

ASSESSMENT OF LEARNING

ACBSP ACCREDITATION

Faculty Workshop
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Overview

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Assessment Workshop Goals

- **Course and classroom assessment instruments gathers information about student learning.**
- **At the end of this workshop the faculty of the College of Business Administration should be prepared to:**
 - **Understand** the relevance and benefits of the assessment of learning.
 - **State** the **relationship** between course objectives and assessment of student learning.
 - **Categorize** and **assemble** a reliable and accurate set of successful classroom assessment tools and techniques, and how to use them effectively and suitably.
 - **Exhibit their understanding** of the relationship between course assessment, classroom assessment, and evaluations of teaching effectiveness.

Scholarly Questions of Assessments

- We're **spending time** and resources trying to achieve student learning- is it working?
- When **we identify a weakness** in our student's learning, how can we best addresses the problem?
- How can we **improve learning** most effectively in a time of tight resources?



Benefits of Assessment

Rightly used is a powerful instrument for improvement.

Collection of accurate and good information is potentially the best lever for change.

Provide the basis for wiser planning, budgeting, and change in curriculum, pedagogy, staffing, programming, and student support.

Avoid the wasting of resources .

Enhance the feedback concerning the impact of educational policies and practices.

Create a climate of caring and engagement that supports student's own commitment to their learning.

Diagram created by: Carmen I. Figueroa-Medina, Ph.D. for the CBA Assessment Faculty Workshop on November 6, 2015

CBA Assessment Cycle

Std. #4 - Measurement and Analysis of Student Learning and Performance

Learning Objectives:

- BSBA
- MBA
- ADOF (4.1.a)



		BSBA	MBA	ADOF
Concentrations	Core (CPC)	✓	✓	✓
	FINA	✓		
	CONT	✓		
	GEIN	✓	✓	
	SICI	✓		
	ESOR	✓		
	MERC	✓		
	H.R.		✓	
	General		✓	

(4.1.a, 4.1.b)

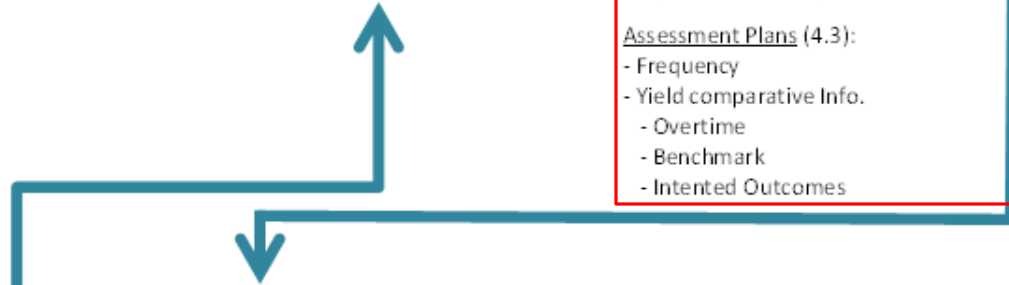


Learning Outcomes Competencies

- Analyze:**
- Trends (3 - 5 sets of data)
 - Cause-Effect Relationship
 - Prioritize
- (4.2)

- Data & Info.
- Internal
 - External
 - Summative
 - Formative
- (4.1.c, 4.1.d, 4.1.e)

- Assessment Plans (4.3):**
- Frequency
 - Yield comparative Info.
 - Overtime
 - Benchmark
 - Intended Outcomes



- AOL Action Plan (4.4)**
- Improve Educational Processes



- Stakeholders (4.2)**
- Administration
 - Faculty
 - Students

- Strategic Plan
- Operational Plans

Responsibility:

- AOL Committee
- Faculty

- Control No.
- Problem Description
- Responsible parties
- Action Plan
- Action Taken
- Closing

Main Steps Of Assessment Cycle

STEP 1:

Articulate your goals for student learning

- ***Review the LEARNING OUTCOME.**
- ***Select the Assessment INSTRUMENT.**

STEP 2:

Gather evidence about how well students are meeting the goals

- ***Select between DIRECT or INDIRECT measurements.**
- ***Evidence includes QUALITATIVE as well QUANTITATIVE measures.**
- ***Connect the assessment with VALUED processes.**

