

# Assessment of Student Learning Plan (ASLP): Academic Programs

2016-17 Academic Year

University of Southern Maine

*Reminder: All Department Chairs will be responsible for completing an ASLP form by the end of this academic year for each academic program in your department. This campus-wide (annual) form is used to document the ongoing program assessment activities in each department/program. The form was designed to align with the NEASC accreditation- assessment standards.*

*If you have questions about this form, or need assistance with your program assessment plans during this academic year, please contact Susan King, Director of Academic Assessment, 780-4681, [susank@maine.edu](mailto:susank@maine.edu).*

*\*To review your department's ASLP form from last year, please use this link below for the ASLP webpage on the assessment website, then click on departmental ASLP's: <https://www.usm.maine.edu/assessment/campus-wide-assessment-student-learning-asl-plan>*

## **A. College, Department, Date**

*College*            College of Management and Human Service  
*Department*    School of Business  
*Date*              April 13, 2017

## **B. Contact Person for the Assessment Plan**

*Name and title* Dr. Heidi Parker

## **C. Degree Program**

*Name of Degree Program* BS in Business Administration

## D. Assessment of Student Learning: Program Assessment

### Step 1: Identify the Student Learning Outcomes (SLO's)

- a. Do you have your student learning outcomes published on your department's website? Yes/**No**

i. If yes, please indicate the url: \_\_\_\_\_

ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

Please see attached AoL Plan

- b. Please identify **which of your student learning outcome(s) were assessed this past academic year**. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

Please see attached AoL Plan

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? **Yes/No**

i. If yes, do you have this map published on your website? No  
Please indicate url or attach a copy of the curriculum map.

Please see attached AoL Plan

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## **Step 2: Assessment Methods Selected and Implemented**

- a. *Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.*

Please see attached AoL Plan

Assessment Resources link: scroll down and select, "Direct and Indirect Measures-Strategies for Assessing Learning", or "Creating & Using Rubrics, and Rubric Grading & Examples"

<https://usm.maine.edu/assessment/assessment-resources>

*Please note: Generally, the goal of grading is to evaluate individual students' learning and performance. The goal of assessment is to systematically examine patterns of student learning across courses and programs for purposes of improving educational practices. Grades may be the basis of assessment--for example, when a program agrees on a common assignment and rubric for assessment purposes, and grades are aggregated to develop a picture of average student performance. However, by themselves grades awarded in an individual course do not constitute assessment data.*

- b. *Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).*

Please see attached AoL Plan

Example: Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the \_\_\_ course. Case studies were graded on a rubric by two faculty members.

Example: Outcome 2 was measured during the spring semester -- all majors in the capstone course completed a research project. Research projects will be reviewed and graded by a group of faculty.

## **Step 3: Using the Assessment results to Improve Student Learning**

- a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*
- b. *What changes have been or will be made to improve student learning, as a result of using the program assessment results?*
- c. *Date of most recent program review/self-study? Fall 2015*

**E. Course Assessment Activities:** *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

Please see attached AoL Plan

**F. Community Engagement Activities in your departmental curriculum:**

*a. Does your department have a student learning outcome that is related to any community engagement activities? No If so, please state the outcome.*

*b. Please indicate if any of the community engagement activities listed below are included in your program’s curriculum, by noting which activities are required or optional for students in your major.*

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	<b>R</b>	O
Student-Faculty Community Research Project	R	<b>O</b>
Internship, or a Field Experience	R	<b>O</b>
Independent Study (community-related project)	R	<b>O</b>
Capstone Course (community-related project)	<b>R</b>	O
Service-Learning (course-based)	R	<b>O</b>
Study Abroad, or an International Program	R	<b>O</b>
Interdisciplinary Collaborative Project (community related)	R	O
Student Leadership Activities (related to a team project)	R	<b>O</b>
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	R	<b>O</b>
Other Activities (not mentioned above):		

*c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.*

*Entry-level courses:*

*Mid-level courses:*

*Upper-level courses: BUS 450*

**Reminder: Please complete and submit this form by the end of the academic year, May2017.**

## **USM School of Business**

### **2014-2020 Assessment of Learning Plan:**

#### Undergraduate Learning Goals:

1. Our students will be effective team members who know how to exercise shared leadership.
2. Our students will be effective communicators in a professional setting.
3. Our students will exercise ethical understanding and reasoning in an organizational context.
4. Our students will be reflective, analytical thinkers.
5. Our students will demonstrate business disciplinary competence.

#### MBA Learning Goals:

1. Our students will be effective communicators.
2. Our students will be reflective, analytical thinkers.
3. Our students will exercise organizational leadership.
4. Our students will exercise ethical understanding and reasoning in an organizational context.
5. Our students will demonstrate MBA disciplinary competence.

Assessment/AOL Tools: The USM School of Business uses three direct measures to assess our programs and student learning. These measures are discussed further below.

