



**Kania School of Management
Assessment Plan**

November 2005

**The University of Scranton
Kania School of Management**

Assessment Plan

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***The University of Scranton
Kania School of Management
Assessment Plan***

1. INTRODUCTION

This document describes the Kania School of Management’s continuing progress toward developing a comprehensive approach to assessment. It provides guidelines for conducting assessment activities, outlines an assessment process, and recommends a schedule for implementing components of the assessment plan. An Assessment Committee, comprised of the Assistant Dean/Assessment Coordinator and faculty representing the undergraduate and MBA programs, created this plan and is responsible for guiding and monitoring its implementation.

Some elements of the plan are already in place and others are in various stages of development or implementation. This document seeks to tie together these elements into a unified plan that is consistent with assessment expectations articulated by the Association to Advance Collegiate Schools of Business (AACSB International) and the Middle States Commission on Higher Education (Middle States). Faculty play the key role in assessment; developing goals and objectives, aligning curriculum with goals, selecting assessment environments, using assessment methods, setting criteria for success, analyzing results and using results to improve student learning.

The main portion of this document consists of a narrative describing our plan. The Appendices provide the reader with examples of our completed work, projected activities, and supporting documentation.

2. BACKGROUND

The University of Scranton has a history of involvement in the assessment arena. It is part of our tradition to examine our actions and adapt means and methods to achieve the university’s purposes more effectively. In 1998, an evaluation team representing the Commission on Higher Education of the Middle States Association of Colleges and Schools commended the University for “... its thoughtful, organized and sustained efforts to develop and implement assessment

plans.” It also referred to the University as “... a model in this area for other institutions.” We were one of only a few institutions that had a written assessment plan at the time. Since then, the University created a Planning and Assessment and Institutional Research Office (PAIRO) to coordinate assessment activities on campus and developed a comprehensive assessment plan for the institution. In September 2005, the University of Scranton introduced its Strategic Plan for 2005-2010. Among the many strategies in the plan, the University pledged to “ensure educational effectiveness through active assessment of student learning and support services.” The KSOM includes in its Strategic Plan 2005-2010 a number of specific assessment tasks to be addressed.

The Kania School of Management has routinely used information from various sources to track retention, graduation, and placement rates; student satisfaction; and alumni accomplishments. In the Fall of 2004, the KSOM formed an Assessment Committee comprised of faculty representing each academic department and the MBA program. Chaired by the Assistant Dean, the Assessment Committee oversees the development and implementation of an assessment plan of action for the Kania School of Management (See Appendix A – KSOM Assessment Committee). The committee maintains a website at www.scranton.edu/ksomassessment .

At the October 2005 AACSB International Conference in Philadelphia, PA, the Kania School of Management was recognized for its work in developing an assessment website and documents relating learning goals to mission. In November 2005, the AACSB Assessment website at http://www.aacsb.edu/resource_centers/assessment/default.asp , featured the Kania School of Management’s assessment work in it’s “Voices from the Field” section.

3. CHARACTERISTICS OF THE KSOM ASSESSMENT PLAN

Our philosophy of assessment, articulated below, finds expression in our policies, practices, and decisions related to assessment.

- We will gather and analyze assessment data for the purpose of making decisions that lead to improved student learning and improved delivery of educational programs. The primary purpose of assessment is to improve student learning.
- We recognize faculty as the key participant in all stages of the assessment process.
- We will assess programs, not faculty. We will use the results of assessment to determine if we are achieving satisfactory levels of learning. Results will not be used to evaluate individual faculty performance.
- We will assess individual student performance (papers, presentations, responses to test questions, etc).
- We will actively develop and use direct measures of assessment, in addition to indirect measures.
- We will conduct assessment activities in the classroom and in other environments as appropriate.
- We will consider an appropriate and representative sample of 20% or greater to be sufficient in determining the level of student performance on given tasks. It will not be necessary to assess every student in a program.
- We will inform students when an assessment activity is scheduled and will communicate assessment results to them through appropriate feedback mechanisms.
- We will assess one or more objectives for each learning goal every year and will develop a cycle to ensure that all objectives under each particular goal are assessed in a specified period of time.

