

EDUCATING THE HEAD, THE HEART, AND THE HANDS AT BERRY COLLEGE'S CAMPBELL SCHOOL OF BUSINESS: A FRAMEWORK FOR ASSESSMENT

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ABSTRACT

The mission statement of Berry College's business school states: *The Campbell School of Business provides an excellent liberal arts-based business education that engages the Head, Heart, and Hands, while serving the academic and business communities through appropriate research and services...* In this paper we describe the framework through which the School assesses its curriculum development and delivery in terms of the education of the Head, the Heart, and the Hands.

INTRODUCTION

The undergraduate majors offered by the Campbell School of Business consist of three components: (1) a *foundation in the liberal arts*, (2) grounding in a common body of business skills and knowledge attained through the *shared business core*, and (3) *major specialization courses*. Through this curriculum, the Accounting, Finance, Management, and Marketing majors offered by the Campbell School develop critical thinking and communication skills, learn to integrate and synthesize knowledge, and improve ethical decision making and leadership capabilities.

At the Campbell School of Business, the *education of the Head, Heart and Hands* is embedded in the shared business core. Three goals are associated with the education of the *Head*: knowledge (basic business information), basic skills (functional principles and communication skills), and advanced skills (critical and strategic thinking). The education of the *Heart* encourages students to acknowledge and appreciate diversity in the modern business environment. Team-based learning and student organization activities facilitate promotion of social responsibility. Education of the *Hands* is achieved through involvement in campus organizations and student work experiences. The resulting inter-relationship between each of these goals fosters further student development and experiences that are more meaningful.

The intersection of the *Head and Hands* is represented by three components: transferring classroom work to life, gaining competency in communication and information technology and integrating knowledge and action through experiential learning, internships, and reflective experience activities. Two components are associated with the intersection of the *Hands and Heart*. Worthwhile work provides value to stakeholders while work done well results in high standards, strong work ethic, academic excellence, ethical behavior and integrity and a commitment to continuous improvement. The intersection of the *Head and the Heart* is focused on developing students' understanding of self and society and fostering a love of lifelong learning. The final intersection includes the *Head, Heart and*

Hands. Through this interaction, students gain balanced analytical, business, and ethical tools to develop and strengthen their leadership skills, moral reasoning and ethical decision-making.

METHODS AND TOOLS

Assessment of the shared business core is conducted each year through a multi-method approach. The shared core goals are mapped into an assessment matrix that indicates the measurement identification, frequency of assessment and responsible party.

A set of assessment tools is in place to assist the evaluation process. These tools include: Student Evaluation of the Instructor' Outcome Assessment' Faculty Activity Report' Exit Examination' and Placement of Graduates. In addition to these tools, the core curriculum is evaluated for its coverage and consistency with our mission statement. The goals evaluation is performed annually and "cross-tabulated" by the appropriate goal topics of the School.

The Quality Function Deployment (QFD) matrix, a tool originally developed in Mitsubishi's Kobe shipyard and now widely used, is "a kind of conceptual map that provides the means for inter-functional planning and communication" [1]. The Campbell School applies the QFD framework to assess its program offering to create a matrix that includes the basic areas of competencies constituting a major, e.g., planning, organizing, staffing, leading and controlling, constituting the major in Management. Each competency is then broken up in to basic and advanced levels of knowledge and skills. The matrix also includes information pertaining to the material covered in each course. The topic listings in each course's syllabus are then mapped against the competencies at the basic and advanced levels. This produces a snapshot representation of the material being covered in each class, gives a clear picture of the information already being imparted, and identifies areas that need improvement or attention. It also highlights the weak areas in each course and the program as a whole, and creates opportunities for continuous improvement.

General education is embedded in the curriculum in two ways: First, aspects of general education are actually part of the course work specified in the pre-core. Second, students are called upon to utilize knowledge gained in the pre-core general education courses to succeed in the major courses. Some of the skills that are particularly relevant to specific majors include critical thinking, communication skills, knowledge of the subtleties of the functional areas, the application of the scientific method, organizational and interpersonal relationships, and quantitative skills.

REFERENCES

- [1] JR Hauser and D Clausing. "The house of quality." *Harvard Business Review*, May-June 1988: 63-73.