



2021-2022



College of Business Administration

Department of Accounting

Accounting BBA

Measurement Analysis and Interpretation

Goal Description:

Our graduates will identify and apply appropriate, reliable, and verifiable measurements to analyze data for a given purpose and intended use.

[Note: Each of the five goals and corresponding learning objectives were adapted from the American Institute of Certified Public Accountants' accounting competencies section of the “Pre-certification Core Competency Framework.”]

Providing Department: Accounting BBA

Progress: Completed

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Determine appropriate measurements (M - LO1)

Learning Objective Description:

Our students will identify what needs to be measured and determine an appropriate, relevant, and reliable measure for the intended use.

RELATED ITEM LEVEL 2

Measurement (LO 1) - Course embedded measures for determining appropriate measurement

Indicator Description:

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of identifying what needs to be measured for the corresponding learning goal of Measurement. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description:

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the learning objective of identifying what needs to be measured.

Once the assessment of this learning objective is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes (3000 level) and 70% for senior-level classes (4000 level).

Findings Description:

2021: 3000-Level Courses

Total	Main	TWC	Online
-------	------	-----	--------

Number of students assessed	625	416	139	70
Number of students meeting criteria	401	272	82	47
Percentage of successful students	64%	65%	59%	67%

2021: 4000-Level Courses

	Total	Main	TWC	Online
Number of students assessed	188	107	60	21
Number of students meeting criteria	148	89	46	13
Percentage of successful students	79%	83%	77%	62%

Yearly Trend - 3000 Level Courses

	2019	2020	2021
Minimum Acceptable Rate = 60%	72%	65%	64%

Yearly Trend - 4000 Level Courses

	2019	2020	2021
Minimum Acceptable Rate = 70%	74%	82%	79%

RELATED ITEM LEVEL 3

Action Item for Measurement Analysis and Interpretation (LO 1)

Action Description:

Based off the assessment results collected for Calendar Year 2021, the Assessment Committee, in cooperation with the Accounting Department faculty, agreed that greater attention should be placed going forward on learning objectives that did not meet the minimum criteria (60% for junior-level classes (3000 level), 70% for senior-level classes (4000 level), and 75% for graduate-level classes (5000 level)). Specifically, it was decided that faculty who assess the learning objectives for goals that did not meet the minimum criteria should evaluate the emphasis and coverage of the related learning objectives in their courses. It was also noted that faculty should consider the appropriateness of the tools that measure said objectives. The Accounting Department Assessment Committee will continue to monitor AACSB and AICPA guidance and adapt our goals and learning objectives to maintain relevance and compliance with such guidance. Further planned action items are as follows:

M01 Planned Action:

Emphasize the measurement analysis and interpretation goals

Incorporate more problems into class meetings allowing students to work problems with some assistance from each other and professor during class meeting times

Provide more examples for the students to work in class, in groups, or possibly give them the opportunity to teach to fellow students to identify accounts related to the oil & gas industry and determine the appropriate location on the financial statements. I am also seeking available financial statements for smaller companies to show students real examples of both successful efforts and full cost method of accounting.

Implement additional opportunities for group work and case review, along with required written communications of findings.

Increased opportunity to work with peers and gain insights from varying perspectives and interpretations will help cultivate critical thinking skills and help students apply concepts being covered in class. Further, these cases will create the opportunity to communicate findings, which is also a necessary skill set for graduates.

Provide more support through the case assignment. In the Fall 21, students struggled to complete the required work and the points allotted to this case were not reflective of the total effort required. In the Spring semester, increased time allocations and communications as well as points associated with the cases, helped incentive students to stay the course.

Devote more time to allow students to work problems in class. In addition, I will be adding quizzes for each major unit. It is my hope that this will encourage students to actively participate and begin their studying earlier as opposed to waiting until the last day to study.

Encourage students to ask more questions before submitting the projects.

Reporting

Goal Description:

Our graduates will identify the appropriate content and communicate clearly and objectively to the intended audience, the work performed and the results as governed by professional standards, required by law or dictated by the business environment.

[Note: Each of the five goals and corresponding learning objectives were adapted from the American Institute of Certified Public Accountants' accounting competencies section of the "Pre-certification Core Competency Framework."]

Providing Department: Accounting BBA

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Compose professional reports (RPT - LO1)

Learning Objective Description:

Our students will prepare reports with objectivity, conciseness, and clarity.

RELATED ITEM LEVEL 2

Reporting (LO 1) - Course embedded measures for composing professional reports

Indicator Description:

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of preparing reports, memos, letters, and other forms of communication with objectivity, conciseness, and clarity for the corresponding learning goal of Reporting. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description:

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the learning objective of preparing reports, memos, letters, and other forms of communication with objectivity, conciseness, and clarity.

Once the assessment of this learning objective is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes (3000 level) and 70% for senior-level classes (4000 level).

Findings Description:

2021: 3000-Level Courses

	Total	Main	TWC	Online
Number of students assessed	278	202	76	NA
Number of students meeting criteria	169	128	41	NA
Percentage of successful students	61%	63%	54%	NA

2021: 4000-Level Courses

	Total	Main	TWC	Online
Number of students assessed	178	93	66	19

Number of students meeting criteria	149	75	57	17
Percentage of successful students	84%	81%	86%	89%

Yearly Trend - 3000 Level Courses

	2019	2020	2021
Minimum Acceptable Rate = 60%	71%	58%	61%

Yearly Trend - 4000 Level Courses

	2019	2020	2021
Minimum Acceptable Rate = 70%	61%	82%	84%

RELATED ITEM LEVEL 3

Action Item for Reporting (LO 1)

Action Description:

Based off the assessment results collected for Calendar Year 2021, the Assessment Committee, in cooperation with the Accounting Department faculty, agreed that greater attention should be placed going forward on learning objectives that did not meet the minimum criteria (60% for junior-level classes (3000 level), 70% for senior-level classes (4000 level), and 75% for graduate-level classes (5000 level)). Specifically, it was decided that faculty who assess the learning objectives for goals that did not meet the minimum criteria should evaluate the emphasis and coverage of the related learning objectives in their courses. It was also noted that faculty should consider the appropriateness of the tools that measure said objectives. The Accounting Department Assessment Committee will continue to monitor AACSB and AICPA guidance and adapt our goals and learning objectives to maintain relevance and compliance with such guidance. Further planned action items are as follows:

R01 Planned Action:

Implement additional opportunities for group work and case review, along with required written communications of findings.

Increased opportunity to work with peers and gain insights from varying perspectives and interpretations will help cultivate critical thinking skills and help students apply concepts being covered in class. Further, these cases will create the opportunity to communicate findings, which is also a necessary skill set for graduates.

Provide more support through the case assignment. In the Fall 21, students struggled to complete the required work and the points allotted to this case were not reflective of the total effort required. In the Spring semester, increased time allocations and communications as well as points associated with the cases, helped incentive students to stay the course.

Increase the number of assignments which require students to prepare consolidated financial statements

Encourage students to ask more questions before submitting the projects.

Implementing projects focused on "real-world" accounting reports

Devote more time to software training

RELATED ITEM LEVEL 1

Describe work performed and conclusions reached (RPT - LO2)

Learning Objective Description:

Our students will describe work performed and conclusions reached in a manner that enhances the reports' usefulness.

RELATED ITEM LEVEL 2

Reporting (LO 2) - Course embedded measures for describing work performed and conclusions reached

Indicator Description:

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of describing work performed and conclusions reached in a manner that enhances the reports' usefulness for the corresponding learning goal of Reporting. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description:

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the learning objective of describing work performed and conclusions reached in a manner that enhances the reports' usefulness.

Once the assessment of this learning objective is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes (3000 level) and 70% for senior-level classes (4000 level).

Findings Description:

2021: 3000-Level Courses

	Total	Main	TWC	Online
Number of students assessed	40	28	12	N/A
Number of students meeting criteria	29	21	8	N/A

Percentage of successful students	73%	75%	67%	N/A
-----------------------------------	-----	-----	-----	-----

2021: 4000-Level Courses

	Total	Main	TWC	Online
Number of students assessed	148	93	55	N/A
Number of students meeting criteria	111	71	40	N/A
Percentage of successful students	75%	76%	73%	N/A

Yearly Trend - 3000 Level Courses

	2019	2020	2021
Minimum Acceptable Rate = 60%	N/A	73%	73%

Yearly Trend - 4000 Level Courses

	2019	2020	2021
Minimum Acceptable Rate = 70%	76%	73%	75%

RELATED ITEM LEVEL 3

Action Item for Reporting (LO 2)

Action Description:

Based off the assessment results collected for Calendar Year 2021, the Assessment Committee, in cooperation with the Accounting Department faculty, agreed that greater attention should be placed going forward on learning objectives that did not meet the minimum criteria (60% for junior-level classes (3000 level), 70% for senior-level classes (4000 level), and 75% for graduate-level classes (5000 level)). Specifically, it was decided that faculty who assess the learning objectives for goals that did not meet the minimum criteria should evaluate the emphasis and coverage of the related learning objectives in their courses. It was also noted that faculty should consider the appropriateness of the tools that measure said objectives. The Accounting Department

Assessment Committee will continue to monitor AACSB and AICPA guidance and adapt our goals and learning objectives to maintain relevance and compliance with such guidance. Further planned action items are as follows:

R02 Planned Action:

The action plan for the reporting learning objective is to focus on the group presentations to report and communicate the usefulness of an Oil & Gas Company’s financial statements. Each group will have an individual company to research and reach conclusions related to their specific ratios, disclosures, and performance over a period of time.

Continue to implement supplementary problems and exercises to increase students understanding of Risk Analysis and Reporting within the audit environment. I have focused on substantive procedures showing students how to test account balances, in the future I plan to implement more interact cases/problems to show students how to test controls and complete other engagements besides just audits (reviews and agreed upon procedures).

Risk Assessment, Analysis, and Management

Goal Description:

Our graduates will assess, analyze and manage risk using appropriate frameworks, professional judgment and skepticism for effective business management.

[Note: Each of the five goals and corresponding learning objectives were adapted from the American Institute of Certified Public Accountants' accounting competencies section of the “Pre-certification Core Competency Framework.”]

Providing Department: Accounting BBA

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Assess risks of technology and automated processes (RA - LO1)

Learning Objective Description:

Our students will assess the risk of technology and automated business processes.

RELATED ITEM LEVEL 2

Risk Analysis (LO 1) - Course embedded measures for assessing risks of technology and automated processes

Indicator Description:

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of identifying risks for the corresponding learning goal of Risk Analysis. The mix depends on the course in which the assessment is being made and the instructor’s choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description:

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the learning objective of identifying risks.

Once the assessment of this learning objective is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes (3000 level) and 70% for senior-level classes (4000 level).

Findings Description:

2021: 3000-Level Courses

	Total	Main	TWC	Online
Number of students assessed	159	99	60	N/A
Number of students meeting criteria	118	68	50	N/A
Percentage of successful students	74%	69%	83%	N/A

2021: 4000-Level Courses

	Total	Main	TWC	Online
Number of students assessed	N/A	N/A	N/A	N/A
Number of students meeting criteria	N/A	N/A	N/A	N/A
Percentage of successful students	N/A	N/A	N/A	N/A

Yearly Trend - 3000 Level Courses

	2019	2020	2021
Minimum Acceptable Rate = 60%	80%	73%	74%

Yearly Trend - 4000 Level Courses

	2019	2020	2021
Minimum			
Acceptable	N/A	N/A	N/A
Rate = 70%			

RELATED ITEM LEVEL 3

Action Item for Risk Assessment, Analysis and Management (LO 1)

Action Description:

Based off the assessment results collected for Calendar Year 2021, the Assessment Committee, in cooperation with the Accounting Department faculty, agreed that greater attention should be placed going forward on learning objectives that did not meet the minimum criteria (60% for junior-level classes (3000 level), 70% for senior-level classes (4000 level), and 75% for graduate-level classes (5000 level)). Specifically, it was decided that faculty who assess the learning objectives for goals that did not meet the minimum criteria should evaluate the emphasis and coverage of the related learning objectives in their courses. It was also noted that faculty should consider the appropriateness of the tools that measure said objectives. The Accounting Department Assessment Committee will continue to monitor AACSB and AICPA guidance and adapt our goals and learning objectives to maintain relevance and compliance with such guidance. Further planned action items are as follows:

RA01 Planned Action:

I will continue using a variety of activities: homework, quizzes, assignments and tests. I will also stress how important it is to complete entire assignments in a timely manner. These activities will be designed to provide a variety of systematic methods to learn course material.

RELATED ITEM LEVEL 1

Evaluate controls (RA - LO2)

Learning Objective Description:

Our students will evaluate controls that mitigate risk of negative outcomes through prevention or detection and correction.

RELATED ITEM LEVEL 2

Risk Analysis (LO 2) - Course embedded measures for evaluating controls

Indicator Description:

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of evaluating controls for the corresponding learning goal of Risk Analysis. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description:

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the learning objective of evaluating controls.

Once the assessment of this learning objective is completed in the appropriate courses, the

percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes (3000 level) and 70% for senior-level classes (4000 level).

Findings Description:

2021: 3000-Level Courses

	Total	Main	TWC	Online
Number of students assessed	N/A	N/A	N/A	N/A
Number of students meeting criteria	N/A	N/A	N/A	N/A
Percentage of successful students	N/A	N/A	N/A	N/A

2021: 4000-Level Courses

	Total	Main	TWC	Online
Number of students assessed	78	44	34	N/A
Number of students meeting criteria	55	32	23	N/A
Percentage of successful students	71%	73%	68%	N/A

Yearly Trend - 3000 Level Courses

	2019	2020	2021
Minimum Acceptable Rate = 60%	N/A	N/A	N/A

Yearly Trend - 4000 Level Courses

2019	2020	2021
------	------	------

Minimum			
Acceptable	79%	69%	71%
Rate = 70%			

RELATED ITEM LEVEL 3

Action Item for Risk Assessment, Analysis and Management (LO 2)

Action Description:

Based off the assessment results collected for Calendar Year 2021, the Assessment Committee, in cooperation with the Accounting Department faculty, agreed that greater attention should be placed going forward on learning objectives that did not meet the minimum criteria (60% for junior-level classes (3000 level), 70% for senior-level classes (4000 level), and 75% for graduate-level classes (5000 level)). Specifically, it was decided that faculty who assess the learning objectives for goals that did not meet the minimum criteria should evaluate the emphasis and coverage of the related learning objectives in their courses. It was also noted that faculty should consider the appropriateness of the tools that measure said objectives. The Accounting Department Assessment Committee will continue to monitor AACSB and AICPA guidance and adapt our goals and learning objectives to maintain relevance and compliance with such guidance. Further planned action items are as follows:

RA02 Planned Action:

Continue to implement supplementary problems and exercises to increase students understanding of Risk Analysis and Reporting within the audit environment. I have focused on substantive procedures showing students how to test account balances, in the future I plan to implement more interact cases/problems to show students how to test controls and complete other engagements besides just audits (reviews and agreed upon procedures).

Emphasize the importance of a sound control environment and how to discern different types of controls

Implementing a variety of formal/informal activities throughout the semester: cases, quizzes, class participation, observation, reflections and/or conversations with students

Systems and Process Management

Goal Description:

Our graduates will identify the appropriate businesses processes and system(s) and the related framework and controls to assist in the design and use of systems for efficient and effective operations.

[Note: Each of the five goals and corresponding learning objectives were adapted from the American Institute of Certified Public Accountants' accounting competencies section of the “Pre-certification Core Competency Framework.”]

Providing Department: Accounting BBA

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Identify problems and establish controls (SPM - LO1)

Learning Objective Description:

Our students will identify potential problems and establish controls to allow for effective and efficient business operations.

Systems and Process Management (LO 1) - Course embedded measures for identifying problems and establishing controls

Indicator Description:

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of identifying problems and solutions for the corresponding learning goal of Systems and Process Management. The mix depends on the course in which the assessment is being made and the instructor’s choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description:

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the learning objective of identifying problems and solutions.

Once the assessment of this learning objective is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes (3000 level) and 70% for senior-level classes (4000 level).

