorporated in the revised test. The new test was distributed to graduating seniors in Spring 2011 (the results have been sent for processing to CalState - Long Beach campus).
- (6) Continuing the efforts to achieve closer integration between the activity of the Assurance of Learning Committee and the Undergraduate and Graduate curriculum committees, two of the Assurance of Learning Committee members became ex-officio members of the Undergraduate and Graduate curriculum committees, respectively, and attended all of their meetings. The active involvement with the two curriculum committees enhanced the ongoing efforts on part of the Assurance of Learning Committee to coordinate all assessment activities with the COB curriculum development needs, especially in providing feedback about issues identified through the assessment of student learning.
- (7) Educating the COB faculty about the purpose of assessment and its importance for achieving the COB educational goals is an ongoing initiative which continued this AY. The Assurance of Learning Committee hosted educational sessions with interested faculty who wanted to contribute to perform assessment in their classes. This initiative led to involvement of many new faculty in the assessment process.

ASSESSMENT RESULTS

BS in Business Administration. The results of the direct assessment of the BSBA learning objectives using assessment rubrics for course-embedded analysis are shown in Table 1. The table shows the aggregate percentage of students scoring “acceptable” or higher on each learning objective, the number of students assessed is in brackets. Detailed information on each learning objective assessed in Fall 2010 and Spring 2011 is provided in the Appendix. The performance target of 85% acceptable or better performance on each learning objective measured by an assessment rubric (adopted in Fall 2008) reflects the shared goal of the COB faculty to improve the quality of the BSBA program.

In total, 4811 students were assessed during AY2009-2010 (of them 3095 in Fall 2010 and 1716 in Spring 2011), ensuring that a representative sample of undergraduate students were assessed on one or more learning objectives. The results show similar performance as the previous assessment periods in all learning goals. Student performance on oral communication, qualitative analysis, teamwork, and ethical and social awareness meet the 85% target in both semesters. Student performance on written communication, quantitative analysis and global awareness needs

improvement. In particular, students continue to have problems interpreting their results and drawing proper conclusions. The performance on ethics and social awareness skills needs improvement in application of appropriate theoretical framework and recommendations. Written communication skills fall below target in organization of the written reports and grammar.

Table 1 – BS in Business Administration Learning Objectives

Learning objectives	Fall 2010	Spring 2011
Functional knowledge	88% (934 students)	83% (88 students)
Written communication	NA	83% (157 students)
Oral communication	93% (197 students)	88% (105 students)
Qualitative analysis	90% (108 students)	91% (106 students)
Quantitative analysis	78% (935 students)	84% (718 students)
Teamwork skills	88% (861 students)	89% (472 students)
Ethical & social awareness	NA	93% (70 students)
Global awareness	80% (60 students)	NA

Functional knowledge was assessed both at the entry level (in introductory classes) and at the senior level (in BUS690). The entry level knowledge is close to the target 85% level, an improvement from previous assessment periods. The retention of content learned throughout the business programs was tested using the revised CalState standardized learning assessment test (BAT) in Spring 2011. The tests are currently in CalState - Long Beach campus for processing.

BS in Hospitality and Tourism Management. The results of the direct assessment of the BSHTM learning objectives using assessment rubrics for course-embedded analysis are shown in Table 2. The table shows the aggregate percentage of students scoring “acceptable” or higher on each learning objective, the number of students assessed is in brackets. The performance target of 85% approved by the Undergraduate Curriculum Committee for the BSBA program was adopted by the BSHTM program as well. This year for the first time assessment was performed both in Fall and Spring semesters, which led to less pressure on individual faculty and more students being assessed.

In total, 181 student-assessments were performed during AY2010-2011, ensuring that the majority of undergraduate students majoring in HTM were assessed on one or more learning objectives. The results show that student performance on all skills meet the target of 85%. The new HMAT test for assessing content knowledge was implemented for the first time this AY and shows very good results (retention above 50% of the content knowledge upon graduation is the usual target applied by the CalState system). The results from practitioners’ assessment of HTM students’ industry specific skills will be available by the end of Summer 2011. Detailed information on each learning objective assessed in AY2009/2010 is provided in the Appendix.

Table 2 – BS in Hospitality and Tourism Management Learning Objectives

Learning objectives	Fall 2010	Spring 2011
Written communication	NA	96% (26 students)
Oral communication	100% (6 students)	NA
Analytical skills	88% (50 students)	NA
Critical thinking	NA	NA
Teamwork skills	NA	97% (64 students)
Content knowledge (HMAT)	HMAT 62% (35 students)	NA
Industry/ practical skills	NA	TBD

Master of Business Administration. The results of the direct assessment of the MBA learning objectives using assessment rubrics for course-embedded analysis are shown in Table 3. The table shows the aggregate percentage of students scoring “acceptable” or higher on each learning objective, the number of students assessed is in brackets. Consistent with the efforts to improve the quality of the MBA program, in May 2009 the Assurance of Learning Committee recommended and the Graduate Curriculum Committee approved a new target of 90% acceptable or better performance on each learning objective, which continues to be applied this AY.

