

# Tarleton State University

## Detailed Assessment Report

### 2015-2016 Computer Information Systems, B.S./B.B.A./B.A.A.S. in Information Technology

As of: 2/02/2017 04:28 PM CST

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

#### Mission / Purpose

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The primary mission of the Business Computer Information Systems (BCIS) program at Tarleton State University is to provide a relevant, high-quality education that prepares graduates for successful careers in a dynamic, technologically driven economy.

#### Goals

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##### **G 1: To promote professionalism and responsibility**

To equip students with discipline specific knowledge and skillsets that will make them desirable candidates in today's professional job market and will ultimately lead to successful careers, responsible citizens, and effective leaders in the business field.

#### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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##### **SLO 1: Oral Communication**

Student will present a professional oral presentation. STRATEGIES: Students will be introduced to this knowledge and skill in BUSI 3312, ACCT/MGMT/BCIS 4350. Students will develop this knowledge and skill in ACCT/MGMT/BCIS 4350, MGMT 3301, BUSI 4359, BUSI 3312. Students will master this knowledge in BUSI 3312.

##### **Connected Documents**

[COBA Rubrics](#)  
[Course and Sustainability Maps](#)

##### **Relevant Associations:**

###### **General Education/Core Curriculum Associations**

2.1.1 UG-Communicate effectively orally

###### **Strategic Plan Associations**

###### **College of Business Administration**

- 1 Achieve a high level of student learning and critical thinking
- 2 Develop and articulate high academic standards

##### **Related Measures**

###### **M 1: Presentation**

On each campus/modality students will complete a written assignment in GB 598. The assignments will be evaluated according to the sustainability matrix by two or more faculty members using the faculty developed decision making rubric. The professor of this course will report the data to the Accreditation Program Manager who will enter the data into the Assurance of Learning System.

Source of Evidence: Presentation, either individual or group

##### **Connected Documents**

[COBA Rubrics](#)  
[Course and Sustainability Maps](#)

##### **Target:**

At least 75% of students will meet or exceed expectations on the Oral Communication Rubric.

##### **Finding (2015-2016) - Target: Partially Met**

The percentage of ALL CIS/INT students that met or exceeded expectations on the Oral Communication Rubric for the 2015-16 assessment cycle was 79%. CIS/INT majors are offered on the Stephenville, Online, FTW and Waco campuses. The percentage of students that met or exceeded expectations on each campus is as follows: Stephenville - 74%, Online - 88%, FTW - 100%\*, and Waco - no data. The CIS/INT majors met expectations on the Online and FTW campuses in Oral Communications. They did NOT meet expectations on the Stephenville campus and no CIS/INT students were measured at Waco.

##### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

##### **Faculty Driven Assessment**

*Established in Cycle:* 2014-2015

Groups of faculty members will be initiated to analyze and disseminate the assessment data for each rubric. The faculty member...

##### **Faculty driven assessment groups**

*Established in Cycle:* 2015-2016

In January 2017, the COBA faculty will divide into groups. Each group will analyze the data from one rubric. The group will di...

##### **SLO 2: Written Communication**

Student will prepare a professional written document. STRATEGIES: Students will be introduced to this knowledge and skill in BUSI 3312. Students will develop this knowledge and skill in ACCT/MGMT/BCIS 4350, BUSI 4359, BUSI 3312.

Students will master this knowledge in BUSI 3312, ACCT/MGMT/BCIS 4350.

#### Connected Documents

[COBA Rubrics](#)  
[Course and Sustainability Maps](#)

#### Relevant Associations:

##### General Education/Core Curriculum Associations

2.1.2 UG-Communicate effectively in writing

##### Strategic Plan Associations

###### College of Business Administration

- 1 Achieve a high level of student learning and critical thinking
- 2 Develop and articulate high academic standards

#### Related Measures

##### M 2: Written Assignment

On each campus/modality students will complete a written assignment in GB 598. The assignments will be evaluated according to the sustainability matrix by two or more faculty members using the faculty developed effective communication rubric. The professor of this course will report the data to the Accreditation Program Manager who will enter the data into the Assurance of Learning System.

