

McCOY COLLEGE OF BUSINESS ADMINISTRATION

CBAPPS 2.07

Planning, monitoring, improving and assessing graduate programs in the McCoy College of Business Administration.

PURPOSE

The purpose of this document is to establish policies concerning the planning, monitoring, improvement, and assessment of McCoy College graduate programs. Additional information concerning the role and responsibilities of McCoy College graduate core course coordinators is also provided.

UNIVERSITY POLICIES

Academic Affairs Policy & Procedure Documents:

- 2.01 Course Inventory Maintenance
- 2.05 Academic Programs: Additions and Deletions

College of Business Administration Policy and Procedure Document:

- CBAPPS 1.03 Membership on Standing Committees
- CBAPPS 2.04 Undergraduate Curriculum Planning
- CBAPPS 2.06 Faculty Meetings and Voting

GRADUATE PROGRAM PLANNING AND MONITORING

- A. The McCoy College is committed to the development and maintenance of quality graduate programs. General oversight of all McCoy College graduate programs is the responsibility of the Graduate Policies and Curriculum Committee (GPCC) which is made up of a representative from each academic department. Members of the GPCC are elected for a period of three years. The committee works with the McCoy College Associate Dean for Graduate Programs and the McCoy College of Business Administration Council (CBAC) in its efforts to ensure that graduate programs that are delivered by the McCoy College meet the highest possible standards. Primary areas of emphasis for the committee include the graduate student admissions process and academic appeals; review of graduate program content; monitoring core course development, delivery and assessment; evaluation of proposed program improvements; graduate scholarship and other award recommendations; and graduate program assessment. The McCoy College Associate Dean for Graduate Programs and college members of the University Curriculum Committee are ex-officio members of the GPCC (if they are not member(s) of the GPCC).

- B. An integral part of all McCoy College graduate programs is their core curriculum. The graduate core courses are defined as common courses required of all students for a graduate degree in a business discipline. As such, these courses must meet and maintain specific standards set by the McCoy College. These standards are developed and monitored by McCoy College graduate faculty through the GPCC in conjunction with the University, CBAC and AACSB requirements. These standards reinforce the concept that the McCoy College has primary responsibility for graduate core courses in the Masters of Business Administration (MBA) program and departments have secondary responsibility. In specialized graduate programs, primary responsibility for core courses is the sponsoring academic department(s).
- C. To help ensure that courses offered as part of the MBA core curriculum effectively contribute to the program quality goal, department chairs appoint faculty coordinators for each MBA core course. These graduate core course coordinators work with the GPCC to continually review the set of MBA core courses for relevance and to direct a formal review of their respective courses every three years. One of the graduate core course coordinators will be appointed by the GPCC to serve as chair of the graduate core course committee for a period of three years. Other non-core graduate courses are reviewed by departmental curriculum committee at least every five years.
- D. The McCoy College of Business Administration Council (CBAC) is responsible for reviewing proposals for graduate program improvement that are transmitted by the GPCC.

GRADUATE PROGRAM IMPROVEMENT

- A. Proposals for improvements in McCoy College graduate programs may originate from the graduate faculty, college administrators, GPCC, or CBAC. All proposals will be submitted to the GPCC for consideration and processing. Proposals originating from an academic department or an individual member of the graduate faculty will normally be communicated to the GPCC through the department's representative on the committee.
- B. When a proposal is made to the GPCC to modify MBA core curriculum, the committee will initiate an evaluation of the proposal. If the proposal is determined to have merit and meets the AACSB criteria, the departmental representatives on the GPCC will then meet with their departmental graduate faculty to review and discuss the proposal. Each Department will take a vote on the proposal. If the proposed change is supported by the majority of academic departments, curriculum changes will be processed following standard University curriculum review procedures governed by the curriculum calendar as posted by the Provost (University PPS 2.05). All graduate faculty members are eligible to vote on MBA program curriculum changes, and the vote is conducted at departmental level by the Dean in accordance with CBAPPS 2.06.

- C. Proposals to modify curriculum of a specialized graduate program, such as the Master of Accountancy (MAcy) program or the Master of Accounting and Information Technology (MAIT) program, will be evaluated by the graduate faculty of the sponsoring department(s). All the graduate faculties who are part of the specialized programs will vote on the proposed changes. The voted proposal will be forwarded through the GPCC for coordination and review. Curriculum changes in these programs will also abide by University curriculum review procedures.
- D. Proposals to add new or modify an existing non-core graduate course will be evaluated by the graduate faculty of the affected department. The GPCC will be notified of the final decision by the departmental faculty regarding the change.
- E. Proposals to improve non-curriculum aspects of the MBA program will be processed by the GPCC with graduate faculty input as appropriate and forwarded to the CBAC for consideration.

