

Eastern New Mexico University
College of Business

Academic Assessment Report for 2011-2012

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Summary of Assessment Efforts

The College of Business (COB) continued with its typical assessment activities during the year. The undergraduate students engaged in assessment activities through their fall and spring capstone courses by taking the business BBA Major Field Test, participating in the “GLO-BUS” business team-based simulations, and conducting their team presentations. Other undergraduate activities included the accounting majors taking the accounting comprehensive exam, and the information systems majors conducting their BSIS capstone team presentations. Finally, the graduate students also engaged in assessment activities through their fall and spring capstone courses by completing their MBA integrative experience written projects and team presentations. ***However, the 2011 -2012 academic year was designated as a year of reflection and planning, not for data collection and analysis.*** Under guidance from the Vice President of Academic Affairs, the COB faculty collaborated during fall 2011, spring 2012, and fall 2012 to develop a new comprehensive plan for future assessment activities. This report is a description of the COB’s faculty efforts.

At an October 2011 meeting, the COB Assessment Coordinator, Dr. John Luhman, presented a set of assessment procedures for the college to follow. It was refined and eventually approved by the faculty (see ***Supplemental Document 1***). The primary purpose of this document was to envision a process of directly and regularly connecting assessment activities with curriculum development activities.

The year of reflection was momentarily stalled as the COB went through a period of administrative reorganization. Eventually, at the request of the new Chair of Faculty Affairs, Dr. John Stockmyer, an introductory meeting was arranged for Friday, March 2, 2012 from 12 to 3 pm. This, and later meetings, were facilitated by the Assessment Coordinator. Before the meeting, the Assessment Coordinator emailed the entire COB faculty a copy of the last four years of COB assessment plans and reports along with a handout to help with assessment idea generation (see ***Supplemental Document 2***). This first spring meeting resulted in a draft document called the “COB Program Learning Goals”

which was distributed back to the faculty for review on March 5. The next meeting was planned for Friday, March 23 from 12 to 3 pm with the following agenda:

1. How do we accomplish each of our learning outcomes?
 - a. What is our program curriculum map?
 - b. What is our program course content matrix (or course objective matrix)?
2. How would we know we have satisfactorily accomplished each of our learning outcomes?
 - a. What are the specific measurement tools?
 - b. What are the standards for each measurement?
 - c. Would it be difficult to collect and report on each measurement?
 - d. Is there a potential for conflict over interpreting the information provided by each measurement?
 - e. Would the information provided by each measurement tell us anything about what changes are necessary to make improvements?

Prior to this meeting on the 23rd, the faculty received a 2002 document “course content matrix” along with the old-style curriculum map. The results of this meeting were the refinement of our new program learning goals as well as the development of sub-goals under each one. The expanded document was distributed to the faculty on March 26. Another meeting was planned for Wednesday, April 4 from 9:30 am to 12 noon (the morning of Assessment Day) with the following agenda: to look at individual course learning objectives and see how well our core and foundation course learning outcomes “fit” with the newly developed content matrix; and see if our course learning objectives comply with the NM business school’s articulation agreement (i.e. those faculty who teach articulated courses have a required list of learning objectives).

On Tuesday, April 17, 2012 the Assessment Coordinator distributed the data collected from 2003 to 2011 of the college’s BBA business Major Field Test results for the faculty to review and reflect on (see the Excel file delivered along with this report, **COB MFT Data Charts 2003 to 2011 – April 2012**). A fourth meeting was arranged for Wednesday, April 18 from 2 to 5 pm. In this meeting, the faculty refined the new “BBA Matrix of Course Content” and worked on measures for each sub-goal. By Friday, April 23, the latest version of what is now called the “COB Program Outcomes and Assessment Plan” was distributed to the faculty. As time was running for the spring semester, the Assessment Coordinator on his own accord inserted the process policies COB adopted back in fall 2011 on how assessment would be coordinated by the two curriculum committees (see **Supplement Document 1**) into the new program learning document. A final copy of the COB Program Outcomes and Assessment Plan was distributed to the faculty during the last week of classes in the spring semester. Further work was left for the fall semester of the next academic year.

