



2022-2023



**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

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:

Learning Objective 01: Identify what needs to be measured and determine an appropriate, relevant and reliable measure for the intended use

3000-level courses

	Total	Main	TWC	Online
Number of students assessed	562	396	148	18
Number of students meeting criteria	410	289	107	14

Percentage of successful students	73.0%	73.0%	72.3%	77.8%
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The criterion was met. The percentage of successful students, in all categories, exceeds the 60% success rate determined by the Department of Accounting for junior-level (3000-level) courses.

4000 – Level Courses

	Total	Main	TWC	Online
Number of students assessed	160	76	54	30
Number of students meeting criteria	121	58	45	18
Percentage of successful students	75.6%	76.3%	83.3%	60.0%

The criterion was met overall and for all face-to-face courses. For these courses, the percentage of successful students exceeds the 70% success rate determined by the Department of Accounting for senior-level (4000-level) courses. However, the success rate for online students did not meet the 70% criterion.

RELATED ITEM LEVEL 3

Action Item for Measurement Analysis and Interpretation (LO 1)

Action Description:

The criterion established for this learning objective was exceeded for all programs with one exception. For 4000-level courses, the online results fell below established criterion. These results came from only one section with a total of 30 students. This result may have resulted from the fact that the course was the only 4000-level course offered online and that the fact that it is an elective course. A similar result was seen in the previous assessment cycle. Student commitment to the course requirements may have been less because of the online modality or the elective nature of the course. Faculty teaching this course will increase focus on this learning objective in any online sections and will monitor future results.

Specific actions planned by faculty for addressing this learning objective in their courses in the future include:

Will cover data building tools, introduce AI and machine learning concepts and techniques.

Continue to try to select project topics that are of similar complexity from semester to semester. Encourage students to ask more questions before submitting the projects. Consider reducing the amount of deductions for grammar. Many students lose points due to grammar issues.

Will introduce automated cost systems concepts, and practice using excel.

Financial Statement impact: We need more thorough comprehension of how the financial statements are affected with every transaction or adjustment *continually* through the process (and not just at “period end”). I plan to incorporate several methods for this, including (a) handing out financial statements at the beginning of class, recording JEs and asking the students to update the values in the FS, and (b) placing more emphasis on the FS type of account when recording JEs and making calculations (IS, BS, SRE, SCF).

Provide an in-class problem to be solved at the end of each class session.

Conduct short group events in class every other week.

Possibly promote “badges” for completing all of the requirements each week.

I plan on continuing this path of active work and feedback in class. It seemed to stimulate their interest more than the traditional lecture-based model of teaching.

In the upcoming semester, the course will 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.

In the upcoming semester, the course will continue to provide more support through the case assignment. In the Fall 22, students struggled to complete the required work. The course was offered online in the Fall, which attracts a larger number of students. However, it is harder to motivate the online students to complete the case due to the amount of time required. In the Spring semester, increased communications as well as face to face feedback regarding the assignment, helped incentive students to stay the course.

The financial statement analysis and articulations improved. These assignments are a source of success for students and I intend to continue to create these opportunities for students to present and prepare these within the course.

Students will be required to continue completing a preliminary assignment designed to improve their performance on the formal fraud case analysis assignment.

The preliminary assignment will allow students to receive feedback which can be utilized in the completion of the formal fraud case analysis assignment.

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

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:

Learning Objective 01: Prepare reports, memos, letters and other forms of communication with objectivity, conciseness and clarity

3000 – Level Courses

	Total	Main	TWC	Online
Number of students assessed	355	260	78	17
Number of students meeting criteria	245	174	61	10
Percentage of successful students	69.0%	66.9%	78.2%	58.8%

The criterion was met. The percentage of successful students, in all categories, exceeds the 60% success rate determined by the Department of Accounting for junior-level (3000-level) courses, with the exception of the online courses which was very close to the criterion at 58.8%.

4000 – Level Courses

	Total	Main	TWC	Online
Number of students assessed	161	76	55	30
Number of students meeting criteria	127	61	41	25
Percentage of successful students	78.9%	80.3%	74.5%	83.3%

The criterion was met. The percentage of successful students, in all categories, exceeds the 70% success rate determined by the Department of Accounting for senior-level (4000-level) courses.

RELATED ITEM LEVEL 3

Action Item for Reporting (LO 1)

Action Description:

The criterion established for this learning objective was exceeded. For one 3000-level course, the online results were essentially at the minimum criterion (the success rate was 58.8% and the criterion was 60%). While the criterion is essentially met, this one online class with only 17 students had results significantly less than the other modalities. This represents a small fraction of our students. However, faculty teaching this course will increase focus on this learning objective and will also consider if their assessment methods are appropriate as compared to the face-to-face courses. The department will continue to monitor.

Specific actions planned by faculty for addressing this learning objective in their courses in the future include:

- Will cover data building tools, introduce AI and machine learning concepts and techniques.
- Continue to try to select project topics that are of similar complexity from semester to semester. Encourage students to ask more questions before submitting the projects. Consider reducing the amount of deductions for grammar. Many students lose points due to grammar issues.
- All learning goals were assessed and the results meet the department standard of 70% success rate for all goals. The Reporting goal is the goal that had the lowest success rate. This was true last year as well. Based on last years’ results, I recently implemented a new approach to this goal by integrating it throughout all of the course instead of viewing it as a discrete topic. While assessment results did not improve this year, I believe this integrative approach is more conceptually sound and that it is too early to abandon it at this time. Therefore, I plan to continue my current integrative approach but to increase the amount of coverage of Reporting issues in my lectures and class activities and to add additional questions relating to this goal to my class quizzes. Hopefully this increased exposure will help to improve student learning of consolidated financial reporting.

Financial Statement impact: We need more thorough comprehension of how the financial statements are affected with every transaction or adjustment *continually* through the process (and not just at “period end”). I plan to incorporate several methods for this, including (a) handing out financial statements at the beginning of class, recording JEs and asking the students to update the values in the FS, and (b) placing more emphasis on the FS type of account when recording JEs and making calculations (IS, BS, SRE, SCF).

I plan on continuing this path of active work and feedback in class. It seemed to stimulate their interest more than the traditional lecture-based model of teaching.

In the upcoming semester, the course will 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.

In the upcoming semester, the course will continue to provide more support through the case assignment. In the Fall 22, students struggled to complete the required work. The course was offered online in the Fall, which attracts a larger number of students. However, it is harder to motivate the online students to complete the case due to the amount of time required. In the Spring semester, increased communications as well as face to face feedback regarding the assignment, helped incentive students to stay the course.

The financial statement analysis and articulations improved. These assignments are a source of success for students and I intend to continue to create these opportunities for students to present and prepare these within the course.

Students will be required to continue completing a preliminary assignment designed to improve their performance on the formal fraud case analysis assignment.

The preliminary assignment will allow students to receive feedback which can be utilized in the completion of the formal fraud case analysis assignment.

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:

Learning Objective 02: Describe work performed and conclusions reached in a manner that enhances the reports' usefulness

3000 – Level Courses

	Total	Main	TWC	Online
Number of students assessed	107	79	28	N/A
Number of students meeting criteria	68	47	21	N/A
Percentage of successful students	63.6%	59.5%	75.0%	N/A

The criterion was met overall with a total success rate in excess of the 60% criteria set by the Department of Accounting for junior-level (3000-level) courses. The most notable finding here is the difference between campuses. While the success rate at the main campus is extremely close to the target of 60%, it is notably lower than the TWC campus of 75%.

4000 – Level Courses

	Total	Main	TWC	Online
Number of students assessed	125	72	53	N/A
Number of students meeting criteria	100	58	42	N/A
Percentage of successful students	80.0%	80.6%	79.2%	N/A

The criterion was met. The percentage of successful students, in all categories, exceeds the 60% success rate determined by the Department of Accounting for junior-level (3000-level) courses. Success rates are extremely consistent across campuses.

RELATED ITEM LEVEL 3

Action Item for Reporting (LO 2)

Action Description:

The criterion established for this learning objective was exceeded. However, there were two notable results. First, the overall success rate of 63.6% for 3000-level courses, while exceeding the established criterion, was noticeably lower than the overall rate in the prior two years (both 73%). This is being driven by a decreased success rate at the main campus. This decline for the main campus while the TWC campus remained at 75% is curious. There is no obvious reason for this and faculty intend to monitor future results carefully.

Specific actions planned by faculty for addressing this learning objective in their courses in the future include:

Will cover data building tools, introduce AI and machine learning concepts and techniques.

I plan on continuing this path of active work and feedback in class. It seemed to stimulate their interest more than the traditional lecture-based model of teaching.

My plan is to continue to use supplementary exercises, cases, and technology (excel and Power Bi) within the class, but to develop these further by using real companies rather than fictional companies. Most importantly I will have the students conduct research on their own of these companies so that they can implement what they have learned to companies currently in the world. This will allow the students to take what they have learned and apply it in any audit scenario so that they can determine what risks a company has and how to understand and read an audit opinion issued for any company.

Students will be required to continue completing a preliminary assignment designed to improve their performance on the formal fraud case analysis assignment.

The preliminary assignment will allow students to receive feedback which can be utilized in the completion of the formal fraud case analysis assignment.

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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

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:

Learning Objective 01: Assess the risk of technology and automated business processes

3000 – Level Courses

	Total	Main	TWC	Online
Number of students assessed	169	113	56	N/A
Number of students meeting criteria	121	80	41	N/A
Percentage of successful students	71.6%	70.8%	73.2%	N/A

The criterion was met. The percentage of successful students, in all categories, exceeds the 60% success rate determined by the Department of Accounting for junior-level (3000-level) courses.

4000 – Level Courses N/A

RELATED ITEM LEVEL 3

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

Action Description:

All 3000-level courses exceed established criterion. In addition, the overall success rate is very similar to that of previous years. There were no 4000-level courses which assessed this particular learning objective.

Specific actions planned by faculty who assess this learning objective include:

I am planning on spending more time working through problems and applying knowledge and less time lecturing. The material is theory-based and therefore does not need as much explanation compared to other accounting courses.

Continue using a variety of activities that systematically complement each other with learning course material. Reinforce need that assignments are to be completed over more of the timespan given and not the day or so before due, which leads to rushing through and/or not giving sufficient attention to assignment requirements. This reinforcement needs to particularly be done for assignments early in the semester.

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:

Learning Objective 02: Evaluate controls that mitigate risk of negative outcomes through prevention or detection and correction

3000 – Level Courses

	Total	Main	TWC	Online
Number of students assessed	52	31	21	N/A
Number of students meeting criteria	41	25	16	N/A
Percentage of successful students	78.8%	80.6%	76.2%	N/A

The criterion was met. The percentage of successful students, in all categories, exceeds the 60% success rate determined by the Department of Accounting for junior-level (3000-level) courses.

4000 – Level Courses

	Total	Main	TWC	Online
Number of students assessed	89	53	36	N/A
Number of students meeting criteria	68	39	29	N/A
Percentage of successful students	76.4%	73.6%	80.6%	N/A

The criterion was met. The percentage of successful students, in all categories, exceeds the 70% success rate determined by the Department of Accounting for senior-level (4000-level) courses.

RELATED ITEM LEVEL 3

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

Action Description:

All level courses and all modalities exceeded established criterion. This was the first year that this learning objective was assessed in a 3000-level course. Trends will be monitored going forward.

Specific actions planned by faculty who assess this learning objective include:

I am planning on spending more time working through problems and applying knowledge and less time lecturing. The material is theory-based and therefore does not need as much explanation compared to other accounting courses.

