

# College of Business Academic Assessment Report Academic Year 2017-18

## 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 2017-18: 61.6% for face-to-face students (n=52)

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

2. Five embedded questions in FINC 3361 – Financial Management

Benchmark score: Average of 50% or better

Score from 2017-18: 64.2% for face-to-face students (n=73)

Interpretation of score: **Student learning on LG1 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 2017-18: 58.5% for combined online and face-to-face students (n=106)

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. Group project requiring both a written report and oral presentation in COMM 3352 – Communication in Professional Life

Benchmark score: Average score of 75 or better out of 100 possible points as a combined score for both the written portion and the oral portion of the assignment

Score from 2017-18: Average of 78.13 pts. for face-to-face students (n=71)

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

2. 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 2017-18: 30.0 for online students (n=22)

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

3. 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 2017-18: 8.43 for online students (n=22)

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

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

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

Score from 2017-18: 56% for combined online and face-to-face students (n=63)

Interpretation of score: **Student learning on LG2a (oral) 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” regarding written communication skills

Score from 2017-18: 54% for combined online and face-to-face students (n=63)

Interpretation of score: **Student learning on LG2a (written) 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 2017-18: 59.5% for face-to-face students (n=52)

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 2017-18: 69.1% for face-to-face students (n=33); 56.8% for online students (n=19)

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 2017-18: 69.4% for face-to-face students (n=66)

Interpretation of score: **Student learning on LG2b fell below the benchmark, indicating failure 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 2017-18: 57.5% for combined online and face-to-face students (n=106)

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 capstone project in BCIS 1305 – Business Computer Applications

Benchmark score: Average of 85% or better across all sections of BCIS 1305

Score from 2017-18: 91% for face-to-face students (n=96)

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 2017-18: 45.8% for face-to-face students (n=66)

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 2017-18: 57.5% for combined online and face-to-face students (n=106)

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. Three embedded exams in MGMT 3311 – International Business

Benchmark score: Average score of 80% or better

Score from 2017-18: Average score of 83.2% for face-to-face students (n=72)

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

2. Two embedded exams in MGMT 3312 – International Management

Benchmark score: Average score of 85% or better

Score from 2017-18: Average score of 86.5% for face-to-face students (n=20)

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

3. Ten embedded questions in ECON 4307 – International Economics

Benchmark score: Average of 60% or better

Score from 2017-18: 67.2% for face-to-face students (n=32)

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

4. Ten embedded questions in FINC 4367 – International Finance

Benchmark score: At least 50% of class earns a score of 18 or better, out of 25 possible points

Score from 2017-18: 61.1% for face-to-face students (n=18)

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

5. Embedded questions in MKTG 4321 – International Marketing

Benchmark score: Average score of 80% or better

Score from 2017-18: 89.6% for face-to-face students (n=40)

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

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

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

Score from 2017-18: 59% for combined online and face-to-face students (n=63)

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: Average score of 2.5 on a scale from 1 to 4

Score from 2017-18: Average score of 3.66 for face-to-face students (n=29)

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: 43.1 (national average)

Score from 2017-18: 57 (n=38)

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 2017-18: 44.4% for Accounting majors (n=27)

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 16 or better out of 20 possible pts

Score from 2017-18: 68.2% of face-to-face students scored 16 or better (n=22)

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: 43.3 (national average)

Score from 2017-18: 46 (n=27)

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 2017-18: 62.5% for Finance majors (n=16)

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

### **International Business majors:**

1. Embedded questions in MKTG 4321 – International Marketing

Benchmark score: Average score of 80 percent or better

Score from 2017-18: 96% for face-to-face students (n=4)

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: 39.8 (national average)

Score from 2017-18: 33 (n=12)

Interpretation of score: **Student learning on LG3b 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 2017-18: 60.0% for International Business majors (n=5)

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

### **Management majors:**

1. Embedded exam in MGMT 3304 – Organization Behavior

Benchmark score: Average score of 75% or better

Score from 2017-18: Average score of 77.25% (n=20)

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

2. Management score from MFT for MGMT majors only

Benchmark score: 61.4 (national average)

Score from 2017-18: 61 (n=71)

Interpretation of score: **Student learning on LG3b 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 2017-18: 75.7% for Management majors (n=37)

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

**Management Information Systems majors:**

1. Embedded questions in MGMT 4343 – System Analysis and Design

Benchmark score: At least 80% of the class will score 80% or better

Score from 2017-18: 88.9% of the class scored 80% or better for face-to-face students (n=9)

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: 51.3 (national average)

Score from 2017-18: 58 (n=6)

