Assessment Plan, Process and Structure

Assessment Plan

The formal process regarding the assessment of student learning has been consistent across the RSBC programs. The programs include the following:

- Bachelor of Science in accounting, finance, management and marketing (only offered on-campus),
- Bachelor of Arts in Business Administration (B.A.B.A.) offered off-campus
- Bachelor of Arts in Business Administration (B.A.B.A.) 100% online
- MBA on-campus
- MBA 100% online
- Professional MBA
- Professional Master of Accounting

The Assurance of Learning (AoL) process includes the following steps. Most of the steps are consistently applied between the UG and graduate programs with more specific steps applied as deemed appropriate:

- Develop program learning goals that answered the questions "what knowledge, skills and abilities should all [BS, BABA, MBA, PMBA and PMAc] graduates possess".
- Determine where in the curriculum the associated learning takes place.
- Identify existing, or develop new, instruments to assess learning
- Develop assessment rubrics for each learning tool used to measure the learning objective
- Developing assessment instruments and rubrics to measure the learning objectives
- Analyzing and discussing results
- Collecting and analyzing data and assessing learning.
- Taking actions as necessary to strengthen curriculum, procedures, and/or measurement and to institute a continuous quality improvement process.

Development of Learning Objectives

The Undergraduate and Graduate Curriculum Committees each provide guidance on primary objectives for student learning within each program. The process began with an external benchmarking of 34 peer, aspirant, and competitive schools to identify themes in learning assessment within our comparative set of schools. The initial set of learning goals were obtained from a series of workshops conducted by the faculty and the goal was translated into specific objectives that focus on a measurable attribute or skill. AASCB Assessment expert, Kathryn Martell, played a vital role in facilitating the initial faculty workshop and in syndicating the ultimate end-product. The Undergraduate and Graduate Curriculum Committees were then responsible for finalizing the language used to express the overall set of goals and objectives.