

CBA Assurance of Learning Terms

Term/Phrase	Acronym	Description/Link
Assessment of student learning		"...the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning." (Walvoord, 2004, p. 2)
Direct Assessment		"Direct measures directly evaluate student work." (Walvoord, 2004, p. 3)
Indirect Assessment		"Indirect measures include asking students or alumni how well they thought they learned..." (Walvoord, 2004, p. 3)
Course Embedded Assessment		"...measures relate to specific course assignments in a class where the students' work on that assignment may also be used for outcomes assessment purposes. In the course embedded method, course assignments ... are evaluated for the purposes of AOL through a separate, distinct process..." (AACSB White Paper, 2007, p. 9)
Program Assessment		Learning goals or outcomes can be defined at different levels in the educational process, for example at the level of the course, major or program. AACSB is concerned with assessment of the <i>program</i> . For the CBA, this is either the undergraduate business degree or the MBA.
Learning Outcomes vs. Learning Objectives		The use of language can vary, but the CBA uses "outcomes" or "goals" to express the broad areas of learning, and the term "objectives" to express the more specific aspects of those outcomes.
CBA Undergraduate Curriculum Outcomes and Objectives		The CBA approved its most recent version of the undergraduate curriculum outcomes on January 21, 2010. Our coursework supports these programmatic outcomes.
The Association to Advance Collegiate Schools of Business	AACSB	UWL CBA is accredited by AACSB. Our next reaccreditation visit occurs early in 2017. AACSB standards for assurance of learning emphasize direct assessments of student learning. http://www.aacsb.edu/

CBA Assurance of Learning Terms, continued

Assurance of Learning	AOL	AACSB Assurance of Learning Standards support accountability and continuous improvement at the program level, i.e. the undergraduate and MBA programs in the CBA. The term essentially indicates <i>assessment</i> of student learning.
Assurance of Learning Task Force	AOLTF	The CBA AOLTF was charged in August 2009 to "... develop systematic and on-going processes to develop, monitor, and evaluate the substance and delivery of the curricula of the undergraduate degree program and to assess the impact of the curricula on learning."
Educational Testing Service, Major Field Test	ETS MFT	The ETS develops, administers and scores a myriad of assessment tests. The Major Field Tests are tests that measure student understanding in fields of study. The CBA administers the MFT for a Bachelors of Business in the spring of even-numbered years. This is considered a direct assessment of student learning, as it measures mastery of a chosen field and not student perceptions about learning. http://www.ets.org/mft/about
Educational Benchmarking Inc	EBI	EBI has multiple assessment surveys. The CBA has conducted the Exit Assessment or Senior Survey on a three-year rotation. This is an indirect assessment of learning because students' perceptions about learning are measured. We have both longitudinal and comparative data. http://www.webebi.com/
National Survey of Student Engagement	NSSE	NSSE has multiple surveys which measure time and effort students put into studies and how the university organizes its curriculum. This is an indirect assessment of student learning with longitudinal and comparative measures. UWL administers the NSSE to all freshman and seniors every three years, and the CBA extracts data about its students. http://nsse.indiana.edu/

Updated Fall 2017

Sources:

"AACSB Assurance of Learning Standards: An Interpretation". White Paper (2007).

Walvoord, B.E. (2004). *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. San Francisco, CA: John Wiley & Sons, Inc.