

College or Unit Name: College of Business

Report Year: 2020-2021

Authors: Christy Learman

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1. Assessment Process

Overview

The Eastern Michigan University College of Business maintains a strong reputation for quality assessment, arising from faculty involvement and administrative support. Faculty and administrators remain committed to assurance of learning (AoL) as well as to the continuous improvement of student learning. The goal of the AoL process is to provide a systematic method for delivering and improving degree-program curricula to achieve each identified student learning goal. AoL is part of our culture, engages a large portion of faculty, and is a routine aspect of College operations.

Assurance of Learning Program Structure

Responsibility for AoL resides in either college-wide or program-specific faculty committees and the committees play a central role in the continuous improvement of COB programs, as well as in the creation of new curricular initiatives. Assessment committees have been established for the eight major degree programs within the COB including:

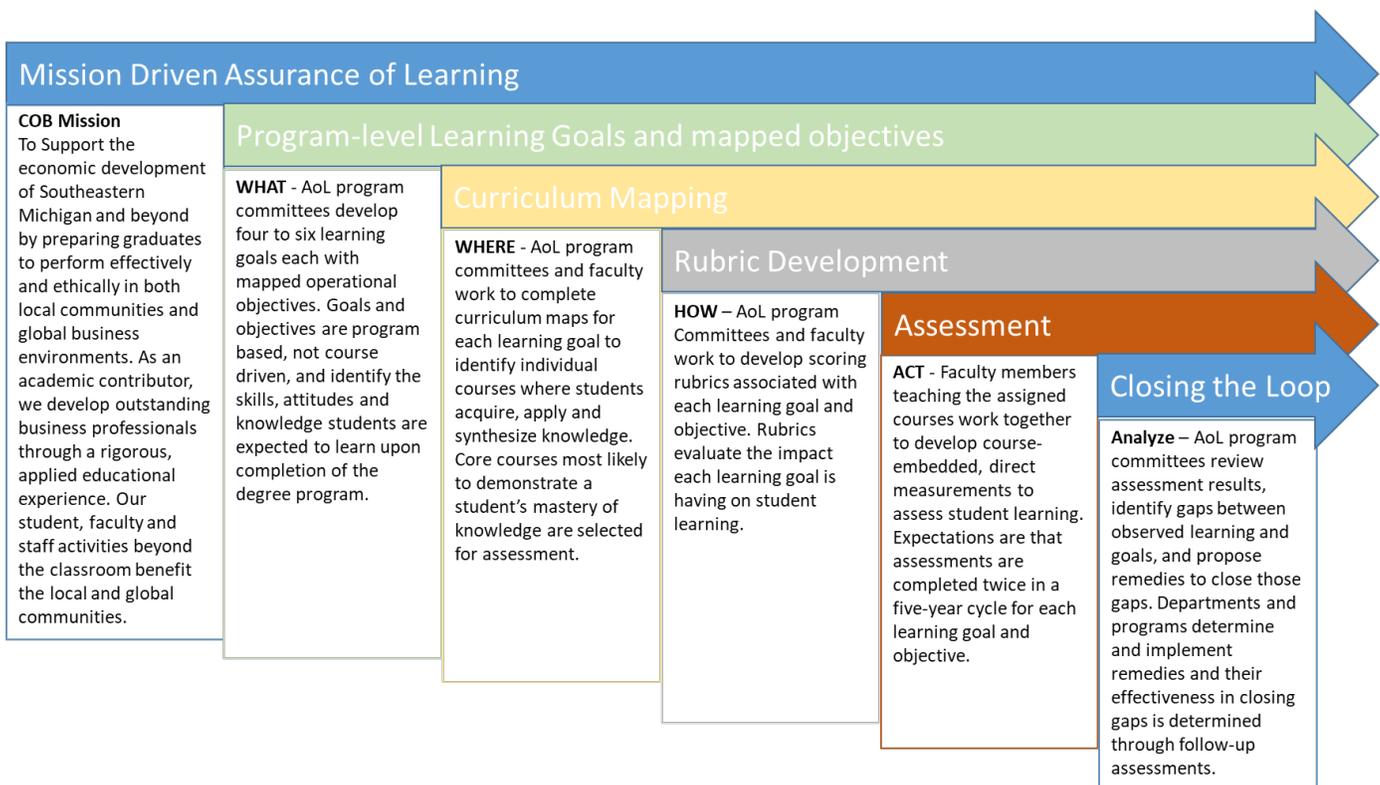
- COBACC - College of Business Assessment and Curriculum Committee (BBA degree programs)
- CIMBAC – Continuous Improvement MBA Committee
- MSHROD/MSHROC – Master of Science in Human Resources and Organizational Development (domestic and globally in China)
- MSA/MST/MSF – Master of Science in Accounting, Master of Science in Taxation, Master of Science in Finance
- MSIS – Master of Science in Information Systems
- MSIMC – Master of Science in Integrated Marketing Communications

