

**Assessment Report**

**Summer 2013–Spring 2014**

**Table of Contents**

[I. College of Business Assurance of Learning Program 3](#_Toc399764454)

[II. Assurance of Learning in the BBA (AACSB) 5](#_Toc399764455)

[III. Assurance of Learning in the MAcc (AACSB) 20](#_Toc399764456)

[IV. Assurance of Learning in the MBA (AACSB) 37](#_Toc399764457)

[V. Assurance of Learning in the BBA (HLC) 49](#_Toc399764458)

[VI. Assurance of Learning in the MAcc (HLC) 59](#_Toc399764459)

[VII. Assurance of Learning in the MBA (HLC) 60](#_Toc399764460)

[VIII. Assurance of Learning in the BS/BA in Economics (HLC) 61](#_Toc399764461)

[IX. Assurance of Learning in the UCA Core (HLC) 66](#_Toc399764462)

# I. College of Business Assurance of Learning Program

## A. Documentation of Assurance of Learning Programs in the UCA College of Business

The development of learning goals and objectives for the various accrediting bodies is described in detail in the UCA College of Business Assurance of Learning Handbook. In addition, the Handbook outlines the process for reviewing and revising the assessment program, the assessment calendar, and the responsibilities of faculty and administrators in the assessment process. (Maintenance of the handbook is the responsibility of the UCA College of Business Curriculum and Assessment Committee Chair).

This document summarizes the results of all assessment activities. The Director of Assessment for the UCA College of Business holds the assessment data as reported by the faculty. (Preparation of this results document is the responsibility of the Director of Assessment.)

The UCA College of Business website contains rubrics and data submission forms for all assessment objectives (when appropriate).

## B. Assurance of Learning Programs in the UCA College of Business

The UCA College of Business is performs assurance of learning for many different programs which is reported to many different accrediting bodies. These assurance of learning programs are summarized below and then described in more detail.

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| **Accrediting Body** | **Association to Advance Collegiate Schools of Business** | **Higher Learning Commission (Specific Degree Programs)** | **Higher learning Commission** |
| Programs Assessed | * Bachelor of Business Administration  (single degree) * Master of Accountancy * Master of Business Administration | * Bachelor of Business Administration with distinct majors * Master of Accountancy * Master of Business Administration * Bachelor of Science OR Arts in Economics | * General Education  Core Courses |

## 1. Association to Advance Collegiate Schools of Business

The current AACSB learning goals and objectives 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 learning goals and objectives for 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).

**2. Higher Learning Commission (Specific Degrees Programs)**

The current HLC learning goals and objectives for the College of Business Programs include the same goals and objectives as reported to AACSB with the following differences:

* An additional learning goal is added to the BBA program for discipline specific assurance of learning. Each of the eight majors has one discipline-specific objective. The additional goals and objectives were formalized in Spring 2013.
* The BS/BA in Economics has its own set of learning objectives as it is not assessed under the AACSB program. These goals and objectives were formalized in Spring 2013.
* The Master of Accountancy assessment for AACSB and HLC are identical.
* The Master of Business Administration assessment for AACSB and HLC are identical.

**3. Higher Learning Commission (General Education Core Courses)**

The UCA Core, its general education program, is outlined at www.uca.edu/gened. It is a two tiered program with 12 goals and objectives in distinct courses at the lower-division and 5 goals and objectives in distinct courses at the upper-division level. The colleges and departments may submit courses to the General Education Council that student may take to complete the UCA Core. A variety of courses from the College of Business have been approved.

# II. Assurance of Learning in the BBA (AACSB)

**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

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| **Goal** | **Objective: Students will be able to** | **Measure: Students will** | **Course** | **Benchmark** |
| 1. Our graduates shall possess critical thinking and 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 mean score 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 | QMTH 2330  ACCT 4315, FINA 3330, MGMT 3344, | Mean score of students assessed will improve; post-test mean score will be > 70%. |
| 2. Our graduates shall possess 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 number of points for all students assessed will be ≥ 70% of the total possible points. |
| Take a pre-test and a post-test of questions regarding global perspectives. | MKTG 3350  ACCT 3315  MGMT 3344 | There will be a statistically significant improvement in the mean score between the pre-test and the post-test. |
| 3. Our graduates shall possess 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 four (4) points, or greater, out the available six (6) points. |
| 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 of students assessed will be ≥ 70%. |
| 4. Our graduates shall possess effective communication abilities | 4a. Produce professional quality written documents. | Prepare a report, paper, or case analysis on a discipline-specific topic in the writing intensive course designated in their major. | MGMT 4348, ECON 4380, INSU 4320, ACCT 4317, MGMT 4376, MIS 3328, MKTG 4355, FINA 4336 | Mean rubric score of students assessed will be nine (9) points or greater, of the fourteen (14) available points. |
| 4b. Deliver professional quality oral presentations. | Give an oral presentation on a business topic. | MKTG 2376, MGMT 2301 | Mean rubric score will be eleven (11) out of sixteen (16) points. |
| 5. Our graduates shall possess effective collaborative skills | 5a. Work in teams to solve business problems. | 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 the semester. | MGMT 4347 | The cumulative mean score will be ≥ 70% on Capstone’s teamwork assessment. |
| 6. Our graduates shall possess effective information management skills | 6a. Effectively apply business-oriented software applications to manage data in support of business operations. | Be assessed using a test question set that requires a demonstration of Microsoft Excel and Access application skills. | MIS 2343 | Mean score of all students assessed will be ≥ 70% of the points possible. |
| 6b. Understand the role of information systems in support of organizational activities. | Be assessed by their performance on objective questions embedded in an exam. | ACCT 3320  MIS 3321 | Mean score of all students assessed will be ≥ 70% of the points possible. |
| 7. Our graduates shall possess an 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 of all students completing the exam 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.

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| **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 |  |  |  |  |  | | | |  |  |  |  |
| 4A | Assessed; passed 4 of 4 semesters | | | |  |  |  |  |  |  |  |  |
| 4B |  |  |  |  | Currently assessing | | | |  |  |  |  |
| 5A |  |  |  |  | Currently assessing | | | |  |  |  |  |
| 6A |  |  |  |  |  |  |  |  |  |  |  |  |
| 6B |  |  |  |  |  |  |  |  |  |  |  |  |
| 7A |  |  |  |  | Currently assessing | | | |  |  |  |  |

## 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.

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| **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. |
| Course(s): | MGMT 4347 |
| 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. |
| Program Placement: | Students are encouraged to take MGMT 4347 in their last semester at UCA, which put a majority of their college of business courses behind them, and giving us the best picture of what they have learned as a result of the curriculum. The prerequisites for this course include five upper-division business courses, which improves the likelihood that the course will be taken later rather than earlier in the curriculum. |
| Data Collection: | Students in each section of the assessment course 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 & Closing the Loop:  *From Annual Report 2012-2013:*  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. | |

