

Assessment Findings and Curricular Improvements

Department of Business and Economics

Undergraduate Program(s)

Assessment Measures

The Department of Business and Economics uses the following measures to assess departmental learning outcomes:

- Grades, course evaluations, and enrollment totals for the capstone course: Strategy (MGT 575)
- Grades, course evaluations, and enrollment totals for gateway intermediary courses: Statistics and Econometrics (ECON 324) and Financial Management (MGT 426)
- Grades, course evaluations, and enrollment totals for gateway courses: Macro and Micro Economics (ECON 101/102);
- Pass rates on comprehensive exams
- Student Perception Surveys

Assessment Findings

Senior Seminar Discussion (Attachment 1):

The Department of Business and Economics analyzed course grade, evaluation, and enrollment data in MGT 575 Strategic Management for a five-year period (Fall 2003 through Fall 2007). During this period, enrollment has been cyclical and becoming consistent in the last 4 semesters. The senior capstone course was redesigned to rely more heavily on case methodology which allows students to more closely approximate the use of concepts and frameworks in practice. In addition, students were evaluated on their ability to concisely and clearly communicate with their peers and the instructor through (a) participation, (b) memos, and (c) formal presentations. Overall, these changes placed a greater emphasis on practice and communication throughout the course design and grading. These changes also should assist in improving the National Survey scores (Attachment 6) which are low in critical thinking, expectations of written and oral presentations, analyzing and synthesizing information (rather than memorizing), applying theory to practical problems. The Business and Economics department scored lower than the CUA, Carnegie Peers, and NSSE 2007 averages in each of these areas.

The average grade for the course has remained above a 3.0 with the more recent semester (Spring 2008) as a slight exception (2.96). Slightly over half of the students receive an A or A- on average over the five-year period. Over this time period, only three students were required to repeat the course due to failure (1) or withdrawal (2). In addition, student evaluations of the instructors has hovered around 9.0 throughout the period and across two different instructors. Spring 2007 is an outlier in this trend and carries with it a large standard deviation. In addition, the student judgment of the senior thesis demonstrates a similar trend fluctuating between 8.5 and 9.5 with Spring 2007, again, as an outlier with a large (3.07) standard deviation.

Intermediary Course Introductory Course Discussion

MGT426, Financial Management, is a required core course for all students majoring in Business and Economics (Attachment 2). This course is designed to expose students to the terminology, techniques and basic concepts of financial management. It provides a survey of the main areas in financial management, financial markets and institutions, time value of money, and portfolio management. Particular emphasis is on financial instruments and institutions and the valuation of assets and risk management. It is expected that students will leave this course with a basic understanding of the financial decisions that business and financial managers must make, the analytical techniques appropriate for those decisions, and the effects those decisions have on the current market value of the firm's equity. The goals for student learning is that at the conclusion of the course, students be able to estimate the value of major financial instruments using time-value-of-money techniques and be able to conduct financial analysis and project analysis.

Students learning in this course are reinforced through homework assignments, collecting company data from sources such as COMPUSTAT database and conducting financial analysis, working on sample exams, and taking two mid-term tests and one final exam.

During the Spring 2003 to Spring 2008, excluding the summer classes, the enrollment in MGT426 fluctuated between 14 (Spring 2004) to 46 (Spring 2008.) The average number of students in this class, excluding the summer sessions, has been about 25 students. Over the same period, the average grade has been around 2.9 with the high of 3.40 (Spring 2005) and the low of 2.52 (Spring 2004); however, the average grade has been declining below average since Spring 2007. Overall, 47% of students received B-, B, or B+, 24% received A- or A, and 23% received C grades. Out of the 300 students who enrolled in this course in the last five years only 5 students received F and 9 received D. Since the passing grade is a C-, this indicates less than 5% failed in this class. Over the same period, the average instructor's rating and the course rating has been 7.92 and 7.41, respectively.

ECON 324, Statistics and Econometrics, is the second of two core courses in statistics that is required for all students majoring in the Department of Business and Economics (Attachment 3). It is designed to extend the treatment of inferential statistics introduced in the first course, ECON 323, to the estimation and hypothesis testing of differences in two population means, differences in two population proportions, single population variances, and differences in two population variances. In the latter two applications, students are introduced to the chi-square and F-distributions. The course is also used as an introduction to Analysis of Variance (ANOVA) and to the fundamentals of linear regression analysis. The latter is especially important in the fields of business and economics. Students are expected to demonstrate competence in applying the estimation and hypothesis techniques to which they are exposed as well as demonstrating an understanding of the underlying assumptions which justify their statistical validity. Students are expected to demonstrate a basic understanding of the theoretical framework underpinning linear regression analysis as well as competence in formulating and estimating linear regression models and in interpreting the results from such estimations in meaningful ways. The course is purposefully not intended to simply provide mathematical recipes for cookbook statistical exercises but to foster a deeper understanding of statistical methods and tools as applied to business and economic problems.

Students are assessed on the basis of regularly scheduled graded homework assignments, three hourly examinations, and a cumulative final exam. Homework assignments and hourly exams are oriented towards problem solving in applying the tools of statistical analysis to particular problems in business and economics and, as already noted above, to towards fostering an understanding of why and when their applications are statistically justifiable. Computer applications are stressed especially in the treatments of ANOVA and linear regression analysis. Students are encouraged to make use of the liberal office hours of both the professor and the teaching assistant to reinforce the material presented in classroom lectures. Detailed solutions to homework assignments and to all hourly exams are provided to students so that they can better understand where they might have gone wrong or where they might have been less than complete in their answers to the questions.

Over the Spring 2003 to Spring 2008 time period, enrollment in ECON 324 has fluctuated between a low of 19 in Fall 2006 and its most recent high of 48 in Spring 2008. Unfortunately, the recent increases in the course's enrollment have been accompanied by a steady decline in the average GPA, from a somewhat anomalous 2.95 in Spring 2006 down to a 2.15 in Spring 2008. In large part, however, this does not seem to be the result of more D and F grades, but rather the result of a shifting within the C range from C+ and C to C-. Some of this decline might be attributable to larger class sizes. However, the department has also noticed a trend of declining levels of quantitative skills possessed by the majority of our students that may be more important to the course's GPA trend. Examining the trends in instructor and course evaluations, the former consistently hover between 8 and 9.5 while the latter tend to fall in the 7.5 to 9 range. For a required core course in statistics, both sets of ratings seem to indicate that students appreciate the efforts of the faculty as well as the content of the course.

