

"Practical Assessment Methods Link to Supportable Curriculum Change"

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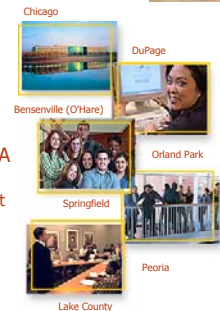


Robert Morris University



Background

- ◆ Est. 1913
 - From secretarial to MBA
- ◆ Eight campuses
 - Over 7,000 students FTE
- ◆ AAS, BBA, BAS, BPS & MBA
 - Business, Computer Studies, Nursing & Health Studies, Art & Design, Culinary Arts



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Robert Morris University



◆ Mission

Robert Morris University offers professional, career-focused education in a collegiate setting to diverse communities.

◆ Assessment History

- ◆ Started in 1990
- ◆ Executive guidance & faculty generated
- ◆ Process Model

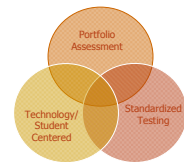
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Background of Assessment

◆ Where/What/How do we assess?

- ◆ School of Business:
Professional Knowledge and Technical Skills
 - ◆ Division of Sciences and Humanities:
Critical Thinking/Problem Solving and Communication Skills
 - ◆ Student Centered:
Self Assessment
- ◆ How do we assess?
- ◆ Capstone projects
 - ◆ Comprehensive exam
 - ◆ MCAS certification and E-Portfolio



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Background of Assessment

◆ Why do we assess?

- ◆ Curricula changes (improve teaching/learning process)

◆ When do we assess?

- ◆ Each Academic Quarter (10 week quarters)
- ◆ Annual Committee meeting
- ◆ Indirect measures annually



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Gaining Faculty Involvement

- ◆ In the beginning – Faculty saw another task
- ◆ How did we get involvement/cooperation?
 - ◆ Curriculum meetings dispel negatives (evaluative, time consuming, not seeing results)
 - ◆ Faculty wrote assessment outcome statements
 - ◆ Faculty generated multiple assessment assignments to measure outcome statements
 - ◆ Scheduled assessment days and additional discussion on curriculum days
 - ◆ Faculty see process working and are involved



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Results are used!

- ◆ Results made available to faculty (report and curriculum meetings **closed the loop**)
- ◆ **Change curricula** – budget expenditures for equipment/software approved when tied to outcome statements
- ◆ Copy of a current School of Business Annual Assessment report provided
- ◆ Sample copy of Marketing 440 syllabus, BBA objectives, outcome statements and a student self-assessment project that is posted to his/her E-portfolio provided.

We MAP assessment results to courses and matched outcome statements to 2009-2010 syllabi

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Management Concentration Outcome Statement

Students will be able to:

- ◆ Integrate **business concepts** and **theories** properly;
- ◆ Incorporate **ethical** considerations into business solutions;
- ◆ Employ business **research tools** and **methodologies**;
- ◆ Frame their business **solutions** within an appropriate **managerial context**;
- ◆ Select and use appropriate **technology** in their analysis of business problems, and use appropriate technology to produce their coursework;
- ◆ Use a **managerial perspective** to evaluate **alternative** business solutions; and
- ◆ **Defend** their business solutions development for any given problem.



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Sample: MKT 440 syllabus excerpt

BBA PROGRAM Objectives:

- ◆ Facilitate students' awareness of business environments and dynamics.
- ◆ Develop students' understanding of the internal environment of the firm.
- ◆ Equip students to evaluate business opportunities and threats that could impact the formulation of a business plan.



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Sample: MKT 440 syllabus excerpt

BBA OUTCOME Statements:

- ◆ **Technology Utilization:** Appropriate technology employed in the analysis of the business.
- ◆ **Technology Application:** Appropriate technology was utilized in preparing the students' project/s.
- ◆ **Business Communication/Framework:** Students articulated business concepts in correct business tone in producing their project/s.
- ◆ **Business Communication/Business Concepts:** Students integrated business concepts and theories properly.
- ◆ **Business Solutions/Analysis:** Utilization of a managerial perspective in the analysis of alternative business solutions was demonstrated.
- ◆ **Business Solutions/Defense:** Defense of the of business solution developed, for a given business problem, was documented in the students' project.

