

e-Portfolios: Providing Evidence of Student Learning Outcomes Assessment for Business Program Accreditation

Diane Holtzman, Ed.D.
Evonne Kruger, Ph.D.
The Richard Stockton College of New Jersey

Background

- ▶ **The Richard Stockton College of New Jersey**
 - Focus on the Liberal Arts
 - Located southern New Jersey–Galloway, NJ
 - State four-year college with undergraduate/graduate courses
 - Strategic focus on
 - Sustainability
 - Global
 - Engagement
 - Learning

AACSB Accreditation

- ▶ The School of Business is one of eight Schools at Richard Stockton College
 - Seeking accreditation from the AACSB [The Association to Advance Collegiate Schools of Business], an international accrediting body
- ▶ An important component of AACSB is demonstrating Assurance of Learning
 - Each Business School establishes learning goals that reflect the philosophy of the School and the AACSB
 - These goals also reflect the needs of external stakeholders in business and industry

Assurance of Learning Standards [AOL]

- ▶ Created to address the concern that graduates were not prepared adequately for integrating their academic knowledge and skills with their job responsibilities (Roberson, Carnes, & Vice, 2002).
- ▶ AOL is a continuous improvement process
 - Must show that steps have been taken, based on data from measures, to improve student learning
 - Must show that continuous improvement actions have been taken to revise the course and/or program
 - Must show that there is broad faculty participation

Assurances of Learning

Sample of Assurances of Learning that must be met for Accreditation

1. Communication abilities
2. Ethical Understanding and reasoning abilities
3. Analytic Skills
4. Use of Information Technology
5. Multicultural/diversity understanding
6. Reflective thinking skills
7. Management Specific Knowledge and Skill Areas
 - a) Information Literacy
 - b) Team Work
 - c) Interviewing; job prep Skills
 - d) Professionalism



Learning Outcomes

- ▶ The Learning Outcomes identified by the faculty in the School of Business—based on the AACSB Assurance of Learning Standards—are
 - Communication Skills & Information Literacy
 - Ethics
 - Problem-Solving
 - Critical Thinking
 - Teamwork
 - Management Specific Learning Goals
 - Computer Literacy Learning Goal

Learning Outcomes Assessment Linked to AACSB Assurance of Learning Standards

- ▶ During this presentation we will discuss how an elective management course, Management Skills, and how a business capstone course, Business Policies and Strategies, have been structured
 - For student learning outcomes assessment
 - For use in course/curriculum revision
 - To address the AOL Standards for AACSB accreditation



Management Skills Course

- ▶ Required for management concentration juniors and seniors and is an elective for all Business majors
- ▶ Contextualizes knowledge, skills, and competencies within management theory
 - Provides opportunities for students to master the **skills** the economy demands in the global workforce



Portfolios

Portfolios –used in Management Skills

- ▶ allow individuals to illustrate their work in a comprehensive fashion well beyond the presentation in resumes:



- to provide tangible evidence of learning and progress
- to assess student learning outcomes
- to showcase projects (Barrett, 2001).

Advantages of e-Portfolios

- ▶ Many artifacts—reports, presentations, web sites—are already in electronic format—it's much easier to include them in a digital format in the e-portfolio—contents can be revised
- ▶ Since they are portable, electronic portfolios can be easily updated, customized, reproduced, and distributed
- ▶ They capture the dynamics of knowledge through work –done by employing and combining a variety of media such as text, graphics, audio and video (Raelin, 2008).
- ▶ e-Portfolios give individuals the ability to analyze classroom and life experiences and articulate the knowledge gained from those experiences for employers, assessment in colleges and universities, and for credentialing.

e-Portfolio Design

- ▶ Employers' needs, or those of an accrediting body, are often the primary drivers of the portfolio content
- ▶ Content in the e-portfolios
 - should **demonstrate the link** between the individual's strengths and the jobs' specifications or the assessment criteria
 - **provides evidence** that verifies individuals' education, training, performance, skills, and accomplishments relate to the assessment criteria