Source of Evidence: Written assignment(s), usually scored by a rubric

#### Connected Documents

[COBA Rubrics](#)  
[Course and Sustainability Maps](#)

#### Target:

At least 75% of students will meet or exceed expectations on the Written Communications Rubric.

##### Finding (2015-2016) - Target: **Met**

The percentage of ALL CIS/INT students that met or exceeded expectations on the Written Communication Rubric for the 2015-16 assessment cycle was 86%. CIS/INT majors are offered on the Stephenville, Online, FTW and Waco campuses. The percentage of students that met or exceeded expectations on each campus is as follows: Stephenville - 75%, Online - 94%, FTW - 75%, and Waco - no data. The CIS/INT majors met expectations on all campuses measured in Written Communications. No CIS/INT students were measured on the Waco campus.

##### Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

##### Faculty driven assessment groups

*Established in Cycle:* 2015-2016

In January 2017, the COBA faculty will divide into groups. Each group will analyze the data from one rubric. The group will di...

#### SLO 3: Ethics

Students will analyze ethical dilemmas to make appropriate decisions. STRATEGIES: Students will be introduced to this knowledge and skill in BUSI 3312, ACCT/MGMT/BCIS 4350, BUSI 4344, FINC 4301, ECON 4301, BUSI 4359, BUSI 4332, BUSI 3311, FINC 3301, ACCT 2304, ACCT 2303. Students will develop this knowledge and skill in MGMT 3301, BUSI 4359, MKTG 3314, BUSI 4344, FINC 4301, ECON 4301, BUSI 4332, FINC 3301. Students will master this knowledge in MGMT 3301, BUSI 4359, MKTG 3314, BUSI 4344, FINC 4301, ECON 4301, BUSI 4332, FINC 3301.

#### Connected Documents

[COBA Rubrics](#)  
[Course and Sustainability Maps](#)

#### Relevant Associations:

##### General Education/Core Curriculum Associations

- 1.4.1 Students will demonstrate an understanding of ethical standards as applied to decision-making
- 2.2.3 UG-Practice ethical decision making

##### Strategic Plan Associations

###### College of Business Administration

- 1 Achieve a high level of student learning and critical thinking
- 2 Develop and articulate high academic standards

#### Related Measures

##### M 3: Written Assignment

On each campus/modality students will complete a written assignment in GB 598. The assignments will be evaluated according to the sustainability matrix by two or more faculty members using the faculty developed effective communication rubric. The professor of this course will report the data to the Accreditation Program Manager who will enter the data into the Assurance of Learning System.

Source of Evidence: Written assignment(s), usually scored by a rubric

#### Connected Documents

[COBA Rubrics](#)  
[Course and Sustainability Maps](#)

#### Target:

At least 75% of the students will meet or exceed expectations on the Ethics Rubric.

##### Finding (2015-2016) - Target: **Not Met**

No CIS/INT students were measured in Ethics this cycle.

##### Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

#### **Faculty driven assessment groups**

*Established in Cycle:* 2015-2016

In January 2017, the COBA faculty will divide into groups. Each group will analyze the data from one rubric. The group will di...

#### **SLO 4: Critical Thinking**

Student will solve business problems. STRATEGIES: Students will be introduced to this knowledge and skill in MATH 1325, ECON 2302, ACCT 2303, ACCT 2304, BUSI 3311, BCIS/MGMT/ACCT 4350, MGMT 3301, MKTG 3314, BUSI 3312. Students will develop this knowledge and skill in MATH 1325, ECON 2302, FINC 3301, BUSI 3311, BUSI 4332, MGMT 3301, MKTG 3314, BUSI 3312. Students will master this knowledge in BUSI 4359, MATH 1325.

