**Faculty-Driven Assessment Strategies**

**Examples Designed with Student Learning in Mind**
**(with the Added Benefit of Making External Stakeholders Happy)**


**#1 Graduate Degree, Program-Level Assessment**

Example Program Learning Outcome:

> Graduates are able to design and execute research that generates useful information for making managerial decisions.

Corresponding Research Methods Course Learning Outcomes:

1. Demonstrate proficiency in developing a research methodology, and collecting preparing, examining, and analyzing data for qualitative and quantitative designs, using appropriate statistical methods for data analysis.
2. Demonstrate proficiency in using a combination of qualitative and quantitative data to produce recommendations for solutions to a current business challenge.

Faculty-Driven Assessment:

> A new research project in the BUSI 5310 graduate Research Methods course challenges students to design a project that integrates both qualitative and quantitative research that will inform a current business issue.

Implications for (Institution/Program/Courses), Impacting Student Learning:

> In previous assessment cycles qualitative and quantitative research skills were measured and assessed using two different projects and both were not geared to current management challenges. With a streamlined approach, this new project measures both skills within one project and focuses on practical managerial skills.

**#2 Graduate Degree, Program-Level Assessment**

Example Program Learning Outcome:

> Compute and present descriptive and inferential statistical analysis of data

Corresponding Statistics Course Learning Outcomes:

1. Demonstrate comprehension and application of factual knowledge (e.g., central tendency, variability, z scores, correlation coefficients, regression, ANOVA, chi-square)
2. Demonstrate skill in scientific writing

Faculty-Driven Assessment (Program Level):

1. Indirect: Student responses to "This course increased my discipline-specific knowledge, skills, and abilities" averaged across 3 courses (multiple sections) aligned with program LO.

2. Direct:  Thesis Results sections scored on rubric items for descriptive and inferential statistics (http://teachpsych.org/resources/Documents/otrp/resources/gottfried09.pdf)

Implications for Courses, Impacting Student Learning:

Thesis projects were initially scored as pass/fail so not diagnostic for identifying areas for improvement. Program faculty revised scoring to peer-reviewed rubric and embedded writing APA style Results section assessments across all statistics course sections. Revisions enabled identification of areas of instruction for improvement and application of students' knowledge prior to thesis research. Embedded course assessments strengthened students' performance on thesis projects and provided a second direct measure of student learning for program assessment.

**#3 Undergraduate Degree, Course-Level Assessment**

Research Methods Course Learning Outcomes:

1. Apply course material to improve decision making
2. Demonstrate skills needed by professionals in the field
3. Demonstrate skill in scientific writing

Faculty-Driven Assessment (Course Level):

Student Reflection Assignment in Research Methods Course on Research Project Development:

1. "What challenges did you have applying statistical knowledge from PSYC 3330 (or equivalent statistics course) to your analyses for this research project?
2. What else do you need to know about research design and statistical analysis to better address these problems/issues?

Implications for Program, Impacting Student Learning:

Program faculty discussed students' responses and agreed that ideal course sequence revision would be statistics, assessment, and research methods, which is not currently possible. So, interim curriculum revision was to increase statistics from 3 to 4 credit hours, expanding analysis and writing practice before research methods.