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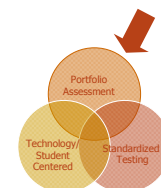
LiveText E-Portfolio Assignment



- ◆ MKT 440 **Reflection Assignment Goal:** Students will self evaluate how well they personally have mastered the BBA program objectives.
- ◆ **Methodology:** Write a **self reflection memo**. Given the BBA Program Objectives, articulate how through your **marketing** courses, projects, assignments, etc. you personally have mastered two of your program objectives. Additionally, articulate which two objectives you still need to work on. What could you have done differently in your marketing coursework to better master the objectives? The memo may be discussed in class week 10, as time permits.
- ◆ **Submit:** your memo to the professor electronically and post to your e-portfolio.

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What would you do if your assessment committee found...?

1. *The Accounting curriculum committee found "[an] inconsistency in preparing classified balance sheets"*

- A. Wait another year to see if the results were an anomaly
- B. Add more worksheets to reinforce the procedures
- C. Change the Financial Accounting book to address the different learning styles of students
- D. None of the above



What would you do if your assessment committee found...?

2. *The Accounting curriculum committee found "[students were having trouble] expressing their thoughts in a business letter format"*

- A. Faculty will assign more word problems or short cases
- B. Nothing since this is an English Department problem.
- C. Assign MS Word to be utilized in these assignments
- D. Both A and C



What would you do if your assessment committee found...?

3. *The Management curriculum committee found "multiple solutions were not fully supported nor linked to their [students] research."*

- A. Pass the results on to the writing lab administration
- B. Change pedagogy by making all 2009-2010 syllabi require citation pages for research papers.
- C. Require all student papers be submitted to turnitin.com
- D. All of the above



What would you do if your assessment committee found...?

4. *The Management curriculum committee found "research was limited and did not link relevant data to analysis."*

- A. Create a new module in the capstone course for the 2009-2010 academic year.
- B. Hold a research workshop for all interested students
- C. Inform the Library staff
- D. All of the above



What would you do if your assessment committee found...?

5. *The Management curriculum committee found "students did not specify different possible courses of action."*

- A. Clarify assignments on the syllabi
- B. Add a critical thinking workshop to the tutoring center.
- C. Change the curriculum to add a Critical and Ethical Thinking for Managers course.
- D. None of the above



What would you do if your assessment committee found...?

6. *The Business Ethics curriculum committee found "The decisions reached appeared to be very subjective based on the students' personal ethical values."*

- A. Move the course earlier in the curriculum
- B. Include more ethical dilemma mini cases and situation into the course.
- C. Change the project used in the assessment process but keep the current rubric
- D. All of the above



What would you do if your assessment committee found...?

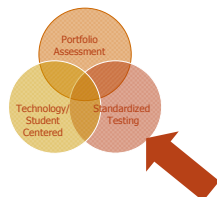
7. The Technology curriculum committee found "sixty-nine percent of the total number of students who took one of the certification exams passed."

- A. Do nothing the pass rate is within national norms
- B. Monitor that all faculty teaching the applications courses have passed the certification exam.
- C. Provide workshops outside of class
- D. Both A and C



What is the VALUE of the assessment process? What are your conclusions?

- ◆ Please share your answers for each of the questions
- ◆ The actual courses of action will be shared



Getting Ahead of the Game ...

- ◆ U.S. Education Secretary Arne Duncan speaks to
 - ◆ "tight" goals, referring to his push for states to adopt national education standards the status quo unacceptable.
 - ◆ raising the bar for everyone high expectations.....

