

2009-2010 Eckelkamp College of Global Business And Professional Studies

Annual Assessment of Student Learning

October 26, 2010

Table of Contents

List of Tables	5
Mission & Vision.....	7
Eckelkamp College of Global Business and Professional Studies Mission Statement	7
Our Statement of Vision	7
Executive Summary	8
Selected Assessment Related Changes in 2009-2010.....	8
Review of Assessment Data from 2009-2010	9
Selected highlights	9
Areas for Improvement	10
Selected Recommendations for 2010-2011	10
Preface.....	12
Organization.....	12
Defining Goals, Objectives and Outcomes.....	12
Goal.....	12
Objective.....	12
Outcome.....	12
Degrees offered through the ECGBPS	13
Undergraduate Degrees:.....	13
Graduate Degrees:.....	13
Goals and Learning Objectives for Degrees in the ECGBPS	13
Goal 1	13
Goal 2.....	14
Goal 3.....	14
Bachelor of Science in Business Administration (BSBA) and Bachelor of Business Administration (BBA)	14
BSBA and BBA Objectives.....	14
Methods.....	14
Major Field Test (MFT).....	14
CompXM	14
Performance Management Assessment (PMA)	15
Internship Evaluation/ ECGBPS Employer Survey/ Alumni Employment Survey:	15
Data.....	18
Major Field Test (MFT).....	18
CompXM.....	20
Performance Management Assessment	23
Analysis.....	26
MFT:	26

CompXM:	26
PMA	27
Conclusion	27
Recommendations	28
Bachelor of Science in Sports Management (BSSM) Bachelor of Science in Sports & Entertainment Management (BSSEM)	31
Old BSSM and BSSEM Objectives:	31
New BSSM and BSSEM Mission Statement, Goals, and Objectives	31
Mission.....	31
Comprehensive Program Goals:	31
Objectives:	32
Methods.....	32
Capstone Course evaluation.....	32
Sports Marketing Plan.....	32
Internships/Practicum Evaluation	32
Sports Management Pre-Post Test	33
Sports Management Club.....	33
Graduating Senior Exit Interview	33
Response	33
Recommendations	36
Bachelor of Arts in Organizational Studies (BOS).....	37
BOS Objectives:.....	37
Methods.....	37
Recommendations	37
Bachelor of Arts in Contemporary Studies (BCS).....	38
BCS Objective	38
Methods.....	38
Recommendations.....	38
Bachelor of Arts in Corporate Communication (BCC)	39
Old BCC Objectives	39
New BCC Objectives	39
Methods.....	39
Response	39
Recommendations	40
Master of Business Administration.....	41
MBA Objectives	41
Methods.....	41
Major Field Test (MFT).....	41
CompXM	41
Performance Management Assessment (PMA)	41
Internship Evaluation/ EECGBPS Employer Survey/ Alumni Employment Survey	42

Data.....	45
Major Field Test.....	45
CompXM.....	45
Performance Management Assessment.....	46
Analysis.....	47
MFT.....	47
CompXM.....	48
PMA.....	48
Conclusion.....	49
Recommendations.....	50
Master of Science in Accounting (MSA).....	52
MSA Objective.....	52
Methods.....	52
Recommendations.....	52
Master of Science in Taxation (MST).....	53
MST Objective.....	53
Methods.....	53
Recommendations.....	53
Master of Management (MM).....	54
Old MM Objectives.....	54
New MM Mission Statement, Goals, Topics, and Objectives.....	54
Mission.....	54
Comprehensive Program Goals:.....	54
Core Topics:.....	54
Objectives:.....	54
Methods.....	55
Response.....	55
Recommendations.....	55
Master of Science in Supply Chain Management (MSSCM).....	57
Old MSSCM Objectives.....	57
New MSSCM Mission Statement, Goals, Topics, and Objectives.....	57
Mission.....	57
Comprehensive Program Objectives.....	57
Core Topics.....	57
Objectives:.....	57
Methods.....	58
Response.....	58
Recommendations.....	59

Table 1	BBA and BSBA Assessment Instruments.....	16
Table 2.	Average total scores (and national percentile rank) on the MFT for undergraduate BSBA and BBA students by academic year and unit. Score range is 120-200.	18
Table 3.	Average of Percent Correct Responses on Subject Areas (and national percentile rank) on the MFT for undergraduate BSBA and BBA students by subject area, academic year and unit.	19
Table 4.	Average “Balanced Scorecard” (business acumen) and “Board Query” (business knowledge) scores on the CompXM for undergraduate BSBA and BBA students by academic year and unit.	20
Table 5.	Average “Balanced Scorecard” (business acumen) sub-scale scores on the CompXM for undergraduate BSBA and BBA students by academic year and unit.	21
Table 6.	Average “Board Query” (business knowledge) sub-scale scores on the CompXM for undergraduate BSBA and BBA students by academic year and unit.....	22
Table 7.	Average change in total score on the PMA for undergraduate BSBA and BBA students (where time between PMA I and PMA II was at least 12 months) by unit and academic year in which the PMA II was completed..	23
Table 8.	Average change in sub-scale scores on the PMA for undergraduate BSBA and BBA students (where time between PMA I and PMA II was at least 12 months) by unit, sub-scale and academic year in which the PMA II was completed.	24
Table 9.	Recommendations from 2008-2009	28
Table 10.	Recommendations for 2010-2011	30
Table 11.	Old and New BSSM Curricula.....	34
Table 12.	Old and New BSSEM Curricula	35
Table 13.	Recommendations from 2008-2009	36
Table 14.	Recommendations for 2010-2011	36
Table 15.	Recommendations from 2008-2009	37
Table 16.	Recommendations for 2010-2011	37
Table 17.	Recommendations from 2008-2009	38
Table 18.	Recommendations for 2010-2011	38
Table 19.	Recommendations from 2008-2009	40
Table 20.	Recommendations for 2010-2011	40
Table 21.	MBA Assessment Instruments	43
Table 22.	Average total scores (and national percentile rank) on the MFT for graduate MBA students by academic year.	45
Table 23.	Average of Correct Responses on Subject Areas (and national percentile rank) on the MFT for graduate MBA students by academic year.	45
Table 24.	Average “Balanced Scorecard” (business acumen) and “Board Query” (business knowledge) scores on the CompXM for graduate MBA students by academic year. ..	45
Table 25.	Average “Balanced Scorecard” (business acumen) sub-scale scores on the CompXM for graduate MBA students by academic year.	46
Table 26.	Average “Board Query” (business knowledge) sub-scale scores on the CompXM for graduate MBA students by academic year.	46
Table 27.	Average change in total score on the PMA for graduate MBA students (where time between PMA I and PMA II was at least 12 months) by academic year in which the PMA II was completed.....	46

Table 28. Average change in sub-scale scores on the PMA for MBA students (where time between PMA I and PMA II was at least 12 months) by academic year in which the PMA II was completed.....	47
Table 29. Recommendations from 2008-2009	50
Table 30. Recommendations for 2010-2011	51
Table 31. Recommendations from 2008-2009	52
Table 32. Recommendations for 2010-2011	52
Table 33. Recommendations from 2008-2009	53
Table 34. Recommendations for 2010-2011	53
Table 35. Recommendations from 2008-2009	56
Table 36. Recommendations for 2010-2011	56
Table 37. Recommendations from 2008-2009	59
Table 38. Recommendations for 2010-2011	59

**2009-2010 Eckelkamp College of Global Business And Professional Studies
Annual Assessment of Student Learning**

Mission & Vision

Eckelkamp College of Global Business and Professional Studies Mission Statement

The mission of the Eckelkamp College of Global Business & Professional Studies (ECGBPS) at Fontbonne University is to provide academically sound traditional and non-traditional programs that are responsive to current and future business needs. The programs strive to create a supportive environment that provides individualized attention to a diverse student population. Consistent with the liberal arts orientation of the University, programs are designed to enhance students' ethical and global perspective, enrich their overall quality of life professionally and personally, and prepare them for successful careers.

Our Statement of Vision

To be recognized for educating articulate, analytical thinkers charged with seeking ethical and socially responsible solutions to serve a dynamic business world in need.

Executive Summary

The 2009-2010 academic year represented the culmination of several years of hard work among faculty and staff in the Ecklekamp College of Global Business and Professional Studies (ECGBPS) as the College was awarded accreditation through the Accreditation Council of Business Schools and Programs (ACBSP). This achievement marked a milestone in the College's history, and set the foundation for many successful years to come.

The College also made several important steps in bolstering its assessment program. Assessment data over the last year drove the College's decision to implement a number of academic and operational changes. These changes are indicative of the ongoing process of data collection, analysis, feedback, and improvement that is continuing to develop within the College.

Selected Assessment Related Changes in 2009-2010

1. New student code of conduct for OPTIONS

In March of 2010, the College implemented a new code of conduct for OPTIONS students. The new code focused on holding students more accountable for their own learning. The code outlined stricter sanctions for students who did not have their textbooks on the first night of class, treated faculty members disrespectfully, left class early or for inappropriate lengths of time, among other unsatisfactory behaviors. The code was designed to support the adjunct faculty and give them more tools to manage their classroom as well as explicitly state the College's expectations for students. The new code of conduct is part of a revitalization of the academic focus in all programs.

2. Written and oral rubrics

In March of 2010, the College developed and implemented standard written and oral rubrics for use by undergraduate and graduate students in both the OPTIONS and traditional units. The rubrics were developed for the benefit of faculty, students, and the College. Faculty are able to provide objective, formative feedback to students in a consistent and efficient manner. Students are able to focus on developing a quality product because the expectations for performance have been made explicit. The College plans to eventually use the rubrics to gain a consistent, systematic look at students' writing and speaking abilities. The College plans to use this information to compare students across settings such as courses and degree programs. Copies of the rubrics can be found in Appendix B.

3. Program Review of select OPTIONS degrees

In the spring of 2010, the College conducted a program review of the Bachelor of Arts in Corporate Communication (BCC), Master of Management (MM), Master of Science in Supply Chain Management (MSSCM), and Master of Science in International Marketing (MSIM) degrees. Conducting a review was critical for these degrees because it gives the College the ability to make reliable assessments about each program in the future.

The review process for BCC, MM, and MSSCM was carried out by a team of 2-3 adjunct faculty from each program, and was managed by the curriculum and assessment department. The faculty were given the responsibility to install new learning objectives for each degree and a new or revised capstone experience in each degree.

The review teams compared each program's current learning objectives to the program's curriculum. The teams produced new learning objectives that more accurately reflected and were supported by the curriculum. The review teams then designed a capstone assignment that was in line with the new learning objectives and which gave students the opportunity to display achievement of most of the new learning objectives. The capstone assignments will be rated using a rubric designed around each program's learning objectives. Those rubrics are currently being developed.

