

College of Business Academic Assessment Report Academic Year 2016-17

I. Direct Assessment Measures for BBA Program Learning Goals:

LG1: *Demonstrate proficiency in problem solving through analytical thinking, critical analysis, and/or creativity, as applied to business problems*

Assessment Measures for LG1:

1. Five embedded questions in ECON 2301 - Principles of Macroeconomics (also a measure of Critical Thinking student learning objective for University Core Curriculum Assessment)

Benchmark score: Average of 55% or better

Score from 2016-17: 65.2% for face-to-face students (n=51); 64.8% for online students (n=32)

Interpretation of score: **Student learning on LG1 exceeded the benchmark, indicating success in attaining this learning goal**

2. Five embedded questions in ECON 2302 – Principles of Microeconomics (also a measure of Critical Thinking student learning objective for University Core Curriculum Assessment)

Benchmark score: Average of 55% or better

Score from 2016-17: 77.4% for face-to-face students (n=53)

Interpretation of score: **Student learning on LG1 exceeded the benchmark, indicating success in attaining this learning goal**

3. Five embedded questions in FINC 3361 – Financial Management

Benchmark score: Student average of 50% or better

Score from 2016-17: 59% for face-to-face students (n=66)

Interpretation of score: **Student learning on LG1 exceeded the benchmark, indicating success in attaining this learning goal**

4. Exit survey of graduating seniors in MGMT 4303 – Strategic Management

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 56.3% for combined online and face-to-face students (n=48)

Interpretation of score: **Student learning on LG1 exceeded the benchmark, indicating success in attaining this learning goal**

LG2a: *Demonstrate competency in basic business skills in the area of interpersonal oral and written communications*

Assessment Measures for LG2a:

1. Career interview assignment (half written, half oral) in COMM 3352 – Communication in Professional Life

Benchmark score: Total possible combined score of 200 points, with 100 pts. for the written portion and 100 pts. for the oral portion. No benchmark value was assigned this year, since the written portion and oral portion of the assignment was graded as a single score.

Score from 2016-17: 177.7 out of 200 possible pts. for face-to-face students (n=26)

Interpretation of score: n.a.

2. Written case study in MGMT 4303 – Strategic Management

Benchmark score: 80% of students will score 85 or higher out of 100 possible points

Score from 2016-17: 94% for face-to-face students (n=35)

Interpretation of score: **Student learning on LG2a (written) exceeded the benchmark, indicating success in attaining this learning goal**

3. Written case situation analysis in MGMT 4303 – Strategic Management

Benchmark score: Average score will be 30 or higher out of 40 possible points

Score from 2016-17: 32.5 for online students (n=20)

Interpretation of score: **Student learning on LG2a (written) exceeded the benchmark, indicating success in attaining this learning goal**

4. Oral presentation of case study in MGMT 4303 – Strategic Management

Benchmark score: 80% of students will score 85 or higher out of 100 possible points

Score from 2016-17: 55% for face-to-face students (n=35)

Interpretation of score: **Student learning on LG2a (oral) did not reach the benchmark, indicating failure to attain this learning goal**

5. Oral presentation of case situation analysis in MGMT 4303 – Strategic Management

Benchmark score: Average score will be 9 or higher out of 10 possible points

Score from 2016-17: 8.25 for online students (n=20)

Interpretation of score: **Student learning on LG2a (oral) did not reach the benchmark, indicating failure to attain this learning goal**

6. Exit survey of graduating seniors in MGMT 4303 – Strategic Management

Benchmark score: 50% or better respond “very well prepared” regarding oral and written communication skills combined

Score from 2016-17: 54.2% for combined online and face-to-face students (n=48)

Interpretation of score: **Student learning on LG2a (oral and written combined) exceeded the benchmark, indicating success in attaining this learning goal**

LG2b: *Demonstrate competency in basic business skills in the area of quantitative literacy*

Assessment Measures for LG2b:

1. Five embedded questions in ECON 2301 - Principles of Macroeconomics (also a measure of Empirical & Quantitative Skills student learning objective for University Core Curriculum Assessment)

Benchmark score: Average of 55% or better

Score from 2016-17: 75.1% for online students (n=29)

Interpretation of score: **Student learning on LG2b exceeded the benchmark, indicating success in attaining this learning goal**

2. Five embedded questions in ECON 2302 – Principles of Microeconomics (also a measure of Empirical & Quantitative Skills student learning objective for University Core Curriculum Assessment)

Benchmark score: Average of 55% or better

Score from 2016-17: 78% for face-to-face students (n=20)

Interpretation of score: **Student learning on LG2b exceeded the benchmark, indicating success in attaining this learning goal**

