

Assessment of Core Competencies at the Undergraduate Level



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Organizing for Assessment

- Standing Assessment Committee as subcommittee of College's Academic Senate
- One member per department, one member representing Business Writing Program, two associate deans
- Assessment Center

General Approach to Assessment

- Impact of program should be assessed by comparing performance of incoming students to that of outgoing students in addition to comparing performance of outgoing students to national averages
- Longitudinal studies would be ideal for such value-added assessment
- Sampling as a practical alternative

Assessment of Core Competencies Per M & G Statement (April 2000)

- Interpersonal, team work, leadership and communication skills
- Critical thinking, analytical and problem solving skills
- Functional knowledge and technical skills
- Intellectual curiosity that promotes lifelong learning
- Global perspective and appreciation for diversity

Assessment of Core Competencies To Date

- Functional knowledge
- Written communication skills
- Oral communication skills

Functional Knowledge

- Common Body of Knowledge
- ETS Field Test
- Samples of entering freshmen, transfers, and graduating students (n=650)
- Spring 2002

Outcomes

- Baseline established
- Graduating students perform at the national average
- The pattern of means for the three subgroups suggests that we do add value (differences between groups are statistically significant)
- Repeat planned for Spring 2003

Written Communication Skills

- Collaboration with Business Writing Program
- Assessment of writing skills in BUAD 201 and MGMT 449
- Task: Write a letter based on a case
- Graded by business writing instructors for appropriate style, format, design, appeal, standard English usage

Pilot Study, Fall 2001

- Entry Exam, BUAD 201, week 2
 - Minimal effect on students' grade
 - 21 sections, 712 students
- Exit Exam, MGMT 449, week 2 and mid semester
 - Extra credit for participation
 - 5 sections, 82 students

Lessons Learned

- Benefits

- Credibility
- Reliability
- Integrity

- Discoveries

- Student engagement with task
- Test administration

Action Plan

- Second study planned for Spring 2003
- Streamlined testing conditions
- Incentives for students
- “Scrambled” grading
- Diagnostic assessment
- Added multiple choice component

Progress To Date

- Instrument for online multiple choice assessment of writing has been drafted
 - Content, literacy, audience, strategy, style
 - Bloom's Taxonomy
- Blackboard sites have been designed for BUAD 201 and MGMT 449
- Case development is ongoing
- Applied for Internal Review Board approval

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Oral Communication Skills

- Pilot Study, Spring 2002
- Assessment Center approach
- Juniors and graduating seniors, business and pre-business only
- Invitation to participate made in classes
- Extra credit
- Sample size, 62 students

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Oral Communication Skills, continued

- Data analysis in progress
- Rating of student performance via FrontPage
- Videotapes analyzed by topic relevance, response organization, vocal delivery, non-verbal, effective language, overall
- Examples
 - Participant Personal Data
 - Statement of Informed Consent
 - Instructions to participating students

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