Work on the new COB assessment plan began again in the fall semester with a meeting scheduled on Friday, October 5 from 3 to 5 pm. What this meeting focused on was an in-depth discussion of our assessment measures listed in the plan, on how all this assessment data would be collected, on whether the assessment data would help faculty change the program or the way they teach, and on the process policies that

were added to the plan. A second fall meeting was held on Wednesday, October 10 from 3 to 5 pm. At this meeting the Plan was formally adopted by faculty. The finished document was distributed to faculty on Wednesday, October 17 as the **COB Program Outcomes and Assessment Plan – Fall 2012** (please see the separate Word document).

A third fall meeting was planned for Wednesday, October 31 from 3 to 5 pm to focus on course level assessment activities in the BBA foundational and core courses. The purpose of this meeting was to share course level assessment ideas, determine if there is one way (or a choice of ways) to do course level assessment, determine how (and where) each individual faculty would report their course level assessment activities, and to determine how, as a program, we would make sense of all this reporting. The meeting concluded with a set of tasks that will be reported on when the faculty return in the spring 2013 semester. Those tasks for each COB discipline group were to:

1. Meet and make sure the learning objectives/outcomes in each of their foundational and core courses are measurable;
2. Meet and make sure the learning objectives/outcomes in each of their foundational and core courses relate to the new course content matrix;
3. Meet and design a “trial or pilot” course assessment plan for each of their foundational and core courses to be implemented during spring 2013; and,
4. Be prepared to present their trial or pilot course assessment plans to the faculty by January 7, 2013.

The COB discipline groups, associated faculty, and associated courses are: **ACCT** (Smith, Stone, Wallace) with ACCT 201 and ACCT 202; **BUS/MGT** (Cunha, Ervin, Iaquinto, Luhman, Taylor, Wiegel) with BUS 230, BUS 317, BUS 330, BUS 453, MGT 313 and MGT 314; **ECON/FIN** (Hemley, Snipes, Stockly) with BUS 381, ECON 221, ECON 222 and FIN 315; **IS** (Hayes, Maguire, Mitchell, Parboteeah) with IS 281 and IS 301; and, **MKT** (Burusnukul, Stockmyer) with MKT 201.

Report Supplemental Documents

SUPPLEMENTAL DOCUMENT 1: ASSESSMENT PROCEDURES

COLLEGE OF BUSINESS ASSESSMENT PROCEDURES ADOPTED FALL 2011

OVERVIEW

These procedures and criteria are established for use in the 2011-2012 Academic Year, and this document shall then continue to represent the College of Business assessment process until changed by a majority vote of the COB faculty at the beginning of each academic year. The process described in this document is applicable to all College of Business (COB) courses and programs.

The primary purpose of assessment at ENMU is to improve student learning. Assessment must contribute not only to those processes by which members of our faculty examine their teaching and student learning, but also to those processes by which we try to improve programs and services. The process of assessment for the College of Business is best represented as open systems model where we take inputs from our environment, transform these inputs given our structure and practices, create outputs for our stakeholders, and gather and use feedback mechanisms to improve all of our teaching activities.

The inputs that relate to teaching in the College of Business are fourfold: (a) following the guidelines set by our accreditation body, the Association of Collegiate Business Schools and Programs, as well as by the ENMU Graduate School policies, in terms of faculty qualifications to teach courses and subject areas; (b) establishing a coherent and credible program curriculum that not only meets the needs of stakeholders but is deliverable given any resource constraints; (c) providing opportunities for professional development to the faculty; and (d) establishing, and adhering to, a set of policies and procedures for the evaluation of faculty performance in the classroom.

The transformation process that relates to teaching in the College of Business is also fourfold: (a) understanding the differences in terms of methods and techniques for the different course delivery modes – traditional face to face, purely online via the web, or a hybrid between traditional and online delivery; (b) effectively using the available course technology given the delivery mode; (c) establishing clear and rational course learning outcomes that are supported by the course content and learning materials; and (d) utilizing effective course assessment tools that relate to and measure the course learning outcomes.

