**Annual Assessment Report**

**Fall 2011-Spring 2012**

**I. College of Business Vision and Mission**

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

**COLLEGE OF BUSINESS**

**VISION, MISSION, AND CORE VALUES STATEMENT**

**COB Vision**

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

**COB Statement of Mission and Core Values**

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community. In carrying out this mission, the College of Business is guided by the following core values:

**1. Intellectual Excellence.**

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

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

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

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

**2. Community.**

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

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

**3. Diversity.**

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

**4. Integrity.**

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

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

**II. LEARNING GOALS AND OBJECTIVES**

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

**III. Rotation of Learning Goals and Objectives to be Assessed, and Regular Examination of Learning Goals/Objectives and AoL Procedures**

The CAC acknowledges that not all learning goals can practically be assessed each year, and that the college’s learning goals/objectives, and the overall assessment process should be reviewed regularly. These assessment processes will operate on biennial, quinquennial, and decennial cycles. Therefore, the biennial and decennial processes will be synchronized, as will the quinquennial and decennial processes. The biennial and quinquennial processes will not perfectly synchronize. The CAC chose five- and ten-year cycles to be consistent with the AACSB re-accreditation cycle and with the University’s strategic planning cycle. The biennial “Learning Objective” process’s two-year interval was chosen as the best compromise between maintaining relevance and currency in the Learning Objectives while giving due consideration to the longer term strategic processes.

BIENNIAL CYCLE:

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

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

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

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

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

*BBA Learning Objective* *Queue*

1. Learning Objective 1a: 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
2. Learning Objective 2a: Students should be able to identify cultural/global perspectives among stakeholders
3. Learning Objective 3a: Students will be able to be aware of ethical issues inherent in business decisions and articulate the manner in which they arrived at an ethical decision
4. Learning Objective 4a: Students will be able to produce professional quality business documents
5. Learning Objective 5a: Students will be able to work in teams to solve business problems
6. Learning Objective 6a: Students will be able to effectively apply business-oriented software applications to manage data in support of business operations
7. Learning Objective 7a: 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
8. Learning Objective 1b: Students will be able to accurately apply the appropriate quantitative skills to solve specific problems in various business disciplines.
9. Learning Objective 3b: Students should be aware of legal issues inherent in business decision
10. Learning Objective 4b: Students will be able to deliver professional quality oral presentations
11. Learning Objective 6b: Students will be able to understand the role of information systems in support of organizational activities

*MBA Learning Objective* *Queue*

1. Learning Objective 1a: Students will be able to provide organizations with effective executive management through decision making in uncertain, dynamic, global business situations
2. Learning Objective 2a: Students will be able to provide organizations with effective executive management by choosing ethical courses of action and articulating the manner by which they arrived at their decision.
3. Learning Objective3a: Students will be able to provide organizations with effective executive management through their professional written communication skills.
4. Learning Objective 4a: Students will be able to understand the strategic role of information systems in support of business activities.
5. Learning Objective5a: Students should be able to provide organizations with effective executive leadership under conditions of uncertainty requiring adaptation and innovation.
6. Learning Objective 3b: Students will be able to provide organizations with effective executive management through their professional oral communication skills.
7. Learning Objective5b: Students will be able to provide organizations with effective executive management by acting as team members and collaborators.

*MAcc Learning Objective* *Queue*

1. Learning Objective 1a: Students will be able to correctly apply financial accounting standards
2. Learning Objective 1b: Students will be able to correctly apply auditing standards
3. Learning Objective 1c: Students will be able to correctly apply the tax law
4. Learning Objective 1d: Students will be able to solve unstructured problems
5. Learning Objective 2a: Students will be able to communicate effectively in writing
6. Learning Objective 2b: Students will be able to communicate effectively in an oral presentation
7. Learning Objective 3a: Students will be able to locate the appropriate quality and quantity of information needed to solve a problem
8. Learning Objective 3b: Students will understand the development and structure of a database
9. Learning Objective 3c: Students will be able to work effectively in teams
10. Learning Objective 4a: Students will possess the qualities necessary for effective leadership
11. Learning Objective 5a: Students will be able to interpret and apply international financial accounting standards
12. Learning Objective 6a: Students will be able to identify ethical dilemmas and choose an appropriate course of action
13. Learning Objective 7a: Students will be able to speak on unprepared topics

QUINQUENNIAL CYCLE:

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

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

DECENNIAL CYCLE

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

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

**IV. Assessment Measurements for AY 2012 Based on the Assessment Cycle Learning Queue and offering of Classes**

**FALL 2011 AACSB ASSESSMENTS**

**BBA Program**

***Learning Objective 1a***: 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) Assessed:** MGMT 4347

**Measure:** Students will demonstrate learning and mastery of subject matter through their performance on the Capstone © Business Simulation.

**Benchmark (meets):** The College’s meanscore will be in the 50th percentile or above.

***Learning Objective 2a***: Students will be able to identify cultural/global perspectives among stakeholders

**Course(s) Assessed:** ECON 2310; MGMT 3344; MKTG 3350; ACCT 4315

**Measure**: ECON 2310 students will take a series of Blackboard-hosted quizzes related to global business. MGMT 3344 students will take a pre-test and a post-test of questions regarding global perspectives. MKTG 3350 students will take a pre-test and a post-test of questions regarding global perspectives. ACCT 4315 students will take a pre-test and a post-test of questions regarding global perspectives.

**Benchmark (meet):** The mean number of points for all ECON 2310 students will be equal to or greater than 70% of the total points that could possibly be earned on the Blackboard quizzes. In MGMT 3344, MKTG 3350, and ACCT 4315 there will be a statistically significant improvement in the mean score of all students assessed between the pre-test and the post-test.

***Learning Objective 3a***: 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) Assessed:** 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 (meet):** Mean score of students assessed with the rubric will be 70% or above.

***Learning Objective 4a***: Students will be able to produce professional quality business documents

**Course(s) Assessed:** ACCT 4304, MGMT 4348, MIS 3328, 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 (meet):** Mean score of students assessed with the rubric will be 70% or above.

**MBA Program**

***Learning Objective 3a***: Students will be able to provide organizations with effective executive management through their professional written communication skills.

**Course(s) Assessed:** MBA 6308

**Measure:** Students will prepare a report, paper, or case analysis on a business topic. A grading rubric will be used to assess levels of skills.

**Benchmark (meet):** Seventy-five percent of students assessed with the rubric will score 70% or above.

***Learning Objective 3b***: Students will be able to provide organizations with effective executive management through their professional oral communication skills.

**Course(s) Assessed:** MBA 6308

**Measure:** Students will prepare a report, paper, or case analysis on a business topic. A grading rubric will be used to assess students’ skill levels.

**Benchmark (meet):** Seventy-five percent of students assessed with the rubric will score 70% or above.

**MAcc Program**

***Learning Objective 1a***: Students will be able to correctly apply financial accounting standards

**Course(s) Assessed**: ACCT 6310

**Measure**: Students will complete test questions requiring the application of financial accounting concepts.

**Benchmark (meet)**: 90% of students will earn at least 80% of the points possible for the questions.

***Learning Objective 1c***: Students will be able to correctly apply the tax laws

**Course(s) Assessed**: ACCT 6309

**Measure**: Students will prepare a solution to a tax research project

**Benchmark (meet)**: 90% of students will earn at least 80% of the points possible for the assignment.

***Learning Objective 2a***: Students will be able to communicate effectively in writing

**Course(s) Assessed**: ACCT 6310

**Measure**: Students will write a research paper on a financial accounting issue. The paper will be graded according to a rubric.