Table 3 – Master of Business Administration Learning Objectives

Learning objectives	Fall 2010	Spring 2011
Content knowledge	NA	84% (19 students)
Global awareness	89% (52 students)	NA
Ethical awareness	92% (83 students)	NA
Quantitative analysis	96% (30 students)	81% (183 students)
Qualitative analysis	93% (73 students)	95% (77 students)
Teamwork skills	91% (145 students)	87% (106 students)
Written communication	96% (73 students)	97% (131 students)
Oral communication	96% (73 students)	93% (68 students)

In total, 1112 students were assessed in AY2009-2010 (528 in Fall 2010 and 584 in Spring 2011), ensuring that a major part of the MBA students were assessed on at least one learning objective. As Table 3 shows, student performance on ethical awareness, qualitative analysis, written communication, and oral communication consistently meet the 90% target. However, performance on content knowledge, global awareness, quantitative skills, and teamwork is below target in one of the semesters, suggesting a need for improvement. More detailed analysis show that students struggle with integration between theory and practical problems, which leads to below-target performance on quantitative analysis. Below target performance on teamwork skills needs further analysis, because it may be a signal of lowered admission standards during the economic crisis (i.e., enrolling students who are not fully prepared for the workload in the MBA program).

In Spring 2010 the Graduate Curriculum Committee brought up for discussion concerns with MBA students' writing skills, especially in terms of grammar and business vocabulary, followed by the Graduate Curriculum Committee coming up with a recommended text to be included in all MBA syllabi. The improved performance on written communication skills shows that these efforts were productive and the majority of students invested more effort in improving their writing skills.

Executive MBA. During the 2010-2011 academic year the EMBA program remained very small. However, the program leadership made their best efforts to assess several learning goals, including global awareness, oral communication skills, quantitative and qualitative analysis skills. Details on each skill are provided in the Appendix. Student performance on global awareness and oral communication skills meets the 95% target of acceptable or better performance approved for the EMBA program. However, performance on qualitative analysis falls slightly below target (94%) and performance on quantitative analysis still needs improvement (88%). Discussions with the Graduate Programs Director showed that these skills were assessed in the introductory economics class, where some executives learn for the first time basic macro-economic principles, which explains their poor performance. In the future, we should try to assess these skills in more advanced classes.

Results of Assessing Learning Goals for Undergraduate Program in Fall 2010

Learning Goals	Course(s) Assessed	Sample	Methodology	% acceptable or excellent	Response/Action Items
1. Discipline Knowledge	FIN 350 FIN 356 IBUS 330	N=934	Assessed in intro-level classes	88%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target.
2a. Written Communication Skills	NA				
2b: Oral Communication Skills	BUS 690 IBUS 591	N = 197	Project Presentations	Traits: Content: 94% Organization: 94% Supporting Materials: 95% Delivery Skills: 89% Average of all traits: 93%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target.
3a: Qualitative Analysis	BUS 690	N = 108	Case analysis exam	Traits: Identification: 94% Data: 97% Analysis: 95% Integration: 90% Alternatives: 82% Recommendations: 81% Average of all traits: 90%	The overall goal is being met at the acceptable level; however, students need to work on developing alternatives and suggesting recommendations.
3b: Quantitative Analysis	ACCT 501 DS 412 FIN 350 FIN 351 FIN 355	N = 889	Assessed at introduction-level classes & electives	Traits: Identification : 87% Execution : 76% Conclusion : 73% Average of all traits: 78%	Students need to work on execution and conclusion.
4. Team Skills	BUS 690 DS 408 DS 412 IBUS 681 IBUS 690 MGNT 640, 650, 655, 670 MKTG 432	N = 861	www.catme.org online team peer evaluation questionnaire	Traits: Contributing: 88% Interacting: 89% Keeping on Track: 87% Quality: 89% Knowledge: 89% Average of all traits: 88%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target
5a. Ethical Awareness	NA				
5b. Global Awareness	IBUS 690	N = 60	Short Case Analysis	Traits: Identification: 85% Analysis: 77% Application: 78% Average of all traits: 80%	Students need to work on analyzing the impact of global factors and applying global awareness frameworks in certain business situations.