3. Ten embedded questions in MGMT 2331 – Applied Business Statistics

Benchmark score: Average of 75% or better

Score from 2016-17: 83% for face-to-face students (n=108)

Interpretation of score: Student learning on LG2b exceeded the benchmark, indicating success in attaining this learning goal

4. Exit survey of graduating seniors in MGMT 4303 – Strategic Management

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 56.3% for combined online and face-to-face students (n=48)

Interpretation of score: Student learning on LG2b exceeded the benchmark, indicating success in attaining this learning goal

LG2c: *Demonstrate competency in basic business skills in the area of the use of business productivity software*

Assessment Measures for LG2c:

1. Excel assignment in BCIS 1305 – Business Computer Applications

Benchmark score: Average of 85% or better

Score from 2016-17: 93% for face-to-face students (n=77)

Interpretation of score: Student learning on LG2c exceeded the benchmark, indicating success in attaining this learning goal

2. Ten embedded questions in MGMT 2331 – Applied Business Statistics

Benchmark score: Average of 75% or better

Score from 2016-17: 60% for face-to-face students (n=108)

Interpretation of score: Student learning on LG2c did not reach the benchmark, indicating failure to attain this learning goal

3. Exit survey of graduating seniors in MGMT 4303 – Strategic Management

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 52.1% for combined online and face-to-face students (n=48)

Interpretation of score: Student learning on LG2c exceeded the benchmark, indicating success in attaining this learning goal

LG3a: *Demonstrate knowledge of contemporary business theory and practice in both domestic and global settings*

Assessment Measures for LG3a:

1. Class presentation in MGMT 3311 – International Business

Benchmark score: 75% of students score 3 or better on a rubric from 1 to 4

Score from 2016-17: 95.1% of face-to-face students scored 3 or better (n=122)

Interpretation of score: **Student learning on LG3a exceeded the benchmark, indicating success in attaining this learning goal**

2. Ten embedded multiple choice questions and 2 short essay questions in MKTG 4321 – International Marketing

Benchmark score: Average score of 80 percent correct or better

Score from 2016-17: 79% for face-to-face students (n=25)

Interpretation of score: **Student learning on LG3a did not reach the benchmark, indicating failure to attain this learning goal**

3. Ten embedded questions in ECON 4307 – International Economics

Benchmark score: Average of 60% or better

Score from 2016-17: 67.3% for face-to-face students (n=22)

Interpretation of score: **Student learning on LG3a exceeded the benchmark, indicating success in attaining this learning goal**

4. Exit survey of graduating seniors in MGMT 4303 – Strategic Management

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 60.4% for combined online and face-to-face students (n=48)

Interpretation of score: **Student learning on LG3a exceeded the benchmark, indicating success in attaining this learning goal**

LG3b: *Demonstrate knowledge of contemporary theory and practice in their chosen area of specialization*

Assessment Measures for LG3b:

Accounting majors:

1. Twenty embedded questions in ACCT 3304 – Intermediate Accounting II

Benchmark score: 60% or better of students score 3 or better using a rubric ranging from 1.0 to 4.0

Score from 2016-17: 61.5% of face-to-face students scored 3 or better (n=13)

Interpretation of score: Student learning on LG3b exceeded the benchmark, indicating success in attaining this learning goal

2. Accounting score from MFT for ACCT majors only

Benchmark score: 41 (national average)

Score from 2016-17: 53 (n=26)

Interpretation of score: Student learning on LG3b exceeded the benchmark, indicating success in attaining this learning goal

3. Exit survey of graduating seniors in MGMT 4303 – Strategic Management

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 33.3% for Accounting majors (n=9)

Interpretation of score: Student learning on LG3b did not reach the benchmark, indicating failure to attain this learning goal

Finance majors:

1. Twenty question multiple choice exam in FINC 4364 – Security Analysis and Portfolio Management

Benchmark score: At least 50% of students score 60% or better on the questions

Score from 2016-17: 62.5% of students scored 60% or better (n=8)

Interpretation of score: Student learning on LG3b exceeded the benchmark, indicating success in attaining this learning goal

2. Finance score from MFT for FINC majors only

Benchmark score: 42 (national average)

Score from 2016-17: 48.5 (n=11)

Interpretation of score: Student learning on LG3b exceeded the benchmark, indicating success in attaining this learning goal

3. Exit survey of graduating seniors in MGMT 4303 – Strategic Management

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 100.0% for Finance majors (n=2)

Interpretation of score: Student learning on LG3b exceeded the benchmark, indicating success in attaining this learning goal

International Business majors:

1. Three essay questions from final exam in MKTG 4321 – International Marketing

Benchmark score: Average score of 80 percent or better

Score from 2016-17: 89% for face-to-face students (n=6)

Interpretation of score: Student learning on LG3b exceeded the benchmark, indicating success in attaining this learning goal

2. International Issues score from MFT for IBUS majors only

Benchmark score: 40 (national average)

Score from 2016-17: 45 (n=9)

Interpretation of score: Student learning on LG3b exceeded the benchmark, indicating success in attaining this learning goal

3. Exit survey of graduating seniors in MGMT 4303 – Strategic Management

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 33.3% for International Business majors (n=3)

Interpretation of score: Student learning on LG3b did not reach the benchmark, indicating failure to attain this learning goal

Management majors:

1. Four embedded questions in MGMT 3304 – Organization Behavior

Benchmark score: 75% of students get at least 3 out of 4 questions correct

Score from 2016-17: 33% of students got 3+ correct (n=62)

Interpretation of score: Student learning on LG3b did not reach the benchmark, indicating failure to attain this learning goal

2. Management score from MFT for MGMT majors only

Benchmark score: 54 (national average)

Score from 2016-17: 63 (n=72)

Interpretation of score: Student learning on LG3b exceeded the benchmark, indicating success in attaining this learning goal

3. Exit survey of graduating seniors in MGMT 4303 – Strategic Management

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 44.0% for Management majors (n=25)

Interpretation of score: Student learning on LG3b did not reach the benchmark, indicating failure to attain this learning goal

Management Information Systems majors:

1. 50 question test administered at the beginning and end of the course in MGMT 4343 – System Analysis and Design

Benchmark score: Average increase in score of 50.0 between the pre-test and post-test

Score from 2016-17: Average increase in score of 60.0 for face-to-face students (n=7)

Interpretation of score: Student learning on LG3b exceeded the benchmark, indicating success in attaining this learning goal

2. Information Systems score from MFT for MIS majors only

Benchmark score: 50 (national average)

Score from 2016-17: 68 (n=5)

Interpretation of score: Student learning on LG3b exceeded the benchmark, indicating success in attaining this learning goal

3. Exit survey of graduating seniors in MGMT 4303 – Strategic Management

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 50.0% for MIS majors (n=2)

Interpretation of score: Student learning on LG3b exceeded the benchmark, indicating success in attaining this learning goal

Marketing majors:

1. Twenty embedded questions in MKTG 4325 – Marketing Management

Benchmark score: Average of 70% or better

Score from 2016-17: 57.6% for face-to-face students (n=21)

Interpretation of score: **Student learning on LG3b did not reach the benchmark, indicating failure to attain this learning goal**

2. Marketing score from MFT for MKTG majors only

Benchmark score: 55 (national average)

Score from 2016-17: 55 (n=34)

Interpretation of score: **Student learning on LG3b exceeded the benchmark, indicating success in attaining this learning goal**

3. Exit survey of graduating seniors in MGMT 4303 – Strategic Management

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 100.0% for Marketing majors (n=7)

Interpretation of score: **Student learning on LG3b exceeded the benchmark, indicating success in attaining this learning goal**

LG4: *Demonstrate appreciation of ethical issues and sustainability in order to conduct business in a socially responsible manner*

Assessment Measures for LG4:

1. Five embedded questions in ECON 2301 – Principles of Macroeconomics (also a measure of Social Responsibility student learning objective for University Core Curriculum Assessment)

Benchmark score: Class average of 55% or better

Score from 2016-17: Data not collected during 2016-17

Interpretation of score: n.a.

2. Five embedded questions in ECON 2302 – Principles of Microeconomics (also a measure of Social Responsibility student learning objective for University Core Curriculum Assessment)

Benchmark score: Class average of 55% or better

Score from 2016-17: Data not collected during 2016-17

Interpretation of score: n.a.

3. Ten embedded questions in BUSI 2301 – Legal and Ethical Environment of Business

Benchmark score: 80% of students average 80% or better

Score from 2016-17: 80.9% of face-to-face students averaged 80% or better (n=152)

Interpretation of score: **Student learning on LG4 exceeded the benchmark, indicating success in attaining this learning goal**

4. Three embedded questions in MGMT 3301 – Principles of Management

Benchmark score: Average of 75% or better

Score from 2016-17: Average score of 73.6% for face-to-face students (n=120)

Interpretation of score: **Student learning on LG4 did not reach the benchmark, indicating failure to attain this learning goal**

5. Exit survey of graduating seniors in MGMT 4303 – Strategic Management

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 72.9% for combined online and face-to-face students (n=48)

