HOW SIMULATIONS AND EXPERIENTIAL LEARNING FIT AS WE COMPLY WITH LEGISLATIVE AND AACSB ASSESSMENT GUIDELINES: HOW TO DEVELOP ACADEMICALLY SOUND COURSES THAT ALSO MEET STAKEHOLDER NEEDS

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ABSTRACT

Accreditators, legislatures, and other stakeholders are all interested in assessment in our universities today. This panel discussion will bring together three people from different areas of the country who teach at state universities and a private school. Rather than focusing on accreditation, this panel will focus on how to assess course and programs, and how our experiential learning and simulation projects can be evaluated. The end goal of assessment is curriculum improvement, which serves all stakeholders.

PANEL OVERVIEW

All three participants have experience implementing various assessment systems at their universities. SDSU has recently had AACSB accreditation renewed under the new system. Many schools have implemented indirect measures such as student, alumni, employer, and stakeholder surveys (Attachment 1: Sample Indirect Assessment Plan), but the AACSB advice on assessment is to include direct measures, use grading rubrics shared with the students ahead of time, and list learning outcomes on each syllabus.

Developing grading rubrics that make explicit what each assignment is planned to accomplish is a time-consuming task, but helps students know what is expected of them (Attachment 2: Grading Rubric). One way of ensuring that courses do not overlap is to create a curriculum map showing which general and specific competencies are embedded in each course business students take (Attachment 3: Stetson University Undergraduate Curriculum Map).

Simulations and Experiential Learning assignments also need rubrics and learning outcomes, and we will talk about how these may differ from those for more traditional assignments.

Topics we will cover:
- Each person will discuss his/her school's current assessment requirements and implementation plans.
- Monique Forte: AACSB assessment seminar, developing direct measures, curriculum mapping
- Gretchen Vik: using a survey (indirect measure) to assess a simulation project, developing rubrics for experiential assignments
- Doug Micklich: how AACSB assessment compliance with the guidelines, how he assesses the strategy class project
  Other topics of interest to us and our audience:
- What methods (exams, surveys, grading rubrics, learning outcomes, external reviewers, employer/stakeholder evaluations, etc.) are effective in different types of courses?
- How can courses meet both the needs of academic accrediting bodies AND local employers who hire our students?
- What are the advantages/disadvantages of numeric evaluations and assessments?
- How do you write effective learning outcomes?

OUTCOMES OR GOALS OF THE SESSION

Attendees will know more about how to write up an assessment plan, to create grading rubrics and surveys, to use numeric evaluations, and to write learning outcomes. We anticipate that the audience will have stories to share about developing their own plans.

Handouts dealing with sample plans, outcomes, rubrics, etc. will be distributed.

REFERENCES

Information and Decision Systems Department Assessment Plan, College of Business Administration, San Diego State University, 2001. This indirect assessment plan has since been modified and strengthened.

Short Report Grading Rubric, Information and Decision Systems Department, College of Business Administration, San Diego State University , 2001. This sample rubric is one of many used in a sophomore business communication class to show students ahead of time what aspects of the paper will be evaluated most and how they will be evaluated.

Stetson University School of Business Administration Undergraduate Curriculum Map, 2004. This sample curriculum map shows how course competencies are distributed over undergraduate courses.

Attachment 1:
Sample Assessment Plan for a Department

We will continue existing and ongoing measures currently in place:

- student outcomes assessment for undergraduate and graduate programs;
- external reviews of undergraduate and graduate programs;
- students' evaluation of their undergraduate and graduate experience;
- employer evaluations; and/or
- graduates qualifying for professional licenses and certificates.

We also integrate information from the following new sources:

- Alumni Advisory Board Survey Results
- Questions to be added to student evaluations
- AACSB Review of program
- Other review or evidence from professional associations that our curriculum meets national standards and is being revised for current trends in education.
- National questionnaire results about importance of the department's four disciplines to graduates. Implementation

We will use information gathered by these various methods to keep courses current, add new courses, and drop courses no longer useful to students and employers. Particularly in information systems, we will maintain rotating topics courses to help us react to technological changes more quickly than the current process allows.

Feedback on curriculum or program changes may be evaluated by faculty, students, alumni, and/or employers as appropriate.

Attachment 2:
Sample Grading Rubric
SHORT REPORT GRADING SHEET

NAME_____ SECTION_____ TEAM_____

CONTENT

One paragraph introduction—shows organization
Well–organized information

Summary

GRAPHIC

CHOICE OF MATERIAL

Quality
Introduced

MECHANICS

Sentence structure

WORD CHOICES

SPELLING/DICTION

Punctuation

Other
Agreement
Other

CITATIONS (10%)

In text
Source list
Chicago style
Annotated

FORMAT—MEMO (10%)

Date
To
From
Subject
Appropriate headings

COMMENTS

	GRADE
Content	60%
Graphic	20
Citations	10
Format _____	10____
Total	100

ATTACHMENT 3: STETSON UNIVERSITY SCHOOL OF BUSINESS ADMINISTRATION UNDERGRADUATE CURRICULUM MAP

	1st Year	General Education			Business Foundation			Common Body of Knowledge				
	BN109	EBT191	DS280	DS350	ATG211	ATG212	BN209	BN301	MGT305	MKT315	FIN311	BN495
General Competencies:												
▪ Teamwork	+		+	+				+	+	+		+
▪ Communication	+	+	+	+				+	+	+		+
▪ Creative Thinking	+	+	+	+				+	+	+		+
▪ Adapting to Change	+	+					+	+	+	+		+
Specific Competencies:												
▪ Workforce Diversity	+						+	+	+	+		+
▪ Ethics	+	+	+	+	+	+	+	+	+	+	+	+
▪ Technology	+	+	+	+				+		+	+	+
▪ Global Perspective	+	+		+				+	+	+	+	+
▪ Analytical Skills	+	+	+	+	+	+		+	+	+	+	+

Course Titles:

BN109: Special Topics in Business (First Year Business Experience)
EBT191: Introduction to Information Technology
DS280: Introduction to Statistics
DS350: Quantitative Methods for Business Decisions
ATG211:Introduction to Financial Accounting
ATG212:Introduction to Management Accounting
BN209: The Legal, Social, and Ethical Environment of Business
BN301: Business Communication
MGT305: Principles of Management
MKT315: Principles of Marketing
FIN311: Business Finance
BN495: Strategic Management