



UNDERGRADUATE ASSURANCE OF LEARNING

Prepared by the McCoy College Assurance of Learning Committee:

Course Coordinator

Core Course

Dr. Rene Heredia	BA 1310	Introduction to Business
Ms. Jennifer Krou	ISAN 1323	Introduction to Microcomputer Applications
Dr. Chris Proschko	ACC 2361	Introduction to Financial Accounting
Ms. Alex Hampshire	ACC 2362	Introduction to Managerial Accounting
Dr. Francis Mendez	ANLY 2333	Business Statistics
Dr. Dean Showalter	ECO 2314	Principles of Microeconomics
Dr. Quazi Fidia Farah	ECO 2315	Principles of Macroeconomics
Dr. Rene Heredia	BA 3110	Professional Development I
Dr. Rene Heredia	BA 3120	Professional Development II
Dr. Lindsay Ayers	BLAW 3301	Legal Environment of Business
Dr. Vance Lesseig	FIN 3312	Business Finance
Dr. Peiqin Zhang	ISAN 3380	Enterprise Inf. Tech. and Bus. Intelligence
Dr. Kevin Lyman	MGT 3303	Management of Organizations
Mr. Mark Evans	MGT 3353	Bus. Comm. and Professional Development
Mr. Ken Murdock	MKT 3343	Principles of Marketing
Dr. Corey Fox	MGT 4335	Strategic Management and Business Policy

Dr. Taewon Suh, Assurance of Learning Committee, Chair	Ex-officio
Dr. David Wierschem, Associate Dean for Undergraduate Programs	Ex-officio

ASSURANCE OF LEARNING

In the

McCoy COLLEGE OF BUSINESS

I. Introduction.

The McCoy College of Business is committed to the assurance of learning process to improve student learning and retention. McCoy College faculty perform assessments in targeted undergraduate classes to improve academic student success and to ensure currency and relevance to business disciplines and organizations that recruit and hire McCoy College graduates. The assurance of learning process is a faculty-led process that measures student achievement of learning of major and program-level goals to provide in-process feedback for continuous improvement. Assurance of learning is performed not only to satisfy demands for accountability by external agencies, but to fulfill faculty responsibilities for student learning.

This guide is separated into five sections.

- Section I – The introduction
- Section II – *McCoy College of Business* - includes the mission, vision, values, and strategic goals of the McCoy College.
- Section III – *Assurance of Learning* - includes information specific to undergraduate major and program assurance of learning.
- Section IV – *Assurance of Learning Processes* - details the assessment process for direct (course-embedded) assessment of student learning and discusses indirect assessment processes and measures used to corroborate the results of direct assessments for both AACSB and SACS accreditation requirements.
- Section V – *Accreditation Requirements and FAQ* - elaborates on AACSB-International and SACS requirements and includes frequently asked questions concerning assurance of learning processes and procedures written specifically for McCoy College faculty

The McCoy College has Assurance of Learning web pages available from the McCoy College web site at <https://www.mccoy.txstate.edu/assessment/>. Faculty and other interested constituents can find publicly available information and specific direct and indirect assessment results.

II. McCoy College of Business.

The McCoy College of Business regularly reviews and updates the strategic plan. The strategic plan includes definition of the mission, vision and values that guide the college and faculty to ensure alignment across all aspects of the organization.

Mission.

The McCoy College of Business is dedicated to empowering diverse students of exceptional promise to become leaders and innovators who create enduring value for business and society. We accomplish our mission by:

- Providing cutting-edge education that equips students with skills and capabilities to excel in a dynamic business environment.
- Producing rigorous research that addresses real-world challenges facing business and the environments in which they operate.
- Promoting strong collaborative partnerships that enrich the diverse communities we serve and creating a growing legacy for our alumni

Vision.

Through bold ideas and action, we seek to transform the lives of students and define the future of business in Texas and beyond.

Values.

