

Emmett & Miriam
McCoy

College of Business Administration

**ASSESSMENT COMMITTEE
ANNUAL REPORT 2006-2007**

Prepared by the McCoy College Assessment Committee:

Dr. Michael Keefe, Committee Chair, Department of Management
Dr. James Cook, CIS/QM
Dr. Taewon Suh, Marketing
Prof. Sherry Ross, Accounting
Dr. Glenn Tanner, Finance & Economics
Dr. Robert Olney, Associate Dean, Ex-officio

Document Submitted: Fall 2007

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Committee Members:

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I. Committee Charge

Dean Smart and Dr. John McGee (AACSB Coordinator) provided input to the committee chair to insure the course embedded assessment cycle conformed to AACSB-International standards. Dr. Beth Wuest, University Director of Faculty Development and Assessment provided input to the committee chair for assessment requirements for the SACS accreditation visit scheduled in 2009.

Due to the implementation of the undergraduate program web pages available from the McCoy College web site, the annual report will not contain embedded data from previously published reports as provided in previous years. Instead, various links to previously published reports will be provided where appropriate.

The following were agenda and assessment related items addressed by the committee during the academic year.

A. Provide information for the AACSB-International on-site review team as part of the scheduled McCoy College Maintenance of Accreditation.

Result: Prior to the on-site visit, the review team requested several reports and other items of information pertaining to assessment policies and practices in the McCoy College. The committee assembled all reports and requested information in a bound volume which was mailed to all committee members prior to the on-site visit. During October, the Assessment Committee hosted a visitation team meeting to allow the reviewers to ask specific questions concerning direct and indirect assessment measures in the college. The net result was that the McCoy College assessment program was given a "Best Practice" citation by AACSB-International.

B. Initiate the course embedded assessment cycle for the college program-level goals of “Critical and Analytical Thinking” and “Information Technology.”

Result: In early October, 2006, three open forums were held for undergraduate core course coordinators who indicated on their curriculum matrix that they measured the college goals of “Critical and Analytical Thinking” and “Information Technology.” Course coordinators were asked to attend at least one of the forums which were held on different days to accommodate the diversity of teaching schedules. Course coordinators were given a set of PowerPoint slides detailing the course embedded measurement cycle and requirements, and allowed to ask questions and share ideas on embedded assessment methods and procedures. A second set of PowerPoint slides concerning reporting formats were provided to course coordinators in April, and embedded results were due to the assessment committee by August 1st. Twelve of thirteen course coordinators submitted results. These results will be published in a direct assessment report to be posted on the assessment web page when complete.

C. Document and review the Graduating Senior Survey and prepare a written report of results for the period 2001-2006.

Result: A longitudinal review of the Graduating Senior Survey was completed by the assessment committee. The full report may be accessed from the assessment site on the McCoy College web page or can be directly accessed through the following link:

<http://www.business.txstate.edu/forms/BBA/GradSurvey2006.pdf>.

Written copies of the report were distributed to the McCoy College Curriculum Committee members, all members of College Council and each department received two copies. Faculty were also sent an e-mail with a link to the posted report and informed of the availability of the written documents in their departments.

D. Document and review the college-level results of the Alumni Survey conducted and compiled by the Office of Institutional Research at Texas State University. Review departmental level results for observations and recommendations.

Result: A longitudinal review of the 2006 Alumni Survey was completed by the assessment committee. The full report may be accessed from the assessment site on the McCoy College web page or can be directly accessed through the following link:

<http://www.business.txstate.edu/forms//BBA/AlumniSurvey2000-2006.pdf>.

Written copies of the report were distributed to the McCoy College Curriculum Committee members, all members of College Council and each department received two copies. Faculty were also sent an e-mail with a link to the posted report and informed of the availability of the written documents in their departments. Additionally, each member of the assessment

committee was asked to meet individually with their department chair to discuss departmental level results and inform faculty in their departments of performance on various learning goals.

E. Develop web pages for assessment police, procedures, and results to make assessment information readily accessible for college faculty, committees, and other constituents.

Result: During the summer of 2007, all assessment documents for the last five year period were compiled and converted to a standard .pdf format for web posting. The web page structures were completed in early July and beta-tested by multiple individuals during late July and August. Unrestricted access to the site was initiated in early September.

The site can be directly accessed from the McCoy College web page under the Faculty and Staff link and the sub-link of Program Assessment. The main page may be directly accessed through the link below:

<http://www.business.txstate.edu/McCoy/Assessment/>.

The site contains information pertaining to the two college-level programs, the BBA program and the MBA program. At the time of this report, the MBA pages are currently under construction due to the implementation of recommendations from the MBA Task Force. The Undergraduate Program pages are complete and operational. On the main page, the site contains the program assessment guide, assessment and curricular flowcharts, PowerPoint presentations on program assessment, the full-text of the AACSB standards and links to McCoy assessment related policies. The Undergraduate program page contains assessment committee membership, BBA program-level goals and the course alignment grid, direct and indirect assessment reports, annual reports and committee minutes. The committee decided that maintaining results and reports for the previous five years was appropriate given the AACSB Maintenance of Accreditation review cycle.

F. Insure that the college complies with SACS standards for assessment of student learning outcomes and fulfills University reporting requirements.

Result: All college-level program goals and methods of assessment were entered into the University web site for each department in the college by the assessment committee chair during fall 2006. Embedded assessment results from the college goals of written and oral communication as well as indirect results of these goals were entered during May/June 2007. Department Chairs and the Dean of the McCoy College approved these goals and results on the University web site. In fall 2007, the assessment committee chair will review the goals and measures of assessment for college-level learning goals, and in May/June 2008 will post the results of course embedded measurement of the goals of “Critical and Analytical Thinking” and “Information Technology.”

There is a discrepancy between AACSB program level assessment requirements and SAC assessment requirements. AACSB-International defines program in macro terms such as the

BBA or MBA program(s). SACS defines programs in terms of major field. AACSB allows us to assess student learning outcomes using courses common to all students in the BBA program regardless of major. SACS accepts this commonality, but imposes the additional requirement of differentiating majors within the AACSB defined BBA program; i.e. what student learning outcomes make one major different from other majors in the macro BBA program? Since the six college learning goals are common to all students in the BBA program, departments will need to develop one or two (departmental choice of number) additional student learning outcomes/goals exclusive to their defined majors. Essentially, this will allow us to present to SACS an assessment program for each BBA major that includes the six common college goals for all BBA majors plus the departmental goals exclusive to their major field(s). The development of these goals/student learning outcomes exclusive to various majors in the college should be completed sometime in October 2007 by faculty in each department, and department chairs (or their representatives) will be required to post the learning goals and methods of assessment on the University web site and report results of embedded assessments in May/June 2008. Additionally, the Department of Finance and Economics, by virtue of having two courses included in the College of General Studies curriculum, might have additional reporting requirements. This issue will be resolved through discussions with the department chair and Dr. Cathy Fleuriet, Associate VP for Institutional Effectiveness at Texas State University.

G. Create a focus on dissemination of assessment results to constituents and “close the loop” for effective use of assessment results.

Result: In discussions with the Dean of the McCoy College and the Chair of the College Curriculum Committee, the decision was made to add a presentation by the Assessment Committee Chair to the curriculum committee concerning assessment results from the previous year each fall term. This presentation will be in addition to reporting mechanisms currently in place. Methods of documentation of communicated results will be discussed this academic year.