Comprehensive Exam **Our Goal**
(What we wanted)

- An academic outcomes evaluative tool
 - Assess among campuses
 - Assess program delivery methods (e.g., day, night)
 - Relevant to our programs
- **Feedback** on student learning that aids institutional efforts to enhance program delivery and student competencies

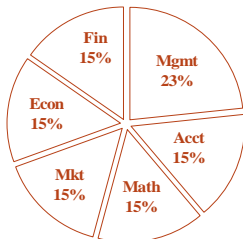


Comprehensive Exam **Development**
(What we wanted)

- ✓ **Reliable & Valid**
 - ✓ Relevant/Quick Feedback/Inexpensive
- ✓ **Recognize Time Constraints**
 - ✓ "Painless" Test Administration
 - ✓ Fast/Easy Scoring (Machine Scored)
- ✓ **Student Effort**
 - ✓ True student effort



Comprehensive Exam **Structure** (How We Weighted the Test)



Sixty Five Questions
 15 Management
 10 Accounting
 10 Math
 10 Marketing
 10 Economics
 10 Finance

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Comprehensive Exam **Philosophy** (Our Idea of Question Types)

Common Terminology
 Concept Familiarity/Application
 Reasoning Ability
 Evaluation/Conclusion
 Quantitative Skills

- Differences between market types
- Marketing mix
- Balance sheet items
- General accounting concepts
- Financial instruments
- Financial ratio interpretation
- Economic terminology
- Monetary policy
- Regression and correlation analysis
- Management concepts

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Comprehensive Exam Sample Questions



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Management

Common Terminology
 Concept Familiarity/Application
 Reasoning Ability
 Evaluation/Conclusion
 Quantitative Skills

True/False:

An attractive industry environment is characterized by low entry barriers, suppliers and buyers with strong bargaining power, low threats from substitute products, and low rivalry among firms.



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Marketing

Common Terminology
 Concept Familiarity/Application
 Reasoning Ability
 Evaluation/Conclusion
 Quantitative Skills

Which of the following is an example of a product sold in the consumer market.

- a. a steeple designed for a church in Monroe, Louisiana
- b. masking tape used to hang signs in a shoe store
- c. sand for a child's sandbox, which is behind her home
- d. concrete for building a ramp into an office building
- e. computers for a college's computer lab



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Accounting

Common Terminology
 Concept Familiarity/Application
 Reasoning Ability
 Evaluation/Conclusion
 Quantitative Skills

Use the following formulas to answer the two questions below:

$$\text{Current Ratio} = \frac{\text{All Current Assets}}{\text{All Current Liabilities}}$$

$$\text{Quick Ratio} = \frac{\text{Cash} + \text{Receivables} + \text{Marketable Securities}}{\text{All Current Liabilities}}$$

A quick ratio that is much smaller than the current ratio indicates that

- a. inventories represent a small portion of current assets
- b. inventories represent a large portion of current assets
- c. the company has a high inventory turnover
- d. the company has a low inventory turnover

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Economics

Common Terminology
 Concept Familiarity/Application
 Reasoning Ability
 Evaluation/Conclusion
 Quantitative Skills

Suppose the Federal Reserve is worried about recession. It will then increase the money supply through open market operations. The effects of the increase in the money supply are to:

- Raise interest rates and lower investment spending by firms
- Raise the interest rates and raise investment spending by firms
- Lower interest rates and lower investment spending by firms
- Lower interest rates and raise investment spending by firms



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Finance

Common Terminology
 Concept Familiarity/Application
 Reasoning Ability
 Evaluation/Conclusion
 Quantitative Skills

The goal of a firm, as suggested by the finance theory, equals:

- Profit maximization
- Risk minimization
- Maximization of shareholders' wealth
- None of the above



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Math/Critical Thinking/ Problem Solving

Common Terminology
 Concept Familiarity/Application
 Reasoning Ability
 Evaluation/Conclusion
 Quantitative Skills

A mortgage company wants to determine the relationship between interest rates on 30-year fixed mortgages (X) and housing sales (Y) during different quarters. The company conducts a regression analysis and calculates the following regression equation: $Y = 2.38 - 5.34 X$.

What is the general conclusion that the company can draw from the regression analysis?

