

Undergraduate Student Learning Outcomes Assessment

The UM-St. Louis College of Business Administration has engaged in a series of assessment practices virtually since its inception four decades ago. The most prominent – written in-class assessment of every instructor in every course in every session – has traditionally been the cornerstone of the evaluation of all faculty on the teaching dimension of the research-teaching-service triad. Represented by **item 2** in the Assessment Matrix in **Appendix 1**, instructor evaluation results are provided to the instructor, his/her immediate supervisor, and to the Dean immediately following the semester in which the data are collected. The aggregate results are then used again as an input to the promotion and tenure decision via their inclusion in a candidate's ad personam report. Further, in the spirit of continuous and ongoing assessment, the College has developed preliminary guidelines for post-tenure review, and instructor evaluations will again be used to assess teaching performance in the years following the granting of tenure. Both the process and the instrument have undergone periodic review, and are currently being revised to include questions adapted from the National Survey of Student Engagement (NSSE, **item 10**), consistent with the College's internal use of that instrument for the last three years. With the launch of the College's doctoral program, the College has begun putting advanced doctoral students into the classroom; as a result, the in-class evaluation process has been extended to these individuals, as indicated in **item 3**. Implementation and evaluation are largely the responsibility of the PhD Program Director.

The College's second long-running assessment practice is **item 11** – collection of alumni survey data – is an outgrowth of the tenure and promotion process and serves to provide feedback on the teaching performance of tenure and promotion candidates. Administered by the Dean's office, this instrument asks former students of the tenure-track faculty member in question to comment on his/her instructional skills, and whether the candidate should be promoted and granted tenure. Results are aggregated and updated each year. An extremely important source of information, these data are reported to the tenured faculty in the candidate's ad personam report, and are used (along with data on research and service activities) to determine whether or not to retain faculty members.

Current and former students are surveyed regularly in order to obtain information on several issues, including program satisfaction, and current salary and employment information. As indicated by **items 4, 6, and 8**, these surveys are administered by the Campus Career Services Office, the Accounting Area Coordinator, and the Internship Coordinator respectively. The results of these surveys are provided to the Dean and the Associate Dean and the Area Coordinators.

Exit interviews are performed personally by the Dean and the Associate Dean with members of the graduating classes in order to more fully explore issues and concerns of those nearing the ends of their programs (**item 7**). These discussions provide the opportunity to ask open-ended questions and solicit comments from virtually all members of the graduating classes.

Overall program review (**item 1**) is performed formally on an infrequent basis. The latest review is in the data-gathering stage. Informal program reviews, on the other hand, occur whenever major curricula changes are proposed. This preceded recent proposals for changes in the information systems program.

The Accounting focus groups (**item 6**) were implemented this year to more closely align our accounting curricula with the needs of the profession. This item is extensively reported on in the accounting sixth year review document.

The college has administered the major field examination (**item 9**) since 1991. Each graduating student must successfully pass the non credit course that requires them to take the exam. We have recently analyzed the scores that our student achieved on individual items of the exam and are in the process of determining changes in required course content to improve performance. We are also planning to move to an online administration of the exam in order to get more timely results.

Each semester since 2003 we have analyzed the grade distribution of courses and instructors in order to encourage more uniformity in grading and to aid in determining any differences in performance between day and evening classes (**item 12**). The results are shared with area coordinators to investigate further.

With the creation of the College's latest Strategic Plan, we have embraced a culture of assessment and evaluation, exemplified by the development of a College Assessment Committee, the placement of overall responsibility for assessment activities under the newly-created position of Associate Dean and Director of Graduate Studies, and the ongoing development of assessment instruments and processes with which to ensure satisfactory learning outcomes. We have recently agreed on learning objectives (see **Appendix 3**) for the undergraduate programs in business and we are at work on the task of determining assessment tools that will be imbedded into required courses to benchmark and measure the extent to which our current teaching methods achieve these learning objectives.

