



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

Assessment Guide for Academic Programs

College of Business Administration
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Table of Contents

ASSESSMENT GUIDE FOR ACADEMIC PROGRAMS	3
SECTION 1: WHAT IS ASSESSMENT?	4
SECTION 2: CREATING A MISSION STATEMENT	11
SECTION 3: CREATING LEARNING OUTCOMES	17
SECTION 4: ASSESSMENT METHODS.....	28
SECTION 5: PLANNING FOR DISSEMINATION AND USE.....	40
SECTION 6: YOUR CONTINUOUS IMPROVEMENT PLAN	42
SECTION 7: ANALYZING ASSESSMENT RESULTS	56
SECTION 8: YOUR ASSESSMENT REPORT.....	63
SECTION 9: CLOSING THE LOOP	65
SECTION 10: Data/Evidence/Artifact Repository.....	69
ANNOTATED BIBLIOGRAPHY	72
References	74
Appendix A: Data Flow	76
Appendix B: Reporting Flow.....	77

ASSESSMENT GUIDE FOR ACADEMIC PROGRAMS

A Programmatic Guide to Creating an Assessment Plan and Reporting Assessment Results

The purpose of this workbook is to provide a guide for developing an assessment plan for an academic program and for summarizing assessment results in an assessment report. The information that is developed as a result of the use of this guide will be uploaded to the TAMUCT academic assessment – continuous improvement repository, TaskStream, found at <https://www1.taskstream.com/>. For the purpose of academic assessment for the Southern Association of Colleges and Schools – Commission on Colleges, an academic program is defined as any undergraduate or graduate degree program¹. If the degree program has multiple majors, then each major is further defined as an assessable academic program. This guide has been divided into nine sections, providing guidance for developing assessment plans from initial development through the submission of annual reports, and is outlined below.

- Section 1 of the workbook will provide an overview of assessment and the assessment cycle. Sections 2-5 cover each step in the process of developing an assessment – continuous improvement plan.
- Section 2 will provide a guide for the process of creating a program mission statement, and the foundation of an assessment plan.
- Section 3 will provide a guide for the process of developing measurable student learning outcomes.
- Section 4 will assist in designing assessment methods and measures.
- Section 5 will help provide guidance for the dissemination of the assessment results and how to use them to improve the program.
- Once Sections 2-5 have been completed the assessment plan can be completed using the procedure provided in Section 6.
- After the assessment has been completed and assessment data has been obtained, Section 7 will provide guidance for analyzing the data and the preparation of a summary, including the proposed changes to the program based on the results.
- Once the data has been analyzed, procedures provided in section 8 will aid the completion / submission of the annual assessment report.
- Section 9 explains what happens with the report once it has been submitted.
- Section 10 provides information on data repository and report flows

¹ The Association to Advance Collegiate Schools of Business (AACSB) requires assessment on the overall program, not to the major level, i.e. BBA, BAAS, BS CIS, MS Accountancy, MS IS MBA, MS HRM, MS MGT & LDRSHP

SECTION 1: WHAT IS ASSESSMENT?

The purpose of this section is to provide you with 1) an overview of assessment at the College of Business Administration, Texas A&M University - Central Texas; 2) definitions and an explanation of what assessment is not; 3) questions assessment may answer about your program and 4) a description of the assessment process. At the end of this section you will be prepared to start developing your assessment plan.

Assessment at the College of Business Administration, Texas A&M University - Central Texas

In this era of accountability, assessment has come to dominate the discourse about higher education and its progress. The political pressures to assess student learning and to hold campuses accountable have increased into the new millennium. Universities are now facing external pressures as accrediting bodies are requiring them to assess how well their academic programs are meeting goals to inform improvement efforts. The ability of universities in the South to offer student financial aid from federal sources depends on their ability to remain accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The accreditation process is partly based on the institution's ability to demonstrate that it has an ongoing assessment process that continually examines the quality of services and programs and uses this information to make improvements. Dissemination and use is essential. Creating an assessment plan and collecting data are not enough. According to SACSCOC, the university (and COBA) must comply with the following assessment requirements (SACSCOC, 2012b):

2.5: The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

3.3.1: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 academic and student support services

3.3.1.4 research within its mission, if appropriate

3.3.1.5 community/public service within its mission, if appropriate

3.4.1: The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. (Academic program approval)

The College of Business Administration (COBA) is committed to creating a culture of evidence, one that is based on using data to inform decision makers and to improve the quality of education on campus. In accordance with SACSCOC regulations, COBA has established a goal that all academic programs will develop mission statements, learning outcomes and plans to carry out assessment, including the use of results. Assessment must be conducted annually for any major or field in which COBA offers a degree. Generally, minors and concentrations do not require assessment plans for SACSCOC purposes. However, in those programs for which the institution does not identify a major, assessment is required for the “curricular area or concentration”, for example BS CIS, Management/Networking and Software Engineering & Database Design (SACSCOC, 2012a, p. 64). The TAMUCT assessment cycle is from January through December each year. Therefore, in December, COBA academic programs must submit an annual assessment plan for that calendar year and a report summarizing the assessment results from the previous academic year to the Office of Institutional Effectiveness, through the vice presidents for undergraduate and graduate studies. The Office of Institutional Effectiveness & Academic Enhancement (IEAE) will review the assessment plans for the coming year and contact programs if revisions are required. The assessment reports summarizing assessment results will be reviewed by the COBA department chairs and will provide summaries and recommendations to the Dean, COBA, and as required, feedback to the individual programs using TaskStream as the medium for the reports. The vice presidents for undergraduate studies and for graduate studies will review the reports from each college and present their recommendations to the provost. The Provost and Deans will work with the department chairs and program leads as needed to improve student learning based on these assessment results. A more detailed timeline of our assessment cycle is included below.

COBA Annual Assessment Cycle – in TaskStream

Close of Fall Term No Later Than December 15	Academic programs review their assessment results from the previous calendar year and upload their findings in TaskStream. Academic programs also review and revise continuous improvement plan as needed for the forthcoming year. <i>A plan must be resubmitted, in TaskStream, every year for recordkeeping purposes even if no changes are made.</i>
Close of Fall Term No Later Than December 15	Deadline for academic programs to submit Continuous Improvement Cycle (improvement plan, findings, action plan, and status report) from the previous academic year, using the Submission & Read Reviews function in TaskStream.
Beginning of Spring Term No Later Than January 31	The continuous improvement plan for the coming calendar year is finalized in TaskStream and submitted for review.
Spring Term No Later Than March 30	Dean, COBA and the Department Chairs review, and approve where applicable, annual continuous improvement reports from the previous calendar year, in TaskStream. The Dean and Chairs follow up with academic program leads as needed.

End of Spring Term No Later Than May 31	Updates to the reports are conducted, as required
Fall, Spring, Summer Semesters	Academic programs conduct assessment and collect data according to their plan for that year.

What Assessment Is and What Assessment Is Not

Assessment is the systematic and ongoing process of gathering, analyzing and using information from multiple sources to draw inferences about characteristics of students, the curriculum, programs, and units for the purpose of making informed decisions to improve the learning process. (Linn & Miller, 2005)

In order to understand what assessment is, it may be helpful to understand what assessment is not. The terms assessment, test, grades, evaluation, and research are often confused because they all involve the process of collecting information about student learning. However, they are distinct in their purposes, methodologies, and basic philosophies of modes of inquiry. The following definitions should provide you with a better understanding of what assessment is.

Assessment may be defined as “the systematic and ongoing process of gathering, analyzing, and using information from multiple sources to draw inferences about characteristics of students, the curriculum, program, and units for the purposes of making informed decisions to improve the learning process” (Linn & Miller, 2005). In this respect assessment also includes the formulation of value judgments in terms of using the information gathered to determine the success of the program and to make improvements in student learning.

A **test** is a type of assessment that consists of a measure of a sample of behavior. It differs from assessment in that assessment includes a broader array of performance tasks rather than just a single measure that a test represents. Assessment results give broader descriptions of what students are learning since they include more than one measure. (Linn & Miller, 2005).

A **grade** is a nominal value that provides an overall summary of a student’s performance. Grades are concise and easy to compute, however they have shortcomings when being used for the purposes of making informed improvements since they may not be specifically linked to learning goals and standards making it difficult to identify the student’s strengths and weaknesses. For example, a grade of C on an English paper may reflect adequate content, poor mechanics, average synthesis, and good effort or may reflect poor content, adequate mechanics, and average synthesis (Linn & Miller, 2005; Suskie, 2004).

Evaluation is defined as “the systematic process of gathering, analyzing, and using information from multiple sources to judge the merit or worth of a program, project or other entity” (Rossi, Lipsey, & Freedman, 2004). Just like assessment, the utility of data

is in decision making. Evaluation also includes value judgments concerning the desirability of results and is not limited to quantitative descriptions. However, evaluation differs from assessment in terms of the unit of analysis. Evaluation is concerned with all major goals of a program and not just with student learning. Therefore, evaluation is a broader term than assessment (Rossi et al, 2004; Suskie, 2004).

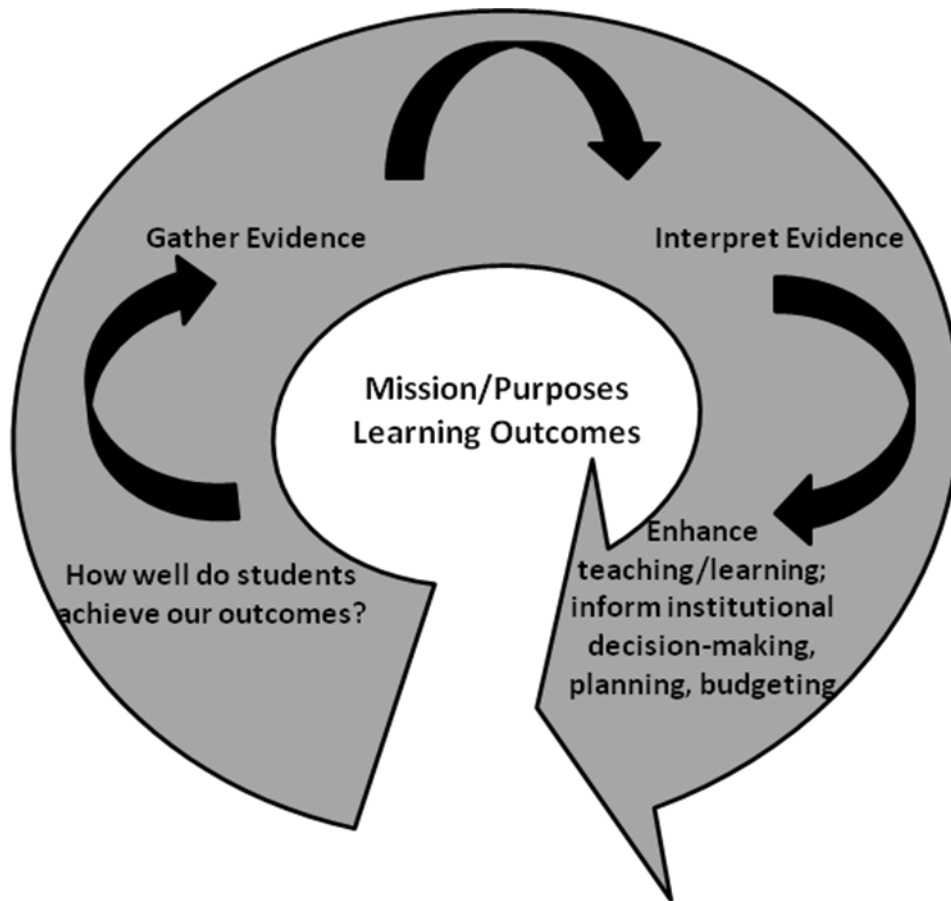
Research may be defined as the systematic process of gathering, analyzing, and using information from multiple sources to draw inferences, and test hypotheses, in order to discover, establish fact, or revise accepted theories or laws. The largest criticism that faculty often make about assessment is that it is “not research” and will not produce generalizable results. This is correct in that assessment is not post-positivistic, the traditional framework guiding most faculty research. Assessment is a type of **action research**. Its primary goal is to improve practice not to generate theoretical knowledge (Kemmis & McTaggart, 2005). Experimental control and random assignment are not as important and in many cases are just not possible. Assessment also differs from empirical research in that collaborative reflection is imperative in making modifications based on shared feedback.

What Questions Assessment Can Answer

In order to gain a better perspective of what assessment is, it may be helpful to understand what questions assessment can help to answer about your program. Formulating an assessment question and determining how results will be used are the essential first steps in developing a plan. These steps will dictate the formulation of learning outcomes as well as the selection of assessment methodology. For example, if you are interested in determining whether or not your students are achieving a certain level of competence (a standards-based question) then most likely you will design your assessment procedure around collecting data and comparing your findings against a standard that is set a priori (set before you collect the data). Interpretations will be criterion referenced (i.e., performance will be compared to a preset numerical standard). However, if instead you are interested in how your students compare to your peers (a benchmarking question), then you will probably identify standardized instruments that allow for norm-referenced interpretations. If you are interested in whether or not your students are improving (a value-added question), then your assessment procedures will most likely include some type of pre/post design (collecting data from the same students at two successive time points to measure change over time). Finally, if you are interested in whether or not your program or successive groups of students are improving (a longitudinal question), then a cross-sectional design should be used—one in which the same assessment is given to successive groups of students.

The Assessment Process

Assessment is an ongoing, iterative process that uses results to inform decisions and make improvements. In order to improve, careful planning is necessary. Learning goals and outcomes must be clearly specified, appropriate measures must be selected, data collection must be carefully executed and most importantly results must be shared for



improvements to occur. The figure below illustrates a cycle of interlinked activities that facilitate continuous improvement. (Figure adapted from Maki, 2004)

Seven Steps to Closing the Loop

Step 1: Creating an Infrastructure for Assessment: Organizing an Assessment Committee

Before beginning, it is important to set up the appropriate infrastructure for assessment in order to ensure that the process is self-sustaining. The college or department may want to organize a faculty retreat to devote specific time to devising a plan. A suggestion is that departments establish an assessment committee, with a rotating chair who will lead the process and ensure the annual reports are completed by each program lead. This will alleviate faculty workload as well as provide quality assurance for planning and dissemination. It is essential that all faculty in the program participate in the decision making process and in reviewing the results. The assessment process is more likely to be self-sustaining if faculty collectively agree on what is important, buy into assessment procedures, and decide as a group what the data mean and how to

improve. As Allen (2004) notes, “Assessment is not something someone does to you or for you; it is the responsibility of the faculty who control and offer the program.” Please note faculty members are well suited to discuss the assessment results within the majors in their departments. This will be sufficient for SACSCOC accreditation; however, for AACSB accreditation, entire programs will have to meet to discuss results, implications, and needed actions to improve the programs. Programs within COBA (i.e. BBA, MBA) cross over departments and representation is required from these departments.

Step 2: Defining the Mission of the Program (Degree Program or Major)

Each program must formulate a mission statement that will constitute a broad statement of its goals, values, and aspirations.

Step 3: Defining the Program Learning Outcomes

Each program must formulate program level learning outcomes that describe the specific abilities, knowledge, values, and attitudes it wants students to acquire as a result of the program. Three to five outcomes per program is ideal.

Step 4: Selecting assessment methods and identifying targets

Programs may use several different methods to measure student learning outcomes and must include direct measures of learning for each learning outcome. This is a SACSCOC requirement. They must also identify expected levels of performance for each outcome.

Step 5: Collecting the Data

It is important to determine how the data collection will be implemented (i.e., who will collect the data, where it will be collected, and who will be sampled). All data will be reported in the form of group data to ensure the privacy of those who are assessed.

Step 6: Analyzing the Results

It is important to summarize and report the data in a meaningful way to communicate findings to program faculty. An overall or annual report can then be generated through TaskStream.

Step 7: Closing the Loop

No matter how results turn out, they are worthless unless they are used. The results of assessment data should be disseminated to faculty in the program as well as faculty outside of the program to obtain their ideas about how to improve the program. SACSCOC and AACSB is particularly interested in seeing documentation for this step. In some cases changes will be minor and easy to implement, while others will be more difficult and will have to be implemented over multiple years.

Developing an Assessment Plan – Continuous Improvement Plan

Prior to conducting assessment, academic programs should develop an annual continuous improvement plan that details what the program intends to do and why. It is

critical to have a plan that clearly defines the program’s educational mission and outcomes that faculty expect students to demonstrate as a result of the program. The plan should also include a detailed description of how the outcomes are going to be assessed and how the results will be used. The table below describes the components of a continuous improvement plan and shows an example from TaskStream. Sections 2-5 that follow in this workbook will provide a more detailed description of these processes.

Components of a Continuous Improvement Plan

Mission Statement	Overall description of the program’s purpose, its primary functions, and its educational goals for its students
Learning Outcomes	3-5 statements of the knowledge, skills, and abilities students will possess and can demonstrate upon completion of the program
Assessment Methods and Measures	This section will include the measure’s name, description of assessment, and criteria for success.
Plans for Use and Dissemination of Assessment Results	This section will include the implementation plan and timeline, as well as the key and responsible personnel for data collection and reporting on the measure.

Example Continuous Improvement Plan in TaskStream

Fall 2012 Cont. Improvement Cycle (Fall 2012 Continuous Improvement Cycle)

Continuous Improvement Plan

Mission Statement

The mission of the Bachelor of Applied Arts and Sciences degree program is to develop business managers and leaders by providing majors a high quality and relevant education in business management including small business and entrepreneurship. The program provides the majors the ability to professionally communicate, reason ethically, become globally business aware, and integrate business knowledge with their technical, military, or supervisory experience. Serving undergraduate students with previous technical training, military training, and / or supervisory experience, this program will prepare graduates to lead and manage an organization within the chosen technical field, move on to leadership and management positions within other industries, and further their education in a selected graduate level business or management program.

Outcomes and Measures

BAAS, Business Management/Outcome Set

Global Business

To prepare students to enter a competitive global-business environment.

International Knowledge and Skills

Students will critically analyze and apply business concepts to a dynamic global-business environment. Strategy: 1) Students will be introduced to related knowledge and skills in GB 103, MGMT 301 and MKTG 314. 2) Students develop related knowledge and skills in GB 444, MKTG 314, MGMT 301; 3) Students master related knowledge and skills in GB 444.

▼ **Measure:** ETS Field Test
Other level: Direct - Exam

Assessment Description: The online business field test provided by the Educational Testing Service will be administered by the faculty members in all sections of GB 459 at all locations and/or modalities. When the data for this standardized, nationally normed exam is available from ETS, the GB 459 coordinator will deliver results to the appropriate program coordinator who will analyze and report findings.

