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**AACSB Assessment Report**

**Summer 2012–Spring 2013**

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# I. College of Business Vision and Mission

The Assessment process within the College of Business at the University of Central Arkansas begins with the College’s Vision, Mission, and Core Values which drive the College Learning Goals and Objectives. These linkages are fully mapped within the College of Business Assessment Handbook.

**COB Vision**

Our vision is to be the leading regional public business college in Arkansas, with national recognition in selected fields or areas.

**COB Statement of Mission and Core Values**

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community.

In carrying out this mission, the College of Business is guided by the following core values:

**Intellectual Excellence**

1.1. **Educate students:** We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.

1.2. **Scholarship:** We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.

1.3. **Cultural competence:** We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.

1.4. **Physical learning environment:** We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

**Community**

2.1. **Collegiality:** We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.

2.2. **Service:** We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

**Diversity**

3.1. **Diversity:** We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

**Integrity**

4.1. **Ethics:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.

4.2. **Responsibility:** We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

# II. Development of Assurance of Learning Program

## A. Learning Goals and Objectives

The current Learning Goals and Objectives of the UCA College of Business were developed during the spring and summer of 2011. While assurance of learning has a long and well-developed history at UCA, it was determined that our goals and objectives were due to be reconsidered. In response to this, a concerted effort by faculty, students, administrators, advisory board members and other stakeholders developed the following learning goals and objectives for our three distinct degree programs. These learning goals and objectives flow directly from the COB’s Vision, Mission, and Values statement that was formally adopted on July 15, 2011. The three distinct programs assessed in the College of Business are the Bachelor of Business Administration (BBA), the Master of Accountancy (MAcc), and the Master of Business Administration (MBA).

**B. Regular Examination and Rotation of Learning Goals and Objectives to be Assessed**

The CAC acknowledges that not all learning goals can practically be assessed each year, and that the college’s learning goals/objectives, and the overall assessment process should be reviewed regularly. These assessment processes will operate on biennial, quinquennial, and decennial cycles.

### 1. Biennial Cycle

*Reviewing the Learning Goals (Initial review to occur Spring, 2013)*

The CAC anticipates that the CoB shall have set 8-12 Learning Objectives at all times. However, not all Learning Objectives shall be assessed every semester. In general, no more and no less than four Learning Objectives shall be assessed each semester. Learning Objectives shall, therefore, rotate into and out of direct assessment. Each time a particular Learning Objective is assessed, the CAC will recommend:

1. Continue to assess next assessment period
2. Continue to assess next assessment period with programmatic change (see below)
3. Rotate out of assessment

In general, a Learning Objective shall be assessed for four consecutive semesters (two years, in those cases where the class is offered every semester). If a Learning Objective is satisfied (Assessment threshold is met or exceeded) for three out of the four assessment periods, then (a) CAC Form 2 shall be marked “Rotate out of Assessment” after the final active assessment semester; (b) that Learning Objective will then drop out of the active assessment cycle (the Annual Cycle) to the bottom of the Learning Objective “queue.”

However, if a Learning Objective is not satisfied for three out of four assessment periods, then (a) the faculty will use CAC Forms 1 & 2 to document changes intended to permit students to satisfy the Learning Objective; (b) the Learning Objective will remain in the active assessment cycle until the Learning Objective is satisfied for three out of the four most recent assessment semesters.

### 2. Quinquennial Cycle

*Review Learning Objectives (Initial review to occur in Spring, 2015)*

CAC will compile and discusses AoL assessment data as well as internal and external feedback and comments. From this basis, the CAC will choose additions, substitutions, or deletions of Learning Goals in support of the Learning Objectives

### 3. Decennial Cycle

*Review Assessment Plan (Initial review to occur in Spring, 2021)*

CAC will facilitate a comprehensive review of all assessment processes and methods as part of the College’s and University’s comprehensive review of the respective strategic planning documents.

As a result, the biennial and decennial processes will be synchronized, as will the quinquennial and decennial processes. The biennial and quinquennial processes will not perfectly synchronize. The CAC chose five- and ten-year cycles to be consistent with the AACSB re-accreditation cycle and with the University’s strategic planning cycle. The biennial “Learning Objective” process’s two-year interval was chosen as the best compromise between maintaining relevance and currency in the Learning Objectives while giving due consideration to the longer term strategic processes.

**C. Assessment Processes**

Need to write something here about our forms and calendar. Insert color-coded calendar on next page.