Interpretation of score: **Student learning on LG4 exceeded the benchmark, indicating success in attaining this learning goal**

LG5: *Demonstrate respect for diversity and cultural differences in both domestic and global settings*

Assessment Measures for LG5:

1. Three embedded questions in MGMT 3301 – Principles of Management

Benchmark score: Average of 75% or better

Score from 2016-17: Average of 92.2% for face-to-face students (n=116)

Interpretation of score: **Student learning on LG5 exceeded the benchmark, indicating success in attaining this learning goal**

2. Class presentation in MGMT 3311 – International Business

Benchmark score: 75% or more of students score 3 or better on rubric from 1.0 to 4.0

Score from 2016-17: 90.2% of face-to-face students scored 3 or better (n=184)

Interpretation of score: Student learning on LG5 exceeded the benchmark, indicating success in attaining this learning goal

3. Class project on stock portfolio selection from US firms doing business abroad in FINC 4367 – International Finance

Benchmark score: 50% or better of students score 26.4 or better out of 30 possible points

Score from 2016-17: 78.9% of students scored 26.4 or better (n=19)

Interpretation of score: Student learning on LG5 exceeded the benchmark, indicating success in attaining this learning goal

4. Three essay questions in MKTG 4321 – International Marketing

Benchmark score: Average score of 80 percent or better

Score from 2016-17: 88% for face-to-face students (n=25)

Interpretation of score: Student learning on LG5 exceeded the benchmark, indicating success in attaining this learning goal

5. Exit survey of graduating seniors in MGMT 4303 – Strategic Management

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 77.1% for combined online and face-to-face students (n=48)

Interpretation of score: Student learning on LG5 exceeded the benchmark, indicating success in attaining this learning goal

Summative Assessment Measures across all BBA Majors:

1. ETS Major Field Test for Business (administered within MGMT 4303) – Overall Performance

Benchmark score: National average of 151 or better on overall score

Score from 2016-17: 150.7 (n=165) (rounded up to 151)

Interpretation of score: Student performance met the benchmark, indicating overall success in the BBA program

2. ETS Major Field Test for Business (administered within MGMT 4303) – Performance in Individual Content Areas

Benchmark score: Meet or exceed the national average scores on each individual assessment indicator area

Assessment indicator scores from 2016-17:

Assessment Indicator Area	Avg. Score	Nat'l Avg.	Interpretation of results
1. Accounting	44	41	Benchmark met
2. Economics	43	40	Benchmark met
3. Management	64	54	Benchmark met
4. Quantitative Business Analysis	33	36	Benchmark not met
5. Finance	41	42	Benchmark not met
6. Marketing	53	55	Benchmark not met
7. Legal and Social Environment	46	59	Benchmark not met
8. Information Systems	54	50	Benchmark met
9. International Issues	44	40	Benchmark met

Interpretation of scores: MFT assessment indicator scores fell below the benchmark for quantitative business analysis, finance, marketing, and legal/social environment; the scores exceeded the benchmark for accounting, economics, management, information systems and international issues

General summary of BBA Assessment findings:

For all BBA majors: (LG1-LG3a, LG4-LG5)

BBA Learning Goal	Benchmark met?
LG1: Problem-solving	Yes
LG2a: Oral/written communication skills	Mixed results
LG2b: Quantitative literacy	Yes
LG2c: Productivity software	Mixed results
LG3a: Contemporary business theory & practice in domestic & global settings	Mixed results
LG4: Ethical & CSR issues	Mixed results
LG5: Diversity & cultural issues	Yes

LG3b by major:

BBA Major	Benchmark met?		
	Embedded instrument	MFT area score	Exit survey
Accounting	Yes	Yes	No
Finance	Yes	Yes	Yes
International Business	Yes	Yes	No
Management	No	Yes	No
Management Information Systems	Yes	Yes	Yes
Marketing	No	Yes	Yes

Narrative discussion for BBA assessment:

The COB Assessment Committee created a new assessment plan for the BBA programs during 2016-17 that reflects the new goals and curricula which became effective Fall 2016. Unlike previous assessment

plans, this new plan includes multiple assessment measures for each goal. This new BBA assessment plan was used to collect the first year of assessment data for the new BBA learning goals.

