



2023-2024



College of Business Administration

Department of Accounting

Accounting MS

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 six 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 MS

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 standard is 75% for graduate-level classes (5000 level).

Findings Description:

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

5000 Level	Total	Campus	TWC	Online
Number of students assessed	72	56	-	16
Number of students meeting criteria	67	52	-	15
Percentage of successful students	93.1%	92.9%		93.8%

The criterion was met. The percentage of successful students, in all categories, exceeds the 75% success rate determined by the Department of Accounting for graduate-level (5000-level) courses.

RELATED ITEM LEVEL 3

Action Item for Measurement Analysis and Interpretation (LO 1)

Action Description:

The percentage of successful students, in all categories, exceeded the 75% success rate determined by the Department of Accounting for graduate-level (5000 level) courses. This is consistent with prior assessment cycles. No remedial action is deemed necessary at this time.

Individual faculty who assess this learning objective indicated the following action plans for the upcoming assessment cycle:

Assessment results for this learning objective are extremely high (which is consistent with prior semesters).At this time I do not see a need to change the type of exercises and teaching techniques I used this semester as it appears to work well. My plan is to continue what is working but to carefully monitor student achievement of this learning objective going forward.

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 six 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 MS

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 standard is 75% for graduate-level classes (5000 level).

Findings Description:

5000 Level	Total	Campus	TWC	Online
Number of students assessed	33	33	-	-
Number of students meeting criteria	33	33	-	-
Percentage of successful students	100.0%	100.0%		

The criterion was met. The percentage of successful students, in all categories, exceeds the 75% success rate determined by the Department of Accounting for graduate-level (5000-level) courses.

RELATED ITEM LEVEL 3

Action Item for Reporting (LO 1)

Action Description:

The percentage of successful students, in all categories, exceeded the 75% success rate determined by the Department of Accounting for graduate-level (5000 level) courses.

Individual faculty who assess this learning objective indicated the following action plans for the upcoming assessment cycle:

I intend to use the same project (for assessment) the next time the class is taught for consistency in comparing results. Moreover, I intend to lecture more about the research process.

Presentation Requirement: In addition to the existing components of the capstone project, students will be required to create and deliver presentations summarizing their project findings. These presentations will serve as a crucial element of the assessment process and will be evaluated for clarity, professionalism, and the ability to effectively communicate complex financial information.

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 standard is 75% for graduate-level classes (5000 level).

Findings Description:

This learning objective was not assessed in the MS Accounting program during 2023.

RELATED ITEM LEVEL 3

Action Item for Reporting (LO 2)

Action Description:

This learning objective was not assessed this cycle in the MS program.

Research

Goal Description:

Our graduates will identify, access and apply relevant professional frameworks, standards, and guidance, as well as other information for analysis and to make informed decisions.

[Note: Each of the six 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 MS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Access relevant standards (RES - LO2)

Learning Objective Description:

Our students will access relevant standards, rules, and other information.

RELATED ITEM LEVEL 2

Research (LO 2) - Course embedded measures for applying relevant information

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 Research. 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 standard is 75% for graduate-level classes (5000 level).

Findings Description:

Learning Objective 02: Access relevant standards, rules and other information

5000 Level	Total	Campus	TWC	Online
Number of students assessed	69	69	-	-
Number of students meeting criteria	62	62	-	-
Percentage of successful students	89.9%	89.9%		

The criterion was met. The percentage of successful students, in all categories, exceeds the 75% success rate determined by the Department of Accounting for graduate-level (5000-level) courses.

RELATED ITEM LEVEL 3

Action Item for Research (LO 2)

Action Description:

The percentage of successful students, in all categories, exceeded the 75% success rate determined by the Department of Accounting for graduate-level (5000 level) courses.

Individual faculty who assess this learning objective indicated the following action plans for the upcoming assessment cycle:

Criteria were exceeded - no remedial action is needed. It should be noted that this is one of two learning objectives for the Research goal. The comments below were entered for the other learning objective (LO#1) previously and are repeated here as they are related to this learning objective (LO#2).

Results for this goal (Research) are excellent and includes two learning objectives, this one and LO#1 (see previous action item). While both LO have high success rates, it is noted that results for Learning Objective #1 are higher than results for learning objective #2, which was also true in the previous assessment cycle. While both were above our acceptable rate of 75% for graduate classes, the reason for this difference is of interest. The indicator used for LO#1 is an assignment that is completed in teams, while LO#2 uses an individual assignment. This may indicate that use of

the team results as an indicator is not an appropriate measure for assessment purposes. Members of the team who have achieved the learning objective may be compensating for another member who has not. As a result, I plan to change my assessment technique and will rely more heavily on individual assignments in my assessment measures for LO#1 in the future and will monitor the results.

RELATED ITEM LEVEL 1

Employ research skills (RES - LO1)

Learning Objective Description:

Our students will employ relevant research skills.

RELATED ITEM LEVEL 2

Research (LO 1) - Course embedded measures for employing relevant research skills

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 Research. 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 standard is 75% for graduate-level classes (5000 level).

Findings Description:

Learning Objective 01: Employ relevant research skills

5000 Level	Total	Campus	TWC	Online
Number of students assessed	54	54	-	-
Number of students meeting criteria	53	53	-	-
Percentage of successful students	98.1%	98.1%		

The criterion was met. The percentage of successful students, in all categories, exceeds the 75% success rate determined by the Department of Accounting for graduate-level (5000-level) courses.

RELATED ITEM LEVEL 3

Action Item for Research (LO 1)

Action Description:

The percentage of successful students, in all categories, exceeded the 75% success rate determined by the Department of Accounting for graduate-level (5000 level) courses.

Individual faculty who assess this learning objective indicated the following action plans for the upcoming assessment cycle:

Results for this goal (Research) are excellent and includes two learning objectives, this one and LO#2 (see next action item). While both LO have high success rates, it is noted that results for Learning Objective #1 are higher than results for learning objective #2, which was also true in the previous assessment cycle. While both were above our acceptable rate of 75% for graduate classes, the reason for this difference is of interest. The indicator used for LO#1 is an assignment that is completed in teams, while LO#2 uses an individual assignment. This may indicate that use of the team results as an indicator is not an appropriate measure for assessment purposes. Members of the team who have achieved the learning objective may be compensating for another member who has not. To test this theory, I plan to change my assessment technique in the next assessment cycle to rely more heavily on individual assignments for LO#1 in the future. Results will be carefully monitored and compared to the team-based assessments.

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 six 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 MS

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 standard is 75% for graduate-level classes (5000 level).

RELATED ITEM LEVEL 3

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

Action Description:

The percentage of successful students, in all categories, exceeded the 75% success rate determined by the Department of Accounting for graduate-level (5000 level) courses.

One interesting result for this learning objective, was that the success rate for the online section was lower than the face-to-face class (although both exceeded departmental criteria). We will continued to monitor this difference. Individual faculty who assess this learning objective indicated the following action plans for the upcoming assessment cycle:

Recently I increased the emphasis on computerized internal control procedures in case scenarios completed within the semester. However, this resulted in the assessment of this learning objective being lower for Fall 2023 than for Fall 2022 (90.5% vs 100%). The particular specifics of the content coverage in course materials, especially case scenarios, will have to be examined to determine where/why there was an apparent disconnect between an increase in coverage and a decline in the assessment result. Any adjustments will have to be coordinated with changes in LO#2 for this content area.

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 standard is 75% for graduate-level classes (5000 level).

Findings Description:

5000 Level	Total	Campus	TWC	Online
Number of students assessed	21	-	-	21
Number of students meeting criteria	11	-	-	11
Percentage of successful students	52.4%			52.4%

The criterion was not met. The percentage of successful students, does not meet the 75% success rate determined by the Department of Accounting for graduate -level (5000-level) courses.

RELATED ITEM LEVEL 3

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

Action Description:

The criterion established by the department for this learning objective was not met. This learning objective was assessed in only one course and in only one semester. The faculty member who taught this course reported the following information and action item plan:

*In Fall 2023, I significantly increased the rigor of the assessment task for **LO#2**. That by itself may have contributed to the decreased success rate.*

*Given the increase in rigor of the assessment task for this area, I will need to increase the time spent on coverage of case scenarios for the evaluation of controls that mitigate negative outcomes. Any changes in coverage of this LO will have to be coordinated with changes made to the **LO#1** in the same content area to ensure the proper balance of coverage.*

Note: the professor who developed the above action plan, subsequently retired. A new professor will be assessing this learning objective in the future. We will monitor this learning objective carefully.

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 six 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 MS

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 standard is 75% for graduate-level classes (5000 level).

Findings Description:

5000 Level	Total	Campus	TWC	Online
Number of students assessed	44	-	-	44
Number of students meeting criteria	43	-	-	43
Percentage of successful students	97.7%			97.7%

The criterion was met. The percentage of successful students, in all categories, exceeds the 75% success rate determined by the Department of Accounting for graduate-level (5000-level) courses.

RELATED ITEM LEVEL 3

Action Item for Systems and Process Management (LO 1)

Action Description:

The percentage of successful students, in all categories, exceeded the 75% success rate determined by the Department of Accounting for graduate-level (5000 level) courses.

Individual faculty who assess this learning objective indicated the following action plans for the upcoming assessment cycle:

This learning objective will be examined for elimination prior to this course being taught again. The effect of changes in the CPA exam will have to be assessed and a new assessment task developed.

Because I believe the actions taken for the past two years has been successful by requiring students to apply analytical procedures to assess individual controls in the reporting process, my intention is to extend this course content to an even greater number of class cases. I also plan to examine the potential effectiveness of expanding the nature of the analytical procedures to possibly include increased statistical applications beyond the use of regression analysis to include time series regression.

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 six 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 MS

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 (LO 1) - 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 standard is 75% for graduate-level classes (5000 level).

Findings Description:

5000 Level	Total	Campus	TWC	Online
Number of students assessed	37	-	-	37
Number of students meeting criteria	34	-	-	34
Percentage of successful students	91.9%			91.9%

The criterion was met. The percentage of successful students, in all categories, exceeds the 75% success rate determined by the Department of Accounting for graduate-level (5000-level) courses.

RELATED ITEM LEVEL 3

Action Item for Technology and Tools (LO 1)

Action Description:

The percentage of successful students, in all categories, exceeded the 75% success rate determined by the Department of Accounting for graduate-level (5000 level) courses. Success rates have been very high for this learning objective for the past several assessment cycles.

Individual faculty who assess this learning objective indicated that they planned to continue use of technology embedded in their course requirements.

No remedial action is deemed necessary.

Maintenance of the current success level should be an acceptable expectation.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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 MS degree which is 75% for graduate (5000 level) courses.
2. In the future, if assessment results do not meet established criteria, additional focus and attention on the learning objective will be indicated. Specifically, faculty whose assessments efforts do not exceed the established criteria will re-evaluate the emphasis and coverage of the related learning objective in their course.
3. During 2022, one learning objective had significantly higher results than it had in the three previous years. This change in the trend will be monitored in the future.

4. Assessment results for all learning objectives in the MS program courses had very high success rates with most being above 90%. This suggests that the Department should consider the appropriateness of
 1. the minimum criteria for these courses;
 2. current assessment methods being used.
 The Assessment Committee will discuss and determine what, if any actions should be taken with regard to the minimum criteria. In the meantime, all faculty will continue to evaluate and consider the appropriateness of the assessment methods they are using.
5. 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.
6. 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.
7. The Accounting Department Assessment Committee plans to revise some of our internal forms to improve our process of assessment data collection.

Update of Progress to the Previous Cycle's PCI:

1. This action item was completed (75% was used as the criterion for 5000-level courses in the 2023 assessment cycle).
2. This was completed. Only one learning objective failed to meet established criteria and the faculty member assessing it identified a change in their assessment technique as the likely reason for it. They plan to continue to refine their choice of assessment instrument.
3. This action item was completed. The learning objective was monitored and during 2023, it had deficient results (the only deficiency for the MS program). During 2022, this same learning objective had significantly higher results than it had in the three previous years. There seems to have been significant volatility in assessment results for this particular learning objective. This was assessed over the last few years by one professor who has subsequently retired. Thus, this learning objective will be assessed by new professors and possibly even in different courses in the future.
4. This action item was completed. The department met and discussed the fact the almost all learning objectives in the MS program courses had very high success rates, with most being above 90%. Originally our criteria for success was set at 75% because this is the rate required to pass the CPA exam. However, given that students in the MS program are expected to receive A's and B's (only one C is allowed in the MS program), 75% seems too low for a reasonable criteria. Therefore, the department included an action item in our new PCI to increase this criteria. (See current PCI)
5. This item has not yet been completed. As noted in the previous cycle's PCI, we cannot implement these changes to our assessment plan until we complete the process of making curriculum changes that have been necessitated by recent changes in the CPA exam and changes in the licensure requirements. These changes are outside forces that the department has no control over and to which we must adapt our curriculum. Once we are able to complete our curriculum adjustments/changes, we will adjust our assessment plan accordingly. This is an ongoing item and will be included in the current year PCI.
6. This item has not yet been completed. These changes are minor, and for purposes of consistency and to aid in comparison across years, we have decided it is best to make these minor changes at the same time we make the needed changes to our curriculum (see #5 above). Thus, this item will continue to be included in this cycle's PCI.
7. This item was completed. The department made changes to our Action Item Planning form to improve our assessment data collection efforts. The old Action Item Planning form did not match action item plans with specific learning objectives. We discontinued its use and incorporated the action items into our written assessment reports instead. This new approach matches action items with each specific learning objective and also requires faculty to reflect on the results from their previous action items.

New Plan for Continuous Improvement Item

Closing Summary:

After a review of the 2023 assessment cycle findings for the MS Accounting, the faculty of the department developed the following plan for continued improvement.

1. Assessment findings for the MS program reveal very high success rates for all but one learning objective (see #2 below). This prompted the faculty to consider whether its established criteria of 75% success rate was appropriate. A 75% rate was initially used because that is the pass rate for the CPA exam. However, because students in the MS program are expected to earn A's and B's in the MS program (students are limited to 1 C), it seems unlikely that our student success rates would fall below 75%. Therefore, beginning in Fall 2024, we are implementing a change in the success rate criterion for all 5000-level courses from 75% to 80%.
2. It is noted that the success rates of our students (with one exception) were extremely high, sometimes at or near 100%. We do expect much higher rates from the graduate students due to the higher admission standards and obvious increase in student motivation for this group. However, success rates at this level do cause us to question whether the assessment techniques being used are the best for this situation. Assessment activities should provide us with information on how and where we can improve and it is not clear that our current methods are achieving this goal. We plan to conduct meetings with the faculty involved in the graduate courses to discuss issue this during the upcoming cycle.
3. Recently, the Texas legislature changed the requirements to take the CPA exam in Texas, and for the first time, allows students with only 120 credit hours completed to take the exam. This change means that students' motivation to enter the MS program will likely change. To ensure the viability of the degree, it is necessary for us to re-examine the MS degree to ensure that it remains valuable to prospective students. As a result, the department has begun the process of reimagining and redesigning the MS program. One major decision we have made is to move the program entirely online. In addition, we will add two tracks to allow for specialization (Assurance and Financial Reporting and Taxation). Both of these are major changes which will be implemented in phases over multiple years. We anticipate creating new courses, changes in faculty assignments and significant changes in course content for existing courses. This major project will definitely affect assessment efforts in the future. A future action item for the department is to complete a full review of its assessment process for the new MS program. This will include an evaluation of the learning objectives being used, as well as an analysis of the most appropriate courses in which to assess those learning objectives. Timing for implementing this action item is unknown at this time. It is dependent upon how long it takes for the new program to be developed and for the changes to be approved by university administration. Once those approvals have been received, we can begin to implement this action item.
4. During this assessment cycle, one learning objective did not meet our established criterion. This was the Risk Assessment and Management learning objective. The instructor who assessed this learning objective has indicated that the likely reason was that he used a new assessment assignment this

cycle, which was a much more rigorous assignment. However, because of our redesign of the MS program, it is not clear at this time that this course will continue to exist in the future. Even if the course does continue, this particular faculty member has now retired, so at a minimum, there will be a new professor assessing this learning objective in the next cycle. Our action item is to determine where (in which course) this learning objective is best assessed in the new MS program and to monitor results. The timing of implementation will depend on when the new program design is completed and approved.

5. The Department has recently established a new advisory council made up of important stakeholders who regularly recruit our graduates. One action item for this upcoming cycle is to elicit feedback from council members regarding the MS degree, including its value to them and what content they would like to see included. This will be accomplished through the use of surveys and specific discussions in our Advisory Council meetings. Our goal is to provide a degree that is valued by employers and members of the accounting profession, so that it will, in turn, provide maximum value to our students.

**Department of
Business
Administration and
Entrepreneurship**

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 through the coursework in the business core.

Providing Department: General Business Administration BBA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

General Business Core Concepts And Principles: Accounting

Learning Objective Description:

Students who complete the BBA in General Business will demonstrate knowledge of the principles of financial and managerial accounting. ACCT 2301 and 2302

RELATED ITEM LEVEL 2

Accounting 2301

Indicator Description:

Embedded exam questions in sections of ACCT 2301 assessing students ability to interpret classification of accounts shown on the income statement and balance sheet and the relationship between the financial statements.

Criterion Description:

At least 70% of the students will answer at least 70% of the questions correctly

Findings Description:

59.79% of students scored at least 70% on the embedded exam questions. The percent was higher for face-to-face classes (71.15%) and lower for online classes (56.01%).

RELATED ITEM LEVEL 3

Action Plan ACCT 2301

Action Description:

Each chapter has associated accounts that show up on both balance sheet and income statement. Instructors will emphasize financial statements and where the accounts sit in every chapter throughout the semester.

All ACCT 2301 face to face instructors will be required to assign an Accounting Practice Set to reinforce how accounts fit into each financial statement and the relationship between the statements.