Criteria for Success: General Business related students will score at or above the national mean score on the international section of the business major field test.

Implementation Plan (timeline):

Key/Responsible Personnel: Data Collector: Dr. Almond, GB 459
Reporting: Dr. Simmons

SECTION 2: CREATING A MISSION STATEMENT

Now that you have a basic understanding of assessment, you are ready to begin by defining your program's educational mission. This section provides a simple tutorial on writing a mission statement. The worksheet provided in this section can be completed as a group exercise with program faculty to create your program mission statement. When that is done, you can use the template provided in this section to complete your mission statement. (An electronic version of the template is available on the COBA Academic Assessment website). Once completed, use the checklist also provided in this section to review the mission statement to ensure that it is sufficient. A sample completed mission statement is included at the end of the section.

Creating a Program Mission Statement

Understanding and articulating what your program is trying to accomplish is necessary for a successful assessment plan. It is important to carefully specify and obtain a consensus from faculty members in your program on the program's vision, values and goals that will serve as guiding principles for developing outcomes and collecting data. Thus the time you and your faculty spend developing your mission statement is important. An important note is to ensure the mission of each program is linked to both the university and college missions.

Definition of a Mission Statement:

A mission statement is a broad statement of what the program is, what it does, and for whom it does it. It is the initial point of reference for any program. (Adapted from University of Central Florida UCF Academic Program Assessment Handbook February 2005 Information, Analysis, and Assessment)

SACSCOC requires that every academic program on campus have a mission statement. For any given program a mission statement should 1) provide a clear description of the purpose of the program and its primary functions; 2) identify who the program will serve and ; 3) contain a description of how the program will contribute to the development and careers of the students participating. Please note that a vision statement is not required but is recommended.

The mission statement should be clear, powerful and broad enough to guide your decision-making and provide the foundation for your learning outcomes. In addition, the mission statement should be able to stand on its own and distinguish itself from other programs if the program's name were removed. Most importantly the mission statement should be aligned with the mission statement of the University and College.

Complete the given worksheet to help develop your mission statement. Ideally, this should be done as a group exercise with program faculty so that there is consensus and buy-in. Once the exercise has been completed, you can take the answers from the

exercise to complete the template. After completing the template, have program faculty review it using the checklist. When you are able to check “yes” on each item in the checklist, your mission statement is complete.

Worksheet to Create a Mission Statement

By completing the questions below, you will be able to create a program mission statement. It may be helpful to do this as a group exercise with program faculty or your program assessment committee.

1. What is your academic program’s primary educational purpose? For example, does your program provide certain types of skills (critical thinking, analytical thinking, writing or communication skills, etc.) or broad background/theoretical foundation in a certain academic discipline(s) (e.g., art history, biology, philosophy, sociology, etc.)?

2. What is your program providing to your students to meet this purpose? For example, what activities does your program use to facilitate this learning? Coursework, labs, research projects, etc.?

3. Who are your program’s key stakeholders? In other words, who does your program serve? Undergraduate students? Graduate students? Non-traditional students? Students preparing for graduate school?

4. What type of careers or further study will the program prepare students for?

Mission Statement Template

Using the information you entered on the previous worksheet, complete the template below to form your mission statement. (NOTE: This template is just to facilitate your writing a mission statement. You are not required to use this wording but you should include all of its components in your statement.)

The mission of [*insert the name of your program here* **] is to**

[insert your response from question 1 on the worksheet]

by providing majors

[insert your response from question 2 on the worksheet]

in order to

[insert your response from question 3 on the worksheet]

[OPTIONAL: Insert additional clarifying statements including a description of how the program will contribute to students' educational and professional opportunities]

Mission Statement Checklist

Now that you have created your mission statement, use this checklist to help determine if your statement is effective and clearly defines the goals and vision of the program. Please fill out the questions listed below.

	YES	NO
Is the mission statement brief and memorable?		
Is the mission statement distinctive? (Can it stand on its own and distinguish itself from other programs if the program's name were removed?)		
Does it clearly state the purpose of the program?		
Does it indicate the primary functions or activities that the program offers?		
Does it identify the major stakeholders?		
Does it support the University's and school's mission?		

If you checked "NO" on any of the items above, go back and revise your mission statement accordingly.

When you are able to check "YES" on all of the items above, your mission statement is complete and you are ready to go to the next section where you will develop your learning outcomes.

Sample Worksheet to Create a Mission Statement

By completing the questions below, you will be able to create a program mission statement. It may be helpful to do this as a group exercise with program faculty or your program assessment committee.

1. What is your academic program's primary educational purpose? For example, does your program provide certain types of skills (critical thinking, analytical thinking, writing or communication skills, etc.) or broad background/theoretical foundation in a certain academic discipline(s) (e.g., art history, biology, philosophy, sociology, etc.)?

Develop business managers and leaders by providing a high quality and relevant education in business management including small business and entrepreneurship

2. What is your program providing to your students to meet this purpose? For example, what activities does your program use to facilitate this learning? Coursework, labs, research projects, etc.?

The program provides the majors the ability to professionally communicate, reason ethically, become globally business aware, and integrate business knowledge with their technical, military, or supervisory experience

3. Who are your program's key stakeholders? In other words, who does your program serve? Undergraduate students? Graduate students? Non-traditional students? Students preparing for graduate school?

This program serves undergraduate students with previous technical training, military training and/or supervisory experience

4. What type of careers or further study will the program prepare students for?

This program will prepare graduates to lead and manage an organization within the chosen technical field, move on to leadership and management positions within other industries, and to further their education in a selected graduate level business or management program.

Sample Completed Mission Statement Template

The mission of [Bachelor of Applied Arts and Sciences – Business Management] is to

develop business managers and leaders

by providing majors

a high quality and relevant education in business management including small business and entrepreneurship. The program provides the majors the ability to professionally communicate, reason ethically, become globally business aware, and integrate business knowledge with their technical, military, or supervisory experience

in order to

serve undergraduate students with previous technical training, military training and/or supervisory experience.

This program will prepare graduates to lead and manage an organization within the chosen technical field, move on to leadership and management positions within other industries, and further their education in a selected business or management graduate level program.

Completed mission statement

The mission of the Bachelor of Applied Arts and Sciences degree program is to develop business managers and leaders by providing majors a high quality and relevant education in business management including small business and entrepreneurship. The program provides the majors the ability to professionally communicate, reason ethically, become globally business aware, and integrate business knowledge with their technical, military, or supervisory experience. Serving undergraduate students with previous technical training, military training, and / or supervisory experience, this program will prepare graduates to lead and manage an organization within the chosen technical field, move on to leadership and management positions within other industries, and further their education in a selected graduate level business or management program.

SECTION 3: CREATING LEARNING OUTCOMES

Now that you have completed your program's mission statement, you are ready to start developing student learning outcomes. This section provides guidelines for developing and reviewing learning outcome statements and will serve as a foundation for the remaining steps in the assessment process. Sample learning outcome statements are included in this section for your information. A group exercise for program faculty is provided to assist in the development of three to five learning outcomes for your program, including a curriculum map for you to use to tie the outcomes to specific courses in the program. Once completed, use the checklist in this section to review them to ensure that they are sufficient.

What Are Student Learning Outcomes?

Learning outcomes are statements of the knowledge, skills and abilities individual students should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences. Before preparing a list of learning outcomes consider the following recommendations:

Learning outcomes should be specific and well defined. When developing a list of student learning outcomes, it is important that statements be specific and well defined. Outcomes should explain in clear and concise terms the specific skills students should be able to demonstrate, produce, and know as a result of the program's curriculum. They should also exclude the greatest number of possible alternatives so that they can be measured. For example, the learning outcome "Students completing the BS in Math should be well practiced in the relevant skills of the field" is too vague. In this example, we do not know what the relevant skills of the field of math include. This will create problems in measuring the behavior of interest and drawing valid conclusions about the program's success.

Learning outcomes should be realistic. It is important to make sure that outcomes are attainable. Outcomes need to be reviewed in light of students' ability, developmental levels, their initial skill sets, and the time available to attain these skill sets (i.e. 2 years). They should also be in line with what is being taught.

Learning outcomes should rely on active verbs in the future tense. It is important that outcomes be stated in the future tense in terms of what students should be able to do as a result of instruction. For example, the learning outcome "Students have demonstrated proficiency in..." is stated in terms of students' actual performance instead of what they will be able to accomplish upon completion of the program. Learning outcomes should also be active and observable so that they can be measured. For example, outcomes like "Students will develop an appreciation of, and will be exposed to..." are latent terms that will be difficult to quantify. What does it mean to have an appreciation for something, or to be exposed to something?

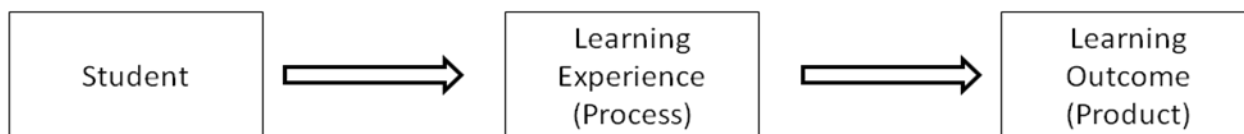
Learning outcomes should be framed in terms of the program instead of specific classes that the program offers. Learning outcomes should address program goals and not specific course goals since assessment at the college level is program-focused. For example, the learning outcome “Students completing General Business 311 should be able to...” is focused at the course level. It does not describe what a graduating senior in Business Administration should be able to demonstrate as a result of the program.

There should be a sufficient number of learning outcomes. You should include between two to three learning outcomes per goal, in your assessment plan. Fewer than two may not give you adequate information to make improvements, more than five may be too complicated to assess. *It is important to note that learning outcomes will not be assessed in all courses.* The program may choose to focus their assessment of the outcomes in one or two applicable courses. This doesn't mean the learning only takes place in these courses, as learning may take place in multiple courses across the program.

Learning outcomes should align with the program's curriculum. The outcomes developed in your plan need to be consistent with the curriculum goals of the program in which they are taught. This is critical in the interpretation of your assessment results in terms of where changes in instruction should be made. Using curriculum mapping is one way to ensure that learning outcomes align with the curriculum. A curriculum map is a matrix in which learning outcomes are plotted against specific program courses. Learning outcomes are listed in the rows and courses in the columns. This matrix will help clarify the relationship between what you are assessing at the program level and what you are teaching in your courses. An example curriculum map is included in this section for you to complete as part of the group exercise.

Learning outcomes should be simple and not compound. The outcomes stated in your plan should be clear and simple. Avoid the use of bundled or compound statements that join the elements of two or more outcomes into one statement. For example, the outcome “Students completing the BS in mathematics should be able to analyze and interpret data to produce meaningful conclusions and recommendations and explain statistics in writing” is a bundled statement. This outcome really addresses two separate goals, one about analyzing and interpreting data and another about writing.

Learning outcomes should focus on learning products and not the learning process. Learning outcomes should be stated in terms of expected student performance and not on what the faculty intends to do during instruction. The focus should be on the students and what they should be able to demonstrate or produce upon completion of the program. For example, the learning outcome “Introduces mathematical applications” is not appropriate because its focus is on instruction (the process) and not on the results of instruction (the product).



Constructing Learning Outcomes

Considering Taxonomies. Taxonomies of educational objectives can be consulted as useful guides for developing a comprehensive list of student outcomes. Taxonomies attempt to identify and classify all different types of learning. Their structure usually attempts to divide learning into three types of domains (cognitive, affective, and behavioral) and then defines the level of performance for each domain. Cognitive outcomes describe what students should know. Affective outcomes describe what students should think. Behavioral outcomes describe what students should be able to perform or do.

Bloom's Taxonomy. Bloom's Taxonomy of Educational Objectives (1956) is one traditional framework for structuring learning outcomes. Levels of performance for Bloom's cognitive domain include knowledge, comprehension, application, analysis, synthesis, and evaluation. These categories are arranged in ascending order of cognitive complexity where evaluation represents the highest level. The table below presents a description of the levels of performance for Bloom's cognitive domain.

Level	Description
Knowledge <i>(represents the lowest level of learning)</i>	To know and remember specific facts, terms concepts, principles or theories
Comprehension	To understand, interpret, compare, contrast, explain
Application	To apply knowledge to new situations to solve problems using required knowledge or skills
Analysis	To identify the organizational structure of something; to identify parts, relationships, and organizing principles
Synthesis	To create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme
Evaluation <i>(represents the highest level of learning)</i>	To judge the quality of something based on its adequacy, value, logic or use

Using Power Verbs

When composing learning outcomes, it is important to rely on concrete action verbs that specify a terminal, observable, and successful performance as opposed to passive verbs that are not observable. For example, the statements “be exposed to,” “be familiar with,” and “develop an appreciation of,” are not observable and would be difficult to quantify. The table below provides a list of common active verbs for each of Bloom’s performance levels. *Please note this list is not all inclusive.*

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define/state	classify	apply	analyze	arrange	appraise
identify	describe	compute	appraise	assemble	assess
indicate	discuss	construct	calculate	collect	choose
know	explain	demonstrate	categorize	compose	compare
label	express	dramatize	compare	construct	contrast
list/label	identify	employ	contrast	create	decide
memorize	locate	give examples	criticize	design	estimate
name	paraphrase	illustrate	debate	formulate	evaluate
recall	recognize	interpret	determine	manage	grade
record	report	investigate	diagram	organize	judge
relate	restate	operate	differentiate	perform	measure
duplicate	review	organize	distinguish	plan	rate
select	suggest	practice	examine	prepare	revise
underline	summarize	predict	experiment	produce	score
tell	translate	inspect	propose	select	argue
translate	cite	inventory	set up	value	critique
sketch	question	articulate	infer	model	interpret
read	distinguish	assess	solve	perform	criticize
use	solve	collect	test	integrate	defend

Other Sources for Learning Outcomes

When creating learning outcomes, it may also be helpful to consult professional organizations, similar programs at other universities, methods books, peer institution websites, or banks of learning outcomes on-line. It is also useful to develop ideas for student learning outcomes based on what students have accomplished in previous semesters.

Sample Learning Outcomes

Professional Communication Ability:
Students will be able to demonstrate proficiency in their written communications
Students will be able to demonstrate proficiency in their oral presentations
Ethical Reasoning:
Students will be able to recognize an ethical dilemma.
Students will be able to evaluate the implications of an ethical dilemma from a variety of ethical frameworks.
Students will be able to design and defend a reasoned resolution to an ethical challenge.
Global Business Awareness:
Students will be able to recognize the impacts of business globalization.
Students will be able to discuss the dimensions of conducting business globally.
Business Integration & Knowledge
Students will be able to utilize management information systems to support business decision making.
Students will be able to integrate the knowledge across multiple business functional areas.
Students will be able to demonstrate knowledge proficiency in the core business disciplines.
BAAS Programmatic Objective
Students will be able to integrate multiple business functional areas with the technical, military, or experiential knowledge previously received.

Using a Curriculum Map

After you have developed the learning outcomes for your program, you should use a curriculum map to see how the outcomes you have developed are met in each course in the program. A curriculum map is simply a matrix in which you list each learning outcome in the rows and the program courses in the columns to indicate which courses contribute to each learning outcome. In each cell, place a letter to indicate how the course relates to the learning outcome. Use the letter “X” to designate which courses in the program are *introduced or reinforced*, and the letter “A” to designate which courses in the program will be *assessed* in the corresponding learning outcomes. By completing the curriculum maps, you can check for unnecessary redundancies, inconsistencies, misalignments, weaknesses and gaps in your learning outcomes.

For example, the curriculum map below reveals that the 4th learning outcome is not addressed by any of the courses in the Business program. To correct for this a course could be redesigned to include this outcome or the outcome could be eliminated from the program.

Learning Outcome	Course Number				
	Fin 301	GB 311	MGMT 301	MKTG 314	GB 459
Outcome 1	X	X	X	X	A
Outcome 2	X	X	A	X	A
Outcome 3		X	X		
Outcome 4					
Outcome 5			X	A	A

Problem: None of the learning outcomes have been met in Learning Outcome 4 →

Use the curriculum map template to verify that your program’s curriculum aligns with your learning outcomes. A sample completed curriculum map is also included for your reference.

A recommendation is to develop a curriculum map as a group exercise with your program faculty to facilitate faculty discussion about the program’s learning priorities. The curriculum map will also illustrate how well your curriculum aligns with the specified outcomes. You can also use it to help design your assessment plan (e.g., which courses you might sample students from or administer assessment to). It will also provide a reference that may assist in interpreting assessment results later and in determining where you might make modifications in the curriculum.

Group Exercise to Create Learning Outcomes

INSTRUCTIONS: *Have a group of faculty members in your program complete this exercise. At the end of this process, you should be able to summarize and articulate 3-5 learning outcomes for your program's assessment plan.*

Step 1

Start with a discussion describing what the “perfect student” graduating from your program should be able to demonstrate, represent, or produce.

Step 2

Have each faculty member write down 3-5 learning outcome statements and use the checklist located on page 26 to evaluate them.

Step 3

Conduct a panel discussion about your learning outcomes using a facilitator. Combine all criteria on to one list and have each member anonymously rank the outcomes as being very, somewhat, or not important. Discuss the results with your faculty and repeat the process until consensus is reached.

Step 4

Map learning outcome statements to courses in the program to ensure educational coherence using the matrix on the following page. This will ensure that every student in your program has sufficient opportunity to achieve every outcome.

Step 5

List your final set of learning outcomes and have faculty use the checklist on page 26 once more to make any last changes.

Curriculum Map

Use this map to verify if your program outcomes are in line with your program's current educational curriculum. This activity will serve as a road map for writing learning outcomes as well as assist you later in interpreting assessment results and making program improvements.

LEARNING OUTCOME	COURSE NUMBER																					
Use these codes under each course as appropriate: I=Introduce in course; R=Reinforce; E=Emphasize																						

Sample Completed Curriculum Map

Curriculum Map																	
Learning Outcome	General Education Requirements				Major Lower-Level Course				Major Upper-Level Course Requirements								
	ENGL 1301/02	SPCH 1311/15/21	GOVT 2305/06	ACCT 2301	ACCT 2302	ECON 2301	FNK 301	GBK 301	GBK 311	GBK 344	GBK 401	GBK 459	MGTK 301	MGTK 302	MGTK 350	MGTK 450	MKTK 301
Professional Communication Ability: Students will be able to demonstrate proficiency in their written communications	X							A		X		A	X		X		
Students will be able to demonstrate proficiency in their oral presentations		X					A					A					
Ethical Reasoning: Students will be able to recognize an ethical dilemma.											A	X	X		X		X
Students will be able to evaluate the implications of an ethical dilemma from a variety of ethical frameworks.										A							
Students will be able to design and defend a reasoned resolution to an ethical challenge.										A							
Global Business Awareness: Students will be able to recognize the impacts of business globalization.			X					X		A	X	X	X				X
Students will be able to discuss the dimensions of conducting business globally.							X		A	X	X	X	X				
Business Integration & Knowledge Students will be able to utilize management information systems to support business decision making.												X	X				A
Students will be able to integrate the knowledge across multiple business functional areas.				X	X	X						A					
Students will be able to demonstrate knowledge proficiency in the core business disciplines.				X	X	X						A	X	X	X		X
BAAS Programmatic Objective Students will be able to integrate multiple business functional areas with the technical, military, or experiential knowledge previously received.	X		X	X	X	X	X		A		A		X			X	X

Use this map to verify if your program outcomes are in line with your program's current educational curriculum. This activity will serve as a road map for writing learning outcomes as well as assist you later in interpreting assessment results and making program improvements.