My plan is to continue to use supplementary exercises, cases, and technology (excel and Power Bi) within the class, but to develop these further by using real companies rather than fictional companies. Most importantly I will have the students conduct research on their own of these companies so that they can implement what they have learned to companies currently in the world. This will allow the students to take what they have learned and apply it in any audit scenario so that they can determine what risks a company has and how to understand and read an audit opinion issued for any company.

Continue using a variety of activities (cases, assignments, quizzes, tests and class participation) that systematically complement each other with learning course material.

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

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.

RELATED ITEM LEVEL 2

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:

Learning Objective 01: Identify potential problems and establish controls to allow for effective and efficient business operations

3000 – Level Courses

	Total	Main	TWC	Online
Number of students assessed	222	146	76	N/A
Number of students meeting criteria	144	94	50	N/A
Number of students meeting criteria	64.9%	64.4%	65.8%	N/A

The criterion was met. The percentage of successful students, in all categories, exceeds the 60% success rate determined by the Department of Accounting for junior-level (3000-level) courses.

4000 – Level Courses

	Total	Main	TWC	Online
Number of students assessed	8	N/A	8	N/A
Number of students meeting criteria	6	N/A	6	N/A
Number of students meeting criteria	75.0%	N/A	75.0%	N/A

The criterion was met. The percentage of successful students, in all categories, exceeds the 70% success rate determined by the Department of Accounting for senior-level (4000-level) courses.

RELATED ITEM LEVEL 3

Action Item for Systems and Process Management (LO 1)

Action Description:

All established criterion for this learning objective were exceeded. Faculty assessing this learning objective indicated the following action plans:

Will cover data building tools, introduce AI and machine learning concepts and techniques.

I am planning on spending more time working through problems and applying knowledge and less time lecturing. The material is theory-based and therefore does not need as much explanation compared to other accounting courses.

Continue using a variety of activities that systematically complement each other with learning course material. Reinforce need that assignments are to be completed over more of the timespan given and not the day or so before due, which leads to rushing through and/or not giving sufficient attention to assignment requirements. This reinforcement needs to particularly be done for assignments early in the semester.

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

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:

Learning Objective 01: Use technology assisted tools to effectively perform assigned tasks

3000 – Level Courses

	Total	Main	TWC	Online
Number of students assessed	170	114	56	N/A
Number of students meeting criteria	153	102	51	N/A
Number of students meeting criteria	90.0%	89.5%	91.1%	N/A

The criterion was met. The percentage of successful students, in all categories, exceeds the 60% success rate determined by the Department of Accounting for junior-level (3000-level) courses.

4000 – Level Courses

	Total	Main	TWC	Online
Number of students assessed	87	43	44	N/A
Number of students meeting criteria	82	41	41	N/A
Number of students meeting criteria	94.3%	95.3%	93.2%	N/A

The criterion was met. The percentage of successful students, in all categories, exceeds the 70% success rate determined by the Department of Accounting for senior-level (4000-level) courses.

RELATED ITEM LEVEL 3

Action Item for Technology and Tools (LO 1)

Action Description:

All criterion were significantly exceeded. Individual faculty who assess this learning objective indicated the following action plans for the upcoming assessment cycle:

- Will cover data building tools, introduce AI and machine learning concepts and techniques.
- Continue using a variety of activities that systematically complement each other with learning course material. Reinforce need that assignments are to be completed over more of the timespan given and not the day or so before due, which leads to rushing through and/or not giving sufficient attention to assignment requirements. This reinforcement needs to particularly be done for assignments early in the semester.
- Continue to assign most homework and practice assignments in Excel.

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 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.

Update of Progress to the Previous Cycle's PCI:

During the calendar year of 2022, faculty carried out their planned activities as noted in the previous assessment report. They placed increased emphasis on those learning objectives which did not meet the minimum criteria and some revised their assessment methods.

The Department of Accounting continued its monitoring of AICPA activity as planned and noted two significant events. First, the AICPA made changes in its Pre-Certification Core Competency Framework - which is the basis for our learning objectives. Second, the AICPA announced significant changes in the content of the CPA Exam (effective in January 2024). This announcement required the Department to begin an extensive process of curriculum review and revision. Because of this ongoing process, the Department of Accounting has determined that changes to our assessment plan necessitated by these events will be delayed until our curriculum changes have been completed. Thus, no changes relating to these AICPA events were made during 2022.

New Plan for Continuous Improvement Item

Closing Summary:

After reviewing assessment results collected for calendar year 2022, the Department of Accounting developed the following assessment plan:

1. We will continue to use our established assessment criteria for the BBA degree which are: 60% for junior-level classes (3000 level) and 70% for senior-level classes (4000 level).
2. Where assessment results do not meet established criteria, additional focus and attention on the learning objective is required. Specifically, faculty whose assessments efforts do not exceed the established criteria should evaluate the emphasis and coverage of the related learning objective in their course.
3. Faculty will continue to evaluate and consider the appropriateness of the assessment methods they are using.
4. The Accounting Department is currently dealing with several significant changes. Beginning in 2024, the content of the CPA exam is changing. In addition, the Texas state legislature made recent changes regarding qualifications to take the CPA exam and to gain licensure. As a result, the department is currently in the process of making significant changes to the curriculum. We expect this will necessitate corresponding changes in our assessment plan in the future. However, we cannot implement these changes until the curriculum revisions have been completed.
5. The Accounting Department continually monitors changes to the AICPA's Pre-Certification Core Competency Framework, on which our learning objectives are based. We are aware of some recent changes made to the Framework, most of which are minor wording changes which do not significantly affect our assessment efforts. Therefore, for consistency and to aid in comparison across years, we have not made similar changes to our learning objectives at this time. In the future, when we make the needed changes to our assessment plan related to our curriculum changes (as discussed in #4 above), we will incorporate these changes to the AICPA's Framework at that time.
6. The Accounting Department Assessment Committee plans to revise some of our internal forms to improve our process of assessment data collection.

Department of Economics and International Business

Economics BBA

High Quality Program In Economics

Goal Description:

For a program in economics to be considered as "High Quality", it should provide students with the foundation of knowledge necessary to interpret the current and past economics events.

Attached Files

 [assessment33572016](#)

 [economicsmajors2016](#)

Providing Department: Economics BBA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO1: Students Should Be Able To Analyze Data

Learning Objective Description:

Data analysis is an integral part of the research process. We examine the data using different lenses to answer different questions – to describe a phenomena or event or population, to capture the development of skills and characteristics, or to determine differences based on a proscribed set of variables. We examine, define, conceptualize, and quantify the data in order to answer our questions about who, what, when, where, why, how and how much. Data analysis is a crucial tool that can be used to improve business decisions and help students become better citizens. Graduates will be able to use developed skills to conduct data analysis.

RELATED ITEM LEVEL 2

Identify the role of supply and demand in a market economy and the necessary conditions for market economies to function well

Indicator Description:

Exam questions on (a) understand how the price system allocates scarce resources when wants are unlimited, and (b) identify various market structures and understand their roles in a market economy are to be evaluated from ECON 3357, ECON3304, ECON 4357, ECON 3351, ECON 4353, & ECON 3341.

Attached Files

 [AssessmentDemandSupply2017](#)

 [ECON 3357_Bhattacharyya LO and Q](#)

Criterion Description:

The average assessment score will be greater than 70%.

Findings Description:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

Identify the role of supply and demand in a market economy and the necessary conditions for market economies to function well

Action Description:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that

otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 1

LO2: Students Should Be Familiar With Macroeconomic Concepts And Tools

Learning Objective Description:

Macroeconomics is the economics sub-field of study that considers aggregate behavior, and the study of the sum of individual economic decisions. Macroeconomics can be used to analyze how best to influence government policy goals such as economic growth, price stability, full employment and the attainment of a sustainable balance of payments. Graduates will be able to use their skills to influence government policy goals.

RELATED ITEM LEVEL 2

Understand the economic role of government, the Federal Reserve, and fiscal and monetary policy

Indicator Description:

Intermediate Macroeconomics is a course required of all economics majors. Performance on the final exam is an indicator of how well students understand the key concepts of macroeconomics.

Attached Files

 [ECON4373 Hiranya LO and Q](#)

Criterion Description:

The average score on the selected questions will be at least 70%.

Findings Description:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

Understand the economic role of government, the Federal Reserve, and fiscal and monetary policy

Action Description:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 2

Use critical thinking skills to distinguish between positive and normative statements

Indicator Description:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

Criterion Description:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

Findings Description:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

Use critical thinking skills to distinguish between positive and normative statements

Action Description:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 1

LO3: Students Should Be Familiar With Microeconomic Concepts And Tools

Learning Objective Description:

Microeconomics is a branch of economics that studies how individuals, households, and firms make decisions to allocate limited resources, typically in markets where goods or services are being bought and sold. Microeconomics has been called “the bottom-up view of the economy”, or “how people deal with money, time, and resources.” Graduates will be able to use money, time, and resources effectively in both their professional and personal lives.

RELATED ITEM LEVEL 2

Identify the necessary conditions for economic growth and improved living standards

Indicator Description:

Attached Files

 [Econ 341](#)

Criterion Description:

The average score on the Microeconomics Principles Assessment should at least 70%.

Findings Description:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

Identify the necessary conditions for economic growth and improved living standards

Action Description:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 1

LO4: Students Should Understand How International Issues Affect The Economy

Learning Objective Description:

International economics describes and predicts production, trade, and investment across countries. Wages and income rise and fall with international commerce even in large rich developed economies like the US. A firm understanding of how international issues affect individuals, firms, and the government is increasingly necessary in our global economy. Graduates will be able to use international economics in product production, trade, and investments across countries.






RELATED ITEM LEVEL 2

Demonstrate basic analytical skills required to address economic questions

Indicator Description:

Exam questions on (a) identify the role of comparative advantage in achieving efficiency in a global economy, and (b) identify and understand the concept of opportunity cost in decision making were analysed from ECON3372, 3357, 3304, 4365, 4357, 3351, 4353, 3341, 3344, 4348, 4340, & 3373.

Attached Files

-  [ECON 3341 Bumpass LO and Q_S16](#)
-  [ECON 3357 & 3341 Bumpass LO and Q_F15](#)
-  [ECON 3357 Raschke LO and Q_F15](#)
-  [ECON 4348 Kumar LO and Q_F15](#)
-  [AssessmentActionPlan2018\(2\).docx](#)

Criterion Description:

The average score will be at least 70%.

Attached Files

-  [Econ 3341](#)

Findings Description:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

Demonstrate Basic analytical skills required to address economic questions

Action Description:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

The assessment team will work on the following during the 2022 - 2023 cycle:

1. Update and alter, as needed, the learning outcomes.
2. Align the indicators to the learning objectives.
3. Assess, at the very least, half of the learning objectives.

Update of Progress to the Previous Cycle's PCI:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

New Plan for Continuous Improvement Item

Closing Summary:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

Department of General Business and Finance

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

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:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

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:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

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:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

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:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrate an understanding of options and futures.

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

FINC 4390 - Demonstrating an understanding of analysis of cash flows

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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 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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

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:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

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:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

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:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrating the ability to quantify risk and return

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrate an understanding of options and futures.

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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 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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrating the ability to price options.

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrate an understanding of options and futures.

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrating the ability to quantify risk and return

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrating the ability to price options.

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

FINC 4390 - Demonstrating an understanding of analysis of cash flows

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

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:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

FINC 4345 - Demonstrate an understanding of options and futures.

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

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

Action Description:

With the 2022-2023 COBA assessment realignment, we will begin gathering data again in fall 2023.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

Finance faculty met on Thursday, April 6, 2023 to review and complete the 5 charges given by the COBA Assistant Dean for Assessment. We conducted a complete review of the assessment program for the Finance BBA and will implement substantial changes in the 2023-2024 academic year. Comprehensive assessment data will be collected in fall 2023.

