

# 2015-2016

# College of Business Administration

# **Department of Accounting**

Assessment Plan Summary Department: Accounting BBA

Sam Houston State University

President, Office of

Academic Affairs, Division of

**Business Administration, College of** 

Accounting, Department of

**Accounting BBA** 

### **Functional Competencies For Entry Into The Accounting Profession**

### **Goal Description**

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.

### **Related Items/Elements**



### **Learning Objective Description**

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:

- Identifies problems and potential solution approaches
- Uses quantitative techniques to determine relative importance and likelihood of alternative scenarios
- Employs model-building to quantify problems or test solutions
- Evaluates the cost/benefit of alternative solutions
- Organizes and evaluates information, alternatives, cost/benefits, risks and rewards
- Links data, knowledge, and insights together for decision-making purposes
- Objectively identifies strengths, weaknesses, opportunities, and threats associated with a specific scenario, case, or business activity

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### **Indicator Description**

A mix of exam questions, projects, cases, and / or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the 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 examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

### **Criterion Description**

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the 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 Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes and 70% for senior-level classes.

### **Findings Description**

Junior (3000-level)

Successes	521
Attempts	699
Success Ratio	74.5%
Number of Students	163

Minimum Acceptable Rate 60%

Yearly Trend

2013 2014 2015 3-Year Average

78% 74% 75% 76%



**Action Description Decision Modeling Competency Action** 

The success ratio of 75% exceeds the minimum acceptable level of 60% by 15 percentage points. The faculty teaching courses where Decision Modeling is an objective will continue to place emphasis on this competency.

### National Competencies | Market Properties | National Competencies |

### **Learning Objective Description**

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.

### Examples include:

- 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

### Course Embedded Measures Of Leveraging Technology To Develop And Enhance Functional Competencies

### **Indicator Description**

A mix of exam questions, projects, cases, and / or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected 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 Description**

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

### Findings Description Leveraging Technology Competency Finding

Junior (3000-level)

Senior (4000-level)

Successes 83

Successes 55

Attempts 90

Attempts 67

Success Ratio 92.2%

Success Ratio 82.1%

Number of Students 90

Number of Students 67

Percent Success by Students 82.1%

Minimum Acceptable Rate 60%

Minimum Acceptable Rate 70%

Yearly Trend

Yearly Trend

2013 2014 2015 3-Year Average

2013 2014 2015 3-Year Average

90% 90% 92% 91%

91% 98% 82% 90%

### **S**Leveraging Technology Competency Action

### Action Description Leveraging Technology Competency Action

The success ratio of 92% for Juniors exceeds the minimum acceptable level of 60% by 32 percentage points. The success ratio of 82% for Seniors exceeds the minimum acceptable level of 70% by 12 percentage points. The faculty teaching courses where Leveraging Technology is an objective will continue to place emphasis on this competency.

### **Measurement Competency**

### **Learning Objective Description**

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

### **\*\*** Course Embedded Measures Of Measurement Competency

### **Indicator Description**

A mix of exam questions, projects, cases, and / or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected 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 Description**

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

# **Findings Description Measurement Competency Finding**

Junior (3000-level) Senior (4000-level)

Successes 909 Successes 1,142

Attempts 1,240 Attempts 1,571

Success Ratio 73.3% Success Ratio 72.7%

Number of Students 408 Number of Students 178

Percent Success by Students 72.6%

Minimum Acceptable Rate 60% Minimum Acceptable Rate 70%

Yearly Trend Yearly Trend

2013 2014 2015 3-Year Average 2013 2014 2015 3-Year Average

70% 63% 73% 69% 80% 71% 73% 75%



**Action Description** 

### **Measurement Competency Action**

The success ratio of 73% for Juniors exceeds the minimum acceptable level of 60% by thirteen percentage points. The success ratio of 73% for Seniors exceeds the minimum acceptable level of 70% by three percentage points. 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.

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### ACCT 3313

Increase lecture content and in-class assignments that deal with measuring the components of net income; additional assignment comparing inventory methods.

### ACCT 3314

Additional in-class assignment calculating bond discount amortization using an amortization table; extra in-class assignment on the measurement of assets under capital leases.

### **ACCT 3324**

Reinforce the accurate entry of transaction data into SAP assignment exercises, thereby having accurate measurement of results.

### **ACCT 3347**

An in-class activity will be completed in a group setting to reinforce the measurement of contribution margin and breakeven point in CVP analysis.

### **ACCT 3353**

Additional in-class assignment(s) on measuring net taxable income; require students to complete an out-of-class assignment to reinforce the importance of identifying and measuring losses for determining AGI and then to identify/measure the tax benefit attributable to said loss deduction in order to determine reportable income in subsequent year of recovery.

### 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.

### **New Properting Competency**

### **Learning Objective Description**

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

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### **Indicator Description**

A mix of exam questions, projects, cases, and / or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected 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 Description**

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

# **Findings Description Reporting Competency Finding**

Junior (3000-level) Senior (4000-level)

Successes 557 Successes 1,077

Attempts 769 Attempts 1,284

Success Ratio 72.4% Success Ratio 83.9%

Number of Students 335 Number of Students 259

Percent Success by Students 74.0%

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Minimum Acceptable Rate 60% Minimum Acceptable Rate 70%

Yearly Trend Yearly Trend

2013 2014 2015 3-Year Average 2013 2014 2015 3-Year Average

65% 58% 72% 65% 71% 73% 84% 76%



**Action Description** 

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### **Reporting Competency Action**

The success ratio of 72% for Juniors exceeds the minimum acceptable level of 60% by 12 percentage points. The success ratio of 84% for Seniors exceeds the minimum acceptable level of 70% by 14 percentage points. The faculty teaching Junior level courses where Reporting is an objective will continue to place emphasis on this competency. The faculty teaching Senior level courses where Reporting is an objective will place additional emphasis on this competency.