Introductory Course Discussion

Economics 101, Principles of Macroeconomics, is a core course for all students majoring in Business and Economics and is also taken by students from other departments in the School of Arts and Sciences (especially from Political Sciences) and the School of Engineering (Attachment 4). The course, which is taught within an opened economy context, has three main goals. The first is to help students understand the nature of certain macroeconomic problems and

institutions. The second is to help students master certain tools of macroeconomic analysis, and the third is to help students develop an ability to critically apply these tools to the macroeconomic problems that our society confronts. Some of the material covered by the course includes foundational concepts such as opportunity cost and comparative advantage as well as macroeconomic concepts such as gross domestic product, economic growth, investment, inflation, labor markets and unemployment, monetary and fiscal policies, exchange rates, and international trade and globalization. Students are expected to demonstrate not only technical but analytical and critical competence in all of these areas at the conclusion of the course.

Students are helped to think critically and analytically through the material by means of problems sets, in-class assignments, class participation, the provision of sample exam questions, and review sessions. Given that the tools available in on-line and other computer access tools provided by the market are not meeting the standard we set for this course, especially regarding analytical and critical thinking, problems set have been specifically designed by faculty for this course which address not only technical aspects but also current economic issues affecting the domestic and international economy. Students are assessed by their performance in the problems sets, class participation, and essay questions which emphasized critical and analytical thinking.

In assessing the macroeconomic component of the core curriculum, The Department of Business and Economics analyzed course grades, course evaluations, and enrollment data in ECON 101 for a five year period (Spring 2003 through Spring 2008). This allows us to evaluate not only students' learning but also faculty performance and service to the department and the school, all essential goals of in our teaching.

The number of students enrolled in the course has been increasing (79 students in Spring 2003, 139 in Spring 2008) and is significantly higher in the Fall than in the Spring (139 students in Fall 2007, 80 in Spring 2008). This is so because typically students enroll in this course before taking its corresponding course in microeconomics (ECON 102). It also registers a higher level of enrollment overall because in addition to majors in our department, this course is also taken by students from other departments in the School of Arts and Sciences (especially Politics) as well as the School of Engineering. Grades and evaluations have been typically lower than other courses offered by the department. Several have been found to be the reasons for this outcome. Being the first rigorous course students take in our department, it often serves as a selection tool for students. In addition, often students are ill prepared mathematically. To address this issue, students have been encouraged to take a remedial math course offered by the Mathematics department, at our request. Yet, often they do take this course contemporaneously and thus they are unable to cope with the material. Given that the course serves mainly freshmen students, the results may reflect the performance of students across the academic spectrum, thus indicating misplacement of these students university wise. The results may also reflect the department partial reliance on adjuncts to teach the course. In some cases, adjuncts have not been renewed due to their teaching performance. The student evaluations also reveal that the course ratings of the course are below 7.0 even when the course is taught by full-time faculty. Some of this may be attributable to the class size and possibly other factors.

Economics 102, Principles of Microeconomics, is taken by all students majoring in Business and Economics (Attachment 5). The fundamental objective of this course is to begin to teach students how to think like an economist and introduce them to the tools of microeconomic analysis. This includes emphasis on thinking at the margin, the economic concept of opportunity cost, the gains from trade, the competitive market model and its applications, the concept of arbitrage, the time value of money, the behavior of firms and consumers, non-competitive markets and their impacts on welfare, and market failures and the attendant role of government in addressing them. Students are expected to demonstrate competence in all of these topic areas, both intuitively and technically. Students are requested to demonstrate their technical understanding through the application of the quantitative/graphical tools introduced in class to address microeconomic issues and problems.

Student learning in this course is reinforced through liberal house hours, homework assignments, in-class quizzes, the provision of sample exam questions, the assignment of online teaching materials, and review sessions. Students are assessed by evaluating their answers to essay questions.

The number of students enrolled in the course has been increasing (60 students in Spring 2003, 110 in Spring 2008). In part due to the course's rigor relative to backgrounds of the students, the average grade in the course is around 2.0. Despite this low average, the ratings of the instructor(s) and the course were above 7 out of ten in most semesters. One exception to this was in spring 2006 when the course was taught by an adjunct faculty member.

Senior Comprehensive Examination

All students are required to take a senior assessment to graduate. Students are provided with sample questions to facilitate preparation. Faculty are encouraged to make themselves available to students who are preparing for the exam. Upon examination of the comprehensive examination data (Attachment 7), the number of students who fail the senior assessment has remained in single digits but, due to the overall decrease in the number of students taking the comprehensive, saw a slight increase in the relative percentage (15%) of failures. The department will monitor the comprehensive pass rate over the next years to ensure the percentage does not significantly increase. In any event, virtually all students pass the exam within two attempts. It should also be noted that the senior assessment is a rigorous exam. In the field of accounting for example, a field with an above average failure rate, the exam has been compared by alum to the CPA exam in terms of rigor.

One possible strategy that is being considered to improve the pass rate is for a faculty member in each major to offer a formal review session. One complicating factor is that the Department does not have full-time faculty in each of the fields (e.g. accounting).

Perceptions of General Education Outcomes by Business and Economics Majors:

Each spring, the Department of Business and Economics uses the National Survey of Student Engagement (NSSE) to benchmark the general education outcomes of its senior students against senior students enrolled in: Catholic University, Carnegie Peers, and the entire NSSE participant group (Attachment 6).

Seniors in the Department of Business and Economics view their proficiency in all general education areas. Of particular interest is the type of papers required of our students (more likely to be shorter (5-19 pgs or 0-5 pgs)) than other averages. This is in keeping with the focus on the practice of business analysis rather than intense research. In addition, our students find the need to memorize the many formulas in finance, accounting, and economics more so than our peers at CUA and nationally. Our department must work on integrating analyzing, synthesizing, making judgments, and applying theory in our curriculum. Focusing on practical problems (such as case methodology) has been integrated into some courses, yet could be spread further in order increase the students' ability to think critically, learn effectively on their own, and solve complex real-world problems (all areas of weakness compared to peers at CUA and nationally).

