

**The Minutes of  
UNIVERSITY ASSESSMENT COMMITTEE  
OF  
ARKANSAS TECH UNIVERSITY**

The Assessment Committee met Wednesday, August 28, 2013 at 1:00pm in Rothwell 456. The following were present:

Dr. Monica Varner (Chair)	Dr. Stephen Jones	Dr. Patricia Buford
Mr. Wyatt Watson	Ms. Amy Pennington	Dr. Mary Gunter
Dr. Jan Jenkins	Dr. David Roach	Dr. Susan Underwood
Dr. Robin Lasey	Dr. William Hoefler	Ms. Annette Stuckey
Ms. Audra Porter		

**Guest Presenters:**

Dr. Ed Bashaw, Dean of the College of Business  
Dr. Stephen Jones, Associate Dean of the College of Business

**Absent:**

Mr. Bruce Sikes	Dr. Rick Ihde
Dr. Annette Holeyfield	Ms. Marilyn Johnson

**Call to Order**            Dr. Varner called the meeting to order.

**College of Business**

**Assessment Introduction:**

Dr. Bashaw provided an introduction of the ETS field exams and a description of the standardized measures used by the College of Business and accreditation process.

**College of Business**

**Grant Proposal**

Dr. Jones provided an explanation of the assessment questions regarding the Fall 2013 grant requests to fund the ETS, iSkills, and DIT-2 tests. (See Appendix One).

Dr. Jones provided answers to the following questions asked by the committee during his presentation:

- Is the online class' tests given in a classroom or online?
- Can the online students take the tests individually?
- Do you let the online students take the tests at their own pace?
- Can online students choose when they want to take the tests?
- How do you know the person taking the test is really the person taking the test?
- What is the incentive of the student to do well on these tests?

- Do you (College of Business) have a means of purchasing these tests if the grants were no longer available?
- Does your accrediting body have any requirements for the percentage of your budget to go to assessment?

**Evaluation**

Dr. Varner submitted the College of Business grant application evaluation rubric (see Appendix B), the application guidelines for assessment project grants, and the financial grant history of the College of Business. The committee discussed if the grant for the DIT-2 and iSkills met the criteria for the new and innovative grant, it was determined it did not since both instruments had been given in previous years. The motion was made by Dr. Underwood to merge the two grants since the three assessment instruments were all recurring assessment projects, and award the College of Business the maximum amount for recurring grant which is \$5000.00. Dr. Jenkins seconded the motion. In favor 9; opposed 1.

**Other Business**

Dr. Varner shared a grant proposal on behalf of the Behavioral Sciences Department regarding attendance to a service learning conference. The Behavioral Sciences department head and faculty member are requesting grant money to attend the conference to learn how to implement course embedded service learning in general education and program core courses. They also plan to assess student learning from the service learning project, by applying general education and program student learning outcomes. The item was tabled for further review of university policy for off-campus service learning opportunities.

**Adjournment**

The meeting adjourned at 2:19 p.m.

## (Appendix A)

## College of Business

Dr. Stephen Jones, Associate Dean of College of Business

(1) Are these standardized tests administered in a controlled environment, are the exams proctored by the University Testing Center or College of Business faculty members? How do you assure the integrity of the exam?

The Educational Testing Service has intended for these exams - the Major Field Test and the iSkills Assessment - to be administered under the direction of a faculty member within the context of a course. Faculty members are given protocols to follow to ensure the integrity of the assessment to the extent possible. The College of Business has administered each of these exams following these protocols in the past, the MFT since 1995 and the iSkills in 2008/2009.

(2) Explain the different sample sizes for the requested tests. ETS sample size is 70, iSkills and DIT-2 is 225 and 250.

The ETS MFT is given only to seniors in the capstone course as an exit assessment. The average enrollment for this course (and therefore the number of students being assessed) is lower than for other courses and assessments. Unlike the MFT, both the iSkills and the DIT-2 are being administered to lower- and upper-division students.

(3) Do you compare the iSkills results for freshman with junior and senior results?

There are some comparisons made in the initial report used in the 2010 reaffirmation cycle for AACSB accreditation. However, the original report made by the committee chair at that time did not go into depth on the differences in results between these two groups. I intend to provide a more transparent and complete report of the results with this project.

(4) How do assure that only majors are being measured with ETS, iSkills, and DIT-2?

The MFT and iSkills assessments are administered to students in core courses which are not commonly used by students studying outside a Business field. The courses in which the DIT-2 will be administered may have a fair number of non-majors in them, but the cost of the test is low and the College of Business will be covering that expense.

(5) Explain the rationale for testing juniors and seniors with iSkills?

The iSkills assessment is administered in the Operations Management course (MGMT 3103) which contains a mixture of junior and senior

business majors. It is the course which best fits the end of the technology sequence in the core.

(6) What curriculum changes have you made utilizing formative assessment strategies with iSkills and DIT-2?

After the last administration of the iSkills Assessment in 2008/2009, the College of Business began altering the content in the two lower-division technology courses, BUAD 2003 and MGMT 2013. The BUAD 2003 has been enhanced to place more emphasis on software training in Microsoft Excel and Access (spreadsheets and databases). The MGMT 2013 course was replaced by the BDA 2003 course which focuses on problem solving using the skills specifically learned in BUAD 2003. The earlier iSkills administration showed some but not major difference between lower- and upper-division students. We expect to see a greater division in this administration.