- As mortgages rates increase, so do housing sales
- As mortgages rates increase, housing sales decrease
- Mortgage rates are not related to housing sales
- Cannot be determined from the given information

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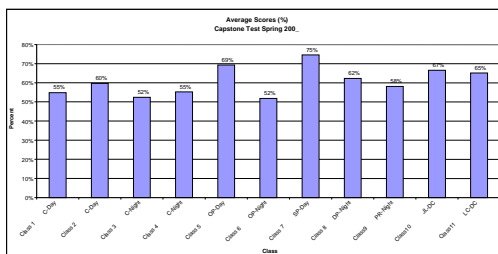
Assessment Feedback ... Examples



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Example: Average Scores Per "Campus" & "Program"

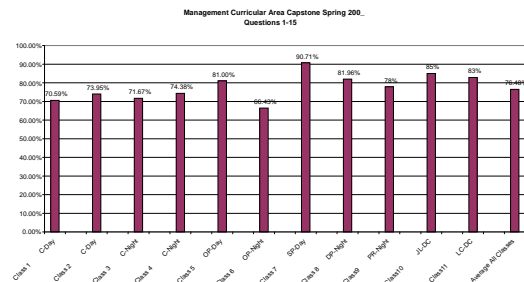


- The average score for ALL 176 exams is 59.32%
- An Analysis of Variance (ANOVA) of the eleven classes indicates that there is a significant difference between the class means at the $\alpha = 0.05$ level.
- A correlation analysis of test scores and Grade Point Average (GPA) showed a positive correlation of 0.569.

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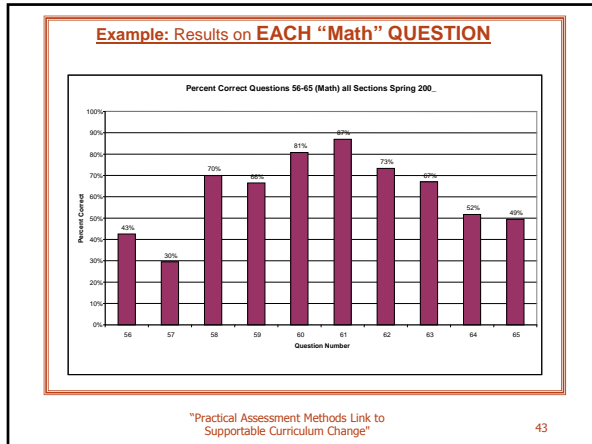
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Example: Class results on ONLY the "Management" part of the test



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Using the Results - "Management" – Where are the Problems?

Question Number	Correct Answer	Number of Students Who Answered Question with the Following Answers			
		a	b	c	d
1	a	45	6	1	1
2	a	34	10	8	1
3	c	6	4	43	0
4	a	45	4	4	0
5	c	6	2	37	8
6	a	26	27	0	0
7	a	50	1	2	0
8	a	46	2	1	3
9	b	2	18	32	1
10	d	8	2	2	41
11	d	0	2	43	8
12	d	10	2	11	30
13	a	20	24	1	8
14	a	3	36	11	3
15	d	2	5	1	45

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Using the Results – "Accounting" – Where are the Problems?

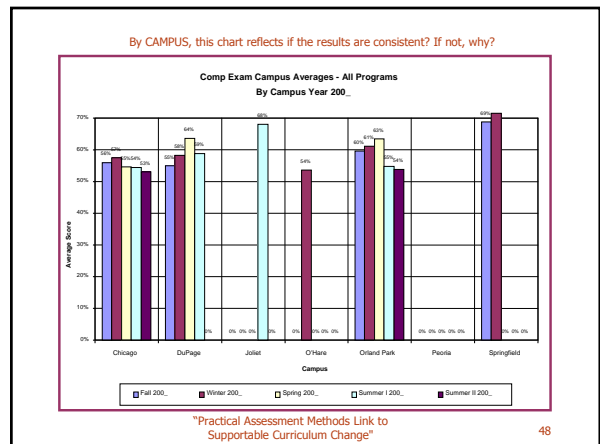
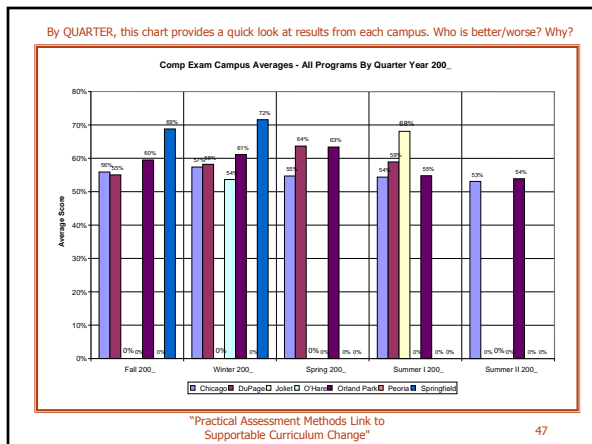
Question Number	Correct Answer	Number of Students Who Answered Question with the Following Answers			
		a	b	c	d
26	a	17	13	17	6
27	c	15	7	15	16
28	b	34	18	0	1
29	b	6	39	7	1
30	b	18	20	6	9
31	d	5	18	9	21
32	a	38	2	9	4
33	c	12	8	27	6
34	a	20	3	1	29
35	c	12	4	31	6

