

BBA Degree CTL Assessment, 2016-17

Overall Observations and Recommendations

The following two sections include: (1) a summary of the committee's overall observations across the entire program and (2) a recap of the program-wide recommendations suggested by the committee to remedy issues identified in this assessment cycle. More detailed observations and recommendations are included in the full report.

Summary of Observations:

Below are summary observations of the committee's evaluation of these most recent assessment results. Each of these summary observations has one or more recommendations or interventions in the Summary Recommendations section immediately following.

Observation 1: A higher number of outcomes fell below our stated goal (75% exemplary) in this cycle when compared to our previous assessment cycle in 2013. The committee considered this at some length and concluded the lower success rate was likely a function of two things: (1) a new scoring methodology of 1/2/3 versus the previous 1-9 scoring which was implemented specifically to expose more areas for improvement and (2) concerns that the previous CTL recommendations were not fully implemented.

Observation 2: Our students' demographics and educational backgrounds are often limited in terms of ongoing exposure to several of the assessed areas we emphasize (global awareness, writing and communication, complex problem solving, etc.) As a result, scores in those areas struggle for a high percentage of our students. To help compensate for these conditions, the committee recommends that our curriculum be designed to more aggressively include activities, content, and experiences that can help fill in those gaps.

Observation 3: Our assessment methodology should be adjusted to highlight areas of greatest need among our students rather than attempting to push a higher percentage of our students into the highest tier of outcomes. This is linked to observation #2 regarding the background of many of our students. For example, instead of saying we want 75% to be exemplary, we instead suggest that no more than 10% fall into the lowest tier (unacceptable) level of assessment. The committee feels this will allow us to identify and focus on the areas of greatest need and result in better overall long term outcomes for our graduates.

Observation #4: The committee would like to adjust our methodology to incorporate a larger and broader pool of data for program assessment. This will improve the overall rigor of our assessment outcomes and improve the quality and value of committee recommendations and interventions.

Observation #5: Based on the assessment of these results combined with concerns about implementation of previous recommendations in 2013, the committee believes the BBA curriculum may not be fully aligned with the degree learning outcomes across the college. Thus, the Fogelman College needs to ensure tighter articulation of the stated BBA learning outcomes with program curriculum and the course and major levels.

Summary of Recommendations

1. Strengthen faculty awareness of the BBA learning outcomes and encourage additional course-level learning activities that are aligned with those desired degree outcomes. As a first step, all BBA course syllabi should have the degree learning outcomes stated explicitly in course syllabi and faculty should review these degree outcomes with their students at the beginning of every course, including ways in which this course will contribute to meeting those overall learning goals.
2. Conduct a college-wide assessment at the departmental level to identify which course-level locations where individual learning outcomes are taught. This would help uncover any potential gaps that may exist between what we want our students to learn and what we are actually providing at the course level.
3. Faculty should develop course-level activities that include concrete examples of identified shortfall areas (written communications, global awareness, ethical choices, etc.) This will help address needs in the areas of global awareness, ethical thinking, and communications.
4. Courses should include more exercises that require independent problem-solving work by the students – especially at the upper division level. This will help address needs in the area of critical thinking.
5. Courses should include more activities that require integrative writing including interpretation of data analysis, group reports, and reflective papers. This will help address needs in the area of communication.
6. Change our assessment methodology to ensure all students achieve, at a minimum, an acceptable level of performance across all measured areas as opposed to striving to ensure a significant majority (75%) reach the highest (exemplary) level. This approach is more in line with the needs of our students and consistent with the approach taken by peer AACSB institutions.
7. Ensure that our overall AoL methodology reflects common and “best” practices among our peer AACSB institutions.