New Plan for Continuous Improvement Item

Closing Summary:

Finance faculty met on Thursday, April 6, 2023 to review and complete the 5 charges given by the COBA Assistant Dean for Assessment. We conducted a complete review of the assessment program for the Finance BBA and will implement substantial changes in the 2023-2024 academic year. Comprehensive assessment data will be collected in fall 2023.

General Business Administration BBA

Capable Business Decision Makers

Goal Description:

The goal of the General Business program is to provide students with a broad base of knowledge in business. 2301, 3355.

Providing Department: General Business Administration BBA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

General Business Core Concepts And Principles

Learning Objective Description:

Students who complete the BBA in General Business will demonstrate knowledge of the core concepts and principles of business law and of legal environments.

RELATED ITEM LEVEL 2

General Business Assessment: Embedded Exam Questions BUAD 2301

Indicator Description:

The BUAD 2301 course focuses on the legal environment in business, particularly how the law effects business development and creation. This course is divided into five core units. Assessment will be made using embedded exam questions in each of the courses five core unit examination. The embedded exam questions will gauge the students' performance on concepts, principles and functions of legal environments. The embedded questions include questions developed by the legal environment faculty.

Criterion Description:

The class average on individual embedded questions will be at 70% of the class will at least "meet expectations." The assessment data is broken into three categories, "exceeds expectations," "meets expectations," and "below expectations." The business law course is divided into five core units. Each business law faculty member will include embedded questions on each unit's examination. BUAD 2301

Attached Files

 [Assessment Results BUAD 2301 2019.xls](#)

Findings Description:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

Action Plan General Business - Legal Environment

Action Description:

The restructure of the assessment data requires a meeting with all relevant faculty to determine the new assessment criteria. This restructure will be completed for the next assessment cycle.

RELATED ITEM LEVEL 2

General Business Assessment: Embedded Questions BUAD 3355

Indicator Description:

Assessment will be made using embedded questions on each unit examination. The embedded questions will gauge the students' performance on concepts, principles and functions of business law. The

embedded questions were created by the business law faculty and include questions from each of the four core areas in the course. BUAD 3355

Criterion Description:

The class average on individual embedded questions will be 75% correct. The business law course is divided into four core units. Each business law faculty member will include embedded questions on each unit's examination. BUAD 3355.

Findings Description:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

General Business Assessment: Embedded Questions BUAD 3355

Action Description:

The restructure of the assessment data requires a meeting with all relevant faculty to determine the new assessment criteria. This restructure will be completed for the next assessment cycle.

RELATED ITEM LEVEL 1

Learning Objective -- Communication Competencies

Learning Objective Description:

COBA students written and oral communication competencies are assessed as part of the BBA goal that students will be capable communicators.

Written communication is assessed in BUAD 3335 Business Communication. Key course objectives assessed in BUAD 3335 include the following:

- Business Messages & Artifacts: Create messages and artifacts that use relevant, credible information and effective business communication strategies.
- Critical Thinking: Critically analyze complex communication situations and audiences to determine the most effective strategies and delivery methods to communicate business messages.
- Interpersonal Communication: Practice professional interpersonal and teamwork strategies through application of business communication theory (e.g., networking, communicating in teams, conflict resolution, effective listening, relationship management, problem-solving, and leadership).
- Technology: Use appropriate traditional, emerging, and collaborative technologies for the design and delivery of oral, written, and multimodal communication to support business decision-making.
- Information Literacy: Select credible information types (e.g., multimedia, database, website, primary/secondary, popular/scholarly) to support complex business messages.
- Professionalism: Communicate an effective professional identity that incorporates reflection on personal and professional skills, strengths, and values.

Oral communication is assessed in BUAD 2321 Design and Presentation of Business Presentations. Key course objectives assessed in BUAD 2321 include the following:

- Critical Thinking: Apply appropriate communication strategies and principles to achieve business goals based on an analysis of the purpose, audience, and context.
- Interpersonal Communication: Practice strategies for interpersonal business communication in today's global work environment.
- Technology: Use appropriate traditional and emerging technologies for oral, written, and multimodal workplace communication and collaboration.
- Information Literacy: Incorporate credible information to support business and professional goals.

- Professionalism: Communicate an effective professional identity that incorporates reflection on personal and professional skills, strengths, and values.

Capable Communicators And Decision Makers

Goal Description:

General Business graduates will be capable communicators and competent business decision makers.

Providing Department: General Business Administration BBA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Learning Objective -- Communication Competencies

Learning Objective Description:

COBA students written and oral communication competencies are assessed as part of the BBA goal that students will be capable communicators.

Written communication is assessed in BUAD 3335 Business Communication. Key course objectives assessed in BUAD 3335 include the following:

- Business Messages & Artifacts: Create messages and artifacts that use relevant, credible information and effective business communication strategies.
- Critical Thinking: Critically analyze complex communication situations and audiences to determine the most effective strategies and delivery methods to communicate business messages.
- Interpersonal Communication: Practice professional interpersonal and teamwork strategies through application of business communication theory (e.g., networking, communicating in teams, conflict resolution, effective listening, relationship management, problem-solving, and leadership).
- Technology: Use appropriate traditional, emerging, and collaborative technologies for the design and delivery of oral, written, and multimodal communication to support business decision-making.
- Information Literacy: Select credible information types (e.g., multimedia, database, website, primary/secondary, popular/scholarly) to support complex business messages.
- Professionalism: Communicate an effective professional identity that incorporates reflection on personal and professional skills, strengths, and values.

Oral communication is assessed in BUAD 2321 Design and Presentation of Business Presentations. Key course objectives assessed in BUAD 2321 include the following:

- Critical Thinking: Apply appropriate communication strategies and principles to achieve business goals based on an analysis of the purpose, audience, and context.
- Interpersonal Communication: Practice strategies for interpersonal business communication in today's global work environment.
- Technology: Use appropriate traditional and emerging technologies for oral, written, and multimodal workplace communication and collaboration.
- Information Literacy: Incorporate credible information to support business and professional goals.
- Professionalism: Communicate an effective professional identity that incorporates reflection on personal and professional skills, strengths, and values.

RELATED ITEM LEVEL 1

Speaking Competency

Learning Objective Description:

Oral communication is assessed in BUAD 2321 Design and Presentation of Business Presentations. Key course objectives assessed in BUAD 2321 include the following:

- Critical Thinking: Apply appropriate communication strategies and principles to achieve business goals based on an analysis of the purpose, audience, and context.

- Interpersonal Communication: Practice strategies for interpersonal business communication in today's global work environment.
- Technology: Use appropriate traditional and emerging technologies for oral, written, and multimodal workplace communication and collaboration.
- Information Literacy: Incorporate credible information to support business and professional goals.
- Professionalism: Communicate an effective professional identity that incorporates reflection on personal and professional skills, strengths, and values.

RELATED ITEM LEVEL 2

Oral Presentation_Indicator Criterion Findings

Indicator Description:

Students submit multiple assignments throughout BUAD 2321 as they develop their one-to-few and one-to-many business communication skills. In each participating course, the faculty member assessed a presentation from the end of the semester that allowed students to demonstrate their skill level with the course-taught skills.

Two of five BUAD 2321 sections (40%) completed the oral delivery skill assessment. One section was taught fully online, and the other section was taught in-person at the Huntsville campus. Fifty-two student samples were assessed: 28 from the in-person section and 25 from the online section.

The faculty member for each section used the Sp21 Oral Delivery Skills rubric (Appendix A) to assess their students' performance in the submitted assignments. The rubric includes 12 oral delivery skills. Three performance levels are included: Exceeds Expectations, Meets Expectations, and Below Expectations. A "Not Applicable" performance level is included in the event that a student did not submit a product that allowed assessment of the oral delivery skill (e.g. they were not audible or visible).

In the Findings description, the attached file includes the full assessment description, including the indicator description, criterion description, rubric, and full findings tables.

Criterion Description:

At least 80% of the sampled students must meet or exceed expectations in each oral delivery skill category. The faculty member for each section used the Sp21 Oral Delivery Skills rubric to assess their students' submitted work.

In the Findings description, the attached file includes the full assessment description, including the indicator description, criterion description, rubric, and full findings tables.

Findings Description:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

Oral Communication Action Plan

Action Description:

The restructure of the assessment data requires a meeting with all relevant faculty to determine the new assessment criteria. This restructure will be completed for the next assessment cycle.

RELATED ITEM LEVEL 1

Writing Competency

Learning Objective Description:

The general objective of business communication is to build on general studies (such as language skills of writing, grammar, and punctuation) in conjunction with business foundation courses (accounting, finance, management, marketing, etc.) and to enable students to develop effective business communication skills to solve business problems. At the end of the course, students will be able to do the following:

- **Business Messages & Artifacts:** Create messages and artifacts that use relevant, credible information and effective business communication strategies.
- **Critical Thinking:** Critically analyze complex communication situations and audiences to determine the most effective strategies and delivery methods to communicate business messages.
- **Interpersonal Communication:** Practice professional interpersonal and teamwork strategies through application of business communication theory (e.g., networking, communicating in teams, conflict resolution, effective listening, relationship management, problem-solving, and leadership).
- **Technology:** Use appropriate traditional, emerging, and collaborative technologies for the design and delivery of oral, written, and multimodal communication to support business decision-making.
- **Information Literacy:** Select credible information types (e.g., multimedia, database, website, primary/secondary, popular/scholarly) to support complex business messages.
- **Professionalism:** Communicate an effective professional identity that incorporates reflection on personal and professional skills, strengths, and values.

RELATED ITEM LEVEL 2

Written Communication_Indicator Criterion Findings

Indicator Description:

In Spring 2022, each participating faculty member assessed an assignment that asked students to demonstrate their evidence-driven communication skills using the Evidence-Driven Communication Rubric (See Appendix A). This rubric includes three relevant skills: electing credible sources, incorporating information from sources, and providing attribution for incorporated source information. This rubric is excerpted from the Spring 2021 Comprehensive Rubric that was used for Spring 2021 assessment.

A total of 278 samples were assessed: 197 Huntsville students, and 81 Online students. Samples were not able to be secured from TWC sections.

Criterion Description:

At least 80% of sampled students must meet or exceed expectations for each skill in the Evidence-Driven Communication rubric (See Appendix A) by earning a score of “Adequate” or higher.

Findings Description:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

Written Communication Action Plan

Action Description:

The restructure of the assessment data requires a meeting with all relevant faculty to determine the new assessment criteria. This restructure will be completed for the next assessment cycle.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

The Business Law students had difficulty recognizing offer/acceptance and the difference in negotiable instruments. This course is divided into four core units. Assessment was made using embedded exam questions in each of the courses four core unit examination. COVID continues to have an impact on students and faculty no significant changes will be made as a result from this year's assessment data. Faculty will continue to add additional real life examples into the course.

Update of Progress to the Previous Cycle's PCI:

The Business Law students had difficulty recognizing offer/acceptance and the difference in negotiable instruments. This course is divided into four core units. Assessment was made using embedded exam questions in each of the courses four core unit examination. COVID continues to have an impact on students and faculty no significant changes will be made as a result from this year's assessment data. Faculty will continue to add additional real life examples into the course. In addition, the relevant faculty will determine new criteria for assessment for the next assessment cycle.

New Plan for Continuous Improvement Item

Closing Summary:

We will be shifting the focus of assessment in the general business major to one that better represents the majority of the coursework that is common to all general business majors: the business core, FINC 3310, and BUAD 3355. As such, the goals will be rewritten for the next cycle along with appropriate learning objectives. Data collection will take place in all classes in the fall semester with an analysis completed in the following spring.

