

**BBA Learning Assurance Committee  
Minutes of March 16, 2010**

The minutes of the February 9, 2010 meeting of the BBA Learning Assurance were amended and approved.

The March 16, 2010 meeting began at 12:30PM. In attendance were Raquel Benbunan-Fich, Bob Blau, Al Booke, Mike Carew, Ting Chen, John Choonoo, Matthew Edwards, Mikhail Gershovich, Randy Hensley, Lie-Fern Hsu, Samuel Johnson, David Rosenberg, Steven Schnaars, Judy Tse, Vanessa Vacchiano, and Phyllis Zadra.

Vanessa provided an update on the results of the written communication skills assessment. At the last meeting there was discussion about whether the results might differ by students' major. The analyses indicated that there were no significant differences by major. However, it is interesting to note the distribution of majors in the assessment. There were 62 finance majors, the largest portion of those tested followed by 54 accounting majors. The third largest major was marketing with 18 students. Marketing majors scored 2.0 or above on all four writing criteria slightly above the other two majors.

Vanessa provided expanded results of the Economics proficiency assessment. Students were required to complete 40 multiple choice questions (15 microeconomics; 15 macroeconomics and 10 econometrics). Students performed best on the macro questions. The micro questions garnered the worst performance. A conversation ensued about how the results were going to be used in the department. It was suggested that the department might consider adding on another component to the assessment one that would require students to write about an economics problem.

Results of the finance proficiency exam were distributed. The assessment was a multiple choice exam with 24 questions. One of the questions had no solution and was not graded. The questions came from Fin 3610, Fin 3710 and Eco 4000, the basic corporate, investments, econometrics courses required of all finance majors. Prof. Hessel performed his own analyses which showed the distribution of scores earned by the 406 students who took the exam. The exam was administered in all sections of Fin 4610 and Fin 4710. Vanessa's analyzed the results of the 256 students who identified themselves. Her analyses indicated that male students and those who began as Baruch College freshmen scored significantly better than female and transfer students. There will be an additional item analysis of the exam to determine which questions students found difficult. Again, the idea of having a written component as part of the finance assessment was suggested.

The Committee re-started its conversation about how to assess Business Knowledge/Integrative Abilities. This is the remaining learning goal to be operationally defined and assessed. The Committee does not want use portions of the oral communication skills assessment to assess integrative abilities. Al Booke suggested that

the strategy simulation in Business Policy 5100 might be useful for assessing integrative abilities since “*GLO-BUS* is a fully-automated, easy-to-administer exercise where class members are divided into teams and assigned to run a digital camera company in head-to-head competition against companies run by other class members. Company operations parallel those of actual digital camera companies. Just like Kodak, Canon, Fuji, Nikon, and other real-world camera companies, *GLO-BUS* companies compete in a global market arena, selling digital cameras in four geographic regions—Europe-Africa, North America, Asia-Pacific, and Latin America. The challenge for each company’s management team is to craft and execute a competitive strategy that results in a respected brand image, keeps their company in contention for global market leadership, and produces good financial performance as measured by earnings per share, return on equity investment, stock price appreciation, and credit rating.” \* The ability to achieve these results clearly shows knowledge of business and the ability to effectively integrate them to solve a business problem. The challenge for the Committee will be to create an assignment on *Glo-Bus* that can be scored for individual students rather than an entire group. Prof. Booke suggested that members of the Committee look at the *Glo-bus* website. He will demonstrate the simulation at the next meeting so that the entire committee can discuss its possible adoption.

The final order of business was to discuss creating another technological assessment. The original assessment was very involved and difficult to score although it has created the impetus for curricular change. Raquel looked into some programs that have online projects and the solutions are automatically scored. The adoption of a project-based vehicle is dependent upon having Microsoft 2010 on our computers. Phyllis promised to speak to Arthur Downing and Christian Keck about when the College will be migrating to Microsoft 2010.

The meeting was adjourned at 2:30PM. No date was set for the next meeting.

\* <http://www.glo-bus.com/help/instructors/overview.html>