Findings Description:

2021 3000-Level Courses

	Total	Main	TWC	Online
Number of students assessed	172	112	60	N/A
Number of students meeting criteria	119	73	46	N/A
Percentage of successful students	69%	65%	77%	N/A

2021: 4000-Level Courses

	Total	Main	TWC	Online
--	-------	------	-----	--------

Number of students assessed	21	11	10	N/A
Number of students meeting criteria	20	11	9	N/A
Percentage of successful students	95%	100%	90%	N/A

Yearly Trend - 3000 Level Courses

	2019	2020	2021
Minimum Acceptable Rate = 60%	80%	62%	69%

Yearly Trend - 4000 Level Courses

	2019	2020	2021
Minimum Acceptable Rate = 70%	N/A	N/A	95%

RELATED ITEM LEVEL 3

Action Item for Systems and Process Management (LO 1)

Action Description:

Based off the assessment results collected for Calendar Year 2021, the Assessment Committee, in cooperation with the Accounting Department faculty, agreed that greater attention should be placed going forward on learning objectives that did not meet the minimum criteria (60% for junior-level classes (3000 level), 70% for senior-level classes (4000 level), and 75% for graduate-level classes (5000 level)). Specifically, it was decided that faculty who assess the learning objectives for goals that did not meet the minimum criteria should evaluate the emphasis and coverage of the related learning objectives in their courses. It was also noted that faculty should consider the appropriateness of the tools that measure said objectives. The Accounting Department Assessment Committee will continue to monitor AACSB and AICPA guidance and adapt our goals and learning objectives to maintain relevance and compliance with such guidance. Further planned action items are as follows:

S01 Planned Action:

I will continue using a variety of activities: homework, quizzes, assignments and tests. I will also stress how important it is to complete entire assignments in a timely manner. These activities will be designed to provide a variety of systematic methods to learn course material.

Increase the accounting analytical procedures elements of the course and allow students to practice said procedures

Increased emphasis on developing the skills necessary to identify and understand errors and manipulations

Technology and Tools

Goal Description:

Our graduates will identify and utilize relevant technology and tools to analyze data, and efficiently and effectively perform assigned tasks as well as support other competencies.

[Note: Each of the five goals and corresponding learning objectives were adapted from the American Institute of Certified Public Accountants' accounting competencies section of the “Pre-certification Core Competency Framework.”]

Providing Department: Accounting BBA

Progress: Completed

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Use technology to perform tasks (TECH - LO1)

Learning Objective Description:

Our students will use technology assisted tools to effectively perform assigned tasks.

RELATED ITEM LEVEL 2

Technology and Tools (LO1) - Course embedded measures for using technology to perform tasks

Indicator Description:

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of assessing appropriate electronic databases to obtain decision-supporting information for the corresponding learning goal of Technology and Tools. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description:

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the learning objective of assessing appropriate electronic databases to obtain decision-supporting information.

Once the assessment of this learning objective is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes (3000 level) and 70% for senior-level classes (4000 level).

Findings Description:

2021: 3000-Level Courses

	Total	Main	TWC	Online
Number of students assessed	165	100	65	N/A
Number of students meeting criteria	157	93	64	N/A
Percentage of successful students	95%	93%	98%	N/A

2021: 4000-Level Courses

	Total	Main	TWC	Online
Number of students assessed	115	69	46	N/A
Number of students meeting criteria	107	65	42	N/A
Percentage of successful students	93%	94%	91%	N/A

Yearly Trend - 3000 Level Courses

	2019	2020	2021
Minimum Acceptable Rate = 60%	85%	93%	95%

Yearly Trend - 4000 Level Courses

	2019	2020	2021
Minimum Acceptable Rate = 70%	100%	89%	93%

Action Item for Technology and Tools (LO 1)

Action Description:

Based off the assessment results collected for Calendar Year 2021, the Assessment Committee, in cooperation with the Accounting Department faculty, agreed that greater attention should be placed going forward on learning objectives that did not meet the minimum criteria (60% for junior-level classes (3000 level), 70% for senior-level classes (4000 level), and 75% for graduate-level classes (5000 level)). Specifically, it was decided that faculty who assess the learning objectives for goals that did not meet the minimum criteria should evaluate the emphasis and coverage of the related learning objectives in their courses. It was also noted that faculty should consider the appropriateness of the tools that measure said objectives. The Accounting Department Assessment Committee will continue to monitor AACSB and AICPA guidance and adapt our goals and learning objectives to maintain relevance and compliance with such guidance. Further planned action items are as follows:

T01 Planned Action:

Continue to implement supplementary problems and exercises to increase students understanding of Risk Analysis and Reporting within the audit environment. I have focused on substantive procedures showing students how to test account balances, in the future I plan to implement more interact cases/problems to show students how to test controls and complete other engagements besides just audits (reviews and agreed upon procedures).

I will continue using a variety of activities: homework, quizzes. assignments and tests. I will also stress how important it is to complete entire assignments in a timely manner. These activities will be designed to provide a variety of systematic methods to learn course material.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Based off the assessment results collected for Academic Year 2020-2021, the Assessment Committee, in cooperation with the Accounting Department faculty, agreed that greater attention should be placed going forward on learning objectives that did not meet the minimum criteria (60% for junior-level classes (3000 level), 70% for senior-level classes (4000 level), and 75% for graduate-level classes (5000 level)). Specifically, it was decided that faculty who assess the learning objectives for goals that did not meet the minimum criteria should evaluate the emphasis and coverage of the related learning objectives in their courses. It was also noted that faculty should consider the appropriateness of the tools that measure said objectives. The Accounting Department Assessment Committee will continue to monitor AACSB and AICPA guidance and adapt our goals and learning objectives to maintain relevance and compliance with such guidance. The Accounting Department is also excited to resume normal university operations (starting Fall 2021) including face-to-face teaching structure. The Accounting Department unanimously agrees that return to a face-to-face environment will improve student learning and, consequently, assessment results. Additionally, the department has communicated a variety of actions (noted in action items for learning objectives) planned for implementation starting in Fall 2021. The department believes that the return to a more traditional teaching environment will facilitate these actions and that they are value-adds. We will revisit the results of these actions in next year's assessment cycle.

Update of Progress to the Previous Cycle's PCI:

As expected, return to in-class instruction has resulted in an overall upward trend in student success rates with regard to Learning Objectives. The Accounting faculty are committed to acclimating new students and re-acclimating existing students to a more traditional learning environment.

New Plan for Continuous Improvement Item

Closing Summary:

Based off the assessment results collected for Calendar Year 2021, the Assessment Committee, in cooperation with the Accounting Department faculty, agreed that greater attention should be placed going forward on learning objectives that did not meet the minimum criteria (60% for junior-level classes (3000 level), 70% for senior-level classes (4000 level), and 75% for graduate-level classes (5000 level)).

Specifically, it was decided that faculty who assess the learning objectives for goals that did not meet the minimum criteria should evaluate the emphasis and coverage of the related learning objectives in their courses. It was also noted that faculty should consider the appropriateness of the tools that measure said objectives. The Accounting Department Assessment Committee will continue to monitor AACSB and AICPA guidance and adapt our goals and learning objectives to maintain relevance and compliance with such guidance. The Accounting Department (along with the College of Business Administration) has resumed normal university operations (as of Fall 2021) including a face-to-face teaching structure. The return to a face-to-face environment has improved student learning and, consequently, assessment results overall. Additionally, the department has communicated a variety of actions (noted in action items for learning objectives) planned for implementation starting in Fall 2022. The department believes that these actions are value-adds and will improve assessment results and student success rates with regard to Learning Objectives. We will revisit the results of these actions in next year's assessment cycle.

Department of Economics and International Business

International Business BBA

Outstanding Program In International Business

Goal Description:

Our goal is to have one of the best if not the best program in international business in the state of Texas.

Providing Department: International Business BBA

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Students Should Understand The Impact Of Globalization On Economic Decision Making

Learning Objective Description:

The increasing integration of the U.S. economy with the rest of the world affects the well-being of consumers and business firms here and abroad. To assess these effects requires an understanding of conditions leading to economic development and the distribution of gains from international trade and investment. Students should understand the impact of globalization on economic decision making.

RELATED ITEM LEVEL 2

Correct Response Rate On Embedded Questions Concerning: The Impact Of Globalization On Economic Decision Making

Indicator Description:

Questions about the globalization of the U.S. economy and its consequences will be embedded in exams of ECON 3341, ECON 3344, ECON 4348, and ECON 4340, ECON 4373, and MKTG 4340.

Criterion Description:

At least 70% of the students will respond correctly to 70% of the embedded questions concerning the impact of globalization on Economic decision making in ECON 3341, ECON 3344, ECON 4340, ECON 4348, ECON 4373, and MKTG 4340.

Findings Description:

Seven sub-objectives were assessed in ECON 4340 in the spring semester. The students met the minimum standard in five of the seven sub-objectives.

The students failed to meet the minimum standard in understanding the role of comparative advantage in determining prices and trade and the welfare effects of a tariff in a small nation.

Attached Files

 [ECON4340 assessment 2022 Miromanova.docx](#)

RELATED ITEM LEVEL 3

Correct Response Rate On Embedded Questions Concerning: The Impact of Globalization on Economic Decision Making

Action Description:

The team will work with the ECON 4340 faculty to improve the outcome of the two sub-objectives where the students failed to meet the minimum standard.

RELATED ITEM LEVEL 1

Students Should Understand The Financial And Economic Aspects Of Conducting Business Internationally

Learning Objective Description:

Multinational firms confront the challenges of operating in markets with different legal environments, currency systems, and institutions regulating trade and investment. Students should understand how these differences will affect the economic and financial decisions of the firm.

RELATED ITEM LEVEL 2

Correct Response Rate On Embedded Questions Concerning: Financial And Economic Aspects Of Doing Business Internationally

Indicator Description:

Questions embedded in exams in ECON 3372 and ECON 4340 will be used to assess students understanding of the financial and economic aspects of doing business globally.

Criterion Description:

At least 70% of the students will respond correctly to 70% of the embedded questions concerning the financial and economics impact of doing business globally.

Findings Description:

The objective was assessed in ECON 3372 during the fall and spring semesters and FINC 4340 for the fall semester.

In ECON 3372, the students only met the minimum standard in describing the macroeconomic effect of shocks on a small open economy in the short run. Students failed to meet the minimum standard when describing the effect of shocks on large open economy, in the long run, and on exchange rates and net exports.

In FINC 4340, selected questions from a large pool of possible questions were categorized into three groups with sub-objectives relating to foreign exchange market transactions, hedging operations and options. The overall performance was satisfactory in each category.

Attached Files

 [FINC4340.docx](#)

 [COBA Assessment Reporting_LO2_2021_2022 \(002\)_tuttle.docx](#)

RELATED ITEM LEVEL 3

Correct Response Rate on Embedded Questions Concerning: Financial And Economic Aspects of Doing Business Internationally

Action Description:

1. The team will work with the ECON 3372 instructor to improve the outcomes of the sub-objectives.
2. The team will continue to collect data from FINC 4340.

RELATED ITEM LEVEL 1

Students Should Understand The Management And Marketing Challenges Of International Business Learning Objective Description:

Operating internationally presents special challenges to managers and marketers in planning and organizing work systems, product distribution channels, and product promotional campaigns. International Business majors should understand these challenges and have knowledge of how they might be overcome.

RELATED ITEM LEVEL 2

Correct Response Rate On Embedded Questions Concerning: The Management And Marketing Challenges Of International Business

Indicator Description:

Multiple choice questions embedded in final exams of MGMT/MKTG 4340 will be used to determine the ability of students to understand the management and marketing challenges of doing business globally.

Criterion Description:

At least 70% of the students will respond correctly to 70% of the embedded questions on the final exams in MGMT/MKTG 4340 concerning the management and marketing challenges of doing

business globally.

Findings Description:

The learning objective was assessed in MKTG 4340 for the Spring 2022 semester. A total of three students were identified as international business majors. All students met or exceeded the required standards in all the sub-objectives.

Attached Files

 [MKTG 4340 Spring 2022 INTL Majors Newbold.docx](#)

RELATED ITEM LEVEL 3

Correct Response to Rate on Embedded Questions Concerning: The Management and Marketing Challenges of International Business

Action Description:

The team will continue to collect data from the instructors of MKTG 4340 for this learning objective.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

1. The assessment team will attempt to assess all learning objectives this academic period.
2. The team will ask for data to assess Learning Objective 3 from instructor(s) of MKTG/MGMT 4340.
3. The team will ask for data from the instructor of FINC 4340 to assess the “financial aspect of doing business internationally” in Learning Objective 2.
4. The team will work with the ECON 3372 and ECON 4340 faculty to come up with strategies to improve the outcome for the sub-objective “the effect of macroeconomic shocks on exchange rates and net exports.” in Learning Objective 2. The team will also discuss the possibility of conducting assessments to differentiate between qualitative outcomes and quantitative outcomes.

Update of Progress to the Previous Cycle's PCI:

The assessment team was able to assess all learning objectives and was able to obtain data from the instructors of MKTG 4340 and FINC 4340 classes.

The team is continuing to work with ECON 3372 and ECON 4340 instructors to improve the outcome of the sub-objectives which failed to meet the minimum standards. While short answers, calculations and multiple choice questions were utilized for this assessment, the performance difference between qualitative and quantitative outcomes was not evaluated.

New Plan for Continuous Improvement Item

Closing Summary:

1. The team will continue its effort to collect data for all three learning objectives.
2. The students mainly struggled in one of the three objectives which was related to understanding the "Economic aspect of conducting business internationally". The team will continue to work with the instructors of ECON 3372 and ECON 4340 on potential strategies to improve the outcomes in areas with low student performance.
3. The team will continue to discuss the possibility of conducting assessments to differentiate between qualitative outcomes and quantitative outcomes.

Department of General Business and Finance

Banking and Financial Institutions BBA

Strategically Train Students To Be Leaders In Banking And Financial Institutions

Goal Description:

Banking BBA graduates will be able to use financial theory and data to solve problems and demonstrate the ability to effectively communicate solutions. Additionally, they will have an excellent knowledge of bank operations.

Providing Department: Banking and Financial Institutions BBA

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

CRITICAL THINKERS

Learning Objective Description:

Banking BBA graduates will correctly apply financial models in solving quantitative problems in banking and finance and in presenting solutions to banking and finance problems.

RELATED ITEM LEVEL 2

Problem Solving

Indicator Description:

Case studies are used in FINC 4330 and FINC 4320 to measure student ability in solving banking related problems. Students will evaluate the information given, identify alternative solutions, and then recommend the most appropriate solution.

Criterion Description:

70% of the sampled students must meet expectations on the solution portion of the presentation grading rubric.

Findings Description:

Cases in FINC 4330 included sections in the grading rubric labeled “questions” and “support for decision” with grading options including exceeds expectations, meets expectations, and below expectations. Since this was a group project, total are reported for all students in the course (28) and there were 7 groups. Four (57%) exceeded expectations, 2 (29%) met expectations, and 1 (14%) was below expectations. The goal of at least 70% meeting expectations was reached.

RELATED ITEM LEVEL 3

Problem Solving

Action Description:

We will continue to use cases to measure problem solving ability. Continued emphasis will be placed on describing the issue rather than just answering the questions given. Spending more time on the details of the grading rubric allows the students to see the importance of identifying all areas of the issues. Students will continue to present the cases and lead class discussion.

RELATED ITEM LEVEL 1

PROFICIENT COMMUNICATORS

Learning Objective Description:

Banking BBA graduates will be competent communicators.

RELATED ITEM LEVEL 2

Verbal Communication

Indicator Description:

Case studies are used in FINC 4330 to measure student verbal communication skill. A new indicator was added this year with term paper presentation in FINC 4320.

Criterion Description:

At least 70% of the sampled students must meet expectations on the presentation portion of the grading rubric.

Findings Description:

Cases in FINC 4330 included sections in the grading rubric labeled “communication” with grading options including exceeds expectations, meets expectations, and below expectations. Since this was a group project, total are reported for all students in the course (28) and there were 7 groups. Three (43%) exceeded expectations, and the remaining 4 (57%) met expectations. The goal of at least 70% meeting expectations was reached.

RELATED ITEM LEVEL 3

Verbal Communication

Action Description:

To help improve student learning outcomes, students will continue to be given the major project of a case which includes a presentation. The cases will require the student to write a response to the issue presented then present their recommendation to the class and instructor. This models a real-world commercial loan presentation with the goal of better preparing our students to face challenges that they may face in the workforce.

RELATED ITEM LEVEL 2

Written Communication

Indicator Description:

Case studies are used in FINC 4330 to determine student written communication skill. The indicator of a term paper in FINC 4320 was added in the fall 2019 term.

Criterion Description:

At least 70% of the sampled students must meet expectations on the written presentation portion of the grading rubric.

Findings Description:

Cases in FINC 4330 included sections in the grading rubric labeled “written communication” with grading options including exceeds expectations, meets expectations, and below expectations. Since this was a group project, total are reported for all students in the course (28) and there were 7 groups. Four (57%) exceeded expectations, 2 (29%) met expectations, and 1 (14%) was below expectations. The goal of at least 70% meeting expectations was reached.

RELATED ITEM LEVEL 3

Written Communication

Action Description:

In addition to the cases, a series of writing assignments have been developed in collaboration with a Business Communications faculty member. The focus of these is clear and concise business writing and should do a better job of preparing students for workplace communications than does a term paper or other long projects.

RELATED ITEM LEVEL 1

PROFICIENT KNOWLEDGE OF BANK OPERATIONS

Learning Objective Description:

Banking BBA graduates will develop an excellent working knowledge of bank management and operations.