### **ACCT 3313**

Increase lecture content and in-class assignments that deal with financial statement reporting; give one or two extra quizzes on where accounts are reported in the financial statements.

### **ACCT 3314**

Additional in-class assignment on how capital leases are reported on the financial statements; reinforce the lecture on reporting "intraperiod tax allocation" by requiring students to complete an additional in-class assignment to prepare an income statement that includes this topic.

### **ACCT 3324**

Reinforce the accurate reporting of production planning activities in SAP assignment exercises, thereby having accurate reporting of results.

### **ACCT 3347**

An in-class activity will be completed in a group setting to reinforce the income statement reporting under absorption and variable costing methods.

### **ACCT 3353**

Additional in-class assignment to reinforce the importance of the Income Tax Formula, which organizes information into the various components of income, exclusions, gross income, deductions, taxable income, tax liability, and tax due (refund); to reinforce the grading of the income tax project, students will be provided a rubric that details how the project will graded, which should place a greater emphasis on accuracy and thereby motivating students' performance on the project.

### ACCT 4315

Students will be presented with an actual situation and asked to write a report to their "supervisor" stating their recommendation on whether the transaction and/or disclosures were properly handled.

### ACCT 4372

Will post all lectures, including the Reporting Unit, online so that students can review applicable portions of the lectures as needed; students will also have multiple assignments related to the correct format and substance of financial statement audit reports, as well as reports for audits of internal control over financial reporting – at least one of these assignments will be structured using the new document Review Simulation (DRS) type of questioning that is being introduced in the summer of 2016 on the Uniform CPA Exam.

### 🐌 🎮 Risk Analysis Competency

### **Learning Objective Description**

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

### 🖏 🚣Course Embedded Measures Of Risk Analysis Competency

### **Indicator Description**

A mix of exam questions, projects, cases, and / or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected 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 Description**

In each course, the instructor will determine a minimal acceptable score for each

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

### Findings Description Risk Analysis Competency Finding

Junior (3000-level) Senior (4000-level)

Successes 83 Successes 136

Attempts 92 Attempts 158

Success Ratio 90.2% Success Ratio 86.1%

Number of Students 92 Number of Students 79

Percent Success by Students 86.1%

Minimum Acceptable Rate 60% Minimum Acceptable Rate 70%

Yearly Trend Yearly Trend

2013 2014 2015 3-Year Average 2013 2014 2015 3-Year Average

79% 83% 90% 84% 85% 93% 86% 88%

### 🔊 🎜Risk Analysis Competency Action

### Action Description Risk Analysis Competency Action

The success ratio of 90% for Juniors exceeds the minimum acceptable level of 60% by 30 percentage points. The success ratio of 86% for Seniors exceeds the minimum acceptable level of 70% by 16 percentage points. The faculty teaching courses where Risk Analysis is an objective will continue to place emphasis on this competency.

ACCT 4372 Additional critical thinking assignments will be assigned that will require students to fundamentally assess the risk from various auditing scenarios; the AICPA announce that higher level thinking skills, including analysis, will be test significantly; at least one of the risk assessment will be structured using the new Document Review Simulation (DRS) type of questioning that is being introduced summer of 2016 on the Uniform CPA Exam.

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### Update to Previous Cycle's Plan for Continuous Improvement

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

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%

### **Update of Progress to the Previous Cycle's PCI**

As shown below, the assessment findings indicate that the minimum acceptable level is being met for each competency. Each instructor, however, has indicated how they might improve on their instruction. The faculty plans to place additional emphasis on the measurement and reporting competencies for the coming academic year. The specific actions by the faculty are shown in the appropriate action items.

Three Year Finding - Trends - BBA:

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- 3-Yr. 3000 Level Courses 2013 2014 2015 Avg. C=60%
- \* Decision Modeling 78% 74% 75% 76%
- \* Risk Analysis 79% 83% 90% 84%
- \* Measurement 70% 63% 73% 69%
- \* Reporting 65% 58% 72% 65% \* Leveraging Tech 90% 90% 92% 91%
- 3-Yr. 4000 Level Courses 2013 2014 2015 Avg. C=70%
- \* Decision Modeling
- \* Risk Analysis 85% 93% 86% 88%
- \* Measurement 80% 71% 73% 75%
- \* Reporting 71% 73% 84% 76%
- \* Leveraging Tech 91% 98% 82% 90%

### **Plan for Continuous Improvement**

### **Closing Summary**

The Department of Accounting will make modifications on how the courses are assessed in the following ways. (1) The competency of research will be added to the assessment process. (2) In the past, some courses were being assessed on a student by student basis, while other courses on the number of successful questions answered verses the number of questions attempted. The Department will now assess on a student by student bases. (3) The mapping of the competencies to the courses has slightly changed, in part, to accommodate the assessing of the research competency. The new mapping is shown below.

## Mapping Goals to BBA Accounting Courses

		DM	RA	RPT	LT	M	RES
ACCT	3313					*	
ACCT	3314					٠	
ACCT	3324		*		*		
ACCT	3347						
ACCT	3353					*	
ACCT	4315					*	
ACCT	4316			۰	*	٠	
ACCT	4372						

DM	Decision Modeling	LT	Leveraging Technology
RA	Risk Analysis	M	Measurement
RPT	Reporting	RES	Research

# Department of Economics and International Business

**Assessment Plan Summary** 

**Department: International Business BBA** 

Sam Houston State University

President, Office of

Academic Affairs, Division of

**Business Administration, College of** 

**Economics and International Business, Department of** 

**International Business BBA** 

### **Outstanding Program In International Business**

### **Goal Description**

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

### **Related Items/Elements**



### **Learning Objective Description**

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

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

### **Indicator Description**

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

### **Criterion Description**

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

### **Findings Description**

This learning objective has 10 sub-objectives. The first 7 sub-objectives were assessed in ECON 4340. The sub-objective "Economic Effects and Measurement of Poverty and Income Distribution" was assessed in ECON 4348. The sub-objective "Trade Barriers and Economic Cooperation" was assessed in MKTG

4340 (in both Fall 2015 and Spring 2016). The sub-objective "Effect of Shocks on the Economy" was assessed in ECON 4373.