Each AoL committee creates program-level learning goals with mapped objectives in correlation to the College of Business mission, vision and core values. Learning goals and objectives are program driven verses course based and reflect the skills, attitudes and knowledge students are expected to achieve upon completion of the program. AoL Committees and faculty then take each goal and develop curriculum maps which identify the course(s) where learning goals are introduced, emphasized and reinforced. Assessment instruments are then embedded into these mapped courses using direct and indirect assessment methods.

Direct assessment tools are individualized for each program-learning goal. Examples of assessment tools include test-bank questions embedded throughout the semester, identified course assignments, bonus exam and essay questions, online standardized tests, oral and written presentations and portfolios. In addition to direct embedded assessment tools, the COB employs indirect measures, including an annual employment placement survey, undergraduate and graduate advising surveys, practicum employer surveys and general program feedback from students in every course each semester, which includes collecting evaluations of teaching quality and also the degree to which the course content is addressed. Graduate programs also participate in numerous benchmarking, review and ranking surveys including The Princeton Review, U.S. News and World Report, and GMAC surveys.

The next step in the assurance of learning process is to use the results collected through assessment (both direct and indirect measurements) to make revisions in the interest of continuous improvement to the individual course and the overall program. Revisions may be made to the curriculum and pedagogy within the identified course, to the structure of the program, to the assessment process and/or assessment tools, to the course assessed, or to the learning goal itself. This part of the process is completed at the committee level and reported to the dean and University annually. A representative template used by programs to report assessment findings can be found in Appendix A.

Each program-focused learning goal is assessed twice during the five-year accreditation cycle and the data analyst from the Dean’s office works in conjunction with each program committee and department head to maintain AoL timelines and ensure that each learning goal is measured. The figure below details the College of Business AoL process by defining how each learning goal ties into the COB mission and vision, the mapping of each goal to specific program courses, the creation of rubric measurement tools, the expected assessment cycle, and the closing-the-loop activities.



The impact of COVID-19 on annual assessments was minimal as the beginning of the pandemic coincided with the end of the five year re-accreditation cycle. During the fall semester 2020 the COBACC and CIMBAC committees spent time revisiting each student learning objective to ensure that the goal and wording of the goal reflected expected learning outcomes. The committees also reexamined the best course(s) to measure goals and revised assessment measurement rubrics and terminology based on feedback from the AACSB accreditation visit. The MSHROD and MSHROC committees revamped their assessment process from a cumbersome year-end portfolio analysis of all goals to individual assessments in identified courses best related to each student learning objective. The MSF committee members finalized all goals, objectives and assessment measures and were able to launch the first round of assessments. Finally the MSIS committee developed a multiple assessor strategy to eliminate bias during assessment. Ongoing assessments for all programs continued throughout the 20-21 academic year with successful assessments of online class offerings.

2. Specific examples of improvements made to courses, programs, instructional approach, etc.

Below are highlights from programs that completed closing the loop activities involving changes to courses, programs, and/or curricula during the 2020-2021 academic year. Additional assessments results can be found in Appendix B of this report.

