

UC 8793 05F

TO: Lawrence Williams, Chair  
Undergraduate Council

FROM: Richard Scamell  
Academic Policies and Procedures Committee

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SUBJECT: Proposal for BBA Graduation Exit Requirements (UC 8533 05F)

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This report considers a proposal from the Bauer College of Business to add three graduation exit requirements to the General Requirements for a Baccalaureate Degree that appear on pages 72-73 in the Academic Regulations and Degree Requirements section of the 2005-07 Undergraduate Studies Catalog. Participating in the discussion of this proposal held on Wednesday, October 26 were committee members Joel Bloom, William Chernish, Willie Munson, Charles Peters, Richard Scamell, Maria Solino, and Rebecca Achee Thornton. Frank Kelley attended the meeting as a guest.

### Introduction

As part of its recent self-study in preparation for the visit of the Peer Review Team representing the American Association of Collegiate Schools of Business, the Bauer College of Business asked graduating students to complete on a voluntary basis (a) a confidential career survey, (b) a confidential assessment survey that addressed factors related to the content and quality of the College's programs and services, and (c) a major field test in business. The purpose of UC 8533 05F is to require the completion of each of these assessment tools as a graduation exit requirement as a way to support the College's continuous improvement efforts. This report begins with some background information on each assessment tool and concludes with the recommendation of the committee.

### Completion of a Confidential Career Survey

The Confidential Career Survey is given to graduating students on two occasions: first - upon graduation and second - three months after graduation. In addition to collecting demographic data (e.g., ethnicity, race, and undergraduate major), the survey asks students about

- Their number of years of professional work experience at the time of graduation.
- Whether they were professionally employed while in the BBA program.
- The nature of their current professional employment status (i.e., employer, job title, annual compensation).
- The resources (e.g., on campus career day, on campus interviews, career center postings, faculty, internet web site, etc.) that were helpful in obtaining the position.
- The number and nature of all job offers received.
- Their use of the Bauer College's Career Services Center in searching for a full time professional position.

During the past year, information of this type has been helpful in answering questions of recruiters (e.g., what was the average salary offered to students in marketing during the 2004-05 academic year?). Likewise, an ability to accurately track the professional activities of recent graduates serves as an important factor in the determination of business school rankings by US News and World Report and Business Week among others.

### Completion of the Confidential AACSB/EBI Undergraduate Assessment Study

Educational Benchmarking (EBI) is in partnership with the American Association of Collegiate Schools of Business (AACSB) to help support institution-based assessment and continuous improvement efforts in management education. In all EBI benchmarking projects, participating institutions receive a custom report comparing responses from their constituents with responses

from like constituents at six institutions of their choice that are also participating in the study. Sixteen factors (i.e., statistical groupings of questions) are included in the assessment:

- Required Courses: Quality of Faculty and Instruction (2 questions)
- Required Courses: Faculty Responsiveness, Grades and Student Effort (4 questions)
- Major Courses: Quality of Faculty and Instruction (2 questions)
- Major Courses: Faculty Responsiveness, Grades and Student Effort (3 questions)
- Breadth of the Curriculum (6 questions)
- Size of Enrollments for Required and Major Courses (2 questions)
- Student Organizations and Extracurricular Activities (2 questions)
- Facilities and Computing Resources (4 questions)
- Characteristics of Fellow Classmates (3 questions)
- Placement and Career Services (4 questions)
- Advisor (4 questions)
- Learning Outcomes: Effective Communication and Team Work (3 questions)
- Learning Outcomes: Use and Manage Technology (2 questions)
- Learning Outcomes: Effective Management and Leadership Skills (2 questions)
- Learning Outcomes: Critical Thinking and Problem Solving (4 questions)
- Overall Program Effectiveness (3 questions)

As part of its self-study for its accreditation review by the AACSB, during the 2004-05 academic year the Bauer College of Business made use of the services of EBI as a means of assessing (a) the achievement of its learning goals, (b) the critical thinking of its students, and (c) the ethical reasoning of its students. A total of 874 of the College's graduating students in the Fall 2004 and Spring 2005 semesters returned the survey on a voluntary basis and a detailed report comparing the results with those of Baruch College – The City University of New York, Georgia State University, University of Illinois at Chicago, Arizona State University, University of Maryland, and the University of Pittsburgh was provided by EBI. When compared against these six institutions, the results show the Bauer College ranked highest in (a) Student Organizations and Extracurricular Activities, (b) Breadth of Curriculum, (c) Placement and Career Services, (d) Major Courses: Quality of Faculty and Instruction, and (e) Characteristics of Fellow Classmates. In addition, it ranked at or above the median in nine of the other eleven factors, ranking below the median only in (a) Advisor and (b) Learning Outcomes: Effective Communication and Team Work.

UC 8533 05F requests that completion of the confidential EBI survey be required by all students filing for the bachelor of business administration degree as a means to annually assess the (a) the achievement of its learning goals, (b) the critical thinking of its students, and (c) the ethical reasoning of its students.

#### **Completion of the Major Field Test in Business Through the Educational Testing Service**

The Educational Testing Service (ETS) began the development of major field tests in 1989, modeling them on the development of the Graduate Record Examination (GRE) Subject Tests. However, unlike the GRE Subject Tests, the Major Field Tests do not serve as a predictor of graduate school success, but rather are designed to measure basic knowledge and understanding achieved by senior undergraduates in their major field of study.

The Bauer College of Business wishes to use the major field test in business to assess the educational outcomes of its various areas of concentration. The test also provides students with an assessment of their own level of achievement within a field of study compared to that of students in their program and to national comparative data.

The major field test in business contains 120 multiple-choice items, some of which are grouped in sets and based on such materials as diagrams, charts, and tables of data. The questions are designed to apply significant facts, concepts, theories and analytical methods. The questions represent a wide range of difficulty and the test attempts to address both depth and breadth in

assessing students' level of achievement. The test covers areas outlined in statements of the "Common Body of Knowledge" for undergraduate business education as established by the American Associate of Collegiate Schools of Business (AACSB). Major areas included on the test are:

- Accounting (about 16 percent of the questions)
- Economics (about 16 percent of the questions)
- Management (about 17 percent of the questions)
- Quantitative Business Analysis and Information Systems (about 16 percent of the questions)
- Finance (about 12 percent of the questions)
- Marketing (about 12 percent of the questions)
- Legal and Social Environment (about 10 percent of the questions)
- International Issues (overlapping and drawn from Economics, Finance, Management and Marketing)

Score reports are sent directly by the Educational Testing Service to the office within the institution that purchases the test (which in this case would be the Bauer College of Business). Results of the tests are reported for the entire group of students taking the test as well as for individual students. Student scores range from 0 to 120. In addition, another score reported is based on group-level achievement in subfields of the discipline. These "assessment indicators" report the average percent of a subset of test questions answered correctly by all students tested. Only correct answers are scored, so students are not penalized for omissions or guesses.

Major field tests are also offered in biology, chemistry, computer science, economics, education, history, literature in English, mathematics, music, physics, political science, psychology, and sociology.

#### **Implementation Details**

The confidential career survey, and confidential undergraduate assessment survey are administered to students online through Educational Benchmarking. The major field test in business will be administered to students on campus at Learning Support Services. At present, the cost to the student for these three assessment measures is included as part of their current student fees.

#### **Recommendation**

The Committee unanimously endorses the approval of UC 8533 05F and recommends that these three graduation exit requirements be inserted in the online Undergraduate Studies Catalog in the Bauer College of Business section as the last item under Academic Guidelines (i.e., immediately following Business Majors with Double Concentrations or Minors in Business).