In ECON 4340, short answer questions were used to assess the sub-objectives. A total of 23 international business majors were enrolled in the course although due to missing exams/questions, the total number of students being assessed are different across sub-objectives. 4 out of 7 sub-objectives did not meet the criteria: only 15 out of 23 students (65.2%) succeeded to score 70% or higher in the embedded questions related to sub-objective "Calculate Opportunity Costs and Identify Comparative Advantage"; only 10 out of 23 students (43.5%) succeeded to score 70% or higher in the embedded questions related to sub-objective "Understand the Role of Comparative Advantage in Determining Prices and Trade"; only 11 out of 21 students (42.4%) succeeded to score 70% or higher in the embedded questions related to sub-objective "Welfare Effects of a Tariff in a Small Nation"; only 12 out of 21 students (57.1%) succeeded to score 70% or higher in the embedded questions related to sub-objective "How Trade Alters Resource Prices". It should be noted, however, that in the last case, all 12 students exceeded standard and scored 90% or higher in the embedded short answer question.

In ECON 4348, criteria was not met for the sub-objective "Economic Effects and Measurement of Poverty and Income Distribution": only 9 out of 14 students (64.3%) succeeded to score 70% or higher in the embedded short answer questions related to this sub-objective.

In MKTG 4340, criteria was met for the sub-objective "Trade Barriers and Economic Cooperation": out of 4 international business majors, 2 scored more than 70% and 2 scored more than 90%.

In ECON 4373, criteria was not met for the sub-objective "Effect of Shocks on the Economy": only 9 out of 18 students (80%) succeeded to score 70% or higher in the embedded multiple choice questions related to this sub-objective.

In general, students seem to struggle with topics that require higher level of quantitative skills.

The Results for Learning Objective 1

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

### **Learning Objective Description**

Multinational firms confront the challenges of operating in markets with different legal environments, currency systems, and institutions regulating trade and investment.

Students should understand how these differences will affect the economic and financial decisions of the firm.

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

### **Indicator Description**

Questions embedded in exams of ECON 3372, ECON 4340, ECON 4348, ECON 4373, and FINC 4340 will be used to assess students understanding of the financial and economic aspects of doing business globally.

### **Criterion Description**

At least 70% of the students will respond correctly to 70% of the embedded questions concerning the financial and economics impact of doing business globally. The questions will be embedded in exams of ECON 3372, ECON 4340, ECON 4348, ECON 4373, and FINC 4340.

### **Findings Description**

This learning objective has 12 sub-objectives. The first sub-objective, "Basic Foreign Exchange Market Analysis" was assessed in ECON 4340. The 2nd to 6th sub-objectives were assessed in FINC 4340. The 7th to 10th sub-objectives were assessed in ECON 3372. The last two sub-objectives were assessed in ECON 4373. Please see the attached result table for full descriptions of the sub-objectives.

In ECON 4340, criteria was not met for the sub-objective "Basic Foreign Exchange Market Analysis": only 11 out of 20 students (55%) succeeded to score 70% or higher in the embedded short answer questions related to this sub-objective, with 6 of them exceeded standard.

In FINC 4340, 3 out of 5 sub-objectives did not meet the criteria: only 10 out of 17 students (58.9%) succeeded to score 70% or higher in the embedded multiple choice questions related to the sub-objective "Foreign Exchange Market Transactions"; only 10 out of 17 students (41.2%) succeeded to score 70% or higher in the embedded multiple choice questions related to the sub-objective "Hedging Operations"; only 8 out of 17 students (47.1%) succeeded to score 70% or higher in the embedded multiple choice questions related to the sub-objective "Capital Budgeting".

In ECON 3372, 3 out of 4 sub-objectives did not meet the criteria: only 4 out of 8 students (50%) succeeded to score 70% or higher in the embedded short answer question related to the sub-objective "Macroeconomic Effect of Shocks on a Small Open Economy in the Long Run"; only 2 out of 8 students (25%) succeeded to score 70% or higher in the embedded multiple choice questions related to the sub-objective "Macroeconomic Effect of Shocks on a Large Open Economy in the Long Run"; only 4 out of 8 students (50%) succeeded to score 70% or higher in the embedded multiple choice questions related to the sub-objective "Macroeconomic Effect of Shocks on a Large Open Economy in the Short Run".

In ECON 4373, both sub-objectives were not met: only 9 out of 18 students (50%) succeeded to score 70% or higher in the embedded short answer questions related to the sub-objective "Effect of Exchange Rate Intervention by a Central

Bank". It should be noted, however, that all 9 students who met the standard actually exceeded standard and scored 90% or higher; only 10 out of 18 students (55.6%) succeeded to score 70% or higher in the embedded multiple choice questions related to the sub-objective "Effect of Interest Rates on Exchange Rates and Trade." However, these 10 students exceeded standard and scored 90% or higher.

In general, students seem to struggle with topics that require higher level of quantitative skills.

Results for Learning Objective 2

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

### **Learning Objective Description**

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

# **The Management And Marketing Challenges Of International Business**

### **Indicator Description**

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

### **Criterion Description**

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

### **Findings Description**

During the 2015-2016 assessment circle, this learning objective was assessed in MKTG 4340 in both Fall 2015 and Spring 2016 semesters. During Fall 2015, the class was taught during the day in the Huntsville main campus. During Spring 2016, the class was taught during the night in the Woodlands campus. In both semesters, there were 4 international business majors enrolled in MKTG 4340 for a total of eight majors.

