TEXAS A & M UNIVERSITY – SAN ANTONIO

COLLEGE OF BUSINESS

ASSURANCE OF LEARNING AND ASSESSMENT
REPORT

PRELIMINARY – FALL 2018 (SPRING 2018 DATA)
TEXAS A&M UNIVERSITY-SAN ANTONIO

COLLEGE of BUSINESS

ASSURANCE OF LEARNING and ASSESSMENT

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ASSURANCE OF LEARNING and ASSESSMENT

A. Overview

In an ongoing effort to continually improve our teaching and ensure that our students have the knowledge and skills to help them become the successful employees, managers, and leaders of the 21st century, the College of Business (COB) at A&M-SA completely revised its Assurance of Learning (AOL) and Assessment Program. Implementation of this revised program, based on principles suggested by an AACSB-affiliated consultant started with the spring semester of 2015. The AOL and Assessment program starts with Learning (Knowledge) Objectives.

The Learning Objectives were developed through a process in which each of the academic discipline area identified a variety of specific learning objectives for that discipline. By completion of their degree program, all business degree students should demonstrate proficiency in the basic business knowledge in each of these areas (Accounting, Computer Information Systems, Finance, Management, Marketing, and Quantitative). The specific Learning Objectives can be found in Appendix I.

Additionally, it was recognized that students will need to master certain skills, in addition to fundamental business knowledge. The COB developed six (6) specific competencies in which we expect all of our students to demonstrate proficiency before completing their degree program. These Competency Objectives can be found in Appendix II.

B. Process

The redesign of the AOL and Assessment program included the appointment of an AOL and Assessment Coordinator, an Assurance of Learning Co-Chair, and a standing AOL and Assessment (AOLA) Committee. The Coordinator and AOLA Committee have the primary responsibility for overseeing the AOL process, and for recommending process, course, or program changes suggested by Assessment results. These recommendations are only implemented if approved by the full COB faculty.

Although the AOL and Assessment Committee is a standing committee, the membership (one representative from each academic area), who serve a two-year term. These two-year terms are staggered such that each academic year, roughly half of the committee will be serving in their first year of service on this group, and the other half with be returning members serving the second year of their term. It is expected that eventually all faculty in the College of Business will have served at least one term on the AOL and Assessment Committee.
The Knowledge (Learning) Objectives are assessed using an examination administered in the Strategic Management “Capstone” class, while Competencies (Skills) are assessed using a variety of student work products appropriate to the specific skill or competency. The student work product is “assessed” using a specific rubric instrument developed by the College of Business faculty over the course of several college meetings focused on AOL and Assessment. In all cases, multiple reviewers will assess each student work product, and an average of assessor scores will be used as the assessment score. The AOL and Assessment Committee will review the results and make specific recommendations to the full College of Business faculty at the next college faculty meeting. At that faculty meeting, the AOL and Assessment Coordinator will present the raw data, final “results,” and recommendations to the faculty, who will decide as a body what actions to take or changes to be made, based on the assessment results.

C. Knowledge (Learning) Objectives

1. Overview

The College of Business has a robust process in place to help insure that our students are learning and developing the skills they will need to be successful. This process is designed to help us to continually refine and improve our ability to help our students. This process is both faculty-developed and faculty-driven.

2. Knowledge Objectives for all business degree programs.

Each academic discipline area determined the specific knowledge that our students should possess upon completion of our undergraduate business program. These knowledge objectives can be found in Appendix I.

3. Data Collection

Data on student performance was obtained from a faculty created examination, the Cross-Disciplinary Knowledge (CDK) examination that was written by the College of Business faculty to replace the previously used Major Fields Test (MFT) from ETS. This examination was developed thinking that it would be superior to the external examination from ETS, because (a) it would more accurately evaluate student knowledge, since we have complete control over the examination and examination process, and (b) perhaps more importantly, would provide much more timely feedback. The examination was administered in the Strategic Management “capstone” class to all students in their last semester of studies in their undergraduate program.