NOTE: You do not need to include course titles on your curriculum map. You can enter the courses in whatever order makes the most sense for your program. You should include courses taught outside your department if they are part of the major.

<p style="text-align: center;">Learning Outcomes Checklist</p> <p><i>Once you have developed your learning outcomes, use this checklist to verify that our learning outcomes are complete. List your learning outcomes in the first column and then evaluate each outcome by placing a check mark in the appropriate boxes for each outcome.</i></p>	Can be directly measured and observed						
	Maps directly to curriculum						
	Focuses on student learning outcomes and not teaching activity						
	Relies on action verbs in future tense						
	Is useful to identify areas to improve						
	Describes what students are intended to do, know, produce						
	LEARNING OUTCOME						

Results from the Learning Outcomes Checklist

If you are able to check all of the columns on the checklist for every outcome, you are ready to go on to the next section in which you will select the methods for how you are going to assess these outcomes.

The following figure is an example curriculum map created in TaskStream. Please note the legend uses I: Introduced, P: Practiced, and R: Reinforced. Within COBA, program leads will use X: Introduced/Practiced and A: Assessed. A request to change the legend has been made. Until further notice, when creating a curriculum map in TaskStream, use P to designate Introduced/Practiced and R to designate Assessed. Assessed designates the courses and measures in which data will be collected for assessment.

Example Curriculum Map from TaskStream

BAAS - BM Curriculum Map

Courses and Activities Mapped to BAAS - BM

Courses and Learning Activities	Professional Communication Ability		Ethical Reasoning			Global Business Awareness		Business Integration & Knowledge			BAAS Programmatic Objective
	Students will be able to demonstrate proficiency in their written communications	Students will be able to demonstrate proficiency in their oral presentations	Students will be able to recognize an ethical dilemma.	Students will be able to evaluate the implications of an ethical dilemma from a variety of ethical frameworks.	Students will be able to design and defend a reasoned resolution to an ethical challenge.	Students will be able to recognize the impacts of business globalization.	Students will be able to discuss the dimensions of conducting business globally.	Students will be able to utilize management information systems to support business decision making.	Students will be able to integrate the knowledge across multiple business functional areas.	Students will be able to demonstrate knowledge proficiency in the core business disciplines.	Students will be able to integrate multiple business functional areas with the technical, military, or experiential knowledge previously rec
FIN 301 Principles of Financial Management							P		P	P	P
GB 301 Fundamentals of Business Writing and Research	R	R				P	P				
GB 311 Business Statistics											
GB 344 Introduction to Global Environment of Business	P					R	R				R
GB 401 Business Ethics	P		R	R	R	P	P				
GB 459 Business Strategy	R	R	P			P	P	P	R	R	R
MGT 301 Principles of Management	P		P			P	P	P		P	
MGT 302 Personal/Business Resource Management										P	P
MGT 360 Organizational Behavior										P	
MGT 450 Management Information Systems	P		P					R			P
MKTG 301 Marketing			P			P				P	P
GB 332 Legal Environment of Business			R	R		R					
MGT 421/MGT 422 Production and Operations Management or Management Science											P
MGT 303/MGT 425 Supervisory Management or Leadership Theory and Practice											P
MGT 304/MGT 412 Small Business Management or Entrepreneurship											P
MKTG 316/318 Consumer Behavior or Promotional Strategy											P
MGT 403 Wage and Salary Administration											P

Legend: I Introduced P Practiced R Reinforced

SECTION 4: ASSESSMENT METHODS

Now that you have successfully developed program learning outcomes, you are ready to start thinking about ways to measure them. Selecting appropriate means for assessment is an essential step in the assessment process. In this section, different methods of assessment are presented with special attention devoted to validity issues surrounding assessment.

Selecting Assessment Measures

There are many different ways to assess student learning. In this section, we present the different types of assessment approaches available and the different frameworks to interpret your results.

Direct versus Indirect Measures of Assessment

Direct measures of assessment require students to represent, produce or demonstrate their learning. Standardized instruments, student portfolios, capstone projects, student performances, case studies, embedded assessments and oral exams all provide direct evidence of student learning. Indirect measures capture information about students' perceptions about their learning experiences and attitudes towards the learning process. Informal observations of student behavior, focus groups, alumni surveys, self-reports, curriculum and syllabi analysis, exit interviews, and evaluation of retention rates are some examples. The difference between direct and indirect measures of student learning has taken on new importance as accrediting agencies such as SACSCOC have required the use of direct measures to be the primary source of evidence. Indirect measures may serve only as supporting evidence. (See table on page 30).

Objective versus Performance Assessment

Objective assessments such as short answer, completion, multiple-choice, true-false, and matching tests are structured tasks that limit responses to brief words or phrases, numbers or symbols, or selection of a single answer choice among a given number of alternatives (Miller & Linn, 2005). Objective assessments capture information about recall of factual knowledge and are less useful for assessing higher-order thinking due to their structured response format that allows for only one best answer. Performance assessments allow for more than one correct answer. They require students to respond to questions by selecting, organizing, creating, performing and/or presenting ideas. For this reason, performance assessments are better at measuring higher-order thinking. However, these assessments are often less reliable than objective assessments since they require expert judgment to score responses.

Embedded and Add-On Assessment

Embedded assessments are tasks that are integrated into specific courses. They usually involve classroom assessment techniques but are designed to collect specific information on program learning outcomes. These assessments are typically graded by course instructors and then pooled across sections to evaluate student learning at the program level. Embedded assessments are highly recommended. They are easy to develop and to administer and can be directly linked to the program's curriculum and learning outcomes. Additionally, students are usually more motivated to show what they are learning since embedded assessments are tied to the grading structure in the course. Add-on assessments are additional tasks that go beyond course requirements and are usually given outside of the classroom such as during designated assessment days on campus. Generally they involve standardized testing. Because they are not typically part of the course grading structure, students are often less motivated to perform well. Some programs have tried to eliminate this problem by offering incentives for performance.

Local versus Standardized Assessment

Local assessments are instruments developed by faculty members within a program for internal use only. They are helpful in assessing standard-based questions (i.e., whether or not students are meeting objectives within the program), because they can be directly linked to program learning outcomes. Standardized assessments are published instruments developed outside of the institution. They rely on a standard set of administration and scoring procedures and because of this are often times more reliable. These assessments provide information about how students in a program compare to students at other peer institutions or to national/regional norms and standards. Knowing what you want to assess is key in the selection of standardized instruments. This includes making sure that these assessments contain enough locally relevant information to be useful. It also means that norms should be comparable in terms of the institution's size, mission and student population in order to draw valid conclusions.

Although standardized assessments are primarily used to generate benchmarking information, they are sometimes used to answer standards-based questions. If you decide to use a standardized assessment for this purpose, make sure that the test content aligns with your learning outcomes, otherwise interpretations will be invalid. Secondly make sure results are reported in the form of subscales so that you can identify where improvements need to be made. Testing companies should be able to provide you with this information.

Direct Versus Indirect Measures




Measures	Description	Examples
Direct	<p>Prompt students to represent or demonstrate their learning or produce work</p> <p><i>Note: SACSCOC requires the use of direct measures of learning</i></p>	<ul style="list-style-type: none"> • Standardized instruments • Student portfolios • Capstone projects • Performance, products, creations • Case studies • Embedded-assessments • Orals
Indirect	<p>Capture students' perceptions of their learning attitudes, perceptions, and experiences. May also include informal observation of student behavior, evaluation of retention rates, and analysis of program procedures that are linked to student learning.</p> <p><i>Note: Indirect methods alone do not provide adequate information about student learning outcomes. They must be supplemented with direct measures.</i></p>	<ul style="list-style-type: none"> • Focus groups • Student surveys and exit interviews • Interviews • Alumni surveys • National surveys • Self-Reports • Observation • Curriculum and syllabi analysis

Examples of Direct Assessment Methods

Assessment Method	Description
Capstone Projects	<ul style="list-style-type: none"> • Culminating research projects that provide information about how students integrate, synthesize and transfer learning • Assess competence in several areas • May be independent or collaborative • Focus on higher order thinking • Are useful for program-level assessment • Examples: exams, integrative papers, projects, oral reports, performances • Typically disciplined based and may be designated as a “senior seminar” • Scoring Method: Pre-Specified rubrics
Course-Embedded Assessment	<ul style="list-style-type: none"> • Assessment procedures that are embedded into a course’s curriculum • May include test items or projects • May be take-home or in-class • Usually locally developed • Can be used assesses discipline-specific knowledge • Scoring methods: Raw scores or pre-specified rubrics
Performance Assessment	<ul style="list-style-type: none"> • Use student activities to assess skills and knowledge • Assess what students can demonstrate or produce • Allow for the evaluation of both process and product • Focus on higher order thinking • Examples: Essay tests, artistic productions, experiments, projects, oral presentations • Scoring Methods: Pre-Specified rubrics
Portfolio Assessment	<ul style="list-style-type: none"> • Collection of student work over time that is used to demonstrate growth and achievement • Usually allows student to self-reflect on incorporated work • May include written assignments, works of art, collection of projects, programs, exams, computational exercises, video or other electron media, etc. • Focus on higher-order thinking • Scoring Methods: Pre-Specified rubrics
Standardized Instruments	<ul style="list-style-type: none"> • Instruments developed outside the institution with standardized administration and scoring procedures and frequently with time restrictions • Psychometrically tested based on “<i>norming</i>” group • Sometimes allow for national comparisons • Caution: Content may not link to local curriculum and so may not pinpoint where to improve; normative comparisons may be inappropriate; do not allow for examination of processes of learning; • Scoring Methods: Answer key, scored by testing company
Localized Instruments	<ul style="list-style-type: none"> • Instruments within the university usually developed within the department for internal use only • Content may be tailored to match outcomes exactly • Caution: Not as psychometrically sound as standardized instrument unless validated internally • Scoring Methods: Answer key, scored internally

TaskStream Measures

Within TaskStream you will need to insert the following information: Measure Title, Measure Type/Method (drop-down box in TaskStream), Measure Level (drop-down box in TaskStream), Assessment Description, Criteria for Success, Implementation Plan (timeline), and Key/Responsible Personnel. Each measure item listed above must be included within each measure that will be used during an assessment cycle. The following figure shows the TaskStream field in which the information will be inserted. The program is copy/paste capable.

* Measure Title:	<input type="text"/>
Measure Type/Method:	- Select -  
Measure Level:	- Select - 
Assessment Description:	<input type="text"/>
Criteria for Success:	<input type="text"/>
Implementation Plan (timeline):	<input type="text"/>
Key/Responsible Personnel:	<input type="text"/>

Sampling

One of the decisions that must be made about assessment is how to select students to participate. Because we are a small university, we have many programs with small numbers of graduates each year. For this reason, most small programs won't use sampling at all. Please note that even if your program has only one graduate, you must assess that student and submit an annual report. However, these data will have limited use until multiple years of data are collected and aggregated.

On the other hand, when the population size of the program is large and classes have multiple sections, assessing every student in the program may become an unmanageable task that will require the use of a sampling procedure. It is important to consider the manner in which students are selected since this has important implications in terms of how results may be generalized to the entire population of

students in the program. When a sample is biased it will be difficult to draw valid conclusions about how the program is working.

Sampling bias occurs when sampling procedures consistently under-represent some kinds of groups while over-representing others. To avoid bias, every student ideally should have an equal opportunity of being selected. For this to occur, there must be an unbiased sampling frame, one that does not exclude certain individuals (i.e., the worst students, a particular gender, major or race, etc.). Simple random sampling provides the best means of obtaining a representative sample. However, in most instances this is difficult to do since access to the entire population of students in a program may not be available. In most cases, programs often rely on multistage sampling that is not truly random. For example, courses or sections of courses are selected and then students are systematically sampled from these classes. This is done by first arranging students' work in alphabetical order, randomly selecting a starting point, and then selecting every k^{th} student. However, the main point is to try to make the sample as representative as possible by not excluding any particular group of students. In courses with multiple sections, it is important to include all sections to avoid a possible "professor" effect.

The other important consideration in sampling is the number of students to include in the sample to draw valid conclusions. Obviously the greater the sample size, the more confidence you may have in your conclusions. We recommend a very simple rule of thumb. Include all students in the sample if there are there fewer than thirty-five students who can be assessed ($N < 35$). If there are thirty-five or more students you may choose to use sampling rather than assessing all students. Consult the table below to get an approximate sample size given a population size, assume a 5% margin of error, and a 95% confidence level. We realize that margin of error can only truly be estimated for a probability sample; however this table will provide an approximate estimate of what you may need.

Population Size	Sample size
35	32
50	44
75	63
100	80
125	94
150	108
175	120
200	132

Note: 5% margin of error and 95% confidence level

Assessment Schedules

Please note that assessment and continuous improvement is an annual requirement; however, there is not an annual requirement analyze and assess data on each learning outcome or objective. Therefore, program leads have the ability to collect and pool data over multiple years to ensure a large enough and representative sample for analysis. An

assessment schedule should be developed and implemented to ensure appropriate data collection in each assessment year. Please note: For AACSB accreditation, each goal should be measured and assessed at least twice within a 5 year period. The standard for COBA is to measure and assess at least one outcome biennially. Each outcome is assessed at least once in each 5 year period. Also note: When a single measurement instrument is used to assess more than one outcome, clustering objective(s) for that instrument into the same year may make the use of that instrument easier to manage. The following is an example of an assessment schedule.

Example Assessment Schedule

Outcomes	Program: General Business BBA / BAAS										Data Type
	Year for Measurement										
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
Professional Communication Ability:											
Students will be able to demonstrate proficiency in their written communications	X		X		X		X		X		Assessment Rubric
Students will be able to demonstrate proficiency in their oral presentations		X		X		X		X		X	Assessment Rubric
Ethical Reasoning:											
Students will be able to recognize an ethical dilemma.	X		X		X		X		X		Assessment Rubric
Students will be able to evaluate the implications of an ethical dilemma from a variety of ethical frameworks.		X		X		X		X		X	Embedded Questions
Students will be able to design and defend a reasoned resolution to an ethical challenge.			X			X			X		Assessment Rubric
Global Business Awareness:											
Students will be able to recognize the impacts of business globalization.		X			X			X			Assessment Rubric
Students will be able to discuss the dimensions of conducting business globally.	X			X			X			X	Research Report
Business Integration & Knowledge											
Students will be able to utilize management information systems to support business decision making.		X		X		X		X		X	Research Report
Students will be able to integrate the knowledge across multiple business functional areas.	X	X	X	X	X	X	X	X	X	X	Peregrine Standardized Test
Students will be able to demonstrate knowledge proficiency in the core business disciplines.	X		X		X		X		X		Peregrine Standardized Test
BAAS Programmatic Objective											
Students will be able to integrate multiple business functional areas with the technical, military, or experiential knowledge previously received.		X		X		X		X		X	Peregrine Standardized Test

REMINDERS

At least one outcome must be assessed each year.

Each outcome must be assessed at least once in each five-year period.

When a single measurement instrument is used to assess more than one SLO, clustering objective(s) for that instrument into the same years may make use of that

Measurement Issues

There are many different ways to assess learning outcomes, but regardless of the type of procedure selected, all assessment should possess certain characteristics. The most important of these are reliability and validity.

Validity

Validity refers to the meaningfulness and appropriateness of the uses and interpretations to be made of assessment results and is considered the most important criteria when selecting an assessment procedure (Miller & Linn, 2005). There are many factors that may affect validity of interpretations and uses of assessment. These may include factors within the assessment itself, in the relationship between teaching and

testing, in the administration and scoring of instruments, and in the nature of the group being assessed. A major goal in the construction, selection and use of assessment instruments is to control for those factors that will have the potential effect on validity and to interpret the results in accordance to what validity evidence is available. Presented below are some questions for evaluating assessment methods in light of validity considerations. AACSB desires a minimum of face validity (or content validity) on all measuring instruments.

- 1) Does the content represent the construct that you are interested in assessing? Does the method of assessment align with your student outcomes and prompt students to represent the dimensions of learning desired? Are you measuring the content too narrowly leading to a narrow interpretation or are you measuring the content too broadly (e.g., measuring something more than the learning outcomes that you are looking for)?
- 2) Will the assessment method elicit responses from the students that are consistent with the learning outcomes desired?
- 3) How do your assessment results compare to other measures like it? You would expect students scoring high on one criterion to score high on another criterion like it. You might use grades as a proxy but remember to interpret results carefully. Grades are not a flawless criterion as we have already mentioned as they are lacking in the comprehensiveness and are contaminated by other factors.

Tips on Selecting Instruments

Look at the instrument's measurement properties
Has it been validated? Does it have good measurement properties?
Identify the kind of inferences that can be drawn
Determine its limitations and restrictions (i.e., will this work for your sample of students at this university?)

Reliability

Next to validity, reliability is an important characteristic of assessment results. Reliability provides the consistency that makes valid interpretations possible. It looks at issues related to stability and consistency of test scores over time, test administrations, test forms, and raters as well as homogeneity of items within an instrument. For example, if different faculty members obtain similar ratings on the same assessment task we can conclude that our results are reliable from rater to rater and if similar scores are obtained when the same assessment instrument or equivalent forms are used in a pre/post design we can conclude that our results are reliable across administrations and test forms. However, we cannot expect assessment results to be perfectly stable since there are many factors that may contribute to fluctuations. These factors contribute to measurement error, and methods for determining reliability essentially are a means for

determining how much measurement error there is in our results. We want to minimize measurement error as much as possible. When making criterion-referenced interpretations (i.e., comparison to a fixed standard as opposed to relative standing) our desire for consistency of measurement is similar to norm-referenced interpretations (i.e., consistency across raters, task, time, and forms); however, the focus is more often on whether the performance meets the standard than on the actual scores. For a more detailed discussion on how to estimate reliability, consult Linn and Miller (2005).

