

College of Business Assessment Plan

Assessment Scope

The College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The AACSB standards are rigorous and the College is one of only 480 schools nationally and internationally which are accredited by the association. In order to maintain accredited status, AACSB requires ongoing and regular assessment and a commitment to continuous improvement. The standards require that the assessment be performed at the College level.

Assessment Contact

Name : Renee Wachter, Associate Dean for Academic Affairs
Phone : 406-994-1776
E-mail: rwachter@montana.edu

Assessment Management Structure

The primary coordination and dissemination forum for assessment in the College of Business is the Strategic Initiatives Advisory Committee. The Strategic Initiatives Advisory Committee was voted into existence in Spring, 2004. In AY 2004 2005, the committee will revisit the mission statement and assessment plan and identifying peer, aspirant, and competitive institutions as required in the new AACSB standards passed in April 2003.

Strategic Initiatives Advisory Committee

The College of Business (CoB) articulates its mission and action items as a guide to its: view of the future; planned evolution; infrastructure; use of resources. The mission guides the choices which are made in regard to these alternatives. The Strategic Initiatives Advisory Committee is the body which will develop, direct, coordinate, and oversee the ongoing strategic planning process and initiatives in support of the CoB mission, vision, and goals.

Committee Mission Statement

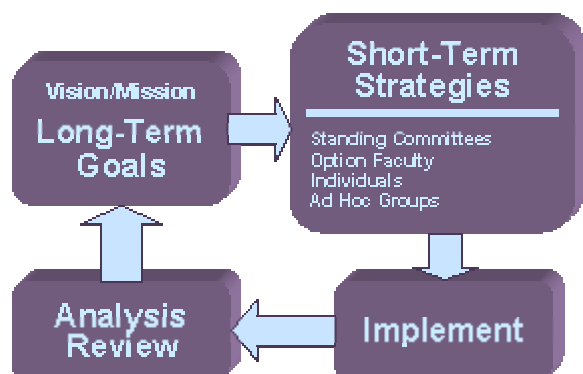
The Strategic Initiatives Committee will develop, direct, coordinate, and oversee the ongoing strategic planning process and initiatives in support of the CoB Mission, Vision, and Core Values.

The Committee:

- serves as the steward of the Mission, Vision, and Core Values of the CoB by conducting periodic reviews of those statements and by making recommendations to the faculty for needed changes.
- meets on a regular basis to assess the degree to which the Mission, Vision and Core Values of the CoB are being met.
- makes recommendations and provides assistance to administrators, other committees, faculty, and staff in regard to the strategic aims of the CoB.
- assesses environmental and organizational factors which affect the strategy and management of the CoB.

Committee Membership

- Chair - Associate Dean for Academic Affairs
- Four (4) tenure-track faculty members – elected by the CoB faculty
- One (1) adjunct faculty member – appointed by the Dean
- One (1) staff member – elected by CoB staff
- Assistant Dean
- Ex-Officio – Dean
- Ex-Officio – Associate Dean for Finance and Administration



Deliverables

- Meeting Minutes to Members
After each meeting
- Annual Maintenance Reports
Annually
- Continuous Improvement Action Items
Annually

External Assessment of Mission Accomplishment:

The Strategic Initiatives Advisory Committee will oversee a number of required assessments targeted at measuring the achievement of the College mission and long term goals. The assessments conducted by the Strategic Initiatives Advisory Committee will include a periodic assessment of the College alumni and a periodic assessment of the employers of College graduates.

Annual Internal Assessment of Mission Accomplishment:

On an annual basis, the Strategic Initiatives Advisory Committee will participate in, and support, an analysis and review of efforts made to move the college forward. This analysis and review is a mandatory part of the strategic planning process.

The annual planning cycle begins with individuals and groups creating short-term strategies for achieving the long-term goals of the college. Individual and group efforts are made to implement the strategies, after which information is collected regarding the actions taken. The Strategic Initiatives Advisory Committee will collect the reports from these groups, summarize, analyze and review the information and submit an internal annual report for the College to the Dean and the Associate Deans. The Dean and Associate Deans will use the annual report to measure college-wide progress in accomplishing the mission and long-term goals, and to set direction for the next annual cycle.

The College Annual Report will be prepared by the Strategic Initiatives Advisory Committee in May of each academic year. This annual report will summarize the activities of the college, the accomplishment of the college mission within the previous year, and continuous improvement items for the upcoming year. The annual report of the previous academic year will provide the

basis for goal setting and continuous improvement for each new year. The annual report will be made available to AACSB, to stakeholder groups prior to the annual faculty retreat, and contents of the report will be discussed by the Dean at the annual retreat.