The DIT-2 administration has been haphazard at best. It has revolved with other measures in an attempt to assess ethical reasoning. We have chosen to return to its use as a standardized, accepted instrument. Over time the College has enhanced the discussion of ethics in core courses throughout the curriculum. We hope to see what, if any, effect this enhancement has had with our students.

(7) What standards from the accrediting body must be included in your Student Learning Assessment plan?

AACSB does not require any assessment measures in particular. The ETS MFT is the most commonly used and well-accepted measure for curriculum development and assessment. The ATU College of Business has consistently used this instrument since the mid-1990s and been rewarded for it by our accrediting body. Its continued use across the capstone sections each semester helps us remain familiar with our students' progress and with our curriculum's success in providing the knowledge and skills needed by our students for their careers.

## (APPENDIX B)

## OFFICE OF ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

## GRANT APPLICATION EVALUATION RUBRIC

The Arkansas Tech University Assessment Committee will review proposals and make their decision based on the following criteria: Circle yes, no, not applicable (NA) for each category.

► Does the project focus on documenting, improving, or demonstrating accountability for student learning, academic performance, or program improvement?

Documenting accountability for student learning: Yes No NA

*ETS, DIT-2, and iSkills*

Documenting accountability for academic performance: Yes No NA

*Major Business Categories, Ethics in Business, and Technology Competency*

Documenting accountability for program improvement: Yes No NA

*Quantitative Reasoning curriculum change: Math 2223*

Improving accountability for student learning: Yes No NA

*Formative and Summative assessment, iSkills and DIT-2*

Improving accountability for academic performance: Yes No NA

*Freshman and Junior/Senior Assessment, course sequence in technology and ethics components in core.*

Improving accountability for program improvement: Yes No NA

*Curriculum changes (Math 2223) and Instructional changes (BUAD 2003 and BDA 2003), the type of instructional changes are not noted.*

Demonstrating accountability for student learning: Yes No NA

*College of Business has developed an Assurance of Learning Schedule, assessment timeline, course schedule for assessment, and curriculum mapping of student learning outcomes and assessment measures.*

Demonstrating accountability for academic performance: Yes No NA

*See above.*

Demonstrating accountability for program improvement: Yes No NA

*See above.*

► Does the project have the potential to make a significant impact upon, or the techniques to be useful to, other school, departmental, or university assessment programs?

Project will have a significant impact upon other assessment programs:

Colleges Yes No NA

Departments Yes No NA

University Yes No NA

*The College of Business could serve as role model for other programs, if assessment planning was shared with other Deans on campus and made available on the assessment website for all faculty.*

Techniques will have a significant impact upon other assessment programs:

Colleges Yes No NA

Departments Yes No NA

University Yes No NA

*See above.*

- Does the project proposal demonstrate the connection between program objectives and the means by which the objectives are measured

The project is new and innovative:

Yes No NA

*Presently, it's unclear if the iSkills and DIT-2 application is new and innovative, but the College of Business has provided the necessary information required for a new and innovative project (see below). The selected assessment measures are validated instruments which are commonly utilized by Business Academic Programs and are supported by AACSB. It's clear the recurring project is ETS which has been approved and administered (as noted by Banner) from Fall 2005 to Spring 2013 in both semesters. The iSkills and the DIT-2 are being considered by the College of Business as a new and innovative project. The definition for Repeated Request in the Application for Assessment Project Grants is "Has this department or program received funds from a previous assessment grant? If so, please describe, in detail how the results from previous projects have been used to enhance student learning. The College of Business has described the previous results in the Post Assessment Report and the manner in which they have enhanced student learning. (See Post Assessment Report page 3 for full discussion.) DIT-2 was administered in Fall 2008 and Fall 2011, and iSkills was administered in Spring 2008 and Fall 2009 (see record of funding for the College of Business).*

Assessment outcomes and measures connect:

Yes No NA

*ETS is assessing SLO 3 and SLO 5 (Ability to think critically and reason effectively about business problems and Foundation knowledge for conducting business in a diverse, global environment.)*

*iSkills is assessing SLO 1 (Ability to use technology to support business decisions.)*

*DIT-2 is assessing SLO 4 (Ethical awareness and ethical decision-making framework in a business context.*

Expected goals and objectives can be achieved:

Yes No NA

*The three instruments are reliable and produce valid results (ETS and University of Alabama).*

Proposal describes measures and analysis:

Yes No NA

*The Post Assessment Report describes measures and data analysis for the three assessment measures.*

Proposal describes student learning effectiveness:

Yes No NA

*The Post Assessment Report describes student performance and reports students are achieving the performance standard set by the College of Business.*

- Does the project proposal include an appropriate and reasonable budget?

Budget is appropriate:

Yes No NA

*The budget follows the grant guidelines.*

Budget is reasonable:

Yes No NA

*The College of Business is requesting funding for projects for ETS, iSkills, and DIT-2. The College of Business is matching funding from the department for the amount of \$300.00 (which covers the cost for DIT-2).*

*The total request for grant 201370 Recurring Assessment Grant Application is \$2090.00.*

*The total request for grant 201370 COB Project Grant Assessment Application is \$4500.00.*

*Total grant funding request is: \$6590.00*