At the McCoy College of Business, we value:

- Our Community
 - We are a diverse and vibrant learning community united in our belief that business makes a world of difference and that our students thrive in a world of possibilities.
 - We create inclusive and welcoming spaces where individuals from all backgrounds can bring their voices and perspectives, create knowledge and meaning, and enrich our learning community.
- Our Students
 - We are dedicated to the success of our students where our knowledgeable and caring faculty and staff prepare students to lead in their professions and communities.
- Academic Excellence
 - We promote an ethic of professional autonomy that allows each of us to pursue deep and meaningful work.
 - We are proud to demonstrate unwavering integrity in our pursuit of excellence with purpose in teaching, research, service, and outreach activities.
- Collaboration
 - We thrive on collaboration that promotes a culture of inquiry, trust, and respect.
 - We encourage collaborative learning and discovery that fosters responsiveness and

global engagement.

- Entrepreneurial Spirit
 - We are an innovative, flexible, and learning organization and embrace change that moves us forward.
 - We encourage bold and persistent experimentation and are unafraid of taking calculated risks.
- Stewardship
 - We act within ethical frameworks and are committed to responsible stewardship of our resources and the environment.
 - We value the trust placed in us by our students, alumni, parents, and members of our community.

Strategic Goals.

The following goals give direction to the McCoy College of Business mission and recognize that scholarship and service support the primary focus of teaching and learning.

Goal 1: Improve Student Success

Develop intentional and focused collegiate experiences that engage, serve, and support our diverse student population in achieving their academic and professional goals.

Actions

- Establish the McCoy College *Student Success Center* to support undergraduate student academic preparedness, professional excellence, and career readiness across the student academic lifecycle.
- Develop undergraduate and graduate students professionally and personally through accessible co-curricular and experiential learning opportunities including internships, education abroad, student research engagement, and professional development workshops.
- Cultivate a strong sense of belonging through intentional undergraduate and graduate student programming including mentoring, first-gen support, and support for student organizations.
- Promote student learning with innovative instructional approaches and technologies, and support faculty instructional excellence with internal grants and professional development workshops.

Outcomes

- Ultimate
 - Achieve McCoy College FTIC retention of 85%, 4-year graduation rate of 50%, 6-year graduation rate of 70%, internship rate of 50%, and post-graduation career-outcome rate of 70% as measured by the University.
 - Graduation for first-time, full-time master programs 2-year completion rates of 90%.
 - Achieve McCoy College “net promoter score” of 60.

- Proximate (establish baseline and track progress)
 - Number of students on professional mentoring programs.
 - Number of students who participate in national competitions and conferences.
 - Number of students on faculty-led global and local experiential study programs.
 - Number of students who complete an internship.
 - Number of students who attend career fairs.
 - Number of business students who receive scholarships.
 - Average DFW rates in business core classes.

Goal 2: Advance Academic Excellence

Provide a cutting-edge and applied business education through innovative programs, curricula, and learning experiences that prepares graduates for lifelong success in a rapidly evolving global workforce.

Actions

- Undergraduate Programs
 - Audit undergraduate core curriculum and major courses/electives to integrate business analytics, sustainable business practices, and professional skill-building.
 - Develop new undergraduate programs (majors, concentrations, specializations, and tracks) that are mission-centered and market-driven. Programs under consideration include *Artificial Intelligence, Business Analytics, Supply Chain Management, Marketing Analytics, Sales Engineering, Organizational Leadership, Commercial Banking, Financial Planning & Wealth Management*, and *Business Economic Analysis & Consulting*.
 - Implement two new business minor programs in *Entrepreneurship & Innovation*, and *Data Analytics*.
 - Prune and/or revise programs that do not meet strategic enrollment or growth requirements – programs include *B.A. in Economics*, undergraduate minor in *International Business*, *CIS Certificate*.
 - Review and update *Business Minor* to ensure students (nonbusiness majors) gain a competitive edge in diverse career and academic pursuits.
- Graduate Programs
 - Develop proposal and implement *Online DBA* program (subject to THECB approval) for experienced working professionals.
 - Develop *Online MBA* program to increase educational accessibility and enrollment among international and online graduate students through innovative program design, content, and delivery methods.
 - Expand enrollment in specialty master’s programs through online education.
 - Establish strategic international institutional partnerships that facilitate collaborative business degree programs and global mobility of faculty and students.
 - Reconstitute current MBA program portfolio drawing clear distinction between on-campus and online student profile segments.
 - Develop professional education and executive education programming for working professionals.
 - Build a state-of-the-art “Classroom of the Future” for online graduate programs.

