APPENDIX XV

College of Business and Public Administration
Eastern Washington University

Proposed Undergraduate Program Assessment and Assurance of Learning Plan

October 2012

Taskforce facilitated by Bruce Teague,
Taskforce members: Kirk (Damon) Aiken, Arsen Djatej, Brian Grinder, Beth Tipton,
and Wanthanee Limpaphayom

Our Mission

The College of Business and Public Administration (CBPA) is a unit of Eastern Washington University (EWU), a regional comprehensive public university located in Cheney and Spokane, WA, with programs offered throughout the state and online. ***CBPA exists to develop students who think critically, act ethically, and contribute to evolving public and private sector environments.***

This mission is accomplished by:

- Guiding diverse students in their quest to create meaningful roles in their professions and communities through education.

- Supporting research to maintain an involved and intellectually current faculty dedicated to teaching.

- Offering inclusive intellectual and community engagement to enrich students and society through lifelong learning.

Our Motto
"Focusing on the region – open to the world."

TABLE OF CONTENTS

FORWARD
(Major Revision October 26, 2012)

       This update to the EWU CBPA assessment process represents a major revision of prior practices drawing upon the most current suggestions and examples found in the AACSB accreditation guidelines, along with the best practices observed at numerous peer institutions. Through systematic assessment of our program, we obtain numerous benefits, including but not limited to:

- Increased confidence that our program is truly mission driven.
- Increased confidence that our program produces learning results that are consistent with our vision, and values.
- Increased confidence that resources are being allocated effectively to provide the strongest possible learning culture for our students.
- Increased enthusiasm for a culture focused upon continuous reflection and improvement.
- Increased confidence that our program is educating business students who will be prepared to contribute to the success of 21st century organizations.

EWU CBPA ASSESSMENT OVERVIEW
(Pilot Test: Winter & Spring 2013)

Pilot Test Phase:
   During the pilot test of this new assessment program, we will assess on a quarterly basis. Initial assessment, under the new program, will take place during winter quarter 2013. Our first reassessment cycle will take place during spring term 2013. This will allow us to close the loop on learning goal progress once by the end of the current academic year.

Key Dates Pilot Test Dates (refer to appropriate faculty report template):
- Initial Assessment:
    - January 18th: Items #1 through #5b need to be submitted by noon.
    - March 29th: Complete assessment due by noon.
- Reassessment #1
    - April 12th: Items #1 through #5b need to be completed by noon.
    - June 21st: Complete reassessment report due by noon.

Regular Program:
   Once the new assessment program has been through pilot testing, and pursuant to the requirements that emerge through our review process, EWU CBPA will eventually shift to an annual review cycle during which all goals will be assessed. The result of this process is that we will close the loop on learning goal progress every year. Once this program is implemented, assessment of goal performance will occur throughout the academic year. During the assessment process, suggestions for improvements will be made but not implemented. At the end of the academic year, faculty members will submit—as part of their assessment report—an improvement plan that will specify changes which will be made for the following assessment cycle (i.e., academic year). In this way, we will be able to more accurately separate possible random variations from systematic performance differences, thus allowing for confident evaluation of the efficacy of changes that were made.

Assessment of Goals:
   We have embraced five learning goals that meet both the general learning and the management specific learning goal requirements of AACSB accreditation review. Each goal will be assessed in two separate courses within the core of the business program. These are courses that all business graduates must take, regardless of major, in order to earn a BAB degree. As such, this represents the common body of knowledge imparted to our students while also meeting the AACSB definition of program.

Goal Update and Review Cycle:
   As part of our continuing improvement effort, we will continue to review and update learning goals over time. The goal review cycle will parallel the AACSB five-year review timeline. At the end of a five-year review cycle, the college will review and evaluate goals. Where we have consistently exceeded our performance expectations on a goal, we will consider replacing that goal with a new learning goal that fits the same category (e.g., general learning or management specific learning). A goal will only be considered for replacement if we have exceeded program expectations in at least three of the five years making up that evaluation cycle.

Defining Program Success:
Our program expectation is that 80% of our students will earn a score equivalent to 75% or greater on the assessment measures used to measure performance on that goal. For our program to meet or exceed expectations, this threshold must be met in both courses for which that goal is assessed.