4. COMPONENTS OF THE ASSESSMENT PLAN

Our assessment plan addresses fundamental issues related to what we expect our students to know or be able to do as a result of participating in our programs. Whether we examine the undergraduate and MBA programs or each of the academic majors offered in KSOM we are interested in answers to the following questions:

- What student learning outcomes do we expect to achieve?
- How do these outcomes relate to the KSOM mission?
- Where, when, and how often should we assess these outcomes?
- Which means of assessment will we use to determine if the outcomes are being achieved?
- What result(s) would indicate a satisfactory level of accomplishment?
- How will we use the assessment results to improve our program?

Our efforts to date demonstrate significant progress addressing these issues. In the following section we elaborate on these accomplishments and identify future actions. We include an illustration of these activities in Appendix G.

4.1 Learning Goals and Objectives and their Relationship to Mission

We have created learning goals and objectives to articulate what we expect students to know or be able to do as a result of participating in our programs. Our goals address general knowledge, skills, and management specific topics, and they reflect a wide range of cognitive skills. We link our learning goals to the KSOM mission showing how the goals relate to the broad purposes for which the school exists. Because our goals are broad in scope, they are difficult to assess. Our objectives, on the other hand, lend themselves to assessment because they describe more specific behavior or outcomes.

4.1.1 Current Status

In the Fall of 2004, the Kania School of Management faculty agreed on five learning goals for the undergraduate program and five learning goals for the MBA program. In the Spring of 2005, the newly formed Assessment Committee began building on this accomplishment. Two of its earliest undertakings included the creation of documents articulating the relationship between program goals and the Kania School of Management Mission (Appendix B and Appendix C) and the development of learning objectives for each student learning goal in the undergraduate and MBA programs (Appendix D and Appendix E).

4.1.2 Proposed Actions and Timelines

The goals and objectives designed for the undergraduate and MBA programs are consistent with expectations articulated by AACSB International. With respect to the University of Scranton's Comprehensive Assessment Plan and the guidelines established by Middle States, the academic units within the Kania School of Management will develop learning goals and objectives at the major level. It is expected that there will be a clear relationship between the major level goals and program goals. Furthermore, major learning goals should relate to one or more of the University goals.

All academic departments within the Kania School of Management will develop student learning goals and objectives for each major and articulate their relationship to the school's mission and to the university's goals by May 2006.

4.2 Aligning Curriculum with Goals

Our assessment plan addresses the need to identify the points where opportunities exist for students to develop the skills and acquire the knowledge described in our learning goals. An understanding of where these points are helps to identify potential assessment environments.

4.2.1 Current Status

In April 2005, the KSOM AACSB Steering Committee developed a draft version of the University of Scranton's response to the learning standards in which it identified the business and general education courses that relate to the KSOM undergraduate and MBA program learning goals.

4.2.2 Proposed Actions and Timelines

Upon completion of their learning goals and objectives, academic departments will follow a process similar to the AACSB Steering Committee's and identify courses in the major where the learning goals are being addressed. The deadline for mapping the curriculum at the major level will be May 2006

4.3 Assessment Cycle

While we intend to focus on each student learning goal every year, we will not assess every learning objective listed for each goal. Instead, we will select a limited number of objectives each year and cycle through all of them within a three year period. Our assessment year will run from September through August during which time we will focus on an assessment process as outlined in Appendix H.

4.3.1 Current Status

In the early stages of implementing the assessment plan, we direct our current efforts toward experimenting with various assessment tools and environments. What we learn about effective techniques and strategies, will help us create an appropriate assessment cycle.

4.3.2 Proposed Actions and Timelines

The Assessment Committee will discuss issues related to an assessment cycle and make a recommendation in May 2006. The approved cycle must be consistent with action item completion dates specified in the KSOM Strategic Plan.

4.4 Means of Assessment and Criteria for Success

We focus on two types of assessment measures: direct measures and indirect measures. Direct measures provide evidence that a student has command of a particular subject or content area, can perform a certain task, exhibit a particular skill, or demonstrate a certain quality in his or her work (e.g. creativity, analysis, objectivity). Examples of direct measures include: course-embedded questions; projects, presentations, or papers; pre-post testing; standardized tests. Embedded questions are a commonly used direct measure. This involves developing questions related to learning goals and placing them in a test, research report, term paper, or final exam. Student responses to these questions are then evaluated to determine how the learning goals are being met.

Indirect measures assess qualities related to the act of learning. They measure opinions or thoughts about student knowledge and skills, but not learning itself. Examples of indirect measures include: student surveys, alumni surveys, employer surveys, focus groups, interviews, job placement data, and advisory board feedback.