- Develop robust and differentiated undergraduate and graduate programming options, including professional development and executive education, for TXST Round Rock Campus.
- Maintain adequate AACSB faculty qualification ratios.

Outcomes

- Ultimate
 - Implement aforementioned programs, partnerships, and initiatives.
 - Achieve annual undergraduate enrollment growth of 5% above university enrollment.
 - Achieve graduate program enrollment of 15% of total enrollment in McCoy College.
- Proximate (establish baseline and track progress)
 - Secure STEM designation for MBA and specialized master's programs.
 - Secure online approval for all master's programs.
 - Integrate experiential/applied learning projects across the undergraduate core.
 - Institute at least 2 comprehensive international institutional partnerships.
 - Provide \$1 million annual scholarship awards for McCoy College students.

Goal 3: Achieve Research Eminence

In support of the University's Carnegie R-1 goals, advance faculty research excellence as measured by publications in top-tier academic journals (those considered as being most influential on academic thought and having the highest standards in the field) and nationally recognized grant programs that provide insights into real-world issues facing business and the environments in which they operate.

Actions

- Build and nurture a vibrant research community (professional development, symposia, internal research grants, stipends and awards, student research projects, and post-doc support) that recognizes, incentivizes, and celebrates high-quality publications in academic business journals and prestigious external grant funding.
- Invest in faculty excellence by increasing the capacity, diversity, and development of all faculty through competitive workloads and compensation, tenure and promotion standards, research and teaching support, faculty recognition, and the addition of new faculty resources to meet current and emerging growth needs.
- Support faculty research focused on societal impact as measured by the *United Nations Sustainable Development Goals* (UN SDGs).
- Enhance scholarly engagement with business and industry.
- Recruit and retain distinguished faculty through endowed professorships and endowed chairs.

Outcomes

- Ultimate
 - Achieve 80% of all journal publications for the college in ABDC-A* and A-level journals and 10% in FT50 journals (3-year average).

- Increase trajectory of research expenditure through national grants and contract programs (3-year average).
- Proximate (establish baseline and track progress) ○ Number of research publications and grants that focus on societal impact/UN SDGs.
 - Number of faculty appointments to editorships and editorial boards in prominent academic business journals.
 - Number/dollar amount of new extramural grants and contracts submitted (3-year average)
 - Number of faculty Fulbright Scholars.
 - Number of visiting research scholars and post-docs.

Goal 4: Deepen Community Impact

Enrich and improve the economic development of Texas and social well-being of Texans through meaningful engagement with alumni, business, and community partners.

Actions

- Leverage existing TXST and McCoy College Centers and Institutes to bridge academic and industry perspectives through scholarly engagement, student academic enrichment, alumni engagement, and life-long learning programs.
- Explore development of new Centers/Institutes.
- Strengthen societal impact through community outreach activities, service-learning initiatives, and business-sponsored classroom learning projects.
- Develop “McCoy Early Edge Academy,” a summer business immersion program for high school students.
- Promote *McCoy College (online) Magazine* to alumni, employers, and donors.
- Engage Dean’s Leadership Council and McCoy College Foundation to support the strategic objectives and priorities of the college.
- Promote McCoy College brand and programming to community stakeholders through intentional marketing and communication efforts.

Outcomes

- Grow digital and social media engagement metrics.
- For digitally posted faculty works, number of reads of posted articles.
- Number of alumni engagement events and alumni attendance at events.

Goal 5: Strengthen Organizational Foundation

Support our people and organization through diligent stewardship of culture and resources.

Actions

- Cultivate an organizational culture that is supportive and respectful, expects and celebrates excellence, and encourages learning and innovation.
- Nurture diverse talent of faculty and staff through professional development and career growth opportunities.
- Commit to proactive internal and external communications.
- Strengthen financial stability of college by diversifying and growing revenue base.
- Partner with University Advancement to expand McCoy College alumni, corporate, and donor engagement.

Outcomes

- Ultimate
 - Align operational budget and resources with enrollment growth and strategic priorities.
 - Secure major philanthropic gifts/commitments that advance college priorities.
- Proximate (establish baseline and track progress)
 - Revenue generated from online, graduate program fee, and professional development programming.
 - Annual fundraising gifts and donations raised by college.
 - Annual funding that supports faculty excellence (grants, stipends, fellowships, endowed professorships, and endowed chairs).
 - Annual funding that supports staff professional development activities.