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 2017-18: 66.7% for MIS majors (n=3)

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 2017-18: 59.2% for face-to-face students (n=25)



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: 50.5 (national average)

Score from 2017-18: 56 (n=23)

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 2017-18: 58.8% for Marketing majors (n=17)

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 50% or better

Score from 2017-18: Average score of 52.3 (n=26)

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

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 50% or better

Score from 2017-18: Average score of 67.8% (n=49)

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

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

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

Score from 2017-18: 76% of face-to-face students scored 80% or better (n=96)

Interpretation of score: **Student learning on LG4 fell short of the benchmark, indicating failure in attaining this learning goal**

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

Benchmark score: Average of 75% or better

Score from 2017-18: Average score of 85.3% for face-to-face students (n=52)

Interpretation of score: **Student learning on LG4 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 2017-18: 66% for combined online and face-to-face students (n=106)

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 2017-18: Average of 80.1% for face-to-face students (n=52)

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

2. Three class presentations in MGMT 3311 – International Business

Benchmark score: Average score of 85% or better

Score from 2017-18: Average score of 86.3% of face-to-face students (n=72)

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

3. Two class presentations and the final project in MGMT 3312 – International Management

Benchmark score: Average score of 90% or better

Score from 2017-18: Average score of 92.2% of face-to-face students (n=20)

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

#### 4. Project presentation in FINC 4367 – International Finance

Benchmark score: 50% or better of students score 27 or better out of 30 possible points

Score from 2017-18: 66.7% of face-to-face students scored 27 or better (n=18)

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

#### 5. Embedded questions in MKTG 4321 – International Marketing

Benchmark score: Average of 80% or better

Score from 2017-18: Average of 92.2% for face-to-face students (n=40)

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

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

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

Score from 2017-18: 62% for combined online and face-to-face students (n=63)

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 149.5 or better on overall score

Score from 2017-18: 150 (n=184)

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 2017-18:

Assessment Indicator Area	Avg. Score	Nat'l Avg.	Interpretation of results
1. Accounting	44	43.1	<i>Benchmark met</i>
2. Economics	41	40.4	<i>Benchmark met</i>
3. Management	62	61.4	<i>Benchmark met</i>
4. Quantitative Business Analysis	34	33.9	<i>Benchmark met</i>
5. Finance	41	43.3	<i>Benchmark not met</i>
6. Marketing	53	50.5	<i>Benchmark met</i>
7. Legal and Social Environment	47	46.7	<i>Benchmark met</i>
8. Information Systems	53	51.3	<i>Benchmark met</i>
9. International Issues	41	39.8	<i>Benchmark met</i>

Interpretation of scores: MFT assessment indicator scores exceeded the benchmark for all areas except finance

**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	Mixed results
LG2c: Productivity software	Mixed results
LG3a: Contemporary business theory & practice in domestic & global settings	Yes
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	No	Yes
Management	Yes	No	Yes
Management Information Systems	Yes	Yes	Yes
Marketing	No	Yes	Yes

## **Narrative discussion for BBA assessment:**

The above assessment data reflect the second full year in which the revised BBA curricula were assessed. For the learning goals which apply to all 6 BBA majors (LG1-3a, 4-5), the assessment results indicate that student learning met the benchmarks for LG1 – Problem-solving, LG3a – Contemporary business theory and practice in domestic and global settings, 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, LG2b – Quantitative literacy, LG2c – Use of productivity software, and LG4 – Ethical and corporate social responsibility issues. These negative results are similar to those observed last year. In summary, the data show that:

- Students continue to struggle with oral communication skills (LG2a)
- Students' quantitative literacy skills as measured in MGMT 2331 fell short of the benchmark levels
- Students' Excel skills as measured in MGMT 2331 fell short of the benchmark levels for the second straight year
- Students' understanding of ethical issues as measured in BUSI 2301 fell short of the benchmark level; last year the measure of LG4 in MGMT 3304 also fell short

It is possible that some of the students whose learning was assessed by these measures during 2017-18 may have been too far along in their degree progression to be impacted by the new learning goals and revised curriculum implemented effective Fall 2016. The increased emphasis on Excel skills in BCIS 1305, which was made a prerequisite for MGMT 2331, and the new focus on using manual Excel techniques in MGMT 2331 – Applied Business Statistics, rather than the MegaStat software package, was expected to help students improve their Excel skills.

The summative measures provided by the MFT for Business are much improved over 2016-17. The overall average score exceeded the national average once again, and the assessment indicator area scores exceeded the benchmarks for all areas except finance. Last year the assessment area scores fell short of the benchmark for finance, quantitative business analysis, marketing, and legal and social environment.

