



Sam Houston  
State University

**2014-2015**



**College of  
Business Administration**

# **Department of Accounting**








***Online Assessment Tracking Database***

Sam Houston State University (SHSU)  
*2014 - 2015*

**Accounting BBA**

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Goal	<b>Functional Competencies For Entry Into The Accounting Profession <span style="color: red;">DRAFT</span></b>   Each student graduating with a BBA in Accounting will be proficient in the AICPA Functional Competencies of Decision Modeling, Risk Analysis, Measurement, Reporting, and Leveraging Technology.
Objective (L)	<b>Decision Modeling Competency</b>  Individuals preparing to enter the accounting profession must be able to use strategic and critical approaches to decision-making. They must objectively consider issues, identify alternatives, and choose and implement solution approaches in order to deliver services and provide value.  Examples include: <ul style="list-style-type: none"> <li>- Identifies problems and potential solution approaches</li> <li>- Uses quantitative techniques to determine relative importance and likelihood of alternative scenarios</li> <li>- Employs model-building to quantify problems or test solutions</li> <li>- Evaluates the cost/benefit of alternative solutions</li> <li>- Organizes and evaluates information, alternatives, cost/benefits, risks and rewards</li> <li>- Links data, knowledge, and insights together for decision-making purposes</li> <li>- Objectively identifies strengths, weaknesses, opportunities, and threats associated with a specific scenario, case, or business activity</li> </ul>
Indicator	<b>Course Embedded Measures Of Decision Modeling Competency</b>  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 sub-objectives of the Decision Modeling competency. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected sub-objectives. 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	<b>Level Of Success Standard For Decision Modeling Competency</b>  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 on selected sub-objectives of the Decision Modeling competency.

Once the assessment of Decision Modeling 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 Departmental Assessment Committee will then compile the reports into an aggregated report that will show the success percentage by classification (junior, senior, and graduate). The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes, 70% for senior-level classes, and 75% for graduate-level classes.

### Finding

#### Decision Modeling Competency Finding

**DRAFT** 🔑

Junior

Successes 1,167

Attempts 1,530

Success Ratio 76%

Minimum

Acceptable

Rate 60%

3000 Level Courses - Three Year Trend:  
3-Yr.

	2012	2013	2014
Avg.			
* Decision Modeling	74%	78%	76%
76%			

### Action

#### Decision Modeling Competency Action **DRAFT** 🔑

The success ratio of 76% exceeds the minimum acceptable level of 60% by 16 percentage points. The faculty teaching courses where Decision Modeling is an objective will continue to place emphasis on this competency.

### Objective (L)

#### Risk Analysis Competency 🔑

Risk analysis and control is fundamental to professional service delivery. The identification and management of audit risk (that is, the risk that the auditor will fail to detect a misstatement, caused by inadvertent error or fraud, that is material to financial statements) is the basis for the conduct of a GAAS audit. The understanding of business risk (that is, the risk that an entity - either a client or the prospective accounting professionals employer - will fail to achieve its objectives) affects how business strategy is created and implemented.

Examples include:

- Identifies risks of negative outcomes (including fraud)
- Evaluates controls that mitigate risk of negative outcomes through prevention or detection and correction
- Assesses and controls unmitigated risks through, for example, designing and applying tests
- Communicates the impact of identified risks and recommends corrective action

#### Indicator

#### Course Embedded Measures Of Risk Analysis Competency 🔑

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 sub-objectives of the Risk Analysis competency. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected sub-objectives. 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

#### Level Of Success Standard For Risk Analysis Competency 🔑

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 on selected sub-objectives of the Risk Analysis competency.

Once the assessment of Risk Analysis 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 Departmental Assessment Committee will then compile the reports into an aggregated report that will show the success percentage by classification (junior, senior, and graduate). The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes, 70% for senior-level classes, and 75% for graduate-level classes.

#### Finding

#### Risk Analysis Competency Finding **DRAFT** 🔑

	Junior	Senior	Combined	
Successes		205	133	338
Attempts		248	143	391
Success Ratio		83%	93%	86%

Minimum Acceptable Rate	60%	70%		
3000 Level Courses - Three Year Trend:			3-Yr.	
	2012	2013	2014	Avg.
* Risk Analysis	60%	79%	83%	76%
4000 Level Courses - Three Year Trend:			3-Yr.	
	2012	2013	2014	Avg.
* Risk Analysis	80%	85%	93%	86%

**Action****Risk Analysis Competency Action DRAFT** 

The success ratio of 83% at the Junior level exceeds the minimum acceptable level of 60%. The success ratio of 93% for Seniors exceeds the minimum acceptable level of 70% by 23 percentage points. The faculty teaching Junior level courses where Risk Analysis is an objective will continue to place emphasis on this competency. The faculty teaching Senior level courses where Risk Analysis is an objective will continue to place emphasis on this competency.

**Objective (L)****Reporting Competency** 

Communicating the scope of work and findings or recommendations is an integral part of a professional service. An accounting professional in public practice might issue an audit or attestation report, recommendations for improved services, or tax or financial planning advice. An accounting professional in business, industry, or government might analyze operations or provide communications to the board of directors. Communicating clearly and objectively the work done and the resulting findings is critical to the value of the professional service. Some forms of communication are governed by professional standards (such as the form and content of the standard auditor's report or the required communications to audit committees) or law. Others are based on the service applied and the needs of those to whom the accounting professional reports.

Examples include:

- Prepares reports with objectivity, conciseness and clarity
- Describes work performed and conclusions reached in a manner that enhances the reports' usefulness
- Employs appropriate media in report preparation and presentation

**Indicator****Course Embedded Measures Of Reporting Competency** 

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 sub-objectives of the

Reporting competency. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected sub-objectives. 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

#### Level Of Success Standard For Reporting Competency 🔑

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 i. side 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 on selected sub-objectives of the Reporting competency.

Once the assessment of Reporting 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 Departmental Assessment Committee will then compile the reports into an aggregated report that will show the success percentage by classification (junior, senior, and graduate). The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes, 70% for senior-level classes, and 75% for graduate-level classes.

### Finding



#### Reporting Competency Finding **DRAFT** 🔑

	Junior	Senior	Combined
Successes		1,528	967
Attempts	2,495	2,615	1,325
Success Ratio	63%	58%	73%

Minimum Acceptable Rate	60%	70%
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3000 Level Courses - Three Year Trend:	3-Yr.
	2012 2013 2014 Avg.
* Reporting	69% 65% 58% 64%

4000 Level Courses - Three Year Trend:	3-Yr.
	2012 2013 2014 Avg.
* Reporting	63% 71% 73% 69%

<b>Action</b>	<p><b>Reporting Competency Action</b> <span style="color: red;">DRAFT</span> </p> <p>The success ratio of 58% for Juniors is two points below the minimum acceptable level of 60%. The success ratio of 73% at the Senior level is three points above the minimum acceptable level is 70%. The faculty teaching Junior level courses where Reporting is an objective will place additional emphasis on this competency. The faculty teaching Senior level courses where Reporting is an objective will continue to place emphasis on this competency.</p> <p>PLANNED ACTION:</p> <p>Acct 3313 For the Fall 2015 and Spring 2016 semesters, to reinforce the lecture(s) that deal with reporting financial statements in proper format, students will be provided with summary exercises that emphasize calculations for income from continuing operations, net income, and comprehensive income.</p> <p>Acct 3314 For the Fall 2015 and Spring 2016 semesters, to reinforce the lecture(s) that deal with reporting of fair value adjustments for investments and reporting of income tax expense, students will be provided with additional exercises that emphasize these concepts.</p> <p>Acct 3353 For the Fall 2015/Spring 2016 semesters, to reinforce the importance of the income tax formula which sets forth information into the components of Income, Exclusions, Gross Income.....Taxable Income, Tax Liability, Tax Due (Refund), students will complete an in-class assignment addressing said.</p> <p>For the Fall 2015/Spring 2016 semesters, to reinforce the lecture on reporting "MACRS depreciation" students will complete one in-class and one out-of-class assignment using Form 4562 highlighting the concept and calculation of this topic.</p> <p>Acct 4315 In order to give students more practice, the number of assigned problems will increase in an effort to improve student comprehension and functional competency results. In addition, as a result of questions received in class, LLCs will be covered in more detail. LLCs are becoming a popular form of business organization in the United States.</p>
<b>Objective (L)</b>	<p><b>Leveraging Technology To Develop And Enhance Functional Competencies</b> </p> <p>Technology is pervasive in the accounting profession. Individuals entering the accounting profession must acquire the necessary skills to use technology tools effectively and efficiently. These technology tools can be used both to develop and apply other functional competencies.</p> <p>Examples include:</p>

- Accesses appropriate electronic databases to obtain decision-supporting information
- Assesses the risk of technology and automated business processes
- Uses technology assisted tools to assess and control risk and document work performed
- Builds appropriate models and simulations using electronic spreadsheets and other software

**Indicator**
**Course Embedded Measures Of Leveraging Technology To Develop And Enhance Functional Competencies 🔑**

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 sub-objectives of the Leveraging Technology competency. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected sub-objectives. 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**
**Level Of Success Standard For Leveraging Technology To Develop And Enhance Functional Competencies 🔑**

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 on selected sub-objectives of the Leveraging Technology competency.

Once the assessment of Leveraging Technology 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 Departmental Assessment Committee will then compile the reports into an aggregated report that will show the success percentage by classification (junior, senior, and graduate). The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes, 70% for senior-level classes, and 75% for graduate-level classes.

**Finding****Leveraging Technology To Develop And Enhance Functional Competencies Finding****DRAFT** 🔑

Junior	Senior	Combined	
Successes	222	214	436
Attempts	248	219	467
Success Ratio	90%	98%	93%

Minimum  
Acceptable  
Rate

60%

70%

3000 Level Courses - Three Year Trend: 3-Yr.  
2012 2013 2014 Avg.

\* Leveraging Tech 88% 90% 90% 89%

4000 Level Courses - Three Year Trend: 3-Yr.  
2012 2013 2014 Avg.

\* Leveraging Tech 94% 91% 98% 94%

**Action****Leveraging Technology Competency Action** **DRAFT** 🔑

The success ratio of 90% for Juniors exceeds the minimum acceptable level of 60% by 30 percentage points. The success ratio of 98% for Seniors exceeds the minimum acceptable level of 70% by 28 percentage points. The faculty teaching courses where Leveraging Technology is an objective will continue to place emphasis on this competency.

**Objective (L)****Measurement Competency** 🔑

Measures used should be both relevant (that is, bear on the decision to be made) and reliable (consistently measure what they purport to measure). Various measurement and disclosure criteria used by accounting professionals - such as GAAP, OCBOA (Other Comprehensive Basis of Accounting) and tax reporting - have been codified to some degree. Other performance measures (such as Economic Value Added) or stated criteria (for example, investment performance) are used for special purposes. Some measurement criteria (such as effectiveness of internal control) are measured qualitatively, rather than quantitatively.

Examples include:

- Identifies what needs to be measured
- Determines an appropriate, relevant and reliable measure for the intended use
- Measures items using appropriate methods of measurement
- Presents the measurement results objectively using applicable standards of disclosure or reporting
- Resolves ambiguities when estimates are required

**Indicator****Course Embedded Measures Of Measurement Competency** 

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 sub-objectives of the Measurement competency. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected sub-objectives. 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****Level Of Success Standard For Measurement Competency** 

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 on selected sub-objectives of the Measurement competency.

Once the assessment of Measurement 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 Departmental Assessment Committee will then compile the reports into an aggregated report that will show the success percentage by classification (junior, senior, and graduate). The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes, 70% for senior-level classes, and 75% for graduate-level classes.

