



# Assessment of Learning

2019-2020



School of Business Retreat

June 10, 2019



Thank You!

Lynn Braender



We still need your help



# AACSB Accreditation Standards:

## Engagement - Innovation - Impact

AACSB International (AACSB), a global nonprofit association, connects educators, students, and business to achieve a common goal: to create the next generation of great leaders.

Synonymous with the highest standards of excellence since 1916, AACSB provides quality assurance, business education intelligence, and professional development services to over 1,600 member organizations and more than 800 accredited business schools worldwide.

---From <https://www.aacsb.edu/about>



# FOUR AREAS OF AACSB ACCREDITATION and FIFTEEN STANDARDS



## Strategic Management and Innovation

- Strategic Management Planning Process and Outcomes
- Financial Strategies and Allocation of Resources
- Mission Statement and Summary of Strategic Plan or Framework
- Intellectual Contributions
- New Degree Programs



## Participants – Students, Faculty, and Professional Staff

- Changes and support to Students
- Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support



## Learning and Teaching

- Curricula Management and Development



## Student Academic and Professional Engagement

- Student academic engagement
- Strategies supporting faculty engagement
- Executive Education

Source: <https://www.aacsb.edu/-/media/aacsb/docs/accreditation/business/standards-and-tables/2018-business-standards.ashx?la=en&hash=B9AF18F3FA0DF19B352B605CBCE17959E32445D9>

# Assurance of Learning

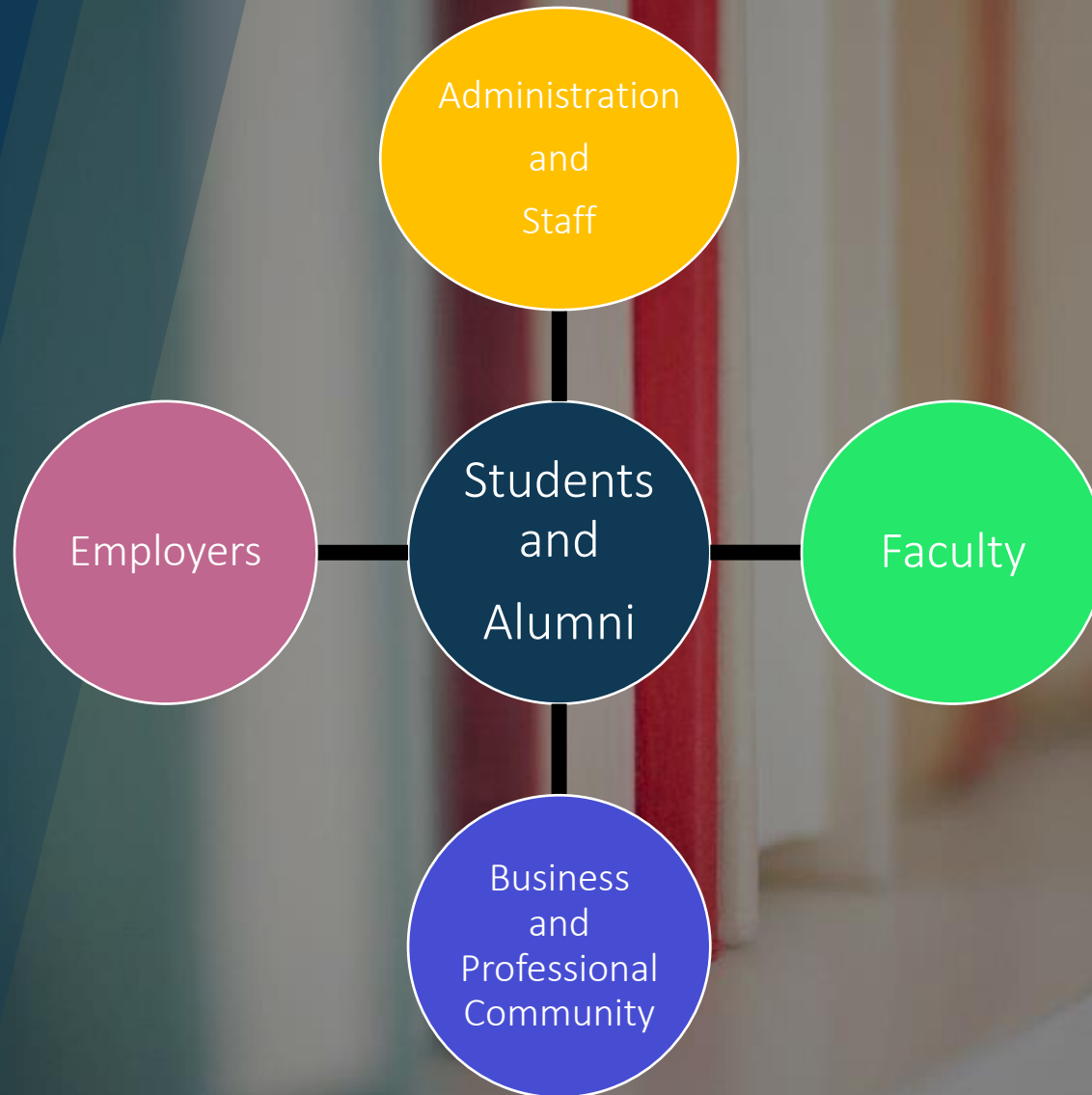


“Closing the Loop”