Closing the Loop:
The phrase, "Closing the Loop" is often used when speaking about assessment. At EWU, we embrace the idea that closing the loop is a critical and integral part of the assessment process. Therefore, the process of closing the loop is built directly into the faculty reporting templates (see initial assessment and reassessment faculty report templates). During the initial assessment cycle for any goal, we will not only obtain data with respect to our performance relative to expectation (defined above), but each faculty member will also establish an initial performance benchmark upon which to improve. Each subsequent reassessment will involve the collection of data, and active reflection upon the efficacy of changes implemented in the current assessment cycle. In this manner, we will continue to strive for improvement on goal performance over time.

Assessment Measures:
We will use embedded course measures to assess learning performance on program goals. All faculty members who are teaching courses with learning goal assessment responsibilities in any given cycle will submit their selected measures at the beginning of the assessment period (i.e., pilot or regular program). The CBPA Assessment Task Force will review measures for efficacy. In instances where there is concern as to the adequacy of a suggested measure, this will begin a dialogue with the faculty member with a focus on improving both understanding and execution of our assessment process. Faculty members will, thus, maintain maximum academic freedom within the context of assessing program goals.

Measures selected may include items such as quizzes, exams, exam questions, class projects, assigned papers, group presentations, simulations, etc. This is not intended to be an exhaustive list, but rather to offer a broad set of examples consistent with tools faculty members might select for this purpose.

Level of Assessment:
Except where a goal explicitly references collaborative or group performance, all learning goals will be assessed at the individual student level of analysis. In other words, assessment measures will be expected to evaluate and offer performance feedback to the individual student.

Evaluation of Student Performance:
Though professors may choose to provide course feedback to students in the form of letter grades, or other such indices, all valid assessment measures must result in a quantitative performance measure out of a specified total number of points. Examples may include, but are not limited to: an exam score, a formal scoring rubric, a point total assigned on a paper or other project based upon evaluation of established criteria, etc.

EWU CBPA Learning Goals

Our learning objectives derive from and support the chosen mission of the EWU CBPA. First and foremost, we are a regional comprehensive business school. We train students who are expected to "contribute to evolving public and private sector environments." Each of our five learning objectives has been chosen to ensure that our graduates achieve this ambition. Our mission further specifies that graduates should think critically and act ethically. Critical thinking relates to their ability to correctly analyze and interpret business data, along with the ability to use this data to justify important business decisions. Goals #4 and #5 are intended to measure our efficacy in achieving this end. Ethical behavior presupposes students understand how business actions can differently affect stakeholders. Goal #1 evaluates our success in developing this multi-stakeholder awareness in our graduates. Finally, our mission communicates that we serve a diverse group of students. Our graduates will need to function effectively in diverse, multicultural work environments. Goals #2 and #3 emphasize our belief that all students must understand and be capable of working with diverse others.

General Learning Goals

Goal #1: Ethics
Students will develop an understanding of ethical issues that influence business operations along with an awareness of various stakeholders affected by business activities.

Goal #2: Multiculturalism and Global Awareness
Students will develop an awareness and understanding of the cultural issues that impact business operations in a global society.

Management Specific Goals

Goal #3: Teamwork and collaboration
Students will understand and use team building and collaborative behaviors to accomplish group tasks.

Goal #4: Understanding financial statements
Students will understand and utilize financial tools and analytic techniques (e.g., financial statements analysis, budgeting, and valuation) to make and justify important financial decisions.

Goal #5: Data analysis skills
Students will identify and perform appropriate quantitative analyses when given a particular business problem.

	ACCT 251	ACCT 261	ACCT 252	DSCI 245	DSCI 346	ECON 201	FINC 335	MISC 311	MGMT 326	MGMT 423	MGMT 490	MKTG 310	OPSM 330
Goal #1: Ethics Students will develop an understanding of ethical issues that influence business operations along with an awareness of various stakeholders affected by business activities.									X	X			
Goal #2: Multiculturalism and Global Students will develop an awareness and understanding of the cultural issues that impact business operations in a global society.										X		X	
Goal #3: Teamwork and collaboration Students will understand and use team building and collaborative behaviors to accomplish group tasks.							X		X		X		
Goal #4: Understanding financial statements Students will understand and utilize financial tools and analytic techniques (e.g., financial statements analysis, budgeting, and valuation) to make and justify important financial decisions.	X												
Goal #5: Data analysis skills Students will identify and perform appropriate quantitative analyses when given a particular business problem.					X								X

EWU CBPA ASSESSMENT & ASSURANCE OF LEARNING
(PILOT TEST--Initial Assessment)

1 Report Cycle: Winter Quarter 2013

2a Program Goal *(place an x in the appropriate box)***:**

Goal #1: Ethics

☐ Students will develop an understanding of ethical issues that influence business operations along with an awareness of various stakeholders affected by business activities.

