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COBA Assurance of Learning

Academic Assessment

Agenda



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- Degree Programs
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- Program Goals
- Learning Outcomes
- Curriculum Maps
- Methods of Assessment
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- Closing the Loop
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Degree Programs



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- Degree programs are defined differently between SACSCOC and AACSB
 - SACSCOC: 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, 2012, p. 64).

Degree Programs



- AACSB: COBA must assess each separate degree program, “not for separate majors or concentrations within a degree” (AACSB, 2012, p. 60)
 - Major differences in curricular content: “specification of differentiated learning goals for each degree program would be expected *though some learning goals could be the same across the different degree programs*” (AACSB, 2012, p.61).
- COBA Degree Programs (for AACSB):
 - Bachelors of Applied Arts and Sciences for Business Management
 - Bachelors of Business Administration
 - Bachelor of Science
 - Aviation Management (*possible elimination*)
 - Aviation Science (possible exclusion)
 - Computer Information Systems
 - Computer Science
 - Master of Business Administration
 - Master of Science
 - Accountancy
 - Information systems
 - Human Resource Management
 - Management and Leadership

Mission



- Each program and major will have their own mission statement.
 - The program mission should encompass all majors within the program (program overall)
 - Each major should provide specificity for that particular major
 - Create using the guidance in the COBA Assessment Guide
 - Update as required, based on assessment results
 - Minimum: Mission review should be conducted at least once during the official program review, conducted approximately every seven years

Program Goals



- Each program and major will develop overarching goals as a guide for developing / implementing appropriate curriculum
 - Program goals should drive the program’s core curriculum
 - Minimum of three goals per program (maximum should be five)
 - Major goals should drive the specific major’s curriculum (encompasses the program’s goals)
 - Majors should include at least one goal for major specificity

Learning Outcomes (Objectives)



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- Each program and major should develop two to three outcomes per goal
 - One outcome may not adequately measure a goal and more than three may become an “assessment nightmare” (Remember “KISS”: simplicity is best)
 - Outcomes that are achieved may be replaced with new outcomes...through the assessment process
 - Create outcomes using the guidance in the COBA Assessment Guide

Curriculum Maps



- Developed to align goals and outcomes to courses within the curriculum
 - Will include all upper level core courses/major courses
 - Should include appropriate lower level core courses
 - Do not include elective courses
- Each program and major will develop the maps
 - This is documentation of program to curriculum alignment
- Updated as required through the assessment process (part of “closing the loop”)
- Create curriculum maps using the guidance in the COBA Assessment Guide

Sample Curriculum Map



Objectives	Major Upper-Level Requirements										
	GBK 301	GBK 311	GBK 332	GBK 344	GBK 401	GBK 459	FINK 301	MGTK 301	MKTK 301	MGTK 302	MGTK 450
Professional Communication Ability:											
Students will be able to demonstrate proficiency in written communications	A			X	X	A			X	X	X
Students will be able to demonstrate proficiency in oral presentations	A					A					
Ethical Reasoning:											
Students will be able to evaluate the implications of an ethical dilemma from a			A		A		X	X		X	X
Students will be able to design and defend a reasoned resolution to an ethical challenge.					A			X		X	X
Global Business Awareness:											
Students will identify the differences in business environment between countries may impact			X	A	X	A	X	X	X		
Students will be able to exhibit cross-cultural competencies that will aid in working with	X		A	A	X	X	X	X	X		
Business Integration & Decision Making:											
Students will be able to demonstrate knowledge proficiency in the core business disciplines.						A	X	X	X		
Students will be able to integrate knowledge across multiple business disciplines.						A	X			X	
Students will be able to demonstrate how technology can support business decision		A				X	X		X		A
Management Knowledge:											
Students will be able to demonstrate management knowledge proficiency						A		A		X	
Students will be able to demonstrate comprehension of leadership principles						A		X			