The MSIM was reviewed by members from the full-time faculty and went through a similar process, except that the faculty proposed new and revised courses and course descriptions. A determination was made after the review process that the MSIM should not be offered with its current curriculum nor with the recently recommended curriculum. It was further determined that we should begin working on proposing a dual credit International Business concentration instead.

4. Online administration of the End of Course Surveys

In January of 2010, the College stopped administering paper-based end of course surveys to OPTIONS students and moved to an online distribution. Administering the surveys online has several benefits. Most notable is the increase in written comments from students. Students are much more likely to write meaningful feedback about their instructors when typing comments rather than hand writing them. Other benefits are that the online surveys take significantly less time to administer than the paper-based surveys, and the online surveys are more secure than the paper-based surveys. The response rates for the online surveys is a continuing concern, and the College has implemented several strategies to improve it.

5. New degree in Nonprofit Management

By the summer of 2010, the College had made significant steps toward completing the development of a new Master of Science in Nonprofit Management degree. The new degree is expected to begin enrolling students in the Spring 1 2011 term. The Nonprofit Management degree was developed through a collaborative effort between the College's staff and members of the St. Louis nonprofit community. The development process emphasized an alignment between the program objectives and curriculum, which means the degree is already well-prepared to engage in continuous improvement in the future.

Review of Assessment Data from 2009-2010

The College has three major assessment instruments currently in use: the Performance Management Assessment (PMA), the Major Field Test (MFT), and the CompXM. The PMA, MFT and CompXM collect data from students in the College's BSBA, BBA, and MBA programs.

Selected highlights:

- Average total scores on the CompXM for MBA, BBA, and BSBA students have all risen steadily over the last three academic years.
- During FY09-10, gains on the Leadership scale from the PMA1 and PMA2 were significant for undergraduate and graduate students. Undergraduate students improved their score by an average of 27.6%, and graduate students improved their scores by an average of 26.6%.

- Average total scores on the MFT for MBA, BBA, and BSBA students have all risen steadily over the last two academic years.

Areas for Improvement:

- On the CompXM, students are performing substantially lower on the Balanced Scorecard (business acumen) than on the Board Query (business knowledge). Students should be performing relatively the same on both portions of the exam.
- Average total scores on the MFT continue to rank in the 5th to 10th percentile nationally. Both graduate and undergraduate students are placing in the 1st to 5th percentile in most of the MFT's subject areas such as Marketing, Accounting, and Management.
- Traditional undergraduate students are seeing significantly smaller overall gains between the PMA 1 to the PMA 2 compared to OPTIONS undergraduate students (5.88% vs. 8.69% in FY09-10).

Selected Recommendations for 2010-2011

1. Re-instate the End of Program Surveys

The College used to administer an End of Program survey to all OPTIONS students as they neared the end of the program. This survey measured the students' satisfaction with the admissions and financial aid processes, various students' services, and faculty engagement among other variables. The End of Program survey is in the process of being revised to ensure it meets the needs of the departments concerned. The goal completion date is December 2010.

2. Conduct Program Review for select degree programs

The Bachelor of Arts in Organizational Studies (BOS), Bachelor of Science in Sports Management (BSSM), and Bachelor of Science in Sports and Entertainment Management (BSSEM) are all scheduled for program review in the 2010-2011 academic year. The program review process will ensure that each degree program has well written learning objectives and that those objectives are aligned with the curriculum. The program review process will be the same process that was used for the BCC, MM, and MSSCM programs described above. The goal completion date is May 2011.

3. Collect assessment data from the BCC, MM, and MSSCM degrees

Now that the BCC, MM, and MSSCM programs have an established assessment instrument, the 2010-2011 academic year will be the first time the College will be able to collect data for these programs. The initial data from these programs will be examined closely to make an evaluation about the consistency and accuracy of the instrument itself, as well as make preliminary evaluations about the effectiveness of each degree's curriculum. The goal completion date is April 2011.

4. Set Achievement Goals on the Major Field Test

The College has been using the Major Field Test (MFT) since 2007, and students have scored consistently in the same percentile range during that timeframe. The value of this information has not been fully realized as the College has not yet set goals related to student achievement. During the 2010-2011 academic year the College will identify an appropriate peer group from

institutions that also take the MFT. This peer group will allow the College to set reasonable benchmark goals, which can then be the impetus for curricular change and improvement.

5. Perform an evaluation of the College's existing assessment instruments

Now that the College has been granted specialized accreditation, the time is appropriate to examine its existing assessment instruments and evaluate their value to the College. An evaluation of each instrument will be conducted using the following criteria: usefulness to the faculty, cost (for students, faculty, and staff in terms of fees, time and resources), accuracy of the results, and its connection to the College's program-level learning objectives. After the evaluation, a determination will be made about whether or not to keep using each instrument. The goal completion date is June 2011.

Preface

Organization

This report is organized by degree and major for each of the College's 12 degrees. Each section will include the objectives, methods, data, analysis, conclusions, and recommendations for that particular degree.

Defining Goals, Objectives and Outcomes

While conducting a program review on several of the College's degrees last year, a need to formally define the meaning of certain terms became apparent. Specifically, there was confusion when referring to the terms goals, objectives and outcomes, as well as what weight each of those should carry in our planning. We realized there was inconsistency in the way each of the terms was being used by the College's faculty and staff. Many times the terms were used interchangeably and confusion arose because of it. To remedy this confusion, and move forward in a unified direction, the College has adopted and will use these definitions below from now on.

Goal

A **Goal** is an overarching, general statement describing the intended purposes of a degree program. Goals encapsulate and are supported by any number of **Objectives**. Goal statements act as a foundation for a degree program and link it to the College's and University's larger mission and vision. Goals remain relatively stable over time. Goals statements are generally not used at the course level. Goals are fulfilled through the achievement of the Objectives.

Objective

An **Objective** is a specific, measurable statement describing what students should be able to know or do after completing a degree program or course. Objectives encapsulate and are supported by the program's curriculum, including any number of **Outcomes** at both the program and course level. Objectives represent the "identity" of a program and should be reviewed more frequently than Goals to ensure they are meeting the needs of the College's stakeholders.

Outcome

An **Outcome** is a specific, measurable statement that describes how students will achieve each Objective. The Outcome is an end-product in the form of an assignment or performance that can be measured using explicit criteria at either the course or program level. As such, Outcomes are also a description of the assessment instrument used to collect data, which is used to evaluate the degree to which the Objective has been met.

Degrees offered through the ECGBPS

Undergraduate Degrees:

- Bachelor of Science in Business Administration (BSBA)
- Bachelor of Business Administration (BBA)
- Bachelor of Science in Sports Management (BSSM)
- Bachelor of Science in Sports & Entertainment Management (BSSEM)
- Bachelor of Arts in Organizational Studies (BOS)
- Bachelor of Arts in Contemporary Studies (BCS)
- Bachelor of Arts in Corporate Communication (BCC)

Graduate Degrees:

- Master of Business Administration (MBA)
- Master of Science in Accounting (MSA)
- Master of Science in Taxation (MST)
- Master of Management (MM)
- Master of Science in Supply Chain Management (MSSCM)

Goals and Learning Objectives for Degrees in the ECGBPS

The College has three overarching goals and their supporting learning objectives which apply to each of the College's degrees. These goals and objectives are in addition to the degree-specific goals and objectives. The degree-specific goals and objectives are listed under each degree's section.

The College will need to determine what interaction these overarching goals will have on the individual degrees, especially as more degrees undergo the program review process.

Goal 1: To confirm the mission, values, and purposes of Fontbonne University by continuing to provide distinctive programs recognized for their academic excellence and enhancing students' personal and professional quality of life by preparing them for successful business careers.

Upon completion of a major in the ECGBPS, students will be able to:

- A. Use business knowledge and understanding to think critically and analytically, communicate effectively, demonstrate technological competence, act ethically, and make ethical decisions.
- B. Recognize the responsibility of the individual and business organization to the social environment within a global perspective.
- C. Assume responsibility as citizens and business leaders.

Goal 2: To actively support the ongoing initiatives of Fontbonne University by enhancing students' ethical and global perspective.

Upon completion of a major in the ECGBPS, students will be able to:

- A. Identify their responsibilities in the continuous pursuit of individual and corporate ethical behavior and global citizenship.
- B. Understand the impact global perspectives have on the development of solutions and implementation of resolutions to issues.
- C. Achieve personal and professional goals by participating in organizations that embrace ethical standards, diversity, and pursue excellence.

Goal 3: To provide quality business, educational, experiential, and active learning methods reflective of a liberal and professional body of knowledge.

Upon completion of a major in the ECGBPS, students will be able to:

- A. Demonstrate their understanding of forces that shape business practices: ethical, global, social/cultural, legal, and technological issues in real world business settings.
- B. Use the business knowledge skills obtained to solve complex business problems.
- C. Use interpersonal and organizational dynamics in order to succeed in business.

Bachelor of Science in Business Administration (BSBA) and Bachelor of Business Administration (BBA)

BSBA and BBA Objectives:

1. Obtain the foundation for more in-depth study of specific business topics.
2. Acquire competencies needed for positions in business or advancement in their current jobs.
3. Examine business practices pertaining to effectively managing organizational needs.

Methods

Major Field Test (MFT):

This standardized test is designed to assess mastery of concepts, principles, and knowledge expected of students at the conclusion of an academic major in specific subject areas. In addition to factual knowledge, the tests evaluate students' abilities to analyze and solve problems, understand relationships, and interpret material. The MFT is a product of Educational Testing Services.

The Major Field Test for the Bachelor's Degree in Business contains 120 multiple-choice questions designed to measure students' subject knowledge and the ability to apply facts, concepts, theories and analytical methods. Some questions are grouped in sets and based on diagrams, charts and data tables. The questions represent a wide range of difficulty and cover depth and breadth in assessing students' achievement levels.

CompXM:

The CompXM is an individual exam where students participate in a computer-generated simulation as a decision-making manager of a fictitious global company. The CompXM is a wrap-up to the team-based Capstone simulation, in which students participate throughout the duration of their capstone course.

During the CompXM, each student is involved in developing strategy, executing tactics, and analyzing competitors while learning many business concepts. Students are scored by their company's performance along several performance measures called the "Balanced Scorecard" as well as by correctly answering questions from the "Board Query" related to their simulated industry. The Balanced Scorecard is a measure of business acumen, and the Board Query is a measure of business knowledge. The CompXM is a product of Capsim Management Simulations, Inc.

Performance Management Assessment (PMA):

The Performance Management Assessment provides students with behavioral feedback by having students participate in a simulated compressed work day. Business skills assessed may include decision-making, communication, teamwork, and organization. Activities in this assessment include group meetings, speeches and in-basket exercises. Students receive feedback about their performance, which is useful for their professional careers. Students take the PMA at the beginning of their degree and at the end to provide a snapshot of their development. The PMA is a product of Academic Behaviors Assessment.