##### **Connected Documents**

[COBA Rubrics](#)

[Course and Sustainability Maps](#)

##### **Relevant Associations:**

###### **General Education/Core Curriculum Associations**

2.3.2 UG-Demonstrate critical thinking and reasoning

###### **Strategic Plan Associations**

###### **College of Business Administration**

1 Achieve a high level of student learning and critical thinking

2 Develop and articulate high academic standards

##### **Related Measures**

#### **M 4: Written Assignment**

On each campus/modality students will complete a written assignment in MGMT 501. The assignments will be evaluated according to the sustainability matrix by two or more faculty members using the faculty developed ethics/integrity rubric. The professor of this course will report the data to the Accreditation Program Manager who will enter the data into the Assurance of Learning System.

Source of Evidence: Written assignment(s), usually scored by a rubric

##### **Connected Documents**

[COBA Rubrics](#)

[Course and Sustainability Maps](#)

##### **Target:**

At least 75% of students will meet or exceed expectations on the Critical Thinking Rubric.

##### **Finding (2015-2016) - Target: Met**

The percentage of ALL CIS/INT students that met or exceeded expectations on the Critical Thinking Rubric for the Fall 2015 assessment cycle was 100%\*. CIS/INT majors are offered on the Stephenville, Online, FTW and Waco campuses. The percentage of students that met or exceeded expectations on each campus is as follows: Stephenville - no data, Online - no data, FTW - no data, and Waco - 100%\*. The CIS/INT majors met expectations on the Waco campus in Critical Thinking. No CIS/INT students were measured on the Stephenville, Online or FTW campuses and less than three were measured on the Waco campus.

##### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

#### **Faculty driven assessment groups**

*Established in Cycle:* 2015-2016

In January 2017, the COBA faculty will divide into groups. Each group will analyze the data from one rubric. The group will di...

#### **SLO 5: Technology**

Students will use spreadsheet technology to solve business problems. STRATEGIES: Students will be introduced to this knowledge and skill in BUSI 3312, BCIS/ACCT/MGMT 4350, BUSI 3311, BCIS/ACCT 3301. Students will develop this knowledge and skill in BUSI 3312, FINC 3301, BCIS/ACCT 3301. Students will master this knowledge in BCIS/ACCT 3301.

##### **Connected Documents**

[COBA Rubrics](#)

[Course and Sustainability Maps](#)

##### **Relevant Associations:**

###### **General Education/Core Curriculum Associations**

2.4.4 Effectively use discipline specific technology

###### **Strategic Plan Associations**

###### **College of Business Administration**

1 Achieve a high level of student learning and critical thinking

2 Develop and articulate high academic standards

##### **Related Measures**

#### **M 5: Written Assignment**

On each campus/modality, students will complete a written assignment in ACCT/BCIS 3301. These assignments will be evaluated according to the sustainability matrix by two or more faculty members using the faculty developed technology rubric. The professor of this course will report the data to the Accreditation Program Manager who will enter the data into the Assurance of Learning System.

Source of Evidence: Written assignment(s), usually scored by a rubric

##### **Connected Documents**

[COBA Rubrics](#)

## [Course and Sustainability Maps](#)

### **Target:**

At least 75% of the students will meet or exceed expectations on the technology rubric.

### **Finding (2015-2016) - Target: Not Met**

The percentage of ALL CIS/INT students that met or exceeded expectations on the Technology Rubric for the 2015-16 assessment cycle was 50%\*. CIS/INT majors are offered on the Stephenville, Online, FTW and Waco campuses. The percentage of students that met or exceeded expectations on each campus is as follows: Stephenville - 50%\*, Online - no data, FTW - no data, and Waco - no data. The CIS/INT majors did NOT meet expectations on the Steven campus in Technology. Less than three CIS/INT students were measured at Stephenville and no CIS/INT students were measured on the FTW, Online or Waco campuses.

### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

### **Faculty driven assessment groups**

*Established in Cycle: 2015-2016*

In January 2017, the COBA faculty will divide into groups. Each group will analyze the data from one rubric. The group will di...