4. Evaluation

Please see raw test results for all spring 2018 sections of the undergraduate capstone class below.
**Undergraduates (All Sections)**

- n = 131
- **Average Time** = 59 Minutes (for 40 Questions)
- **Range** = 57.50 (27.50 – 85.00)
- **Mean** = 57.71
- **Median**: 52.50
- **Standard Deviation**: 9.99
- **Variance**: 99.72

  **Distribution:**
  - 90-100 = 0
  - -> 80 - 89 = 1
  - -> 70 – 79 = 7
  - -> 60 – 69 = 28
  - -> 50 - 59 = 50
  - -> 40 – 49 = 36
  - -> 30 – 39 = 7
  - -> 20 – 29 = 2
  - -> 10 – 19 = 0
  - -> 0 – 9 = 0

**Discrimination:**
- 88 “Good” Questions
- 47 “Fair” Questions
- 51 “Poor” Questions
- 15 Cannot Calculate
- 51 “Easy” Questions
- 110 “Medium” Questions
- 40 “Hard” Questions

Please see raw test results for all spring 2018 sections of the MBA capstone class below.

**Graduates (All Sections)**

- n = 90
- **Average Time** = 55 Minutes (for 40 Questions)
- **Range** = 82.50 (0.00 – 82.50)
- **Mean** = 57.08
- **Median**: 55.00
- **Standard Deviation**: 11.65
- **Variance**: 135.87

  **Distribution:**
  - 90-100 = 0
\[-80 - 89 = 2\]
\[-70 - 79 = 12\]
\[-60 - 69 = 26\]
\[-50 - 59 = 32\]
\[-40 - 49 = 16\]
\[-30 - 39 = 1\]
\[-20 - 29 = 0\]
\[-10 - 19 = 0\]
\[-0 - 9 = 1\]

- **Discrimination:**
  - 69 “Good” Questions
  - 62 “Fair” Questions
  - 56 “Poor” Questions
  - 14 Cannot Calculate
  - 44 “Easy” Questions
  - 105 “Medium” Questions
  - 52 “Hard” Questions

### 5. Results of Evaluation

The faculty of the College of Business determined that an appropriate benchmark was that eighty-percent (80%) of our students would score a seventy (70) or higher on the examination.

Overall, the scores were below our benchmark, with only 6% of our undergraduate students meeting the 70% threshold, and only 16% of our MBA students meeting the threshold.

Although part of the explanation for the drop in scores (versus previous semesters) is due to proctoring requirement, we are not certain why the overall scores have dropped from previous semesters. It is our opinion that students do not apply themselves to successfully completing the in-house examination with the same rigor as the *Major Fields Test* (from ETS) that we used in the past.

### 6. AOL and Assessment Committee Recommendations

Ultimate ownership and authority in the AOL and Assessment program belongs to the faculty of the COB. Although the AOLA Committee and/or the Coordinator of AOL and Assessment may make suggestions to the faculty, the faculty has the responsibility to identify areas for continuous improvement, and to make decisions regarding programs, classes, and all other areas related to student learning. All decisions will be made at regular, COB College Meetings. The Coordinator/Chair of AOL and Assessment has the responsibility to make certain that faculty
have all information and materials needed for decision-making well in advance of the meeting date.

In reviewing the results, the AOL and Assessment Committee expressed concern about the validity of this examination (versus the previous MFT), but also made the following observations:

1. Replace the in-house examination with the *Major Fields* Test, from ETS in the next long semester (Fall 2018).
2. Since students “know” the quantitative materials when they finish those classes, the problem is most likely retention, rather than a problem with specific classes. As such, it requires a program-based solution, rather than revising individual classes.
3. It is recommended that a comprehensive review program should be created and required to refresh student’s knowledge in the various knowledge goals. In addition to improving the test scores, this would provide a tangible benefit to students in helping to assure that they retain more of the knowledge learned in their degree program.
4. It is recommended that more mechanisms need to be developed to help students to understand that their business degree is based on a program, and not a list of discrete classes that need to be mastered, but that can then be forgotten.
   a. Each class should now include a “Course Mapping” statement in the course Blackboard shell. This statement would remind students that, when they get to the end of their program of study, an examination would be administered in their capstone class that would include specific knowledge to be gained from the class in which they are currently enrolled. A sample statement for the Accounting classes (representative of the statements included in all classes) can be found in Appendix IV.
5. A complete “Course Map” should be developed for each knowledge (learning) objective and each competency (skill) assessed in the College of Business. These maps should clearly identify where the subject or skill is first introduced to the student, where is further developed or mastered, as well as where it should be measured.
   a. The Coordinator of the AOL and Assessment Program will take primary responsibility for the development of these course maps, but of necessity, all member of the faculty will be involved in the process.

7. **Faculty Decisions and Actions (Based on Results)**

   **Specific Action Items with Target Dates**
   Responsibility for implementation of faculty recommendations for continuous improvement becomes the responsibility of the department Chairs and program heads, working with the Dean, the AOLA Committee and its Chair. Actions include improving assessment instruments or procedures and/or improving student learning. This includes all changes to curriculum, coverage of important topics, changes or enforcement of prerequisites, or pedagogy.
The faculty decided to take the following Specific Actions (with Target completion dates):

1. Switch to the *Major Fields Test* from ETS (Fall 2018).
2. Course mapping should be completed for all knowledge (learning) outcomes and competencies (skills) within the next year, and completed by the end of the fall semester of 2018.
3. Once developed, the “Mapping” statement for each academic area to include in all of their syllabi. These statements should be included in all syllabi, starting with the spring of 2019. (the next long semester).

**D. Competency Objectives**

The College of Business has a robust process in place to help insure that our students are learning and developing the skills they will need to be successful. This process is designed to help us to continually refine and improve our ability to help our students. This process is both faculty-developed and faculty-driven.

1. **Overview**

   The College of Business has a robust process in place to help insure that our students are learning and developing the skills they will need to be successful. This process is designed to help us to continually refine and improve our ability to help our students. This process is both faculty-developed and faculty-driven.

2. **Competency Objectives for all students completing any of these programs.**

   In addition to the specific knowledge required for a business degree, the College of Business has identified six (6) specific competencies or skills that our graduates should possess upon completion of their undergraduate program of study. These competency objectives apply to all students, regardless of major, and are, as follows:

   1. *Critical thinking*
   2. *Ethics*
   3. *Oral Communication*
   4. *Professionalism*
   5. *Systems Thinking*
   6. *Written Communication*

3. **Evaluation**
Knowledge objectives will be assessed in each long semester (Fall and Spring), and changes will potentially be made after each round of data collection. The Competency objectives will be measured two at a time (two per semester), since these are more complicated and labor-intensive to assess than knowledge objectives which are more easily assessed with an examination. We anticipate closing the loop (second measure after improvements suggested by first measure) in the Fall semester of 2021, and every three years thereafter. The Assessment cycle for competency objectives can be found in Appendix Vi.

In the spring of 2018, we assessed the Critical Thinking and Ethics competencies.

4. Data Collection

Critical Thinking was assessed using the (California) Business Critical Thinking Skills Test (BCTST) plus Numeracy. The test was administered in both the undergraduate (BBA) and graduate (MBA) capstone classes.

Ethics was assessed using papers from the newly created Business ethics class UNIV 4101. The rubric for assessing Ethics can be found in Appendix VI.

5. Results

Business Critical Thinking Skills Test plus Numeracy (BCTST-N). Using business related scenarios, the BCTST-N measures the critical thinking and numeracy skills human beings use in the process of reasoning reflectively to a judgment about what to believe or what to do.