This learning objective has 5 sub-objectives. In Fall 2015, one sub-objective, "Distribution Issues", did not meet the criteria: only 2 out of 4 students (50%) succeeded to score in 70% of the embedded questions related to this sub-objective. In Spring 2016, one sub-objective, "Ethical Issues Related to International Trade", did not meet the criteria: only 2 out of 4 students (50%) succeeded to score in 70% of the embedded questions related to this sub-objective.

Taking both semesters into consideration, only one sub-objective, "Ethical Issues

Related to International Trade", did not meet the criteria: only 5 out of 8 students (62.5%) succeeded to score in 70% of the embedded questions related to this sub-objective.



### Update to Previous Cycle's Plan for Continuous Improvement

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

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.

### Update of Progress to the Previous Cycle's PCI

The MAT expanded the courses sampled in the 2015 – 2016 cycle. These additional courses include ECON 3372, ECON 4348, and ECON 4373. The topics assessed focused on both problem-solving and quantitative skills.

Problem-solving assessments included short answer and multiple choice questions. Short answer questions focused on analyzing the impact of shocks using traditional economic model and policymaker responses to shocks.

Quantitative assessments tested the students' ability to calculate market outcomes, including changes in market participants' welfare.

### **Actions and Plan for Continuous Improvement**

### **Closing Summary**

Students show continued weakness in problem-solving and quantitative applications. We will continue to assesses these skills in the appropriate courses during the 2016 - 2017 cycle. This assessment will take place in ECON 3372 and ECON 4340.

We will expand courses to provide more texture to the results and findings. Last year, we expanded our assessment to several new courses. We will continue this trend in the next cycle by assessing majors in ECON 3341 and BUAD 4340. At a minimum, these courses will broaden the depth of results for two learning objectives.

The MAT realizes that the depth of assessment in some instruments is limited due to a limited number of questions assessed. The MAT will discuss the instruments used with the respective faculty in an attempt to expand the number of question used to provide richer results.

Finally, the MAT will discuss the results with the Business Foundations team to discuss findings in the previous cycles. Results consistently suggest that some students lack sufficient problem-solving skills and quantitative skills. Courses in the International Business program require students to utilize quantitative skills acquired in courses outside the International Business program. Therefore, we are unable to adequately address the deficiencies. Students show continued weakness in problem-solving and quantitative applications. We will continue to assesses these skills in the appropriate courses during the 2016-2017 cycle.

# Department of General Business and Finance

**Assessment Plan Summary Department: Finance BBA** 

Sam Houston State University

President, Office of

Academic Affairs, Division of

**Business Administration, College of** 

General Business and Finance, Department of

Finance BBA

**Qualitative Proficiency in Finance** 

### **Goal Description**

Finance BBA students will demonstrate an understanding of the qualitative aspects of finance.

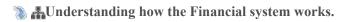
### **Related Items/Elements**



Nature 1 in the Students will demonstrate an understanding the Financial system

### **Learning Objective Description**

Finance BBA students will display an understanding the function of the financial system, including understanding the operations and structure of Federal Reserve System, understanding the basics of banking, understanding the basics of the bond market, understanding the basics of the stock market, and understanding the basics of the money markets.



### **Indicator Description**

Embedded test questions from several FINC 3310: Markets and Institutions classes are used to measure student understanding of the financial system.

### **Criterion Description**

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

### **Findings Description**

10 majors were tested.

80% of the students met the criteria of answering at least 70% correctly.

40% exceeded goals and answered over 90% correctly.

**OBJECTIVE MET** 

### 🔊 🚠 Understanding the basics of the bond market

### **Indicator Description**

Embedded test questions from several FINC 3310: Markets and Institutions classes are used to measure student understanding of the basics of the bond market.

### **Criterion Description**

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

### **Findings Description**

10 majors were tested.

60% of the students met the criteria of answering at least 70% correctly.

30% exceeded goals and answered over 90% correctly.

**OBJECTIVE MET** 

### **L** Understanding the basics of the stock market

### **Indicator Description**

\*

Embedded test questions from several FINC 3310: Markets and Institutions classes are used to measure student understanding of the basics of the stock market.

### **Criterion Description**

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

### **Findings Description**

10 majors were tested.

90% of the students met the criteria of answering at least 70% correctly.

27

50% exceeded goals and answered over 90% correctly.

**OBJECTIVE MET** 

### 🐞 🚠 Understanding the key components of commercial banking.

### **Indicator Description**

A comprehensive exam score from class FINC 4320: Commercial Banking was sued to determine students' level of understanding of the key components of commercial banking. This exam was an essay format.

### **Criterion Description**

At least 50% of the students will achieve a score of 70% or better.

### **Findings Description**

36majors were tested.

92% of the students met the criteria of obtaining a score of at least 70%.

25% exceeded goals and obtained a score of 90% or better.

**OBJECTIVE MET** 

### **Students** will demonstrate proficiency in working with financial statements

### **Learning Objective Description**

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

### Proficiency in calculating historical and prospective financial ratios used in analyzing financial statement data

### **Indicator Description**

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in calculating historical and prospective financial ratios used in analyzing financial statement data.

### **Criterion Description**

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

### **Findings Description**

Both on line and classroom segments were evaluated:

ON -LINE:

17 majors were tested.

71% of the students met the criteria of answering at least 70% correctly.

53% exceeded goals and answered over 90% correctly.

OBJECTIVE MET

LIVE CLASSROOM:

32majors were tested.

97% of the students met the criteria of answering at least 70% correctly.

41% exceeded goals and answered over 90% correctly.

OBJECTIVE MET



### **Action Description**

Accounting survey to be administered to upper divisions Finance majors in the Fall 2016.

The Proficiency in interpreting financial ratios and similar metrics used in making investment and financing decisions.

### **Indicator Description**

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in interpreting financial ratios and similar metrics used in making investment and financing decisions.

### **Criterion Description**

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

### **Findings Description**

Both on line and classroom segments were evaluated:

ON-LINE:

17 majors were tested.