RELATED ITEM LEVEL 2

Understand the Basics of Banking

Indicator Description:

Embedded questions from exams in FINC 4330 are used to measure student understanding of the basics of banking.

Criterion Description:

The class average on individual embedded exam questions will be 70% correct on each question. The embedded questions are selected based on the core objectives of the course. The core objectives of the banking courses were determined by the Chair of Banking and the finance faculty teaching the

related banking courses.

Findings Description:

There were 10 embedded questions in exams in FINC 4330 used to assess this area. There were 19 majors in the class. Three (30%) of those questions were answered correctly at a rate above 90%; 5 (50%) were answered at a rate from 70% to 89%, and the remaining 2 (20%) were answered correctly less than 70% of the time.

RELATED ITEM LEVEL 3

Understand the Basics of Banking

Action Description:

We will continue to emphasize real life examples to help students better relate the course materials to current banking operations.

We will continue to develop the course materials from the Risk Management Association, a leading banking industry group.

RELATED ITEM LEVEL 2

Understanding of Commercial Bank Management

Indicator Description:

Embedded questions in FINC 4320: Commercial Banking are used to measure student understanding of commercial bank management.

Criterion Description:

The class average on individual embedded exam questions will be 70% correct on each question.

The embedded questions are selected based on the core objectives of the course. The core objectives of the banking courses were determined by the Chair of Banking and the finance faculty teaching the related banking courses.

Findings Description:

There were 12 embedded questions in exams in FINC 4320 used to assess this area. There were 14 banking majors in the class of 39 students. Three (25%) of those questions were answered correctly at a rate above 90%; 8 (67%) were answered at a rate from 70% to 89%, and the remaining 1 (8%) was answered correctly less than 70% of the time.

RELATED ITEM LEVEL 3

Understanding of Commercial Bank Management

Action Description:

All materials and lectures for this course will continue to be developed and refined as the new Chair of Banking has moved into teaching the course. An emphasis has been placed on examining actual banking history rather than theory and how the industry has reacted to both crises and prosperous cycles.

RELATED ITEM LEVEL 2

Understanding of the Commercial Lending Process

Indicator Description:

Embedded questions in FINC 4330: Commercial Bank Lending are used to measure student understanding of the commercial lending process.

Criterion Description:

The class average on individual embedded exam questions will be 70% correct on each question.

The embedded questions are selected based on the core objectives of the course. The core objectives of the banking courses were determined by the Chair of Banking and the finance faculty teaching the related banking courses.

Findings Description:

not assessed this period

RELATED ITEM LEVEL 3

Understanding of the Commercial Lending Process

Action Description:

In implementing the new materials from the Risk Management association, we should not only be very targeted in addressing the skills needed by industry, but also assisted by their expertise in training for the workforce.

RELATED ITEM LEVEL 2

Understanding of the Selling of Financial Products

Indicator Description:

Embedded questions from FINC 4325: Selling Financial Services are used to measure student understanding of the financial system.

Criterion Description:

The class average on individual embedded exam questions will be 70% correct on each question. The embedded questions are selected based on the core objectives of the course. The core objectives of the banking courses were determined by the Chair of Banking and the finance faculty teaching the related banking courses.

Findings Description:

not assessed this period

RELATED ITEM LEVEL 3

Understanding of the Selling of Financial Products

Action Description:

not assessed this period

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

2020-2021 proved to be a challenging period both for students and for faculty. However, we implemented several improvements to courses and described in the overall assessment report. We met the learning goals in four areas: Problem Solving, Understanding of Commercial Bank Management, Understanding of the Selling of Financial Products, and Written Communication. We fell just short in one area: Understanding of the Commercial Lending Process, although as noted earlier, that may have been impacted by online testing and measuring all students in the class rather than just banking majors. Two areas were not assessed this period: verbal communication and understanding the basics of banking. We will continue to work with course development and utilize the advice and resources of our Bank Advisory Board to implement changes to curriculum. Specially, we will continue to develop the RMA materials and their certification exam in FINC 4330, we will further develop FINC 4325 and update those materials and cases, and we will refine testing in FINC 4320 and FINC 4330. Finally, a new Chair of Banking will join the department in January of 2022 which will provide additional opportunities for advancing the major.

Update of Progress to the Previous Cycle's PCI:

Since the new Chair of Banking joined the program in January, many of the planned improvements have been implanted or continued. We have continued to work with course development in conjunction with advice of our Bank Advisory Board. We developed and refined the RMA materials and their certification exam in FINC 4330. The materials for FINC 4320 have been updated to reflect recent banking history and responses to crises. We continue to look for opportunities to advancing the major and our network in the industry.

New Plan for Continuous Improvement Item

Closing Summary:

There are many areas of the Banking Program which are being revised and updated under the direction of the newly appointed Chair of Banking. We will continue to utilize the RMA Credit Essentials Certificate materials in the Commercial Bank Lending course and require students to take the certification exam. we will add more guest speakers across all courses, we will continue to utilize the Banking Advisory Board to assess the needs of industry, and we will look into significant changes to the Selling Financial Services course.

Finance BBA

Corporate Financial Decisions

Goal Description:

Finance BBA students will demonstrate knowledge of corporate financial decisions.

Providing Department: Finance BBA

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

FINC 4335 - Assess the financial health of an entity through financial statement analysis

Learning Objective Description:

Finance BBA students will demonstrate the ability to assess the financial health of an entity through financial statement analysis.

RELATED ITEM LEVEL 2

FINC 4335 - Proficiency in assessing the financial health of an entity through financial statement analysis

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in assessing the financial health of an entity through financial statement analysis.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

This was assessed in two classes. One was an online class the other was a traditional face to face class that was forced to go to a hybrid model due to the corona virus pandemic.

Findings Description:

34 of 58 students (58.62%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Proficiency in assessing the financial health of an entity through financial statement analysis

Action Description:

The instructor for FINC 4335 is initiating a research project that addresses the '*Calculate and interpret financial ratios to assess the credit worthiness of an entity*' learning objective.

She is working with faculty from two other universities to develop a learning module on fractions. The project is in its early stages, but they hope to include a pre-test, learning module (perhaps using active learning techniques such as an escape room), then a post test.

Note: This project could also be used for the other FINC 4335 low score of ‘*Proficiency in assessing the financial health of an entity through financial statement analysis*’. For this learning objective, she is also considering incorporating an activity in which groups of students complete a financial health analysis of a company. This activity, which is based on the article in JITF, leads students through on analysis of a company from several perspectives (such as profitability, leverage ...). She started using this project once before in Spring of 2020, but abandoned it when COVID shut down the semester.

RELATED ITEM LEVEL 1

FINC 4335 - Calculate and properly interpret financial ratios to assess the credit worthiness of an entity earning

Learning Objective Description:

Finance BBA students will demonstrate the ability to calculate and properly interpret financial ratios and other financial indicators to assess the credit and investment worthiness of an entity.

RELATED ITEM LEVEL 2

FINC 4335 - Calculate and interpret financial ratios to assess the credit worthiness of an entity

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in calculating and interpreting financial ratios to assess the credit worthiness of an entity

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

28 of 58 students (48.28%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Calculate and interpret financial ratio to assess the credit worthiness of an entity

Action Description:

The instructor for FINC 4335 is initiating a research project that addresses the ‘*Calculate and interpret financial ratios to assess the credit worthiness of an entity*’ learning objective.

She is working with faculty from two other universities to develop a learning module on fractions. The project is in its early stages, but they hope to include a pre-test, learning module (perhaps using active learning techniques such as an escape room), then a post test.

Note: This project could also be used for the other FINC 4335 low score of ‘*Proficiency in assessing the financial health of an entity through financial statement analysis*’. For this learning objective, she is also considering incorporating an activity in which groups of students complete a financial health analysis of a company. This activity, which is based on the article in JITF, leads students through on analysis of a company from several perspectives (such as profitability, leverage ...). She started using this project once before in Spring of 2020, but abandoned it when COVID shut down the semester.

RELATED ITEM LEVEL 1

FINC 4335 - Demonstrating knowledge of basic accounting items on the balance sheet, income statement, and cash flow statement.

Learning Objective Description:

Finance BBA students will demonstrate the ability to describe the key financial accounting items and construct, in good form, a balance sheet, income statement, and cash flow statement

RELATED ITEM LEVEL 2

FINC 4335 - Proficiency in describing the key financial accounting items and constructing, in good form, a balance sheet, income statement, and cash flow statement

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in describing the key financial accounting items and constructing, in good form, a balance sheet, income statement, and cash flow statement

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

This was assessed in two classes, one was an online class and the other was a face to face class that was forced to change to a hybrid model due to the corona virus pandemic.

Findings Description:

47 of 58 students (81.03%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Proficiency in describing the key financial accounting items and constructing, in good form, a balance sheet, income statement, and cash flow statement.

Action Description:

Student performance on this LO was exceptional. We are going to continue doing what we are doing with regard to instruction on this LO.

RELATED ITEM LEVEL 1

FINC 4335 - Demonstrating knowledge of the purpose(s) of analyzing financial statements and its impact on decision making.

Learning Objective Description:

Finance BBA students will demonstrate knowledge of the purpose(s) of analyzing financial statements and its impact on decision making.

RELATED ITEM LEVEL 2

FINC 4335 - Understanding the purpose(s) of analyzing financial statements and its impact on decision making

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student understanding of the purpose(s) of analyzing financial statements and its impact on decision making

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

47 of 58 students (81.03%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Understanding the purpose(s) of analyzing financial statements and its impact on decision making.

Action Description:

Student performance on this LO was exceptional. We are going to continue doing what we are doing with regard to instruction on this LO.

RELATED ITEM LEVEL 1

FINC 4335 - Estimate the impact alternative accounting and reporting standards (US GAAP, IFRS) have on the calculation and interpretation of selected financial ratios.

Learning Objective Description:

Finance BBA students will demonstrate the ability to estimate the impact alternative accounting and reporting standards (US GAAP, IFRS) have on the calculation and interpretation of selected financial ratios

RELATED ITEM LEVEL 2

FINC 4335 - Estimate the impact alternative accounting and reporting standards (US GAAP, IFRS) have on the calculation and interpretation of selected financial ratios.

Indicator Description:

Embedded test questions from FINC 4335: Financial Statement and Credit Analysis class are used to measure student's proficiency in estimating the impact alternative accounting and reporting standards (US GAAP, IFRS) have on the calculation and interpretation of selected financial ratios.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

This was assessed in two classes, one was an online class the other was a traditional face-to-face class that was forced to change to a hybrid model due to the corona virus pandemic.

Findings Description:

54 of 58 students (93.10%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Estimate the impact alternative accounting and reporting standards (US, GAAP, IFRS) have on the calculation and interpretation of selected financial ratios.

Action Description:

Student performance on this LO was exceptional. We are going to continue doing what we are doing with regard to instruction on this LO.

RELATED ITEM LEVEL 1

FINC 4335 - Students will demonstrate knowledge of basic accounting reporting concepts.

Learning Objective Description:

Finance BBA students will demonstrate knowledge of basic accounting concepts and procedures underlying the organization and reporting of financial information.

RELATED ITEM LEVEL 2

FINC 4335 - Proficiency in describing the key financial accounting items and constructing, in good form, a balance sheet, income statement, and cash flow statement

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in describing the key financial accounting items and constructing, in good form, a balance sheet, income statement, and cash flow statement

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

This was assessed in two classes, one was an online class and the other was a face to face class that was forced to change to a hybrid model due to the corona virus pandemic.

Findings Description:

47 of 58 students (81.03%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Proficiency in describing the key financial accounting items and constructing, in good form, a balance sheet, income statement, and cash flow statement.

Action Description:

Student performance on this LO was exceptional. We are going to continue doing what we are doing with regard to instruction on this LO.

RELATED ITEM LEVEL 1

FINC 4335 - Students will demonstrate proficiency in working with financial statements

Learning Objective Description:

Students will show proficiency in calculating historical and prospective financial ratios used in analyzing financial statement data, in manipulating financial accounting data as needed to gain a broader understanding of financial accounting relationships and in interpreting financial ratios and similar metrics used in making investment and financing decisions.

RELATED ITEM LEVEL 2

FINC 4335 - Calculate and interpret financial ratios to assess the credit worthiness of an entity

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in calculating and interpreting financial ratios to assess the credit worthiness of an entity

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

28 of 58 students (48.28%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3**FINC 4335 - Calculate and interpret financial ratio to assess the credit worthiness of an entity****Action Description:**

The instructor for FINC 4335 is initiating a research project that addresses the '*Calculate and interpret financial ratios to assess the credit worthiness of an entity*' learning objective.

She is working with faculty from two other universities to develop a learning module on fractions. The project is in its early stages, but they hope to include a pre-test, learning module (perhaps using active learning techniques such as an escape room), then a post test.

Note: This project could also be used for the other FINC 4335 low score of '*Proficiency in assessing the financial health of an entity through financial statement analysis*'. For this learning objective, she is also considering incorporating an activity in which groups of students complete a financial health analysis of a company. This activity, which is based on the article in JITF, leads students through an analysis of a company from several perspectives (such as profitability, leverage ...). She started using this project once before in Spring of 2020, but abandoned it when COVID shut down the semester.

RELATED ITEM LEVEL 2**FINC 4335 - Proficiency in assessing the financial health of an entity through financial statement analysis****Indicator Description:**

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in assessing the financial health of an entity through financial statement analysis.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

This was assessed in two classes. One was an online class the other was a traditional face to face class that was forced to go to a hybrid model due to the corona virus pandemic.

Findings Description:

34 of 58 students (58.62%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Proficiency in assessing the financial health of an entity through financial statement analysis

Action Description:

The instructor for FINC 4335 is initiating a research project that addresses the '*Calculate and interpret financial ratios to assess the credit worthiness of an entity*' learning objective.

She is working with faculty from two other universities to develop a learning module on fractions. The project is in its early stages, but they hope to include a pre-test, learning module (perhaps using active learning techniques such as an escape room), then a post test.

Note: This project could also be used for the other FINC 4335 low score of '*Proficiency in assessing the financial health of an entity through financial statement analysis*'. For this learning objective, she is also considering incorporating an activity in which groups of students complete a financial health analysis of a company. This activity, which is based on the article in JITF, leads students through an analysis of a company from several perspectives (such as profitability, leverage ...). She started using this project once before in Spring of 2020, but abandoned it when COVID shut down the semester.

RELATED ITEM LEVEL 2

FINC 4335 - Proficiency in describing the key financial accounting items and constructing, in good form, a balance sheet, income statement, and cash flow statement

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in describing the key financial accounting items and constructing, in good form, a balance sheet, income statement, and cash flow statement

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

This was assessed in two classes, one was an online class and the other was a face to face class that was forced to change to a hybrid model due to the corona virus pandemic.

Findings Description:

47 of 58 students (81.03%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Proficiency in describing the key financial accounting items and constructing, in good form, a balance sheet, income statement, and cash flow statement.

Action Description:

Student performance on this LO was exceptional. We are going to continue doing what we are doing with regard to instruction on this LO.

RELATED ITEM LEVEL 2

FINC 4335 - Understanding the purpose(s) of analyzing financial statements and its impact on decision making

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student understanding of the purpose(s) of analyzing financial statements and its impact on decision making

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

47 of 58 students (81.03%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Understanding the purpose(s) of analyzing financial statements and its impact on decision making.

Action Description:

Student performance on this LO was exceptional. We are going to continue doing what we are doing with regard to instruction on this LO.

RELATED ITEM LEVEL 1

FINC 4345 - Demonstrate an understanding of options and futures

Learning Objective Description:

Finance BBA students will demonstrate an understanding of how options and futures can be used for both speculating and hedging.

RELATED ITEM LEVEL 2

FINC 4345 - Demonstrate an understanding of options and futures.

Indicator Description:

Embedded test problems from FINC 4345: Investments class are used to measure students' understanding of how options/futures can be used for both speculation and hedging purposes.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

25 of 55 students (45.45%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrate an understanding of options and futures.

Action Description:

Understanding derivative instruments and their pricing is perhaps the most computationally rigorous and challenging concept in the totality of all business disciplines. These concepts are reinforced by FINC majors' ability to continue learning these concepts in FINC 4365 - Seminar in Financial Derivatives.

We will continue working with our students in FINC 4345 to understand the concepts in detail.

RELATED ITEM LEVEL 1

FINC 4390 - Analyze cash flows as the basis for the valuation of real and financial assets

Learning Objective Description:

Finance BBA students will show proficiency in analyzing cash flows as the basis for the valuation of real and financial assets.

RELATED ITEM LEVEL 2

FINC 4390 - Analyze cash flows as the basis for the valuation of real and financial assets

Indicator Description:

Embedded test problems and results from case studies in FINC 4390: Managerial Finance are used to measure student proficiency in analyzing cash flows as the basis for the valuation of real and financial assets.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of the problems related to this learning objective.