Definitions

Mission - a Statement of the specific purpose of the College of Business, our *raison d'être*. The mission is established and approved by members of the faculty.

Vision - an ideal and unique image of a desired future state, different from the current situation or status quo, which the college aspires to achieve. The Vision is a synthesis of input from internal and external constituents and stakeholders and receives approval from the members of the faculty.

Core Values - the ultimate, long-run open-ended attributes which we seek to achieve as an organization. These are embodied in the Code of Excellence. The Core Values apply to the entire college and receive approval from the members of the faculty. The Core Values are:

- directly connected to and supportive of our shared vision and mission.
- enduring – a trait which is unlikely ever to be completely formulated.
- not time-bound – *i.e.*, we will always care about this, not just for the next period or operational cycle.
- stated in a relatively simple and inspirational fashion so as to be easily understood and recalled and readily championed by constituents and stakeholders of the CoB.

Continuous Improvement Action Items - To supplement the mission statement with those achievements anticipated to be of shorter time perspective, the college will list action items that state efforts for the near-term. These action items should define the achievements for the next one to three years which move the college toward greater fulfillment of the mission statement.

For example, the mission statement might contain the aim to “...expose all students to a practical experience ...” This aim in the mission statement could give rise to an action item of “...adding twelve new practicum sites for junior-year projects”

While the mission statement is stable and undergoes relatively infrequent changes, the action items should be reviewed at least annually to assess how the college is progressing and to focus efforts on the most important issues at hand. The mission statement provides a framework within which the action items operate. Stakeholders can look to the mission statement to see the overall long-term goals of the college. They look to the action items to see what the school is doing presently in order to align itself with the mission.

Annual Reports - the set of progress reports specifying action items which have been identified in the strategic management plan along with an explanation of new programs or objectives and supporting resources.

Aspirant Groups - a list of schools who represent desirable developmental goals to the applicant, embody management education programs or features which the applicant hopes to emulate, and provide a contest for the vision and strategy of the applicant. This list contains any number of institutions. These schools are candidates for consideration to serve on an AACSB Peer Review Team

Comparable Peers – a list of schools who are considered to be similar in mission and assumed to be appropriate for performance comparison. A minimum of six comparable schools must be provided. These schools are candidates for consideration to serve on the an AACSB Peer Review Team

Competitive Groups– a list of schools who are so directly competitive that considerations for conflict of interest exclude their personnel from the review of the CoB during AACSB review visits. The list may be of any number. Only those schools should be included where the direct competition for students, faculty, or resources is so compelling that the appearance of a conflict of interest is present.

Degree Objectives

The mission of the College of Business at Montana State University–Bozeman is to prepare students for leadership roles in a diverse and global business world. Our students will:

- acquire knowledge of current business practices and theory and be conversant in the language of business.
- develop competencies in critical thinking, problem solving, rational and ethical decision-making, communication and leadership skills, and current technology.
- become lifelong, self-directed learners as demanded by the dynamic business environment of the future.

The College of Business is committed to serving the needs of its stakeholders who include students, faculty, staff, the University, employers, the citizens of Montana, families, the business community, and others providing support. The College supports faculty intellectual contributions emphasizing applied research and instructional development in furthering the College's primary mission for undergraduate teaching. Service activities will have an outreach component in keeping with the University's mission as a land grant institution

Expected Competencies

Competencies Assessed

1. Business Knowledge
2. Ethical Decision-Making
3. Information Technology Competence
4. Leadership
5. Life-long Learning
6. Problem Solving/Critical Thinking
7. Oral and Written Communication

The College mission is segmented into seven learning goals with operational definitions as listed in the following sections.

- *Acquire Knowledge Of Current Business Practices And Theory And Be Conversant In The Language Of Business*

Prior to formal admission in the College, students will successfully complete courses requiring basic skills in oral and written communication, mathematical and statistical concepts, economic theory, computer technology, and accounting systems and preparation of financial statements.

This prerequisite course work serves as the foundation for upper-division business courses by focusing on the acquisition of a common body of knowledge and vocabulary of the discipline and the development of professional competencies in communication, quantitative problem solving, and critical thinking.