## **SLO 6: Global**

Students will apply a global perspective to make business decisions. STRATEGIES: Students will be introduced to this knowledge and skill in BUSI 3312, MKTG 3314, MGMT 3301, BCIS/MGMT/ACC 4350, FINC 3301, ACCT 2303, ECON 2302. Students will develop this knowledge and skill in BUSI 3312, MKTG 3314, MGMT 3301, BCIS/MGMT/ACC 4350, FINC 3301, ECON 2302, BUSI 4359. Students will master this knowledge in BUSI 4344, FINC 4301, ECON 2301.

### **Connected Documents**

[COBA Rubrics](#)

[Course and Sustainability Maps](#)

### **Relevant Associations:**

#### **General Education/Core Curriculum Associations**

2.2.5 UG-Respect different viewpoints and cultures

#### **Strategic Plan Associations**

##### **College of Business Administration**

- 1 Achieve a high level of student learning and critical thinking
- 2 Develop and articulate high academic standards

### **Related Measures**

#### **M 6: Written Assignment**

On each campus/modality, students will complete a written assignment in BUSI 4344, FINC 4301, or ECON 4301. The assignments will be evaluated according to the sustainability matrix by two or more faculty members using the faculty developed global rubric. The professor of this course will report the data to the Accreditation Program Manager who will enter the data into the Assurance of Learning System.

Source of Evidence: Written assignment(s), usually scored by a rubric

### **Connected Documents**

[COBA Rubrics](#)

[Course and Sustainability Maps](#)

### **Target:**

At least 75% of students will meet or exceed expectations on the Global Rubric.

### **Finding (2015-2016) - Target: Met**

The percentage of ALL CIS/INT students that met or exceeded expectations on the Global Rubric for the 2015-16 assessment cycle was 100%. CIS/INT majors are offered on the Stephenville, Online, FTW and Waco campuses. The percentage of students that met or exceeded expectations on each campus is as follows: Stephenville - no data, Online - 100%\*, FTW - 100%\*, and Waco - 100%\*. The CIS/INT majors met expectations on all campuses measured on the Global rubric. No CIS/INT students were measured on the Stephenville campus and less than three students were measured on each of the other three campuses.

### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

### **Faculty driven assessment groups**

*Established in Cycle: 2015-2016*

In January 2017, the COBA faculty will divide into groups. Each group will analyze the data from one rubric. The group will di...

## **SLO 7: Discipline Specific Knowledge**

Students will demonstrate an understanding of discipline specific knowledge. STRATEGIES: Students will be introduced to this knowledge and skill in MATH 1311, ECON 2302, ACCT 2303, ACCT 2304, FINC 3301, BLAW 4332, BUSI 4359, BUSI 4344, FINC 4301, ECON 4301, BCIS 450, MGMT 3301, MKTG 3314, BUSI 3312. Students will develop this knowledge and skill in ECON 2302, ACCT 2303, ACCT 2304, FINC 3301, BLAW 4332, BUSI 4359, BUSI 4344, FINC 4301, ECON 4301, BCIS 450, MGMT 3301, MKTG 3314, BUSI 3312. Students will master this knowledge in BUSI 4359.

### **Connected Documents**

[COBA Rubrics](#)

[Course and Sustainability Maps](#)

### **Relevant Associations:**

#### **General Education/Core Curriculum Associations**

- 2.4.1 UG-Describe contemporary and enduring issues in the discipline
- 2.4.2 UG-Use techniques, skills, and tools necessary for practice of the discipline

- 2.4.3 UG-Identify and solve problems related to the discipline
- 2.4.4 Effectively use discipline specific technology

#### **Strategic Plan Associations**

##### **College of Business Administration**

- 1 Achieve a high level of student learning and critical thinking
- 2 Develop and articulate high academic standards

#### Related Measures

##### **M 7: Standard Test**

On each campus students will complete a standardized objective test covering general business and discipline specific knowledge in BUSI 4359. The test will be administered annually. The professor of this course will report the data to the Accreditation Program Manager who will enter the data into the Assurance of Learning System.

Source of Evidence: Standardized test of subject matter knowledge

##### **Connected Documents**

- [COBA Rubrics](#)
- [Course and Sustainability Maps](#)

##### **Target:**

At least 75% of the students will achieve a passing score in their discipline.

