

Indiana University Northwest

Principle 3 – Critical Thinking for 2013-2014 Academic Year

Assessment Results for Bus J403 Management Capstone

Bus J403 is a four credit hour course offered by the School of Business and Economics. This course places students into a consulting role through the Small Business Institute, an experience through which students utilize critical thinking skills and managerial concepts to address their client’s business needs. To prepare students for the SBI project, students complete a case study and participate in discussions pertaining to that case study.

Campus Learning Outcomes

1. Raise vital questions and problems, formulating them clearly and precisely
2. Gather and assess relevant information, using abstract ideas to interpret it effectively
3. Come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
4. Think open-mindedly about alternative systems of thought or beliefs, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
5. Communicate effectively with others in figuring out solutions to complex problems

Assessment Plan

Our students should be able to demonstrate these learning outcomes at the conclusion of the case study work and during their Small Business Institute project. We assessed these learning outcomes by requiring students to answer a set of questions, which corresponded to the learning outcomes, about their case study. We administered the assessment at the conclusion of the case study presentation and assessed student responses using the rubric created by the General Education Assessment Committee.

Results and Improvement Plan

Eleven students were assessed. The count and percentage of students falling in each performance category are provided in the table. Critical thinking is a skill that we have been working to address. Our plan is to incorporate critical thinking activities throughout our curriculum using the Elements of Thought model available at www.criticalthinking.org. Almost half of our faculty and staff have attended IUPUI workshops on this model and are incorporating critical thinking material into their courses. In addition, we noted a problem with our assessment process in that students did not always answer our questions using application to their case study, as instructed. That resulted in lower scores. The case study follow up questions will be edited for our next campus-wide assessment of critical thinking.

Learning Outcome	Highly Proficient		Proficient		Partially Proficient		Not Proficient	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
1	3	27%	3	27%	5	45%	0	0%
2	0	0%	9	82%	2	18%	0	0%
3	0	0%	5	45%	6	55%	0	0%
4	3	27%	1	9%	7	64%	0	0%
5	2	18%	2	18%	6	55%	1	9%