

College of Business 2009 Assessment Summary Report For Calendar Year 2008

New Assessment Committees in College

For the 2008 academic year, the College passed a new Governance document in which the faculty approved new committees and processes for handling assessment in the College. A new Undergraduate Assessment Committee was created for assessing the undergraduate business core and a new Graduate Assessment Committee was created to assess the EMBA/MBA programs.

In 2008, the previous Ad Hoc Assessment Audit Committee became a permanent committee responsible for setting guidelines for all assessment work and for evaluating all assessment reports. The Chair of this College Assessment Audit Committee serves as a member of the Provost's Assessment Advisory Group (PAAG). PAAG meets every month during the academic year to promote assessment, educate on assessment, and to set university assessment guidelines.

The college departments remained responsible for the assessment of any programs or certificates that originate from their departments.

Evaluations of Assessments

The May 1, 2009 deadline for the submission of program assessments led to difficulties for timely review by the College Assessment Audit Committee. May 1 was during the final week of class, followed by final examinations, commencement and the end of Spring semester in the middle of the month. Faculty are not easily available for committee work in summer, and the College's policy is that, except in emergencies, no committee meetings or committee work are undertaken in summer. The end result is that the Committee Chair took upon himself the responsibility to complete a draft of the Committee's work, but it was not until Fall semester that the Committee was able to meet and complete final reviews and this report.

For 2010, the Committee will set a much earlier deadline for the submission of program assessment reports by the Departments.

Assessment Progress Reports

Progress Reports were evaluated as "exceeding expectations", "meeting expectations", "needs revision" and "unsatisfactory", using the rubric shown at the end of this

document. This evaluative rubric and written comments were returned to the Department chairs.

Assessment for Advertising and Public Relations was not received because the Marketing Department was in the process of discontinuing it as a stand-alone program and making it an option under the general Marketing program. This process was completed in Fall, 2009.

Evaluation of Progress Reports

Economics (Meets expectations)

- Since the Department also serves as a service department to the rest of the College, the Department has begun to assesses students' understanding of statistical analysis (hypothesis testing) in the introductory Business Statistics course (ECON 2310). The results were unsatisfactory, and the Department now plans to postpone the assessment until the second required Statistics course (ECON 2312, Quantitative Methods).
- One problem with the Standardized tests in Micro and Macro is the lack of weight given to the exams. Without final grade weight given to the exam results, students have less of an incentive to try to do well. In the future, the Department will begin giving weight to these results.

Finance (Meets expectations)

- The Department administers an assessment examination in its capstone course, FINC 4395 (Advanced Final Management). Also, this year the Department established a Finance advisory board composed of stakeholders representing students, graduates and business. The results of this year's assessment showed that while students do well with complex financial issues, the department needs to insure that basic concepts are drilled into students. The Finance faculty is now discussing approaches to accomplishing this goal within the curriculum as a whole.

Marketing (Meets expectations)

- This assessment program meets expectations, at the very least. It should be noted (and commended) that the assessment plan was successfully implemented in spite of the Department undergoing a tumultuous year with a dearth of faculty.
- The department determined that enforcing sequencing of courses would greatly improve the learning experience. It also was determined that adding a course in Business to Business Marketing would improve the program. The Department proposed such changes which were implemented in Fall, 2009.

- The Department has established a Marketing Department Advisory Board; input from this Board indicated that Marketing graduates need additional work on communication skills, marketing research and producing written marketing plans.
- Given the changes made to the curriculum, the assessment plan will be revised for 2009.

Management (Meets expectations)

- This years' assessment focused on human resource management, specifically knowledge of major employment laws. A five-question multiple choice exam covering knowledge of the Fair Labor Standards Act was administered to a total of 102 students: 62 in two sections of MGMT 3320 (Human Resource Management) and 40 in one section of MGMT 4360 (Compensation Management).
- The findings were outstanding and much better than expected. As a result, no changes are recommended for either course with regard to employment law coverage.

Management Information Systems (Exceeds expectations)

- This assessment report is excellent and achieves or exceeds all intents and expectations of proper assessment procedure. The assessment methodology is particularly impressive and thorough in both the acquisition of data and the interpretation and implementation of results.
- For 2008 the Department assessed the Information Technology section of the MIS program. The results showed that Very few students understood the concepts correctly, identified specific technology examples and were able to link the identified technology to the specific solution in the business context.
- Faculty agreed that a more active learning approach is needed. More intensive case study would be helpful. Hearing from guest speakers with various industry backgrounds will provide a good opportunity for students to learn how IT is employed in the real world for strategic purposes.

MS in Management Information Systems (Meets expectations)

- This assessment meets expectations. It would have been helpful to the Committee, though, if the Department had appended a copy of the overall assessment plan and goals and objectives.

- The Department assessed the following goal: To develop individual and group communication competencies needed in the multifaceted IS environment.
- Overall the findings were acceptable. The sample assessed indicated that students demonstrated a good level of proficiency in the objective assessed in this report. While students were competent in identifying the business problem, more time could be spent better developing their skill of identifying and articulating the specific problem through various methods to include case study discussion exercises.