Linking projects to AOL

- ▶ Faculty created required projects that
 - Provide evidence of student learning
 - Meet AACSB Assurance of Learning Standards and Essential Learning Outcomes



Learning Outcomes & Assessments

Students should be able to demonstrate the following knowledge, skills, and competencies that meet the course rubrics:

- ▶ **Information literacy skills** in searching for information related to the theory and practice of management [*library literacy assignment*]
- ▶ **Professional business written communications** [*Ex: business letters, reports*]
- ▶ The ability to interview a practicing manager and **present written and oral reports that integrate information literacy, analysis and synthesis** of the manager's activities, and reflections with the framework of Henry Mintzberg [*Interview with a manager project*]

Learning Outcomes & Assessments

- ▶ The ability to **document and address orally and in writing** disciplinary and conflict issues in the workplace [*FOSA written project on workplace discipline; collaborative video project*]
- ▶ **Writing and critiquing /analysis** of resumes and cover letters
- ▶ Interview skills as an applicant and interviewer— **team work** [*Team project: Human Resources video-project and written packet*]

Learning Outcomes & Assessments

- ▶ The ability to **research and analyze** managerial positions and prepare professional job descriptions and candidate interview rating sheets [*Team project: Human Resources video-project and written packet*]
- ▶ **Critical thinking skills** used in analyzing video managerial situations and making recommendations that include recognition of all ethical implications [*Manager's "Hot Seat" case projects*]

Learning Outcomes & Assessments

- ▶ **Civic Engagement** through participation in service learning in a non-profit agency in the community (optional) [*Student's reflection paper and agency feedback*]
- ▶ **Professional attitudes, behaviors,** and conduct of managers in the workplace [*Team project: Human Resources video*]

Learning Outcomes & Assessments

- ▶ Reflection on personal development as a manager – requires synthesis and personal integration of the knowledge, skills, and competencies addressed throughout the course [*Professional development reflection assignment for the e-Portfolio*]
- ▶ Develop a professional career e-portfolio (assessment-basis for life-long learning) [*e-Portfolio*]

Contents of the Skills e-Portfolio

- ▶ Contents of the e-Portfolio
 - Revised versions of
 - Resume and cover letter
 - Business Writing: Letters and Reports
 - Library Information Literacy Assignment
 - Interview with a Manager Project
 - Workplace Discipline Project with collaborative video
 - Human Resources Video Team Project [FOSA]
 - Video Job Interview Project and Reflection
 - Service Learning Reflection Paper
 - Professional Development Reflection

Management Concentration Learning Outcomes Course Grid									
Management concentration graduates should be able to have acquired knowledge of recent management and administrative practices and theories and be conversant in the language of business.									
Management Concentration Graduates will be able to:	PM	OM	POL	OR	MS	BUD	MIS	HR	SS
Knowledge									
Demonstrate knowledge of the history of management.	x								
Demonstrate an understanding of management as a profession.	x			x	x			x	x
Demonstrate knowledge of the major theories about individuals and groups within organizations with regard to communication, personality, change and generation, motivation, job design and satisfaction, group process and conflict, leadership, power, influence, followership and empowerment, organizational structure, and organizational culture.	x			x					
Demonstrate understanding of the importance of the human resource function in the growth and effectiveness of an organization.	x			x					x
Demonstrate knowledge of the legal aspects of the human resource function.		x							x
Demonstrate knowledge of strategic planning.	x			x					x
Demonstrate knowledge of the administrative function within the organization.	x			x					x
Demonstrate basic knowledge of the field of organizational theory.									x
Demonstrate basic knowledge of the role of the management information system in the organization.	x								x
Skills									
Demonstrate the application of appropriate behavioral theories to specific situations in the workplace.	x			x	x				x
Demonstrate the ability to conduct a job interview, perform a job analysis, develop a job description, prepare recruitment and selection documentation, conduct a performance evaluation, document disciplinary action and termination.						x			x
Demonstrate ability to design a training program module.									x
Demonstrate ability to prepare a departmental budget using spreadsheets.									x
Demonstrate ability to prepare an impact analysis, an internal analysis of an organization, and a SWOT chart.				x					
Demonstrate ability to make and justify a strategic recommendation.				x					
Critical Thinking									
Analysis, Evaluation, Problem-Solving, Decision-Making									
Demonstrate the ability to evaluate a business management event or situation, identify the problem, and determine solutions, and make a recommendation.				x	x	x			x
Hypothesis, Integration & Creativity									
Demonstrate a business concept through an alternative medium (video, podcast, video blog, poster, etc.).									x
Demonstrate the ability to synthesize diverse viewpoints on a management topic.				x	x	x			x
Demonstrate understanding of the integrative role of the management information system in the organization.	x								x
Point-of-view - Stakeholder Analysis									
Demonstrate the ability to conduct a stakeholder analysis of an organizational issue.									x
Information Literacy									
Demonstrate the ability to research business practices and processes online.									x