Methods of Assessment



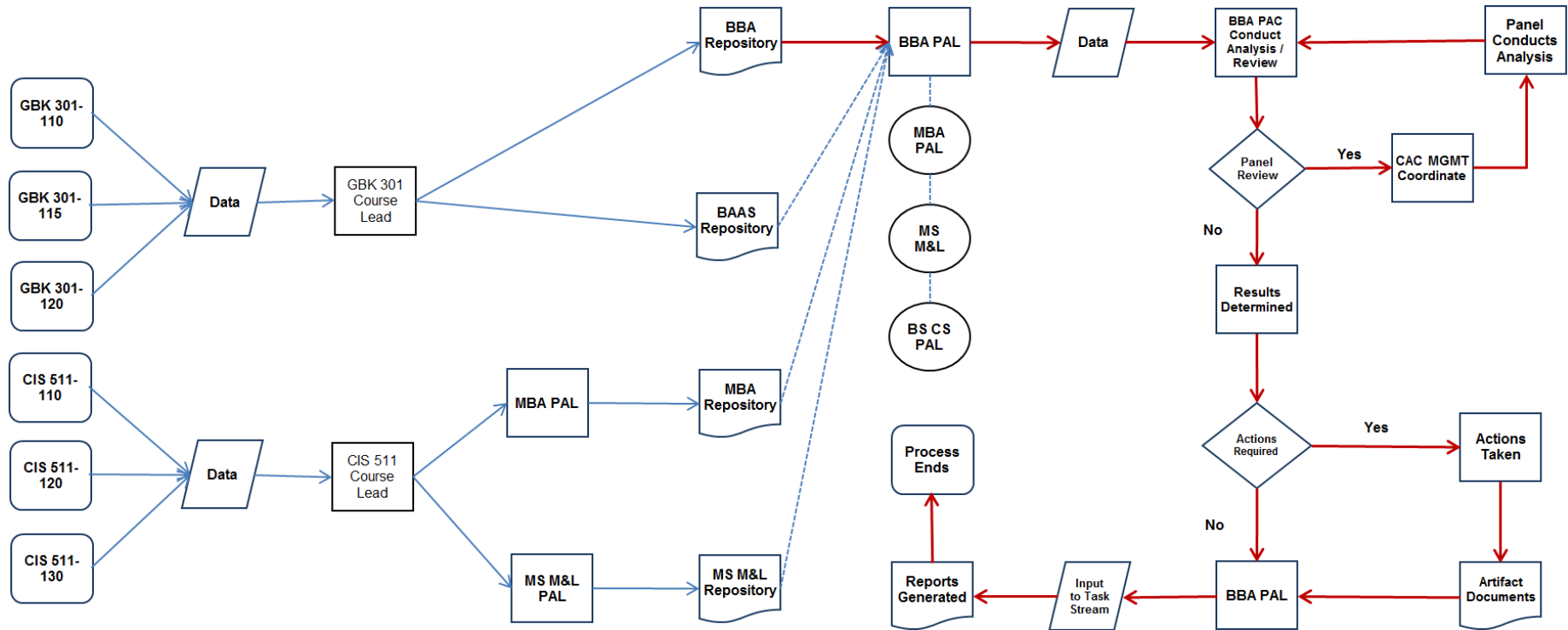
- Two primary measures of assessment are direct and indirect measures
 - Both are appropriate
 - Direct measures: Will be the primary means of assessment
 - Indirect measures: Will be the secondary means of assessment
- Develop a minimum of two measures per outcome
 - At least one measure per outcome will be from direct measurement methods
 - For two or more measures, weight the use direct measurement methods over the indirect methods
- Develop assessment measures using the guidance in the COBA Assessment Guide

Data Collection



- Data collection is conducted continuously (end of each 16 week and 8 week term)
- Data
 - Data are pooled for appropriate sampling and assessment schedules
 - Data collected with program major fidelity (individual majors can be assessed - SACSCOC)

Data and Assessment Flow



CAC: COBA Assessment Committee Department Representative
 PAL: Program Assessment Lead
 PAC: Program Assessment Committee Members
 (acronyms and final data/assessment flow to be finalized and adjusted as needed)

Sampling



- Sample size depends on program / major population size.
 - Population < 35 : conduct census
 - Population > 35 : conduct random sampling
 - See COBA Assessment Guide, p. 33
 - Conduct assessment when random sample size is achieved
 - Base the assessment on the assessment schedule for each outcome

Assessment Schedule



- Assessment is conducted each calendar year (according to the TAMUCT assessment cycle)
- Minimum requirements for assessment:
 - Each program / major goal should be assessed twice within a 5-year period
 - At least one outcome will be assessed biennially
 - Each outcome will be assessed at least once within a 5-year period
 - Avoid “assessment overload” by **not** attempting to assess everything every year (KISS)
- This is required documentation for assessment scheduling
- Create program / major assessment schedules using the minimum requirements, above, and the guidance in the COBA Assessment Guide

NOTE: All programs should collect data and conduct assessment on each goal and each outcome in each calendar year (2015 – 2017) to establish an assessment base and history