##### **Finding (2015-2016) - Target: Partially Met**

The findings for the CIS Discipline Knowledge show: 67% of the CIS Majors scored equal to or higher than the mean average score of the other schools measured in Texas on the Information Systems portion of the ETS Major Field Business Test. The campus breakdown is as follows: Stephenville - 0%\*, Fort Worth - No CIS students were measured, Online - 100%\*, and Waco 100% of the CIS students measured met expectations. There were only 3 total CIS students measured.

##### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

##### **Testing More Frequently**

*Established in Cycle:* 2014-2015

Currently, discipline specific knowledge is measured every Fall semester by the ETS Major Field Test. To increase the sample si...

##### **Changing measurement to CompXM**

*Established in Cycle:* 2015-2016

In the past we have administered the ETS Major Field Test in the Fall semester capstone courses as a measurement for disciplin...

#### **SLO 8: Functional Business Knowledge**

Students will demonstrate basic knowledge in functional areas of business related to BCIS careers, particularly management and accounting. STRATEGY: 1) Students will be introduced to this knowledge in BCIS 1303/3300, ACC 2303/3300. 2) Students will develop this knowledge in G B 311, MGMT 3301, BCIS 3347, BCIS 3389, BCIS 4301. 3) Students will master this knowledge in BCIS 4350.

##### **Connected Documents**

- [COBA Rubrics](#)
- [Course and Sustainability Maps](#)

#### Relevant Associations:

##### **General Education/Core Curriculum Associations**

- 2.4.1 UG-Describe contemporary and enduring issues in the discipline
- 2.4.2 UG-Use techniques, skills, and tools necessary for practice of the discipline
- 2.4.3 UG-Identify and solve problems related to the discipline
- 2.4.4 Effectively use discipline specific technology

##### **Strategic Plan Associations**

##### **College of Business Administration**

- 1 Achieve a high level of student learning and critical thinking
- 2 Develop and articulate high academic standards

#### Related Measures

##### **M 8: Functional Business Knowledge**

Student performance will be measured via embedded objective questions developed by departmental faculty. Each spring semester, instructors in sections of CIS 389 and 401 are responsible for administering the exam items and providing the department head with the results of these exam questions. The department head will analyze and report results.

Source of Evidence: Standardized test of subject matter knowledge

##### **Connected Documents**

- [COBA Rubrics](#)
- [Course and Sustainability Maps](#)

##### **Target:**

70% of students will score at least 70% or better on embedded items.

#### **SLO 9: Summative Knowledge in CIS**

Through use of embedded questions in BCIS 4301, BCIS 4343, or BCIS 4378 students will demonstrate summative knowledge of BCIS principles and practice. STRATEGIES: 1) Students will be introduced to related knowledge in BCIS 3300; 2) Students will develop related knowledge in BCIS 3389, 4343, 4350, or 4378; 3) Students will master related knowledge in BCIS 4301, BCIS 4343, or BCIS 4378.

##### **Connected Documents**



### Relevant Associations:

#### **General Education/Core Curriculum Associations**

- 2.4.1 UG-Describe contemporary and enduring issues in the discipline
- 2.4.2 UG-Use techniques, skills, and tools necessary for practice of the discipline
- 2.4.3 UG-Identify and solve problems related to the discipline
- 2.4.4 Effectively use discipline specific technology

#### **Strategic Plan Associations**

##### **College of Business Administration**

- 1 Achieve a high level of student learning and critical thinking
- 2 Develop and articulate high academic standards

### Related Measures

#### **M 9: Summative Knowledge in CIS**

Student performance will be measured via embedded questions developed by departmental faculty. Each spring semester, instructors in sections of CIS 389 and 401 are responsible for administering the exam items and providing the department head with the results of these exam questions. The department head will analyze and report results.

Source of Evidence: Standardized test of subject matter knowledge

#### **Connected Documents**

[COBA Rubrics](#)  
[Course and Sustainability Maps](#)

#### **Target:**

70% of students will score at least 70% or better on embedded items.

