Meta-assessment Analysis Report for the College of Business Administration

Please return the completed report back to the Office of Assessment

by **March 22, 2024**.

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Assessment is an important best-practice in higher education that helps programs determine whether key objectives are being met, identify areas for improvement, and develop actions to improve program effectiveness. Additionally, meaningful and effective assessment is the corner stone of many discipline-specific accreditations, as well as our university's regional accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Meta-assessment is an important tool for helping ensure that all programs at Sam Houston State University are engaging in a meaningful and effective continuous improvement assessment process.

Meta-assessment serves two important roles for the College and the University. First, it provides valuable feedback to units regarding ways in which they may continue to improve their annual assessment processes. Second, it provides College and University leaders with a way to observe the overall quality of assessment processes for their units. The purpose of this report is to detail the meta-assessment process utilized by the College of Business Administration, the College's plan for distributing the completed meta-assessment rubrics to their departments and programs, the assessment strengths observed within the reviewed assessment plans, the areas for improvement of assessment practices, the strategies for implementing those improvements, and the training or resources needed to implement those strategies.

Section 1: Description of Meta-assessment Methodology Employed by the College
Detail the College's meta-assessment methodology and process. Include a description of who was involved (e.g., a committee of senior faculty or college administrators), your methodology for evaluating unit-level assessment plans, steps for ensuring reliability, and your timeline.

The College of Business Administration has divided its various academic, administrative, and operating units into three groups with the expectation that one-third of the units would be thoroughly assessed each year. A table summarizing this plan follows:

Year 1 (assessed this year)	Year 2	Year 3
BBA degree in General Business	BBA degree in Banking & Fin Inst	BBA degree in Accounting
BBA degree in Economics	BBA degree in HR Mgmt	BBA degree in Entrepreneurship
BBA degree in Finance	BBA degree in Marketing	BBA degree in Intl Business
BBA degree in Mgmt Info Systems	MBA degree	BBA degree in Management
BBA degree in Supply Chain Mgmt	MS degree in Project Mgmt	EMBA degree
MS degree in Accounting	Small Business Dev Center	Gib Lewis Center
		Department of Bus. Admin. &
Professional Golf Mgmt Program	College of Business Admin	Entrepreneurship
Department of Mgmt, Mktg, & IS		
Center for Innovation, Technology,	Department of Accounting	
& Entrepreneurship	Department of Finance & Banking	Department of Economics

The analysis is conducted by the college's Assurance of Learning (AoL) committee made up of faculty members from each of the five departments, and the Assistant Dean responsible for Assessment and Curriculum. Each unit is reviewed independently by two different reviewers following the rubric provided by the Office of Assessment. Note: the Department of Management, Marketing, & Information Systems was inadvertently left off of the assessment plan this year. When the oversight was discovered, it was deemed too late to send that unit's report to 2 AoL committee members for evaluation. This unit will temporarily shift to the "year 2" group so that it can be evaluated next year after which time it will reenter the "year 1" group moving forward.

Section 2: Plan for Distributing Completed Rubrics to Units
Detail the College's plan for sharing the completed meta-assessment rubrics with its departments and programs.

The individual rubrics (2 per assessed unit) will be combined before being sent out to the academic or administrative unit being assessed. This aggregation of rubrics is to ensure that the individual reviewers remain anonymous. All meta-assessment results (as well as all other assessment-related activities) are shared online through the Blackboard portal under the college's Assurance of Learning organization. All COBA faculty members are members of this Blackboard organization, ensuring that our assessment activities and results are fully communicated within the college.

Section 3: Observed Strengths within College Assessment Plans
Detail the general strengths identified by the College after reviewing its units' assessment plans. What general aspects of the annual assessment processes are units mastering? Are there any units that you would recommend serve as exemplary models?

The MS in Accounting assessment activities stand out as being exceptional within the College of Business Administration. The assessment within that group of faculty is very thorough and systematic. The only negative identified with their report was the lack of response to the consistent success of their students. Both reviewers recommended increasing the individual standards for success to raise the definition of success for the objectives.

Section 4: Observed Areas for Improvement within College Assessment Plans
Detail the general areas for improvement identified by the College after reviewing its units' assessment plans. What general aspects of the annual assessment process are units struggling with?

Many of the assessment reports in the 2022-23 cycle within COBA are incomplete due to a reboot of the college's internal assessment processes. A new assistant dean was hired in fall 2022 whose responsibilities include assessment for both SACSCOC and AACSB. She initiated a review of all learning objectives for courses in which assessment takes place. She also standardized the timeline of data collection across academic units. The previous process involved some courses collecting data every spring semester and others collecting data every fall. Standardizing the collection of data to the fall semester for all courses began in the fall 2023 semester. No data was collected in the fall 2022 semester because that was when the review/update of learning objectives was taking place. This resulted in some academic units having no data for the 2022-23 cycle and some having completely new learning objectives for the 2023-24 cycle. For this reason, we will treat the 2022-23 cycle as an anomaly: a transition between the old process and the new. The reports during this transition are therefore lacking in relevant information. We consider this "cost" to be balanced by the benefit of having fully updated assessment plans in all academic units beginning with the 2023-24 cycle.

Section 5: Strategies Needed to Address Identified Areas for Improvement
Detail the College's strategies for addressing the general areas for improvement identified after reviewing its units' assessment plans.

The improvement began during the 2022-23 cycle with the review/update of all learning objectives in the college. The result has in some cases been to minimally change the language of the objectives to better match best practices for writing learning objectives, whereas in other cases the result was a complete start-from-scratch reboot of a unit's assessment plan. This has allowed the individuals who are currently in charge of these activities in their individual academic units the freedom to completely update their assessment items to better match the current curriculum and vision in those programs. While this has resulted in a single year (2022-23) of in many cases incomplete reports due to lack of data, the overall benefit of the much-needed update compensates for this.

Section 6: Training/Resources Needed to Implement the College's Improvement Strategy

Detail the types of training and resources that would assist the College with implementing its improvement strategies.

As the responsibility for assessment of individual programs and units changes hands, the newly appointed individuals are always encouraged to take advantage of the available training courses through the University Assessments office. If any additional training needs are identified in the future, we will reach out to that office for assistance.