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| 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. |
| Course(s): | QMTH 2330; FINA 3330; MGMT 3344 OR ACCT 4315 |
| 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 |
| Program Placement: | Quantitative skills are assessed in three classes throughout the BBA curriculum. The first assessment in QMTH 2330 is in a business statistics course required of all majors. The second assessment will be in FINA 3330, of which QMTH 2330 is a prerequisite, and also required by all business majors. The third assessment will take place in MGMT 3344 or, for accounting majors, ACCT 4315 (both similar courses). |
| Data Collection: | Students in each section of the assessment courses were given pre-tests and post-tests on quantitative skills specific to the particular course. This data is collected for at least four semesters. |
| Data Summary/Closing the Loop:  Both semesters saw significant improvement from pre-test to post-test; however, the post-test in Fall failed to meet the benchmark of 70%. This is a continuation of two failures under the old process, in 2010-2011 (old Learning Goal 4, Objective 1). Based on the two failures (2010-2011), a committee was formed to examine the issue; it consisted of one faculty member from Finance, Economics and MIS. The group met in 2012 and examined the assessment results line for line. This primary issue was determined to be a lack of preparation in algebra. This led the group to formally examine the pre-requisite course to Business Statistics, MATH 1395 Business Calculus. After a series of meetings and discussions with the Math Department’s lead faculty for this course, in Spring 2013 the math course was changed substantially to add more algebra and less calculus. The course still included the derivative (i.e. some calculus) and coverage in several important functions, but added significant content in algebra. The changes took place in Fall 2013, and coincided with assessing the learning objective for the first time under the new assessment plan. During that semester, the quantitative skills objective passed part of the benchmark (significant improvement between the pre- and post-tests), but did not pass another part which stipulated the post-test score would be greater than 70% (the score was actually 57.2). Further discussions with the Math Department noted that some instructors had not yet made the change, and was to be corrected. The second assessment in Spring 2014, passed, suggesting the intervention is starting to work.  Continue to assess this objective. Three passes out of four are needed to rotate this goal out. | |

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| **BBA Objective 2A** | (Measurement 1) |
| Goal: | Our students shall possess awareness of the global business environment. |
| Objective: | Students will be able to identify cultural/global perspectives among stakeholders |
| Course(s): | ECON 2310 |
| Measures: | Students will take a series of Blackboard-hosted quizzes related to global business. |
| Benchmarks: | 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. |
| Program Placement: | ECON 2310 is specifically dedicated to the study of the global environment of business. Most college of business majors take this course in their sophomore or junior year; however, it may be taken at any time. |
| Data Collection: | For each section of ECON 2310, faculty gave a series of topical quizzes. The results from each section were aggregated for the semester to determine the average score for students taking the course in that semester. (Scores of zero for those students who failed to take a quiz, were not included in the average.) |
| Data Summary/Closing the Loop:  *From Annual Report 2012-2013:*  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. | |

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| **BBA Objective 2A** | (Measurement 2) |
| Goal: | Our students shall possess awareness of the global business environment. |
| Objective: | Students will be able to identify cultural/global perspectives among stakeholders |
| Course(s): | MKTG 3350 and MGMT 3344 or ACCT 3315 |
| Measures: | Students will take a pre-test and a post-test of questions regarding global perspectives. |
| Benchmarks: | There will be a statistically significant improvement in the mean score of all students assessed between the pre-test and the post-test. |
| Program Placement: | The courses selected for this assessment are all related to production and sales of a product, and each course includes a topical discussion of conducting business in multiple countries or cultures. Students in the BBA program will take these courses in their junior or senior year, and will be assessed twice: once in MKTG 3350 (a marketing course) and once in MGMT 3344 or, for accounting majors, ACCT 3315 (both production courses). |
| Data Collection: | For each section of designated courses, faculty gave a pretest and posttest over global environment topics as they relate to the specific course. Due to academic freedom and the instructor’s designing their own courses, assessment questions may not be the same in all sections of the same course, and are certainly not the same across courses. The results from each section were aggregated for the semester to determine the average score for students taking the course in that semester; Results were not aggregated across courses. (Scores of zero for those students who failed to take a quiz, were not included in the average.) |
| Data Summary & Closing the Loop:  *From Annual Report 2012-2013:*  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. | |

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| 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 |
| Course(s): | MGMT 3340 |
| 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. |
| Program Placement: | Students in the BBA program take MGMT 3340 in their junior and senior year after completion of the required courses needed for entry into the College of Business. |
| 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 & Closing the Loop:  *From Annual Report 2012-2013:*  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. | |

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| BBA Objective 3B |  |
| Goal: | Our graduates shall possess ethical reasoning abilities. |
| Objective: | Students will be aware of legal issues inherent in business decisions. |
| Course(s): | ACCT 2321 |
| 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. |
| Program Placement: | ACCT 2321, is specifically dedicated to the study of the legal environment of business. Most college of business majors take this course in their sophomore or junior year; however, it may be taken at any time. |
| Data Collection: | To date, no data has been collected for this objective (not in rotation). |
| Data Summary & Closing the Loop:  n/a | |

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| BBA Objective 4a |  |
| Goal: | **Our graduates shall possess effective communication abilities.** |
| Objective: | Students will be able to produce professional quality business documents. |
| Course(s): | ACCT 4317, ECON 4380, FINA 4336, INSU 4320, MGMT 4348, MGMT 4376, MIS 3328, or MKTG 4355 |
| 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. |
| Program Placement: | In the BBA, students take a business core and eight courses specific to their major; the eight courses includes some required and some s/electives. In each major, a course has been designated as writing-intensive based on its placement in the curriculum and ability to effectively assess a student’s ability to communicate in writing about their chosen field. Most students take these courses in their senior year, but may take it in their junior year. The writing-intensive course is offered in either the fall or spring for some majors, but depending on demand and number of majors, it may be offered in both fall and spring. |
| Data Collection: | Faculty in each writing-intensive course develops a discipline-specific writing assignment, which may include a research paper or a business report of some kind. The student submissions are evaluated using the writing rubric for the college. Faculty report the total points earned by each student, and the results are aggregated across all sections and all majors for a given semester. |
| Data Summary & Closing the Loop:  *From Annual Report 2012-2013:*  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. | |

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| BBA Objective 4b |  |
| Goal: | Our graduates shall possess effective communication abilities. |
| Objective: | Students will be able to deliver professional quality oral presentations |
| Course(s): | MGMT 2301 or MKTG 2376 |
| Measure: | Students will give an oral presentation on a business topic. A grading rubric will be used to assess levels of skills. |
| Benchmark: | Mean rubric score of students assessed with the rubric will be 11 points, or greater, out of the 16 available points. |
| Program Placement: | MGMT 2301 or, for Innovation and Entrepreneurship majors, MKTG 2376, is a business communications course dedicated to the study and practice of a variety of types of business communications including an oral presentation. While students may take this course at any time, it is usually taken in the junior or senior year. |
| Data Collection: | Faculty in each assessment course required an oral presentation by the students. The student presentations are evaluated using the oral communications rubric for the university. Faculty report the total points earned by each student, and the results are aggregated across all sections and all majors for a given semester. |
| Data Summary/Closing the Loop:  This was the first time this objective was assessed. Both semesters exceeded benchmark. Continue to assess this objectives. Three passes out of four are needed to rotate this goal out. | |