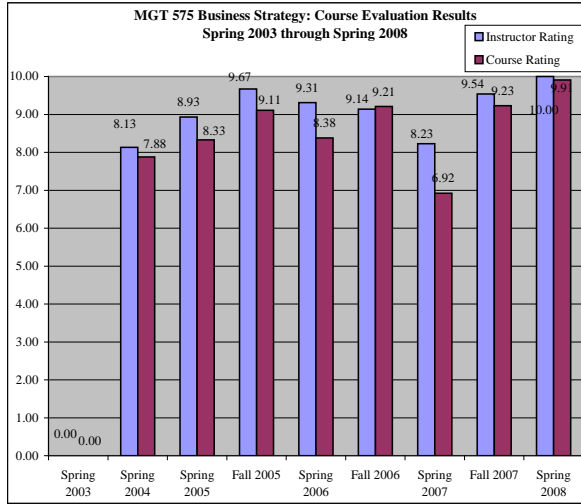
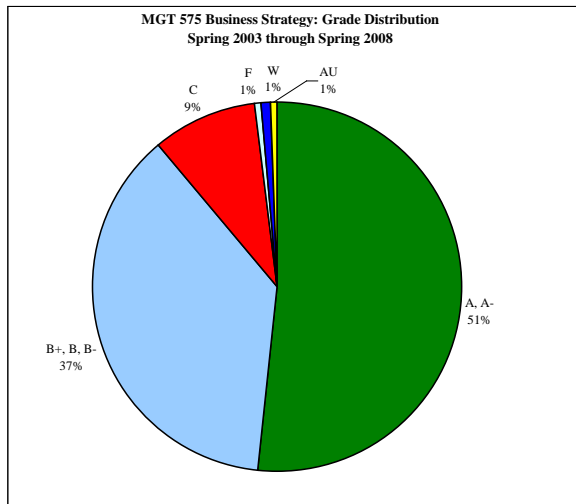
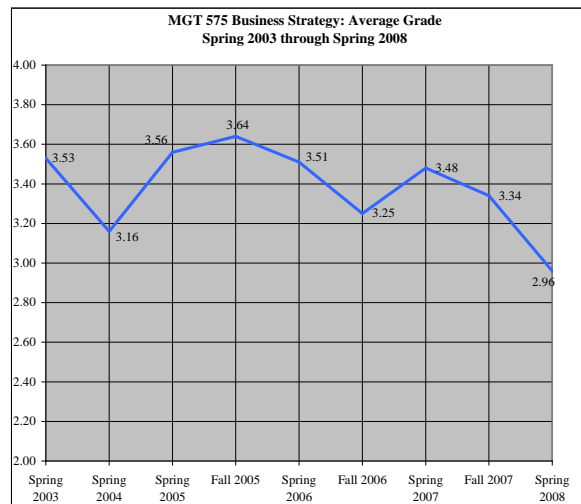
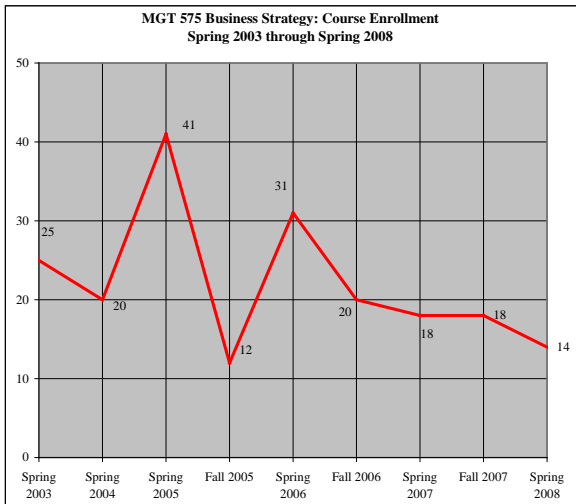
Curricular Improvements

The Department of Business and Economics has made significant changes to its undergraduate program over the past five-six years. Prior to 2002, most undergraduates received a Bachelor of Arts in Business. This program consisted of taking 12 courses in Business and Economics. Based on the belief that this was inadequate, the faculty voted to institute a Bachelors of Science in Business Administration degree program. Under the new program students take approximately 22 courses in Business and Economics. This obviously represents a significant improvement over the previous degree program in terms of the breath of the material presented to the students. In the opinion of the faculty, the new curriculum is comparable to the curriculum at leading Catholic Schools of Business. This conclusion has recently been affirmed by an external consultant. The consultant in question is Dr. Otis Baskin, Professor of Management at Pepperdine University. Dr Baskin has more than thirty years of experience working with AACSB standards as a committee member, Dean, and Special Advisor to the President and CEO of AACSB. Dr Baskin visited CUA in June to 2008 to assess the department's readiness for AACSB accreditation. In his report he concludes that the undergraduate business degree programs offered by CUAs Department of Business and Economics are high quality.

In addition to the implementation of the BSBA degree program, the department has experienced a major increase in students majoring in Business and Economics. To maintain academic standards, the department has reformed its Academic Standards Committee to identify students struggling in core courses during the initial 3 semesters as Business and Economics students. Students who do not meet academic standards (earning below a C in more than one core course or maintaining a departmental GPA lower than 2.0) are dismissed from the department and supported in identifying courses of study more suited to their strengths. Such steps have allowed the department to identify students ill-equipped or ill-suited to our business and economics curriculum early in their academic career.

THE CATHOLIC UNIVERSITY OF AMERICA
 Institutional Assessment
 ATTACHMENT #1
 COURSE SUMMARY DATA: DEPARTMENT OF BUSINESS AND ECONOMICS
 MGT 575 Business Strategy

Term	Course Enrollment	Course Grade		Course Grades							Course Evaluation Results					
		Avg.	StDev.	Grade Distribution							Course Eval.		Instructor Rating		Course Rating	
				A, A-	B+, B, B-	C	F	W	AU	#	%	Avg.	StDev.	Avg.	StDev.	
Spring 2003	25	3.53	0.63	15	8	2										
Spring 2004	20	3.16	0.80	8	6	5			1	8	40.00%	8.13	1.81	7.88	1.89	
Spring 2005	41	3.56	0.43	21	20					27	65.85%	8.93	2.04	8.33	2.29	
Fall 2005	12	3.64	0.41	8	4					9	75.00%	9.67	0.50	9.11	1.05	
Spring 2006	31	3.51	0.78	21	6	4				16	51.61%	9.31	1.30	8.38	2.31	
Fall 2006	20	3.25	0.65	7	10	2		1		14	70.00%	9.14	1.61	9.21	0.80	
Spring 2007	18	3.48	0.53	10	7	1				13	72.22%	8.23	2.01	6.92	3.07	
Fall 2007	18	3.34	0.67	8	7	2		1		13	72.22%	9.54	0.66	9.23	1.01	
Spring 2008	14	2.96	1.09	5	6	2	1			11	78.57%	10.00	0.00	9.91	0.30	