Internship Evaluation/ ECGBPS Employer Survey/ Alumni Employment Survey:

These indirect measures of student learning are no longer being pursued

Table 1. BBA and BSBA Assessment Instruments

BSBA and BBA						
Method of Assessment (implemented)	Years Used	Students Assessed	When Assessment Done	Administration of Assessment	Objectives Addressed	Rationale for Method to Assess the Goals/Outcome
Major Field Test (Fall 07 Traditional) (Spring 08 OPTIONS)	3 years	BBA, BSBA Students	End of program; Fall, Spring, & Summer	ECGBPS assessment coordinator, faculty; instrument scored measured by ETS (an external assessment company).	Overall Goals 1A, 2B, 3A, 3B BBA/BSB A Objectives 1, 2, 3	<ul style="list-style-type: none"> • Provides an objective and efficient method to assess students' broad base of business knowledge. • Allows for easy comparison of scores within the University's programs and against other universities with national normative data. • Provides benchmarking and trend data and an inexpensive and streamlined administration.
CompXM (Fall 2007)	3 years	BBA, BSBA students	Capstone Course / End of program: Fall & Spring	ECGBPS faculty during the course. Data management provided by Capsim Management Systems Inc. (an external assessment company).	Overall Goals 1A, 1C, 2A, 2B, 3A, 3B, 3C BBA/BSB A Objectives 1,2,3	<ul style="list-style-type: none"> • Measures knowledge of business in an active, applied methodology • Objective automated evaluation (based on College-set criteria) • Realistic preview into the business world including applying business functions, forecasting business trends, and accommodating fast changing consumer preferences • Offers formative assessment data to students • Provides trend data and an inexpensive and streamlined administration.

BSBA and BBA						
Method of Assessment (implemented)	Years Used	Students Assessed	When Assessment Done	Administration of Assessment	Objectives Addressed	Rationale for Method to Assess the Goals/Outcome
Performance Management Assessment (Implemented in stages: February 07 first OPTIONS groups, Traditional students added February 08.)	3 years	BBA, BSBA students	Early in core program and late in core program; no specific course; Fall, Spring, & Summer sessions, approximately five times per calendar year.	ECGBPS Assessment Coordinator; Academic Behaviors Assessment (an external assessment company), organizes data collection.	Overall Goals 1A, 1B, 1C, 2B, 3A, 3B, 3C BBA/BSB A Objectives 2,3	<ul style="list-style-type: none"> • Gives students skills feedback for development • Measures business skills in an active, applied methodology • Hands on opportunity to experience a simulated business environment • Provides pre- and post-test data • Offers formative assessment data to students

Data

Major Field Test (MFT).

Table 2. Average total scores (and national percentile rank) on the MFT for undergraduate BSBA and BBA students by academic year and unit. Score range is 120-200.

Unit	FY07-08	Percentile	FY08-09	Percentile	FY09-10	Percentile
OPTIONS	n/a		141.63 (n=41)	5th	142.03 (n=131)	5th
Traditional	149.59 (n=17)	30th	141.53 (n=40)	5th	145.07 (n=55)	10th
All Students	149.59 (n=17)	30th	141.58 (n=81)	5th	142.93 (n=156)	5th

Table 3. Average of Percent Correct Responses on Subject Areas (and national percentile rank) on the MFT for undergraduate BSBA and BBA students by subject area, academic year and unit.

Unit						
<i>OPTIONS</i>	FY07-08	Percentile	FY08-09	Percentile	FY09-10	Percentile
Accounting	n/a	n/a	42.6%	10th	42.9%	10th
Economics			36.4	1st	37.8	1st
Management			43.2	5th	43.8	5th
Quant. Bus. Analysis			33.9	1st	36.1	1st
Finance			40.0	5th	42.6	5th
Marketing			41.8	5th	43.0	5th
Legal and Social Environment			41.9	15th	41.1	15th
Information Systems			58.4	40th	55.7	20th
International Issues			38.4	1st	41.8	1st
Number of Students			41		131	
<i>Traditional</i>	FY07-08	Percentile	FY08-09	Percentile	FY09-10	Percentile
Accounting	52.5%	55th	41.8%	5th	46.0%	25th
Economics	42.5	10th	39.1	5th	41.0	5th
Management	51.5	65th	46.5	5th	49.0	15th
Quant. Bus. Analysis	40.1	10th	39.2	5th	37.0	5th
Finance	51.1	25th	44.4	5th	47.0	15th
Marketing	47.7	15th	43.2	5th	46.0	10th
Legal and Social Environment	49.2	65th	39.3	5th	41.0	15th
Information Systems	59.6	50th	39.2	1st	56.0	25th
International Issues	46.7	10th	44.8	5th	47.0	15th
Number of Students	17		40		55	
<i>All Students</i>	FY07-08	Percentile	FY08-09	Percentile	FY09-10	Percentile
Accounting	52.5%	55th	42.2%	10th	43.5%	10th
Economics	42.5	10th	37.7	1st	38.4	1st
Management	51.5	65th	44.8	5th	44.8	5th
Quant. Bus. Analysis	40.1	10th	36.4	1st	36.3	1st
Finance	51.1	25th	42.1	5th	43.4	5th
Marketing	47.7	15th	42.5	5th	43.6	5th
Legal and Social Environment	49.2	65th	40.7	10th	41.0	15th
Information Systems	59.6	50th	56.3	25th	55.7	20th
International Issues	46.7	10th	41.5	1st	42.8	5th
Number of Students	17		81		156	

CompXM.

Table 4. Average “Balanced Scorecard” (business acumen) and “Board Query” (business knowledge) scores on the CompXM for undergraduate BSBA and BBA students by academic year and unit.

Unit						
<i>OPTIONS</i>	FY07-08	Percentile	FY08-09	Percentile	FY09-10	Percentile
Balanced Scorecard	307.59	44th	277.28	33rd	282.58	31st
Board Query	239.49	39th	243.32	38th	266.01	43rd
OPTIONS Total	547.08 (n=61) n/a*		520.60 (n=100)		548.59 (n=121)	
<i>Traditional</i>	FY07-08	Percentile	FY08-09	Percentile	FY09-10	Percentile
Balanced Scorecard	200.97	10th	207.7	13th	217.99	13th
Board Query	151.55	9th	203.73	25th	214.28	27th
Traditional Total	352.51 (n=22)		411.42 (n=48)		432.26 (n=54)	
<i>All Students</i>	FY07-08	Percentile	FY08-09	Percentile	FY09-10	Percentile
Balanced Scorecard	281.95	35th	255.36	21st	262.65	25th
Board Query	216.18	30th	230.48	27th	250.05	34th
All Students Total	498.12 (n=83)		485.83 (n=148)		512.70 (n=175)	

The score range for the Balances Scorecard is 0-500, and the score range for the Board Query is 0-500.

*Percentile rankings are not available for combined scores.

Table 5. Average “Balanced Scorecard” (business acumen) sub-scale scores on the CompXM for undergraduate BSBA and BBA students by academic year and unit.

Unit				
<i>OPTIONS</i>	Score Range	FY07-08	FY08-09	FY09-10
Financial	0-125	76.40	66.41	66.50
Internal Business	0-125	70.30	62.99	64.28
Customer Market	0-125	87.59	79.95	83.42
Learning & Growth	0-125	73.29	67.94	68.37
OPTIONS Total	0-500	307.58 (n=61)	277.29 (n=100)	282.58 (n=121)
<i>Traditional</i>	Score Range	FY07-08	FY08-09	FY09-10
Financial	0-125	51.46	44.55	45.37
Internal Business	0-125	40.14	48.75	47.44
Customer Market	0-125	66.09	63.20	73.85
Learning & Growth	0-125	43.29	51.20	51.33
Traditional Total	0-500	200.97 (n= 22)	207.70 (n=48)	217.99 (n=54)
<i>All Students</i>	Score Range	FY07-08	FY08-09	FY09-10
Financial Total	0-125	70.41	59.52	59.98
Internal Business Total	0-125	63.05	58.50	59.09
Customer Total	0-125	82.42	74.67	80.47
Learning & Growth Total	0-125	66.08	62.66	63.11
All Students Total	0-500	281.95 (n= 83)	255.36 (n=148)	262.65 (n= 175)

Table 6. Average “Board Query” (business knowledge) sub-scale scores on the CompXM for undergraduate BSBA and BBA students by academic year and unit.

<i>OPTIONS</i>	Score Range	FY07-08	FY08-09	FY09-10
Human Resources	0-52	28.62	29.00	32.38
Marketing	0-75	38.69	35.3	41.49
Finance	0-119	61.69	60.95	65.69
Operations	0-22	9.21	9.40	9.17
Production	0-57	18.21	20.4	22.41
Accounting	0-93	39.97	45.02	50.00
Strategy	0-77	43.10	43.25	44.1
OPTIONS Total	0-500	239.49 (n=61)	243.32 (n=100)	265.24 (n=121)
<i>Traditional</i>	Score Range	FY07-08	FY08-09	FY09-10
Human Resources	0-52	13.09	25.21	27.07
Marketing	0-75	21.36	28.96	29.63
Finance	0-119	42.41	51.65	56.24
Operations	0-22	6.18	7.33	5.33
Production	0-57	14.32	16.04	15.48
Accounting	0-93	30.59	39.35	43.20
Strategy	0-77	23.59	35.19	37.31
Traditional Total	0-500	151.55 (n=22)	203.73 (n=48)	214.26 (n = 54)
<i>All Students</i>	Score Range	FY07-08	FY08-09	FY09-10
Human Resources	0-52	24.51	27.77	30.74
Marketing	0-75	34.10	33.24	37.83
Finance	0-119	56.58	57.93	62.77
Operations	0-22	8.41	8.73	7.99
Production	0-57	17.18	18.99	20.27
Accounting	0-93	37.48	43.18	48.43
Strategy	0-77	37.93	40.64	42.01
All Students Total	0-500	216.18 (n=83)	230.48 (n= 148)	250.05 (n= 175)

Performance Management Assessment

Table 7. Average change in total score on the PMA for undergraduate BSBA and BBA students (where time between PMA I and PMA II was at least 12 months) by unit and academic year in which the PMA II was completed..

Unit	PMA II completed in FY08-09	PMA II completed in FY09-10
OPTIONS		
<i>PMA I</i>	544.16	494.98
<i>PMA II</i>	528.94	544.96
<i>% Change</i>	-2.8% (n=80)	9.17% (n=95)
Traditional		
<i>PMA I</i>	n/a	493.88
<i>PMA II</i>		524.76
<i>% Change</i>		5.88% (n=34)
All Students		
<i>PMA I</i>	544.16	494.81
<i>PMA II</i>	528.94	541.89
<i>% Change</i>	-2.8% (n=80)	8.69% (n=124)

Score range is 0-1000

Table 8. Average change in sub-scale scores on the PMA for undergraduate BSBA and BBA students (where time between PMA I and PMA II was at least 12 months) by unit, sub-scale and academic year in which the PMA II was completed.