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| BBA Objective 5a |  |
| Goal: | Our graduates shall possess effective collaboration abilities. |
| Objective: | Students will be able to work in teams to solve business problems |
| Course(s): | MGMT 4347 |
| 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. |
| Program Placement: | Students are encouraged to take MGMT 4347 in their last semester at UCA, which put a majority of their college of business courses behind them, and giving us the best picture of what they have learned as a result of the curriculum. Some students take the course before their last semester for a variety of reasons including scheduling, completing a second major, etc. The prerequisites for this course include five upper-division business courses, which improves the likelihood that the course will be taken later rather than earlier in the curriculum. |
| Data Collection: | Students in each section of the assessment course participated in the Capstone © Business Simulation requiring among other things, repeated evaluation of team members. Capstone © reports generated at the end of each semester indicates a teamwork score for each student. Data is collected for four semesters, and the results are aggregated across all sections and all majors for a given semester. |
| Data Summary & Closing the Loop:  This year was the first assessment for this objective. Both semesters exceeded benchmark. Continue to assess this objectives. Three passes out of four are needed to rotate this goal out. | |

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| 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 |
| Course(s): | MIS 2343 |
| 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. |
| Program Placement: | MIS 2343 is dedicated to the use of technology to accomplish business tasks. While it can be taken at any time during the curriculum, most students take this course in their sophomore or junior year. |
| Data Collection: | To date, no data has been collected for this objective (not in rotation). |
| Data Summary & Closing the Loop:  n/a | |

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| **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. |
| Course(s): | MGMT 4347 |
| 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. |
| Program Placement: | Students are encouraged to take MGMT 4347 in their last semester at UCA, which put a majority of their college of business courses behind them, and giving us the best picture of what they have learned as a result of the curriculum. Some students take the course before their last semester for a variety of reasons including scheduling, completing a second major, etc. The prerequisites for this course include five upper-division business courses, which improves the likelihood that the course will be taken later rather than earlier in the curriculum. |
| Data Collection: | Students in each section of the assessment course participated in the Capstone © Business Simulation requiring among other things, answering several rounds of multiple-choice questions about the different business disciplines. Capstone © reports generated at the end of each semester indicates an examination score for each student. Data is collected for four semesters, and the results are aggregated across all sections and all majors for a given semester. |
| Data Summary/Closing the Loop:  This is the first time this objective was assessed. Both semesters exceeded benchmark. Continue to assess this objectives. Three passes out of four are needed to rotate this goal out. | |

# III. Assurance of Learning in the MAcc (AACSB)

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.

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

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**

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| --- | --- | --- | --- | --- |
| **Goal** | **Objective: Students will be able to** | **Measure: Students will** | **Course** | **Benchmark** |
| 1. Our graduates shall be 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 > 4 out of 6 on rubric (20 out of 25 on new 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 > 38 out of 55 on rubric. |
| 2. Our graduates shall be 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; 80% will receive no zeros. |
| 2b. Communicate effectively in an oral presentation | make a presentation on an auditing standard | ACCT 6317 | 80% of students will score > 38 out of 55 on rubric. |
| 2c. Work effectively in teams | Student groups will solve a business problem | ACCT 6340 | 80% of students will score > 14 out of 20 on rubric. |
| 3. Our graduates shall be 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; 80% will receive no zeros. |
| 3b. 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 > 42 out of 60 on rubric. |
| 4. Our graduates shall be 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 > 98 out of 140 on rubric. |
| 5. Our graduates shall be 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 > 4 out of 8 on rubric. |
| write an individual solution to an international business problem case | ACCT 6340 | 80% of students will score > 38 out of 55 on rubric. |
| 6. Our graduates shall be 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. |
| 7. Our graduates shall be able to think dynamically. | 7a. Speak on unprepared topics | give presentations on topics for which they have not prepared in advance. | ACCT 6350 | 80% of students will score > 17 out of 25 on rubric. |

**B. Rotation of Goals**

During any given semester, we are assessing four of our learning objectives. A Learning Objective shall be assessed for four semester (four years, as courses in the MAcc program are offered once per year). 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.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | Currently Assessing (fall only courses) | | | | | | |  |  |  |  |  |
| 1B |  |  |  |  |  |  |  |  |  |  |  |  |
| 1C | Currently Assessing (fall only courses) | | | | | | |  |  |  |  |  |
| 1D |  |  |  |  |  |  |  |  |  |  |  |  |
| 2A | Currently Assessing (fall only courses) | | | | | | |  |  |  |  |  |
| 2B |  |  |  |  |  |  |  |  |  |  |  |  |
| 2C | Assess (summer only) | | | | | | |  |  |  |  |  |
| 3A | Currently Assessing (fall only courses) | | | | | | |  |  |  |  |  |
| 3B |  |  |  |  |  |  |  |  |  |  |  |  |
| 4A |  |  |  |  |  |  |  |  |  |  |  |  |
| 5A |  |  |  |  |  |  |  |  |  |  |  |  |
| 6A |  |  |  |  |  |  |  |  |  |  |  |  |
| 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.

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| **MAcc Objective 1a** |  |
| Goal: | Our graduate shall be competent in the theory and practice of accounting. |
| Objective: | Students will be able to correctly apply financial accounting standards. |
| Measure: | Students will complete test questions requiring the application of financial accounting concepts |
| Benchmark: | 80% of students will score > 3 out of 4 on rubric. |
| Course(s): | ACCT 6310 |
| Program Placement: | The MAcc program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MAcc students will be assessed during completion of the program. |
| Data Collection: | Students in ACCT 6310 (offered in Fall only) complete an embedded test question which is graded for assessment purposes using the Financial Accounting Rubric (first two traits only). |
| Data Summary/Closing the Loop:  This year the percentage of students scoring greater than 3 of 4 increases slightly to 54.5%, still well below the minimum of 80%. Both previous failures were thought linked to poor writing, rather than a lack of knowledge of financial accounting standards. After the first failure (Fall 2011), writing appropriately was stressed. After the second failure (2012), and in conjunction with failures of learning objective 2a (writing communications), the standards for admission were raised (see last year’s Annual Report). The effect of this change probably was not evident in this assessment. The faculty, based on this third failure, decided to examine another potential problem, and that is the rubric in use. It was thought that there were too many issues rolled into too few items. To assess this objective, the rubric consists of two items worth a total of four possible points. Faculty believe this insufficient, and recommended changing the rubric to include two additional items and a total of 20 points. The four traits were adopted from a law school technique suggested by a member of the Accounting Department Advisory Board. This technique examines the writer’s ability to clearly express the issue, rule, analysis, and conclusion (the four traits of the new rubric). The additional items and points will hopefully provide greater granularity for assessing student learning. This change was approved for the following year. | |

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| **MAcc Objective 1b** |  |
| Goal: | Our graduate shall be competent in the theory and practice of accounting. |
| Objective: | Students will be able to correctly apply auditing standards. |
| Measure: | Students will complete an exam question requiring the application of auditing standards. |
| Benchmark: | 80% of students will score > 4 out of 6 on rubric. |
| Course(s): | ACCT 6317 |
| Program Placement: | The MAcc program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MAcc students will be assessed during completion of the program. |
| Data Collection: | To date, no data has been collected for this objective (not in rotation). |
| Data Summary & Closing the Loop:  n/a | |