Goal #2: Multiculturalism and Global Awareness

☐ Students will develop an awareness and understanding of the cultural issues that impact business operations in a global society.

Goal #3: Teamwork and Collaboration

☐ Students will understand and use team building and collaborative behaviors to accomplish group tasks.

Goal #4: Understanding Financial Statements

☐ Students will understand and utilize financial tools and analytic techniques (e.g., financial statements analysis, budgeting, and valuation) to make and justify important financial decisions.

Goal #5: Data Analysis Skills

☐ Students will identify and perform appropriate quantitative analyses when given a particular business problem.

2b Major Goal (when appropriate):

2c Course Learning Objective:

3 Instructor:

4a Course Name:

4b Course and Section #:

4c Quarter (F, W, Sp):

5a **Description of the measure(s) being used to assess student performance on this learning goal:**

```



```

5b **Please attach a copy of the measure(s) being used. If a measure is a quiz or exam, please indicate how it will be scored; if it is a project or assignment, please include instructions along with the grading rubric or evaluation procedure that will be used to evaluate performance.**

5c **If this is a paper, project, or an essay style exam, please submit 3 examples (1 exemplary, 1 typical, and 1 worst) of student work from this term along with your report. REMOVE NAMES.**

6a **How many students completed the assessment measure?**

6b **How many students earned >75% on the measure?**

6c **What percentage of students earned >75%?**

7 **What were the strengths and weaknesses you observed in student performance on your assessment for this goal?**

Strengths:

Weaknesses:

8 **Based upon student performance in this class, brainstorm ideas for improving student performance on this measurement? Please be specific.**

IMPROVEMENT PLAN FOR NEXT ASSESSMENT CYCLE

Note: Everything prior to this page should be completed separately for each course section you teach that is being assessed for this learning goal. In this section, please reflect on the data you have collected across all sections of this course that you taught this assessment cycle. For instance, if you taught three sections of this course, your answers to the following questions should respond to the overall pattern of data that you have collect across the three sections. *You will only complete one improvement plan each assessment cycle.*

9   Across all sections of this course that you taught this assessment cycle:

9a How many students completed the assessment measure?

9b How many students earned >75% on the measure?

9c What percentage of students earned >75% on the assessment measure?

10 **Please reflect upon the data you have collected, along with the suggestions you have developed in answering question #8 for each class being assessed. Given what you have learned and observed, please identify specific changes <u>you will make</u> in this course in order to improve student performance on this goal. This does not need to include every suggestion you have generated in response to question #8, but rather should be those changes that you now believe will best enhance student learning in this area. For each change that will be implemented, please briefly explain why you believe it will address the problem effectively.**

11 **Is there anything our core program can do differently to better prepare students for success on this learning goal?**

EWU CBPA ASSESSMENT & ASSURANCE OF LEARNING
(PILOT TEST—INITIAL ASSESSMENT)

Important Dates

January 18th: Items #1 through #5b need to be completed and submitted by noon, today.
March 29th: Complete assessment report due by noon today.

Instructions
**Numbers correspond to the item number on the assessment.

1. Report cycle refers to the assessment cycle to which this report belongs. During the pilot test, we will be reassessing each quarter. Thus, the initial assessment cycle shall be Winter 2013, and the reassessment cycle will be Spring 2013. This will change when we move to the full assessment program, which will complete assessment cycles on an annual basis. Thus, we will complete at least four loop-closings prior to each future review.

2. Goals:[1]
    a. If you are assessing an AACSB <u>program learning goal</u>, simply place an X in the box that corresponds to the goal you are assessing.
    b. If you are assessing a NWCCU <u>major learning goal</u>, simply copy the assigned goal statement in this space.
    c. If you have a more specific learning objective statement in your syllabus that relates to the goal you are assessing, please provide that statement here.