Unit			
<i>OPTIONS</i>		FY08-09	FY09-10
Leadership			
	PMA I	29.15	24.14
	PMAII	34.25	30.79
	% Change	17.5%	27.6%
Decision Making			
	PMA I	129.39	103.75
	PMAII	128.73	112.90
	% Change	-0.5%	8.8%
Planning and Organization			
	PMA I	126.65	121.53
	PMAII	125.35	122.88
	% Change	-1.0%	1.1%
Communication			
	PMA I	187.13	187.88
	PMAII	189.33	182.28
	% Change	1.2%	-3.0%
Teamwork			
	PMA I	71.83	55.99
	PMAII	51.29	49.09
	% Change	-28.6%	-12.3%
<i>Traditional</i>		FY08-09	FY09-10
Leadership			
	PMA I	n/a	27.94
	PMAII		24.76
	% Change		-11.4%
Decision Making			
	PMA I	n/a	108.06
	PMAII		120.65
	% Change		11.6%
Planning and Organization			
	PMA I	n/a	118.35
	PMAII		134.47
	% Change		13.6%
Communication			
	PMA I	n/a	184.35
	PMAII		201.71
	% Change		9.4%

Teamwork	PMA I	n/a	52.71
	PMAII		43.18
	% Change		-18.1%
All Students		FY08-09	FY09-10
Leadership	PMA I	29.15	24.71
	PMAII	34.25	29.68
	% Change	17.5%	20.1%
Decision Making	PMA I	129.39	104.40
	PMAII	128.73	113.63
	% Change	-0.5%	8.8%
Planning and Organization	PMA I	126.65	121.04
	PMAII	125.35	124.62
	% Change	-1.0%	3.0%
Communication	PMA I	187.13	187.35
	PMAII	189.33	185.28
	% Change	1.2%	-1.1%
Teamwork	PMA I	71.83	55.49
	PMAII	51.29	48.12
	% Change	-28.6%	-13.3%

Analysis

MFT:

Overall goals 1A, 2B, 3A, and 3B and program objectives 1, 2, and 3.

The College's BSBA and BBA students continue to score consistently in the 5th to 10th percentile overall on the MFT. Nonetheless, both units saw a small increase in percentile rankings from FY08-09 to FY09-10.

The MFT is also comprised of several subject areas, and the College's students are performing better in Information Systems, Legal and Social Environment, and Accounting than other subject areas. It is not known why students are performing better in those areas and not others. A formal comparison of the curriculum to the content of the exam itself would illuminate how well the curriculum prepares students for each subject as well as the links between those subjects and the learning objectives.

The overall percentiles seem low, but it is not clear how well the College's students *should* be scoring on the exam. The percentile rankings are based on scores from every university that administers the MFT nationwide (618 institutions for the undergraduate version). This population includes institutions that enroll students that are more academically prepared than Fontbonne's students. For a more of an "apples-to-apples" comparison, it is possible to purchase peer group percentile data for only institutions that are similar to Fontbonne. Comparing Fontbonne's students to similar institutions would give the College a realistic perspective on how its students should be performing. Peer groups would also allow the College to set realistic performance goals in the future.

The data from the MFT provides evidence that the College's students have demonstrated *some level* of achievement regarding the goals and objectives for the BSBA and BBA degrees. What isn't known is what level of performance constitutes having fully satisfied those goals and objectives. Additionally, the lack of performance goals is compounded by generic learning objectives. These factors make the process of identifying curricular or pedagogical areas in need of intervention that much more difficult, and should be addressed in the upcoming academic year.

CompXM:

Overall goals 1A, 1C, 2A, 2B, 3A, 3B, and 3C and program objectives 1, 2, and 3.

Overall scores on the CompXM rose above FY08-09 levels and exceeded FY07-08 levels. One explanation for the increase in scores could be the improved facilitation abilities of the faculty teaching the CompXM course. The CompXM is a complex simulation and faculty face as large of a learning curve as the students. As faculty become more experienced in administering the simulation, they are able to spend more time teaching and coaching students.

Students are performing substantially lower on the Balanced Scorecard (business acumen) than on the Board Query (business knowledge). Ideally, students should be performing relatively the same on both portions of the exam. However, performance goals and/or expectations for student performance on the CompXM have not been established. Whereas the MFT provides an external benchmarking perspective, the real benefit of the CompXM is its ability to provide a "strengths and weaknesses" perspective. The CompXM does not have the ability to produce peer group comparisons like the MFT. The College can set performance goals

for the CompXM by conducting a comparison of the curriculum to the content of the exam itself. This will allow the College to determine how well the curriculum prepares students for the exam.

As with the MFT, the CompXM provides evidence that the College's students have demonstrated *some level* of achievement regarding the goals and objectives for the BSBA and BBA degrees. What isn't known is what level of performance constitutes having fully satisfied those goals and objectives. Additionally, the lack of performance goals is compounded by generic learning objectives. These factors make the process of identifying curricular or pedagogical areas in need of intervention that much more difficult, and should be addressed in the upcoming academic year.

PMA:

Overall goals 1A, 1B, 1C, 2B, 3A, 3B, and 3C and program objectives 2 and 3.

Overall student gains between the PMA I and PMA II increased for students taking the PMA II in FY09-10. Overall, students improved their scores by 8.69%, but it is not known if these gains are average or exceptional. Some gain is expected due to student maturation and testing effect, but it isn't known how far and above those gains the students should be performing as a result of having completed a program of study.

Of concern to the College is that the increases are not distributed evenly across all the managerial skills. For example, both units saw large decreases on the Teamwork scale and almost no gains on the Communication scale. At the very least, students should not be performing worse on any area from PMA 1 to PMA 2.

Although performance in FY09-10 increased, student performance in FY08-09 decreased by 2.8%. One reason student performance may have dropped during that time period is because the PMA used to be administered at the Clayton campus, and facilitation of the assessment was much more difficult at that location. These results also raise concerns about the reliability of the instrument itself. For example, students taking the PMA I in FY08-09 scored as high as the students taking the PMA II in FY09-10. Additionally, a recent request for an assurance of scoring reliability from the instrument's proprietor resulted in a dissatisfactory report. The College should consider whether or not it wants to continue using the PMA as an assessment instrument in the future.

Conclusion

In the spring of 2010 the College's BSBA and BBA degrees were granted accredited status through the Accreditation Council of Business Schools and Programs (ACBSP). This achievement was the culmination of three years of effort shared among the College's faculty and staff. Now that accreditation for those two degrees has been secured, the College has the opportunity to step back and examine the instruments currently being used and consider their value and connection to the degrees' learning objectives.

In an effort to improve communication to full-time faculty about assessment data, and to increase their level of engagement, the curriculum and assessment department delivered an "assessment brief" in August of 2010. The assessment brief focused only on the BSBA, BBA, and MBA degrees because the majority of the College's full-time faculty teach in those programs. The purpose of the assessment brief was to simplify the assessment process and focus on one or two critical decisions that needed to be made during the 2010-2011 academic year. A copy of the assessment brief is included in Appendix A.

The assessment brief emphasized two critical issues. First, the brief prompted the full-time faculty to consider the value of each assessment instrument by considering its usefulness to them and students, its cost (in time, money and resources), its accuracy, and its connection to the College's learning objectives. The second issue was the need to set performance goals for each assessment instrument. Setting performance goals is part of the process of defining program success, and can be the basis for data-informed decision making in the future.

Recommendations

The College's 2008-2009 assessment report outlined several recommendations. Many of those recommendations were specific to the BSBA and BBA programs.

Table 9. Recommendations from 2008-2009

Recommendation	Priority	Required Resources/ Time	Timeline	Status
Develop a communication plan for advisors and faculty to share the results of the CompXM, PMA, and MFT on a quarterly basis.	High	Low	November	In progress
Increase full-time faculty participation in shaping the College's assessment process and in driving the curricular recommendations that follow.	High	High	Ongoing	In progress
Develop a communication plan for current students that improves a) student motivation, and b) formative feedback from the PMA	High	Low	December	Completed
Create a panel of faculty to determine a grading scale for the CompXM in the context of the curriculum.	Moderate	High	March	No progress
Utilize faculty and staff to consider curricular changes based on student performance on the MFT.	High	High	March	No progress
Utilize faculty and staff to consider curricular changes based on student performance on the CompXM.	High	High	March	No progress
Review and refine the learning outcomes of all programs so they are more specific and are reflective of our curriculum.	High	High	May	No progress on BSBA & BBA objectives
Create more differentiation between the CompXM simulation within the BBA and MBA capstone courses.	Moderate	Moderate	January	Completed

Explore the possibility of consolidating the PMA course numbers into one listing for both traditional and OPTIONS students.	Moderate	Moderate	February	Abandoned
Create a panel of faculty to determine a grading scale for the MFT in the context of the curriculum.	Moderate	High	February	No progress
Identify faculty and staff who will directly contribute to assessment efforts in each degree program, where appropriate.	Moderate	High	March	No progress
Identify ways to improve self-assessment among graduate students and consider piloting in one program.	Low	High	March	Abandoned
Perform a content analysis on the End of Program survey data and review the instrument for updates, if necessary.	Low	Low	April	Abandoned
Identify a new or existing instrument to assess ethical decision making.	Low	Moderate	April	Abandoned
Identify an instrument to assess leadership capacity.	Low	Moderate	May	Abandoned
Develop an ECGBPS employer survey.	Low	Moderate	May	Abandoned
Explore the possibilities of using locally-authored questions on a portion of the MFT.	Low	Moderate	June	No progress
Consider using the MFT to gather additional background information from students for analysis.	Low	Moderate	June	No progress
Investigate the cost of purchasing segmented percentile data for the MFT in order to make more meaningful comparisons.	Low	Moderate	June	Completed
Increase the level of assurance received from ABA regarding the reliability of the PMA.	Low	Moderate	June	Completed

Table 10. Recommendations for 2010-2011

Recommendation	Priority	Required Resources/ Time	Timeline
Identify a peer group from institutions administering the MFT in order to make more meaningful comparisons for the BSBA and BBA degrees.	High	Low	Spring 2011
Review and refine the learning objectives of the BSBA and BBA programs so they are more specific and are reflective of the curriculum.	High	High	Summer 2011
Use the peer group percentile rankings to set performance goals on the MFT for the BSBA and BBA degrees.	High	Med	Spring 2011
Make a determination about whether or not to continue using the PMA for the BSBA and BBA degrees.	High	Low	Fall 2010
Re-instate the End of Program survey for the BBA degree.	Med	Med	Fall 2010

Bachelor of Science in Sports Management (BSSM)
Bachelor of Science in Sports & Entertainment Management (BSSEM)

Old BSSM and BSSEM Objectives:

Bachelor of Science in Sports Management

1. Obtain the foundation for more in-depth study of specific sports management topics.
2. Acquire competencies needed for positions in the sports management business or advancement in their current jobs.
3. Gain knowledge and skills necessary to coordinate and conduct a sporting event.
4. Identify legal issues and critically analyze legal facts in a sports management scenario.

