

**BBA Learning Assurance Committee
Minutes of December 21, 2004**

The minutes of the December 2, 2004 meeting of the BBA Learning Assurance Committee were approved.

The meeting began at 11:30 AM. In attendance on December 21, 2004 were Glenn Albright, Al Booke, Michael Carew, Ajay Das, Hamou ElBarmi, Dorothy Dologite, Elsie Gottlieb, Hedda Nadler-Hurvich, Ed Rogoff, David Rosenberg, Steven Schnaars, Judy Tse, Ashok Vora, and Phyllis Zadra.

Attending as guests were: Mikhail Gershovich, Suzanne Epstein and Dan Simmonds from the Schwartz Communication Institute and Mark Spergel, Director of the CUE Program and adjunct professor in Communication Studies.

The following items were distributed: a revision of oral communication skills, a revision of written communication issues, a draft of BBA Learning Assurance goals for economics majors, a draft of learning goals for BPL 5100, learning outcomes of the BBA Degree Program of the Fox School of Business, Temple University, and the Writing Goals Inventory from the Designing and Assessing Courses and Curricula by Diamond.

Phyllis Zadra read a passage from “A Conversation with Milton Blood: The New AACSB Standards”. The section was chosen to re-emphasize the mission of the BBA Learning Assurance Committee. It discussed the importance of focusing on measuring learning. Mr. Blood used the example of oral communication as a possible goal and the need to set up an operational definition that could be measured. Blood said the school would need to develop a scoring procedure and assess whether students meet the goal. It is not necessary to have the assessment completely separate from required coursework, but it is necessary to have separate measures of the specific learning goal. If the oral communication were embedded in a marketing course for example, there would be a grade given for the content (presumably marketing) and a separate scale that would rate oral presentation skills as the school defined it. The scale may look at items such as fluency, understandably, etc.

Members of the committee asked what might happen to our accreditation if our students do not meet the goals set by the committee. It was clarified that AACSB is just beginning to introduce the concept of assurance of learning. At the visit in February, they will be looking to see whether or not Zicklin is working toward a feasible plan to evaluate if our students are meeting our goals. Once we establish a plan and do pilot testing, we will go need to survey our curriculum to determine where these skills are taught and how they can be more effectively taught and reinforced. The articulation and clarification of what we want our students to learn by the time they graduate may itself change content and pedagogy. However, we will need to survey our entire curriculum, starting with Bus 1000, to determine what opportunities are available for our students to learn and practice each of the learning goals. It is very important that students and faculty

know what the learning goals are and realize that these are overarching skills that should be attained by the time our students graduate.

There was a discussion of the oral communication goal that Steve Schnaars had revised. There were suggestions to include additional skills, i.e. transitional skills, responding to the assignment appropriately, etc. We discussed what type of scale would be best when judging student performances. It was suggested that a five-point scale be used. Others recommended a shorter scale. We agreed we would watch some presentations of students in BPL 5100 and see if one scale seemed superior to another.

The Committee looked at the Writing Goals Inventory and determined that Ed Rogoff's list was better suited to our needs. The points on Ed's scale were discussed. Both Steve and Ed agreed that they would do another revision of written and oral communication in a checklist format with a 5-point scale.

Dorothy Dologite asked for a clarification of what we expected to accomplish in the short term. We will look to have a plan for a pilot testing of oral and written communication for spring 2005. We will also continue to move forward on our definition of ethical decision-making. In addition, each representative should work with members of her/his own department to streamline the learning goals for the majors.

A meeting during the January break was set. Suzanne and Dan will provide tapes of student presentations from BPL 5100 for the group to look at in conjunction with the oral checklist.

The meeting was adjourned at 1PM.