3. Your name.

4. Course Information:
    a. The name of your course (e.g., OPSM 330 Operations Management)
    b. Course and section number (e.g., 330-40)
    c. Quarter: The quarter in which you are teaching this course. (Note: This will only be relevant once we shift to the annual assessment cycle.)

5. Assessment measures:
    a. In this box, please provide a brief but clear description of the measure(s) you will use to assess student performance on this learning goal. Please note, though you may provide feedback to students with letter grades, all assessment must use quantitative scoring for evaluation. Also, unless the learning goal specifies group or collaborative behavior, the assessment must occur at the individual level of analysis. (Example: I will be using a 20 item multiple-choice quiz to assess…)
    b. Simply attach a copy of the assessment measure you are using in the course including any student instructions along with the grading procedure or rubric. *If you are attaching an exam, please clearly identify which questions are being used to assess performance on this goal.*

---

[1] In some cases, a particular assessment may apply to both 2a and 2b. They are not always mutually exclusive.

    c.   You will only complete this item once the term has concluded. For all non-exam measures, please provide 3 samples of actual student work **(with names removed)**.

6. Student performance data
    a.   The number of students who completed the assessment measure.
    b.   The number of students who earned a score of 75% or better on the assessment measure.
    c.   The percentage of students who earned a score of 75% or better on the assessment measure.

7. Strengths and weaknesses:
    a.   Based upon the performance of your students on the assessment measure in this class, what were the strengths with respect to their demonstrated learning on this goal?
    b.   Based upon the performance of your students on the assessment measure in this class, what were the weaknesses with respect to their demonstrated learning on this goal? *Try to be as specific as possible as this will make it easier to complete the rest of this report.*

8. This is your opportunity to brainstorm ideas for how you might change the course design or delivery in order to enhance student learning with respect to this goal. NOTE: This is not your improvement plan (i.e., these are ideas that might be beneficial).

Improvement Plan:
Complete only one improvement plan for each course being assessed, regardless of how many sections of that course you taught during the assessment cycle.

9. The numbers provided in response to this question parallel the answers in question 6, but should reflect the cumulative total across all sections of this course that you taught during the current assessment cycle. (Note: if you only taught one section, the numbers will be equivalent.

10. This is where you will commit to specific changes for the next assessment cycle. Try to be specific, as this will make it easier to evaluate the efficacy of your improvement plan when we ***close the loop*** during the reassessment cycle. For each change, be sure to briefly explain why you believe it will address the weaknesses you identified in question 7b.

11. This is a space provided for program level suggestions. Whereas all prior questions ask about your course or courses, this is specifically about the core program that we have in place. If you have a suggestion, please be specific enough that your colleagues can adequately consider your ideas.

EWU CBPA ASSESSMENT & ASSURANCE OF LEARNING
(PILOT TEST--Reassessment)

1 Report Cycle: Spring Quarter 2013

2a Program Goal *(place an x in the appropriate box)***:**

Goal #1: Ethics

☐ Students will develop an understanding of ethical issues that influence business operations along with an awareness of various stakeholders affected by business activities.

Goal #2: Multiculturalism and Global Awareness

☐ Students will develop an awareness and understanding of the cultural issues that impact business operations in a global society.

Goal #3: Teamwork and Collaboration

☐ Students will understand and use team building and collaborative behaviors to accomplish group tasks.

Goal #4: Understanding Financial Statements

☐ Students will understand and utilize financial tools and analytic techniques (e.g., financial statements analysis, budgeting, and valuation) to make and justify important financial decisions.

Goal #5: Data Analysis Skills

☐ Students will identify and perform appropriate quantitative analyses when given a particular business problem.

2b Major Goal (when appropriate):

2c Course Learning Objective:

3 Instructor:

4a Course Name:

4b Course and Section #:

4c Quarter (F, W, Sp):

5a **Description of the measure(s) being used to assess student performance on this learning goal:**

```

```

5b **Is this assessment measure different from that used during the last assessment cycle? If so, please explain.**

```

```

5c **Please attach a copy of the measure(s) being used. If a measure is a quiz or exam, please indicate how it will be scored; if it is a project or assignment, please include instructions along with the grading rubric or evaluation procedure that will be used to evaluate performance.**