Department of Management, Marketing, and Information Systems

Management BBA

GOAL: Students Will Obtain A Broad Base Of Knowledge Of Management Principles

Goal Description:

A broad base of knowledge of management principles is necessary for students to become effective organizational actors.

Providing Department: Management BBA

Progress: Completed

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Learning Objective 1 - Organizational Behavior

Learning Objective Description:

Students will understand the principles and concepts relating to human behavior in organizations.

RELATED ITEM LEVEL 2

ICF1 - Organizational Behavior

Indicator Description:

Course exam embedded questions and/or assignments

Criterion Description:

70% of all students will attain at least 70% proficiency on each sub-objective for the course

Findings Description:

No data was reported for MGMT 3320 in AY 2022-2023. The faculty member who taught MGMT 3320 in Fall 2022 and Spring 2023 is no longer at the University. In AY 2023-2024, this course will be taught by several different faculty for redundancy.

RELATED ITEM LEVEL 3

Action 1- Organizational Behavior

Action Description:

In AY 2023-2024, this course will be taught by at least two different faculty.

In Fall 2023, the MGMT faculty will meet to review/revise the master syllabus, course learning objectives, and ICFs for all courses in the major and to review the data from previous years. In several classes, the faculty did not assess all learning objectives in the Master Syllabus or assessed extra learning objectives not contained in the Master Syllabus. The fall meeting will be used to coordinate the efforts of each faculty teaching a course. Any changes will be incorporated into the assessment plan for AY 2023-2024.

Data for AY 2023-2024 will be collected from all sections, on all campuses, F2F and online, in both the fall and spring to ensure sufficient data for end of year analysis.

Faculty meetings to review assessment will be held May 2024 to ensure timely updates to the plan for continuous improvement. This meeting will be used to review the Master syllabus, Learning Objective, and ICFs, findings, and develop the plan for continuous improvement in subsequent years.

RELATED ITEM LEVEL 1

Learning Objective 2 - Human Resource Management

Learning Objective Description:

Students will understand the principles and concepts relating to the management of human resources.

SUB1: Students will understand the principles and concepts relating to strategic HRM.

SUB2: Students will understand the principles and concepts relating to jobs/job analysis.

SUB3: Students will understand the principles and concepts relating to staffing/planning.

SUB4: Students will understand the principles and concepts relating to total rewards.

RELATED ITEM LEVEL 2

ICF2 - Human Resources Management

Indicator Description:

Embedded exam questions and/or course assignments from multiple sections/courses will be used to evaluate students' understanding of the management of human resources.

Criterion Description:

70% of management majors will achieve or surpass a 70% performance level on the associated indicator.

Findings Description:

Section 02

Exams: Averages across all exams was 74%. Overall, this is typical for an intro level class that has students across multiple majors. The exam averages trended upward as the semester went on – this is also typical as students learn how to prepare better and the instructor learns how to reach the unique student population better. As there is always room for improvement, the following methods are recommended;

Helping students understand how to hit the ground running – more time covering concepts and application and more practice with content before we take Exam 1 and 2.

Encouraging students to start reviewing early and to use the practice reviews and study tools provided for the course.

Encourage students to utilize the Academic Success Center.

Cases: Average across all cases was 90%. Cases are designed to be low stakes and allow students more practice with concepts and application. It appears that students are embracing the cases and doing well!

Exercises: Average across all exercises was 92%. Exercises are designed to be enjoyable and to allow students to practice concepts and application. It appears that students are embracing the exercises and doing well!

Attached Files

 [MGMT 3330 Assessment Fall 2022.docx](#)

RELATED ITEM LEVEL 3

Action 2 - Human Resources Management

Action Description:

In Fall 2023, the MGMT faculty will meet to review/revise the master syllabus, course learning objectives, and ICFs for all courses in the major and to review the data from previous years. In several classes, the faculty did not assess all learning objectives in the Master Syllabus or assessed extra learning objectives not contained in the Master Syllabus. The fall meeting will be used to coordinate the efforts of each faculty teaching a course. Any changes will be incorporated into the assessment plan for AY 2023-2024.

Data for AY 2023-2024 will be collected from all sections, on all campuses, F2F and online, in both the fall and spring to ensure sufficient data for end of year analysis.

Faculty meetings to review assessment will be held May 2024 to ensure timely updates to the plan for continuous improvement. This meeting will be used to review the Master syllabus, Learning Objective, and ICFs, findings, and develop the plan for continuous improvement in subsequent years.

RELATED ITEM LEVEL 1

Learning Objective 3 - Social Responsibility

Learning Objective Description:

Students will understand the principles and concepts relating to the social responsibility of business.

RELATED ITEM LEVEL 2

ICF3 - Social Responsibility

Indicator Description:

Student course assignments designed to evaluate each of the sub-objectives (exam questions, quiz questions, case discussions and case analyses, exercises, simulations, discussion questions, projects, essays, etc.).

Criterion Description:

70% of all students will attain at least 70% proficiency on each of the learning objectives for MGMT 4345

Findings Description:

Data was collected from 1 section (11 students) using quizzes and cases that align with the four disciplinary learning objectives. For learning objectives 1, 2a, 3a, 3b, 4a and 4b, 70% of students achieved at least 70% on each of the four course learning objectives. For learning objective 2b only 27% of students achieved at least a 70%. Detailed findings are provided in the attached spreadsheet.

Attached Files

 [MGMT4345 Findings.xlsx](#)

RELATED ITEM LEVEL 3

Action 3 - Social Responsibility

Action Description:

In Fall 2023, the MGMT faculty will meet to review/revise the master syllabus, course learning objectives, and ICFs for all courses in the major and to review the data from previous years. In several classes, the faculty did not assess all learning objectives in the Master Syllabus or assessed extra learning objectives not contained in the Master Syllabus. The fall meeting will be used to coordinate the efforts of each faculty teaching a course. Any changes will be incorporated into the assessment plan for AY 2023-2024.

Data for AY 2023-2024 will be collected from all sections, on all campuses, F2F and online, in both the fall and spring to ensure sufficient data for end of year analysis.

Faculty meetings to review assessment will be held May 2024 to ensure timely updates to the plan for continuous improvement. This meeting will be used to review the Master syllabus, Learning Objective, and ICFs, findings, and develop the plan for continuous improvement in subsequent years.

RELATED ITEM LEVEL 1

Learning Objective 4 - International Management

Learning Objective Description:

Students will understand the principles and concepts of managing business in global markets and multi-cultural societies.

RELATED ITEM LEVEL 2

ICF4 - International Management

Indicator Description:

Embedded questions on quizzes and exams in multiple sections will be used to evaluate students' understanding regarding managing business in global markets. Students also participate in Discussion Board assignments, where they engage their peers in the weekly assigned material in order to strengthen their knowledge and understanding. Lastly, students develop analysis to assess how country characteristics enable companies to succeed in their home country, then determine whether these characteristics are available in a selected new host country environment.

Criterion Description:

70% of all students will attain at least 70% proficiency on each sub-objective for the course

Findings Description:

Six separate sub-level learning objectives were evaluated by one faculty member teaching MGMT 4340 in Fall 2022 & Spring 2023

MGMT 4340, Fall 2022	LO1	LO2	LO4	LO5	LO6	LO7
Average	61.28378	65.94595	44.72973	58.37838	74.80127	63.06306
exceeds 70%	20	24	7	17	33	27
total	37	37	37	37	37	37
percent exceeds	54.1%	64.9%	18.9%	45.9%	89.2%	73.0%

MGMT 4340 in Spring 2023

MGMT 4340, Fall 2022	LO1	LO2	LO4	LO5	LO6	LO7
Average	62.22973	61.08108	60.12162	64.59459	77.5	74.14414
exceeds 70%	25	22	19	21	35	31
total	37	37	37	37	37	37
percent exceeds	67.6%	59.5%	51.4%	56.8%	94.6%	83.8%

In both semesters, 70% of students performed below 70% on LO1, L02, LO4, and LO5, and at or above 70% on LO6 and LO7

Attached Files

 [MGMT 4340 Assessment.xlsx](#)

RELATED ITEM LEVEL 3

Action 4 - International Management

Action Description:

In Fall 2023, the MGMT faculty will meet to review/revise the master syllabus, course learning objectives, and ICFs for all courses in the major and to review the data from previous years. In several classes, the faculty did not assess all learning objectives in the Master Syllabus or assessed extra learning objectives not contained in the Master Syllabus. The fall meeting will be used to coordinate the efforts of each faculty teaching a course. Any changes will be incorporated into the assessment plan for AY 2023-2024.

Data for AY 2023-2024 will be collected from all sections, on all campuses, F2F and online, in both the fall and spring to ensure sufficient data for end of year analysis.

Faculty meetings to review assessment will be held May 2024 to ensure timely updates to the plan for continuous improvement. This meeting will be used to review the Master syllabus, Learning Objective, and ICFs, findings, and develop the plan for continuous improvement in subsequent years.

RELATED ITEM LEVEL 1

Learning Objective 5 - Supply Chain Management

Learning Objective Description:

Students will understand the principles and concepts relating to the management of operations, supply chains, and projects.

RELATED ITEM LEVEL 2

ICF5 - Supply Chain Management

Indicator Description:

Embedded questions on exams in multiple sections (F2F, online, different professors) were used to evaluate student understanding of all the operations management concepts. We use 36 questions pertaining to 9 different learning objectives (up to 4 questions for each learning objective).

Criterion Description:

70% of all students will attain at least 70% proficiency on each sub-objective for the course.

Findings Description:

Of the nine different sub-level learning objectives selected by the four faculty teaching MGMT 3370 in Spring 2023, the following results were obtained:

L/O	Forecasting	Capacity Planning	Location Decisions	Decision Theory	Quality Control	Inventory Management	Project Management	Process Management	Product Design
Exceeds 70%	887	801	637	773	848	849	652	512	217
total	1204	986	805	952	1033	1024	793	765	340
Percent over 70%	73.7%	81.2%	79.1%	81.2%	82.1%	82.9%	82.2%	66.9%	63.8%

Two areas fell short of meeting the 70% standard.

Attached Files

 [MGMT 3370 Assessment Fall 2022.xlsx](#)

RELATED ITEM LEVEL 3

Action 5 - Supply Chain Management

Action Description:

In Fall 2023, the MGMT faculty will meet to review/revise the master syllabus, course learning objectives, and ICFs for all courses in the major and to review the data from previous years. In several classes, the faculty did not assess all learning objectives in the Master Syllabus or assessed extra learning objectives not contained in the Master Syllabus. The fall meeting will be used to coordinate the efforts of each faculty teaching a course. Any changes will be incorporated into the assessment plan for AY 2023-2024.

Data for AY 2023-2024 will be collected from all sections, on all campuses, F2F and online, in both the fall and spring to ensure sufficient data for end of year analysis.

Faculty meetings to review assessment will be held May 2024 to ensure timely updates to the plan for continuous improvement. This meeting will be used to review the Master syllabus, Learning Objective, and ICFs, findings, and develop the plan for continuous improvement in subsequent years.

RELATED ITEM LEVEL 1

Learning Objective 6 - Strategic Management

Learning Objective Description:

Students will understand the principles and concepts relating to the strategic management of the firm, its resources, and its environment.

RELATED ITEM LEVEL 2

ICF6 - Strategic Management

Indicator Description:

Embedded questions on exams, and course projects will be used to evaluate students' understanding of learning objectives.

Criterion Description:

70% of all students will attain at least 70% proficiency on each sub-objective for the course.

