Assessment and Learning Assurance in CBA

Dr. Robert Chi, Acting Associate Dean for Accreditation
Ms. Stephenie Canavan, Director, Educational Effectiveness Center
Introduction

• Seminar participants will develop a deep understanding of
  – The current status of CBA AACSB accreditation
  – The methodologies and techniques to assess and improve the quality of our programs
  – To share assessment experiences with other faculty
3 components in AACSB accreditation

• **Strategy Plan**
  – Minor revision needed

• **Faculty qualification (AQ, PQ, AQg) and sufficiency (Participating vs. Supporting)**
  – There is room for MBA programs to improve its AQg ratio
  – Challenge: how to motivate faculty to publish and become participating faculty (AT, monetary incentives)

• **Assurance of Learning (AOL)**
  – We have a good plan
  – Challenge: Need implementation
AACSB Updates-1

• Strategic Plan:
  – Strategic Planning and Assessment committee is reviewing current Strategic Plan, Minor revision and updates are required
  – Vision
    The CBA is a community where creative minds meet, collaborative spirits flourish, and educational and scholarly contributions thrive.
  – Mission
    Our mission is to graduate highly valued, ethical business professionals prepared to excel in a dynamic global business environment.
Faculty Qualification (spring 2012)
(Undergraduate programs: AQ >=50%, AQ+PQ>=90%)
(Graduate programs: AQg>=65%, AQg+PQ>=90%)

- Current AQ, AQg, PQ percentage:
  - ACCT: AQ=57%, AQ+PQ=86%
  - IS: AQ=56%, AQ+PQ=86%
  - FIN: AQ=93%, AQ+PQ=100%
  - M/HRM: AQ=53%, AQ+PQ=90%
  - MKT: AQ=75%, AQ+PQ=93%
  - Evening MBA: AQg=59%, AQg+PQ=78%
  - SMBA: AQg=100%, AQg+PQ=100%
  - AMBA: AQg=71%, AQg+PQ=86%
  - CBA: AQ=62, AQ+PQ=91%

- CBA Research Colloquia have offered 6 research seminars, more than 130 faculty members have participated.
- Dean’s office will continue to support research activities by offering more assigned times.
AACSB Updates-3

• Faculty Sufficiency (spring 2012)
  (Participating Faculty>=60% each program)
  (Participating Faculty>=75% CBA wide)
  – Current Participating ratios
    • ACCT: Participating=79%
    • IS: Participating=75%
    • FIN(spring: Participating=100%
    • M/HRM: Participating=76%
    • MKT: Participating=72%
    • Evening MBA: Participating=92%
    • SMBA: Participating=100%
    • AMBA: Participating=87%
    • CBA: Participating=77%
AACSsB Updates-4

• Assurance of Learning (Assessment)
  – Assessment workshop will be offered once a year or as needed
  – Teaching effectiveness workshop will be offered once a year
  – Business Assessment Test (BAT )
    • has become a very effective assessment tool for many CSU business schools
    • More than 10 campuses have used BAT in the last 2 years
    • BAT conference will be held in May at CSULB
Assurance of Learning
4 steps

• 1. Expectation:
  – Develop learning goals (7 for undergraduate, 6 for graduate)

• 2. Alignment:
  – Schedule courses to cover learning goals

• 3. Collecting evidence

• 4. Reporting and closing the loop
  – Suggestions to improve the program
Expectations-1

• Sampling is acceptable
  – 15% to 20% of graduating students should be assessed
  – 30 students or 60% of students in a class could be used

• Conduct 2 assessments (direct assessment) per learning goal for every 5 year cycle
  – Direct assessment-evidence of student learning
  – Indirect assessment-ask how students feel
Expectations-2

Current CBA learning goals (Undergraduate)

• Critical Thinking
• Ethics
• Team & Interpersonal Skills
• Communication Skills
• Business Functions (BAT)
• Quantitative & Technical Skills
• Domestic & Global Environment
Current CBA learning goals (Graduate)

- Critical Thinking Skills
- Interpersonal, Leadership & Team Skills
- Ethics
- Business Functions Skills
- Quantitative & Technical Skills
- Domestic and Global Environment
Alignment-1

• Assessment Schedule (undergraduate)
• See handout

• http://www.csulb.edu/colleges/cba/aacsb/documents/core-course-schedule.pdf
Alignment-2

• Assessment Schedule (Graduate)
• See handout
Collecting Evidence

• Cases, research reports
• Oral presentations
• Computer projects
• Simulations
• Classroom exercises
• Business plans and Projects
### Reporting and Closing the Loop

#### Example: Critical Thinking Evaluation Form

<table>
<thead>
<tr>
<th>Traits:</th>
<th>Exceed expectation (3 points)</th>
<th>Meet expectation (2 points)</th>
<th>Does not meet expectation (1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Generate alternatives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Analyze the pros and cons of alternatives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Make selection based on thoughtful analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring:**

- **4-6**  Does not meet expectations
- **7-9**  Meet expectations
- **10-12**  Exceed expectations
# Sample Assessment Results (CBA 888)

<table>
<thead>
<tr>
<th>Traits:</th>
<th>Students</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>1. Understand the question</td>
<td>2 3 2 3 2 3 3 3 3 2.6</td>
<td></td>
</tr>
<tr>
<td>2. Generate alternatives</td>
<td>1 1 1 1 3 1 1 3 1 1.4</td>
<td></td>
</tr>
<tr>
<td>3. Analyze the pros and cons of alternatives</td>
<td>1 1 1 1 3 2 2 3 2 1.7</td>
<td></td>
</tr>
<tr>
<td>4. Make selection based on thoughtful analysis</td>
<td>1 1 2 1 1 2 1 3 3 2 1.7</td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
<td>5 6 6 6 5 11 6 9 12 8</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>C C C C A C B A B</td>
<td></td>
</tr>
</tbody>
</table>

**Scoring:**
- (A) Exceed expectations: 2 students
- (B) Meet expectations: 2 students
- (C) Does not meet expectations: 6 students
## Sample Assessment Report (CBA 888)

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Sample</th>
<th>Methods</th>
<th>Findings/Evidence</th>
<th>Interpretation/Action Items</th>
</tr>
</thead>
</table>
| Critical Thinking   | 10 students were assessed | We asked students to read and discuss a business case and write a report using the attached rubric.  
1. Understand the problem  
2. Generate alternatives  
3. Analyze the pros and cons of alternatives  
4. Make selection based on thoughtful analysis | Most students (6 out of 10) do not meet the expectations. | Improve critical thinking component coverage in CBA 888  
Use more case studies for this subject |
Questions?