#### Direct Measures:

1. *Student Data Collection*—Specific embedded course assignments are collected and scored using standardized rubrics. Allows for the longitudinal measurement of our goals/objectives and the evaluation/effectiveness of curricular and pedagogical changes.
2. *Major Field Test (ETS)*—Allows us to compare our students performance against other business students as well as examine USM School of Business student achievement over time and in specific discipline areas.
3. *Capstone Exam*--An 80-item test covering all discipline areas which is administered to all students nearing graduation each calendar year. Allows for discipline specific evaluation.

#### Significant Changes:

1. *Less data collection:* The 2015-2020 AOL plan reduces the frequency of data collection. Rather than collecting data every year, this plan allows time for implementation of improvement strategies prior to the next data collection. The intent is to be able to more clearly see continuous improvement and more easily identify areas most in need of improvement/change. Additionally, the number of courses in which data collection is taking place has been reduced. This creates a more equitable participation of faculty, while still maintaining viable data sources.
2. *Emphasis on Improvement:* Data will be collected during the fall semester of the year assigned. During the spring semester, data will be analyzed and deliberate recommendations for improvements will be made. The following two academic years will be spent implementing those improvements either through curricular changes or course content/instructional changes. This will be an intentional cultural shift from being data focused to improvement focused.

3. *Greater Faculty Ownership*: The faculty will function in small teams to guide improvement. There will be one team per objective and teams will be organized per our curriculum map with faculty who are responsible for introducing/reinforcing/emphasizing a particular objective also charged with data analysis, recommendations, and implementations. This will create greater faculty involvement as well as allow the small groups to be more nimble and creative in addressing improvement areas. Essentially, the conversations will be taking place between the relevant faculty and allow those faculty to take ownership of 'their' objective and make single or double loop changes as necessary.

Undergraduate Assessment Schedule:

Goal/Objective	Assess	Implement Improvements	Courses	Tool	Target
1.1 Describe Leadership	2015, 2018	2016-2017, 2019-2020	Bus 340	Multiple Choice Assessment Form/ Describe Leadership Rubric	75% $\geq$ Adequate/ Excellent
1.2 Demonstrate Leadership	2015, 2018	2016-2017, 2019-2020	Bus 340	Demonstrate Leadership Rubric	90% $\geq$ Adequate/ Excellent
2.1 Oral Communication	2015, 2018	2016- 2017, 2019-2020	Bus 345	Presentation/ Oral Communication Rubric	75-95% $\geq$ Adequate/ Excellent; 50-80% $\geq$ Excellent
2.2 Written Communication	2015, 2018	2016- 2017, 2019-2020	Bus 450	Written Communication Rubric	70% $\geq$ Adequate/ Excellent
3.1 Ethical Implications	2016, 2019	2015-2017, 2018-2020	Bus 280, Bus 450	Ethics Rubric	75-90% $\geq$ Adequate/ Excellent; 0-25% $\geq$ Excellent
4.1 Quantitative Analysis	2016, 2019	2015-2017, 2018-2020	Bus 370, Bus 375	Exam/ Quantitative Analysis Rubric	75% $\geq$ Adequate/ Excellent

4.2 Discipline Specific Problem Solving	2016, 2019	2015-2017, 2018-2020	Acc 211	Discipline Specific Analysis Rubric	75% $\geq$ Adequate/ Excellent
5.1 Disciplinary Competence	2015, 2017, 2019	2016, 2018, 2020	Bus 450	Capstone Exam	75% accuracy in each discipline

Graduate Assessment Schedule:

Goal/Objective	Assess	Implement Improvements	Courses	Tool	Target
1.1 Oral Communication	2015, 2018	2016-2017, 2019-2020	MBA 611, MBA 675	Presentation/ Oral Communication Rubric	50-90% $\geq$ Excellent
1.2 Written Communication	2016, 2019	2015-2017, 2018-2020	MBA 611, MBA 626	Written Communication Rubric	75-90% $\geq$ Excellent
2.1 Quantitative Analysis	2015, 2018	2016- 2017, 2019-2020	MBA 672, MBA 670	Quantitative Analysis Rubric	75-90% $\geq$ Excellent
2.2 Discipline Specific Problem Solving	2015, 2018	2016- 2017, 2019-2020	MBA 625	Discipline Specific Problem Solving Rubric	50% $\geq$ Excellent
3.1 Challenge & Change	2016, 2019	2015-2017, 2018-2020	MBA 698	Challenge & Change Rubric	50-90% $\geq$ Excellent
3.2 Adaptive & Technical	2016, 2019	2015-2017, 2018-2020	MBA 698	Adaptive & Technical Rubric	50% $\geq$ Excellent
4.1 Ethical Implications	2015, 2018	2016-2017, 2019-2020	MBA 698, MBA 615	Ethics Rubric	75-90% $\geq$ Excellent

5.1 Disciplinary Competence	2015, 2017, 2019	2016, 2018, 2020	MBA 698	ETA MBA Field Test	
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