CRITICAL THINKING

UNDERGRADUATE RESULTS

<table>
<thead>
<tr>
<th>Skill/Attribute Name</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Std. Deviation</th>
<th>SE Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>126</td>
<td>82.3</td>
<td>83</td>
<td>5.3</td>
<td>0.5</td>
</tr>
<tr>
<td>Analysis</td>
<td>126</td>
<td>87.2</td>
<td>90</td>
<td>7.3</td>
<td>0.6</td>
</tr>
<tr>
<td>Inference</td>
<td>126</td>
<td>79.3</td>
<td>79</td>
<td>5.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Evaluation</td>
<td>126</td>
<td>82.5</td>
<td>83</td>
<td>7.5</td>
<td>0.7</td>
</tr>
<tr>
<td>Induction</td>
<td>126</td>
<td>84.3</td>
<td>84</td>
<td>5.9</td>
<td>0.5</td>
</tr>
<tr>
<td>Deduction</td>
<td>126</td>
<td>79.9</td>
<td>79</td>
<td>6.0</td>
<td>0.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>126</td>
<td>82.5</td>
<td>81</td>
<td>6.3</td>
<td>0.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill/Attribute Name</th>
<th>Minimum</th>
<th>Median</th>
<th>Quartile 1</th>
<th>Quartile 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>70</td>
<td>95</td>
<td>78</td>
<td>86</td>
</tr>
<tr>
<td>Analysis</td>
<td>65</td>
<td>100</td>
<td>83</td>
<td>93</td>
</tr>
<tr>
<td>Inference</td>
<td>67</td>
<td>95</td>
<td>74</td>
<td>84</td>
</tr>
<tr>
<td>Evaluation</td>
<td>65</td>
<td>100</td>
<td>76</td>
<td>90</td>
</tr>
<tr>
<td>Induction</td>
<td>69</td>
<td>95</td>
<td>81</td>
<td>84</td>
</tr>
</tbody>
</table>
Based on the distribution of the overall score percentiles for the test takers in this group, as compared to an aggregate sample of AACSB Undergraduate Business Programs, the average percentile score of this group of test takers is 40.

MBA RESULTS

<table>
<thead>
<tr>
<th>Skill/Attribute Name</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Std. Deviation</th>
<th>SE Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>91</td>
<td>84.3</td>
<td>84</td>
<td>5.5</td>
<td>0.6</td>
</tr>
<tr>
<td>Analysis</td>
<td>91</td>
<td>88.5</td>
<td>86</td>
<td>6.6</td>
<td>0.7</td>
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<tr>
<td>Inference</td>
<td>91</td>
<td>81.1</td>
<td>79</td>
<td>6.3</td>
<td>0.7</td>
</tr>
<tr>
<td>Evaluation</td>
<td>91</td>
<td>85.5</td>
<td>86</td>
<td>7.9</td>
<td>0.8</td>
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<tr>
<td>Induction</td>
<td>91</td>
<td>86.2</td>
<td>86</td>
<td>5.8</td>
<td>0.6</td>
</tr>
<tr>
<td>Deduction</td>
<td>91</td>
<td>82.0</td>
<td>81</td>
<td>7.1</td>
<td>0.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
<td>84.0</td>
<td>84</td>
<td>6.7</td>
<td>0.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill/Attribute Name</th>
<th>Minimum</th>
<th>Median</th>
<th>Quartile 1</th>
<th>Quartile 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>71</td>
<td>95</td>
<td>80</td>
<td>89</td>
</tr>
<tr>
<td>Analysis</td>
<td>72</td>
<td>100</td>
<td>83</td>
<td>93</td>
</tr>
<tr>
<td>Inference</td>
<td>70</td>
<td>95</td>
<td>77</td>
<td>86</td>
</tr>
<tr>
<td>Evaluation</td>
<td>69</td>
<td>100</td>
<td>79</td>
<td>90</td>
</tr>
<tr>
<td>Induction</td>
<td>72</td>
<td>97</td>
<td>83</td>
<td>91</td>
</tr>
<tr>
<td>Deduction</td>
<td>67</td>
<td>98</td>
<td>77</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>73</td>
<td>100</td>
<td>79</td>
<td>90</td>
</tr>
</tbody>
</table>

Based on the distribution of the overall score percentiles for the test takers in this group, as compared to an aggregate sample of AACSB Undergraduate Business Programs, the average percentile score of this group of test takers is 50.

