

Assurance of Learning = Assessment

COLLEGE OF BUSINESS ADMINISTRATION ASSESSMENT NEWS SPRING 2009



1. What should students know when we're finished with them? *Student Learning Outcomes (SLOs)*
2. How do we know if they know it? *(Measurement & Data Collection)*
3. So, do they know it or not? *(Results)*
4. Now what do we do? *(Making improvements to enhance learning/Closing the Loop)*

They're Here!!!

Everyone should have received the finalized versions of the CBA Communication Skills rubrics. It's a twin set – one for Oral Communication and one for Written Communication. The rubrics will make the grading of student presentations and papers in your class easier. If you need help setting up a "point system" that produces a grade for individual students e-mail Kathy Krentler.

Even if you don't use the rubrics for grading, **PLEASE** distribute them to your students. Do this even if your class does not specifically call for oral or written communication. The rubrics represent CBA's expectations for our students' communication skills (all students – freshmen through graduate students).

The more students are reminded of these expectations (over and over in **every** class), the more they will work to meet them.

Contact:

Kathleen.Krentler@SDSU.edu

The Role of Assessment in a Time of Scarce Resources

A piece of a conversation overheard in the hallway last week:

"With the budget crisis at hand I'll probably be teaching more students and more classes. It's time we just forgot this whole assessment business – who will have time for it?"

Yes, we are facing a period where we need to focus on the most basic issues of importance to us as a college.

What is more important than our students and their learning? Most of us as faculty would agree that student learning is the primary purpose of our institution and the reason why we get up each day. This can only mean that assessment of student learning becomes more important when resources are scarce.

How are decisions to be made regarding cuts?

Another commonly heard question floating the CBA hallways these days.

As researchers we as a faculty were trained to be methodical in our analyses and to be persuaded by data.

So how should decisions be made regarding cuts? If student learning is our highest priority then it would appear logical that the expenditures that lead most directly to it should be the most protected when cuts occur. But how do we identify what leads to student learning?

Can we claim to have answers to this important question without reviewing the data?

Assessment efforts are more critical than ever in the next year as we face the budget crisis. In a time of abundant resources the "nice to haves" stand head to head with the "have to haves". Today as we are forced to determine what is really important and prioritize, assessment plays a crucial role.

When Cuts Come, Assessment Really Matters