**Finding****Measurement Competency Finding** **DRAFT** 

Junior	Senior	Combined
Successes	2,300	1,299
3,599		
Attempts	3,653	1,838
5,491		
Success Ratio	63%	71%
66%		
Minimum		
Acceptable		
Rate	60%	70%

3000 Level Courses - Three Year Trend: 3-Yr.				
	2012	2013	2014	Avg.
* Measurement	67%	70%	63%	67%

4000 Level Courses - Three Year Trend: 3-Yr.				
	2012	2013	2014	Avg.
* Measurement	67%	80%	71%	73%

**Action****Measurement Competency Action DRAFT** 

The success ratio of 63% for Juniors exceeds the minimum acceptable level of 60% by three percentage points. The success ratio of 71% for Seniors exceeds the minimum acceptable level is 70% by one percentage point. The faculty teaching Junior level courses where Measurement is an objective will continue to place emphasis on this competency. The faculty teaching Senior level courses where Measurement is an objective will place additional emphasis on this competency.

**PLANNED ACTION:****Acct 3314**

For the Fall 2015 and Spring 2016 semesters, to reinforce the lecture(s) that deal with measurement of bond premium/discount amortization and measurement of treasury stock using the cost method, students will be provided with additional exercises that emphasize bond premium/discount calculations and treasury stock cost method calculations.

**Acct 3353**

For the Fall 2015/Spring 2016 semesters, to reinforce the lectures on identifying and calculating "net" capital gains/losses to be included in AGI and then to identify/measure the tax benefit yielded in the year of deduction so as to determine how much income to report in the recovery year, students will complete an in-class assignment addressing said.

For the Fall 2015/Spring 2016 semesters, to reinforce the lecture on measurement of "taxable income" students will complete one in-class and one out-of-class assignment using Form 1040 highlighting the concept and calculation of this topic.

**Acct 4315**

In order to give students more practice, the number of assigned problems will increase in an effort to improve student comprehension and functional competency results. In addition, as a result of questions received in class, LLCs will be covered in more detail. LLCs are becoming a popular form of business organization in the United States.

**Previous Cycle's "Plan for Continuous Improvement"**

Faculty of courses where the Reporting competency is taught [though not necessarily assessed] will place additional emphasis on that competency in Fall 2014 and Spring 2015.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

Four of the five additional emphasis items planned for the Reporting competency were completed; one was not due to time constraints. Two of the planned emphasis items for the Measurement competency were completed; one was not due to time constraints. The planned emphasis item for the Risk Analysis competency and the planned emphasis item for the Leveraging Technology competency were completed.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

Based on review of recent assessment findings, for those competencies below, at, or marginally above (i.e., two percentage points or less) the minimum acceptable rate, faculty will place additional emphasis on them, i.e., the Measurement competency (Senior level courses) and the Reporting competency (Junior level courses). See Plan attachments.

Based on that same review of recent assessment findings, for those competencies three percentage points or higher above the minimum acceptable rate, faculty will continue to place emphasis on them, i.e., the Decision Modeling competency, the Risk Analysis competency, the Leveraging Technology competency, the Measurement competency (Junior level courses), and the Reporting competency (Senior level courses).

Three Year FINDINGS - Trends - BBA:

				3-Yr.
3000 Level Courses	2012	2013	2014	Avg.
C=60%				
* Decision Modeling	74%	78%	76%	76%
* Risk Analysis	60%	79%	83%	76%
* Measurement	67%	70%	63%	67%
* Reporting	69%	65%	58%	64%
* Leveraging Tech	88%	90%	90%	89%

				3-Yr.
4000 Level Courses	2012	2013	2014	Avg.
C=70%				
* Decision Modeling				
* Risk Analysis	80%	85%	93%	86%
* Measurement	67%	80%	71%	73%
* Reporting	63%	71%	73%	69%
* Leveraging Tech	94%	91%	98%	94%

Attachments

1. [Minutes - Department Of Accounting Assessment Meeting 4/1/15](#)
2. [Department Of Accounting Assessment Process](#)
3. [Accounting Major Action Planning Forms \[BBA\] - Measurement](#)
4. [Accounting Major Action Planning Forms \[BBA\] - Reporting](#)














***Online Assessment Tracking Database***











Sam Houston State University (SHSU)  
*2014 - 2015*

**Business Administration MBA**

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<b>Goal</b>	<b>Leadership Development</b>  <div> <div></div> <p>The goal of the MBA degree is to develop business professionals prepared for leadership roles.</p> </div>
<b>Objective (L)</b>	<b>Communication</b>  <div> <div></div> <p>Graduates of the MBA program should be able to demonstrate language and content that suits the intended audience and organize content in a logical sequence.</p> </div>
<b>Indicator</b>	<b>Communication Writing Assignments</b>   <div> <div></div> <p>Written assignments throughout the MBA courses will be assessed using a common rubric on four skills: 1) organization of ideas and content; 2) mechanics or writing; 3) professional format and use of conventions; and 4) professionalism. Students receive scores ranging from 1 to 5, with 1 = emerging skill and 5 = mastery of skill.</p> </div>
<b>Criterion</b>	<b>Communication Metric</b>  <div> <div></div> <p>The average score on each of the four written communication skills should be at least 3.75 out of 5 (75%) for all MBA students</p> </div>
<b>Finding</b>	<b>Communication Finding</b>   <div> <div></div> <p>97 students were assessed on communication - 74 in three online classes and 23 in two face to face classes. The average score on each learning objective skill for all MBA students was above 3.75. However, when comparing scores from online classes with scores from face to face classes, the online students scored less than 3.75 on skill 2-mechanics or writing and on skill 3-professional format and use of conventions. In addition, online students scored less than face to face students on all four skills.</p> </div>
<b>Action</b>	<b>Communication Action</b>  <div> <div></div> <p>The MBA assessment committee will meet to discuss ways to improve student writing skills. Online tutorials have been developed to assist students with mechanics or writing, and these are currently available for student use.</p> </div>
<b>Objective (L)</b>	<b>Strategic Decision-making</b>  <div> <div></div> <p>Graduates of the MBA program should be able to consider different strategic options using available evidence through the lens of organizational goals and generate applicable solutions for business problems.</p> </div>
<b>Indicator</b>	<b>Strategic Decision-making Writing Assignments</b>   <div> <div></div> <p>Written assignments throughout the MBA courses will be assessed using a common rubric on four skills: 1) perform environmental scanning; 2) identify and retrieve needed and relevant business information; 3) integrate and synthesize strategic information; and 4) generate plausible</p> </div>

and innovative solutions to problems. Students receive scores ranging from 1 to 5, with 1 = emerging skill and 5 = mastery of skill.

<b>Criterion</b>	<b>Strategic Decision-making Metric</b>  The average score on each of the four strategic decision-making skills should be at least 3.75 out of 5 (75%) for all MBA students.
<b>Finding</b>	<b>Strategic Decision Making Finding</b>   98 students were assessed on strategic decision making - 77 in three online classes and 21 in two face to face classes. The average score on each learning objective skill for all MBA students was below 3.75. There was little difference between online student scores and face to face student scores.
<b>Action</b>	<b>Strategic Decision-making Action</b>  The MBA assessment committee will meet to discuss ways to improve strategic decision-making. Some course instructors scored consistently lower than other instructors, suggesting that there could be rater reliability issues.
<b>Objective (L)</b>	<b>Critical Thinking</b>  Graduates of the MBA program should be able to distinguish relevant and non-relevant information regarding a business problem and develop a valid argument in support of a conclusion.
<b>Indicator</b>	<b>Critical Thinking Writing Assignments</b>   Written assignments throughout the MBA courses will be assessed using a common rubric on seven skills: 1) identify and summarize the problem/issue; 2) identify and present the student's own hypothesis, perspective, and position; 3) identify and consider other salient perspectives and positions; 4) identify and assess the key assumptions; 5) identify and assess the quality of supporting data/evidence; 6) identify and consider the influence of context on the issue; 7) identify and assess conclusions, implications, and consequences. Students receive scores ranging from 1 to 5, with 1 = emerging skill and 5 = mastery of skill.
<b>Criterion</b>	<b>Critical Thinking Metric</b>  The average score on each of the seven critical thinking skills should be at least 3.75 out of 5 (75%) for all MBA students.
<b>Finding</b>	<b>Critical Thinking Finding</b>   75 students were assessed on critical thinking - 11 in a face to face class and 64 in two online classes. The average score on each learning objective skill for all MBA students was above 3.75. The face to face students scored slightly lower than the online students on skills 5, 6, and 7, but the face to face students scored slightly higher than the online students on skills 1, 2, 3, and 4.

**Action****Critical Thinking Action**  

The MBA assessment committee will meet to discuss ways to improve student critical thinking skills. The Texas Assessment of Critical Thinking Skills (TACTS) is a different assessment of critical thinking that has been used with MBA students to give more insight into areas for improvement.

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**Previous Cycle's "Plan for Continuous Improvement"**

The Graduate Advisory Committee will continue to meet in Fall 2014 to study the assessment results from the past year. The committee will continue to refine the assessment process as needed to obtain information that will enhance student learning outcomes.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

The committee met and revised the rubrics to increase the number of learning objective skills. Communication had 2 skills last year, but has 4 this year. Strategic decision-making had 2 skills last year, but has 4 this year. Critical thinking had 2 skills last year, but has 7 this year. The new rubrics also incorporate a rating scale from 1 to 5, whereas last year the rubrics used a 1 to 3 rating scale. The more detailed rubrics give the assessment committee more information on which particular learning objective skills need improvement. This year the committee will continue to discuss the findings and methods for student improvement.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

The committee met and revised the rubrics to increase the number of learning objective skills. Communication had 2 skills last year, but has 4 this year. Strategic decision-making had 2 skills last year, but has 4 this year. Critical thinking had 2 skills last year, but has 7 this year. The new rubrics also incorporate a rating scale from 1 to 5, whereas last year the rubrics used a 1 to 3 rating scale. The more detailed rubrics give the assessment committee more information on which particular learning objective skills need improvement. This year the committee will continue to discuss the findings and methods for student improvement.

**Department of Economics  
and  
International Business**













***Online Assessment Tracking Database***

Sam Houston State University (SHSU)  
*2014 - 2015*

**International Business BBA**

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Goal	<b>Outstanding Program In International Business</b>   Our goal is to have one of the best if not the best program in international business in the state of Texas.
Objective (L)	<b>Students Should Understand The Impact Of The Increasing Integration Of The Global Economy</b>  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.
Indicator	<b>Correct Response Rate On Embedded Questions Concerning: The Integration Of The Global Economy</b>  Questions about globalization of the U.S. economy and its consequences will be embedded in the final exams of ECON 3341, 3344, 4348, 4340.
Criterion	<b>Correct Response Rate On Embedded Questions Concerning: The Global Economy</b>  At least 70% of the students will respond correctly to embedded questions concerning the integration of the global economy in ECON 3341, 3344, 4348, 4340.
Finding	<b>Criterion One Not Met</b>   The weighted average proportion of question answered correctly was 65.5 percent. Further, 55.8 percent of students received a weighted score greater than seventy percent. The embedded questions come from ECON 3341 and ECON 4340.
Action	<b>Learning Objective One Action</b>  The MAT met with the instructors of record to discuss the results for this Learning Objective. The instructors agreed to spend more class time covering the core concepts and calculations required. The instructors discussed changing their approach when presenting economic effects of policy for large open economies. The assessment, during the next cycle, will include questions to determine the success of these changes on students' outcomes.
Objective (L)	<b>Students Should Understand The Financial And Economic Aspects Of Conducting Business Internationally</b>  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.
Indicator	<b>Correct Response Rate On Embedded Questions Concerning: Financial And Economic Aspects Of Doing Business Internationally</b> 

Questions embedded in the final exams of FINC 4340, ECON 4348, 4340 will be used to assess students understanding of the financial and economic aspects of doing business globally.

#### Criterion

#### **Correct Response Rate On Embedded Questions Concerning: The Financial And Economic Aspects Of Conducting Business Internationally** 🔑

At least 70% of the students will respond correctly to embedded questions concerning the financial and economics impact of doing business globally. The questions will be embedded in the final exams of ECON 4348, 4340, and FINC 4340.

#### Finding

#### **Criterion Two Not Met** 🔑 🔑

Weighted equally between the two courses assessed, the average proportion of question answered correctly was 65.9 percent. Further, 40.2 percent of students received a weighted score greater than seventy percent.

The embedded questions come from ECON 4340 and FINC 4340.

