

Merrick School of Business
Overview of Assurance of Learning and Assessment Results for Undergraduate Programs

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The Merrick School of Business is committed to the continuous improvement in our programs. We have developed a systematic, meaningful assurance of learning process to demonstrate accountability to students, employers and legislators that we are doing what we say we are doing. As such, assessment is used to (1) determine and revise degree program learning goals, (2) improve curricula to continuously improve programs, (2) demonstrate that program learning goals have been met, and (4) if learning goals have not been met, implement processes to improve learning.

Each of our programs is assessed twice in a five year cycle. The general expectations are that 70% of students will meet or exceed the performance criteria defined for each learning goal. Our online and face-to-face sections are assessed using the same learning goals and the same measurements (assignments and rubrics). During the assessment process, we compare online student performance versus face-to-face student performance where ever possible to help us determine how well our online students are performing versus our face-to-face students.

Major curricula changes for the most recent assessment cycle are provided below. The next phase of assessment is slated for academic year 2015-2016.

B.S. in BUSINESS ADMINISTRATION: Summary of Major Curricula Changes (2009-2014)

Goal 1—Knowledge of Business Disciplines:

- Redesigned and renamed the introductory organizational behavior course (MGMT 301—Management and Organizational Behavior) to provide additional coverage of principles of management; course now serves as a required introductory management course.
- Career Readiness: Although not a program learning goal, per se, a new, required course was introduced to focus on professional development (MGMT 330—Personal and Professional Skills for Business).
- Course enhancements were made in discipline specific introductory courses.
- Assessment of knowledge uses the ETS Major Field Study. Comparison of MSB student percentile rankings changed from the 30th percentile in 2011 to the 53rd in 2014.

Goal 2—Global Perspective: More than 80% of students meet or exceed performance standards.

Goal 3—Effective Communication Skills:

- Written Communications: To enhance writing effectiveness a required core course (MGMT 301) was redesigned to be writing intensive. 73% of students meet or exceed expectations.
- Oral Communications: 62% of students meet or exceed expectations. To improve skills, a required course (MGMT 315) was recently designated to be a communication intensive course.

Goal 4—Analytical Reasoning and Problem Solving Skills: To reinforce students' quantitative and analytical readiness for upper-division courses, the required statistics course (OPRE 300 Statistical Data Analysis) was changed from an upper division to a lower division course (OPRE 202). Substantial improvements in learning outcomes, with over 90% of students meeting or exceeding expectations.

Goal 5—Ethical Decision Making: The required ethics course (IDIS 302) was redesigned to enhance a student's ability to identify ethical dilemmas and formulate socially responsible solutions. Substantial improvements in learning outcomes, with 83% of students meeting or exceeding expectations.

Goal 6—Team Skills and Dynamics: 100% of students meet or exceed expectations.

Goal 7—Information Literacy: Changes were made to the required marketing course (MKTG 301) to reinforce applied library science and information literacy skills. Over 90% of students meet or exceed expectations.

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