Tips to Increase Reliability

Test Length	Tests with more items have higher reliability assuming items are homogeneous
Time Limits	Increasing test time increases reliability; decreasing time between two test administrations of the same test or similar form increases reliability
Training Raters	Training raters increases consistency across raters

Scoring Procedures

Once you have identified a means of assessment, the next step is identifying a scoring procedure. The assessment methodology you choose will dictate how you will score student data. If you are using some type of objective assessment to measure student learning than the instrument should be scored dichotomously with an answer key to ensure standardization. Scores will be presented in the form of the number or percent correct.

Standardized assessments are usually scored by a testing company and results can be presented in the form of raw or scale scores to make interpretation easy. Results may be aggregated across subscales or for the test as a whole (i.e., composite score).

Performance assessments require the use of a standardized scoring procedure usually involving a rubric. A rubric is a matrix that identifies the expected outcomes of performance on task with the respective levels of performance along those outcomes. There are two type of scoring rubrics. Analytic scoring rubrics break scoring down into components. They provide descriptions and sub-scores for each characteristic of performance. For example, a writing assessment may be broken down into integration of ideas, mechanics, and clarity of expression. Holistic scoring rubrics on the other hand provide a single score for overall performance. Because of this analytic scoring rubrics provide more information and have more of a diagnostic value than holistic scoring rubrics.

Parts of a Rubric

There are four components to a rubric: 1) a task description; 2) task dimensions; 3) a performance scale; and 4) cell descriptions. (See the figure on the following page.) The task description describes the assessment activity that serves as a reminder to the grader as to what the task is about. This can be created directly by cutting and pasting from a course syllabus or from the assessment task directions. The task dimensions lay out and describe the parts of the task and are listed in the first column of the table. They should be directly observable and in harmony with the program's learning outcomes. The performance scale identifies the levels of performance along each of the dimensions and is presented in the first row of the table. Scales should include three to five points. Too many scale points makes it more difficult to differentiate between performance levels. Finally, cell descriptions operationalize what each level of performance means for each dimension. These may include check boxes beside each element of the performance description in the cell. They help convey why the student is given a particular score.

Illustration of a Rubric

Task Description (example): Each student will make a 5-minute presentation on the changes in one Texas community over the past thirty years. The student may focus the presentation in any way he/she wishes, but there needs to be a thesis of some sort, not just chronological exposition. The presentation should include x, y, and z.

	Scale: Level 1	Scale: Level 2	Scale: Level 3
Dimension 1			
Dimension 2			
Dimension 3			
Dimension 4			

(Stevens & Levi, 2004)

Developing a Rubric

When developing a rubric, first complete the table by filling in the dimensions in the first column. After you have completed this step, fill in the scale points along the boxes in the first row. Huba and Freed (2000) have developed a list of scale points which is presented below for your assistance. It is helpful to frame scale points in a positive light in order to mitigate potential shock for low marks. Complete the cell descriptions next for each row and corresponding column. Start out by identifying the extreme levels of performance (i.e., the highest and lowest levels of performance). The lowest level of performance can be the negation of the exemplary category or a list of typical mistakes that students may make. It may be helpful to look at student work to identify these descriptions. Next fill in the middle categories.

Once you completed your rubric, share it with other faculty members in the program to get their feedback. Ask them to apply it to a sample of student work to determine if they

understand the dimensions and performance levels and can identify any overlap between criteria for cell descriptions.

Examples of Scale Points

Lowest Level  **Highest Level**

Emerging	Progressing	Partial Mastery	Mastery
Not Yet Competent	Partly Competent	Competent	Sophisticated
Unacceptable	Marginal	Proficient	Exemplary
Novice	Intermediate	Intermediate High	Advanced
Beginning	Developing	Average	Accomplished

(Huba & Freed, 2000)

Sample Rubric: TAMU-CT Major Field of Study Task Description:	Scale Point (High)				
	Scale Point				
	Scale Point				
	Scale Point (Low)				
	Learning Outcome				

Scoring Using a Rubric

Because rating performance involves human judgment, it is subject to error. Personal biases, carry-over effects of judgments due to preceding tasks, and inconsistency in scoring due to lack of standardization of scoring criteria intrude and limit the value of the ratings. To avoid these common errors, 1) rate the performance of all students on one task before going to the next to keep scoring criteria in mind; 2) whenever possible rate performance without knowledge of student's name to avoid halo effects; 3) use multiple raters for high-stakes decisions; and 4) train your raters to calibrate their scoring by bringing them together to review their responses in order to identify patterns of inconsistent responses.

Selecting a Target

After identifying learning outcomes and ways to assess them, the next step is to identify standards of performance or targets. The purpose of identifying targets is to gauge student performance. If you don't have a clear sense of how you expect students in your program to perform, then it becomes more difficult to evaluate their performance and draw valid conclusions about your results. Setting targets can be thought of as setting an a priori hypothesis. Results compared against hypotheses are usually more informative.

In higher education, criteria for success are usually expressed in terms of the percentage of students who will meet a specified performance level. (See the template in the box below.) This is an arbitrary process since it is essentially a consensus judgment based on faculty's holistic impressions of how they expect students to perform. Because of this, it may take more than one try to set appropriate targets.

When identifying targets, it is important to set criteria that are reasonable in terms of what students are capable of performing. Targets that are too high or too low provide relatively little information. Targets should also be set with a timeframe in mind. Make sure that students have enough time to achieve the desired level of performance within the timeframe they have to complete the degree. Finally it is important the faculty is aware that performance data will not be used to evaluate them so that target setting remains unbiased and fair.

Template for Setting Targets

[Insert target figure] % of students will achieve [insert desired scale level] level of performance in [insert dimension of assignment or learning outcome].

NOTE: This template is provided to help you develop your target statement. You are not required to use this wording but you should include its components.

SECTION 5: PLANNING FOR DISSEMINATION AND USE

“The gods condemned Sisyphus to endlessly roll a rock up a hill, whence it would return each time to its starting place. They thought with some reason that there was no punishment more severe than eternally futile labor”

- The myth of Sisyphus (Camus 1955)

Just like the myth of Sisyphus, there is no punishment more severe than investing time and effort for nothing. As foolish as it may seem, the last and most important step in assessment, “closing the loop,” is often ignored after faculty have spent much time and effort developing a plan and collecting data.

Although it is impossible to predict what uses will be made of the assessment results until activities are conducted and results are considered, it is still important to think about how information will be shared and acted upon. This will include planning how results will be shared with faculty members in the program and what types of changes could be made in light of the assessment results (i.e., changes in your curriculum, teaching materials, or instruction).

Here is an example of what a plan for dissemination and use might look like:

Anecdotal evidence (professor reports) suggests that there is a wide discrepancy in the skill level of students entering into GB 459. Assessment data will be used to make decisions about our structure of existing courses. More specifically, the progression of our courses as students enter into GB 459. We will use the collected assessment data to help answer some of these questions by comparing assessment results for students who have taken MGT 301 versus those who have not while controlling for ability (SAT). In addition, we are interested in determining whether our current assessment instrument and rubric effectively assess application of scientific reasoning (i.e., instruments sensitivity). Results will be shared via a faculty retreat and on our program’s website. The entire staff and faculty will participate in reviewing the assessment data at a faculty retreat held each summer. Results will be presented by the assessment committee through a formal presentation. Additionally we will post the assessment results on-line annually for transparency.

Use the template below to develop your plans for dissemination and use of results to include in your assessment plan. Remember: AACSB requires closing the loop on each goal, at least twice in each 5 year period.

Template for Plan for Dissemination and Use

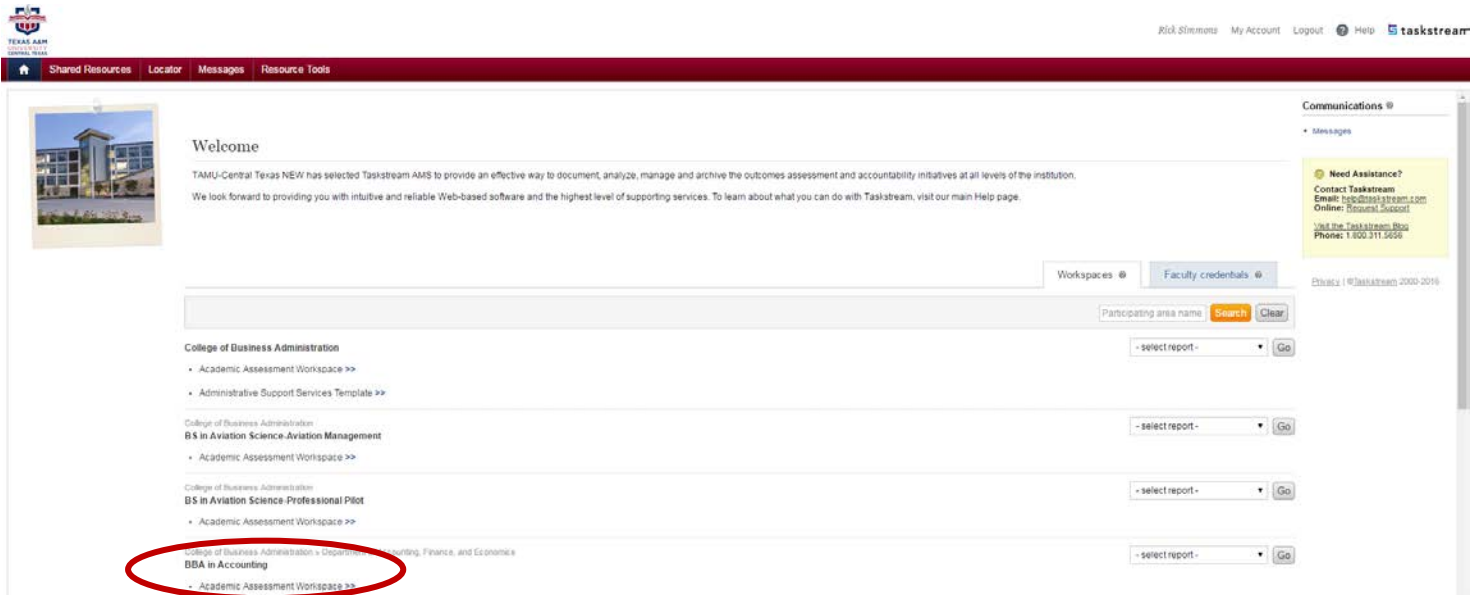
Assessment data will be used to make decisions about *[insert first item]* , *[insert second item if appropriate]* , and *[insert third item as appropriate]* .

Results will be shared via *[insert dissemination vehicle]* .

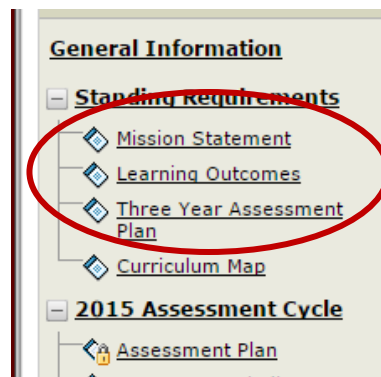
NOTE: This template is provided to help you develop your statement on how you plan to disseminate and use your assessment results. You are not required to use this wording but you should include its components.

SECTION 6: YOUR CONTINUOUS IMPROVEMENT PLAN

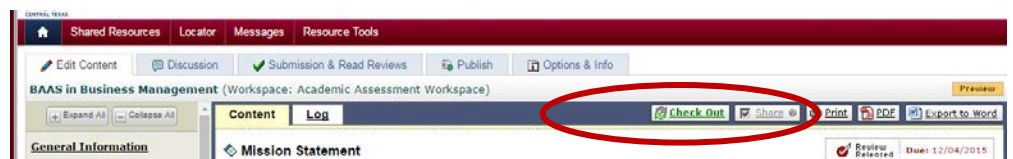
Now that you have successfully completed sections 2-5, you have all of the components required to develop your continuous improvement plan. This is the point where you will need to log in to TaskStream. After logging in, the first screen you come to will look similar to the following figure:



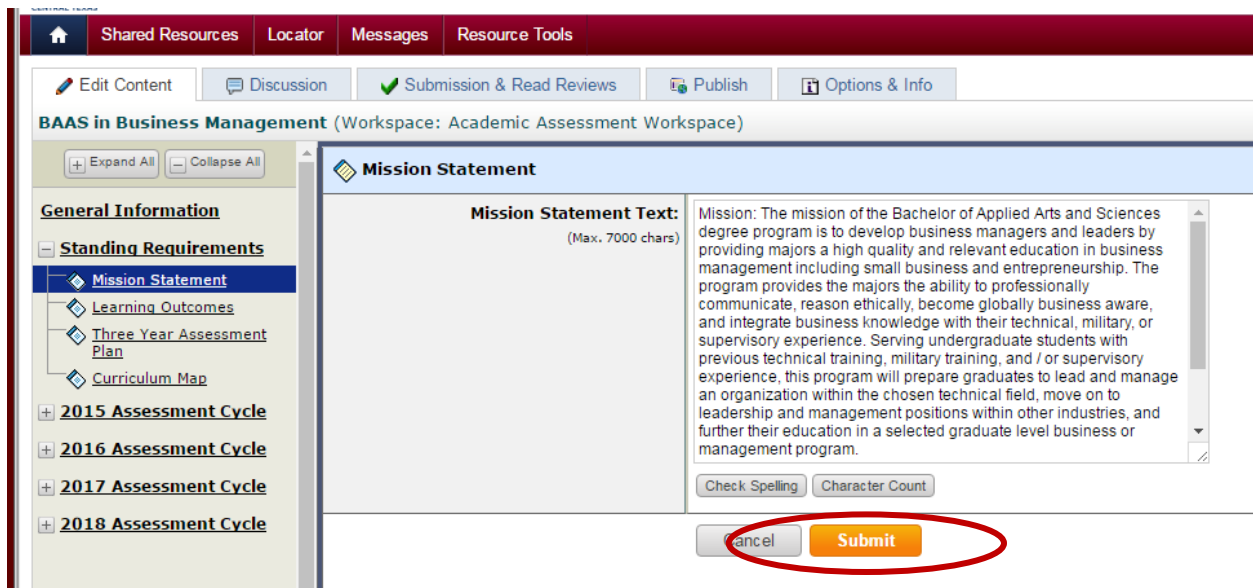
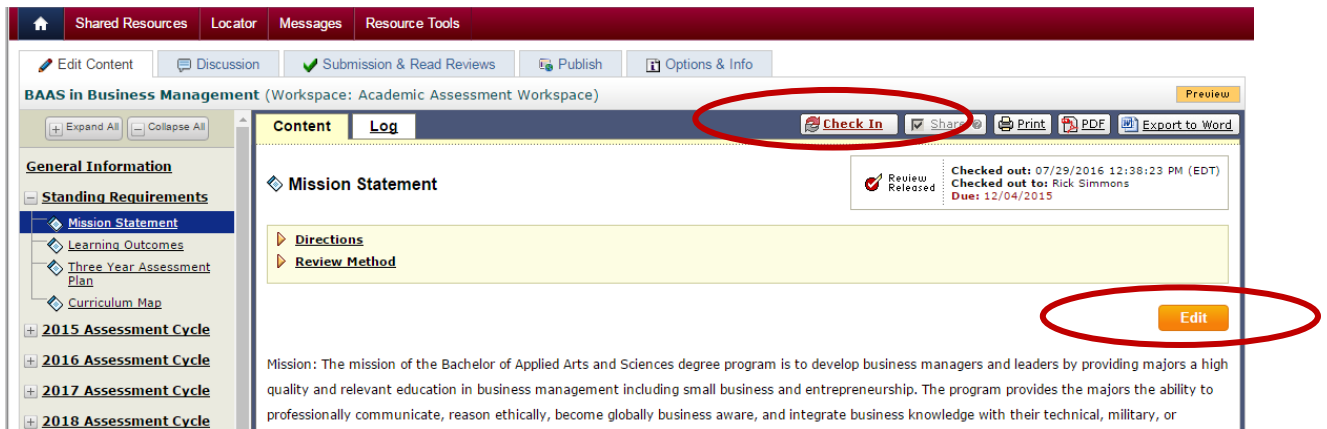
On this page you will find your program and select the “Academic Assessment Workspace” link (circled in the figure above). The next page will contain the links required to upload and maintain your plan. Begin by selecting the Standing Requirements and expanding the menu so that you able to see the Mission Statement, Learning Outcomes, Three Year Assessment Plan, and Curriculum Map links, as shown below.



In Standing Requirements, select each of the pictured links and either copy and paste your mission and outcomes, or conduct updates. It is from here your outcomes will populate all of the continuous improvement cycles. When selecting Mission Statement Link, for instance, you will see your mission statement and some menu tabs above the statement. To either upload a new mission or update a current mission, you will need to select the green “Check Out” button, so that editing can take place. This procedure of editing will be the same throughout the TaskStream program.



After selecting the “Check Out” button, you are ready to edit, just select the Edit button. Please note that once you’re done inserting or editing your text, select the submit button to save your edits. To complete the editing, you have to select the red “Check In” button to ensure the section doesn’t lock out reviewers and TAMUCT TaskStream Managers.



The Learning Outcome menu is a little bit trickier. Select the link and then select Check Out. If you are inputting new goals and outcomes, select the “Create New Set.” Then, select “Create New Learning Goal”; type the goal in the field provided select “Update”. This is the tricky part; to ensure the outcome aligns with the goal, find the “Create New Outcome” link that is directly beneath the newly created goal. You will insert the outcome by copying and pasting the outcome in the Outcome field. Then select Update.

The screenshot shows the 'BAAS in Business Management' interface. On the left is a 'General Information' sidebar with 'Standing Requirements' expanded to 'Learning Outcomes'. The main content area is titled 'Learning Outcomes' and includes a 'Directions' section with 'Review Method' and a 'BAAS in Business Management Outcome Set' table. The table has columns for 'Outcome' and 'Mapping'. The first row shows an outcome about written communications mapped to 'Academic Master Plan: Comprehensive Writing Program'. The second row shows an outcome about oral presentations with 'No Mapping'. Red circles and arrows highlight the 'Create New Set' button, the 'Create New Outcome' button, and the '[Map]' button in the first row of the table.

Mapping Learning Outcomes to the Academic Master Plan

The mapping of each outcome within your Standing Requirements, regardless if an outcome is being assessed in a particular assessment cycle, is required. Each outcome within each program will be mapped to at least one of the outcomes listed in the Academic Master Plan (AMP).

For those overall degree programs with multiple majors or concentrations, (i.e. BBA and CIS), the outcomes that are the same across majors and concentrations, should have the same mapping. For example the first four objectives in BBA are used in each of the BBA majors, the outcomes in each of the objectives should be mapped the same. Each of the program assessment leads will then map the major or concentration specific outcomes to a fitting AMP outcome.