**UCA COB CAC Master Calendar Deadlines**

| **Timing (No Later Than)** | **Academic Year****2012-2013** | **Action** |
| --- | --- | --- |
| Monday prior to the start of Fall classes |  | Director of Assessment sends emails to faculty to remind them about assessments due in Fall semester. |
| 2 weeks after start of Fall classes |  | Director of Assessment collates Spring assessments and sends results to members of the CAC. |
| 3 weeks after start of Fall classes |  | CAC meets to discuss the results of the Spring assessments. |
| 7 weeks after start of Fall classes |  | CAC members meet with faculty to discuss the results of the Spring assessments and solicit suggestions for closing the loop. |
| 9 weeks after start of Fall classes |  | CAC meets to develop suggestions for closing the loop. |
| 11 weeks after start of Fall classes |  | Actions for closing the loop will be rolled out by the appropriate department heads and directors at Ex-Com. |
| Monday prior to Fall exam week |  | Director of Assessment sends emails to faculty to remind them about assessments due from Fall and due date. |
| 5 PM on date Fall grades are due |  | Fall assessments are due to the Director of Assessment by 5 PM. |
| Monday prior to the start of Spring classes |  | Director of Assessment sends emails to faculty to remind them about assessments due in Spring semester. |
| 2 weeks after start of Spring classes |  | Director of Assessment collates Fall and Summer assessments and sends results to members of the CAC. |
| 3 weeks after start of Spring classes |  | CAC meets to discuss the results of the Fall & Summer assessments. |
| 7 weeks after start of Spring classes |  | CAC members meet with faculty to discuss the results of the Fall & Summer assessments and solicit suggestions for closing the loop. |
| 9 weeks after start of Spring classes |  | CAC meets to develop recommendations for closing the loop. |
| 11 weeks after start of Spring classes |  | Actions for closing the loop will be rolled out by the appropriate department heads and directors at Ex-Com. |
| 2 weeks prior to study day in Spring of odd years |  | Review Learning Goals (Biennial Cycle) |
| 2 weeks prior to study day in Spring of years ending in 5 or 0 |  | Review Learning Objectives (Quinquennial Cycle) |
| 2 weeks prior to study day in Spring of years ending in 1 |  | Review Assessment Plan (Decennial Cycle) |
| Monday prior to Spring exam week |  | Director of Assessment sends emails to faculty to remind them about assessments due from Spring and due date. |
| Monday following Spring Graduation |  | Director of Assessment sends emails to faculty to remind them about assessments due in Summer semesters (if any). |
| 5 PM on date Spring grades are due |  | Spring assessments are due to the Director of Assessment by 5 PM. |
| Monday of last week of Summer II |  | Director of Assessment sends emails to faculty to remind them about assessments due from Summer and due date (if any). |
| 5 PM on date Summer II grades are due |  | Summer assessments are due to the Director of Assessment by 5 PM (if any). |
|  |  |  |  |  |  |
|  | Legend | AnnualFall | AnnualSpring | AnnualSummer | NotAnnual |

# III. Assurance of Learning in the Bachelor of Business Administration

**A. Program Goals, Objectives, Measure, and Benchmarks**

There are seven goals in the BBA Assurance of Learning program.

***Our graduates shall possess:***

1. Critical Thinking & Analytical Thinking Skills;

2. Awareness of the Global Business Environment;

3. Ethical Reasoning Abilities;

4. Effective Communication Abilities;

5. Effective Collaborative Skills;

6. Effective Information Management Skills;

7. Understanding of a Broad Range of Business Disciplines.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective. The result is 11 objectives assessed in 21 classes.

The program is summarized on the following page.

## Bachelor of Business Administration (BBA) Assurance of Learning Plan

| **Goals (*Our graduate shall possess)*** | **Learning Objectives (*Students will be able to)*** | **Measure(*Students will)*** | **Course** | **Benchmark** |
| --- | --- | --- | --- | --- |
| 1. Critical Thinking & Analytical Thinking Skills
 | 1a. Use appropriate analytical techniques to identify and frame problems, generate and compare alternatives, and use knowledge and reasoning skills to optimize organizational performance. | Demonstrate learning and mastery of subject matter through their performance on the Capstone © Business Simulation. | MGMT 4347 | The College’s meanscore will be in the 50th percentile or above. |
| 1b. Accurately apply the appropriate quantitative skills to solve specific problems in various business disciplines. | Demonstrate sufficient quantitative skills through their performance on targeted pre- and post-testing in designated courses | FINA 3330; MGMT 3344; QMTH 2330; ACCT 4315 | Mean score of students assessed will improve; post-test mean score will be > 70%. |
| 1. Awareness of the Global Business Environment
 | 2a. Identify cultural/global perspectives among stakeholders. | Take a series of Blackboard-hosted quizzes related to global business. | ECON 2310 | The mean points for all students > 70% of the total possible points.  |
| Take a pre-test and a post-test of questions regarding global perspectives. | MGMT 3344; MKTG 3350; ACCT 3315 | There will be a statistically significant improvement in the mean score between the pre-test and the post-test. |
| 1. Ethical Reasoning Abilities
 | 3a. Be aware of ethical issues inherent in business decisions and articulate the manner in which they arrived at an ethical decision. | Complete an assignment (business case or other writing assignment) dealing with ethical decision making or the social responsibility of business. | MGMT 3340 | Mean rubric score will be > 70%. |
| 3b. Be aware of legal issues inherent in business decisions. | Demonstrate knowledge of government regulation, employment law, property law, and contract law by their performance on objective questions embedded in an exam. | ACCT 2321 | Mean score will be > 70%. |
| 1. Effective Communication Abilities
 | 4a. Produce professional quality written documents. | Prepare a report, paper, or case analysis on a discipline-specific topic. | ACCT 4304, ECON 4380, FINA 4336, INSU 4320, MGMT 4348, MIS 3328, MKTG 4355 | Mean rubric score will be > 70%. |
| 4b. Deliver professional quality oral presentations. | Give an oral presentation on a business topic. A grading rubric will be used to assess levels of skills. | MGMT 2301, MKTG 2376 | Mean rubric score will be > 70%. |
| 1. Effective Collaborative Skills
 | 5a. Work in teams to solve business problems. | Complete group projects as part of the Capstone© Business Simulation.  | MGMT 4347 | The cumulative meanscore will be > 70% on Capstone’s teamwork assessment. |
| 1. Effective Information Management Skills
 | 6a. Effectively apply business-oriented software applications to manage data in support of business operations. | Complete embedded test questions requiring a demonstration of Microsoft Excel & Access application skills.  | MIS 2343 | Mean score will be > 70%. |
| 6b. Understand the role of information systems in support of organizational activities. | Be assessed by their performance on objective questions embedded in an exam. | MIS 3321, ACCT 3320 | Mean score will be > 70%. |
| 1. Understanding of a Broad Range of Business Disciplines
 | 7a. Demonstrate comprehension of key concepts and theories in various functional areas of business, and demonstrate the ability to draw on knowledge and insights from a variety of disciplines when analyzing and formulating solutions to problems and opportunities. | Demonstrate learning and mastery of subject matter through their performance on the Capstone © Comp-XM examination. | MGMT 4347 | Mean score will be > 50%. |