Results of Assessing Learning Goals for Undergraduate Program in Spring 2011

Learning Goals	Course(s) Assessed	Sample	Methodology	% acceptable or excellent	Response/Action Items
1. Discipline Knowledge	FIN 350	N=88	Assessed in intro-level classes	83%	Students need to work on the discipline knowledge.
2a. Written Communication Skills	BUS 690 IBUS 566	N=157	Written report	Traits: Content: 90% Organization: 78% Supporting materials: 86% Delivery skills: 79% Average of all traits: 83%	Students need to work on the report organization and delivery.
2b: Oral Communication Skills	BUS 690	N = 105	Project Presentations	Traits: Content: 95% Organization: 98% Supporting materials: 72% Delivery skills: 85% Average of all traits: 88%	The overall goal is being met at the acceptable level; however, students need to work on providing supporting materials.
3a: Qualitative Analysis	BUS 690	N = 106	Case analysis exam	Traits: Identification: 90% Data: 86% Analysis: 95% Integration: 93% Alternatives: 92% Recommendations: 91% Average of all traits: 91%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target.
3b: Quantitative Analysis	ACCT 501 DS 212 DS 412 FIN 350 FIN 353 FIN 536 ISYS 363	N = 718	Assessed at introduction-level classes	<u>Traits:</u> Identification : 90% Execution : 84% Conclusion : 78% Average of all traits: 84%	Students need to work on analysis execution and conclusions.
4. Team Skills	BUS 690 DS 408 DS 412 IBUS 681 MGNT 648, 650, 655, 670 MKTG 432	N = 472	www.catme.org online team peer evaluation questionnaire	<u>Traits:</u> Contributing: 87% Interacting: 90% Keeping on Track: 89% Quality: 89% Knowledge: 89% Average of all traits: 89%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target.
5a. Ethical Awareness	BUS 682	N = 70	Written assignment	Traits: Identification: 100% Stakeholder: 100% Analysis: 97% Frameworks: 73% Action: 96% Average of all traits: 93%	The overall goal is being met at the acceptable level; however, students need to work on using ethics frameworks.
5b. Global Awareness	NA				

Note: For all goals, the target level is 85% or higher acceptable performance on each trait.

Results of Assessing Learning Goals for the BSHTM Program in Fall 2010

Learning Goals	Course(s) Assessed	Sampling	Methodology	% acceptable or excellent	Response/Action Items
1a. Written Communication Skills	HTM 557	N=26	Written assignments	Traits: Purpose: 96% Audience: 96% Organization: 88% Ideas: 92% Citation: 100% Topic: 100% Conclusion: 92% Grammar: 100% Idioms: 100% Average of all traits: 96%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target.
1b: Oral Communication Skills	HTM 590	N = 6	Project Presentations	Traits: Introduction: 100% Solution: 100% Conclusion: 100% Vocal expression: 100% Enunciation: 100% Eye contact: 100% Body language: 100% Response to questions: 100% Use of PowerPoint: 100% Average of all traits: 100%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target.
2a: Analytical skills	HTM 458	N = 50	Individual assignment	Traits: Concepts and terms: 84% Reasoning: 96% Errors: 84% Term and notation: 88% Average of all traits: 88%	The overall goal is being met at the acceptable level; however, students need to improve on concepts and terms as well as on errors.
2b: Critical thinking	NA				
3. Team Skills	HTM 561	N = 64	Group project	<u>Traits:</u> Attendance: 92% Responsibility: 98% Cooperation: 97% Participation: 100% Communication: 97% Average of all traits: 97%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target
4. Content knowledge (HMAT)	HTM 590	N = 35	HMAT (standardized learning assessment test)	62%	Goals are being met at an acceptable level.
5. Industry/practical skills	TBD				

Note: For goals 1, 2 & 3, target level is 85% or more acceptable and above on each trait. Target level for goal 4 is 50%.

