

**Minutes:** Assurance of Learning Task Force

**Present:** Ken Graham, Peter Haried, Ana Iglesias, Laurie Miller, Diana Tempski, Steve Thornburg

**Excused:** Laura Milner, Ken Rhee

**Guests:** Danny Franklin and Anup Nandialath

**Date:** Monday, October 30, 2017, 11:00 a.m.-12:00 p.m., CWH 124

1. M/S/P (6,0,0) to approve the minutes of the October 16, 2017 meeting
2. Miller reminded the members of the Task Force to meet with their respective student organization, if possible, prior to the end of the semester.
3. Discussion with MGT 449 instructors concerning CBA course-embedded assessment in MGT 449
  - The MGT 449 instructors are concerned about administering a course-embedded assessment in their class on a topic that may or may not have been covered in the class, particularly if it carries a five percent grade weight. They are concerned about a lack of connection between course content and the assessment task and how students will perceive this. In particular, they feel that it will reflect negatively on them if they ask students to perform a task that concerns something they did not specifically cover in their class.
  - They also expressed that the prompt used in the assessment task is often too broad, making it difficult to grade the assignment.
  - Miller shared her concerns about the quality of assessment data collected from students just prior to graduation. The consensus in the room was that the grade weight attached to the assessment task seems irrelevant for those students who are graduating. Administering an assessment task earlier in the semester when students are still focused on their studies should theoretically improve the quality of the data.
  - Members of the Task Force as well as the MGT 449 instructors shared their experiences with CBA program assessment at other institutions. At one institution the assessment was tied to a capstone experience but administered outside of class time. Students were required to earn a particular grade on the test or task in order to receive credit for the capstone course. At another institution, students were required to take a 1-credit pass/fail course their final semester which housed the assessment activity.
  - At Nandialath's prior institution they created an assessment task that mimicked the ETS exam. They administered the test both when students entered the College of Business as well as when

they graduated. This enabled them to capture individual student learning gains. All departments within the College of Business contributed questions for the exam.

- The following idea was proposed:

Create an assessment instrument that contains questions from all the functional areas of business and that addresses both global and social responsibility. Each major would contribute questions for the exam. The location of the assessment would remain in MGT 449 but it would not be tied to the grade in the class. In order to provide students with an incentive to do well a particular score would be need to be achieved in order to graduate.

Oral communication would still be assessed by capturing group presentations in MGT 449. Written tasks would also need to be rotated in to capture data on written communication skills.

**Unanswered Questions:** What is entailed in adding a graduation requirement? How often and where would the ETS MFT be administered?

4. The ETS MFT is scheduled to be administered in MGT 449 this coming spring semester. The MGT 449 instructors plan to move the administration of the exam from the final exam period to earlier in the semester. The grade weight will remain at five percent for the spring semester with students receiving credit if they take the exam. To ensure that students put forth their best effort an attempt will be made to get student by-in by explaining the purpose and importance of the test beforehand.

Meeting adjourned at 11:50 a.m. Next meeting will be on Monday, November 13<sup>th</sup>.

Respectfully submitted,

Laurie Miller