A collection of military medals and a pair of glasses on a wooden surface. The medals include a red ribbon with a circular emblem, a white star with a central emblem, and a blue ribbon with a circular emblem. A pair of gold-rimmed glasses with red-tipped temples is also visible. The background is a light-colored, textured surface.

Assessment of Core Competencies at the Undergraduate Level

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Key Points

1. Assessment should be viewed as a critical tool in accomplishing a college's mission and goals, not as an activity that is being imposed.
2. The desired core competencies should be disseminated to faculty, students, as well as to external stakeholders.
3. Stakeholder participation and buy-in are crucial in the assessment process.
4. Assessment outcomes should be translated into specific action plans (closing the loop).
5. Assessment results may result in curriculum changes and/or reallocation of resources.
6. The assessment process is ongoing; desired core competencies and assessment tools should be periodically reevaluated.




Assessment Process

- ◆ Step 1: identifying skills and attributes that the educational program should develop in the students.
- ◆ Step 2: disseminating information with respect to desired goals and establishing where opportunities exist to develop desired skills and attributes.
- ◆ Step 3: developing appropriate measurement instruments for evaluating desired skills and attributes.
- ◆ Step 4: developing target goals or levels of achievement for desired skills and attributes.
- ◆ Step 5: assessing the students' acquisition of desired skills and attributes.
- ◆ Step 6: providing appropriate feedback to students for use in their personal development.
- ◆ Step 7: using the assessment information to evaluate current curriculum, plan future curricular changes, and make appropriate changes in resource allocations.
- ◆ Step 8: reinitiating the process.



**Step 1:
Identifying Skills and Attributes
That the Educational Program
Should Develop in Students**



To create an extraordinary learning environment for quality management education through a community that fosters mutual respect, engages in scholarly activities, values the University's Christian tradition, and is based on moral integrity.

Shared values:

- We strive to function in a learning-centered environment of mutual respect that is cooperative and team-oriented.
- We view students as whole persons and strive to prepare them for personal, as well as professional success.
- We strive for quality management education that provides integration of knowledge from all business disciplines through innovative curriculum development and delivery.
- We attempt to develop analytical, problem-solving, and critical thinking skills along with a curiosity for life-long learning.
- Our community is a partnership of faculty, students, administration, staff and business people.
- Our faculty is engaged in scholarly activities with a focus on intellectual contributions related to the application of knowledge and instructional development.
- We value the importance of ethics, integrity, and honesty.
- We value the Lutheran heritage of the University.

We recognize the importance of giving to the community and stress enhanced social responsibility among faculty and students by encouraging community and professional service.



**Step 2:
Disseminating Information with
Respect to Desired Goals and
Establishing Where
Opportunities Exist to Develop
Desired Skills and Attributes**

COGNITIVE OBJECTIVES**ACC 205****ACC 206****IDS 205****BLAW 104****IDS 305****FIN 304****MGT 304****MKT 304****IDS 410****MGT 475****(Declarative Knowledge)****Business Perspectives - Context of Business**

◆ Understand Implication of Ethical & Faith Issues in Business	Intro 1	Review 1	Build 2	Intro 10		Intro & Integrate 2	Build 2 Integrate 3	Intro & Build 2	Review 1 Build 2 Integrate 3	Integrate 4
◆ Understand Implication of Global Issues in Business				Intro 2		Intro 3	Review 1 Build 1 Integrate 2	Intro 2	Integrate 2	Integrate 10
◆ Understand Implication of Political Issues in Business				Intro 5		Intro 0.5	Intro 0.5	Intro 0.5	Review 1	Integrate 10
◆ Understand Implication of Social Issues in Business				Intro 5		Intro 1	Build 1 Integrate 1	Build 2	Review 1 Build 2	Integrate 4
◆ Understand Implication of Legal & Regulatory Issues in Business	Intro 1			Intro 10		Intro 5	Review 0.5	Intro 2	Review 1	Integrate 2
◆ Understand Implication of Environmental Issues in Business				Intro 2		Intro 0.5		Intro 0.5		Integrate 3
◆ Understand Implication of Technological Issues in Business	Intro 1	Intro 2	Intro 1	Intro 2	Intro 2	Intro 2	Build 1 Integrate 1.5	Intro 1	Intro 3 Build 6 Review 2 Integrate 3	Integrate 2
◆ Understand Implication of Demographic Diversity in Business				Intro 2			Review 1 Integrate 2	Review 1		Integrate 1