III. Assurance of Learning

The McCoy College considers the development and management of curricula to be of critical importance. Assurance of Learning is an integral part of curricula management and revision. The continuous improvement efforts defined by the assessment process results in a curriculum that reflects the changing nature of both our students and the business environment in general.

The McCoy College offers the undergraduate BBA degree with majors in Accounting, Business Analytics, Economics, Finance, Information Systems, Management, and Marketing. All college level programs are accredited by AACSB-International, and the Department of Accounting maintains separate AACSB Accounting accreditation. Additionally, Texas State University is accredited by the Southern Association of Colleges and Schools (SACS), the regional body for the accreditation of degree-granting higher education institutions in the Southern states.

SACS Assurance of Learning

Texas State University is committed to the continuous improvement of units, programs, and actions through the identification and assessment of outcomes as well as through thoughtful

reflection on the attainment of desired outcomes.

Educational program outcomes focus on student learning yet also include administrative outcomes. Student learning outcomes identify the knowledge, skills, and attitudes that students are expected to acquire through their course of study in a particular program. They answer the following question: What should graduates of a particular major/program be expected to know, do, and value upon completion of the program?

The SACS accreditation standard associated with assurance of learning is:

STUDENT ACHIEVEMENT

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. Student learning outcomes for each of its educational programs
- b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs

For the McCoy College of Business SACS assurance of learning is applied to the undergraduate major and certificate programs offered in Accounting, Computer Information Systems, Economics, Finance, Management, and Marketing.

AACSB Assurance of Learning

The AACSB Accreditation Standards for Business Accreditation (July 28, 2020) Standard 5 specifically states:

The school uses well-documented assurance of learning (AoL) processes that include direct and indirect measures for ensuring the quality of all degree programs that are deemed in scope for accreditation purposes. The results of the school's AoL work lead to curricular and process improvements.

Further, the standard defines Assurance of Learning as:

Assurance of learning (AoL) refers to the systematic processes and assessment plans that collectively demonstrate that learners achieve learning competencies for the programs in which they participate that are within the scope of the school's accreditation. AoL also includes the processes of identifying competency gaps and designing and implementing changes to the curriculum and learning experience so the learning competencies are met. AACSB accreditation is concerned with broad, program-level, focused competency goals for each degree program, rather than detailed competency goals by course or topic.

For the McCoy College of Business, AACSB assurance of learning is applied to the undergraduate BBA program.

IV. Assurance of Learning Process.

Assurance of learning outcomes in the McCoy College, regardless of the major/program, is considered a *general faculty responsibility* to ensure that students learn critical skills and acquire knowledge deemed important and appropriate by college faculty members.

A. SACS

The assessment process for SACS is a process that requires the faculty major/program director to complete a formal report annually. The major/program faculty are responsible for identifying five measurable student learning outcomes and two additional administrative outcomes that are consistent with the mission and overall goals of the major/program. For certificate programs, identify a minimum of three measurable student learning outcomes that are consistent with the mission and overall goals of the program.

Once the outcomes have been identified, the faculty identify two assessment methods of measurement and the courses in which the methods will be applied that will be used to determine progress on the outcome; direct methods are preferred. Two different methods of measurement are selected for each outcome as multiple methods of measurement are necessary to assure reliability and validity. Typically, core courses of the major/program are selected for conducting the assessment methods. Depending on the course level and student expectations faculty determine acceptable levels of standard performance for each outcome and method.

Once the outcomes and assessment methods have been identified, core course faculty collect, analyze, and report the assessment data each year. Once the data has been analyzed, the core course coordinator for each course conducting assessment will describe the evidence of improvement gained from any action plans previously implemented. For those outcomes where improvement has not been identified, or where additional improvement is warranted, faculty will develop an action plan of curriculum changes to achieve improvement in student learning. The observations and action plans are then forwarded to the major/program director for review and final submission to the SACS Outcomes Assessment repository.

