

Due Date:  
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**College of Business Administration, University of Nevada, Reno**  
***Assessment Program Annual Update Form – 2007-2008***

Date Received in Dean's Office :  
\_\_\_\_\_

**Department:** \_\_\_\_\_ **Course/semester:** \_\_\_\_\_ **Instructor:** \_\_\_\_\_  
**COBA Learning Goal #: (please check only one):** LG1\_\_\_ LG2\_\_\_ LG3\_\_\_ LG4\_\_\_ LG5\_\_\_

- Directions:**
- (1) **and** (2) List the student learning objectives and subcategories to be assessed with respect to the above learning goal.
  - (3) List the assessment methods implemented during this past academic year that were used to assess this learning objective (*e.g. rubrics, surveys, grids, papers, examinations, etc*)
  - (4) Report the direct or indirect evidence/data obtained from the assessment method and the type of sampling used.
  - (5) Analyze the data that you reported in step 4. What were your findings? For example, why did x percentage of students need improvement?
  - (6) Indicate specifically how this evidence was used to close the loop, i.e. curricula action that were taken based on assessment results
  - (7) **Please include copies of any surveys, scoring grids, summary of data analyses, samples of student products used, rubrics or other assessment tools as appropriate.** Please also provide documentation that the data was used. These need to be clearly annotated and related to this form.

1. Learning Objective	2. Subcategories for Student Learning Objective(s)	3. Methods	4. Evidence/Data/Sample (use attachments)			5. Findings	5. How results were used to "close the loop"
			Needs Improvement (<=70%)	Meets Standards (71% to 89%)	Exceeds Standards >=90%		

**Approvals:** Dept Rep on COBA Assessment Committee: \_\_\_\_\_ **Date:** \_\_\_\_\_

Department: MGT

Course/semester: 491/Spring 2008

Instructor: John Tomlison

COBA Learning Goal #: (please check only one): LG1 \_\_\_ LG2 \_\_\_ LG3 x LG4 \_\_\_ LG5 \_\_\_

**Directions:**

- (1) and (2) List the student learning objectives and subcategories to be assessed with respect to the above learning goal.
- (3) List the assessment methods implemented during this past academic year that were used to assess this learning objective (e.g. rubrics, surveys, grids, papers, examinations, etc)
- (4) Report the direct or indirect evidence/data obtained from the assessment method and the type of sampling used.
- (5) Analyze the data that you reported in step 4. What were your findings? For example, why did x percentage of students need improvement?
- (6) Indicate specifically how this evidence was used to close the loop, i.e. curricula action that were taken based on assessment results
- (7) **Please include copies of any surveys, scoring grids, summary of data analyses, samples of student products used, rubrics or other assessment tools as appropriate.** Please also provide documentation that the data was used. These need to be clearly annotated and related to this form.

3. Learning Objective	4. Subcategories for Student Learning Objective(s)	3. Methods	4. Evidence/Data/Sample (use attachments)			5. Findings	5. How results were used to "close the loop"
			Needs Improvement (<=70%)	Meets Standards (71% to 89%)	Exceeds Standards (>=90%)		
<b>Learning Objective 1:</b> Students will effectively communicate information, concepts and ideas in writing.	► Wrote a paper that followed the normal conventions of spelling and grammar throughout.	<u>EXAMPLE:</u>  Each student wrote a research paper, (required in MGT 491) to be graded by me. The papers were graded using a rubric listed in the course syllabus. See attached rubric.	.32	.48	.20	<u>EXAMPLE:</u>  An analysis of the scores obtained from this assessment indicate that there is a great deal of room for improvement in organization and writing skills, especially in regard to the ability to research a topic and to develop a thesis in a logical, coherent manner, and to present one's ideas clearly using evidence (less than 60% met the established criteria for the last subcategory).	<u>EXAMPLE:</u>  The evidence obtained from a variety of sources suggests that the students' writing and research skills need to be improved. The department has had numerous discussions on this issue and has implemented additional writing/research projects throughout the undergraduate program. See attached assignments from three courses.
	► Wrote a paper that was organized well, logically consistent, and easy for the reader to follow		.48	.32	.15		
	► Edited his/her own and other's papers		.35	.40	.25		
	► Wrote a paper with a clear and concise argument using evidence		.60	.20	.20		

Approvals: Dept Rep on COBA Assessment Committee: \_\_\_\_\_

Date: \_\_\_\_\_