Introduction

The College of Business Administration (COBA) at Missouri State University (MSU) has adopted a thorough Assurance of Learning Plan as a way of assessing COBA programs. The purpose of the plan is threefold: 1.) to determine if COBA programs are accomplishing program missions; 2.) to determine if COBA students are achieving stated learning goals; and 3.) to develop a systematic plan for continuous improvement.

The following programs are assessed in COBA: Bachelor of Science in Business Administration (BSBA), Master of Business Administration (MBA), Master of Science in Computer Information Systems (MSCIS), Master of Health Administration (MHA), Master of Accounting (MAcc), and Master of Project Management (MPM).

Mission

The Missouri State University College of Business Administration is committed to effectively developing educated persons in the business disciplines at the undergraduate and master’s level to prepare them for successful careers as managers and professionals. We will accomplish this mission by providing students with a broad understanding of public affairs, and with knowledge, skills and values to succeed and adapt in a global economy. Essential to achieving this mission is providing high quality undergraduate and graduate degree programs delivered through excellent teaching and student engagement, and producing quality intellectual contributions that advance knowledge of business and management theory, practice, and/or learning pedagogy. We also seek to build effective partnerships with global institutions, industry, the public, and our colleagues.

Program Goals and Objectives

Bachelor of Science in Business Administration (BSBA) Learning Goals:

1. Graduates will demonstrate the ability to communicate effectively both orally and in writing.
2. Graduates will demonstrate knowledge of the legal and ethical environment impacting business organizations and exhibit an understanding and appreciate of the ethical implications of decisions.
3. Graduates will demonstrate an understanding of and appreciate for the importance of the impact of globalization and diversity in modern organizations.
4. Graduates will demonstrate an ability to engage in critical thinking by analyzing situations and constructing and selecting viable solutions to solve problems.
5. Graduates will demonstrate an ability to work effectively with others.
6. Graduates will demonstrate knowledge of current information, theories and models, and techniques and practices in all of the major business disciplines including the general areas of Accounting and Finance, Information Technologies, Management, Marketing, and Quantitative Analysis.
Master of Business Administration (MBA) Learning Goals:

1. Students will possess knowledge of current theory and techniques of the major business disciplines (ie., the MBA core courses).
2. Students will exhibit the leadership capacity and teamwork skills for business decision making.
3. Students will understand the ethical implication of business decision making and recognize ethical dilemmas.
4. Students will demonstrate the ability to communicate effectively.
5. Students will demonstrate critical thinking skills.
6. Students will have an understanding of global perspectives.

Master of Science in Computer Information Systems (MSCIS) Learning Goals:

1. Communicate effectively both orally and in writing in a variety of audiences.
2. Demonstrate critical thinking by analyzing situations and by constructing and selecting solutions to problems.
3. Understand and appreciate the importance of the impact of effective leadership in IT organizations.
4. Understand and appreciate the legal and ethical environment impacting individuals as well as business organizations and have an understanding of the ethical implications of IT legal decisions.
5. Have a fundamental knowledge of Information Technologies which affect organizational processes and decision-making.

Master of Health Administration (MHA) Learning Goals:

1. Students will possess the knowledge and ability to apply current business principles, including theory and techniques, to the health care environment using internal measures involving assessment indicators and/or embedded exam items.
2. Students will demonstrate the ability to communicate clearly and concisely within context of professional health care environments.
3. Students will exhibit the knowledge regarding various attributes of leadership and demonstrate the capacity for leadership roles in health care organizations.
4. Students will understand the ethical implications of decision-making and recognize ethical dilemmas.
5. Students will have an understanding of healthcare issues, trends and perspectives related to diversity, e.g. aging, underserved populations, etc.

Master of Accounting (MAcc) Learning Goals:

1. Graduates will apply enhanced analytical skills to resolve complex problems.
2. Graduates will understand the legal, regulatory, and professional environment of accounting.
3. Graduates will demonstrate professional communication skills.
4. Graduates understand the ethical expectations of the accounting profession including the ability to recognize and respond appropriately to ethical dilemmas.
Master of Project Management (MPM) Learning Goals:

1. Students will possess knowledge of current theory and techniques of the Project Management Discipline.
2. Students will demonstrate the ability to adapt and innovate through problem solving applied through project management techniques.
3. Students will demonstrate critical thinking skills in the area of Project Management.
4. Students will understand the ethical implications of Project Management decisions and be familiar with common ethical dilemmas associated with the discipline.
5. Students will understand the impact to global perspectives on Project Management.

Assessment Process

The basic philosophy of the plan is to have each student demonstrate competency by completing a required assessment activity in core courses for each program. Each assessment activity will be the same for the specified learning goal (objective). Faculty teaching the required core courses develop these activities. The faculty then use the activity for evaluating a required project (i.e. graded) in the course. Each faculty member judges the student’s performance to be acceptable or not. Then the assessment activities are forwarded to the Assessment Coordinator or respective program director to be tallied. Compiled data is distributed to the respective program committees as appropriate for review. The assessment committees consist of the program director, assessment director, and at least one representative from each of the core courses in the program.

Since the goal of this assessment project is to foster continuous improvement, each area group or departmental curriculum committee is responsible for reviewing the assessment results and developing action plans based on the outcomes. To that end a set of Action Benchmarks were established by the Assessment Task Force to act as guides to clarify the type of action needed to be taken as a result of the evaluation process. These benchmarks represent threshold performance levels on each competency that trigger specific actions by departmental groups reviewing the assessment outcomes.

Each departmental group or committee is encouraged to meet as soon as possible to review assessment results from previous semester(s) and to develop action plans where needed. The review process and action plans must be documented, and each departmental group or committee is encouraged to implement action plans during the semester immediately following the term in which the results were measured.

Timeline

In the past, assessment data has been collected every semester. Although COBA has an established and effective AoL plan, we strive for continuous improvement in that plan. With this in mind, select changes and enhancements either are being discussed or are in the early stages of implementation. First, from an AoL process management perspective, two changes intended to better pace the AoL process by placing more emphasis on implementation of corrective action plans and less emphasis on collecting assessment data from every student every semester:

1. Spring semester will become the primary time for assessment data collection.
2. Fall semester will become the primary time for analysis of data and development of continuous improvement plans.