ETHICS

The mean evaluation of Ethics was 2.34 (Meets Expectations). Although this is significantly different than our earlier assessment, the new class and assignment are accurately measuring ethical decision making, as specified in our competency.

6. AOL and Assessment Committee Recommendations

   1. Committee Meeting will be held on October 12, 2018.

7. Specific Action Items with Target Dates
Ultimate ownership and authority in the AOL and Assessment program belongs to the faculty of the COB. Although the AOLA Committee and/or the Coordinator of AOL and Assessment may make suggestions to the faculty, the faculty has the responsibility to identify areas for continuous improvement, and to make decisions regarding programs, classes, and all other areas related to student learning. All decisions will be made at regular monthly, COB College Meetings. The Coordinator/Chair of AOL and Assessment has the responsibility to make certain that faculty have all information and materials needed for decision-making well in advance of the meeting date.

Based on the recommendations of the AOL and Assessment Committee, the full faculty of the College of Business decided to take the following actions:

TBA (after October 10, 2018)
APPENDIX I: BBA Learning Objectives

Description: All graduates of the BBA Program at Texas A & M University – San Antonio must demonstrate knowledge and/or understanding in the areas listed below.

Measure: Cross-Disciplinary Knowledge (CVK) Examination administered in the Strategic Management “capstone” class.


Benchmark: At least 80% of our students will score at least a 70% grade on the examination, or higher.

ACCOUNTING

1. Students will understand [Company] Annual Reports
   a. Measure: Be able to calculate basic accounting ratios
   b. Measure: Evaluate basic accounting ratios

2. Students will be able to use accounting information for decision support
   a. Measure: CVP Analysis
   b. Measure: NPV Analysis

COMPUTER INFORMATION SYSTEMS

1. Students will demonstrate an understanding of the concepts and principles of information technology.
2. Students will demonstrate an understanding of the concepts and principles of information technology management.
3. Students will apply the concepts and principles of information technology to the business environment.
4. Students will apply the concepts and principles of information management to the business environment.
5. Students will select and use appropriate technology when completing projects.
6. Students can identify contemporary information technology issues faced by information technology managers.

FINANCE

1. Students should demonstrate understanding of the valuation of financial assets
   a. Measure: Calculate TVM
2. Students should be able to explain the risk and return relationship
   a. Measure: CAPM, Market Efficiency
3. Students should understand Capital Budgeting and Cost of Capital
a. Measure: NPV/IRR, WACC
4. Students should be able to analyze company performance with financial ratios (Note: I think this duplicates an Accounting goal)
5. Students should understand Capital Structure and Payout Policies
6. Students should be able describe the functioning of financial markets and institutions.

MANAGEMENT

1. Students will identify the steps in the Strategic Decision-Making process.
2. Students will identify the key tasks of management (planning, leading, organizing, controlling)
3. Students will develop a S-W-O-T Analysis.
4. Students will develop a Network Diagram.
5. Students will identify the key contemporary, organizational issues (CSR, Globalization, Diversity)

MARKETING

1. Students will UNDERSTAND THE Marketing process.
2. Students will identify the components of a marketing plan.
3. Students will understand the basic terms, vocabulary, and principles of marketing.
4. Students will be able to describe the marketing research process.

QUANTITATIVE

1. Students should be able to define business terms
2. Students should be able to summarize data by constructing a graph.
3. Students should be able to perform statistical analysis.
4. Students should be able to interpret results of statistical analyses.
APPENDIX II: Competency Objectives

