Faculty Workshop
Carmen I. Figueroa-Medina, Ph.D.
College of Business Administration
University of Puerto Rico, Mayaguez
November 6, 2015
Overview

- Assessment Workshop Goals
- Scholarly Questions of Assessment
- Benefits of Assessment
- CBA Assessment Cycle
- Main Steps of Assessment Cycle
- CBA Empowering Assessment
- Measurements of Student Achievement
- CBA Faculty Assessment
- Course Portfolio Checklist
- Faculty Assessment Report Sections
- Assessment Exercise Example
- Session of Questions
- Building a Sustainable Commitment Across the College of Business Administration
- References
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.
### CBA Assessment Cycle

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

<table>
<thead>
<tr>
<th>Core (CPC)</th>
<th>BSBA</th>
<th>MBA</th>
<th>ADOF</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINA</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>CONT</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>GEIN</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>SICI</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESOR</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MERC</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H.R.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>General</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Objectives:**

- BSBA
- MBA
- ADOF (4.1.a)

**Develop**

**Learning Outcomes Competencies**

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

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

**AOL Action Plan**

- Improve Educational Processes (4.4)
- Control No.
- Problem Description
- Responsible parties
- Action Plan
- Action Taken
- Closing

**Stakeholders**

- Administration
- Faculty
- Students (4.2)

**Responsibility:**

- AOL Committee
- Faculty

**Strategic Plan**

- Operational Plans
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

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

Eight Steps of the Committee of Assessment

1. Collect the evidence form undergraduate and graduate courses
2. Discuss and contribute the identification of trends and course of professors in action
3. Communicate and establish the cycles of reflection, alignment and action
4. Improve Student Learning
5. Meet the requirements of the Accreditation Standards
6. Connect with the Assessment Committee
7. Receive feedback from the Area Coordinator
8. Cultivate a community of learners in CBA

Faculty Action

CBA Committee of Assessment

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

- Which are the goals for learning?
- What the measures are?
- Why these measures 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

1. Consider the audience and purposes
2. Arrange oversight recourses
3. Conduct an assessment audit
4. Improve the assessment process
5. Write the Faculty Report
6. Improve the assessment learning
7. Obtain feedback from the Area Coordinator
8. Receive recommendation's from the Committee of Assessment
9. Collect the approval from the Committee of Accreditation

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

#### Document Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>Content Description</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Assessment Method or Strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Embedded</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple Choice Statements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>True False Statements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accounting Cycle Set</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Narrative Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>History Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral Examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Writing Exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problem Solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Rubric for the Assessment Method or Strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SPRING 2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor Assessment Summary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Grade Summary Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Example (Instrument completed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Statistics Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Graphics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>FALL 2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor Assessment Summary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Grade Summary Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Example (Instrument completed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Statistics Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Graphics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>SPRING 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor Assessment Summary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Grade Summary Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Example (Instrument completed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Statistics Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Graphics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>FALL 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor Assessment Summary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Grade Summary Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Example (Instrument completed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Statistics Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Graphics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>SPRING 2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor Assessment Summary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Grade Summary Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Example (Instrument completed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Statistics Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Graphics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>ACBSAP ASSESSMENT TABLE 4.2 (2012-2015)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Table 4.2

- ACBSAP ASSESSMENT TABLE 4.2 (2012-2015)
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 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