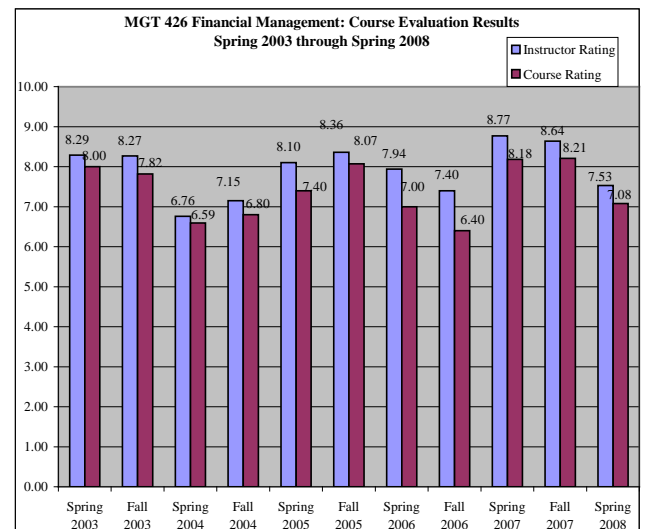
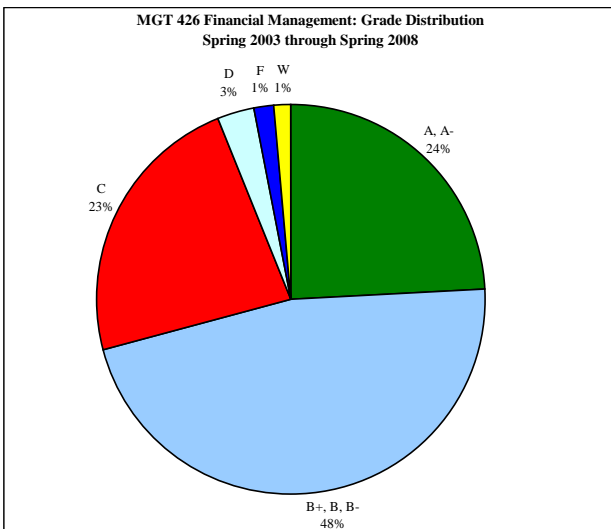
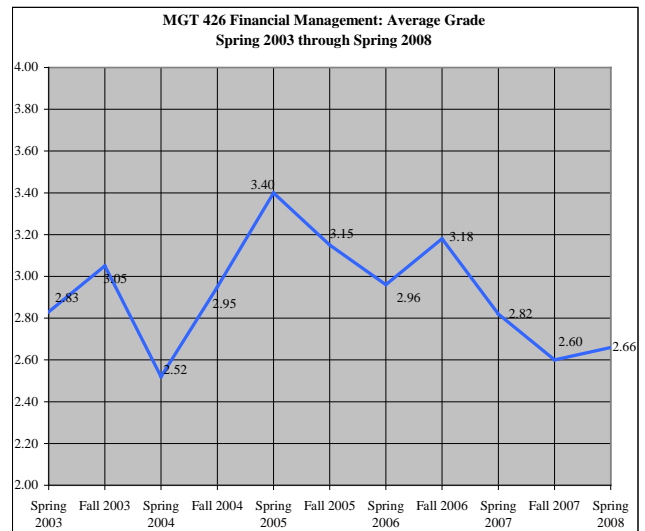
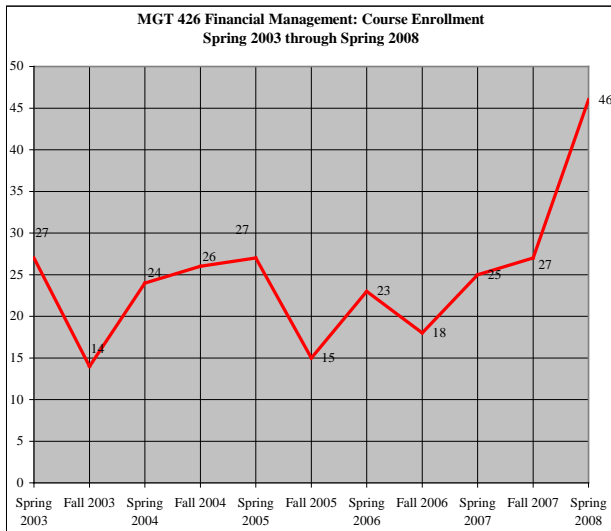


THE CATHOLIC UNIVERSITY OF AMERICA
Institutional Research and Assessment

COURSE SUMMARY DATA: DEPARTMENT OF BUSINESS AND ECONOMICS
MGT 426 Financial Management

Term	Course Enrollment	Course Grade		Course Grades							Course Evaluation Results							
		Avg.	StDev.	A, A-	B+,B-,B-	C	D	F	W	Course Eval. #	%	Instructor Rating Avg.	StDev.	Course Rating Avg.	StDev.			
Spring 2003	27	2.83	0.78	6	11	9					1			8.29	0.90	8.00	1.47	
Summer 2003	4	2.98	0.65		3	1							0.00%					
Fall 2003	14	3.05	0.91	4	7	1		1			1	11	78.57%	8.27	1.01	7.82	1.60	
Spring 2004	24	2.52	0.98	4	8	7		4			1	17	70.83%	6.76	2.39	6.59	2.55	
Summer 2004	6	2.78	1.56	3	1	1			1				0.00%					
Fall 2004	26	2.95	0.80	7	13	5		1				20	76.92%	7.15	2.06	6.80	2.48	
Spring 2005	27	3.40	0.47	12	14	1						21	77.78%	8.10	2.34	7.40	2.76	
Summer 2005	7	3.34	0.57	3	4								0.00%					
Fall 2005	15	3.15	0.72	6	5	4						14	93.33%	8.36	1.15	8.07	1.38	
Spring 2006	23	2.96	0.76	6	10	7						17	73.91%	7.94	2.30	7.00	2.69	
Summer 2006																		
Fall 2006	18	3.18	0.38	3	15							5	27.78%	7.40	1.82	6.40	2.07	
Spring 2007	25	2.82	0.94	5	14	4		1		1		22	88.00%	8.77	1.48	8.18	1.62	
Summer 2007	11	2.67	0.82	2	3	5					1		0.00%					
Fall 2007	27	2.60	0.75	5	7	15						14	51.85%	8.64	1.15	8.21	1.37	
Spring 2008	46	2.66	1.01	8	23	9		2		3		1	36	78.26%	7.53	2.14	7.08	2.39