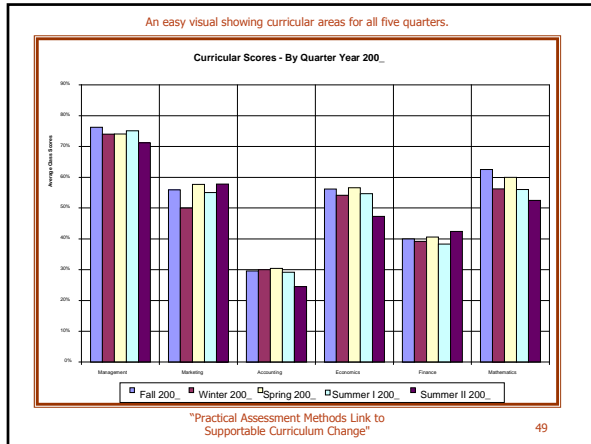
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Timeline – feedback that's timely

Administer Exam -	Week 8 or 9
Quarter End -	Week 10
Results & Report Printed & Distributed	Week 1 (next quarter)
Faculty Annual Review and Discussion	Spring quarter


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Institutional Responses (How RMU Responds)


- Resource Allocation
- Curricular Integration
- Instructional Emphases




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Review of the Comprehensive Exam

- ◆ Would a similar tool help in your assessment program?
- ◆ Do you see some value in providing similar analysis documents within your institution and to your constituents?
- ◆ How can this be improved?



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MCAS Certification

- ◆ Chair Ms. Diana Kutzer
- ◆ Microsoft Certified Application Specialist
- ◆ Globally recognized standard for demonstrating advanced business skills with using the 2007 Microsoft Office Suites and Windows Vista

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MCAS Certification



Objective

"To provide our students with the essential technology skills which will set them apart in today's competitive job market"

- ◆ Assessment tool for students in Microsoft Excel and PowerPoint courses
- ◆ 25% of total test takers were certified in 2008-2009

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MCAS Certification



- ◆ Certified instructors
- ◆ Quarterly workshops to prepare students for the certification exam
- ◆ Goals
 - ◆ 30% of students in each section will sit for the certification exam
 - ◆ 50% of total test takers will be certified

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E-Portfolio

- ◆ Collection of tangible evidence
- ◆ Compiled by students
- ◆ Displays accomplishments
- ◆ Reflection on learning



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E-Portfolios at RMU

- ◆ Opportunity for student participation
 - ◆ Understand the process of "learning-assessment-feedback"
- ◆ Piloted the LiveText software, at the junior level, in 2007-2008
 - ◆ Implemented in 47 courses
 - ◆ Required evidence from each course
 - ◆ 1,031 assignments and artifacts downloaded

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E-Portfolios at RMU

- ◆ Fall 2008 - Fully integrated into all School of Business (SBA) courses
- ◆ 3,051 assignments and artifacts downloaded in 2008-2009
- ◆ Used by students to
 - ◆ Monitor and reflect on their learning
 - ◆ Make connections between all of their courses
- ◆ Evolving to become an integral component of RMU's "learner-centered" assessment program.

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Wrap-up

- ◆ **GET FACULTY INVOLVEMENT THROUGHOUT**
 - ◆ Have **them** decide what is important to assess
 - ◆ How will **they** go about assessing
 - ◆ How will **they** use the assessment data to improve the teaching/learning processes
- ◆ **Share Assessment Results with Faculty**
- ◆ **Make Assessment Results a Barometer for Curriculum Change**

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Open Forum

- Are there any questions?
- If you want additional information please provide your card and we will gladly get back to you!

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