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| **MAcc Objective 1c** |  |
| Goal: | Our graduate shall be competent in the theory and practice of accounting. |
| Objective: | Students will be able to correctly apply the tax law. |
| Measure: | Students will prepare a solution to a tax research project. |
| Benchmark: | 80% of students will score > 6 out of 8 on rubric. |
| Course(s): | ACCT6309 |
| Program Placement: | The MAcc program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MAcc students will be assessed during completion of the program. |
| Data Collection: | Students in ACCT 6309 (offered in Fall only) complete a tax research project, which is graded for assessment purposes using the Tax Rubric. On this rubric 4 traits assess the ability to correctly apply the tax law. |
| Data Summary & Closing the Loop:  Like last year, this objective passed again, this time with 100% of students scoring above a 12 on the rubric. After the first failure in 2011, how the rubric was applied was changed, by allowing partial points for its items. Assess again in Fall 2014; if a third pass is achieved, the overall benchmark will be considered to be meet, and the objective can roll off. | |

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| **MAcc Objective 1d** |  |
| Goal: | Our graduate shall be competent in the theory and practice of accounting. |
| Objective: | Students will be able to solve unstructured problems. |
| Measure: | Students will write an individual solution to a business case problem |
| Benchmark: | 80% of students will score > 38 out of 55 on rubric. |
| Course(s): | ACCT 3340 |
| Program Placement: | The MAcc program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MAcc students will be assessed during completion of the program. |
| Data Collection: | To date, no data has been collected for this objective (not in rotation). |
| Data Summary & Closing the Loop:  n/a | |

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| **MAcc Objective 2a** |  |
| Goal: | Our graduates shall be able to communicate effectively. |
| Objective: | Students will be able to communicate effectively in writing. |
| Measure: | Students will write a research paper on a financial accounting issues. |
| Benchmark: | 80% of students will score > 11 out of 14 on rubric. |
| Course(s): | ACCT 6310 |
| Program Placement: | The MAcc program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MAcc students will be assessed during completion of the program. |
| Data Collection: | Students in ACCT 6310 (offered in Fall only) complete an embedded test question which is graded for assessment purposes using the MAcc Writing Rubric. |
| Data Summary & Closing the Loop:  This objective failed for the third time (4th if you also include a 2010 failure using the old process). Indeed, the trend is downward, rather than upward. Here is a synopsis of the actions taken to improve writing:  2011: Stress correct/appropriate writing techniques to students prior to the paper.  2012: Changed the admission standards for the MAcc, both overall GMAT/GRE scores (450+), as well verbal/quantitative individual minimum scores. It was expected that this improvement may take time to realize.  While it was not unexpected that changing the admission standards might not make a difference this year, the downward trend is alarming. Accounting faculty determined not to wait for admissions standards to make an impact, but to try (in addition) another approach. Beginning next time, students will take their written assignment to the UCA Writing Center for feedback, and incorporating the feedback into a revision. | |

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| **MAcc Objective 2b** |  |
| Goal: | Our graduates shall be able to communicate effectively. |
| Objective: | Students will be able to communicate effectively in an oral presentation. |
| Measure: | Students will make a presentation on an auditing standard. |
| Benchmark: | 80% of students will score > 80% on the rubric. |
| Course(s): | ACCT 6317 |
| Program Placement: | The MAcc program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MAcc students will be assessed during completion of the program. |
| Data Collection: | To date, no data has been collected for this objective (not in rotation). |
| Data Summary & Closing the Loop:  n/a | |

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| **MAcc Objective 2c** |  |
| Goal: | Our graduates shall be able to communicate effectively. |
| Objective: | Students will be able to work effectively in teams. |
| Measure: | Students will solve a business problem in groups. |
| Benchmark: | 80% of students will score > 16 out of 20 on rubric. |
| Course(s): | ACCT 6340 |
| Program Placement: | The MAcc program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MAcc students will be assessed during completion of the program. |
| Data Collection: | To date, no data has been collected for this objective (not in rotation). |
| Data Summary & Closing the Loop:  This objective passed for the first time in Summer 2012; this past summer it passed again. In Summer 2013, 83.3% of students scored 16 or higher on the rubric (average was 17.54), above the 80% benchmark (n = 12). | |

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| **MAcc Objective 3a** |  |
| Goal: | Our graduates shall be able to effectively manage information. |
| Objective: | Students will be able to locate the appropriate quality and quantity of information needed to solve a problem. |
| Measure: | Students will prepare a solution to a tax research project |
| Benchmark: | 80% of students will score > 48 out of 60 on rubric. |
| Course(s): | ACCT 6309 |
| Program Placement: | The MAcc program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MAcc students will be assessed during completion of the program. |
| Data Collection: | Students in ACCT 6309 (offered in Fall only) complete a tax research project, which is graded for assessment purposes using the Tax Rubric. On this rubric 4 traits assess the ability to locate information. |
| Data Summary & Closing the Loop:  Each time this objective has been measured, the benchmark was met. Continue assessing one more semester. | |

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| **MAcc Objective 3b** |  |
| Goal: | Our graduates shall be able to effectively manage information. |
| Objective: | Students will be able to understand the development and structure of a database. |
| Measure: | Students will generate a database that generates an income statement based on sales and acquisitions |
| Benchmark: | 80% of students will score > 16 out of 20 on rubric. |
| Course(s): | ACCT 6320 |
| Program Placement: | The MAcc program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MAcc students will be assessed during completion of the program. |
| Data Collection: | To date, no data has been collected for this objective (not in rotation). |
| Data Summary & Closing the Loop:  n/a | |

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| **MAcc Objective 4a** |  |
| Goal: | Our graduates shall be able to demonstrate effective leadership. |
| Objective: | Students will be able to demonstrate the qualities necessary for effective leadership. |
| Measure: | Students will demonstrate whether they possess leadership qualities in classroom interactions. |
| Benchmark: | 80% of students will score > 100 out of 140 on rubric. |
| Course(s): | ACCT 6350 |
| Program Placement: | The MAcc program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MAcc students will be assessed during completion of the program. |
| Data Collection: | To date, no data has been collected for this objective (not in rotation). |
| Data Summary & Closing the Loop:  n/a | |

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| **MAcc Objective 5a** | (Measure 1) |
| Goal: | Our graduates will be aware of the global perspective and the effects of the global marketplace. |
| Objective: | Students will be able to interpret and apply international financial accounting standards. |
| Benchmark: | 80% of students will score > 80% on the rubric. |
| Data Collection: | To date, no data has been collected for this objective (not in rotation). |
| Course(s): | ACCT 6310 |
| Program Placement: | The MAcc program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MAcc students will be assessed during completion of the program. |
| Measure: | Students will complete test questions requiring the application of international financial accounting concepts. |
| Data Summary & Closing the Loop:  n/a | |

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| **MAcc Objective 5b** | (Measure 2) |
| Goal: | Our graduates will be aware of the global perspective and the effects of the global marketplace. |
| Objective: | Students will be able to interpret and apply international financial accounting standards. |
| Benchmark: | 80% of students will score > 48 out of 60 on rubric. |
| Data Collection: | To date, no data has been collected for this objective (not in rotation). |
| Course(s): | ACCT 6340 |
| Program Placement: | The MAcc program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MAcc students will be assessed during completion of the program. |
| Measure: | Students will write an individual solution to an international business problem case. |
| Data Summary & Closing the Loop:  n/a | |

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| **MAcc Objective 6a** |  |
| Goal: | Our graduates shall be able to recognize ethical dilemmas and respond ethically. |
| Objective: | Students will be able to identify ethical dilemmas and choose an appropriate course of action. |
| Benchmark: | 80% of students will score > 4 out of 6 on rubric. |
| Data Collection: | To date, no data has been collected for this objective (not in rotation). |
| Course(s): | ACCT 6317 |
| Program Placement: | The MAcc program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MAcc students will be assessed during completion of the program. |
| Measure: | Students will complete an exam question related to an ethical issue. |
| Data Summary & Closing the Loop:  n/a | |

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| **MAcc Objective 7a** |  |
| Goal: | Our graduates shall be able to think dynamically. |
| Objective: | Students will be able to speak on unprepared topics. |
| Measure: | Students will give presentations on topics for which they have not prepared. |
| Benchmark: | 80% of students will score > 20 out of 25 on rubric. |
| Course(s): | ACCT 6350 |
| Program Placement: | The MAcc program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MAcc students will be assessed during completion of the program. |
| Data Collection: | To date, no data has been collected for this objective (not in rotation). |
| Data Summary & Closing the Loop:  n/a | |

# IV. Assurance of Learning in the MBA (AACSB)

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.