Only 24% of the students met the criteria of answering at least 70% correctly.

None of the students exceeded goals and answered over 90% correctly.

OBJECTIVE NOT MET - concerns about students having adequate background for this course. See corrective actions for details.

LIVE CLASSROOM:

32majors were tested.

6% of the students met the criteria of answering at least 70% correctly.

None of the students exceeded goals and answered over 90% correctly.

OBJECTIVE NOT MET: concerns about students having adequate background for this course. See corrective actions for details.



### **Action Description**

Accounting survey to be administered to upper divisions Finance majors in the Fall 2016.

# Proficiency in manipulating financial accounting data as needed to gain a broader understanding of financial accounting relationships

### **Indicator Description**

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in manipulating financial accounting data as needed to gain a broader understanding of financial accounting relationships.

### **Criterion Description**

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

### **Findings Description**

Both on line and classroom segments were evaluated:

ON-LINE:

17 majors were tested.

47% of the students met the criteria of answering at least 70% correctly.

24% exceeded goals and answered over 90% correctly.

OBJECTIVE NOT MET - concerns about students having adequate background for this course. See corrective actions for details.

LIVE CLASSROOM:

32majors were tested.

69% of the students met the criteria of answering at least 70% correctly.

31% exceeded goals and answered over 90% correctly.

**OBJECTIVE MET** 



### **Action Description**

Accounting survey to be administered to upper divisions Finance majors in the Fall 2016.

Understanding accrual-based accounting and how it relates to balance sheets, income statements, and cash flow statements

### **Indicator Description**

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student understanding of accrual-based accounting and how it relates to balance sheets, income statements, and cash flow statements.

### **Criterion Description**

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

### **Findings Description**

Both on line and classroom segments were evaluated:

# ON-LINE: 17 majors were tested. 76% of the students met the criteria of answering at least 70% correctly. 35% exceeded goals and answered over 90% correctly. **OBJECTIVE MET** LIVE CLASSROOM: 32majors were tested. 69% of the students met the criteria of answering at least 70% correctly. 16% exceeded goals and answered over 90% correctly. **OBJECTIVE MET**

### 0202011,21,121



### **Action Description**

Accounting survey to be administered to upper divisions Finance majors in the Fall 2016.

### **Quantitative Proficiency in Finance**

### **Goal Description**

Finance BBA students will correctly apply financial models used in solving quantitative problems in finance.

This will prepare the student for a career in finance after graduation.

### **Related Items/Elements**

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

### **Learning Objective Description**

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

### 🐞 🚠 Demonstrate an understanding options and futures.

### **Indicator Description**

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

### **Criterion Description**

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

### **Findings Description**

29 majors were tested.

86% of the students met the criteria of answering at least 70% correctly.

72% of the students exceeded goals and answered over 90% correctly.

**OBJECTIVE MET** 

### 🖏 🚠 Demonstrating the ability to quantify risk and return

### **Indicator Description**

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

### **Criterion Description**

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

### **Findings Description**

29 majors were tested.

52% of the students met the criteria of answering at least 70% correctly.

52% of the students exceeded goals and answered over 90% correctly.

OBJECTIVE MET -however due to the low number of questions, the results are bifurcated. The students knew the material well or not at all. See corrective action list.

### The performance of a multi-asset portfolio.

### **Indicator Description**

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

### **Criterion Description**

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

### **Findings Description**

29 majors were tested.

59% of the students met the criteria of answering at least 70% correctly.

34% of the students exceeded goals and answered over 90% correctly.

**OBJECTIVE MET** 

### 🐌 🚣Demonstrating the ability to price options.

### **Indicator Description**

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

### **Criterion Description**

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

### **Findings Description**

29 majors were tested.

83% of the students met the criteria of answering at least 70% correctly.

69% of the students exceeded goals and answered over 90% correctly.

**OBJECTIVE MET** 

Demonstrating the ability to quantify price and yield metrics for both fixedincome and equity securities.

### **Indicator Description**

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

### **Criterion Description**

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

### **Findings Description**

29 majors were tested.

55% of the students met the criteria of answering at least 70% correctly.

55% of the students exceeded goals and answered over 90% correctly.

OBJECTIVE MET -however due to the low number of questions, the results are bifurcated. The students knew the material well or not at all. See corrective action list.

The property and the ability to quantify the benefits of diversification.

### **Indicator Description**

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

### **Criterion Description**

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

### **Findings Description**

29 majors were tested.

52% of the students met the criteria of answering at least 70% correctly.

52% of the students exceeded goals and answered over 90% correctly.

OBJECTIVE MET -however due to the low number of questions, the results are bifurcated. The students knew the material well or not well at all. See corrective action list.

### **Students** will demonstrate proficiency in working with financial statements

### **Learning Objective Description**

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

# The Proficiency in calculating historical and prospective financial ratios used in analyzing financial statement data

### **Indicator Description**

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in calculating historical and prospective financial ratios used in analyzing financial statement data

### **Criterion Description**

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

### **Findings Description**

Both on line and classroom segments were evaluated:

#### ON -LINE:

17 majors were tested.

71% of the students met the criteria of answering at least 70% correctly.

53% exceeded goals and answered over 90% correctly.

**OBJECTIVE MET** 

#### LIVE CLASSROOM:

32majors were tested.

97% of the students met the criteria of answering at least 70% correctly.

41% exceeded goals and answered over 90% correctly.

**OBJECTIVE MET** 



## **Action Description**

Accounting survey to be administered to upper divisions Finance majors in the Fall 2016.

The Proficiency in interpreting financial ratios and similar metrics used in making investment and financing decisions.

## **Indicator Description**

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in interpreting financial ratios and similar metrics used in making investment and financing decisions.

## **Criterion Description**

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

embedded questions.

## **Findings Description**

Both on line and classroom segments were evaluated:

ON-LINE:

17 majors were tested.