- Undergraduate programs COBACC - Leadership Skills

The previous assessment completed in the W19 showed that students' leadership skills exceeded expectations in many categories, but fell short in displaying overall knowledge of leader decision making styles. COBACC recommended improving the text of questions and that additional leader decision making questions be added to better assess students' knowledge of this topic. A new assessment tool with additional questions directed at leader decision making styles was generated.

Leadership Skills were reassessed in the fall of 2020 in MGMT 386, Organizational Behavior and Theory. 28 students were assessed on 26 exam questions pertaining to leadership behavior styles (4 questions), power and influence (8 questions), leader-follower exchange relationship (1 question) and leader decision making styles (13 questions). Assessment questions were scattered throughout an exam. The objective was that 70% or more of students would score a 2 or higher on a 3-point scale when evaluating leadership, team facilitation, collaboration, influence and organizational skills.

Fall 2020 results indicated that students performed well with 84% of all test questions being answered correctly by all students. During the last assessment there were 5 leader decision making styles questions and students fell below expectations on 4 of the 5 questions. For this assessment, leader decision making styles questions were re-written and 8 additional questions were added. Students met or exceeded expectations for all leader decision making style questions. Students performed well in each the four leadership topic areas and met or exceeded expectations by receiving a 2 or higher on the identified rubric for all but 2 of the 26 questions. The goal objective was not met in two of the six power and influence questions.

The assessment results were overall very positive. The department is creating new sub-goals for the overall leadership goal and will be creating a new test bank of questions.

- Master of Science in Accounting - Ethical Knowledge and Responsibilities

The previous assessment completed in the winter of 2019 showed that 85% of students met the goal objective by correctly answering 70% or more of the 16 identified questions. The committee was satisfied with the results and continued to use this assessment process as results are reflective of how well students do on the auditing section of the CPA exam.

Students' understanding of Ethical Knowledge and Responsibilities was reassessed in ACC 567, Professional Auditing during the fall semester 2020. 15 students completed the third exam which consisted of multiple choice and essay questions. 14 questions were identified as measurements to assess student's understanding of ethical responsibilities per AICPA's Code of Professional Conduct. The objective was that at least eighty percent (80%) of students would meet the standard by correctly answering questions (scoring 70% or higher) demonstrating ethical knowledge and responsibilities.

Current assessment results indicated that 80% of students met the goal objective by correctly answering 70% or more of the 14 identified questions. Although results met the student learning objective teaching faculty did note that the class was completely online due to the pandemic and the previous assessment was an in-person class. Teaching faculty observed that students were not performing as well academically during the pandemic and in this particular class which was offered online only.

- Master of Science in Human Resources and Organizational Development - Professional Behaviors Consistent with a Professional Code of Ethics for HROD

The previous assessment completed in the fall of 2018 showed that 89% of students met or exceeded expectations when demonstrating professional behaviors consistent with a professional code of ethics for HROD. To improve student learning the MSHROD committee identified that ethical considerations for research and data gathering would be covered in the course MGMT 610, ethics for recruiting and selecting employees would be reviewed in the course MGMT 618 and that ethical dilemmas faced by internal and external consultants as well as ethical dilemmas faced by HROD professionals would be discussed in class MGMT 688

Ethics Consistent with a Professional Code of Ethics was reassessed in MGMT 688, Practicum in Human Resources Management/Organizational Development during the winter 2021 semester. 11 students completed and presented an essay which was evaluated based on the following criteria

- a: Students will present a well-organized, clearly written essay demonstrating how to apply a professional code of ethics (e.g. SHRM or OD Network) to resolving an ethical dilemma faced by an HROD professional.
- b: Students will generate and compare alternative strategies for resolving the dilemma and present a well-supported solution.

Two faculty members assessed students and the goal objective was for at least 80% of students to present a well-organized, clearly written essay which applied a professional code of ethics and score a 2 or higher on a defined 3 point rubric scale.

Current assessment results indicated that 73% of the tested students met the goal objective by scoring a 2 or higher the identified rubric. Of the three students that did not meet expectations, none showed the Human Resource framework applied/referenced in part 2 dilemma. In order to improve student learning additional emphasis on ethical dilemmas faced by internal and external consultants as well as ethical dilemmas faced by HROD professionals will be discussed in MGMT 688 beginning in the fall 2021 semester.

