

Accreditation

Making it work for your program

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Prepare a Faculty Handbook

- Why we have to do assessment
- Why we should do assessment
- Why course grades aren't enough
- The need for a faculty-driven process
- Assurances from the dean
- A common language
- The steps in the process and a timetable

Why we have to do assessment

- Short summary of the accreditor's requirements
- What could happen if we fail to do assessment

Why we should do assessment

- It is exactly the same systematic scrutiny that we apply to our research. Learning assessment uses the scientific method: forming a hypothesis about learning, gathering and analyzing data using multiple methods, and drawing conclusions. Should we do less for our teaching mission?
- If we all work to make our process meaningful, instead of just a “check-off,” it will result in a continuous improvement cycle in our curriculum. Give examples.

Why course grades aren't enough

- Lack of trust in course grades – grade inflation
- Differences in standards across instructors and over time
- Exams often demonstrate short-term retention instead of learning
- They often don't tell us much about specific learning outcomes

The need for a faculty-driven process

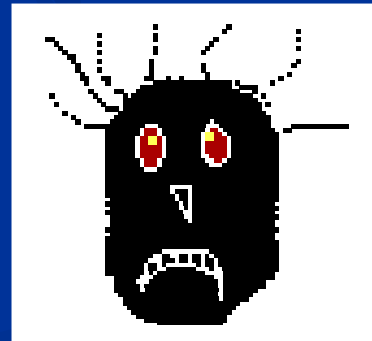
- Accreditors require it
- Faculty must never abdicate control of the curriculum
- Results in faculty buy-in (15/70/15 Rule)

Assurances from the dean

- Faculty will be recognized and rewarded
- Annual review will ask for examples of participation
- The process is important and beneficial
- Recommendations for improvements will be acted upon

A common language

- Don't skip this step!!
- There will be confusion and fear about the meaning of the words



The Steps

Steps in the Learning Assurance Process at Mays Business School

- Determine 4-7 broad learning goals which are derived from a mission statement.
- Specific learning outcomes are derived from the goals.
- The goals are mapped into the existing curriculum (also called curriculum alignment).
- Assessment methods are selected to gather data about the outcomes.
- The data are gathered and analyzed.
- Results are reported, discussed, and conclusions are drawn.
- Opportunities for improvement are identified and implemented.

My experiences

- KISS
- Form an assessment council
- Locate champions
- Set up a mechanism to get broad input into the learning goals
- Put your effort into only one goal if you can
- Anticipate “fear and loathing”
- Address academic freedom
- Address work load, tenure and promotion