In TaskStream, select your learning outcomes under the Standing Requirements menu. Then for each outcome, one outcome at a time, select “[Map]”, as shown in the picture.

BAAS in Business Management (Workspace: Academic Assessment Workspace)

Content Log

BAAS in Business Management Outcome Set (Learning Goals & Outcomes)

Professional Communication Ability

Outcome	Mapping	Map	Edit	Hide	Delete
Students will be able to demonstrate proficiency in written communications Q	No Mapping	[Map]	[Edit]	[Hide]	[Delete]
Students will be able to demonstrate proficiency in oral presentations Q	No Mapping	[Map]	[Edit]	[Hide]	[Delete]

Ethical Reasoning

Outcome	Mapping	Map	Edit	Hide	Delete
Students will be able to evaluate the implications of an ethical dilemma from a variety of ethical frameworks. Q	No Mapping	[Map]	[Edit]	[Hide]	[Delete]
Students will be able to design and defend a reasoned resolution to an ethical challenge. Q	No Mapping	[Map]	[Edit]	[Hide]	[Delete]

Global Business Awareness

Outcome	Mapping	Map	Edit	Hide	Delete
		[Map]	[Edit]	[Hide]	[Delete]

If the outcome has not been previously mapped, then select “Create New Mapping”.

BAAS in Business Management (Workspace: Academic Assessment Workspace)

Back to outcome sets

Directions: Manage mapping for outcome:

Students will be able to demonstrate proficiency in written communications (part of Professional Communication Ability)

Create New Mapping

Nothing is mapped to this outcome.

In the drop-down box of “Select category of set to map to”, select the “Outcome Sets in other organizational areas” option (in blue highlight).

BAAS in Business Management (Workspace: Academic Assessment Workspace)

Directions: Select the set to which you would like to map the Outcome:

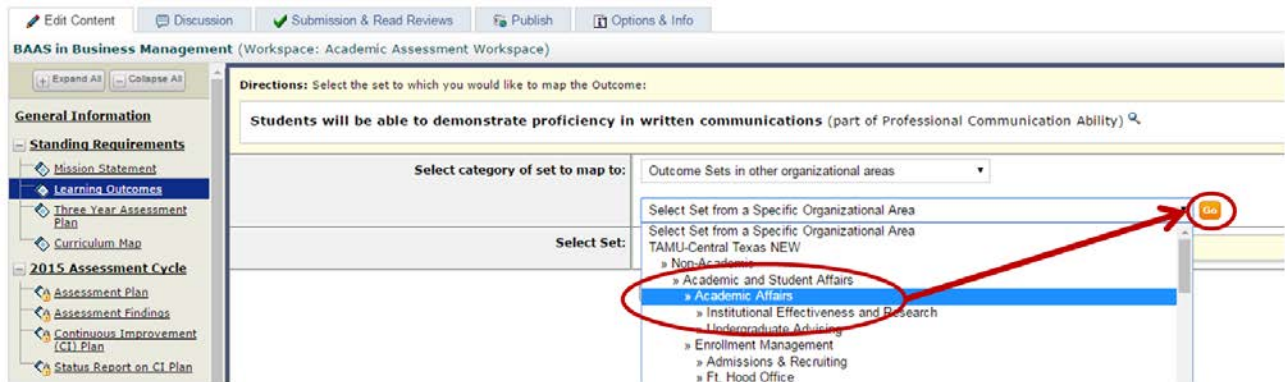
Students will be able to demonstrate proficiency in written communications (part of Professional Communication Ability) Q

Select category of set to map to: [Select Type of Set] Go

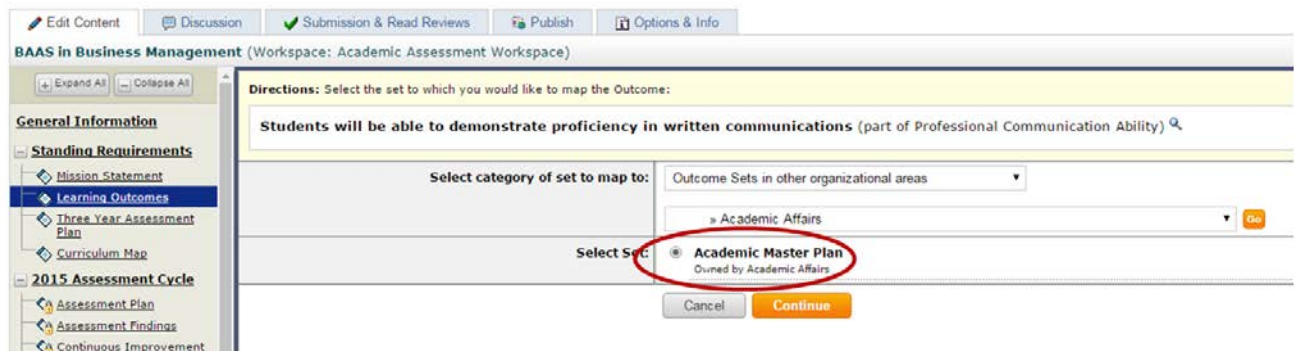
Select Set: [Goal sets distributed to BAAS in Business Management] button above.

[Outcome Sets in other organizational areas]

A second drop-box appears in the “Select category of set to map to:” category named “Select Set from a Specific Organizational Area”. Under “Academic and Student Affairs”, select the “Academic Affairs” option and the “Go” button.



Select the radial button for the “Academic Master Plan” in the “Select set:” field, then, select the “Continue” button.



The AMP has been divided into five primary areas, Academic Excellence, Faculty Excellence, Student Success, Student Access, and Community Engagement. Within each these areas, you will find outcomes with which you will be able to select a check box of the outcome that either matches or closely matches the outcome you are mapping. Therefore, scroll down the list of AMP outcomes and select the best fitting outcome to the outcome you are mapping. See the areas below. Then select “Continue” found at the bottom of the list of AMP outcomes.

ACADEMIC EXCELLENCE

A&M-Central Texas will be known for quality academic programs that are carefully selected to respond to regional needs.

Outcome

- Regional Accreditation**
Ensure that A&M-Central Texas maintains regional accreditation.
- Outcomes-based Academic Program Review**
Ensure quality academic programs through the utilization of an outcomes-based academic program review process
- Comprehensive Continuous Improvement Process**
Implement a comprehensive continuous improvement process that incorporates benchmarking with peer and aspirational programs
- Discipline-Specific Certification and Accreditation**
Implement a plan for pursuing and maintaining discipline-specific certification and accreditation for programs that have a certification and/or accrediting body
- Innovative Undergraduate and Graduate Programs**
Obtain internal and external stakeholder inputs to ensure that new undergraduate and graduate programs are innovative and meet regional needs

FACULTY EXCELLENCE

Promote a culture that celebrates faculty excellence in teaching, scholarship, and service

Outcome

- Academic Freedom**
Promote academic freedom through respect for multiple points of view that includes civil and open discussion
- Faculty Recruitment and Retention Plan**
Develop a faculty recruitment and retention plan that attracts and retains excellent teachers and innovative scholars
- Diversity Plan**
Develop a diversity plan for faculty recruitment and hiring
- Center for Innovative Teaching**
Develop a Center for Innovative Teaching that provides research-based and cutting-edge resources, including a mentoring program for all types of instructional design
- Faculty Salary Equity**
Conduct a continuing faculty salary equity study to compare with The College and University Professional Association for Human Resources (CUPA-HR) salary data to ensure salaries remain competitive
- Faculty Development Funds**
Provide faculty development funds to conduct and disseminate scholarship
- Librarians**
Explore the feasibility of moving librarians to a tenure or professional-track faculty position
- Community Engagement**
Facilitate community engagement through national level initiatives

STUDENT SUCCESS

Foster an environment for scholastic achievement and student success

Outcome

- Comprehensive Writing Program**
Develop a comprehensive writing program to meet Liberal Education and America's Promise (LEAP) high-impact educational practice standards
- Student Support Programs**
Provide a comprehensive array of student support programs for students that are accessible on campus and online, or at a distance
- Enhanced Information and Digital Literacy Programs**
Provide enhanced information and digital literacy programs to meet the needs of students on campus and online, or at a distance
- Undergraduate Student Advising**
Enhance undergraduate student advising through the combined efforts of professional advising staff and faculty
- Student Progress/Success**
Enhance monitoring and predicting of student progress/success, engagement levels, and career success
- Optimized for Student Success**
Ensure all operations are optimized for student success
- Student Scholarship**
Provide student development funds and opportunities to conduct and disseminate scholarship

STUDENT ACCESS

Texas A&M University-Central Texas will increase enrollment of academically qualified students to fulfill our mission of contributing to the economic transformation of our region

Outcome

- Strategic Enrollment Management Plan**
Develop and implement a strategic enrollment management plan
- Curriculum Plan**
Develop a curriculum plan to guide the development and approval of new degree programs that meet the needs of students and the community in the Central Texas region and in the state
- Academic Marketing Plan**
Increase recognition of the quality of the academic programs through a comprehensive academic marketing plan

COMMUNITY ENGAGEMENT

Texas A&M University-Central Texas will be known as a leader in community engagement and community based research

Outcome

- Service-Learning**
Support the establishment and institutionalization of service-learning at A&M-Central Texas
- Integrate Service-Learning and Community Engagement**
Fully integrate service-learning and community engagement into the teaching, research and service missions of the university and into reward systems
- Monitoring and Measuring Community Engagement Activities**
Develop institutional capacity for monitoring and measuring community engagement activities and perceptions of community engagement
- Integrate Community Engagement**
Integrate community engagement into student research, study abroad, and internships
- Professional Development Program**
Develop a comprehensive professional development program for faculty and staff on community engagement and community based research
- University Center for Civic and Community Engagement**
Create a University Center for Civic and Community Engagement to strengthen community-based initiatives and to provide a centralized hub for encouraging and coordinating civic and community engagement activities, partnerships, research, and initiatives in the region
- Pilot Campus**
Become a pilot campus in AASCU for the American Democracy Project Economic Inequality Initiative.

Your newly mapped outcome will look as shown below:

Outcome	Mapping
Students will be able to demonstrate proficiency in written communications	Academic Master Plan: Comprehensive Writing Program
Students will be able to demonstrate proficiency in oral presentations	No Mapping

Again, this mapping needs to be conducted for each outcome, regardless if the outcome is being assessed in a particular assessment cycle year. As outcomes change, then so, must the mapping; new outcomes must be mapped as described previously and changed outcomes will be mapped as described previously but with a slight difference. In changing the mapping of a particular outcome, you must first remove the previous mapped AMP outcome and then follow the instructions above. Select “[Remove Mapping]”, then select “Create New Mapping”.

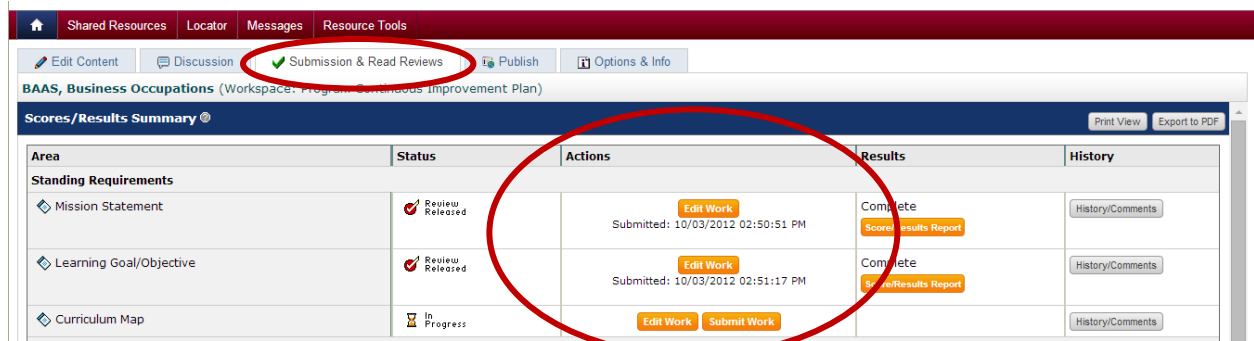
Outcome	Remove Mapping
Students will be able to demonstrate proficiency in written communications	[Remove Mapping]

Also please note that when you return to the site to make edits, links are given to you on the right side of the page. When you have completed your work here, please select “Check In.”

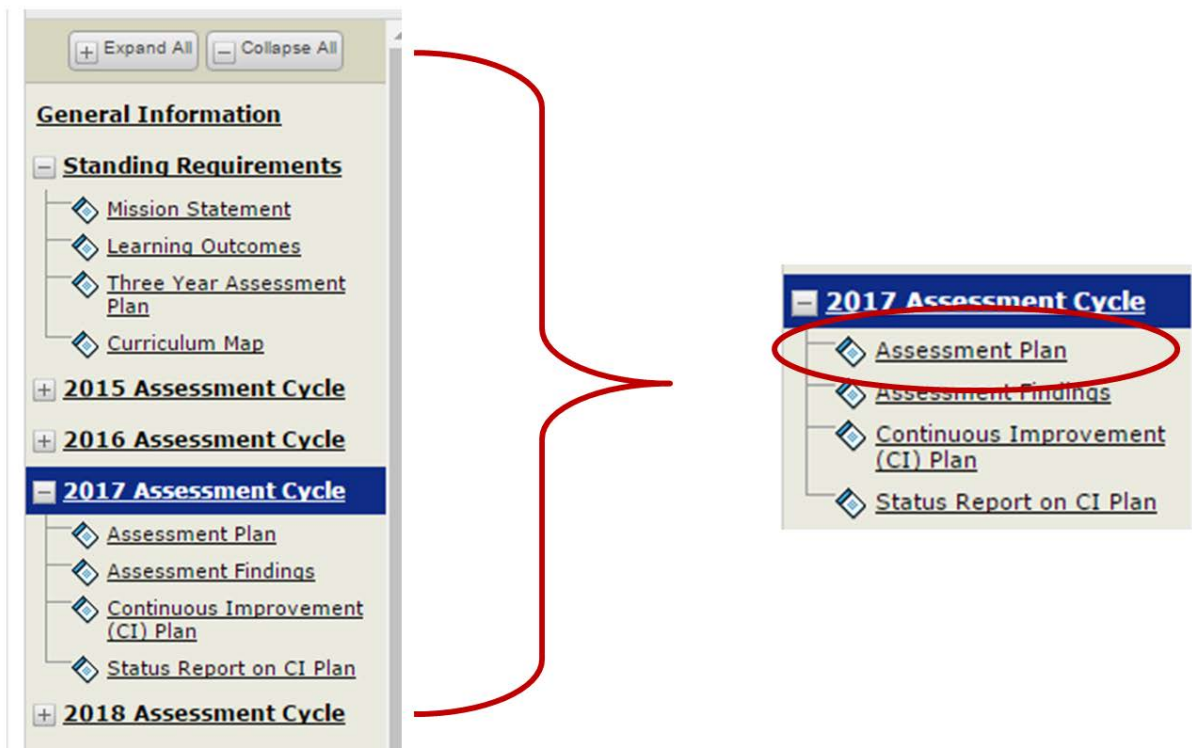
Now, select Curriculum Map from the Standing Requirements on the left margin menu, then select Check Out. If you have no current maps for your program, select Create New Curriculum Map and enter the title in the title field. Select the “View sets available within” your programs, in the “Select Alignment Set” field, then select the Go button. You should then see your objectives/outcomes title, view the set to ensure they are the correct set, and then select that set. See the following figure.

Please note, you need to save the map often to prevent loss of information. The save button is in the top right section of the window, see the curriculum map figure above.

Now select the “Submission & Read Reviews” tab at the top of the web page and select “Submit Work” so that your reviewers may review and comment on your mission, learning goals/objectives, and curriculum map.



You are now ready to complete the current year’s Assessment Cycle. Select the appropriate cycle from the left margin menu and select Assessment Plan.



As usual, you will need to select the Check Out button. If this is your initial Assessment Plan, then select “Create a New Assessment Plan”, or if you are using a previous cycle’s Assessment Plan, select “Copy Existing Plan as Starting Point”.

CENTRAL TEXAS

Home Shared Resources Locator Messages Resource Tools

Edit Content Discussion Submission & Read Reviews Publish Options & Info

BAAS in Business Management (Workspace: Academic Assessment Workspace) Preview

Expand All Collapse All

Content Log Check In Share Print PDF Export to Word

General Information

- [-] Standing Requirements
 - Mission Statement
 - Learning Outcomes
 - Three Year Assessment Plan
 - Curriculum Map
- [+] 2015 Assessment Cycle
- [+] 2016 Assessment Cycle
- [-] 2017 Assessment Cycle
 - Assessment Plan**
 - Assessment Findings
 - Continuous Improvement (CI) Plan
 - Status Report on CI Plan
- [+] 2018 Assessment Cycle

Assessment Plan Work not Started Checked out: 07/29/2016 01:31:51 PM (EDT)
Checked out to: Rick Simmons
Due: 02/17/2017

Directions

In this section, provide information on how you plan to assess your program this year. Outcomes for educational programs are typically called Student Learning Outcome Statements. These statements describe specific knowledge, skills, attitudes, competencies and habits that students of your program should be able to demonstrate when completing the program. Measures provide an objective means of quantifying program outcomes. For each outcome, provide at least TWO ways to measure the outcome, with at least one measure being a direct measure of student learning (e.g., comprehensive or capstone examinations and assignments, performance on external examinations, Portfolios of student work). For each measure, you must identify the type of measure (indirect/direct), provide a detailed description of the measure, indicate the desired level of performance, and identify the party responsible for the collection and reporting of the data.

Review Method

Create New Assessment Plan Copy Existing Plan as Starting Point

When creating a new plan, select Mission Statement and ensure your current or updated mission shows in the field. If not, select edit and follow the instructions. Then, if your new outcomes are not showing, you will need to select the Select Set button, and select only the outcomes you plan to assess in the current cycle; this is where you will need your assessment schedule created in Section 4. Select the appropriate outcomes and then select "Accept and Return to Plan." See the following figures.

Edit Content Discussion Submission & Read Reviews Publish Options & Info

BAAS in Business Management (Workspace: Academic Assessment Workspace) Preview

Expand All Collapse All

Content Log Check In Share Print PDF Export to Word

General Information

- [-] Standing Requirements
 - Mission Statement
 - Learning Outcomes
 - Three Year Assessment Plan
 - Curriculum Map
- [+] 2015 Assessment Cycle
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Review Method

Mission Statement Edit

Mission: The mission of the Bachelor of Applied Arts and Sciences degree program is to develop business managers and leaders by providing majors a high quality and relevant education in business management including small business and entrepreneurship. The program provides the majors the ability to professionally communicate, reason ethically, become globally business aware, and integrate business knowledge with their technical, military, or supervisory experience. Serving undergraduate students with previous technical training, military training, and / or supervisory experience, this program will prepare graduates to lead and manage an organization within the chosen technical field, move on to leadership and management positions within other industries, and further their education in a selected graduate level business or management program.