Only 24% of the students met the criteria of answering at least 70% correctly.

None of the students exceeded goals and answered over 90% correctly.

OBJECTIVE NOT MET - concerns about students having adequate background for this course. See corrective actions for details.

## LIVE CLASSROOM:

32majors were tested.

6% of the students met the criteria of answering at least 70% correctly.

None of the students exceeded goals and answered over 90% correctly.

OBJECTIVE NOT MET: concerns about students having adequate background for this course. See corrective actions for details.

## **Action Description**

Accounting survey to be administered to upper divisions Finance majors in the Fall 2016.

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# The Proficiency in manipulating financial accounting data as needed to gain a broader understanding of financial accounting relationships

## **Indicator Description**

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student student proficiency in manipulating financial accounting data as needed to gain a broader understanding of financial accounting relationships.

## **Criterion Description**

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

## **Findings Description**

Both on line and classroom segments were evaluated:

ON-LINE:

17 majors were tested.

47% of the students met the criteria of answering at least 70% correctly.

24% exceeded goals and answered over 90% correctly.

OBJECTIVE NOT MET - concerns about students having adequate background for this course. See corrective actions for details.

LIVE CLASSROOM:

32majors were tested.

69% of the students met the criteria of answering at least 70% correctly.

31% exceeded goals and answered over 90% correctly.

## **OBJECTIVE MET**



## **Action Description**

Accounting survey to be administered to upper divisions Finance majors in the Fall 2016.

**L**Understanding accrual-based accounting and how it relates to balance sheets, income statements, and cash flow statements

## **Indicator Description**

Embedded test problems from several FINC 4335: Financial Statement and Credit Analysis classes are used to measure student understanding of accrual-based accounting and how it relates to balance sheets, income statements, and cash flow statements.

## **Criterion Description**

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

## **Findings Description**

Both on line and classroom segments were evaluated:

ON-LINE:

17 majors were tested.

76% of the students met the criteria of answering at least 70% correctly.

35% exceeded goals and answered over 90% correctly.

**OBJECTIVE MET** 

#### LIVE CLASSROOM:

32majors were tested.

69% of the students met the criteria of answering at least 70% correctly.

16% exceeded goals and answered over 90% correctly.

**OBJECTIVE MET** 



## **Action Description**

Accounting survey to be administered to upper divisions Finance majors in the Fall 2016.

# **Students** will show proficiency in analyzing business investment projects and opportunities.

## **Learning Objective Description**

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

# **\*\*** Calculating, understanding, and using financial ratios, analysis, and financial indicators.

## **Indicator Description**

Embedded test problems from FINC 4390: Managerial Finance are used to measure student proficiency in calculating, understanding, and using financial ratios, analysis, and financial indicators to provide information useful to the

managers of a firm.

## **Criterion Description**

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

42

## **Findings Description**

36 majors were tested.

72% of the students met the criteria of answering at least 70% correctly.

72% exceeded goals and answered over 90% correctly.

Again, bifurcated results, the students knew the material well or not at all. This is due in part to a limited number of questions. See corrective action list.

**OBJECTIVE MET** 



## **Action Description**

Accounting survey to be administered to upper divisions Finance majors in the Fall 2016.

## 🐞 🚠 Demonstrating an understanding of analysis of cash flows

## **Indicator Description**

Embedded test problems from FINC 4390: Managerial Finance are used to measure student proficiency

in understanding and analyzing cash flows as they form the basis for valuation of real and financial assets.

## **Criterion Description**

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

## **Findings Description**

36 majors were tested.

61% of the students met the criteria of answering at least 70% correctly.

44% exceeded goals and answered over 90% correctly.

**OBJECTIVE MET** 

## **&** Understanding and explaining the nature and cost of capital raised by a business firm.

## **Indicator Description**

Embedded test problems from FINC 4390: Managerial Finance are used to measure student understanding of the nature and cost of capital raised by a business firm.

## **Criterion Description**

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

## **Findings Description**

36 majors were tested.

50% of the students met the criteria of answering at least 70% correctly.

50% exceeded goals and answered over 90% correctly.

Very bifurcated results, the students knew the material or did not.

**OBJECTIVE MET** 

## AUsing analytical tools such as Excel to analyze business opportunities.

## **Indicator Description**

Embedded test problems from FINC 4390: Managerial Finance are used to measure student proficiency in summarizing and analyzing potential investment projects using analytical tools such as Excel.

## **Criterion Description**

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

## **Findings Description**

36 majors were tested.

86% of the students met the criteria of answering at least 70% correctly.

75% exceeded goals and answered over 90% correctly.

#### **OBJECTIVE MET**

## Update to Previous Cycle's Plan for Continuous Improvement

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

No plan has been added to this level.

## Update of Progress to the Previous Cycle's PCI

The overarching learning objectives of qualitative and quantitative proficiency are too broad and need to be better defined.

Using embedded test questions in FINC 3310 to test the majors does not provide enough Finance majors to be a robust assessment.

unless a sufficient number of embedded test questions are used, the results can be misleading. This can make data collection cumbersome and can weaken the class.

Need to consider a survey of senior students to better assess students overall knowledge instead
of embedded test questions.

There is concern that some of the students enrolled in FINC 4335 do not have an adequate background in accounting. We are taking two actions to address this:

• We are creating a preferred class order list for the advising center and to be posted on the website to facilitate an orderly schedule of courses for Finance majors.

• We are creating a survey to be administered to upper level Finance majors to determine their accounting background (SHSU or transfer) and to understand where any shortfalls are.

## **Plan for Continuous Improvement**

## **Closing Summary**

This is our continuous improvement plan.

## Plan for Continuous Improvement

FINANCE: 2015-2016

<u>Our overarching goals are too broad</u>. - We need to be more specific and ensure alignment with the college vision and mission statement.