**Benchmark (meet)**: 95% of students will score 11 points (out of 14) or higher; 95% of students will receive one or fewer zeroes.

***Learning Objective 3a***: Students will be able to locate the appropriate quality and quantity of information needed to solve a problem

**Course(s) Assessed**: ACCT 6309

**Measure**: Students will prepare a solution to a tax research project. The presentation will be graded according to the information skills rubric.

**Benchmark (meet)**: 95 % of students will score 6 points (out of 8) or higher; 80% will receive no zeroes.

**SPRING 2012 COB ASSESSMENTS**

**BBA Program**

***Learning Objective 1a***: 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) Assessed:** MGMT 4347

**Measure:** Students will demonstrate learning and mastery of subject matter through their performance on the Capstone © Business Simulation.

**Benchmark (meets):** The College’s meanscore will be in the 50th percentile or above.

***Learning Objective 2a***: Students will be able to identify cultural/global perspectives among stakeholders

**Course(s) Assessed:** ECON 2310; MGMT 3344; MKTG 3350; ACCT 3315

**Measure**: ECON 2310 students will take a series of Blackboard-hosted quizzes related to global business. MGMT 3344 students will take a pre-test and a post-test of questions regarding global perspectives. MKTG 3350 students will take a pre-test and a post-test of questions regarding global perspectives. ACCT 3315 students will take a pre-test and a post-test of questions regarding global perspectives.

**Benchmark (meet):** The mean number of points for all ECON 2310 students will be equal to or greater than 70% of the total points that could possibly be earned on the Blackboard quizzes. In MGMT 3344, MKTG 3350, and ACCT 3315 there will be a statistically significant improvement in the mean score of all students assessed between the pre-test and the post-test.

***Learning Objective 3a***: 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) Assessed:** 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 (meet):** Mean score of students assessed with the rubric will be 70% or above.

***Learning Objective 4a***: Students will be able to produce professional quality business documents

**Course(s) Assessed:** ACCT 4304, ECON 4380, FINA 4336, INSU 4320, MGMT 4348, MIS 3328, 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 (meet):** Mean score of students assessed with the rubric will be 70% or above.

**MBA Program**

**NO ASSESSMENT ACTIVITIES**

Note: In Fall 2011 L.O. 3a and L.O. 3b were assessed in MBA 6308. The assessment plan calls for assessments to stay “active” for three consecutive “passing grades.” MBA 6308 is not offered in Spring 2012. The assessment plan does not comment on whether additional L.O. should be assessed in such “off” semesters.

**MAcc Program**

**NO ASSESSMENT ACTIVITIES**

Note: In Fall 2011 L.O. 1a, 1c, 2a, and 3a were assessed in ACCT 6309 and ACCT 6310. The assessment plan calls for assessments to stay “active” for three consecutive “passing grades.” These classes are not offered in Spring 2012. The assessment plan does not comment on whether additional L.O. should be assessed in such “off” semesters.

**V. Assessment Results from Fall 2011 and Spring 2012**

**BBA Assessment Results**

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| **BBA Assessment Results Fall 2011** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Result** | **n** |
| 1. Critical & Analytical Thinking Skills | 1a. Business Knowledge | Capstone Business Simulation | National Percentiles, Mean Score of assessed students >50% | 47 %Fail | 139 |
| 2. Global Business Environment  |  2a. Cultural Perspectives | Exams | Mean Score of assessed students >70% OR a significant difference between pre- and post- test scores | 70.7% Pass61%-84%Sig. Diff.Pass | ECON 2310: 175MGMT 3344: 26 |
| 3. Ethical Reasoning  |  3a. Ethics | Rubric | Greater than 4 of 6 rubric points | 4.16 Pass | 65 |
| 4. Effective Communication  | 4a. Written Communication | Rubric | Greater than 9 of 14 rubric points | 11.51Pass | 73 |

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| **BBA Assessment Results Spring 2012** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Result** | **n** |
| 1. Critical & Analytical Thinking Skills | 1a. Business Knowledge | Capstone Business Simulation | National Percentiles, Mean Score of assessed students >50% | 52.7% Pass | 122 |
| 2. Global Business Environment  |  2a. Cultural Perspectives | Exams | Mean Score of assessed students >70% OR a significant difference between pre- and post- test scores | 78.8% Pass63%-83%Sig. Diff.Pass | ECON 2310: 142MGMT 3344: 153 |
| 3. Ethical Reasoning  |  3a. Ethics | Rubric | Greater than 4 of 6 rubric points | 4.96Pass | 122 |
| 4. Effective Communication  | 4a. Written Communication | Rubric | Greater than 9 of 14 rubric points | 11.49Pass | 163 |

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**MBA Assessment Results**

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| **MBA Assessment Results Fall 2011** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Result** | **n** |
| 3. Effective Communication | 3a. Written Communication | Rubric | 75% of assessed students get 9 of 14 rubric points | 100%Pass | 10 |
|   | 3b. Oral Communication  | Rubric | 75% of assessed students get 39 of 55 rubric points | 100%Pass | 10 |

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| **MBA Assessment Results Spring 2012** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Result** | **n** |
| 1. Global Business Environment | 1a Global Decision Making | Glo-Bus “All Company” score | Our score > than average for all other schools | Ours: 69Others: 84Fail |  |
| 2. Ethical Reasoning | 2a Ethics | Glo-Bus “Social Responsibility” score | Our score > 50% | 34%Fail |  |

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**MAcc Assessment Results**

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| **MAcc Assessment Results Fall 2011** |
| **Learning Goal**  | **Learning Objective** | **Measurement** | **Benchmark**  | **Result** | **n** |
| 1. Theory and practice  | 1a. Financial Standards | Rubric | 80% of assessed students will earn 3 points or better(out of 4) | 79%Almost Pass! | 19 |
|   | 1c. Apply Law | Rubric | 80% of assessed students will earn 12 points or better (out of 16) | 76%Fail | 21 |
| 2. Effective Communication | 2a. Written Communication  | Rubric | 80% of assessed students will earn 11 points or better (out of 14) | 68%Fail | 19 |
| 3. Effective Information Management | 3a. Problem Solving | Rubric | 80% of assessed students will earn 6 points or better (out of 8) |  86%Pass | 21 |

No assessment for the MBA or MAcc programs were scheduled for Spring 2012 under the new assessment plan.

**VI. Assessment results from AY 2010-2011**

***Following the revision of the University and College Mission plans in 2011, a new assessment plan was adopted which resulted in the learning goals already discussed within this report. However, prior to this plan being implemented in AY 2012, the College of Business was conducting assessment activities under the previous assessment plan. To fully understand the closing the loop activities taken in AY 2012, the learning goals in effect during the 2011 AY and the outcomes of those assessments are presented below.***

**BBA Learning Goals, Objective, and Assessment Measures**

**Learning Goal 1: Our students will possess professional communication skills that allow them to express their ideas effectively.**

**Objective 1: Oral Communication Skills**: Students will give an oral presentation on a business topic in the Business Communications course (MGMT 2301).

**Measure:** A grading rubric will be used to assess levels of skills.

**Benchmark:** Mean score of students assessed will score 70% or above.

**Frequency:** Every semester MGMT 2301 is offered.

**Objective 2: Written Communication Skills**: Students will prepare a report, paper, or case analysis on a discipline-specific topic in the writing-intensive course designated in their majors.