Legend:

Intro: First exposure, new information

Build: Move beyond intro; application

Review: Revisit, nothing new

Integrate: With other subjects

Number equals hours per semester (1 hr. = 50 class minutes)

BEHAVIORAL OBJECTIVES **ACC 205** **ACC 206** **IDS 205** **BLAW 104** **IDS 305** **FIN 304** **MGT 304** **MKT 304** **IDS 410** **MGT 475**
(Human Activity - Skills & Abilities)

Communication Skills										
◆ Effective formal and informal communication	L	L	L	M	L	M	H	L	L	H
◆ Communicate with superiors, subordinates, and customers				L		M	H		L	L
◆ Ability to listen/active listening	L	L	L		L	M	H			M
◆ Articulate one's views in a logical, eloquent and persuasive manner		L		M		M	H	L	L	H
◆ Write convincingly, logically, and concisely				H		M	H	M	H	H
◆ Use modern techniques of business writing (memos, letters and reports, web pages)			L	L	L	L	L	L	M	
◆ Grammatically correct, error-free writing		L	L	H		M	H	H	H	M
◆ Make effective oral presentations and arguments						L	H	L	L	H
◆ Telephone skills							L			
Information Technology Skills										
◆ Effectively utilize the latest technology (e.g. web/internet, ABI, library) to research and solve problems	L					H	M	M	M	H
◆ Computer skills										
Word Processing	L		L	L	L	M	H	M	L	H
Spreadsheets						L				L
Presentation						L				H
Email			L						H	
Applications			H		H				M	
File Manipulation					M				M	

Legend:

L: Light Emphasis

M: Medium Emphasis

H: Heavy Emphasis

Problem Solving / Critical Thinking / Creative Thinking Abilities ACC 205 ACC 206 IDS 205 BLAW 104 IDS 305 FIN 304 MGT 304 MKT 304 IDS 410 MGT 475

◆ Work with both structured and unstructured problems	L		H	L	H	M	H	M	M	H
◆ Identify central issues and assumptions in an argument	L			M	M	L	M	L	L	H
◆ Recognize important relationships and synthesize evidence	L		H	M	H	M	H	L	L	H
◆ Evaluate evidence or authority / make correct inferences	L		H	M	H		M		L	H
◆ Deduce conclusions from information or data provided			H	H	H	M	L	M	L	H
◆ Interpret whether conclusions are warranted			H	H	H	L	L	L	L	H
◆ Brainstorm & generate alt.			L				H	L	L	H
◆ Think cross-functionally and strategically						L	M	L	M	H
◆ Think globally				M		L	M	M	M	H
◆ Use multiple PS techniques and divergent thinking				L		L	H	L	M	H
◆ Look beyond the obvious or existing approaches & policies				M		L	M	L	L	H
◆ Frame problems in ways that present new understandings and opportunities for improvements			L	L		L	H		L	H

Teamwork / Leadership Abilities

◆ Ability to work with group members to accomplish goals	L		L		L	L	H		M	H
◆ Awareness of individual roles - leader, facilitator, follower				L		L	H		L	M
◆ Awareness of group dynamics - group processes, group stress, hidden agendas, bases of power, trust				L		L	H		M	H
◆ Conflict management - mgmt. styles, intervention				L		L	M		L	M
◆ Tolerance of individual diff.				M		L	M		L	H
◆ Identifying DM styles						L	M		L	L

AFFECTIVE OBJECTIVES **ACC 205** **ACC 206** **DS 205** **MGT 206** **DS 305** **FIN 304** **MGT 304** **MKT 304** **DS 410** **MGT 475**
(Psychological Constructs)

