

## **Learning Goals and Assessment Tools**

In 2010- 2011, the CoBE changed its curriculum to promote the following four learning goals: (1) Business Content Knowledge; (2) Communications (oral and written); (3) Quantitative Problem Solving; and (4) Critical Thinking. Since then, the CoBE faculty have continued to systematically organize the data already collected and align future data collection with this change in curriculum.

*Learning Goal 1. Business Content Knowledge: Demonstrate knowledge and ability to apply basic functional business applications*

The CoBE continues to use the ETS Major Field Test to measure whether or not students can demonstrate content knowledge and ability in basic functional business applications. The CoBE has conducted the test every semester since its initial accreditation in 2005 and will continue to do so in the future. In Fall 2016, the results were evaluated by the Curriculum Committee, which made a call to the faculty to identify problems in curriculum and provide suggestions for improvement.

*Learning Goal 2. Communications (oral and written): Express ideas clearly, logically, and persuasively in oral and written communication*

2a. Written Communication: The CoBE faculty continue to administer the College Learning Plus (CLA+) after business students take ENG 209 Writing for Business or ENG 287 Introduction to Rhetoric. The CLA measures written communication skills and critical thinking. Two types of sub-scores are reported for the written communication skills: Writing Effectiveness sub-score and Writing Mechanics sub-score. These are scored on a 1-6 scale. To simplify the process, the faculty categorizes scores of 1-3 as not meeting the standard, and scores of 4-6 as meeting the standard. The CoBE conducted the test every year until 2015, then every two years after that. A test was conducted in Spring 2017 and the next evaluation is in Fall 2017.

2b. Oral Communication: in Fall 2016, CoBE faculty voted to replace COM 251 Public Speaking with BUS 110 Freshman Business Experience (please See Table 1). The faculty then performed the oral-communication assessment in spring 2017 for MGT 423 and will continue every two years thereafter. The next evaluation is Fall 2017.

*Learning Goal 3. Quantitative Problem Solving: Demonstrate the ability to solve complex and unstructured quantitative problems using appropriate tools and technology.*

Quantitative analysis skills assessment was course-imbedded in QBA 300 Operations Management and was performed in spring 2015. A new assessment is scheduled for Fall 2017. The last assessment showed that students had difficulty integrating results and drawing conclusions. As perceived in the CIR2, there was a need to improve the teaching of critical-thinking, and in Spring 2017, faculty discussed the possibility of incorporating critical thinking into several courses, as an effort to close the loop. A decision was not made and the discussion was tabled for future discussion.

*Learning Goal 4. Critical Thinking: Demonstrate critical thinking skills in identifying, analyzing, and deciding on course of action in problem solving using appropriate tools and technology.*

The CLA+ also measures critical thinking by reporting the Analysis and Problem Solving sub-score. As discussed in the next section, the California Critical Thinking Skills (CCTS) test was discontinued in the Fall of 2015. The faculty conducted CLA+ test on critical thinking in spring 2017 and will continue every two years thereafter.