**B. Rotation of Goals**

During any given semester, we are assessing four of our learning objectives. A Learning Objective shall be assessed for four consecutive semesters (two years, in those cases where the class is offered every semester). Adjustments will be to the timeline to accommodate classes offered only in certain semesters. If a Learning Objective is satisfied (Assessment threshold is met or exceeded) for three out of the four assessment periods, then that Learning Objective will drop out of the active assessment cycle and be replaced by the next objective in the queue.

The diagram below indicates the rotation of these goals since the start of this assurance of learning program in Fall 2011.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Objective** | **Fall 2011** | **Spring 2012** | **Fall 2012** | **Spring 2013** | **Fall 2013** | **Spring 2014** | **Fall 2014** | **Spring 2015** | **Fall 2015** | **Spring 2016** | **Fall 2016** | **Spring 2017** |
| 1A | Assessed; passed 3 of 4 semesters |  |  |  |  |  |  |  |  |
| 1B |  |  |  |  | Currently assessing |  |  |  |  |
| 2A | Assessed; passed 4 of 4 semesters |  |  |  |  |  |  |  |  |
| 3A | Assessed; passed 4 of 4 semesters |  |  |  |  |  |  |  |  |
| 3B |  |  |  |  | Currently assessing |  |  |  |  |
| 4A | Assessed; passed 4 of 4 semesters |  |  |  |  |  |  |  |  |
| 4B |  |  |  |  | Currently assessing |  |  |  |  |
| 5A |  |  |  |  | Currently assessing |  |  |  |  |
| 6A |  |  |  |  |  |  |  |  |  |  |  |  |
| 6B |  |  |  |  |  |  |  |  |  |  |  |  |
| 7A |  |  |  |  |  |  |  |  |  |  |  |  |

## C. Assessment Results

The following pages contain details of each objective, benchmark, assessment method along with assessment data and actions taken to close the loop.

### BBA Objective 1A

|  |  |
| --- | --- |
| **Goal:** | Our graduates shall possess critical thinking and analytical thinking skills |
| **Objective:** | Students will be able to use appropriate analytical techniques to identify and frame problems, generate and compare alternatives, and use knowledge and reasoning skills to optimize organizational performance. |
| **Program Placement:** |  |
| **Measure:** | Students will demonstrate learning and mastery of subject matter through their performance on the Capstone © Business Simulation. |
| **Benchmark:** | The College’s meanscore will be in the 50th percentile or above. |
| **Course(s):** | MGMT 4347 |
| **Data Collection:** | Students in each section of the assessment course completed participated in the Capstone © Business Simulation requiring among other things, answering questions requiring critical and/or analytical thinking. Capstone © reports generated at the end of each semester indicates the percentile of UCA students compared to all other students (undergraduate and graduate, internationally). This data was collected for four semesters and is summarized in the table below. |
| **Data Summary:** | **Data Analysis/Closing the Loop:** |
|

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **AACSB****1A** |  | **HLC-BBA1A** |  |  |  |
| **Goal:** | Critical/Analytical Thinking |
| **Objective:** | Problems and solutions |
| **Measure:** | Capstone © Simulation |
| **Benchmark:** | 50th percentile |
| **Courses:** | MGMT 4347 |
| **Fall Results** | **Spring/Summer Results** |
| 62.9th Percentile; n=78 | 69.3rd Percentile; n=106 |
|  |
|  |