#### Action

#### **Learning Objective Two Action** 🔑

The MAT met with the instructors of record to discuss the results for this Learning Objective. FINC 4340 will introduce current events to focus on the application of the material and stress its relevance. In ECON 4340, the instructor will increase the time spent covering the determinants of exchange rate and how changes in these determinants affect market outcomes. They will require additional graded assignments to enhance students' learning.

#### Objective (L)

#### **Students Should Understand The Management And Marketing Challenges Of International Business** 🔑

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.

#### Indicator

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

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

#### Criterion

#### **Response Rate On Embedded Questions Concerning: The Management And Marketing Challenges Of International Business** 🔑

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

#### Finding

#### **Criterion Three Met** 🔑 🔑

Students demonstrated mastery of Learning Objective 3. The average score on assessed question was 88.5 percent. Further, 87.5 percent of students answered more than seventy percent of the questions correctly.

#### Action

#### Learning Objective Three Action 🔑

The MAT met with the instructor of record to discuss the results for this Learning Objective. No further action was required, given the students' performance. The MAT will monitor results in future cycles to determine necessary changes if more rigor is required.

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### Previous Cycle's "Plan for Continuous Improvement"

Assessment for the next cycle will include sampling from multiple courses for each objective. The MAT will meet early in the fall to coordinate with one course per objective and then again in the spring for a second course.

For all criterion, the MAT will go over results on a question by question basis with instructors to highlight areas where student understanding can be improved. Regarding the failure to meet the criterion for objective 2, the MAT will spend additional time with instructors focusing on the previous two years results to understand why scores may have fallen.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

The number of courses sampled increased this period. Further, the MAT communicated the assessment results from the previous cycle to the instructors. The instructors noted that they spent more time covering material under Learning Objective Two, but the students' performance failed to meet the given criterion.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

The MAT will expand the courses sampled in the 2015 - 2016 cycle. We will request that instructors of courses in Learning Objectives 1 and 2 assess problem-solving skills and quantitative skills. Further, the MAT will assess in all required upper-level courses in the International Business major.

#### Attachments

1. [Assessment Report](#)

# **Department of General Business and Finance**



***Online Assessment Tracking Database***

Sam Houston State University (SHSU)  
*2014 - 2015*

**Banking And Financial Institutions BBA**

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Goal	<p><b>Strategically Train Students To Be Leaders In Banking And Financial Institutions</b> 🔑</p> <p>Banking BBA graduates will be able to use financial theory and data to solve problems and demonstrate the ability to effectively communicate solutions. Additionally, they will have an excellent knowledge of bank operations.</p>
Objective (L)	<p><b>PROFICIENT KNOWLEDGE OF BANK OPERATIONS</b> 🔑</p> <p>Students should develop an excellent working knowledge of bank operations. This primarily includes the lending function and bank management.</p>
Indicator	<p><b>EMBEDDED QUESTIONS</b> 🔑</p> <p>In the regular class exams in the Commercial Bank Lending Course, students answer 21 qualitative and quantitative questions which cover the core areas of banking. The questions are attached. These questions have been developed by both the Chair of Banking and members of the finance faculty. The knowledge that is tested is reviewed on an annual basis to ensure that core knowledge is tested. This is the second year of using a new text in the course, and all assessment questions were the same as the previous year to provide a more accurate comparison.</p>
Criterion	<p><b>EMBEDDED QUESTION SCORES</b> 🔑</p> <p>The class average on individual embedded exam questions will be 70% correct on each question. The embedded questions are selected based on the core objectives of the course. The core objectives of the banking courses were determined by the Chair of Banking and the finance faculty teaching the related banking courses.</p>
Finding	<p><b>EMBEDDED QUESTION SCORES</b> 🔑</p> <p>Overall, the students averaged 80.2% for the Spring 2015 semester, very similar to the 81.0% of the Spring 2014 semester (see attached table). Additionally, 3 individual questions did not meet the 70% goal. This is the same number of questions as last year, but the 2 of the 3 questions are different. The questions are #4 (common sized balance sheet), #8 (leverage, risk, and ROE), and #21 (loan covenants).</p>
Action	<p><b>Embedded Questions Actions</b> 🔑</p> <p>Overall, the students are meeting the standards set and have shown improvement over the last 5 years. However, there are 3 questions in which the students failed to meet the 70% criterion. Question #4 asks about preparing a common sized balance sheet. While students completed a homework assignment on this topic, some failed to fully grasp the nature of the statement. More time will be spent next semester fully explaining the process of common sized statements. Question #8 deals with leverage, risk, and</p>

ROE. Students appear to understand that higher leverage produces higher risk, but they do not connect that with potential higher ROE if the firm is successful. An illustrative example involving rental property has been developed to show this connection. Scores on this question improved over last year, but did still did not meet the 70% criterion. For question #21, more examples of loan covenants will be given during class discussion.

## Objective (L)

### PROFICIENT COMMUNICATORS 🔑

Banking BBA graduates will be competent communicators.

## Indicator

### ORAL PRESENTATIONS 🔑

Students will give an oral presentation during the Commercial Banking and Commercial Bank Lending courses.

## Criterion

### ORAL EVALUATIONS 🔑

At least 80% of the sampled students must meet expectations on the presentation portion of the grading rubric.

## Finding

### COMMERCIAL BANK LENDING CASE STUDY PRESENTATIONS 🔑 🔑

Students in the Commercial Bank Lending course completed small group case presentations related to a lending request. Students were graded using a rubric addressing both content and delivery (see attachment).

To meet expectations for delivery (communication), a group must score 35/50; 40/50 to exceed expectations, and 45/50 to significantly exceed expectations. For the Spring 2015 course, 6 of the 9 groups significantly exceeded expectations, and the remaining 3 exceeded expectations. No group failed to meet expectations. These results are comparable to the Spring 2014 results (7 groups significantly exceeded and 3 exceeded). We have seen a positive trend in these scores over the past 3 years due to the increased emphasis on the importance of presenting the results. A summary of scores is attached.

## Finding

### Commercial Banking Case Study Presentations 🔑 🔑

Students in the Commercial Banking course were assessed using a case study. The assignment allowed students to utilize the information obtained in the class and complementary classes to exhibit a degree of competency as well as an ability to apply course materials in the problem-solving process. The cases were evaluated by Dr. Jim Bexley (course instructor), and one area banking professional (Troy England). The groups were graded by each of the evaluators on a scale of 1 to 10 in the areas of presentation, communication, and critical thinking for a

maximum subscore of 20 points in each area. The evaluators determined that given the difficulty of the case, a minimum subscore of 14 was needed to meet expectations, 16 to 18 to exceed expectations, and 19 and above to significantly exceed expectations.

Full results are attached. In the area of Presentation, 5 of 10 groups significantly exceeded expectations, 4 exceeded expectations and the remaining single group met expectations. Raw scores ranged from 15 to 20.

In the area of Communication, 4 of 10 groups significantly exceeded expectations, and the remaining 6 groups exceeded expectations (none failed to meet expectations). Raw scores ranged from 16 to 19.

### Action

#### Oral Communication Action 🔑

Few significant modifications appear to be needed. In the Commercial Banking course, 5 of 10 groups significantly exceeded expectations in the presentation area this year (compared to 8 of 10 last year) while 4 of 10 significantly exceeded expectations in the areas of Communication (compared to 9 of 10 last year). While these numbers are down slightly, we believe that is the result of a more rigorous grading standard applied to significantly exceeding expectations. We continue to be well above the 80% mark with groups meeting expectations (actually 100%). We believe these very favorable results are the continued focus placed on the importance of communication both in the Banking courses, as well as the lower division courses within the College of Business. We continue to believe the independent evaluators add credibility to our findings.

In the Commercial Bank Lending course, we continue to place more focus on the communication of the results than in the past years. This is the third year that the instructor has provided a more detailed example of the presentation required, used a more standard format for all presentations, and presented an "example" for the students to see what was required. This methodology has proven to be effective in sustaining the improved quality of the communication of the results. In total, 6 of 9 groups significantly exceeded expectations (compared to 7 of 10 last year), and the remaining 3 exceeded expectations. We believe this improvement is again the results of continued emphasis on communication skills both in the Banking courses and in other College of Business courses.

### Objective (L)

#### CRITICAL THINKERS 🔑

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

Indicator	<p><b>CASE PRESENTATIONS</b> 🔑</p> <p>Students will present one or more cases involving issues in banking. Students will evaluate the information given, identify alternative solutions, and then recommend the most appropriate solution.</p>
Criterion	<p><b>CASE PRESENTATIONS</b> 🔑</p> <p>80% of the sampled students must meet expectations on the solution portion of the presentation grading rubric.</p>
Finding	<p><b>COMMERCIAL BANK LENDING CASE PRESENTATIONS</b> 🔑</p> <p>Students in the Commercial Bank Lending course completed small group case presentations related to a lending request. Students were graded using a rubric addressing both content and delivery (see attachment).</p> <p>To meet expectations for content (critical thinking), a group must score 35/50; 40/50 to exceed expectations, and 45/50 to significantly exceed expectations. In the Spring 2015 semester, 6 of the 9 groups significantly exceeded expectations, 1 exceeded expectations, and the remaining 2 groups met expectations. No groups failed to meet expectations. A summary of scores is attached. Again, this represents a general positive trend over the last 3 years as student expectations for the analysis have been more clearly defined and additional financial statement review has been included in the course.</p>
Finding	<p><b>Commercial Banking Case Presentations</b> 🔑</p> <p>Students in the commercial banking class were assessed using a case study. The assignment allowed students to utilize the information obtained in the class and complementary classes to exhibit a degree of competency as well as an ability to apply course materials in the problems solving process. The cases were evaluated by Dr. Jim Bexley (course instructor), and one area banking professional (Troy England). The groups were graded by each of the evaluators on a scale of 1 to 10 in for critical thinking for a maximum subscore of 20 points. The evaluators determined that given the difficulty of the case, a minimum subscore of 14 was needed to meet expectations, 16 to 18 to exceed expectations, and 19 and above to significantly exceed expectations.</p> <p>Full results are attached. In the area of Critical Thinking, 3 of the 10 groups significantly exceeded expectations, 6 exceeded expectations, and the remaining groups met expectations. None failed to meet expectations. Raw scores ranged from 14 to 20. The evaluators reported that the students did a very good job in analyzing</p>

the case. They had a good understanding of the financial analysis necessary to evaluate the situation.

## Action

### Critical Thinking Actions

Few significant modifications appear to be needed. The "outside" evaluators for the Commercial Banking course reported no major suggestions for improvement. Critical Thinking subscores are comparable to last year, even as we raised the minimum scores slightly. For the current year, 3 of 10 groups significantly exceeded expectations, compared to 6 of 10 last year. All groups this year at least exceeded expectations, while 1 group two years ago did not. We feel the numbers show we continue to make progress in the critical thinking area.

Over the past two years, we have emphasized the effective presentation of the cases in the Commercial Bank Lending Course. While the presentation quality and communication skills improved over past years, the analysis regressed slightly during the first year. We appear to have reversed that trend over the past 2 years, with 6 of 9 groups significantly exceeding expectations, 1 exceeding expectations, and 2 meeting expectations. These results are very similar to the previous year. In the future, the importance of both the analysis and the presentation will continue to be emphasized and demonstrated. Additionally, the Commercial Bank Lending Cases are revised each semester to involve additional analysis to reflect current issues. The more standardized platform of analysis implemented in prior years does appear to help with student expectations of the depth of the analysis.

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## Previous Cycle's "Plan for Continuous Improvement"

We were again pleased with the improvement in all areas of the program: communication, critical thinking, and knowledge of bank operations. We will again utilize independent, outside evaluators in the Commercial Banking class to assist in the grading of the cases. We also remain committed to improving writing skills by include more short written assignments in the Commercial Bank Lending Course.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

The additional writing assignments were not added to the course because it is no longer classified as a Writing Enhanced course. The written portion of the cases were determined to be a good level of writing for the course.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

We remain generally pleased with the improvement in all areas of the program: communication, critical thinking, and knowledge of bank operations. We will continue to utilize independent, outside evaluators in the Commercial Banking class to assist in the grading of the cases in order to ensure an unbiased measure of quality within the program.