3. Changes made to student learning outcomes and/or assessment processes

Below are highlights of programs that completed closing the loop activities involving changes to assurance of learning processes during the 2020-2021 academic year. Additional assessments results can be found in Appendix B of this report.

- Undergraduate programs COBACC - Legal and Ethical Knowledge in Business
The previous assessments completed in the F18 showed that students continued to meet or exceed the assessment measure with 75% of students scoring a 2 or higher on a 3 point rubric scale. COBACC felt that LAW293 was still the best place to measure this goal, but to gain additional insight the committee decided to add a supplementary assessment to a capstone course to ensure that legal and ethical knowledge is reiterated to students throughout their undergraduate teachings.

Legal & Ethical Knowledge in Business was reassessed in LAW 293, Legal Environments of Business and in ACC 496W, Financial Management and Controllorship in the winter of 2021. Fifty-nine LAW 293 students were assessed on embedded test questions in 3 separate exams throughout the semester. In addition, thirty-five students in ACC 496W, Financial Management and Controllorships, were assessed on the ethical considerations in accounting fraud context on three case submission questions. The objective for both assessments was that 70% or more of students would score 2 or higher on a 3-point scale on questions demonstrating legal and ethical knowledge and application to business facts.

Assessment results for the LAW 293 assessment results were very positive with 88% of students meeting or exceeding expectations. The assessor noted that the students did the worst on the questions embedded in the second exam which focused on contract law. Assessment results were also very positive for the ACC 496W assessment with 86% of students meeting or exceeding expectations on ethical considerations in accounting fraud context. The assessor noted that the response rate was lowest on the first question which related more to poor control environment.

To improve assessment results in the future the LAW instructor noted that he would continue to update course materials, course lectures and content to assist in student learning. The instructor in ACC 496W noted that emphasis and/or updated cases could be provided to ensure additional understanding of the control environment.

- MBA program CIMBAC - Written Communication Skills
The previous assessments completed in the summer of 2018 showed that 80% of students met/exceeded the benchmark, scoring distinctly above average in a professional writing assignment. CIMBACC recommended having multiple assessors to eliminate bias and to complete subsequent assessments in a course offered in the fall or winter.

Written Communication Skills were reassessed in MGMT 613, Leadership in Business Organizations; Theory and Practice during the winter 2021 semester. Thirty students completed a 3-4 page case analysis on the case "Richard Semmler: An Evolutionary Model of Leadership" (INSEAD, 2014). Students were assessed on their knowledge of content/quality of information, argument, organization, professional and correct writing conventions and recommendations. Two assessors used a defined rubric to evaluate students.

Current assessment results showed that the average assignment grade was 85%. In addition, 100% of students met or exceeded expectations on argument and professional and correct writing conventions, 90% met or exceeded expectations for recommendations, 80% met or exceeded for organization but only 70% met or exceeded expectations for content/quality of information.

CIMBAC will be meeting in the fall to discuss results and provide recommendations.

- Master of Science in Accounting - Global Awareness

Previous assessment results from the winter of 2018 showed that 100% of the tested students met the goal objective by scoring a 2 or higher on an identified rubric. The learning assessment accurately reflected the student's knowledge of IFRS standards with very positive outcomes. The assessment method will continue to be used, but suggestions from the committee included using updated assessment questions and an alternative faculty member.

Global Awareness knowledge was reassessed in ACC 540, Corporal Financial Accounting during the winter 2021 semester. 16 students completed the last exam which included three embedded multiple choice questions. These questions measured the students' knowledge of IFRS in the U.S. The goal objective was for at least 80% of students to correctly identify the pros and cons of convergence.

Current assessment results showed that 75% of the tested students met the goal objective of scoring a 2 or higher on the identified rubric. The teaching faculty suggested that the multiple choice answers to question two be worded differently/better. There seemed to be some ambiguity in the multiple choice answers which may have caused the students to answer incorrectly. The question will be reworded for the next assessment.