The outputs that relate to teaching in the College of Business are the data items listed in the College's assessment plan and report that are to be gathered and compared against set standards, such as the Major Field Test for undergraduate business students, the BBA Capstone Team Presentation, the Accounting Comprehensive Exam, or the MBA Comprehensive Exam.

Finally, the feedback mechanisms that help the College to improve its inputs are mainly the analysis of any survey given to our stakeholders to measure their satisfaction and ask for input on our program curriculum (i.e. exiting undergraduate surveys, alumni surveys, and employer surveys). The mechanisms that help the faculty to improve the transformation process in the classroom are: (a) the use of student teaching evaluations feedback (i.e. the ENMU evaluation); (b) the analysis of grade distributions as they relate to each course assessment tool (e.g., tests, homework, case studies, research projects, etc.); (c) the use of peer observation in the classroom; and (d) the writing of an “reflective essay” on teaching performance for the faculty evaluation process. There are two levels of assessment activities that the College of Business is concerned with in this document: Course Level Assessment (i.e. transformation process activities); and Program Level Assessment (i.e. output activities, and feedback activities). The academic programs of the COB are the BBA – Bachelor of Business Administration, the BSIS – Bachelor of Science in Information Systems, and the MBA – Master of Business Administration.

COURSE LEVEL ASSESSMENT

Course level assessment is concerned with the measurement of learning achieved by students in each course: What knowledge was learned? What skills were developed or improved? What attitudes were changed? The individual faculty member is responsible for ensuring a high level of quality teaching in each course, and that a common body of learning outcomes is achieved. The COB faculty member must establish clear and rational course learning outcomes that are supported by the course content and learning materials, and utilize effective course assessment tools that relate to and measure the course learning outcomes. Beyond the faculty’s own professionalism, the COB must follow learning outcomes mandates of the New Mexico Collegiate Business Articulation Consortium, the Accreditation Council for Business Schools and Programs, and the state government of New Mexico.

Establishment of Course Level Assessment

At this point COB faculty use their professional judgment on how to assess the effectiveness of their teaching based on data they collect from each of their assigned courses during the academic year.

Other mechanisms that help the faculty to improve their classroom performance are the: (a) use of the ENMU student teaching evaluation; (b) use of peer observations reports; and (c) writing of an “reflective essay” on teaching performance for the faculty evaluation process.

Reporting of Course Level Assessment

Each faculty member will provide a ‘narrative’ of (a) what they learned from their course level assessment procedure and (b) how they implemented changes in their instruction to improve their classroom performance. This narrative (with or without supporting data analysis) will be submitted as part of either (1) the faculty member’s FEC Review File (for tenure-track faculty and resource faculty) or (2) the faculty member’s APE document (for tenured faculty).

PROGRAM LEVEL ASSESSMENT

Program level assessment is concerned with the measurement of learning retained by students in each program, and with the measurement of satisfaction of students, alumni, and employers. The COB faculty as a whole must ensure the quality of each program curriculum, and know if it meets the needs of our primary stakeholders. Beyond the faculty’s own professionalism, the COB must follow the Accreditation Council for Business Schools and Programs mandate to provide evidence of comparative data collection and analysis as well as evidence of feedback processes.

Establishment of Program Level Assessment

The COB faculty will establish their student learning outcomes for each undergraduate and graduate program. The COB faculty will direct the COB Assessment Coordinator to collect and analyze the desired student learning outcome data. At present these data items can include:

- Major Field Test for undergraduate business students overall results
- Major Field Test for undergraduate business students sub-field results
- BBA Capstone Team Presentation results
- BBA Capstone Team Simulation results
- Accounting Comprehensive Exam results
- BSIS Information Systems Analyst Exam results
- BSIS Capstone Team Presentation results
- MBA Comprehensive Exam results

The COB faculty will also establish their program effectiveness measures for the college. The COB faculty will direct the COB Assessment Coordinator to collect and analyze the desired program level data. At present these data items can include:

- COB undergraduate exit survey findings
- COB undergraduate alumni survey findings
- COB graduate alumni survey findings
- COB employer survey findings
- ENMU Graduating Senior Satisfaction Survey findings
- ENMU Alumni Satisfaction Survey findings

Reporting of Program Level Assessment

The report of all program level assessment data and analysis is contained in the annual *COB Assessment Report* which is written by the COB Assessment Coordinator.