Findings Description:

33 of 35 students (94.29%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4390 - Analyze cash flows as the basis for the valuation of real and financial assets

Action Description:

The FINC 4335 instructor plans to make use of short video lectures (even in face-to-face classes) to discuss areas that students may not be as familiar with as we expect them to be and where we see that more help is required.

RELATED ITEM LEVEL 1

FINC 4390 - Explain the nature and cost of capital raised by a business firm

Learning Objective Description:

Finance BBA students will be able to explain the nature and cost of capital raised by a business firm.

RELATED ITEM LEVEL 2

FINC 4390 - Explain the nature and cost of capital raised by a business firm

Indicator Description:

Embedded test problems and results from case studies in FINC 4390: Managerial Finance are used to measure student proficiency in explaining the nature and cost of capital raised by a business firm.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of the problems related to this learning objective.

Findings Description:

33 of 37 students (89.19%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4390 - Explain the nature and cost of capital raised by a business firm

Action Description:

The FINC 4335 instructor plans to make use of short video lectures (even in face-to-face classes) to discuss areas that students may not be as familiar with as we expect them to be and where we see that more help is required.

RELATED ITEM LEVEL 1

FINC 4390 - Students will show proficiency in analyzing business investment projects and opportunities.

Learning Objective Description:

Students will show proficiency in calculating, understanding, and using financial ratios, analysis, and financial indicators to provide information useful to the managers of a firm including understanding and explaining the nature of cost of capital raised by a business firm, analyzing the cash flows as they form the basis for valuation of real and financial assets, and demonstrating the ability to summarize and analyze potential investment projects using analytical tools such as Excel .

RELATED ITEM LEVEL 2

FINC 4390 - Calculating, understanding, and using financial ratios, analysis, and financial indicators.

Indicator Description:

Embedded test problems and results from case studies in FINC 4390: Managerial Finance are used to measure student proficiency in calculating, understanding, and using financial ratios, analysis, and financial indicators to provide information useful to the managers of a firm.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of the problems related to this learning objective.

Findings Description:

32 of 37 students (86.49%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4390 - Calculating, Understanding, and using financial ratios, analysis and financial indicators

Action Description:

The FINC 4335 instructor plans to make use of short video lectures (even in face-to-face classes) to discuss areas that students may not be as familiar with as we expect them to be and where we see that more help is required.

RELATED ITEM LEVEL 2

FINC 4390 - Demonstrating an understanding of analysis of cash flows

Indicator Description:

Embedded test problems and individual case studies from FINC 4390: Managerial Finance are used to measure student proficiency in understanding and analyzing cash flows as they form the basis for valuation of real and financial assets.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

33 of 35 students (94.29%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4390 - Demonstrating an understanding of analysis of cash flows

Action Description:

The FINC 4335 instructor plans to make use of short video lectures (even in face-to-face classes) to discuss areas that students may not be as familiar with as we expect them to be and where we see that more help is required.

RELATED ITEM LEVEL 1

FINC 4390 - Summarize and assess potential investment projects using analytical tools.

Learning Objective Description:

Finance BBA students will be able to summarize and assess potential investment projects using analytical tools.

RELATED ITEM LEVEL 2

FINC 4390 - Summarize and assess potential investment projects using analytical tools.

Indicator Description:

Embedded test problems and results from case studies in FINC 4390: Managerial Finance are used to measure student proficiency in summarizing and assessing potential investment projects using analytical tools.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of the problems related to this learning objective.

Findings Description:

23 of 36 students (63.89%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4390 - Summarize and assess potential investment projects using analytical tools.

Action Description:

The FINC 4335 instructor plans to make use of short video lectures (even in face-to-face classes) to discuss areas that students may not be as familiar with as we expect them to be and where we see that more help is required.

RELATED ITEM LEVEL 1

FINC 4390 - Summarize how risk affects the various areas of business decision making.

Learning Objective Description:

Finance BBA students will show proficiency in summarizing how risk affects the various areas of business decision making.

RELATED ITEM LEVEL 2

FINC 4390 - Summarize how risk affects the various areas of business decision making.

Indicator Description:

Embedded test problems and results from case studies in FINC 4390: Managerial Finance are used to measure student proficiency in summarizing how risk affects the various areas of business decision making.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of the problems related to this learning objective.

Findings Description:

33 of 37 students (89.19%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4390 - Summarize how risk affects the various areas of business decision making.

Action Description:

The FINC 4335 instructor plans to make use of short video lectures (even in face-to-face classes) to discuss areas that students may not be as familiar with as we expect them to be and where we see that more help is required.

Investment Analysis

Goal Description:

Finance BBA students will demonstrate knowledge of investment analysis.

Providing Department: Finance BBA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

FINC 4335 - Assess the financial health of an entity through financial statement analysis

Learning Objective Description:

Finance BBA students will demonstrate the ability to assess the financial health of an entity through financial statement analysis.

RELATED ITEM LEVEL 2

FINC 4335 - Proficiency in assessing the financial health of an entity through financial statement analysis

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in assessing the financial health of an entity through financial statement analysis.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

This was assessed in two classes. One was an online class the other was a traditional face to face class that was forced to go to a hybrid model due to the corona virus pandemic.

Findings Description:

34 of 58 students (58.62%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Proficiency in assessing the financial health of an entity through financial statement analysis

Action Description:

The instructor for FINC 4335 is initiating a research project that addresses the '*Calculate and interpret financial ratios to assess the credit worthiness of an entity*' learning objective.

She is working with faculty from two other universities to develop a learning module on fractions. The project is in its early stages, but they hope to include a pre-test, learning module (perhaps using active learning techniques such as an escape room), then a post test.

Note: This project could also be used for the other FINC 4335 low score of '*Proficiency in assessing the financial health of an entity through financial statement analysis*'. For this learning objective, she is also considering incorporating an activity in which groups of students complete a financial health analysis of a company. This activity, which is based on the article in JITF, leads students through an analysis of a company from several perspectives (such as profitability, leverage ...). She started using this project once before in Spring of 2020, but abandoned it when COVID shut down the semester.

RELATED ITEM LEVEL 1

FINC 4335 - Calculate and properly interpret financial ratios to assess the credit worthiness of an entity earning

Learning Objective Description:

Finance BBA students will demonstrate the ability to calculate and properly interpret financial ratios and other financial indicators to assess the credit and investment worthiness of an entity.

RELATED ITEM LEVEL 2

FINC 4335 - Calculate and interpret financial ratios to assess the credit worthiness of an entity

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in calculating and interpreting financial ratios to assess the credit worthiness of an entity

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

28 of 58 students (48.28%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Calculate and interpret financial ratio to assess the credit worthiness of an entity

Action Description:

The instructor for FINC 4335 is initiating a research project that addresses the '*Calculate and interpret financial ratios to assess the credit worthiness of an entity*' learning objective.

She is working with faculty from two other universities to develop a learning module on fractions. The project is in its early stages, but they hope to include a pre-test, learning module (perhaps using active learning techniques such as an escape room), then a post test.

Note: This project could also be used for the other FINC 4335 low score of ‘*Proficiency in assessing the financial health of an entity through financial statement analysis*’. For this learning objective, she is also considering incorporating an activity in which groups of students complete a financial health analysis of a company. This activity, which is based on the article in JITF, leads students through on analysis of a company from several perspectives (such as profitability, leverage ...). She started using this project once before in Spring of 2020, but abandoned it when COVID shut down the semester.

RELATED ITEM LEVEL 1

FINC 4335 - Demonstrating knowledge of basic accounting items on the balance sheet, income statement, and cash flow statement.

Learning Objective Description:

Finance BBA students will demonstrate the ability to describe the key financial accounting items and construct, in good form, a balance sheet, income statement, and cash flow statement

RELATED ITEM LEVEL 2

FINC 4335 - Proficiency in describing the key financial accounting items and constructing, in good form, a balance sheet, income statement, and cash flow statement

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in describing the key financial accounting items and constructing, in good form, a balance sheet, income statement, and cash flow statement

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

This was assessed in two classes, one was an online class and the other was a face to face class that was forced to change to a hybrid model due to the corona virus pandemic.

Findings Description:

47 of 58 students (81.03%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Proficiency in describing the key financial accounting items and constructing, in good form, a balance sheet, income statement, and cash flow statement.

Action Description:

Student performance on this LO was exceptional. We are going to continue doing what we are doing with regard to instruction on this LO.

RELATED ITEM LEVEL 1

FINC 4335 - Demonstrating knowledge of the purpose(s) of analyzing financial statements and its impact on decision making.

Learning Objective Description:

Finance BBA students will demonstrate knowledge of the purpose(s) of analyzing financial statements and its impact on decision making.

RELATED ITEM LEVEL 2

FINC 4335 - Understanding the purpose(s) of analyzing financial statements and its impact on decision making

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student understanding of the purpose(s) of analyzing financial statements and its impact on decision making

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

47 of 58 students (81.03%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Understanding the purpose(s) of analyzing financial statements and its impact on decision making.

Action Description:

Student performance on this LO was exceptional. We are going to continue doing what we are doing with regard to instruction on this LO.

RELATED ITEM LEVEL 1

FINC 4335 - Estimate the impact alternative accounting and reporting standards (US GAAP, IFRS) have on the calculation and interpretation of selected financial ratios.

Learning Objective Description:

Finance BBA students will demonstrate the ability to estimate the impact alternative accounting and reporting standards (US GAAP, IFRS) have on the calculation and interpretation of selected financial ratios

RELATED ITEM LEVEL 2

FINC 4335 - Estimate the impact alternative accounting and reporting standards (US GAAP, IFRS) have on the calculation and interpretation of selected financial ratios.

Indicator Description:

Embedded test questions from FINC 4335: Financial Statement and Credit Analysis class are used to measure student's proficiency in estimating the impact alternative accounting and reporting standards (US GAAP, IFRS) have on the calculation and interpretation of selected financial ratios.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

This was assessed in two classes, one was an online class the other was a traditional face-to-face class that was forced to change to a hybrid model due to the corona virus pandemic.

Findings Description:

54 of 58 students (93.10%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Estimate the impact alternative accounting and reporting standards (US, GAAP, IFRS) have on the calculation and interpretation of selected financial ratios.

Action Description:

Student performance on this LO was exceptional. We are going to continue doing what we are doing with regard to instruction on this LO.

RELATED ITEM LEVEL 1

FINC 4335 - Students will demonstrate proficiency in working with financial statements

Learning Objective Description:

Students will show proficiency in calculating historical and prospective financial ratios used in analyzing financial statement data, in manipulating financial accounting data as needed to gain a broader understanding of financial accounting relationships and in interpreting financial ratios and similar metrics used in making investment and financing decisions.

RELATED ITEM LEVEL 2

FINC 4335 - Calculate and interpret financial ratios to assess the credit worthiness of an entity

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in calculating and interpreting financial ratios to assess the credit worthiness of an entity

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

28 of 58 students (48.28%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Calculate and interpret financial ratio to assess the credit worthiness of an entity

Action Description:

The instructor for FINC 4335 is initiating a research project that addresses the '*Calculate and interpret financial ratios to assess the credit worthiness of an entity*' learning objective.

She is working with faculty from two other universities to develop a learning module on fractions. The project is in its early stages, but they hope to include a pre-test, learning module (perhaps using active learning techniques such as an escape room), then a post test.

Note: This project could also be used for the other FINC 4335 low score of ‘*Proficiency in assessing the financial health of an entity through financial statement analysis*’. For this learning objective, she is also considering incorporating an activity in which groups of students complete a financial health analysis of a company. This activity, which is based on the article in JITF, leads students through an analysis of a company from several perspectives (such as profitability, leverage ...). She started using this project once before in Spring of 2020, but abandoned it when COVID shut down the semester.

RELATED ITEM LEVEL 2

FINC 4335 - Proficiency in assessing the financial health of an entity through financial statement analysis

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in assessing the financial health of an entity through financial statement analysis.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

This was assessed in two classes. One was an online class the other was a traditional face to face class that was forced to go to a hybrid model due to the corona virus pandemic.

Findings Description:

34 of 58 students (58.62%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Proficiency in assessing the financial health of an entity through financial statement analysis

Action Description:

The instructor for FINC 4335 is initiating a research project that addresses the ‘*Calculate and interpret financial ratios to assess the credit worthiness of an entity*’ learning objective.

She is working with faculty from two other universities to develop a learning module on fractions. The project is in its early stages, but they hope to include a pre-test, learning module (perhaps using active learning techniques such as an escape room), then a post test.

Note: This project could also be used for the other FINC 4335 low score of ‘*Proficiency in assessing the financial health of an entity through financial statement analysis*’. For this learning objective, she is also considering incorporating an activity in which groups of students complete a financial health analysis of a company. This activity, which is based on the article in JITF, leads students through an analysis of a company from several perspectives (such as profitability, leverage ...). She started using this project once before in Spring of 2020, but abandoned it when COVID shut down the semester.

RELATED ITEM LEVEL 2

FINC 4335 - Proficiency in describing the key financial accounting items and constructing, in good form, a balance sheet, income statement, and cash flow statement

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in describing the key financial accounting items and constructing, in good form, a balance sheet, income statement, and cash flow statement

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

This was assessed in two classes, one was an online class and the other was a face to face class that was forced to change to a hybrid model due to the corona virus pandemic.

Findings Description:

47 of 58 students (81.03%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Proficiency in describing the key financial accounting items and constructing, in good form, a balance sheet, income statement, and cash flow statement.

Action Description:

Student performance on this LO was exceptional. We are going to continue doing what we are doing with regard to instruction on this LO.

RELATED ITEM LEVEL 2

FINC 4335 - Understanding the purpose(s) of analyzing financial statements and its impact on decision making

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student understanding of the purpose(s) of analyzing financial statements and its impact on decision making

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

47 of 58 students (81.03%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Understanding the purpose(s) of analyzing financial statements and its impact on decision making.

Action Description:

Student performance on this LO was exceptional. We are going to continue doing what we are doing with regard to instruction on this LO.

RELATED ITEM LEVEL 1

FINC 4345 - Assess the performance of a multi-asset portfolio

Learning Objective Description:

Finance BBA students will demonstrate the ability to assess the performance of a multi-asset portfolio, whether the assets are fixed income assets or equity assets.

RELATED ITEM LEVEL 2

FINC 4345 - Demonstrating the ability to assess the performance of a multi-asset portfolio.

Indicator Description:

Embedded test problems from FINC 4345: Investments class are used to measure students' ability to assess the performance of a multi-asset portfolio .

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

29 of 55 students (52.73%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrating the ability to assess the performance of a multi- asset portfolio.

Action Description:

FINC 4345 students exceeded expectations on these calculations. In years when the course is offered, students will receive additional instruction on this topic in FINC 4355 - Security Analysis and Portfolio Management.

RELATED ITEM LEVEL 1

FINC 4345 - Calculate risk and return metrics for individual assets as well as a portfolio of assets

Learning Objective Description:

Finance BBA students will demonstrate the ability to calculate risk and return metrics for individual assets as well as a portfolio of assets.

RELATED ITEM LEVEL 2

FINC 4345 - Demonstrating the ability to quantify risk and return

Indicator Description:

Embedded test problems from FINC 4345: Investments class are used to measure students' ability to quantify risk and return metrics for individual assets as well as a portfolio of assets.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

35 of 55 students (63.64%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrating the ability to quantify risk and return

Action Description:

FINC 4345 students exceeded expectations on these calculations. In years when the course is offered, students will receive additional instruction on this topic in FINC 4355 - Security Analysis and Portfolio Management.

RELATED ITEM LEVEL 1

FINC 4345 - Demonstrate an understanding of options and futures

Learning Objective Description:

Finance BBA students will demonstrate an understanding of how options and futures can be used for both speculating and hedging.

RELATED ITEM LEVEL 2

FINC 4345 - Demonstrate an understanding of options and futures.

Indicator Description:

Embedded test problems from FINC 4345: Investments class are used to measure students' understanding of how options/futures can be used for both speculation and hedging purposes.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

25 of 55 students (45.45%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrate an understanding of options and futures.

Action Description:

Understanding derivative instruments and their pricing is perhaps the most computationally rigorous and challenging concept in the totality of all business disciplines. These concepts are reinforced by FINC majors' ability to continue learning these concepts in FINC 4365 - Seminar in Financial Derivatives.

We will continue working with our students in FINC 4345 to understand the concepts in detail.

RELATED ITEM LEVEL 1

FINC 4345 - Explain and quantify the benefits of portfolio diversification.

Learning Objective Description:

Finance BBA students will be able to explain and quantify the benefits of portfolio diversification.

RELATED ITEM LEVEL 1

FINC 4345 - Proficiency in pricing options

Learning Objective Description:

Finance BBA students will demonstrate a level of proficiency in pricing options.

RELATED ITEM LEVEL 2

FINC 4345 - Demonstrating the ability to price options.