**Measure:** A grading rubric will be used to assess writing in each of the writing-intensive courses.

**Benchmark:** Mean students assessed will score 70% or above.

**Frequency:** Every semester the designated courses are offered.

**Learning Goal 2: Our students will exhibit an awareness of ethical issues inherent in alternative courses of action. Students will be able to articulate the manner in which they arrived at a decision, based upon an ethical framework.**

**Objective 1: Critical Reasoning for ethical decision making.** Students will complete an assignment (business case or other writing assignment) dealing with ethical decision making or the social responsibility of business. The assignment will be administered in a required course in each major.

**Measure:** A grading rubric will be used to evaluate student responses.

**Benchmark:** Mean score of students assessed will score 70% or above.

**Frequency:** Every semester the designated courses are offered.

**Learning Goal 3: Our students will possess a broad knowledge of various business disciplines.**

**Objective 1: Broad knowledge of various business disciplines.** Students will score at or above an acceptable level on the Major Field Achievement Test (MFAT), administered each semester as part of the final examination process in MGMT 4347, the capstone course in the College of Business.

**Measure:** College percentile placement, relative to other schools which administer the MFAT.

**Benchmark:** The College’s overall mean score will be in the 50th percentile or above.

**Frequency:** Every semester MGMT 4347 is offered.

**Objective 2: Broad knowledge of various business disciplines.** Students will demonstrate learning and mastery of subject matter through their performance on the Capstone © Business Simulation in MGMT 4347.

**Measure:** College percentile placement, relative to other schools which use the Capstone Business Simulation.

**Benchmark:** The College’s meanscore will be in the 50th percentile or above.

**Frequency:** Every semester MGMT 4347 is offered

**Learning Goal 4: Our students will possess the quantitative skills to solve problems in various business disciplines.**

**Objective 1: Quantitative skills.** Students will demonstrate sufficient quantitative skills through their performance on targeted pre- and post-testing in designated courses

**Measure:** Pre- and post- testing module

**Benchmark:** Mean score of students assessed will improve; post-test mean score of students assessed will score 70% or above

**Frequency:** Every semester the designated courses are offered.

**Learning Goal 5: Our students will be able to work in teams to solve business problems.**

**Objective 1: Working in teams to solve business problems.** Students will complete a group project in MGMT 4347, the capstone class in the College of Business.

**Measure:** A grading rubric will be used to assess teaming skills.

**Benchmark:** Mean score of students will have a combined rating of acceptable or above.

**Frequency:** Every semester MGMT 4347 is offered.

**Learning Goal 6: Our students will have the ability to locate relevant information (quantitative and qualitative) in order to formulate solutions to business problems.**

**Objective 1: Ability to locate relevant information.** Students will enhance their informational literacy skills by completing a project that demonstrates their ability to locate relevant information sources and utilize this information to solve a business problem. This requirement will be met in those courses designated in each major as writing-intensive.

**Measure:** The rubric will be used to assess informational skills and will include such factors as timeliness, appropriateness, quantity, and quality.

**Benchmark:** Mean score of students assessed will score 70% or above (see appendix for courses and rubric).

**Frequency:** Every semester the designated courses are offered.

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| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| Oral Comm | Oral presentation | Rubric | Mean score of assessed students >70% | 84 | Exceed | 186 |
| Written Comm | Writing assignment, discipline-specific topic | Rubric | Mean score of assessed students >70% | 75 | Exceed | 92 |
| Ethics | Ethics assignment or mini-case | Rubric | Mean score of assessed students >70% | 76 | Exceed | 91 |
| Business knowledge | MFAT exam results | Nat’l percentile | CoB overall mean =,> 50% percentile | N/A | N/A | N/A |
| Business knowledge | Capstone © Business Simulation | Nat’l percentiles | CoB overall mean =,> 50% percentile | 54 | Exceed | 36 |
| Quantitative Skills | Pre- and post-testing | Score comparison | Post-test mean score >70% | 69 | Fail | 60 |
| Teaming skills | Group work assignment | Rubric | Mean rating of students =, > acceptable  | Not Reported | Not Reported | Not Reported |
| Information skills | Writing assignment, discipline-specific topic | Rubric | Mean score of assessed students >70% | 77 | Exceed | 76 |

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| **BBA Assessment Results Spring 2011** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| Oral Comm | Oral presentation  | Rubric | Mean score of assessed students >70% | 65 | Fail | 160 |
| Written Comm | Writing assignment, discipline-specific topic  | Rubric | Mean score of assessed students >70% | 77 | Pass | 161 |
| Ethics  | Ethics assignment or mini-case | Rubric | Mean score of assessed students >70% | 83 | Pass | 74 |
| Business knowledge | Capstone © Business Simulation | Nat’l percentiles | CoB overall mean =,> 50% percentile | 49 | Fail | 98 |
| Quantitative Skills | Pre- and post-testing | Score comparison | Post-test mean score >70% | 62 | Fail | 72 |
| Teaming skills | Group work assignment | Rubric | Mean rating of students =, > acceptable  | >Acceptable | Pass | 98 |
| Information skills | Writing assignment, discipline-specific topic  | Rubric | Mean score of assessed students >70% | 73 | Pass | 120 |

**Masters of Accountancy Learning Goals, Objective, and Assessment Measures**

**Learning Goal No. 1: Develop students’ learning experiences by emphasizing conceptual and technical accounting competence, communication skills, research and analytical abilities, and leadership skills.**

**Objective/Outcome # 1**: Master of Accountancy students will develop communication skills in writing, presentation, and small group work.

**1A. Assessment Criteria:** Master of Accountancy students will complete a graded writing assignment in two graduate-level accounting courses: Seminar in Leadership and Advanced Accounting Theory.

**Measure:** A grading rubric will be used to assess writing skills.

**Benchmark**: Ninety-five percent of Master of Accountancy students will score 80% or better.

**Frequency:** Every semester the designated courses are offered.

**1B. Assessment Criteria:** Master of Accountancy students will make a graded oral presentation in one graduate-level accounting course: Seminar in Leadership.

**Measure:** A grading rubric will be used to assess presentation skills.

**Benchmark**: Ninety-five percent of Master of Accountancy students will score 80% or better.

**Frequency:** Every semester the designated course is offered.

**1C. Assessment Criteria:** Master of Accountancy students will complete a series of assignment in teams in a graduate-level accounting courses: Seminar in Case Studies in Accounting.

**Measure:** A grading rubric will be used to assess teaming skills.

**Benchmark**: Ninety-five percent of Master of Accountancy students will achieve a mean score 4 or better.

**Frequency:** Every semester the designated course is offered.

**Objective/Outcome # 2:** Master of Accountancy students will enhance their research and analytical abilities through the analysis of cases or problems.

**2A. Assessment Criteria:** Master of Accountancy students will complete a graded critical-thinking assignment in two graduate-level accounting courses: Advanced Accounting Theory and Seminar in Case Studies in Accounting.

**Measure:** Assignments will be evaluated for student’s ability to reason through to an answer and the ability to select the appropriate answer.

**Benchmark**: Ninety-five percent of Master of Accountancy students will score 80% or better.

**Frequency:** Every semester the designated courses are offered.

**Objective/Outcome # 3:** Master of Accountancy students will enhance their conceptual and technical accounting competence through critical thinking assignments.

**3A. Assessment Criteria:** Master of Accountancy students will complete conceptual and technical-competency assignments in two graduate-level accounting courses: Seminar in Auditing and Seminar in Accounting Information Systems.