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

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 possess)*** | **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. |

**B. Rotation of Goals**

During any given semester, we are assessing four of our learning objectives. A Learning Objective shall be assessed for four semesters (duration depends on whether the course is offered every semester or only once a year). 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.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | Currently Assessing (Spring only) | | | | | | | |  |  |  |  |
| 2A | Currently Assessing (Spring only) | | | | | | | |  |  |  |  |
| 3A | Assessed; 3 out of 3 passes | | | |  |  |  |  |  |  |  |  |
| 3B | Currently Assessing (Spring only) | | | | | | | |  |  |  |  |
| 4A |  |  |  |  |  |  |  |  |  |  |  |  |
| 5A |  |  |  |  | Currently Assessing (Spring only) | | | |  |  |  |  |
| 5B |  |  |  |  |  |  |  |  |  |  |  |  |

## 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.

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| **MBA Objective 1a** |  |
| Goal: | Our graduates shall have dynamic thinking skills in a global environment. |
| Objective: | Students will be able to provide organizations with effective executive management through decision making in uncertain, dynamic, global business situations |
| Measure: | Students will 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 |
| Benchmark: | The institutional score for “all companies” shall be equal to or greater than the GLO-BUS “all companies” score for the appropriate time frame. |
| Course(s): | MBA 6320 |
| Program Placement: | The MBA program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MBA students will be assessed during completion of the program. |
| Data Collection: | Each Spring, students in MBA 6320 participate in the GLO-BUS Strategy Simulation as a required portion of their course grade. The GLO-BUS website reports individual simulation and course average simulation scores for the semester along with the national average. |
| Data Summary/Closing the Loop:  This objective has now failed three consecutive semesters. Here is a synopsis of strategies used to improve student learning/performance for global decision-making:  2012: Do some additional instruction on decision-making in a global environment in class. All instructors and CAC members attended video-training on GLO-BUS and how it calculates averages. It is hoped that by being able to better inform students of the process, it may help them perform better and learn more.  2013: Improvement was noted in the second assessment; a rise from 69-76%. While still not a passing score, it suggests that perhaps improvement efforts are working. In examining the data more closely, it showed that one area of weakness was accurately reading financial statements. The decision was made to add an assignment early in the class for all students to analyze a financial statement.  2014: In the third assessment, student performance worsened, disappointingly so. The progress noted last year vanished. While the decision was made to keep the examination of financial statements in the curriculum (see below), a meeting was held with the MBA Director and the entire CAC, which occurred in Fall 2014. A variety of alternatives were discussed. Some of the results:  For overall team performance (we use teams of 2-3), upon which this assessment is based, nine areas are graded, which when averaged becomes the overall score. Our benchmark is that our average for all teams will be greater than the average across the globe for that semester. In Spring 2014, for example, that included 5090 students, 1801 companies (i.e., teams of students), from 97 schools in 15 countries. For this assessment, we had twelve teams, consisting of 34 students. Teams overall from UCA scored between 32 and 111, with the average at 61 (overall the average globally, and therefore our benchmark, was 85). We had three teams (of 12) better the benchmark. By far the lowest of the nine areas graded was financial management, with an average of 22; interestingly, the highest average was financial analysis, with an average of 64. It appears that extra instruction on financial analysis works. Financial management, with the lowest score, is the ability of teams to apply financial management principles, such as ROE, credit rating, and stop price performance.  The group discussed at length the ability of GLO-BUS to realistically assess student learning. On the one hand, performance in this simulation is indeed based on “global” decision-making, and how each team aligns its resources in nine different simulated rounds. But there are conflicting factors which hamper success of teams (and thus their overall performance). One poor round, especially early, can lead to teams spiraling down because they take increased chances or risks, which may not accurately reflect their overall learning. In this class, we have stressed ethical decision making (see 2a below), given our failures in that objective. It is assessed using the Corporate Social Responsibility area in GLO-BUS (one of the nine areas). But improving scores in this one area (objective 2a below) frequently has a detrimental effect on overall performance, which is how this assessment (1a) is measured. In addition, other teams (the other 1789 for this semester) are an unknown quantity against which our teams compete. We do not know how many team members other schools use (perhaps larger teams might score better, given more expertise), nor do we have any control whatsoever in their performance or curriculum or its placement in the program (perhaps a later placement of this simulation leads to better results). We do know the overall average for all teams over several years is consistent, but have no way of knowing whether we really should be in the upper 50%. What should our benchmark really be?  Using GLO-BUS to assess global decision making (and even the other four objectives which use it) is problematic. Its ability to accurately reflect student learning is questionable; there may be too much measurement error. That said, it does have some positive features. The group decided that the use of GLO-BUS for assessing this objective should be continued at least one more round. Further, after the next assessment cycle, if it reveals nothing new, then another task force should be assembled to determine what should change. Should the benchmark change? Should a different measurement be used? A new rubric? | |

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| **MBA Objective 2a** |  |
| Goal: | Our graduates shall have ethical reasoning abilities |
| Objective: | Students will be able to provide organizations with effective executive management by choosing ethical courses of action and by articulating the manner by which they arrived at their decision |
| Measure: | Students will 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 |
| Benchmark: | The mean score of all students will exceed the 50th percentile. |
| Course(s): | MBA 6320 |
| Program Placement: | The MBA program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MBA students will be assessed during completion of the program. |
| Data Collection: | Each Spring, students in MBA 6320 participate in the GLO-BUS Strategy Simulation as a required portion of their course grade. The GLO-BUS website reports individual social responsibility and course average social responsibility scores for the semester both in terms of global percentile. |
| Data Summary/Closing the Loop:  This objective has now failed three consecutive semesters. The average has also improved each semester, and it is approaching the passing benchmark of 50%. Here is a synopsis of strategies used to improve student learning/performance for ethical reasoning ability. Note that part of this discussion is similar to that above (for 1a), because both use the GLO-BUS simulation.  2012: Do some additional instruction on social responsibility in the context of using this simulation. All instructors and CAC members attended video-training on GLO-BUS and how it calculates averages. It is hoped that by being able to better inform students of the process, it may help them perform better and learn more.  2013: Improvement was noted in the second assessment; a rise from 34-43%, a relatively significant rise of 9 percentage points. While still not a passing score, it suggests that perhaps improvement efforts are working. A discussion was held by faculty and CAC members on how to improve social responsibility by the teams taking part in the simulations. Given the rise from last year, continued emphasis in class on this topic was stressed as important.  2014: Another relatively good rise was noted in the recent assessment. While still not at the benchmark of 50, it is an interesting improvement from last year. However, given the three failures using GLO-BUS for objectives 1a and 2a (global decision-making and ethical reasoning), a discussion was held between the MBA Director and CAC. The gist of the discussion is provided in the discussion in 1a above. But for this objective, ethical reasoning, there are some differences. Unlike 1a (global decision-making), the average scores have improved. The emphasis placed in class on social responsibility have reaped some dividends, and it is possible it may reach the benchmark at some point. However, much of the discussion concerned the impact that higher scores in social responsibility have on overall performance. A team that puts too much emphasis on social responsibility (thus increasing the average for this objective), frequently does so at the expense of overall performance. In other words, there are tradeoffs, which make this type of measuring tool problematic in assessing learning.  The decision was made to assess this using GLO-BUS one more time and analyze the results. If nothing changes, then another formal improvement team will meet to discuss/analyze if and how GLO-BUS should be appropriately used to assess learning. | |