Vision: The BAAS-BM graduate is a capable business manager and leader, within a chosen technical field, in a dynamic business environment, and is prepared to continue education in advanced business degrees.

Outcomes and Measures

Select Set

Workspace: Program Continuous Improvement Plan

Select from objective/outcome sets

Accept and Return to Plan Select Existing Set

Show Descriptions
 Show Mapping

Include All? **BAAS - BM** (Goals & Outcomes)

Remove Set

Professional Communication Ability [Hide]

Objective/Outcome	Mapping
<input checked="" type="checkbox"/> Students will be able to demonstrate proficiency in their written communications	BAAS - BM: Students will be able to demon... [Hide]
<input type="checkbox"/> Students will be able to demonstrate proficiency in their oral presentations	BAAS - BM: Students will be able to demon... [Hide]

Ethical Reasoning [Hide]

Objective/Outcome	Mapping
<input checked="" type="checkbox"/> Students will be able to recognize an ethical dilemma.	BAAS - BM: Students will be able to recog... [Hide]
<input type="checkbox"/> Students will be able to evaluate the implications of an ethical dilemma from a variety of ethical frameworks.	BAAS - BM: Students will be able to evalu... [Hide]
<input checked="" type="checkbox"/> Students will be able to design and defend a reasoned resolution to an ethical challenge.	BAAS - BM: Students will be able to desig... [Hide]

If you plan to use an Assessment Plan from a previous cycle, then select “Copy Existing Plan as a Starting Point”, then select the plan you wish to use, then select submit.

Select existing Plan starting point

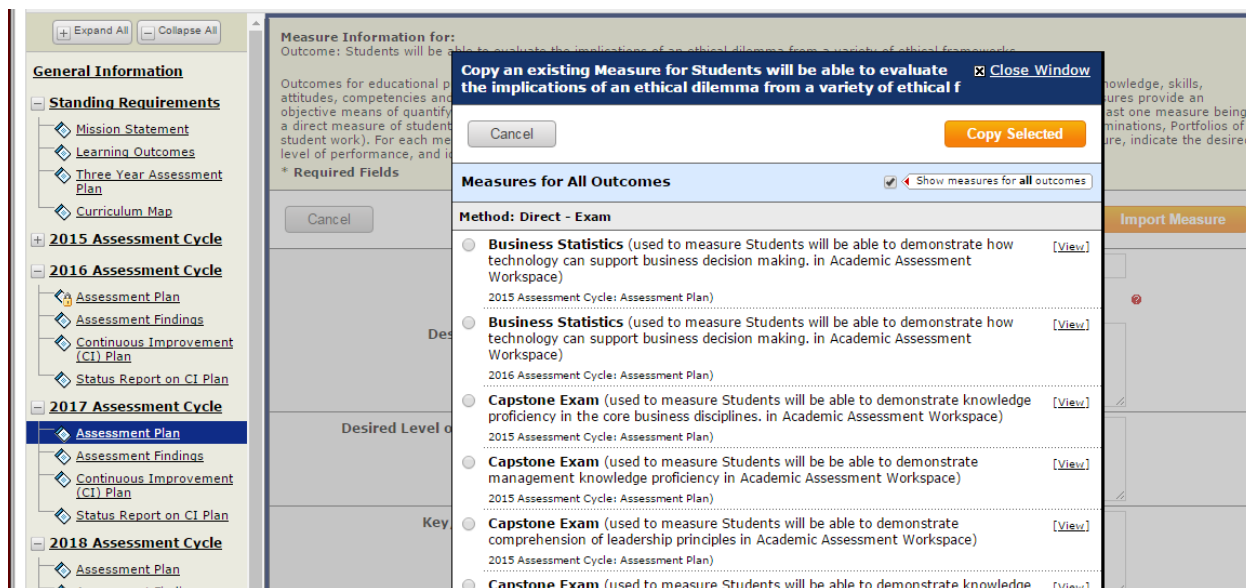
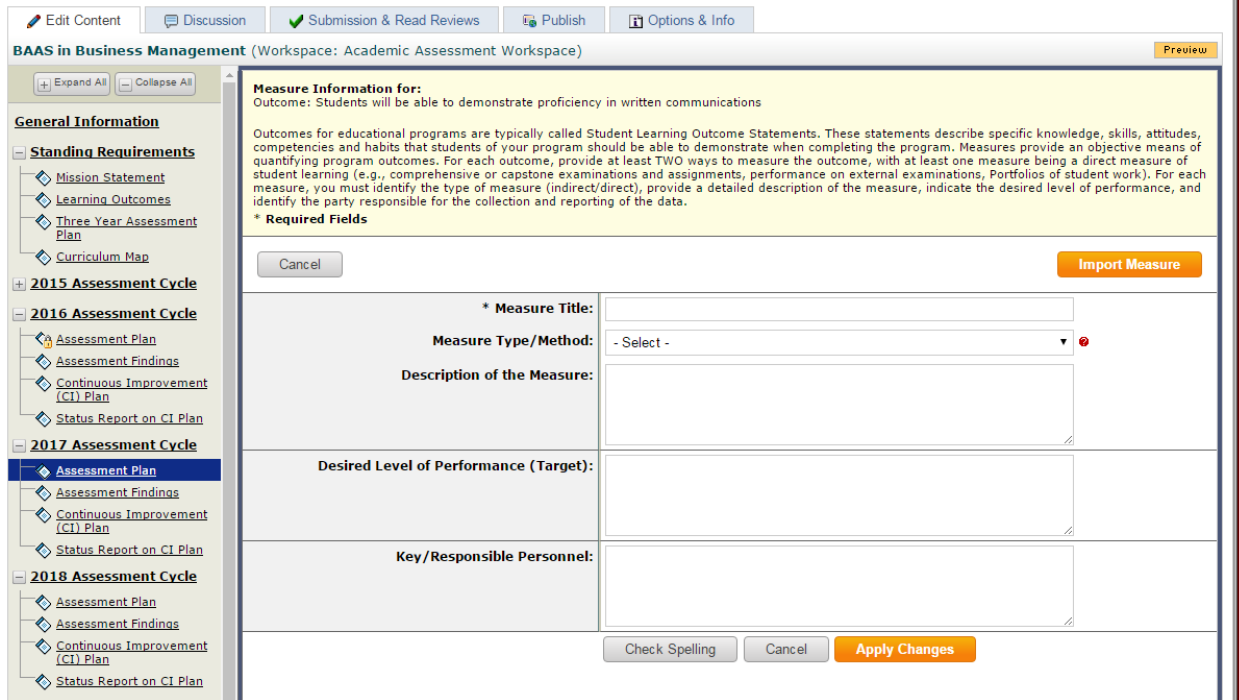
Directions: Select an existing plan as a starting point for your new plan. You will be able to modify this plan after copying it.

Existing Plan:

- Academic Assessment Workspace**
2017 Assessment Cycle: Assessment Plan [Plan]
(last modified: 07/29/2016)
- Academic Assessment Workspace**
2016 Assessment Cycle: Assessment Plan [Plan]
(last modified: 02/11/2016)
- Academic Assessment Workspace**
2015 Assessment Cycle: Assessment Plan [Plan]
(last modified: 02/11/2016)

Cancel Submit

At this point, you are ready to enter your measures created in Section 4. Select “Add New Measure” and copy and paste your measures into the appropriate fields. You will also need to select the appropriate measure type and measure level from the given drop down menus. If you are using the same measures from a previous cycle, select the “Import Measure”, place a check in the “Show measures for all outcomes” checkbox, select the appropriate measure, and select “Copy Selected”.



Once you have completed all additions or editing, select “Apply Changes.” You will need to repeat these procedures for each outcome that will be assessed within the current year.

The completed plan will show the mission statement, outcomes and measures mapped to the appropriate goal, and the methods for assessing. At this point you are able to upload any appropriate attachments or links that are pertinent to the particular measure, i.e. an assessment rubric. As shown in the next figure.

The screenshot shows a Blackboard LMS workspace for "BAAS in Business Management". The top navigation bar includes "Shared Resources", "Locator", "Messages", and "Resource Tools". Below this, there are tabs for "Edit Content", "Discussion", "Submission & Read Reviews", "Publish", and "Options & Info". The workspace title is "BAAS in Business Management (Workspace: Academic Assessment Workspace)".

The left sidebar contains a "General Information" section with a tree view:

- Standing Requirements
 - Mission Statement
 - Learning Outcomes
 - Three Year Assessment Plan
 - Curriculum Map
- 2015 Assessment Cycle
- 2016 Assessment Cycle
 - Assessment Plan
 - Assessment Findings
 - Continuous Improvement (CI) Plan
 - Status Report on CI Plan
- 2017 Assessment Cycle
 - Assessment Plan
 - Assessment Findings
 - Continuous Improvement (CI) Plan
 - Status Report on CI Plan
- 2018 Assessment Cycle
 - Assessment Plan
 - Assessment Findings
 - Continuous Improvement (CI) Plan
 - Status Report on CI Plan

The main content area is titled "Content" and "Log". It shows "Outcomes and Measures" for "BAAS in Business Management Outcome Set". Under the "Professional Communication Ability" section, a measure titled "Program Exit Survey" is selected. The measure details include:

- Description of the Measure:** In their final semester, students will be given a survey that asks them to assess their present presentation proficiency, as well as how much they think they've improved during the course of their program.
- Desired Level of Performance (Target):** With regards to the first question, where students evaluate their own presentation proficiency, the goal is that 85% of the students will at least "somewhat agree" that they are proficient writers.
- Key/Responsible Personnel:** CBT, JSS faculty will facilitate the availability of the survey and the PAL's will review and record the results by December.
- Supporting Attachments:** Add/Edit Attachments and Links (circled in red)

Now that you have completed your plan for the year, you are ready to begin the process of collecting and analyzing the data needed for each measure that will be assessed, as discussed next.

SECTION 7: ANALYZING ASSESSMENT RESULTS

Once you have completed your assessment plan and have collected your data, you will need to analyze the results. This section introduces some basic methods of summarizing and presenting data. For a more detailed description on methods of analysis, refer to Linn & Miller (2005). This section may present challenges to those who are unfamiliar with quantitative research methods.

Scores

Analyzing data begins with scores. As mentioned in the previous section, the assessment methodology you choose will dictate what type of scores will be reported. For example, if you are using an objective assessment to measure student learning then your instrument will be scored dichotomously and summed across items to produce a total continuous score. Test results may be presented in the form of the number or percent correct for each student.

If you are using standardized assessments, scores may be reported in the form of raw or standard scores for each student. Raw scores are the original and untransformed scores before any operation is performed on them. They are essentially meaningless by themselves but form the basis for other more interpretable scores such as percentiles and standard scores. They are usually reported as aggregates in the form of total scores and sub-scale scores.

Performance assessments require the use of a standardized scoring procedure usually involving a rubric. Results are usually presented in the form of scale scores for each student on each dimension. Dimensions are not usually summed since they generally represent distinct concepts such that a total score would be meaningless. The diagram on the following page from the University of Virginia's Assessment website illustrates how rubric results can be analyzed. In the diagram, students are represented in the first column of the table. Across the top of the table are dimensions labeled outcomes taken from a rubric. Each student is assigned a scale score ranging in value from 0 to 4 for each of the dimensions presented where 0 represents the lowest score and 4 the highest. From these data, descriptive statistics can be easily generated.

Once data are tabulated, they can be analyzed with the assistance of software packages available on campus such as EXCEL, SPSS, or Minitab. Most assessment data are descriptive in nature and rarely involve the testing of hypotheses. On occasion a simple t-test may be required for examining group differences for questions that address value-added or longitudinal issues.

Describing Quantitative Data

Once you have collected and scored your assessment data, you are ready to analyze and describe the results. Hidden among your scores there is an important message,

possibly one that will help you make improvements in your program. Your main responsibility is to describe the data as clearly, completely, and concisely as possible. The statistics presented in this section will be helpful in this process. One way of organizing data to get a clearer picture of what your scores mean is to compute frequencies. For example, you may be interested in determining the number of students who receive a particular score on an objective test or on a rubric. Frequency distributions are an easy way to summarize this information. Data are organized into classes of single values rather than grouped data and the number of occurrences for each single class of values can be reported. Frequencies are easily converted to percentages by dividing counts by the sum of all frequencies and then multiplying by 100. An easy way to display these data is in a table.

Calculating measures of central tendency and measures of dispersion are two other ways of summarizing data. Measures of central tendency describe the average or typical value of a set of scores. For example, you may be interested in determining the average score on an objective test or an average score for an outcome on a rubric. The three most commonly used measures of central tendency include the mean, median and mode. The mean is simply the arithmetic average that is obtained by summing all the scores in a set of data and then dividing by the number of scores (Mean = sum of all data/sample size). When calculating the mean, be careful of outlying data points that may artificially drag the mean up or down. In the case of extreme outlying points, it is better to rely on the median. The median is a counting average. If the number of scores is odd then the median is calculated by arranging the set of scores in ascending order and then counting up to the midpoint. If the number of scores is even, it is the average of the two middle scores. The mode is the most frequently occurring score. A set of scores sometimes has two modes (bimodal).

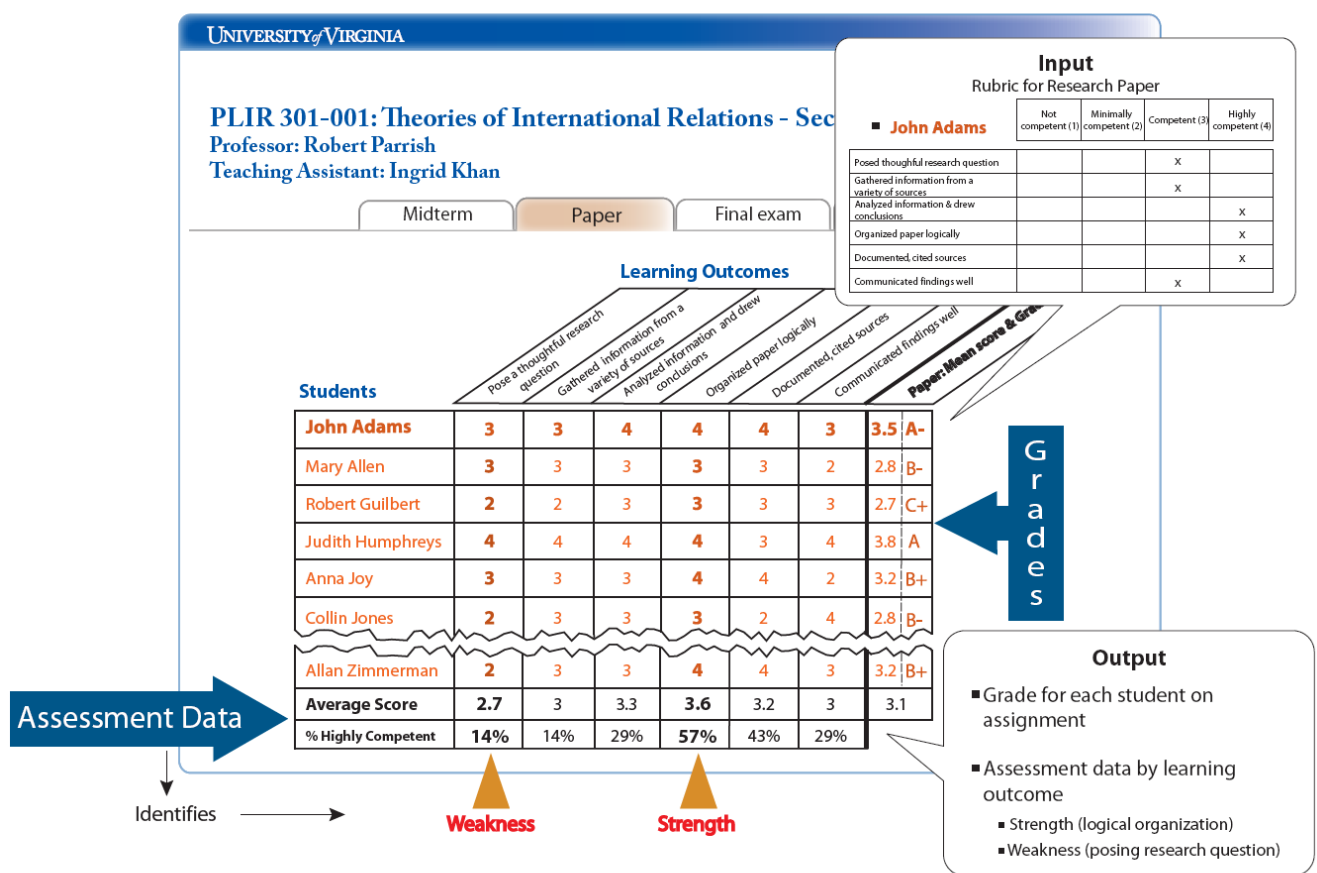
Measures of dispersion or variability describe how scores are spread out above and below the measures of central tendency. The range, variance, and standard deviation are examples of measures of variability. The range is the simplest measure of variability. It describes the difference between the two most extreme scores (range = maximum score – minimum score). The variance of your data is simply a measure of the average of your squared deviations from the mean. For each data point, the mean is subtracted from it and then this value is squared. The squared values are then added together and divided by the sample size minus 1 to create an average [variance = (sum of each data point - mean)²/(sample size - 1)]. Finally, the standard deviation is the square root of the variance, and is in standard deviation units and not squared units to make interpretation easier [standard deviation = square root (variance)].

Example of Scoring using a Rubric

More likely than not, assessment data will be collected from selected assignments, papers, or portfolios, from multiple sections. To avoid the “professor effect”, mentioned previously, an effective method, and recommended method, is the use of a rubric for particular program outcomes. These can then be easily incorporated into the grading system by each faculty member of the target course / section. University of Virginia’s

Office of Institutional Assessment and Studies developed the following (fictitious) example for incorporating a grading rubric into the grade book so that assessment data may be easily pulled when required. In the example, certain outcomes in the assignment are previously determined as program assessment factors. The rubric is developed such that a score may be obtained for each outcome. The scores then contribute to both individual student grades and the assessment data. The assessment data is collected by averaging individual outcome scores and then by calculating the competency rating. These ratings would then be reported to the program lead who would aggregate the data and then compare the data as per the program measures, identified in TaskStream.