For the learning goals which are expected of all BBA majors (LG1-3a, 4-5), the assessment results indicate that student learning met the benchmarks for LG1 – Problem-solving, LG2b – Quantitative literacy, and LG5 – Diversity and cultural issues. The results are mixed for the other learning goals covered by the BBA core curriculum: LG2a – Written and oral communication skills, LG2c – Use of productivity software, LG3a – Contemporary business theory and practice, and LG4 – Ethical and corporate social responsibility issues. These findings are not too unexpected, since students struggled with oral communication skills and understanding ethical issues in 2015-16 under the previous set of BBA learning goals. Some of the students whose learning was assessed by these measures during 2016-17 may have been too far along in their degree progression to be impacted by the new learning goals and revised curriculum. The mixed results for use of business productivity software in 2016-17 likely reflect the new focus on Excel techniques in MGMT 2331 – Applied Business Statistics, which did not exist previously. Similarly, the mixed results for business theory and practice in domestic and global settings likely reflect the new requirement that all students complete at least one international business course, which did not exist previously.

Since the College just completed a substantial revision of the BBA core and learning goals that took effect in Fall 2016, as well as a significant revision of the BBA assessment plan, it would be premature to make any major curricular changes to the BBA core based on the first year of assessment data from 2016-17. However, faculty should take these findings into account as they teach their classes during 2017-18, recognizing that our students may need additional help better understanding ethical issues and applying Excel to statistical problems.

For the major-specific learning goals (LG3b), the main areas of concern are in the embedded questions for Management majors and Marketing majors. The assessment measure used to assess the Management major – four embedded multiple choice questions in MGMT 3304 – probably needs to be revisited to obtain a clearer picture of students' understanding of Management issues. The assessment measure for the Marketing majors is more comprehensive, and marks at least the third straight year that Marketing majors performed poorly on this measure. This suggests that the major-specific curriculum for the Marketing major should probably be reviewed for possible revisions that would help improve student learning.

II. MBA Program Learning Goals:

LG1: *Apply advanced knowledge skills and values to develop integrative solutions to management problems*

Assessment Measures for LG1:

1. Embedded questions in seven different modules in ACCT 6301 – Advanced Management Accounting

Benchmark score: 85% correct on each module

Score from 2016-17: Module 1: 85.5%; Module 2: 82.4%; Module 3: 84.7%; Module 4: 66.2%; Module 5: 69.3%; Module 6: 86.4%; Module 7: 72.6% for a mix of online and face-to-face students (n=55)

Interpretation of score: Student learning on LG1 exceeded the benchmark, indicating success in attaining this learning goal for modules 1, 3 and 6; for modules 2, 4, 5, and 7, student learning fell short of the benchmark, indicating failure to attain the learning goal

2. Eighteen embedded questions in FINC 6301 – Financial Management

Benchmark score: Average of 80% or better

Score from 2016-17: 92.6% for online students (n=31)

Interpretation of score: Student learning on LG1 exceeded the benchmark, indicating success in attaining this learning goal

3. Three embedded short answer problems in ECON 6311 – Managerial Economics

Benchmark score: Average of 65% or better

Score from 2016-17: 68% for online students (n=49); 74% for face-to-face students (n=11); weighted average score of 69.1 percent

Interpretation of score: Student learning on LG1 exceeded the benchmark for both face-to-face and online students, indicating success in attaining this learning goal

4. Marketing content of final presentation in MGMT 6303 – Advanced Data Analytics

Benchmark score: Average of 80 points on a rubric with 100 possible points

Score from 2016-17: 82 for face-to-face students (n=11)

Interpretation of score: Student learning on LG1 exceeded the benchmark for face-to-face students, indicating success in attaining this learning goal

5. Management content of final presentation in MGMT 6311 – Organizational Behavior and Leadership

Benchmark score: Average of 80 points on a rubric with 100 possible points

Score from 2016-17: Average of 89.8 points for online students (n=53)

Interpretation of score: **Student learning on LG1 exceeded the benchmark for online students, indicating success in attaining this learning goal**

6. Ten embedded questions, and ten embedded problems in MGMT 6312 – Operations and Supply Chain Management

Benchmark score: Average of 70% or better

Score from 2016-17: 79.4% for online students (n=52); 84.9% for face-to-face students (n=11); weighted average score of 80.4

Interpretation of score: **Student learning on LG1 exceeded the benchmark for both face-to-face and online students, indicating success in attaining this learning goal**

7. Embedded questions in MKTG 6301 – Marketing Management

Benchmark score: Average of 80 percent

Score from 2016-17: Average of 85.8 for online students (n=42)

Interpretation of score: **Student learning on LG1 exceeded the benchmark for face-to-face students, indicating success in attaining this learning goal**

8. Exit survey of graduating MBA students in MGMT 6313 – Strategic Management in a Global Environment

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 46.2% for online students (n=13)

Interpretation of score: **Student learning on LG1 fell short of the benchmark, indicating failure in attaining this learning goal**

LG2a: *Demonstrate effective written and oral communication skills appropriate to business*