***Online Assessment Tracking Database***

Sam Houston State University (SHSU)  
*2014 - 2015*

**General Business Administration BBA**

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<b>Goal</b>	<b>Capable Communicators And Decision Makers</b>  General Business graduates will be capable communicators and competent business decision makers.
<b>Objective (L)</b>	<b>Writing Competency</b>  Students will be able to compose effective business messages using accepted standards of English grammar and punctuation, sentence structure and paragraph design.
<b>Indicator</b>	<b>Written Communication</b>   Business communication faculty will conduct a preliminary assessment of samples of student writing in online and face-to-face business communication courses (BUAD 3335W). The composite performance of the students, as measured by a faculty developed rubric, will indicate communication competency level and will provide insight into the effectiveness and consistency in instruction of online versus face-to-face delivery methods.
<b>Criterion</b>	<b>Writing Assessment</b>  At least 80% of sampled students must meet expectations on the Writing Assessment Rubric. The rubric was developed by the business communications faculty and has three performance elements: format, content/organization, and writing. Reviewers will indicate whether the student writing samples exceed, meet, or are below standard expectations in each area, and will further compare the results of the online and face-to-face samples to determine effectiveness and consistency in course delivery formats.
<b>Finding</b>	<b>Comparison Of Efficacy Of F2F And Online Course Delivery Methods</b>   A total of 102 student writing samples from four sections of BUAD 3335W were examined during the Spring Semester of 2015 using rubrics specifically developed for assessment purposes. These rubrics reflected the percentage of students who performed above expectations, met expectations, or performed below expectations in the categories of format/design, organization, content, and grammar/mechanics .  Two sections were online courses taught by two experienced business communication faculty members who worked together to ensure course consistency in the format, delivery, and grading of the course content; two sections were F2F courses taught by the same faculty in the same manner and style to determine the efficacy of online and F2F delivery methods.  The business message evaluated was a persuasive strategy, the third of a series of three required business strategy messages (direct, indirect, and persuasive). The combined results

for all 102 samples indicated that in format/design, 83.3 % of students either performed above expectations or met expectations; 16.6% of students were below expectations in this area. In organization, 78.3 % of students either performed above expectations or met expectations; 21.5% of students were below expectations in this area. In content, 80.3 % of students either performed above expectations or met expectations; 19.6% of students were below expectations in this area. In grammar/mechanics, 52.1 % of students either performed above expectations or met expectations; 48% of students were below expectations in this area.

The F2F sections were then examined independently of the online sections. In format/design, 81% of students either performed above expectations or met expectations; 16.6% of students were below expectations in this area. In organization, 85 % of students either performed above expectations or met expectations; 21.5% of students were below expectations in this area. In content, 77 % of students either performed above expectations or met expectations; 19.6% of students were below expectations in this area. In grammar/mechanics, 52 % of students either performed above expectations or met expectations; 48% of students were below expectations in this area.

The online sections were then examined independently of the F2F sections. In format/design, 86% of students either performed above expectations or met expectations; 14% of students were below expectations in this area. In organization, 71 % of students either performed above expectations or met expectations; 29% of students were below expectations in this area. In content, 83 % of students either performed above expectations or met expectations; 16.7% of students were below expectations in this area. In grammar/mechanics, 54 % of students either performed above expectations or met expectations; 47% of students were below expectations in this area.

Comparatively, in the area of format, both online and F2F students either met or exceeded expectations, scoring 80% or better in that category. Course content delivery in the area of format appears to be satisfactory.

In the area of organization, F2F students either met or exceeded expectations, scoring 80% or better in that category. Online students, however, scored under 80%, indicating that some adjustments need to be made for course content delivery in the area of organization.

In the area of content, F2F students either met or exceeded expectations, scoring 80% or better in that category. Online students, however, scored under 80%, indicating that some adjustments need to be made for course content delivery in the area of organization.

Grammar and mechanics continue to be a challenge for Sam Houston students. Fifty-two percent of face-to-face students met or exceeded expectations in this area, and 54% of the online students met or exceeded expectations (a few percentage points up in both categories from the previous year). However, 48% of F2F students scored below expectations, and 47% of the online students scored below expectations; these low percentages indicate indicating that adjustment need to be made for course content delivery in grammar/mechanics in both the online F2F classes.

#### Action

#### Pedagogical Remedies 🔑

Business Communication faculty have reviewed and recommended a new textbook (Peter Cardon's *Business Communication: Developing Leaders for a Networked World, 2nd Ed.*) for the BUAD 3335W course. The text will be adopted by the online and F2F faculty who participated in the 2014-15 assessment, and beta-tested in two sections of online and two sections of F2F BUAD 3335W courses in the Fall Semester of 2015. The text contains better examples of sample documents which the instructors hope will raise scores in the areas of organization and content. In addition, McGraw-Hill's Connect (textbook ancillaries) contains robust grammar/mechanics online drills and exercises that the students can work through at their own pace and at varying skills levels to develop their knowledge and application of grammar/mechanics skills.

#### Objective (L)

#### Speaking Competency 🔑

Students will be able to speak effectively before a group by connecting with the audience and organizing and presenting the topic accordingly.

#### Indicator

#### Oral Presentation 🔑

General Business degree candidates will make several oral presentations in the required communication course. Samples of presentations will be videotaped and evaluated. The composite performance of the students, as measured by a faculty developed rubric, will indicate the oral communication competency level.

#### Criterion

#### Oral Rubric 🔑 🔑

At least 80% of sampled students must meet expectations on the oral presentation rubrics. The rubrics that will be used to evaluate students in GBA

389 have been developed by the business communications faculty. Each faculty member will apply the rubrics when evaluating students in a GBA 389 course.

There are no actions for this objective.

### Objective (P)

### Learning Objectives

#### Key Course Objectives Assessed

To build on language skills of writing, grammar, and punctuation in conjunction with business foundation courses to enable students to develop effective business communication skills to solve business problems.

- Develop a foundation and principles for successful communication.
- Adapt language and style in various letter- and report-writing situations.
- Construct clear sentences and paragraphs using accepted standards of English grammar and punctuation, with emphasis on variations in sentence structure and effective paragraph design.
- Compose effective business letters.
- Develop and employ effective writing strategies that maintain goodwill and are tactful, courteous, and positive.

There are no actions for this objective.

### Goal

### Capable Business Decision Makers

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

### Objective (L)

### General Business Core Concepts And Principles

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

### Indicator

#### General Business Assessment: Embedded Questions BUAD 3355/GBA362

Assessment will be made using embedded questions on each unit examination. The embedded questions will gauge the students' performance on concepts, principles and functions of business law. The embedded questions were created by the business law faculty and include questions from each of the four core areas in the course. BUAD 3355

### Criterion

#### General Business: Improvement On Embedded Exam Scores BUAD3355/GBA362

The class average on individual embedded questions will be 75% correct. The business law course is divided into four core units. Each business law faculty member will include imbedded questions on each unit's examination. BUAD 3355/GBA362

### Finding

#### General Business Assessment: BUAD 3355 Findings

The GBA faculty has broken the course into four (4) core units. The GBA faculty determined that they would select embedded questions for each unit. The embedded assessment questions for this academic year were drafted last year by the GBA faculty members and were rewritten to adjust for possible misinterpretation by students. This process of assessment question review occurs on an annual basis during the spring semester.

The students' assessment data was collected by GBA majors and Non-GBA Majors in two separate sections. GBA majors improved from the previous assessment cycle. In the first section GBA majors outperformed non-GBA majors achieving an average correct of seventy-seven percent (77%) compared to seventy-four (74.8%) percent by non-GBA majors. In the second section GBA majors scored seventy-six percent (76.3%) compared to the non-GBA majors' score of seventy-one percent (71.1%). Since not all of these scores exceeds the goal of seventy-five percent (75%) correct in the core competency areas a review of the questions and course focus will be done. In the previous cycle a decision was made to divide the common law contracts area into two units. The belief was that by further breaking down the material into manageable segments that students' retention and understanding of the material would increase. This decision appeared to have yielded positive results as students in all majors improved dramatically in this area of the course in the previous assessment cycle. After the current assessment data was reviewed the faculty members need to further analyze whether the breakdown into two common law units was indeed helpful. Students continue to struggle with the legal terminology that is used in the course. In addition, true understanding of the concept is tested by using application based questions which are challenging for many students.

### Indicator

#### General Business Assessment: Pre And Post Exam Questions BUAD 2301/GBA 281

The BUAD 2301/GBA 281 course focuses on the legal environment in business, particularly how the law effects business development and creation. This course is divided

into five core units. Assessment will be made using pre and post exam questions in each of the courses five core unit examination. The pre and post exam questions will gauge the students' performance on concepts, principles and functions of legal environments. The embedded questions include questions developed by the legal environment faculty.

#### Criterion

#### **General Business: Improvement On Embedded Exam Scores BUAD 2301/GBA 281**

The class average on individual embedded questions will be 75% correct. The business law course is divided into five core units. Each business law faculty member will include imbedded questions on each unit's examination. BUAD 2301/GBA 281

#### Finding

#### **General Business Assessment: BUAD 2301 Findings**

The assessment and analysis is done using a pre and post tests to determine whether the students have made advances in the core learning objectives. The course is divided into five core units and the pre and posttests cover questions from each of the courses core units. The questions were developed by the entire faculty that teach this course.

The students of BUAD 2301 Legal Environment courses took a pre-test at the beginning of the semester and achieved an average 48.4% correct for all five units tested. On the post test there were significant gains in the students learning outcomes. In the Origins of Law unit, GBA Majors scored 85.3%, Non-GBA Business Majors scored 83.1% and Non-Business Majors scored 79%. The faculty believes that this increase is based in part on the increased time in this area of the curriculum. Since the assessment process began six years ago, there has been a continual focus on this very difficult area for students. The Origins of Law unit is the foundation for the course and as a result of the assessment process, faculty have learned that if students do not perform well on this first unit they struggle with the remaining material all semester.

The second, area of significant increase in performance was in the Business Entities section. In past semesters this was an area of difficulty for students. Instructors reorganized the core material in this unit. This change increased student performance in this unit. All majors scored a 52.4% on the pretest. GBA majors improved on the post test with a score of 86%. Non Business majors had an increase and scored 82%. The Non-GBA Business majors improved with a score of 78%. This assessment cycle, as in prior cycles, the Business Entities Unit is a challenge for a majority students. The faculty created a hands-on application based assignments for students. Students are currently required to actually work through how to form a

particular business entity. It is believed that this change in the curriculum has helped students improve in the course.

**Action****Actions For BUAD 3355 And BUAD 2301** 🔑

BUAD 3355: To aid in the continued improvement of both GBA and non-GBA students in the common law contracts course, the Business Law faculty will work to develop additional online study aids to assist students in key areas of the course. The assessment data from the previous cycle indicated that student improvement had occurred. However, in this assessment cycle the data showed that student performance in the assessed areas declined slightly. A review of the instructional approach will occur to determine the reason for the slight decline.

BUAD 2301: This assessment cycle, as in prior cycles, the Business Entities Unit is a challenge for a majority students. The faculty created more hands-on application based assignments for students. The faculty continue to create new ways to engage the students by creating new and improved projects that require the students to engage in the course assignments. The thought is that by having students actually work on projects that are relevant to the area of study it will assist them in the learning process.

**Goal****General Business Student Satisfaction** 🔑

General Business students will be satisfied with the instruction that they receive.

**Objective (L)****General Business Effective Instruction** 🔑

General Business students will be satisfied with the level of instruction that they receive.

**Indicator****General Business Instruction Assessment - IDEA Form** 🔑

The department, college, and university utilize the IDEA System as part of its evaluation of classroom performance. The IDEA System, developed by the IDEA Center at Kansas State University, is a nationally normed, validated and reliable measure of classroom performance based on up to 12 learning objectives. The IDEA scores can be compared to institutional norms or discipline norms across all institutions that use the IDEA system. The normed T-score provides data on the overall effectiveness of classroom performance.

**Criterion****General Business Comparison** 🔑

General Business faculty will have an IDEA score average of 50 (the national norm) in at least one course taught.