1. *Critical Thinking:* Students will be able to diagnose and solve a problem.
2. *Ethics:* Students will identify and evaluate ethical alternatives in professional situations.
3. *Oral Communication:* Students will prepare and deliver a presentation.
4. *Written Communication:* Students will produce a written document.
5. *Technology:* Students will use technology to complete a project.
6. *Teamwork/Collaboration:* Students will collaboratively produce a team product.
APPENDIX III: Summary Result Table.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Goal</th>
<th>Actual</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>80%</td>
<td>72.2%</td>
<td>- 7.8</td>
</tr>
<tr>
<td>Finance</td>
<td>80%</td>
<td>58.8%</td>
<td>- 11.2</td>
</tr>
<tr>
<td>Management</td>
<td>80%</td>
<td>84.1%</td>
<td>+ 4.1</td>
</tr>
<tr>
<td>Marketing</td>
<td>80%</td>
<td>80.6%</td>
<td>+ 0.6</td>
</tr>
<tr>
<td>Quantitative</td>
<td>80%</td>
<td>54.4%</td>
<td>- 25.6</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>80%</td>
<td>74.36%</td>
<td>- 5.64</td>
</tr>
<tr>
<td><strong>Competency</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>2.0</td>
<td>2.21</td>
<td>+ 0.21</td>
</tr>
<tr>
<td>Ethics</td>
<td>2.0</td>
<td>2.46</td>
<td>+ 0.46</td>
</tr>
</tbody>
</table>

1. Target goal = 80% of students would score 70 or higher on overall examination.

2. 2.0 = Meets Expectations
APPENDIX IV: Sample “Course Mapping” statement.

Description: The statement below is included with all Accounting classes, but is representative of the statements used in all classes.

In this Accounting class, we will discuss a variety of Accounting topics that are relevant to and required knowledge for all successful business people.

The College of Business at Texas A & M University has determined that all students who graduate from any business program will demonstrate that they possess and are able to use knowledge in the following areas of Accounting:

1. Students will understand [Company] Annual Reports
   a. Measure: Be able to calculate basic accounting ratios
   b. Measure: Evaluate basic accounting ratios
2. Students will be able to use accounting information for decision support
   a. Measure: CVP Analysis
   b. Measure: NPV Analysis

Moreover, you should recognize that a requirement for successfully completing your undergraduate business degree is to pass a final, Cross-Disciplinary Knowledge (Exit) Examination that includes specific questions over the following Accounting topics:

1. CVP (Cost-Volume-Profit) Analysis
2. NPV (Net Present Value) Analysis
3. Ratio Analysis

This examination will be administered in the (MGMT 4325) "Capstone" class in your last semester of study.
APPENDIX V: Critical Thinking Assessment Rubric

Students will be able to diagnose and solve a problem.

<table>
<thead>
<tr>
<th>Performance Dimensions</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Identification</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>States the problem clearly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes assumptions explicit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gathering Relevant Data and Information</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies needed data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies sources of data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collects data and information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data Analysis</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determines most appropriate analytic technique</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriately uses selected technique</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Identification of Alternative Solutions</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Identifies alternative solutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of Alternatives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determines advantages and disadvantages for each alternative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates long-term consequences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prioritizes alternatives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>State Decision</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>States decision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Justify and Defend Solution</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justifies and defends decision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
# APPENDIX VI: Ethics Assessment Rubric

Students will identify and evaluate ethical alternatives in professional situations.