B. AACSB

As an AACSB-International accredited business college, the McCoy College utilizes Assurance of Learning to determine the success of its students achieving the program or BBA learning goals. Unlike the SACS process, the AACSB assessment process works in conjunction with the curriculum review process to ensure a comprehensive and coordinated effort to support continuous improvement of student learning goal achievement and academic success.

Undergraduate assurance of learning in the McCoy College is a two-tiered approach including course level review and program level review at the BBA degree level. Therefore, assessment is applied to college level derived learning goals and takes place in college core courses which are required of all BBA majors.

As a part of the assessment process the McCoy College Undergraduate Curriculum Committee (UCC) has the responsibility, as the elected representative body of the college faculty, to

determine the specific learning outcomes/goals for the BBA program. McCoy College program-level learning goals indicate to constituents what the faculty want students “to be” or “to have” as well as “be able to do” on completion of their business degree program.

Given the large number of students enrolled in the college and multiple sections for each undergraduate core course, the undergraduate BBA program uses core course coordinators who are responsible for coordination of multi-section core courses. Core course faculty comprise the AoL committee and are responsible for the development of assessment instruments, gathering assessment data, and reporting results. Student performance related to each specific learning goal is assessed in multiple undergraduate courses through both direct and indirect methods. (See CBAPPS 2.04 – Planning, Developing, Monitoring and Assessing Undergraduate Curricula - for a list of core course coordinator responsibilities.)

While each learning goal is assessed each semester, and results collected, formal reporting of assessment results consists of reporting on two learning goals a year in a three-year rotation. The three-year rotation provides a reporting time frame that allows for a more in-depth review of the impact of curriculum changes. For the formal report, core course coordinators provide a three-year window of observed student assessment results along with a narrative discussing the impact of the previous course and programmatic curricular changes. The course coordinator will then ‘Close the Loop’ by recommending new course level curriculum changes. The formal report for each learning goal being reviewed is then presented to the AoL and UCC committees for review.

At the beginning of the following Fall semester, a joint meeting of the AoL and UCC is held to review the reported assessment results, proposed curricular changes, and indirect measures. Discussions are held reviewing the core course proposed curriculum changes and potential programmatic level changes in light of the reported results and indirect measures. This two-tiered review at the course level and the program level, allows for a comprehensive assessment of student knowledge and skills at the BBA program level and satisfies the requirements of AACSB and other constituents.

Once final curricular changes, course and program level, are finalized the results are implemented and the final report is submitted to various stakeholders of the college and posted to the AoL website.

C. Direct (Course Embedded) Assessment.

Direct assessment methods require students to demonstrate knowledge and skills and provide data that directly measure the achievement of expected outcomes. Direct measures refer to evidence from learner work such as examinations, quizzes, assignments, and internship or externship feedback that is based on direct observation of specific performance behaviors or outcomes. The McCoy College measures each learning goal in multiple classes using multi-method approaches to validate results. For example, in the BBA program, student learning of the goal “analytical thinking” is measured in two core courses, one at the lower level and one at the upper level, using exams, projects and application assignments. This goal is reinforced in courses throughout the college through common programs and software packages that are introduced at the freshman level and progress until fully applied at the senior level, in

accordance with Bloom's Taxonomy of Learning, and necessary for the successful completion of other courses in the curriculum.

D. Indirect Assessment of Program Learning Goals.

Indirect assessment of college learning goals is used to corroborate the results of direct (course embedded) assessments. Indirect measures of learning refer to evidence attained from third-party input. Indirect assessments may include surveys of students or alumni, consultation with multiple advisory boards within the college, consultation with employers and the Texas State Career Services Office, departmental internship directors, Business Leadership Week participants, and other constituents to provide perceptual information on how students "feel" about what they have learned. The McCoy College uses multiple indirect assessment techniques to corroborate direct classroom assessment.

V. Accreditation Requirements and Frequently Asked Questions (FAQ).

The following questions and answers concerning assessment were derived from multiple sources and rely on information from AACSB-International as well as other assessment resources. Responses to various questions have been modified to suit the circumstances of McCoy College faculty. Specific questions not addressed in this section should be directed to the Chair of the McCoy College Assurance of Learning Committee or the Associate Dean for Undergraduate Programs.