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

#### **Summative Knowledge in CIS Action Plan**

*Established in Cycle:* 2013-2014

Students continue to struggle with this area. The action plan for the upcoming year is to have a small committee review the ite...

## **Details of Action Plans for This Cycle (by Established cycle, then alpha)**

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### **Program review/revision**

Systematically review/revise CIS courses and their related master syllabi to assure program objectives will be met.. Spring 2012: No Progress made towards this action plan. This semester master syllabi will be assigned to faculty for review and updates.

**Established in Cycle:** 2010-2011

**Implementation Status:** Planned

**Priority:** High

**Projected Completion Date:** 08/2014

### **Organize Data Collection**

Again, due to an issue in collecting data in the sections where assessment was being measures was problematic. In order to prevent the problem from occurring again, the department head will ask all section instructors to integrate data collection earlier in the semester instead of waiting until the final exam. This way, if the data is not collected at the appropriate time, there will still be time left in the semester to rectify the problem.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

### **COBA Action Plan**

The COBA Assurance of Learning Committee will present the rubric data for the 2013-2014 school year to the COBA faculty at the Annual Fall Faculty Meeting. It will then be up to the faculty to decide where problem areas exist, develop a plan of action, and make recommendations for program improvements. This will be accomplished through faculty task forces. The ultimate goal of this process is to improve student learning in the College of Business Administration. Task Forces assigned to analyze the 2013-2014 Rubric Data and results: TF1 – Spring 2014 This task force was formed to review the first round of rubric data from Fall 2013. Based on the analysis, this task force identified the following issues: 1)Many of the mapped courses are not being taught and tenure-track/tenured faculty members. 2)The Technology and Global rubric do not appear to be aligned with the types of assessment activities completed in the corresponding mapped courses. 3)Most faculty members view the primary purpose of the AoL process to be obtaining AACSB accreditation. However, a few did mention the idea of program improvement. 4)Many faculty members viewed the AoL process as course-level evaluation (i.e., rather than program evaluation/improvement). 5)Most faculty members reported exposure to the AoL process through the various faculty meetings. However, few could articulate any in depth knowledge of the process (e.g., do not see how the six general rubrics for all BBA programs fit into the larger AoL process). Specifically, they lack a deep understanding of COBA's "AoL Roadmap" 6)Most faculty members will be willing to help with the process. However, they need (a) to understand how their courses fit into the AoL process (e.g., I am not teaching a "mapped" course) and/or (b) how to incorporate/use the rubrics in their courses (e.g., "the rubric does not fit my assignments"). 7)Most faculty members are supportive of the AoL process, with their primary concerns related to process issues. 8)Most adjunct faculty members have a very limited understanding of the AoL process. TF1 – Recommendations: 1) Staffing: Increase utilization of tenure-track/tenured faculty members in mapped course. \*\*Eliminate all adjuncts and non-tenured faculty from teaching mapped courses. \*\*Reduce on an incremental basis over the next few years the number of adjuncts and non-tenured faculty teaching mapped courses. \*\*Solicit tenure-track/tenured faculty members to teach mapped course. 2) Alignment: Better align rubrics with the types of assessment activities completed in the corresponding mapped courses. \*\*Invite all faculty to participate in this alignment process. \*\* Invite faculty teaching the mapped courses to participate in this alignment process. \*\*Invite selected representatives who teach mapped courses to participate in this