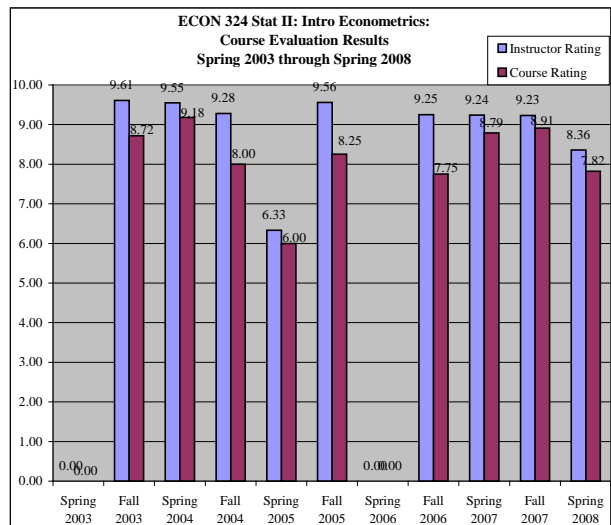
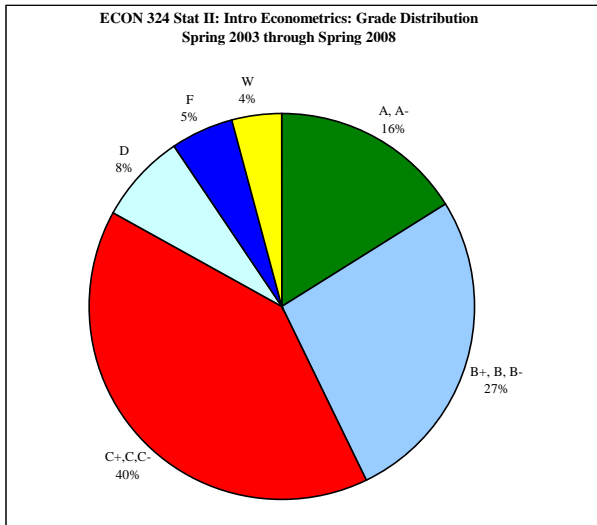
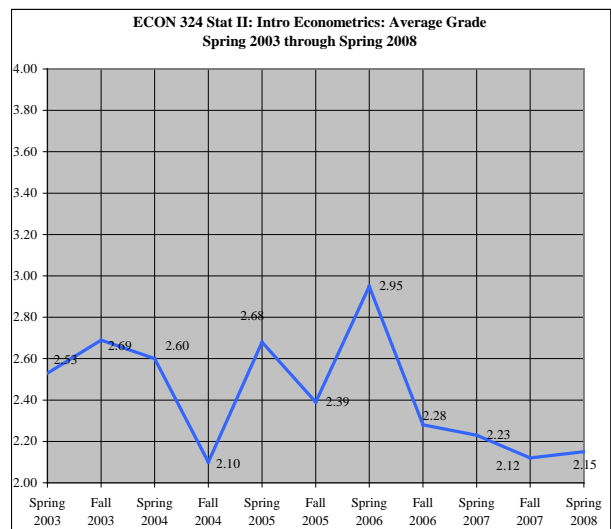
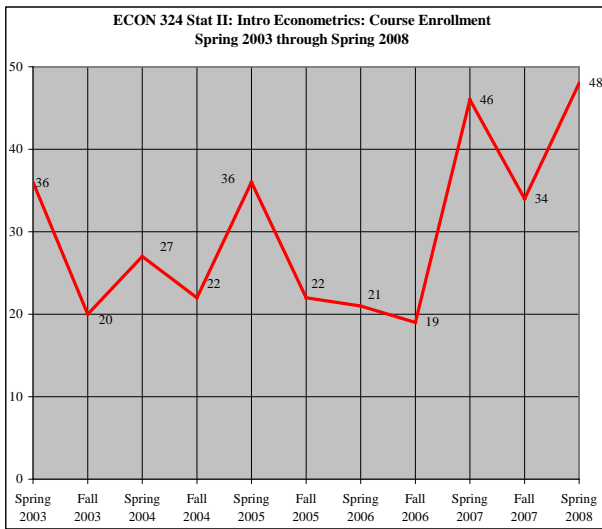
Note: The graphs do not include summer data.



THE CATHOLIC UNIVERSITY OF AMERICA
Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF BUSINESS AND ECONOMICS
ECON 324 Stat II: Intro Econometrics

Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C+, C, C-	D	F	W	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Spring 2003	36	2.53	1.04	5	11	13	1	2	4						
Fall 2003	20	2.69	0.69	2	11	6				18	90.00%	9.61	0.70	8.72	1.36
Spring 2004	27	2.60	1.05	7	5	12	1	1	1	11	40.74%	9.55	0.69	9.18	0.87
Fall 2004	22	2.10	1.26	4	4	8	3	3		18	81.82%	9.28	0.89	8.00	1.81
Spring 2005	36	2.68	0.91	8	13	14		1		6	16.67%	6.33	3.83	6.00	3.58
Fall 2005	22	2.39	1.05	3	6	8	2	1	2	16	72.73%	9.56	0.63	8.25	2.74
Spring 2006	21	2.95	1.01	10	5	3	3				0.00%				
Fall 2006	19	2.28	1.22	3	5	6	2	2	1	16	84.21%	9.25	0.93	7.75	2.21
Spring 2007	46	2.23	0.86	3	13	24	3	2	1	29	63.04%	9.24	1.06	8.79	1.13
Fall 2007	34	2.12	0.96	2	9	16	4	2	1	22	64.71%	9.23	1.51	8.91	1.57
Spring 2008	48	2.15	1.02	6	7	23	6	3	3	33	68.75%	8.36	2.03	7.82	2.28