Need to redefine goals

Need to obtain approval from Finance faculty for the new goals

<u>Assessing Intermediate Accounting I and II</u> – Based on the results from the FALL 2015 assessment, there is concern that students are not adequately prepared for higher level classes that assume knowledge of financial statements.

The Finance faculty will create a list of learning objectives for ACCT 3313 and ACCT 3314 that are deemed relevant to the FINANCE major.

A survey will be created that asks:

If ACCT 3313 has been taken

If so where

If ACCT 3314 has been taken

If so where

Questions assessing the students' knowledge with respect to the stated learning objectives.

This survey will be delivered in the FALL 2016 semester in several of the upper level Finance classes so that students that are Finance majors and have taken the two accounting classes can be assessed.

some students may to be taking classes in an optimal order. If the required classes are taken in the following order, the students are likely to obtain more from the classes,

Early: FINC 3320, FINC 3310, FINC 4325 (elective), FINC 4340 (elective), BUAD 3355

Middle: FINC 4315 (elective), FINC 4320, FINC 4330 (elective), FINC 4345, ACCT 3313

Later: FINC 4335, FINC 4390, ACCT 3314, FINC 4355 (elective), FINC 4365 (elective)

FINC 3330(elective) was asked to be added to the middle tier.

This list should be made public, posted on the web, sent to the advising team, and potentially emailed to all finance majors.

this needs to be put in a more visual (flow chart) diagram that helps students understand the preferred sequence of classes.

Using embedded test questions is not the best method of assessing as using few questions can make the results less reliable and using too many questions is not feasible. Need to investigate other ways of assessing the Finance major.

## **Assessment Plan Summary**

**Department: General Business Administration BBA** 

## Sam Houston State University

President, Office of

Academic Affairs, Division of

**Business Administration, College of** 

General Business and Finance, Department of

**General Business Administration BBA** 

## **Capable Business Decision Makers**

## **Goal Description**

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

#### **Related Items/Elements**



## **Learning Objective Description**

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

## 🐞 🚣 General Business Assessment: Embedded Questions BUAD 3355

## **Indicator Description**

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

## **Criterion Description**

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

## **Findings Description**

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.

## **%** CGeneral Business Assessment: Embedded Questions BUAD 3355

## **Action Description**

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 occurred and it was determined that the course should be split into five (5) units instead of the previous four (4) core units. Creating an additional unit and breaking the material into a smaller segments will make it easier for the students to understand and grasp the concepts covered. This increase in core units will begin in the Fall of 2016.

COBA Assessment Reporting FOR BUAD 3355 TWC Day Class

## 🐞 🚠 General Business Assessment: Pre And Post Exam Questions BUAD 2301

## **Indicator Description**

The BUAD 2301 course focuses on the legal environment in business, particularly how the law effects business development and creation. This course is divided into five core units. Assessment will be made using 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 Description**

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

## **Findings Description**

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 Description**

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. The faculty members are implementing a publisher supplied video and case review. The faculty members believe that by using this new system that it will improve student learning outcomes.

## **Goal Description**

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

#### **Related Items/Elements**



## **Learning Objective Description**

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

## 🐞 🚣 Oral Presentation

## **Indicator Description**

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 Description**

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.

## **™**Writing Competency

## **Learning Objective Description**

Students will be able to compose effective business messages using accepted standards of English grammar and punctuation, sentence structure and paragraph design.

## 🐌 🛔 Written Communication

## **Indicator Description**

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.

## **Criterion Description**

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.

## **Findings Description**

Peter Cardon's *Business Communication: Developing Leaders for a Networked World, 2nd Ed.*) has been adopted for most sections of the BUAD 3335W course. The text has been used by the online and F2F faculty who participated in the 2014-15 assessment. A preliminary review of student performance shows a positive correlation between the use of McGraw-Hill's Connect (textbook ancillaries which contain robust grammar/mechanics online drills and exercises that the students can work through at their own pace and at varying skills levels) students' sentence level competency. In addition, some improvement in organization and content has been noted. Formal data will be presented in March of 2017 at the Association for Business Communication-Southwest's annual regional conference in Little Rock, AR. The paper will be uploaded to this database in 2017.

## **M**Learning Objectives

## **Performance Objective Description**

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.

#### **General Business Student Satisfaction**

## **Goal Description**

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

#### **Related Items/Elements**



## **Learning Objective Description**

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

## The state of the s

## **Indicator Description**

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 Description**

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

## Update to Previous Cycle's Plan for Continuous Improvement

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

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.

## **Update of Progress to the Previous Cycle's PCI**

In the BUAD 2301 General Business Law area, based on previous assessment results additional online 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. To increase student learning outcomes the faculty have begun to utilize publisher provided video clips and related short case scenarios.

The General Business Law faculty will continue to provide students examples of real life applications of the material that they learn in class. A committee will be created to pull current video scenarios as they related to the core concepts covered in the course. These video recommendations will be shared with the other faculty members that teach BUAD 2301. In the 2016-1017 assessment cycle the faculty will to work through real life business entity scenarios to determine the students progress with the core concepts addressed in this course. The faculty believe that this will help students to better understand the material and relate what they learn in the academic environment to the business world environment. 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.

In the BUAD 3355 General Business Law area the faculty will continue 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 occurred and it was determined that the course should be split into five (5) units instead of the previous four (4) core units. Creating an additional unit and breaking the material into a smaller segments will make it easier for the students to understand and grasp the concepts covered. This increase in core units will begin in the Fall of 2016.

2016-2017 Plan for Continuous Improvement for the General Business BBA

# Department of Management and Marketing

Assessment Plan Summary Department: Management BBA

Sam Houston State University

President, Office of

Academic Affairs, Division of

**Business Administration, College of** 

Management and Marketing, Department of

**Management BBA** 

## Students Will Obtain A Broad Base Of Knowledge Of Management Principles

## **Goal Description**

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

## **Related Items/Elements**



## **Learning Objective Description**

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

# Course Embedded Questions On Exams Regarding Human Behavior In Organizations

## **Indicator Description**

Embedded questions on exams in multiple sections/courses will be used to evaluate students' understanding of human behavior in organizations.