Bachelor of Science in Sports & Entertainment Management

1. Examine topics and issues pertaining to managing sports and entertainment values and figures.
2. Acquire competencies needed for positions in the sports management or entertainment business or advancement in their current jobs.

New BSSM and BSSEM Mission Statement, Goals, and Objectives

Mission

The mission of the Sports Management program at Fontbonne University is to offer a comprehensive business program that provides graduates with a strong foundation in becoming a reflective, principled, innovative leader who will succeed in the global sports management community.

Comprehensive Program Goals:

1. Acquiring knowledge in specific core content areas, such as management, sports marketing, sports finance and economics, sports sociological and psychological issues, sports communication, sports law, international sports, sports governance, and strategic management as it relates to sports. These courses are currently under review and will reflect all of these content areas within the next one to two years.
2. Developing an understanding of the professional and ethical obligations, including a global awareness and an appreciation of the impact of diversity.
3. Demonstrating critical thinking skills, enabling students to comprehend and effectively analyze issues, make decisions, and form sound and well-based judgments.
4. Mastering effective communication skills: oral, interpersonal, and written.
5. Demonstrating proficiency in using technology, with the ability to use the computer to analyze numerical information; to organize data; to aid in decision-making; to facilitate research; and to communicate effectively.
6. Developing a commitment to continuing professional growth through activities such as joining professional organizations, attending conferences and workshops, engaging in in-service training, subscribing to professional journals, or participating in volunteer work.

Objectives:

1. Demonstrate knowledge of the fundamental principles of the sport management field. In particular, students should possess an understanding of the key functions of management, sport marketing, sport finance, sport communication, sport sociology and psychology, sport law, international sport, and sport governance, and the interaction of these concepts in a practical environment.
2. Understand global linkages and apply models of cultural analysis to global sport management issues.
3. Demonstrate a working familiarity with concepts and procedures related to ethical “good practice” and conduct.
4. Appreciate individual differences and recognize all dimensions of diversity including ethnicity, gender, age, physical differences, sexual orientation, race, and religion.
5. Develop critical thinking models that include qualitative and quantitative techniques and be able to analyze and solve problems using these models in an ethical context.
6. Effectively apply a variety of oral and written business and professional communications styles.
7. Effectively apply technology to analyze and interpret data and understand its potential power in a dynamic business and professional world.
8. Demonstrate leadership, growth, and the ability to synthesize knowledge both in the classroom and in a practical sport setting.

Methods

The BSSM and BSSEM degrees have not had an assessment instrument in place in the past. During the 2009-2010 academic year, Dr. Erin McNary, Director of Sports Management programs, outlined an initial assessment plan for the two degrees. This plan identified several potential assessment instruments which are described below:

Capstone Course evaluation – Case Study

A comprehensive case study will be designed to measure specific Common Professional Component (CPC) content areas outlined by the Commission on Sport Management Accreditation (COSMA). This case study would be collected from students in the proposed Strategic Management in the Sports Industry course. Case studies will be collected and graded using a rubric.

Sports Marketing Plan

Students will demonstrate Sports Marketing knowledge and skills by creating and implementing a sports marketing plan for a sporting event. The students will be responsible for presenting their plan to the professor and classmates. Marketing plan papers and videotape of students presenting the plan will be collected. Upon collection of these materials, the professor will use a rubric designed to evaluate the marketing plan.

Internships/Practicum Evaluation

Supervisors Evaluations used to provide feedback on student objectives. This instrument will be administered by the Director of Sports Management upon completion of the internship/practicum for each student. Forms are sent to the employers who provided the internship/practicum to the student. Information collected includes assignments

completed and interpretation of work concepts. Overall student intern performance will be noted specifically dealing with analytical thinking, problem solving, written and oral communication, and technology use.

Sports Management Pre-Post Test

The content would align with COSMA's CPCs and the test would be administered in Introduction to Sport Management course (Sophomore year) and Sport Management Seminar (Senior year) for the BSSM degree.

Sports Management Club

A club formation would represent a group of students dedicated to leading peers and to taking on extra duties and responsibilities to enhance their educational and personal experience. A club would offer students an opportunity to get more involved on campus and within the community. The club allows students to understand organizational policies and procedures. Field work and experience would be the ultimate goal of the club.

Graduating Senior Exit Interview

Prior to graduation all Sports Management seniors will participate in an exit interview designed to assess their academic experiences.

Response

During her first year as Director of Sports Management, Dr. McNary conducted a program review of the BSSM and BSSEM degrees. The review was necessary to further legitimize and enhance the quality of the programs. The review was conducted with an eye toward bringing the programs in line with guidelines set by the Commission on Sport Management Accreditation (COSMA) established jointly through the National Association for Sports and Physical Activity (NASPE) and the North American Society for Sport Management (NASSM). This process allowed Dr. McNary to articulate a new mission statement, develop overall program goals and learning objectives, and identify potential assessment instruments for the BSSM and BSSEM degrees. The elements of her assessment plan will continue to be reviewed in the 2010-2011 academic year so that they can be refined, prioritized, and implemented.

As part of the program review process, Dr. McNary also made several curricular changes. The new BSSM and BSSEM curriculums are displayed below alongside the old curriculums.

Table 11. Old and New BSSM Curricula

<u>Old BSSM Curriculum</u>	<u>New BSSM Curriculum</u>
<p>Specific GER's to also meet requirements of major (9 credits) CIS 110 Microcomputer Applications: Spreadsheets MTH 115 Introduction to Statistics CIS 111 Microcomputer Applications: Database</p>	<p>Specific GER's to also meet requirements of major (12 credits) CIS 110 Microcomputer Applications: Spreadsheets MTH 115 Introduction to Statistics BUS 202 Principles of Macro Economics PHL 221 Business Ethics</p>
<p>Courses Required in the Major (24 credits) SPT 101 Introduction to Sports Management BUS 233 Marketing Principles BUS 205 Financial Accounting BUS 354 Sports & Entertainment Marketing SPT 300 Ethical & Legal Issues in Sports SPT 495 Internship in Sports Management BUS 369 Marketing Research and BUS 336 Advertising Principles SPT 200 Dynamics of Coaching</p>	<p>Courses Required in the Major (42 credits) SPT 101 Introduction to Sports Management BUS 233 Marketing Principles BUS 205 Financial Accounting BUS 354 Sports & Entertainment Marketing SPT 300 Legal Issues in Sports SPT 495 Internship in Sports Management BUS 203 Principles of Micro Economics BUS 357 Consumer Behavior BUS 365 International Business SPT 310 Social Aspects of Sports SPT 320 Sports Psychology SPT 330 Leadership & Governance in Sports SPT 340 Sports Event & Venue Manag SPT 480 Strategic Management in the Sports Industry</p>
<p>Courses Required in Other Disciplines (23 credits) ENG 201 Business Writing HES 119 Essential Concepts for Health and Fitness COM 350 Organizational Communication HES 213 Nutrition for Fitness and Physical Performance BIO 108 Introduction to Life Science with Lab BIO 206 Essentials of Human Anatomy/Physiology with lab (4 credits) BIO 306 Introduction to Kinesiology/Lab (4 credits)</p>	<p>Courses Required in Other Disciplines (12 credits) ENG 201 Business Writing HES 119 Essential Concepts for Health and Fitness COM 350 Organizational Communication HES 213 Nutrition for Fitness and Physical Performance</p>
<p>Additional Courses Required (72 Credits) Additional Minimum General Education</p>	<p>Additional Courses Required (62 credits) Additional Minimum General Education</p>

Requirements (33 credits) Electives/Minor (39 Credits) *all courses 3 credits unless noted*	Requirements (30 credits) Electives/Minor (32 credits)
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Table 12. Old and New BSSEM Curricula

<u>Old BSSEM Curriculum</u>	<u>New BSSEM Management Curriculum</u>
SEM300 Introduction to S & E Management	SEM 300 SEM300 Foundations in S & E Management
SEM310 Current Issues in Marketing	SEM 310 Current Issues in Marketing
SEM320 Business & Finance in S & E	BUS205 Financial Accounting
SEM330 Executive Communication Techniques	BUS203 Principles of Microeconomics
SEM336 Advertising Principles	BUS343 Managerial Finance
SEM340 Sports & Entertainment Event Development	SEM340 Event Development in S & E
SEM350 Ethical & Legal Issues in S & E	SEM350 Ethical & Legal Issues in S & E
SEM400 Public Relations	SEM400 Promotions & Public
SEM410 Resort & Club Recreation Programming	SEM3xx Leadership & Governance in S & E
SEM420 Spectator facility & Venue Management	ORG316 Social Psychology & the Workplace
SEM430 International Sports and Diversity in Sports	SEM430 Global Perspectives in S & E
SEM440 Social Aspects of S & E	SEM440 Social Aspects of S & E
SEM470 S & E Internet Marketing	SEM490 Strategic Management in S & E
SEM480 S & E Services Marketing	
SEM490 Capstone Course Special Topics-Current Issues	

Recommendations

The College's 2008-2009 assessment report outlined several recommendations. Some of those recommendations were specific to the BSSM and BSSEM programs.

Table 13. Recommendations from 2008-2009

Recommendation	Priority	Required Resources/ Time	Timeline	Status
Increase full-time faculty participation in shaping the College's assessment process and in driving the curricular recommendations that follow.	High	High	Ongoing	In progress
Review and refine the learning outcomes of all programs so they are more specific and are reflective of our curriculum.	High	High	May	In progress on BSSM and BSSEM objectives

Table 14. Recommendations for 2010-2011

Recommendation	Priority	Required Resources/ Time	Timeline
Refine the BSSM and BSSEM goals and objectives.	High	Med	Spring 2011
Select one assessment instrument to develop and implement in the BSSM and BSSEM degrees.	High	Med	Spring 2011
Establish performance goals for the selected assessment instrument.	Low	Med	2011-2012
Re-instate the End of Program survey for the BSSEM degree.	Med	Med	Fall 2010

Bachelor of Arts in Organizational Studies (BOS)

BOS Objectives:

1. Obtain the foundation for more in-depth study of specific organizational studies topics.
2. Develop leadership and administrative qualities to assume managerial positions.
3. Examine management, motivational, and communication techniques used in leadership roles.
4. Acquire competencies needed for positions in business or advancement in their current jobs.

Methods

The BOS degree does not currently have assessment instruments in place to systematically collect data about student learning.

Recommendations

The College's 2008-2009 assessment report outlined several recommendations. Some of those recommendations were specific to the BOS program.