COB students are expected to build on these competencies and basic knowledge as they progress through the junior-level business core courses from which they gain knowledge of the theory and practices used in management of organizations, operations, and human resources; corporate finance; law; information systems and technology; and marketing. As they progress and specialize further, students must demonstrate their ability to integrate these competencies and knowledge in solving business problems. They must be able to articulate, defend, and/or critically evaluate current business practices in a manner which facilitates effective communication with a variety of audiences, *e.g.* business professionals, clients, laypersons, and other parties.

- *Competency In Rational And Ethical Decision Making*

Rational and ethical decision-making deals with issues of human conduct and the rules that should govern human action. It is characterized by respect for others, an awareness of justice, and sensitivity to the universal application of rules of conduct. Rational and ethical decision-making focuses explicitly on two critical questions: What is right or wrong? and What is good or bad? A graduate of the COB will be competent in rational and ethical decision-making when s/he is able to assess critically her/his actions and the actions of others with respect to these two questions.

Reference: O. A. Johnson, ed., *Ethics: Selections from classical and Contemporary Writers*, 3rd edition. New York: Holt, Rinehart and Winston, 1974.

- *Competency In Current Information Technology*

Competency in current technology encompasses the ability to use information technology when undertaking business decisions. The specific skills include: (1) navigation of the Internet, (2) development of a document using a word processor, (3) collection and analysis of data using a spreadsheet, and (4) presentation of ideas using a presentation graphics package. Competency should also include the ability to independently learn new software.

Reference: Computer Self-Efficacy and Perceived Computer Skills measurement forms at the University of Calgary, Canada.

<http://www.acs.ucalgary.ca/~newsted/q5229.htm> and
<http://www.acs.ucalgary.ca/~compeau/selfeff.html>

- *Leadership*

The essence of leadership is influence over followers (Yukl 1998). In the COB, we define leadership as the capacity of an individual to influence the attitudes or behavior of others toward the accomplishment of a goal. We are particularly interested in developing the ability of students to influence others in such a way that another will respond voluntarily and enthusiastically to that attempt to influence. We consider leadership effectiveness to be the extent to which the leader's informal or formal group or organization performs its task successfully or attains its goals.

Reference: Yukl, G. (1998). *Leadership In Organizations*. (4th ed.). Upper Saddle River, NJ: Prentice Hall.

- *Become Lifelong, Self-Directed Learners*

Following the work of Knowles (1990), the COB defines lifelong, self-directed learning as the process by which "individuals take a lifelong initiative, with or without the help of others, to diagnose their own learning needs, formulating their own learning goals, identifying human and material resources for their own learning, choosing and implementing appropriate learning strategies, and evaluating their own learning outcomes".

Reference: Knowles, M. S. (1990). *The Adult Learner*. Houston: Gulf Publishing.

- *Problem Solving And Critical Thinking*

Problem solving refers to the ability to comprehend, master, memorize, and to replicate knowledge, information, skills, facts, algorithms, techniques, approaches, and methods.

Critical thinking is defined as the ability to structure and synthesize ambiguous information, to sort relevant from irrelevant information, to apply technical knowledge to new problem settings, to analyze and summarize information and to interpret the results of analysis. Brightman suggests the utility of defining problem solving and critical thinking as different parts of the Bloom, Englehar, Furst, Hill, and Krathwohl taxonomy of cognitive objectives.

Problem solving can be defined in terms of the beginning levels of the Bloom taxonomy: memory, knowledge, and comprehension. Critical thinking makes use of the higher cognitive objectives: application, analysis, synthesis, and evaluation.

Brightman, H. J. (1987). *Toward Teaching Excellence in the Decision Sciences*, Decision Science, 18(4), 646-662.

- *Oral And Written Communication*

Oral communication is defined as facility with standard oral presentational forms including impromptu, extemporaneous, informational, and persuasive speaking, and demonstration of the cognitive abilities contained in Bloom's taxonomy. Written communication is defined as facility with standard literary and business forms of writing. These would include APA Citation Format, legal brief, outline, memo, letter, financial plan, business plan, research proposal/report and legal contracts, and demonstration of the cognitive abilities contained in Bloom's taxonomy. COB graduates will demonstrate through speaking and writing their competence in memory, knowledge, comprehension, application, analysis, synthesis, and evaluation.

Reference: See Brightman, above for a review of Bloom's Taxonomy

Student Learning Assessment

Assessment of specific competencies will include the following steps:

- 1) Identification of competencies in business core courses: Specific competencies have been identified in COB core courses. A matrix has been developed by the COB curriculum

committee which identifies activities in each of the BUS courses which address the required competencies.

