

Eastern New Mexico University
College of Business
Assessment Plan
Updated 5/30/03

Introduction

An integral part of the College of Business' strategic plan involves monitoring, updating and measuring the effectiveness of its Assessment Plan. This plan represents the overall approach of the College of Business to the process of assessing students. Assessment is seen as central to the educational process because it is a link between evaluating the students' success in learning the material required in the courses that comprise their chosen curriculum and the teacher's effectiveness in presenting this material. Although one of the responsibilities of each instructor is determining the quality of work or the level of learning achieved by each student, the purpose of an assessment plan is to examine this process, determine how it takes place, and insure that steps are taken to correct any weaknesses determined during the examination.

The mission of the College of Business includes ensuring that the education provided by the College is relevant and innovative and is designed to prepare individuals for professional careers and lifelong learning. Components of this mission include providing instruction by experienced teachers and providing an effective business curriculum. An essential dimension of providing quality education is effectively assessing the results.

Purpose and Outline of Assessment Plan:

- I. Assessment of learning
 - A. Classroom based assessment
 - B. Major Field Assessment Test
 - C. Exit interviews with students
- II. Assessment of teaching
 - A. Student evaluations
 - B. Peer evaluations
- III. Assessment of faculty
 - A. Annual performance review
 - B. Faculty Evaluation Committee
- IV. Assessment of curriculum

Purpose of Assessment Plan

The College of Business recognizes the significance of a coordinated Assessment Plan to insure the effective implementation of its curriculum. An integral part of the College of Business' Strategic Plan involves implementing its Assessment Plan. The Assessment Plan represents the overall design by the College Of Business to measure the extent to which the curriculum, the faculty and students are achieving their respective goals. Assessment is seen as central to the educational process because it is a link between evaluating the students' success in learning the material required in the courses that comprise their chosen curriculum and the instructors' effectiveness in organizing and presenting this material. The specific role of instructors is to "arrange special contingencies which expedite learning, hastening the appearance of behavior which would otherwise be acquired slowly or making sure of the appearance of behavior which might not otherwise never occur."¹ Although one of the responsibilities of each teacher is determining the quality of work or the level of learning achieved by each student, the purpose of an Assessment Plan is to examine this process, determine how it takes place, and insure that steps are taken to correct any weaknesses determined during the examination. In addition, the Assessment Plan involves monitoring and evaluating the curriculum and its assessment for relevance, innovation and effectiveness in preparing individuals for professional careers and lifelong learning. Finally, the Assessment Plan involves a process of measuring the effectiveness of the instruction and instructors in the College of Business.

The College of Business encourages and promotes the practice of classroom-based assessment model. It is the intent of the College of Business to ensure that each course in the COB core curriculum institutes and actively measures the achievement of students using this model. Each core concept in each core course should have an assessment instrument utilizing a primary-traits analysis and a corresponding grading rubric.

The College of Business has identified the core competencies represented by the core business curriculum (business core) and has determined the amount of time currently devoted to each competency. Additionally the College will determine which of these core competencies is utilizing the classroom based assessment model. Based on these findings the COB Curriculum Committee will make recommendations regarding the

¹ B. F. Skinner, *The Technology of Teaching*, pp. 65-5.

relative time spent on individual core concepts and the need to integrate further assessment instruments employing the classroom based assessment model.

I. Assessment of learning

- A. Classroom based assessment In carrying out its Assessment Plan, the College of Business relies on the “primary-traits analysis” model and emphasizes the development and use of grading rubrics to make the traits analysis explicit. The College of Business has constructed a grid that tracks the goals/objectives /competencies for everyone completing a degree in the College. While the grid is a work-in-process, it provides information on each of the classes that comprise the core business curriculum. In addition, for each course there is a column that includes an indication of the approximate number of hours of class-time spent on each of the core goals/objectives/competencies. In the column next to the number of hours is an indication as to which items are the subject of a formal classroom based assessment. This grid is updated at least annually by the Curriculum Committee. (See attached COB core concepts grid.)
- B. Major Field Assessment Test The College will continue to use standardized, nationally-normed major field assessment examinations to determine the progress of its graduating students compared to their national peer group. As a part of the grade in the capstone Business 453 course, students are given a major field assessment test. The test provides results by individual disciplines including: accounting, economics, finance, law, international business, and marketing. The results of these exams are used to assess the overall success of the business curriculum against a national standard. While it strives for and often achieves results on the exam that exceeds the national average, its stated goal is to remain in the upper 50% nationally for all subjects tested on the exam.
- C. Exit interviews with students The Dean, will continue the practice of exit surveys and interviews for COB graduates during their last semester at ENMU to provide guidance in developing activities aimed at recruiting and retaining quality students. The results of these surveys will be compiled and made available to the COB faculty. This information provides feedback on a key aspect of

assessment: the overall satisfaction of the student with the education provide by ENMU in general and the COB in particular.

II. Assessment of teaching

- A. Student evaluations In assessing the teaching effectiveness of its faculty, the College of Business currently relies on two instruments. The first is the IDEA student evaluation form, which provides a rating on a national scale. The second is the University's student evaluation form. Decisions regarding retention and promotion of faculty are based in part on the results of these evaluation instruments.
- B. Peer evaluations The college of Business uses a formal peer evaluation system, during an instructor's first year teaching in the College of Business, each class is evaluated by another member of the faculty. In subsequent years peer evaluation is done for one course each semester. A standardized instrument is used by the COB for this purpose.

III. Assessment of faculty

- A. Annual Performance review The University mandates an annual performance review of each faculty member. This review takes into consideration such criteria as teaching effectiveness, research and development within the field or profession and service to the College, University and Community. The quality of instruction depends on the quality of the faculty. Consistent with ACBSP guidelines and the goals of ENMU, superior teaching is provided by the selection of experienced faculty with a commitment to quality teaching. Such faculty exhibits pride in their classroom teaching those activities that enhance classroom teaching and learning. They also accept responsibility for professional growth that enhances their classroom and other student-related activities. It is the stated goal of the COB to recruit, hire and retain a faculty of dedicated educators with practical experience and a commitment to providing a superior level of teaching. It has been proposed to the College of Business Council that as part of the annual

performance review process, faculty in the College will be asked to supply evidence of the use of the classroom-based assessment model including, for each competency covered in the core classes taught by that faculty member, a primary traits analysis. The degree to which faculty have attempted to integrate this assessment model into their courses will be used as a specific criterion for measuring their teaching performance. As a means of implementing this process, a primary-traits analysis is being developed to be used in measuring the relative use of classroom based assessment by each faculty member. This instrument is expected to be available in the Fall of 2003.

- C. Faculty Evaluation Committee This committee oversees developments with respect to advancement and promotion. Decisions regarding promotion and tenure begin with the recommendations of the FEC. The quality of education provided is a function several factors including the qualifications and dedication of the faculty as well as the ability and motivation of the students entering the program. One means of raising the quality of the educational experience is to attract more and higher quality students to the College of Business.

III. Assessment of curriculum

The curriculum should contain courses providing graduates with the skills and competencies necessary to obtain entry level positions in their chosen fields, to continue to higher levels of education, if desired, and provide a strong foundation for advancement throughout the individual's career. It is one of the tasks of the COB Curriculum Committee to monitor trends in business and employer needs and use this information to feed-back criteria to be used in evaluating the curriculum.