**Finding****General Business Effective Instruction Finding** 🔑

The IDEA form calculates a score based on many factors; teaching effectiveness, students

willingness to learn, instructor's preparedness are just a few of the factors used. The students' evaluations are then compared with other faculty across the country in the same discipline. Based on the student answers and the performance of other faculty across the nation a score is computed for each faculty member. The fifty (50) percent mark is the benchmark used to indicate that a faculty member is a successful instructor.

Faculty members in the Business Communication and Law areas exceeded the established goal of achieving a fifty (50) percent or average score in all face to face course. Based on teaching load and the number of faculty in these two respective areas, the results were actually fifty percent higher than the goal. The faculty achieved a fifty (50) percent or average score in at least 1.5 courses taught.

### Action

#### General Business Effective Instruction Actions

The General Business faculty strives to continuously improve their teaching effectiveness. To this end the faculty raised standards for the 2015 - 2016 academic year, requiring that all faculty maintain a 50% average for all face to face courses taught.

In addition, all faculty and particularly those with weaker teaching effectiveness, will be advised of the college's teaching improvement workshops.

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### Previous Cycle's "Plan for Continuous Improvement"

Our findings indicate that students continue to have difficulty with grammar/mechanics and content/organization. Because the business curriculum has a course dedicated to business presentation skills (BUAD 2321), the business communications faculty have agreed to drop the oral presentation component from BUAD 3335; this will allow faculty almost two full weeks to devote to additional writing instruction.

To enhance students' grammar/mechanics skills, business communications faculty have reviewed several new textbooks and will adopt Schwom and Snyder's Business Communication: Polishing Your Professional Presence for BUAD 3335. Students will take a grammar/mechanics pre-test at the beginning of the Fall 2013 Semester, followed by text editing exercises that build on basic grammar skills at the end of each chapter; after completing the series, and reinforcing their skills on the required writing assignments throughout the semester, student will take a comprehensive grammar test at the end of the semester. Score differences will be compared in the pre- and post-testing; writing will be analyzed to determine progress in this area.

Business communications faculty will also design several case approaches that stimulate students' critical thinking skills in the business report writing segment of the course.

Efforts will be made to collect writing samples from the areas of Accounting and Management Information Systems to complete assessment findings for all business disciplines.

In the General Business Law area, based on previous assessment results additional on-line resources have been created to assist students and aid their learning in areas of historical weakness. This modification has provided increases in students understanding of the core material. However, students continue to struggle with the Business Entity section of the course. Based on this year's assessment data additional resources related specifically to the Business Entity section will be created. The Business Entity section focuses on different types of business formation, corporations, limited liability partnerships, general partnerships and sole proprietorships. Faculty believe that this continues to be an area of weakness since it requires students to really use critical thinking skills and truly apply the material that they have learned. Students are generally provided a fact pattern and asked to evaluate the risks and benefits of each type of formation. This exercise forces students to use cognitive skills that some students lack. In addition, students will be provided the opportunity to complete the actual entity formation paperwork in a hands-on project. This real-life application project enabled the students to have a better understanding of each type of entity formation. Based on previous assessment data indicated that this improved student performance, additional hands-on scenarios will be created. This enables students to apply their academic knowledge to the real world situations that they may encounter in the workplace.

Based on the assessment results, further on-line tutorials and on-line chapter reviews need to be created. This will allow the student to work on individual areas of weakness.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

The General Business Law faculty implemented the recommended real life scenarios for the 2014 - 2015 assessment cycle. The faculty believe that this assisted students in understanding how the material applied to the real world. This concept also showed students why it is important because it illustrated how the material learned is valuable to them once they enter the work force. In addition, faculty have created on-line tutorials. The faculty continue to create additional on-line tutorials to help students understand the concepts covered in the course.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

In the General Business Law area, based on previous assessment results additional on-line resources have been created to assist students and aid their learning in areas of historical weakness. This modification has provided increases in students understanding of the core material. However, students continue to struggle with the Business Entity section of the course. The Business Entity section focuses on different types of business formation, corporations, limited liability partnerships, general partnerships and sole proprietorships. Faculty believe that this continues to be an area of weakness since it requires students to really use critical thinking skills and truly apply the material that they have learned. Students are generally provided a fact pattern and asked to evaluate the risks and benefits of each type of formation. This exercise forces students to use cognitive skills that some students lack. Based on previous assessment data faculty members required students to complete the actual entity formation paperwork in a hands-on project. This real-life application project enabled the students to have a better understanding of each type of entity formation. In addition, faculty have begun to play short video clips that relate to the material covered in each chapter. The video clips help the students understand how the material is applied in real life.

The General Business Law faculty required students in the 2015 - 2016 assessment cycle to work through real life business entity scenarios. The faculty believe that this has helped students to better understand the material and relate what they learn in the academic environment to the business world environment. In addition, on-line tutorials were created to further aid students in their comprehension of the material. In addition, short videos illustrating the topic covered for the chapter will be utilized to help students grasp the concept covered. The belief is that a visual aid that is relevant will assist in keeping the students interest in the topic covered.

# **Department of Management and Marketing**
















***Online Assessment Tracking Database***

Sam Houston State University (SHSU)  
*2014 - 2015*

**Management BBA**

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Goal	<b>Students Will Obtain A Broad Base Of Knowledge Of Management Principles</b>   A broad base of knowledge of management principles is necessary for students to become effective organizational actors.
Objective (L)	<b>Students Will Understand The Principles And Concepts Relating To Human Behavior In Organizations.</b>  Key concepts associated with this objective are leadership, motivation, organizational and job design, attribution, conflict management, and others key to understanding individual behavior in organizations.
Indicator	<b>Course Embedded Questions On Exams Regarding Human Behavior In Organizations</b>  Embedded questions on exams in multiple sections/courses will be used to evaluate students' understanding of human behavior in organizations.
Criterion	<b>70% Of Majors Criterion For Human Behavior</b>  70% of management majors will achieve or surpass a 70% performance level on the associated indicator.
Finding	<b>MGMT 3320 --Leadership Concepts</b>   Utilizing embedded questions, all of the management majors (10 students) met or exceeded this 70% criterion. The average was 82.15%.
Action	<b>MGMT 3320</b>  Students appear to require more hands on experience to learn some of the leadership concepts (e.g., components of transformational leadership). We look to include more cases and experiential exercises to help address this issue.
Objective (L)	<b>Students Will Understand The Principles And Concepts Relating To The Management Of Human Resources.</b>  Students will understand the legal environment of human resources management and its key processes of planning, recruitment, selection, orientation, supervision, performance evaluation, compensation, benefits, and associated topics in managing the HRM function.
Indicator	<b>Course Embedded Questions On Exams In Human Resources Management</b>  Embedded questions on exams in multiple sections/courses will be used to evaluate students' understanding of human resources management in organizations.
Criterion	<b>70% Of Majors Criterion For Human Resources</b>  70% of management majors will achieve or surpass a 70% performance level on the associated indicator.
Finding	<b>MGMT 4355: Human Resource Development</b>  

The seven areas were evaluated using a pre-test and post-test design. Thirty-seven students took an 80-question objective pre-test the first class day. The average was 53. One student dropped and thirty-six completed the course. Students took two 50 question objective tests over the ten chapters covered in class. The average student made an 83 answering the 100 objective questions on the two tests. Students also wrote a library research paper of 7-10 pages that they presented to the class for 15 minutes. The students did well researching, writing and presenting their research papers. All students did better than the 70% passing criterion with the average course grade in the mid 80s. 70% of management majors met or exceeded the criteria.

Action	<b>MGMT 4355</b> 🔑 After getting feedback from former students after they took the PHR (Professional in Human Resources) certification exams, I realized many were missing the questions on "Prevailing Wages Laws." I refocused coverage in the class and on their PHR Prep Review of the Davis Bacon and Walsh Healy Acts. Today, they all seem to get them correct!
Objective (L)	<b>Students Will Understand The Principles And Concepts Relating To The Social Responsibility Of Business.</b> 🔑 Key concepts associated with this objective are the schools of thought related to social responsibility, sustainability, ethical reasoning in business, social irresponsibility, and other key concepts related to understand the role of business in society.
Indicator	<b>Course Embedded Questions On Exams In Social Responsibility</b> 🔑 Embedded questions on exams in multiple sections will be used to evaluate students' understanding of the social responsibility of business.
Criterion	<b>70% Of Majors Criterion For Social Responsibility</b> 🔑 70% of management majors will achieve or surpass a 70% performance level on the associated indicator.
Finding	<b>MGMT 4345: Social Responsibilities Of Management</b> 🔑 The six topics were assessed/evaluated using a post-test design. Twenty-seven students began and successfully completed the Social Responsibilities of Management course. Undergraduate business majors and minors took four 50 question objective tests over the sixteen text chapters covered in the class. Students earned an 82 on average answering the 200 objective questions measuring proficiency. All students passed the course with a 70%.
Action	<b>Textbook Review</b> 🔑

The five faculty (Capps, Cassidy, Payne, Reutzel, Collins) who taught Social Responsibility met to review results, determine causes for outcomes, and decide on future approaches to improve outcomes. The key finding was that students were having significant difficulty with the level of the textbook. The team reviewed several alternative texts and reached consensus on a new text to be used, which is now in place for AY 2015-16.

Objective (L)	<b>Students Will Understand The Principles And Concepts Associated With The Management Of Business In Global Markets And Multicultural Societies</b> 🔑
	Key concepts associated with this objective are international markets, strategies of market expansion, understanding multicultural societies, and how implementation of core business concepts are impacted by cultural differences.
Indicator	<b>Course Embedded Questions On Exams In International Management</b> 🔑
	Embedded questions on exams in course sections will be used to evaluate students' understanding of global markets and international management
Criterion	<b>70% Of Majors Criterion For International Management</b> 🔑
	70% of management majors will achieve or surpass a 70% performance level on the associated indicator.
Finding	<b>MKTG 4340: International Marketing</b> 🔑 🔑
	Student performance on three exams was used as an indicator of learning on selected components of the objective "Managing businesses in global markets and multi-cultural societies". Against a criterion of 70%, the average score was 73.1%.
Finding	<b>MKTG 4340: International Marketing And Management</b> 🔑 🔑
	Management majors scored above the 70% criterion on 15 of the 20 key concepts. This indicates an overall "success rate" of 15/20, or 75%.
Action	<b>MGMT 4340</b> 🔑
	Three subject areas are identified as requiring an improvement in performance:
	<ol style="list-style-type: none"> <li>1) Ethical issues related to international business</li> <li>2) Stages of economic development and the implications for the nature of demand for consumer vs. business goods, and</li> <li>3) Disadvantages of expatriate status for the individual</li> </ol>
	In order to remediate in these areas, future activities will include:

- 1) Additional time spent in class lecturing on these topics,
- 2) In-class activities related to these topics, and
- 3) More emphasis placed on these topics during review sessions

Based on the findings of the assessment conducted in Spring 2015, the following will be addressed:

Performance on Test 3 was lower than those on tests 1 and 2. This test covers the component Objective 2: "To become familiar with the process of extending from domestic business operations into global markets."

While the average score was over 70%, it is felt that there could be improvement in coverage of this objective, leading to possible improvement in test scores.

To this end, the following actions will be taken in Spring 2016:

1. Reducing the breadth of coverage in favor of depth.
2. Additional coverage time on the related topics.
3. Provision of additional pedagogical material like supplemental caselets to enhance understanding of the topics.

#### Objective (L)

#### **Students Will Understand The Principles And Concepts Relating To The Management Of Operations, Supply Chains, And Projects.** 🔑

Key concepts associated with this objective are the tools and techniques of operations management, quality control, supply chain structure and optimization, product commercialization, innovation, project management activities, and other key concepts related to the management of operations, supply chains, and project.

#### Indicator

#### **Course Embedded Questions On Exams Covering Operations Management, Supply Chains, And Projects.** 🔑

Embedded questions on exams in course sections will be used to evaluate students' understanding of operations management, supply chains, and project management.

#### Criterion










#### **70% Of Majors Criterion For The Management Of Operations, Supply Chains, And Projects** 🔑

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

#### Finding

#### **MGMT 4360: Supply Chain Management** 🔑

Several concepts from this course were assessed and the average was above the 70% level of acceptability.