In addition to selecting assessment measures, we recognize the importance of identifying and stating acceptable levels of student performance or satisfaction for each measure. This will serve as a benchmark for monitoring continuous improvement and program delivery.

4.4.1 Current Status

The Assessment Committee has developed a number of rubrics for skills/knowledge areas including: written communication, oral communication, ethical considerations, critical thinking, problem solving, global perspectives, leadership, and learning partners. Each rubric contains statements that describe acceptable, unacceptable, and exemplary performance on the traits being assessed. The Assessment Committee has also identified classes where faculty members have agreed to conduct assessment activities. These are identified in Appendix F. We have collected assessment data using rubrics and embedded testing in the fall 2004 and spring 2005 semesters. We created a format for reporting assessment results and have included these reports on our web site.

We have used data from two indirect measures. One is the Annual Higher Education Data Sharing (HEDS) Senior Survey administered to each graduating class in May. This instrument measures student perceptions of learning and student satisfaction with services and support. We also used the Post-Graduation Survey conducted by the University's Career Services Office. This is an annual survey that reports job placement statistics for each undergraduate graduating class.

4.4.2 Proposed Actions and Timelines

As we implement these tools in specific assessment environments, we will first identify the criteria for success in the form of a percentage of students who are expected to perform above the unacceptable level on one or more traits. In the case of a set of

questions embedded in a test or final exam, we will identify the percentage of students who should achieve an appropriate number of correct responses. The assessment committee will address several issues related to means of assessment and criteria for success.

- We will compile a complete list of courses where assessment activities will occur on a regular basis. Completion Date: September 2006
- We will revise existing prototype rubrics and will identify related criteria for success. Completion date: May 2006
- We will design other rubrics and related criteria for success as needed. Completion Date: On-Going
- We will compile a list of all available indirect measures relevant to KSOM goals and objectives. Completion date: December 2005
- We will design and implement other indirect measures as needed. Completion Date: On-Going

4.5 Analyzing and Disseminating Assessment Data

We will engage faculty and/or outside evaluators in assessment data analysis. Where possible, two or more individuals will review and rate the same work product. Assessment evaluators will possess an appropriate level of expertise related to the task or body of knowledge being measured. Our assessment reports will include a section describing the findings, a conclusion section discussing what the data suggests, and a section identifying recommendations for using the results.

Assessment results that “sit on the shelf” can have little impact on curriculum improvement and student learning. What we learn from assessment we will share with faculty, students, and administrators.

4.5.1 Current Status

KSOM faculty members volunteered to score rubrics for our initial attempts at assessment. The Assistant Dean provided informal training to faculty volunteers and

tabulated results. The assessment website became the primary source for sharing assessment data and the work of the Assessment Committee with the faculty.

4.5.2 Proposed Actions and Timelines

The Assessment Committee will recommend to the faculty, a more formal and structured approach to analyzing and disseminating assessment results. In September 2006 the council will propose strategies for establishing criteria for success, identifying and training evaluators, and reporting assessment results. The approach will make use of the KSOM committee structure to share assessment data with faculty, staff, and students.

4.6 Using Assessment Results for Improvement

Consistent with standards established by AACSB International and Middle States we will emphasize the need to use assessment results for continuous improvement. Referred to as “closing the loop”, this step requires practitioners to respond to assessment results that indicate an unacceptable level of performance on a learning goal. The response may involve changes to a course or program (new course design, revision to existing course content or methodology, or course collaboration) or enhancement of out of classroom experiences such as internships, service learning, and workshops. Other improvement strategies may focus on faculty development activities that promote teaching excellence and assessment.

4.6.1 Current Status

Our current focus has been to collect some assessment data, post the results on our website, and experiment with rubrics and embedded testing. As we develop further in this area and as faculty become more familiar with our web site, we expect that departments and committees will discuss assessment results with a view toward program improvement.

4.6.2 Proposed Actions and Timelines

The Assessment Committee will create a database to track assessment activities and the use of assessment results for program improvement in the KSOM. KSOM Faculty,

administrators, and staff will have access to the database through a shared server. The database will be operational by May 2007.

