

TO: ONU Assessment Committee

FROM: The James F. Dicke College of Business Administration Assessment Committee

RE: Target areas of Performance Improvement

DATE: December 11, 2007

CHARGE

The University Assessment Committee's request for a report detailing your college's plans to address at least three (two of the first three plus one) of the areas identified from the Annual Report on the Assessment of Student Learning (05-15-07) as being below the expected level of performance. The reports are due to the Office of Institutional Research no later than December 1. Please see the Annual Assessment Report on the General Learning Objectives dated May 15, 2007 for more details on the Committee's request.

Writing abilities	Understanding people from other racial/ethnic backgrounds
Speaking abilities	Knowledge of people from other racial and ethnic backgrounds
Solving real-world problems	Ability to get along with people of different races & cultures
Understanding of self	Understanding of global issues
Contributing to the welfare of the community	Appreciation for different points of view
Developing a personal code of values & ethics	

EVALUATION

1. Writing. Results from the National Survey of Student Engagement (spring 2006) showed Business students (n=36) scoring 2.94 on average relative to 2.86 ONU average, 3.16 Selected Peers, 3.14 Carnegie Peers, and 3.07 NSEE 2006 average. The College Senior Survey (spring 2005) found only 18.5% of Business seniors reported "much stronger" writing skills abilities compared to ONU overall 27.6%, Selected Peers 33.1% and All Private 4-Year Colleges 32.6%. the spring 2005 Alumni Survey recorded Business alumni (n=46) reporting development of written communication skills at 3.02, below ONU average of 3.08 and the spring 2005 Employer survey also shows employers of business graduates reporting their written communication skills at 3.23 lower than the ONU average and all colleges but Engineering.

2. Speaking. Only one of the reported measures shows CBA majors below the ONU average on speaking skills improvement; the committee will not focus on this outcome.

3. Solving Real World Problems NSEE results show CBA majors scoring 2.81 relative to ONU 2.69, Selected Peers 2.77, Carnegie Peers 2.72 and NSEE 2006 2.72. College Senior Survey results show 29% of Business seniors reporting "much stronger" abilities, ONU average 45.6% , Selected Peers 39.2%, and All Private 4-Year colleges 35.4%. Alumni survey results find Business alumni rating 3.04 relative to ONU average 3.15, lowest of all colleges. Only business-related Employers rate problem-solving skills 3.27 relative to 3.34 ONU. This matches the internal assessment that capstone projects need improved problem-solving development.

Further issues to choose from break down into just three areas; community welfare, ethics & diversity. The college has put significant effort toward these goals and continues to focus on improvement; on most measures Business students score above ONU averages, but below Peer schools. Review of the relevant measures shows the DCBA might choose to focus on ethics to build further upon its progress.

ACTION

At its September 25th meeting the DCBA Assessment committee reviewed results for each item, focusing on #1a writing and #8 practicing truthful and ethical behavior. Later review of the charge noted need for improvement in the problem-solving component also.

At the DCBA Faculty meeting in October, the College adopted a completely revised Core Curriculum focused on developing a business plan. This will develop improved problem-solving skills plus emphasize the written communication of the business proposal. The college is participating in the proposed revision of the General Education curriculum revision, which it hopes will result in improved writing skill development.

Assessment results for 2006-07 of capstone projects demonstrated improved writing development, but comments still noted lag on problem-solving.

Further ideas for improvement include requiring the Professional Writing course, designing into the revised core significantly stronger requirements for junior/senior writing assignments (both long and particularly short business writing).

Beyond the freshman Ethics course, ethics units in selected core courses (videos and Rokeach Values Survey, and explicit inclusion of ethics concerns in the capstone and other), writing and posting on the DCBA website a DCBA Code of Ethics (based on ONU handbooks, cooperatively as students and faculty or as a joint project of several core courses) is a further option to improving students' personal values and ethical awareness.