GRADUATE PROGRAM ASSESSMENT

The assessment activities of the McCoy College are coordinated through the faculty. All degree programs are monitored for effectiveness and outcomes assessment. The McCoy College conducts ongoing assessment processes for benchmarking and facilitating continuous improvement. The McCoy College Assessment Committee has the primary responsibility for all academic program related assessment. Activities of the Assessment Committee will be coordinated with activities of the McCoy College Graduate Policies and Curriculum Committee (GPCC) and the McCoy College Undergraduate Curriculum Committee (UGCC). The results of assessment activities will be distributed to the appropriate graduate and/or undergraduate committees, the AACSB coordinator, and CBAC.

The McCoy College uses various methods of assessment to provide feedback on the extent to which the elements covered in the curriculum are being met, including:

- A. The Alumni Survey. A survey of McCoy College alumni is taken to determine their perceptions of the business curricula and ascertain their opinions concerning changes that would strengthen the curricula.
Responsibility: University
Frequency: Every 2 years
- B. Employer Survey. Employers of all McCoy College graduates are surveyed to ask their opinions concerning the preparedness of McCoy College graduates compared with graduates of other universities on important characteristics such as team skills and oral and written communication skills.
Responsibility: McCoy College Assessment Committee
Frequency: Every 3 years
- C. Graduating Student Survey. Graduate students enrolled in the capstone courses are surveyed to determine their opinions concerning the appropriateness of the curricula and their perceptions of the amount of coverage of important topics.
Responsibility: McCoy College Assessment Committee

- Frequency: Every semester
- D. Core Course Survey. The McCoy College surveys the instructors of all graduate business core courses to determine their coverage of College and program curricular objectives. Instructors are asked to identify the objectives they address and the nature and scope of the coverage.
Responsibility: McCoy College Assessment Committee
Frequency: Annual
- E. Capstone Faculty Survey. Professors teaching the graduate capstone courses are surveyed to determine their perceptions concerning the basic skills students bring to the courses.
Responsibility: McCoy College Assessment Committee
Frequency: Annual
- F. General Faculty Survey. The McCoy College surveys McCoy College graduate faculty regarding content (all curricular elements identified in the AACSB Curriculum Content Standards and those areas of emphasis determined by the McCoy College) and level of coverage.
Responsibility: McCoy College Assessment Committee
Frequency: Every 3 years

GRADUATE CORE COURSE COORDINATORS

- A. Graduate Core Course Coordinators are appointed by their department chairs and the Chair of the Graduate Course Coordinators is appointed by the GPCC for a three year term.
- 1) Roles and responsibilities of Chair of the Graduate Core Course Coordinators include the following:
- a. serving as the contact point between the GPCC and those teaching graduate core courses;
 - b. scheduling and conducting meetings of the graduate core course committee at least once each semester;
 - c. ensuring that (1) minutes of core course meetings and reports are prepared and submitted to both the department chair and the GPCC and (2) any additional necessary documentation is collected, prepared and reported to other constituents as required;
 - d. meeting with the GPCC at least once per academic year and attending other meetings as requested; and
 - e. working with the instructors of graduate core courses to
 - develop common syllabi for multi-section graduate courses
 - ensure that course learning objectives are achieved and clearly assessed
 - ensure that key learning themes of the graduate programs are reinforced
 - ensure that the course content remains current
 - ensure that course delivery methodology is appropriate for graduate education
 - ensure that students and faculty are held to a high standard of professionalism and performance.

- 2) Roles and responsibilities of Graduate Core Course Coordinator Committee include the following:
- a. monitoring core course content to ensure that it is up to date with current research and teaching methods;
 - b. monitoring the inclusion, where appropriate, of McCoy College and graduate program goals;
 - c. ensuring that course descriptions and course objectives are consistent among multi-section core courses through a review of syllabi;
 - d. documenting that core course objectives are being covered;
 - e. reviewing and selecting textbooks and other teaching materials to be used in core course offerings; and
 - f. ensuring that a common 'skeletal' syllabi is followed for each core course as specified by the GPCC.

CERTIFICATION STATEMENT

This CBAPPS has been approved by the reviewers listed below and represents the McCoy College of Business Administration policy and procedure from the date of the document until superseded.

Review Cycle: Sept. 1, E5Y

Review Date: Sept. 1, 2007 (if accepted)

CBAC Review: _____ Date: _____

Governance Review: _____ Date: _____

Approved: _____ Date: _____

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Dean of the McCoy College of Business Administration

Last Update: February 2005 (Developed)
October 2005 (Updated_