Indicator Description:

Embedded test problems from FINC 4345: Investments class are used to measure students' ability to quantify the benefits of diversification.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

20 of 55 students (36.36%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrating the ability to price options.

Action Description:

Understanding derivative instruments and their pricing is perhaps the most computationally rigorous and challenging concept in the totality of all business disciplines. These concepts are reinforced by FINC majors' ability to continue learning these concepts in FINC 4365 - Seminar in Financial Derivatives.

We will continue working with our students in FINC 4345 to understand the concepts in detail.

RELATED ITEM LEVEL 1

FINC 4345 - Students will demonstrate a knowledge of fixed-income , equity securities, and options.

Learning Objective Description:

Students will show an understanding of investments including; the ability to quantify price and yield metrics and measure performance for both fixed-income and equity securities singularly and in portfolios; understanding risk, return, and diversification; and understand options both for hedging and speculation.

RELATED ITEM LEVEL 2

FINC 4345 - Demonstrate an understanding of options and futures.

Indicator Description:

Embedded test problems from FINC 4345: Investments class are used to measure students' understanding of how options/futures can be used for both speculation and hedging purposes.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

25 of 55 students (45.45%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrate an understanding of options and futures.

Action Description:

Understanding derivative instruments and their pricing is perhaps the most computationally rigorous and challenging concept in the totality of all business disciplines. These concepts are reinforced by FINC majors' ability to continue learning these concepts in FINC 4365 - Seminar in Financial Derivatives.

We will continue working with our students in FINC 4345 to understand the concepts in detail.

RELATED ITEM LEVEL 2

FINC 4345 - Demonstrating the ability to quantify risk and return

Indicator Description:

Embedded test problems from FINC 4345: Investments class are used to measure students' ability to quantify risk and return metrics for individual assets as well as a portfolio of assets.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

35 of 55 students (63.64%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrating the ability to quantify risk and return

Action Description:

FINC 4345 students exceeded expectations on these calculations. In years when the course is offered, students will receive additional instruction on this topic in FINC 4355 - Security Analysis and Portfolio Management.

RELATED ITEM LEVEL 2

FINC 4345 - Demonstrating the ability to assess the performance of a multi-asset portfolio.

Indicator Description:

Embedded test problems from FINC 4345: Investments class are used to measure students' ability to assess the performance of a multi-asset portfolio .

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

29 of 55 students (52.73%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrating the ability to assess the performance of a multi- asset portfolio.

Action Description:

FINC 4345 students exceeded expectations on these calculations. In years when the course is offered, students will receive additional instruction on this topic in FINC 4355 - Security Analysis and Portfolio Management.

RELATED ITEM LEVEL 2

FINC 4345 - Demonstrating the ability to price options.

Indicator Description:

Embedded test problems from FINC 4345: Investments class are used to measure students' ability to quantify the benefits of diversification.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

20 of 55 students (36.36%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrating the ability to price options.

Action Description:

Understanding derivative instruments and their pricing is perhaps the most computationally rigorous and challenging concept in the totality of all business disciplines. These concepts are reinforced by FINC majors' ability to continue learning these concepts in FINC 4365 - Seminar

in Financial Derivatives.

We will continue working with our students in FINC 4345 to understand the concepts in detail.

RELATED ITEM LEVEL 2

FINC 4345 - Demonstrating the ability to quantify price and yield metrics for both fixed-income and equity securities.

Indicator Description:

Embedded test problems from FINC 4345: Investments class are used to measure students' ability to quantify price and yield metrics for both fixed-income and equity securities.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

38 of 55 students (69.09%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrating the ability to quantify price and yield metrics for both fixed-income and equity securities.

Action Description:

FINC 4345 students exceeded expectations on these calculations. In years when the course is offered, students will receive additional instruction on this topic in FINC 4355 - Security Analysis and Portfolio Management.

RELATED ITEM LEVEL 2

FINC 4345 - Demonstrating the ability to quantify the benefits of diversification.

Indicator Description:

Embedded test problems from FINC 4345: Investments class are used to measure students' ability to quantify the benefits of diversification.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

32 of 55 students (58.18%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrating the ability to quantify the benefits of diversification.

Action Description:

FINC 4345 students exceeded expectations on these calculations. In years when the course is offered, students will receive additional instruction on this topic in FINC 4355 - Security Analysis and Portfolio Management.

RELATED ITEM LEVEL 1

FINC 4355 - Describe the process of portfolio management

Learning Objective Description:

Finance BBA students will describe the process of portfolio management.

RELATED ITEM LEVEL 2

FINC 4355 - Describing the process of portfolio management

Indicator Description:

Embedded test questions from FINC 4355: Security Analysis and Portfolio Management class are used to measure student proficiency in describing the process of portfolio management.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

RELATED ITEM LEVEL 3

FINC 4355 - Describing the process of portfolio management

Action Description:

This LO was not assessed in 2021-2022 as the course did not have enough students to teach a section.

RELATED ITEM LEVEL 1

FINC 4355 - Describe the roles of debt and equity portfolio

Learning Objective Description:

Finance BBA students will be able to describe the roles of debt and equity in a portfolio.

RELATED ITEM LEVEL 2

FINC 4355 - Describe the roles of debt and equity in portfolios

Indicator Description:

Embedded test questions from FINC 4355: Security Analysis and Portfolio Management class are used to measure student proficiency in describing the roles of debt and equity in portfolios.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

RELATED ITEM LEVEL 3

FINC 4355 - Describe the roles of debt and equity in portfolios

Action Description:

This LO was not assessed in 2021-2022 as the course did not have enough students to teach a section.

RELATED ITEM LEVEL 1

FINC 4355 - Explaining risk, return, and uncertainty

Learning Objective Description:

Finance BBA students will be able to explain the concepts of risk, return, and uncertainty.

RELATED ITEM LEVEL 2

FINC 4355 - Explaining valuation, risk, return and uncertainty

Indicator Description:

Embedded test questions from FINC 4355: Security Analysis and Portfolio Management class are used to measure student proficiency in explaining valuation, risk, return and uncertainty.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

RELATED ITEM LEVEL 3

FINC 4355 - Explaining valuation, risk, return and uncertainty

Action Description:

This LO was not assessed in 2021-2022 as the course did not have enough students to teach a section.

RELATED ITEM LEVEL 1

FINC 4355 - Identify portfolio objectives

Learning Objective Description:

Finance BBA students will be able to identify common portfolio objectives.

RELATED ITEM LEVEL 2

FINC 4355 - Identify common portfolio objectives

Indicator Description:

Embedded test questions from FINC 4355: Security Analysis and Portfolio Management class are used to measure student proficiency in identifying common portfolio objectives

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

RELATED ITEM LEVEL 3

FINC 4355 - Identify common portfolio objectives

Action Description:

This LO was not assessed in 2021-2022 as the course did not have enough students to teach a section.

RELATED ITEM LEVEL 1

FINC 4355 - Students will identify the benefits of diversification

Learning Objective Description:

Finance BBA students will identify the benefits of diversification in an investment portfolio, whether fixed income or equities.

RELATED ITEM LEVEL 2

FINC 4345 - Demonstrating the ability to quantify the benefits of diversification.

Indicator Description:

Embedded test problems from FINC 4345: Investments class are used to measure students' ability to quantify the benefits of diversification.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

32 of 55 students (58.18%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrating the ability to quantify the benefits of diversification.

Action Description:

FINC 4345 students exceeded expectations on these calculations. In years when the course is offered, students will receive additional instruction on this topic in FINC 4355 - Security Analysis and Portfolio Management.

RELATED ITEM LEVEL 1

FINC 4355 - Summarize investment policy

Learning Objective Description:

Finance BBA students will be able to summarize investment policy

RELATED ITEM LEVEL 2

FINC 4355 - Summarize investment policy

Indicator Description:

Embedded test questions from FINC 4355: Security Analysis and Portfolio Management class are used to measure student proficiency in summarizing investment policy.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

RELATED ITEM LEVEL 3

FINC 4355 - Summarize investment policy.

Action Description:

This LO was not assessed in 2021-2022 as the course did not have enough students to teach a section.

RELATED ITEM LEVEL 1

FINC 4390 - Students will show proficiency in analyzing business investment projects and opportunities.

Learning Objective Description:

Students will show proficiency in calculating, understanding, and using financial ratios, analysis, and financial indicators to provide information useful to the managers of a firm including understanding and explaining the nature of cost of capital raised by a business firm, analyzing the cash flows as they form the basis for valuation of real and financial assets, and demonstrating the ability to summarize and analyze potential investment projects using analytical tools such as Excel .

RELATED ITEM LEVEL 2

FINC 4390 - Calculating, understanding, and using financial ratios, analysis, and financial indicators.

Indicator Description:

Embedded test problems and results from case studies in FINC 4390: Managerial Finance are used to measure student proficiency in calculating, understanding, and using financial ratios, analysis, and financial indicators to provide information useful to the managers of a firm.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of the problems related to this learning objective.

Findings Description:

32 of 37 students (86.49%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4390 - Calculating, Understanding, and using financial ratios, analysis and financial indicators

Action Description:

The FINC 4335 instructor plans to make use of short video lectures (even in face-to-face classes) to discuss areas that students may not be as familiar with as we expect them to be and where we see that more help is required.

RELATED ITEM LEVEL 2

FINC 4390 - Demonstrating an understanding of analysis of cash flows

Indicator Description:

Embedded test problems and individual case studies from FINC 4390: Managerial Finance are used to measure student proficiency in understanding and analyzing cash flows as they form the basis for valuation of real and financial assets.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

33 of 35 students (94.29%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4390 - Demonstrating an understanding of analysis of cash flows

Action Description:

The FINC 4335 instructor plans to make use of short video lectures (even in face-to-face classes) to discuss areas that students may not be as familiar with as we expect them to be and where we see that more help is required.

Markets and Institutions

Goal Description:

Finance BBA students will demonstrate knowledge of financial markets and institutions.

Providing Department: Finance BBA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

FINC 4335 - Assess the financial health of an entity through financial statement analysis

Learning Objective Description:

Finance BBA students will demonstrate the ability to assess the financial health of an entity through financial statement analysis.

RELATED ITEM LEVEL 2

FINC 4335 - Proficiency in assessing the financial health of an entity through financial statement analysis

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in assessing the financial health of an entity through financial statement analysis.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

This was assessed in two classes. One was an online class the other was a traditional face to face class that was forced to go to a hybrid model due to the corona virus pandemic.

Findings Description:

34 of 58 students (58.62%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Proficiency in assessing the financial health of an entity through financial statement analysis

Action Description:

The instructor for FINC 4335 is initiating a research project that addresses the '*Calculate and interpret financial ratios to assess the credit worthiness of an entity*' learning objective.

She is working with faculty from two other universities to develop a learning module on fractions. The project is in its early stages, but they hope to include a pre-test, learning module (perhaps using active learning techniques such as an escape room), then a post test.

Note: This project could also be used for the other FINC 4335 low score of '*Proficiency in assessing the financial health of an entity through financial statement analysis*'. For this learning objective, she is also considering incorporating an activity in which groups of students complete a financial health analysis of a company. This activity, which is based on the article in JITF, leads students through an analysis of a company from several perspectives (such as profitability, leverage ...). She started using this project once before in Spring of 2020, but abandoned it when COVID shut down the semester.

RELATED ITEM LEVEL 1

FINC 4335 - Calculate and properly interpret financial ratios to assess the credit worthiness of an entity earning

Learning Objective Description:

Finance BBA students will demonstrate the ability to calculate and properly interpret financial ratios and other financial indicators to assess the credit and investment worthiness of an entity.

RELATED ITEM LEVEL 2

FINC 4335 - Calculate and interpret financial ratios to assess the credit worthiness of an entity

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in calculating and interpreting financial ratios to assess the credit worthiness of an entity

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

28 of 58 students (48.28%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Calculate and interpret financial ratio to assess the credit worthiness of an entity

Action Description:

The instructor for FINC 4335 is initiating a research project that addresses the '*Calculate and interpret financial ratios to assess the credit worthiness of an entity*' learning objective.

She is working with faculty from two other universities to develop a learning module on fractions. The project is in its early stages, but they hope to include a pre-test, learning module (perhaps using active learning techniques such as an escape room), then a post test.

Note: This project could also be used for the other FINC 4335 low score of '*Proficiency in assessing the financial health of an entity through financial statement analysis*'. For this learning objective, she is also considering incorporating an activity in which groups of students complete a financial health analysis of a company. This activity, which is based on the article in JITF, leads students through an analysis of a company from several perspectives (such as profitability, leverage ...). She started using this project once before in Spring of 2020, but abandoned it when COVID shut down the semester.

RELATED ITEM LEVEL 1

FINC 4335 - Demonstrating knowledge of the purpose(s) of analyzing financial statements and its impact on decision making.

Learning Objective Description:

Finance BBA students will demonstrate knowledge of the purpose(s) of analyzing financial statements and its impact on decision making.

RELATED ITEM LEVEL 2

FINC 4335 - Understanding the purpose(s) of analyzing financial statements and its impact on decision making

Indicator Description:

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student understanding of the purpose(s) of analyzing financial statements and its impact on decision making

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

47 of 58 students (81.03%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Understanding the purpose(s) of analyzing financial statements and its impact on decision making.

Action Description:

Student performance on this LO was exceptional. We are going to continue doing what we are doing with regard to instruction on this LO.

RELATED ITEM LEVEL 1

FINC 4335 - Estimate the impact alternative accounting and reporting standards (US GAAP, IFRS) have on the calculation and interpretation of selected financial ratios.

Learning Objective Description:

Finance BBA students will demonstrate the ability to estimate the impact alternative accounting and reporting standards (US GAAP, IFRS) have on the calculation and interpretation of selected financial ratios

RELATED ITEM LEVEL 2

FINC 4335 - Estimate the impact alternative accounting and reporting standards (US GAAP, IFRS) have on the calculation and interpretation of selected financial ratios.

Indicator Description:

Embedded test questions from FINC 4335: Financial Statement and Credit Analysis class are used to measure student's proficiency in estimating the impact alternative accounting and reporting standards (US GAAP, IFRS) have on the calculation and interpretation of selected financial ratios.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

This was assessed in two classes, one was an online class the other was a traditional face-to-face class that was forced to change to a hybrid model due to the corona virus pandemic.

Findings Description:

54 of 58 students (93.10%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4335 - Estimate the impact alternative accounting and reporting standards (US, GAAP, IFRS) have on the calculation and interpretation of selected financial ratios.

Action Description:

Student performance on this LO was exceptional. We are going to continue doing what we are doing with regard to instruction on this LO.

RELATED ITEM LEVEL 1

FINC 4345 - Assess the performance of a multi-asset portfolio

Learning Objective Description:

Finance BBA students will demonstrate the ability to assess the performance of a multi-asset portfolio, whether the assets are fixed income assets or equity assets.

RELATED ITEM LEVEL 2

FINC 4345 - Demonstrating the ability to assess the performance of a multi-asset portfolio.

Indicator Description:

Embedded test problems from FINC 4345: Investments class are used to measure students' ability to assess the performance of a multi-asset portfolio .

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

29 of 55 students (52.73%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrating the ability to assess the performance of a multi- asset portfolio.

Action Description:

FINC 4345 students exceeded expectations on these calculations. In years when the course is offered, students will receive additional instruction on this topic in FINC 4355 - Security Analysis and Portfolio Management.

RELATED ITEM LEVEL 1

FINC 4345 - Demonstrate an understanding of options and futures

Learning Objective Description:

Finance BBA students will demonstrate an understanding of how options and futures can be used for both speculating and hedging.

RELATED ITEM LEVEL 2

FINC 4345 - Demonstrate an understanding of options and futures.

Indicator Description:

Embedded test problems from FINC 4345: Investments class are used to measure students' understanding of how options/futures can be used for both speculation and hedging purposes.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

25 of 55 students (45.45%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrate an understanding of options and futures.

Action Description:

Understanding derivative instruments and their pricing is perhaps the most computationally rigorous and challenging concept in the totality of all business disciplines. These concepts are reinforced by FINC majors' ability to continue learning these concepts in FINC 4365 - Seminar in Financial Derivatives.

We will continue working with our students in FINC 4345 to understand the concepts in detail.

RELATED ITEM LEVEL 1

FINC 4355 - Students will identify the benefits of diversification

Learning Objective Description:

Finance BBA students will identify the benefits of diversification in an investment portfolio, whether fixed income or equities.

RELATED ITEM LEVEL 2

FINC 4345 - Demonstrating the ability to quantify the benefits of diversification.

Indicator Description:

Embedded test problems from FINC 4345: Investments class are used to measure students' ability to quantify the benefits of diversification.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of embedded questions.

Findings Description:

32 of 55 students (58.18%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrating the ability to quantify the benefits of diversification.

Action Description:

FINC 4345 students exceeded expectations on these calculations. In years when the course is offered, students will receive additional instruction on this topic in FINC 4355 - Security Analysis and Portfolio Management.