 | After our first semester of collecting assessment data, we failed to meet our benchmark. Four changes were undertaken as a result this failure: 1. Examine CapSim Simulation, from which the data are collected; 2. Admission requirements to enter COB were changed so that a 2.0 is required for the average of five critical quantitative type courses, including ACCT 2301/2302 (Accounting I and II), ECON 2320/2321 (Macro- and Micro-economics), and QMTH 2330 (Statistics); 3. Better prepare those who teach online (MGMT 4347), to include better monitoring of student progression and an improved syllabus; 4. Start a dialogue with Math Department concerning MATH 1395 (Business Calculus). To better understand CapSim (#1), this year faculty who teach MGMT 4347, members of the Curriculum and Assessment Committee, and College of Business administrators took a webinar provided by CapSim to better understand the process of questioning, scoring, and reporting data in the Capstone simulation. The webinar took place in Spring 2012, and the new knowledge was disseminated to all members of the faculty at the opening year meeting for Fall 2012. The newly-learned information allowed faculty teaching the course to modify course content so that students are better prepared for the types of questions they will be asked. The Curriculum and Assessment Committee also brainstormed ideas if scores did not improve. Only #3 was begun in Spring 2012, but that semester, this objective passed (barely), with 52.7%. With the new admittance standards in force, and a better understanding of the CapSim Simulation, continued improvement was noted, this year with percentages of 62.9% and 69.3%. Our students met the benchmark in three of four semesters. Per our assurance of learning plan, the results were discussed by the Curriculum and Assessment Committee, reported to the departments by the committee members, and discussed in Executive Committee. No further action was recommended, and per our assurance of learning plan, this objective was dropped from the rotation after four semesters and replaced by another objective. It will be evaluated again for four semesters next time it is up in rotation of objectives. |

### BBA Objective 1B

|  |  |
| --- | --- |
| **Goal:** | Our graduates shall possess critical thinking and analytical thinking skills |
| **Objective:** | Students will be able to accurately apply the appropriate quantitative skills to solve specific problems in various business disciplines. |
| **Program Placement:** |  |
| **Measure:** | Students will demonstrate sufficient quantitative skills through their performance on targeted pre- and post-testing in designated courses |
| **Benchmark:** | Mean score of students assessed will improve; post-test mean score of students assessed will be 70% or above |
| **Course(s):** | QMTH 2330; FINA 3330; MGMT 3344; ACCT 4315 |
| **Data Collection:** | To date, no data has been collected for this objective. |
| **Data Summary:** | **Data Analysis/Closing the Loop:** |
| n/a | n/a |

### BBA Objective 2A

|  |  |
| --- | --- |
| **Goal:** | Our students shall possess awareness of the global business environment. |
| **Objective:** | Students will be able to identify cultural/global perspectives among stakeholders |
| **Program Placement:** |  |
| **Measures:** | 1. Students will take a series of Blackboard-hosted quizzes related to global business.
2. Students will take a pre-test and a post-test of questions regarding global perspectives.
 |
| **Benchmarks:** | 1. The mean number of points will be equal to or greater than 70% of the total points that could possibly be earned on the Blackboard quizzes.
2. There will be a statistically significant improvement in the mean score of all students assessed between the pre-test and the post-test.
 |
| **Course(s):** | 1. ECON 2310
2. MGMT 3344 and MKTG 3350 or ACCT 3315
 |
| **Data Collection:** |  |
| **Data Summary:** | **Data Analysis/Closing the Loop:** |
|

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **AACSB****2A** |  | **HLC-BBA2A** |  |  |  |
| **Goal:** | Global Environment |
| **Objective:** | Global Perspectives |
| **Measure:** | Blackboard Quizzes |
| **Benchmark:** | Mean ≥ 70% |
| **Courses:** | ECON 2310 |
| **Fall Results** | **Spring/Summer Results** |
| 77.2%; n=175 | 75.0%; n=242 |
| **Benchmark:** | Pretest/Posttest |
| **Courses:** | MKTG 3350, MGMT 3344, ACCT 3315 |
| **Fall Results** | **Spring/Summer Results** |
| Pretest: 51.6%; n=271Posttest: 80.1%; n=273 | Pretest: 62.1%; n=222Posttest: 84.9%; n=219 |

 | Both semesters, for both measurements, students are meeting the benchmark. Per our assurance of learning plan, the results were discussed by the Curriculum and Assessment Committee, reported to the departments by the committee members, and discussed in Executive Committee. No further action was recommended, and per our assurance of learning plan, this objective was dropped from the rotation after four semesters and replaced by another objective. It will be evaluated again for four semesters next time it is up in rotation of objectives. |

### BBA Objective 3A

|  |  |
| --- | --- |
| **Goal:** | Our graduates shall possess ethical reasoning abilities. |
| **Objective:** | Our students will be aware of ethical issues inherent in business decisions and articulate the manner in which they arrived at an ethical decision |
| **Program Placement:** |  |
| **Measure:** | Students will complete an assignment (business case or other writing assignment) dealing with ethical decision making or the social responsibility of business.  |
| **Benchmark:** | Mean score of students assessed with the rubric will be four (4) points, or greater, out of the available six (6) points. |
| **Course(s):** | MGMT 3340 |
| **Data Collection:** | Students in each section of the assessment course completed a written case in which they had to resolve an ethical decision or evaluate the social responsibility of business. Course instructors evaluated each student’s response using the rubric described above and submitted mean score and number of students assessed. Data for all sections were combined for a mean score per semester. This data was collected for four semesters and is summarized in the table below. |
| **Data Summary:** | **Data Analysis/Closing the Loop:** |
|

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **AACSB****3A** |  | **HLC-BBA3A** |  |  |  |
| **Goal:** | Ethics |
| **Objective:** | Ethical Issues |
| **Measure:** | Writing Assignment |
| **Benchmark:** | 4 Rubric Points (6 Possible) |
| **Courses:** | MGMT 3340 |
| **Fall Results** | **Spring/Summer Results** |
| 4.76; n=124 | 4.89; n=115 |

 | Like last year, both semesters students scored above the benchmark. Our students are meeting the ethical reasoning goals that we have set for them. Per our assurance of learning plan, the results were discussed by the Curriculum and Assessment Committee, reported to the departments by the committee members, and discussed in Executive Committee. No further action was recommended, and per our assurance of learning plan, this objective was dropped from the rotation after four semesters and replaced by another objective. It will be evaluated again for four semesters next time it is up in rotation of objectives. |