For the major-specific learning goals (LG3b), the main areas of concern are in the embedded questions for Marketing majors (same as last year), and MFT area scores for International Business Majors and Management majors. This is the third straight year that Marketing majors fell short on the embedded instrument. Last year all 6 majors surpassed the benchmark levels on the MFT area scores. The indirect measures taken from the BBA exit survey were improved over last year, only falling short for Accounting majors this year, after falling short for Accounting, International Business and Management last year.

### **Use of Results**

The College Curriculum Committee needs to consider ways to make more progress in strengthening all BBA students' oral communication skills, Excel skills, and appreciation for ethical issues. The Management and Marketing Departmental Curriculum Committee should discuss other possible changes that could improve student learning of their major-specific content for Marketing majors, beyond the minor changes that were made to the Marketing curriculum during 2017-18.

## 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 ACCT 6301 – Advanced Management Accounting

Benchmark score: 70% of students will score 75% or better on the embedded questions

Score from 2017-18: 68.75% of the face-to-face students scored 75% or better (n=16); 57.1% of the online students scored 75% or better (n=14)

Interpretation of score: *Student learning on LG1 fell short of the benchmark for both the online section and face-to-face section, indicating failure to attain the learning goal*

2. Eighteen embedded questions in FINC 6301 – Financial Management

Benchmark score: At least 50% of students score 42 points or better out of 60 possible points

Score from 2017-18: 87.5% of face-to-face students scored 42 pts. or better (n=14)

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 2017-18: 77% for face-to-face students (n=18)

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 2017-18: 90.7 for online students (n=56)

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

5. Written report in MGMT 6311 – Organizational Behavior and Leadership

Benchmark score: Average of 70 pts on a rubric with 100 possible pts for face-to-face students; average score of 42 pts. out of 60 possible pts. for online students

Score from 2017-18: Average of 71.9 pts for face-to-face students (n=14); Average of 56.9 pts for online students (n=26)

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 2017-18: 85.4% for face-to-face students (n=18)

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 2017-18: Average of 85.2 for face-to-face students (n=13)

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 2017-18: 61% for online students (n=51)

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

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

Assessment Measures for LG2a (Written):

1. Written paper in MKTG 6301 – Marketing Management

Benchmark score: Average score of 80%

Score from 2017-18: Average score of 91.2% for face-to-face students (n=13)

Interpretation of score: Student learning on LG2a (written) 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 2017-18: 56% for online students (n=39)

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

Assessment Measure for LG2a (Oral):

1. Quality of oral presentation in MGMT 6303 – Advanced Data Analytics

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

Score from 2017-18: 85.5 (n=56 online students)

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

2. Quality of oral presentation in MGMT 6311 – Organizational Behavior and Leadership

Benchmark score: Average of 35 pts on a rubric with 50 possible pts for face-to-face students; average score of 14 pts on a rubric with 20 possible pts for online students

Score from 2017-18: 41.2 pts for face-to-face students (n=14); 17.4 pts. for online students (n=26)

Interpretation of score: **Student learning on LG2a (oral) 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 2017-18: 49% for online students (n=39)

Interpretation of score: **Student learning on LG2a (oral) 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: At least 50% of students will score 18 pts. or better out of 25 possible pts.

Score from 2017-18: 87.5% of face-to-face students scored 18+ pts. (n=14)

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 2017-18: 85.9% for face-to-face students (n=18)

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 2017-18: 95.9% for online students (n=16)

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 2017-18: 53% for online students (n=51)

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. Case study in MKTG 6301 – Marketing Management

Benchmark score: Average score of 80 percent or better

Score from 2017-18: 88% for face-to-face students (n=13)

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

2. 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 2017-18: 97.9% percent of online students scored 80 percent or better (n=47)

Interpretation of score: Student learning on LG3a 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 2017-18: 69% for online students (n=51)

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 2017-18: 55.3% percent of online students scored 80 percent or better (n=47)

Interpretation of score: Student learning on LG3b fell below the benchmark, indicating failure in attaining this learning goal

2. Response to the discussion prompt in MGMT 6311 – Organizational Behavior and Leadership

Benchmark score: Average score of 14 or better out of 20 possible points

Score from 2017-18: Average score of 18.3 points for online students (n=26); average score of 15.4 points for face-to-face students (n=14)

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 2017-18: 73% for online students (n=51)

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 of group presentations in face-to-face sections of MGMT 6311 – Organizational Behavior and Leadership

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

Score from 2017-18: Average 41.2 points for face-to-face students (n=14)

