

Assessment Report—Spring 2007 Update

Nance College of Business Administration

I. Introduction

For the past five years, the Nance College of Business Administration has been committed to developing and implementing a comprehensive program for assessing learning outcomes.

The assessment process adopted by the College is based on a framework which begins with the development of program goals; determining measures and outcomes; conducting research or measuring learning; reviewing results; and taking corrective actions that result in program improvements or improvements in the way learning can be assessed. The processes adopted by the College are also shaped by “assurance of learning” guidelines described in the accreditation standards of AACSB International (the most respected professional accreditation agency for business schools worldwide) and North Central Association of Colleges (NCA). The Nance College has been accredited by AACSB since 1976 and its accreditation was reaffirmed in 2005.

With the Spring 2007 semester, we completed a 4-year cycle of goal setting, measurement, analyzing results and outcomes, evaluating outcomes against goals, and making improvements to the curriculum or assessment methods.

II. Goals

- 1. Bachelor of Business Administration.** Three common learning goals were identified for the six majors in the BBA program (accounting; finance; information systems; management and labor relations; marketing; and operations management)¹:

Goal # 1: Students will be able to demonstrate and apply knowledge from the major field to identify and solve problems in the respective areas.

Goal # 2: Students will be able to communicate effectively in writing and in oral presentations.

Goal # 3: Students will be able to demonstrate critical thinking skills in business decision making.

- 2. BS in Computer and Information Science.**

[CIS assessment report will be submitted by mid June.]

¹ Two new majors--International Business (INB), and “Business Administration”—were launched recently. No assessments were conducted because of very low numbers of new majors in INB and Business Administration who were enrolled in the capstone course.

Goal 2: Students should demonstrate an understanding of the fundamentals of Object-oriented design and programming.

Goal 1: Students should demonstrate an understanding of basic programming principles and the data structures and algorithms that are used in solving a wide range of programming problems.

Goal 3: Students should demonstrate an understanding of basic computer architecture and assembly language, language processor algorithms, and fundamentals of operating systems.

3. Master of Business Administration. The MBA program consists of a common core of foundation and advanced courses in business administration. Students may specialize by taking elective courses in functional areas such as accounting, finance, marketing, management and labor relations, operations management, and information systems or in special areas such as international business or health care administration.

The MBA program has three learning goals:

Goal 1: Students will be able to demonstrate knowledge and integrative application of business concepts to managerial decision making.

Goal 2: Students will be able to communicate effectively in writing and in oral presentations.

Goal 3: Students will be able to demonstrate critical thinking skills in business decision making.

4. Master of Accountancy

Goal 1: Students will be able to apply accounting concepts and principles in the areas of financial accounting, managerial accounting, auditing, taxation, and accounting information systems.

Goal 2: Students will be able to think critically.

Goal 3: Students will be able to possess effective communications skills.

5. Master of Labor Relations and Human Resources

Goal 1: Demonstrate and apply their knowledge of labor relations and human resources.

Goal 2: Demonstrate knowledge by passing the certification exam administered by the Human Resource Certification Institute (HRCI).

Goal 3: Utilize various skills and concepts taught in key classes within the program. Most of these skills relate to quantitative analyses appropriate in human resource management, or for understanding how labor markets work.

6. Master of Computer and Information Science

Goal 1: In order to provide a leadership role in the development of new and existing software systems in the Computer and Information Science area, students will possess sufficient programming and related technical skills in developing software systems.

7. Doctor of Business Administration

[NOTE: The DBA program was the subject of a program review in the Spring Semester 2007; the reviews were favorable].

Goal 1: DBA students will be able to learn and demonstrate the comprehensive knowledge their field of study.

Goal 2: DBA students will be able to demonstrate their ability to produce original doctoral dissertation.

Goal 3: DBA graduates will demonstrate success in their professional careers.

III. Process

How were Goals developed? Goals for each degree program were developed by faculty in consultation with department chairs and with the advice of consultants from the University's Office of Assessment.

When were Goals developed?

BBA/MBA Degrees: Spring 2003.

MACC: Fall 2003

MLRHR: Fall 2003

BSCIS/MCIS: Spring 2004; revised and updated in Fall 2005-Spring 2006.

Have Goals been modified? No.

Assessment Processes: Assessment processes have continued for all business and CIS degree programs through 2004 and include a variety of approaches which are summarized below:

- **Direct assessment of learning** with custom-designed major field tests for BBA majors, comprehensive tests for MBA, Master of Accountancy (MACC), BSCIS, and MCIS, and scoring rubrics to assess critical thinking and business communications skills for the BBA, MBA, and MACC degrees. Direct assessment is mandated by AACSB.

- **Direct assessment of learning** with professional certification/licensure examinations—CPA for MACC and PHR/SPHR for Master of Labor Relations and Human Resources (MLRHR); and
- **Indirect assessment** through student focus groups (undergraduate and graduate) and exit surveys (BBA and MBA) were continued in 2006. **Note that indirect assessment is not required by AACSB for accreditation purposes.**

IV. 2007 Update

Direct Assessment

- Major field tests were administered for **BBA, BSCIS, MBA, and Master of Accountancy (MACC)** students in capstone courses during the Spring and Fall 2006, and Spring 2007 semesters.
- **MLRHR.** Direct evidence was gathered through results of the PHR/SPHR standardized test, and faculty judgments, using established rubrics on assignments in selected advanced courses in the program. The PHR and SPHR online assessment exam is professionally developed and administered by the Human Resource Certification Institute (HRCI see www.hrci.org). The test consists of 75 multiple choice questions taken from previous professional certification exams. The exam covers six areas of knowledge in the field.
- Rubrics to assess knowledge, critical thinking, and oral and written communications skills were administered during the 2006-07 academic year in selected sections of capstone courses for the **BBA** and **MBA** programs.
- **DBA.** Rubrics were also employed to assess knowledge of literature and research methods in various stages of the Doctor of Business Administration program (e.g., comprehensive examinations; defense of doctoral thesis proposal; defense of doctoral dissertation research).

Indirect Assessment

- Exit surveys were conducted in 2006 and will be conducted in 2-3-year cycles. New exit surveys for undergraduate and graduate business students have been developed and are being administered in person (for undergraduates filing for graduation) and by email for graduate students.
- Focus or small group discussions have been conducted during the spring and summer 2006 terms with graduate students in the Accelerated MBA and Executive MBA programs.

V. “Closing the Loop”—Actions taken from Assessment Data

Results of assessment measures are distributed to the faculties of each department or program and reviewed. A template is distributed to assist faculty committees in reviewing results and making internal recommendations for corrective actions (see Exhibit 1 in Appendix). Faculty corrective actions or recommendations for continuous improvements are summarized for each program in the individual reports.

Exhibit 1. Assessment Review Form

Assessment Program Fall 2007
Nance College of Business Administration

Review and Recommended Actions

Program/Major: _____

Completed By: _____

Date: _____

Goals: _____

Outcome Measures:

Acceptable Performance Standard?

a. _____

b. _____

c. _____

d. _____

Interpreting Research Results:

Conclusions from Assessment:

Recommended Actions for Improvement:

Implementation Responsibility: _____

Timetable for Implementation: _____

Please complete and return this form, one for each program/major for which you are responsible, to:
Benoy Joseph, BU 417. Or email to: w.joseph@csuohio.edu.