

ASSESSMENT ACTIVITY UPDATE – BUSINESS DEPARTMENT

Bral Spight - Business Department Liaison

November 16, 2016

- Why are we doing this?
- How did we create the assessment?
- What did we end up with?
- What did we find out?
- Where to next?
- Q&A

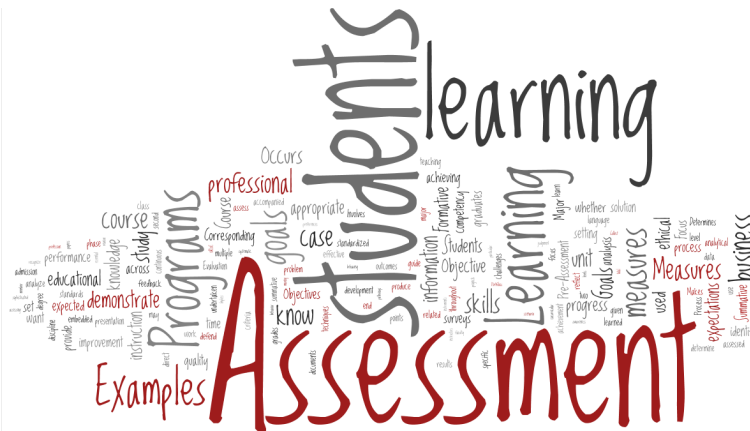


ASSESSMENTS

**Activities undertaken by teachers –
and by their students in assessing themselves—
that provide information to be used as feedback to modify
the teaching and learning activities in which they are
engaged.**

Black, P.J. & Wiliam, D. (1998) Inside the Black Box: Raising standards through classroom assessment. King's College, London.

(see [http://en.wikipedia.org/wiki/Assessment for Learning](http://en.wikipedia.org/wiki/Assessment_for_Learning))



WHY ARE WE DOING THIS?

- Our assessment seeks to understand business department student abilities prior to and after entering business department pathways
 - Prerequisite recommendations
 - Teacher preparation
 - Course content refinement
 - Accreditation



HOW DID WE CREATE THE ASSESSMENT?

- Determined appropriate audience - 6 classes chosen based on pathways and assumed student tenure
 - Business 111 – Introduction to Business
 - Business 141 – Business Mathematics
 - Business 181 – Financial Accounting
 - Business 182 – Managerial Accounting
 - Business 269 – Principles of Management
 - Economics 201 – Principles of Economics I
- Researched comparable tools – Internet based examples and old end-of-class assessment exams
- Alignment check for SLO's in three “early tenured” classes
- Departmental and peer review

Early tenure
Late Tenure



The assessment was designed to maximize participation by students and faculty!

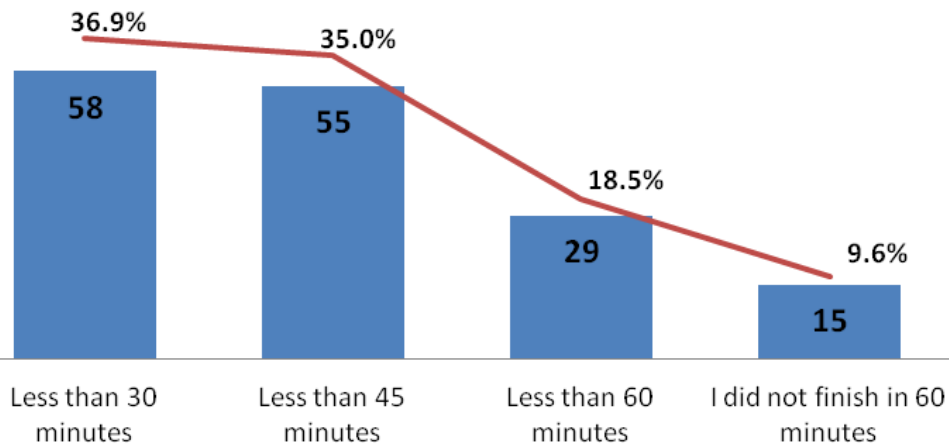
- BlackBoard LMS Survey to all sections online and face-to-face
- 60 minutes (honor system)
- 30 questions generally split by “Early Career” course SLOs
 - Accounting (11)
 - Introduction to Business (10)
 - Business Mathematics (9)
- 1 question focused on length of time to complete



- Initial effort achieved enough (14%/ 147) overall responses to be meaningful
- Responses by population breakdowns were also enough to be considered meaningful

WHAT DID WE FIND OUT?