Table 15. Recommendations from 2008-2009

Recommendation	Priority	Required Resources /Time	Timeline	Status
Review and refine the learning outcomes of all programs so they are more specific and are reflective of our curriculum.	High	High	May	No progress on BOS objectives

Table 16. Recommendations for 2010-2011

Recommendation	Priority	Required Resources/Time	Timeline
Review and refine the learning objectives of the BOS program.	High	High	Spring 2011
Re-instate the End of Program survey for the BOS degree.	Med	Med	Fall 2010

The BOS degree is schedule to undergo a program review in the 2010-2011 academic year. The program review process involves re-writing the BOS learning objectives so that they are supported by and more accurately reflect the curriculum. This process will also include the development of a capstone project which is aligned with the new learning objectives to capture data about those learning objectives.

Bachelor of Arts in Contemporary Studies (BCS)

BCS Objective:

1. Examine ethics, leadership, and public responsibility issues in relation to individual, management, and corporate liability.

Methods

The BCS degree does not currently have assessment instruments in place to systematically collect data about student learning.

Recommendations

The College's 2008-2009 assessment report outlined several recommendations. Some of those recommendations were specific to the BCS program.

Table 17. Recommendations from 2008-2009

Recommendation	Priority	Required Resources /Time	Timeline	Status
Review and refine the learning outcomes of all programs so they are more specific and are reflective of our curriculum.	High	High	May	No progress on BCS objectives

Table 18. Recommendations for 2010-2011

Recommendation	Priority	Required Resources/ Time	Timeline
Review and refine the learning objectives of the BCS program.	Low	High	2011-2012
Re-instate the End of Program survey for the BCS degree.	Med	Med	Fall 2010

The BCS degree will not be considered for program review until the 2011-2012 academic year. The program review process involves re-writing the BCS learning objectives so that they are supported by and more accurately reflect the curriculum. This process will also include the development of a capstone project which is aligned with the new learning objectives to capture data about those learning objectives.

Bachelor of Arts in Corporate Communication (BCC)

Old BCC Objectives:

1. Develop writing and speaking skills to effectively present ideas and information.
2. Communicate effectively within the corporate and global communities.
3. Acquire competencies needed for positions in business or advancement in their current jobs.

New BCC Objectives:

1. Demonstrate the cogent writing and speaking skills needed for employment in business or advancement in the current organization.
2. Achieve proficiency in technology and software applications that support future trends in corporate communications.
3. Communicate, with demonstrated awareness, sensitivity to corporate and global communities' diversity.
4. Compare and contrast the basic functions of business and the required leadership skills needed for organizational success.
5. Analyze the relationship between positioning, brand awareness, and attitude in the marketing arena.
6. Demonstrate the ability to present a positive corporate image via public relations and media communications especially during crises.
7. Analyze the responsibilities and liabilities of the organization to ensure legal and ethical positions are not violated.

Methods

The BCC degree has not had an assessment instrument in place in the past. A revised capstone portfolio project was identified this year through the program review process. The portfolio will be put in place for the Spring 1 2011 offering of BCC490. The portfolios will be scored using a rubric that is aligned with the learning objectives. The rubric is currently being developed.

Response

The BCC program underwent the program review process in the 2009-2010 academic year. This process was carried out by a team of two adjunct faculty from the BCC program, and was managed by the curriculum and assessment department. The faculty were given the responsibility to install new learning objectives and a new or revised capstone experience in the BCC degree.

The review team compared the BCC program's current learning objectives to the program's curriculum. The team then produced new learning objectives that more accurately reflected and were supported by the curriculum.

The review team then examined the current capstone project for the BCC program and determined if the project was appropriately aligned with the new learning objectives. The review team proposed a revised capstone portfolio for the BCC program.

Recommendations

The College's 2008-2009 assessment report outlined several recommendations. Some of those recommendations were specific to the BCC program.

Table 19. Recommendations from 2008-2009

2009-2010 Recommendation	Priority	Required Resources /Time	Timeline	Status
Review and refine the learning outcomes of all programs so they are more specific and are reflective of our curriculum.	High	High	May	BCC portion complete

Table 20. Recommendations for 2010-2011

2010-2011 Recommendations	Priority	Required Resources/ Time	Timeline
Articulate a mission statement, goals, and overarching topics for the BCC program.	Med	Med	Spring 2011
Review the results of the first scored portfolios from the BCC degree and make any necessary changes to the rubric and/or portfolio.	High	Med	Summer 2011
Establish desired cut-off scores on the BCC portfolio.	Low	Med	2011-2012
Re-instate the End of Program survey for the BCC degree.	Med	Med	Fall 2010

Master of Business Administration

MBA Objectives:

1. Acquire the competencies needed for obtaining or advancement in managerial careers through a professional business education, assessment, self-reflection, and skill development.
2. Recognize the interrelationships between the functional areas of business, and leverage this knowledge to analyze and solve complex business problems.
3. Understand how the rapidly changing political, economic, global, legal, technological, and social environments interact with organizations to guide ethical short- and long-term decision-making.
4. Understand the strategic manager's role in leading others, developing potential, and building social capital within organizations.

Methods

Major Field Test (MFT):

This standardized test is designed to assess mastery of concepts, principles, and knowledge expected of students at the conclusion of an academic major in specific subject areas. In addition to factual knowledge, the tests evaluate students' abilities to analyze and solve problems, understand relationships, and interpret material. The MFT is a product of Educational Testing Services.

The Major Field Test for the Master's of Business Administration contains 124 multiple-choice questions designed to measure students' subject knowledge and the ability to apply facts, concepts, theories and analytical methods. Some questions are grouped in sets and based on diagrams, charts and data tables. The questions represent a wide range of difficulty and cover depth and breadth in assessing students' achievement levels.

CompXM:

The CompXM is an individual exam where students participate in a computer-generated simulation as a decision-making manager of a fictitious global company. The CompXM is a wrap-up to the team-based Capstone simulation, in which students participate throughout the duration of their capstone course.

During the CompXM, each student is involved in developing strategy, executing tactics, and analyzing competitors while learning many business concepts. Students are scored by their company's performance along several performance measures called the "Balanced Scorecard" as well as by correctly answering questions from the "Board Query" related to their simulated industry. The Balanced Scorecard is a measure of business acumen, and the Board Query is a measure of business knowledge. The CompXM is a product of Capsim Management Simulations, Inc.

Results from the CompXM do not include scores of international students because those students require alternative assessment methods.

Performance Management Assessment (PMA):

The Performance Management Assessment provides students with behavioral feedback by having students participate in a simulated compressed work day. Business skills assessed may

include decision-making, communication, teamwork, and organization. Activities in this assessment include group meetings, speeches and in-basket exercises. Students receive feedback about their performance, which is useful for their professional careers. Students take the PMA at the beginning of their degree and at the end to provide a snapshot of their development. The PMA is a product of Academic Behaviors Assessment.

Internship Evaluation/ EECGBPS Employer Survey/ Alumni Employment Survey:
These indirect measures of student learning are no longer being pursued.

Table 21. MBA Assessment Instruments

MBA						
Method of Assessment (implemented)	Years Used	Students Assessed	When Assessment Done	Administration of Assessment	Objectives Addressed	Rationale for Method to Assess the Goals/Outcome
Major Field Test (Fall 07)	3 years	MBA students	End of program; Fall, Spring, & Summer	ECGBPS assessment coordinator, faculty; instrument scored measured by ETS (an external assessment company).	Overall Goals 1A, 2B, 3A, 3B MBA Objectives 1,2	<ul style="list-style-type: none"> • Provides an objective and efficient method to assess students' broad base of business knowledge. • Allows for easy comparison of scores within the University's programs and against other universities with national normative data. • Provides benchmarking and trend data and an inexpensive and streamlined administration.
CompXM (Fall 2007)	3 years	MBA students	Capstone Course / End of program: Fall & Spring	ECGBPS faculty during the course. Data management provided by Capsim Management Systems Inc. (an external assessment company).	Overall Goals 1A,1C, 2A, 2B, 3A, 3B, 3C MBA Objectives 1, 2, 3,4	<ul style="list-style-type: none"> • Measures knowledge of business in an active, applied methodology • Objective automated evaluation (based on College-set criteria) • Realistic preview into the business world including applying business functions, forecasting business trends, and accommodating fast changing consumer preferences • Offers formative assessment data to students • Provides trend data and an inexpensive and streamlined administration.

MBA						
Method of Assessment (implemented)	Years Used	Students Assessed	When Assessment Done	Administration of Assessment	Objectives Addressed	Rationale for Method to Assess the Goals/Outcome
Performance Management Assessment (Spring 2008)	3 years	MBA students	Early in core program and late in core program; no specific course; Fall, Spring, & Summer sessions, approximately five times per calendar year.	ECGBPS Assessment Coordinator; Academic Behaviors Assessment (an external assessment company), organizes data collection.	Overall Goals 1A, 1B, 1C, 2B, 3A, 3B 3C MBA Objectives 1, 3,4	<ul style="list-style-type: none"> • Gives students skills feedback for development • Measures business skills in an active, applied methodology • Hands on opportunity to experience a simulated business environment • Provides pre- and post-test data • Offers formative assessment data to students

Data
Major Field Test.

Table 22. Average total scores (and national percentile rank) on the MFT for graduate MBA students by academic year.

	FY07-08	Percentile	FY08-09	Percentile	FY09-10	Percentile
MBA Students	n/a	n/a	236.15 (n= 88)	5th	237.77 (n=75)	5th

Scores do not include data from International students. Score range is 220 to 300.

Table 23. Average of Correct Responses on Subject Areas (and national percentile rank) on the MFT for graduate MBA students by academic year.

	FY07-08	Percentile	FY08-09	Percentile	FY09-10	Percentile
<i>MBA Students</i>						
Marketing	n/a	n/a	45.41	10th	47.62	10th
Management			45.50	10th	50.89	25th
Finance			35.76	5th	41.29	30th
Managerial Accounting			38.58	5th	42.73	10th
Strategic Integration			42.29	10th	47.13	25th
Number of Students			88		75	

CompXM.

Table 24. Average “Balanced Scorecard” (business acumen) and “Board Query” (business knowledge) scores on the CompXM for graduate MBA students by academic year.

	FY07-08	Percentile	FY08-09	Percentile	FY09-10	Percentile
<i>MBA Students</i>						
Balanced Scorecard	221.43	12th	218.46	16th	285.53	29th
Board Query	266.86	29th	247.18	26th	309.31	44th
Total	488.29 (n=63)	n/a*	465.63 (n=45)		594.84 (n=91)	

The score range for the Balances Scorecard is 0-500, and the score range for the Board Query is 0-500. Scores do not include data from International students.

Percentile rankings are not available for combined scores.

Table 25. Average “Balanced Scorecard” (business acumen) sub-scale scores on the CompXM for graduate MBA students by academic year.