**Measure:** Assignments will be evaluated for the student’s ability to apply technical skills to a problem or case.

**Benchmark**: Ninety-five percent of Master of Accountancy students will score 80% or better.

**Frequency:** Every semester the designated courses are offered.

**Objective/Outcome # 4:** Master of Accountancy students will develop research and analytical abilities through problem-solving techniques.

**4A. Assessment Criteria:** Master of Accountancy students will complete research assignments in one graduate-level accounting course: Tax Research and Planning.

**Measure:** A grading rubric will be used to assess research skills.

**Benchmark**: Ninety-five percent of Master of Accountancy students will score 80% or better.

**Frequency:** Every semester the designated course is offered.

**Objective/Outcome #5:** Master of Accountancy students will develop leadership skills through analyzing situations involving leadership decisions.

**5A. Assessment Criteria:** Master of Accountancy students will demonstrate leadership skills in class through participation in classroom discussion in one graduate-level accounting course: Seminar in Leadership.

**Measure:** Students will be evaluated of the frequency and quality of classroom participation.

**Benchmark**: Ninety-five percent of Master of Accountancy students will score 80% or better.

**Frequency:** Every semester the designated course is offered.

**Learning Goal No. 6:** **Promote integrity and ethical behavior**

**Objective/Outcome # 6**: Students will recognize and resolve ethical dilemmas in the context of the accounting profession.

**6A. Assessment Criteria:** Master of Accountancy students will solve and discuss ethical problems/cases in one graduate-level accounting course: Seminar in Auditing.

**Measure:** A rubric will be used to measure student responses

**Benchmark**: Ninety-five percent of Master of Accountancy students will score 80% or better.

**Frequency:** Every semester the designated course is offered.

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| **MAcc Assessment Results AY 2010-2011** |
| **Learning Goal** | **Objective** | **Course** | **Semester** | **Benchmark** | **Actual** | **Results** |
| 1 | 1A. Writing | ACCT 6310 | Fall | 95% exceeds 80% | 41% exceeds 80% | Fail |
| 1 | 1B. Presentation | ACCT 6350 | Spring | 95% exceeds 80% | 100% exceeded 80% | Pass |
| 1 | 1C. Teaming | ACCT 6340 | Summer | 95% exceeds 16 | 78% exceeded 16 | Fail |
| 2 | 2A. Critical Thinking | ACCT 6310 | Fall | 95% score 1 or 2 | 88% score 1 or 2 | Fail |
| 2 | 2A. Critical Thinking | ACCT 6340 | Summer | 95% exceeds 80% | 67% exceeded 80% | Fail |
| 3 | 3A. Technical Competence | ACCT 6317 | Spring | 95% exceeds 80% | 79% exceeded 80% | Fail |
| 3 | 3A. Technical Competence | ACCT 6320 | Spring | 95% exceeds 80% | 100% exceeded 80% | Pass |
| 4 | 4A. Information | ACCT 6309 | Fall | 95% exceeds 80% | 88% exceeded 80% | Fail |
| 5 | 5A. Leadership | ACCT 6350 | Spring | 95% exceeds 80% | No Results |
| 6 | 6A. Ethical Problem Solving | ACCT 6317 | Spring | 95% exceeds 80% | 79% exceeded 80% | Fail |

**MBA Learning Goals, Objective, and Assessment Measures**

**Learning Goal #1:**

**Our students will provide organizations with effective executive management through their professional communication skills.**

**Objective # 1: Oral communication skills.** Students will give an oral presentation on a business topic in MBA 6308

**Measure:** A grading rubric will be used to assess levels of skills (see appendix).

**Benchmark:** Seventy-five percent of students assessed will score 70% or above.

**Frequency:** Every semester MBA 6308 is offered.

**Objective # 2: Written communication skills.** Students will prepare a report, paper, or case analysis on a discipline-specific topic in MBA 6308

**Measure:** A grading rubric will be used to assess levels of skills (see appendix).

**Benchmark:** Seventy-five percent of students assessed will score 70% or above.

**Frequency:** Every fall or spring that MBA 6308 is offered.

**Learning Goal #2:**

**Our students will provide organizations with effective executive management by choosing ethical courses of action and articulating the manner by which they arrived at their decision.**

**Objective #1: Awareness of ethical issues.** Students will read and reflectively respond to a scenario dealing with business ethics. The business ethics scenario will be administered in MBA 6306.

**Measure:** A grading rubric will be used to evaluate student responses.

**Benchmark:** Mean score of students assessed will score 70% or above (see appendix for courses and rubric).

**Frequency:** Every fall or spring that MBA 6306 is offered.

**Objective #2: Corporate Social Responsibility.** Students will demonstrate ethical leadership skills in global organizations, under conditions of uncertainty requiring adaptation and innovation, in the GLO-BUS Simulation in MBA 6320.

**Measure:** Corporate Social Responsibility percentile score from GLO-BUS Simulations

 **Benchmark:** The mean score of all students will exceed the 50th percentile.

 **Frequency:** Every fall or spring that MBA 6320 is offered.

**Learning Goal #3:**

**Our students will provide organizations with effective executive management by organizing synergistic production through teams.**

**Objective #1: Networking, Leading and Working in Teams**. Students will complete a group project in MBA 6301.

**Measure:** A grading rubric will be used to assess teaming and leadership skills (see appendix).

**Benchmark:** The mean score of all students assessed will equal or exceed 70 percent.

**Frequency:** Every fall or spring that MBA 6301 is offered.

**Objective #2: Leadership of Teams.** Students will demonstrate leadership skills in global organizations, under conditions of uncertainty requiring adaptation and innovation, in the GLO-BUS Simulation in MBA 6320.

 **Measure:** Leadership percentile score from GLO-BUS Simulations

 **Benchmark:** The mean score of all students will exceed the 50th percentile.

 **Frequency:** Every fall or spring that MBA 6320 is offered.

**Objective #3: Team membership and collaboration.** Students will demonstrate collaboration skills in global organizations, under conditions of uncertainty requiring adaptation and innovation, in the GLO-BUS Simulation in MBA 6320.

**Measure:** Collaboration and Teamwork percentile score from GLO-BUS Simulations

 **Benchmark:** The mean score of all students will exceed the 50th percentile.

 **Frequency:** Every fall or spring that MBA 6320 is offered.

**Learning Goal #4:**

**Our students will provide organizations with effective executive management through decision making in uncertain, dynamic business situations that draws upon an ability to locate relevant information and evaluate knowledge claims, an ability to apply quantitative methods, and an ability to apply integrated knowledge of various business disciplines.**

**Objective #1: Research using primary and secondary sources**. MBA students will complete written assignments that demonstrate their information literacy in identifying and evaluating information sources and utilize this information to solve problems in MBA 6301.

**Measure:** The rubric will include such factors as timeliness, appropriateness, quantity, and quality (see appendix).

**Benchmark:** The mean score of all students assessed will equal or exceed 70 percent.

**Frequency:** Every fall or spring that MBA 6301 is offered

**Objective #2: Quantitative Skills**. Students will complete quantitative analyses and make appropriate decisions in MBA 6305.

**Measure:** Individual score in a quantitative analysis problem set.

**Benchmark:** Seventy percent of all students assessed will score will score 70% or above.

**Frequency:** Every fall or spring that MBA 6305 is offered

**Objective #3: Integrated Knowledge of Business Disciplines.** Students will compete in global organizations, under conditions of uncertainty requiring adaptation and innovation, in the GLO-BUS Strategy Simulation in MBA 6320.