Assessment Measures for LG2a (Written):

1. Written assignment in MGMT 6301 – Management of Information Systems

Benchmark score: 80% of students score 3.5 or better on a rubric from 1 to 5

Score from 2016-17: 97.8% of face-to-face students scored 3.5 or better (n=47)

Interpretation of score: Student learning on LG2a exceeded the benchmark, indicating success in attaining this learning goal

2. Case write-up in MKTG 6301 – Marketing Management

Benchmark score: Average score of 40 or better (80%) using a rubric worth 50 possible points

Score from 2016-17: Average score of 42.7 (85.4%) for online students (n=42)

Interpretation of score: Student learning on LG2a exceeded the benchmark, indicating success in attaining this learning goal

Assessment Measure for LG2a (Oral):

1. Quality of oral presentation in MGMT 630463 – Advanced Data Analytics

Benchmark score: Average of 80 points on a rubric with 100 possible points

Score from 2016-17: 70 (n=11 face-to-face students)

Interpretation of score: Student learning on LG2a fell short of the benchmark, indicating failure to attain this learning goal

Assessment Measure for LG2a (Written and Oral combined):

1. Exit survey of graduating MBA students in MGMT 6313 – Strategic Management in a Global Environment

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 46.2% for online students (n=13)

Interpretation of score: Student learning on LG2a fell short of the benchmark, indicating failure in attaining this learning goal

LG2b: *Demonstrate knowledge of the global nature of business*

Assessment Measures for LG2b:

1. Twenty-five embedded questions in FINC 6301 – Financial Management

Benchmark score: Average of 75% or better

Score from 2016-17: 81.3% for online students (n=31)

Interpretation of score: Student learning on LG2b exceeded the benchmark, indicating success in attaining this learning goal

2. Twenty embedded questions in MGMT 6312 – Operations and Supply Chain Management

Benchmark score: Average of 70% or better

Score from 2016-17: 86.1% for online students (n=35); 78.5% for face-to-face students (n=10); weighted average 84.4%

Interpretation of score: **Student learning on LG2b exceeded the benchmark, indicating success in attaining this learning goal**

3. Paper assignment on global nature of business in MGMT 6313 – Strategic Management in a Global Environment

Benchmark score: 90 percent or better

Score from 2016-17: 91.9% for online students (n=27)

Interpretation of score: **Student learning on LG2b exceeded the benchmark, indicating success in attaining this learning goal**

4. Exit survey of graduating MBA students in MGMT 6313 – Strategic Management in a Global Environment

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 53.8% for online students (n=13)

Interpretation of score: **Student learning on LG2b exceeded the benchmark, indicating success in attaining this learning goal**

LG3a: *Demonstrate ethical reasoning and awareness appropriate to business decision making, social responsibility and sustainability*

Assessment Measures for LG3a:

1. Ten embedded questions in MGMT 6302 – Legal and Social Environment of Business

Benchmark score: 80 percent of students score 80 percent or better

Score from 2016-17: 100 percent of face-to-face students scored 80 percent or better (n=10)

Interpretation of score: **Student learning on LG3a exceeded the benchmark, indicating success in attaining this learning goal**

2. Exit survey of graduating MBA students in MGMT 6313 – Strategic Management in a Global Environment

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 61.5% for online students (n=13)

Interpretation of score: Student learning on LG3a exceeded the benchmark, indicating success in attaining this learning goal

LG3b: *Demonstrate an appreciation for the value of diversity in the workplace*

Assessment Measures for LG3b:

1. Ten embedded questions in MGMT 6302 – Legal and Social Environment of Business

Benchmark score: 80 percent of students score 80 percent or better

Score from 2016-17: 90 percent of face-to-face students scored 80 percent or better (n=10)

Interpretation of score: Student learning on LG3b exceeded the benchmark, indicating success in attaining this learning goal

2. Embedded questions in MGMT 6311 – Organizational Behavior and Leadership

Benchmark score: Average score of 40 or better out of 50 possible points

Score from 2016-17: Average 43.4 points for online students (n=53)

Interpretation of score: Student learning on LG3b exceeded the benchmark, indicating success in attaining this learning goal

3. Exit survey of graduating MBA students in MGMT 6313 – Strategic Management in a Global Environment

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 61.5% for online students (n=13)

Interpretation of score: Student learning on LG3b exceeded the benchmark, indicating success in attaining this learning goal

LG3c: *Lead others and work effectively in a team setting*

Assessment Measures for LG3c:

1. Team member evaluations in MGMT 6311 – Organizational Behavior and Leadership

Benchmark score: Average score of 19 or better out of 24 possible points

Score from 2016-17: Average 20.9 points for online students (n=53)