	Score Range	FY07-08	FY08-09	FY09-10
<i>MBA Students</i>				
Financial Total	0-125	52.55	47.03	68.62
Internal Business Total	0-125	51.41	50.92	65.95
Customer Total	0-125	70.57	70.51	83.64
Learning & Growth Total	0-125	46.90	50.00	67.31
Total	0-500	221.43 (n= 63)	218.46 (n= 45)	285.52 (n =91)

Table 26. Average “Board Query” (business knowledge) sub-scale scores on the CompXM for graduate MBA students by academic year.

	Score Range	FY07-08	FY08-09	FY09-10
<i>MBA Students</i>				
Human Resources	0-52	30.70	34.00	35.65
Marketing	0-75	38.73	41.33	50.93
Finance	0-119	68.63	58.00	77.42
Operations	0-22	12.48	12.27	12.97
Production	0-57	24.65	19.87	27.55
Accounting	0-93	48.86	41.98	54.47
Strategy	0-77	42.81	39.73	50.32
Total	0-500	266.85 (n= 63)	247.18 (n=45)	309.31 (n= 91)

Performance Management Assessment.

Table 27. Average change in total score on the PMA for graduate MBA students (where time between PMA I and PMA II was at least 12 months) by academic year in which the PMA II was completed.

	PMA II completed in FY08-09	PMA II completed in FY09-10
<i>MBA Students</i>		
<i>PMA I</i>	547.24	566.59
<i>PMA II</i>	546.57	585.03
<i>% Change</i>	-0.12% (n=80)	3.25% (n=92)

Score range is 0-1000

Table 28. Average change in sub-scale scores on the PMA for MBA students (where time between PMA I and PMA II was at least 12 months) by academic year in which the PMA II was completed.

<i>MBA Students</i>		FY08-09	FY09-10
Leadership	PMA I	28.53	30.92
	PMAII	35.15	39.14
	% Change	23.2%	26.6%
Decision Making	PMA I	126.89	128.68
	PMAII	130.91	131.92
	% Change	3.2%	2.5%
Planning and Organization	PMA I	126.13	131.45
	PMAII	128.60	132.43
	% Change	2.0%	0.8%
Communication	PMA I	192.64	202.03
	PMAII	194.43	202.24
	% Change	0.9%	0.1%
Teamwork	PMA I	72.68	71.91
	PMAII	57.47	53.49
	% Change	-20.9%	-25.6%

Analysis

MFT

Overall goals 1A, 2B, 3A, and 3B and program objectives 1 and 2

The College's MBA students continue to score consistently in the 5th percentile overall on the MFT. There was a small increase in the overall scores but it did not result in an increase in the percentile ranking.

The MFT is also comprised of several subject areas, and the College's students are performing better in Finance and Management than other subject areas. Finance in particular saw a large gain from FY08-09 (5th percentile) to FY09-10 (30th percentile). This large jump in performance may be contributed to the influence of College's newest full-time faculty member in Finance. All subject areas saw gains from FY08-09 to FY09-10; however, these gains were not enough to move the overall scores into a higher percentile ranking. A formal comparison of the curriculum to the content of the exam itself would illuminate how well the curriculum prepares students for each subject and the links between those subjects and the learning objectives.

The overall percentiles seem low, but it is not clear how well the College's students *should* be scoring on the exam. The percentile rankings are based on scores from every

university that administers the MFT nationwide (230 institutions for the graduate version). This population includes institutions that enroll students that are more academically prepared than Fontbonne's students. For a more of an "apples-to-apples" comparison, it is possible to purchase peer group percentile data for only institutions that are similar to Fontbonne. Comparing Fontbonne's students to similar institutions would give the College a realistic perspective on how its students should be performing. It would also allow the College to set realistic performance goals in the future.

The data from the MFT provides evidence that the College's students have demonstrated *some level* of achievement regarding the goals and objectives for the MBA degree. What isn't known is what level of performance constitutes having fully satisfied those goals and objectives. Additionally, the lack of performance goals is compounded by generic learning objectives. These factors make the process of identifying curricular or pedagogical areas in need of intervention that much more difficult, and should be addressed in the upcoming academic year.

CompXM

Overall goals 1A, 1C, 2A, 2B, 3A, 3B, and 3C and program objectives 1, 2, 3, and 4

Overall scores on the CompXM rose above FY08-09 levels and exceeded FY07-08 levels. One explanation for the increase in scores could be the improved facilitation abilities of the faculty teaching the CompXM course. The CompXM is a complex simulation and faculty face as large of a learning curve as the students. As faculty become more experienced in administering the simulation, they are able to spend more time teaching and coaching students.

Students are performing substantially lower on the Balanced Scorecard (business acumen) than on the Board Query (business knowledge). Ideally, students should be performing relatively the same on both portions of the exam. However, performance goals and/or expectations for student performance on the CompXM have not been established. Whereas the MFT provides an external benchmarking perspective, the real benefit of the CompXM is its ability to provide a "strengths and weaknesses" perspective. The CompXM does not have the ability to produce peer group comparisons like the MFT. The College can set performance goals for the CompXM by conducting a comparison of the curriculum to the content of the exam itself. This will allow the College to determine how well the curriculum prepares students for the exam.

As with the MFT, the CompXM provides evidence that the College's students have demonstrated *some level* of achievement regarding the goals and objectives for the MBA degree. What isn't known is what level of performance constitutes having fully satisfied those goals and objectives. Additionally, the lack of performance goals is compounded by generic learning objectives. These factors make the process of identifying curricular or pedagogical areas in need of intervention that much more difficult, and should be addressed in the upcoming academic year.

PMA

Overall goals 1A,1B, 1C, 2B, 3A, 3B, and 3C and program objectives 1, 3 and 4

Overall student gains between the PMA I and PMA II increased for students taking the PMA II in FY09-10. Overall, students improved their scores by only 3.25%, but it is not known if these gains are average or exceptional. Some gain is expected due to student maturation and

testing effect, but it isn't known how far and above those gains the student should be performing as a result of having completed a program of study.

Of concern to the College is that the increases are not distributed evenly across all the managerial skills. For example, both units saw large decreases on the Teamwork scale and almost no gains on the Communication and Planning and Organization scales. At the very least, students should not be performing worse on any area from PMA 1 to PMA 2.

Although performance in FY09-10 increased, student performance in FY08-09 decreased by 0.12%. One reason student performance may have dropped during that time period is because the PMA used to be held at the Clayton campus, and facilitation of the assessment was much more difficult at that location. There are also concerns about the reliability of the instrument itself. A recent request for an assurance of reliability from the instrument's proprietor resulted in a dissatisfactory report. The College should consider whether or not it wants to continue using the PMA as an assessment instrument in the future.

Conclusion

In the spring of 2010 the College's MBA degree was granted accredited status through the Accreditation Council of Business Schools and Programs (ACBSP). This achievement was the culmination of three years of effort shared among the College's faculty and staff. Now that accreditation for the MBA degree has been secured, the College has the opportunity to step back and examine the instruments currently being used and consider their value and connection to the College's learning goals.

In an effort to improve communication to full-time faculty about assessment data, and to increase their level of engagement, the curriculum and assessment department delivered an "assessment brief" in August, 2010. The assessment brief focused only on the BSBA, BBA, and MBA programs because the majority of the College's full-time faculty teach in those programs. The purpose of the assessment brief was to simplify the assessment process and focus on one or two critical decisions that need to be made this academic year. A copy of the assessment brief is included in the Appendix A.

The assessment brief emphasized two critical issues. First, the brief prompted the full-time faculty to consider the value of each assessment instrument by considering its usefulness to them and students, its cost (in time, money and resources), its accuracy, and its connection to the College's learning goals. The second issue was the need to set performance goals for each assessment instrument. Setting performance goals is part of the process of defining program success, and can be the basis for data-informed decision making in the future.

The majority of the MBA degree is delivered face-to-face, but students can take some courses online. In the future, the College plans to make the entire degree available online. The learning objectives for both delivery methods are the same, and the instruments used to collect data about those objectives should be the same. Currently, the MFT and CompXM can be administered online, but the PMA cannot. This limitation should be considered when deciding whether or not to continue using the PMA in the future. Because of the strategic emphasis placed on quality online programs at the University, the College will be very concerned with examining student performance in relationship to amount of coursework completed online.

Recommendations

The College's 2008-2009 assessment report outlined several recommendations. Many of those recommendations were specific to the MBA program.

Table 29. Recommendations from 2008-2009

Recommendation	Priority	Required Resources/ Time	Timeline	Status
Develop a communication plan for advisors and faculty to share the results of the CompXM, PMA, and MFT on a quarterly basis.	High	Low	November	In progress
Increase full-time faculty participation in shaping the College's assessment process and in driving the curricular recommendations that follow.	High	High	Ongoing	In progress
Develop a communication plan for current students that improves a) student motivation, and b) formative feedback from the PMA	High	Low	December	Completed
Create a panel of faculty to determine a grading scale for the CompXM in the context of the curriculum.	High	High	March	No progress
Utilize faculty and staff to consider curricular changes based on student performance on the MFT.	High	High	March	No progress
Utilize faculty and staff to consider curricular changes based on student performance on the CompXM.	High	High	March	No progress
Review and refine the learning outcomes of all programs so they are more specific and are reflective of our curriculum.	High	High	May	No progress on MBA objectives
Create more differentiation between the CompXM simulation within the BBA and MBA capstone courses.	Moderate	Moderate	January	Completed
Explore the possibility of consolidating the PMA course numbers into one listing for both traditional and OPTIONS students.	Moderate	Moderate	February	Abandoned
Create a panel of faculty to determine a grading scale for the MFT in the context of the curriculum.	High	High	February	No progress
Identify faculty and staff who will directly contribute to assessment efforts	Moderate	High	March	No progress

in each degree program, where appropriate.				
Identify ways to improve self-assessment among graduate students and consider piloting in one program.	Low	High	March	Abandoned
Perform a content analysis on the End of Program survey data and review the instrument for updates, if necessary.	Low	Low	April	No progress
Identify a new or existing instrument to assess ethical decision making.	Low	Moderate	April	Abandoned
Identify an instrument to assess leadership capacity.	Low	Moderate	May	Abandoned
Develop an ECGBPS employer survey	Low	Moderate	May	Abandoned
Explore the possibilities of using locally-authored questions on a portion of the MFT.	Low	Moderate	June	No progress
Consider using the MFT to gather additional background information from students for analysis.	Low	Moderate	June	No progress
Investigate the cost of purchasing segmented percentile data for the MFT in order to make more meaningful comparisons.	Low	Moderate	June	Completed
Increase the level of assurance received from ABA regarding the reliability of the PMA.	Low	Moderate	June	Completed

Table 30. Recommendations for 2010-2011

Recommendation	Priority	Required Resources/ Time	Timeline
Identify a peer group from institutions that administer the MFT in order to make more meaningful comparisons for the MBA degree.	High	Low	Spring 2011
Review and refine the learning objectives of the MBA degree so they are more specific and are reflective of the curriculum.	High	High	Summer 2011
Use the peer group percentile rankings to set performance goals on the MFT for the MBA degree.	Med	Low	Spring 2011
Make a determination about whether or not to continue using the PMA for the MBA degree.	High	Low	Fall 2010
Re-instate the End of Program survey for the MBA degree.	Med	Med	Fall 2010

Master of Science in Accounting (MSA)

MSA Objective:

1. Acquire the competencies needed for obtaining or advancement in accounting careers through a professional business education, assessment, self-reflection, and skill development.