Instructors will think creatively about how to drill the relationship between financial statements and how accounts are classified.
Provide any additional comments:

RELATED ITEM LEVEL 2

Accounting 2302

Indicator Description:

Embedded exam questions in all sections of ACCT 2302 to assess the following sub-objectives:

1. Compare accounting information relevant to internal managers, as differentiated from information relevant to external users.
2. Classify product costs used in cost accounting systems.
3. Assess how a company will make short and long-term business decisions based on cost behavior and relevant information.
4. Develop a master budget.

Criterion Description:

At least 70% of all students will score at least 70% on each sub-objective.

Findings Description:

Sub-objective 1 was not assessed this year.

sub-objective 2: 77.09% of students scored at least 70% (80.09% in F2F sections and 64.81% in online sections)

sub-objective 3: 60.81% of students scored at least 70% (55.35% in F2F sections and 81.03% in online sections)

sub-objective 4: 69.37% of students scored at least 70% (71.23% in F2F sections and 62.71% in online sections)

RELATED ITEM LEVEL 3

Action Plan ACCT 2032

Action Description:

LO1: Streamline questions for online exams so they are consistent with face-to-face exams.

Instructors will use a consistent assessment process for the online students during the Fall 2024 assessment cycle.

LO2: 1. Streamline questions between instructors and modalities
2. Offer assessments on quiz or assignment 2 instead of final exam

1. Faculty will meet prior to Fall 2024 to agree on identical embedded questions to assess for both online and face-to-face courses.
2. Since this objective is often assessed at the end of the semester on the final exam, instructors will create an assignment or quiz instead of using the final exam as assessment for both online and face-to-face courses

LO3: Instructors will streamline questions related to budgeting preparations

Faculty will meet prior to Fall 2024 to agree on identical embedded question to assess for both online and face-to-face courses.

Provide any additional comments: The ACCT 2302 learning objectives and Master Syllabus were updated prior to the Fall 2023 semester so no specific action items were documented. The action items listed in Table 3 will be analyzed for the Fall 2024 semester.

RELATED ITEM LEVEL 1

General Business Core Concepts and Principles: Business Analysis

Learning Objective Description:

Students demonstrate knowledge of descriptive and inferential statistical techniques: BANA 2372 and 3363.

RELATED ITEM LEVEL 2

BANA 2372

Indicator Description:

Embedded exam questions in all sections of BANA 2372 assessing the following sub-objectives:

- 1. Descriptive statistics (sub-objectives: arithmetic mean, standard deviation, percentiles, interquartile range)
- 2. Probability (sub-objectives: define, use sampling distributions, apply the Central Limit Theorem)
- 3. Probability Distributions (sub-objectives: expected values and variances, Binomial distribution, Uniform distribution, Normal distribution)
- 4. Statistical Inference (sub-objectives: confidence intervals, sample size)

Criterion Description:

At least 70% of students will score at least 70% correct on each of the sub-objectives.

Findings Description:

- LO1: 63.27% of students scored at least 70% (70.63% F2F, and 56.55% online)
- LO2: 79.25% of students scored at least 70% (81.4% F2F, and 77.54% online)
- LO3: 80.27% of students scored at least 70% (83.22% F2F, and 72.23% online)
- LO4: 72.45% of students scored at least 70% (69.93% F2F, and 74.83% online)

RELATED ITEM LEVEL 3

Action Plan BANA 2372

Action Description:

Instructors will provide students with additional worksheets for percentiles, IQR, and distinguishing between a Normal distribution problem versus a CLT problem. The will also incorporate a graphical simulation exercise to illustrate the concept of sampling distributions.

RELATED ITEM LEVEL 2

BANA 3363

Indicator Description:

Embedded exam questions in all sections of BANA 3363 to assess the following sub-objectives:

- 1. Calculate and interpret confidence intervals and hypothesis tests to make inferences concerning parameter values in a single population using sample data.
- 2. Calculate and interpret confidence intervals and hypothesis tests to make inferences concerning parameter values in multiple populations using sample data.
- 3. Utilize regression analysis and interpret regression output.

Criterion Description:

70% of students will answer at least 70% of the questions correctly for each sub-objective.

Findings Description:

LO1: 50% of students scored at least 70% (65% on main campus, 54.5% at TWC, and 40.8% online)

LO2: 56.1% of students scored at least 70% (73.9% on main campus, 72.7% at TWC, and 44.1% online)

LO3: 54.3% of students scored at least 70% (63.5% on main campus, 54.5% at TWC, and 49% online)

RELATED ITEM LEVEL 3

Action Plan BANA 3363

Action Description:

Table 5: New Action Items for Fall 2024

Targeted Learning Objective	Action Item	Implementation Plan
LO1	We do not have detailed data on which of the two overriding topics in the course (confidence intervals and hypothesis tests) students are having most trouble with. Ideas: <ul style="list-style-type: none">Create two sub-objectives for LO1 (say, LO1.1 and LO1.2, one for intervals and another for hypothesis tests) to determine which concepts students struggle with most. Analyze assessment data by sub-objective for LO1.	Instructors will distinguish, in some way using their chosen assessment instruments, which aspects of the questions(s) address confidence intervals and which address hypothesis tests.
LO1, LO2, LO3	Investigate and help close the increasingly prominent math skills gaps. More students struggle with basic math such as percentages and order of operations, causing them to miss questions they otherwise would get based on understanding of the formulas.	Make specific efforts toward improving math preparation. Some ideas: <ul style="list-style-type: none">Assign a separate pre-req math assignment at the beginning of the course (e.g., as the first homework).Add some math review questions to an existing quiz or assignment.Send out review material to currently-enrolled students to set expectations.Work with BANA tutors to help prepare students (e.g., offering "math camp" to get students up to speed).
LO1, LO2, LO3	We want to reduce the double-digit gap in performance between online and face-to-face students. This could be caused by the mechanics of submitting math work online versus in-class. For example, students may feel intimidated by having to type out short-answer work versus writing it by hand as they do in class. Another issue may be the reduced ability for online students to interact with students as would be possible in a face-to-face course.	Some ideas: <ul style="list-style-type: none">Incorporate semi-structured online student meetings with peers (via Zoom) to help these online students as well (informal study sessions).Give students practice with answering short-answer questions through Blackboard or allow students to submit pictures of their handwritten work on exams using the new Respondus option.

RELATED ITEM LEVEL 1

General Business Core Concepts and Principles: Communication

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.

RELATED ITEM LEVEL 2

BUAD 3335

Indicator Description:

A department-created rubric is used to evaluate written samples. The rubric contains four major components:

- 1. Content: document-level and within-paragraph logic and appropriateness. Evaluate whether logic is accurate, complete, and non-redundant.
 - a. Evaluates: LO1, LO2, LO3

- 2. Design: the appropriateness of format given the assignment guidelines.
 - a. Evaluates: LO1, LO3, LO6
- 3. Style: sentence- and word-level writing concerns. Evaluate whether writing is accurate, concise, and professional.
 - a. Evaluates: LO1, LO4, LO6
- 4. Evidence: the use of external resources and ability to cite using accepted resource-citation style guidelines.
 - a. Evaluates: LO1, LO2, LO5

Instructors were trained to use the standard evaluation rubric (adapted from the Evidence-Driven Communication Rubric and incorporating additional elements to better reflect course objectives) to evaluate short, research-oriented assignments from their own courses. Each major category is scored on a scale from one (poor) to five (excellent). These scores are then truncated to indicate whether students Exceed (5), Meet (4, 3, and 2), or Fail to Meet (1) expectations in each category. The scores recorded on a 1-5 scale provide qualitative information about the ‘Meet Expectations’ category. Subcategories are not reported but can be individually evaluated when appropriate (e.g., when students in a given academic year fall short of college goals’ regarding the number of students who exceed or meet expectations in a given competency)

Criterion Description:

At least 70% of sampled students must meet or exceed expectations for each skill in the Evidence-Driven Communication rubric by earning a score of “Adequate” or higher.

Findings Description:

Table 1. Summary of Assessment Results

Learning objective	Subsection	# Not meeting Expectations	# Meeting Expectations	# Exceeding Expectations	Total Students	% met or exceeded expectations	Was the success criterion met ?
Content	Aggregate	7	261	61	329	97.9	Yes
	Huntsville	5	114	33	152	96.4	Yes
	TWC	0	20	5	25	100	Yes
	Online	2	127	23	152	98.7	Yes
Design	Aggregate	17	194	118	329	94.8	Yes
	Huntsville	8	84	60	152	94.7	Yes
	TWC	0	16	9	25	100	Yes
	Online	9	94	49	152	94.1	Yes
Style	Aggregate	17	283	29	329	94.8	Yes
	Huntsville	8	135	9	152	94.7	Yes
	TWC	2	19	4	25	92	Yes
	Online	7	129	16	152	95.4	Yes
Evidence	Aggregate	49	237	43	329	85.1	Yes
	Huntsville	21	105	26	152	86.2	Yes
	TWC	1	20	4	25	96	Yes
	Online	27	112	13	152	82.2	Yes

Note. Follow-up analyses were conducted using the 5-point evaluation metric (5=Exceed expectations, 4=Near-exceed [~85% competence], 3=Meet expectations, 2=Near-failure to meet expectations [~70% competence], 1=Fail to meet expectations). These analyses found that 32.5% of students across modalities scored either a 2 (Near Failure) or 1 (Fail to Meet) in Evidence and 21.6% of students across modalities scored either a 2 (Near Failure) or 1 (Fail to Meet) in Style. Evidence deficiencies were especially pronounced in online sections (37.5%). Style deficiencies were pronounced in in-person (Huntsville & TWC; 23.2%) sections.

RELATED ITEM LEVEL 3

Action Plan BUAD 3335

Action Description:

List action items from previous assessment cycles that were reassessed in this cycle (located in table 3 from the previous year’s assessment report). For each item, list the learning objective, the action taken (what change was made to address an identified weakness), the outcome of the action (did the change improve student success in this area or not), and whether additional action is needed.

Table 2. Summary of 2021-2022 Action Item Outcomes

Learning Objective	Previous Assessment Action Item(s)	Outcome of Action Item	Additional Action(s) Needed
Evidence (LO1, LO2, LO5) – Huntsville, Online, & Overall	Business Communication faculty integrated additional emphasis on appropriate source selection and attribution, including the creation and implementation of SHSU-library-created online video resources about research.	Improved percentage of students across locations demonstrated adequate proficiency in Evidence criterion, but low % exhibited mastery and non-truncated assessments suggest continued struggle (e.g., 32.5% of students ≤70% proficient) in evidence identification and use.	Continue use of additional resources and focus on proper research practice, particularly in online sections.

List any new action items that will be implemented to address the weaknesses identified in this assessment cycle. Indicate which learning objective is targeted, what the action will be, and where the action will be implemented. If there were no weaknesses, the success criteria should be increased, or the learning objectives should be adjusted to be more challenging or to include more content from the course.

Table 3. 2023-24 Action Items and Implementation Plan

Targeted Learning Objective	Action Item	Implementation Plan
Evidence (LO1, LO2, LO5) – Overall, Online	Continue instructional focus on evidence identification and use.	Additional emphasis on appropriate source selection and attribution, including the creation and implementation of SHSU-library-created online video resources about research.
Style (LO1, LO4, LO6) – Overall, Main, TWC	Improve student micro-level writing skills (word choice, grammar, syntax, etc.).	Incentivize peer- and self-review; familiarize students with automated tools to check grammar, syntax, and word use during the editing process (e.g., large-language models, Word processor editing software, etc.).

RELATED ITEM LEVEL 1

General Business Core Concepts and Principles: Economics

Learning Objective Description:

Students who complete the BBA in General Business will demonstrate knowledge of the principles of macro and microeconomics. ECON 2301 & 2302.

RELATED ITEM LEVEL 2

ECON 2301

Indicator Description:

Embedded exam questions in all sections of ECON 2301 assessing the following sub-objectives:

- 1. Define and calculate basic macroeconomic measures, such as Gross Domestic Product/output, inflation, unemployment, interest rates, and exchange rates
 - a. Assessed using comprehensive final examination questions, including multiple choice, true or false statement questions, short answer questions.
- 2. Identify the short-run and long-run determinants of Gross Domestic Product /output and prices
 - a. Assessed using comprehensive final examination questions, including multiple choice, true or false statement questions, short answer questions.
- 3. Define economic institutions of the U.S. and explain their role in influencing basic macroeconomic measures through fiscal and monetary policy [COBA1, COBA2, COBA4]
 - a. Assessed using comprehensive final examination questions, including multiple choice, true or false statement questions, short answer questions.

Criterion Description:

At least 70% of students will meet or exceed the individual success criterion of 70% correct answers for each sub-objective.

Findings Description:

Table 1.						
Learning objective (extend the table as needed)	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
1 F2F main	28	109		137	79.56	Yes
1 Online	11	58		69	84.06	Yes
1 aggregate	39	167		206	81.07	Yes
2 F2F Main	31	106		137	77.37	Yes
2 Online	12	40		52	76.92	Yes
2 aggregate	43	146		189	77.25	Yes
3 F2F main	41	96		137	70.07	Yes
3 Online	16	56		72	77.78	Yes
3 aggregate	57	152		209	72.25	Yes

RELATED ITEM LEVEL 3

Action Plan ECON 2301

Action Description:

Table 3.			
Targeted Learning Objective	Action Item	Implementation Plan	
1	Exchange rate	Spend more time explaining basic concept and definition, give more quiz/homework/assignment questions, encourage students to use tutoring services	Explore the possibility of using embedded tutors in some of the sections
3	Monetary policy	Spend more time explaining basic distinction between monetary and fiscal policy and their impact on price and output, give more quiz/homework/assignment questions, encourage students using tutoring services.	
	Fiscal policy		

RELATED ITEM LEVEL 2

ECON 2302

Indicator Description:

Embedded exam questions in all sections of ECON 2301 assessing the following sub-objectives:

- 1. Explain price setting, price changes, and gains from trade in markets
- 2. Illustrate the concept of elasticity
- 3. Define the economic perspective on costs
- 4. Illustrate marginal analysis concepts and their use in economics
- 5. Identify the principles guiding firm behavior in various market structures
- 6. Compare the various market structures and their characteristics

Criterion Description:

At least 70% of students will meet or exceed the individual success criteria of 70% correct answers for each sub objective.

Findings Description:

Table 1.					
Learning objective	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting or exceeding expectations (70% or higher correct)	Total number of students assessed (sum of 2 previous columns)	Percent of students who met or exceeded expectations	Was the success criterion met? (column 6 at least 70%)
1 F2F main	13	39	52	75%	Y
1 online	22	26	48	55%	N
1 aggregate	35	65	100	65%	N
2 F2F main	26	26	52	50%	N
2 online	15	33	48	69%	N
2 aggregate	41	59	100	59%	N
3 F2F main	7	45	52	86.50%	Y
3	11	37	48	77%	Y

online					
aggregate	3	18	82	100	82% Y
F2F main	4	25	27	52	51.90% N
online	4	15	33	48	69% N
aggregate	4	40	60	100	60% N
F2F main	5	22	30	52	57.70% N
online	5	8	40	48	83% Y
aggregate	5	30	70	100	70% Y
F2F main	6	35	17	52	57.70% N
online	6	14	34	48	70% Y
Aggregate	6	49	51	100	51% N

- No section was offered in TWC.

RELATED ITEM LEVEL 3

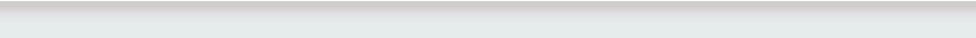
Action Plan ECON 2302

Action Description:

List any new action items that will be implemented to address the weaknesses identified in this assessment cycle. Indicate which learning objective is targeted, what the action will be, and where the action will be implemented. If there were no weaknesses, the success criteria should be increased, or the learning objectives should be adjusted to be more challenging or to include more content from the course.

Table 3.

Targeted Learning Objective	Action Item	Implementation Plan
LO2, LO4	We want to focus on LO2 and LO4 in fall 2024. They are both below 70% in both face to face and	We will include more questions focusing on LO2 and LO4 on the final exam to examine



	online sections.	what concepts students struggle with. Also, we will include more examples for LO2 and LO4 in the lecture slides or spend more time on these topics so we can ask students to work on corresponding examples during class time.

RELATED ITEM LEVEL 1

General Business Core Concepts and Principles: Finance

Learning Objective Description:

Students who complete the BBA in General Business will demonstrate knowledge of the principles of business finance. FINC 3320

RELATED ITEM LEVEL 2

FINC 3320

Indicator Description:

Embedded exam questions in all sections of FINC 3320 assessing the following sub-objectives:

- Perform financial statement analysis.
- Solve time value of money problems.
- Describe agency relationships and corporate governance.
- Estimate expected future cash flows for investment projects.
- Apply basic capital budgeting methods.
- Explain relationship between risk and expected return.
- Summarize the basics of the corporate financing decision.

Criterion Description:

At least 70% of students will meet or exceed the individual success criterion of 70% correct answers for each objective.

Findings Description:

Fall 2023 Assessment Results for FINC 3320 by Learning Objective				
Learning Objective	Exceed	Meet	Fail	Total
1 - Perform financial statement analysis	145	0	53	198
	73.2%	0.0%	26.8%	100.0%
2 - Solve time value of money problems	106	55	37	198
	53.5%	27.8%	18.7%	100.0%
3 - Describe agency relationships and corporate governance	120	0	78	198
	60.6%	0.0%	39.4%	100.0%
4 - Estimate expected future cash flows for investment projects	138	0	60	198
	69.7%	0.0%	30.3%	100.0%
5 - Apply basic capital budgeting methods	116	0	82	198
	58.6%	0.0%	41.4%	100.0%
6 - Explain relationship between risk and expected return	73	62	63	198
	36.9%	31.3%	31.8%	100.0%
7 - Summarize the basics of the corporate financing decision	73	0	125	198
	36.9%	0.0%	63.1%	100.0%

RELATED ITEM LEVEL 3

Action Plan FINC 3320

Action Description:

The Finance faculty discussed having a greater focus on connecting math calculations to conceptual relationships. We found that a significant proportion of finance students are having difficulty explaining the result/meaning of a calculation that was done correctly. Students seem to focus on the math without taking the time to step back and attempt to understand the meaning of their calculated result. **We agreed to "circle back" and remind students that the calculation is often a means to an end. We will have a greater focus on reminding students the "why" behind some of our calculations.**

RELATED ITEM LEVEL 1

General Business Core Concepts and Principles: Management

Learning Objective Description:

Students demonstrate knowledge of management principles. MGMT 3310

RELATED ITEM LEVEL 2

MGMT 3310

Indicator Description:

Embedded exam questions across multiple sections of MGMT 3310 addressing the following sub-objectives:

- 1.Understandprinciplesandconceptsrelatingtothe*planning*functionof management.
- 2.Understandprinciplesandconceptsrelatingtothe*leading*functionof management.
- 3.Understandprinciplesandconceptsrelatingtothe*organizing*functionof management.
- 4.Understandprinciplesandconceptsrelatingtothe*controlling*functionof management.