Using a Rubric to Produce Both Grades and Assessment Data



(Fictitious example)

From: <http://web.virginia.edu/iaas/assess/tools/assessment-graphic.pdf>

Scoring External to Courses

Best practices within AACSB is that data are collected within each assessed course, placed in a repository, and when it is time to conduct the analysis, faculty members not

associated with the course (or sections) are selected to score the data using the established rubrics. This method should be the aspirational method used within COBA.

Drawing Conclusions about the Data

Now that you have analyzed the data, what do the results mean? The easiest place to start is with your learning outcomes. For each learning outcome, compare your results with the target of performance you set in your assessment plan and determine if your students met or failed to meet each target. Next, make sure for each outcome that the conclusion drawn is valid in light of your assessment methodology. For example, did the sample you selected reflect all of your students in the program in terms of student demographics (i.e., gender, grades, and/or class level, etc.)? Was the instrument you selected valid and reliable (see Section 4)? Did it do a good job discriminating between high and low scorers? Was scoring consistent across raters? Did results follow expected patterns? If your methodology is flawed, then it is important to interpret your results in light of these limitations. Finally, for each learning outcome, try to identify causes for success or failures within the program such as in the curriculum or in the academic process itself. Once causes have been identified it will be easy to devise the appropriate solutions for making improvements. These improvements might include changes to the program’s assessment plan, changes to the curriculum, or changes to the academic process. The table on the following page details examples of changes that might be made as a result of assessment.

NOTE: A trend of “all standards met” in all goals is a signal that either the achievement “bar” is set too low, or the selection of measures are outdated or incorrect. Changes to the assessment plan will be needed.

Examples of Changes that May be Implemented as a Result of Assessment Findings

<p>Changes to the Assessment Plan</p>	<ul style="list-style-type: none"> • revision of intended learning outcomes • revision of measurement approaches • changes in data collection methods • changes in targets/standards • changes in the sampling
<p>Changes to the Curriculum</p>	<ul style="list-style-type: none"> • changes in teaching techniques • revision of prerequisites • revision of course sequence • revision of course content • addition of courses • deletion of courses

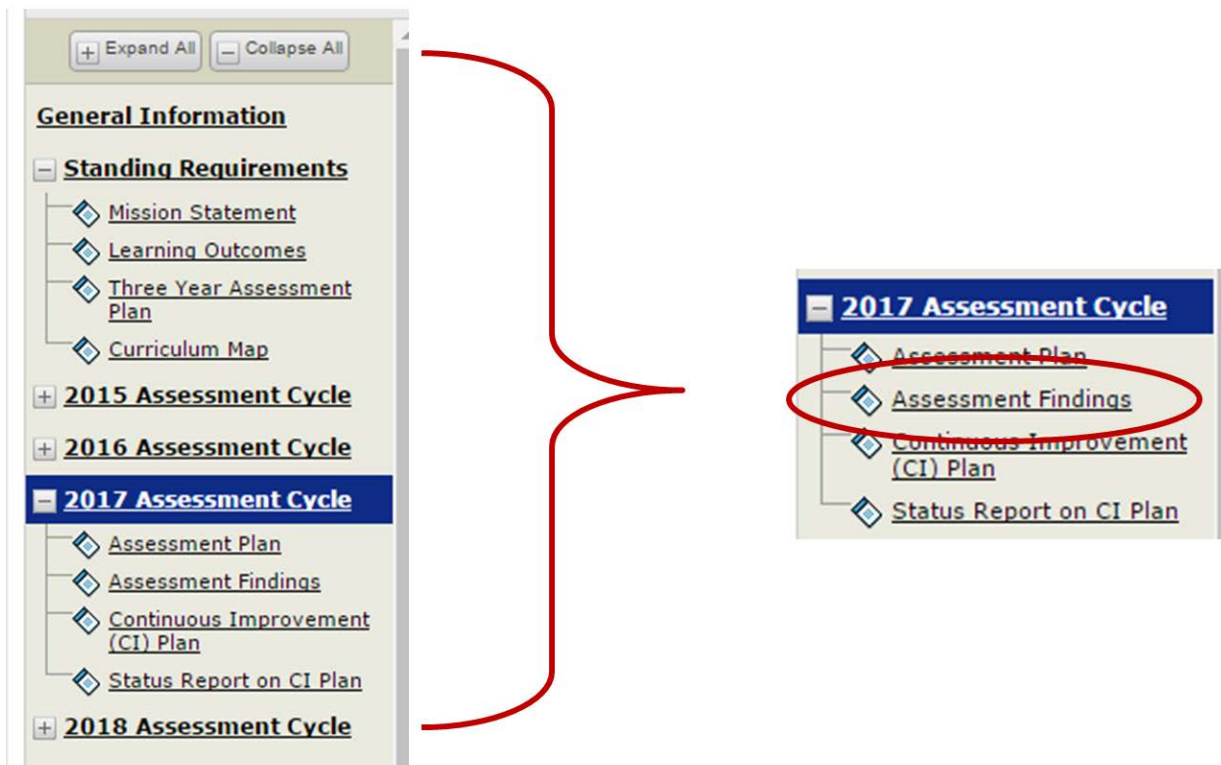
Changes to the Academic Process

- revision of admission criteria
- revision of advising standards or processes
- improvements in technology
- changes in personnel
- changes in frequency or scheduling of course offering

Adapted from University of Central Florida UCF Academic Program Assessment Handbook February 2005 Information, Analysis, and Assessment)

TaskStream Findings

Now that you have both collected the data and conducted the analysis, it is time to transfer that information to TaskStream. After logging in to TaskStream and selecting your program, select the appropriate improvement cycle, and this time select “Assessment Findings,” as shown in the figure below.



Again, you will need to Check Out the section which will show your goals, outcomes, and measures. Within each measure you will see a section for Findings; this is where you will provide your analysis. Select “Add Findings” to upload your analysis.

▼ Finding per Measure

Show Measures
 Show Descriptions
 Show Full Action Details

▼ BS, Applied Science Objective/Outcome Set

Professional Preparation

The goal of the BS Applied Science program is to prepare undergraduate students, with previous technical or vocational experience, to work in a competitive business environment and to pursue a strong, academic foundation for the pursuit of a graduate/professional degree.

BS APSC Program
The BS APSC Program is currently under review by the Management and Marketing curriculum committee.

▼ **Measure: Developing Program into an Assessable Program**

Assessment Description: The intent of BS Applied Science is to provide students who have a technical degree, or technical skills, with the capability of using those technical skills in a business environment. BS APSC advisors have been advising students to fulfill their required business knowledge with those management and general business courses that best fits the students' needs.

Criteria for Success: Students with a technical background will receive a core managerial skill set upon the completion of their program.

Implementation Plan (timeline): The restructured BS APSC program will be available to students by Fall 2013.

Key/Responsible Personnel: Dr. Rick Simmons

Findings for Developing Program into an Assessable Program Add Findings

No Findings Added

▼ Overall Recommendations

Enter your findings in the fields provided. Note the “Summary of Findings:” is a required field. Additionally, you must select whether the criteria for success was achieved using selections at the bottom of the page, before you select Submit to save the findings. You will have to repeat these steps for each measure in the cycle’s improvement plan.

Findings for Program Exit Survey
Outcome: Students will be able to demonstrate proficiency in written communications

Please enter the findings/results for this measure. The purpose of this section is to critically examine the findings/results and determine what actions (recommendations) should be taken. When reviewing your results, include any relevant constituencies, such as faculty, staff, students, advisory board, and community members. Once you have reviewed your results, you will need to recommend actions based on the findings/results. Typical actions for academic programs include curriculum changes (i.e., revision of prerequisites, addition/deletion of course(s)), changing the schedule of course offerings, integration of additional technology into a course, or revision of advising and/or admission processes.

*** Required Fields**

*** Summary of Findings:**

Recommendations:

Acceptable Target Achievement: With regards to the first question, where students evaluate their own presentation proficiency, the goal is that 85% of the students will at least "somewhat agree" that they are proficient writers. With regards to the second question that addresses their presentation improvement in the program, the goal is that 95% of the students either "somewhat agree" or "strongly agree" that they have improved as a writer during the course of their program.

Not Met
 Met
 Exceeded

The following figure shows an example of a completed finding section for the BAAS – BM program.

Content Log

Check Out Share Print PDF Export to Word

Indirect - Survey

proficiency in written communications

Description of the Measure: In their final semester, students will be given a survey that asks them to assess their present writing proficiency, as well as how much they think they've improved in the course of their program.

Desired Level of Performance (Target): With regards to the first question, where students evaluate their own writing proficiency, the goal is that 85% of the students will at least "somewhat agree" that they are proficient writers.

With regards to the second question that addresses their writing improvement in the program, the goal is that 95% of the students either "somewhat agree" or "strongly agree" that they have improved as a writer during the course of their program.

Key/Responsible Personnel: GBK 459 faculty will facilitate the availability of the survey and the PAL will review and record the results from the spring and fall semesters by December.

Findings for Program Exit Survey

Summary of Findings: The survey was not deployed in Cycle Year 2015, as planned.

Results: Acceptable Target Achievement: Not Met

Recommendations : Survey developer will deploy survey for Cycle Year 2016.

▶ **These Findings are associated with the following Actions:** @

▼ **Measure:** Writing Proficiency
Direct - Student Artifact

Description of the Measure: Students in GBK 301 have to submit a research paper that will be evaluated for writing proficiency.

Desired Level of Performance (Target): A two person panel will review the proposals from at least 25% of the students and evaluate them according to the developed writing rubric. The goal is to have at least 80% of the students score an average of 18 out of 24 on the rubric.

Key/Responsible Personnel: GBK 301 Faculty will pool the papers and forward to the BBA Assessment Lead, so that they can get them to the panel who will review, evaluate, and report the results back. The BBA Lead will then provide the results to the Program Assessment Lead (PAL) for entry into TaskStream.

Supporting Attachments:

[BBA Assessment Writing Rubric.docx](#) (Word Document (Open XML))

Findings for Writing Proficiency

Summary of Findings: This measure was planned for assessment in the 2015 cycle. However, no data was collected. The 2015 cycle (fall 2015) was the first cycle in which data was to have been collected, and the course leads had some difficulties in creating appropriate assessment instruments in time to collect data.

Results: Acceptable Target Achievement: Not Met

Recommendations : Complete all instruments and collect data for assessment in the 2016 cycle.

SECTION 8: YOUR ASSESSMENT REPORT

Throughout the entire continuous improvement process, you will be submitting your improvement plans, findings, action plans, and status reports for review. The reviewers of the plans will be COBA's Chairs, the Dean for COBA (or his/her designated representative), and the university Provost (or his/her designated representative). The Director of Institutional Research and Assessment is the TaskStream manager and will monitor and review all programs for completeness, and will then develop university reports for both the Provost and the university president, which, once approved, will be published via the university website.

Therefore, it is important that program leads, within COBA take care when uploading information and ensure all information is current and accurate. This reporting process begins once the program lead has updated one of the four sections within an improvement cycle (Assessment Plan, Assessment Findings, Continuous Improvement Plan, and Status Report on CI Plan). The program lead will select "Submission & Read Reviews" tab at the top of the webpage, scroll down the list of improvement cycles, on the left side of the page, to the current improvement cycle.

As discussed previously with the Standing Requirements, you will see the status of your work for a particular section and the available actions (Edit Work or Submit Work). When you have completed your editing, submit your work for review. This will be done for each section within the improvement cycle. The requirement will be to submit as soon as a section has been updated to provide the reviewers the time needed to review and comment. The deadline for completing any section will be as per the university schedule, which will appear as a deadline on the Submission and Read Reviews section (bold red type).

Once the reviewers review and comment on a section, you may access those comments in the results section of the webpage, where you will then take whatever action is necessary. Ensure that your status reports are updated whenever you complete an action. See the figure below.

Scores/Results Summary

Area	Status	Actions	Results	History
Standing Requirements				
Mission Statement Due 12/04/2015	Review Released	Exit Work Submitted: 01/24/2016 09:41:04 PM	Meets Requirement Score/Results Report	History/Comments
Learning Outcomes Due 12/04/2015	Needs Revision	Edit Work Resubmit Work	Needs Revision Score/Results Report Where are my results?	History/Comments
Three Year Assessment Plan		Edit Work		
Curriculum Map Due 02/05/2016	Review Released	Edit Work Submitted: 01/24/2016 09:43:49 PM	Meets Requirement Score/Results Report	History/Comments
2015 Assessment Cycle				
Assessment Plan Due 12/04/2015	Submitted	Submitted: 02/11/2016 03:20:00 PM	Where are my results?	History/Comments
Assessment Findings Due 12/18/2015	Submitted	Submitted: 02/12/2016 01:05:04 PM	Where are my results?	History/Comments
Continuous Improvement (CI) Plan Due 02/19/2016	Review Released	Submitted: 04/15/2016 05:03:06 PM	Meets Requirement Score/Results Report	History/Comments
Status Report on CI Plan Due 06/03/2016	Review Released	Submitted: 05/31/2016 10:09:22 PM	Meets Requirement Score/Results Report	History/Comments
2016 Assessment Cycle				
Assessment Plan Due 02/19/2016	Review Released	Submitted: 02/11/2016 03:20:11 PM	3.50/4 Score/Results Report	History/Comments
Assessment Findings Due 12/16/2016	In Progress	Edit Work Submit Work		History/Comments

= deadline for section

= submitted work which has been reviewed

= needing to be completed and submitted

SECTION 9: CLOSING THE LOOP

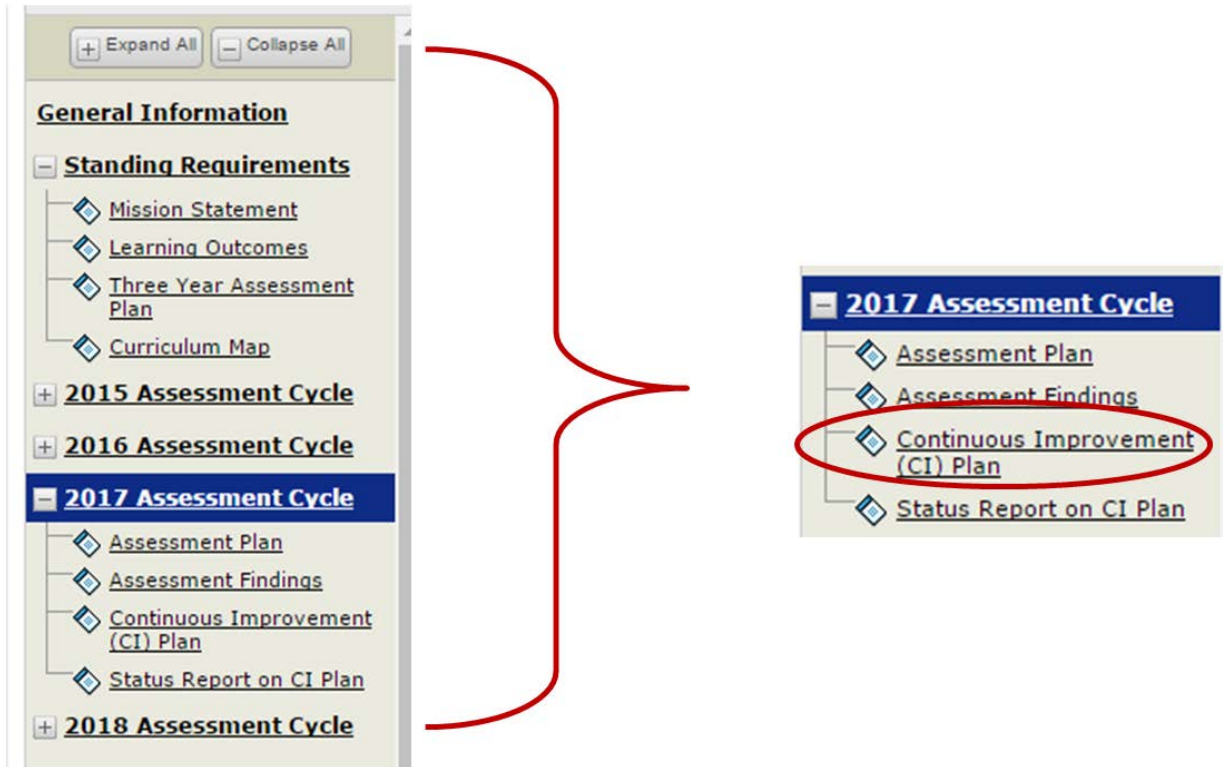
Closing the loop is the last phase in the assessment cycle and involves making-decisions about how to respond to your program's shortcomings that have been identified through assessment data. Moreover, it is a dynamic process that involves shared feedback and collaborative reflection on the part of the faculty in the program. This begins first with making faculty aware of assessment findings and then organizing discussions around how to make improvements. Disseminating assessment findings is the first step. This may be accomplished through faculty newsletters, informal emails, websites, and/or faculty meetings and retreats. Once this has been accomplished then faculty must decide what changes are needed and how they are going to make them.

The most common types of changes often relate to the assessment plan, the program's curriculum and/or the academic process. When making plans for modifications, remember, manage changes in terms of available time and resources. It is important not to make too many changes at once because it will be difficult to manage. Limit modifications to at most two per year depending on their magnitude. Finally, remember that improvements are generally gradual and cumulative in nature rather than all of a sudden, so don't get discouraged if they do not happen right away. The final step of closing the loop is the preparation for the next assessment cycle.

Closing the Loop – TaskStream

At this point you have developed/updated your mission statement, learning goals/outcomes, and your curriculum maps. Additionally, you created/updated your assessment plan in which you developed/updated your measures, including your assessment description, criteria for success, implementation plan, and assigned key/responsible people for data collection and for reporting. You collected and analyzed the data and updated the assessment findings, which included the summary of the findings, results, recommendations, and any reflections or notes, as well as overall recommendations and reflections.

The next step, in closing the loop, is the creation and follow-through of the Continuous Improvement (CI) Plan for the particular cycle. Select the CI Plan and check-out. You will need to complete Action details, implementation plan (providing a timeline where applicable), key personnel, applicable measures, budget, and priority.



BAAS in Business Management (Workspace: Academic Assessment Workspace) Preview

Content Log Check Out Share Print PDF Export to Word

General Information

- **Standing Requirements**
 - ◆ Mission Statement
 - ◆ Learning Outcomes
 - ◆ Three Year Assessment Plan
 - ◆ Curriculum Map
- + **2015 Assessment Cycle**
- + **2016 Assessment Cycle**
- **2017 Assessment Cycle**
 - ◆ Assessment Plan
 - ◆ Assessment Findings
 - ◆ Continuous Improvement (CI) Plan
 - ◆ Status Report on CI Plan
- + **2018 Assessment Cycle**

Budget request amount: \$0.00
Priority: Medium

Students will be able to demonstrate proficiency in oral presentations

Action: Exit Survey - Oral Proficiency

▶ **This Action is associated with the following Findings** @

Action details: Exit surveys should be deployed so that data collection can begin in Spring 2016. Begin collecting writing proficiency assessment instruments so that analysis can begin in Spring 2016
Create deploy writing proficiency assessment instruments so that data collection may begin in this term.