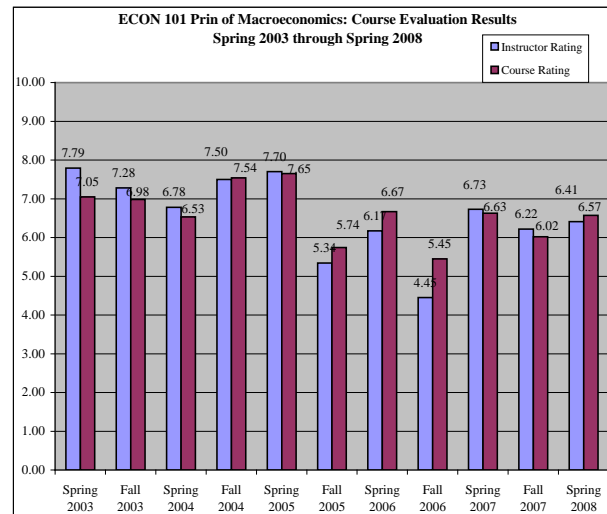
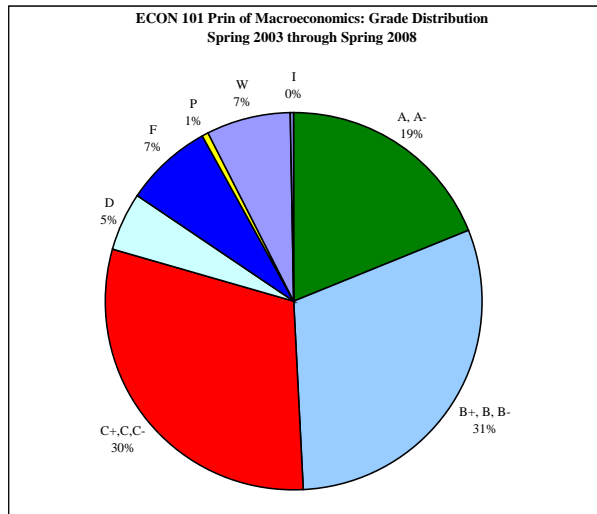
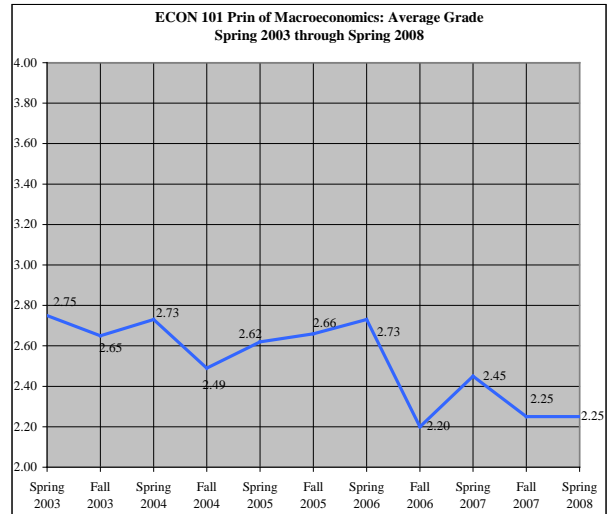
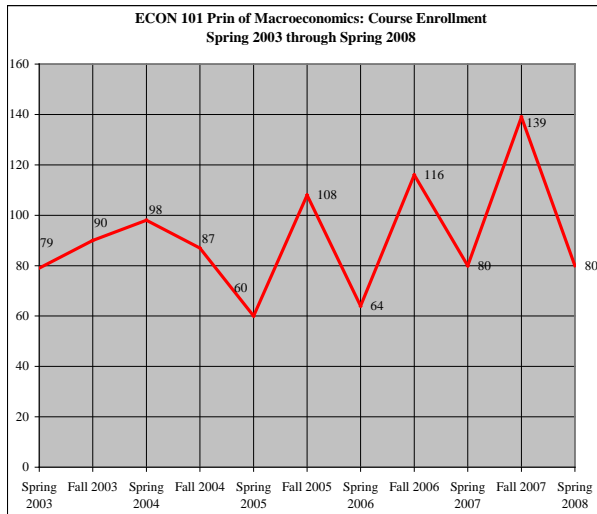


THE CATHOLIC UNIVERSITY OF AMERICA
Institutional Research and Assessment

COURSE SUMMARY DATA: DEPARTMENT OF BUSINESS AND ECONOMICS
ECON 101 Prin of Macroeconomics

Term	Course Enrollment	Course Grade		Course Grades									Course Evaluation Results						
		Avg.	StDev.	A, A-	B+, B, B-	C+, C, C-	D	F	P	W	I	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.		
Spring 2003	79	2.75	1.03	21	20	23	6	2	1	6						7.79	2.33	7.05	2.25
Summer 2003	5	3.40	0.59	2	3										0.00%				
Fall 2003	90	2.65	1.17	20	30	17	3	8	1	11				46	51.11%	7.28	2.14	6.98	1.69
Spring 2004	98	2.73	0.85	18	40	28	2	3	1	6				36	36.73%	6.78	2.45	6.53	2.10
Summer 2004	13	3.19	0.77	6	2	5									0.00%				
Fall 2004	87	2.49	1.20	18	28	17	8	7		9				50	57.47%	7.50	2.20	7.54	1.91
Spring 2005	60	2.62	1.17	16	13	22	1	5	1	2				37	61.67%	7.70	1.88	7.65	1.80
Summer 2005	4	2.60	1.48	2		1	1								0.00%				
Fall 2005	108	2.66	1.12	26	31	28	5	7		11				47	43.52%	5.34	3.25	5.74	2.89
Spring 2006	64	2.73	1.10	16	26	15		6		11				18	28.13%	6.17	2.77	6.67	2.43
Summer 2006	11	2.43	1.36	1	6	1		2	1						0.00%				
Fall 2006	116	2.20	0.89	10	31	56	8	6		5				55	47.41%	4.45	2.46	5.45	2.17
Spring 2007	80	2.45	1.19	15	23	24	4	8	1	4	1			51	63.75%	6.73	1.99	6.63	2.26
Summer 2007	10	2.43	1.47	3	2	3		2							0.00%				
Fall 2007	139	2.25	1.10	17	39	46	10	12		15				95	68.35%	6.22	2.34	6.02	2.15
Spring 2008	80	2.25	1.23	13	22	26	4	11	1	2	1			51	63.75%	6.41	2.77	6.57	2.39

Note: The graphs do not include summer data.