Findings Description:

Data was collected from 4 sections (61 students) using quizzes that align with the five disciplinary learning objectives. Results indicate that 70% of students achieved at least 70% on each of the five course learning objectives. Detailed findings are provided in the attached spread sheet.

Attached Files

Action 6 - Strategic Management

Action Description:

In Fall 2023, the MGMT faculty will meet to review/revise the master syllabus, course learning objectives, and ICFs for all courses in the major and to review the data from previous years. In several classes, the faculty did not assess all learning objectives in the Master Syllabus or assessed extra learning objectives not contained in the Master Syllabus. The fall meeting will be used to coordinate the efforts of each faculty teaching a course. Any changes will be incorporated into the assessment plan for AY 2023-2024.

Data for AY 2023-2024 will be collected from all sections, on all campuses, F2F and online, in both the fall and spring to ensure sufficient data for end of year analysis.

Faculty meetings to review assessment will be held May 2024 to ensure timely updates to the plan for continuous improvement. This meeting will be used to review the Master syllabus, Learning Objective, and ICFs, findings, and develop the plan for continuous improvement in subsequent years.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

OB -

HR -

SR - Post and synthesize more material from each chapter using external sources such as video, web articles, and other newsworthy events related to each topic. Encouraging more students to addend the online review session for exams. Given the transition to remote learning, students should be reminded more often to attend synchronous lectures and in particular, exam reviews. Encourage greater online participation when students share their “Ethics in Practice” discussion questions. Further remind students that their attendance in class is crucial to their participation. This can also be further documented in the course outline. Utilize more interactive learning techniques by asking students to critique answers from other teams in a discussion board format.

IM - After each semester, I review the assigned materials and confirm whether each assignment is necessary (essential to student learning). I have just completed this exercise for the fall semester. Short of reducing the material for the sake of reducing the material, there is nothing else that I can remove. I will continue trying to determine if there is any content that can be removed.

SCM - To address issues with learning on these subjects, an additional class period will be given to reviewing these content areas. These chapters, in particular, contain too much information to be fully absorbed in the time currently allotted. This will also provide additional time to illustrate key concepts with short Utube videos, where applicable.

SM - Additional emphasis will be placed on the topics of organizational structure, organizational controls.

Update of Progress to the Previous Cycle's PCI:

Additional faculty meetings will be used to: update course master syllabi; determine/revise common learning objectives for each course; standardize ICF reporting format and procedures; and evaluate the end of year assessment data for the MGMT major report. We will continue with any portions of previous assessment plans that remain relevant.

Specific changes will be implemented in AY 2023-2024 to ensure data is collected in all classes to determine how many students are meeting and exceeding the program learning objectives. Specific changes include:

OB - Data will be collected as each semester concludes to prevent the problem of the responsible faculty leaving the university. Additional redundancies will be built in with additional instructors and data collected for all semesters.

HR - Data will be collected by learning objective (instead of by ICF) so that faculty will understand the changes needed to improve performance on each Learning Objective.

New Plan for Continuous Improvement Item

Closing Summary:

Additional faculty meetings will be used to: update course master syllabi, determine common learning objectives for each course, standardize ICF reporting, and evaluate the end of year assessment data for the MGMT major report. We will continue with the efforts that were part of the AY 2021-2022 Assessment plan as well as the following:

OB - Data will be collected as each semester concludes to prevent the problem of the responsible faculty leaving the university. Additional redundancies will be built in with additional instructors and data collected for all semesters.

HR - Data will be collected by learning objective (instead of by ICF) so that faculty will understand the changes needed to improve performance on each Learning Objective.

Marketing BBA

Students Will Obtain A Broad Base Of Knowledge Of The Marketing Discipline

Goal Description:

The goal of the BBA program in Marketing is to provide students with a broad base of knowledge of the Marketing discipline. Accomplishment of this goal is indicated by students achieving six learning objectives. Each of the six learning objectives (LO1-LO6) is related to material covered in a corresponding Marketing BBA course. The learning objective associated with each course is further defined by concepts and principles (i.e. sub-objectives)

The Assessment calendar is below. The assessment findings for each learning objective include tables detailing the findings associated with specific concepts and principles. The tables are provided as attachments.

Marketing BBA: Assessment Calendar Fall 2020 - Spring 2024							
		MKTG3310 (LO1)	MKTG3320 (LO2)	MKTG3328 (LO3)	MKTG4340 (LO4)	MKTG4350 (LO5)	MKTG4390 (LO6)
Year 1	Fall 2020	X	X	X	X	X	
	Spring 2021						X
Year 2	Fall 2021	X	X	X	X	X	
	Spring 2022						X
Year 3	Fall 2022	X	X	X	X	X	
	Spring 2023						X
Year 4	Fall 2023	X	X	X	X	X	
	Spring 2024						X
Year 5	Fall 2024	X	X	X	X	X	
	Spring 2025						X

Providing Department: Marketing BBA

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO1: Students Will Be Able To Identify and Differentiate Fundamental Principles and Core Concepts of Marketing

Learning Objective Description:

Students completing a BBA degree, including Marketing BBA students, will be able to identify and differentiate fundamental principles and core concepts of marketing. The concepts and principles are listed below.

1. Components of the Marketing Strategy
2. Characteristics of the Global Market Place
3. Consumer Decision Making Process
4. Business-to-Business Markets
5. Segmentation and its Benefits
6. Targeting and Positioning
7. Marketing Research Process
8. Consumer Products Classification
9. Characteristics that Distinguish Goods from Services
10. Supply Chain Functions
11. Distribution Strategies- Intensive, Selective, Exclusive
12. Task Performed by Promotion Strategy
13. Price Elasticity of Demand
14. Pricing Strategies

RELATED ITEM LEVEL 2

LO1: Assessment In MKTG3310 Fundamentals Of Marketing

Indicator Description:

The ability to identify and differentiate the core concepts and principles of marketing is assessed with exams using multiple choice questions. Simulations may also be used. The assessment is completed in MKTG 3310 classes held on main campus, online, and The Woodlands Center.

Criterion Description:

The average score obtained by 70% of the students for each of the 14 concepts and principles will be 70% or higher.

Findings Description:

The findings are detailed on the attached documents with feedback from the professors that completed the assessments (Gina Brynildsen, Taehoon Im).

MKTG 3310-03 Principles of Marketing, Gina Brynildsen

There is a relatively large number of students scoring well above the criterion on the individual homework assignments (Ch HW) and chapter quizzes (Ch Quiz), which are the low-risk assignments. The nature of these assessments are likely to lead to the higher scores.

These assignments are open book, open notes, and provide students with opportunities to learn and properly apply the material before being tested in a high-risk setting.

The high-risk assignments are the exams that are weighted more than the low-risk assignments when assigning course grades. Exam #4, which assessed price elasticity of demand and other pricing concepts, is the only assessment falling under 70% (63.64%). I had two students who did not take the exam, opting instead to take an Optional Comprehensive Makeup Final Exam. Without these two scores of “0”, the Indicator for the topic would be higher than 70%. Nevertheless, the assessment fell below the criterion when considering students taking the exam.

MKTG 3310-21 Principles of Marketing, ONLINE Class, Taehoon IM

There are two topics about which less than 70% of the students scored correctly:

Characteristics of the Global Market Place (63.04%)

Pricing Strategies (34.09%)

There may be several reasons why many of the students did not score about the above two topics correctly: (1) there were few questions to assess the performance of students (i.e., three to four questions per topic), (2) there were multiple tricky questions (e.g., the right answers to the multiple-choice questions were “all of the above” or “none of the above”), and (3) there were some relatively difficult topics to students (e.g., “pricing strategies”).

Attached Files

 [MKTG 3310-03 Principles of Marketing, Gina Brynildsen.docx](#)

 [MKTG 3310-21 Principles of Marketing, ONLINE Class, Taehoon IM.docx](#)

RELATED ITEM LEVEL 3

Action for LO1: MKTG3310 Fundamentals Of Marketing

Action Description:

Dr. Brynildsen noted that students are generally well prepared for the exams. She has a review session and provides a study guide to help them prepare. Dr. Brynildsen has found, over the last three years, that the addition of these study tools and sessions improved the overall grades in the class. Therefore, review sessions and study guides should be used. Based on the findings, these should include attention to the pricing concepts where the criterion was not met.

Dr. Brynildsen explained that an area needing the most improvement is the use of critical thinking skills. These skills are not shown on the Master Syllabus, or Anthology, but may be developed while learning the topics related to the Learning Objective (LO1). To this end, she has an assignment called the Current Events Memo and Presentation that is intended to help students develop their critical thinking muscles; the students are allowed to pick any topic in the class for a current events presentation. The method may be applied to improve understanding of topics listed on the Master Syllabus and Anthology, thus supporting achievement of the Learning Objective (LO1).

Taehoon IM explained three actions he would take to improve student performance. These may be undertaken by other professors teaching the course. The three actions are:

(1) I will add more questions to the exams (e.g., around 10 questions per topic) to assess the performance of students more accurately,

(2) I will spend more time explaining the topics that seems relatively more difficult to students (e.g., “pricing strategies”), and

(3) I will hold interactive review or question-and-answer sessions before exams so that students may ask questions about the topics that they do not fully understand.

RELATED ITEM LEVEL 3

New Plan for 2023 - 2024 Marketing BBA Actions Planned

Action Description:

LO1: Actions for MKTG3310 Fundamentals of Marketing

Dr. Brynildsen noted that students are generally well prepared for the exams. She has a review session and provides a study guide to help them prepare. Dr. Brynildsen has found over the last three years that the addition of these study tools and sessions improved the overall grades in the class. Therefore, review sessions and study guides should be used. Based on the findings, these should include attention to the pricing concepts where the criterion was not met.

Dr. Brynildsen also explained that an area needing the most improvement is the use of critical thinking skills. These skills are not shown on the Master Syllabus, or Anthology, but may be developed while learning the topics related to the Learning Objective (LO1). To this end, she has an assignment called the Current Events Memo and Presentation that is intended to help students develop their critical thinking muscles; the students are allowed to pick any topic in the class for a current events presentation. The method may be applied to improve understanding of topics listed on the Master Syllabus and Anthology, thus supporting achievement of the Learning Objective (LO1).

Taehoon IM explained three actions he would take to improve student performance. These may be undertaken by other professors teaching the course. The three actions are:

(1) I will add more questions to the exams (e.g., around 10 questions per topic) to assess the performance of students more accurately,

(2) I will spend more time explaining the topics that seems relatively more difficult to students (e.g., “pricing strategies”), and

(3) I will hold interactive review or question-and-answer sessions before exams so that students may ask questions about the topics that they do not fully understand.

LO2: Actions for MKTG3320 - Consumer Behavior

One area that met the criteria but still needs improvement is how an understanding of consumer behavior can benefit public policy makers. This sub-topic is part of the larger topic of “Reasons it is important to study Consumer Behavior.” In this area, students examine CB principles from the viewpoint of different stakeholders that can benefit from an understanding of CB. I will develop additional examples of ways that public policy makers in different contexts can benefit from an understanding of consumer behavior.

LO3: Action for MKTG3328 Professional Selling

Actions will be undertaken to foster a better understanding of the ADAPT questioning system, different types of selling, and the buying process. To improve student understanding, more time will be allocated to these concepts. The Role-Play worksheets completed by students will include more exercises related to these subject areas.

LO4: Action for MKTG4340 International Management and Marketing

International Marketing (MKTG 4340-02), Taehoon Im, Main Campus

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

International Marketing (MKTG 4340-02), Taehoon Im, ONLINE CLASS

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

RELATED ITEM LEVEL 1

LO2: Students Will Be Able To Identify and Explain Consumer Behavior Concepts

Learning Objective Description:

Students will be able to identify and explain key aspects of consumer behavior (evaluation, acquisition, consumption, disposal), internal and external factors that influence consumer behavior, and the consumer decision making process. The following concepts that are related to these areas will be included in the assessments:

Consumer Behavior Process

Students will be able to...