- Masters of Science in Information Systems

During the previous assessment in the winter of 2018, students met or exceeded expectations for all learning goals. In order to prevent assessor bias, the recommendation that more than one assessor be used during the next evaluation of student projects was suggested.

During the Winter Semester 2021, eight students enrolled in the capstone course IS 696, Enterprise Information Systems Integration, were evaluated on all assurance of learning goals and objectives by providing group projects and presentations. Direct measurements included two faculty member's evaluation of students' final group projects and presentations based on the student learning goals below.

- Students should be able to analyze systems
- Students should be able to design systems
- Students should be able to develop and implement systems
- Students should be able to integrate systems

An assurance learning goal was set as 90% or more of the students will score 1 or higher on a 3 point scale (0=student fails to meet expectations, 1=student meets expectations, 2=student exceeds expectations) based on the student individual performance.

For the current assessment, students in IS 696 were grouped in teams and worked together to submit and present a case project which demonstrated their knowledge and skills necessary for analyzing systems, designing systems, developing and implementing systems, and integrating systems. Two faculty member's evaluated final group projects and presentations and students were individually assessed based on their contributions. Results indicated that 100% of all students met or exceeded expectations for all 4 student learning goals.

4. Continuous improvement over time

Below are highlights of programs that completed closing the loop activities over time by assessing student learning, implementing changes, and demonstrating how the changes improved student learning.

- **Undergraduate programs COBACC - Business Knowledge in a Global Context**

Per the previous assessment completed in the winter of 2019, COBACC proposed that the International Business (IB) committee be consulted in order to conduct a more comprehensive assessment. The past assessment used the Hofstede cultural dimensions tool which did not seem to capture all aspects of global business knowledge. The IB committee was consulted in the fall of 2020 and committee members provided a bank of test questions on the topics of Globalization, FDI, Foreign Market Entry, Foreign Exchange Market, Government Intervention in Trade, Culture, Political Economy, Comparative Advantage, Global Production and International HR and International Accounting and Financial Management.

Undergraduate students were assessed on Business Knowledge in Global Context in MGMT 460, Management Skills, in the fall of 2020. Seventy-six students enrolled in three sections of MGMT460, Management Skills, were assessed with 12 questions chosen from the test bank provided by the IB committee. The objective was that 70% or more of students would score 2 or higher on a 3-point scale on questions demonstrating global business knowledge.

The fall 2020 assessment results showed that students met or exceeded expectations with over 70% of students scoring a 2 or higher on a 3-point scale, in all but one assessed topic area. Students scored poorly, 46% correct response rate, for the question which assessed political economy.

After completing the assessment, the assessor had a follow up meeting with the IB Committee to receive their input on the test results. The IB Committee felt that the questions were an accurate assessment of global business knowledge and that possibly the wording of the political economy question was not clear. The IB committee gave suggestions for improved wording. A follow up assessment was performed focusing on political economy. The revised question as well as 3 additional questions on political economy were given to students in a winter 2021 section of MGMT 460, Management Skills, during a Zoom class session. 14 out of 17 students were present in class for the assessment and all students met or exceeded expectations by scoring a 2 or higher for all 4 political economy questions.

- **MBA program CIMBAC - Leadership Skills**

The previous assessments completed in the W19 showed that the leadership case analysis assignment average for the class was 78%. To improve student learning, a case study that addressed the use of Leadership theories in Real business situations was added to MGMT613.

Leadership Skills were re-assessed in MGMT 613 Leadership in Business Organizations: Theory and Practice during the winter 2021 semester. All thirty students in MGMT613, completed a 3-4 page case analysis on the case "Richard Semmler: An Evolutionary Model of Leadership" (INSEAD, 2014). 10 of the 30 students were randomly chosen for assessment and two raters each used a defined rubric to evaluate students on the following leadership topics: draws conclusions that are implementable, links multiple leadership theories with case facts and recommendations, accurately defines leadership theories, applies contextual contingencies to multiple leadership theories and a self-evaluation in the context of leadership theories.