RELATED ITEM LEVEL 1

FINC 4390 - Explain the nature and cost of capital raised by a business firm

Learning Objective Description:

Finance BBA students will be able to explain the nature and cost of capital raised by a business firm.

RELATED ITEM LEVEL 2

FINC 4390 - Explain the nature and cost of capital raised by a business firm

Indicator Description:

Embedded test problems and results from case studies in FINC 4390: Managerial Finance are used to measure student proficiency in explaining the nature and cost of capital raised by a business firm.

Criterion Description:

At least 50% of students will achieve correct solutions on at least 70% of the problems related to this learning objective.

Findings Description:

33 of 37 students (89.19%) achieved correct solutions on at least 70% of the problems related to this learning objective.

RELATED ITEM LEVEL 3

FINC 4390 - Explain the nature and cost of capital raised by a business firm

Action Description:

The FINC 4335 instructor plans to make use of short video lectures (even in face-to-face classes) to discuss areas that students may not be as familiar with as we expect them to be and where we see that more help is required.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

It has been difficult assessing during Covid as the focus was on getting the courses all online or in a hybrid format.

Overall, we managed to complete assessments in the key Finance BBA courses, if off schedule a bit.

We are incorporating some self-assessment questions in the graduating student exit surveys. This has only just begun so we are collecting data to establish a baseline.

We use embedded test questions that are aligned with the class learning objectives from the Master syllabus for the class.

We do this for Finance classes that have a large number of students that are in the Finance BBA program.

The expectation is that 70% of the students answer the questions correctly. We measure the number of students below this standard, meeting this standard, and exceeding this standard. We record the percentage, per course, that meet the expectations.

We measure both online and face to face courses.

Not all courses are assessed every semester. We work it so that each course gets assessed once every two years.

The results for each course are posted in this database and are aligned to the learning objective they support.

Update of Progress to the Previous Cycle's PCI:

We continue to monitor student performance on embedded questions mapped to learning objectives for the Finance BBA and evaluate whether or not 50% or more of our students exceed 70% on applicable questions.

New Plan for Continuous Improvement Item

Closing Summary:

We managed to complete assessments in the key Finance BBA courses after several years of interruption due to COVID. We were not, however, able to include FINC 4355 (Security Analysis and Portfolio Management) due to the class not having a critical mass of students enrolled in the spring semester.

We are still incorporating some self-assessment questions in the graduating student exit surveys. This has only just begun so we are collecting data to establish a baseline.

We use embedded test questions that are aligned with the class learning objectives from the Master syllabus for the class.

We do this for Finance classes that have a large number of students that are in the Finance BBA program.

The expectation is that 70% of the students answer the questions correctly. We measure the number of students below this standard, meeting this standard, and exceeding this standard. We record the percentage, per course, that meet the expectations.

We measure both online and face to face courses.

Not all courses are assessed every semester. We work it so that each course gets assessed once every two years.

The results for each course are posted in this database and are aligned to the learning objective they support.

Department of Management, Marketing, and Information Systems

Human Resource Management BBA

Students Will Obtain A Broad Base of Knowledge of Human Resource Management Principles and Practices

Goal Description:

Students need to understand human resource management principles and core practices that affect human resource management decisions, in general, and human resources in organizations, in particular.

Providing Department: Human Resource Management BBA

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Students Will Understand Topics And Concepts Relating To Compensation

Learning Objective Description:

Identify four (4) components of The Pay Model:

- 1)Internal Equity - alignment, job analysis, job evaluation
- 2)External Competitiveness - designing pay level, pay mix, pay structure
- 3)Employee Contributions - motivation, performance appraisals, pay-for-performance plans
- 4)Managing the Pay System - employee benefits, government, legal, budgetary issues, and wage gap

Attached Files

 [Assessment Report for Compensation Fall 2020.docx](#)

 [Assessment Report for Compensation Fall 2019.docx](#)

RELATED ITEM LEVEL 2

Course Embedded Questions On Exams For Compensation

Indicator Description:

- 1)For MGMT 4330 Compensation, thirty-six (36) questions pertaining to the compensation objectives will be embedded in three (3) examinations administered during the semester.
- 2)Thirty (30) student exams will be selected.

Criterion Description:

- 1)70% of students will answer 70% of embedded questions from a common question set correctly.

Findings Description:

We have recently had a change of faculty responsible for assessment due to two recent retirements. Although we did not collect data in our MGMT 4330 Compensation courses, we did collect data in a MGMT 3330 Human Resource Management course to gain some insight with respect to whether or not our students were meeting the learning objective for this topic. In the MGMT 3330 course, we found that students understood 77.59% of the material related to the topic of compensation/benefits.

RELATED ITEM LEVEL 3

Course Embedded Questions On Exams For Compensation.

Action Description:

We are not providing actions as we are reevaluating the entire assessment process for upcoming assessment year – including the Learning Objectives, Indicators, Criterion, Findings, and Actions.

RELATED ITEM LEVEL 1

Students Will Understand Topics and Concepts Relating to Human Resource Management Practices.

Learning Objective Description:

1)Identify core practices of Human Resource Management:

a)Legal Environment and Job Analysis

b)Recruitment and Selection

c)Training and Development

d)Performance Management

e)Compensation

RELATED ITEM LEVEL 2

Course Embedded Questions On Exams for Human Resource Management Practices

Indicator Description:

1)Thirty-six (36) questions pertaining to the human resource management objectives will be embedded in three (3) examinations administered during the semester.

2)Twenty (20) student exams will be selected.

Criterion Description:

1)Seventy percent (70%) of students will answer 70% of embedded questions from a common question set correctly.

Findings Description:

We have recently had a change of faculty responsible for assessment due to two recent retirements. Unfortunately, no findings are presented here as no data was collected.

RELATED ITEM LEVEL 3

Course Embedded Questions On Exams for Human Resource Management Practices

Action Description:

We are not providing actions as we are reevaluating the entire assessment process for upcoming assessment year – including the Learning Objectives, Indicators, Criterion, Findings, and Actions.

Students' introduction to the broad base foundation knowledge and principles of the profession of Human Resource Management (HRM).

Goal Description:

Assessment: MGMT 3330 Fall 2016 and Spring 2017 – Introduction to Human Resource Management

Students demonstrate acceptable proficiency on basic HRM knowledge, skills and abilities. This HRM course is an introduction to the HRM profession, the HRM degree, and serves as a foundation of human resource management knowledge and principles to help executives become more effective organizational actors. The goals of Sam Houston State University's Bachelor of Business Administration degree (BBA) in Human Resource Management are threefold: to provide an academic foundation in Human Resource Management (HRM) for future practitioners' successful careers, to prepare students for advanced graduate HRM degree programs, and to provide the knowledge needed to pass the HRM profession's first certification exam, the Professional in Human Resources, PHR, offered through the Society for Human Resource Management (SHRM) Certification Institute. Globally the Sam Houston State University's Bachelor of Business Administration degree in Human Resource Management is one of less than 200 undergraduate HRM degrees worldwide that is aligned completely with all of SHRM's requirements. In 2017, the HRM degree's SHRM alignment was recently reapproved for another five years, instead of the customary two. Our strategy is continuous improvement guided by the HRM professional society, SHRM, and supported by the required HRM topics on their PHR certification exam.

RELATED ELEMENTS: Students will demonstrate a basic understanding of the five (5) HRM foundational sections, which include the sixteen major HRM topics tested on the Professional in Human Resources (PHR), Senior Professional in Human Resources (SPHR), and Global Professional in Human Resources (GPHR) exams for professional certification. The PHR, SPHR, and GPHR carry significant weight and respect in the HRM professional community since one is retested every three (3) years to maintain currency and certification. Many firms charge \$1,250 to prep students for these professional certification exams; most have a pass rate of over 85%. SHSH's BBA in HRM degree is designed to prepare students for the certification exam as well as to provide an excellent education in HRM. Of the students I have prepped, currently BBA in HRM degree graduates from SHSU are passing their professional HRM certification exams for the PHR on their first attempt at about an eighty-percent (80%) rate.

Providing Department: Human Resource Management BBA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Learning Objective #1: Managing Human Resources

Learning Objective Description:

1. Learning Objective #1: Learning Objectives of the HRM degree and this course include the knowledge, skills and abilities covered on the sixteen-major HRM core topics tested by the PHR, SPHR and GPHR professional certification exams. This course is an introduction to the Human Resource Management discipline and thus serves as a foundation. Four (4) objective 50 question tests over the five (5) learning objectives. Please see the stated five (5) learning objectives for the five (5) major HRM sections, or the courses' five (5) major learning objectives for the sixteen (16) major HRM topics below. For the first HRM learning objective students demonstrate knowledge, skills, and abilities related to: Managing Human Resources, Trends in HRM, Equal Employment Opportunity and a Safe Workplace, and Analyzing Work and Designing Jobs. Thus, Learning Objective #1 is over the basics of Managing Human Resources.

RELATED ITEM LEVEL 2

Indicator #1: Managing Human Resources

Indicator Description:

1. Indicator #1: Four objective tests cover the required five major HRM sections: each test consists of 50 multiple-choice questions. Each one of the five (5) major HRM sections had

a minimum of 18 to 22 questions addressing each of the five major section's HRM learning objectives. Students' results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 1: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule for proficiency is students make a minimum of seventy (70%) percent in the class.

Criterion Description:

2. Criterion: The established criterion is students earn an overall course average of at least 70%. 70% to 89% is the acceptable standard. 90% or above is considered above the standard. Below 70% is below standard.

Findings Description:

We have recently had a change of faculty responsible for assessment due to two recent retirements. To gain some insight into this broad category presented in the linked indicator ("managing human resources"), we present a very basic idea of student achievement by reporting the percentage of students who passed a MGMT 3330 Human Resource Management course with a 70% or better. Although this doesn't quite capture what was laid out above, it does give us a sense of whether or not students are achieving some knowledge of the very broad category of "managing human resources". In the MGMT 3330 course, we found that 77% of the students scored a 70% or better in the course overall.

RELATED ITEM LEVEL 3

Indicator #1: Managing Human Resources

Action Description:

We are not providing actions as we are reevaluating the entire assessment process for upcoming assessment year – including the Learning Objectives, Indicators, Criterion, Findings, and Actions.

RELATED ITEM LEVEL 1

Learning Objective #2: HR Planning, Recruitment and Training

Learning Objective Description:

Learning Objective #2: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered on the sixteen HRM core topics tested by the PHR, SPHR, and GPHR certification exams. This introduction to Human Resource Management course serves as the discipline's initial foundation. Please see the 16 major HRM sections, or the HRM learning objectives, for the students' first HRM class. For Learning Objective #2 students demonstrate knowledge, skills, and abilities related to trends in HRM and Planning and Recruiting Human Resources, Selecting Employees and Placement, Training Employees, and Developing Employees for Future Success.

RELATED ITEM LEVEL 2

Indicator #2: HR Planning

Indicator Description:

Indicator #2: The objective tests cover the five required HRM sections and consisted of 50 multiple-choice questions. Each one of the five HRM sections had 18 to 20 questions addressing a section of five (5) learning objectives. Students' results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 2: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students earn a minimum of seventy (70%) percent in the course.

Criterion Description:

Criterion #2: The established criterion is students earn an overall course average of 70%.

Findings Description:

We have recently had a change of faculty responsible for assessment due to two recent retirements. Unfortunately, no findings are presented here as no data was collected.

RELATED ITEM LEVEL 3

Indicator #2: HR Planning

Action Description:

We are not providing actions as we are reevaluating the entire assessment process for upcoming assessment year – including the Learning Objectives, Indicators, Criterion, Findings, and Actions.

RELATED ITEM LEVEL 1

Learning Objective #3: EEOC and Managing Employees

Learning Objective Description:

Learning Objective #3: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered on the sixteen HRM core topics tested by the PHR, SPHR, and GPHR certification exams. This introduction Human Resource Management course thus serves as a foundation. For Learning Objective #3 students will demonstrate knowledge, skills, and abilities related to Equal Employment Opportunity and High Performance Work Organizations, Managing Employees' Performance, Separating and Retaining Employees, and Establishing Pay Structures.

RELATED ITEM LEVEL 2

Indicator #3: EEOC and Managing Employees

Indicator Description:

Indicator #3: The four objective tests cover the five required HRM sections and consisted of 50 multiple-choice questions. Each one of the required HRM topics had 18 to 20 questions addressing each of the section's four performance-learning objectives. Students' results (both frequency and percentages) on the questions are listed on the data attachment used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 3: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students get at least seventy (70%) percent correct.

Criterion Description:

Criterion #3: The established criterion is students earn an overall course average of 70%.

Findings Description:

We have recently had a change of faculty responsible for assessment due to two recent retirements. Unfortunately, no findings are presented here as no data was collected.

RELATED ITEM LEVEL 3

Indicator #3: EEOC and Managing Employees

Action Description:

We are not providing actions as we are reevaluating the entire assessment process for upcoming assessment year – including the Learning Objectives, Indicators, Criterion, Findings, and Actions.

RELATED ITEM LEVEL 1

Learning Objective #4: Employee Benefits

Learning Objective Description:

Learning Objective #4: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered on the sixteen HRM core topics tested by the PHR, SPHR, and GPHR professional certification exams in Human Resource Management. This first Human Resource Management course introduces foundation HRM topics. For this Learning Objective #4 students will demonstrate knowledge, skills, and abilities related to Safe Workplace and Recognizing Employee Contributions,

Providing Employee Benefits, Collective Bargaining and Employee Relations, and Managing HRM Globally.

RELATED ITEM LEVEL 2

Indicator #4: Employee Benefits

Indicator Description:

Indicator #4: The objective test covered four required HRM topics and consisted of 50 multiple-choice questions. Each one of the section's four HRM topics used 8 to 12 questions that test each of the section's four HRM topics with learning objective #4. Students' results (both frequency and percentages) on the questions are listed on the data attachment and use the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 4: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students make at least seventy (70%) percent.

Criterion Description:

Criterion #4: The established criterion is students earn an overall course average of 70%.

Findings Description:

We have recently had a change of faculty responsible for assessment due to two recent retirements. Although we did not collect data in our MGMT 4330 Compensation courses, we did collect data in a MGMT 3330 Human Resource Management course to gain some insight with respect to whether or not our students were meeting the learning objective for this topic. In the MGMT 3330 course, we found that students understood 77.59% of the material related to the topic of compensation/benefits.

RELATED ITEM LEVEL 3

Indicator #4: Employee Benefits

Action Description:

We are not providing actions as we are reevaluating the entire assessment process for upcoming assessment year – including the Learning Objectives, Indicators, Criterion, Findings, and Actions.

RELATED ITEM LEVEL 1

Learning Objective #5: Designing Jobs and Professional Ethics

Learning Objective Description:

Learning Objective #5: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered on the sixteen HRM core topics tested by the PHR, SPHR, and GPHR professional certification exams in Human Resource Management. This first Human Resource Management course introduces foundation HRM topics. For this Learning Objective #5 students demonstrate knowledge, skills, and abilities related to Analyzing Work, Designing Jobs, and Professional Ethics.

RELATED ITEM LEVEL 2

Indicator #5: Designing Jobs and Professional Ethics

Indicator Description:

Indicator #5: The objective test covered four required HRM topics and consisted of 50 multiple-choice questions. Each one of the section's four HRM topics used 8 to 12 questions that test each of the section's four HRM topics with learning objective #4. Students' results (both frequency and percentages) on the questions are listed on the data attachment and use the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 4: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students make at least seventy (70%) percent.

Criterion Description:

Criterion #5: The criterion is students earn an overall course average of 70%.

Findings Description:

We have recently had a change of faculty responsible for assessment due to two recent retirements. Unfortunately, no findings are presented here as no data was collected.

RELATED ITEM LEVEL 3

Indicator #5: Designing Jobs and Professional Ethics

Action Description:

We are not providing actions as we are reevaluating the entire assessment process for upcoming assessment year – including the Learning Objectives, Indicators, Criterion, Findings, and Actions.

Students’ introduction to the broad based foundation knowledge and principles of Human Resource Development (HRD), a specialty in the HRM discipline.

Goal Description:

GOAL DESCRIPTION: Students must demonstrate an acceptable proficiency in basic HRD knowledge, skills and abilities. This HRD course is an introduction to the HRD profession, an important HRM specialty area and serves as a foundation in human resource development (HRD) knowledge and principles to enable executives to become more effective organizational actors. Students must understand a foundation of human resource development knowledge and principles to become effective Human Resource Management professionals in organizations. The goals of the Bachelor of Business Administration degree (BBA) in Human Resource Management are to provide an academic foundation in Human Resource Management (HRM), inclusive of HRD, for practitioners’ successful careers, prepare students for advanced graduate HRM degrees, and provide the knowledge required to pass the first HRM professional certification exam, the Professional in Human Resources, PHR, offered by the Society for Human Resource Management (SHRM) Certification Institute. Also, the American Society for Training and Development (ASTD) offers certification in training and development. Globally, the Sam Houston State University’s Bachelor of Business Administration degree in Human Resource Management is one of less than 200 undergraduate HRM degrees worldwide aligned completely with all of SHRM’s requirements. In 2017, the HRM degree’s SHRM alignment was reapproved for an additional five years, instead of the customary two. Our goal is continuous improvement guided by the human resource management’s professional society, SHRM, and the ASTD for the HRD course.

