

**Review of Assessment Report
Assessment Review Committee (ARC)**

Academic Program: **Breech School of Business**

Date: **September 2018**

Criteria for Evaluating Assessment Reports

Criteria	Description of Criteria	Beginning	Developing	Accomplished	Exemplary	Comments from Assessment Review Committee
SLOs	The Student Learning Outcomes (SLOs) establish the critical components of student learning that define the program and articulate the knowledge and abilities expected of program graduates in ways that are observable and measurable.			X		The Breech assessment report is very strong in its alignment of SLOs and the assignment on ethical decision making. In addition, it is encouraging to see that you have used the same assessment practice in your CCPS courses.
Evidence of Student Learning	Results are based upon evidence of student learning, and evidence can be provided to both internal and external reviewers (preferably in electronic form).		X			See comments below on p. 2
Meaningful Rubrics	Criteria for successful performance are provided through rubrics or other specific descriptions.			X		

Review of Breech School of Business Assessment Report September 2018

Additional Comments:

The 2017-18 Breech assessment is solid—it assesses what it sets out to assess. But it may be limited by a lack of comparison to other students at other points in their academic careers. That is, your findings show that 93% of your Day students “meet or exceed” expectations on this assessment scale. That is an astonishingly high number. It could suggest one of several things: it could be that Breech students are flourishing in this course, but it could also mean that the criteria for meeting the standards are too low (after all, there is nowhere else to go, except to ask why the remaining 7% of the students failed to meet the expectations). So we might encourage you to introduce a more challenging assignment that would allow your faculty to make finer meaningful distinctions among the students. The finer distinctions would set a new bar or goal to steer by.

We also want to know if this high percentage is the result of what happened in the class, and need to find a way to ascertain that. If we were to compare these students to other Breech students at an earlier point in their career, what would be find? We would hope to find a difference, but what would that difference be, and how might that inform our understanding of the ethical stages of students over time?

We think these kinds of questions will lead to more fruitful discussions among your faculty.