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| **MBA Objective 3a** |  |
| Goal: | Our graduates shall have effective communication abilities |
| Objective: | Students will be able to provide organizations with effective executive management through their professional written communication skills |
| Measure: | Students will prepare a report, paper, or case analysis on a business topic |
| Benchmark: | Seventy-five percent of students assessed with the rubric will score 70% or above. |
| Course(s): | MBA 6308 |
| Program Placement: | The MBA program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MBA students will be assessed during completion of the program. |
| Data Collection: | Student in 6308 completed a written report, paper, or case analysis as part of their course grade. Each submission were graded using the MBA Writing Rubric and un-aggregated data was reported to indicate how many student exceeded the benchmark of 9 rubric points. |
| Data Summary & Closing the Loop:  In the first three semesters the measure was reported, more than 75% of the students exceeded 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. | |

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| **MBA Objective 3b** |  |
| Goal: | Our graduates shall have effective communication abilities. |
| Objective: | Students will be able to provide organizations with effective executive management through their professional oral communication skills |
| Measure: | Students will prepare a report, paper, or case analysis on a business topic. |
| Benchmark: | Seventy-five percent of students assessed with the rubric will score 70% or above (39 or more of 55 rubric points) |
| Course(s): | MBA 6308 |
| Program Placement: | The MBA program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MBA students will be assessed during completion of the program. |
| Data Collection: | Students in 6308 give an oral presentation as part of their course grade. Each submission was graded using the MBA Presentation Rubric and un-aggregated data was reported to indicate how many students exceeded the benchmark of 39 rubric points. |
| Data Summary & Closing the Loop:  In Fall 2011, the benchmark was met. In Fall 2012, the benchmark was not met, but it was fairly close to the benchmark (71.4% compared to 75%). The recommendation was to place emphasis in class on what makes an appropriate oral presentation.  In Fall 2013, the benchmark was not met again by a narrow margin. It was the same exact percentage as the preceding year (71.4). While this finding is disappointing, the average points scored for all students on the rubric was 43.6, above the standard of 70%. Still, not quite enough students scored above the 75% benchmark. The CAC and departmental representatives met and recommended a continued emphasis on oral presentations in class. | |

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| **MBA Objective 4a** |  |
| Goal: | Our graduates shall have effective Information management abilities. |
| Objective: | Students will be able to comprehend the strategic role of information systems in support of business activities. |
| Measure: | Students will 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. |
| Benchmark: | Seventy percent of students will earn at least 70% or more of the possible points on the assignment. |
| Course(s): | MBA 6301 |
| Program Placement: | The MBA program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MBA students will be assessed during completion of the program. |
| Data Collection: | To date, no data has been collected for this objective (not in rotation). |
| Data Summary & Closing the Loop:  n/a | |

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| **MBA Objective 5a** |  |
| Goal: | Our graduates shall have effective leadership/followership abilities. |
| Objective: | Students will be able to provide organizations with effective executive leadership under conditions of uncertainty requiring adaptation and innovation |
| Measure: | Students will 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 |
| Benchmark: | The mean score of all students will exceed the 50th percentile. |
| Course(s): | MBA 6320 |
| Program Placement: | The MBA program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MBA students will be assessed during completion of the program. |
| Data Collection: | Each spring, students in MBA 6320 participate in the GLO-BUS Strategy Simulation as a required portion of their course grade. The GLO-BUS website reports individual leadership and course average leadership scores for the semester both in terms of global percentile. |
| Data Summary & Closing the Loop:  In Spring 2014, the benchmark was exceeded. This measure comes from the Leadership Skills area of GLO-BUS; this is an individual score based on “co-managers answers for items 4-7 and 10 on the peer evaluation exercise”. Like the other GLO-BUS measures, this is not perfect, but seems to be at this early stage an appropriate means to assess leadership and followership ability. Continue to assess. | |

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| **MBA Objective 5b** |  |
| Goal: | Our graduates shall have effective leadership/followership abilities. |
| Objective: | Students will be able to provide organizations with effective executive management by acting as team members and collaborators. |
| Benchmark: | The mean score of all students will exceed the 50th percentile. |
| Measure: | Students will 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 |
| Course(s): | MBA 6320 |
| Program Placement: | The MBA program may be started and completed in any semester, so there is no course sequencing. However, this is a required course, so all MBA students will be assessed during completion of the program. |
| Data Collection: | To date, no data has been collected for this objective (not in rotation). |
| Data Summary & Closing the Loop:  n/a | |

# V. Assurance of Learning in the BBA (HLC)

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

The BBA has eight distinct majors with a common course core among all majors. Each major has 8 learning goals: the 7 common core goals (chapter II) plus one discipline-specific goal and learning objective for each major. This 8th goal is summarized below.

***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.

8. Knowledge appropriate to the practice of their major discipline.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective. Goal 8 is summarized on the following page. (Summaries of goals 1 through 7 are found in Chapter II.)

**B. Rotation of Goals**

Goals 1 through 7 are rotated as described in Chapter II. Goal 8 is not rotated. Data is collected in every fall and spring semester that the course is offered.

## C. Assessment Results

Following the program summary on the next page, details of each objective, benchmark, assessment method along with assessment data and actions taken to close the loop are presented. Due to a change in goal 8 during Summer 2013, data is reported for goal 8 beginning in Fall 2013.