Finding	<p><b>MGMT 4370: Operations Management</b>  </p> <p>The concepts were assessed across four exams and the overall score was acceptable in relation to the 70% standard.</p>
Finding	<p><b>MGMT 4370: Operations Management B</b> </p> <p>92.3% of the management students achieved a 70% or higher on the assessment of their knowledge in the area of operations/supply chain management.</p>
Indicator	<p><b>Essay Questions Will Cover Operations Management, Supply Chains, And Projects.</b> </p> <p>Essay questions in a testing environment will be used to evaluate students' understanding of operations, supply chains, and project management.</p>
Criterion	<p><b>70% Of Majors Criterion For The Management Of Operations, Supply Chains, &amp; Projects</b> </p> <p>70% of management majors will achieve or surpass a 70% performance level on the associated indicator.</p>
Finding	<p><b>MGMT 3327 Management Of Innovation &amp; Technology</b>  </p> <p>Learning Objective 5: 90.2% (7/22 majors) of students answered the questions correctly.</p>
Action	<p><b>Operations Management Courses (MGMT 4370, MGMT 3327, MGMT 4360)</b> </p> <p>The OM faculty met the last week in September 2015 and we evaluated the results from our previous assessment. There were a few questions that we felt could be better framed and we are working on those now. They will be updated for the next assessment.</p> <ol style="list-style-type: none"> <li>1. Develop and share a teaching aid to standardize the content presented to student across all sections in concerning the area of Process. Jason Riley and Kevin Sweeney</li> <li>2. Develop and share a teaching aid to standardize the content presented to student across all sections in concerning the area of Product Design. William Ellegood and Jerrine Baker</li> <li>3. Share and train other OM faculty in a simulation teaching aid for Forecasting techniques. Kevin Sweeney</li> </ol>
Objective (L)	<p><b>Students Will Understand The Principles And Concepts Relating To The Strategic Management Of The Firm, Its Resources, And Its Environment</b> </p> <p>Key concepts associated with this objective are internal and external (environmental) analysis, competitive advantage, competitor analysis, value chain analysis, SWOT, Resource-Based View, competitive strategy, strategic types, and others key to understanding the strategic analysis process and firm competitiveness.</p>
Indicator	

**Course Embedded Questions On Exams In Strategic Management** 

Embedded questions on exams in course sections will be used to evaluate students' understanding of the key concepts and processes of strategic management

**Criterion****70% Of Majors Criterion For Strategic Management** 

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

**Finding****MGMT 4390: STRATEGIC MANAGEMENT** 

Concepts were assessed using embedded data and the overall average exceeded 70%.

**Indicator****Comprehensive Written Strategic Analysis Of A Firm** 

This is a comprehensive written assessment of a firm that demonstrates the student's application of multiple tools to discern the strategic position of a firm and formulate recommendations for its future direction.

**Criterion****70% Criterion For Strategic Management**  

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

**Finding****MGMT 4390: STRATEGIC MANAGEMENT B** 

This data was assessed using performance on a written, multi-firm Competitor Analysis. The criterion 70% was met and exceeded.

**Action****Outcomes Review** 

While the Strategy faculty were pleased that the outcomes surpassed the established standard, collectively it was felt that, with better planning, we could do a more thorough job in collecting data in a timely manner. Toward that end, we have committed to do so in the forthcoming academic year, 2015-2016.

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**Previous Cycle's "Plan for Continuous Improvement"**

We will load our long range plan for continuous improvement sometime during during AY 2014-2015.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

The long range plan for continuous improvement was not developed. The shortcomings in the 2014-15 planning cycle are now being addressed by the Dean's Office in collaboration with departmental MATs and GATs. There is every reason to believe that AY 2015-2016 will be a much more successful assessment cycle.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

Planning year 2014-2015 was a learning year as MATs and GATs came to understand the importance of assessment, the mechanics of the software system, and the types of data to be gathered, and the process of working with colleagues to systematically gather the information needed in a timely manner.

The 2015-16 cycle will be more robust. Much clearer direction is being received from the Dean's office on the precise nature of data sought, its timeliness, and its importance. In September/October 2015, GATs and Mats will meet with the Dean for briefings and promptly formulate the data collection calendar for the year. Courses, instructors, metrics, and collection methods will be clearly identified. The schedules for Fall 2015 and Spring 2016 will be defined. Within two months of the end of each term, that term's data will be reviewed in a "Close the Loop" meeting of appropriate faculty who will then develop the "Plan for Continuous Improvement" for the next period or cycle.










***Online Assessment Tracking Database***

Sam Houston State University (SHSU)  
*2014 - 2015*

**Management Information Systems BBA**

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Goal	<b>Management Information Systems- A Broad Base Of Knowledge</b>  <div data-bbox="1372 199 1408 241"></div> <p>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.</p>
Objective (L)	<b>Systems Analysis And Design</b>  <p>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)</p>
Indicator	<b>Systems Analysis And Design Pre-Test, Post-Test, And Rubric</b>  <p>Assessment will be made using performance on exams for the subject matter terminology and the design/application of information systems and the tools/processes used to achieve such designs. A rubric will be used to assess skills in systems analysis and design. (MGIS4340)</p>
Criterion	<b>Systems Analysis And Design: Improvement On Post-Test And Rubric Scores</b>  <p>The class average on the vocabulary exam will be 70% correct.</p> <p>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 Management Information Systems final draft rubric. (MGIS4340)</p>
Finding	<b>Vocabulary Exam Results</b>  <p>The Systems Development Life Cycle (SDLC) is the methodology taught in this course. It has four phases for a project. Therefore, the vocabulary exams are organized according to the phases. The results are:</p> <p><u>Systems Planning and Selection</u>  30 MIS majors  Average: 97.5</p> <p><u>System Analysis</u>  30 MIS Majors  Average: 96.83</p> <p><u>Systems Design &amp; Systems Implementation/Operation</u>  30 MIS Majors  Average: 93.5</p>
Finding	<b>Project Rubric - Phase I: Systems Planning And Selection</b> 

	30 MIS Majors Draft: 74.75% Final: 90.21%
Finding	<b>Project Rubric - Systems Analysis</b> 🔑 30 MIS Majors Draft: 57.17% Final: 89.79%
Finding	<b>Project Rubric - Systems Design</b> 🔑 30 MIS Majors Draft: 69.67% Final: 88.0%
Finding	<b>Project Rubric - Systems Implementation And Operation</b> 🔑 30 MIS Majors Final: 87.34%
Action	<b>Systems Analysis Focus</b> 🔑 <p>The vocabulary exams indicate that this is not an issue for the MIS majors.</p> <p>Looking at the course concepts as applied to a project, usually involving an actual client, the following conclusions are made.</p> <ol style="list-style-type: none"> <li>1. Given feedback and a chance to revise the material for partial credit, each phase of the SDLC project results in satisfactory performance (&gt;70% mastery of material).</li> <li>2. To achieve continuous improvement, the next step will be to enhance the material related to the System Analysis phase which had the lowest pre-revision score on the project material. Additional examples and assignments will be added to the course to give the students more chances to learn the material, centered on technical documentation, and be able to apply the material more successfully the first time.</li> </ol>
Objective (L)	<b>Electronic Commerce</b> 🔑 <p>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)</p>
Indicator	<b>Electronic Commerce Assessment</b> 🔑 <p>Assessment will be conducted testing specific skills the students perform on assignments and exams. The assessment will be done in MGIS4320 - Electronic Commerce Implementation.</p>
Criterion	<b>Electronic Commerce Criterion</b> 🔑 <p>Students will average at least a 70% mastery level in the following areas:  XHTML, CSS, Graphics, and JavaScript.</p>
Finding	<b>XHTML Knowledge Level</b> 🔑 33 MIS Majors Homework Assignments (3): Average 88%

Exam problems related to XHTML: Average 74.11%

#### Finding

#### CSS Knowledge Level 🔑

33 MIS Majors  
Homework Assignments (2): Average 82.7%  
Exam problems related to CSS: Average 70.6%

#### Finding

#### Graphics Knowledge Level 🔑

33 MIS Majors  
Homework Assignments (2): Average 78.3%  
Exam problems related to graphics: Average 69.7%

#### Finding

#### JavaScript Knowledge Level 🔑

33 MIS Majors  
Homework Assignments (1): Average 72.5%  
Exam problems related to javascript: Average 76.5%

#### Action

#### Skills Action 🔑

Based on the "Findings," Students have a good understanding of the various skills. In going forward, less time will be spent on XHTML in order to devote more time to Javascript and Graphics.

Regarding the "Findings" from the Graphics Knowledge Level, it is the instructor's perception that the students perform well when directed towards what specific graphics tools to utilize, but not so well on being able to choose which tool to use when. Assignments will be modified to steer them in the right direction.

#### Objective (L)

#### Programming 🔑

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)

#### Indicator

#### Programming Pre-Test, Post-Test, And Rubric 🔑

Assume that students have little or no prior knowledge of the topics; assessment will be made using three examinations 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. (MGIS2320)

#### Criterion

#### Programming: Improvement On Post-Test And Rubric Scores 🔑

The average across class sections on each exam will be 70% correct. The class average on the section

testing the understanding of fundamental concepts of both procedural and object-oriented paradigms will be 70% 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 70% 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)

<b>Action</b>	<b>Programming To Be Assessed In Spring 2016</b> 🔑 This course will be assessed in a future semester.
<b>Objective (L)</b>	<b>Information Systems</b> 🔑 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. (MGIS3310)
<b>Indicator</b>	<b>Information Systems Concepts Performance</b> 🔑 Assessment will be made by looking at performance on exams and through class/homework assignments on computer technology, the role of information systems in organizations, components of an information system and Excel skills. (MGIS3310)
<b>Criterion</b>	<b>Information Systems: Improvement On Post-Test Scores</b> 🔑 The target class average on post-test questions will be 70% correct. (MGIS3310)
<b>Action</b>	<b>MGIS3310 To Be Assessed In Fall2015</b> 🔑 This course was originally scheduled to be assessed in the Spring 2015. The Excel committee, which was formed to develop a college-wide strategy and approach for developing Excel skills, has not completed their planning. The MIS faculty will determine our desired assessment goals and approach for the semesters until the college-wide plan is in place.
<b>Objective (L)</b>	<b>Networking</b> 🔑 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)
<b>Indicator</b>	<b>Tests And Networking Project</b> 🔑 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)
<b>Criterion</b>	<b>Tests And Networking Project</b> 🔑

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. Last year we handily met the criterion for the networking project but not the test. We will be particularly interested to determine whether our interventions helped raise performance on the common test questions. (MGIS4350)

**Action****Networking To Be Assessed In Fall 2017** 🔑

This course is to be assessed in Fall 2017.

**Objective (L)****Database** 🔑

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. (MGIS3330)

**Indicator****Database Pre-Test, Post-Test, And Rubric** 🔑

Assessment will be made using post-test performance on design and implementation of database applications and how database software works. The first two tests also include problems that will reflect performance on two specific learning objectives, specifically design and SQL programming. (MGIS3330)

**Criterion****Database: Improvement On Post-Test And Rubric Scores** 🔑

Students are assumed to have no previous knowledge of database design and implementation skills and are not given a pretest. The class average on individual post-test questions will be 70% correct. Post-test questions will be included on each unit examination. In addition, there are two problems in the first two tests and students should score at least 70% on them. Last year we determined that increasing the value of the SQL homework might encourage students to complete it. We are anxious to determine whether this intervention increased the SQL score. (MGIS3330)

**Action****Database I To Be Assessed In Spring 2016** 🔑

This course is to be assessed in a future semester.

**Previous Cycle's "Plan for Continuous Improvement"**

The MGIS faculty assessment review meeting for 2013-2014 was held with Dr. Gerald Kohers, Department Chair, in attendance. Course assessments were completed for the Programming course (MGIS2320) and the Database course (MGIS3330).

Results for the Programming course (MGIS2320) indicated a need to gather more detailed information in order to try to pinpoint specific skills/functions that students need more targeted help with. In order to gather the detailed information needed a more detailed rubric will be developed and used.