**Measure:** Learning Assurance Report data on “Best Company,” “All Companies,” and “Worst Company” overall score.

**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.

**Frequency:** Every fall or spring that MBA 6320 is offered.

|  |
| --- |
| **MASTERS of BUSINESS ADMINISTRATION Assessment Results Fall 2010** |
| **Learning Goal** |  | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| Oral Comm |  | Oral presentation | Rubric | At least 75% of assessed students score =, >70% | 100% | Exceed | 21 |
| MBA 6308 |  |
| Written Comm |  | Writing assignment, discipline-specific topic | Rubric | At least 75% of assessed students score =, >70% | 100% | Exceed | 21 |
| MBA 6308 |  |
| Ethics |  | Ethics assignment or mini-case | Rubric | Mean score of assessed students >70% | 69 | Fail | 8 |
| MBA 6306 |  |
| Business knowledge |  | GLO-BUS Strategy Simulation | Nat’l percentile | CoB score =,> Pop Score | N/A | N/A | N/A |
| MBA 6320 |  |
| Quantitative Skills |  | Standardized Problem Set | Set Score | At least 70% of assessed students score =, >70% | N/A | N/A | N/A |
| MBA 6305 |  |
| Teaming skills |  | Group work assignment | Rubric | Mean rating of students =, > 70% of possible points | N/A | N/A | N/A |
| MBA 6301 |  |
| Information skills |  | Writing assignment, discipline-specific topic | Rubric | Mean score of assessed students >70% | N/A | N/A | N/A |
| MBA 6301 |   |

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| --- |
| **MASTERS of BUSINESS ADMINISTRATION Assessment Results Spring 2011** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| Oral Comm | Oral presentation | Rubric | At least 75% of assessed students score =, >70% | N/A | N/A | N/A |
| MBA 6308 |
| Written Comm | Writing assignment, discipline-specific topic | Rubric | At least 75% of assessed students score =, >70% | N/A | N/A | N/A |
| MBA 6308 |
| Ethics | Ethics assignment or mini-case | Rubric | Mean score of assessed students >70% | 67 | Fail | 11 |
| MBA 6306 |
| Business knowledge | GLO-BUS Strategy Simulation | Nat’l percentile | CoB score =,> Pop Score | 90>85 | Pass | 15 |
| MBA 6320 |
| Quantitative Skills | Standardized Problem Set | Set Score | At least 70% of assessed students score =, >70% |   |   |   |
| MBA 6305 | 64 | Fail | 14 |
| Teaming skills | Group work assignment | Rubric | Mean rating of students =, > 70% of possible points |   |   |   |
| MBA 6301 | 93.4 | Pass | 15 |
| Information skills | Writing assignment, discipline-specific topic | Rubric | Mean score of assessed students >70% |   |   |   |
| MBA 6301 | 67 | Fail | 15 |

**VII. Responses to Assessment Results (Closing the Loop)**

**BBA Program**

* During the 2011 AY, the BBA assessment program was reviewed following the AACSB site visit. There has been extensive revision of the assessment plan since this reporting period as can be seen from the changes in the learning goals and the assessment results.
* The CapSim Comp XM exam has been a relatively new addition to the assessment plan. As the student results have been highly variable when compared to the national percentile scores, the overall scores have not exhibited this variability. The Curriculum and Assessment Committee (CAC) determined that we needed additional training to better understand the way this simulation and exam are structured. In December 2011 several faculty met for a conference webinar in which we learned more about the CapSim product. We determined that we were incorrectly using the percentile data. The questions are nationally normed and the overall scores should be fairly consistent from one time period to the next. However, the percentile scores vary considerably from one semester to the next based on the number of schools using the simulation during that time period. At the February 2, 2012 meeting of the CAC we determined that we needed a more appropriate benchmark. Some members of the committee performed an analysis of the historical results. At the March 13 CAC meeting a recommendation was made that the benchmark in the assessment plan be changed to be “the average score of students taking the exam will exceed 55% correct of the CapSim Comp XM questions. This recommendation was adopted by the CoB Executive Committee on March 16, 2012.
* Another result of the CapSim analysis was that the areas where our students are underperforming are quantitative in nature. This result combined with the fail on the quantitative score in the Spring 2011 results led to three outcomes.
	+ The CoB changed the admission to the College of Business requirement to students must have a 2.0 GPA in ACCT 2301, ACCT 2302, ECON 2320, ECON 2321, and QMTH 2330.
	+ The CAC determined that another issue is with online classes. There was a follow-up meeting of faculty members who teach online. They recommended that a drop policy needed to be implemented specific to online courses. The Associate Dean Forwarded this recommendation to the syllabus committee which developed a new “online syllabus template” which allows for an explicit drop policy for non-participation in online classes. This syllabus will be used by faculty who teach online starting summer 2012.
	+ There was a recommendation from the CAC regarding exploring the math requirements for business majors. A meeting of faculty who teach in the quantitative areas was held on April 27, 2012. The recommendations of this group are to continue to require students to take College Algebra if they do not have an appropriate math background upon entering UCA. However, we would prefer that the students be advised to go directly into Math 1395 (Business Calculus) if the student completed any upper level math course (Trigonometry, Analytical Geometry, Pre-Calculus or Calculus) in high school with a grade of B or better. A follow up meeting with the Math faculty who routinely teach MATH 1395 is planned to discuss the focus of the course. Currently they spend 2/3 of the course on two chapters of the text. We would prefer that they spend 2/3 of the time on the earlier chapters and only 1/3 on the chapters which are the current primary focus.
* Based on the results from the general education assessment and the changes in the assessment plan, the EFIRM faculty slightly modified the content of ECON 2310 to better reflect global awareness desired for the BBA graduate. This change led the EFIRM faculty to propose that the course be moved to the World Cultural Traditions area for general education assessment.

**MAcc Program:**

* Based on the results for the MAcc and departmental feedback, the CAC decided that the assessment plan needed to be revised to reflect a more reasonable passing benchmark. This is a new assessment plan that was implemented during this time period and we expected some changes to be made as we learned more about the actual assessment data and new measures. In this situation, expecting 95% of students to pass with an 80% or higher seems to be an unreasonable expectation. As of Fall 2011, a change in the benchmark to an 80% will meet or exceed expectations has been implemented and the data seems to reflect that this change is appropriate.
* Three learning objectives failed this year (all in the fall semester). Two however, were very close to passing. These included 1a (financial accounting standards) and 1c (tax law). For the first objective (1a), the departmental and COB CAC decided to wait till the next assessment period to take any action.
* The fail result for the application of the law assessment (1c) led to a discussion of how the rubric can be used. Faculty members were told that they can give partial points on the rubric to evaluate student learning outcomes. This decision is based on the fact that their faculty members felt that the students understood the material; however, the faculty members felt that the rubric was not scoring the students’ knowledge as they applied the rubric.
* The written communication failure (2a) highlighted a problem that the accounting faculty has been facing in the MAcc program. This objective also failed using the previous process of assessment (in 2010). It appears that students are either having trouble with basic writing skills or perhaps do not care enough to write appropriately for this assessment. Accounting CAC decided that in the next class (Fall 2012), the instructor would stress the importance of proper writing techniques prior to the assessment. In addition, the faculty discussed the potential of increasing admission standards to the MAcc program, given that this is not the first failure.