Graduate Student learning outcomes assessment

The UM-St. Louis College of Business Administration has engaged in a series of assessment practices virtually since its inception four decades ago. The most prominent – written in-class assessment of every instructor in every course in every session – has traditionally been the cornerstone of the evaluation of all faculty on the teaching dimension of the research-teaching-service triad. Represented by **item 2** in **Appendix 2**, instructor evaluation results are provided to the instructor, his/her immediate supervisor, and to the Dean immediately following the semester in which the data are collected. The aggregate results are then used again as an input to the promotion and tenure decision via their inclusion in a candidate's *ad personam* report. Further, in the spirit of continuous and ongoing assessment, the College has developed preliminary guidelines for post-tenure review, and instructor evaluations will again be used to assess teaching performance in the years following the granting of tenure. Both the process and the instrument have undergone periodic review, and are currently being revised to include questions adapted from the National Survey of Student Engagement (NSSE), consistent with the College's internal use of that instrument for the last three years.

With the launch of the College's doctoral program, the College has begun putting advanced doctoral students into the classroom; as a result, the in-class evaluation process has been extended to these individuals, as indicated in **item 3**. Implementation and evaluation are largely the responsibility of the PhD Program Director.

The College's second long-running assessment practice is **item 10** – collection of alumni survey data – is an outgrowth of the tenure and promotion process and serves to provide feedback on the teaching performance of tenure and promotion candidates. Administered by the Dean's office, this instrument asks former students of the tenure-track faculty member in question to comment on his/her instructional skills, and whether the candidate should be promoted and granted tenure. Results are aggregated and updated each year. An extremely important source of information, these data are reported to the tenured faculty in the candidate's *ad personam* report, and are used (along with data on research and service activities) to determine whether or not to retain faculty members.

Current and former students are surveyed regularly in order to obtain information on several issues, including program satisfaction, and current salary and employment information. As indicated by **items 4, 6, and 9**, these surveys are administered by the Graduate Business Programs Office, the Graduate Dean's Office, and Campus Career Services Office, respectively. The results of these surveys are provided to the Dean and the Associate Dean and Director of Graduate Studies, who may share them with the Area Coordinators.

Exit interviews are performed personally by the Dean and the Associate Dean with members of the MBA graduating classes in order to more fully explore issues and concerns of those nearing the ends of their programs (**items 7 and 8**). These discussions provide the opportunity to ask open-ended questions and solicit comments from virtually all members of the graduating classes.

The PMBA Alumni Chapter (**item 5**) is an affinity group of the Business Alumni Chapter. It was formed to keep former members of each PMBA cohort engaged in the life of the campus, and to serve as a quasi-advisory board to evaluate graduate programs on an ongoing basis. Because of the nature of the Professional MBA program, these represent an intensely loyal and cohesive group with strong feelings about the College and the campus.

Overall program review (**item 1**) is performed formally on an infrequent basis; the mid-1990s saw an extensive evaluation of the evening MBA program and subsequent changes in format and length. The latest review is in the data-gathering stage. Informal program reviews, on the other hand, occur whenever new programs are proposed. Development of both the PMBA and IMBA programs, for example, was accompanied by consideration of strategic issues concerning the niches to be served and the roles of these programs in accordance with the College Mission and, in the latter instance, the College Vision.

With the creation of the College's latest Strategic Plan, we have embraced a culture of assessment and evaluation, exemplified by the development of a College Assessment Committee, the placement of overall responsibility for assessment activities under the newly-created position of Associate Dean and Director of Graduate Studies, and the ongoing development of assessment instruments and processes with which to ensure satisfactory learning outcomes.

The development of a comprehensive and cohesive learning assessment mechanism is under way, and the College has made significant progress toward the objectives that appear in our strategic plan. Nonetheless, we recognize that we have a substantial amount of work ahead and have made provisions to accomplish it. We have recently approved the learning objectives in Appendix 3 and we are at work to design assessment tools for each of these objectives that can be embedded into our required courses.

