

**Assessment of Business BADM Program
Critical Thinking Assignment - People Express Project**

Sampling, Data Collection & Analysis

LARGE MAJOR (500)

Outcome 3 was assessed this year, *Students will demonstrate the ability to evaluate, analyze and interpret information to make reasoned business decisions.* Evidence was collected from the **Capstone course**, BADM 495 Applied strategic Decision Making for Business Administration majors, during Spring 2016. This is a required course all majors take **at or near graduation**, where they complete a **Signature Assignment**, requiring a paper exploring an important case requiring evaluation, analysis, information interpretation, and decision-making. Students were given a specific case to analyze, the **COB Rubric for critical thinking in advance**, and were told the **majority of their grade would be based on the quality of their critical thinking**, as defined by the rubric. This assignment took place at the **end of the semester**, as a culminating project. All student work was collected **from all 3 sections** of the capstone course (n=157), and then 50 were randomly selected **with even distribution across sections**, for the assessment work.

Eight faculty volunteers assessed the essays using the rubric, with **two faculty independently assessing each artifact** (approximately 12 each). We first **calibrated using samples** of the student work and **inter-reliability** for each scale was at least .80 (range was .80 to .91). At the end of the scoring session the involved faculty agreed that the rubric appeared to reasonably assess critical thinking.

Results were summarized (see table below) and eight faculty who scored the artifacts reached consensus that students performed at acceptable levels for Problem Identification and Analysis of Evidence, but did not perform well for Use of Qual/Quant Analysis, Consideration of Perspectives, and Conclusions. The Program **Benchmark** is 75% or more at Developing (3 or 4) with at least 20% at Mastering (5 or 6).

Dimensions	Emerging 1 ----- 2		Developing 3 ----- 4		Mastering 5 ----- 6	
	Problem Identification	0%	0%	10%	25%	45%
Analysis of Evidence	0%	0%	10%	30%	45%	15%
Use of Qualitative or Quantitative Analysis to Clarify Issues	5%	20%	40%	25%	10%	0%
Consideration of Alternative Perspectives	5%	25%	40%	30%	0%	0%
Reasoned and Logical Conclusions	10%	35%	30%	30%	0%	0%

MEDIUM-SMALL MAJOR (250)

Using the same SLO, assignment, rubric and approach, but in a smaller major with 2 options, where each Option has a Capstone or Senior course and a case study is used to demonstrate critical thinking – the sampling would adjust as follows:

- Collect all work samples **from each Senior Option course** (25 papers each)
- **Randomly select at least 60%** up to the whole sample (30+ papers total)
- Consider **sampling from both Fall and Spring sections**, for larger pool (60 papers) and **better representation** of graduating cohort.

Follow same process of calibrating faculty with rubric, applying rubric in pairs, and collecting results.