



College of Business & Economics

Assurance of Learning

Program Learning Objective (PLO): Use of Technology
Spring 2014

BSBA
PLO 2; LO2B

BSBA Learning Goal 2: Students who graduate will be effective data driven decision makers.

Learning Objective:

LO2B: Students who graduate will apply technology to analyze business problems.

Assessed Term: Spring 2014

Mapped Course:

ITM 3060

**Following re-mapping efforts in Spring and Summer 2013, two courses were identified as exhibiting mastery in data-driven decision making with the use of technology: ITM 3060 and ECON 3551. ITM 3060 was identified as the course for assessing Learning Objective 2B. Econ courses were experiencing major curriculum changes and could not be used to assess objectives. Participating faculty in this assessment quarter were asked to analyze and review the mapping as it was revised at the end of 2013 academic year for accuracy or inaccuracies.*

Curriculum Alignment:

ITM 3060: Information Technology Management (4 units) is a required course for all students enrolled in the BSBA program. The course consists of effective and efficient uses of computers in business as problem solving tool. Topics include computer systems components, systems analysis, database management systems, telecommunications, productivity tools, and mini-projects related to computer-based solutions to business problems. Prerequisites include PC Software Proficiency satisfied.

Participating Faculty:

- Faculty member #1
- Faculty member #2
- Faculty member #3
- Faculty member #4
- (Department Chair Observed)

Methods and Procedures:

Use of technology was assessed using an assignment designed around the use of programs excel and/or access. All faculty members participating in assessment of learning objective agreed on a similar assignment from which to assess a sample. The individual artifacts selected and used in the sample were determined through random selection, in order to prevent contaminating data through self-selection.

Assessment Measurement Tool Used:

Faculty teaching the course mapped to the learning goal met in groups and were presented with the CBE version of the rubric and given an option to either modify the existing rubric or replace it entirely if the faculty had determined CBE's internally developed rubric was insufficient and weak. The BSBA faculty group teaching ITM 3060, the course mapped to the use of technology, unanimously voted to replace the existing rubric entirely with an alternative rubric for the Spring 2014 assessment. The faculty agreed that the externally modified Blackboard Use of Technology rubric best fit the course and existing assignments. The faculty were informed this

would be a starting point, with opportunities to come for modify and adjust the rubric to better fit CBE's program.

Status of Assessment:

- Completed: data aggregated, results produced.

Performance Targets:

- 80% of students will meet or exceed expectations.
- Less than 10% of students will score "1" (below) on any "trait" in the rubric.

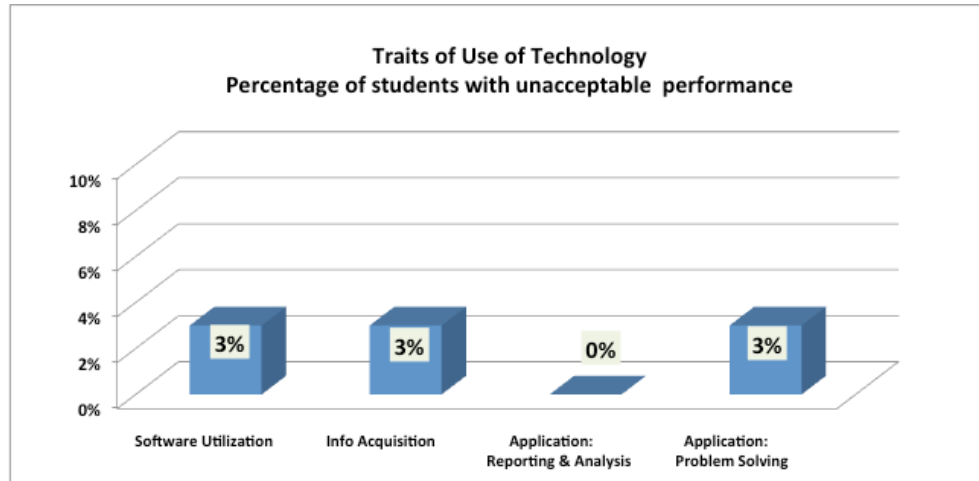
Data Summary & Analysis:

There are two targets set for this skill, (1) 80% of students will meet or exceed expectations; and (2) less than 10% of students will score "1" (below expectations) on any "trait" in the rubric. Overall, 77% of students met expectations on the learning objective.

