

## Assessment Capstone Course in the Business Discipline

### Senior Seminar in Business and Accounting

Goal 1: Student integration of knowledge in written and oral presentations based on their 3 and ½ years of study in business and accounting.

Learning goals:

Students should be able to discuss the problem situation, analyze the different opportunities and threats to come up with a range of solutions using quantitative and qualitative knowledge and skills learned in their business and accounting classes.

**Two essay papers and two oral presentations were used to evaluate this goal.**

Objectives 1 and 2: Students prepared two written analyses of business case studies  
and gave two oral presentation of two different business  
problems.

#### Measurement

The following rubric was used to evaluate students understanding of the problem and the tools that they used to come up with solutions to the overall major problem.

<b>Communication: Written, Spoken, Graphic and Electronic</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
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|---|--|--|--|--|--|--|
| 1. Write articulate, persuasive, and influential business reports |  |  |  |  |  |  |
| 2. Make articulate, persuasive and influential presentations      |  |  |  |  |  |  |
| 3. Develop graphic, spreadsheet, and financial analysis           |  |  |  |  |  |  |
| 4. Display presentation skills                                    |  |  |  |  |  |  |
| 5. Generate appropriate visual aids                               |  |  |  |  |  |  |
| 6. Use correct written structure, spelling, and grammar           |  |  |  |  |  |  |
| 7. Articulate another's viewpoint                                 |  |  |  |  |  |  |
| 8. Resolve interpersonal and team conflicts                       |  |  |  |  |  |  |
| 9. Negotiate effectively  |  |  |  |  |  |  |

<b>Thinking: Critical, Creative and Integrated</b>						
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| 10. Use problem-solving techniques                             |  |  |  |  |  |  |
| 11. Use adaptable, flexible thinking                           |  |  |  |  |  |  |
| 12. Use critical thinking to produce comprehensive conclusions |  |  |  |  |  |  |
| 13. Use creative thinking methods to produce ideas             |  |  |  |  |  |  |
| 14. Distinguish fact from opinion, critical from non-critical  |  |  |  |  |  |  |
| 15. Develop several workable solutions to a problem            |  |  |  |  |  |  |
| 16. Show common sense  |  |  |  |  |  |  |
| 17. Demonstrate continuous learning                            |  |  |  |  |  |  |

The outcomes for the two assignments were as follows for the 16 students in the class:

	1 <sup>st</sup> Written and Oral Assignment				2 <sup>nd</sup> Written and Oral Assignment			
Rubric grade score	5	4	3	2	5	4	3	2
# of students	2	4	3	7	5	4	5	2

**Evaluation**

The results on the first assignment showed that 7 students scored in an unsatisfactory level (2) and three students were at the average level (3). In percentage terms 44 percent of the class scored at an unsatisfactory level. The results showed that the below average students lacked the skills to analyze the problems with any significant depth and similarly the solutions proposed were superficial and inconsequential. These students were unable to communicate the abstract concepts in the problem and the solutions to the problem.

By the second assignment there was improvement where 5 students moved up from the unsatisfactory level (2) to the 3-score level and those who earned a 3-level score on the rubric moved up to the 4 score level.

**Recommendations for the course**

Provide more tutorial services while the first paper is being written/

Goal 2: Student demonstration of their key understanding of the concepts and practices of the business and accounting discipline as measured through the ETS exam in business and accounting.

Learning goal has been to increase the core level of knowledge of business and accounting from the base year of 2009 where the average score on the ETS exam that year was 139.

**Measurement**

ETS scores	139 and Below	Above 139
Number of students	7 (44%)	9 (56%)

## Evaluation

The aim was to achieve a movement to 60 percent of the class scoring above the 2009 Rosemont College mean of 139 on the ETS exam. The class of 2012 did not achieve that outcome as only 56 percent scored above 139.

## Recommendations for the course

Have students do more problems and quantitative readings.

Provide more tutorial services during office hours

Goal 3: Student demonstration of their ability to communicate difficult concepts in clear, concise language both in written and oral forms and their progress at accomplishing this goal through the semester.

## Measurement

	1 <sup>st</sup> Assignment				2 <sup>nd</sup> Assignment			
Rubric Score	2	3	4	5	2	3	4	5
# of Students	7	5	2	2	2	6	2	6

In the first assignment, 7 students were not able to communicate effectively to articulate their thoughts. With extra emphasis placed during classes on the steps to take to get to the heart of a problem in various situations, the listing of the alternative solutions and then choosing the best solution seemed to move five of the students up from the unsatisfactory level to the satisfactory level 3.

## Recommendations

Offer more tutorials for the weaker students and allow students to improve on their assignments to foster a learning curve.