Fall 2016 Assessment - Time Analysis

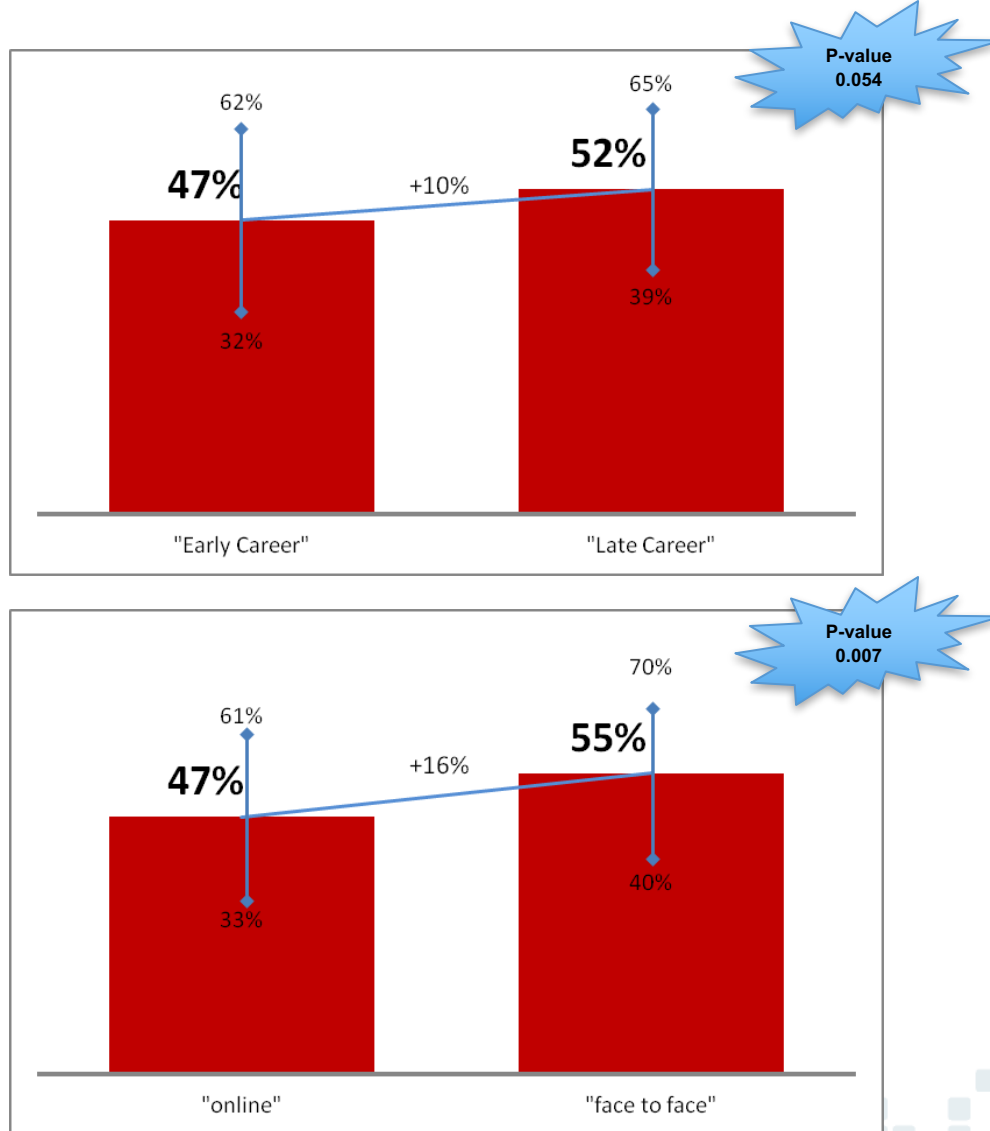


Q31: Please give us an estimate of how long you took to complete the assessment.

- 90.4% able to meet the 1 hr limit overall
- 4.2% difference between “Early Career” and “Late Career” not significant
- Population differences going forward to be probed along with question performance



WHAT DID WE FIND OUT?