25

Thank You for Attending our Session

- ▶ Diane Holtzman, Ed.D.
Diane.Holtzman@stockton.edu
- ▶ Evonne Kruger, Ph.D.
Evonne.Kruger@stockton.edu

References

- ▶ Association to Advance Collegiate Schools of Business (2006). *Eligibility procedures and accreditation standards for business accreditation*. Retrieved July 12, 2011 from <http://www.aacsb.edu/accreditation/business/STANDARDS.pdf>
- ▶ Association of American Colleges and Universities. (2008). *College learning for the new global century. Executive summary with employers' view on learning outcomes and assessment approaches*. Retrieved March 6, 2009, from https://www.aacu.org/leap/documents/GlobalCentury_ExecSum_3.pdf
- ▶ Barrett, H. (2001). *Electronic Portfolios – A chapter in Educational Technology*. Retrieved June 21, 2010, from <http://electronicportfolios.com/portfolios/encyclopediaentry.htm>
- ▶ Batson, T. (2010, April 7). *ePortfolios, Finally!* Retrieved June 20, 2010, from <http://campus.technology.com/Articles/2010/04/07/ePortfolios-Finally.aspx?p=1>
- ▶ Daudelin, M.W. (1996). Learning from experience through reflection. *Organizational Dynamics*, 24(3), 36-48.
- ▶ Goffman, Erving. (1959). *The Presentation of self in everyday life*. New York, NY: Anchor Books.
- ▶ Holtzman, D., & Dagavarian, D. (2007, Winter). The Use of Electronic Portfolios in Assessing Student Learning Outcomes. *The Journal of Continuing Higher Education*, 55, (1).
- ▶ Ittelson, G. L. (2005). *An Overview of E-Portfolios*. Retrieved June 19, 2010, from Educause Learning Initiative: <http://www.educause.edu/ELI/AnOverviewofEPortfolios/15676>

27

References

- ▶ Karlen, J.M. & Sanchirico, S.M. (2010). *Adult Learning and ePortfolios. The National Institute on the Assessment of Adult Learning*. Atlantic City: Thomas Edison State College.
- ▶ Lamdin, L. (1997). *Earn college credit for what you know, 3rd ed.* Dubuque: Kendall/Hunt.
- ▶ Powell, K. S., and Jankovich, J. L. "Student Portfolios: A Tool to Enhance the Traditional Job Search." *Business Communication Quarterly* 61, no. 4 (December 1998): 72-82.
- ▶ Mintzberg, Henry (2009). *Managing*. San Francisco, CA: Berrett-Koehler.
- ▶ Mintzberg, Henry (2004). *Managers not MBAs: A hard look at the soft practice of managing and management development*. San Francisco, CA: Berrett-Koehler.
- ▶ Raelin, J. a. (2008). *Work-Based Learning*. San Francisco: Jossey-Bass.
- ▶ Tillery, M. & Coe, R. (2010). *Prior Learning Assessment/Portfolio Development -- The National Institute on the Assessment of Adult Learning*. Atlantic City: Thomas Edison State College.