**Bachelor of Business Administration (BBA) Assessment Plan: Discipline Specific Goal 8**

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| **Goals** | **Learning Objectives** | **Measure** | **Course** | **Benchmark** |
| 8. Our graduates shall possess knowledge appropriate to the practice of their major discipline. | 8a. Accounting graduates will demonstrate an understanding of accounting topics in the areas of financial, cost, tax, government/nonprofit, accounting information systems, and auditing. | Each student must pass a comprehensive accounting exam comprised of questions written by the accounting faculty. The exam covers the 6 major topics in accounting. | ACCT 4312 | 70% of all students who have completed or are concurrently enrolled in all other major required Accounting classes will score seventy percent or above. |
| 8a. Finance graduates will be able to value financial assets, analyze and manage financial risks in a business environment, and apply financial analysis techniques to diverse business situations, demonstrating a thorough knowledge of financial decision-making skills and financial markets. | Each student must pass a comprehensive finance exam comprised of questions written by the finance faculty. The exam covers the major topics in valuation, financial modeling, and financial decision-making aptitudes. | FINA 4336 | 70% of all students who have completed all other Finance classes will score seventy percent or above. |
| 8a. Insurance & Risk Management graduates will possess the skills and knowledge base necessary to effectively counsel clients about insurance and risk management strategies and products. | Students will take the UACIC Life and Health Exam as a final in INSU 3315. This exam is the first of two parts of obtaining the nationally recognized UAcIC (Undergraduate Associate Certified Insurance Counselor) designation. | INSU 3315 | UCA’s student median grade will equal the national median grade. |
| 8a. Management graduates will demonstrate the decision-making, organizing, and interaction knowledge and skills needed in the global business environment. | Management majors will prepare a research project on a management topic, which will embellish their knowledge and skills in a large number of skill areas. | MGMT 4348 | Mean score of students assessed will be 8.4 out of 12 or above on the MGMT 4348 Rubric. |
| 8a. Marketing graduates will demonstrate the promotion, retailing, sales, and marketing management knowledge and skill sets necessary to meet the requirements of the global business environment. | Students will prepare a research project on a marketing topic, which will embellish their knowledge and skills in a large number of skill areas. | MKTG 4355 | Mean score of students assessed will be 8.4 out of 12 or above on the MKTG 4355 Rubric. |
| 8a. Innovation & Entrepreneurship graduates will possess the interdisciplinary skills needed to start and operate a small business. | Students will create and present a thorough convincing business plan. | MGMT 4376 | The mean score of students assessed will be 140 out of 200 or above on the MGMT 4376 Rubric. |
| 8a. Economics graduates will possess the analytical skills to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis. | Economics students will prepare a research paper demonstrating the analytical skills to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis. | ECON 4380 | The mean of students’ points will be 7 (of 12) or greater on the ECON 4380 Discipline Specific Assessment Rubric. |
| 8a. Management Information Systems graduates will understand the key competencies that comprise the planning, analysis, design, and implementation of high-quality organization information systems. | Each student must pass appropriate questions in exams comprised of questions written by the MIS faculty. Students will demonstrate an understanding of the systems development life cycle and be able to apply the most appropriate methodologies and tools to resolve organization information systems issues and be able to effectively communicate appropriate solutions. | MIS 3328 | The mean score of students assessed will be 70 percent or higher on the assessment exam questions. |

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| BBA Objective 8 | Accounting |
| Goal: | Our graduates shall possess knowledge appropriate to the practice of their major discipline. |
| Objective: | Accounting graduates will demonstrate an understanding of accounting topics in the areas of financial, cost, tax, government/nonprofit, accounting information systems, and auditing. |
| Benchmark: | Each student must pass a comprehensive accounting exam comprised of questions written by the accounting faculty. The exam covers the 6 major topics in accounting. |
| Measure: | Seventy percent of all students who have completed or are concurrently enrolled in all other major required Accounting classes will score seventy percent or above. |
| Course(s): | ACCT 4312 |
| Program Placement: | Student may take ACCT 4312 as soon as they have finished ACCT 2310, 2311, 3311, and 3312 (the latter two with a C or better). For most accounting majors, ACCT 4312 is taken in their last or next to last semester in their undergraduate studies. |
| Data Collection: | A comprehensive accounting exam is given near the end of the semesters when ACCT 4312 is offered. The exam consists of 40 questions (4 from each of the 10 upper-division accounting courses). Students are instructed to skip question sets of 4 for classes that haven’t completed or are not currently taking. Each student’s average is based only on the questions they should have answered. |
| Data Summary & Closing the Loop:  In both Fall 2013 and Spring 2014, the benchmark was not met by large margin. The Accounting Dept. met and discussed the failures. There is a consensus that the problems are two-fold: students are forgetting material and students lack motivation to do well in this exam. There may be systematic issues with the test itself. The failures are extensive enough that the department decided it must form a task force to study and come up with recommendations. | |

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| BBA Objective 8 | Economics |
| Goal: | Our graduates shall possess knowledge appropriate to the practice of their major discipline. |
| Objective: | Economics graduates will possess the analytical skills to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis. |
| Benchmark: | Economics students will prepare a research paper demonstrating the analytical skills to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis. |
| Measure: | The mean of students’ points will be 7 (of 12) or greater on the ECON 4380 Discipline Specific Assessment Rubric. |
| Course(s): | ECON 4380 |
| Program Placement: | Generally taken in final semester; offered Spring only. |
| Data Collection: |  |
| Data Summary & Closing the Loop:  The benchmark was met in Spring 2014. | |

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| BBA Objective 8 | Finance |
| Goal: | Our graduates shall possess knowledge appropriate to the practice of their major discipline. |
| Objective: | Finance graduates will be able to value financial assets, analyze and manage financial risks in a business environment, and apply financial analysis techniques to diverse business situations, demonstrating a thorough know |
| Benchmark: | Each student must pass a comprehensive finance exam comprised of questions written by the finance faculty. The exam covers the major topics in valuation, financial modeling, and financial decision-making aptitudes. |
| Measure: | Seventy percent of all students who have completed all other Finance classes will score seventy percent or above. |
| Course(s): | FINA 4336 |
| Program Placement: | Generally taken in final semester; offered in Spring only. |
| Data Collection: |  |
| Data Summary & Closing the Loop:  The benchmark has was not met in Spring 2014. This was relatively close to the benchmark (70%). Continue to assess and see if improvements should be made. | |

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| BBA Objective 8 | Management |
| Goal: | Our graduates shall possess knowledge appropriate to the practice of their major discipline. |
| Objective: | Management graduates will demonstrate the decision-making, organizing, and interaction knowledge and skills needed in the global business environment. |
| Benchmark: | Management majors will prepare a research project on a management topic, which will embellish their knowledge and skills in a large number of skill areas. |
| Measure: | Mean score of students assessed will be 8.4 out of 12 or above on the MGMT 4348 rubric. |
| Course(s): | MGMT 4348 |
| Program Placement: | Students generally take this in their last year of studies. |
| Data Collection: |  |
| Data Summary & Closing the Loop:  The benchmark was met in Fall 2013 and Spring 2014. | |

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| BBA Objective 8 | Marketing |
| Goal: | Our graduates shall possess knowledge appropriate to the practice of their major discipline. |
| Objective: | Marketing graduates will demonstrate the promotion, retailing, sales, and marketing management knowledge and skill sets necessary to meet the requirements of the global business environment. |
| Benchmark: | Students will prepare a research project on a marketing topic, which will embellish their knowledge and skills in a large number of skill areas. |
| Measure: | Mean score of students assessed will be 8.4 out of 12 or above on the MKTG 4355 Rubric. |
| Course(s): | MKTG 4355 |
| Program Placement: | This class is usually taken in a student’s final year of study. |
| Data Collection: |  |
| Data Summary & Closing the Loop: | |