Sample Assessment Schedule



Outcomes	Program: General Business BBA / BAAS										Data Type
	Year for Measurement										
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	
Professional Communication Ability:											
Students will be able to demonstrate proficiency in written communications	X	X	X		X		X				Assessment Rubric / Exit Survey
Students will be able to demonstrate proficiency in oral presentations	X	X	X		X		X				Assessment Rubric / Exit Survey
Ethical Reasoning:											
Students will be able to evaluate the implications of an ethical dilemma from a variety of ethical frameworks.	X	X	X			X		X			Assessment Rubric / Exit Survey
Students will be able to design and defend a reasoned resolution to an ethical challenge.	X	X	X			X		X			Assessment Rubric / Exit Survey
Global Business Awareness:											
Students will identify the differences in business environment between countries may impact business decisions.	X	X	X				X		X		Assessment Rubric / Exit Survey
Students will be able to exhibit cross-cultural competencies that will aid in working with people from different cultures.	X	X	X				X		X		Assessment Rubric / Embedded Questions / Exit Survey
Business Integration & Decision Making:											
Students will be able to demonstrate knowledge proficiency in the core business disciplines.	X	X	X		X				X		Peregrine Standardized Test / Exit Survey
Students will be able to integrate knowledge across multiple business disciplines.	X	X	X		X				X		Simulation / Assessment Rubric / Exit Survey
Students will be able to demonstrate how technology can support business decision making.	X	X	X		X				X		Assessment Rubric / Exit Survey
Management Knowledge:											
Students will be able to demonstrate management knowledge proficiency	X	X	X			X		X			Assessment Rubric / Exit Survey
Students will be able to demonstrate comprehension of leadership principles	X	X	X			X		X			Assessment Rubric / Exit Survey

REMINDERS

- Each goal must be assessed at least twice and each outcome must be assessed at least once in each 5-year period.
- At least one outcome must be assessed biennially.

Validity/Reliability



- Validity
 - COBA requirement is for face or content validity
 - Formal or calculated validity is not recommended or desired (KISS)
- Reliability
 - COBA requirement is for sensible interrater/intrarater reliability
 - Work toward non-associated faculty assessments
 - Formal or calculated reliability is not recommended or desired (KISS)
- Develop validity and reliability using the guidance in the COBA Assessment Guide

Measure Scoring / Achievement



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- Use of assessment rubrics is recommended for all appropriate assessment measures (KISS)
- Scoring methods will be developed for each measure (KISS)
- All measures will have associated achievement standards or targets
- Assessments will be made based on the achievement targets
- Develop scoring, targets, and rubrics using the guidance in the COBA Assessment Guide

Data Repository / TaskStream



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- COBA Assessment Committee (CAC) will establish an electronic means of storing data (i.e. shared drive)
 - All assessment data must be electronic (i.e. any hardcopies must be scanned to portable document format (.pdf) files prior to submission to the repository
 - Course leads will collect raw data from associated sections, ensure completeness, then submit to department CAC representatives
 - Departmental CAC representatives will upload to the associated program repository (i.e. BBA, BS CS, MBA)
 - Program Leads (including Major level leads) request raw data when required to conduct analysis
- Analyzed data, applicable artifacts, and associated actions, recommendations, etc. will be uploaded to and stored in TaskStream.

Analyzing Results



- Initial analysis: can be conducted by one or two persons or by committee
- Official analysis: should be conducted at the program or major level (depending on the assessment requirement).
 - Program level analysis should have faculty representation from each major
 - Statistical significance (hypothesis testing) is not required
 - Graphs and charts should be simple to read (KISS) and representative of the data and measures being assessed
 - Findings of the analysis are determined and summarized
 - Actions are determined based on the findings
 - Information is uploaded to TaskStream
- See COBA Assessment Guide for analysis guidance

Closing the Loop



- Actions are taken based on the analysis,
 - Possible changes: curriculum changes, measurement changes, achievement target changes, goal or outcome changes, etc.
 - Appropriate documents are completed and submitted
 - All actions are documented and uploaded to TaskStream with appropriate artifacts
 - Program leads ensure all information within TaskStream is current and accurate
 - Monitor the progress of the TaskStream assessment cycles through the Provost and TAMUCT president.
 - Publish approved assessment cycle reports on the COBA assessment website
- Each program / major goal should “close the loop” at least twice within a 5-year period