III. RELATED ELEMENTS: Students will demonstrate a basic understanding of the five (5) foundational HRD sections, which include the major HRD topics tested on the PHR and SPHR, Senior Professional in Human Resources, and ASTD certification exams. This course is an advanced Human Resource Management course in Human Resource Development that covers the SHRM and ASTD certification requirements in the area of Human Resource Training and Development, which is an important human resource management specialty field. See the five HRD sections and topics below, which are the five HRD learning objectives, for this foundation HRD course. The first day of class students took an eighty-question objective pre-test to establish a course baseline. The average score was 53%. Course embedded questions on major HRD topics are tested on two objective exams.

Providing Department: Human Resource Management BBA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Learning Objective #1: Designing and Establishing Effective Human Resource Training and Development Programs.

Learning Objective Description:

Learning Objective #1: Learning Objectives of this HRD course include the knowledge, skills and abilities covered on the PHR and ASTD exams. This course is an introduction to the Human Resource Development discipline and serves as a foundation in HRD. Please see the five (5) major HRD sections, or the five major HRD learning objectives. For these specific HRD learning objectives students demonstrate knowledge, skills and abilities related to: Designing and Establishing Effective Human Resource Training and Development Programs; Human Resource Training and Development Needs

Assessment: Organizational, Person, Task; Human Resource Training Evaluation Techniques: Reaction, Learning, Behavior and Results; Professional Ethics and Managing Human Resource Training and Development Programs. Thus, Learning Objective #1 tests students' understanding of Designing and Establishing Effective Human Resource Training and Development Programs.

RELATED ITEM LEVEL 2

Indicator #1 for Learning Objectives #1 and #2

Indicator Description:

TEST#1 covers Learning Objectives #1 and #2. The sections are: Section 1 over Designing and Establishing Effective Human Resource Training and Development Programs, and Section 2 over Human Resource Training and Development Needs Assessment: Organizational, Person, Task.

Indicator: Two objective tests cover four required major HRD sections; each test consists of 50 multiple-choice questions. Each one of the four (4) major HRD sections had a minimum of 20 to 22 questions addressing each of the four section's major HRD learning objectives. Students' results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 1: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students make a seventy (70%) percent in the course.

Criterion Description:

Criterion: The established criterion is students must earn an overall course

average of 70%. Of the forty-four (44) students, seventy percent (70%) of

the questions are to be answered correctly. The number of students and

percentage answering the questions correctly in each category is listed below.

Findings Description:

We have recently had a change of faculty responsible for assessment due to two recent retirements. Unfortunately, no findings are presented here as no data was collected.

RELATED ITEM LEVEL 3

Indicator #1 for learning Objectives #1 and #2

Action Description:

We are not providing actions as we are reevaluating the entire assessment process for upcoming assessment year – including the Learning Objectives, Indicators, Criterion, Findings, and Actions.

RELATED ITEM LEVEL 1

Learning Objective #2: Human Resource Training and Development Needs Assessment at the Organizational, Person, and Task levels.

Learning Objective Description:

Learning Objective #2: tests students' proficiency on Human Resource Training and Development Needs Assessment at the Organizational, Person, and Task levels.

RELATED ITEM LEVEL 2

Indicator #1 for Learning Objectives #1 and #2

Indicator Description:

TEST#1 covers Learning Objectives #1 and #2. The sections are: Section 1 over Designing and Establishing Effective Human Resource Training and Development Programs, and Section 2 over Human Resource Training and Development Needs Assessment: Organizational, Person, Task.

Indicator: Two objective tests cover four required major HRD sections; each test consists of 50 multiple-choice questions. Each one of the four (4) major HRD sections had a minimum of 20 to 22 questions addressing each of the four section's major HRD learning objectives. Students' results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 1: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students make a seventy (70%) percent in the course.

Criterion Description:

Criterion: The established criterion is students must earn an overall course

average of 70%. Of the forty-four (44) students, seventy percent (70%) of

the questions are to be answered correctly. The number of students and

percentage answering the questions correctly in each category is listed below.

Findings Description:

We have recently had a change of faculty responsible for assessment due to two recent retirements. Unfortunately, no findings are presented here as no data was collected.

RELATED ITEM LEVEL 3

Indicator #1 for learning Objectives #1 and #2

Action Description:

We are not providing actions as we are reevaluating the entire assessment process for upcoming assessment year – including the Learning Objectives, Indicators, Criterion, Findings, and Actions.

RELATED ITEM LEVEL 1

Learning Objective #3: Human Resource Training and Development Evaluation Methods

Learning Objective Description:

Learning Objective #3: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered in the core HRD topics tested by the PHR, SPHR, and GPHR certification exams. This first Human Resource Development course serves as the training discipline's foundation. Please see the five (5) HRD sections below, or the HRD learning objectives, for this HRD introduction class. For **Learning Objective #3 students demonstrate knowledge, skills, and abilities related to Human Resource Training Evaluation Methods: Reaction, Learning, Behavior and Results.**

RELATED ITEM LEVEL 2

Indicators #3 and #4

Indicator Description:

TEST#2 covers Learning Objectives #3 and #4, or HRD Sections 3 and 4. Section 3 is Human Resource Training Evaluation Methods: Reaction, Learning, Behavior and Results. Section 4 covers Professional Ethics and Managing Human Resource Training and Development Programs.

Indicator: The objective tests covered four of the five required HRD sections and consisted of 50 multiple-choice questions. Each one of the four HRD sections had 20 to 22 questions addressing the sections four (4) learning objectives. Students' results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 2: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students earn a seventy (70%) percent in the course.

Criterion Description:

Criterion: The established criterion is students earn an overall course average

of 70%. Thus, of the forty-four (44) students, seventy percent (70%) of the questions are to be answered correctly.

Findings Description:

We have recently had a change of faculty responsible for assessment due to two recent retirements. Unfortunately, no findings are presented here as no data was collected.

RELATED ITEM LEVEL 3

Indicator #3 and #4

Action Description:

We are not providing actions as we are reevaluating the entire assessment process for upcoming assessment year – including the Learning Objectives, Indicators, Criterion, Findings, and Actions.

RELATED ITEM LEVEL 1

Learning Objective #4: Ethics and managing Training Programs

Learning Objective Description:

Learning Objective #4: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered in the core HRD topics tested by the PHR, SPHR, and GPHR certification exams. This first Human Resource Development course serves as the training discipline’s foundation. Please see the five (5) HRD sections below, or the HRD learning objectives, for this HRD introduction class. For **Learning Objective #4 students demonstrate knowledge, skills, and abilities related to Professional Ethics and Managing Human Resource Training and Development Programs.**

RELATED ITEM LEVEL 2

Indicators #3 and #4

Indicator Description:

TEST#2 covers Learning Objectives #3 and #4, or HRD Sections 3 and 4. Section 3 is Human Resource Training Evaluation Methods: Reaction, Learning, Behavior and Results. Section 4 covers Professional Ethics and Managing Human Resource Training and Development Programs.

Indicator: The objective tests covered four of the five required HRD sections and consisted of 50 multiple-choice questions. Each one of the four HRD sections had 20 to 22 questions addressing the sections four (4) learning objectives. Students’ results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 2: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students earn a seventy (70%) percent in the course.

Criterion Description:

Criterion: The established criterion is students earn an overall course average

of 70%. Thus, of the forty-four (44) students, seventy percent (70%) of the questions are to be answered correctly.

Findings Description:

We have recently had a change of faculty responsible for assessment due to two recent retirements. Unfortunately, no findings are presented here as no data was collected.

RELATED ITEM LEVEL 3

Indicator #3 and #4

Action Description:

We are not providing actions as we are reevaluating the entire assessment process for upcoming assessment year – including the Learning Objectives, Indicators, Criterion, Findings, and Actions.

RELATED ITEM LEVEL 1

Learning Objective #5: Communication Skills

Learning Objective Description:

For the fifth (5) learning objective students complete a written assignment with presentation over a HRD topic to support the College of Business Administration's continuing efforts to improve students' communication skills, thus, learning objective #5.

RELATED ITEM LEVEL 2

Indicator: Communication Skills

Indicator Description:

The HRD Research Paper and 20 minute Presentation: 7-10 page HRD paper with 12 citations presented to class. **The indicator for learning objective #5 is a rubric that assessed the paper as 50% and the presentation as 50% of the grade for 100 points.**

Criterion Description:

Criterion: The criterion is students earn an overall course average of 70%.

Findings Description:

We have recently had a change of faculty responsible for assessment due to two recent retirements. Unfortunately, no findings are presented here as no data was collected.

RELATED ITEM LEVEL 3

Indicator: Communication Skills

Action Description:

We are not providing actions as we are reevaluating the entire assessment process for upcoming assessment year – including the Learning Objectives, Indicators, Criterion, Findings, and Actions.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

1. Encourage students to take notes.
2. Cultivate an atmosphere for students to ask questions.
3. Introduce more discipline into the classroom as it is a lab and may be distracting.
4. Spend additional time reviewing the study guide with the students prior to administering exams.

Update of Progress to the Previous Cycle's PCI:

We are not providing an update to the previous cycle's plan for continuous improvement as we are reevaluating the entire assessment process for upcoming assessment year – including the Learning Objectives, Indicators, Criterion, Findings, and Actions.

New Plan for Continuous Improvement Item

Closing Summary:

We are reevaluating the entire assessment process and are creating a new set of Learning Objectives, Indicators, and Criteria to better assess the HRM BBA degree. The new plan will be implemented in the 2022-2023 cycle.

Management Information Systems BBA

Management Information Systems- A Broad Base Of Knowledge

Goal Description:

The goal of the BBA program in Management Information Systems is to provide students with a broad base of knowledge in the Management Information System discipline.

Providing Department: Management Information Systems BBA

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Data Analytics

Learning Objective Description:

The Data Analytics focus is placed on the importance of collecting and analyzing data by creating models for making better decisions and improving business practices and strategies. Topics covered include descriptive analytics, predictive analytics, and prescriptive analytics. Students learn to apply business analytic tools, and to communicate the results. Emphasis is placed on applications, concepts and interpretation of results. (MGIS4315)

RELATED ITEM LEVEL 2

Data Analytics Assessment

Indicator Description:

Assessment of the Learning Objectives will be measured using assignments and exams related to collecting and analyzing data by creating models for making better decisions and improving business practices and strategies. (MGIS4315)

Criterion Description:

Students will average at least a 70% mastery level in the following areas:

descriptive analytics, predictive analytics, and prescriptive analytics

Findings Description:

Objective 1: Assess MGIS 4315 in Fall 2021 to see if learning is occurring and where improvements can be made in MGIS 4315 – Decision Analysis & Analytics. This class is a requirement for all SCM majors in the College of Business Administration and an elective for many other majors.

Procedure: Fall 2021 is the second time MGIS 4315 is offered. Students apply topics related to business analytics. A major focus is placed on the importance of collecting and analyzing data by creating models for making better decisions and improving business practices and strategies. Topics covered include descriptive analytics, predictive analytics, and prescriptive analytics. Students learn to apply business analytic tools, and to communicate the results. Emphasis is placed on applications, concepts, and interpretation of results.

The **Course Learning Objectives** are:

L01 Analyze data to generate information and knowledge that lead to informed decisions for businesses

L02 Create enterprise dashboards that are used to summarize and visualize data in a way that supports insight into trends and “what-if” analysis in real time.

L03 Show how business intelligence can be derived from data warehouses

L04 Create standard reports for business users

L05 Derive insightful trends using data mining techniques

L06 Apply the latest in analytics technology in real world case studies

Ten (10) homework assignments and three (3) tests were used to assess the level of learning for each of the course learning objectives.

The “Level of Understanding” is shown in the Tables below.

Results: For each of the course learning objectives, the percentage of students performing “Excellent” ($\geq 90\%$), “Good” (between 70% and 90%), and “Poor” ($< 70\%$) were calculated. The class size was 19.

Table 1: Student Performance on Course Learning Objectives

Course Learning Objectives	Excellent	Good	Poor
LO1 - better decisions	33%	18%	49%
LO2 - dashboard	29%	24%	47%
LO3 - bi from warehouses	58%	12%	30%
LO4 - reports	37%	26%	37%
LO5 - trends	47%	19%	33%
LO6 - latest technology	32%	35%	33%

Findings: The sample size increased from last year from 13 to 19. An observation of the results indicates that while many students were “Excellent” on many of the Learning Objectives, there were also quite a few in the “Poor” category. There was a disproportionate number of students who did not bother coming to class.

RELATED ITEM LEVEL 3

Data Analytics Assessment

Action Description:

Actions: Increase the enrollment for this course, by bringing attention to the course by informing the Advisement Center and the Department Chairs of how MGIS 4315 will satisfy various Degree Plans for other majors in COBA.

Place more emphasis on the Learning Objectives that had elevated numbers in the “Poor” category. More emphasis will be in the form of additional exercises and in-class lectures.

RELATED ITEM LEVEL 1

Database

Learning Objective Description:

Students who complete the BBA in Management Information Systems will demonstrate an understanding of the design and implementation of database applications and how database software works and its inclusion in design solutions. (MGIS 3330 and 4330)

RELATED ITEM LEVEL 2

Database Assessment

Indicator Description:

Assessment of the Learning Objectives will be measured using student performance in the areas of design and implementation of database applications will be measured through practical exams in MGIS 3330 and specific exam questions on the design and implementation topics in MGIS4330. (MGIS3330 and MGIS 4330)

Criterion Description:

Students are assumed to have no previous knowledge of database design and implementation skills and are not given a pretest. The class average on both, **design** and **implementation** of databases will be 70% correct. Skills in these two areas will be included on each unit examination. M/C questions and/or hands-on exercises/projects may be utilized dependent on the instructor and course, MGIS 3330 and MGIS 4330.

Findings Description:

Results:

One section of face to face MGIS 3330 – Database (I) (18 students) Spring 2022 was assessed. Table 1 below indicates the percentage of students that demonstrated an understanding of topic areas

Table 2 shows the level of understanding of students performing “Excellent” ($\geq 90\%$), “Good” (between 70% and 90%), and “Poor” ($< 70\%$) for each topic area.

The performance of the students exceeded the criterion for Part 1 topic areas. Both Part 2 and 3 had below criterion performance.

Topics	Average
Part 1: -Creating a database -Building database relationships -Querying a database for information	80.86%
Part 2: -Creating simple forms/reports -Advanced queries -Advanced form design -Advanced report design	69.04%
Part 3: -Normalization or optimizing the database -Action queries for efficiency -Automating processes with macros/SQL basics -Managing & Securing databases	66.3%

Findings:

Post COVID19 I saw a lack of engagement from the students. As noted, 3 students

Table 2: Student Performance on Specific Topic Areas

Topic	Excellent	Good	Poor
Part 1: -Creating a database -Building database relationships -Querying a database for information	44.4%	22.2%	33.4%
Part 2: * -Creating simple forms/reports -Advanced queries -Advanced form design -Advanced report design	11.1%	22.2%	61.1%
Part 3: ** -Normalization or optimizing the database -Action queries for efficiency -Automating processes with macros/SQL basics -Managing & Securing databases	22.2%	33.3%	27.8%

*1 student was exempt from Part 2 exam

** 1 student was exempt from Part 3 exam and 3 students did not take the exam

It is worth noting that post COVID19 I saw a lack of engagement from the students. As noted, 3 students did not even show up for the Part 3 exam. Part 2, which is the most difficult material, had too many in the poor category.

It should be noted that 7 students (38.9%) passed the MOS Access Certification Exam at the end of the semester. The certification is harder than the in-class exams and this passing rate demonstrates that many students mastered the Access skills

RELATED ITEM LEVEL 3

Database Assessment

Action Description:

More time in class going over Part 2 examples for practice is planned.

RELATED ITEM LEVEL 1

Electronic Commerce

Learning Objective Description:

Students who complete the BBA in Management Information Systems will demonstrate the ability to implement business oriented systems for electronic commerce and skills in using Internet technologies. (MGIS4320)

RELATED ITEM LEVEL 2

Electronic Commerce Assessment

Indicator Description:

Assessment of the Learning Objectives will be measured using assignments and exams related to the ecommerce and internet technology topics. (MGIS 4320)

Criterion Description:

Students will average at least a 70% mastery level in the following areas:
XHTML, CSS, Graphics, and JavaScript.