1. What is "Program-Level" Assurance of Learning as specified by AACSB?

The college or school must specify program-level learning goals for each separate degree program. Generally, such goals are anticipated for each degree, not for separate majors or concentrations within a degree. For example, the McCoy College offers a Bachelor of Business Administration (BBA) degree with defined majors in accounting, CIS, economics, finance, management, and marketing. A set of program-level learning goals for the BBA degree must be provided and assessed.

2. What is "Program-Level" Assurance of Learning as specified by SACS?

Given the broader role of SACS in accrediting all facets of the University, the primary difference between AACSB-International and SACS occurs at the undergraduate level. SACS requires that each individual undergraduate major be evaluated and assessed where AACSB is concerned with the BBA program for all undergraduate majors. Essentially, AACSB allows the college to assess student learning goals in courses common to all BBA majors in the college, where SACS requires student learning goals specific to a particular major. Thus, for SACS review, each department has a set of student learning goals which is a combination of departmental learning goals specific to the major field and college learning goals for all undergraduate students.

3. What ratio of "direct" versus "indirect" assessments should be performed?

AACSB-International requires that assurance of learning include both "direct and indirect

measures” of student learning. To meet AACSB expectations regarding assurance of student learning, the majority of a college or school’s assessment plan should rely on direct measures of student learning, and the McCoy College used a multi-course assessment approach for each learning goal. Indirect methods are an appropriate method to gather data on specific program-level learning goals; however, data from indirect methods are used to corroborate data gathered through direct methods. This corroboration will yield constituent perceptions of how a curriculum is functioning and complement direct assessments of student learning.

4. *Must all students be assessed?*

For the purpose of meeting AACSB-International standards, sampling may be utilized, as long as it is representative. Faculty teaching college core courses for undergraduate and graduate programs, as scholars in their respective fields and under the leadership of the Core Course Coordinator or program director, have the responsibility for determining appropriate representative sample sizes. Courses taught online are also assessed to evaluate consistency of curriculum delivery. Course coordinators or program directors often require census data from graduate courses for assessment purposes.

5. *Should college core course faculty and coordinators gather data and submit results to the assurance of learning committee every year?*

AACSB standards allow for program-level learning goals to be reviewed on a scheduled rotational basis. At least two program-level goals are reviewed each year, and college core courses covering that particular program goal are required to submit the results of course-embedded assessment to the assurance of learning committee or program director during the scheduled review year. However, since the McCoy College views assessment as a continuous process, core course coordinators and core course faculty gather data every year for the longitudinal reporting of assessment results.

6. *Who sets performance standards for learning goals and how many students must meet or exceed the performance standard on a given learning goal?*

The Assurance of Learning Standards by AACSB states that data on student learning on program-level learning goals is to be used for the purposes of improving business curricula to enhance student learning. For each program-level learning goal assessed in a college core course, the faculty will determine their minimum expectation or standard, and the overall evaluative standard will be ***continuous improvement*** of student learning on the specified goal.

7. *How should student performance on learning goals be reported?*

For reporting data on any learning goal, core course coordinators or faculty members should aggregate data and report the results by three levels: Exceeds Expectations; Meets Expectations; or Does Not Meet Expectations.

In order to preserve the integrity of the assessment process in multi-section courses, core course coordinators should release aggregate data by core course (all sections) to the assurance of learning committee and not individual results by each professor teaching the course. Program Assessment in the McCoy College is not for the purpose of evaluation of individual faculty

performance in the classroom; it concerns the aggregate level of student learning.

8. *Why is it important to use multiple measures in the assessment of program learning goals?*

The very nature of assessment makes it important that decisions concerning student learning are not based on performance in any single course or a single assessment methodology. Relying on the results from one core course to assess a program-level goal could result in misleading perceptions of student performance across the program.

Students may perform better on assignments relating to a particular goal in one core course and poorer in another core course. Thus, the focus should be on program assessment of student learning across multiple core courses and methodologies, and information on student performance in any single core course should allow for core course faculty and departments to examine pedagogy and standards for that course.

Additionally, when direct assessments in core courses are corroborated by indirect assessment measures, the results should provide a clearer picture of student learning.