**MBA Program:**

* In AY 2010-2011 the College of Business reviewed its vision, mission, and objectives to make sure that they aligned with the University’s new vision, mission, and objectives. At the same time, the assessment plan was reviewed to make sure that the learning outcomes and metrics used for assessment were appropriate. The CAC using faculty feedback, assessment data, and external stakeholder feedback developed a new assessment plan for the MBA. This new plan has been implemented in Fall 2011. At this time we are collecting new assessment data and we will make additional curricular adjustments as more data becomes available. In addition, the GloBus results along with business community feedback led to a repositioning of the MBA program resulting in several courses no longer being offered. The MBA faculty have deleted courses which are no longer being taught in the curriculum. As part of the repositioning of the program, the MBA faculty also determined that either the GMAT or the GRE are acceptable entrance exams for the MBA program.
* This past year, four objectives were assessed; two passed: 3a Written communications and 3b: oral communications. These were kept in rotation to be re-assessed next time the course is offered.
* Two other objectives failed: 1a Global decision making and 2a Ethical behavior. Both of these objectives are assessed using the GLO-BUS simulation program. Using GLO-BUS for assessment is relatively new for the COB (it was done in the previous process for the business knowledge objective (which passed). But it was more problematic here with these two objectives. For both of these objectives, the CAC recommended that the instructor for the class (MBA 6320) put more emphasis in the instruction on both decision-making as well as social responsibility. It noted that they and the COB were inexperienced with the mechanics of how GLO-BUS calculated their scores. To rectify this inexperience, a training session (video-conference) was set up with GLO-BUS to examine the tool and how it should be used and how it can be used. All instructors plus all COB CAC members attended this training.

**Appendix A**

**College of Business General Education Assessment**

There are two courses which are part of the general education curriculum at UCA. They are both located in the ~~the~~ EFIRM department and the faculty who teach these courses collect and report assessment data to the CAC and the General Education Council.

**Econ 1310 Modern Political Economy**

**Assessment Method: Pre- and Post-Testing**

The MPE faculty will create a short examination that will address the values and learning objectives of GE for social sciences, emphasizing critical thinking. The faculty will administer the exam at the beginning of the semester and again as part of the final examination.

**Measure:** Pre- and Post-test

**Benchmark:** The students’ mean score on the post-test will be statistically significantly higher than the students’ mean on the pre-test.

**Frequency:** Every semester MPE is offered.

**Econ 2310 Global Environment of Business - Fall 2010**

**Assessment Method: Pre- and Post-Testing**

The Global faculty will create a short examination that will address the values and learning objectives of GE for social sciences, emphasizing critical thinking. The faculty will administer the exam at the beginning of the semester and again as part of the final examination.

**Measure:** Pre- and Post-test

**Benchmark:** The students’ mean score on the post-test will be statistically significantly higher than the students’ mean on the pre-test.

**Frequency:** Every semester Global is offered.

**Econ 2310 Global Environment of Business - Spring 2011**

**Note: Skill area assessed was changed to communication and writing.**

**Assessment Method: Evaluation of Projects using a Rubric**

Each class period, students will share the latest research on global business issues. The global issues must to be **current** (articles no more than six months old) and relate to **global** business. Students shall do the following:

1. Summarize the article.

1. Relate it to a topic covered (or will cover) in class.
2. Upon completion of the presentation, turn in a copy of your typewritten summary with proper citation of the source. This summary, including the citation, should be no more than one page in length.
3. Summaries must be typewritten including proper student identification and citations.

Students may receive up to 50 points, which shall be awarded as follows:

10 points - quality of presentation (eye contact, auditable volume, etc.)

10 points - quality of relevance to global business

10 points - quality of written summary (formal, error free, proper grammar and student identification)

20 points - quality of source (recent, academic research journal with proper citation including web address)

**Measure:** Rubric Evaluation

**Benchmark:** Fifty percent of students shall earn at least 70 percent of points in each area.

**Frequency:** Every semester Global is offered.

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| --- |
| **General Education Assessment Results Fall 2010** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| ECON 1310 | Critical thinking | Score comparison | Sig. increase | Plus 53% | Pass | Not reported |
| ECON 2310 | Comm | Score comparison | Sig. increase | Minus 4% | Fail | 220 |

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| **General Education Assessment Results Spring 2011** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| ECON 1310 | Critical thinking | Score comparison | Sig. increase | Plus 51% | Pass | Not reported |
| ECON 2310 | Comm | Rubric | Mean >= 70 | 85, 86, 88, 90\* | Pass | 155 |

**Discussion of general education results:**

The results for ECON 1310 continue to be acceptable and no action has been taken in this area. For ECON 2310, the departmental faculty members have determined that we are actually expecting that class to fulfill global education requirements for the BBA degree. As such its role in general education is more in alignment with the world Cultural Traditions area. The department has sent forward a proposal to the general education council to have this course counted in the World Cultural Traditions area.

**Appendix B**

**Further Assessment of the College of Business Majors Pursuant to HLC Recommendations**

The Higher Learning Commission which accredits the University of Central Arkansas requires that each major be assessed as part of a comprehensive university assessment plan. Consistent with the College’s values, vision, and mission, the departmental faculty identified one or more additional learning goals specific to each major program which will be assessed in addition to the overall BBA program assessment. For each learning goal, one or more objectives have been specified.

**BBA-Accounting**

**Learning Goal #7:** Our graduate shall possess an understanding of accounting topics.

**Objective 7A:** Students will learn about financial accounting.

**Objective 7B:** Students will learn about cost accounting.

**Objective 7C:** Students will learn about tax accounting.

**Objective 7D:** Students will learn about governmental and nonprofit accounting.

**Objective 7E:** Students will learn about accounting information systems.

**Objective 7F:** Students will learn about auditing.

**Measure (for all objectives):** Students will take a pre- test and a post-test.

**Benchmark (for all objectives):** Mean scores will improve from pre- to post-test.

|  |
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| **BBA Accounting Assessment Results AY 2010-2011** |
| **Assessment Objective** | **Course** | **Frequency** | **Pre-test** | **Post test** | **Percentage Improvement** | **Benchmark** | **Result** |
| 7A | ACCT 3311 | Fall Semester of Even Years | 35% | 74% | 112% | mean score will improve | Pass |
| 7A | ACCT 3312 | Spring Semester of Odd Years | 29% | 64% | 120% | mean score will improve | NA |
| 7A | ACCT 4312 | Spring Semester of Even Years | Not assessed in this time period | mean score will improve | NA |
| 7B | ACCT 3315 | Fall Semester of Odd Years | Not assessed in this time period | mean score will improve | NA |
| 7B | ACCT 4315 | Spring Semester of Even Years | Not assessed in this time period | mean score will improve | NA |
| 7C | ACCT 3316 | Fall Semester of Odd Years | Not assessed in this time period | mean score will improve | NA |
| 7C | ACCT 4316 | Fall Semester of Odd Years | Not assessed in this time period | mean score will improve | NA |
| 7D | ACCT 4304 | Fall Semester of Even Years | 54% | 85% | 57% | mean score will improve | Pass |
| 7E | ACCT 3320 | Spring Semester of Even Years | Not assessed in this time period | mean score will improve | NA |
| 7E | ACCT 4317 | Fall Semester of Even Years | 47% | 66% | 40% | mean score will improve | Pass |

**Discussion of Results:**

The results for the BBA of Accounting will continue to be monitored for the future. Since a new assessment plan was adopted during this time period, we are waiting to collect more data before making any additional changes to either the assessment plan or the curriculum. In addition, faculty education about the new rubrics and assessment tools has happened since in some cases the old assessment measures were used instead of the new measures.