5c **If this is a paper, project, or an essay style exam, please submit 3 examples (1 exemplary, 1 typical, and 1 worst) of student work from this term along with your report. REMOVE NAMES.**

	Last Cycle	This Cycle
6a **How many students completed the assessment measure?**		
6b **How many students earned >75% on the measure?**		
6c **What percentage of students earned >75%?**		

7 **Refer to the answers provided in 6a-6c. Which category best refects the change between business cycles?**

	It improved
	It stayed about the same
	It declined

8   **Did the changes you implemented based upon the last assessment lead to improvement? Explain.**

9   **This cycle, what were the strengths and weaknesses you observed in student performance on your assessment for this goal?**

Strengths:

Weaknesses:

10   **Based upon student performance in this class, brainstorm ideas for improving student performance on this measurement? Please be specific.**

IMPROVEMENT PLAN FOR NEXT ASSESSMENT CYCLE

Note: Everything prior to this page should be completed separately for each course section you teach that is being assessed for this learning goal. In this section, please reflect on the data you have collected across all sections of this course that you taught this assessment cycle. For instance, if you taught three sections of this course, your answers to the following questions should respond to the overall pattern of data that you have collect across the three sections. *You will only complete one improvement plan each assessment cycle.*

11   Across all sections of this course that you taught this assessment cycle:

11a   How many students completed the assessment measure?

11b   How many students earned >75% on the measure?

11c   What percentage of students earned >75% on the assessment measure?

12 Please reflect upon the data you have collected, along with the suggestions you have developed in answering question #10 for each class being assessed. Given what you have learned and observed, please identify specific changes <u>you will make</u> in this course in order to improve student performance on this goal. This does not need to include every suggestion you have generated in response to question #10, but rather should be those changes that you now believe will best enhance student learning in this area. For each change that will be implemented, please briefly explain why you believe it will address the problem effectively.

13 Is there anything our core program can do differently to better prepare students for success on this learning goal?

EWU CBPA ASSESSMENT & ASSURANCE OF LEARNING
(PILOT TEST—Reassessment)

Important Dates

April 12ᵗʰ: Items #1 through #5b need to be completed and submitted by noon, today.
June 21ˢᵗ: Complete reassessment report due by noon today.

Instructions
**Numbers correspond to the item number on the assessment.

1. Report cycle refers to the assessment cycle to which this report belongs. During the pilot test, we will be reassessing each quarter. Thus, the initial assessment cycle shall be Winter 2013, and the reassessment cycle will be Spring 2013. This will change when we move to the full assessment program, which will complete assessment cycles on an annual basis. Thus, we will close the loop at least four times prior to each future review.

2. Goals:[2]
    a. If you are assessing an AACSB <u>program learning goal</u>, simply place an X in the box that corresponds to the goal you are assessing.
    b. If you are assessing a NWCCU <u>major learning goal</u>, simply copy the assigned goal statement in this space.
    c. If you have a more specific learning objective statement in your syllabus that relates to the goal you are assessing, please provide that statement here.

3. Your name.

4. Course Information:
    a. The name of your course (e.g., MGMT 326 Organizational Behavior & Theory)
    b. Course and section number (e.g., 326-41)
    c. Quarter: The quarter in which you are teaching this course. (Note: This will only be relevant once we shift to the annual assessment cycle.)

5. Assessment measures:
    a. In this box, please provide a brief but clear description of the measure(s) you will use to assess student performance on this learning goal. Please note, though you may provide feedback to students with letter grades, all assessment must use quantitative scoring for evaluation. Also, unless the learning goal specifies group or collaborative behavior, the assessment must occur at the individual level of analysis. (Example: I will be using a 20 item multiple-choice quiz to assess...)
    b. Has the assessment measure changed since the last assessment cycle? If so, please explain the changes and why they were made.

---

[2] In some cases, a particular assessment may apply to both 2a and 2b. They are not always mutually exclusive.

    c. Attach a copy of the assessment measure you are using in the course including any student instructions along with the grading procedure or rubric. If you are attaching an exam, please highlight the questions that will be used to assess this learning goal.

    d. You will only complete this item once the term is completed. Please provide 3 samples of actual student work submitted this term (your best, most typical, and worst examples—REMOVE NAMES FIRST).

