APT Alternative for <u>Assessment Instrumentation & Process</u>:
***Hypothetical* Computer and Business Intelligence Systems (B.B.A.)**

The Computer and Business Intelligence Systems (CBIS) program has four student learning outcomes (SLO). CSI faculty expect our graduating seniors to: 1) demonstrate proficiency in application development; 2) demonstrate proficiency in architecture, networking, and security; 3) Demonstrate an understanding of basic concepts of business intelligence; and 4) Demonstrate proficiency in business and interpersonal skills. The opportunity to learn each SLO occurs in multiple CBIS courses and one culminating Assessment Test (AT) measures student progress towards those objectives.

The AT has been used since 2004 and was initially developed by CBIS program faculty to correspond to each SLO using multiple questions per objective. The AT had very desirable properties for several years (i.e., high reliability, content validity, and adequate student motivation). However, the field of CBIS has evolved, and, in response, so has our curriculum. Thus, the AT no longer meets our needs as it once did. This is evidenced in declining reliability values (e.g., alpha of .9 in 2004, .78 in 2010, and .70 in 2015), and students self-reporting that they do not see the AT as closely related to their coursework.

Recognizing the need for AT revision, in order to accurately assess our students' progress towards the four SLOs, the CBIS program faculty have agreed to take the APT alternative year to address two aspects of the AT. Specifically, the faculty will:

1. Divide the AT questions among program faculty and determine which of the 60 items on the AT are still useful, and which should be removed. We anticipate working with PASS in CARS to look at some statistical properties of the items in order to help facilitate this discussion. Then, using a content mapping approach, we will write new questions and pilot test the items following our usual data collection model. Then, any needed revisions will be made, and another round of pilot testing in the following year will be completed. It is anticipated that the AT revision will take two years before any conclusions can be drawn regarding students meeting the SLOs and the new AT can be fully adopted.
2. To address declining student motivation on the AT, a sub-committee will be formed to investigate the methods for developing a culture of highly-valued assessment. We think a first step will be in revision of the AT itself, allowing results to be useful once again for faculty. Once faculty begin to value the AT results, students will also begin to see the importance of the assessment process.

The APT alternative year will be used by CBIS program faculty to address the above concerns and begin to redesign the AT, as well as partner with CARS and CFI on assessment properties, item writing, and student motivation.