alignment process. 3) Using Rubrics: Many faculty members need additional support related to how to effectively implement the rubrics in their courses. \*\*Hold college wide sessions for faculty \*\*Identify a facilitator for each mapped course who will be responsible for working with all faculty members (including adjuncts) assigned to this course. \*\*Identify college wide facilitators for each rubric who will be responsible for working with all faculty members (including adjuncts) assigned to courses associated with the rubric. 4) AoL Knowledge: Increase the understanding of faculty related to the he AoL Roadmap and the entire AoL process. \*\*Have more college-wide meetings to discuss the issue. \*\*Meet with faculty members in department-level faculty meetings where the AoL process can be discussed in the context of the undergraduate and graduate degrees offered by the department. TF1 recommended process improvements only. Based on these recommendations, more faculty training has been implemented during the COBA Faculty Meetings. Also, course leaders were assigned to give additional support for the mapped courses. This will be measured again in the Spring of 2015. The recommendation on Rubric Alignment was discussed further by the next task force. TF2 – Fall 2014 After reviewing the rubric data from the 2013-2014 school year, the taskforce identified the following issues: 1) We think the data is deficient and does not allow for proper analysis to determine specific action plans for specific rubrics/areas. a) Is a factor analysis warranted? b) How to change measurement from "Yes, No, Exceeds"? 2) We have a course map from previous task force to properly identify the courses in which rubrics should be administered. Is the map sufficient? How do we ensure more uniform faculty participation? 3) Do we need to adjust the expectations based on a student's grade level? 4) Do we need to use embedded questions in every exam and assess only those questions? 5) Use a more detailed rubric scoring system? 6) We need to properly define the objectives so faculty understand them. 7) Scrap the whole system and start fresh? 8) Can we incentivize faculty to participate by having a raffle for participants or additional \$ or service credit? 9) Do we need standardized assignments for each rubric? The taskforce decided to move forward with three main proposals: 1) Reduce – the number of rubrics and the objectives a) Taskforce to determine whether rubrics can be consolidated b) Review # of items within each rubric Clarify – the meaning of the objectives and the scale a) Develop a detailed scale with explanation specific to each rubric objective b)"Sub-taskforce" to develop explanation of each line item within each rubric Calibrate – the assessment process among faculty a) Taskforce to determine what type of assignments should be used for assessment b) Map course to get consistent assessment across college At this point, the taskforce presented the proposals to the faculty and were asked to create one holistic rubric for the faculty to review at the next COBA faculty meeting. After reviewing the rubric, the faculty asked the taskforce to go ahead and create holistic rubrics for all the current rubrics except the global rubric, which was being revised by a different task force. Holistic rubrics were created by the taskforce and approved by the faculty. The new holistic rubrics will begin implementation in Fall 2015. This taskforce once again focused on the process rather than the rubric data. This created a need for the AoL Committee to create another taskforce with the specific charge of analyzing the data. Also, the AoL Committee has made changes in the task force charge so that in the future ALL task forces will be required to first make curriculum recommendations based on the evidence, and then to look at the process and make recommendations for process improvement. TF3 – Summer 2015 This taskforce was established specifically to review the rubric data from the 2013-2014 school year. Charge: To develop a methodology to analyze rubric data from the 2013-2014 academic year and make recommendations for curriculum changes for program improvement. It is recommended that future task forces have two components to their recommendations: \*\*To recommend curriculum modification targeted at improving student learning and improving scores on objectives and \*\*To recommend systemic changes designed to improve the process of measuring and assessing. Part of their evaluation of systematic processes, they should examine the course map to determine if it is still meeting the needs of assessment. Approach: We split the objectives (Oral Communication, Written Communication, Ethics, Critical Thinking, Technology, and Global) each taking 3 to analyze. We decided that we would identify the 2-3 worst performing items (those with the highest percentage of failed to meet expectations) on each objective and target those for improvement. Once identified, each of us contacted the course coordinator and subsequently, each instructor teaching the courses where the objective was measured seeking input about how to improve those specific items for the objective. It was stressed that this was not to be used for faculty assessment and that things outside of the scope of the course could be considered such as requiring enforcement of prerequisites and so forth. Input from the faculty teaching the mapped courses was reviewed and some of the recommendations were implemented in the Fall 2015 rubric cycle. Once the results have been analyzed, COBA should be able to close its first loop based on curriculum improvements. This will occur in Spring 2016.