Implementation Plan (timeline): Exit Surveys will be administered by the end of each term. Links will be provided in GBK 459 sections, as this course should be one of the last courses taken prior to graduation.
Oral Presentation: GBK 301 and GBK 459 - will be assessed at the end of the each Spring term.

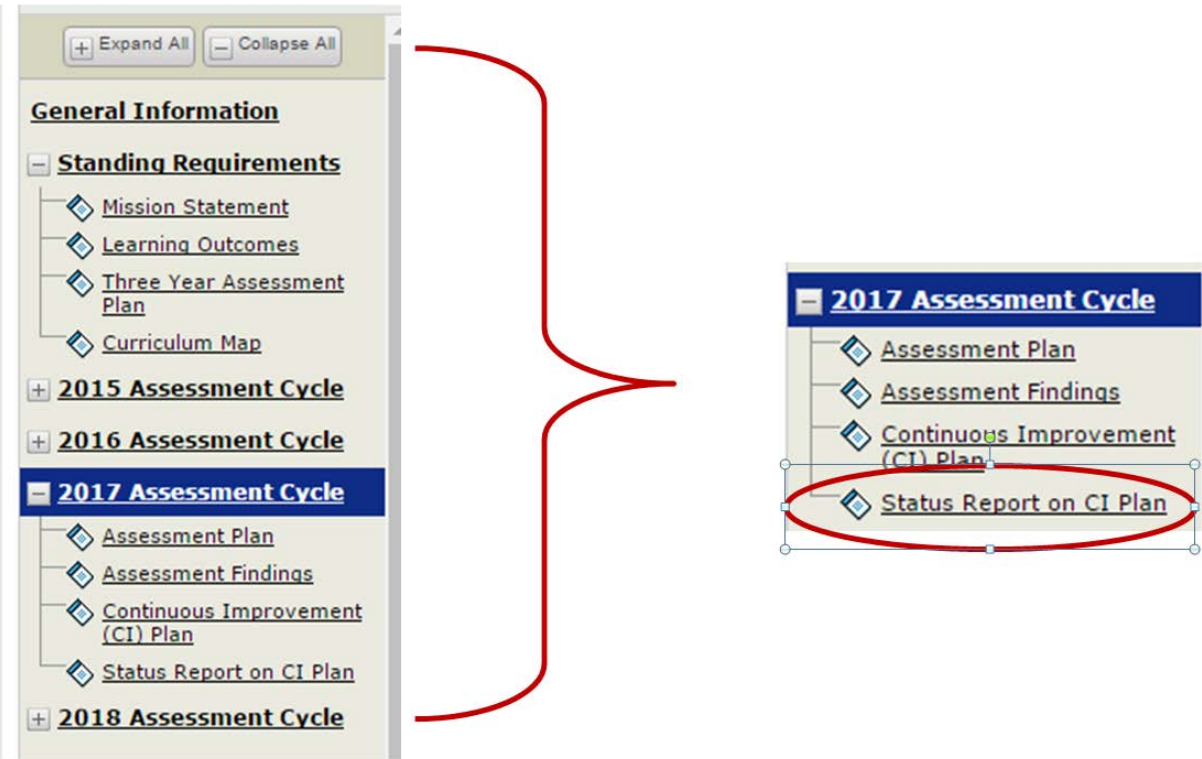
Key/Responsible Personnel: Exit Survey: GBK 459 section instructors, Dr. Wei, Dr. Loanman Writing Proficiency: GBK 301 - Dr. McPherson, Dr. Patrick; GBK 459 - Dr. Brown, Mr. Lalone, Ms. Robin.

Measures: As stated in the Assessment Plan

Budget approval required? (describe): No

Budget request amount: \$0.00
Priority: Medium

The final step is to provide status updates of the continuous improvement follow-through. These updates will be conducted in TaskStream, using the last link an assessment cycle: "Status Report on CI Plan".



Once required changes have been completed and updated in this section of TaskStream, submit for review. As done previously, check the Status Report on CI plan out. Select the appropriate action (from the CI Plan), and update the status.

Students will be able to demonstrate how technology can support business decision making.

▼ **Action:** Bus Stats - MIS Case Analysis - Exit Survey

Action details: Bus Stats: Recreate the assessment instruments and collect data beginning in Spring term.

MIS: Assessment instruments were not created in time to collect data.

Exit surveys should be deployed so that data collection can begin in Spring 2016. Begin collecting writing proficiency assessment instruments so that analysis can begin in Spring 2016

Implementation Plan (timeline): Bus Stats: Create and deploy assessment instruments to collect data in spring of 2016 cycle.

MIS: Create and deploy assessment instruments to collect data in spring of 2016 cycle.

Exit Surveys will be administered by the end of each term. Links will be provided in GBK 459 sections, as this course should be one of the last courses taken prior to graduation.

Key/Responsible Personnel: Bus Stat: GBK 311 faculty will report their results to Dr. Simmons who will coordinate and report the results to the PAL for entry into TaskStream. MIS: MGTK 450 faculty will evaluate the papers and report the results to the PAL for entry into TaskStream. Exit Survey: GBK 459 section instructors, Dr. Wei, Dr. Loafman Writing Proficiency:

Measures: As stated in the Assessment Plan

Budget approval required? (describe): No

Budget request amount: \$0.00

Priority: Medium

Status for Bus Stats - MIS Case Analysis - Exit Survey

Current Status: In Progress

Budget Status:

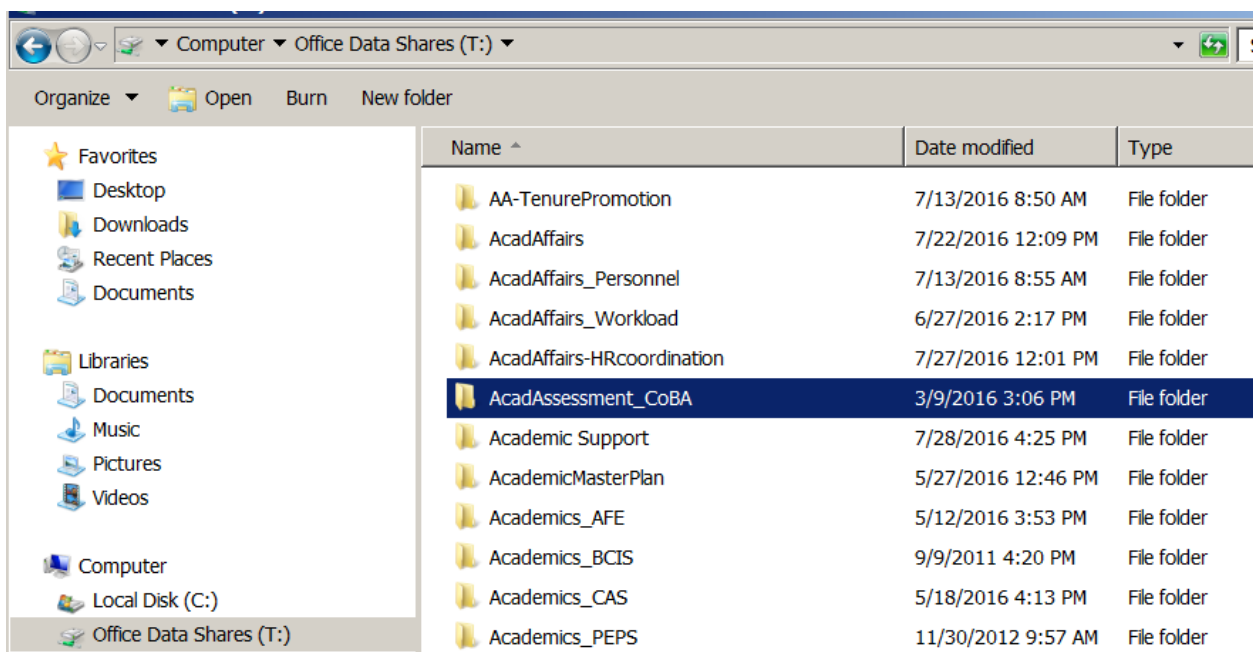
Additional information: MIS Case Analysis: The target was 70% of students will receive a grade of 70% or higher on the case analysis. The findings were 91% (20 out of 22) scored 70% or higher on the Case Study. The recommendation was: Continue to collect data. Separate Case Study and Term Paper. The goal and outcome does not match the goal and outcome for the BBA core.

Next Steps: This course is under the control of the CIS department. The BAAS program lead believes the target for the assessment was set too low. The lead requested the CIS department review the target and determine the feasibility of increasing the assessment rigor. Additionally, the goal and outcome for the BBA core should be adopted and used along with their intended rubric.

SECTION 10: Data/Evidence/Artifact Repository

All assessment information will be maintained within the TaskStream environment. Each program lead will download an end of assessment cycle report and send that to the COBA academic assessment review committee chair. All end-of-cycle reports will then be uploaded to the COBA assessment website within the LMS Community. This will allow transparency in COBA reporting for those who are authorized in the TAMUCT system. In addition to the end of cycle reports, program leads must provide current or updated visions / missions, goals, curriculum maps, and assessment schedules for each assessed program.

Available to all Program Assessment Leads and Course Leads is a repository for raw data. The intent is for only analyzed data/results, methods of assessment, and substantiating evidence/artifacts be placed on TaskStream. The location is the Office Data Shares (T:) drive in the AcadAssessment_CoBA folder.



Within the AcadAssessment_CoBA folder will be identified assessment cycles, where each department has its own repository folder. Each departmental folder further contains their assessments programs and the associated assessed courses for those programs. See the following series of pictures, taking note of the locations in the address bar.

Shares (T:) ▾ AcadAssessment_CoBA ▾

Name ^

- Assessment Cycle 2015
- Assessment Cycle 2016

Data Shares (T:) ▾ AcadAssessment_CoBA ▾ Assessment Cycle 2015 ▾

Name ^	Date mo
AFE	3/9/2016
AVN	3/9/2016
CIS	3/9/2016
M&M	3/9/2016

Shares (T:) ▾ AcadAssessment_CoBA ▾ Assessment Cycle 2015 ▾ M&M ▾

Name ^

- BBA and MGT-INTB and BAAS 3/9/2016 3:25 PM
- BBA_HRM
- BBA_MKTK
- MBA
- MS MGMT & Ldrshp
- MS-HRM

Assessment Cycle 2015 ▾ M&M ▾ BBA and MGT-INTB and BAAS ▾

Name ^	Date mo
FINK 301	3/9/2016
GBK 301	3/9/2016
GBK 311	4/15/2016
GBK 332	
GBK 344	
GBK 401	
GBK 459	
MGTK 301	
MGTK 350	
MGTK 425	
MGTK 450	
MKTK 301	

Assessment Cycle 2015 ▾ M&M ▾ BBA and MGT-INTB and BAAS ▾ GBK 311 ▾

Name ^	Date modified
FA 2015	4/15/2016 4:40 PM
SP 2015 Assessment Data	4/15/2016 4:45 PM
SU 2015	4/15/2016 4:44 PM
AY15 Assessment Data.xlsx	12/16/2015 8:23 AM
GB 311 Assessment Assignment Grading Ru...	12/14/2015 11:28 ...
GB 311 Assessment Guidance.docx	12/20/2015 7:06 PM
GBK 311(AY15 - Simmons).xlsx	12/16/2015 3:54 AM

The intent of this data repository is for course leads, according to the COBA process (see Appendix A: Data Flow), to provide their compiled data and place in the appropriate course folder. Additionally, course leads will provide data to a single location. If there are multiple programs that use the same data, then the course will be maintained in the parent program, i.e. BBA (BBA and MGT-INTB and BAAS folder). Program assessment leads will then access the appropriate course folder to pull the information needed for his or her program assessment.

Finally, the reporting flow, using TaskStream, will be from the program assessment lead to their respective department chair. Once the department chair conducts his or her review, the college Dean or his / her representative will review. After this second review, the Provost, or his / her representative will review prior to the university president's review. At any time during the process, program assessment leads may be requested to make corrections, additions, or deletions, as required through the reporting chain. See Appendix B: Reporting Flow.

ANNOTATED BIBLIOGRAPHY

There are many resources available to help you with assessment. Below is a list of some resources cited in this workbook and others that are particularly useful for certain aspects of assessment.

- Allen, M. J. (2004). *Assessing Academic Programs in Higher Education*. Bolton, Mass.: Anker. This book provides a comprehensive introduction to planning and implementing assessment at colleges and universities. It guides readers through all aspects of the assessment process, reviews basic assessment procedures and provides examples that can be easily adapted.
- Kurpius, R. S. E., & Stafford, M. E. (2006). *Testing and Measurement: A User Friendly Guide*. Thousand Oaks, CA: Sage. This book provides an introduction to testing and measurement in education. It covers scales, basic measurement and testing concepts such as reliability and validity, how to interpret standardized scores, and select instruments. The book is very user friendly and non-threatening for those with little background in social science research.
- Linn, R. L. & Miller, M. D. (2005). *Measurement and Assessment in Teaching*. Columbus, Ohio: Pearson. This is an introductory text in educational measurement and assessment and assumes no previous knowledge of measurement or statistics. The book describes the role of assessment in the instructional process and how to construct effective test questions that are aligned with learning objectives.
- Maki, P. L. (2004). *Assessing for Learning: Building a Sustainable Commitment Across the Institution*. Sterling, VA: Stylus. This book explains how to design an effective and collaborative assessment process including ways to position assessment within program- and institutional-level processes. It is very helpful in that it provides examples of assessment plans from other universities.
- Nichols, J. O., & Nichols, K. W. (2005). *A Road Map for Improvement of Student Learning and Support Services through Assessment*. Flemington, NJ: Agathon Press. This is a simple guidebook for conducting assessment. It provides a step-by-step approach to planning, implementation, and “closing the loop”. The book also provides examples from a variety of academic programs and support units.
- Shavelson, R. J. (1996). *Statistical Reasoning for the Behavioral Sciences (3rd ed.)*. Boston, Mass: Allen & Bacon. This book provides an introduction to statistics that is very easy to follow for those who do not have a quantitative background. It is useful in that it provides realistic problem applications. It covers basic descriptive, univariate and bivariate statistics as well as an introduction to non-parametric techniques.

Stevens, D.D. & Levi, A.J. (2004). *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning*. Sterling, VA: Stylus. This is a basic introduction to creating rubrics. It has numerous examples and provides a step-by-step approach.

Suskie, L. (2004). *Assessing Student Learning: A Common Sense Guide*. Bolton, Mass.: Anker. This is an introductory book on assessment that provides the basics on planning, implementation, assessment methodology and closing the loop. It also explains the nature and rationale for assessment, principles of good practice, and how to create a culture of assessment on campus.

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- Linn, R. L. & Miller, M. D. (2005). *Measurement and Assessment in Teaching (9th Ed.)*. Upper Saddle River, NJ: Pearson.

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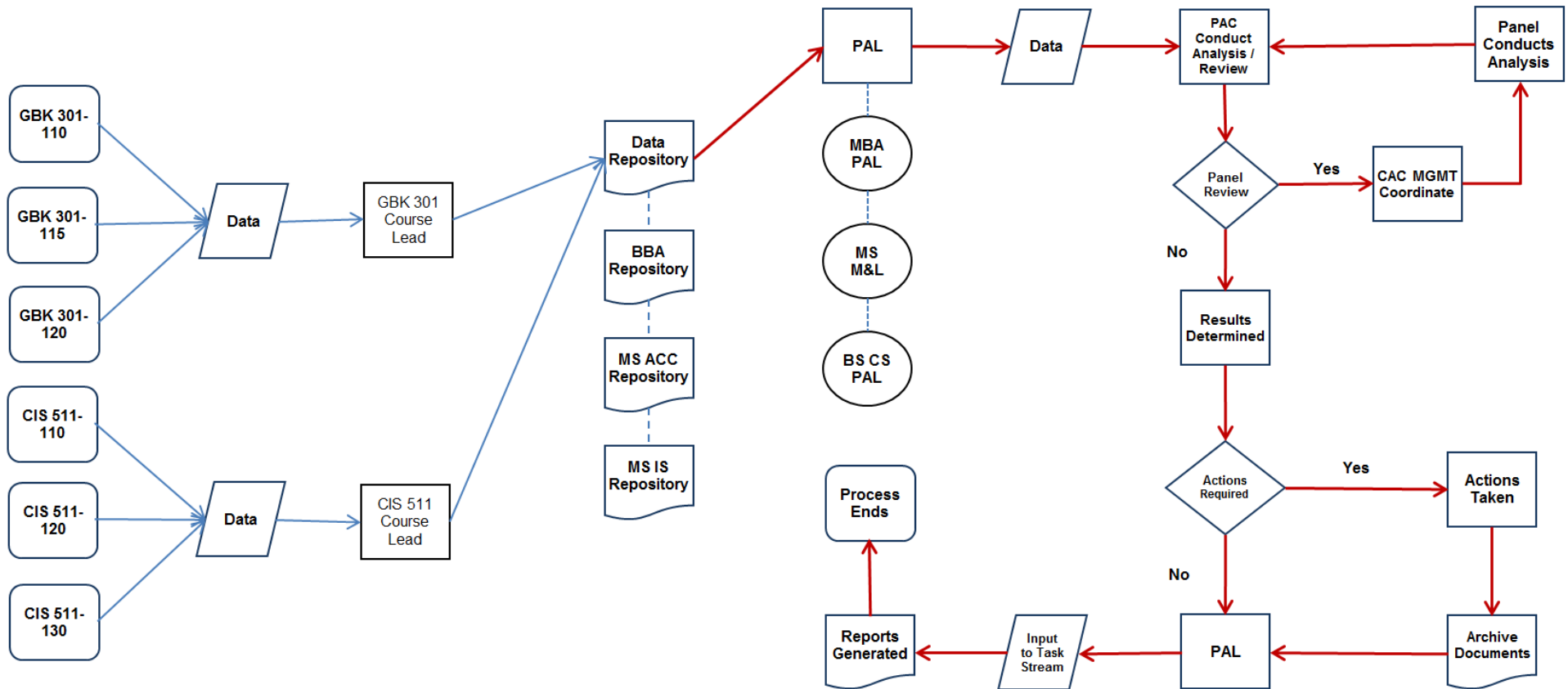
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Appendix A: Data Flow



CAC: COBA Assessment Committee Department Representative

PAL: Program Assessment Lead

PAC: Program Assessment Committee Members

Appendix B: Reporting Flow