- Define consumer behavior
- Identify the phases of the consumer behavior process.
- Identify reasons it is important to study consumer behavior.
- Define consumer value and explain types of value.

Consumer Decision-Making Process

Students will be able to...

- Explain the phases of the consumer decision-making process.
- Identify, compare, and contrast types of consumer decision making.
- Explain how situational influences can affect consumer behavior.

External Influences on Consumer Behavior

Students will be able to...

- Explain culture.
- Identify ways that culture gives meaning to objects and activities.
- Identify ways that culture is learned.
- Explain how reference groups influence people.
- Identify different types of reference groups.

Internal Influences on Consumer Behavior

Students will be able to...

- Define personality and brand personality.
- Identify major personality traits that have been examined in consumer research.
- Explain why lifestyles and psycho-graphics are important to the study of consumer behavior.
- Define self-concept and self-congruence and explain how they apply to consumer behavior.
- Identify the elements of consumer perception.
- Identify factors that influence attention and comprehension.
- Identify ways that consumers make associations with meaning as a key way to learn.

RELATED ITEM LEVEL 2

LO2: Assessment In MKTG3320 - Consumer Behavior

Indicator Description:

Student achievement of the learning objective will be assessed using multiple-choice questions embedded within exams.

Criterion Description:

The average score obtained by 70% of the students for each of the four areas of study will be 70% or higher.

Findings Description:

The findings are detailed on the attached document with feedback from the professor.

For this assessment cycle, the criterion was met that 70% or more of students scored 70% and higher on the assessment of each concept.

One area of exceptional performance by students was on the concept of need recognition, one of the phases of the consumer decision-making process. I believe a contributing factor was a series of examples of different ways that consumers can recognize needs.

On the topic of “Reasons it is important to study Consumer Behavior,” students examine CB principles from the viewpoint of different stakeholders that can benefit from an understanding of consumer behavior, such as marketing managers, public policy makers, and consumers themselves. One of these sub-topics that needs improvement is how an understanding of CB can benefit public policy makers. See planned actions related to this topic.

Attached Files

 [MKTG 3320 Consumer Behaviour, Renee Gravois.docx](#)

RELATED ITEM LEVEL 3

Action for LO2: MKTG3320 - Consumer Behavior

Action Description:

One area that met the criteria but still needs improvement is how an understanding of consumer behavior can benefit public policy makers. This sub-topic is part of the larger topic of “Reasons it is important to study Consumer Behavior.” In this area, students examine CB principles from the viewpoint of different stakeholders that can benefit from an understanding of CB. I will develop additional examples of ways that public policy makers in different contexts can benefit from an understanding of consumer behavior.

RELATED ITEM LEVEL 3

New Plan for 2023 - 2024 Marketing BBA Actions Planned

Action Description:

LO1: Actions for MKTG3310 Fundamentals of Marketing

Dr. Brynildsen noted that students are generally well prepared for the exams. She has a review session and provides a study guide to help them prepare. Dr. Brynildsen has found over the last three years that the addition of these study tools and sessions improved the overall grades in the class. Therefore, review sessions and study guides should be used. Based on the findings, these should include attention to the pricing concepts where the criterion was not met.

Dr. Brynildsen also explained that an area needing the most improvement is the use of critical thinking skills. These skills are not shown on the Master Syllabus, or Anthology, but may be developed while learning the topics related to the Learning Objective (LO1). To this end, she has an assignment called the Current Events Memo and Presentation that is intended to help students develop their critical thinking muscles; the students are allowed to pick any topic in the class for a current events presentation. The method may be applied to improve understanding of topics listed on the Master Syllabus and Anthology, thus supporting achievement of the Learning Objective (LO1).

Taehoon IM explained three actions he would take to improve student performance. These may be undertaken by other professors teaching the course. The three actions are:

- (1) I will add more questions to the exams (e.g., around 10 questions per topic) to assess the performance of students more accurately,
- (2) I will spend more time explaining the topics that seems relatively more difficult to students (e.g., “pricing strategies”), and
- (3) I will hold interactive review or question-and-answer sessions before exams so that students may ask questions about the topics that they do not fully understand.

LO2: Actions for MKTG3320 - Consumer Behavior

One area that met the criteria but still needs improvement is how an understanding of consumer behavior can benefit public policy makers. This sub-topic is part of the larger topic of “Reasons it is important to study Consumer Behavior.” In this area, students examine CB principles from the viewpoint of different stakeholders that can benefit from an understanding of CB. I will develop additional examples of ways that public policy makers in different contexts can benefit from an understanding of consumer behavior.

LO3: Action for MKTG3328 Professional Selling

Actions will be undertaken to foster a better understanding of the ADAPT questioning system, different types of selling, and the buying process. To improve student understanding, more time will be allocated to these concepts. The Role-Play worksheets completed by students will include more exercises related to these subject areas.

LO4: Action for MKTG4340 International Management and Marketing

International Marketing (MKTG 4340-02), Taehoon Im, Main Campus

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

International Marketing (MKTG 4340-02), Taehoon Im, ONLINE CLASS

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

RELATED ITEM LEVEL 1

LO3: Students Will Be Able To Identify, Differentiate, And Demonstrate Trust-Based Business-to-Business Relationship Selling Concepts

Learning Objective Description:

Students will be able to explain the principles of trust-based business-to-business relationship selling and demonstrate techniques to determine customers’ needs, address their concerns, and close sales.

The learning objective is represented in more detail by the following subjects.

Different Types of Personal Selling

Students will be able to...

-Identify and Differentiate the concept of trust-based relationship selling.

-Identify the meaning of the term adaptive selling.

-Identify and Differentiate five alternative personal selling approaches.

Building Trust

Students will be able to identify five components of trust.

Ethical Behaviors

Students will be able to...

- Identify unethical salesperson behaviors.

- Identify ways to deal with unethical behavior.

Business Buyer's Buying Process

Students will be able to identify...

- the meaning of a needs gap.

- the Business Buyer’s Buying Process.
- buyers procedures for evaluating suppliers and products.
- three types of buying decisions.
- the meaning of the term buying center.
- the roles of individuals in a buying center.
- four types of communication style.

Questioning Systems

Students will be able to identify and differentiate...

- different types of questions to ask customers.
- the stages of SPIN selling .
- the stages of ADAPT selling.
- the purpose of the ADAPT questioning system.

Prospecting and Qualifying

Students will be able to define how to qualify a prospect.

Presentation

Students will be able to...

- Identify the basics of sales presentations
- Define the term check back

Handling Objections

Students will be able to...

- Identify the meaning of LAARC and stages
- Define response methods for handling objections

Closing Methods

Students will be able to identify closing methods.

Effective Follow-up

Students will be able to define components of effective customer follow-up.

Trust-Based Business-to-Business Relationship Selling Concepts

Students will be able to demonstrate techniques to determine customers’ needs, address their concerns, and close sales.

RELATED ITEM LEVEL 2

LO3: Assessment In MKTG3328 Professional Selling

Indicator Description:

Students' performance on in-class role-plays and their answers to embedded exam questions are considered when assessing the learning of each area of study. The areas of study are listed with the Learning Objective (LO3).

Criterion Description:

The average score obtained by 70% of the students will be 70% or higher for each subject area (listed with the learning objective).

Findings Description:

Detailed findings are reported in the document attached to this section.

There are not any areas where less than 70% of the students did not meet the criteria of 70%. The ADAPT questioning system and different types of selling are subject areas where students scored relatively lower as compared to other subjects. In addition, they could improve their understanding of the buying process undertaken in the B2B environment. Although performance with these concepts were relatively lower, students demonstrated good understanding of Ethical Behaviors, Presentation Skills, and Effective Follow-up with Customers. The analysis shows that 90% of the students scored 70% and higher on exam questions related to these subject areas.

Attached Files

 [MKTG 3328-02 Professional Selling Michael Pass.docx](#)

RELATED ITEM LEVEL 3

Action for LO3: MKTG3328 Professional Selling

Action Description:

Actions will be undertaken to foster a better understanding of the ADAPT questioning system, different types of selling, and the buying process. To improve student understanding, more time will be allocated to these concepts. The Role-Play worksheets completed by students will include more exercises related to these subject areas.

RELATED ITEM LEVEL 3

New Plan for 2023 - 2024 Marketing BBA Actions Planned

Action Description:

LO1: Actions for MKTG3310 Fundamentals of Marketing

Dr. Brynildsen noted that students are generally well prepared for the exams. She has a review session and provides a study guide to help them prepare. Dr. Brynildsen has found over the last three years that the addition of these study tools and sessions improved the overall grades in the class. Therefore, review sessions and study guides should be used. Based on the findings, these should include attention to the pricing concepts where the criterion was not met.

Dr. Brynildsen also explained that an area needing the most improvement is the use of critical thinking skills. These skills are not shown on the Master Syllabus, or Anthology, but may be developed while learning the topics related to the Learning Objective (LO1). To this end, she has an assignment called the Current Events Memo and Presentation that is intended to help students develop their critical thinking muscles; the students are allowed to pick any topic in the class for a current events presentation. The method may be applied to improve understanding of topics listed on the Master Syllabus and Anthology, thus supporting achievement of the Learning Objective (LO1).

Taehoon IM explained three actions he would take to improve student performance. These may be undertaken by other professors teaching the course. The three actions are:

- (1) I will add more questions to the exams (e.g., around 10 questions per topic) to assess the performance of students more accurately,
- (2) I will spend more time explaining the topics that seems relatively more difficult to students (e.g., “pricing strategies”), and
- (3) I will hold interactive review or question-and-answer sessions before exams so that students may ask questions about the topics that they do not fully understand.

LO2: Actions for MKTG3320 - Consumer Behavior

One area that met the criteria but still needs improvement is how an understanding of consumer behavior can benefit public policy makers. This sub-topic is part of the larger topic of “Reasons it is important to study Consumer Behavior.” In this area, students examine CB principles from the viewpoint of different stakeholders that can benefit from an understanding of CB. I will develop additional examples of ways that public policy makers in different contexts can benefit from an understanding of consumer behavior.

LO3: Action for MKTG3328 Professional Selling

Actions will be undertaken to foster a better understanding of the ADAPT questioning system, different types of selling, and the buying process. To improve student understanding, more time will be allocated to these concepts. The Role-Play worksheets completed by students will include more exercises related to these subject areas.

LO4: Action for MKTG4340 International Management and Marketing

International Marketing (MKTG 4340-02), Taehoon Im, Main Campus

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

International Marketing (MKTG 4340-02), Taehoon Im, ONLINE CLASS

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

RELATED ITEM LEVEL 1

LO4: Students Will Be Able To Summarize And Explain Global Marketing Concepts

Learning Objective Description:

Students who complete the BBA in Marketing will be able to summarize and explain the global nature of business today and the forces shaping the evolution of the global market, and recognize the process of extending from domestic business operations into global markets.

The learning objective is represented in more detail by the following subjects.

1. Overview of International Business
2. Adaptation vs. Standardization
3. Basic Global Geo-Political Concepts
4. Trade Barriers and Forms of Economic Cooperation
5. Historical Context of Global Trade Since WWII
6. Economic Development and Its Implications
7. Market Entry Strategies
8. International Legal Issues
9. Ethical Issues Related to International Trade
10. Distribution Issues
11. International Staffing and Expatriates
12. Current Trends in International Business

RELATED ITEM LEVEL 2

LO4: Assessment In MKTG4340 International Management And Marketing

Indicator Description:

Student achievement of the learning objective will be assessed with multiple-choice questions.