STEP 3:

Use the information for improvement

- ***Identify what is FIT and PRODUCTIVE about assessment.**
- ***Use the information to IMPROVE the institution as well as to MEET the requirements of accreditors and other external audiences.**

*** Faculty Assessments Actions** *** Committee of Assessments Actions**

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CBA Empowering Assessment

Eight Steps of the Committee of Assessment

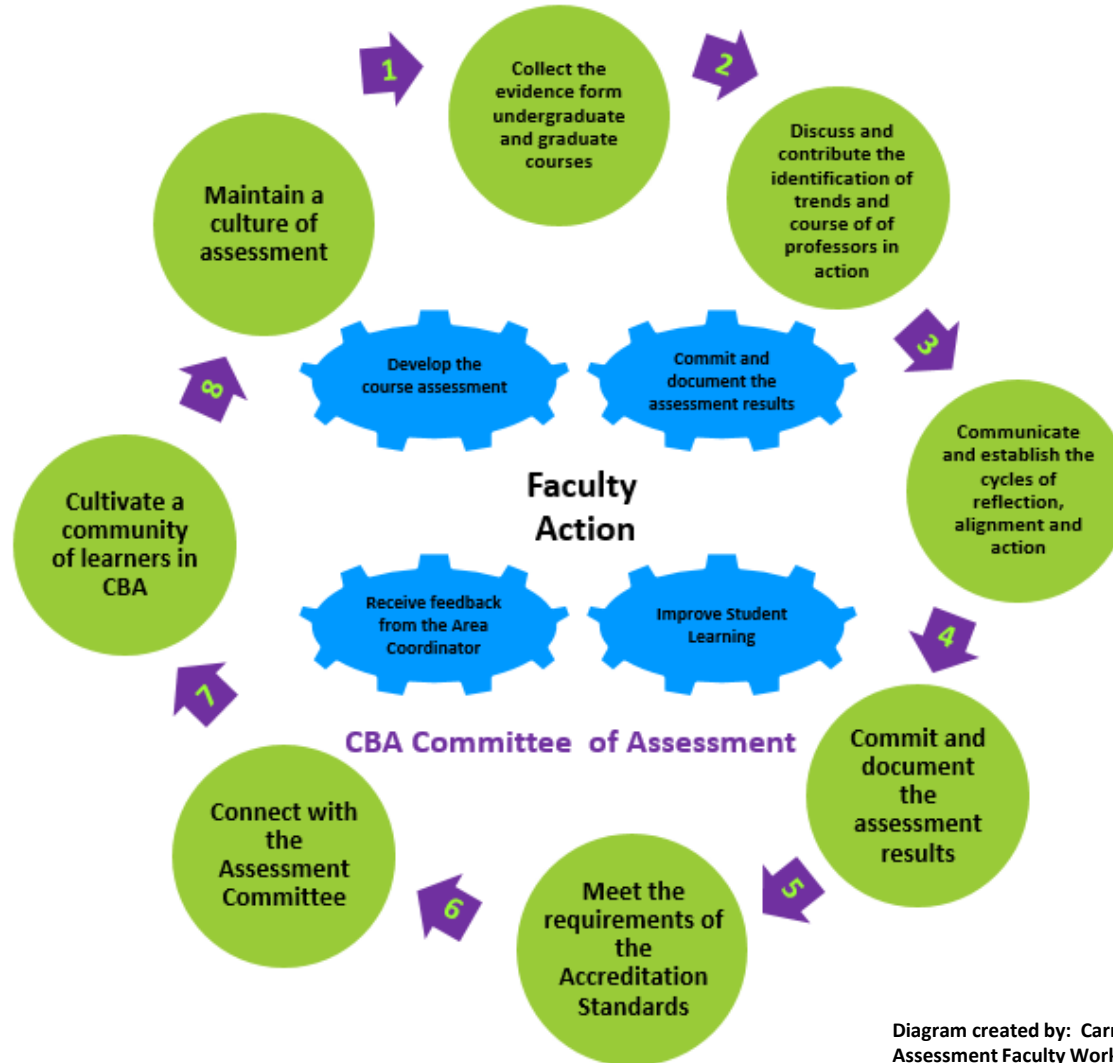


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Measurements of Student Achievement

- Which are the goals for learning?
- What the measures are?
- Why these measure were chosen?
- How the choice relates to the goals?
- How measures are administered?
- How assessment data are used for improvement of learning?
- How data from assessment measures and what they suggest about the student achievement of the learning goals?
- How professor's recommendations to improve assessment mechanism?
- When the professor's could change the learning methodology or mechanism?