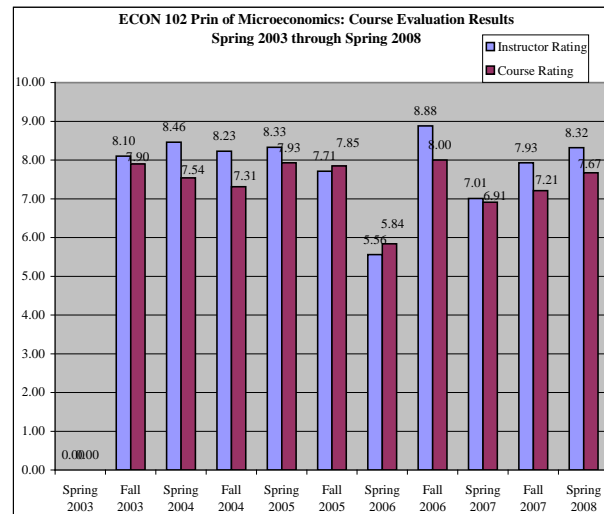
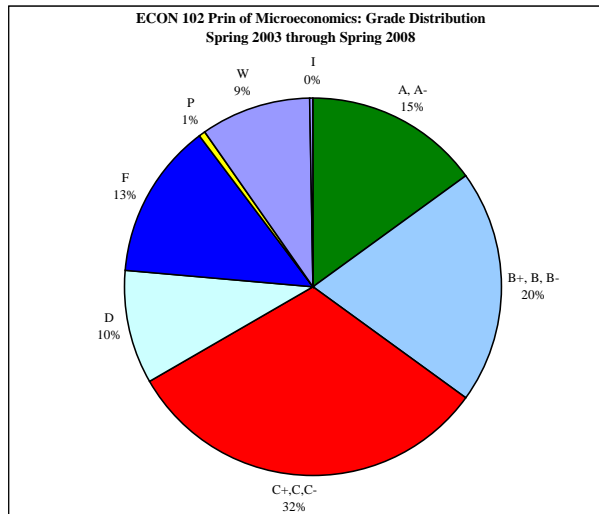
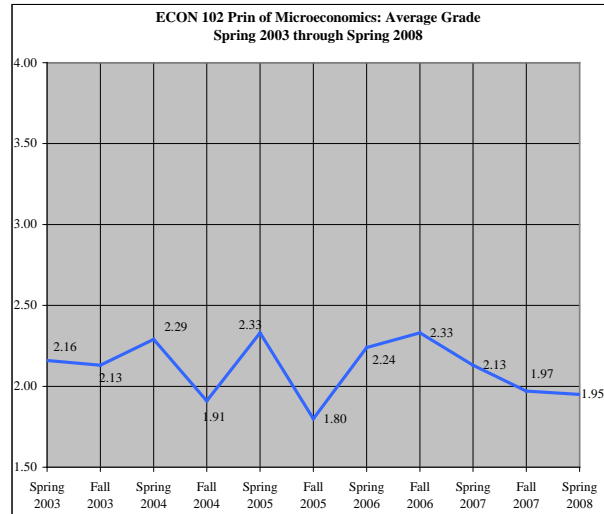
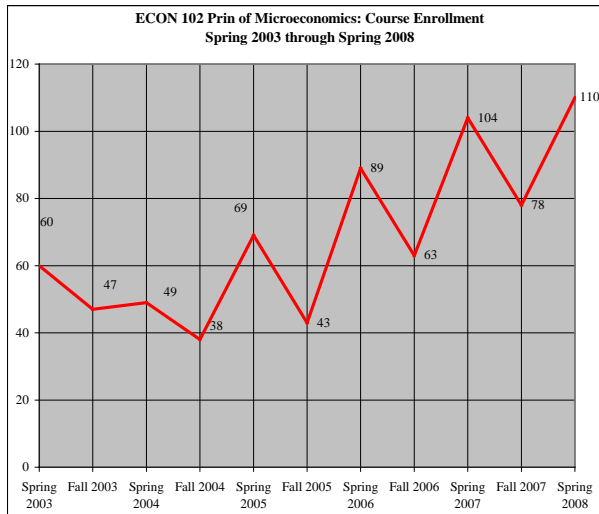


THE CATHOLIC UNIVERSITY OF AMERICA
Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF BUSINESS AND ECONOMICS
ECON 102 Prin of Microeconomics

Term	Course Enrollment	Course Grade		Course Grades							Course Evaluation Results							
		Avg.	StDev.	A, A-	B+, B, B-	C+, C, C-	D	F	P	W	I	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Spring 2003	60	2.16	1.00	7	11	29	5	4			4							
Summer 2003	8	3.61	0.43	4	4								0.00%					
Fall 2003	47	2.13	1.05	5	10	17	6	3			6		20	42.55%	8.10	1.62	7.90	1.68
Spring 2004	49	2.29	1.10	8	11	20	5	3			2		13	26.53%	8.46	2.15	7.54	2.67
Summer 2004	9	3.09	0.94	4	1	3					1			0.00%				
Fall 2004	38	1.91	1.54	8	7	7	4	11			1		26	68.42%	8.23	1.75	7.31	2.13
Spring 2005	69	2.33	1.29	18	9	19	10	6	1		6		45	65.22%	8.33	1.68	7.93	1.90
Summer 2005	11	3.03	0.52	1	8	1					1			0.00%				
Fall 2005	43	1.80	1.34	4	10	11	3	11			4		21	48.84%	7.71	2.55	7.85	1.73
Spring 2006	89	2.24	1.34	20	16	22	10	12			9		50	56.18%	5.56	2.88	5.84	2.46
Summer 2006	9	2.71	1.71	4	2						2			0.00%				
Fall 2006	63	2.33	1.30	14	12	15	6	7			8	1	8	12.70%	8.88	1.25	8.00	1.58
Spring 2007	104	2.13	1.41	14	32	18	7	21	1		11		67	64.42%	7.01	2.33	6.91	2.18
Summer 2007	12	3.15	0.80	4	4	3					1			0.00%				
Fall 2007	78	1.97	1.18	6	15	25	7	10	2		12	1	28	35.90%	7.93	1.36	7.21	1.79
Spring 2008	110	1.95	1.03	8	17	55	10	12			8		69	62.73%	8.32	1.38	7.67	1.47

Note: The graphs do not include summer data.