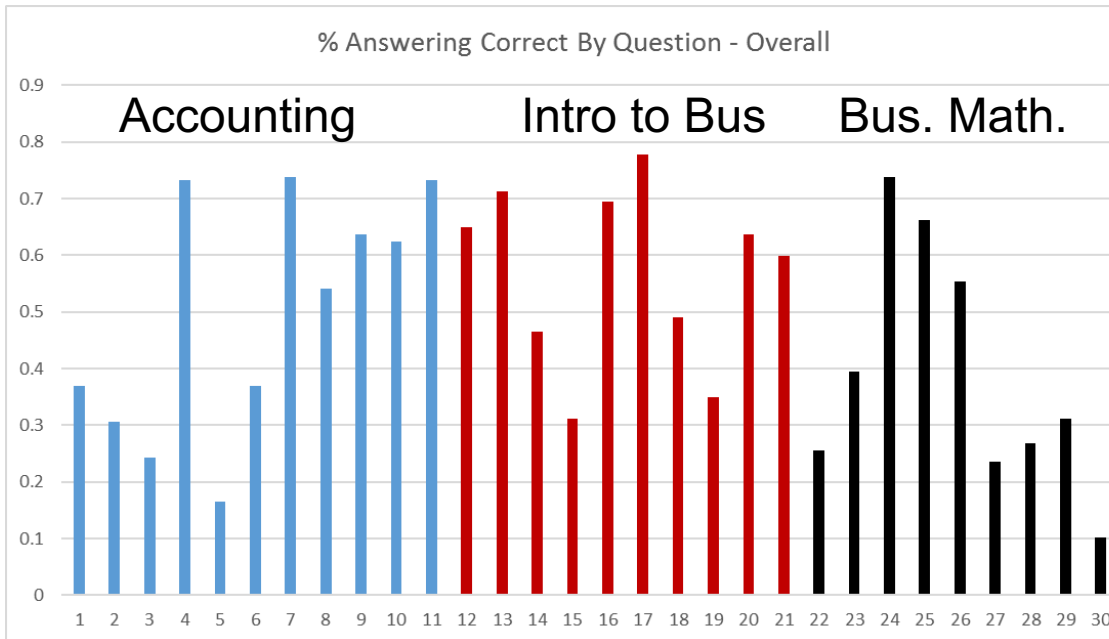


- Improvement between “Early Career” and “late Career” just a hair above significance at the 0.05 cutoff
- Difference between “online” and “face to face” is significant at the 0.05 cutoff

WHAT DID WE FIND OUT?



% Answering Correct By Question - Overall



5: In the preparation of a trail balance, which of the following is a common error?

30: Leanne had a good first half of the year selling automobiles as detailed below.

January - 10 Cars
February - 16 Cars
March - 10 Cars
April - 10 Cars
May - 12 Cars
June - 12 Cars

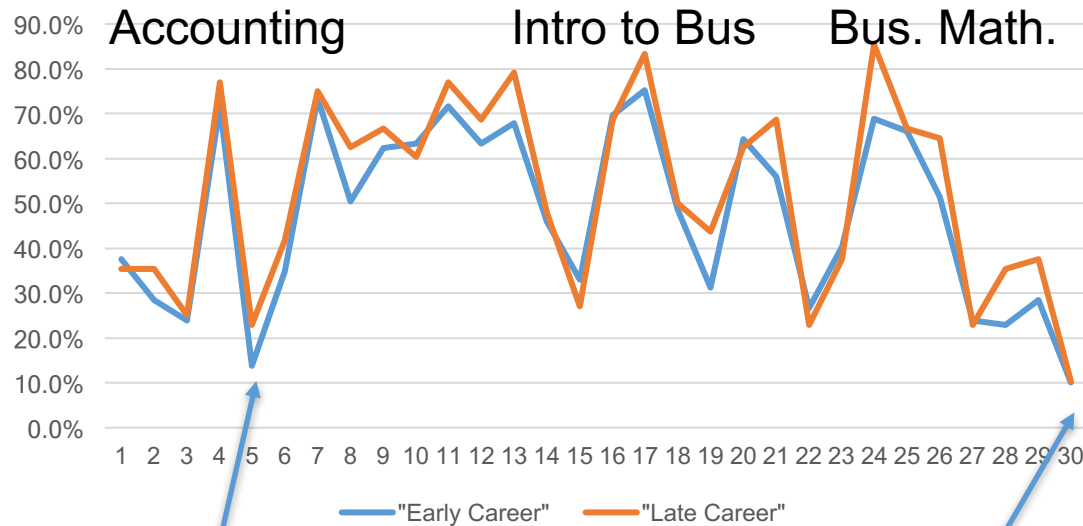
The average number of car sales Leanne had for the first six months is:

- Low values overall and by population were flagged to determine if there was a question issue or concept issue
- Remaining differences by population used as starting points for remediation discussions

WHAT DID WE FIND OUT?



% Answering Correct By Question



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The average number of car sales Leanne had for the first six months is:

- Differences between “Early Career” and “Late Career” being tested for significance
- “online” vs. “face to face” also being investigated

- Continue to refine the tool by probing individual questions for potential gaps in learning
- Investigate root causes of any gaps between on-line and face-to-face results
- Increase test takers of all types (esp. On-line/ ECON 201) to improve p-values and build up population of test takers
- Look at change over time, especially in context of any major course changes
- Make and communicate out any recommendations to close observed gaps
- Document findings in support of accreditation!



This type of work can be helpful for any department!