Appendix 1

Undergraduate Assessment Matrix College of Business Administration University of Missouri-St Louis

Activity	Date Begun	Frequency	Purpose/Scope	Example of Impact	Responsibility For Assessing	Responsibility For Evaluation and Recommending Changes
1. Program Review	Formal process began in 1964	At least once every five years	Continuously review and improve our Academic offerings	Enhanced placement of graduates; increased visibility of UMSL College of Business Admin.	Program Directors	Dean, Area Coordinators, Program faculty, program committees, faculty as a whole
2. Instructor/ Course Evaluation	Begun in 1960's	Each semester (including summer)	Improve teaching effectiveness	Increase in learning outcomes, retention, student satisfaction, remedial instruction on teaching technique, and instructor retention decisions	Dean's Office	Dean, Area Coordinators
3. Teaching Assistant Evaluations	Begun before 1990	Each semester	Improve teaching effectiveness	Increase in learning outcomes, retention, student satisfaction, raising feedback for doctoral candidates	Area Coordinators	Director of PhD Program
4. Placement Survey	Begun in 1992-03	Every six months	Provide relevance of our academic programs	Continuous improvement of curricula, student recruiting and admissions, placement services	Career Services	Dean, Undergraduate Studies Committee
5. Accounting Recruiter/Employer interviews	Begun in 1992	1-2 times a year	Evaluate accounting curriculum and programs from point of view of employer needs	Improvements in advice to students on course selection and resumes; creation of Honors Internship in Public Accounting. Continuous improvement of curricula.	Accounting Area Coordinator	Accounting Area Coordinator and Faculty
6. Accounting Focus	Begun in 2005	3 groups each year	Evaluate accounting curriculum and programs	Changes in times and numbers of course offerings	Accounting Area Coordinator	Accounting Area Coordinator and Faculty

Activity	Date Begun	Frequency	Purpose/Scope	Example of Impact	Responsibility For Assessing	Responsibility For Evaluation and Recommending Changes
7. BA4219 Exit Interviews	Begun in 2003	Conducted every semester in each course section	Evaluate services to students – advising, career services, scheduling, etc. evaluate perceived quality of instruction and overall satisfaction with the Business School	Onsite career services, and the CoBA internship program with a dedicated staff position.	Dean	Area Coordinators and Undergraduate Studies Committee, Asst. to the Dean
8. Internship survey	Begun in Spring 2005	Conducted each semester	Evaluate internship satisfaction to both students and employers.	Internship model to be shared with providers. Improved information to potential interns.	Internship Coordinator	Dean, Undergraduate Program Director
9. Major Field Exam	Begun in 1991	Conducted every semester to graduating seniors as BA 4220.	Evaluate overall undergraduate business core curriculum.	Ordered more detail question information to investigate decreases in scores.	Associate Dean, Assistant to the Dean	Area Coordinators and Undergraduate Studies Committee
10. NSSE Survey	Begun in Winter 2003.	Conducted once a year in the spring as BA 4219.	Evaluate undergraduate student engagement and what they gain from the college experience.	Proposed new items for end of course questionnaire to emphasize NSSE items on student involvement	Assistant to the Dean	Area Coordinators and Undergraduate Studies Committee
11. Alumni Survey as part of the Tenure and Promotion Process	1960's	Conducted for each faculty member considered for promotion and/or tenure as part of the tenure and promotion process.	Evaluate teaching effectiveness.	Important information used in the tenure and promotion process.	Dean, Assistant to the Dean	Area Coordinators and Tenure and Promotion Committee
12. Analysis of grade distributions for each section and instructor	Begun in 2003	Prepared each semester	Evaluate grading practices of faculty	Encourage more uniformity in grading practices; identify and counsel faculty whose grade distributions appear to be outliers.	Associate Dean	Program Directors, Area Coordinators, Undergraduate Program Committees

Appendix 2

Graduate Assessment Matrix
College of Business Administration
University of Missouri-St Louis