9. *What documentation must be retained by faculty and/or core course coordinators for review by outside constituents?*

Faculty or core course coordinators should retain copies of instruments used for direct assessment, such as assignments, written products, test questions, rubrics, scoring grids, etc. They must also retain sample student products relating to the instruments used. These documents should be retained through the next AACSB re-accreditation review.

Aggregate results of direct assessments for various learning goals gathered and/or submitted should be retained by the faculty member or course coordinator by semester or year for longitudinal review. Minutes of meetings to discuss curricula and assessment of student learning should be retained.

The McCoy College Assurance of Learning Committee, Department Chairs, and Program Directors all have the responsibility to maintain assessment results. These groups also have the responsibility to make faculty and other constituencies aware of assessment results and to publish results and recommendations where appropriate.

10. *Why can't course grades be used to indicate student learning?*

Course grades measure the students' mastery of a course topic taught by a specific professor. The course grade is an aggregate measure comprised of students' performance on multiple exams, assignments, projects, homework, extra credit, etc. Even if professors teach from a common syllabus, a course grade is too aggregate a measure to provide an assessment of specific skills or knowledge (program-level learning goals). For example, a course may include an oral presentation assignment that is worth 20% of the course grade. It is possible for one student to get an exceptional grade on that assignment, and another student to fail that assignment, with both students receiving a "C" for the final course grade. The course grade

provides no measure of student’s demonstrated oral presentation skills or the capacity of the curriculum to produce the desired oral communication traits in its students.

On the other hand, the grades on the oral assignment are an indicator of students’ oral skills. If the core course teaching faculty agree on how the assignment is to be evaluated (including articulating minimum performance standards (meets expectations)), an oral presentation assigned within a course may be an appropriate program assessment measure. Thus, course products (cases, papers, presentations, exercises, directed test questions, etc.) may be used to meet assurance of learning standards, but course grades, by themselves, cannot.

11. What makes assessment of student learning different than grading?

The list below is not a set of opposites, and it is not exhaustive. It is suggestive. Assessment and grades differ, but they can overlap. Annotations for some terms appear below the table.

Assessment	Grades
Formative	Summative
Diagnostic	Final
Non-Judgmental	Evaluative
Private	Administrative
Anonymous	Identified
Partial	Integrative
Specific	Holistic
Mainly Subtext	Mostly Text
Suggestive	Rigorous
Usually Goal-Directed	Usually Content-Driven

Formative refers to the formation of a concept or item where *summative* refers to an “adding-up” or summary stage. Assessments usually occur in mid-progress. Grades are usually recorded at the end of a project or class in order to summarize academic quality.

Assessment is *non-judgmental* in a sense that it focuses on learning, which is the outcome of many influences, including teaching style, student motivation, time on task, study intensity, and background knowledge. Therefore, no one element can be singled out for praise or blame for student learning of a given program-level learning goal. In contrast, grades carry *evaluative* weight as to the worthiness of student achievement and are applied, for good or ill, directly to them.

Assessments tend to be used in *private* and become public only under the assessor’s control. Grades, while not truly public, are part of the *administrative* record available throughout an educational institution. Assessments are almost always collected in *anonymous* fashion, and the results are released in the aggregate. Grades are *identified* with specific students.

Assessment looks at *specific* parts of the learning environment. Grades are *holistic* in the sense that they record academic achievement for a whole course. Grades tend to reflect student mastery of disciplinary course *content*; whereas, assessment usually aims at the (program) *goals*

for all baccalaureate and/or graduate students in a given program, such as written communication, oral communication, critical thinking and analytical skills. Final grades reduce academic achievement for an entire semester to a single mark.

The *text* of a course is its disciplinary content; grades tend to focus on that. The *subtext* of a course involves transferable baccalaureate skills, such as critical thinking, written communication, and analytical skills. For example, the “text” of course in introductory management course may revolve around knowledge of management functions and processes. The “subtext” of such a course might include critical and analytical thinking skills, problem-solving and written and oral communication skills. Grades tend to focus on text; assessment tends to emphasize subtext.

Assessment findings tend to be *suggestive* and have pedagogical significance. That is, assessment findings shift pedagogy that need not be justified statistically but can be justified when students learn better. In contrast, grades are recorded in a *rigorous* manner that does have statistical significance.