---“Simply put, AACSB interprets closing the loop to mean that a school shows how curriculum was improved as a result of the assurance of learning process.”

AACSB White Paper on Standard 8 (March 2019): [https://www.aacsb.edu/-/media/aacsb/publications/white-papers/aol\\_white\\_paper\\_standard\\_8.ashx?la=en&hash=9DF96D5B2A1E0B02E19ACF6984FFFE07D23D45CA](https://www.aacsb.edu/-/media/aacsb/publications/white-papers/aol_white_paper_standard_8.ashx?la=en&hash=9DF96D5B2A1E0B02E19ACF6984FFFE07D23D45CA)

# Stakeholders of Business Assessment



# Four Areas We need to Improve

---Recommendations from 2017 AACSB Review Team for TCNJ School of Business

## **Business Standard 1**



“The School should further define the expected outcomes from fulfilling its mission and appropriate measures for evaluating mission-based outcomes...”

## **Business Standard 2**



“The School should further align intellectual contributions with the TCNJ teacher/scholar model and expected research outcomes...”

## **Business Standard 8**



“The School should tailor learning goals, assessment, and assurance of learning separately for the B.A in Economics which appears to be a separate degree not requiring the common business core. Effort should be directed toward closing improvement loops identified in the assessment of learning cycle. In addition, given the importance of culture as stressed by School leadership, there should be more emphasis on improving the Assurance of Learning Culture.”

## **Business Standard 15**



“The School should monitor the status of Instructional Practitioners to ensure they are engaged in activities that contribute to their practitioner status...”



## AACSB Standard 8:

The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met. [Source: 2013 AACSB Business Standards, p. 32]



## Basis for Judgment:



- Standard 8 requires AoL results to be shown by degree program
- Direct assessment of student learning is required
- Learning goals must be consonant with the school's mission, expected outcomes, and strategies

AACSB White Paper on Standard 8 (March 2019):

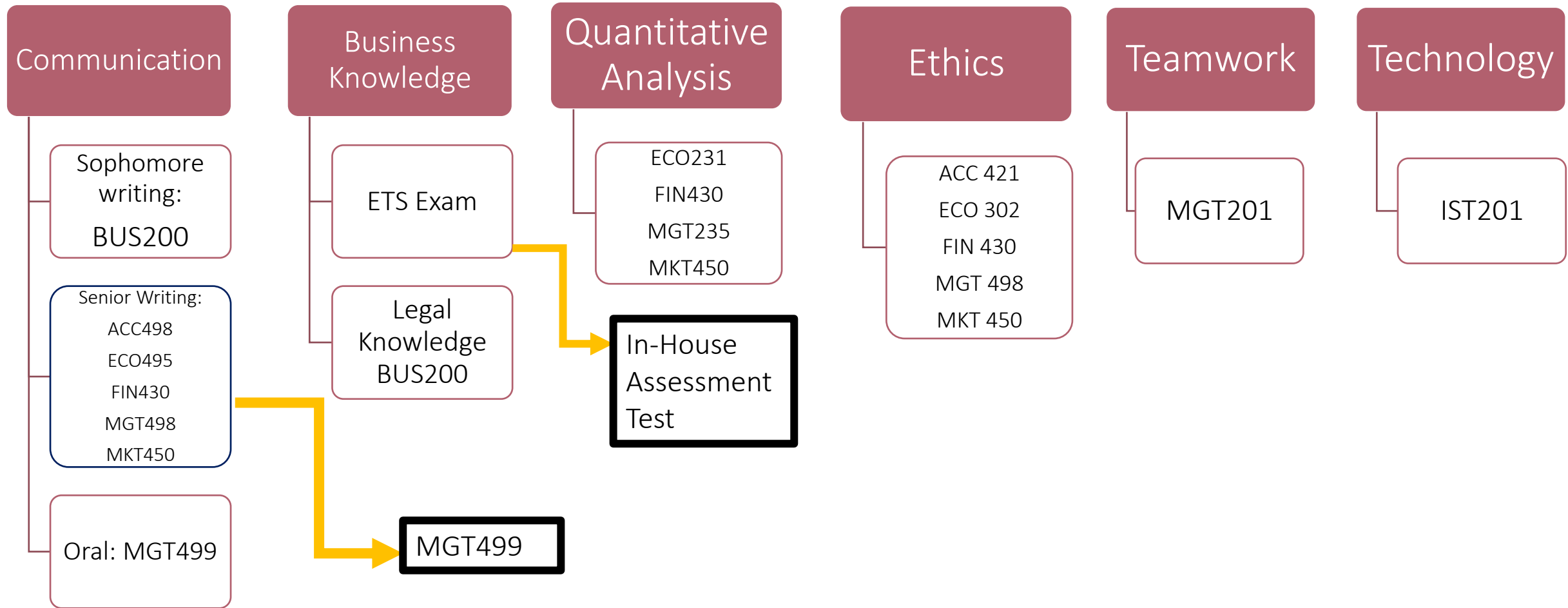
[https://www.aacsb.edu/-/media/aacsb/publications/white-papers/aol\\_white\\_paper\\_standard\\_8.ashx?la=en&hash=9DF96D5B2A1E0B02E19ACF6984FFFE07D23D45CA](https://www.aacsb.edu/-/media/aacsb/publications/white-papers/aol_white_paper_standard_8.ashx?la=en&hash=9DF96D5B2A1E0B02E19ACF6984FFFE07D23D45CA)