- 2) Identification of performance levels: In order to assess each of the competencies and to develop continuous improvement feedback loops, faculty will revisit and develop performance criteria for each competency. Based on Bloom's cognitive domain taxonomy, the faculty will determine the levels of performance acceptable at each level of the curriculum.
- 3) Formal assessment points will be identified.
- 4) Students will be assessed on each competency through class-based measurement. Data gathered in BUS 474, the Capstone course, will be integrative and summative in nature; all other data will be formative and used for continuous improvement.
- 5) Students will be expected to perform at least an 'average' level. This will be monitored through both the College of Business 'C' policy as well as the minimum 2.50 cumulative GPA requirement for admission to the College of Business.

Core Curriculum Matrix (page 1)

Skill-Related Objectives

	Written Communication	Oral Communication	Quantitative Analysis	Computer Usage	Critical Thinking
101: Freshman Seminar	Memo format, position memo, business plan	Major focus! Several short presentations, oral midterm, formal presentation of plan	Minimal due to lack of prerequisites	Word processing, E-mail	Problem solving within project context: personal plan, business plan
201: Managerial Communication	Letters, memos, résumés, quizzes, and formal reports	Impromptu, extemporaneous, team reports, team discussions, class discussions	None	Document design and presentation aids.	Problem solving, audience analysis, teamwork
221: Principles of Accounting I	Some assigned problems require a written narrative.	Encourage student response to questions.	Problem solving, computations, analyzing financial transactions		Application of accounting principles to business transactions.
222: Principles of Accounting II	Short article reports pertaining to managerial accounting, written narrative problems in homework	Student presentation of homework problems	Bulk of course is quantitative analysis of managerial accounting problems	Some spreadsheet applications in homework	Problem solving applications to current events
301: Management & Organizations	Case analysis, essay exams, term paper, report, memo. Expectation of few errors	Oral presentations and class/team discussions.	None	Required us of word processing.	Introduction to problem solving and decision making models. Analysis and synthesis required in case studies, essay exams, and presentations. Emphasis on rationality and the scientific method.
311: Information Systems	Three group papers, numerous short E-mail messages, and essay exams.	Small group discussions.	“What-If” spreadsheet analysis provides some minimal optimization techniques.	Extensive: E-mail, Internet & Usenet, Gopher, Lynx, database, spreadsheet.	Analyze & evaluate information used in information systems to support decisions.
331: Operations Management	Seven short group project summaries.	Group interaction through two production simulations and seven group critical thinking projects	In-class problem examples, homework problems, and group critical thinking projects requiring algebra, logarithmic and exponential functions, analytical geometry	In-class demonstration of multi-media presentation, e-mail, file-service, Internet and spreadsheets. Homework and group projects.	Seven group projects emphasizing problem structuring, information sorting, analysis and summation, and two group production simulations.
341: Marketing	Essay portions of exams and written papers.	Regular article and case discussions.	Limited break-even analysis	Word processor for all written work.	Model building, case analysis, and synthesis.
351: Finance	Essay portions of exams, 1 group paper, 3 individual papers.	Participative presentations of cases and problem solutions; discussion and debates.	Problem solving, quantitative analysis, cross-sectional and trend analysis of financial statements.	Some spreadsheet applications in homework.	Case analysis and synthesis, problem solving, position debates.
361: Introduction to Law	Essay portion of examinations.	Class discussions and presentations.	None.	Computer-based exercises.	Case analysis, reasoning by analogy, synthesis of case material, problem solving
474: Senior Seminar	Formal professional reports, team authored reports	Team projects, extensive class discussions, professional level presentation skills.	Use tools to deal with social issues, financial ratios, statistical analysis, graphical representation of data.	Simulation, graphics, spreadsheet, presentation software, word processing.	Focus of course. SWOT analysis, macro-economic analysis, synthesis of functions, creation of strategy, integration of ethics.

Core Curriculum Matrix (page 2)

