

College of Business Assessment Report 2013-2014

25 July 2014

Background

The COB has six degree programs for which assessment is required: the BBA, MBA, MSA, MSIS, MSHROD and MSIMC. The assessment is primarily course embedded using direct assessment methods. While not all learning goals in each program were assessed during 2013-2014, some have been assessed in each program and the feedback loop has been closed for the goals assessed.

Prior to the adoption in 2003 AACSB of changes requiring the establishment and assessment of learning goals, the COB had a system of assessment based on a "Competency Model". Every program and major had a list of competencies. A variety of direct and indirect methods were used to assess whether or not students achieved these competencies. For example, when the undergraduate supply chain management major and minor were being developed, the faculty formulated a list of competencies that they thought would be appropriate. The competencies were then shared with the supply chain management advisory board members. Based on their input, a final list of competencies was established. These competencies were then grouped to determine the courses to be included in the major and minor. Advisory board members were again solicited for input and the final major and minor were submitted for university approval. This example is used to illustrate that assessment has had a long history in the COB and has been used to not only develop new majors, minors and programs, but to assess whether or not students achieved the "competencies".

Over the last decade, the COB has transitioned all its assessment from a "competency model" to an "assurance of learning" model mandated by AACSB. At the end of 2012-2013, the COB developed a timeline for assessment that was introduced to our six program curriculum committees during 2013-2014 (see Appendix I for a copy of this timeline).

Highlights of Achievements in Assessment:

I. Examples of the role of Faculty & Staff in Assessment

- MBA
 - The assessment of the MBA program is done with the aid of the Continuous Improvement MBA Committee (CIMBAC). In the past year CIMBAC, along with the College Data Analyst, and the Associate Dean of the College have revise the entire academic plan for the Assessment of the MBA program. The following discussions, conclusions and plans were made in 2013-2014:
 - What ELEMENTS ARE WORKING with our current MBA Assessment Plan?
 - We have a plan.
 - We are not over-assessing.
 - We are willing to improve the plan and the process in order to improve the MBA.
 - We have some data.
 - What ELEMENTS ARE NOT WORKING with our current MBA Assessment Plan?
 - The matrix has not been followed consistently.
 - Rubrics need to be changed and faculty who teach the MBA courses are not involved with modifying the rubrics.
 - We have a complex plan that needs to be standardized and simplified.

- MSIMC
 - The online graduate IMC program at Eastern Michigan University is a multidisciplinary approach serving professionals seeking knowledge, training and experience in integrating and coordinating all marketing communications vehicles to build brand image and maximize brand equity for commercial organizations and the not-for-profit sectors. Students completing the program earn an M.S. IMC degree. Portfolio items consisting of course-embedded student assignments will be the basis for assessment. Assessment items may consist of individual or group work. Since the IMC Program is delivered entirely online, samples of student work will be derived from the archived courses via the EMU Online E-College platform.
 - On Friday, January 31st 2014 the MSIMC committee met to review and discuss assessment of the program. The committee reviewed previous documentation along with planning for future assessments. Course material was collected on two courses: IMC 631 (two sections), and IMC 615. The material was sent to external reviewers along with assessment rubrics for review.

II. Example of Findings & “Closing the Loop”

- The assessment of the College has led to a number of initiatives to close the loop. To complete the cycle mandated by the AACSB each write-up following the assessment of a program goal should follow with a frame-work for the future.
- An example of a completed “closing the loop” from our MSA program is follows.

Program Assessment Results: Fall 2013

Program Goals Assessed in Accounting 567

Learning Goal:

Students demonstrate their understanding of ethical knowledge and responsibilities in the exams.

Learning Objective:

Understand the Knowledge of the Code of Professional Conduct (**Ethical Knowledge and Responsibility**)

Assessment Tool:

Eighty percent or more of students will score 2 or higher (3-points Likert scale) on 14 multiple choice exam questions covering the Code of Professional **(Ethical Knowledge and Responsibility)**

Results:

81.5% of the students met the goal objective.

Analysis:

*Student were assessed through 14 multiple choice exam questions that covered the Code of Professional Conduct.

*1 = does not meet expectations (below 70%), 2 = meets expectations (70 to 85%), 3 = exceeds expectations (85% to 100)

Closing-the-loop:

*We are satisfied with the result and will continue to use the same assessment procedure as we believe these results are reflective of how well our students do on the auditing section of the CPA exam.

III. Future Plans

- The College will prepare for an AACSB site visit in the March 2015. In October 2014, a full analysis of assessment activities, including processes, practices and evaluations, must be a part of the College's formal accreditation continuous improvement report. Therefore, this is will be a major focus of student learning assessment during FY2015.

APPENDIX I: