

# **Academic Assessment Plan**

**Sam M. Walton College of Business**

**Graduate Certificate in Enterprise Systems**

**AACSB Assurance of Learning Cycle: 2011-2016**

## **Program Goals and Learning Objectives**

### **CRITICAL THINKING/PROBLEM SOLVING**

Students who have completed the Graduate Certificate in Enterprise Systems will be able to identify, analyze, compare, and select systems and data to provide solutions to business problems using enterprise technology.

*Learning Objective:* Students will demonstrate critical thinking and strategic problem solving through classroom projects and/or exams.

### **TECHNICAL COMPETENCE (Discipline Knowledge)**

Students who have completed the Graduate Certificate in Enterprise Systems will be able to develop and implement enterprise solutions to business problems.

*Learning Objective:* Students will demonstrate the ability to design, develop, and utilize enterprise technology appropriately in the context of business applications.

## **Process for Assessing each Student Learning Outcome**

The Sam M. Walton College of Business' specialized accreditation through the Association to Advance Collegiate Schools of Business (AACSB) outlines the standards of Assurance of Learning (AoL) in a 5-year cycle. During each cycle, degree program curriculum is managed by direct-measure analysis of demonstrated student learning toward goals and objectives defined by the faculty of the program at the start of the cycle. Each objective must be measured *at least* twice during a given cycle. Analysis of assessment data occurs following each measurement. Curricula changes must occur between measures and allow sufficient time for desired effect of curricular change to be detected in following measures. Assessment processes or methods may be changed at any time to improve data collection, quality of information, or efficiencies, as long as the data observed as a result of the change is comparable to other measures in the current cycle.

AACSB does not mandate AoL for graduate certificate programs that do not directly lead to a business degree conferral. Therefore, the graduate certificates of the Walton College have not been subjected to the standard AoL program goal and objective processes. The college has determined that it would be in the best interest of standardization of processes and measures to

unify the certificate learning assurance with the AoL standards, keeping the same cycle definitions and procedures. As such, the following plan of assessing the certificate program's goals and objectives is set to accomplish these requirements within the college's current cycle of 2011-2016, with AACSB Continuous Program Improvement Review occurring in 2017.

The Enterprise Systems Graduate Certificate is comprised of three concentrations: Business Analytics (BA), Enterprise Resource Planning (ERP), and Enterprise Information Systems (EIS). While all concentrations share the common goals and objectives, for the current assessment cycle, the focus of assessing student learning in the certificate will be the BA concentration. Business Analytics is the newest of the concentrations, currently has the most enrolled students and directly ties to the Walton College strategic endeavor of data analytics. In future AoL cycles, assessment may be expanded or redirected at other concentrations, however at this time the faculty of the certificate program believe the BA to be currently the most appropriate program assessment focus.

### ***Timeline for assessment and analysis***

All measures are course-embedded in the Seminar in Business Intelligence (ISYS 5843). Students complete a significant final project in analytics. Certificate program goals and objectives are evaluated through the project deliverables and artifacts. The initial measurement activity is in the Spring of 2016 with analysis following that measure. A second measure will occur in the Spring of 2017; which occurs in the next AoL Cycle.

### ***Means of assessment and desired level of student achievement***

All assessments are conducted using a sample of student artifacts in all sections of courses listed below, based on 20-25% of the previous AY's graduates, or a minimum of 20 artifacts. Due to the limited number of students in this program, this sample may result in 100% student evaluation. Multiple cycles of measurement may need to be completed prior to reaching a reliable amount of learning data to making significant curricular change based on evidence. Standards of Measure are subject to revision during the cycle to provide an opportunity to increase the program's desired standard.

In addition to the direct measures of student learning below, all objectives and general curricular concerns are evaluated using indirect methods via periodic faculty and student focus groups, boards, and committees.

**CTPS:** Direct evaluation of student artifacts using the project rubric criteria relating to critical thinking and strategic problem-solving.

*Standard of Measure:* At least 80% of evaluations achieve an acceptable level on the rubric for each criterion.

**TCDK:** Direct evaluation of student artifacts using the project rubric criteria relating to design, development, and utilization of enterprise technology.

*Standard of Measure:* At least 80% of evaluations achieve an acceptable level on the rubric for each criterion.

***Reporting of results***

All objective analyses are reported in aggregate (no student or faculty identifiers) following the semester assessed. Reports are delivered to and discussed with the program director. The program director disseminates the reports for discussion with relevant faculty and stakeholders regarding curricular improvements needed.

The Dean of Walton College receives an annual report on the outcomes and curricular improvements resulting from assessment and periodic updates through committees regarding the overall status of the Assurance of Learning process.

At the end of each AACSB Continuous Program Improvement Review cycle, Assurance of Learning activities conducted and curricular management that occurred as a result of data during the cycle are comprehensively reported in the college's report to AACSB prior to peer review.