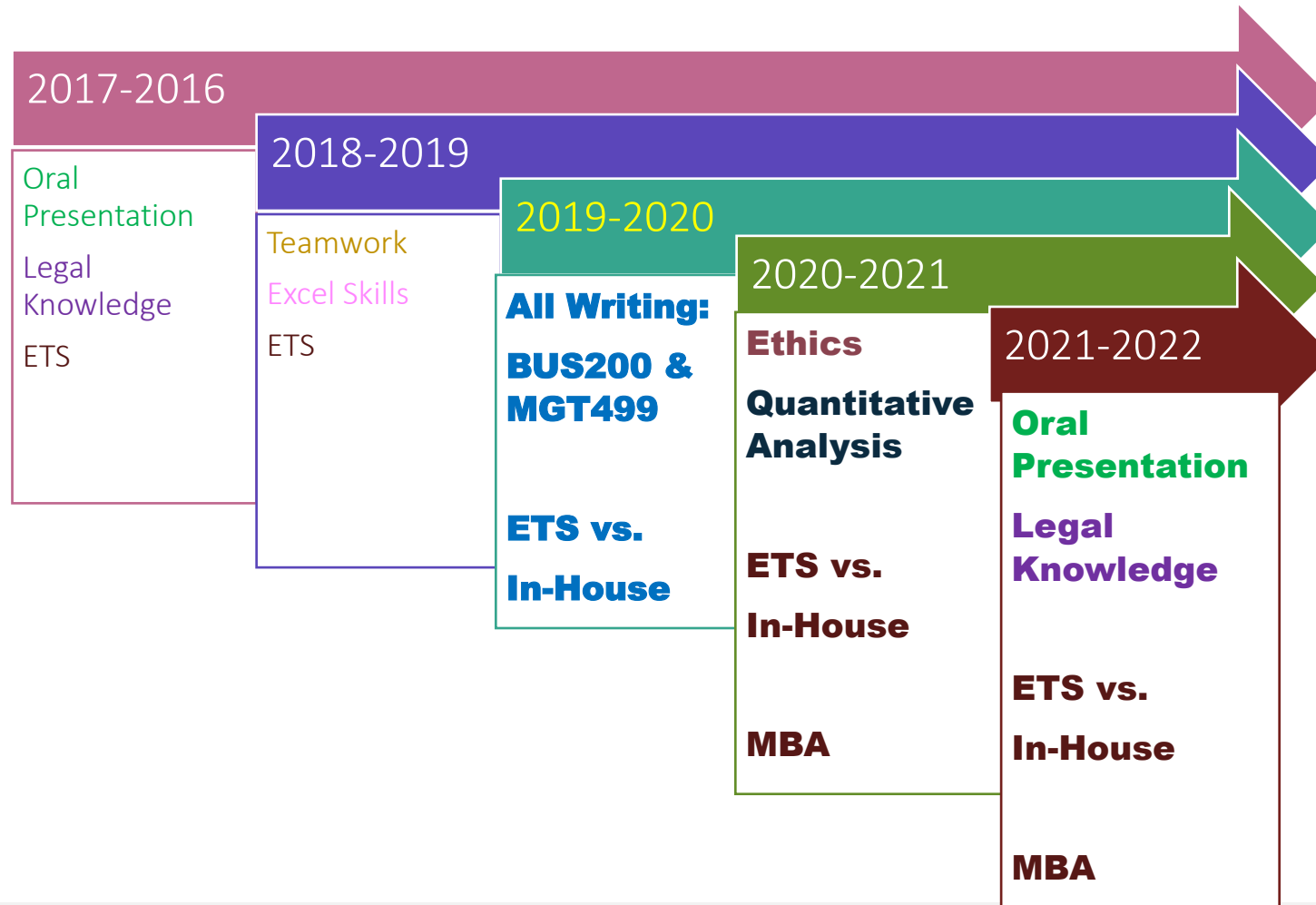
# Current SOB Learning Goals and Learning Objectives