Examples of Closing the Loop



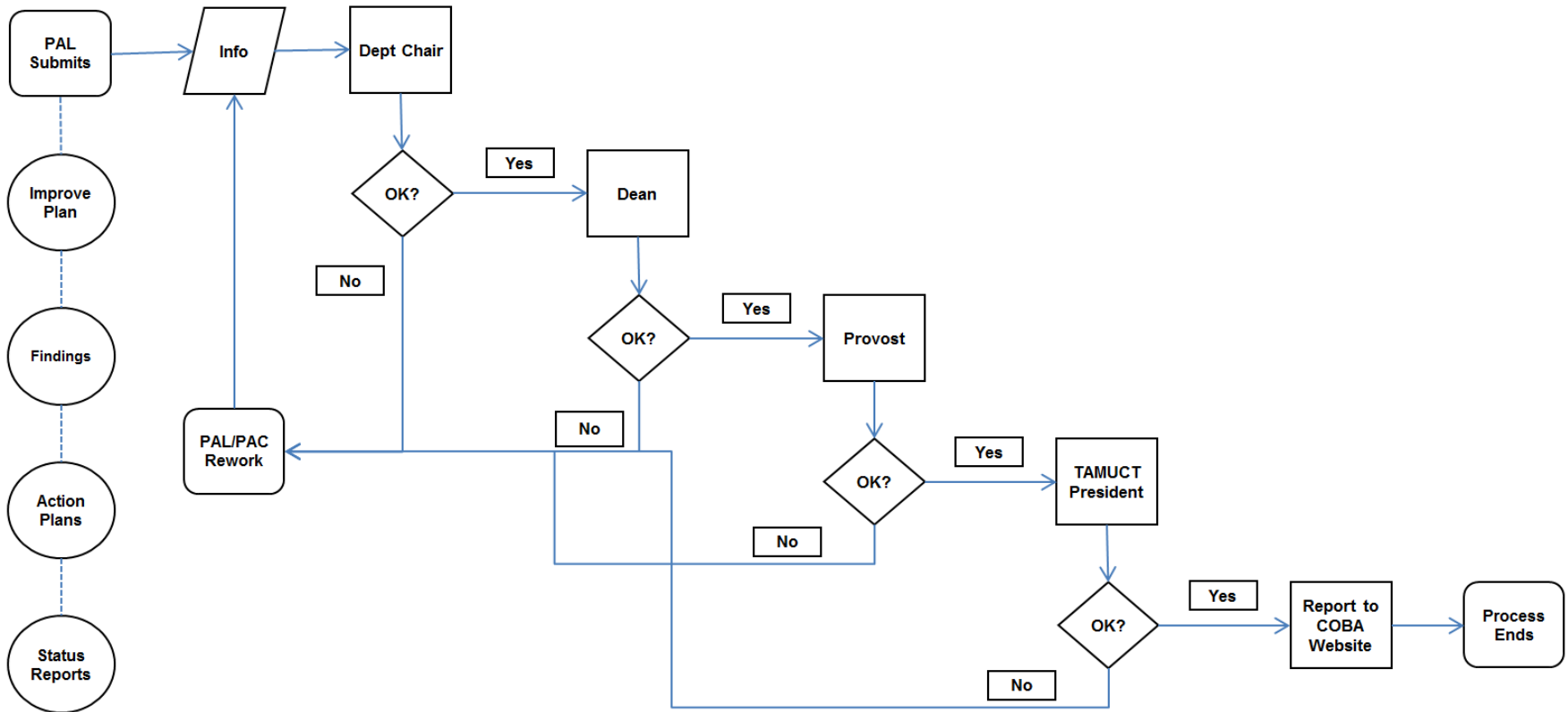
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- Add a course to the core
- Add a course to the major
- Subtract a course
- Shift sequence of courses
- Change prerequisites
- Add content to courses
- Add online component to courses
- Add service learning to courses

Reports



- Official assessment reporting will be conducted through the TaskStream System (COBA Academic Assessment Guide, p. 57)



PAL: Program Assessment Lead
PAC: Program Assessment Committee Members

Milestone Timeline



Milestone	Expected Finish
Assessment Plan (Part 1): Vision (optional)/Mission, Goals, Learning Outcomes Complete	May 15, 2015
Outcome to Course Maps Complete	May 15, 2015
Assessment Plan (Part 2): Measures, Achievement Targets, Dissemination and Use Plan Complete	August 21, 2015
Program Assessment Schedule Complete	August 21, 2015
TaskStream: Initial program entry or update (according to COBA Assessment Guide)	August 21, 2015
Collect data for CY 2015	Fall Term 2015 (may begin in SU15)
Analyze data/close loop/update TaskStream (CY 2015)	January 22, 2016
Prepared for new assessment cycle (CY 2016)	January 22, 2016

References



- AACSB (2012). Eligibility Procedures and Accreditation standards for Business Accreditation. Retrieved from <http://www.aacsb.edu/accreditation/standards/>
- COBA Academic Assessment Guide, 2nd Edition (2015). Retrieved from <http://www.tamuct.edu/departments/businessadministration/extras/COBA%20Assessment%20Guide.pdf>
- Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC) (2012). *Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement* (2nd ed.). Decatur, Georgia.