### BBA Objective 3B

|  |  |
| --- | --- |
| **Goal:** | Our graduates shall possess ethical reasoning abilities. |
| **Objective:** | Students will be aware of legal issues inherent in business decisions. |
| **Program Placement:** |  |
| **Measure:** | Students will demonstrate knowledge of government regulation, employment law, property law, and contract law. Students will be assessed by their performance on objective questions embedded in an exam. |
| **Benchmark:** | Mean score of students will be 70% or above. |
| **Course(s):** | ACCT 2321 |
| **Data Collection:** | To date, no data has been collected for this objective. |
| **Data Summary:** | **Closing the Loop:** |
| n/a | n/a |

### BBA Objective 4A

|  |  |
| --- | --- |
| **Goal:** | Our graduates shall possess effective communication abilities. |
| **Objective:** | Students will be able to produce professional quality business documents. |
| **Program Placement:** |  |
| **Measure:** | Students will prepare a report, paper, or case analysis on a discipline-specific topic in the writing-intensive course designated in their majors. A grading rubric will be used to assess writing in each of the writing-intensive courses. |
| **Benchmark:** | Mean score of students assessed with the rubric will be nine (9) points, or greater, out of fourteen (14) available points. |
| **Course(s):** | ACCT 4317, ECON 4380, FINA 4336, INSU 4320, MGMT 4348, MIS 3328, or MKTG 4355 |
| **Data Collection:** |  |
|  | **Data Analysis/Closing the Loop:** |
|

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **AACSB****4A** |  | **HLC-BBA4A** |  |  |  |
| **Goal:** | Communications |
| **Objective:** | Written |
| **Measure:** | Report, Paper, or Case Analysis |
| **Benchmark:** | 9 Rubric Points (14 Possible) |
| **Courses:** | ACCT 4317, ECON 4380, FINA 4336, INSU 4320, MGMT 4348, MGMT 4376, MIS 3328, MKTG 4355 |
| **Fall Results** | **Spring/Summer Results** |
| 11.54; n=115 | 11.12; n=190 |
|  |
|  |

 | Like last year, both semesters students scored above the benchmark. Our students are meeting the written communications goals that we have set for them. Per our assurance of learning plan, the results were discussed by the Curriculum and Assessment Committee, reported to the departments by the committee members, and discussed in Executive Committee. No further action was recommended, and per our assurance of learning plan, this objective was dropped from the rotation after four semesters and replaced by another objective. It will be evaluated again for four semesters next time it is up in rotation of objectives. |

### BBA Objective 4B

|  |  |
| --- | --- |
| **Goal:** | Our graduates shall possess effective communication abilities. |
| **Objective:** | Students will be able to deliver professional quality oral presentations |
| **Program Placement:** |  |
| **Measure:** | Students will give an oral presentation on a business topic. A grading rubric will be used to assess levels of skills. |
| **Benchmark:** | Mean score of students assessed with the rubric will be 38 points, or greater, out of the 55 available points.  |
| **Course(s):** | MGMT 2301 or MKTG 2376 |
| **Data Collection:** | To date, no data has been collected for this objective. |
| **Data Summary:** | **Closing the Loop:** |
| n/a | n/a |

### BBA Objective 5A

|  |  |
| --- | --- |
| **Goal:** | Our graduates shall possess effective collaboration abilities. |
| **Objective:** | Students will be able to work in teams to solve business problems |
| **Program Placement:** |  |
| **Measure:** | Students will complete group projects as part of the Capstone© Business Simulation. Using Capstone’s internal teamwork assessment process, each student will be assessed by peers several times during a semester. |
| **Benchmark:** | The cumulative mean score of all students will be 70% or above. |
| **Course(s):** | MGMT 4347 |
| **Data Collection:** | To date, no data has been collected for this objective. |
| **Data Summary:** | **Closing the Loop:** |
| n/a | n/a |

### BBA Objective 6A

|  |  |
| --- | --- |
| **Goal:** | Our graduates shall possess effective management skills. |
| **Objective:** | Students will be able to effectively apply business-oriented software applications to manage data in support of business operations |
| **Program Placement:** |  |
| **Measure:** | Students will be assessed using a test question set that requires a demonstration of Microsoft Excel & Access application skills. The questions are embedded in an end of course module provided by Cengage. |
| **Benchmark:** | The mean score of all students assessed will be equal to or greater than 70% of the points possible on the exam questions. |
| **Course(s):** | MIS 2343 |
| **Data Collection:** | To date, no data has been collected for this objective. |
| **Data Summary:** | **Closing the Loop:** |
| n/a | n/a |