N = 30	Trait 1	Trait 2	Trait 3	Trait 4
Meets Expectations	57%	93%	77%	80%
Does Not Meet Expectations	43%	6%	23%	20%
Total	100%	99%	100%	100%
Overall Score	77%			

Our second benchmark involves the individual components (aka "traits") by which quantitative literacy is to be measured. These traits are outlined according to proficiency levels stated on the faculty-selected rubric used in the actual assessment. This second benchmark states that less than 10 percent of our students would score "below expectations" on any given trait.

Overall, students performed fairly well. No student received a "below expectations" score for Trait #3: Application: Reporting & Analysis. This trait assessed the ability to use software competently to provide required reporting and analysis. The remaining traits, Trait # 1, 2 & 4, scored the most in terms of unacceptable proficiency levels and had the most "below expectations" scores with 3 percentage point each. Trait #1: Software Utilization assessed the ability to utilize appropriate software tools for the task at hand. Trait #2: Information Acquisition assessed the ability to utilize technology to locate quality information on a topic from a variety of sources. Trait #4: Application: Problem Solving assessed the appropriate use of technology to support problem solving.



Preliminary Closing the Loop Suggestions:

The BSBA program came close to meeting benchmarks set for the Learning Objective 2B (LO2B) “Students who graduate will apply technology to analyze business problems;” suggested plans around this objective include the following:

- Reconvening assessing faculty to discuss increasing benchmarks for next evaluation.
- Other topics up for discussion include how to improve the program even though benchmarks are met.
- Discussions will be focused around brainstorming and ideas for what can be done to improve.

Action Oriented Timeline for LO2B in Spring 2014

Assessment Activity #2 – LO2B in Course ITM 3060:

- **4/23 Meeting** Discussion Points:
 - Attending Faculty: Faculty member #1 – 4 and Interim Dept. Chair
 - Faculty discussed accuracy of Spring/Summer 2014 re-mapping efforts
 - I, R, M coding on mapping do not accurately reflect opinions of the group
 - ITM 3060 is seen as an introductory course not a mastery course
 - Spring 2014 Assignment:
 - Faculty discussed a common assignment to use for assessing Learning Objective 2B: Use of Technology
 - Faculty member #1 – 4 will all use an excel or access assignment.
 - Spring 2014 Measuring tool:
 - Faculty looked at old CBE rubric and compared it to an existing rubric developed and used by other colleges
 - Sandy Luong presented faculty with option to modify existing rubric or to adopt external rubric as a starting point with the understanding that the rubric can be modified in the future to better suit the program.
 - Faculty adopted the external rubric and will be using the rubric this quarter to assess a sample of their assignments
- Next Steps:
 - Faculty will collect a sample of the identified assessment assignment (10-15 student assignments).
 - Sandy will convene Meeting #2 in Week 8 to meet and "norm" the rubric.
 - After the norming session, faculty will be in charge of assessing their sample of assignments on their own using the assessment form provided by Sandy.
 - Faculty will turn-in assessment score sheet and actual assignments to Sandy before end of quarter.
- Norming Meeting Scheduled for 5/22@ 1pm – vbt 411
 - Confirmed (with assignments in by meeting):
 - Faculty member #1 (open)
 - Asked for assignment to use to norm in norming meeting
 - Confirmed – retrieved by 5/18 via email
 - Faculty member #2 (not available 2-350pm)
 - Asked for assignment to use to norm in norming meeting
 - Confirmed – retrieved by Thurs. 5/15
 - Faculty member #3 (open)
 - Faculty member #4 (emailed 5.12)
- **Norming meeting was held and conducted on 5/22 @1pm**
 - **Attending faculty:** Faculty member #1 – 4
 - Sandy discussed purpose behind a norming process
 - Discussed past flaws that were experienced in the previous assessment program when no norming process was implemented
 - Discussed how a missing norming process has led to differences in interpretations of rubric traits and scoring.