Criterion Description:

At least 70% of students will score at least 70% for each sub-learning objective.

Findings Description:

Learning objective (if more than 6, extend the table as needed)	Method of assessment (examples: “exam-embedded questions” or “rubric”)	Number* of students not meeting expectations (< 70% correct or <u>other</u> criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 4 +column 5)/column 6
1	Exam and quiz questions	58	118	214	390	85.2%
2	Exam and quiz questions	25	167	199	391	93.6%
3	Exam and quiz questions	33	174	184	391	91.6%
4	Exam and quiz questions	12	45	256	313	96.2%

RELATED ITEM LEVEL 3

Action Plan MGMT 3310

Action Description:

The success criterion was met for each sub-learning objective. In the next cycle, assessment will be extended to an additional MGMT course in the business core.

RELATED ITEM LEVEL 1

General Business Core Concepts and Principles: Management Information Systems

Learning Objective Description:

Students will demonstrate knowledge of the Principles of Management Information Systems. MGIS 3310

RELATED ITEM LEVEL 2

MGIS 3310

Indicator Description:

Embedded exam questions in sections of MGIS 3310 to assess the following sub-objectives (the phrasing indicating that these objectives are for the BBA in MGIS is incorrect - these are the objectives for MGIS 3310 which is a business core course):

- 1. Students who complete the BBA in Management Information Systems will demonstrate an understanding of the design and implementation of database applications and how database software works and its inclusion in design solutions.
- 2. Students who complete the BBA in Management Information Systems will demonstrate the ability to implement business oriented systems for electronic commerce and skills in using Internet technologies.
- 3. Students who complete the BBA in Management Information Systems will demonstrate an understanding of basic computer technology concepts and the development and use of information systems in organizations.
- 4. Students who complete the BBA in Management Information Systems will demonstrate an understanding of telecommunications services and networking technologies and skills in installing and managing networks within business organizations.
- 5. Students who complete the BBA in Management Information Systems will demonstrate the ability to analyze and define business problems from a programming perspective and an understanding of the basic concepts of programming, problem solving, and program logic. This includes the understanding of fundamental concepts of procedural, object-oriented, and event-driven programming paradigms and the ability to apply them to solve business problems.
- 6. Students who complete the BBA in Management Information Systems will demonstrate an understanding of the design and application of information systems in business and a knowledge of the tools and processes used in systems analysis and design.

Criterion Description:

70% of students will meet or exceed the individual success criterion of 70% correct answers on each objective.

Findings Description:

Learning objective (if more than 6, extend the table as needed)	Method of assessment (examples: “exam-embedded questions” or “rubric”)	Number* of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 4 +column 5)/column 6
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1 Database	HW & Test	13	19	3	35	63%
2 EC (web)	HW & Test	1	25	9	35	97%
3 IS principles	HW & Test	11	23	1	35	69%
4 Networking	Test	11	23	1	35	69%
5 Programming	HW & Test	4	23	8	35	89%
6 SAD	Test	1	19	15	35	97%

RELATED ITEM LEVEL 3

Action Plan MGIS 3310

Action Description:

Students' weakest area was Database.

Action Items for Improving the Learning Objective: Database Management Systems for MGIS 3310.

- Students will be provided additional hands-on practice problems focused on various components of a DBMS.
- Daily quizzes will be used to reinforce the topics related to DBMS.

RELATED ITEM LEVEL 1

General Business Core Concepts and Principles: Marketing

Learning Objective Description:

Students demonstrate knowledge of marketing principles. MKTG 3310

RELATED ITEM LEVEL 2

MKTG 3310

Indicator Description:

Embedded exam questions in all sections of MKTG 3310 assessing the following sub-objectives:

- 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

Criterion Description:

At least 70% of students will meet or exceed the individual success criterion of 70% correct answers for each objective.

Findings Description:

Table 1

Assessment Results for Each Topic

Learning Objective Topic	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
1. Components of the Marketing Strategy						
F2F Main Sanjay S. Mehta	18	21	16	55	67.3%	N
F2F TWC Renee Gravois	4	16	3	23	83%	Y
F2F Main Taehoon Im	9	18	11	38	76%	Y
Online Taehoon Im	28	33	8	69	59%	N
Online Irfan Ahmed	7	39	7	53	87%	Y
Course Aggregate	66	127	45	238	72%	Y

Learning Objective Topic	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
2. Characteristics of the Global Market						
F2F Main Sanjay S. Mehta	18	21	16	55	67.3%	N
F2F TWC Renee Gravois	6	14	3	23	74%	Y
F2F Main Taehoon Im	16	17	5	38	58%	N
Online Taehoon Im	25	31	13	69	64%	N
Online Irfan Ahmed	10	36	7	53	81%	Y
Course Aggregate	75	119	44	238	68%	N

Learning objective Topic	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
3. Consumer Decision Making Process						
F2F Main Sanjay S. Mehta	24	15	17	56	57%	N
F2F TWC Renee Gravois	3	15	5	23	87%	Y
F2F Main Taehoon Im	5	11	22	38	87%	Y
Online Taehoon Im	9	23	37	69	87%	Y
Online Irfan Ahmed	7	33	14	54	77%	Y
Course Aggregate	48	97	95	240	80%	Y

Learning Objective Topics	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
4. Business-to-Business Markets						
F2F Main Sanjay S. Mehta	24	15	17	56	57%	N
F2F TWC Renee Gravois	5	14	4	23	78%	Y
F2F Main Taehoon Im	5	11	22	38	87%	Y
Online Taehoon Im	11	16	42	69	87%	Y
Online Irfan Ahmed	12	30	12	54	77%	Y
Course Aggregate	57	86	97	240	76%	Y

Learning objective Topic	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
5. Segmentation and its Benefits						
F2F Main Sanjay S. Mehta	24	15	17	56	57%	N
F2F TWC Renee Gravois	5	15	4	23	83%	Y
F2F Main Taehoon Im	6	5	27	38	85%	Y
Online Taehoon Im	11	28	35	74	84%	Y
Online Irfan Ahmed	-	-	-	-	-	-
Course Aggregate	46	63	83	191	76%	Y

Learning Objective Topic	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
6. Targeting and Positioning						
F2F Main Sanjay S. Mehta	24	15	17	56	57.1%	N
F2F TWC Renee Gravois	5	15	3	23	78%	Y
F2F Main Taehoon Im	12	10	15	37	67.57	N
Online Taehoon Im	16	35	20	71	77.46	Y
Online Irfan Ahmed	11	30	13	54	80%	Y
Course Aggregate	68	105	68	241	72%	Y

Learning objective	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
7. Marketing Research Process						
F2F Main Sanjay S. Mehta	24	15	17	56	57%	N
F2F TWC Renee Gravois	6	14	3	23	74%	Y
F2F Main Taehoon Im	12	8	17	37	67.57	N
Online Taehoon Im	30	34	7	71	57.75	N
Online Irfan Ahmed	18	32	4	54	67%	N
Course Aggregate	90	103	48	241	63%	N

Learning Objective Topic	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
8. Consumer Products Classification						
F2F Main Sanjay S. Mehta	22	14	19	55	60.0%	N
F2F TWC Renee Gravois	6	14	2	22	73%	Y
F2F Main Taehoon Im	6	6	25	37	83.78	Y
Online Taehoon Im	23	26	22	71	67.61	N
Online Irfan Ahmed	16	26	12	54	70%	Y
Course Aggregate	73	86	80	239	69%	N

Learning Objective Topic	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
9. Characteristics that Distinguish Goods from Services						
F2F Main Sanjay S. Mehta	22	14	19	55	60.0%	N
F2F TWC Renee Gravois	4	14	4	22	82%	Y
F2F Main Taehoon Im	11	10	16	37	70%	Y
Online Taehoon Im	3	47	21	71	96%	Y
Online Irfan Ahmed	10	32	11	53	81%	Y
Course Aggregate	50	117	71	238	79%	Y

Learning Objective Topic	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
10. Supply Chain Functions						
F2F Main Sanjay S. Mehta	17	12	23	52	67.3%	N
F2F TWC Renee Gravois	6	13	3	22	73%	Y
F2F Main Taehoon Im	1	4	23	28	96.43	Y
Online Taehoon Im	5	11	50	65	93.85	Y
Online Irfan Ahmed	15	30	8	53	72%	Y
Course Aggregate	44	70	107	220	80%	Y

Learning Objective Topic	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
11. Distribution Strategies- Intensive, Selective, Exclusive						
F2F Main Sanjay S. Mehta	17	12	23	52	67.3%	N
F2F TWC Renee Gravois	6	15	1	22	73%	Y
F2F Main Taehoon Im	15	7	6	28	46.43	N
Online Taehoon Im	1	0	64	65	98.46	Y
Online Irfan Ahmed	15	31	7	53	72%	Y
Course Aggregate	54	65	101	220	75%	Y

Learning Objective Topic	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
12. Task Performed by Promotion Strategy						
F2F Main Sanjay S. Mehta	17	12	23	52	67.3%	N
F2F TWC Renee Gravois	3	14	5	22	86%	Y
F2F Main Taehoon Im	1	1	26	28	96.43	Y
Online Taehoon Im	0	10	55	65	100.00	Y
Online Irfan Ahmed	-	-	-	-	-	-
Course Aggregate	22	48	190	260	92%	Y

Learning Objective Topic	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
13. Price Elasticity of Demand						
F2F Main Sanjay S. Mehta	22	14	19	55	60.0%	N
F2F TWC Renee Gravois	5	14	3	22	77%	Y
F2F Main Taehoon Im	1	1	26	28	96%	Y
Online Taehoon Im	1	7	57	65	98%	Y
Online Irfan Ahmed	13	26	14	53	75%	Y
Course Aggregate	42	62	119	223	81%	Y

Learning Objective Topic	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
14. Pricing Strategies						
F2F Main Sanjay S. Mehta	22	14	19	55	60.0%	N
F2F TWC Renee Gravois	6	14	2	22	73%	Y
F2F Main Taehoon Im	4	13	11	28	86%	Y
Online Taehoon Im	23	22	20	65	65%	N
Online Irfan Ahmed	14	27	12	53	74%	Y
Course Aggregate	69	90	64	223	69%	N

RELATED ITEM LEVEL 3

Action Plan MKTG 3310

Action Description:

Previous Assessment: Action Items and Outcomes

Learning Objective Topic (Professor Reporting)	Previous Assessment Action Item(s)	Outcome of Action Item	Additional Action(s) Needed
2. Characteristics of the Global Market Place 14. Pricing Strategies (Taehoon Im)	<ul style="list-style-type: none"> Spent more time explaining topics Held interactive review or question-and-answer session before exams Added more questions to exams 	<ul style="list-style-type: none"> Students who take face-to-face course improved their performance significantly. Adding more questions did not work well for students. 	During Fall 2023, performance on both fell below the criterion. They will be addressed again during the next semester.
The course was taught by Dr. Im during the Fall 2022. Other professors that taught the course were assigned to teach different ones during Fall 2023. Therefore, only Dr. Im could report outcomes of action items that he defined in Fall 2022.			

**Current Assessment: Action Items and Implementation Plan
for Targeted Learning Objectives (Topics)**

***** Review of results across all course sections (by aggregating) showed this topic falling below the criterion.
The criterion is that 70% of students score 70% or higher. Pricing Strategies also fell below the criterion.

Learning Objective Topic (Professor Reporting)	Action Item	Implementation Plan
Marketing Research Process ***** (Irfan Ahmed)	<ul style="list-style-type: none"> Focus on broader aspects of research vs. narrower orientation limited to interests of marketing majors. 	Focus on features of the marketing research process that have applicability to all business majors.
Characteristics of the Global Market Place ***** Targeting and Positioning Marketing Research Process ***** Distribution Strategies—Intensive, Selective and Exclusive (Taehoon Im)	<ul style="list-style-type: none"> Reduce the number of questions for the exams. Spend more time explaining the topics Motivate online students to study hard 	<p>I will take three actions to improve the performance of students as follows:</p> <p>(1) I will reduce the number of questions for the exams (e.g., around 5 questions per topic) as I found that many of the students had difficulty in concentrating because of the number of questions (e.g., around 10 questions per topic) during the exams,</p> <p>(2) I will spend more time explaining the topics about which many of the students showed low academic performance during the semesters (e.g., distribution strategies—intensive, selective and exclusive, components of the marketing strategy and marketing research process), and</p> <p>(3) I will motivate online students to study hard as their academic performance was lower than face-to-face students were in general.</p>
All topics. ***** (Sanjay Mehta)	<ul style="list-style-type: none"> Homework assignments to improve performance. 	Students will be assigned several homework assignments to better prepare them for each of the four-course objectives. These include multiple 20 question Quizzes, Dynamic Study Modules, Videos with follow-up questions, Simulation exercises, and Warm-up exercises.
Consumer Product Classifications ***** (Renee Gravois)	<ul style="list-style-type: none"> In-class exercise for students to practice identifying examples of each classification. 	One topic area that met the criteria but still needs improvement is consumer products classification. I will develop an in-class exercise for students to practice identifying examples of each classification.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

There was no previous plan for continuous improvement.

Update of Progress to the Previous Cycle's PCI:

The assessment of the General Business major / business core was restructured in the 2023-24 cycle.

New Plan for Continuous Improvement Item

Closing Summary:

The assessment of the General Business major via the business core courses will serve as our vehicle by which we assess Foundational Business Knowledge for AACSB. Each business core course has an assessment coordinator who aggregates the assessment data across sections of their course and leads the closing of the loop discussion within the faculty members teaching that course. Specific action items for continuous improvement were laid out in the Action item section for each course and will be conducted by the appropriate faculty group.

Department of Economics and International Business

Applied Economics MS

Provide a solid foundation in core economic fields, with a focus on evidence-based quantitative methods and data analysis

Goal Description:

The M.S. in Applied Economics (MSAE) is designed to provide students with a solid foundation in the core economic fields, with a strong focus on evidence-based quantitative methods and data analysis. Students will be introduced to a strong framework for analysis that can be applied to a large variety of areas like business and financial management, market research, international trade, public policy, health economics and public health, and even criminal justice and law. In a world that is increasingly reliant on big data and analytics, the demand for professionals equipped with these skills will continue to increase.

Providing Department: Applied Economics MS

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Analyze, interpret, and communicate complex economic and statistical information

Learning Objective Description:

Analyze, interpret, and communicate complex economic and statistical information

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings

Indicator Description:

Data will be collected using course assignments (exams, papers, discussions, etc.).

Criterion Description:

At least seventy percent of students will receive a score of at least seventy percent on the assessment tool.

Findings Description:

A total of five students enrolled in ECON 5307, Macroeconomics, during the Spring 2024 semester were assessed. All Learning objectives were included in the assessment.

All students met or exceeded expectations for all LOs assessed. The majority of students exceeded expectations when assessed on LOs 1 and 2. Most students, however, merely met expectations for LO 3.

Attached Files

 [Assessment results.pdf](#)

RELATED ITEM LEVEL 3

Actions

Action Description:

The ECON 5307 instructor will change the ordering of some topics covered. The change in ordering may help improve student outcomes for LO3.

The director of the MSAE program will expanded assessment efforts to include additional courses in the curriculum.

An additional learning objective will be added given students performance on LOs 1 through 3.

The new learning objective, LO4, will be "Examine core economic principles, theories, and empirical findings, and apply them to a range of economic and social issues."

RELATED ITEM LEVEL 1

Apply advanced statistical and data-analysis methods using the appropriate computer software

Learning Objective Description:

Apply advanced statistical and data-analysis methods using the appropriate computer software

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings

Indicator Description:

Data will be collected using course assignments (exams, papers, discussions, etc.).

Criterion Description:

At least seventy percent of students will receive a score of at least seventy percent on the assessment tool.

Findings Description:

A total of five students enrolled in ECON 5307, Macroeconomics, during the Spring 2024 semester were assessed. All Learning objectives were included in the assessment.

All students met or exceeded expectations for all LOs assessed. The majority of students exceeded expectations when assessed on LOs 1 and 2. Most students, however, merely met expectations for LO 3.

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Actions

Action Description:

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The director of the MSAE program will expanded assessment efforts to include additional courses in the curriculum.

An additional learning objective will be added given students performance on LOs 1 through 3.

The new learning objective, LO4, will be "Examine core economic principles, theories, and empirical findings, and apply them to a range of economic and social issues."

RELATED ITEM LEVEL 1

Evaluate theories, programs, and policies, and develop solutions, using advanced statistical and data-analysis methods and appropriate computer software

Learning Objective Description:

Evaluate theories, programs, and policies, and develop solutions, using advanced statistical and data-analysis methods and appropriate computer software

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings

Indicator Description:

Data will be collected using course assignments (exams, papers, discussions, etc.).

Criterion Description:

At least seventy percent of students will receive a score of at least seventy percent on the assessment tool.

Findings Description:

A total of five students enrolled in ECON 5307, Macroeconomics, during the Spring 2024 semester were assessed. All Learning objectives were included in the assessment.

All students met or exceeded expectations for all LOs assessed. The majority of students exceeded expectations when assessed on LOs 1 and 2. Most students, however, merely met expectations for LO 3.

Attached Files

 [Assessment results.pdf](#)

RELATED ITEM LEVEL 3

Actions

Action Description:

The ECON 5307 instructor will change the ordering of some topics covered. The change in ordering may help improve student outcomes for LO3.

The director of the MSAE program will expanded assessment efforts to include additional courses in the curriculum.

An additional learning objective will be added given students performance on LOs 1 through 3.

The new learning objective, LO4, will be "Examine core economic principles, theories, and empirical findings, and apply them to a range of economic and social issues."

New Update to Previous Cycle's Plan for Continuous Improvement Item

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

This is a new plan for the 2023-2024 cycle for a new degree program that began in the Fall 2023 semester. No previous PCI available.

Update of Progress to the Previous Cycle's PCI:

This is a new plan for the 2023-2024 cycle for a new degree program that began in the Fall 2023 semester. With no previous PCI, there is no update.

New Plan for Continuous Improvement Item

Closing Summary:

The director of the MSAE program will expand assessment efforts to include at least one additional course in the curriculum.

International Business BBA

Outstanding Program In International Business

Goal Description:

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

Providing Department: International Business BBA

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Students Should Describe The Impact Of Globalization On Economic Decision Making

Learning Objective Description:

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

RELATED ITEM LEVEL 2

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

Indicator Description:

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

Criterion Description:

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

Findings Description:

To evaluate this learning objective, we gathered data from the ECON 4340 course in Fall 2023, focusing exclusively on international business majors. Student performance was measured against five sub-objectives. The students met expectations in only two of the five sub-objectives. The areas where students did not meet expectations include: the role of comparative advantage in determining prices and trade, the welfare effects of a tariff in a small nation, and the role of relative resource endowments in determining comparative advantage.

Learning objective (extend the table as needed)	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
1 Describe the impact of globalization on economic decision making						
1a Calculate Opportunity Costs and Identify Comparative Advantage	5	4	3	8	88%	Yes
1b Understand the Role of Comparative Advantage in Determining Prices and Trade	4	2	2	9	44%	No
1c Identify the Consumers’ Gains from Trade	3	3	3	8	75%	Yes
1d Welfare Effects of a Tariff in a Small Nation	7	0	2	9	22%	No

1e Role of Relative Resource Endowments in Determining Comparative Advantage	6	0	2	8	25%	No
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Attached Files

 [LO1 results.docx](#)

RELATED ITEM LEVEL 3

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

Action Description:

1. The instructor plans to enhance learning outcomes through the integration of “learning by doing” exercises focusing primarily on the trade models introduced in the first unit of the course.
2. Additionally, the instructor will assign an extra homework assignment centered around the tools used in the first unit.

RELATED ITEM LEVEL 1

Students Should Discuss The Management And Marketing Challenges Of International Business

Learning Objective Description:

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

RELATED ITEM LEVEL 2

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

Indicator Description:

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

Criterion Description:

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

Findings Description:

Data were collected from the MKTG 4340 course in Fall 2023. The data included students from various business majors and was not limited to international business majors. The learning objective was assessed through 13 sub-objectives. Students did not meet expectations in 4 out of the 13 sub-objectives, which included the historical context of global trade, economic development, market entry strategies, and international legal issues.

Learning objective (extend the table as needed)	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
3 Discuss the management and marketing challenges of international business						
3a Overview of International Business	19	52	26	97	80%	Yes
3b Adaptation vs. Standardization	24	33	40	97	75%	Yes
3c Basic Global Geo-Political Concepts	19	40	38	97	80%	Yes
3d Trade Barriers and Forms of Economic Cooperation	21	42	34	97	78%	Yes
3f Historical Context of Global Trade Since WWII	33	58	5	96	66%	No
3g Economic Development and Its Implications	46	42	8	96	52%	No
3h Market Entry Strategies	57	30	8	96	40%	No

3i International Legal Issues	50	35	11	96	48%	No
3j Ethical Issues Related to International Trade	24	20	47	91	74%	Yes
3k Distribution Issues	11	21	59	91	88%	Yes
3l International Staffing and Expatriates	16	31	43	91	81%	Yes
3m Current Trends in International Business	25	46	20	91	73%	Yes

Attached Files

 [LO3 results.docx](#)

RELATED ITEM LEVEL 3

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

1. In the prior cycle, the instructor assigned students 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. This received positive feedback from the students.
2. The instructor will reduce the number of questions (from approximately 10 questions to about 5 questions) to avoid students having difficulty in concentrating during the exam.
3. The instructor will share model exam questions and answers at the beginning of the semesters to help students better prepare for the exam, reducing unfamiliarity with exam format and level of difficulty.
4. Provide additional motivation to online students to study hard as their academic performance was lower than face-to-face students in general.

RELATED ITEM LEVEL 1

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

Learning Objective Description:

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

RELATED ITEM LEVEL 2

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

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

Criterion Description:

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

Findings Description:

We were unable to gather the data to evaluate this learning objective.

RELATED ITEM LEVEL 3

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

This learning objective was not assessed this cycle thus no new action item to be implemented. We will continue our efforts to collect data for the next cycle from the relevant courses to assess this learning objective.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

1. Collect data from all courses that align with the learning objectives during the fall semester.
2. Collaborate with instructors to devise specific strategies to enhance student outcomes.
3. Evaluate sub-objectives to precisely measure student progress.
4. Analyze data to demonstrate the changes in student outcomes across the different learning objectives over time.

Update of Progress to the Previous Cycle's PCI:

We were able to collect data on specific sub-objectives from ECON 4340 and MKTG 4340. We were unable to collect data from FINC 4340.

In collaboration with the course instructors, we developed several process-related and content-focused actions to enhance student outcomes across the various learning objectives.

We will continue to gather data on the same sub-objectives for each learning objective to monitor changes in student performance over time.

New Plan for Continuous Improvement Item

Closing Summary:

Action items for specific learning objectives:

LO 1: Describe the impact of globalization on economic decision making (ECON 4340)

1. The instructor will integrate “learning by doing” exercises, focusing primarily on the trade models introduced in the first unit of the course. This approach aims to provide students with hands-on experience and a deeper understanding of the concepts.
2. An additional homework assignment centered around the tools used in the first unit will be assigned. This will reinforce students’ understanding and application of the tools.

LO 2: Explain the financial and economic aspects of conducting business internationally (ECON 3372 and FINC 4340)

1. This learning objective was not assessed in the current cycle. Therefore, no new action items will be implemented at this time. However, efforts will continue to collect data from the relevant courses in the next cycle to assess this learning objective.

LO 3: Discuss the management and marketing challenges of international business (MKTG 4340)

1. The instructor will continue the practice of assigning students homework to read international business and marketing-related newspaper articles regularly. This initiative received positive feedback from students and aims to improve their ability to apply classroom lessons to real-world scenarios.
2. The number of exam questions will be reduced from approximately 10 to about 5 to help students concentrate better during the exam.
3. Model exam questions and answers will be shared at the beginning of the semester to help students better prepare for the exam, reducing unfamiliarity with the exam format and level of difficulty.
4. Additional motivation will be provided to online students to encourage them to study hard, as their academic performance was generally lower than that of face-to-face students.

New Initiatives and Future Assessments

1. Continuous data collection on the same sub-objectives for each learning objective will be conducted to monitor changes in student performance over time.
2. Collaboration with course instructors will continue to develop and implement process-related and content-focused actions to enhance student outcomes.

Implementation and Responsibilities

- The instructors of ECON 4340, ECON 3372, FINC 4340, and MKTG 4340 will be responsible for implementing the specified actions within their respective courses.
- The data collection and monitoring process will be overseen by the major assessment team, ensuring that the effectiveness of the implemented actions is evaluated and adjustments are made as necessary.

Department of Finance and Banking

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 4345 - 3 - Describe the use and functions of options and futures

Learning Objective Description:

Finance BBA students will describe the use and functions of options and futures in both hedging and speculation.

RELATED ITEM LEVEL 2

FINC 4345 - 3 - Describe the use and functions 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:

81.58% met or exceeded expectations. See attached screenshot for more detail.

Learning objective	number of students not meeting expectations (< 70% correct)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (≥ 90% correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion <u>met</u> ? (column 6 at least 70%)
FINC 4345 Describe the use and functions of options and futures	7	18	13	38	81.58%	Yes

Attached Files

 [Screenshot 2024-07-31 at 16.18.48.png](#)

RELATED ITEM LEVEL 3

FINC 4345 - 3 - Describe the use and functions of options and futures

Action Description:

81.58% of students met or exceeded expectations on this LO. No forward action taken.

RELATED ITEM LEVEL 1

FINC 4390 - 1 - Estimate cash flows to value 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 - 1 - Estimate cash flows to value 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:

85% met or exceeded expectations. See attached screenshot for more detail.

Attached Files

 [Screenshot 2024-07-31 at 16.19.40.png](#)

RELATED ITEM LEVEL 3

FINC 4390 - 1 - Estimate cash flows to value real and financial assets

Action Description:

85.00% of students met or exceeded expectations on this LO. No forward action taken.

RELATED ITEM LEVEL 1

FINC 4390 - 2 - Estimate the 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 - 2 - Estimate the 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:

85% met or exceeded expectations. See attached screenshot for more detail.

Attached Files

 [Screenshot 2024-07-31 at 16.19.56.png](#)

RELATED ITEM LEVEL 3

FINC 4390 - 2 - Estimate the cost of capital raised by a business firm

Action Description:

85.00% of students met or exceeded expectations on this LO. No forward action taken.

RELATED ITEM LEVEL 1

FINC 4390 - 3 - Calculate the value created or destroyed by 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 - 3 - Calculate the value created or destroyed by business investment projects and opportunities

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:

75% met or exceeded expectations. See attached screenshot for more detail.

Attached Files

 [Screenshot 2024-07-31 at 16.20.08.png](#)

RELATED ITEM LEVEL 3

FINC 4390 - 4 - Assess potential investment projects using analytical tools

Action Description:

85.00% of students met or exceeded expectations on this LO. No forward action taken.

RELATED ITEM LEVEL 1

FINC 4390 - 4 - 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 - 4 - 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:

85% met or exceeded expectations. See attached screenshot for more detail.

Attached Files

 [Screenshot 2024-07-31 at 16.20.22.png](#)

RELATED ITEM LEVEL 3

FINC 4390 - 3 - Calculate the value created or destroyed by business investment projects and opportunities

Action Description:

75.00% of students met or exceeded expectations on this LO. While this result meets the requirement of 75% - it barely does. The biggest problem students are having with capital budgeting is handling changes in working capital. Our FINC 3320 and FINC 4390 instructors are going to increase their instruction on these two topics and we will reevaluate the results next year.

RELATED ITEM LEVEL 1

FINC 4390 - 5 - Describe 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 - 5 - Describe 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:

95% met or exceeded expectations. See attached screenshot for more detail.

Attached Files

 [Screenshot 2024-07-31 at 16.20.33.png](#)

RELATED ITEM LEVEL 3

FINC 4390 - 5 - Describe how risk affects the various areas of business decision making

Action Description:

95.00% of students met or exceeded expectations on this LO. No forward action taken.

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 4345 - 1 - 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 - 1 - 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:

This LO was not assessed in this assessment cycle.

Attached Files

 [Screenshot 2024-07-31 at 16.18.08.png](#)

RELATED ITEM LEVEL 3

FINC 4345 - 1 - Assess the performance of a multi- asset portfolio

Action Description:

No action required. This LO was not assessed during this assessment cycle.

RELATED ITEM LEVEL 1

FINC 4345 - 2 - Calculate risk and return metrics for individual assets and 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 - 2 - Calculate risk and return metrics for individual assets and a portfolio of assets

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:

86.84% met or exceeded expectations. See attached screenshot for more detail.

Attached Files

 [Screenshot 2024-07-31 at 16.18.37.png](#)

RELATED ITEM LEVEL 3

FINC 4345 - 2 - Demonstrating the ability to quantify risk and return

Action Description:

86.84% of students met or exceeded expectations on this LO. No forward action taken.

RELATED ITEM LEVEL 1

FINC 4345 - 3 - Describe the use and functions of options and futures

Learning Objective Description:

Finance BBA students will describe the use and functions of options and futures in both hedging and speculation.

RELATED ITEM LEVEL 2

FINC 4345 - 3 - Describe the use and functions 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:

81.58% met or exceeded expectations. See attached screenshot for more detail.

Learning objective	number of students not meeting expectations (< 70% correct)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (≥ 90% correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion <u>met ?</u> (column 6 at least 70%)
FINC 4345 Describe the use and functions of options and futures	7	18	13	38	81.58%	Yes

Attached Files

 [Screenshot 2024-07-31 at 16.18.48.png](#)

RELATED ITEM LEVEL 3

FINC 4345 - 3 - Describe the use and functions of options and futures

Action Description:

81.58% of students met or exceeded expectations on this LO. No forward action taken.

RELATED ITEM LEVEL 1

FINC 4345 - 4 - 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 - 4 - Explain and quantify the benefits of portfolio 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:

100% met or exceeded expectations. See attached screenshot for more detail.

Attached Files

 [Screenshot 2024-07-31 at 16.18.58.png](#)

RELATED ITEM LEVEL 3

FINC 4345 - 4 - Explain and quantify the benefits of diversification

Action Description:

100.00% of students met or exceeded expectations on this LO. No forward action taken.

RELATED ITEM LEVEL 1

FINC 4345 - 5 - Describe the use and functions of fixed-income securities

Learning Objective Description:

Finance BBA students will describe the use and functions of common debt instruments.

RELATED ITEM LEVEL 2

FINC 4345 - 6 - Describe the use and functions of equity securities

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:

92.11% met or exceeded expectations. See attached screenshot for more detail.

Attached Files

 [Screenshot 2024-07-31 at 16.19.30.png](#)

RELATED ITEM LEVEL 3

FINC 4345 - 6 - Describe the use and functions of equity securities

Action Description:

92.11% of students met or exceeded expectations on this LO. No forward action taken.

RELATED ITEM LEVEL 1

FINC 4345 - 6 - Describe the use and functions of equity securities

Learning Objective Description:

Students will show an understanding of and measure performance for equity securities singularly and in portfolios; and show an understanding risk, return, and diversification.

RELATED ITEM LEVEL 2

FINC 4345 - 1 - 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:

This LO was not assessed in this assessment cycle.

Attached Files

 [Screenshot 2024-07-31 at 16.18.08.png](#)

RELATED ITEM LEVEL 3

FINC 4345 - 1 - Assess the performance of a multi- asset portfolio

Action Description:

No action required. This LO was not assessed during this assessment cycle.

RELATED ITEM LEVEL 2

FINC 4345 - 2 - Calculate risk and return metrics for individual assets and a portfolio of assets

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:

86.84% met or exceeded expectations. See attached screenshot for more detail.

Attached Files

 [Screenshot 2024-07-31 at 16.18.37.png](#)

RELATED ITEM LEVEL 3

FINC 4345 - 2 - Demonstrating the ability to quantify risk and return

Action Description:

86.84% of students met or exceeded expectations on this LO. No forward action taken.

RELATED ITEM LEVEL 2

FINC 4345 - 3 - Describe the use and functions 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:

81.58% met or exceeded expectations. See attached screenshot for more detail.

Learning objective	number of students not meeting expectations ($< 70\%$ correct)	Number of students meeting but not exceeding expectations ($70 - 89\%$ correct)	Number of students exceeding expectations ($\geq 90\%$ correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion <u>met</u>? (column 6 at least 70%)
FINC 4345 Describe the use and functions of options and futures	7	18	13	38	81.58%	Yes

Attached Files

 [Screenshot 2024-07-31 at 16.18.48.png](#)

RELATED ITEM LEVEL 3

FINC 4345 - 3 - Describe the use and functions of options and futures

Action Description:

81.58% of students met or exceeded expectations on this LO. No forward action taken.

RELATED ITEM LEVEL 2

FINC 4345 - 4 - Explain and quantify the benefits of portfolio 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:

100% met or exceeded expectations. See attached screenshot for more detail.

Attached Files

 [Screenshot 2024-07-31 at 16.18.58.png](#)

RELATED ITEM LEVEL 3

FINC 4345 - 4 - Explain and quantify the benefits of diversification

Action Description:

100.00% of students met or exceeded expectations on this LO. No forward action taken.

RELATED ITEM LEVEL 2

FINC 4345 - 5 - Describe the use and functions of fixed-income 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:

76.32% met or exceeded expectations. See attached screenshot for more detail.

Attached Files

 [Screenshot 2024-07-31 at 16.19.18.png](#)

RELATED ITEM LEVEL 3

FINC 4345 - 5 - Describe the use and functions of fixed-income securities

Action Description:

76.32% of students met or exceeded expectations on this LO. No forward action is necessary, but the faculty found this result puzzling. Upon further investigation, students had a bit of trouble finding the yield to maturity [YTM] for a semi-annual coupon bond. They also had difficulty with the calculation of duration (a common metric that captures interest rate risk). Our FINC 3310 instructors will double their efforts with regard to the YTM calculation, and our FINC 4345 instructors will double their efforts with regard to the calculation of duration.

RELATED ITEM LEVEL 2

FINC 4345 - 6 - Describe the use and functions of equity securities

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:

92.11% met or exceeded expectations. See attached screenshot for more detail.

Attached Files

 [Screenshot 2024-07-31 at 16.19.30.png](#)

RELATED ITEM LEVEL 3

FINC 4345 - 6 - Describe the use and functions of equity securities

Action Description:

92.11% of students met or exceeded expectations on this LO. No forward action taken.

RELATED ITEM LEVEL 1

FINC 4390 - 3 - Calculate the value created or destroyed by 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 - 3 - Calculate the value created or destroyed by business investment projects and opportunities

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:

75% met or exceeded expectations. See attached screenshot for more detail.

Attached Files

 [Screenshot 2024-07-31 at 16.20.08.png](#)

RELATED ITEM LEVEL 3

FINC 4390 - 4 - Assess potential investment projects using analytical tools

Action Description:

85.00% of students met or exceeded expectations on this LO. No forward action taken.

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 4345 - 1 - 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 - 1 - 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:

This LO was not assessed in this assessment cycle.

Attached Files

 [Screenshot 2024-07-31 at 16.18.08.png](#)

RELATED ITEM LEVEL 3

FINC 4345 - 1 - Assess the performance of a multi- asset portfolio

Action Description:

No action required. This LO was not assessed during this assessment cycle.

RELATED ITEM LEVEL 1

FINC 4345 - 3 - Describe the use and functions of options and futures

Learning Objective Description:

Finance BBA students will describe the use and functions of options and futures in both hedging and speculation.

RELATED ITEM LEVEL 2

FINC 4345 - 3 - Describe the use and functions 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:

81.58% met or exceeded expectations. See attached screenshot for more detail.

Learning objective	number of students not meeting expectations (< 70% correct)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (≥ 90% correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion <u>met</u> ? (column 6 at least 70%)
FINC 4345 Describe the use and functions of options and futures	7	18	13	38	81.58%	Yes

Attached Files

 [Screenshot 2024-07-31 at 16.18.48.png](#)

RELATED ITEM LEVEL 3

FINC 4345 - 3 - Describe the use and functions of options and futures

Action Description:

81.58% of students met or exceeded expectations on this LO. No forward action taken.

RELATED ITEM LEVEL 1

FINC 4390 - 2 - Estimate the 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 - 2 - Estimate the 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:

85% met or exceeded expectations. See attached screenshot for more detail.

Attached Files

 [Screenshot 2024-07-31 at 16.19.56.png](#)

RELATED ITEM LEVEL 3

FINC 4390 - 2 - Estimate the cost of capital raised by a business firm

Action Description:

85.00% of students met or exceeded expectations on this LO. No forward action taken.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

This year [2023-2024], we collected AOL data on our revised LOs from 2023. Our faculty met Wednesday, March 27, 2024, to discuss our Assessment results. While our previous cycle's PCI was not very specified, we noted that our historic difficulty in pricing options has seen significant improvement in student outcomes.

New Plan for Continuous Improvement Item

Closing Summary:

Our Plan for Continuous Improvement involves doubling efforts along two lines: fixed-income securities, and capital budgeting. Our increased efforts regarding instruction on yield-to-maturity [YTM] and working capital management should bear fruit going forward.

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

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:

We assessed three sections of MGMT 3320, including 85 students on five learning objectives.

The results of the assessment are as follows (see attached data for aggregate data).

LO1:74 of 85 students (87.6%) achieved performance exceeding 70%

LO2:60 of 85 students (70.6%) achieved performance exceeding 70%

LO3:61 of 85 students (71.8%) achieved performance exceeding 70%

LO4:57 of 85 students (67.1%) achieved performance exceeding 70%

LO5:58 of 85 students (68.2%) achieved performance exceeding 70%

We were not able to achieve instructor redundancy on this course (a stated goal for last year) but have an especially reliable instructor (Farid Jahantab) who will be running the course for the foreseeable future.

Attached Files

 [MGMT 3320 Assessment - Fall 2023 - Farid.xlsx](#)

RELATED ITEM LEVEL 3

Action 1- Organizational Behavior

Action Description:

In September 2024, 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 2024-2025.

Data for AY 2024-2025 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 the AY 2024-2025 assessment will be held during finals week of 2024 (approximately 6 Dec) 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 for the upcoming 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:

We assessed four sections of MGMT 3330, including 136 students, on three learning objectives:Students will be able to: 1) understand; 2) analyze; and 3) apply HR concepts on exams, cases, and exercises.

LO1:96 of 110 students (87.3%) achieved performance exceeding 70%.

LO2:102 of 110 students (92.7%) achieved performance exceeding 70%.

LO3:117 of 136 students (86.0%) achieved performance exceeding 70%.

Attached Files

 [MGMT 3330 Assessment - Fall 2023 - All.xlsx](#)

RELATED ITEM LEVEL 3

Action 2 - Human Resources Management

Action Description:

The subset of the faculty in the Management area responsible for the BBA in Human Resource Management have assessed their degree including MGMT 3330.The other management faculty will defer to the HR faculty with respect to actions in their courses.

The Management faculty will meet in September 2024 to coordinate revisions of the Master Syllabi and course assessment.We intend to request that they assess and report on the Learning Objectives listed in the Master Syllabus.Any changes will be incorporated into the assessment plan for AY 2024-2025.

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 in December 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:

From the Master Syllabi, the Course Learning Objectives are that students will be able to:

- Understand the definition of corporate social responsibility and the arguments for and against corporate social responsibility A4, B3 (Chapters 1-3)
- Understand the role of government in regulating business and the resources available to business to influence government A4, B3 (chapters 17-18)
- 3. Understand the impact of globalization on society and the arguments of protesters and supporters of globalization A4, B3, B4 (Chapter 7)
- Understand basic principles of ethical conduct and factors that influence managerial ethics A4, B3 (chapters 5 & 6)

We collected data from one section of MGMT 4345, including 13 students, on three of four learning objectives. Learning objective LO3 was inadvertently omitted. Data was collected using quizzes and exams that align with the four disciplinary learning objectives. Detailed findings are provided in the attached spreadsheet.

LO1: 11 of 13 students (84.6%) achieved performance exceeding 70%

LO2: 1 of 13 students (7.7%) achieved performance exceeding 70%

LO4: 8 of 13 students (61.5%) achieved performance exceeding 70%

Attached Files

 [MGMT 4345 Assessment - fall 2023 - Cassidy.xlsx](#)

RELATED ITEM LEVEL 3

Action 3 - Social Responsibility

Action Description:

In September 2024, 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. The September 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 2024-2025. Data for AY 2024-2025 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 in December 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 future 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:

Course learning objectives - Students will be able to:

- 1) Students will develop an appreciation of the global nature of business today, and the institutions shaping the global marketplace.
- 2) Students will become familiar with the process of extending from domestic business operations into global markets.
- 3) Students will familiar with the major institutions participating in and facilitating global business.
- 4) Students will develop an appreciation of the challenges of global business through an understanding of the familiar and unfamiliar in the cultural, social, economic, technological and regulatory environments of global business.
- 5) Students will become familiar with the major laws and ethical considerations relating to global markets.
- 6) Students will perform original individual and group research on one or more aspect of the global business environment.
- 7) Students will summarize and explain how companies consider global market entry by means of a written report and oral presentations.

We collected data from both sections of MGMT 4340 for AY 2023-2024 (one in fall 2023, one in spring 2024), including 62 students on six of the seven learning objectives. Detailed findings are provided in the attached spreadsheet.

- LO1:43 of 62 students (69.4%) achieved performance exceeding 70%
- LO2:37 of 62 students (59.7%) achieved performance exceeding 70%
- LO4:55 of 62 students (88.7%%) achieved performance exceeding 70%
- LO5:55 of 62 students (88.7%) achieved performance exceeding 70%
- LO6:60 of 62 students (96.8%) achieved performance exceeding 70%
- LO7:62 of 62 students (100%) achieved performance exceeding 70%

Attached Files

 [MGMT 4340 Assessment - F23 & SP24.xlsx](#)

RELATED ITEM LEVEL 3

Action 4 - International Management

Action Description:

In September 2024, 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.The September 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 2024-2025.Data for AY 2024-2025 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 in December 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 future 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:

We conducted assessment of seven sections of MGMT 3370, involving 288 students (a subset of student were assessed on as many as four indicators for each of the nine learning objective).

Learning objectives

- 1.LO1:Forecasting – On 700 of 896 indicators (78%) students met or exceeded the 70% threshold.
- 2.LO2:Capacity planning – On 298 of 378 indicators (79%) students met or exceeded the 70% threshold.
- 3.LO3:Location Decisions – On 604 of 648 indicators (93%) students met or exceeded the 70% threshold.
- 4.LO4:Decision theory – On 140 of 176 indicators (79 %) students met or exceeded the 70% threshold.
- 5.LO5:Quality Control – On 544 of 684 indicators (80%) students met or exceeded the 70% threshold.
- 6.LO6:Inventory management – On 399 of 490 indicators (81%) students met or exceeded the 70% threshold.
- 7.LO7:Project management – On 698 of 803 indicators (87%) students met or exceeded the 70% threshold.
- 8.LO8:Process management – On 294 of 332 indicators (89%) students met or exceeded the 70% threshold.
- 9.LO9:Product design – On 287 of 336 indicators (85%) students met or exceeded the 70% threshold.

In September 2024, 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. The September 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 2024-2025.Data for AY 2024-2025 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 in December 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 future years.

Attached Files

 [MGMT 3370 Assessment - Spring 2024 - All.xlsx](#)

RELATED ITEM LEVEL 3

Action 5 - Supply Chain Management

Action Description:

In September 2024, 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. The September 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 2024-2025.Data for AY 2024-2025 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 in December 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 future 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:

We conducted assessment of four sections of MGMT 4390 involving 65 students on five different sub-learning objectives. The raw and aggregate data are provided in the attached excel spreadsheet.

- For LO1: 37 of 64 students (57.8%) achieved an overall score exceeding 70%.
- For LO2: 54 of 64 students (84.4%) achieved an overall score exceeding 70%.
- For LO3: 58 of 64 students (90.6%) achieved an overall score exceeding 70%.
- For LO4: 52 of 64 students (81.3%) achieved an overall score exceeding 70%.
- For LO5: 64 of 64 students (100%) achieved an overall score exceeding 70%.

Attached Files

 [MGMT 4390 Assessment - fall 2023 - All.xlsx](#)

RELATED ITEM LEVEL 3

Action 6 - Strategic Management

Action Description:

In September 2024, 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 2024-2025.

Data for AY 2024-2025 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 the AY 2024-2025 assessment will be held during finals week of 2024 (approximately 6 Dec) 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 for the upcoming years.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

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.

Update of Progress to the Previous Cycle's PCI:

We had few faculty meetings in AY 2023-2024 for assessment. Individual faculty made improvements to their syllabi, course learning objectives, and assessment instruments, that will need to be integrated in future cycles.

While the sections of each course taught by different faculty have all evaluated the same learning objectives, they have done so in different ways with different instruments. This means the data across instructors may not be comparable. The faculty have and will continue to evaluate their approaches and choose the methodology that best fulfills their needs.

New Plan for Continuous Improvement Item

Closing Summary:

Upcoming fall 2024 faculty meetings (Sep and Dec) will be used to: update course master syllabi, revise/improve the learning objectives for each course, standardize ICF reporting, and evaluate the end of year assessment data for the MGMT major report. Specific attention will be made toward the achievement of goals in past plans (prior to AY 2023-2024), as well as the goals for future plans (after AY 2024-2025).

Management Information Systems BBA

Management Information Systems- A Broad Base Of Knowledge

Goal Description:

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

Providing Department: Management Information Systems BBA

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Data Analytics

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Data Analytics Assessment

Indicator Description:

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

Criterion Description:

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

descriptive analytics, predictive analytics, and prescriptive analytics

Findings Description:

This course was not assessed this cycle due to it not being a required course at this time, however we are looking at making it a required course in the near future.

RELATED ITEM LEVEL 1

Database

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Database Assessment

Indicator Description:

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

Criterion Description:

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

Findings Description:

Assessment – Database (MGIS3330 & MGIS4330)Fall 2023

LO3:

Demonstrate an understanding of the design and implementation of database applications and how database software works and its inclusion in design solutions.

Subobjectives:	Method of Assessment	<70%	70-89%	=>90%	Total # students	% meet or exceed
1Understand/apply Database design	a. MGIS3330: Practical exam	5	9	10	24	78.8%
	b. MGIS4330: embedded exam questions	2	4	2	8	75%
2Understand/apply normalization	Quiz-embedded questions	10	3	8	21**	52.4%

3 Database Implementation	Practical exam	10	10	3	23***	56.5%
4. Understand and apply essential SQL skills to create, retrieve, update, and delete	embedded exam questions	3	5	0	8	62.5
3. Understand and apply advanced SQL skills such as views, scripts, stored procedures, and functions.	embedded exam questions	4	2	2	8	50%

RELATED ITEM LEVEL 3

Database Assessment

Action Description:

For Database I (MGIS3330) I will be requiring the reviews for each module instead of making the reviews optional. The practical exams come from the reviews.

For Database II (MGIS4330) Add several more quizzes to mirror those questions used for the assessment.

RELATED ITEM LEVEL 1

Electronic Commerce

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Electronic Commerce Assessment

Indicator Description:

Assessment of the Learning Objectives will be measured using assignments and exams related to the ecommerce and internet technology topics. (MGIS 4320 now MGIS3320)

Criterion Description:

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

Findings Description:

Assessment – Electronic Commerce (MGIS3320)Fall 2023

LO4:

Demonstrate the ability to implement business-oriented systems for electronic commerce and skills in using Internet technologies.

Subobjectives:	Method of Assessment	<70%	70-89%	=>90%	Total # of students	% meet or exceed
1. Understand and apply essential HTML skills to create and manage a web site.	exam-embedded question	8	7	2	17	53%
2. Create/apply technical documentation Understand and apply essential CSS skills to format web pages.	exam-embedded question	7	8	2	17	59%

RELATED ITEM LEVEL 3

Electronic Commerce Assessment

Action Description:

Add several more quizzes to mirror those questions used for the assessment.

RELATED ITEM LEVEL 1

Networking

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Networking Assessment

Indicator Description:

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

Criterion Description:

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

Findings Description:

Assessment – Networking (MGIS4350)Fall 2023

LO5:

Demonstrate an understanding of telecommunications services and networking technologies and skills in installing and managing networks within business organizations.

Subobjectives:	Method of Assessment	<70%	70-89%	=>90%	Total # students	% meet or exceed
1.Students will gain knowledge in basic networking concepts.	Exam-embedded questions	2	13	9	24	91.67%
2. Students will be able to identify network topologies and their appropriate use.	Exam-embedded questions	6	17	1	24	75%
3. Students will be able to design and implement business networks.	Exam-embedded questions	0	0	24	24	100%
1.4. Students will be able to identify network protocols.	Exam-embedded questions	5	17	2	24	79.17%

RELATED ITEM LEVEL 3

Networking Assessment

Action Description:

Revising the course to include significantly more hands on activities that are available through the cloud.

RELATED ITEM LEVEL 1

Programming

Learning Objective Description:

Students who complete the BBA in Management Information Systems will demonstrate the ability to analyze and define business problems from a programming perspective and an understanding of the basic concepts of programming, problem solving, and program logic. This includes the understanding of fundamental concepts of procedural, object-oriented, and event-driven programming paradigms and the ability to apply them to solve business problems. (MGIS2320 now MGIS3315)

RELATED ITEM LEVEL 2

Programming Assessment

Indicator Description:

Assessment will be made using exams to evaluate both the understanding of fundamental concepts of the three programming paradigms (procedural, object-oriented, and event-driven) and the ability to apply them to solve business problems. Common multiple-choice questions will be used to assess the understanding, while coding problems will be used to assess the ability to apply. (MGIS 2320 now MGIS3315)

Criterion Description:

The average across class sections on each exam will be 75% (originally 70% correct, but we determined that the hurdle needed to be higher to stay competitive with peer schools) correct. The class average on the section testing the understanding of fundamental concepts of both procedural and object-oriented paradigms will be 75% (originally 70% correct, but we determined that the hurdle needed to be higher to stay competitive with peer schools)correct. Also, the class average on the section testing the ability to apply the concepts of concepts of both procedural and object-oriented paradigms will be 75% (originally 70% correct, but we determined that the hurdle needed to be higher to stay competitive with peer schools)correct. The class average on the exam on event-driven paradigm will be 70% correct; this last exam contains one coding problem, combining the understanding and application. We are particularly interested to determine whether our interventions are working with the procedural paradigm, a weakness that emerged in 2010-2011. (MGIS2320 now MGIS3315)

Findings Description:

Assessment – Programming (MGIS3315)Fall 2023

LO2:

Demonstrate the ability to analyze and define business problems from a programming perspective and an understanding of the basic concepts of programming, problem solving, and program logic. This includes the understanding of fundamental concepts of procedural, object-oriented, and event-driven programming paradigms and the ability to apply them to solve business problems.

Subobjectives:	Method of Assessment	<70%	70-89%	=>90%	Total # of students	% meet or exceed
1. Students will be able to develop algorithms for solving business problems.	Exam-embedded questions	5	4	2	11	54.5%
2. Students will be able to apply procedural programming concepts to solve business problems.	Exam-embedded questions	7	2	2	11	36.4%
3. Students will be able to apply object-oriented programming concepts to solve business problems.	Exam-embedded questions	6	5	0	11	45.5%
4. Students will be able to apply event-driven programming concepts to solve business problems.	Exam-embedded questions	3	5	3	11	72.7%

RELATED ITEM LEVEL 3

Programming Assessment

Action Description:

I will give more quiz questions and make students do them using a respondus monitor instead of open notes.

RELATED ITEM LEVEL 1

Systems Analysis And Design

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Systems Analysis And Design Assessment

Indicator Description:

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

Criterion Description:

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

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

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

Findings Description:

Assessment – Systems Analysis & Design (MGIS4340)Fall 2023

LO6:

Demonstrate an understanding of the design and application of information systems in business and a knowledge of the tools and processes used in systems analysis and design.

Subobjectives:	Method of Assessment	<70%	70-89%	=>90%	Total # of students	% meet or exceed
1. Learn and Apply the Systems Development Lifecycle Methodology. 2. Create and apply technical documentation, for example Process Modeling using Data Flow Diagrams. 1.3. Learn methods to evaluate an organization’s technology usage, analyze information needs and develop recommendations to support strategic goals.	Rubrics applied to each phase of SDLC for a project	0	3	7	10	100%
4. Create/apply technical documentation	Practical exam	3	5	2	10	70%
5. Apply communication concepts	Rubric for presentation	0	3	7	10	100%

RELATED ITEM LEVEL 3

Systems Analysis And Design Assessment

Action Description:

I will add more detailed descriptions of document requirements for the project. Documents include Project Scope, Project Charter, Baseline Project Plan.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

Work with the new Center for Building Business Professionals focusing on MIS internships and job placements. Continue exploring the STEM designation which should be conducive to growing the major. With COVID remote requirements over we will focus on continuing ACE class work, in particular for the Systems Analysis & Design class. We plan to explore how to use current classes for certifications.

Update of Progress to the Previous Cycle's PCI:

The Center for Building Business Professionals has a new director which delayed our planning for MIS internships. We will focus on planning with the new director.

STEM CIP codes have been requested for all MGIS courses.

Systems Analysis & Design continues to be a designated ACE course. eCommerce and Database II has started using ACE designations Fall 2021 and will continue as appropriate clients are available. Fall 2023 and Spring 2024 eCommerce was ACed.

Database I restarted MS Access certifications. Database II and eCommerce have offered certifications in class. Programming prepares students for an external Python certification; we know of at least one student who passed the certification in Fall 2023.

New Plan for Continuous Improvement Item

Closing Summary:

Develop a plan to grow enrollment for the MIS major. One first step is to require Data Analytics for the major which will provide in demand skills resulting in more marketability for students. The planning will most likely include opportunities through the Center for Building Professionals.

Once the courses are CIP STEM designated we will look to have the program STEM designated.

Looking to obtain COBA or external funding to assist in pursuing industry recognized certifications such as Python and various certifications offered by CompTIA.

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 2025							
		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. Tasks 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:

Attached Files

RELATED ITEM LEVEL 3

Action Description:

***** Review of results across all course sections (by aggregating) showed this topic falling below the criterion. The criterion is that 70% of students score 70% or higher. Pricing Strategies also fell below the criterion.

Note: The topic, Characteristics of the Global Market Place, had an aggregate score of 68% of students meeting or exceeding expectations. Although it fell below the criterion of 70%, the performance was reported in only classes by Taehoon Im and Sanjay Mehta. The actions planned by Sanjay Mehta address the performance. Taehoon Im is no longer working at SHSU so the Action Items planned by him are not reported.

New Plan for 2023 - 2024 Marketing BBA Actions Planned

Action Description:

MKTG3310

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Note: The topic, Characteristics of the Global Market Place, had an aggregate score of 68% of students meeting or exceeding expectations. Although it fell below the criterion of 70%, the performance was reported in only classes by Taehoon Im and Sanjay Mehta. The actions planned by Sanjay Mehta address the performance. Taehoon Im is no longer working at SHSU so the Action Items planned by him are not reported.

MKTG3320

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

MKTG3328

MKTG4340

MKTG4340

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-22		
1. Overview of International Business	Broaden foundational knowledge of international business practices.	Begin the course with a comprehensive overview module that includes video lectures and readings on key concepts in international business.
2. Adaptation vs. Standardization	Clarify the differences and implications of adaptation versus standardization.	Discuss various case studies on the pros and cons of adaptation versus standardization in various industries in lecture videos. Use as online discussion topic that is graded.
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in online discussions about (graded) on how historical events have shaped current trade policies and market conditions
6. Economic Development and Its Implications	Enhance awareness of economic development's impact on international business.	Discuss case studies to explore how companies adjust strategies in response to different levels of economic development in lecture videos. Use as online discussion topic that is graded.
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets in lecture videos. Use as online discussion topic that is graded.
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss case studies of legal challenges faced by international businesses to highlight key issues in lecture videos. Use as discussion online topic that is graded.

MKTG4340 (Continued)

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-02		
3. Basic Global Geo-Political Concepts	Enhance the understanding of global geopolitical dynamics.	Discuss case studies in class that allows students to explore how geopolitical changes can affect international marketing strategies. Provide access to relevant news articles and reports for students to analyze and discuss in class. Give participation grades
4. Trade Barriers and Forms of Economic	Enhance the understanding of trade barriers and economic systems	Discuss case studies in class that allows students to explore trade barriers can affect international marketing strategies. Provide access to relevant news articles and reports for students and discuss in class. Give participation grades
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in class discussions about on how historical events have shaped current trade policies and market conditions. Give participation grades
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies in class to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets. Give participation grades
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss in class case studies of legal challenges faced by international businesses to highlight key issues. Give participation grades

MKTG4350

Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
3. Measurement, Sampling, and Data Collection	Spend more time on scale development.	More time will be spent on scale development. Spending additional time on popular scales, like SERVQUAL, would be beneficial.
4. Data Preparation, Analysis, and Reporting	Upon closer examination of their performance on the embedded questions, students have difficulty determining scale reliability and validity. A video will be produced that covers data analysis.	The second area of difficulty was Data Analysis. Since most data analysis is learned in the two BANA courses, students tend to forget many of the statistical tests of hypotheses. So, I will record a video on data analysis and make it required watching in the future

MKTG4390

Current Assessment of MKTG 4390-01 (F2F) and MKTG 4390-21 (Online): Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
There are no topics in apparent need of improvement, and the levels of performance need to be maintained or enhanced marginally.	The practices in place currently will be maintained However, it may be worthwhile to emphasize written and verbal communication skills and create opportunities for assessment of the same.	

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 learning objective is represented in more detail by the following topics.

1. Consumer Behavior
- 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.
2. 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.

-Define self-concept and self-congruence.

-Explain self-concept and self-congruence 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 to learn.
3. 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.
4. 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.

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:

Table 1
Assessment Results for Each Topic

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	
Learning Objectives/Topics From Master Syllabus 1. Consumer Behavior Students will be able to... -Define consumer behavior. -Identify the phases of consumer behavior process. -Identify reasons it is important to study consumer behavior. -Define consumer value and explain types of value.	Method of assessment (examples: "exam-embedded questions" or "rubric")	Number* of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum columns 3, 4, and 5)	Criterion Indicator ** Percent of students who met or exceeded expectations (columns 4 + 5) /column 6
Online Renée Gravois	Exam-Embedded Questions	8	19	10	37	78.38
Face-to-face Gina Brynildsen	Exam-Embedded Questions	4	15	23	42	90.47

Table 1 (Continued)
Assessment Results for Each Topic

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	
Learning Objectives/Topics From Master Syllabus 2. 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. -Define self-concept and self-congruence. -Explain self-concept and self-congruence 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 to learn.	Method of assessment (examples: "exam-embedded questions" or "rubric")	Number* of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum columns 3, 4, and 5)	Criterion Indicator ** Percent of students who met or exceeded expectations (columns 4 + 5) /column 6
Online Renée Gravois	Exam-Embedded Questions	9	23	6	38	76.32
Face-to-face Gina Brynildsen	Exam-Embedded Questions	17	14	11	42	59.52

Table 1 (Continued)
Assessment Results for Each Topic

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	
Learning Objectives/Topics From Master Syllabus 3. 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.	Method of assessment (examples: "exam-embedded questions" or "rubric")	Number* of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum columns 3, 4, and 5)	Criterion Indicator ** Percent of students who met or exceeded expectations (columns 4 + 5) /column 6
Online Renée Gravois	Exam-Embedded Questions	8	20	9	37	78.38
Face-to-face Gina Brynildsen	Exam-Embedded Questions	5	26	11	42	88.09

RELATED ITEM LEVEL 3

Action for LO2: MKTG3320 - Consumer Behavior

Action Description:

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

RELATED ITEM LEVEL 3

Action Description:

MKTG3310

***** Review of results across all course sections (by aggregating) showed this topic falling below the criterion.
The criterion is that 70% of students score 70% or higher.

Note: The topic, Characteristics of the Global Market Place, had an aggregate score of 68% of students meeting or exceeding expectations. Although it fell below the criterion of 70%, the performance was reported in only classes by Taehoon Im and Sanjay Mehta. The actions planned by Sanjay Mehta address the performance. Taehoon Im is no longer working at SHSU so the Action Items planned by him are not reported.

MKTG3320

[illegible]

Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

MKTG4340**MKTG4340**

MKTG4340

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-22 1. Overview of International Business	Broaden foundational knowledge of international business practices.	Begin the course with a comprehensive overview module that includes video lectures and readings on key concepts in international business.
2. Adaptation vs. Standardization	Clarify the differences and implications of adaptation versus standardization.	Discuss various case studies on the pros and cons of adaptation versus standardization in various industries in lecture videos. Use as online discussion topic that is graded.
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in online discussions about (graded) on how historical events have shaped current trade policies and market conditions
6. Economic Development and Its Implications	Enhance awareness of economic development's impact on international business.	Discuss case studies to explore how companies adjust strategies in response to different levels of economic development in lecture videos. Use as online discussion topic that is graded.
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets in lecture videos. Use as online discussion topic that is graded.
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss case studies of legal challenges faced by international businesses to highlight key issues in lecture videos. Use as discussion online topic that is graded.

MKTG4340 (Continued)

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-02 3. Basic Global Geo-Political Concepts	Enhance the understanding of global geopolitical dynamics.	Discuss case studies in class that allows students to explore how geopolitical changes can affect international marketing strategies. Provide access to relevant news articles and reports for students to analyze and discuss in class. Give participation grades
4. Trade Barriers and Forms of Economic	Enhance the understanding of trade barriers and economic systems	Discuss case studies in class that allows students to explore trade barriers can affect international marketing strategies. Provide access to relevant news articles and reports for students and discuss in class. Give participation grades
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in class discussions about on how historical events have shaped current trade policies and market conditions. Give participation grades
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies in class to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets. Give participation grades
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss in class case studies of legal challenges faced by international businesses to highlight key issues. Give participation grades

MKTG4350

Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
3. Measurement, Sampling, and Data Collection	Spend more time on scale development.	More time will be spent on scale development. Spending additional time on popular scales, like SERVQUAL, would be beneficial.
4. Data Preparation, Analysis, and Reporting	Upon closer examination of their performance on the embedded questions, students have difficulty determining scale reliability and validity. A video will be produced that covers data analysis.	The second area of difficulty was Data Analysis. Since most data analysis is learned in the two BANA courses, students tend to forget many of the statistical tests of hypotheses. So, I will record a video on data analysis and make it required watching in the future

MKTG4390

Current Assessment of MKTG 4390-01 (F2F) and MKTG 4390-21 (Online): Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
There are no topics in apparent need of improvement, and the levels of performance need to be maintained or enhanced marginally.	The practices in place currently will be maintained However, it may be worthwhile to emphasize written and verbal communication skills and create opportunities for assessment of the same.	

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 Objection (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:

The findings are presented on the file attachment.

Attached Files

 [MKTG 3328 AOL FINDINGS 2023-2024.pdf](#)

RELATED ITEM LEVEL 3

Action for LO3: MKTG3328 Professional Selling

Action Description:

Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)		
Learning Objective Topic	Action Item	Implementation Plan
<p><u>Business Buyer's Buying Process</u> (63% scored 70% or higher)</p> <ul style="list-style-type: none"> - 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. 	<p>The time spent on the topics will be confirmed as acceptable.</p> <p>Students will be asked to share their study guide answers in class</p>	<p>Student performance is lower primarily due to the lower attendance on the days they are covered during lectures. This cannot be controlled. Nevertheless, the amount of time spent on the topics will be confirmed as acceptable.</p> <p>The study guide covers this material so I will ask students to share their study guide answers in class. This will place more of their attention on the concepts. This class format is similar to one used now with the ADAPT questioning system. On "share days" they share the dialogue they have developed on the worksheets. Since the format is being used, changing the attention to study guide answers should be acceptable.</p>
<p><u>Effective Follow-up</u> (56% scored 70% or higher)</p> <ul style="list-style-type: none"> - Students will be able to define components of effective customer follow-up 		

New Plan for 2023 - 2024 Marketing BBA Actions Planned

MKTG3310

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic (Professor Reporting)	Action Item	Implementation Plan
Marketing Research Process: ***** (Irfan Ahmed)	<ul style="list-style-type: none"> Focus on broader aspects of research vs. narrower orientation limited to interests of marketing majors. 	Focus on features of the marketing research process that have applicability to all business majors.
All topics. ***** (Sanjay Mehta)	<ul style="list-style-type: none"> Homework assignments to improve performance. 	Students will be assigned several homework assignments to better prepare them for each of the four-course objectives. These include multiple 20 question Quizzes, Dynamic Study Modules, Videos with follow-up questions, Simulation exercises, and Warm-up exercises.
Consumer Product Classifications: ***** (Renee Gravois)	<ul style="list-style-type: none"> In-class exercise for students to practice identifying examples of each classification. 	One topic area that met the criteria but still needs improvement is consumer products classification. I will develop an in-class exercise for students to practice identifying examples of each classification.

MKTG3320

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

MKTG3328

Learning Objective Topic	Action Item	Implementation Plan
<ul style="list-style-type: none"> - <u>Business Buyer's Buying Process</u> (63% scored 70% or higher) - 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. 	<p>The time spent on the topics will be confirmed as acceptable.</p> <p>Students will be asked to share their study guide answers in class</p>	<p>Student performance is lower primarily due to the lower attendance on the days they are covered during lectures. This cannot be controlled. Nevertheless, the amount of time spent on the topics will be confirmed as acceptable.</p> <p>The study guide covers this material so I will ask students to share their study guide answers in class. This will place more of their attention on the concepts. This class format is similar to one used now with the ADAPT questioning system. On "share days" they share the dialogue they have developed on the worksheets. Since the format is being used, changing the attention to study guide answers should be acceptable.</p>
<p><u>Effective Follow-up</u> (56% scored 70% or higher)</p> <ul style="list-style-type: none"> - Students will be able to define components of effective customer follow-up 		

MKTG4340

MKTG4340

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-22		
1. Overview of International Business	Broaden foundational knowledge of international business practices.	Begin the course with a comprehensive overview module that includes video lectures and readings on key concepts in international business.
2. Adaptation vs. Standardization	Clarify the differences and implications of adaptation versus standardization.	Discuss various case studies on the pros and cons of adaptation versus standardization in various industries in lecture videos. Use as online discussion topic that is graded.
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in online discussions about (graded) on how historical events have shaped current trade policies and market conditions
6. Economic Development and Its Implications	Enhance awareness of economic development's impact on international business.	Discuss case studies to explore how companies adjust strategies in response to different levels of economic development in lecture videos. Use as online discussion topic that is graded.
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets in lecture videos. Use as online discussion topic that is graded.
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss case studies of legal challenges faced by international businesses to highlight key issues in lecture videos. Use as discussion online topic that is graded.

MKTG4340 (Continued)

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-02		
3. Basic Global Geo-Political Concepts	Enhance the understanding of global geopolitical dynamics.	Discuss case studies in class that allows students to explore how geopolitical changes can affect international marketing strategies. Provide access to relevant news articles and reports for students to analyze and discuss in class. Give participation grades
4. Trade Barriers and Forms of Economic	Enhance the understanding of trade barriers and economic systems	Discuss case studies in class that allows students to explore trade barriers can affect international marketing strategies. Provide access to relevant news articles and reports for students and discuss in class. Give participation grades
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in class discussions about on how historical events have shaped current trade policies and market conditions. Give participation grades
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies in class to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets. Give participation grades
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss in class case studies of legal challenges faced by international businesses to highlight key issues. Give participation grades

MKTG4350

Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
3. Measurement, Sampling, and Data Collection	Spend more time on scale development.	More time will be spent on scale development. Spending additional time on popular scales, like SERVQUAL, would be beneficial.
4. Data Preparation, Analysis, and Reporting	Upon closer examination of their performance on the embedded questions, students have difficulty determining scale reliability and validity. A video will be produced that covers data analysis.	The second area of difficulty was Data Analysis. Since most data analysis is learned in the two BANA courses, students tend to forget many of the statistical tests of hypotheses. So, I will record a video on data analysis and make it required watching in the future

MKTG4390

Current Assessment of MKTG 4390-01 (F2F) and MKTG 4390-21 (Online): Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
There are no topics in apparent need of improvement, and the levels of performance need to be maintained or enhanced marginally.	The practices in place currently will be maintained However, it may be worthwhile to emphasize written and verbal communication skills and create opportunities for assessment of the same.	

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:

The findings are presented on the file attachment.

Attached Files

 [MKTG 4340 AOL FINDINGS 2023-2024.pdf](#)

RELATED ITEM LEVEL 3

Action for LO4: MKTG4340 International Management and Marketing
Action Description:

MKTG4340		
Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)		
Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-22 1. Overview of International Business	Broaden foundational knowledge of international business practices.	Begin the course with a comprehensive overview module that includes video lectures and readings on key concepts in international business.
2. Adaptation vs. Standardization	Clarify the differences and implications of adaptation versus standardization.	Discuss various case studies on the pros and cons of adaptation versus standardization in various industries in lecture videos. Use as online discussion topic that is graded.
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in online discussions about (graded) on how historical events have shaped current trade policies and market conditions
6. Economic Development and Its Implications	Enhance awareness of economic development's impact on international business.	Discuss case studies to explore how companies adjust strategies in response to different levels of economic development in lecture videos. Use as online discussion topic that is graded.
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets in lecture videos. Use as online discussion topic that is graded.
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss case studies of legal challenges faced by international businesses to highlight key issues in lecture videos. Use as discussion online topic that is graded.

MKTG4340 (Continued)		
Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)		
Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-02 3. Basic Global Geo-Political Concepts	Enhance the understanding of global geopolitical dynamics.	Discuss case studies in class that allows students to explore how geopolitical changes can affect international marketing strategies. Provide access to relevant news articles and reports for students to analyze and discuss in class. Give participation grades
4. Trade Barriers and Forms of Economic	Enhance the understanding of trade barriers and economic systems	Discuss case studies in class that allows students to explore trade barriers can affect international marketing strategies. Provide access to relevant news articles and reports for students and discuss in class. Give participation grades
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in class discussions about on how historical events have shaped current trade policies and market conditions. Give participation grades
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies in class to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets. Give participation grades
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss in class case studies of legal challenges faced by international businesses to highlight key issues. Give participation grades

RELATED ITEM LEVEL 3

New Plan for 2023 - 2024 Marketing BBA Actions Planned
Action Description:
MKTG3310

MKTG3310		
Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)		
***** Review of results across all course sections (by aggregating) showed this topic falling below the criterion. The criterion is that 70% of students score 70% or higher.		
Learning Objective Topic (Professor Reporting)	Action Item	Implementation Plan
Marketing Research Process ***** (Irfan Ahmed)	• Focus on broader aspects of research vs. narrower orientation limited to interests of marketing majors.	Focus on features of the marketing research process that have applicability to all business majors.
All topics. ***** (Sanjay Mehta)	• Homework assignments to improve performance.	Students will be assigned several homework assignments to better prepare them for each of the four-course objectives. These include multiple 20 question Quizzes, Dynamic Study Modules, Videos with follow-up questions, Simulation exercises, and Warm-up exercises.
Consumer Product Classifications ***** (Renee Gravois)	• In-class exercise for students to practice identifying examples of each classification.	One topic area that met the criteria but still needs improvement is consumer products classification. I will develop an in-class exercise for students to practice identifying examples of each classification.

Note: The topic, Characteristics of the Global Market Place, had an aggregate score of 68% of students meeting or exceeding expectations. Although it fell below the criterion of 70%, the performance was reported in only classes by Taehoon Im and Sanjay Mehta. The actions planned by Sanjay Mehta address the performance. Taehoon Im is no longer working at SHSU so the Action Items planned by him are not reported.

MKTG3320

MKTG3320

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
<p>One area that met the criteria but still needs improvement is to identify ways that consumers can reduce cognitive dissonance, which we discuss during the topic of consumer decision-making. (Renée Gravois)</p>	In-class exercise	I will develop an in-class exercise for students to practice identifying dissonance reduction strategies in multiple consumer contexts.
<p>2. Internal Influences on Consumer Behavior</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> -Define personality and brand personality. -Identify major personality traits that have been examined in consumer research. -Define self-concept and self-congruence. -Explain self-concept and self-congruence 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 to learn. <p>Many students struggled with this exam, as it covered four major chapters in the text with the most content and technical terminology of all the assessments in the class.</p> <p>(Gina Brynildsen)</p>	<p>Change essay format on exam</p> <p>Add in-class practice quizzes</p>	<p>For future exams and semesters, I have decided to give students the option of multiple essays for the essay portion of the exam. Many students blanked on the essay topic that was provided, and thus lost substantial points for leaving the essay blank or answering incorrectly. For the future, I will give students two or three options for the long-form essay questions so they can choose one they feel most comfortable with.</p> <p>Additionally, I will add in-class practice quizzes and assignments to solidify the core concepts covered. This will accomplish two things: (1) Check student understanding, so I can more easily adjust the content as I learn where they are at, and (2) Review or clarify concepts that are not well understood by the class. I will also be recommending the "Check Your Understanding" tool in the textbook which allows students to answer adaptive quizzes to check their understanding. This does not affect their grades but gives them extra practice.</p>

MKTG3328

Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
<p><u>Business Buyer's Buying Process</u> (63% scored 70% or higher)</p> <ul style="list-style-type: none"> - 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. 	<p>The time spent on the topics will be confirmed as acceptable.</p> <p>Students will be asked to share their study guide answers in class</p>	<p>Student performance is lower primarily due to the lower attendance on the days they are covered during lectures. This cannot be controlled. Nevertheless, the amount of time spent on the topics will be confirmed as acceptable.</p> <p>The study guide covers this material so I will ask students to share their study guide answers in class. This will place more of their attention on the concepts. This class format is similar to one used now with the ADAPT questioning system. On "share days" they share the dialogue they have developed on the worksheets. Since the format is being used, changing the attention to study guide answers should be acceptable.</p>
<p><u>Effective Follow-up</u> (56% scored 70% or higher)</p> <ul style="list-style-type: none"> - Students will be able to define components of effective customer follow-up. 		

MKTG4340

MKTG4340

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-22		
1. Overview of International Business	Broaden foundational knowledge of international business practices.	Begin the course with a comprehensive overview module that includes video lectures and readings on key concepts in international business.
2. Adaptation vs. Standardization	Clarify the differences and implications of adaptation versus standardization.	Discuss various case studies on the pros and cons of adaptation versus standardization in various industries in lecture videos. Use as online discussion topic that is graded.
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in online discussions about (graded) on how historical events have shaped current trade policies and market conditions
6. Economic Development and Its Implications	Enhance awareness of economic development's impact on international business.	Discuss case studies to explore how companies adjust strategies in response to different levels of economic development in lecture videos. Use as online discussion topic that is graded.
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets in lecture videos. Use as online discussion topic that is graded.
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss case studies of legal challenges faced by international businesses to highlight key issues in lecture videos. Use as discussion online topic that is graded.

MKTG4340 (Continued)

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-02 3. Basic Global Geo-Political Concepts	Enhance the understanding of global geopolitical dynamics.	Discuss case studies in class that allows students to explore how geopolitical changes can affect international marketing strategies. Provide access to relevant news articles and reports for students to analyze and discuss in class. Give participation grades
4. Trade Barriers and Forms of Economic	Enhance the understanding of trade barriers and economic systems	Discuss case studies in class that allows students to explore trade barriers can affect international marketing strategies. Provide access to relevant news articles and reports for students and discuss in class. Give participation grades
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in class discussions about on how historical events have shaped current trade policies and market conditions. Give participation grades
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies in class to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets. Give participation grades
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss in class case studies of legal challenges faced by international businesses to highlight key issues. Give participation grades

MKTG4350

Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)		
Learning Objective Topic	Action Item	Implementation Plan
3. Measurement, Sampling, and Data Collection	Spend more time on scale development.	More time will be spent on scale development. Spending additional time on popular scales, like SERVQUAL, would be beneficial.
4. Data Preparation, Analysis, and Reporting	Upon closer examination of their performance on the embedded questions, students have difficulty determining scale reliability and validity. A video will be produced that covers data analysis.	The second area of difficulty was Data Analysis. Since most data analysis is learned in the two BANA courses, students tend to forget many of the statistical tests of hypotheses. So, I will record a video on data analysis and make it required watching in the future

MKTG4390

Current Assessment of MKTG 4390-01 (F2F) and MKTG 4390-21 (Online): Action Items and Implementation Plan for Targeted Learning Objectives (Topics)		
Learning Objective Topic	Action Item	Implementation Plan
There are no topics in apparent need of improvement, and the levels of performance need to be maintained or enhanced marginally.	The practices in place currently will be maintained. However, it may be worthwhile to emphasize written and verbal communication skills and create opportunities for assessment of the same.	

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 topics.

1.Introduction to Marketing Research

- a)Students will be certified to conduct Marketing Research by completing the CITI certificate
- b)Students will be able to define the role of Ethics in Marketing Research
- c)Students will be able to conduct Secondary Research. They will be able to identify Internal & External sources of Secondary Data
- d)Students will be able to conduct a Literature Review & state appropriate Hypotheses

2.Types of Research Designs

- a)Students will be able to differentiate between Exploratory, Descriptive, and Causal Research

3.Measurement, Sampling, and Data Collection

- a)Students will be able to explain probability vs. nonprobability sampling methods & sample size determination
- b)Students will be able to differentiate between Levels of Measures - Nominal, Ordinal, Interval, and Ratio
- c)Students will be able to identify, define, and explain the principles of Measurement and Scales
- d)Students will be able to assess the Quality of Measurement Scales - Validity and Reliability
- e)Students will be able to explain Questionnaire Design

4.Data Preparation, Analysis, and Reporting

- a)Students will be able to prepare data for quantitative analysis, including editing & coding
- b)Students will be able to complete Quantitative Data Analysis, including t-test, F-test, Chi-square test, Correlation & Regression Analysis
- c)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 with 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 findings are presented on the file attachment.

Attached Files

 [MKTG 4350 AOL FINDINGS 2023-2024.pdf](#)

RELATED ITEM LEVEL 3

Action for LO5: MKTG4350 Marketing Research

Action Description:

Learning Objective Topic	Action Item	Implementation Plan
3. Measurement, Sampling, and Data Collection	Spend more time on scale development.	More time will be spent on scale development. Spending additional time on popular scales, like SERVQUAL, would be beneficial.
4. Data Preparation, Analysis, and Reporting	Upon closer examination of their performance on the embedded questions, students have difficulty determining scale reliability and validity. A video will be produced that covers data analysis.	The second area of difficulty was Data Analysis. Since most data analysis is learned in the two BANA courses, students tend to forget many of the statistical tests of hypotheses. So, I will record a video on data analysis and make it required watching in the future

MKTG3310

Learning Objective Topic (Professor Reporting)	Action Item	Implementation Plan
Marketing Research Process: ***** (Irfan Ahmed)	<ul style="list-style-type: none"> Focus on broader aspects of research vs. narrower orientation limited to interests of marketing majors. 	Focus on features of the marketing research process that have applicability to all business majors.
All topics. ***** (Sanjay Mehta)	<ul style="list-style-type: none"> Homework assignments to improve performance. 	Students will be assigned several homework assignments to better prepare them for each of the four-course objectives. These include multiple 20 question Quizzes, Dynamic Study Modules, Videos with follow-up questions, Simulation exercises, and Warm-up exercises.
Consumer Product Classifications: ***** (Renee Gravois)	<ul style="list-style-type: none"> In-class exercise for students to practice identifying examples of each classification. 	One topic area that met the criteria but still needs improvement is consumer products classification. I will develop an in-class exercise for students to practice identifying examples of each classification.

MKTG3320

[illegible]

MKTG3328

Learning Objective Topic	Action Item	Implementation Plan
<ul style="list-style-type: none"> - <u>Business Buyer's Buying Process</u> (63% scored 70% or higher) - 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. 	<p>The time spent on the topics will be confirmed as acceptable.</p> <p>Students will be asked to share their study guide answers in class</p>	<p>Student performance is lower primarily due to the lower attendance on the days they are covered during lectures. This cannot be controlled. Nevertheless, the amount of time spent on the topics will be confirmed as acceptable.</p> <p>The study guide covers this material so I will ask students to share their study guide answers in class. This will place more of their attention on the concepts. This class format is similar to one used now with the ADAPT questioning system. On "share days" they share the dialogue they have developed on the worksheets. Since the format is being used, changing the attention to study guide answers should be acceptable.</p>
<p><u>Effective Follow-up</u> (56% scored 70% or higher)</p> <ul style="list-style-type: none"> - Students will be able to define components of effective customer follow-up 		

MKTG4340

MKTG4340

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-22 1. Overview of International Business	Broaden foundational knowledge of international business practices.	Begin the course with a comprehensive overview module that includes video lectures and readings on key concepts in international business.
2. Adaptation vs. Standardization	Clarify the differences and implications of adaptation versus standardization.	Discuss various case studies on the pros and cons of adaptation versus standardization in various industries in lecture videos. Use as online discussion topic that is graded.
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in online discussions about (graded) on how historical events have shaped current trade policies and market conditions
6. Economic Development and Its Implications	Enhance awareness of economic development's impact on international business.	Discuss case studies to explore how companies adjust strategies in response to different levels of economic development in lecture videos. Use as online discussion topic that is graded.
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets in lecture videos. Use as online discussion topic that is graded.
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss case studies of legal challenges faced by international businesses to highlight key issues in lecture videos. Use as discussion online topic that is graded.

MKTG4340 (Continued)

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-02 3. Basic Global Geo-Political Concepts	Enhance the understanding of global geopolitical dynamics.	Discuss case studies in class that allows students to explore how geopolitical changes can affect international marketing strategies. Provide access to relevant news articles and reports for students to analyze and discuss in class. Give participation grades
4. Trade Barriers and Forms of Economic	Enhance the understanding of trade barriers and economic systems	Discuss case studies in class that allows students to explore trade barriers can affect international marketing strategies. Provide access to relevant news articles and reports for students and discuss in class. Give participation grades
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in class discussions about on how historical events have shaped current trade policies and market conditions. Give participation grades
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies in class to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets. Give participation grades
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss in class case studies of legal challenges faced by international businesses to highlight key issues. Give participation grades

MKTG4350

Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
3. Measurement, Sampling, and Data Collection	Spend more time on scale development.	More time will be spent on scale development. Spending additional time on popular scales, like SERVQUAL, would be beneficial.
4. Data Preparation, Analysis, and Reporting	Upon closer examination of their performance on the embedded questions, students have difficulty determining scale reliability and validity. A video will be produced that covers data analysis.	The second area of difficulty was Data Analysis. Since most data analysis is learned in the two BANA courses, students tend to forget many of the statistical tests of hypotheses. So, I will record a video on data analysis and make it required watching in the future

MKTG4390

Current Assessment of MKTG 4390-01 (F2F) and MKTG 4390-21 (Online): Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
There are no topics in apparent need of improvement, and the levels of performance need to be maintained or enhanced marginally.	The practices in place currently will be maintained However, it may be worthwhile to emphasize written and verbal communication skills and create opportunities for assessment of the same.	

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

- a. Students will be able to identify various aspects of the firm’s external environment.
- b. 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

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

3. Marketing Analytic Frameworks and Techniques

- a. 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

- a. Students will be able to outline and discuss the basic framework of marketing strategy.
- b. Students will be able to apply the framework of marketing strategy to business cases.

5. Written Marketing Documents and Presentations

- a. Students will prepare written strategy documents and critiques.
- b. 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:

The findings are presented on the file attachment.

Attached Files

 [MKTG 4390 AOL FINDINGS 2023-2024.pdf](#)

RELATED ITEM LEVEL 3

Action for LO6: MKTG4390 Strategic Marketing Management

Action Description:

Current Assessment of MKTG 4390-01 (F2F) and MKTG 4390-21 (Online):
Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
There are no topics in apparent need of improvement, and the levels of performance need to be maintained or enhanced marginally.	The practices in place currently will be maintained However, it may be worthwhile to emphasize written and verbal communication skills and create opportunities for assessment of the same.	

RELATED ITEM LEVEL 3

New Plan for 2023 - 2024 Marketing BBA Actions Planned

Action Description:

MKTG3310

MKTG3310

Table 3 Current Assessment: Action Items and Implementation Plan
for Targeted Learning Objectives (Topics)

***** Review of results across all course sections (by aggregating) showed this topic falling below the criterion.
The criterion is that 70% of students score 70% or higher.

Learning Objective Topic (Professor Reporting)	Action Item	Implementation Plan
Marketing Research Process ***** (Irfan Ahmed)	• Focus on broader aspects of research vs. narrower orientation limited to interests of marketing majors.	Focus on features of the marketing research process that have applicability to all business majors.
All topics. ***** (Sanjay Mehta)	• Homework assignments to improve performance.	Students will be assigned several homework assignments to better prepare them for each of the four-course objectives. These include multiple 20 question Quizzes, Dynamic Study Modules, Videos with follow-up questions, Simulation exercises, and Warm-up exercises.
Consumer Product Classifications ***** (Renee Gravois)	• In-class exercise for students to practice identifying examples of each classification.	One topic area that met the criteria but still needs improvement is consumer products classification. I will develop an in-class exercise for students to practice identifying examples of each classification.

Note: The topic, Characteristics of the Global Market Place, had an aggregate score of 68% of students meeting or exceeding expectations. Although it fell below the criterion of 70%, the performance was reported in only classes by Taehoon Im and Sanjay Mehta. The actions planned by Sanjay Mehta address the performance. Taehoon Im is no longer working at SHSU so the Action Items planned by him are not reported.

MKTG3320

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

MKTG3328

Learning Objective Topic	Action Item	Implementation Plan
<p><u>Business Buyer's Buying Process</u> (63% scored 70% or higher)</p> <ul style="list-style-type: none"> - 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. 	<p>The time spent on the topics will be confirmed as acceptable.</p> <p>Students will be asked to share their study guide answers in class</p>	<p>Student performance is lower primarily due to the lower attendance on the days they are covered during lectures. This cannot be controlled. Nevertheless, the amount of time spent on the topics will be confirmed as acceptable.</p> <p>The study guide covers this material so I will ask students to share their study guide answers in class. This will place more of their attention on the concepts. This class format is similar to one used now with the ADAPT questioning system. On "share days" they share the dialogue they have developed on the worksheets. Since the format is being used, changing the attention to study guide answers should be acceptable.</p>
<p><u>Effective Follow-up</u> (56% scored 70% or higher)</p> <ul style="list-style-type: none"> - Students will be able to define components of effective customer follow-up 		

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

MKTG4350

Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)		
Learning Objective Topic	Action Item	Implementation Plan
3. Measurement, Sampling, and Data Collection	Spend more time on scale development.	More time will be spent on scale development. Spending additional time on popular scales, like SERVQUAL, would be beneficial.
4. Data Preparation, Analysis, and Reporting	Upon closer examination of their performance on the embedded questions, students have difficulty determining scale reliability and validity. A video will be produced that covers data analysis.	The second area of difficulty was Data Analysis. Since most data analysis is learned in the two BANA courses, students tend to forget many of the statistical tests of hypotheses. So, I will record a video on data analysis and make it required watching in the future

MKTG4390

Current Assessment of MKTG 4390-01 (F2F) and MKTG 4390-21 (Online): Action Items and Implementation Plan for Targeted Learning Objectives (Topics)		
Learning Objective Topic	Action Item	Implementation Plan
There are no topics in apparent need of improvement, and the levels of performance need to be maintained or enhanced marginally.	The practices in place currently will be maintained. However, it may be worthwhile to emphasize written and verbal communication skills and create opportunities for assessment of the same.	

Update to Previous Cycle's Plan

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

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).

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 of Progress to the Previous Cycle's PCI:

Learning Objective Topic (Professor Reporting)	Previous Assessment Action Item(s)	Outcome of Action Item	Additional Action(s) Needed
2. Characteristics of the Global Market Place 14. Pricing Strategies (Tachoon Im)	<ul style="list-style-type: none"> •Spent more time explaining topics •Held interactive review or question-and-answer session before exams •Addedmore questions to exams 	<ul style="list-style-type: none"> •Students who take face-to-face course improved their performance significantly. •Adding more questions did not work well for students. 	During Fall 2023, performance on both fell below the criterion. They will be addressed again during the next semester.
The course was taught by Dr. Im during the Fall 2022. Other professors that taught the course were assigned to teach different ones during Fall 2023. Therefore, only Dr. Im could report outcomes of action items that he defined in Fall 2022.			

MKTG3320

Previous Assessment: Action Items and Outcomes

Learning Objective Topic	Previous Assessment Action Item(s)	Outcome of Action Item	Additional Action(s) Needed
One area from the previous assessment cycle that needed 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.”	I developed and presented additional examples of ways that public policy makers in different contexts can benefit from an understanding of consumer behavior.	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

Previous Assessment: Action Items and Outcomes

Learning Objective Topic	Previous Assessment Action Item(s)	Outcome of Action Item	Additional Action(s) Needed
ADAPT questioning system Different types of selling The buying process	<p>To improve student understanding, more time was allocated to these concepts.</p> <p>The Role-Play worksheets completed by students included more exercises related to these subject areas. More time was spent with students during "workshop days" to work closely with them as they developed dialogue for the worksheets.</p>	<p>Students scored at acceptable levels with the ADAPT questioning system, different types of selling, and the buying process.</p> <p>The percentage of students scoring 70% or higher is 75% of the students - for each subject area..</p>	

MKTG4340

Previous Assessment: Action Items and Outcomes

Learning Objective Topic	Previous Assessment Action Item(s)	Outcome of Action Item	Additional Action(s) Needed
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3. Basic Geo-Political Concepts	I refined the working of exam questions so that students could understand what the exam questions were intended to ask clearly.	After exams, I did not receive more than three emails from students asking about the exam questions.	
4. Trade Barriers and Forms of Economic Cooperation		Student reading international business-and marketing-related newspaper articles said that they became interested in international business and marketing more than before in their teaching evaluations.	
8. International Legal Issues	I gave students 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.	Setting aside the time to remind students of ECON 102 relevant to the topics (e.g., trade barriers and forms of economic cooperation) brought mixed results. Although online students showed high academic performance in the topics, face-to-face students showed low academic	
9. Ethical Issues Related to International Trade	Set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”),	<i>performance in the topics.</i>	

MKTG4350

Previous Assessment:Action Items and Outcomes

Learning Objective Topic	Previous Assessment Action Item(s)	Outcome of Action Item	Additional Action(s) Needed
An assessment was not completed during the 2022-2023 cycle.			

MKTG4390

Previous Assessment of MKTG 4390 (F2F):Action Items and Outcomes

NOTE. MKTG 4390 (Online) was not assessed in the online modality in the previous cycle.

Learning Objective Topic	Previous Assessment Action Item(s)	Outcome of Action Item	Additional Action(s) Needed
All topics.	The course content was streamlined to make the workload appropriate and clearly focused.	Student workload was appropriated and clearly focused.	
All topics.	The assessment methods allowed for a 100% student participation in assessment, reducing a weakness that was an inadvertent feature in the previous assessment cycle.	Methods reduced weakness that was an inadvertent feature in the previous assessment cycle.	

Closing Summary:

MKTG3310

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic (Professor Reporting)	Action Item	Implementation Plan
Marketing Research Process ***** (Irfan Ahmed)	<ul style="list-style-type: none"> Focus on broader aspects of research vs. narrower orientation limited to interests of marketing majors. 	Focus on features of the marketing research process that have applicability to all business majors.
All topics. ***** (Sanjay Mehta)	<ul style="list-style-type: none"> Homework assignments to improve performance. 	Students will be assigned several homework assignments to better prepare them for each of the four-course objectives. These include multiple 20 question Quizzes, Dynamic Study Modules, Videos with follow-up questions, Simulation exercises, and Warm-up exercises.
Consumer Product Classifications ***** (Renee Gravois)	<ul style="list-style-type: none"> In-class exercise for students to practice identifying examples of each classification. 	One topic area that met the criteria but still needs improvement is consumer products classification. I will develop an in-class exercise for students to practice identifying examples of each classification.

MKTG3320

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

MKTG3328

Learning Objective Topic	Action Item	Implementation Plan
<p><u>Business Buyer's Buying Process</u> (63% scored 70% or higher)</p> <ul style="list-style-type: none"> - 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. 	<p>The time spent on the topics will be confirmed as acceptable.</p> <p>Students will be asked to share their study guide answers in class</p>	<p>Student performance is lower primarily due to the lower attendance on the days they are covered during lectures. This cannot be controlled. Nevertheless, the amount of time spent on the topics will be confirmed as acceptable.</p> <p>The study guide covers this material so I will ask students to share their study guide answers in class. This will place more of their attention on the concepts. This class format is similar to one used now with the ADAPT questioning system. On "share days" they share the dialogue they have developed on the worksheets. Since the format is being used, changing the attention to study guide answers should be acceptable.</p>
<p><u>Effective Follow-up</u> (56% scored 70% or higher)</p> <ul style="list-style-type: none"> - Students will be able to define components of effective customer follow-up 		

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-22 1. Overview of International Business	Broaden foundational knowledge of international business practices.	Begin the course with a comprehensive overview module that includes video lectures and readings on key concepts in international business.
2. Adaptation vs. Standardization	Clarify the differences and implications of adaptation versus standardization.	Discuss various case studies on the pros and cons of adaptation versus standardization in various industries in lecture videos. Use as online discussion topic that is graded.
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in online discussions about (graded) on how historical events have shaped current trade policies and market conditions
6. Economic Development and Its Implications	Enhance awareness of economic development's impact on international business.	Discuss case studies to explore how companies adjust strategies in response to different levels of economic development in lecture videos. Use as online discussion topic that is graded.
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets in lecture videos. Use as online discussion topic that is graded.
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss case studies of legal challenges faced by international businesses to highlight key issues in lecture videos. Use as discussion online topic that is graded.

MKTG4340 (Continued)

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-02 3. Basic Global Geo-Political Concepts	Enhance the understanding of global geopolitical dynamics.	Discuss case studies in class that allows students to explore how geopolitical changes can affect international marketing strategies. Provide access to relevant news articles and reports for students to analyze and discuss in class. Give participation grades
4. Trade Barriers and Forms of Economic	Enhance the understanding of trade barriers and economic systems	Discuss case studies in class that allows students to explore trade barriers can affect international marketing strategies. Provide access to relevant news articles and reports for students and discuss in class. Give participation grades
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in class discussions about on how historical events have shaped current trade policies and market conditions. Give participation grades
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies in class to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets. Give participation grades
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss in class case studies of legal challenges faced by international businesses to highlight key issues. Give participation grades

MKTG4350

Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
3. Measurement, Sampling, and Data Collection	Spend more time on scale development.	More time will be spent on scale development. Spending additional time on popular scales, like SERVQUAL, would be beneficial.
4. Data Preparation, Analysis, and Reporting	Upon closer examination of their performance on the embedded questions, students have difficulty determining scale reliability and validity. A video will be produced that covers data analysis.	The second area of difficulty was Data Analysis. Since most data analysis is learned in the two BANA courses, students tend to forget many of the statistical tests of hypotheses. So, I will record a video on data analysis and make it required watching in the future

MKTG4390

Current Assessment of MKTG 4390-01 (F2F) and MKTG 4390-21 (Online): Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
There are no topics in apparent need of improvement, and the levels of performance need to be maintained or enhanced marginally.	The practices in place currently will be maintained However, it may be worthwhile to emphasize written and verbal communication skills and create opportunities for assessment of the same.	

Supply Chain Management BBA

New Goal Item

Goal Description:

The goal of the BBA program in Supply Chain Management is to provide students with a broad base of knowledge of supply chain management principles.

Providing Department: Supply Chain Management BBA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Learning Objective 1 - Supply Chain Management Fundamentals

Learning Objective Description:

Describing fundamental Supply Chain Management principles and terminology used within the profession.

RELATED ITEM LEVEL 2

New Indicator, Criterion, and Findings Item

Indicator Description:

Embedded questions on exams in multiple sections/courses will be used to evaluate students' performance as it relates to the learning objectives.

Objective	MGMT 3372 SCM	MGMT 3374 Strategic Sourcing	MGMT 3376 Global SC	MGIS 4315 Analytics	MGMT 4378 SCM ERP
LO1 – Fundamentals	Evaluated	Emphasis	Emphasis		
LO2 – Comp. Advantage	Emphasis	Evaluated			Emphasis
LO3 – Problem Solving	Emphasis			Emphasis	Evaluated
LO4 – Cultural Diversity	Emphasis		Evaluated		

Criterion Description:

LO1 Fundamentals (MGMT 3372) - Assessed using exam questions focused on this learning objective throughout the semester.

LO2 Comp. Advantage (MGMT 3374) - Assessed through a supply choice project where students must select a supplier(s) based on a variety of criteria.

LO3 Problem Solving (MGMT 4378) - Assessed through a research paper related to the ERP manufacturing game.

LO4 Cultural Diversity (MGMT 3376) - Assessed through a project and presentation on a specific country's demographics, culture, and business practices.

For LO1, a traditional grading scale is used, with 70% passage rate on the LO focused questions constituting sufficient success at achieving that learning objective. For LO2 - LO4, a faculty member evaluation of the project's output is evaluated on a rubric of the professor's creation, with an overall score of "Meets Expectations" on the project constituting sufficient success at achieving that learning objective.

Findings Description:

Assessment Results Reporting Form - MAT Aggregate

Semester and year of data collection: Fall 2023 and Spring 2024

Semester and year of reporting and analysis: Spring 2024

Major: Supply Chain Management

Number of instructors participating: 3

List the major learning objectives and then fill out the table for each objective being assessed. If an objective is not being assessed in this cycle, keep it in the list but do not include it in the table.

Major Learning objectives and course in which assessed: if there are more or fewer than 4, adjust numbering appropriately. If sub-objectives are assessed, adjust the table appropriately as shown in the example below)

1.

Fundamentals (MGMT 3372)
2.

Understanding Competitive Advantage (MGMT 3374)
3.

Problem Solving (MGMT 4378)
4.

Cultural Diversity (MGMT 3376)

Table 1.

Learning objective (extend the table as needed)	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
1 Fundamentals	26	20	0	46	43%	No
2 Competitive Advantage	7	15	0	22	68%	No
3 Problem solving	0	20	5	25	100%	Yes
4 Cultural Diversity	6	13	0	19	68%	No

RELATED ITEM LEVEL 3

New Action Item

Action Description:

List any new action items that will be implemented to address the weaknesses identified in this assessment cycle. Indicate which learning objective is targeted, what the action will be, and where the action will be implemented. If there were no weaknesses, the success criteria should be increased, or the learning objectives should be adjusted to be more challenging or to include more content from the course. This table cannot be left blank. Some action must be taken to either the curriculum to remedy an identified student weakness or to the learning objectives (adding a new one to replace one that is considered “completed” or changing the definition of “success” to raise the bar of expected achievement)

Table 3.		
Targeted Learning Objective	Action Item	Implementation Plan
1	More practice problems for inventory management	Additional homework assignments will be created to help students with two key concepts: the EOQ and quantity discount models. These two subject areas were areas of significant difficulty for our students (every inventory question was near 50% or below in terms of student performance).
2	Introduce more multi-criteria assignments as practice	More assignments, particularly in the middle of the semester, will consider multiple criteria for the evaluation of suppliers. This is because students tended to struggle with multiple evaluation criteria, even if they were able to do well assessing individual criteria one at a time in early exercises.
3	Daily journals for simulation	Daily journals during the ERP simulation will give students a chance to organize their thinking about the simulation, both strategically and operationally. The plan is to have students write a journal about their decision-making process during the entire course of the simulation, for a total of 5 journals over 6 class periods.
4	More assignments will be assessed for this learning objective in this course	An additional assignment will be used to assess students on other aspects of the learning objective, including major infrastructure such as ports or airports.

Provide any additional comments: Overall, our students are generally close to where we want them to be. The assessment criteria for learning objective 4 need to be expanded upon next cycle with some additional assignments, but the faculty believe that the current assignment was representative of what we wanted the students to know. There are very achievable action plans in place for all 4 learning objectives, and the hope is that these actions will either 1) improve student learning or 2) provide more actionable data for future assessment cycles.

RELATED ITEM LEVEL 1

Learning Objective 2 - Understanding Competitive Advantage

Learning Objective Description:

Students should be able to explain how firms can leverage their forecasting, purchasing, production, and logistics capabilities to enhance the competitive advantage of organizations.

RELATED ITEM LEVEL 2

New Indicator, Criterion, and Findings Item

Indicator Description:

Embedded questions on exams in multiple sections/courses will be used to evaluate students' performance as it relates to the learning objectives.

Objective	MGMT 3372 SCM	MGMT 3374 Strategic Sourcing	MGMT 3376 Global SC	MGIS 4315 Analytics	MGMT 4378 SCM ERP
LO1 – Fundamentals	Evaluated	Emphasis	Emphasis		
LO2 – Comp. Advantage	Emphasis	Evaluated			Emphasis
LO3 – Problem Solving	Emphasis			Emphasis	Evaluated
LO4 – Cultural Diversity	Emphasis		Evaluated		

Criterion Description:

LO1 Fundamentals (MGMT 3372) - Assessed using exam questions focused on this learning objective throughout the semester.

LO2 Comp. Advantage (MGMT 3374) - Assessed through a supply choice project where students must select a supplier(s) based on a variety of criteria.

LO3 Problem Solving (MGMT 4378) - Assessed through a research paper related to the ERP manufacturing game.

LO4 Cultural Diversity (MGMT 3376) - Assessed through a project and presentation on a specific country's demographics, culture, and business practices.

For LO1, a traditional grading scale is used, with 70% passage rate on the LO focused questions constituting sufficient success at achieving that learning objective. For LO2 - LO4, a faculty member evaluation of the project's output is evaluated on a rubric of the professor's creation, with an overall score of "Meets Expectations" on the project constituting sufficient success at achieving that learning objective.

Findings Description:

Assessment Results Reporting Form - MAT Aggregate

Semester and year of data collection: Fall 2023 and Spring 2024

Semester and year of reporting and analysis: Spring 2024

Major: Supply Chain Management

Number of instructors participating: 3

List the major learning objectives and then fill out the table for each objective being assessed. If an objective is not being assessed in this cycle, keep it in the list but do not include it in the table.

Major Learning objectives and course in which assessed: if there are more or fewer than 4, adjust numbering appropriately. If sub-objectives are assessed, adjust the table appropriately as shown in the example below)

- 1. Fundamentals (MGMT 3372)
- 2. Understanding Competitive Advantage (MGMT 3374)
- 3. Problem Solving (MGMT 4378)
- 4. Cultural Diversity (MGMT 3376)

Table 1.

Learning objective (extend the table as needed)	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
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3 Problem solving	0	20	5	25	100%	Yes
4 Cultural Diversity	6	13	0	19	68%	No

RELATED ITEM LEVEL 3

New Action Item

Action Description:

List any new action items that will be implemented to address the weaknesses identified in this assessment cycle. Indicate which learning objective is targeted, what the action will be, and where the action will be implemented. If there were no weaknesses, the success criteria should be increased, or the learning objectives should be adjusted to be more challenging or to include more content from the course. This table cannot be left blank. Some action must be taken to either the curriculum to remedy an identified student weakness or to the learning objectives (adding a new one to replace one that is considered “completed” or changing the definition of “success” to raise the bar of expected achievement)

Table 3.

Targeted Learning Objective	Action Item	Implementation Plan
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4	More assignments will be assessed for this learning objective in this course	An additional assignment will be used to assess students on other aspects of the learning objective, including major infrastructure such as ports or airports.

Provide any additional comments: Overall, our students are generally close to where we want them to be. The assessment criteria for learning objective 4 need to be expanded upon next cycle with some additional assignments, but the faculty believe that the current assignment was representative of what we wanted the students to know. There are very achievable action plans in place for all 4 learning objectives, and the hope is that these actions will either 1) improve student learning or 2) provide more actionable data for future assessment cycles.

RELATED ITEM LEVEL 1

Learning Objective 3 - Supply Chain Problem Solving

Learning Objective Description:

Students should be able to analyze quantitative and qualitative information when making supply chain decisions.

RELATED ITEM LEVEL 2

New Indicator, Criterion, and Findings Item

Indicator Description:

Embedded questions on exams in multiple sections/courses will be used to evaluate students' performance as it relates to the learning objectives.

Objective	MGMT 3372 SCM	MGMT 3374 Strategic Sourcing	MGMT 3376 Global SC	MGIS 4315 Analytics	MGMT 4378 SCM ERP
LO1 – Fundamentals	Evaluated	Emphasis	Emphasis		
LO2 – Comp. Advantage	Emphasis	Evaluated			Emphasis
LO3 – Problem Solving	Emphasis			Emphasis	Evaluated
LO4 – Cultural Diversity	Emphasis		Evaluated		

Criterion Description:

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RELATED ITEM LEVEL 3

New Action Item

Action Description:

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RELATED ITEM LEVEL 1

Learning Objective 4 - Cultural Diversity

Learning Objective Description:

Students should be able to consider differences between cultures and working environments across the world and how those difference influence supply chain operations and strategy.

RELATED ITEM LEVEL 2

New Indicator, Criterion, and Findings Item

Indicator Description:

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RELATED ITEM LEVEL 3

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Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

Assessment in the Supply Chain Management program has been changed dramatically due to COBA's new assessment restructuring. The supply chain faculty are happy with the new assessment criteria and philosophy, and will begin collecting data from all required courses and learning objectives starting with the 2023-2024 academic year. The first year of data collection will provide a baseline for future action in improving our student's learning outcomes on the stated learning objectives.

Update of Progress to the Previous Cycle's PCI:

Data was collected and reviewed in 2023-24.

New Plan for Continuous Improvement Item

Closing Summary:

Data will be collected in 2024-25 to "close the loop" on action items that are being implemented in the Fall 2024 semester.