CBA Faculty Assessment

Eight Steps of Faculty Action

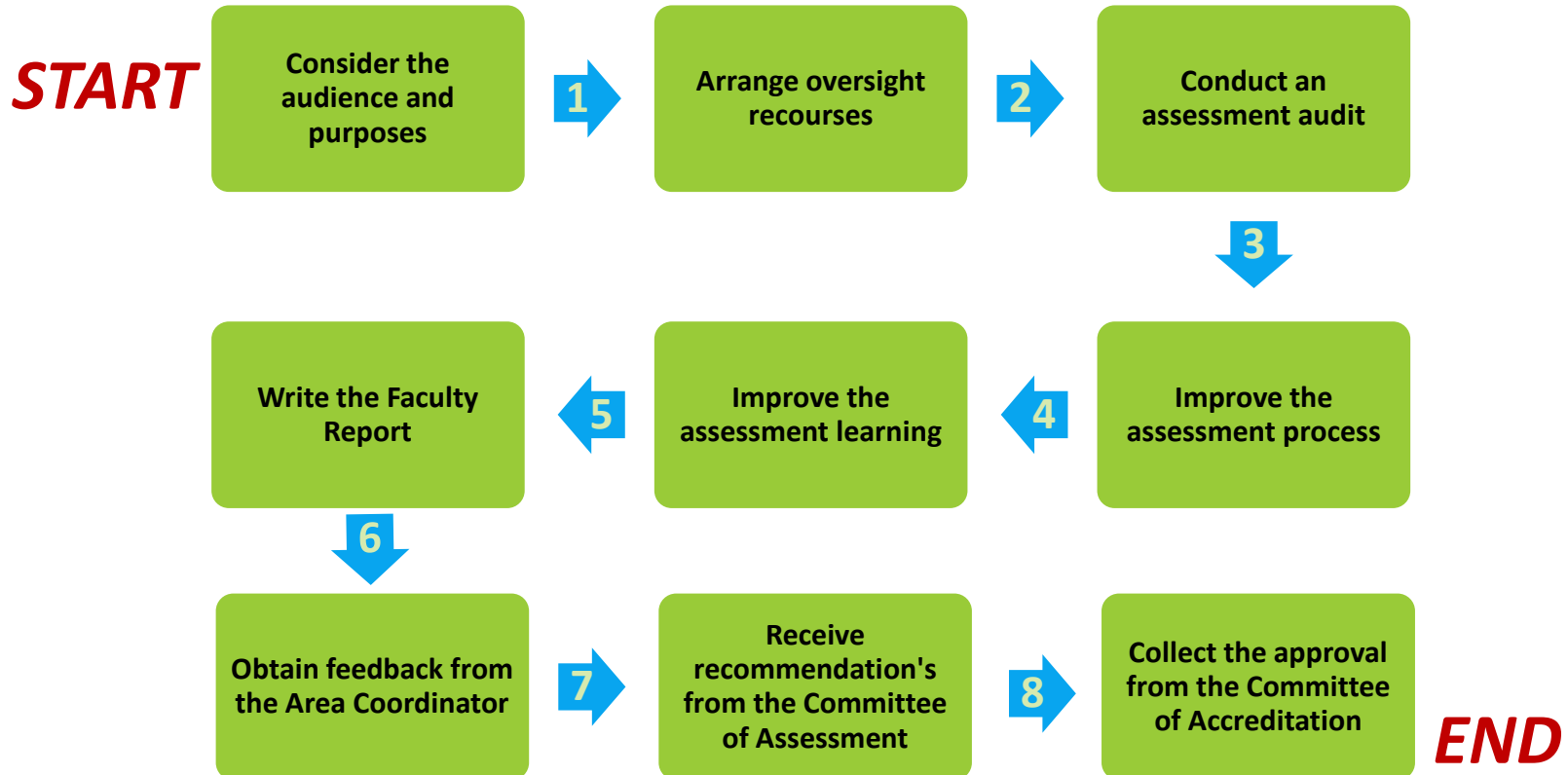


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Identifying Classroom Assessment