Current assessment results showed that the average for the leadership case analysis was 85% (up from 78% in the previous assessment) and students did well in all areas of Leadership Knowledge and Skills. 90% of students met or exceeded expectations for linking multiple leadership theories, defining leadership theories and self-evaluation, 80% met or exceeded expectations for drawing conclusions, but only 60% of students met or exceeded expectations when applying contextual contingencies to multiple leadership theories. CIMBAC will be meeting in the fall 2021 to review results and discuss improvement strategies.

- Master of Science in Human Resources and Organizational Development China - Written and Oral Communication

The previous assessment in the fall of 2019 showed improvements when compared to the 2017 assessment for written (93% meeting or exceeding expectations) and oral skills (96% meeting or exceeding expectations), however, faculty reported that there were still numerous writing errors and organization issues for the draft essays and that oral presentations were an area that required more focus. To ensure that written and oral skills were consistent with student learning goals the learning objective was modified to include English comprehension and language skills.

- Previous Learning Objective - Students will write an essay answering questions regarding their compliance with and achievement of MSHROD program learning goals. They will also explain their analysis of an article used in their final research report orally, using PowerPoint and answering questions in English
- Revised Learning Objective - *Students will demonstrate **business English comprehension, grammar, punctuation and formatting skills in an assigned essay/report associated with an article used in their research report. They will also demonstrate appropriate oral business English language skills in a formal presentation analyzing a case/source included in their final research report, including appropriate use of PowerPoint and answering questions in English.***
- In addition the MGMT610 case analysis used for assessment would permit only two students to work together, with each making part of the presentation. This would reduce the opportunity for some students, who feel uncomfortable speaking in English, to avoid such communication and rely on other students in their group to speak.
- Finally, all faculty continued to emphasize individual English-speaking opportunities in all classes.

Written and Oral Communication Skills were re-assessed in MGMT 610, Diagnostic Techniques and Research Methods in the winter of 2021. All 31 students were assessed on:

- a: the preparation of a well-organized, clearly written essay/report demonstrating business English comprehension, grammar, punctuation and formatting skills and
- b: delivering a well-organized oral presentation in business English for a specific case/research source included in the final research paper, including appropriate use of PowerPoint slides and answering faculty questions in English.

Two faculty members reviewed written essays/reports and evaluated oral presentations in the MGMT610 classes and the goal objective was for at least 80% of student to meet or exceed expectations.

Current assessment results showed that written essays generally met or exceeded expectations for 93% of students. In particular, most students demonstrated sound business English comprehension, grammar, punctuation and formatting skills. Students not meeting expectations failed to follow formatting and content requirements, as well as having more than 10 writing errors noted on the document.

Oral presentations met or exceeded expectations for 81% of students. Most were able to meet or exceed expectations regarding oral presentation skills using note cards on English terms and/or pronunciation. Students not meeting expectations wrote their comments on the PowerPoint slides and read the PowerPoint information verbatim, which does not comply with expectation.

To preclude this in the future, instructions have been revised to emphasize appropriate PowerPoint slide usage, which limits the amount of information (e.g., no more than 3-5 key points per slide or 5 words per key point). This encourages the student to learn the material sufficiently to use the PowerPoint slide key points solely as cues for the oral presentation.

5. Goals for AY 2020-2021

- The College of Business conducts an annual employment placement survey to all undergraduate and graduate students. The 2020-2021 graduates will be asked not only about employment status after graduation, but questions related to critical thinking, ethical knowledge, communication skills and technology have been added. These additional questions will assess how well students were prepared before starting their program of choice and how prepared they were after completing the program of their choice. Student responses will be analyzed and used as an indirect assessment measurement for overall student learning.
- Per accreditation standards, the College of Business develops a list of peer and aspirant schools. In the coming academic year the list of schools will be reviewed and updated to include relevant national and international peers and aspirants. Criteria including a review of budget, endowment, admission criteria, student body, number of programs, number and types of centers, and national rankings will be developed and used for benchmarking purposes.
- Academic year 21-22 scheduled assessments are detailed below.
 - COBACC
 - Interdisciplinary Business Knowledge, MGMT490 Summer 2021 (not done W21)
 - Analytical and Problem Thinking, OM 374 and FIN 350 – Fall 2021
 - Oral Communication Skills – MGMT 202 Fall 2021
 - Written Communication Skills – MGMT 386W Fall 2021
 - Business Knowledge in a Global Context – MGMT 460 Winter 2022
 - Leadership Skills – MGMT 386 Winter 2022
 - CIMBAC
 - ETS testing of Business Knowledge, Quantitative Skills, Strategic Integration and Leadership in MGMT696 Fall 2021
 - MSA
 - Critical and Adaptive Thinking – ACC 696 Winter 2022
 - Communication Skills – ACC 696 Winter 2022
 - MSF
 - Communication Skills FIN661, Fall 2021 (not done W21)
 - MST
 - Critical and Adaptive Thinking – ACC 584 Fall 2021