6. Student performance data
    a. The number of students who completed the assessment measure. The data for the "last cycle" should be taken from your last assessment report.
    b. The number of students who earned a score of 75% or better on the assessment measure. The data for the "last cycle" should be taken from your last assessment report.
    c. The percentage of students who earned a score of 75% or better on the assessment measure. The data for the "last cycle" should be taken from your last assessment report.

7. Place an X in the box that corresponds to the most accurate label.

8. Using the information provided in questions 6 and 7, did the changes lead to improvement in student performance on this learning goal? Explain.

9. Strengths and weaknesses:
    a. Based upon the performance of your students on the assessment measure in this class, what were the strengths with respect to their demonstrated learning on this goal?
    b. Based upon the performance of your students on the assessment measure in this class, what were the weaknesses with respect to their demonstrated learning on this goal? *Try to be as specific as possible as this will make it easier to complete the rest of this report.*

10. This is your opportunity to brainstorm ideas for how you might change the course design or delivery in order to enhance student learning with respect to this goal. NOTE: This is not your improvement plan (i.e., these are ideas that might be beneficial).

<div align="center">**Improvement Plan:**</div>
Complete only one improvement plan for each course being assessed, regardless of how many sections of that course you taught during the assessment cycle.

11. These are cumulative statistics for the current assessment cycle, only.
12. This is where you will commit to specific changes for the next assessment cycle. Try to be specific, as this will make it easier to evaluate the efficacy of your improvement plan when we ***close the loop*** during the reassessment cycle. For each change, be sure to briefly explain why you believe it will address the weaknesses you identified in question 7b.
13. This is a space provided for program level suggestions. Whereas all prior questions ask about your course or courses, this is specifically about the core program that we

have in place. If you have a suggestion, please be specific enough that your colleagues can adequately consider your ideas.

APPENDICES

AACSB Documentation Notes:
Notes taken from Eligibility procedures and Accreditation Standards for Business Accreditation
(Revised January 31, 2012)

Pg. 17 Use of the Mission Statement in Decision Making

Does the mission statement help in setting priorities among potential initiatives? Do the
operations of the school display the influence of the mission statement?

Assurance of learning:
Most material on this topic is covered between pages 58 and 72. Some of this material is
intended to be graduate program specific.

- (pg. 58) Definition of learning expectations and assurance that graduates achieve
  learning expectations are key features of any academic program.

Intent of Assurance of Learning Standards:
- (pg. 59) Assurance of Learning Standards evaluate how well the school
  accomplishes the educational aims at the core of its activities.
    - Do students achieve learning appropriate to the programs in which they
      participate?
    - Do they have the knowledge and skills appropriate to their earned degrees?
- (pg. 59) By measuring learning the school can evaluate its students' success at
  achieving learning goals, can use the measures to plan improvement efforts, and
  (depending on the type of measures) can provide feedback and guidance for
  individual students.

**STANDARDS ADDRESSING DEFINING LEARNING GOALS AND MEASURING
ACHIEVEMENT OF LEARNING GOALS**

- (PG. 60) The school must develop a list of learning goals for which it will
  demonstrate assurance of learning.
    - This list derives from, or is consonant with, the schools mission.
    - The learning goals say how the degree programs demonstrate the mission.
    - The learning goals describe the educational accomplishments of the degree
      programs.

What is a program?
- (pg. 61) Goals are anticipated for each degree program, not for separate majors or
  concentrations within a degree.
- (pg. 61) If an undergraduate business program has a common framework for
  knowledge and skill areas and management-specific knowledge and skill areas as
  the foundation for a major, concentration, or emphasis area, one set of learning
  goals can be defined for all degree programs with this formant *and goals for each*

major, concentration, or emphasis …would not be required for accreditation review. (emphasis added)

Differences among schools
- Definition of the learning goals is a key element in how the school defines itself.

Goals at the Program Level
- AACSB accreditation is directed at program level learning goals of a more general nature.
    - o (pg. 61) These goals will state the broad educational expectations for each degree program.
    - o (pg. 61) These goals specify the intellectual and behavioral competencies a program is intended to instill.
    - o (pg.61) By defining these goals, the faculty members clarify how they intend for graduates to be different as a result of their completion of the program.
    - o (pg. 61) By developing operational definitions of the goals and assessing student performance, the school measures its level of success at accomplishing its goals.
    - o (pg. 61) **Normally, 4 to 10 learning goals are to be specified for each degree program.**

General and Management Specific Goals
- (pg. 62) The core learning goals for business programs **must include two separate kinds of learning.**
    1. First there are goals for the **general knowledge** and skills to be acquired by the students. (e.g., communications abilities, problem solving abilities, ethical reasoning skills, etc).
    2. Second, there are **management specific** learning goals for students. These goals relate to expectations for learning accomplishment in areas that directly relate to management tasks and form the business portion of the degree requirement.