5. FUTURE DIRECTIONS

Beyond the objectives and proposed actions described in the plan, we will pursue the following long range assessment goals:

- We will seek creative and effective ways to integrate assessment information into the curriculum management process.
- We will provide opportunities for faculty to learn assessment techniques and to integrate these techniques into their classrooms.
- We will encourage the development of assessment tools through grants and other incentives.
- We will pursue a deliberate and sustained effort to inform and engage all stakeholders in assessment activities.
- We will examine our plan periodically to determine its relevance and will make revisions as needed.

Kania School of Management Assessment Plan

APPENDICES

Appendix A	Assessment Committee Charge
Appendix B	Relationship Between Mission and Student Learning Goals - Undergraduate Program
Appendix C	Relationship Between Mission and Student Learning Goals – MBA Program
Appendix D	Student Learning Goals and Objectives – Undergraduate Program
Appendix E	Student Learning Goals and Objectives – MBA Program
Appendix F	Schedule of Proposed Actions
Appendix G	Partial List of Assessment Environments – Undergraduate Program
Appendix H	Assessment Process

Appendix A

University of Scranton Kania School of Management Assessment Committee

Charge

The Kania School of Management Assessment Committee is charged with overseeing the development and implementation of an assessment plan of action for the Kania School of Management. Specifically, this committee will:

- help identify linkages between the Kania School of Management student learning goals and the KSOM mission
- propose student learning objectives that flow from student learning goals
- suggest, help develop, and promote a variety of assessment methods
- identify academic classes and activities that may be potential assessment environments
- review and/or revise rubrics used to assess student learning objectives
- determine criteria for success for assessment methods
- coordinate the collection, evaluation, and analysis of assessment data
- facilitate discussions of assessment results among faculty
- monitor the implementation of program improvements
- develop strategies to document and communicate assessment results and corresponding program improvements

Meeting Schedule

Monthly one and one-hour meetings during the fall and spring semesters beginning with the Spring 2005 semester. Biweekly meetings may occur during an initial organizational phase.

Committee Membership

Chairperson: Paul Perhach, Assistant Dean, KSOM
Faculty representing the undergraduate and MBA programs .

Appendix B

University of Scranton Kania School of Management

Relationship Between Mission and Student Learning Goals Undergraduate Business Program

The Kania School of Management is committed to...

... Instilling intellectual curiosity and life-long learning by assuring that our students are skilled in critical thinking and decision-making (Learning Goal 2), able to appreciate the importance of integrating business processes (Learning Goal 4), and able to apply functional concepts and theories appropriately (Learning Goal 5).

...Creating and disseminating knowledge by assuring that our students are effective communicators (Learning Goal 1), are skilled in critical thinking and decision-making (Learning Goal 2), are able to appreciate the importance of integrating business processes (Learning Goal 4), and that they can apply functional concepts and theories appropriately (Learning Goal 5).

... Facilitating student development of business skills and independent thinking by assuring that our students meet the learning goals associated with effective communication (Learning Goal 1), critical thinking and decision-making (Learning Goal 2), integrating business processes (Learning Goal 4), and applying functional concepts and theories (Learning Goal 5).

... Fostering a comprehension of, and sensitivity to, international issues and social justice by assuring that our students are sensitive to the ethical and justice ramifications of business activities (Learning Goal 3),

... Modeling personal integrity and ethical decision-making by assuring that our students are effective communicators (Learning Goal 1), are skilled in critical thinking and decision-making (Learning Goal 2) and are sensitive to ethical and justice ramifications of business activities (Learning Goal 3).

... Providing and promoting opportunities for service to others by assuring that our students are sensitive to ethical and justice ramifications of business activities (Learning Goal 3).

Appendix C

University of Scranton Kania School of Management

Relationship Between Mission and Student Learning Goals MBA program

The Kania School of Management is committed to...

... Instilling intellectual curiosity and life-long learning by assuring that our students are skilled recognizing the implications of integrated business processes (Learning Goal 1) and that they are capable of synthesizing/analyzing information (Learning Goal 3).

...Creating and disseminating knowledge by assuring that our students can scan the global environment of business, identify current trends, and disseminate information throughout the firm (Learning Goal 4).

