

**BBA Learning Assurance Committee  
Minutes of February 14, 2006**

The minutes of the November 1, 2005 meeting of the BBA Learning Assurance Committee were approved.

The meeting began at 12:00 PM. In attendance on February 14, 2006 were Raquel Benbunan-Fich, Bob Blau, Al Booke, Michael Carew, Mehmet Genc, Ed Rogoff, David Rosenberg, Judy Tse, Ashok Vora, Susan Young, and Phyllis Zadra.

Attending as guests were: Jerry Bornstein from the Newman Library, Mikhail Gershovich from the Schwartz Communication Institute, Dennis Slavin, Associate Provost, and John Choonoo, Director of Institution Research.

Phyllis Zadra presented the revised Written Communication Assessment sheet. The Committee discussed the improvements in the sheet and how the new form might be used. Questions about whether each of the four categories (thesis/focus, support, organization, grammar/mechanics) should be weighted equally were raised. It was agreed to officially adopt the new form. The weighting of the scoring will be discussed at a later date when the actual writing assignments have been developed. The Committee will finalize scoring decisions after feedback from faculty teaching the CIC capstone courses is received.

Phyllis Zadra discussed the challenges we face in collecting data with our current writing assignments. The assignments are very different and many of them are long papers or projects. Although we have copies of these student projects, it is extremely daunting to consider how to score them. To streamline the scoring system it was suggested that a one page assignment be embedded in each CIC capstone (either in the final exam or the final project). That one page assignment score would provide the data for written communication skills. Mikhail Gershovich distributed a prompt that is being used, in class, by a history course. Phyllis indicated that her preference would be a take home assignment that was “high stakes” and would require students to show care and thought. Mikhail agreed to work with the consultants and Phyllis agreed to talk with the capstone instructors to create appropriate assignments for each course.

Learning goals matrices for accounting, human resources management, and entrepreneurship/small business management were distributed. Thereafter, followed a discussion about how to determine the skill levels that are taught. There was a general assumption that introductory courses are teaching skills at the basic level, intermediate courses at the intermediate level and capstone courses at either the intermediate or advanced level. Committee members who had not previously completed a learning goal matrix for their major agreed to submit one. (This information will be posted on our Bb site). It is expected that there will be a preliminary learning matrix for each major by the next meeting.

The Committee resumed its discussion of analytical and technological skills and how to best define them. Raquel Benbunan-Fich described the skills that are taught in CIS 2200 (a required course for all business majors). The other courses that figure prominently into these skills are Sta 2000 and calculus. Members of the Committee were requested to go to look at the courses within their major that teach analytical and technological skills and to describe the skill set that student should possess at the end of the course. At the next meeting we will use this information to create an operational definition of analytical/technological skills.

The meeting was adjourned at 1:30PM.

The next meeting is set for 11:45 AM on Thursday, March 2, 2006.