### BBA Objective 7A

|  |  |
| --- | --- |
| **Goal:** | Our graduates shall possess an understanding of a broad range of business disciplines. |
| **Objective:** | Students will be able to demonstrate understanding of key concepts and theories in various functional areas of business and the ability to draw on knowledge and insights from a variety of disciplines when analyzing and formulating solutions to problems and opportunities. |
| **Program Placement:** |  |
| **Measure:** | Students will be able to demonstrate understanding of key concepts and theories in various functional areas of business and the ability to draw on knowledge and insights from a variety of disciplines when analyzing and formulating solutions to problems and opportunities |
| **Benchmark:** | Mean score of all students completing the exam shall be equal to 50% in each of the subject areas. |
| **Course(s):** | MGMT 4347 |
| **Data Collection:** | To date, no data has been collected for this objective. |
| **Data Summary:** | **Closing the Loop:** |
| n/a | n/a |

# IV. Assurance of Learning in the Master of Accountancy

The College of Business presumes that participants in a master’s level degree program possess the base of general knowledge and skills appropriate to an undergraduate degree. Learning in master’s level program develops in a more integrative, interdisciplinary fashion than in undergraduate education. Students in master’s level specialized programs must demonstrate knowledge of theories, models, and tools relevant to the field and shall be able to apply appropriate specialized theories, models, and tools to solve concrete business and managerial problems.

There are seven goals in the MAcc Assurance of Learning program.

***Our MAcc students will be:***

1. Competent in the theory and practice of accounting;

2. Able to communicate effectively;

3. Able to effectively manage information;

4. Able to demonstrate effective leadership;

5. Aware of the global perspective and the effects of the global marketplace;

6. Able to recognize ethical dilemmas and respond ethically;

7. Able to think dynamically.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective. The result is 13 objectives assessed in the 6 required MAcc classes.

The program is summarized on the following page.

 **Master of Accountancy (MAcc) Assessment Plan**

| **Goals (*Our graduates shall be)*** | **Learning Objectives (*Students will be able to)*** | **Measure(*Students will)*** | **Course** | **Benchmark** |
| --- | --- | --- | --- | --- |
| 1. Competent in the theory and practice of accounting.
 | 1a. Correctly apply financial accounting standards | Complete test questions requiring the application of financial accounting concepts | ACCT 6310 | 80% of students will score > 3 out of 4 on rubric. |
| 1b. Correctly apply auditing standards | Complete an exam question requiring the application of auditing standards | ACCT 6317 | 80% of students will score > 4 out of 6 on rubric. |
| 1c. Correctly apply the tax law | Prepare a solution to a tax research project | ACCT 6309 | 80% of students will score > 6 out of 8 on rubric. |
| 1d. Solve unstructured problems | Write an individual solution to a business case problem | ACCT 6340 | 80% of students will score > 48 out of 60 on rubric. |
| 1. Able to communicate effectively.
 | 2a. Communicate effectively in writing | Write a research paper on a financial accounting issue  | ACCT 6310 | 80% of students will score > 11 out of 14 on rubric. |
| 2b. Communicate effectively in an oral presentation | Make a presentation on an auditing standard | ACCT 6317 | 80% of students will score > 80% on the rubric. |
| 2c. Work effectively in teams | Solve a business problem in groups | ACCT 6340 | 80% of students will score > 16 out of 20 on rubric. |
| 1. Able to effectively manage information.
 | 3a. Locate the appropriate quality and quantity of information needed to solve a problem | Prepare a solution to a tax research project | ACCT 6309 | 80% of students will score > 6 out of 8 on rubric. |
| 3b. Students will understand the development and structure of a database. | Generate a database that generates an income statement based on sales and acquisitions | ACCT 6320 | 80% of students will score > 16 out of 20 on rubric. |
| 1. Able to demonstrate effective leadership.
 | 4a. Demonstrate the qualities necessary for effective leadership | Demonstrate whether they possess leadership qualities in classroom interactions | ACCT 6350 | 80% of students will score > 100 out of 140 on rubric. |
| 1. Aware of the global perspective and the effects of the global marketplace.
 | 5a. Interpret and apply international financial accounting standards | Complete test questions requiring the application of international financial accounting concepts  | ACCT 6310 | 80% of students will score > 80% on the rubric. |
| Write an individual solution to an international business problem case | ACCT 6340 | 80% of students will score > 48 out of 60 on rubric. |
| 1. Able to recognize ethical dilemmas and respond ethically.
 | 6a. Identify ethical dilemmas and choose an appropriate course of action | Complete an exam question related to an ethical issue | ACCT 6317 | 80% of students will score > 4 out of 6 on rubric. |
| 1. Able to think dynamically.
 | 7a. Speak on unprepared topics | Give presentations on topics for which they have not prepared | ACCT 6350 | 80% of students will score > 20 out of 25 on rubric. |

The program is summarized as follows:

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|  | **AACSB****1a** |  | **HLC-MAcc****1a** |  |  |  |
| **Goal:** | Theory and Practice |
| **Objective:** | Financial Standards |
| **Measure:** | Test Question |
| **Benchmark:** | 80% ≥ 3 |
| **Courses:** | ACCT 6310 |
| **Fall Results** | **Spring/Summer Results** |
| Over 3: 50%; n=10 | Class not offered |
| **Closing the Loop/Analysis:** |
| The benchmark was not met, making 2 of 2 fails. Last year, this failed only slightly (79%--needed 80%). But this time it was not close. While the sample size is not large, this merited a lively discussion of the Accounting CAC. The course instructor believes that the issue is not lack of understanding of financial standards; rather, the inability to communicate that understanding was lacking (students provided written answers). In other words, poor writing skills was the primary culprit for this. This dovetails with learning objective 2a (below), written communication skills, which also failed twice in a row. See 2a below for the intervention proposed to improve student learning and performance (raising admission standards). |

