ABSTRACT

Accreditors, legislatures, and other stakeholders are all interested in assessment in our universities today. This panel discussion will bring together three people from different areas of the country who teach at state universities and a private school. Rather than focusing on accreditation, this panel will focus on how to assess course and programs, and how our experiential learning and simulation projects can be evaluated. The end goal of assessment is curriculum improvement, which serves all stakeholders.

PANEL OVERVIEW

All three participants have experience implementing various assessment systems at their universities. SDSU has recently had AACSB accreditation renewed under the new system. Many schools have implemented indirect measures such as student, alumni, employer, and stakeholder surveys (Attachment 1: Sample Indirect Assessment Plan), but the AACSB advice on assessment is to include direct measures, use grading rubrics shared with the students ahead of time, and list learning outcomes on each syllabus.

Developing grading rubrics that make explicit what each assignment is planned to accomplish is a time-consuming task, but helps students know what is expected of them (Attachment 2: Grading Rubric). One way of ensuring that courses do not overlap is to create a curriculum map showing which general and specific competencies are embedded in each course business students take (Attachment 3: Stetson University Undergraduate Curriculum Map).

Simulations and Experiential Learning assignments also need rubrics and learning outcomes, and we will talk about how these may differ from those for more traditional assignments.

Topics we will cover:
- Each person will discuss his/her school’s current assessment requirements and implementation plans.
- Monique Forte: AACSB assessment seminar, developing direct measures, curriculum mapping
- Gretchen Vik: using a survey (indirect measure) to assess a simulation project, developing rubrics for experiential assignments
- Doug Micklich: how AACSB assessment compliance with the guidelines, how he assesses the strategy class project

Other topics of interest to us and our audience:
- What methods (exams, surveys, grading rubrics, learning outcomes, external reviewers, employer/stakeholder evaluations, etc.) are effective in different types of courses?
- How can courses meet both the needs of academic accrediting bodies AND local employers who hire our students?
- What are the advantages/disadvantages of numeric evaluations and assessments?
- How do you write effective learning outcomes?

OUTCOMES OR GOALS OF THE SESSION

Attendees will know more about how to write up an assessment plan, to create grading rubrics and surveys, to use numeric evaluations, and to write learning outcomes. We anticipate that the audience will have stories to share about developing their own plans.

Handouts dealing with sample plans, outcomes, rubrics, etc. will be distributed.
REFERENCES

Information and Decision Systems Department Assessment Plan, College of Business Administration, San Diego State University, 2001. This indirect assessment plan has since been modified and strengthened.

Short Report Grading Rubric, Information and Decision Systems Department, College of Business Administration, San Diego State University, 2001. This sample rubric is one of many used in a sophomore business communication class to show students ahead of time what aspects of the paper will be evaluated most and how they will be evaluated.

Stetson University School of Business Administration Undergraduate Curriculum Map, 2004. This sample curriculum map shows how course competencies are distributed over undergraduate courses.

Attachment 1:
Sample Assessment Plan for a Department

We will continue existing and ongoing measures currently in place:

- student outcomes assessment for undergraduate and graduate programs;
- external reviews of undergraduate and graduate programs;
- students’ evaluation of their undergraduate and graduate experience;
- employer evaluations; and/or
- graduates qualifying for professional licenses and certificates.

We also integrate information from the following new sources:

- Alumni Advisory Board Survey Results
- Questions to be added to student evaluations
- AACSB Review of program
- Other review or evidence from professional associations that our curriculum meets national standards and is being revised for current trends in education.
- National questionnaire results about importance of the department’s four disciplines to graduates.

Implementation

We will use information gathered by these various methods to keep courses current, add new courses, and drop courses no longer useful to students and employers. Particularly in information systems, we will maintain rotating topics courses to help us react to technological changes more quickly than the current process allows.

Feedback on curriculum or program changes may be evaluated by faculty, students, alumni, and/or employers as appropriate.
**SHORT REPORT GRADING SHEET**

**CONTENT**
- One paragraph introduction—shows organization
- Well–organized information

**GRAPHIC**

**CHOICE OF MATERIAL**
- Quality
- Introduced

**MECHANICS**
- Sentence structure
- Word Choices

**SPELLING/DICTION**
- Punctuation
- Other
- Agreement
- Other

**CITATIONS (10%)**
- In text
- Source list
- Chicago style
- Annotated

**FORMAT—MEMO (10%)**
- Date
- To
- From
- Subject
- Appropriate headings

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### ATTACHMENT 3: STETSON UNIVERSITY SCHOOL OF BUSINESS ADMINISTRATION

**UNDERGRADUATE CURRICULUM MAP**

<table>
<thead>
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<th>General Education</th>
<th>Business Foundation</th>
<th>Common Body of Knowledge</th>
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<tbody>
<tr>
<td>BN109</td>
<td>EBT191</td>
<td>DS280</td>
<td>DS350</td>
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<td><strong>General Competencies:</strong></td>
<td></td>
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<tr>
<td>▪ Teamwork</td>
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<td>+</td>
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<tr>
<td>▪ Communication</td>
<td>+</td>
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<tr>
<td>▪ Creative Thinking</td>
<td>+</td>
<td>+</td>
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<tr>
<td>▪ Adapting to Change</td>
<td>+</td>
<td>+</td>
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<tr>
<td><strong>Specific Competencies:</strong></td>
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<tr>
<td>▪ Workforce Diversity</td>
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<td>+</td>
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<tr>
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<tr>
<td>▪ Global Perspective</td>
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<td>+</td>
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</tr>
<tr>
<td>▪ Analytical Skills</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

**Course Titles:**

- BN109: Special Topics in Business (First Year Business Experience)
- EBT191: Introduction to Information Technology
- DS280: Introduction to Statistics
- DS350: Quantitative Methods for Business Decisions
- ATG211: Introduction to Financial Accounting
- ATG212: Introduction to Management Accounting
- BN209: The Legal, Social, and Ethical Environment of Business
- BN301: Business Communication
- MGT305: Principles of Management
- MKT315: Principles of Marketing
- FIN311: Business Finance
- BN495: Strategic Management