- Communication Skills – ACC 584 Fall 2021
- Ethical Knowledge and Responsibilities, ACC 584 Fall 2021
- Technical Competencies – ACC 687 Fall 2021
- MSHROD/MSHROC
 - Change Management: MGMT 602 Fall 2021
 - Human Resources & Organizational Development Integration: MGMT 628 Fall 2021
 - Critical Thinking/Analytic Skills: MGMT 510 Summer 2021
 - Learning Goal 6 - Ethics: MGMT 688 Fall 2021
 - External feedback for all six goals: MGMT 688 Fall 2021
- MSIS
 - No assessments planned for the 21-22 academic year
- MSIMC
 - Brand Building IMC 602
 - Research and Critical Thinking IMC 631
 - Ethical Principles IMC 615
 - Communication Skills IMC 631

Appendix A – Sample Assessment Report

College of Business Assessment & Closing the Loop Report

Course:
Term:
Degree Program:
Department Head:
Instructor, Assessors:
Contact Persons/Emails:

REPORT ON ASSESSMENT RESULTS: SECTIONS I - V

I. BBA Goal Assessed

Program Level Goal:

Learning Objective:

Assessment Measure:

II. Assessment Process

III. Assessment Result:

IV. Department Report: Input, observation & recommendations for revisions in content, course delivery process,

V. COMMITTEE REPORT: Input, observation & recommendations for revisions in content, course delivery process, syllabus and the assessment tool. (Review Curriculum Map.)

REPORT ON CLOSING THE LOOP

- Add or Change Assignments, Exercises or Cases
- Syllabus Review/Revise
- Examine/Revise Textbook or Course Supplements.

Rubric Evaluation

Other opportunity

Description, dates and substantiating documents (such as updated Syllabi) uploaded of closing the loop activities.

COMMITTEE REPORT ON REVIEW OF CLOSING THE LOOP

Appendix B – Additional Assessment Summaries

- Master of Science in Finance assessment of Critical and Adaptive Thinking
First assessment of the MSF program goal as the MSF program was launched in the fall of 2019

Critical and Adaptive Thinking was measured in FIN 661, Advanced Financial Management during the fall 2020. 7 students completed cases structured to broadly cover the content of the CFA Body of Knowledge (BOK). Cases were assigned based on the BOK topics of ethics, economics, foreign exchange, financial reporting, corporate finance, equity, fixed income, investments, portfolio, alternative investments and derivatives. Each student was required to perform “minor” case analyses for nine (9) cases and was assigned a “major” analysis for one (1) of the cases. The student assigned the major case also presented the case to the class. Minor cases require the same analysis as a major case but major cases require the students to research the economic and industry conditions associated with the case. The major case also requires a more extensive analysis of the company the case is centered around. The student’s performance associated with each major case submittal was used for assessment purposes.

The stated assessment measurement was at least 80% of students will meet the standard by scoring 2 or higher (on a 3-point scale) on their ability to gather, analyze, interpret, and report relevant financial data of a real-world business operation and identify business problems, describe related financial issues, evaluate and make recommendations to optimize business operations.