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|  | **AACSB****1c** |  | **HLC-MAcc****1c** |  |  |  |
| **Goal:** | Theory and Practice |
| **Objective:** | Tax Code |
| **Measure:** | Research Project |
| **Benchmark:** | 80% ≥ 6 |
| **Courses:** | ACCT 6309 |
| **Fall Results** | **Spring/Summer Results** |
| Over 12: 90%; n=10 | Class not offered |
| **Closing the Loop/Analysis:** |
| Last year this objective failed (76%--needed 80%). While it was fairly close to the benchmark, faculty felt that the real issue was the rubric. It was thought that the rubric was not granular enough to accurately assess students. It was decided that faculty should have the option of giving partial points, that rubric scoring could be more accurate. This seemed to work; the benchmark was met this semester (90%). Continue to assess. 3 passes (out of 4) needed. |

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|  | **AACSB****2a** |  | **HLC-MAcc****2a** |  |  |  |
| **Goal:** | Communication |
| **Objective:** | Writing |
| **Measure:** | Research Paper |
| **Benchmark:** | 80% ≥11 |
| **Courses:** | ACCT 6310 |
| **Fall Results** | **Spring/Summer Results** |
| Over 11: 60%; n=19 | Class not offered |
| **Closing the Loop/Analysis:** |
| The benchmark was not met, making 2 of 2 fails. It also failed under the previous process (2010). After the failure in the previous assessment (Fall 2011), it was decided that proper writing techniques would be stressed (proper grammar, sentence structure, etc.). This did not appear to work; in fact, the number of students scoring above the benchmark (11 or 14) decreased to 60% (from 68%). It seems to faculty that students are coming in to the program with less than appropriate writing skills. First discussed last year, the Accounting CAC recommended changing the admission standards to require an overall score of 450 on the GMAT (or GRE). In addition, minimum scores required on the verbal and quantitative sections were raised to 18 and 26 (respectfully). This measure was approved and in place in Spring 2013. While this objective will be examined again in Fall 2013, it seems unlikely that it will make a lot of difference for that particular assessment. This improvement might take another year or two to bear fruit. |

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|  | **AACSB****2c** |  | **HLC-MAcc****2c** |  |  |  |
| **Goal:** | Communication |
| **Objective:** | Teamwork |
| **Measure:** | Rubric |
| **Benchmark:** | 80% ≥ 14 of 20 |
| **Courses:** | ACCT 6340 |
| **Fall Results** | **Spring/Summer Results** |
| Class not offered | Over 14: 100% (Ave. 18.98) |
| **Closing the Loop/Analysis:** |
| In the first semester to assess this objective, the benchmark was met. Continue assessing. |

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|  | **AACSB****3a** |  | **HLC-MAcc****3a** |  |  |  |
| **Goal:** | Information Management |
| **Objective:** | Finding Information |
| **Measure:** | Research Project |
| **Benchmark:** | 80% ≥ 6 |
| **Courses:** | ACCT 6309 |
| **Fall Results** | **Spring/Summer Results** |
| Over 6: 90%; n=10 | Class not offered |
| **Closing the Loop/Analysis:** |
| The benchmark was met for the second consecutive time. Continue to assess. 3 passes (out of 4) needed. |

# V. Assurance of Learning in the Master of Business Administration

The College of Business presumes that participants in a master’s level degree program possess the base of general knowledge and skills appropriate to an undergraduate degree. Learning in master’s level program develops in a more integrative, interdisciplinary fashion than in undergraduate education.

There are five goals in the MAcc Assurance of Learning program.

***Our MAcc students shall possess:***

1. Dynamic thinking skills in a global environment;

2. Ethical reasoning abilities;

3. Effective communication abilities;

4. Effective information management abilities;

5. Effective leadership/followership abilities.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective. The result is 7 objectives assessed in the 3 required MBA classes.