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| BBA Objective 8 | Insurance and Risk Management |
| Goal: | Our graduates shall possess knowledge appropriate to the practice of their major discipline. |
| Objective: | Insurance & Risk Management graduates will possess the skills and knowledge base necessary to effectively counsel clients about insurance and risk management strategies and products. |
| Benchmark: | Students will take the UACIC Life and Health Exam as a final in INSU 3315. This exam is the first of two parts of obtaining the nationally recognized UAcIC (Undergraduate Associate Certified Insurance Counselor) designation. |
| Measure: | UCA’s student median grade will equal the national median grade. |
| Course(s): | INSU 3315 |
| Program Placement: |  |
| Data Collection: |  |
| Data Summary & Closing the Loop:  Not assessed yet. | |

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| BBA Objective 8 | Innovation and Entrepreneurship |
| Goal: | Our graduates shall possess knowledge appropriate to the practice of their major discipline. |
| Objective: | Innovation & Entrepreneurship graduates will possess the interdisciplinary skills needed to start and operate a small business. |
| Benchmark: | Students will create and present a thorough convincing business plan. |
| Measure: | The mean score of students assessed will be 140 out of 200 or above on the MGMT 4376 Rubric. |
| Course(s): | MGMT 4376 |
| Program Placement: |  |
| Data Collection: |  |
| Data Summary & Closing the Loop:  Not assessed yet. | |

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| BBA Objective 8 | Management Information Systems |
| Goal: | Our graduates shall possess knowledge appropriate to the practice of their major discipline. |
| Objective: | Management Information Systems graduates will understand the key competencies that comprise the planning, analysis, design, and implementation of high-quality organization information systems. |
| Benchmark: | Each student must pass appropriate questions in exams comprised of questions written by the MIS faculty. Students will demonstrate an understanding of the systems development life cycle and be able to apply the most appropriate methodologies and tools to |
| Measure: | The mean score of students assessed will be 70 percent or higher on the assessment exam questions. |
| Course(s): | MIS 3328 |
| Program Placement: | This course is one of the capstone courses in MIS, though it may not be the last course students take. |
| Data Collection: | Given as part of a regular exam. |
| Data Summary & Closing the Loop:  The benchmark has been met in both semesters. Continue to assess. | |

# VI. Assurance of Learning in the MAcc (HLC)

The results for the 7 MAcc goals as reported to AACSB are also reported to HLC with no additions or changes. See Chapter III.

# VII. Assurance of Learning in the MBA (HLC)

The results for the 5 MBA goals as reported to AACSB are also reported to HLC with no additions or changes. See Chapter IV.

# VIII. Assurance of Learning in the BS/BA in Economics (HLC)

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

There are three goals in the BS/BA in Economics Assurance of Learning program.

***Our graduates shall possess:***

1. A knowledge base that helps students ask more informed questions and analyze complex situations

2. Effective communication abilities

3. Ethical reasoning abilities

For each Learning Goal, the COB has defined at least one corresponding Learning Objective. The result is 4 objectives assessed in 1 class. The program is summarized below.

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

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| **Goal: Our graduates shall possess** | **Objectives: Students will be able to** | **Measure: Students Will** | **Course** | **Benchmark** |
| Knowledge base that helps students ask more informed questions and analyze complex situations | Students will be able to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis | Students will prepare a research paper or other assignment on a discipline-specific topic | ECON 4380 | The mean of students’ points will be 8 (of 12) or greater on the UCA Critical Inquiry Rubric. |
| Effective communication abilities. | Students will be able to produce professional quality research documents. | Students will prepare a report, paper, or case analysis on a discipline-specific topic in the writing-intensive course designated in their majors | ECON 4380 | Mean score of students assessed with the rubric will be eleven (11) points, or greater, out of sixteen (16) available on the UCA Communication-Written Rubric. |
| Students will be able to produce professional quality research presentations. | Students will present in class an analysis of a major research publication assigned by the instructor. | ECON 4380 | Mean score of students assessed with the rubric will be eleven (11) points, or greater, out of sixteen (16) available points on the UCA Communication-Oral Rubric. |
| Ethical reasoning abilities. | Students will be aware of ethical issues inherent in decisions and articulate the manner in which they arrived at an ethical decision | Students will complete an assignment (business case or other writing assignment) dealing with ethical decision making or the social responsibility of business. | ECON 4380 | Mean score of students assessed with the rubric will be six (6) points, or greater, out of the available eight (8) points on the UCA Responsible Living Rubric (Goal 1 only). |

**B. Rotation of Goals**

Goals in the BS/BA in Economics are not rotated. Data is collected in every fall and spring semester that the course is offered.

## 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. This assessment program was created in Summer 2013, data is reported for goal 8 beginning in Fall 2013.

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| Objective 1A |  |
| Goal: | Our graduates shall possess knowledge base that helps students ask more informed questions and analyze complex situations |
| Objective: | Students will be able to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis |
| Benchmark: | Students will prepare a research paper or other assignment on a discipline-specific topic |
| Measure: | ECON 4380 |
| Course(s): | The mean of students’ points will be 8 (of 12) or greater on the UCA Critical Inquiry Rubric. |
| Program Placement: | Generally taken in final semester; offered Spring only. |
| Data Collection: |  |
| Data Summary & Closing the Loop:  The benchmark was exceeded in Spring 2014. Continue to assess. | |

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| Objective 2A |  |
| Goal: | Our graduates shall possess effective communication abilities. |
| Objective: | Students will be able to produce professional quality research documents. |
| Benchmark: | Students will prepare a report, paper, or case analysis on a discipline-specific topic in the writing-intensive course designated in their majors |
| Measure: | ECON 4380 |
| Course(s): | Mean score of students assessed with the rubric will be eleven (11) points, or greater, out of sixteen (16) available on the UCA Communication-Written Rubric. |
| Program Placement: | Generally taken in final semester; offered Spring only. |
| Data Collection: | *Need text here* |
| Data Summary & Closing the Loop:  The benchmark was exceeded in Spring 2014. Continue to assess. | |

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| Objective 2B |  |
| Goal: | Our graduates shall possess effective communication abilities. |
| Objective: | Students will be able to produce professional quality research presentations. |
| Benchmark: | Students will present in class an analysis of a major research publication assigned by the instructor. |
| Measure: | ECON 4380 |
| Course(s): | Mean score of students assessed with the rubric will be eleven (11) points, or greater, out of sixteen (16) available points on the UCA Communication-Oral Rubric. |
| Program Placement: | Generally taken in final semester; offered Spring only. |
| Data Collection: | *Need text here* |
| Data Summary & Closing the Loop:  The benchmark was exceeded in Spring 2014. Continue to assess. | |

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| Objective 3A |  |
| Goal: | Our graduates shall possess ethical reasoning abilities. |
| Objective: | Students will be aware of ethical issues inherent in decisions and articulate the manner in which they arrived at an ethical decision |
| Benchmark: | Students will complete an assignment (business case or other writing assignment) dealing with ethical decision making or the social responsibility of business. |
| Measure: | ECON 4380 |
| Course(s): | Mean score of students assessed with the rubric will be six (6) points, or greater, out of the available eight (8) points on the UCA Responsible Living Rubric (Goal 1 only). |
| Program Placement: | Generally taken in final semester; offered Spring only. |
| Data Collection: | *Need text here* |
| Data Summary & Closing the Loop:  The benchmark was exceeded in Spring 2014. Continue to assess. | |

# IX. Assurance of Learning in the UCA Core (HLC)

Under construction during pilot study. No goals or data to report at this time.