Activity	Date Begun	Frequency	Purpose/Scope	Example of Impact	Responsibility For Assessing	Responsibility For Evaluation and Recommending Changes
1. Graduate Program Review	Early 1970s	Decennary-next review: Fall 2005	Continuously review and improve academic offerings	Enhanced placement of graduates; increased visibility; meet needs of niches	Associate Dean and Director of Graduate Studies	Graduate Studies Committee, CoBA Faculty, Dean's Advisory Board
2. Graduate Instructor/ Course Evaluation	Begun in 1968	Every semester/every course (inc. summer sessions)	Improve teaching effectiveness	Increase in learning outcomes, retention, student satisfaction, remedial instruction on teaching technique, and instructor retention decisions	CoBA Faculty, Dean's Office	Area Coordinators, Associate Dean and Director of Graduate Studies
3. Teaching Assistant Evaluations	Begun in 2000	Every semester/every course (inc. summer sessions)	Improve teaching effectiveness	Increase in learning outcomes, retention, student satisfaction	Area Coordinator, Director of Ph.D. Program	Area Coordinator, Director of Ph.D. Program
4. Survey of MBA, MS, MAcc Graduates	Begun in 2000	Alternate academic years (formerly every five years)	Provide relevant and challenging Academic programs; improve services to students	Reengineering of graduate programs; optimal office hours; scheduling changes	Associate Dean and Director of Graduate Studies	Area Coordinators, Graduate Studies Committee
5. PMBA Alumni Chapter	2005	Quarterly meetings	Regularly reevaluate program content and delivery method.	Feedback for review of PMBA program in 2005-2006	Associate Dean and Director of Graduate Studies	Graduate Studies Committee
6. Survey of MBA, MS, MAcc Graduates	1997	Each semester	Gather demographic, salary, and customer satisfaction data	Continuous improvement of curricula; enhanced student services	Graduate Dean	Dean, Program Director, Area Coordinators, Graduate Studies Committee

**Graduate Assessment Matrix
College of Business Administration
University of Missouri-St Louis**

Activity	Date Begun	Frequency	Purpose/Scope	Example of Impact	Responsibility For Assessing	Responsibility For Evaluation and Recommending Changes
7. PMBA Bus Ad 5219 Exit Survey	2003	Annually	Gather data from pending graduates on overall satisfaction with program, faculty, format	Feedback for review of PMBA, faculty retention; added int'l coursework; created PMBA Alumni Group.	Associate Dean and Director of Graduate Studies, Associate Director	Graduate Studies Committee PMBA Alumni Group
8. Bus Ad 5219 Focus Group	2003	Each semester	Evaluate MBA/MS experience; overall satisfaction with program	Feedback for review of MBA core in 2005-2006. Two services we added based in part on student feedback are onsite career services, and the CoBA internship program with a dedicated staff	Dean of the College of Business Administration	Associate Dean and Director of Graduate Studies, Graduate Studies Committee
9. Graduate Placement Survey	Begun in 1998-99	Every six months	Evaluate placement activities; provide relevant academic programs to capable students.	Continuous improvement of curricula, student recruiting and admissions	Associate Dean and Director of Graduate Studies, Director-Campus Career Services	Dean of the College of Business Administration, Area Coordinators, Graduate Studies Committee
10. Alumni Survey	Begun in the 1970s	At the time of tenure and promotion decisions	To obtain post-performance data from former students	Input to the tenure and promotion process; affects decision to retain or release tenure-track faculty	CoBA Dean's office	Dean of the College of Business Administration, College faculty

Appendix 3
Learning goals that are common to all programs

- Develop the ability to write and deliver a professional presentation.
- Develop the ability to form teams and work in teams
- Understand ethical considerations in all dimensions of business
- Be aware of international issues in business
- Have the ability to critically evaluate information
- Be able to independently research a topic in business
- Develop skill in using technology to solve business problems
- Understand basic management principles and practices and how they affect the success of an organization
- Understand basic finance principles and practices and how they affect the success of an organization
- Understand basic accounting principles and practices and how they affect the success of an organization
- Understand basic operations and logistic management principles and practices and how they affect the success of an organization
- Understand basic marketing principles and practices and how they affect the success of an organization
- Understand basic information systems principles and practices and how they affect the success of an organization
- Develop skill to think strategically about the business