Findings Description:

Objective: Assess MGIS 3320 in Fall 2021 to see if learning is occurring and where improvements can be made in MGIS 3320 – Electronic Commerce Implementation.
This class is a requirement for all MIS majors in the College of Business Administration.

Procedure: MGIS 3320 was last assessed in Spring 2020. The topics covered in this course are the latest versions of HTML, CSS, JavaScript, and discussion regarding Graphics. HTML and CSS are so closely related that they will be assessed together.
Nine (9) homework assignments and two (2) tests are used to assess the level of learning of the specific topics. The course is divided up with homework assignments for each topic area, HTML/CSS (4), JavaScript (3), and Graphics (2). Each of these topics are an extension of the other. Tests have a written closed book portion and a hands-on lab portion.
The “Level of Understanding” is shown in the Table below.

Results: This course was previously assessed in 2012, 2015, and 2020. In 2012, JavaScript was an area targeted for improvement. Additional class time and more targeted assignments were used to improve this particular area. Significant improvement was recognized in 2015, but JavaScript remained an area for more improvement. In the last few semesters, JavaScript was moved to the middle of the semester following CSS. This move was done in order to spend more time on JavaScript and also with the thought that most students have additional distractions at the end of the semester with more projects and end of semester obligations. In 2020, JavaScript improved and in 2021 also realized more improvement.
The instructor’s qualitative assessment (based on working with the students on Exams and Homework) of what the students’ learned in the course and where improvements can be made is as follows. While the homework grades are very good, it is believed that the students worked very closely with one another and didn’t master the material well enough to perform on the exam. Action item is to emphasize and

draw attention to not being reliant on others to complete the assignments.

It was determined that in order to ensure the student's understanding of the topics that increased one-on-one interaction is necessary.

For each of the Topics, the percentage of students getting performing "Excellent" ($\geq 90\%$), "Good" (between 70% and 90%), and "Poor" ($< 70\%$) were also calculated.

Table 1: Student Performance on Specific Topic Areas

Topic	Excellent	Good	Poor
1.HTML/CSS	33%	33%	34%
2.JavaScript	12%	66%	21%
3.Graphics	57%	22%	20%

Findings: Post COVID era, I noticed a disproportionate number of students that were not engaged in the course and there was difficulty getting them to come to class. HTML/CSS has too many in the Poor category. There continues to be a slight improvement in the JavaScript component. Graphics is doing very well.

RELATED ITEM LEVEL 3

Electronic Commerce Assessment

Action Description:

Actions: Increase emphasis will be placed on improving HTML/CSS. The Poor category should be significantly lower. While JavaScript has improved, more in the Excellent group would be better.

RELATED ITEM LEVEL 1

Information Systems

Learning Objective Description:

Students who complete the BBA in Management Information Systems will be able to:

1. Recognize and describe the role of and developments in management information systems for various businesses and industries.
 2. Demonstrate the ability to use of information systems to solve business problems.
- (MGIS3310)

RELATED ITEM LEVEL 2

Information Systems Assessment

Indicator Description:

Assessment of the Learning Objectives will be made with the student's performance on exams and practical labs. Exams will have sections/topics targeting the Learning Objective 1 and the practical labs will be evaluated for Learning Objective 2. (MGIS 3310)

Criterion Description:

The learning objective is accomplished when an average score of 70% or higher for concepts and principles is obtained by 70% of the students taking MGIS3310.

Results of the assessment for online modality is attached.

For each of the Topics areas, the percentage of students getting performing "Excellent" ($> 90\%$), "Good" (between 70% and 90%), and "Poor" ($< 70\%$) were also calculated.

Findings Description:

Information Systems is not to be assessed for this cycle. December 3, 2021 is the deadline for Indicators and Criterion, however any Findings that will be reported will not be available until next semester.

RELATED ITEM LEVEL 3

Information Systems Assessment

RELATED ITEM LEVEL 1

Networking

Learning Objective Description:

Students who complete the BBA in Management Information Systems will demonstrate an understanding of telecommunications services and networking technologies and skills in installing and managing networks within business organizations. (MGIS4350)

RELATED ITEM LEVEL 2

Networking Assessment

Indicator Description:

Assessment will be made using test performance on understanding of telecommunications services and networking technologies. A project will be used to assess skills in working as a team to install and manage a network. (MGIS4350)

Criterion Description:

The class average on individual test questions will be 70% correct. Test questions will be included on each unit examination. Seventy five percent of Management Information Systems majors will receive a score of at 70% on the Test and the Networking Project.(MGIS4350)

Findings Description:

One section of MGIS 4350 – Business Network Management (39 students) Fall 2021 were assessed.

Table 1 below indicates the percentage of students that demonstrated an understanding of topic areas comprising the first learning objective and their performance on the project for the second learning objective. Included in the table is the % Correct for each Learning Objective.

Table 2 shows the level of understanding of students performing “Excellent” (>=90%), “Good” (between 70% and 90%), and “Poor” (<70%) for each topic area.

The performance of the students exceeded the criterion for all topic areas.

Table 1: Student Performance on Learning Objectives

Topic	% Correct	Learning Objective	% Correct
1. General Knowledge 2. Reference Models 3. Hardware and Media	84.25%	Students will be able to contrast and distinguish telecommunication services and networking technologies.	84.26%
4. Security 5. Troubleshooting	83.99%		
6. Virtual Environment 7. Server Project	85.40%	The ability to demonstrate skills in installing and managing networks within business organizations.	85.40%

Table 2: Student Performance on Specific Topic Areas

Topic	Excellent	Good	Poor
1. General Knowledge 2. Reference Models 3. Hardware and Media	78.61%	4.98%	16.42%

4. Security	82.29%	8.18%	9.53%
5. Troubleshooting			
6. Virtual Environment	70.94%	22.22%	6.84%
7. Server Project			

RELATED ITEM LEVEL 3

Networking Assessment

Action Description:

Emphasis was placed on "General Knowledge", "Reference Models" and "Hardware and Media" to try and improve student understanding. As a result of this increased emphasis, “Security” and “Troubleshooting” suffered. The plan will be to integrate “Security” and “Troubleshooting” further into each topic and thus hopefully increase student outcomes in all areas being assessed.

RELATED ITEM LEVEL 1

Programming

Learning Objective Description:

Students who complete the BBA in Management Information Systems will demonstrate the ability to analyze and define business problems from a programming perspective and an understanding of the basic concepts of programming, problem solving, and program logic. This includes the understanding of fundamental concepts of procedural, object-oriented, and event-driven programming paradigms and the ability to apply them to solve business problems. (MGIS2320)

RELATED ITEM LEVEL 2

Programming Assessment

Indicator Description:

Assessment will be made using exams to evaluate both the understanding of fundamental concepts of the three programming paradigms (procedural, object-oriented, and event-driven) and the ability to apply them to solve business problems. Common multiple-choice questions will be used to assess the understanding, while coding problems will be used to assess the ability to apply. (MGIS 2320)

Criterion Description:

The average across class sections on each exam will be 75% (originally 70% correct, but we determined that the hurdle needed to be higher to stay competitive with peer schools) correct. The class average on the section testing the understanding of fundamental concepts of both procedural and object-oriented paradigms will be 75% (originally 70% correct, but we determined that the hurdle needed to be higher to stay competitive with peer schools) correct. Also, the class average on the section testing the ability to apply the concepts of concepts of both procedural and object-oriented paradigms will be 75% (originally 70% correct, but we determined that the hurdle needed to be higher to stay competitive with peer schools) correct. The class average on the exam on event-driven paradigm will be 70% correct; this last exam contains one coding problem, combining the understanding and application. We are particularly interested to determine whether our interventions are working with the procedural paradigm, a weakness that emerged in 2010-2011. (MGIS2320)

Findings Description:

Pogramming is not to be assessed for this cycle. December 3, 2021 is the deadline for Indicators and Criterion, however any Findings that will be reported will not be available until next semester.

RELATED ITEM LEVEL 3

Programming Assessment

RELATED ITEM LEVEL 1

Systems Analysis And Design

Learning Objective Description:

Students who complete the BBA in Management Information Systems will demonstrate an understanding of the design and application of information systems in business and a knowledge of the tools and processes used in systems analysis and design. (MGIS4340)

RELATED ITEM LEVEL 2

Systems Analysis And Design Assessment

Indicator Description:

Assessment of the Learning Objectives will be measured using vocabulary exam questions and semester long project assignments targeting specific related topics. (MGIS 4340)

Criterion Description:

For each Learning Objective there is a 70% cutoff level whereby above 70% is deemed achieving the learning objective and below 70% attainment is considered no achieving the learning objective.

The class average on the vocabulary exam will be => 70% correct to be deemed acceptable.

The rubric is based on the four phases of development methodology. A draft version of each phase I-III deliverable is graded as well as a final version. Only one version of the phase IV deliverable is graded as this phase is an outline of deliverables (installation guidelines, recovery guidelines, etc.). Management Information Systems majors will receive a score of at least 70% on the rubric for the project final draft. (MGIS4340).

Findings Description:

Systems Analysis and Design is not to be assessed for this cycle. December 3, 2021 is the deadline for Indicators and Criterion, however any Findings that will be reported will not be available until next semester.

RELATED ITEM LEVEL 3

Systems Analysis And Design Assessment

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Courses to be assessed in the next cycle (Fall2021-Spring2022):

- e-Commerce Implementation (MGIS3320)
- Data Analytics (MGIS4315)
- Database I f2f (MGIS3330)
- Networking (MGIS4350)

Update of Progress to the Previous Cycle's PCI:

Courses were assessed. We continue to discuss including additional topics in existing courses or consideration towards creating new courses, such as Agile in Systems Analysis & Design, adding an additional course in web development, programming, and databases.

New Plan for Continuous Improvement Item

Closing Summary:

Discussion on requiring MGIS 4315 Decision Analytics & Analysis for MIS majors is tabled for future discussion. We'll explore various options for providing certifications towards data analytics. There was additional discussion regarding a second Decision Analytics course to include more advanced topics.

Courses to be assessed for 2022 - 2023

MGIS 3310 f2f (Fall 2022)

MGIS 3330 online (Spring 2023)

MGIS 4330 (Fall 2022)

MGIS 4340 (Spring 2023)

Project Management MS

Leadership Development

Goal Description:

The goal of the MS in Project Management degree is to develop business professionals prepared for leadership roles.

Providing Department: Project Management MS

Progress: Completed

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Communication

Learning Objective Description:

Graduates of the MS in Project Management program should be able to demonstrate language and content that suits the intended audience and organize content in a logical sequence.

RELATED ITEM LEVEL 2

Communication Written Assignments

Indicator Description:

Written assignments throughout the MS in Project Management courses will be assessed using a common rubric on four skills: 1) organization of ideas and content; 2) mechanics or writing; 3) professional format and use of conventions; and 4) professionalism. Students receive scores ranging from 1 to 5, with 1 = emerging skill and 5 = mastery of skill.

Criterion Description:

The average score on each of the four written communication skills should be at least 3.75 out of 5 (75%) for all MS in Project Management students.

Findings Description:

This learning objective was assessed in MGMT 5530 for Dr. Jason Riley in Spring of 2022. In this course, 12 students out of 16 reached the threshold of a 3.75 average score or better on this assessment criterion. While we had hoped that all students would meet this criteria, the increasing size of the program has led to a larger variability in the initial capabilities of the students in the program, and Dr. Riley reports seeing dramatic improvement from students, even those that fell below the criteria. We will discuss how to best implement this for a growing program over the next assessment cycle. Specific data for this criterion can be found in the 2021-2022 Assessment sheet in the attached excel data file.

Attached Files

 [Project Management MS Assessment Data.xlsx](#)

RELATED ITEM LEVEL 3

Communication Written Assignments

Action Description:

This is the learning objective that our students seem to have the hardest time meeting our stated goals for their performance. We recognize this as a struggle for students, particularly those that may have been out of education for a while. Our plan is to do two things: 1) implement more

writing assignments earlier in the program for project management students, and 2) to encourage project management faculty to better use writing resources available to us and our students, such as the writing center and the COBA writing initiative.

RELATED ITEM LEVEL 1

Critical Thinking

Learning Objective Description:

Graduates of the MS in Project Management program should be able to distinguish between relevant and non-relevant information regarding a business problem and develop a valid argument in support of a conclusion.

RELATED ITEM LEVEL 2

Critical Thinking Writing Assignments

Indicator Description:

Written assignments throughout the MS in Project Management courses will be assessed using a common rubric on seven skills: 1) identify and summarize the problem/issue; 2) identify and present the student's own hypothesis, perspective, and position; 3) identify and consider other salient perspectives and positions; 4) identify and assess the key assumptions; 5) identify and assess the quality of supporting data/evidence; 6) identify and consider the influence of context on the issue; 7) identify and assess conclusions, implications, and consequences. Students receive scores ranging from 1 to 5, with 1 = emerging skill and 5 = mastery of skill.

Criterion Description:

The average score on each of the seven critical thinking skills should be at least 3.75 out of 5 (75%) for all MS in Project Management students.

Findings Description:

This learning objective was assessed in MGMT 5338 for Dr. Pam Zelbst in Spring of 2022. In this course, 7 students out of 8 reached the threshold of a 3.75 average score or better on this assessment criterion. Furthermore, the one student that did not meet this score has some extenuating circumstances which negatively impacted their performance during the semester. As a group, we are satisfied with the outcomes on this learning objective. Specific data for this criterion can be found in the 2021-2022 Assessment sheet in the attached excel data file.

Attached Files

 [Project Management MS Assessment Data.xlsx](#)

RELATED ITEM LEVEL 3

Critical Thinking Writing Assignments

Action Description:

Overall, we are happy with the performance of the students on this learning objective. While one student did not meet the criteria set forth in the learning objective, the general performance of the students in the project management program has met our expectations. We will continue to develop this learning objective; we are currently discussing the use of simulations and other tools in some program classes which might help the last student or two meet this learning objective.

RELATED ITEM LEVEL 1

Strategic Decision-making

Learning Objective Description:

Graduates of the MS in Project Management program should be able to consider different strategic options using available evidence through the lens of organizational goals and generate applicable solutions for business problems.

RELATED ITEM LEVEL 2

Strategic Decision Making Written Assignments

Indicator Description:

Written assignments throughout the MBA courses will be assessed using a common rubric on four skills: 1) perform environmental scanning; 2) identify and retrieve needed and relevant business information; 3) integrate and synthesize strategic information; and 4) generate plausible and innovative solutions to problems. Students receive scores ranging from 1 to 5, with 1 = emerging skill and 5 = mastery of skill.

Criterion Description:

The average score on each of the four strategic decision-making skills should be at least 3.75 out of 5 (75%) for all MS in Project Management students.

Findings Description:

This learning objective was assessed in MGMT 5530 for Dr. Jason Riley in Spring of 2022. In this course, 14 students out of 16 reached the threshold of a 3.75 average score or better on this assessment criterion. While we had hoped that all students would meet this criteria, the increasing size of the program has led to a larger variability in the initial capabilities of the students in the program. Furthermore, we recognize that this is likely the hardest skill to develop in the program. We will discuss how to help every student get more practice with this learning objective earlier in the program. Specific data for this criterion can be found in the 2021-2022 Assessment sheet in the attached excel data file.

Attached Files

 [Project Management MS Assessment Data.xlsx](#)

RELATED ITEM LEVEL 3

Strategic Decision Making Writing Assignments

Action Description:

The student's performance on this learning objective has been mostly satisfactory, with only a couple of students not meeting our criteria for this learning objective. We are pursuing some simulations that might help us with this learning objective in earlier courses in the program; while this isn't completely done we are talking about various programs we might be able to use in some capacity.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Concluding Summary

As a faculty, we plan on increasing the data gathering for our assessment efforts to be every semester instead of every year. This will allow for us to follow the growth of students as they go through the program, which will help us better isolate how our courses are helping students grow through their time at the program. This might be a bit ambitious, as the size of the program is still relatively small, but as a group of faculty we believe that it's worth considering for this year.

Update of Progress to the Previous Cycle's PCI:

The program has grown tremendously, and as a results of this we had to scale back our data collection ambitions. We are still only collecting every year, and we've discussed that this might be enough for our assessment efforts now that the program's size has grown tremendously. The problem with previous semesters has been that we only had a few students to collect data from, but now we have around 10 project management students in each project management class, with some classes having almost 20.

New Plan for Continuous Improvement Item

Closing Summary:

We are planning on gathering enough data next year in our assessment plan that we can start making data driven decisions about how we can improve our student's performance on our learning objectives. Dr. Kevin Sweeney will be responsible for setting the assessment timeline for our students, as well as providing data to the rest of the project management faculty about the performance of the students. This will be the catalyst for making changes into the way that certain learning objectives are approached and taught in courses, because we'll now have the data that suggests which learning objectives the students struggle with the most. The data from 2022, combined with 2023, will provide enough data for this effort.