Results of Assessing Learning Goals for MBA Program in Fall 2010

Learning Goals	Course(s) Assessed	Sample	Methodology	% acceptable or excellent	Response/Action Items
1. Content Knowledge	ACCT 831		Exam	85%	Students need to work on the content knowledge.
2a. Global Awareness	IBUS 815 IBUS 889	N=52	Short case scenarios in the exam	<u>Traits:</u> Identification: 96% Analysis: 94% Application: 77% Average of all traits: 89%	Students need to work on the application of global awareness frameworks.
2b. Ethics Awareness	BUS 784 MGMT 856	N=83	Written assignment	<u>Traits:</u> Dilemma: 93% Stakeholders: 95% Alternatives: 98% Frameworks: 78% Action: 98% Average of all traits: 92%	The overall goal is being met at the acceptable level; however, students need to work on using theoretical framework to analyze ethical issues.
3a. Quantitative Skills	ACCT831	N=30	Quantitative task	<u>Traits:</u> Identification: 97% Execution: 97% Conclusions: 93% Average of all traits: 96%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target
3b. Qualitative Analysis	BUS 890	N = 73	Case analysis exam	<u>Traits:</u> Problem: 97% Facts&Data: 97% Analysis: 93% Integration: 78% Alternatives: 97% Recommendations: 97% Average of all traits: 93%	The overall goal is being met at the acceptable level; however, students need to work on the integration.
4. Teamwork Skills	BUS 788 BUS 890 DS 852	N = 145	Team project	<u>Traits:</u> Contributing: 90% Interacting: 92% Keeping on Track: 90% Quality: 92% Knowledge: 91% Average of all traits: 91%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target
5a: Written Communications	BUS 890	N = 73	MBA thesis	<u>Traits:</u> Content: 99% Organization: 100% Language: 96% Grammar: 90% Average of all traits: 96%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target
5b. Oral Communications	BUS 890	N=72	Oral Presentation	<u>Traits:</u> Content: 100% Organization: 100% Supporting Materials: 100% Delivery Skills: 85% Average of all traits: 96%	The overall goal is being met at the acceptable level; however, students need to work on the delivery skills.

Results of Assessing Learning Goals for MBA Program in Spring 2011

Learning Goals	Course(s) Assessed	Sample	Methodology	% acceptable or excellent	Response/Action Items
1. Content Knowledge	MKTG 860	N=19	Exam	84%	Students need to work on the content knowledge.
2a. Global Awareness	NA				
2b. Ethics Awareness	NA				
3a. Quantitative Skills	ACCT 802 DS 852 FIN 819 ISYS 814	N=183	Quantitative task	<u>Traits:</u> Identification: 84% Execution: 83% Conclusions: 77% Average of all traits: 81%	Students need to work on problem identification, execution of the solution and drawing conclusions.
3b. Qualitative Analysis	BUS 890 MGMT 842	N = 77	Written assignment	<u>Traits:</u> Problem: 99% Facts&Data: 97% Analysis: 96% Integration: 87% Alternatives: 96% Recommendations: 95% Average of all traits: 95%	The overall goal is being met at the acceptable level; however, students need to work on the integration.
4. Teamwork Skills	BUS 788 BUS 890 MGMT 842	N = 106	Team project	<u>Traits:</u> Contributing: 86% Interacting: 84% Keeping on Track: 88% Quality: 89% Knowledge: 87% Average of all traits: 87%	Students need to work on all traits.
5a: Written Communications	BUS 890 FIN 819 ISYS 814 MKTG 860	N = 131	Written assignment	<u>Traits:</u> Content: 96% Organization: 98% Language: 96% Grammar: 95% Average of all traits: 97%	Goals are met. We will continue to monitor students' progress.
5b. Oral Communications	BUS 890 MKTG 860	N=68	Oral Presentation	<u>Traits:</u> Content: 96% Organization: 94% Supporting Materials: 96% Delivery Skills: 87% Average of all traits: 93%	The overall goal is being met at the acceptable level; however, students need to work on the delivery skills.

Note: For all goals target level is 90% or higher acceptable performance on each trait.

Results of Assessing Learning Goals for EMBA Program in Fall 2010 & Spring 2011

Learning Goals	Course(s) Assessed	Sample	Methodology	% acceptable or excellent	Response/Action Items
1. Content Knowledge	NA				
2a. Global Awareness	IBUS 815	N = 12	Short case scenarios in the exam	<u>Traits:</u> Identification: 100% Analysis: 100% Application: 100% Average of all traits: 100%	Goal is being met above the target level.
2b. Ethics Awareness	NA				
Goal 3a: Quantitative Skills	BUS 883	N = 24	Individual assignments	<u>Traits:</u> Identification : 75% Execution : 100% Conclusion : 88% Average of all traits: 88%	Students need to work on the problem identification and conclusion.
Goal 3b: Qualitative Skills	BUS 883	N = 23	Individual assignments	<u>Traits:</u> Problem: 100% Facts & data: 100% Analysis: 87% Integration: 78% Alternatives: 100% Recommendations: 100% Average of all Traits: 94%	Students need to work on the analysis and integration.
4. Teamwork skills	NA				
5a. Written Communication	NA				
5b. Oral Communication	BUS 888	N = 23	Final presentations	<u>Traits:</u> Content: 100% Organization: 96% Supporting materials: 100% Delivery skills: 91% Average of all Traits: 97%	Overall goal is being met at an acceptable level. Students need to work on delivery skills.

Note: Target level of performance is 95% or higher on all traits.