

Graduate Business Assessment Report for AY 2013-14

Introduction

The focus of assessment for this unit in this year was developing a method of assessment that

- could be easily implemented by adjunct faculty who teach one course a year
- capture student's knowledge change over the time of a class, and
- focus on the student learning objectives of each course.

A new assessment model was tested this year. Course learning objectives were listed on an instrument and students were asked to self-assess the level of their knowledge on a pre-test instrument administered at the first class meeting. At the end of the session, students were asked to complete a post-test instrument self-assessing their knowledge of the student learning objectives. In each administration of the instrument, students judged their knowledge of each learning objective on a five point scale with 1 being the lowest level of knowledge and 5 the highest level of knowledge.

The instructor compared the pre- and post-test results and reflected on the differences to draw conclusions on what worked in the class and what needed to be changed. Conclusions were submitted to the Associate Dean of Business and Management Programs by each instructor using the *Assessment Report on Student Learning Objectives*.

The model was tested in four courses:

- CCBU 519 Managing Operations taught by Dr. Egan
- CCBU 534 Healthcare Economics and Financing Systems taught by Professor Richard Mable
- CCBU 556 Decision Analysis taught by Dr. Thomas Egan
- CCBU 593 Service Management Foundations taught by Dr. James P. Orlando.

Findings

CCBU 534 Healthcare Economics and Financing Systems (Concentration Course)

Pre-test, post-test assessment showed a positive change in students' self-assessment of their knowledge of the course learning objectives. Scores increased, on average, 1.5 points on a five point scale. The increase was judged by Prof. Mable to be consistent with the average student grade in the course of 93% measured by evaluation of students' engagement and grades in four assignments, including a research project, online discussions, and a comprehensive final examination.

CCBU 556 Decision Analysis (Concentration Course)

The change from the pre-test to the post-test scores in this class averaged 2.8 points, moving from a pre-test average score of 1.5 to a post-test average score of 4.2. Improvement as measured was not constant across all student learning objectives; one learning objective showed a positive change of 1.6 units, the lowest for the 10 student learning objectives measured.

Dr. Egan determined consistency between the pre- and post-test measures and the results of students in homework exercises and examinations. Variation in results was judged to be due to a greater focus in class material related to some student learning objectives. In looking at the results he suggests increased emphasis on the low scoring student learning objective earlier in the course would improve student learning.

CCBU 593 Service Management Foundations (Elective Course)

The self-assessment of SLOs showed an average increase between the pre- and post-test administrations of 30%. Again, the degree of change was not equal across all student learning objectives.

In a focus group format, Dr. Orlando discussed the pre- and post-test assessment. Students provided feedback on the value of the lectures, a service audit presentation, and out-of-class projects in their developing knowledge of the concepts in the course and explaining the achievement of student learning objectives. This activity helped establish a level of validity for the model.

CCBU 519 Managing Operations (Core Course)

The findings of the assessment of student learning objectives in this course support the conclusion that students did achieve learning with respect to the learning objectives. The average change in score across seven student learning objectives was 2.1 points on the five point scale. Again achievement varied among student learning objectives; change varied from 1.38 to 2.5.

Dr. Egan was the first to use this assessment model. He also used this model for the 2013 offering of CCBU 519. He was able to compare this year's results with those of 2013. The assessment results for this year were, on average, lower than those of 2013, by 0.53 units. Knowledge gained for each student learning objective showed a decline. An unsophisticated comparison of the means of the change in learning between the two years supports the conclusion that self-reported learning by students in 2014 was lower than self-reported student learning in 2013 although learning was achieved in each year.

It must be noted that students in 2014 rated their knowledge of the learning objectives higher overall on the pre-test instrument than did students in 2013. However, a

comparison of the mean ratings on each student learning objective suggests that there is not a statistically significant difference between the assessment results of each year.

The course was offered in the blended format for the first time in 2014; the 2013 version of the course was a full semester course. The change in format may account for the difference in the students' assessments of learning. Adjustments in methods of providing information students may allow for changes in assessments in future offerings of the course. Adjustments will be made with the next offering of the course.