Qualitative Objectives

	Creative Thinking	International Business	Multicultural Diversity	Ethics	Leadership
101: Freshman Seminar	Synthesis of information from several sources, business plan project	Global/diversity readings, <i>Business week</i> readings	<i>Business week</i> readings, discussions	One of major topics for the course, development of personal code description.	Community service group project, business plan project, class interaction
201: Managerial Communication	Brainstorming and mind mapping for written and oral assignments; innovative presentation techniques	Multicultural business communication issues	Coverage of gender relations and multicultural issues	Coverage of ethical considerations in business communications.	Teams
221: Principles of Accounting I				Assigned reading in each chapter includes brief cases which present ethical dilemmas.	
222: Principles of Accounting II	Application of accounting principles to current events	Annual reports of Big Board companies including overseas subsidiaries	Annual reports, current events and foreign students in course	Text includes ethics material which is included in classroom discussions.	
301: Mgmt & Organizations	Encouraged as part of critical thinking.	Introduction to global marketplace.	Develop appreciation of diversity. Sensitivity to human resource issues of diversity.	Social responsibility. Familiarization via cases, lecture topics, and presentations.	Foundation course--introduction and definitions. Team emphasis for practical application. Management and leadership skills are emphasized throughout.
311: Info-Systems	Develop remedies for problems detected in a business process & suggest alternative information system strategies.	International information system issues		Significant coverage of ethical issues involving information systems: privacy, accuracy, property and access	Small group discussions and group paper assignments.
331: Operations Management	Targeted activities on creativity	Topical discussions regarding global competitive markets & importance of strategic competencies. Japanese production management, ISO 9000	None	Topical discussion of vendor and customer relationships and ethical responsibilities of management	Negligible
341: Marketing	Definitions plus model and applications.	Cases, articles, lectures and discussion.	Lecture, cases, articles and discussion.	Ethics as related to marketing mix.	Extensive discussion of innovation and changes in the marketplace.
351: Finance	Problem solving, brainstorming, position defense.	Text coverage, periodical classroom discussion, lecture.	Classroom coverage when related to other material.	Lecture and discussion.	Team exercises, appellate arguments.
361: Introduction to Law	Case analysis and interpretation.	International legal issues.	Business' interface with civil liberties issues	Making criteria-based judgments	Within study groups
474: Senior Seminar	Integration of ethical and financial success	Significant global focus. Competitive strategy.	Integrated throughout course.	Integrated throughout course. Beginning of course provides thorough overview of ethical framework & case applications.	Integrated throughout course. Team formation & building --tied to outcome assessment.

Program Assessment

Feedback From Outside Constituencies

Alumni Assessment - conducted every four to five years by the Strategic Initiatives Advisory Committee. The assessment dates will include 2000, 2004, etc. The alumni surveyed will include a random sample of five years of graduates, beginning with graduates who have been out of school for three years. The contents of the survey will include, but not be limited to accomplishment of the major aspects of the college mission and long term goals. The size and details of the survey will be determined by the standing Strategic Initiatives Advisory Committee. The most recent survey was completed in _____.

An Employer Assessment will be conducted every four to five years by the Strategic Initiatives Advisory Committee. These assessment dates will include 1998, 2003, 2007, etc. The contents of the survey will include, but not be limited to accomplishment of the major aspects of the college mission and long term goals. The size and details of the survey will be determined by the standing Strategic Initiatives Advisory Committee. The most recent survey was completed in Fall, 2003.

The assessments examined and collected by the Strategic Initiatives Advisory Committee do include a number of other required assessments conducted by others. These other assessments which contribute to measurement of mission accomplishment include, but are not limited to:

- Exit surveys conducted by the MSU office of Institutional Research
- AACSB peer comparison surveys
- Placement surveys performed annually by Career Services
- Interview surveys performed annually by Career Services
- Internship Evaluations performed annually by Employers, Faculty, Student

Faculty, Staff and Administration will submit personal annual goals indicating their anticipated activities supporting the accomplishment of the college mission and long term goals. In the individual annual review, the Dean and Associate Dean will review activities supporting accomplishment of the college mission and set specific personal annual goals for the coming year. The Dean's office will provide a summary of individual accomplishments for inclusion in the college annual report.

College of Business National Board of Advisors meets twice annually and provides feedback on the direction of the College of Business, accomplishment of the major aspects of the college mission and curriculum, and long term-goals

Other Formal College Groups including the all standing committees, all option groups and any ad hoc committees will submit yearly goals within one month of the beginning of the academic year. The Dean and Associate Dean will meet with each of these groups at

the beginning of the academic year to review the yearly goals strategies. At the end of the academic year, group/committee reports of goal achievement and activities supporting accomplishment of the long-term goals will be given to the Dean. These group reports will be included by the Dean's office in the annual report of the college.

Feedback From Current Students

Focus Groups: Each year focus group discussions will be held by the Bracken Center for Excellence to identify current needs and issues in the business profession.

Evaluation of Teaching

Knapp forms for all COB courses

Teaching Portfolio reviews for Promotion and tenure

Curriculum Review

Required on bi-annual basis as part of catalog review cycle.

National Board of Advisors reviews curriculum.