- Discussed how this led to discrepancies in data validity and various inconsistencies in terms of data results.
 - Emphasized purpose of norming is to establish a commonality in terms of how faculty are interpreting the dimensions and the scoring levels.
 - This would produce more accurate data, since the data will have come from one common interpretation of the rubric.
- Sandy began the meeting by asking if faculty had suggestions for modifying the rubric, given it was the first academic quarter implementing the newly adopted rubric.
- Faculty discussed modifications to rubric
 - Faculty did not want to change the rubric in any way and found the rubric a better measurement than the old rubric in terms of clarity.
 - However, faculty did ask clarification regarding assessing/grading. Sandy explained differences between assessing and grading.
 - Faculty asked if assessing the assignment or assessing the student. Sandy explained assessment involves assessing student proficiency of a particular skill, using the assignment as tool by which to observe the level of skill.
 - Sandy emphasized the assignment might not be perfect because we do not mandate a universal assignment across sections of a course, but we adopt the best assignment we think is the best tool to use when measuring particular student competencies.
- Sandy proceeded with norming procedures.
- Faculty examined two sample student artifacts using the projector and case studies involving excel formulations.
 - Faculty assessed the assignment using the rubric discussed reasoning for each score
 - Faculty were found to have a similar interpretation of the rubric, which was supported by the same and/or very similar scoring across all participating faculty
 - During first assessment, faculty discussed the differences between “meets expectations” and “exceeds expectations.” Faculty discussed what could the student have done to have received an exceeding expectations.
- Faculty proceeded previous steps for student artifact #2
 - Faculty assessed the assignment using the rubric discussed reasoning for each score
 - Faculty were found to have a similar interpretation of the rubric, which was supported by the same and/or very similar scoring across all participating faculty
 - Faculty discuss particulars of assignments
 - What are students given to work with in terms of information
 - What are the expectations
 - What were the differences in terms of methodologies
 - Knowledge-sharing: Faculty discussed what programs they use and how they design assignments
- Sandy concluded with next steps for assessment

- Sandy discussed the scoring template, created to simplify rubric scores of student artifacts
 - Faculty are to assess sample of assignment in class and complete the rubric score sheet
 - Faculty are to provide Sandy with the actual student artifacts for record keeping and the rubric score sheet for data aggregation, analysis and reporting
 - Faculty were briefed on the next phase in assessment, which would consist of data aggregation, analysis, reporting, publishing/disseminating to committees, task forces, directors and chairs throughout the college.
 - Faculty were briefed that following publications of the data, the data is to be reviewed by the next group of faculty teaching the identified course in Fall 2014 that may or may not include existing members of the current group.
 - The second group will review the data, discuss the results, and begin the conversations around closing the loop if students did not meet specific proficiency levels.
- Following norming meeting, Sandy emailed reminder emails to all faculty stating following:
 - *Hi Everyone,
Thanks again for coming to the norming meeting. I appreciate the time you guys took to sit down and make sure we are all on the same page in terms of assessing using the rubric.
I've attached a soft copy of the score sheet for you all here. If everyone can have their sample assessed, the score sheet completed, and everything emailed back to me, including the actual student assignments, before the end of the quarter it would be greatly appreciated.
Any questions or issues you have along the way, please let me know and I will be happy to help in any way I can.*
- At the end of the quarter Sandy sent a reminder email to all faculty members regarding assessment scores and assignment submissions.
 - *Hi All,
As we near the end of the quarter, just wanted to send you both a quick reminder to email me your assessment score sheet and the original student work by this Friday, June 13th. I attached the score sheet here in case you need it again.
Let me know if you need anything!*
- End of finals week Sandy sent another reminder email to all faculty members regarding assessment scores and assignment submissions – Aware that many of CBE's faculty disappear in the summer and is very difficult to reach.
 - *Hi _____,
Just sending out another reminder to email me your assessment score sheet and the original student work as soon as you can. I attached the score sheet here in case you need it again.
Let me know if you need anything!*

[End of Report]