Ethical Behavior/Values Awareness

◆ Sense of ethics - right and wrong	L		L	H		M	M	L	M	H
◆ Sense of service to the community				H						
◆ Strong work ethic			L	H	H	M	M			H

Self Concept/Self Awareness

◆ Self-reliance			M	L	M	M	H		M	H
◆ Perseverance			L	L	H	M	H			H
◆ Self- motivation			M	L		M	H		L	H
◆ Management of multiple responsibilities			L	L		M	M	L	L	M

Attitudes (Feelings towards other people, ideas, and institutions)

◆ Ability to continue to learn			H	M	H	M	H	L	M	L
◆ Ability to deal with change			M	M		L	H	L	L	H
◆ Ability to tolerate ambiguity	L		M	M		M	H	L	L	H
◆ Understand it is OK to be wrong, to fail			L	M	L	M	H		L	H



Step 3: Developing Appropriate Measurement Instruments for Evaluating Desired Skills and Attributes

Current Assessment of Student Outcomes

Cognitive Outcomes

- Core Business Knowledge
- Knowledge in Major
- Understanding of Perspectives

	Sophomore	Junior Year	Senior Year
• Core Business Knowledge	Course Projects/Exams	Course Projects/Exams	Course Projects/Exams Internship Evaluation EBI Satisfaction Survey
• Knowledge in Major	N/A	Course Projects/Exams	Course Projects/Exams EBI Satisfaction Survey
• Understanding of Perspectives		Course Projects/Exams	Course Projects/Exams Internship Evaluation EBI Satisfaction Survey

Planned Future

Assessment Activities

Comprehensive Exam Employer & Alumni Surveys
Employer & Alumni Surveys
Employer & Alumni Surveys

Behavioral Outcomes

- Communication
- Information Technology
- Problem Solving/Critical Thinking
- Teamwork/Leadership

• Communication	Assessment Center	Course Projects/Exams Assessment Center	Course Projects/Exams Internship Evaluation EBI Satisfaction Survey
• Information Technology		Course Projects/Exams	Course Projects/Exams Internship Evaluation EBI Satisfaction Survey
• Problem Solving/Critical Thinking	Assessment Center	Course Projects/Exams Assessment Center	Course Projects/Exams Internship Evaluation
• Teamwork/Leadership	Assessment Center	Course Projects/Exams Assessment Center	Course Projects/Exams Internship Evaluation EBI Satisfaction Survey

Employer & Alumni Surveys
Employer & Alumni Surveys
Employer & Alumni Surveys
Employer & Alumni Surveys

Affective Outcomes

- Ethical Behavior/Values Awareness
- Self Concept & Awareness
- Attitudes

• Ethical Behavior/Values Awareness	Assessment Center	Course Projects/Exams Assessment Center	Course Projects/Exams Internship Evaluation EBI Satisfaction Survey
• Self Concept & Awareness			Internship Evaluation EBI Satisfaction Survey
• Attitudes			Internship Evaluation