 Learning Goals	 Learning Objectives
1. Communication	1a. Compose a research or business report 1b. Deliver an effective presentation
2. Business Knowledge	2a. Demonstrate knowledge of <b>core</b> business disciplines 2b. Identify external environment and <b>integrate</b> the knowledge
3. Quantitative Analysis	3. Identify and analyze quantitative information, solve business problems, and characterize shifts or emergent trends in data
4. Ethical and Social Responsibility	4. Identify key concepts in ethics and apply a framework for dilemmas
5. Teamwork	5. Demonstrate the capacity to function in teams and evaluate the performance of team members

# Assessment Courses (Figure 5 in 2017 CIR Report)



# Assessment Cycle 2016 - 2022



# New for Assessment in 2019 -2020

1.

Use MGT499 to Assess Senior Writing  
(Thank you, Management Faculty!)

2

Pilot Assessment Day - Spring 2020

3

Develop Learning Goals and Learning Objectives  
for Graduate (MBA/MS) Programs



**January 27  
2020**

9:00am – 12:00 pm  
Business Lounge  
(Breakfast)

## Writing Assessment Day

- Every Full-Time Faculty Member
- Descriptions of writing assignment for both BUS200 and MGT499

# Current Issues with ETS Business Exit Exam

- It is a general assessment, not diagnostic  
--- it is not aligned with our learning goals and learning objectives
- Student background is not controlled, e.g when, where, and whether a student took a course before taking the exit exam
- Lack of motivation from both students and faculty
- Time and expenses



**USEFUL FOR EXTERNAL PEER COMPARISON**

# Develop an In-House Test for the Assessment of Common Body of Knowledge (CBK)

- 100 & 200-level CBK courses only or all CBK courses?
- Multiple Choice or essay questions?
- Once every two or three years or replace ETS exam completely?
- General or specific questions for a subject?

**BUS400---Senior Assessment (co-requisite for MGT499)**

**Scantron ParSystem**

**February 26, 2020 (tentative)**

# ETS Business Major Test – 120 Multiple Choice Questions

(Source: [https://www.ets.org/s/mft/pdf/mft\\_testdesc\\_business.pdf](https://www.ets.org/s/mft/pdf/mft_testdesc_business.pdf))

<b>I. Accounting (15%)</b>	<b>2. Economics (13%)</b>	<b>3. Management (15%)</b>	<b>4. Quantitative Analysis (11%)</b>	<b>5. Information System (10%)</b>
A. Financial Accounting	A. Basic economic concepts	A. Management Principles	A. Probability and Statistics	A. Information Systems in Business and Society
B. Managerial Accounting	B. Microeconomics	*B. Organizational Behaviour	B. Quantitative Operations Management Techniques	B. Information Technology Concepts
*C. International Accounting	C. Macroeconomics	C. Operations Management		C. Business Information Systems
	*D. International Economics	D. Strategy and Policy		D. Systems Development
		*E. Cross-Cultural Management		
		*F. Entrepreneurship		

\* Not in SOB Common Body of Knowledge requirements



# ETS Business Major Test – 120 Multiple Choice Questions (continue)

6. Finance (13%)	7. Marketing (13%)	8. Legal and Social Environment (10%)	9. International Issues	
A. Corporate Finance	A. Identifying attractive markets	A. Legal environment	(overlapping and drawn from other content areas above)	
B. Investments	B. Serving Selected Markets	B. Regulatory environment		
*C. International Finance	*C. International Marketing	*C. Business relationships		
		*D. Ethics and Social Responsibility		

\* Not in SOB Common Body of Knowledge requirements

# What to do next?

1

- Group faculty into the nine areas according to the ETS business exam
- Each group (except for quantitative and international) reports to its corresponding department chair by October 1, 2019: a. 5-6 important concepts in a subject; b. twenty MC questions for assessment

2

- MBA committee provides learning goals (4-5) and learning objectives (two for each goal) to Assessment Committee by November 1, 2019
- SOB Curriculum Committee make a decision on how to implement the assessment requirement for all business major students by November 1, 2019

3

- SOB Assessment Committee decides on the date and format of Assessment Day 2020 by December 1, 2019.



# Close the Loop!

Our Goal for 2020 Retreat



Comments and Suggestions:  
[tang@tcnj.edu](mailto:tang@tcnj.edu)

---