

An Introductory Guide to AACSB- International and SACS Assessment in the McCoy College of Business Administration

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- *Updated: October 2009 – Dr. Michael Keefe*



The First and Only Goal:

To teach for
long-term
retention of
information
and
application to
new situations

--after Halpern & Hakel





**Deep (expert) learning is a
curriculum function.**

It is not a course function.

**Universities
are systems**



What is “Program-Level” assessment as specified by AACSB and SACCS?

- AACSB states that the college must specify and assess learning goals for each degree program. BBA learning goals are common to every undergraduate major in the college.
- For SACCS accreditation, the McCoy College offers defined majors in accounting, CIS, economics, finance, management, and marketing, with learning goals and assessments specific to each major. These are developed by departments in the college.



Direct vs. Indirect Assessment

- **Direct assessment acquires evidence about student learning and the learning environment: Exams, projects, logs, portfolios, observations....**
- **Indirect assessment acquires evidence about how students *feel* about learning and their learning environment: Surveys, questionnaires, interviews, focus groups, reflective essays....**



Whatever Assessment Is...

**...It's Multiple Measures
Over Time.**



Why Assessment Won't Go Away

- **Limits on money**
- **Shifts in public view of Higher Education**
- **State laws and education standards**
- **Accountability to accrediting agencies to maintain operating credentials**

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Result: We must demonstrate quality of outcome and return on investment.

Through assessment educators meet responsibilities to themselves, to students, and to the public.



Good Assessment Asks Good Questions

- Do we have a curriculum or a set of common courses? Which of these do our students experience?
- What do we want our students “to be, to have, or be able to do” when they have completed the program or major? What are our curricular goals?
- What do our students “do” in-class to demonstrate accomplishment of curricular goals (i.e. course objectives)? How much and what kinds of writing? What kinds of math? Oral Presentations? Analysis and Reports? Are these relevant to our curricular goals?
- How do we demonstrate to ourselves that students are achieving or have achieved curricular goals?



Goals and Objectives for Students

- Goals express what we want our students to be.
- Objectives describe what we want our students to do.

.....

- Objectives are indicators of goals.



To be assessment friendly, objectives should:

- Focus on students
- Make the learning goals visible (serve as indicators)
- Describe behaviors or products (doing, making) that can be captured by assignments.

Bachelor of Business Administration

LEARNING GOALS (BBA – All majors)

Upon completion of the BBA, a student will be able to:

- 1. **Conceptualize a complex issue into a coherent, persuasive written or oral statement.**
- 2. **Use critical thinking skills to evaluate information, solve problems, and make sound decisions.**
- 3. **Use information technology skills in decision-making.**
- 4. **Apply general concepts of ethical behavior in dealing with stakeholders.**
- 5. **Understand the importance of group dynamics in achieving organizational goals and use the skills needed for effective teamwork.**
- 6. **Understand the importance of culture and diversity.**



An Assessment Question: How Do You Know...

...that students walk out your door looking like you want them to? What behaviors have they exhibited or products have they produced? What are the indicators for your goals?



Faculty Teaching Core Courses Should:

- Agree on the products students should produce and the behaviors they should exhibit . . .
- Agree on specific objectives for the course . . .
- Make sure course objectives are relevant to Program-Level goals . .



The Next Step . . .

- Faculty Should Agree on How Best to Measure Student Performance on each Objective Contributing to Program-Level Goals.



Some Assessment Ways and Means

- **Case studies**
- **Classroom assessments**
- **Content analyses**
- **Debates**
- **Direct observations**
- **Focus groups**
- **Graduate success**
- **Internships and service learning**
- **Interviews (including videotapes)**
- **Exams for certification and licensure**
- **Matrices**
- **Performances**
- **Portfolios of several kinds**
- **Projects (Primary Trait Analysis)**
- **Questionnaires and surveys (Direct and telephone; employer, alumni, and student attitude and satisfaction)**
- **Reflective essays**
- **Study and activity logs**
- **Tests (Locally developed and standardized)**



Another Step . . .

- Depending on the method used to assess a course objective, develop a rubric or a method of measurement.
- Evaluate student performance on the specific objective on three levels: Exceeds Expectation; Meets Expectation; Does Not Meet Expectation.
- Report your findings to your colleagues.
- Discuss the result(s) and determine any actions to take (if necessary).



Responsibilities of Core Course Coordinators and Faculty

- 1. develop course learning objectives that lead to fulfillment of learning goals,
- 2. collect data from faculty to support or measure student learning (including a representative sample of measurement devices/techniques/assignments to be maintained in the office of the core course coordinator),
- 3. report results to the McCoy College Assessment Committee, your department, other faculty, and
- 4. discuss and act on results obtained . . . *What can we do to improve student learning of concepts and techniques or reinforce desired behaviors?*



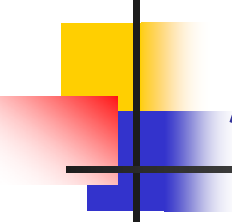
What documentation must be retained by the Core Course Coordinators?

- Core course coordinators should retain copies of instruments used for direct assessment of student learning (assignments, written products, test questions, rubrics, scoring grids, etc.). Course coordinators also should retain sample products relating to the instruments used. Aggregate results should be retained by semester or year. A record of course or pedagogical changes should be retained with special emphasis given to items concerning improvements in course content or delivery.



Must all students be assessed?

- Sampling may be utilized as long as it is representative. Faculty assessing learning outcomes, as scholars in their respective fields, have the responsibility for determining appropriate representative sample sizes. Census data are always acceptable.



Should college core course coordinators gather data and submit results every year?

- Since assessment is a continuous process, course coordinators and faculty are encouraged to gather data each year for the reporting of assessment results. Learning goals specific to departments majors are measured every year for SACS assessment purposes. Since multiple courses utilizing multi-method approaches may directly measure a specific learning goal, (BBA) learning goals are reviewed on a scheduled rotational basis for AACSB reaffirmation. At least two BBA program goals are formally reviewed every year.



Who sets performance standards? How should Core Course Coordinators report student performance?

- For each learning goal assessed in a specific course, faculty, as scholars in their field, will determine the minimum expectation or standard. For reporting data, course coordinators or faculty should aggregate data and report results by three levels: Exceeds Expectations; Meets Expectations; or Does Not Meet Expectations.
- In all cases it should be remembered that assessment is **not** the evaluation of faculty performance in the classroom; it concerns the aggregate level of student learning of various goals.



How many students must meet or exceed the performance standard ?

The focus of AACSB-International will be how these data are used for continuous improvement purposes. A poor showing of student mastery would only be a concern if course content, delivery, or the curriculum were not modified to improve performance. AACSB also expects that assessment processes will improve over time. SACS prefers numerical standards. Although faculty may establish their own expectations, the McCoy College uses the benchmark that at least 70% of students will meet or exceed expectations.



An Important Lesson from the Farm

**A pig doesn't get
any fatter
merely by
weighing it.**



What Assessment Asks of You!

- One meeting at the start of the semester to determine course objectives and agree on a rubric or method for measuring student performance.
- Two to three hours per semester to extract student performance leading to the measurement of student learning.
- Writing a short report (1 page) concerning student performance.
- Maintaining examples of student work, grading rubrics or other examples demonstrating student achievement of course objectives.
- Talking to other faculty about continuously improving classroom processes and products to improve student learning over time.



Closing Thought

**The enemy of the
good is the perfect.**