Criterion Description:

The average score obtained by 70% of the students for each area of study will be 70% or higher.

Findings Description:

International Marketing (MKTG 4340-02), Taehoon Im, Main Campus

There are four topics about which less than 70% of the students scored correctly: “3. Basic Geo-Political Concepts (67.50%),” “4. Trade Barriers and Forms of Economic Cooperation (50.00%),” “8. International Legal Issues (65.85%)” and “9. Ethical Issues Related to International Trade (69.23%).”

There may be several reasons why many of the students did not score about the above four topics correctly: (1) there were multiple tricky questions (e.g., the right answers to the multiple-choice questions were “all of the above” or “none of the above”), (2) there were some ECON 102-related topics that the students did not remind of well (e.g., “trade barriers and forms of economic cooperation”), and (3) there were a few students who did not understand how the lessons learned in classroom is applied to the real-world political and economic events out of the United States.

International Marketing (MKTG 4340-02), Taehoon Im ONLINE CLASS (Similar to findings from the Main Campus class.)

There are four topics about which less than 70% of the students scored correctly: “3. Basic Geo-Political Concepts (62.16%),” “4. Trade Barriers and Forms of Economic Cooperation (67.57%),” “8. International Legal Issues (50.00%)” and “12. Current Trends and International Business (56.25%).”

There may be several reasons why many of the students did not score about the above four topics correctly: (1) there were multiple tricky questions (e.g., the right answers to the multiple-choice questions were “all of the above” or “none of the above”), (2) there were some ECON 102-related topics that the students did not remind of well (e.g., “trade barriers and forms of economic cooperation”), and (3) there were a few students who did not understand how the lessons learned in classroom is applied to the real-world political and economic events out of the United States.

Attached Files

 [MKTG 4340-02 International Marketing Taehoon Im.docx](#)

RELATED ITEM LEVEL 3

Action for LO4: MKTG4340 International Management and Marketing

Action Description:

International Marketing (MKTG 4340-02), Taehoon Im, Main Campus

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

International Marketing (MKTG 4340-02), Taehoon Im ONLINE CLASS

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

RELATED ITEM LEVEL 3

New Plan for 2023 - 2024 Marketing BBA Actions Planned

Action Description:

LO1: Actions for MKTG3310 Fundamentals of Marketing

Dr. Brynildsen noted that students are generally well prepared for the exams. She has a review session and provides a study guide to help them prepare. Dr. Brynildsen has found over the last three years that the addition of these study tools and sessions improved the overall grades in the class. Therefore, review sessions and study guides should be used. Based on the findings, these should include attention to the pricing concepts where the criterion was not met.

Dr. Brynildsen also explained that an area needing the most improvement is the use of critical thinking skills. These skills are not shown on the Master Syllabus, or Anthology, but may be developed while learning the topics related to the Learning Objective (LO1).

To this end, she has an assignment called the Current Events Memo and Presentation that is intended to help students develop their critical thinking muscles; the students are allowed to pick any topic in the class for a current events presentation. The method may be applied to improve understanding of topics listed on the Master Syllabus and Anthology, thus supporting achievement of the Learning Objective (LO1).

Taehoon IM explained three actions he would take to improve student performance. These may be undertaken by other professors teaching the course. The three actions are:

- (1) I will add more questions to the exams (e.g., around 10 questions per topic) to assess the performance of students more accurately,
- (2) I will spend more time explaining the topics that seems relatively more difficult to students (e.g., “pricing strategies”), and
- (3) I will hold interactive review or question-and-answer sessions before exams so that students may ask questions about the topics that they do not fully understand.

LO2: Actions for MKTG3320 - Consumer Behavior

One area that met the criteria but still needs improvement is how an understanding of consumer behavior can benefit public policy makers. This sub-topic is part of the larger topic of “Reasons it is important to study Consumer Behavior.” In this area, students examine CB principles from the viewpoint of different stakeholders that can benefit from an understanding of CB. I will develop additional examples of ways that public policy makers in different contexts can benefit from an understanding of consumer behavior.

LO3: Action for MKTG3328 Professional Selling

Actions will be undertaken to foster a better understanding of the ADAPT questioning system, different types of selling, and the buying process. To improve student understanding, more time will be allocated to these concepts. The Role-Play worksheets completed by students will include more exercises related to these subject areas.

LO4: Action for MKTG4340 International Management and Marketing

International Marketing (MKTG 4340-02), Taehoon Im, Main Campus

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

International Marketing (MKTG 4340-02), Taehoon Im, ONLINE CLASS

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

RELATED ITEM LEVEL 1

LO5: Students Will Demonstrate The Ability To Collect And Interpret Market Research Data

Learning Objective Description:

Students who complete the BBA in Marketing will demonstrate the ability to be able to determine and communicate research needs to a professional researcher, evaluate a research report, collect and interpret their own research data, and make marketing decisions with research findings.

The learning objective is represented in more detail by the following subjects.

1. Students will be certified to conduct Marketing Research by completing the CITI certificate
2. Students will able to define the role of Ethics in Marketing Research
3. Students will be able to conduct Secondary Research –

They will be able to identify Internal & External sources of Secondary Data

4. Students will be able to conduct a Literature Review & state appropriate Hypotheses
5. Students will be able to differentiate between Exploratory, Descriptive, and Causal Research
6. Students will be able to explain probability vs. nonprobability sampling methods & sample size determination
7. Students will be able to differentiate between Levels of Measures - Nominal, Ordinal, Interval, Ratio
8. Students will be able to identify, define and explain the principles of Measurement and Scales
9. Students will be able to assess the Quality of Measurement Scales - Validity and reliability

10. Students will be able to explain Questionnaire Design
11. Students will be able to prepare data for quantitative analysis, including editing & coding
12. Students will be able to complete Quantitative Data Analysis, including t-test, F-test, Chi-square test, Correlation & Regression Analysis
13. Students will be able to communicate Marketing Research Findings

RELATED ITEM LEVEL 2

LO5: Assessment In MKTG4350 Marketing Research

Indicator Description:

Student achievement of the learning objective will be assessed questions embedded in multiple exams and several assignments.

Criterion Description:

The average score obtained by 70% of the students will be 70% or higher for each subject area (listed with the learning objective).

Findings Description:

The Indicator and Criterion are described so this area is marked as being complete. However, the Findings and Actions are not included.

The Findings will not be available until after next semester (FALL 2023). Actions based on the findings will be set after FALL 2023.

RELATED ITEM LEVEL 3

Action for LO5: MKTG4350 Marketing Research

Action Description:

The Findings will not be available until after next semester (FALL 2023). Actions based on the findings will be set after FALL 2023.

RELATED ITEM LEVEL 3

New Plan for 2023 - 2024 Marketing BBA Actions Planned

Action Description:

LO1: Actions for MKTG3310 Fundamentals of Marketing

Dr. Brynildsen noted that students are generally well prepared for the exams. She has a review session and provides a study guide to help them prepare. Dr. Brynildsen has found over the last three years that the addition of these study tools and sessions improved the overall grades in the class. Therefore, review sessions and study guides should be used. Based on the findings, these should include attention to the pricing concepts where the criterion was not met.

Dr. Brynildsen also explained that an area needing the most improvement is the use of critical thinking skills. These skills are not shown on the Master Syllabus, or Anthology, but may be developed while learning the topics related to the Learning Objective (LO1). To this end, she has an assignment called the Current Events Memo and Presentation that is intended to help students develop their critical thinking muscles; the students are allowed to pick any topic in the class for a current events presentation. The method may be applied to improve understanding of topics listed on the Master Syllabus and Anthology, thus supporting achievement of the Learning Objective (LO1).

Taehoon IM explained three actions he would take to improve student performance. These may be undertaken by other professors teaching the course. The three actions are:

- (1) I will add more questions to the exams (e.g., around 10 questions per topic) to assess the performance of students more accurately,
- (2) I will spend more time explaining the topics that seems relatively more difficult to students (e.g., “pricing strategies”), and
- (3) I will hold interactive review or question-and-answer sessions before exams so that students may ask questions about the topics that they do not fully understand.

LO2: Actions for MKTG3320 - Consumer Behavior

One area that met the criteria but still needs improvement is how an understanding of consumer behavior can benefit public policy makers. This sub-topic is part of the larger topic of “Reasons it is important to study Consumer Behavior.” In this area, students examine CB principles from the viewpoint of different stakeholders that can benefit from an understanding of CB. I will develop additional examples of ways that public policy makers in different contexts can benefit from an understanding of consumer behavior.

LO3: Action for MKTG3328 Professional Selling

Actions will be undertaken to foster a better understanding of the ADAPT questioning system, different types of selling, and the buying process. To improve student understanding, more time will be allocated to these concepts. The Role-Play worksheets completed by students will include more exercises related to these subject areas.

LO4: Action for MKTG4340 International Management and Marketing

International Marketing (MKTG 4340-02), Taehoon Im, Main Campus

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

International Marketing (MKTG 4340-02), Taehoon Im, ONLINE CLASS

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

RELATED ITEM LEVEL 1

LO6: Students Will Be Able To Explain Strategic Concepts, Demonstrate Knowledge Of The Impact Of Marketing Decisions, And Devise A Strategic Plan

Learning Objective Description:

Course Learning Objectives:

1. To understand the marketing environment.
2. To learn the tasks of the marketing manager, and the decisions affecting marketing strategy.
3. To be able to use marketing analytical frameworks and techniques to evaluate marketing strategies.
4. To be able to formulate marketing strategy and design marketing programs.
5. To be able to create written documents and presentations containing components of marketing plans.

The following topics related to the objectives are included in the assessments:

1) The Marketing Environment

1. Students will be able to identify various aspects of the firm’s external environment.
2. Students will be able to describe potential impacts of the firm’s external environment on marketing performance and firm profitability.

2) The tasks of the Marketing Manager

1. Students will be able identify the tasks of the Marketing Manager in various marketing program areas.
2. Students will be able to simulate strategic and tactical marketing decision-making.

3) Marketing Analytic Frameworks and Techniques

1. Students will be able to describe and appropriately apply the following analytic techniques to evaluate marketing strategies, and to propose marketing strategies.
 - i. SWOT Analysis
 - ii. Growth Matrix
 - iii. Perceptual Map
 - iv. Product Life Cycle Theory
 - v. Boston Consulting Group Matrix

4) Formulate Marketing Strategy and Plans

1. Students will be able to outline and discuss the basic framework of marketing strategy.
2. Student will be able to apply the framework of marketing strategy to business cases.

5) Written Marketing Documents and Presentations

1. Students will prepare written strategy documents and critiques.
2. Students will make oral live or recorded presentations (online classes) of their marketing strategy and tactics documents..

RELATED ITEM LEVEL 2

LO6: Assessment In MKTG4390 Strategic Marketing Management

Indicator Description:

Student achievement of the learning objective will be assessed with case study analysis, marketing management simulation, group projects, and questions embedded in exams.

Criterion Description:

The average score obtained by 70% of students will be 70% or higher for each subject area (listed with the learning objective).

Findings Description:

Detailed findings are reported in the document attached to this section.

The criterion for each topic was met. The range of percentage of students scoring 90% or more on assessment topics is 43-86 %. The highest number, 86%, is for embedded questions determining whether students are able to apply analytical frameworks (Objective 3). Two embedded short answer questions were embedded in the mid-term exam, that related to two analytical frameworks. However, since students had a choice of answering five out of seven questions, not all students attempted the embedded questions, resulting in a student count of 14 for the assessment of Objective 3. The high percentage of students achieving 90% or more on this item could be a reflection of a self-selecting bias, whereby students who were proficient in learning this topic attempted these questions and did well on them. Other high numbers for items where less than the entire class strength (23 students) were assessed, could have similar explanations for the high numbers.