... Facilitating student development of business skills and independent thinking by assuring that our students will be capable of synthesizing/analyzing information as to make sound business decisions (Learning Goal 3), are skilled in recognizing the implications of integrated business processes (Learning Goal 1), and become leaders and/or managers who are capable of influencing others to achieve organizational goals (Learning Goal 5)

... Fostering a comprehension of, and sensitivity to, international issues and social justice by assuring that our students meet the learning goal associated with the gatekeeper function expressed in Learning Goal 4 and that they are ethical, socially responsible, and just when making business decisions (Learning Goal 2).

... Modeling personal integrity and ethical decision-making by assuring that our students will be leaders and/or managers who are capable of influencing others to achieve organizational goals (Learning Goal 5) and who are ethical, socially responsible, and just when making business decisions (Learning Goal 2).

... Providing and promoting opportunities for service to others by assuring that our students act in ethical, socially responsible, and just ways when making business decisions (Learning Goal 2) and become leaders and/or managers who are capable of influencing others to achieve organizational goals (Learning Goal 5).

Appendix D

The University of Scranton
Kania School of Management
Student Learning Goals and Objectives
Undergraduate Program

1. Each student will be an effective communicator with the ability to prepare and deliver oral and written presentations using appropriate technologies.
 - *Students will create well written documents on a business topic*
 - *Students will deliver an effective oral presentation on a business topic*
 - *Students will use appropriate technologies to enhance the effectiveness of their written and oral presentations*

2. Each student will be skilled in critical thinking and decision-making, as supported by the appropriate use of analytical and quantitative techniques.
 - *Students will weigh the significance of key assumptions used in business decision-making scenarios.*
 - *Students will solve business problems using appropriate quantitative and analytical techniques*
 - *Students will defend reasoned solutions to business problems*
 - *Students will demonstrate proficiency in using appropriate software (e.g., Excel, Minitab, etc.) to solve business problems*

3. Each student will be sensitive to the ethical and justice ramifications of business activities
 - *Students will apply a framework for examining ethical dilemmas in specific business cases.*
 - *Students will identify social justice issues relevant to a business decision*
 - *Students will identify a business decision's potential impacts on environmental sustainability.*
 - *Students will identify key concepts in business ethics*

4. Each student will be able to appreciate the importance of integrating business processes across functional areas.
 - *Students will decide how one functional area impacts another*
 - *Students will articulate contributions made by functional areas to the overall well-being of an organization.*

- 5 Each student will be able to apply functional area concepts and theories appropriately.
 - *Students will conduct a SWOT analysis for a real or fictitious business.*
 - *Students will discuss implications resulting from changes in business conditions.*

Appendix E

The University of Scranton
Kania School of Management
Student Learning Goals and Objectives
MBA Program

1. Each student will be skilled in recognizing (dealing with) the implications of integrated business processes in managing the enterprise.
 - *Students will analyze ineffective business practices that result from poorly integrated business processes.*
 - *Students will formulate sound proposals for improving integrated business processes.*
2. Each student will be ethical, socially responsible, and just when making business decisions.
 - *Students will evaluate business decisions within an ethical framework.*
 - *Students will critique business decisions on the basis of social responsibility.*
 - *Students will evaluate business decisions with regard to their impacts on environmental sustainability*
3. Each student will be capable of synthesizing/analyzing information as to make sound business decisions.
 - *Students will apply a systematic approach to solving business problems.*
 - *Students will evaluate financial statements and documents to support business decisions*
 - *Students will use appropriate technologies in gathering and analyzing data relevant to managerial decision-making*
4. Each student will be a gatekeeper, trained to scan the global environment of business, identify current trends in the industry, and disseminate information throughout the firm.
 - *Students will analyze the impact of global business issues on specific management situations.*
 - *Students will relate current global events to emerging business opportunities.*
5. Each student will be a leader and/or manager who understands group dynamics and is capable of influencing others to achieve organizational goals
 - *Students will demonstrate appropriate group techniques to lead a team task that results in effective performance*
 - *Students will demonstrate effective leadership skills in a group project.*

Appendix F

The University of Scranton Kania School of Management Schedule of Proposed Actions

Activity/Action	Responsibility	Deadline
Compile list of indirect measures	Assessment Committee	December 2005
Identify courses where undergraduate and MBA program learning goals are addressed	Assessment Committee	May 2005
Compile list of courses where assessment activities will occur	Assessment Committee	September 2006
Propose strategies for establishing criteria for success, identifying and training evaluators, and reporting assessment results	Assessment Committee	September 2006
Develop departmental/major learning goals and objectives	Department Chairs	May 2006
Develop department/major documents relating goals and objectives to KSOM and University Goals	Department Chairs	May 2006
Departments/majors identify courses where academic major learning goals are addressed	Department Chairs	May 2006
Provide details of an assessment cycle	Assessment Committee	May 2006
Revise rubrics and identify criteria for success for all assessment measures	Assessment Committee	May 2006 for existing rubrics and on-going for future inventory
Create assessment database	Assistant Dean, KSOM	May 2007