**(pg. 62) *In developing learning goals, the school must give careful attention to both the general and the management specific learning goals.* (emphasis added)

Steps: (summarized from page 62)

1. Establish General and Management-Specific Goals.
**(pg. 62) Beyond choosing and developing a list of learning goals, faculty members must operationalize the learning goals by specifying or developing the measurements that assess learning achievement on the learning goals.
- Obviously, operationalization of the learning goals is the ultimate step in the definition process.
- No matter how carefully the goals have been determined, *making them operational through actual measurement **is** the definition.* (emphasis added.)

2. Decide where goals are addressed within the degree curricula.

3. Establish monitoring mechanisms that ensure that the proper learning experience occurs.

Note: Standards 18-21 apply to the masters and doctoral level, though there are details that help inform our undergraduate assessment process.

Demonstrating Learning Achievement

- (pg. 64) The school must demonstrate what learning occurs for each of the learning goals the school identifies as appropriate for its programs.
- (pg. 64) No single approach to assurance of learning is required.

Approaches to Assurance of Learning

- **(see pg. 64) Selection**—seems to occur more frequently in the admissions process to graduate programs, though our criteria for admission to the business program would also play a similar role, should that fit assessment needs (e.g., the math requirement).
  - o Basically, this is preselecting students for knowledge that will be built upon in the program.
- **(pg. 65) Course-embedded measurement**—Required courses may expose students to systematic learning experiences designed to produce graduates with the particular knowledge or abilities specified in the school's learning goals.
  - o In such cases, the school can establish assessment within the required courses for those learning goals.
  - o Measurement must be mandated as part of that course.
    - ▪ *See good example on page 65 (first indented paragraph under course embedded measurement subheading—approximately halfway down—begins, "A school with learning goals that require…"*
  - o In the accreditation review process, reviewers will expect schools to have student work available for inspection at the on-site review when they use course-embedded measurement. Schools should present examples of student performance on tests or in course project work.
  - o Schools should describe processes they use to see that the information from the course-embedded measurements inform the school's management processes and lead to improvement efforts.

Demonstration through stand-alone testing or performance
- Students may demonstrate certain knowledge or skills as a requirement for graduation or at some other specific point in their degree program.

Examples of Learning Goals and Measures of Achievement (see pages 66-68;
- Example #1 is particularly pertinent for our purposes.

(pg. 70) Topical Coverage Must Fit the School's Mission
- *The school must determine the specific ways globalization and information systems are included in the curriculum, and the particular pedagogies used. Curricula without these two areas of learning would not normally be considered current and relevant.*
    - **NOTE:** This implies they must be covered in the curriculum, but does not require that they be assessed as learning goals at any particular time.
    - **Examples of common topics:** See page 70—lower half of page.

THE ASSURANCE OF LEARNING STANDARDS

(pg. 71) **Standard 15 Management of Curricula**
- The school uses well-documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning.
- The standard requires use of systematic processes for curriculum management, but does not require any specific courses in the curriculum.

- **(pg. 71) Examples of general knowledge and skill areas that would commonly show up in an undergraduate degree program:**
    - Communication abilities
    - Ethical understanding and reasoning abilities
    - Analytic skills
    - Use of information technology
    - Dynamics of the global economy
    - Multicultural and diversity understanding
    - Reflective thinking skills

- **(pp. 71-72) Examples of management specific knowledge and skill areas that would commonly appear in an undergraduate degree program:**
    - Ethical and legal responsibilities in organizations and society

- Financial theories, analysis, reporting, and markets
- Creation of value through integrated production and distribution of goods, services, and information.
- Group and individual dynamics in organizations.
- Statistical data analysis and management science as they support decision-making processes throughout the organization.
- Information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management.
- Domestic and global economic environments of organizations.
- Other management-specific knowledge and abilities as identified by the school.