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

2. Teamwork digital badges in online sections of MGMT 6311 – Organizational Behavior and Leadership

Benchmark score: Average score of 32 or better out of 40 possible points

Score from 2017-18: Average 40 points for online students (n=26)

Interpretation of score: Student learning on LG3c 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 2017-18: 73% for online students (n=51)

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 MFT for MBA Test, which is a required component of MGMT 6313 – Strategic Management in a Global Environment

Benchmark score: 248.2 (national institutional mean score)

Scores from 2017-18: Average score of 248.9 (50th percentile) for online MBA students only (n=62)

Interpretation of score: Average score exceeded the national average, indicating overall success for the MBA program

2. The MFT for MBA Test scores for each assessment indicator area

Benchmark scores: see below (national averages)

Scores from 2017-18: see below for online MBA students only (n=62)

Assessment Indicator Area	Average Score	National Average	Interpretation of results
Marketing	60	57.0	Exceeded benchmark
Management	59	58.1	Exceeded benchmark
Finance	32	43.6	Below benchmark
Accounting	43	46.0	Below benchmark
Strategic Integration	50	50.9	Below benchmark

Interpretation of scores: MBA students exceeded the benchmark in the areas of marketing and management, but fell below the benchmarks for the remaining areas; the average score for the finance area was particularly low

**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	Written (Yes)/Oral (Mixed results)
LG2b: Global nature of business	Yes
LG3a: Ethical & CSR issues	Yes
LG3b: Diversity issues	Mixed results
LG3c: Teamwork	Yes

These assessment results from 2017-18 are the second set of results since the significant curriculum revision to the MBA program went into effect in Fall 2016. As was true for 2016-17, most of the assessment results for 2017-18 came from online MBA students, since the part-time evening face-to-face MBA program had a much smaller enrollment. The MBA assessment plan was designed to collect separate data on student learning for each delivery mode: online and face-to-face; as more longitudinal data become available, it will be possible to identify the extent of student learning of the MBA program goals within each distinct program.

In addition to collecting data for direct assessment measures on each learning goal, the COB Assessment Committee continued to collect data for several indirect assessment measures from the MBA exit survey, which was administered during both Fall 2017 and Spring 2018.

The assessment measures for the MBA program from 2017-18 present a favorable view of MBA student learning under the new curriculum. The mixed results from the assessment measures for LG1 come

entirely from student learning in the Management Accounting course; all other measures from other courses indicate success in LG1. The mixed results for LG2a (oral) are due only to the indirect measure taken from the exit survey; the direct measures indicate success. The assessment measures for LG2b, LG3a, and LG3c indicate that student learning reached a satisfactory level.

However, the direct assessment measure for LG3b from the Legal and Social Environment class (MGMT 6302) fell well below the benchmark level., which is surprising, since in 2016-17 the same measure showed that 100 percent of the students reached the threshold value of 80 percent. The College Assessment Committee will carefully review this instrument used in MGMT 6302 to understand why the results changed so dramatically from one year to the next.

Since most of the MBA students complete the program within 2 years, and the newly revised MBA curriculum went into effect in Fall 2016, the assessment data for 2017-18 can be considered the first set of data which fully capture the impact of the revised MBA curriculum.

For the first time, the MFT for the MBA was used as a summative measure for the MBA. (The IVY MBA Test had been used previously.) The overall average score exceeded the benchmark national average, which is encouraging in the first year of this new test. The average scores for the assessment indicator areas exceeded the national averages for the areas of Marketing and Management, and the score for Strategic Interaction was just below the national average. However, the scores for Accounting and Finance were below the national average, particularly for the Finance area.

#### **Use of Results**

Based on the above findings, the College Curriculum Committee should consider ways in which the MBA curriculum or pedagogy could be changed to improve MBA student learning in Finance and Accounting, as well as appreciation of diversity issues as covered in MGMT 6302.

### III. MPAC Program Learning Goals:

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

##### Assessment Measures for LG1a:

1. Embedded exam in ACCT 6317 – Accounting Theory

Benchmark score: 75% of students score 70% or better on the embedded exam

Score from 2017-18: 71% of students scored 70% or better (n=21)

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 2017-18: 82% of students scored 75% or higher on the exam for face-to-face students (n=11)

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

3. Embedded test questions in ACCT 6313 – Accounting Information Systems

Benchmark score: 70% of students will score 75% or higher on the exam

Score from 2017-18: 90% of students scored 75% or higher on the exam for face-to-face students (n=10)

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

4. Exit survey of graduating MPAC students

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

Score from 2017-18: 43% for face-to-face students (n=7)