The Database course (MGIS3330) assessment resulted in a recognition that material in that area has grown considerably, resulting in the need for two database courses to adequately cover the material. Therefore, there will be two courses, one for foundational material and a second course focusing on more advanced SQL and procedural language material. Since the second class will build on the first class, the assessment for database material will take place in the second course (MGIS4330) in the future.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

No update has been added to this level.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

A meeting was held with the MGIS faculty and Dr. Gerald Kohers, department chair, in attendance. Assessments for the Systems Analysis & Design (MGIS4340) and Electronic Commerce (MGIS4320) courses were discussed.

Results from the Systems Analysis & Design (MGIS4340) course indicated that there were no issues with the vocabulary/terminology portion of the material. Results from the applied project material rubric review indicated that the weakest area of learning is the System Analysis phase which is made up of technical documentation such as Data Flow Diagramming. To support the learning process in this area and improve the pre-revision application of material more applied homework and inclass assignments will be developed and used.

The results from the Electronic Commerce (MGIS4320) course assessment shows the focus can now shift from XHTML to Javascript and Graphics. Additionally, graphic tool selection will be focused on to improve the Graphics Knowledge area.



***Online Assessment Tracking Database***

Sam Houston State University (SHSU)

*2014 - 2015*

**Marketing BBA**

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Goal	<p><b>Students Will Obtain A Broad Base Of Knowledge Of Marketing Principles</b> 🔑</p> <p>The goal of the BBA program in Marketing is to provide students with a broad base of knowledge in the Marketing discipline. The accomplishment of this goal is indicated by students achieving six learning objectives. Each objective is associated with a required course.</p>
Objective (L)	<p><b>Students Will Be Able To Describe Marketing Core Concepts And Principles</b> 🔑</p> <p>Students who complete the BBA in Marketing will be able to describe the core concepts and principles of Marketing, including the elements of the marketing mix.</p> <p>The concepts and principles are included with the Indicator as a supporting document "15 Key Marketing Concepts."</p>
Indicator	<p><b>Assessment In MKTG3310 Fundamentals Of Marketing</b> 🔑 🔑</p> <p>The ability to describe Marketing Core Concepts &amp; Principles will be assessed using questions embedded within exams. The core concepts and principles are represented by 15 Key Marketing Concepts. The 15 Key Marketing Concepts are provided as an attachment.</p>
Criterion	<p><b>Performance On Assessments In MKTG3310</b> 🔑</p> <p>Students' performance on embedded exam questions will indicate their understanding of the 15 Key Marketing Concepts. The average scores for Marketing BBA students will be 70% or higher. The average scores for students completing other degrees will also be 70% or higher.</p>
Action	<p><b>Assessment Is Scheduled For Fall 2015</b> 🔑</p> <p>Assessment will be completed Fall 2015.</p>
Objective (L)	<p><b>Students Will Be Able To Summarize And Explain Consumer Behavior Concepts</b> 🔑</p> <p>Students who complete the BBA in Marketing will demonstrate knowledge of key consumer behavior actions (evaluation, acquisition, consumption, disposal), internal and external factors that influence consumer behavior, and the consumer decision making process.</p>
Indicator	<p><b>Assessment In MKTG3320 - Consumer Behavior</b> 🔑</p> <p>Student achievement of the learning objective will be assessed using questions embedded within exams and components of projects. Performance on aspects of the project will be assessed with grading rubric.</p> <p>Assessment was completed during Fall 2014.</p>
Criterion	<p><b>Performance On Assessment In MKTG3320</b> 🔑</p> <p>Students' performance one or more projects and embedded exam questions will indicate their</p>

understanding of concepts stated in the description of this learning objective. The average scores for students will be 70% or higher.

Finding	<p><b>Assessment Completed Fall 2014: MKTG3320</b> 🔑</p> <p>The average score for embedded exam questions across all course sections was 76.1%. In terms of number of students, 71.4% achieved this level of performance or higher. The findings indicate that students across all sections of the course are achieving the objective. Students performed better on these two topics that they had found challenging in the 2010 and 2012 assessment cycles: a) focusing on consumer behavior as a whole versus buying behavior alone, and b) understanding the differences between selective exposure, selective attention, and selective distortion.</p>
Action	<p><b>Actions To Be Taken Before Next Assessment</b> 🔑</p> <p>The assessment completed during Fall 2014 indicated an area that challenged students. They had some difficulty demonstrating their ability to apply how differences in situational influences can impact consumer behavior (e.g., temporal, physical, social, task definition, antecedent states). I am working to develop an in-class exercise to help students strengthen their skills in applying this concept. Additional course modifications will continue to be made as needed to ensure achievement of the objective.</p> <p>The performance reported for Fall 2014 (76.1%) included results from a few students that were not completing a Marketing BBA. The next assessment will be completed Fall 2015 and the reporting of findings will be changed. It will indicate performance of Marketing BBA students without the other students' performance.</p>
Objective (L)	<p><b>Students Will Be Able To Explain And Demonstrate Trust-Based Business-to-Business Relationship Selling Concepts</b> 🔑</p> <p>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.</p>
Indicator	<p><b>Assessment In MKTG3328 Professional Selling</b> 🔑</p> <p>Assessment will be based on students' performance on the written role-play assignments, in-class role-plays and embedded exam questions.</p>
Criterion	<p><b>Performance On Assessment In MKTG3328</b> 🔑</p> <p>The average scores for Marketing BBA students will be 70% or higher.</p>
Action	<p><b>Assessment Scheduled For Fall 2015</b> 🔑</p> <p>The learning objective related to MKTG3328 was added during Summer 2015. The first assessment will be completed during Fall 2015. The findings will indicate the performance of Marketing BBA students with results being</p>

separated from students' that are not completing a Marketing BBA.

Objective (L)	<p><b>Students Will Demonstrate The Ability To Collect And Interpret Market Research Data</b> 🔑</p> <p>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.</p>
Indicator	<p><b>Assessment In MKTG4350 Marketing Research</b> 🔑</p> <p>Assessment of Marketing BBA students' abilities and their understanding of concepts described in the objective will be completed using questions embedded in exams and six written assignments.</p> <p>Assessment was completed during Fall 2014.</p>
Criterion	<p><b>Performance On Assessment In MKTG4350</b> 🔑</p> <p>Students' performance on the written assignments and embedded exam questions will indicate their understanding of concepts stated in the description of this learning objective. The average scores for students will be 70% or higher.</p>
Finding	<p><b>Assessment Completed Fall 2014: MKTG4350</b> 🔑</p> <p>Twenty specific items (questions) were embedded on the three exams (post-test only design). The questions specifically covered both comprehension and application of each of the following concepts: primary vs. secondary research, quantitative vs. qualitative research, observation vs. survey research, exploratory vs. descriptive vs. causal research, sampling, reliability vs. validity, scale development, questionnaire design, univariate vs. multivariate data analysis, and appropriate data analysis using SPSS. In addition, seven written assignments covering these topics were given to students.</p> <p>The average performance score on all twenty items (questions) that were embedded in the exams was 76.5%. This finding exceeds the criterion target performance level of 70%. Similarly, the average performance on the seven assignments that were given on these topics was 82.1%.</p>
Action	<p><b>Actions That Will Be Taken Before Next Assessment</b> 🔑</p> <p>The assessment completed during Fall 2014 revealed that the criterion level of 70% was achieved. However, the performance on some of the concepts included in the overall performance score fell below 70%. These concepts are qualitative research, causal research, reliability, validity, univariate statistics, multivariate statistics, ANOVA, and</p>

regressions analysis. While students have demonstrated significant improvements from the previous assessment in 2012, these parts of the course curriculum have been earmarked for increased focus and particular attention in future offerings of the course. Several "new" assignments have been created since the last assessment in Fall 2012. These will be used again and refined as needed. Additional assignments will be created to help students better understand the concepts where performance was less than 70% and more lecture time will be focused on the concepts.

The findings reported for Fall 2014 include results from students that were not completing a Marketing BBA. The next assessment will be completed during Fall 2015 and the reporting of findings will be changed to reflect the performance of Marketing BBA students without the other students' performance included in the calculations.

#### Objective (L)

#### **Students Will Be Able To Summarize And Explain Global Marketing Concepts** 🔑

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.

#### Indicator

#### **Assessment In MKTG4340 International Management And Marketing** 🔑

Student achievement of the learning objective will be assessed using questions embedded within exams. Assessment was completed during Spring 2015.

#### Criterion

#### **Performance On Assessment In MKTG4340** 🔑

Students' performance on embedded exam questions will be assessed. The average scores for students will be 70% or higher.

#### Finding

#### **Assessment Completed Spring 2015: MKTG4340** 🔑

A comprehensive Final Exam included questions assessing students' understanding of twenty concepts related to managing businesses in global markets and multi-cultural societies. The findings are based on the performance of ten students completing a Marketing BBA. They scored 83% on all questions. Of these, they scored above the 70% criterion on 15 of the 20 key concepts.

#### Action

#### **Actions To Be Taken Before Fall 2015 Assessment** 🔑

The assessment during Spring 2015 was completed by evaluating student scores on questions that are embedded in the Final Exam. Four of the five concepts where students' scores did not meet the criterion for acceptable performance are covered during the first part of the course. It is hypothesized that the students did not remember or review

for these concepts prior to the Final Exam.

Two steps will be taken during the next session to ameliorate this issue: (1) More time will be spent when lecturing on these topics, including some type of "high involvement" or experiential exercise, aimed at helping the students retain the key ideas about each concept, and (2) Prior to the Final Exam, more time will be spent on reviewing the concepts from the first part of the semester. The next assessment will be completed Fall 2015.

#### Objective (L)

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

Students who complete the BBA in Marketing will be able to explain specific marketing concepts, demonstrate knowledge of the impact of strategic marketing decisions on the firm, and devise a Strategic Marketing Plan.

#### Indicator

#### **Assessment In MKTG4390 Strategic Marketing Management** 🔑

Assessment will be based on student performance on discussion questions and projects. Performance on aspects of the projects will be evaluated with a grading rubric.

Assessment was completed during Spring 2015.

#### Criterion

#### **Performance On Assessment MKTG4390** 🔑

The average scores for Marketing BBA students on discussion questions and projects will be 70% or higher.

#### Finding

#### **Assessment Completed Spring 2015: MKTG4390** 🔑

In total, fifty-four students pursuing a Marketing BBA completed six assignments that were graded to determine performance in relation to the criterion. All assignments were graded above the 70% criterion. The assignments and scores are presented below.

(1) Marketing Strategy Document: Students worked in groups of 3 – 4 to develop a description of the strategy used for the Marketing Simulation Game. Percent to the right is the average grade on the Marketing Strategy papers. Score: 93%

(2) Essay question on Final Exam: Describe why marketing is important to the firm. Score: 95%

(3) Three essay questions on Final Exam: Name,

discuss, and give an example of the 3 basic strategic decision-making areas. Score: 88%

(4) Problem on Final Exam: Calculate a simple ROI on a marketing program. Score: 95%

(5) Three essay questions on the Final Exam: Articulate and provide examples of marketing strategies. Score: 87%

(6) Short-answer questions (11) on the Final Exam: Basic knowledge of marketing strategy terminology. Score 96%

## Action

### Actions To Support The Spring 2016 Assessment 🔑

The next assessment will be completed Spring 2016. A Critical Thinking Paper exercise will be introduced to support learning. This activity is described below.

#### Critical Thinking Paper on Marketing Strategy

Students do a good job with rote memorization of marketing terms. However, when students work in teams, some tend to let others do the "intellectual heavy lifting". In doing so, they miss out on:

- Thinking integratively about strategy
- Applying strategy to real-world examples

Thus, these students are less prepared to answer these integrative essay questions on the Final Exam. To ameliorate this problem, I will administer an in-class written critical thinking assignment at the midpoint of the marketing simulation game, *where each individual student* will have to outline the marketing strategy of the group.

This should shore up each individual student's understanding of the marketing strategy and how it is playing out.