**BA-International Trade/emphasis on Economics**

**Objective #1: Discipline-Specific Analysis**: Students will prepare a research paper on a discipline-specific topic in ECON 4380- Senior Seminar in Economics.

**Measure:** A grading rubric will be used to assess writing in each of the writing-intensive courses

**Benchmark:** Mean students assessed will score 70% or above.

**Frequency:** Every semester ECON 4380 is offered.

**Objective #2: Written Communication Skills**: Students will prepare a research paper on a discipline-specific topic in ECON 4380- Senior Seminar in Economics.

**Measure:** A grading rubric will be used to assess writing in each of the writing-intensive courses (see appendix for writing-intensive courses and rubric)

**Benchmark:** Mean students assessed will score 70% or above.

**Frequency:** Every semester ECON 4380 is offered.

**Objective #3: Ability to locate relevant information.** Students will enhance their informational literacy skills by completing a project that demonstrates their ability to locate relevant information sources and utilize this information to solve a problem. This requirement will be met in ECON 4380.

**Measure:** The rubric will be used to assess informational skills and will include such factors as timeliness, appropriateness, quantity, and quality.

**Benchmark:** Mean score of students assessed will score 70% or above **Frequency:** Every semester ECON 4380 is offered.

**Econ 4380 is offered in the spring semester. Therefore there are only results presented for Spring 2011.**

|  |
| --- |
| **BA-Economics Assessment Results Spring 2011** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| Objective 1 | Writing assignment,  | Rubric | Mean >= 70 | 68 | Fail | 4 |
| Objective 2 | Information skills | Rubric | Mean >= 70 | 81 | Pass | 4 |
| Objective 3 | Discipline Analysis | Rubric | Mean >= 70 | 75 | Pass | 4 |

**Discussion of Results:**

The instructor of this course has decided to implement a “critical errors” policy to force students to improve their writing skills. If a student has too many errors in the paper, the instructor quits grading and returns the paper to the student to be corrected. The overall scores in the class have been improving since this change was adopted.

**BS-Economics**

**Objective #1: Discipline-Specific Analysis**: Students will prepare a research paper on a discipline-specific topic in ECON 4380- Senior Seminar in Economics.

**Measure:** A grading rubric will be used to assess writing in each of the writing-intensive courses

**Benchmark:** Mean students assessed will score 70% or above.

**Frequency:** Every semester ECON 4380 is offered.

**Objective #2: Written Communication Skills**: Students will prepare a research paper on a discipline-specific topic in ECON 4380- Senior Seminar in Economics.

**Measure:** A grading rubric will be used to assess writing in each of the writing-intensive courses

**Benchmark:** Mean students assessed will score 70% or above.

**Frequency:** Every semester ECON 4380 is offered.

**Objective #3: Ability to locate relevant information.** Students will enhance their informational literacy skills by completing a project that demonstrates their ability to locate relevant information sources and utilize this information to solve a problem. This requirement will be met in ECON 4380.

**Measure:** The rubric will be used to assess informational skills and will include such factors as timeliness, appropriateness, quantity, and quality.

**Benchmark:** Mean score of students assessed will score 70% or above **Frequency:** Every semester ECON 4380 is offered.

Note: ECON 4380 is only offered in the spring semester. Therefore, only Spring 2011 assessment results are presented.

|  |
| --- |
| **BS-Economics Assessment Results Spring 2011** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| Objective 1 | Writing assignment,  | Rubric | Mean >= 70 | 79 | Pass | 6 |
| Objective 2 | Information skills | Rubric | Mean >= 70 | 75 | Pass | 6 |
| Objective 3 | Discipline Analysis | Rubric | Mean >= 70 | 72 | Pass | 6 |

**Discussion of Results:**

Given the satisfactory results this year, we are simply going to continue to assess student learning in this major.

**BBA-International Trade/emphasis Economics**

**Objective #1: Discipline-Specific Analysis**: Students will prepare a research paper on a discipline-specific topic in ECON 4380- Senior Seminar in Economics.

**Measure:** A grading rubric will be used to assess writing in each of the writing-intensive courses.

**Benchmark:** Mean students assessed will score **70**% or above.

**Frequency:** Every semester ECON 4380 is offered.

Note: ECON 4380 is only offered in the spring semester. Therefore, only Spring 2011 assessment results are presented.

|  |
| --- |
| **BBA-Economics Assessment Results Spring 2011** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| ECON 4380 | Writing assignment,  | Rubric | Mean >= 70 | 67 | Fail | 13 |

**Discussion of Results:**

The instructor of this course has decided to implement a “critical errors” policy to force students to improve their writing skills. If a student has too many errors in the paper, the instructor quits grading and returns the paper to the student to be corrected. The overall scores in the class have been improving since this change was adopted.

**BBA-Finance**

**Objective #1: Comprehensive Finance Exam**: Each student must pass a comprehensive finance exam comprised of questions written by the finance faculty. Students take the exam as part FINA 4336, Advanced Financial Management. The exam covers the major topics in valuation, financial modeling, and financial decision-making aptitudes.

**Measure:** A comprehensive exam written by the faculty.

**Benchmark:** Seventy percent of all students who have completed all other Finance classes will score seventy percent or above.

**Frequency:** Every semester FINA4336 is offered.

Note: FINA 4336 is only offered in the spring semester. Therefore, only Spring 2011 assessment results are presented.

|  |
| --- |
| **Finance Assessment Results Spring 2011** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| FINA 4336 | Comp. Fina. Exam | Exam score | 70% score> 70%  | 66 | Fail | 15 |

**Discussion of Results:**

This is a new assessment tool and the first time the assessment was administered. If one more student had scored above 70% the result would have been a pass. We are going to continue to assess for another assessment cycle before making any changes.

**BBA-Insurance & Risk Management**

**Objective #1: State of Arkansas resident licensing exam**: Our students that choose to take the State of Arkansas Resident Licensing Exam(s) for Life, Accident/Health/Sickness, Property, Casualty, and/or Personal Lines and will have an average pass rate that exceeds the state average pass rate.

**Measure:** State of Arkansas resident licensing exam(s) for Life, Accident/Health/Sickness, Property, Casualty, and/or Personal Lines.

**Benchmark:** The average pass rate for our students will exceed the State average pass rate for the exams taken in the same testing cycle.

**Frequency:** Annually.

|  |
| --- |
| **BBA-Insurance/Risk Management-Insurance** **Assessment Results Spring 2011** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| Out of class | State licensing exam | Exam score | N/A | N/A | N/A |

**Discussion of Results:**

There were no students who reported their pass rate back to the department during this assessment cycle. However, UCA did have the first 7 UACIC designations in the nation conferred during this academic year. This result is a significant indicator of the continuing high quality of the insurance program at UCA.

**BBA-Insurance & Risk Management/ Personal Financial Planning**

**Objective #1: CFP® Certification Exam**: Our students that choose to take the CFP® Certification exam will have an average pass rate that exceeds the national average pass rate.

**Measure:** Certified Financial Planner ® Certification Exam

**Benchmark:** The average pass rate for our students will exceed the national average pass rate

**Frequency:** Annually

|  |
| --- |
| **BBA-Insurance/Risk Management-Personal Financial Planning Assessment Results Spring 2011** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| Out of class | State licensing exam | Exam score | 1 of 1 | Pass | 1 |

**Discussion of Results:**

The department is just starting to see the first few graduates of this relatively new concentration. So far the program has a 100% pass rate for students taking the CFP® exam.