All seven (7) students completed a major case analysis and presentation and all seven (7) students exceeded expectations by receiving a 3 on the rubric scale. The assessor noted that all of the students in the class were exceptional students and 4 of the 7 received perfect scores on their major case analysis. For those students that did not earn a perfect score, they only lost points by not following directions regarding the format of the report.

Outcomes were very positive with all students exceeding the goal objective demonstrating critical and adaptive thinking/analytical skills.

- Master of Science in Finance assessment of Technical Competencies
First assessment of the MSF program goal as the MSF program was launched in the fall 2019

Technical Competencies were assessed in FIN 651, Portfolio Management during the fall 2020. 7 students completed a semester long project and each student demonstrated their awareness and skills of data extraction and analysis through this research project using standard software. The stated goal objective was for at least 80% of students to meet the standard by scoring 2 or higher on a 3-point rubric scale.

Results indicated that 100% of the students scored a 2 or higher on a 3 point rubric with 43% scoring a 3. The class average rating of 2.43 with zero students being unable to identify necessary functions to answer the technical problems in their project. Outcomes were very positive with all students meeting the goal objective and 43% exceeding expectations by identifying multiple functions to answer technical problems.

- Master of Science in Finance assessment of Ethical Knowledge and Responsibilities
First assessment of the MSF program goal as the MSF program was launched in the fall of 2019

The student learning objective of Ethical Knowledge and Responsibilities was assessed in FIN 691, MSF Capstone Course, during the winter 2021. 7 students completed a review of all the CFA readings associated with the CFA Institute's Body of Knowledge (BOK) pertaining to the Code of Ethics and Standards of Professional Conduct that are tested on the Level I CFA exam. The CFA Institute estimates that candidates should expect that the CFA Code of Ethics and Standards of Conduct will comprise 15-20% of the total questions on the CFA Level I exam. As such, using the instructor quiz builder functionality in Wiley, an online exam review Course that has specifically designed to meet the needs of our students, the instructor selected a random assortment of 20 questions (out of a test bank of 446 questions) from the Ethics and Standards of Conduct readings that would be representative of those that CFA candidates might expect to appear on the Level I exam.

The goal was that 80% of the MSF students would score at least a 2 on a 3-point scale (70% or higher) which indicates that they "*demonstrate adequate knowledge of the CFA Institute's Code and Standards.*" As the amount of information contained in the Body of Knowledge for the CFA Level I exam is vast, the CFA Institute estimates that a passing score for the Level I exam constitutes approximately 70%.

All seven (7) currently registered students in FIN 691 took the assessment quiz and scored an average of 87% (with a minimum score of 80% and a maximum score of 100%). As such 100% of current MSF cohort in FIN 691 scored at least a 2 or better on the Ethics and Standards of Conduct Assessment meeting our current goals for the FIN 691. Outcomes were very positive with all students exceeding the goal objective demonstrating ethical knowledge and responsibilities.

- Master of Science in Human Resources and Organization Development Indirect assessment of all learning goals – employer survey results

External feedback was collected in the winter of 2021 from employers utilizing students in MGMT 688, Practicum in Human Resources Management/Organizational Development. During the semester each student participates in a human resource management and/or organizational development project in an active organization under the close guidance of a practicing consultant. Eleven students completed projects with active organizations and the overall feedback was very positive. All organizations but one were satisfied or very satisfied with the performance of their student's project. The overall satisfaction level, with one being strongly disagree and 5 being strongly agree, for the value of the project is noted below.

- Overall, I was satisfied with the consultation process – average score 4.64
- Overall the project added value to my organization – average score 4.64
- The project will help enhance customer satisfaction or employee satisfaction for my organization – average score 4.45
- The project has increased the likelihood of working with a MSHROD consultant in the future – average score 4.45

All but one student met or exceeded employer expectations for each of the 6 established MSHROD learning goals. The student who did not meet or exceed employer expectations fell short in the learning goals related to demonstrating a proficient level of critical thinking and analytic skills, presenting professional oral and written communication skills and demonstration professional choices and behaviors consistent with a professional code of ethics for HROD practitioners.

The MSHROD committee will be meeting in the fall of 2021 to discuss results and implement any noted improvement activities.