Employer & Alumni Surveys
Employer & Alumni Surveys
Employer & Alumni Surveys



**Step 4:
Developing Target Goals or
Levels of Achievement for
Desired Skills and Attributes**

Desired Student Outcome	Assessment Tool	Assessment Timing	Measurement Scale	Goal	Assessment Results	Recommended Changes	Changes Initiated	Comments
<u>Cognitive Outcomes</u> Core Business Knowledge	Course Work	Professor's prerogative	Professor's prerogative	Professor's prerogative				
	Internship Evaluation	Junior/Senior Year	Scale of 1 to 5: 1 = Poor and 5 = Outstanding	85% \geq 3 70% \geq 4				
	EBI Satisfaction Survey	Graduating Seniors	Scale of 1 to 7: 1 = Very Poor and 7 = Exceptional	Consistent improvement				
Knowledge in Major	Course Work	Professor's prerogative	Professor's prerogative	Professor's prerogative				
	EBI Satisfaction Survey	Graduating Seniors	Scale of 1 to 7: 1 = Very Poor and 7 = Exceptional	Consistent improvement				
Understanding of Perspectives (Ethical, Global, Political, Social, Legal, and Regulatory, Environmental, Technological, Diversity)	Course Work	Professor's prerogative	Professor's prerogative	Professor's prerogative				
	Internship Evaluation	Junior/Senior Year	Scale of 1 to 5: 1 = Poor and 5 = Outstanding	75% \geq 3				
	EBI Satisfaction Survey	Graduating Seniors	Scale of 1 to 7: 1 = Very Poor and 7 = Exceptional	Consistent improvement				
<u>Behavioral Outcomes</u> Communication	Course Work	Professor's prerogative	Professor's prerogative	Professor's prerogative				
	Assessment Center	Fall of Sophomore Year	Various rating scales and checklists	Baseline				
		Spring of Junior Year		Improvement from baseline				
	Internship Evaluation	Junior/Senior Year	Scale of 1 to 5: 1 = Poor and 5 = Outstanding	Range of 75 % to 90% \geq 3 depending upon skill				
EBI Satisfaction Survey	Graduating Seniors	Scale of 1 to 7: 1 = Very Poor and 7 = Exceptional	Consistent improvement					
Information Technology	Course Work	Professor's prerogative	Professor's prerogative	Professor's prerogative				
	Internship Evaluation	Junior/Senior Year	Scale of 1 to 5: 1 = Poor and 5 = Outstanding	Range of 75 % to 90% \geq 3 depending upon skill				
	EBI Satisfaction Survey	Graduating Seniors	Scale of 1 to 7: 1 = Very Poor and 7 = Exceptional	Consistent improvement				



Step 5: Assessing the Students' Acquisition of Desired Skills and Attributes

Current Assessment of Student Outcomes

Cognitive Outcomes

- Core Business Knowledge
- Knowledge in Major
- Understanding of Perspectives

	Sophomore	Junior Year	Senior Year
• Core Business Knowledge	Course Projects/Exams	Course Projects/Exams	Course Projects/Exams Internship Evaluation EBI Satisfaction Survey
• Knowledge in Major	N/A	Course Projects/Exams	Course Projects/Exams EBI Satisfaction Survey
• Understanding of Perspectives		Course Projects/Exams	Course Projects/Exams Internship Evaluation EBI Satisfaction Survey

Planned Future

Assessment Activities

Comprehensive Exam Employer & Alumni Surveys
Employer & Alumni Surveys
Employer & Alumni Surveys

Behavioral Outcomes

- Communication
- Information Technology
- Problem Solving/Critical Thinking
- Teamwork/Leadership

• Communication	Assessment Center	Course Projects/Exams Assessment Center	Course Projects/Exams Internship Evaluation EBI Satisfaction Survey
• Information Technology		Course Projects/Exams	Course Projects/Exams Internship Evaluation EBI Satisfaction Survey
• Problem Solving/Critical Thinking	Assessment Center	Course Projects/Exams Assessment Center	Course Projects/Exams Internship Evaluation
• Teamwork/Leadership	Assessment Center	Course Projects/Exams Assessment Center	Course Projects/Exams Internship Evaluation EBI Satisfaction Survey

Employer & Alumni Surveys
Employer & Alumni Surveys
Employer & Alumni Surveys
Employer & Alumni Surveys

Affective Outcomes

- Ethical Behavior/Values Awareness
- Self Concept & Awareness
- Attitudes

• Ethical Behavior/Values Awareness	Assessment Center	Course Projects/Exams Assessment Center	Course Projects/Exams Internship Evaluation EBI Satisfaction Survey
• Self Concept & Awareness			Internship Evaluation EBI Satisfaction Survey
• Attitudes			Internship Evaluation

Employer & Alumni Surveys
Employer & Alumni Surveys
Employer & Alumni Surveys



Step 6: Providing Appropriate Feedback to Students for Use in Their Personal Development



**Step 7:
Using the Assessment
Information to Evaluate Current
Curriculum, Plan Future
Curricular Changes, and Make
Appropriate Changes in
Resource Allocations**



Step 8: Reinitiating the Process