**BBA- MANAGEMENT**

**Learning Goal #7:** Our students will demonstrate the decision-making, organizing, and interaction knowledge and skills needed necessary to meet the requirements of the global business environment.

**Objective #1:** **Discipline-Specific Analysis**: Students will demonstrate learning and mastery of subject matter through their performance on the Capstone © Business Simulation in MGMT 4347.

**Measure:** College percentile placement, relative to other schools which use the Capstone Business Simulation.

**Benchmark:** The mean score of management majors will be in the 50th percentile or above.

**Frequency:** Every semester MGMT 4347 is offered

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| --- |
| **BBA-Management Assessment Results Fall 2010** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| MGMT 4347 | CapSim | Nat’l percentiles | 54 | Pass | 36 |

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| **BBA-Management Assessment Results Spring 2011** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| MGMT 4347 | CapSim | Nat’l percentiles | 49 | Fail | 33 |

**Discussion of Results:**

The College of Business curriculum and assessment committee has been undertaking additional training on the CapSim product. We have found that using the national percentiles to evaluate performance is not the best way to report or benchmark these results. The reported percentiles are not consistent over time for comparison purposes. We are currently determining appropriate new benchmarks based upon recommendations from the faculty and the simulation company consultants to address this issue before adjusting curriculum.

**BBA- MARKETING**

**Learning Goal #7:** Our students will demonstrate the promotion, retailing, sales, and marketing management knowledge and skill sets necessary to meet the requirements of the global business environment.

**Objective #1:** Students will prepare a research project on a discipline-specific topic in MKTG 4355, Marketing Management.

**Measure:** A grading rubric will be used to assess the research project.

**Benchmark:** Mean of students assessed will score 70% or above.

**Frequency:** Every semester MKTG 4355 is offered.

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| **BBA-Marketing Assessment Results Fall 2010** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| MKTG 4355 | Discipline Analysis | Rubric | Mean >= 70 | 78% | Pass | 32 |

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| **BBA-Marketing Assessment Results Spring 2011** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| MKTG 4355 | Discipline Analysis | Rubric | Mean >= 70 | 85 | Pass | 38 |

**Discussion of Results:**

Given the satisfactory results this year, we are simply going to continue to assess student learning in this major.

**BBA- MANAGEMENT INFORMATION SYSTEMS -TELECOMMUNICATIONS & COMPUTER NETWORKS TRACK**

**Learning Goal Seven:** Our students will demonstrate the skills and understanding necessary for telecommunications and computer networks.

**MIS 4363—Wireline and Wireless Telecommunications**

**Objective #1: Discipline-Specific Competence**: Pre- and post-test.

**Measure:** An identical quiz will be administered twice in the semester, at the beginning and at the end.

**Benchmark:** Student scores will show a statistically significant increase from pre- to post-testing.

**Frequency:** Every semester MIS 4363 is offered.

**BBA- MANAGEMENT INFORMATION SYSTEMS -GIS/SPATIAL SYSTEMS TRACK**

**Learning Goal Seven:** Our students will demonstrate the skills and understanding necessary for accessing and presenting data central to GIS/Spatial Systems electronic mapping operations.

**MIS 3363—Telecommunications and Computer Networks**

**Objective #1: Discipline-Specific Competence**: Pre- and post-test.

**Measure:** An identical quiz will be administered twice in the semester, at the beginning and at the end.

**Benchmark:** Student scores will show a statistically significant increase from pre- to post-testing.

**Frequency:** Every semester MIS 3363 is offered.

**BBA- MANAGEMENT INFORMATION SYSTEMS -PROGRAMMER/ANALYST TRACK**

**Learning Goal Seven:** Our students will demonstrate the skills and understanding necessary to design and maintain effective application systems for businesses.

**MIS 4329—Database Management Systems**

**Objective #1: Discipline-Specific Competence**: Pre- and post-test.

**Measure:** An identical quiz will be administered twice in the semester, at the beginning and at the end.

**Benchmark:** Student scores will show a statistically significant increase from pre- to post-testing.

**Frequency:** Every semester MIS 4329 is offered.

**BBA- MANAGEMENT INFORMATION SYSTEMS -WEB DEVELOPER / E-COMMERCE TRACK**

**Learning Goal Seven:** Our students will demonstrate the skills and understanding necessary to design effective business Internet-based systems, including web sites, web server operations, and e-commerce.

**MIS 4366—E-Commerce and Advanced Website Elements**

**Learning Goal Seven:** Our students will demonstrate the skills and understanding necessary to design effective business Internet-based systems, including web sites, web server operations, and e-commerce.

**Objective #1: Discipline-Specific Competence**: Pre- and post-test.

**Measure:** An identical quiz will be administered twice in the semester, at the beginning and at the end.

**Benchmark:** Student scores will show a statistically significant increase from pre- to post-testing.

**Frequency:** Every semester MIS 4366 is offered.

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| **BBA-MANAGEMENT INFORMATION SYSTEMS Assessment Results Fall 2010** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| **MIS-GIS & Spatial Systems** |  |  |  |   |
| MIS 3363 | Pre- and post-test | Score comparison | Sig. increase | NO DATA | NO DATA | NO DATA |
| **MIS-Programmer/Analyst** |   |   |   |   |
| MIS 4329 | Pre- and post-test | Score comparison | Sig. increase | N/A | N/A | N/A |
| **MIS-Telecom/Networks** |  |  |  |   |
| MIS 4363 | Pre- and post-test | Score comparison | Sig. increase | NO DATA | NO DATA | NO DATA |
| **MIS-Web/E-commerce** |   |   |   |   |
| MIS 4366 | Pre- and post-test | Score comparison | Sig. increase | NO DATA | NO DATA | NO DATA |

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| **BBA-MANAGEMENT INFROMATION SYSTEMS Assessment Results Spring 2011** |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Benchmark** | **Actual** | **Result** | **"n"** |
| **MIS-GIS & Spatial Systems** |   |   |   |   |
| MIS 3363 | Pre- and post-test | Score comparison | Sig. increase | Plus 26% | Pass | 15 |
| **MIS-Programmer/Analyst** |   |   |   |   |
| MIS 4329 | Pre- and post-test | Score comparison | Sig. increase | Plus 48% | Pass | 7 |
| **MIS-Telecom/Networks** |   |   |   |   |
| MIS 4363 | Pre- and post-test | Score comparison | Sig. increase | N/A | N/A | N/A |
| **MIS-Web/E-commerce** |   |   |   |   |
| MIS 4366 | Pre- and post-test | Score comparison | Sig. increase | N/A | N/A | N/A |

**Discussion of Results:**

During the 2011 academic year, the MIS faculty conducted an extensive review of the curriculum to determine adjustments that needs to be made based upon changes in the industry. The faculty members met with external stakeholders on a weekly basis to identify trends and areas of coverage needed in today’s MIS graduate. Based upon these discussions and the extensive experience of the faculty, several curricular changes have been made in the MIS area. Based upon these changes the MIS faculty have adopted a new learning goal, objective, and measurement for all MIS majors:

**Learning Goal #7:** Students will understand the key competencies that comprise the planning, analysis, design, and implementation of high-quality organization information systems.

**Objective:** Students will understand 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.

Measure: This goal will be assessed in the MIS 3328, Systems Analysis and Design, class which is a required “capstone”-type class with a comprehensive final.

**Benchmark:** The mean score of all students will be 70% or above.

**Frequency:** Testing will be accomplished every semester that MIS 3328 is offered.