While the criteria indicators were met, I believe the following criteria could be assessed more thoroughly: Marketing Analytic Frameworks and Techniques.

It would be desirable to assess learning – comprehension, retention and application, of all frameworks that are pertinent to a capstone strategy course in Marketing.

Attached Files

 [MKTG 4390 Strategic Marketing Management, Irfan Ahmed.docx](#)

RELATED ITEM LEVEL 3

Action for LO6: MKTG4390 Strategic Marketing Management

Action Description:

There was discontinuity in teaching this course due to a retirement at the end of academic year 2021-22. Regardless, a major change that has taken place – and that will enable a simplified and more robust assessment of important course content – has been the revision of the Master Syllabus for MKTG 4390. This may have been partly responsible for the excellent results of this assessment, as there is a clearer focus in the course on topics that are considered important at the capstone course level.

Another reason may be that a variety of assessment modalities used in the course – embedded questions, individual papers, group projects, and a simulation – were also used in the present assessment exercise. In sum, two actions will be undertaken:

- Continue with a clearly focused course content that will allow for assessment of the important learning objectives laid out in the master syllabus.
- Continue with the use of multiple modalities, and also redesign some of the pedagogical elements such as exams to ensure that there is a 100% class participation in all assessment items.

New Plan for 2023 - 2024 Marketing BBA Actions Planned

Action Description:

LO1: Actions for MKTG3310 Fundamentals of Marketing

Dr. Brynildsen noted that students are generally well prepared for the exams. She has a review session and provides a study guide to help them prepare. Dr. Brynildsen has found over the last three years that the addition of these study tools and sessions improved the overall grades in the class. Therefore, review sessions and study guides should be used. Based on the findings, these should include attention to the pricing concepts where the criterion was not met.

Dr. Brynildsen also explained that an area needing the most improvement is the use of critical thinking skills. These skills are not shown on the Master Syllabus, or Anthology, but may be developed while learning the topics related to the Learning Objective (LO1). To this end, she has an assignment called the Current Events Memo and Presentation that is intended to help students develop their critical thinking muscles; the students are allowed to pick any topic in the class for a current events presentation. The method may be applied to improve understanding of topics listed on the Master Syllabus and Anthology, thus supporting achievement of the Learning Objective (LO1).

Taehoon IM explained three actions he would take to improve student performance. These may be undertaken by other professors teaching the course. The three actions are:

- (1) I will add more questions to the exams (e.g., around 10 questions per topic) to assess the performance of students more accurately,
- (2) I will spend more time explaining the topics that seems relatively more difficult to students (e.g., “pricing strategies”), and
- (3) I will hold interactive review or question-and-answer sessions before exams so that students may ask questions about the topics that they do not fully understand.

LO2: Actions for MKTG3320 - Consumer Behavior

One area that met the criteria but still needs improvement is how an understanding of consumer behavior can benefit public policy makers. This sub-topic is part of the larger topic of “Reasons it is important to study Consumer Behavior.” In this area, students examine CB principles from the viewpoint of different stakeholders that can benefit from an understanding of CB. I will develop additional examples of ways that public policy makers in different contexts can benefit from an understanding of consumer behavior.

LO3: Action for MKTG3328 Professional Selling

Actions will be undertaken to foster a better understanding of the ADAPT questioning system, different types of selling, and the buying process. To improve student understanding, more time will be allocated to these concepts. The Role-Play worksheets completed by students will include more exercises related to these subject areas.

LO4: Action for MKTG4340 International Management and Marketing

International Marketing (MKTG 4340-02), Taehoon Im, Main Campus

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

International Marketing (MKTG 4340-02), Taehoon Im, ONLINE CLASS

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

Update to Previous Cycle's Plan

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

2022-2023

Plans for Continuous Improvement

MKTG3310: Gina Brynildsen

First, I plan to add more multiple-choice questions to the exams and reduce the amount of points that each essay question is worth. This will provide more opportunities for the students to showcase their knowledge and meet the criterion score expected of the class.

Second, I plan to continue to refine the wording of the multiple choice and essay questions to make sure clarity of the question does not interfere with the students' ability to answer the question correctly.

Third, I have added in a Study Guide and review session to help students better focus on the bigger picture concepts I would like them to understand and the relevant information they need to draw from those concepts.

Fourth, I have added in "Case presentations and papers" to help students better connect things that are happening in the world around them with the concepts we discuss in class as practice for some of the application-based essay questions posed in the exams.

MKTG3310: Gary Payne

For the fall semester we will introduce a new edition of the textbook—Marketing, Grewal/Levy 8 ed. I have taken this opportunity to revise all the Power Point presentations and adopt Black Board Ultra as our Learning Platform. I will also produce new, updated Lecture Videos to complement the McGraw-Hill Connect ancillaries I have chosen for the course.

MKTG3320: Renee Gravois

There are not any Actions planned for MKTG3320.

The Findings will not be available until after the next semester (FALL 2022).

MKTG3328: Michael Pass

The ADAPT questioning system and different types of selling have always been areas where they have less understanding. In addition, a better understanding of the buying process would be helpful. To improve student understanding, more time will be allocated to these concepts and the worksheets completed by students will include more exercises. The exercises will align with questions included on the course study guide.

MKTG4340: Irfan Ahmed

While the planned actions based on the last cycle *were* completed, the nature of online testing through objective-type questions remains a weakness of the assessment methodology. It is intended that for future assessment cycles, reliance will be more on the assessment of the more involved methods of testing in addition to the objective-type question methods. As a refinement, methodologies such as content analysis of students' detailed responses to discussion prompts and written assignments may be employed.

MKTG4350: Sanjay Mehta

The Findings will not be available until after the next semester (FALL 2022).

There are not any Actions planned for MKTG4350.

MKTG4390: Taehoon Im

The Findings for Spring 2022 will not be available because the faculty member retired without completing the scheduled assessment. Action plans are not set until the findings from Spring 2023 are available. The course is only offered during Spring semesters so we have to wait.

Update of Progress to the Previous Cycle's PCI:

MKTG3310

Gina Brynildsen noted -

I am teaching Principles of Marketing one last time in Spring 2023 before rotating to a new course prep. I had planned to increase the number of writing activities and in-class discussions in next year's classes based on the feedback I received from Fall 2022 and previous assessments of course objectives; however, a few weeks prior to the start of the semester, administration changed my class size from a 45-person capacity to a 77-person capacity, resulting in a much larger section without first informing me of the change. I had to quickly change my syllabus, lectures, assessments, and in-class activities to accommodate for the larger size class. In my opinion, the increase in the class size is a challenging mediator in assessing student learning, as assessments are linked to class size and constrained by what you can and cannot physically do with a large class vs. a smaller class.

MKTG3320

One topic from a previous assessment cycle that needed improvement is consumer perception. I developed additional examples of the elements of consumer perception (exposure, attention, and comprehension). Student performance on this topic improved from previous assessment cycles. I will continue to develop and strengthen the examples and coverage in this area.

MKTG3328

Material for presenting the ADAPT questioning system was revised and time was allocated in class for students to share their work. By having open sharing of the information, all student teams did better with the system. In addition, exercises and examples were introduced to better present the different types of selling.

MKTG4330

A different professor taught this course so actions tailored to address the findings from the previous professor were not undertaken.

MKTG4390

There was discontinuity in teaching this course due to a retirement at the end of academic year 2021-22. Regardless, a major change that has taken place – and that will enable a simplified and more robust assessment of important course content – has been the revision of the Master Syllabus for MKTG 4390. This may have been partly responsible for the excellent results of this assessment, as there is a clearer focus in the course on topics that are considered important at the capstone course level.

Another reason may be that a variety of assessment modalities used in the course – embedded questions, individual papers, group projects, and a simulation – were also used in the present assessment exercise.

New Plan - Duplicate of "New Plan for 2023 - 2024 Marketing BBA Actions Planned"

Closing Summary:

LO1: Actions for MKTG3310 Fundamentals of Marketing

Dr. Brynildsen noted that students are generally well prepared for the exams. She has a review session and provides a study guide to help them prepare. Dr. Brynildsen has found over the last three years that the addition of these study tools and sessions improved the overall grades in the class. Therefore, review sessions and study guides should be used. Based on the findings, these should include attention to the pricing concepts where the criterion was not met.

Dr. Brynildsen also explained that an area needing the most improvement is the use of critical thinking skills. These skills are not shown on the Master Syllabus, or Anthology, but may be developed while learning the topics related to the Learning Objective (LO1). To this end, she has an assignment called the Current Events Memo and Presentation that is intended to help students develop their critical thinking muscles; the students are allowed to pick any topic in the class for a current events presentation. The method may be applied to improve understanding of topics listed on the Master Syllabus and Anthology, thus supporting achievement of the Learning Objective (LO1).

Tachoon IM explained three actions he would take to improve student performance. These may be undertaken by other professors teaching the course. The three actions are:

- (1) I will add more questions to the exams (e.g., around 10 questions per topic) to assess the performance of students more accurately,
- (2) I will spend more time explaining the topics that seems relatively more difficult to students (e.g., “pricing strategies”), and
- (3) I will hold interactive review or question-and-answer sessions before exams so that students may ask questions about the topics that they do not fully understand.

LO2: Actions for MKTG3320 - Consumer Behavior

One area that met the criteria but still needs improvement is how an understanding of consumer behavior can benefit public policy makers. This sub-topic is part of the larger topic of “Reasons it is important to study Consumer Behavior.” In this area, students examine CB principles from the viewpoint of different stakeholders that can benefit from an understanding of CB. I will develop additional examples of ways that public policy makers in different contexts can benefit from an understanding of consumer behavior.

LO3: Action for MKTG3328 Professional Selling

Actions will be undertaken to foster a better understanding of the ADAPT questioning system, different types of selling, and the buying process. To improve student understanding, more time will be allocated to these concepts. The Role-Play worksheets completed by students will include more exercises related to these subject areas.

LO4: Action for MKTG4340 International Management and Marketing

International Marketing (MKTG 4340-02), Taehoon Im, Main Campus

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

International Marketing (MKTG 4340-02), Taehoon Im, ONLINE CLASS

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

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

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

Communication Written Assignments

Action Description:

The MS Project program is preparing for an external review. As part of this review the assessment plan will be updated and released. With plan implementation to begin during the 2023-24 academic year.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

Critical Thinking Writing Assignments

Action Description:

The MS Project program is preparing for an external review. As part of this review the assessment plan will be updated and released. With plan implementation to begin during the 2023-24 academic year.

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:

The assessment procedures within COBA were restructured beginning fall 2022 such that moving forward, assessment data for all programs will be collected every fall semester. In some cases, this has resulted in no assessment data being collected for the 2022-23 academic year (for programs that otherwise would have collected data in the spring based on the old schedule). This was necessary to streamline assessment procedures across the college and better integrate assessment activities as part of the culture of the college.

RELATED ITEM LEVEL 3

Strategic Decision Making Writing Assignments

Action Description:

The MS Project program is preparing for an external review. As part of this review the assessment plan will be updated and released. With plan implementation to begin during the 2023-24 academic year.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

The MS Project program is preparing for an external review. As part of this review the assessment plan will be updated and released. With plan implementation to begin during the 2023-24 academic year. Dr. William Ellegood 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.

New Plan for Continuous Improvement Item

Closing Summary:

Dr. William Ellegood 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. The MS Project program is preparing for an external review. As part of this review the assessment plan will be updated and released. With plan implementation to begin during the 2023-24 academic year.