ORGANIZATIONAL PROCESS

Selection of Assessment Coordinator

The Assessment Coordinator of the College of Business will be appointed each academic by the college Dean.

Duties of Assessment Coordinator

The duties of the COB Assessment Coordinator are to: (a) report to the Dean and to the Curriculum Committees on the findings of assessment data; (b) submit the annual *COB Assessment Report* to the university's Assessment Committee; and (c) act as an *ex officio* member of the Undergraduate Curriculum Committee and the Graduate Curriculum Committee.

Assessment Process of the Undergraduate and the Graduate Curriculum Committees

Membership on either Committee will be for a two year appointment. Either Committee will have an "*off year*" and an "*on year*" which are defined:

- An "*off year*" is when a catalog is not being reviewed for changes;
- An "*on year*" is when a catalog is being reviewed for changes.

When a Curriculum Committee is in its "*off year*" it will be required to examine the data findings provided by the Assessment Coordinator and to then write a report of suggested changes to the program curriculum. These reports will be reviewed by the COB faculty for input prior to the end of the academic year.

When a Curriculum Committee is in its "*on year*" it will be required to review COB curriculum for appropriateness and conformity with (a) ACBSP standards and (b) the report of findings from all assessment data analyses. The Committee will then make recommendations on all curriculum change proposals as per university policies and schedule practices.

SUPPLEMENTAL DOCUMENT 2: SPRING 2012 MEETING VISUAL

SOME IDEAS ON DESIGNING A COMPREHENSIVE PROGRAM ASSESSMENT PLAN

As you design your plan, consider the following questions that are typically utilized by an effective feedback system →

Goal	Measure	Population		Criteria	Collection	Aggregation	Analysis	Decisions		Implementation	Learning
What do you want?	How will you know?	Where will you conduct the measure?	When will you conduct the measure?	What standards will you set?	Who will conduct the measure?	Who will gather the results?	Who will interpret the results?	Who will say that changes are to be made?	What are your changes?	How and when will your changes be made?	How will you learn what the changes did?

Program Assessment Plan with Possible Items to Consider									Forms
End of Program Student Learning Outcomes	Capstone Presentations	Capstone Simulations	Program Standardized Testing	Student Portfolios	Senior Year Assessment	Junior Year Assessment	Sophomore Year Assessment	Freshman Year Assessment	Student Learning Outcomes Report Form
↓ <i>End of Program Outcomes will drill down into your Curriculum Map</i> ↓									
Curriculum Map	Key General Education Courses		Foundational Courses		Core Courses		Electives	Capstone Course	Curriculum Map Form
	In which courses are outcomes introduced / emphasized?		In which courses are outcomes introduced / emphasized / reinforced?		In which courses are outcomes emphasized / reinforced / assessed?		In which courses are outcomes emphasized / reinforced / assessed?		
↓ <i>The Curriculum Map will drill down into your Course Level Outcomes</i> ↓									
Course Level Student Learning Outcomes	Evaluation of Course Design & Prerequisites		Identifying Course Objectives Related to Program Success		Reporting Key Course Level Assessment Activities		Use of Course or Student Portfolios		<i>None Developed at this Time</i>
↑ <i>External Feedback Mechanisms will drill up into Everything</i> ↑									
External Feedback Mechanisms	Use of Alumni Surveys		Use of Employer Surveys		Use of ENMU Exit Surveys		Use of Departmental Exit Surveys		<i>None Developed at this Time</i>

SUPPLEMENTAL DOCUMENT 3: BBA Major Field Test Results (2003 to 2011)

Please see the Excel file delivered along with this report that is entitled “COB MFT Data Charts 2003 to 2011 – April 2012”