

**Assessment Trends Report  
Student Learning Outcomes in Tabor Programs**

September 2009

The goal of this report is to evaluate the assessment of student learning outcomes in Tabor undergraduate programs. The report address four key questions to evaluate the quality of our assessment processes.

**(1) How have we sustained the assessment effort over a multi-year period of time?**

How many years have you completed an annual assessment report?

2006     2007     2008     2009

The assessment reports for the undergraduate program in the Tabor School of Business have been prepared by Cheryl Chamblin every year that the data has been collected. Each faculty member in the undergraduate program collects the data from his/her relevant courses and submits the data to Professor Chamblin. The data that is collected include projects, exams, cases, presentations, and both faculty developed and standardized test scores. The types of data are included with each learning goal for the Core and for each major. The data is analyzed by Professor Chamblin to create a consistency.

**(2) How do we systematically and comprehensively collect and analyze data about student learning?**

The Tabor School use a variety of methods to assess our Learning Outcomes.

- Instructor developed exams
- Standardized exams (ETS)
- Projects
- Presentations
- Internships and consulting evaluations
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The Tabor School has developed standards for each of our key assessment artifacts. Those for the Core are provided in Core Table 3. The standards are provided with the list of artifacts.

**Tabor Core Table 3  
Tabor Assessment Artifacts and Standards**

<b>Artifact</b>	<b>Standards</b>	
<b>Writing Rubric</b>	80% of students receive a Proficient or Emerging rating	Green
	70% receive P or E	Yellow
	<70% receive P or E	Red
<b>Presentation Rubric</b>	80% of students receive a Proficient or Emerging rating	Green
	70% receive P or E	Yellow
	<70% receive P or E	Red
<b>Teamwork Evaluation Form</b>	80% of students receive above 85 pts	Green
	75% receive above 85 pts	Yellow
	<75% above 85 pts	Red
<b>ETS Examination (core)</b>	60% of students above national avg.	Green
	50% above national avg.	Yellow
	<50% above national avg.	Red
<b>ETS Examination (majors)</b>	Students perform in 70 <sup>th</sup> percentile or higher	Green
	Students perform in 60 <sup>th</sup> percentile or higher	Yellow
	Students perform below the 60 <sup>th</sup> percentile	Red
<b>Internships or Small Business Consulting</b>	80% successfully completed	Green
	70% successfully completed	Yellow
	<70% successfully completed	Red
<b>Internships</b>	70% employers desire a future intern	Green
	60% employers desire future intern	Yellow
	<60% employers desire future intern	Red
<b>Student Consulting</b>	70% of clients desire future team	Green
	60% clients desire future team	Yellow
	<60% clients desire future team	Red
<b>Other projects, assignments, or exams</b>	80% of students earn 85% or more	Green

	70% of students earn 85% or more	Yellow
	<70% earn 85% or more	Red
<b>VITA participation</b>	More than 12 students participate	Green
	9-11 students participate	Yellow
	Fewer than 9 students participate	Red
<b>Senior Survey</b>	80% of surveys report overall positive results	Green
	70% of surveys report overall positive results	Yellow
	<70% report positive results	Red
<b>Alumni/Employer Surveys</b>	80% of surveys report overall positive results	Green
	70% of surveys report overall positive results	Yellow
	<70% report positive results	Red
<b>International Experience</b>	35% of students have a significant international experience	Green
	25% of students have a significant international experience	Yellow
	<25% have a significant international experience	Red

All Tabor majors evaluate artifacts using the same set of standards. These artifacts and standards are presented in the relevant tables provided with each major.

#### Summary Table for Learning Outcomes for Tabor Core

	<b>Student Learning Outcome 1</b>	<b>Student Learning Outcome 2</b>	<b>Student Learning Outcome 3</b>	<b>Student Learning Outcome 4</b>	<b>Student Learning Outcome 5</b>	<b>Student Learning Outcome 6</b>
AY 2006-07	Green	Yellow	Green	Low Green	Red	Red
AY 2007-08	Green	Green	Green	Yellow	Yellow	Red
AY 2008-09	Green	Green	Green	Yellow	Red	Yellow

### **(3) How do we use the analysis to improve curriculum and pedagogy and to inform decisions about budgets and strategic priorities?**

The Tabor School has systematically examined its assessment processes each summer at the Retreat. In Learning Outcomes #1, #2 and #3, our students are meeting the standards and we can continue in the direction we have been going. In Learning Outcome #4 we have revised the curriculum to put MG 111 into the MG 100 course so that students have a more direct contact with the teams theory and the practice of interacting in a team setting for an entire semester. In Learning Outcome #5, we have added another international exchange program in Tunghai, Taiwan to increase opportunities for study abroad for Tabor majors. We have also added a Business Plan competition in MG 100, where the winners earn a scholarship to study abroad in an immersion the following year. Thus we are trying to make international study more central to the Tabor School curriculum. Learning Outcome #6 is being addressed by adding review sessions of the Core courses into MG 450, where the students take the ETS exam.

Strategically we have developed new directions or emphases within the Tabor School as a result of our assessments. First, the stronger emphasis on study abroad came directly from our red and yellow lights on Learning Objective #5. We are developing stronger connections with our partner schools in Paris and Mexico City, and are continually looking for new schools where we can create student exchanges.

A second highlight from assessment is the added emphasis on competition. By looking at weak assessment results in #4 and #5, we concluded that our students do not understand the importance of competition. Low scores in team evaluations may indicate that students are not working toward a common outcome. If we encourage the teams to compete (as in MG 100) they may work together more successfully. By stressing study abroad, we hope they will become more competitive as they begin their job search. This is also the focus of the sophomore year experience that is just beginning to develop this academic year.

**(4) How do we evaluate, modify, and continue to improve the student learning assessment process in this program?**

At the Tabor Retreat held each August, departmental meetings are held to discuss the outcomes and make changes in goals, artifacts, rubrics or pedagogies to improve results in specific departments. When the faculty determine that Tabor Core goals, artifacts, or rubrics need changes, the group makes decisions in these areas as a group. Thus all faculty members share responsibility for evaluating, modifying, and continuing to improve the assessment process, with Professor Chamblin taking the leadership role on overseeing and coordinating efforts.

The Tabor School has made numerous revisions to our assessment process over the last several years. Some departments have changed learning goals, some have changed artifacts or rubrics and most have made some changes in pedagogy. The Tabor faculty is committed to the process of assessment and we have designed it so it does not place an undue burden to any one of the faculty. We believe our process is sustainable and informative, as evidenced by our continued revisions.

**Evaluation from Focused Visit Leadership Team (Made of Academic Deans, Program Leaders, and Focus Visit Report Writers)**

**Rating: Green**

Academic program	Goal 1 (multi-year)	Goal 2 (data collection)	Goal 3 (Use assessment to improve)	Goal 4 (improve assessment)	Total
<b>[program name ]</b>	3	3	3	3	12

Based on the four questions/criteria, the Focus Visit Leadership Team rates Tabor Programs as green and concludes the program can sustain systematic and comprehensive data collection and analysis over multiple years. Tabor Programs use assessment to make pedagogical initiatives, curricular changes, and budget priority decisions, and continue to modify the assessment process, as needed. Tabor has developed a strong culture of assessment in their programs.