Interpretation of score: Student learning on LG3c exceeded the benchmark, indicating success in attaining this learning goal

2. Exit survey of graduating MBA students in MGMT 6313 – Strategic Management in a Global Environment

Benchmark score: 50% or better respond “very well prepared”

Score from 2016-17: 61.5% for online students (n=13)

Interpretation of score: Student learning on LG3c exceeded the benchmark, indicating success in attaining this learning goal

Summative Assessment Measure for the MBA Program:

1. The overall score on the IVY Software MBA Test, which is a required component of MGMT 6313 – Strategic Management in a Global Environment

Benchmark score: 56 percent (national average for all MBA programs)

Scores from 2016-17: 49 percent for online MBA students only (n=41)

Interpretation of score: Student performance fell below the benchmark

2. The IVY Software MBA Test scores for each content area

Benchmark scores: see below (national averages for all MBA programs)

Scores from 2016-17: see below for online MBA students only (n=41)

Weighted average scores from Fall 2016 and Spring 2017	Avg. Score	Benchmark value	Interpretation of results
Financial Accounting	46.3	62	Below benchmark
Managerial Accounting	44.7	55	Below benchmark
Corporate Finance	45.4	52	Below benchmark
Management	54.7	62	Below benchmark
Marketing	51.3	57	Below benchmark
Strategy	47.7	48	Below benchmark

Interpretation of scores: Student performance in all six content areas fell below the benchmark

General summary of MBA Assessment findings and discussion of areas where student learning did not meet the benchmark value:

MBA Learning Goal	Benchmark met?
LG1: Integrative solutions to management problems	Mixed results

LG2a: Oral/written communication skills	Mixed results (written); No (oral)
LG2b: Global nature of business	Yes
LG3a: Ethical & CSR issues	Yes
LG3b: Diversity issues	Yes
LG3c: Teamwork	Yes

With the significant revisions made to the MBA learning goals and curriculum effective Fall 2016, a new MBA assessment plan was developed and put into place during 2016-17. As a result, these results will not be directly comparable to those of past years. Most of the assessment results for 2016-17 came from online students, since face-to-face sections were only offered for certain MBA classes on an emergency basis, to accommodate an unexpected cohort of foreign students. In order to be fully prepared for foreign student cohorts which are expected to enroll in the MBA program in the future, as well as provide a traditional delivery option for local students, a complete face-to-face MBA option will be restored starting in 2017-18. The COB Assessment Committee has developed a new MBA assessment plan for 2017-18 which will provide separate data on student learning for each delivery mode: online and face-to-face.

In addition to collecting data for direct assessment measures on each learning goal, the COB Assessment Committee obtained data for several indirect assessment measures from an MBA exit survey which was administered for the first time during Spring 2017.

The available assessment measures for the MBA program from 2016-17 present a generally favorable picture of MBA student learning under the new curriculum. There are some mixed results from the assessment measures for LG1 and LG2a, but the assessment measures for LG2b, LG3a, LG3b and LG3c indicate that student learning reached a satisfactory level.

As was seen with BBA assessment data above, the MBA assessment data reviewed here may be more indicative of the former MBA curriculum, since many of the MBA students in the program during 2016-17 had completed a portion of their coursework prior to Fall 2016, when the new curriculum was first used. As such, the assessment data for 2017-18 will be the first set of data which fully capture the impact of the revised curriculum.

The summative measures for the MBA are based on student performance on the IVY MBA Test, and for the first time, these results correspond exclusively to MBA students, so they cannot be compared to those of past years. (As of Fall 2016, Master of Professional Accountancy students no longer take the IVY MBA Test.) The overall average score fell below the national average, as did the average scores on each content area. These results are not encouraging, but the revised curriculum has not been in place long enough for all graduating MBA students to fully benefit from it.

Since these results from the IVY MBA Test are not comparable to those of previous years, and since most of our peer institutions use the MBA MFT test, the COB Assessment Committee will switch to the MBA MFT test as a summative measure in Fall 2017.

