COBA Assurance of Learning

Academic Assessment
Agenda

• Degree Programs
• Mission
• Program Goals
• Learning Outcomes
• Curriculum Maps
• Methods of Assessment
• Data Collection
• Sampling
• Assessment Schedule

• Validity / Reliability
• Measure Scoring / Achievement
• Data Repository / TaskStream
• Analyzing Results
• Closing the Loop
• Reports
• Milestone Timeline
Degree Programs

• 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):

  • Bachelor 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)

• 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

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<thead>
<tr>
<th>Objectives</th>
<th>GBK 301</th>
<th>GBK 311</th>
<th>GBK 332</th>
<th>GBK 344</th>
<th>GBK 401</th>
<th>GBK 459</th>
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<th>MGTK 301</th>
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<td>Students will be able to demonstrate how technology can support business decision</td>
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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

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**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
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

• 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

• 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

PAL/PAC Rework

OK?

Yes

Dean

Provost

TAMUCT President

Report to COBA Website

Process Ends
## Milestone Timeline

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<thead>
<tr>
<th>Milestone</th>
<th>Expected Finish</th>
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<tbody>
<tr>
<td>Outcome to Course Maps Complete</td>
<td>May 15, 2015</td>
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<tr>
<td>Assessment Plan (Part 2): Measures, Achievement Targets, Dissemination and Use Plan Complete</td>
<td>August 21, 2015</td>
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<tr>
<td>Program Assessment Schedule Complete</td>
<td>August 21, 2015</td>
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<tr>
<td>TaskStream: Initial program entry or update (according to COBA Assessment Guide)</td>
<td>August 21, 2015</td>
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<tr>
<td>Collect data for CY 2015</td>
<td>Fall Term 2015 (may begin in SU15)</td>
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</table>
References