Standard 12: General Education : The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

**2007 National Survey of Student Engagement Mean Comparisons: Selected Catholic University General Education Goals
Department of Business & Economics: Seniors**

Graduates will demonstrate proficiency in oral and written communication, including argumentative essays, research papers, presentations, and creative and collaborative work employing a variety of media.	Department of Business & Economics	Department of Business & Economics compared with:								
		Catholic University			Carnegie Peers			NSSE 2007		
		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b
<i>During the current school year, about how much reading and writing have you done? 1=none, 2=1-4, 3=5-10, 4=11-20, 5=more than 20</i>										
Number of assigned textbooks, books, or book-length packs of course readings	2.96	3.35	.00	-.38	3.08	.00	-.13	3.13	.00	-.17
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.18	2.24	.00	-.07	2.17	.00	.01	2.17	.00	.01
Number of written papers or reports of 20 pages or more	1.14	1.73	*	-.82	1.59	*	-.61	1.62	*	-.63
Number of written papers or reports between 5 and 19 pages	3.46	2.99	.00	.46	2.49	*	1.03	2.55	.00	.96
Number of written papers or reports of fewer than 5 pages	3.32	3.20	.00	.10	2.93	.00	.34	2.96	.00	.31
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Writing clearly and effectively	2.50	3.04	.00	-.62	3.03	.00	-.61	3.06	.00	-.65
Speaking clearly and effectively	2.68	2.94	.00	-.30	2.92	.00	-.27	2.95	.00	-.30

Graduates will show facility in critical thinking and reasoned analysis.	Department of Business & Economics	Department of Business & Economics compared with:								
		Catholic University			Carnegie Peers			NSSE 2007		
		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	3.02	2.66	.00	.40	2.78	.00	.27	2.75	.00	.30
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	2.99	3.36	*	-.52	3.22	.00	-.32	3.23	.00	-.32
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	2.69	3.20	**	-.60	3.01	*	-.38	3.03	*	-.41
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	2.79	3.11	*	-.37	2.94	.00	-.17	2.96	.00	-.20
Applying theories or concepts to practical problems or in new situations	2.86	3.33	**	-.59	3.18	*	-.39	3.18	*	-.39
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Put together ideas or concepts from different courses when completing assignments or during class discussions	2.46	2.97	**	-.58	2.91	**	-.56	2.90	**	-.55
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Thinking critically and analytically	2.99	3.33	.00	-.46	3.32	.00	-.43	3.33	.00	-.45
Analyzing quantitative problems	2.75	2.70	.00	.05	3.05	.00	-.35	3.04	.00	-.33
Learning effectively on your own	2.79	2.97	.00	-.21	2.99	.00	-.22	3.00	.00	-.24
Solving complex real-world problems	2.66	2.53	.00	.13	2.75	.00	-.09	2.74	.00	-.08

Graduates will demonstrate an understanding of scientific and quantitative reasoning.

Department of Business & Economics

Department of Business & Economics compared with:

	Catholic University			Carnegie Peers			NSSE 2007					
	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c			
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>												
Thinking critically and analytically	2.99			3.33	.00	-.46	3.32	.00	-.43	3.33	.00	-.45
Analyzing quantitative problems	2.75			2.70	.00	.05	3.05	.00	-.35	3.04	.00	-.33

Graduates will demonstrate ability to find information effectively using appropriate resources and technologies, critically assess the validity and relevance of that information, and utilize it in ethical and legal ways.

Department of Business & Economics

Department of Business & Economics compared with:

	Catholic University			Carnegie Peers			NSSE 2007					
	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c			
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>												
Worked on a paper or project that required integrating ideas or information from various sources	3.10			3.41	*	-.43	3.26	.00	-.22	3.29	.00	-.26
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.87			2.70	.00	.18	2.74	.00	.14	2.80	.00	.08
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>												
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	2.79			3.11	*	-.37	2.94	.00	-.17	2.96	.00	-.20
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>												
Learning effectively on your own	2.79			2.97	.00	-.21	2.99	.00	-.22	3.00	.00	-.24

Graduates will demonstrate knowledge of and respect for different cultures and religions.

Department of Business & Economics

Department of Business & Economics compared with:

	Catholic University			Carnegie Peers			NSSE 2007					
	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c			
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>												
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.87			2.70	.00	.18	2.74	.00	.14	2.80	.00	.08
Had serious conversations with students of a different race or ethnicity than your own	2.91			2.70	.00	.20	2.68	.00	.24	2.66	.00	.26
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.73			2.88	.00	-.16	2.71	.00	.02	2.71	.00	.02
<i>During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>												
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2.83			2.85	.00	-.02	2.81	.00	.02	2.82	.00	.02
<i>To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much</i>												
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.21			1.97	.00	.25	2.41	.00	-.20	2.44	.00	-.24
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>												
Understanding people of other racial and ethnic backgrounds	2.36			2.20	.00	.16	2.54	.00	-.19	2.59	.00	-.24

THE CATHOLIC UNIVERSITY OF AMERICA
Institutional Assessment

COMPREHENSIVE EXAMINATION RESULTS
SCHOOL OF ARTS AND SCIENCES: DEPARTMENT OF BUSINESS AND ECONOMICS
AY2002-2003 to AY2006-2007

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2002-2003	3	4.84%	54	87.10%		0.00%	5	8.06%	62
AY2003-2004	2	5.41%	33	89.19%		0.00%	2	5.41%	37
AY2004-2005	5	9.80%	43	84.31%		0.00%	3	5.88%	51
AY2005-2006	2	4.65%	38	88.37%		0.00%	3	6.98%	43
AY2006-2007	6	15.00%	34	85.00%		0.00%		0.00%	40
TOTAL	18	7.73%	202	86.70%	0	0.00%	13	5.58%	233

Note: Students were included in the categories High Pass and Pass with Honors if these designations were explicitly indicated within the student's milestone record. Please contact the Office of Institutional Assessment if this data can also be determined through the student's final grade in the comprehensive requirement.

Note: The category Fail in AY0203 includes two attempts by the same student.