III. MPAc Program Learning Goals:

LG1a: *Apply advanced knowledge skills and values to develop integrative solutions to accounting problems*

Assessment Measures for LG1a:

1. Two embedded exams in ACCT 6317 – Accounting Theory

Benchmark score: Average score of 80% or higher across the two exams

Score from 2016-17: Average score of 78.1% across the two exams (n=8)

Interpretation of score: **Student learning on LG1a fell short of the benchmark, indicating failure in attaining this learning goal**

2. 50 question final exam on corporate taxation in ACCT 6361 – Advanced Tax Accounting

Benchmark score: 60% of students will score 75% or higher on the exam

Score from 2016-17: 82% of students scored 75% or higher on the exam (n=8)

Interpretation of score: **Student learning on LG1a exceeded the benchmark, indicating success in attaining this learning goal**

LG1b: *Demonstrate skills in the use of current information resources to research advanced accounting problems*

Assessment Measure for LG1b:

Detailed research case with six measures in ACCT 6362 – Tax Research Methodology

Benchmark score: Each measure graded using a rubric from 1 to 4; 75% of students will score 3 or better on at least 4 of the 6 measures

Score from 2016-17: No data collected this year

Interpretation of score: n.a.

LG2a: *Demonstrate effective written and oral communication skills appropriate to accounting*

Assessment Measures for LG2a (written):

1. Written memo analyzing audited financial statements in ACCT 6303 – Applied Auditing

Benchmark score: 75% of students will get a grade of 3 or better using a rubric from 1 to 4 for at least 4 of 5 measures

Score from 2016-17: No data collected this year

Interpretation of score: n.a.

2. Three written assignments in ACCT 6362 – Tax Research Methodology

Benchmark score: 75% of students will get an average score of at least 80 percent across the three assignments

Score from 2016-17: No data collected this year

Interpretation of score: n.a.

Assessment Measure for LG2a (oral):

In-class presentation of a group analysis in ACCT 6325 – Financial Statement Analysis

Benchmark score: 75 percent of students will receive a score of 3 or better using a rubric from 1 to 4

Score from 2016-17: No data collected this year

Interpretation of score: n.a.

LG2b: *Demonstrate knowledge of the global nature of accounting*

Assessment Measure for LG2b:

Two embedded exams on global topics in ACCT 6309 – Advanced Accounting

Benchmark score: Average score of 80% or higher across the two exams

Score from 2016-17: Average score of 80.8% across the two exams (n=7)

Interpretation of score: **Student learning on LG2b exceeded the benchmark, indicating success in attaining this learning goal**

LG3a: *Demonstrate ethical reasoning and awareness appropriate to accounting decision-making, social responsibility and sustainability*

Assessment Measure for LG3a:

20 questions on the concept of CPA independence in practice in ACCT 6332 – Ethics in Accounting

Benchmark score: 60% of students will score 75% or better

Score from 2016-17: No data collected this year

Interpretation of score: n.a.

LG3b: Lead others and work effectively in a team setting

Assessment Measure for LG3b:

Group assessment of a company's financial health in ACCT 6325 – Financial Statement Analysis

Benchmark score: 75 percent of students will receive a score of 3 or better using a rubric from 1 to 4

Score from 2016-17: No data collected this year

Interpretation of score: n.a.

General summary of MPAC Assessment findings and discussion of areas where student learning did not meet the benchmark value:

MPAc Learning Goal	Benchmark met?
LG1a: Integrative solutions to accounting problems	Mixed results
LG1b: Use of information resources	Data not available
LG2a: Oral/written communication skills	Data not available
LG2b: Global nature of accounting	Yes
LG3a: Ethical & CSR issues	Data not available
LG3b: Leadership and Teamwork	Data not available

The MPAC learning goals and curriculum were significantly revised effective Fall 2016, with some required content moving from the undergraduate level to the graduate level. In addition, the total number of credit hours required for the degree was reduced by 6 hours, and the requirement that MPAC students take 18 hours of MBA courses was eliminated. This yielded a new, streamlined graduate degree in accounting that is more focused on the specific skills and knowledge that students need to pass the CPA exam and become successful CPAs in the State of Texas.

The enormity of the task faced by the COB Assessment Committee to develop entirely new assessment plans for the BBA and MBA programs, along with a new system for collecting and processing student-level assessment data, made it difficult to fully implement the MPAC assessment plan as well during 2016-17. As a result, assessment data was not collected for every MPAC learning goal this year. The Department of Accounting, Economics & Finance will be able to follow the new MPAC assessment plan and collect a full set of student-level assessment data during 2017-18. Each required MPAC class is offered only once each year, via an in-person delivery mode, so assessment data will be collected in each class every year going forward. The Department will also develop a new exit survey for graduating MPAC students which will provide some indirect assessment of attainment of the MPAC learning goals. That new survey instrument will be used for the first time during 2017-18.

From the data that was collected for learning goals LG1a and LG2b during 2016-17, there was some degree of success in attaining the benchmark values for those measures. However, given the extensive changes that were made to the MPAC curricula effective Fall 2016, the Department of Accounting, Economics & Finance will await more complete data from 2017-18 before making any decisions about revising its curriculum or pedagogy to improve student learning.