Methods

The MSA degree does not currently have assessment instruments in place to systematically collect data about student learning.

Recommendations

The College's 2008-2009 assessment report outlined several recommendations. Some of those recommendations were specific to the MSA program. .

Table 31. Recommendations from 2008-2009

Recommendation	Priority	Required Resources /Time	Timeline	Status
Review and refine the learning outcomes of all programs so they are more specific and are reflective of our curriculum.	High	High	May	No progress on MSA degree

Table 32. Recommendations for 2010-2011

Recommendation	Priority	Required Resources/ Time	Timeline
Review and refine the learning objectives of the MSA program.	High	High	2010-2011
Re-instate the End of Program survey for the MSA degree.	Med	Med	Fall 2010

The MSA degree is schedule to undergo a program review in the 2010-2011 academic year. The program review process involves re-writing the MSA learning objectives so that they are supported by and more accurately reflect the curriculum. This process will also include the development of a capstone project which is aligned with the new learning objectives to capture data about those learning objectives.

Master of Science in Taxation (MST)

MST Objective:

1. Acquire the competencies needed for obtaining or advancement in taxation careers through a professional business education, assessment, self-reflection, and skill development.

Methods

The MST degree does not currently have assessment instruments in place to systematically collect data about student learning.

Recommendations

Table 33. Recommendations from 2008-2009

Recommendation	Priority	Required Resources /Time	Timeline	Status
Review and refine the learning outcomes of all programs so they are more specific and are reflective of our curriculum.	High	High	May	No progress on MST objectives

Table 34. Recommendations for 2010-2011

Recommendation	Priority	Required Resources/ Time	Timeline
Review and refine the learning objectives of the MST program.	High	High	2011-2012
Re-instate the End of Program survey for the MST degree.	Med	Med	Fall 2010

The MST degree will not be considered for program review until the 2011-2012 academic year. The program review process involves re-writing the MST learning objectives so that they are supported by and more accurately reflect the curriculum. This process will also include the development of a capstone project which is aligned with the new learning objectives to capture data about those learning objectives.

Master of Management (MM)

Old MM Objectives:

1. Acquire the competencies needed for obtaining or advancement in managerial careers through a professional business education, assessment, self-reflection, and skill development.
2. Examine internal organizational operations to streamline processes.
3. Understand the strategic manager's role in leading others, developing potential, and building social capital within organizations.

New MM Mission Statement, Goals, Topics, and Objectives

Mission

The Master of Management degree program will prepare students to carry out the tasks associated with management and arm them with the skill sets necessary to evaluate and manage the challenges facing contemporary organizations.

Comprehensive Program Goals:

1. Acquire and apply the skills of management, including technical proficiency, business knowledge, and organizational behavior.
2. Analyze and adapt leadership and communication techniques to work effectively with diverse stakeholders.
3. Synthesize data, principles, and theories to develop socially and financially responsible solutions to domestic and global challenges.

Core Topics:

1. Leadership Styles
2. Managerial Functions
3. Organizational Culture and Communication
4. Ethics and Social Responsibility
5. Legal Environment of Business
6. Accounting and Finance
7. Human Resource Management
8. Project Management
9. Budgeting
10. Marketing
11. Research Techniques
12. Managing for Quality
13. Strategic Planning
14. Diversity and Globalization

Objectives:

1. Apply the functions and responsibilities of management.
2. Analyze financial data in order to determine the financial performance of a company, and integrate those factors into managerial decision making.

3. Formulate a marketing strategy based on realistic opportunities and tempered by organizational constraints.
4. Develop and implement effective human resource plans which support the organization's strategic goals.
5. Identify and adapt leadership and communication styles when working with diverse internal and external constituents.
6. Examine the ethical environment of business, consider the impact business has on various stakeholders, and use this information to make socially responsible decisions.
7. Evaluate the impact of globalization, technology, diversity, and competition on management.
8. Utilize effective decision-making, including: determine challenges facing an organization, conduct research, collect data, formulate and analyze alternative solutions, implement a strategy, and apply quality control measures to insure continuous improvement.

Methods

The MM degree has not had an assessment instrument in place in the past. A revised capstone project, a research paper, was identified this year through the program review process. The capstone project will be put in place for the Spring 1 2011 offering of MGTxxx. The research paper will be scored using a rubric that is aligned with the learning objectives. The rubric is currently being developed.

Response

The MM program underwent the program review process in the 2009-2010 academic year. This process was carried out by a team of three adjunct faculty from the MM program, and was managed by the curriculum and assessment department. The faculty were given the responsibility to install new learning objectives and a new or revised capstone experience in the MM degree.

The review team compared the MM program's current learning objectives to the program's curriculum. The team then produced new learning objectives that more accurately reflected and were supported by the curriculum.

The review team then examined the current research paper for the MM program and determined if the project was appropriately aligned with the new learning objectives. The review team proposed a revised research paper for the MM program.

The MM degree is delivered in both the face-to-face and online format. Students can take the degree entirely in class or online, or a combination of both. The learning objectives for both delivery methods are the same, and the instruments used to collect data about those objectives is also be the same. Because of the strategic emphasis placed on quality online programs at the University, the College is very committed to examining student performance in relationship to amount of coursework completed online.

Recommendations

The College's 2008-2009 assessment report outlined several recommendations. Some of those recommendations were specific to the MM program.

Table 35. Recommendations from 2008-2009

2009-2010 Recommendation	Priority	Required Resources/ Time	Timeline	Status
Review and refine the learning outcomes of all programs so they are more specific and are reflective of our curriculum.	High	High	May	MM portion complete

Table 36. Recommendations for 2010-2011

2010-2011 Recommendations	Priority	Required Resources/Time	Timeline
Review the results from the first scored MM research papers and make any necessary changes to the rubric and/or assignment prompt.	High	Med	Summer 2011
Establish desired cut-off scores on the MM research paper.	Low	Med	2011-2012
Re-instate the End of Program survey for the MM degree.	Med	Med	Fall 2010

Master of Science in Supply Chain Management (MSSCM)

Old MSSCM Objectives:

1. Acquire competencies needed for obtaining or advancement in a supply chain related career through a professional business education, assessment, self-reflection, and skill development.
2. Utilize the knowledge and skills obtained to gain further professional certifications.
3. Examine internal and external processes to streamline practices and procedures.

New MSSCM Mission Statement, Goals, Topics, and Objectives

Mission

The primary objective of the Masters of Science degree in Supply Chain Management is to prepare students for positions of leadership in the various supply chain disciplines through transfer of accepted critical and contemporary knowledge, best industry practices, and development of the competencies that are required for effective executive management.

Comprehensive Program Objectives

1. Acquire competencies needed for obtaining or advancing in a supply chain related career through a professional business education, assessment, skill development, and self-reflection.
2. Develop broader understanding of global supply chain practices, tools and strategies for designing and improving supply chains, understanding and mitigating supply chain risks, and integrating end-to-end supply chain processes with overall organizational strategy.
3. Apply supply chain knowledge through completion of project focused around real-world business challenge related to supply chain.

Core Topics

1. Supply Chain Design and Strategy
2. Operations, Organizational Design and Process Improvement
3. Demand Planning and Forecasting
4. Strategic Pricing and Cost Analysis
5. Global Sourcing and Procurement
6. Negotiations & Contracting
7. Logistics
8. Warehouse and Inventory Management
9. Project Management
10. Quality and Supply Base Management

Objectives:

1. Develop analytical models to evaluate logistics and sourcing options and overall supply chain design.
2. Establish relative supply chain metrics and supplier score cards that can be applied consistently within an organization and across the supply chain.

3. Create guidelines for improving supply chain processes and implement changes in a manner that are sustainable.
4. Apply skill to systematically design and improve supply chain using tools and approaches such as lean, six sigma, and supply chain best practices, including SCOR.
5. Develop supply chain strategies to create value through effective negotiation strategies.
6. Manage supply chain processes to ensure balance of inventory optimization strategies and financial attributes such as cost and cash flow while maintaining quality and delivery expectations.
7. Transform end-to-end supply chain through key elements of integrated processes, tools and systems, and demand planning and forecasting.
8. Evaluate supply chain processes to ensure alignment with strategic goals, and to minimize supply chain cost as well as life cycle costs and/or total cost of ownership.
9. Apply foundational concepts and approaches from disciplines such as Operations Management, accounting, economics and statistics to evaluate and improve end-to-end supply chain processes and alignment with organizational needs.

Methods

The MSSCM degree has not had an assessment instrument in place in the past. A revised capstone project, a research paper, was identified this year through the program review process. The capstone project will be put in place for the Spring 1 2011 offering of SCM590. The research paper will be scored using a rubric that is aligned with the learning objectives. The rubric is currently being developed.

Response

The MSSCM program underwent the program review process in the 2009-2010 academic year. This process was carried out by a team of three adjunct faculty from the MSSCM program, and was managed by the curriculum and assessment department. The faculty were given the responsibility to install new learning objectives and a new or revised capstone experience in the MSSCM degree.

The review team compared the MSSCM program's current learning objectives to the program's curriculum. The team then produced new learning objectives that more accurately reflected and were supported by the curriculum.

The review team then examined the current research paper for the MSSCM program and determined if the project was appropriately aligned with the new learning objectives. The review team proposed a revised research paper for the MSSCM program. The MSSCM is delivered entirely online. Because of the strategic emphasis placed on quality online programs at the University, the College is very committed to examining student performance in this degree as data becomes available.

Recommendations

The College’s 2008-2009 assessment report outlined several recommendations. Some of those recommendations were specific to the MSSCM program.

Table 37. Recommendations from 2008-2009

2009-2010 Recommendation	Priority	Required Resources /Time	Timeline	Status
Review and refine the learning outcomes of all programs so they are more specific and are reflective of our curriculum.	High	High	May	MSSCM portion complete

Table 38. Recommendations for 2010-2011

2010-2011 Recommendations	Priority	Required Resources/ Time	Timeline
Review the results from the first scored MSSCM research papers and make any necessary changes to the rubric and/or assignment prompt.	High	Med	Summer 2011
Establish desired cut-off scores on the MSSCM research paper.	Low	Med	2011-2012
Re-instate the End of Program survey for the MSSCM degree.	Med	Med	Fall 2010