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

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

##### Assessment Measure for LG1b:

1. Major research case in ACCT 6362 – Tax Research Methodology

Benchmark score: 75% of students will score 36 or more points out of 45 possible points

Score from 2017-18: 86.7% of students scored 36 or more points (n=15)

Interpretation of score: **Student learning on LG1b exceeded the benchmark, indicating success in attaining this learning goal**

2. Exit survey of graduating MPAC students

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

Score from 2017-18: 86% for face-to-face students (n=7)

Interpretation of score: **Student learning on LG1b exceeded the benchmark, indicating success in attaining this learning goal**

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

Assessment Measures for LG2a (written):

1. Written group 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 all 7 measures assessed

Score from 2017-18: 84% of students scored 3 or better on all 7 measures (n=19)

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

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

Benchmark score: 75% of students will score 20 points or higher on each of three assignments, worth 25 points each

Score from 2017-18: 86.7% of students scored 20 points or better on all 3 assignments (n=15)

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

3. Exit survey of graduating MPAC students

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

Score from 2017-18: 57% for face-to-face students (n=7)

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

Assessment Measure for LG2a (oral):

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

Benchmark score: Each group will receive a single overall grade applied to all students; the benchmark value is a score of 90%

Score from 2017-18: Each group received a score of 100% for face-to-face students (n=9)

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

2. Exit survey of graduating MPAC students

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

Score from 2017-18: 57% for face-to-face students (n=7)

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

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

Assessment Measure for LG2b:

1. Embedded questions on global topics in ACCT 6309 – Advanced Accounting

Benchmark score: 75% of students will score a grade of 13 or higher out of 18 possible points

Score from 2017-18: 83.3% of students scored 13 or higher for face-to-face students (n=18)

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

2. Exit survey of graduating MPAC students

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

Score from 2017-18: 57% for face-to-face students (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:

1. 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 2017-18: 25% of students scored 75% or better for face-to-face students (n=8)

Interpretation of score: **Student learning on LG3a fell short of the benchmark, indicating failure in attaining this learning goal**

2. Exit survey of graduating MPAC students

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

Score from 2017-18: 86% for face-to-face students (n=7)

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

**LG3b: *Lead others and work effectively in a team setting***

Assessment Measure for LG3b:

1. Group assessment of a company’s financial health in ACCT 6325 – Financial Statement Analysis

Benchmark score: Each group will receive a single overall grade applied to all students; the benchmark value is a score of 90%

Score from 2017-18: Each group received a score of 100% for face-to-face students (n=9)

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

2. Exit survey of graduating MPAC students

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

Score from 2017-18: 71% for face-to-face students (n=7)

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

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

<b>MPAc Learning Goal</b>	<b>Benchmark met?</b>
LG1a: Integrative solutions to accounting problems	Mixed results
LG1b: Use of information resources	Yes
LG2a: Oral/written communication skills	Yes (oral)/Yes (written)
LG2b: Global nature of accounting	Yes
LG3a: Ethical & CSR issues	Mixed results
LG3b: Leadership and Teamwork	Yes

The MPAC learning goals and curriculum were significantly revised effective Fall 2016, and a new assessment plan was developed towards the end of 2016-17. The delay in developing the new assessment plan also caused a delay in collecting the necessary data during 2016-17 for all learning goals. However, during 2017-18 the new MPAC assessment plan was fully implemented, and data was collected for all direct and indirect assessment measures.

Each required MPAC class is offered only once each year using a traditional in-person delivery mode, so assessment data is collected in each class each year. The Accounting, Economics & Finance Department developed a new exit survey for graduating MPAC students to conduct an indirect assessment of attainment of the MPAC learning goals, and this survey was used for the first time during 2017-18.

The data collected during 2017-18 indicate that the new curriculum is generally successful at helping MPAC students attain the program learning goals. In two instances the results fell short of the benchmark value: LG1a (integrative solutions to accounting problems) and LG3a (ethical issues). The first year of data from one of the direct measures of LG1a and the indirect measure of LG1a from the MPAC exit survey both fell short of their benchmark levels, indicating failure at this learning goal. The first year of data from the direct measure of LG3a also did not reach the desired level.

**Use of Results**

The Departmental Curriculum Committee should work with the College Assessment Committee to determine if the direct instrument used for LG3a provided an accurate indication of student learning of LG3a, since the result from the direct measure was so far below the benchmark. In addition, the Departmental Curriculum Committee should consider ways to change the curriculum or pedagogy for ACCT 6317 and ACCT 6332 to improve student learning of these goals.