Graduate Certificate in MIS (Meets expectations)

- This assessment addressed the following goal: To develop individual and group communication competencies needed in the multifaceted IS environment.
- Overall the findings were acceptable. The sample assessed indicates that students are demonstrated a good level of proficiency in the objective assessed in this report. While students were competent in identifying the business problem, more time could be spent better developing their skill of identifying and articulating the specific problem through various methods to include case study discussion exercises.

Management Graduate Certificate (Exceeds expectations)

- This assessment addressed the following goal: To demonstrate an ability to apply the concepts underlying effective interpersonal relations and group/team leadership skills.
- The assessment team determined that group cohesiveness and performance, disadvantages of group decision making, conflict management techniques are content areas needing additional emphasis. The results were discussed with faculty teaching MGMT 7302 and 7310. In reviewing the different scores between the classes, it was noted that MGMT 7302 students take this course with no prior coursework on the topics being assessed. It was further noted that MGMT 7310 students have previously been exposed to the topics and the current course provides additional in-depth coverage of the topics.
- The Department developed a 3-step corrective action plan: (1) Spring 2009 –repeat the assessment in MGMT 7302 and 7310 and combine with the fall 2008 results in order to obtain a larger and more reliable sample size. If the statistics still indicate cause for concern the Department will then proceed with the following two steps: (2) Fall 2009 – in the master syllabus for each course, increased time will be allocated to coverage of these topics. Increased coverage of these topics will be effective with fall 2009 courses. (3) Fall 2009 – multiple sections of MGMT 7302 and 7310 are scheduled; this will allow a larger sample size for the next assessment. All Fall 2009 sections of

MGMT 7302 and 7310 will be reassessed and the results compared to the combined fall 2008-spring 2009 results.

BS in Accounting (meets expectations)

- The Accounting Department administered an assessment examination to 46 students in its ACCT 4211 (Accounting Issues) course. The exam covers each area in the Accounting major. The test was composed of 100 multiple choice questions, 10 questions each, covering 10 courses (9 accounting core courses and Business Law/Legal Environment). Thus the maximum score in each course tested was 10. The questions were submitted by the professors assigned to teach each of the courses.
- An analysis of the results showed considerable variation not only among those students that have not taken the material tested at the time of assessment but also among those that took the material tested more than 5 years ago and/or transfer the course from another institution. As the Department's objective is to assess the adequacy of its current curriculum, and not other institution's curricula or a student's ability to retain dated knowledge, the results of each course eliminates those students that have not taken the course, took it elsewhere, or took the course at UALR more than 5 years ago.
- For 2009 the faculty will review the appropriateness of the questions and revise the examination. It then will be administered to students in four different courses in 2009-2010.

Master of Business Administration (meets expectations)

- Student learning outcomes of 22 students were assessed in MGMT 7380 (Corporate Strategy). Individual case studies and individual contributions to group projects were evaluated by the instructor. Six separate program objectives were tested.
- Students performed acceptably in three of the tested objectives and unacceptably in the other three.
- Since assessment of the MBA program is in its first round, and given the relatively small number of students tested, the Graduate Assessment Committee is hesitant to draw conclusions or make recommendations at this time. The results of the assessment will be shared with the Graduate Committee and graduate faculty, but recommendations will be postponed until more data is collected.

Activities to Encourage Excellence in Assessment Practice

Various faculty members involved in assessment are sent to assessment learning conferences. Faculty members are also encouraged to submit posters for the annual

assessment fair and to attend university events on assessment. Those responsible for assessment reports are identified early and special emails and meetings are held with this group.

Members of the College Assessment Audit Committee are responsible for going back to their departments to promote assessment program guidelines, encourage compliance, and to help with questions.

Future Assessment Recommendations

The Committee's 2008 report suggested that the Committee in future would invite department chairs and other stakeholders to attend the its meetings in order to help increase documentation, gain clarification, and to better share ideas for further assessment. However, upon further reflection the Committee decided that such a meeting format would disrupt the Committee's deliberations. Instead, the Committee will provide its reports to the Departments as soon as they are prepared and will invite interested Department members to meet with the Committee to discuss the reports.

Evaluation of the assessments often was hampered because the Committee did not have assessment plans to refer to. Therefore, the Committee will ask Departments to provide updated copies of their program assessment plans.

Assessment Progress Report Rubric - 2008

**Assessment Review Committee
College of Business**

Prof. J B Lindeman, Chair

Undergraduate Degree Program Assessment Progress Report review

Program _____

Date of review: June, 2009

- 1. Student Learning Goals:**
- 2. Learning Objectives, Outcomes:**
- 3. Assessment Activities and Curriculum:**
- 4. Assessment Methods, Design, Implementation, and Stakeholder Involvement:**
- 5. Assessment Results and Analysis:**
- 6. Using the results:**

Overall rating: