

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
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.	tutors in some of the sections
	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

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	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 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
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.