**Master of Business Administration (MBA) Assessment Plan**

| **Goals (*Our graduates shall be)*** | **Learning Objectives (*Students will be able to)*** | **Measure(*Students will)*** | **Course** | **Benchmark** |
| --- | --- | --- | --- | --- |
| 1. Dynamic Thinking Skills in a Global Environment
 | 1a. Provide organizations with effective executive management through decision making in uncertain, dynamic, global business situations | Compete in global organizations, under conditions of uncertainty requiring adaptation and innovation, in the GLO-BUS Strategy Simulation—a strategy simulation designed around a global industry setting in which student teams from many nations compete head-to-head | MBA 6320 | The institutional score for “all companies” shall be equal to or greater than the GLO-BUS “all companies” score for the appropriate time frame |
| 1. Ethical Reasoning Abilities
 | 2a. Provide organizations with effective executive management by choosing ethical courses of action and by articulating the manner by which they arrived at their decision | Demonstrate ethical leadership skills in global organizations, under conditions of uncertainty requiring adaptation and innovation, measured by the Corporate Social Responsibility percentile score from GLO-BUS Simulations | MBA 6320 | The mean score of all students will exceed the 50th percentile. |
| 1. Effective Communication Abilities
 | 3a. Provide organizations with effective executive management through their professional written communication skills | Prepare a report, paper, or case analysis on a business topic | MBA 6308 | Seventy-five percent of students assessed with the rubric will score 70% or above. |
| 3b. Provide organizations with effective executive management through their professional oral communication skills | Prepare a report, paper, or case analysis on a business topic | MBA 6308 | Seventy-five percent of students assessed with the rubric will score 70% or above |
| 1. Effective Information Management Abilities
 | 4a. Comprehend the strategic role of information systems in support of business activities | Demonstrate sound, and well-informed decision making, on a written assignment (business case or other writing assignment) that reflects the ability to effectively collect and appropriately use information to make business decisions | MBA 6301 | Seventy percent of students will earn at least 70% or more of the possible points on the assignment |
| 1. Effective Leadership/Followership Abilities
 | 5a. Provide organizations with effective executive leadership under conditions of uncertainty requiring adaptation and innovation | Demonstrate leadership skills in global organizations, under conditions of uncertainty requiring adaptation and innovation. The basis for assessment will be the leadership percentile score from GLO-BUS Simulations | MBA 6320 | The mean score of all students will exceed the 50th percentile. |
| 5b. Provide organizations with effective executive management by acting as team members and collaborators | Demonstrate collaboration skills in global organizations, under conditions of uncertainty requiring adaptation and innovation. The basis for assessment will be the collaboration and teamwork percentile score from GLO-BUS Simulations | MBA 6320 | The mean score of all students will exceed the 50th percentile. |

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|  | **AACSB****1a** |  | **HLC-MBA****1a** |  |  |  |
| **Goal:** | Global Environment |
| **Objective:** | Global Environment |
| **Measure:** | GLO-BUS Simulation |
| **Benchmark:** | UCA > Average |
| **Courses:** | MBA 6320 |
| **Fall Results** | **Spring/Summer Results** |
| Course not offered | UCA=76<Avg=84; n=28 |
| **Closing the Loop/Analysis:** |
| This was the second consecutive failure to meet benchmark. The UCA average did improve from the first assessment last year (76 vs. 69). While this did not meet the benchmark of 84, it did improve by about 50%. The COB CAC and MBA Director determined to keep the additional instruction on global decision-making that was started after the last failure. In addition, since the last assessment, all instructors plus the COB CAC attended a video-training session on GLO-BUS, to learn how it works, how it calculates its averages. By being able to better prepare students for the trade-offs inherent in the simulation (indeed, in business choices), it is hoped that this objective will continue to improve. In addition, the instructor/CAC examined weaknesses that might lead to the student teams not performing well. One low score in the simulation for most teams is financial statement analysis. It was decided to add an analysis of financial statements to the course early in the simulation. |

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|  | **AACSB****2a** |  | **HLC-MBA****2a** |  |  |  |
| **Goal:** | Ethics |
| **Objective:** | Ethical Actions |
| **Measure:** | GLO-BUS Social Responsibility |
| **Benchmark:** | 50th Percentile |
| **Courses:** | MBA 6320 |
| **Fall Results** | **Spring/Summer Results** |
| Course not offered | 43rd Percentile; n=28 |
| **Closing the Loop/Analysis:** |
| This was the second consecutive failure to meet benchmark. The UCA average did improve from the first assessment last year (43 vs. 34), a sharp rise that is nearing the benchmark of 50. The COB CAC and MBA Director determined to keep the additional instruction on social responsibility (ethics) that was started after the last failure. This emphasis in class seems to influence teams to regard it more highly. In addition, since the last assessment, all instructors plus the COB CAC attended a video-training session on GLO-BUS, to learn how it works, how it calculates its averages. By being able to better prepare students for the trade-offs inherent in the simulation (indeed, in business choices), it is hoped that this will continue to improve. It was noted, however, that the social responsibility score that is the source of this assessment sometimes is detrimental to overall performance. This has the potential to make this problematic. It was determined to see what the next round of assessment holds. |

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|  | **AACSB****3A** |  | **HLC-MBA****3A** |  |  |  |
| **Goal:** | Communication |
| **Objective:** | Written |
| **Measure:** | Report, Paper, or Case Analysis |
| **Benchmark:** | 75% ≥ 9 (14 Possible) |
| **Courses:** | MBA 6308 |
| **Fall Results** | **Spring/Summer Results** |
| Over 9: 84.6%; n=13 | Over 9: 100; n = 12 |
| **Closing the Loop/Analysis:** |
| In the fall and summer 2012, this objective exceeded the benchmark. This resulted in 3 of 3 consecutive passes. It will be rotated out of the assessment cycle. |

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|  | **AACSB****3B** |  | **HLC-MBA****3B** |  |  |  |
| **Goal:** | Communication |
| **Objective:** | Oral |
| **Measure:** | Presentation |
| **Benchmark:** | 75% ≥ 39 (55 Possible) |
| **Courses:** | MBA 6308 |
| **Fall Results** | **Spring/Summer Results** |
| Over: 71.4%; n=14 | Course not offered |
| **Closing the Loop/Analysis:** |
| This year, the oral communication objective failed to meet the benchmark of 75% (71.4%). This is the first failure after passing last year. While it was close, this objective must now be assessed at least two more times. The CAC recommended the instructor place additional emphasis on proper oral presentation procedures prior to the assessment. Continue to assess. |