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## Previous Cycle's "Plan for Continuous Improvement"

This plan for continuous improvement is based on assessment activity completed during the 2013-2014 cycle (Fall 2013 - Spring 2014) that included assessment of the learning outcome associated with MKTG3310 Fundamentals of Marketing: *Students who complete the BBA in Marketing will be able to describe the core concepts and principles of Marketing, including the elements of the marketing mix. The concepts and principles are included with the Indicator as a supporting document "15 Key Marketing Concepts."*

The assessment, completed during Fall 2013, indicated two concepts that will be targeted for improvements in student learning. The concepts are: 1) Understanding the Segmentation, Targeting, and Positioning (STP) process, and 2) Understanding Basic Distribution Strategies: Intensive, Selective, and Exclusive.

Faculty met to determine tools that will be used to improve student learning of these concepts.

These tools are described below.

Key Concept- Understand the Steps in the Segmentation, Targeting, and Positioning (STP) Process

An illustrative case will be provided to students as a supplement to lectures. The case will demonstrate the process of segmenting and targeting markets and positioning products. Even though numerous examples are provided in class, this out of class exercise should reinforce the lecture.

Key Concept- Understand Basic Distribution Strategies:

A handout describing the relationship between distributions strategies and the consumer goods classification scheme will be provided to supplement lectures. Our belief is that by tying these related frameworks together, students will have a deeper understanding of both.

Plans for Continuous Improvements, associated with the other learning outcomes and related courses, will be reported after the learning outcomes are assessed. The Marketing BBA – Assessment Plan (attachment) reports semesters when these are scheduled.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

During 2014-2015, faculty developed material for classes and spent more time with students to address the two key concepts: (1) Steps in the Segmentation, Targeting, and Positioning (STP) Process, and (2) Basic Distribution Strategies. Development and use of a case and a handout were not accomplished, as previously planned. This was due to time constraints. Nevertheless, the additional material and allocation of more time to the key concepts are apt to make a difference in the students' understanding. This will be evaluated during the next assessment (Fall 2015).

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

The assessments completed during Fall 2014 and Spring 2015 indicated areas to target with continuous improvement activities. These areas and action plans are listed below. With the exception of MKTG4390 Strategic Marketing Management, all assessments will be completed during the Fall semester. The *Assessment Plan (Fall 2015 - Spring 2020)* is attached.

#### Assessments during Fall 2014

MKTG3320 - Consumer Behavior

The assessment completed during Fall 2014 indicated an area that challenged students. They had some difficulty demonstrating their ability to apply how differences in situational influences can impact consumer behavior (e.g., temporal, physical, social, task definition, antecedent states). An in -class exercise will be developed to help students strengthen their skills in applying this concept. Additional course modifications will continue to be made as needed to ensure achievement of the objective.

The performance reported for Fall 2014 (76.1%) included results from a few students that were not completing a Marketing BBA. The next assessment will be completed Fall 2015 and the reporting of findings will be changed. It will indicate performance of Marketing BBA students without the other students' performance.

#### MKTG4350 -Marketing Research

The assessment completed during Fall 2014 revealed that the criterion level of 70% was achieved. However, the performance on some of the concepts included in the overall performance score fell below 70%. These concepts are qualitative research, causal research, reliability, validity, univariate statistics, multivariate statistics, ANOVA, and regressions analysis. While students have demonstrated significant improvements from the previous assessment in 2012, these parts of the course curriculum have been earmarked for increased focus and particular attention in future offerings of the course. Several "new" assignments have been created since the last assessment in Fall 2012. These will be used again and refined as needed. Additional assignments will be created to help students better understand the concepts where performance was less than 70% and more lecture time will be focused on the concepts.

The findings reported for Fall 2014 include results from students that were not completing a Marketing BBA. The next assessment will be completed during Fall 2015 and the reporting of findings will be changed to reflect the performance of Marketing BBA students without the other students' performance included in the calculations.

#### Assessments during Spring 2015

##### MKTG4340 - International Management and Marketing

The assessment during Spring 2015 was completed by evaluating student scores on questions that are embedded in the Final Exam. Four of the five concepts where students' scores did not meet the criterion for acceptable performance are covered during the first part of the course. It is hypothesized that the students did not remember or review for these concepts prior to the Final Exam.

Two steps will be taken during the next session to ameliorate this issue: (1) More time will be spent when lecturing on these topics, including some type of "high involvement" or experiential exercise, aimed at helping the students retain the key ideas about each concept, and (2) Prior to the Final Exam, more time will be spent on reviewing the concepts from the first part of the semester. The next assessment will be completed Fall 2015.

##### MKTG4390 Strategic Marketing Management

The next assessment will be completed Spring 2016. Students do a good job with rote memorization of marketing terms. However, when students work in teams, some tend to let others do the "intellectual heavy lifting." In doing so, they miss learning how strategy is integrated and how to apply strategies. This is indicated by students being less prepared to answer comprehensive essay questions on the final exam.

A Critical Thinking Paper assignment will be introduced at the midpoint of the marketing simulation game to support learning. The game is completed by student teams but this paper will be developed by each individual student. Students will be asked to provide an explanation of the marketing strategy adopted by the team when completing the simulation. The activity is likely to improve student understanding of marketing strategies.

#### Attachments

1. [Assessment Plan \(Fall 2015 - Spring 2020\)](#)
2. [Assessment Plan Fall 2015 - Spring 2020](#)

# **Professional Golf Management Program**












***Online Assessment Tracking Database***

Sam Houston State University (SHSU)  
*2014 - 2015*

**Professional Golf Management (PGM) Program**

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Goal	<b>To Be Recognized As One Of The Premier PGA Golf Management Programs In The United States</b>  
	<p>There are currently 20 PGA Golf Management universities in the United States. Sam Houston State University has the only program in Texas and strives to be recognized as one of the premier programs in the United States.</p>
Objective (L)	<b>To Produce College Educated PGA Members</b> 
	<p>Students should complete all requirements of the PGA of America's Professional Golf Management educational program.</p>
Indicator	<b>Playing Ability Test</b> 
	<p>Among other requirements, students must pass the PGA of America's 36 hole test of playing ability prior to graduation. The cumulative two round score total is the indicator for the test of playing ability.</p>
Criterion	<b>Pass The PGA Of America's Playing Ability Test</b> 
	<p>Successful completion of the PGA's Playing Ability Test will require students to shoot a target score on a given day at a given golf course. The target score is arrived at by multiplying the rating of the course by 2 and adding 15. On SHSU's home course, the target score is 155 or lower for men and 157 or lower for women. The PAT must be taken once per semester until it is passed. While only 18% of people who attempt the PAT pass it at any one given time, it is the goal of the program to maintain an overall program pass rate of 70%.</p>
Finding	<b>PAT Pass Rates</b> 
	<p>SHSU has a pass rate of 76%, which ranks highly among other PGA Golf Management University Programs. The average PAT pass rates at other PGA Golf Management universities is 50%.</p>
Indicator	<b>Internship Experience</b> 
	<p>PGA of America Standards and Criteria dictate that all students must complete 16 months of internship work in three different settings. Internships contracts and evaluations must be tracked by the university.</p>
Criterion	<b>Internship Experience</b> 
	<p>Each student is evaluated by the host professional at the conclusion of the internship experience. It is expected that all students receive a positive evaluation from the host professional. Successful completion of the internship experience will include that it take place in at least 3 different settings with a detailed evaluation filled out by each host. SHSU staff will collect all required forms associated with the internships and complete on-site visitations.</p>
Finding	<b>Internships Evaluation</b> 

SHSU is still maintaining 100% internship placement for students enrolled in the program. SHSU also continues the trend of 100% job placement upon graduation. For the summer of 2015, 54 students were placed on internship while 2 graduates found full-time employment. All internship placements were contacted over the summer months and will be evaluated by their supervisor at the conclusion of the experience. Student evaluations and host evaluations will be compared and documented in a meeting with SHSU staff at the conclusion of the internship.

**Indicator****Complete PGA Of America's Educational Program** 🔑

Successful completion of the PGA of America's three level educational program.

**Criterion****PGA Educational Program** 🔑

All eligible students successfully pass all knowledge tests and simulations associated with Level 1,2, and 3 of the PGA Professional Golf Management program.

**Finding****PGA/PGM Educational Success Rate** 🔑

In the fall of 2014 and spring of 2015, SHSU averaged a 64% pass rate on PGA testing during the initial attempt. This is up from 57% in the previous year. The 100% success rate was eventually achieved when the remaining students completed retake testing and passed the Level 1,2, and 3 requirements. SHSU still has a goal of reaching a 70% first time pass rate on initial testing and is steadily improving toward this goal. In continuing efforts to improve, SHSU will look for ways to continue to improve classroom instruction of PGA learning outcomes.

**Action****Completion Of The PGA Golf Management Program** 🔑

The SHSU PGA Golf Management Program is successfully producing graduates who meet the PGA of America's membership requirements. Current policies and procedures are meeting PGA requirements and will be maintained for continued success. The PAT success rate and job placement rates continue to provide positive results. The program staff was not able to travel to as many internship sites as they would have liked because of a change in staff over the summer of 2015. The program staff will resume extensive internship visitations in the summer of 2016. Staff will also continue to enhance the classroom experience to continue to improve PGA educational testing pass rates.

**Objective (P)****Program Enrollment And Student Retention** 🔑

The goal of the PGA Golf Management program is to ultimately have 150 students at any one given time. The target enrollment for fall 2012 and beyond is 100 students.

**KPI  
Performance  
Indicator****Yearly Program Enrollment** 🔑

Total number of participants in the program.

**Result****Enrollment Results** 🔑

The enrollment at the beginning of the fall 2014 semester was 73 students.

**KPI  
Performance  
Indicator****Student Retention** 🔑

It is the goal of the program to have 80% retention rates in the first year of the program and a 70% retention rate in year 2. The PGA Golf Management program attracts students who would have not normally chosen SHSU. Retention rates have shown that students who choose to get out of the PGA Golf Management program tend to stay at SHSU.

**Result****Retention Result** 🔑

One year retention rates were 66% and two year retention rates were 75%.

**Action****Yearly Program Enrollment** 🔑

The SHSU PGA Golf Management Program is the only PGA accredited program in the state of Texas. Program recruiting consists of campus visits, mailers to all high school golf coaches in Texas, sponsorship agreements with the NTPGA and STPGA, and relationships with golf professionals in the area who can encourage their junior golfers into a career in golf. The program will also maintain a presence at junior golf events in Texas. While the golf industry is in decline, it is our continued goal to maintain 100 students in the program. Each year the program has a goal of 30 new entering students to help achieve this goal of 100 students.

**Previous Cycle's "Plan for Continuous Improvement"**

The continuous improvement of the SHSU PGA Golf Management program will continue in many ways. We will continue to build positive relationships with professionals throughout the state which will help with job/internship placement, as well as the recruiting of junior golfers into our program. Additionally, the sponsorship agreements created with the NTPGA and STPGA will allow us access to their junior golf database and the exposure that sponsoring junior golf in the state of Texas will provide. The program will also continue to find ways to enhance the classroom experience for our students when conveying the learning outcomes of the PGA's educational curriculum. We will look to technology and the education of program staff to enhance this experience. The program will also continue to improve upon the already successful PAT pass rate by providing more PAT preparedness and examining more closely the mental side of the game.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

Positive relationships continue to be built with professionals around the state, which is evidenced by the 100% internship and job placements. The success of the Player Development program is evidenced by the very high 76% PAT pass rate. The success rate of 64% pass rate (up from 57% previous year) on initial PGA testing is also encouraging and displays continued enhancements in the classroom experience for students.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

The continuous improvement of the SHSU PGA Golf Management program will continue in many ways. We will continue to build positive relationships with professionals throughout the state which will help with job/internship placement, as well as the recruiting of junior golfers into our program. Additionally, the sponsorship agreements created with the NTPGA and STPGA will allow us access to their junior golf database and the exposure that sponsoring junior golf in the state of Texas will provide. The program will also continue to find ways to enhance the classroom experience for our students when conveying the learning outcomes of the PGA's educational curriculum. We will look to technology and the education of program staff to enhance this experience. The program will also continue to improve upon the already successful PAT pass rate by providing more PAT preparedness and examining more closely the mental side of the game.

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