Appendix G

The University of Scranton
Kania School of Management
Partial List of Assessment Environments
Undergraduate Program

- 1. Each student will be an effective communicator with the ability to prepare and deliver oral and written presentations using appropriate technologies**

Learning Objective	Assessment Environment	Assessment Method
Students will create well written documents on a business topic	Mgt 455 (Goll)	Writing Rubric applied to final written project
Students will deliver an effective oral presentation on a business topic	Mgt 455 (Chowdhury)	Oral Communication Rubric applied to student presentations of final project
Students will use appropriate technologies to enhance the effectiveness of their written and oral presentations		

- 2. Each student will be skilled in critical thinking and decision-making, as supported by the appropriate use of analytical and quantitative techniques.**

Learning Objective	Assessment Environment	Assessment Method
Students will weigh the significance of key assumptions used in business decision-making scenarios.		
Students will solve business problems using appropriate quantitative and analytical techniques	Mgt 455 (Chowdhury) Stat 252 (Tamimi & Sebastianelli) Fin 351 (Corcione & Rajan)	Selected analytical questions from tests (quizzes and exam)
Students will defend reasoned solutions to business problems		
Students will demonstrate proficiency in using appropriate software (e.g., Excel, Minitab, etc.) to solve business problems		

3. Each student will be sensitive to the ethical and justice ramifications of business activities.

Learning Objective	Assessment Environment	Assessment Method
Students will apply a framework for examining ethical dilemmas in specific business cases.	Mgt 455 (Chowdhury)	Ethical Considerations Rubric applied to written case analysis on ethical issues in spring semester
Students will identify social justice issues relevant to a business decision.		
Students will identify a business decision's potential impacts on environmental sustainability		
Students will identify key concepts in business ethics	Mgt 351 – Brumagim	Embedded multiple choice test questions

4. Each student will be able to appreciate the importance of integrating business processes across functional areas

Learning Objective	Assessment Environment	Assessment Method
Students will decide how one functional area impacts another	Module focusing on cross functionality of business units to be introduced in core course or Freshman Seminar	Module Test
Students will articulate contributions made by functional areas to the overall well-being of an organization.		

5. Each student will be able to apply functional area concepts and theories appropriately

Learning Objective	Assessment Environment	Assessment Method
Students will conduct a SWOT analysis for a real or fictitious business.		
Students will discuss implications resulting from changes in business conditions.	ECO 351 (Trussler)	Rubric to analyze external business conditions

Appendix H

**The University of Scranton
Kania School of Management**

Assessment Process

Time	Task	Responsibility
September	Identify assessment activities that will occur in the fall and spring semesters and notify all faculty and staff via electronic and hard copy means.	Assistant Dean
September-October	Meet with faculty who will conduct assessment in fall semester and review means of assessment and criteria for success	Assistant Dean and Members of the Assessment Committee
October – December	Conduct fall semester assessment activities	Faculty and Professional Staff
December	Schedule an open meeting and invite faculty to discuss results of assessment and explore ways to use results to improve student learning.	Assistant Dean
January	Post fall assessment results on Assessment Website and notify Undergraduate Programs and Graduate Programs Committees that results are available.	Assistant Dean
February	Meet with faculty who will conduct assessment in spring semester and review means of assessment and criteria for success	Assistant Dean and Members of the Assessment Committee
March- May	Conduct spring semester assessment activities	Faculty and Professional Staff
May	Schedule an open meeting and invite faculty to discuss results of assessment and explore ways to use results to improve student learning.	Assistant Dean
June	Post spring assessment results on Assessment Website and notify Undergraduate Programs and Graduate Programs Committees that results are available.	Assistant Dean
June-August	Survey faculty to identify areas of improvement resulting from analysis of assessment data	Assistant Dean
August	Post use of results on Assessment Website and notify Undergraduate Programs and Graduate Programs Committees that this information is available.	Assistant Dean