Direct Measures

- Review of seniors projects by external evaluators
- A national or state exam that your students must take
- Multiple faculty members examine student work as, for example, senior projects in the major, or Ph.D. qualifying exams or dissertations
- Noncredit exam that tests the student's knowledge as they begin a particular course within a sequence of courses



Indirect Measures

- Placements
- Retention and graduation statistics
- Career Development
- Students Evaluations (e.g. Department-Wide Analysis)
- Alumni Surveys
- Student Activities (e.g. Research, Internships, Volunteer Service, among others)
- Teaching Strategies (e.g. The amount of involvement by students in professor's research, among others)
- Program Review

Course Portfolio Checklist

Documents Checklist

CPC: Integrating Comprehensive Experience

External Direct

Cycle: (2012-2015)

No.	Content Description	Yes	No	N/A	Comments
1	Instructions				
2	Assessment Method or Strategy ___ Course Embedded ___ Multiple Choice Statement ___ True/False Statement ___ Case Analysis ___ Accounting Cycle Set ___ SWOT Analysis ___ Business Plan ___ Simulation ___ Case Analysis ___ Research Paper ___ Research Project ___ Written Report ___ Oral Presentation ___ Business Plan ___ Business Writing Exercise ___ Problem Solving ___ Other ()				
3	Rubric for the Assessment Method or Strategy				
4	SPRING 2013				
	• Professors Assessment Summary				
5	• Grade Summary Report				
6	• Example (Instrument completed)				
7	• Statistics Analysis				
8	• Graphics				
9	FALL 2013				
	• Professors Assessment Summary				
10	• Grade Summary Report				
11	• Example (Instrument completed)				
12	• Statistics Analysis				
13	• Graphics				
14	SPRING 2014				
	• Professors Assessment Summary				
15	• Grade Summary Report				
16	• Example (Instrument completed)				
17	• Statistics Analysis				
18	• Graphics				
19	FALL 2014				
	• Professors Assessment Summary				
20	• Grade Summary Report				
21	• Example (Instrument completed)				
22	• Statistics Analysis				
23	• Graphics				
24	SPRING 2015				
	• Professors Assessment Summary				
25	• Grade Summary Report				
26	• Example (Instrument completed)				
27	• Statistics Analysis				
28	• Graphics				
29	ACBSP ASSESSMENT TABLE 4.2 (2012-2015)				

Date

Assessment Committee Member

Faculty Assessment Report Sections

Analyze the results and submit the faculty Assessment Report to the *Assessment Committee*. This action is taken by the professor responsible for the assessment.

- **As a minimum this report should include the following sections:**
 - **1) Summary**
 - **2) CPC/Major Concentrations**
 - **3) Learning Outcome**
 - **4) Course/Syllabus**
 - **5) Instrument**
 - **6) Rubric**
 - **7) Performance Criteria**
 - **8) Standardized Excel Report for student assessment results**
 - **9) Professor's observations of the assessment results including possible causes and solutions.**

UPRM CBA Research Center

- **UPRM CBA Research Center** will coordinate several **Assessment Workshops for CBA Faculty** during **Spring 2016**.
- Assessment Workshops general themes:
 - Rubrics for Evaluating Student Classroom Work
 - Strategies Teaching and Learning in Higher Education
 - Student's Learning Styles in Higher Education
- Workshops will support the **Eight Steps of Faculty Action** required for empowering the assessment processes in CBA.

Session of Questions

“Who questions much, shall learn much, and retain much”.
Francis Bacon



Building a Sustainable Commitment Across the College of Business Administration

“Tell me and I forget. Teach me and I remembered. Involve me and I learn”. Benjamin Franklin



References

Stake, Robert E., Banta, Trudy W., Kolen, Michael J. et al. 2012. *Handbook of measurement, Assessment and Evaluation in Higher Education*. New York: Routledge.

Walwood, Barbara E. 2004. *Assessment Clear and Simple – A Practical Guide for Institutions, Departments and General Education*. California: Jossey Bass.

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