**Established in Cycle:** 2013-2014

**Implementation Status:** Finished

**Priority:** High

**Implementation Description:** Faculty will analyze rubric data and make and implement program improvements based on data

**Responsible Person/Group:** Faculty

#### **Summative Knowledge in CIS Action Plan**

Students continue to struggle with this area. The action plan for the upcoming year is to have a small committee review the item analysis to ensure accuracy and relevancy of exam questions and make recommended changes to assessment process that results in useful data to allow us to pinpoint problems and adjust curriculum and teaching if necessary.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Summative Knowledge in CIS | **Outcome/Objective:** Summative Knowledge in CIS

**Projected Completion Date:** 12/2014

#### **Faculty Driven Assessment**

Groups of faculty members will be initiated to analyze and disseminate the assessment data for each rubric. The faculty members will assess the data and make recommendations for program improvements, then they will assess the rubric and the assessment process. The rubric data will be used to refine the curriculum and the process as well. Data for the 2014-2015 will be analyzed during the Spring 2016 semester.

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Presentation | **Outcome/Objective:** Oral Communication

**Implementation Description:** Faculty groups will make recommendations for curriculum and process improvements. Recommendations will be presented for discussion at a COBA faculty meeting. Faculty will ultimately decide which changes will be made and then initiate those changes.

**Projected Completion Date:** 12/2015  
**Responsible Person/Group:** COBA faculty

### Testing More Frequently

Currently, discipline specific knowledge is measured every Fall semester by the ETS Major Field Test. To increase the sample size and generate more meaningful data, COBA is planning to begin administering the test every semester. COBA will be continuing with the plan to measure every semester in the BUSI 4359 Business Strategy (Capstone) course. However, the ETS Major Field Test will be replaced with the CompXM Software System beginning Spring 2016. The previous data from the Major Field Tests showed that for many of the majors, there were not enough students measured to provide meaningful data.

**Established in Cycle:** 2014-2015  
**Implementation Status:** Finished  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Discipline Specific Knowledge

**Implementation Description:** Purchase and administer MFT every semester

**Projected Completion Date:** 08/2016

**Responsible Person/Group:** BUSI 4359 faculty and COBA accreditation programs managers

**Additional Resources:** Testing fees

### Changing measurement to CompXM

In the past we have administered the ETS Major Field Test in the Fall semester capstone courses as a measurement for discipline specific knowledge. This method has proven to be ineffective for two reasons. 1) The test have historically been administered in the fall semesters only, resulting in a small sample size and 2) when the small sampling of the smaller majors is then divided by the campus locations, many of the majors end up with three or less students being measured. This is not providing quality assessment. In addition to this, the scheduling and administering of the exam itself has turned into quite a time consuming task. As a result, COBA has decided to discontinue the use of the ETS Major Field Test after the Fall 2015 testing period. We will be switching to the CompXM system, which will be integrated into all of the capstone courses. This change will not only solve the above mentioned problems by assessing every student taking our capstone course, but it will also better align our assessment with the requirements of the AACSB.

**Established in Cycle:** 2015-2016  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Discipline Specific Knowledge

**Implementation Description:** Adding CompXM simulation software to all BUSI 4359 capstone courses

**Responsible Person/Group:** BUSI Course Leader and all Faculty teaching the course

**Additional Resources:** CompXM software

### Faculty driven assessment groups

In January 2017, the COBA faculty will divide into groups. Each group will analyze the data from one rubric. The group will discuss the strengths and weaknesses shown in the assessment data and possible program and system improvements. After the discussion, the faculty group will narrow the possible improvement ideas down to two or three and then make formal recommendations for program and system improvements. The group will also be asked to develop an implementation plan for those recommendations. The goal is to get the recommendations implemented before the Fall 2017 semester so the 2017/18 school year rubric data will close the loop on this assessment cycle.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Presentation | **Outcome/Objective:** Oral Communication

**Measure:** Written Assignment | **Outcome/Objective:** Critical Thinking  
| Ethics | Global | Technology | Written Communication

**Implementation Description:** To be determined by faculty

**Projected Completion Date:** 01/2019

**Responsible Person/Group:** COBA faculty groups