<table>
<thead>
<tr>
<th>Performance Dimensions</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree of Integrity in Academic Work</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes all actions claimed to have been completed</td>
<td>Claims to have done work not in evidence</td>
<td>As stated</td>
<td>Fills in places where additional actions implied</td>
</tr>
<tr>
<td>Presents conclusions supported by facts and sound logic</td>
<td>Contradiction between facts and conclusion evident</td>
<td>No contradictions between conclusions and facts</td>
<td>Clear logic chain provided to support conclusions</td>
</tr>
<tr>
<td>Submits original work</td>
<td>Submits work they did not complete or work previously submitted for another assignment</td>
<td>Clearly did work themselves specifically for the given assignment</td>
<td>Clearly distinguishes between their own contributions and those of others</td>
</tr>
<tr>
<td>Credits authors and sources cited or quoted</td>
<td>Uses other work with no attribution.</td>
<td>As stated, but with technical errors in citations</td>
<td>Cites other sources without technical errors in citations</td>
</tr>
<tr>
<td>Does not fabricate data or ideas</td>
<td>Ideas or data fabricated</td>
<td>Sources for data and ideas cited where appropriate, and maintains original data</td>
<td>Clearly demonstrates authenticity and accuracy of data and ideas</td>
</tr>
<tr>
<td><strong>Awareness of Ethical Guidelines and Standards</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows a knowledge of ethical standards</td>
<td>Oblivious</td>
<td>Demonstrates awareness</td>
<td>Clear understanding</td>
</tr>
<tr>
<td>Identifies appropriate ethical guidelines for the situation</td>
<td>Oblivious</td>
<td>Identifies reasonable ethical guidelines</td>
<td>Provides rationale and evaluation</td>
</tr>
<tr>
<td>Identifies ethically wrong decisions or actions</td>
<td>No consideration</td>
<td>Aware decision or action is</td>
<td>Can evaluate and explain why decision</td>
</tr>
<tr>
<td>Ethics in Decision-making</td>
<td>questionable or action is ethically wrong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies alternative choices during decision-making</td>
<td>Ignores all but predetermined decision</td>
<td>At least one alternative considered</td>
<td>Considers ethical implications of alternatives</td>
</tr>
<tr>
<td>Asses ethical implications of alternatives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes and evaluates conflicts between ethics and compliance or other competing requirements</td>
<td>Oblivious</td>
<td>Recognition</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Prioritizes ethics over competing requirements in decision-making</td>
<td>Oblivious</td>
<td>Selects for ethical action</td>
<td>Can explain reasoning</td>
</tr>
<tr>
<td>Demonstrates consistent ethical practice</td>
<td>Does not meet standards of applicable ethical codes</td>
<td>Aware of compliant with applicable ethical codes</td>
<td>Exceeds standards set in ethical codes</td>
</tr>
</tbody>
</table>

| Understands Impacts Ethical Decision-making has on Stakeholders | | |
| Recognizes short- and long-term consequences | Fails to recognize consequences | Recognition | Evaluates situation |
| Understands the benefits of ethical decisions | Oblivious | Awareness that ethics carries benefits | Factors benefits into decisions. |
| Makes choices that provide best benefit for all stakeholders | One sided point of view | Considers all stakeholders | Can analyze and select for better outcome. |

**TOTAL**
APPENDIX VII: AOL and Assessment Process

AOL Process

State Learning Goals, based on Organizational Mission

State Learning Objective

Develop Measurement

Collect Pilot Data

Analyze Data

Identify Needed Improvements

“Closing the Loop”

Implement Improvements

Evaluate Improvements

Collect Data
## Appendix V: Undergraduate Assessment Cycle

<table>
<thead>
<tr>
<th>Competency Goals (Undergraduate)</th>
<th>S16</th>
<th>F16</th>
<th>S17</th>
<th>F17</th>
<th>S18</th>
<th>F18</th>
<th>S19</th>
<th>F19</th>
<th>S20</th>
<th>F20</th>
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</thead>
<tbody>
<tr>
<td>Learning Goals (MFT)</td>
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<td>X</td>
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<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Critical Thinking</td>
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<td>X</td>
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</tr>
<tr>
<td>Oral Communication</td>
<td>X</td>
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<td></td>
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<tr>
<td>Written Communication</td>
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<td></td>
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<td>X</td>
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<tr>
<td>Technology</td>
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<td></td>
<td>X</td>
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<tr>
<td>Teamwork/Collaboration</td>
<td>X</td>
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<td>Ethics</td>
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</tbody>
</table>

*AoL Committee unable to accurately evaluate SAP assignment artifact. Switching to different technology assignment in Fall 2018.*
The Assessment Cycle

Step One: measure the Competency Objective.

Step Two: make changes to correct any deficiencies identified in the first measure.

Step Three: re-measure the Competency or Learning Objective again to measure results of the changes implemented after the first measurement data.

* This third step (the second measure) “closes the loop.” This cycle will “close the loop” on all six competencies within a five-year cycle (by the end of the 2020 Spring Semester for the undergraduate program.)