#### **Criterion Description**

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

## **Findings Description**

KAVANAUGH MGMT 3320 Sp 16 main campus: Using vocabulary matching and essay exams, six sub-objectives were assessed for 42 students enrolled in the Spring 2016 MGMT 3320 (Organizational Behavior) course. Overall, 21% of the students failed to achieve the specified 70% criterion over all six objectives, 45% performed at the 70 – 89% criterion, and 33% excelled at the 90+% level. Overall, the class grade point average was 80.8. The average score for all of the sub-objectives exceeded the 70% criterion. Of these, the material on Motivation & Job Design (71%) and Leadership (75%) were the weakest. These results were somewhat surprising as much class time was spent presenting this content, both in class lectures and through the use of experiential exercises. On the other hand, these chapters are very extensive in the presentation of theories, concepts, and

models. Many would argue that these topics are the core of organizational behavior.

KAVANAUGH MGMT 3320 Sp 16 TWC: Using vocabulary matching and essay exams, six sub-objectives were assessed for 19 students enrolled in the Spring 2016 MGMT 3320 (Organizational Behavior) course at The Woodlands Center (TWC). Overall, 26% of the students failed to achieve the specified 70% criterion over all six objectives, 37% performed at the 70 – 89% criterion, and 37% excelled at the 90+% level. Overall, the class grade point average was 80. The average score for all of the sub-objectives exceeded the 70% criterion, except for one. The weakest sub-objectives were Motivation and Job Design (69) and Leadership (74). These results were somewhat surprising as much class time was spent presenting this content, both in class lectures and through the use of experiential exercises. On the other hand, these chapters are very extensive in the presentation of theories, concepts, and models. Many would argue that these topics are the core of organizational behavior. These results parallel those for the section taught on the main campus.

- শ Kavanaugh 3320 Sp 2016 Main -- Total Class
- Mavanaugh 3320 Sp 2016 TWC -- Total Class

## 

## **Action Description**

Action items: The essays over this content called for students to synthesize and integrate material as compared to describe and contrast questions, a slightly lower level of cognitive ability. For future instruction related to assessment, moving to a multi-item exam with far more content questions may provide greater discrimination in assessing student command of content. While essay exams are highly prized for their ability to foster student thinking, they may not do the best job in sampling the student's command of the factual material. The addition of multiple-choice questions to the current vocabulary/essay testing protocol may be beneficial in better assessing student performance.

## **National States Description Description**

## **Learning Objective Description**

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

## 🐌 📥Case Analysis

## **Indicator Description**

Written analysis of a case or case vignette.

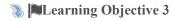
## 🐞 🚣 Course Embedded Questions On Exams In Human Resources Management

## **Indicator Description**

Embedded questions on exams in multiple sections/courses will be used to evaluate students' understanding of human resources management in organizations.

## **Criterion Description**

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



## **Learning Objective Description**

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

## The Social Responsibility Of Business.

## **Indicator Description**

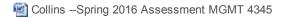
Embedded questions on exams in multiple sections/courses will be used to evaluate students' understanding of the social responsibility of business.

## **Criterion Description**

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

## **Findings Description**

Dr. Collins taught one section of MGMT 4345 (Social Responsibility) Spring 2016 to 16 students at TWC. Both written analysis and embedded questions were used to assess performance. The average scores were: Written analysis (78) and Embedded questions (82.5). Only one student failed to achieve the minimum criterion of 70%. On written analysis, 25% excelled at >90%; 44% excelled on the embedded questions.



## **™**Learning Objective 4

## **Learning Objective Description**

Embedded questions on exams in multiple sections/courses will be used to evaluate students' understanding of managing business in global markets and multicultural societies.

# **\*\*** Course Embedded Questions On Exams Regarding Global Markets And Multicultural Societies

## **Indicator Description**

Embedded questions on exams in multiple sections/courses will be used to evaluate students' understanding managing businesses in global markets and multicultural societies.

## **Criterion Description**

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

## **Findings Description**

NEWBOLD MKTG 4340 SP 16 TWC: Please review the Results of Assessments reported in Table 1. The questions below are related to three levels of student performance. The expected performance is that students will score 70% and higher on assessments. The three levels on Table 1 are: Exceptional Performance Students exceed standards (more than 90% correct) Expected Performance Students meet standards (70%-89% correct) Poor Performance Students perform below standards (less than 70% correct) (1) Is there evidence of exceptional performance (many students exceeding standards)? If so, in what area(s) within the Learning Objectives does it occur? Why do you think it occurred? Is there a best practice that can be used again, or used by others, to have similar results? There were 2 specific learning objectives where a large number of students performed at 90% or higher. Please refer to the chart above. It is hard to determine why this occurred. The sample is only 11 students. It is diffiuclt to determine why the configuration of concepts where stueents performed well is different than the previous semester. (2) Is there evidence of poor performance (many students performing below standards)? If so, in what area(s) within the Learning Objectives does it occur? What actions can you take to improve the students' performance so the standards are met? Note: These actions will be explained as planned actions in the closing the loop report. There were three concepts where students performed below the 70% cut-point: 1) Historical Concept of Global Trade Since WWII 2) International Legal Issues, and 4.16 3) Ethical Issues It is hypothesized that the issue here is that the students have some confusion bestween the various forms of legal actions and various forms of ethical issues covered in the class. Legal and Ethical Issues have been targeted for improvement in the Spring of 2016. For this LO, I plan to create an in-class quiz, utilizing "clickers" to reinforce this material. It is hoped that this heightened experience will result in a higher level of performance. (3) If the standards were met with 70%-89% correct, can you identify areas within the Learning Objections that need improvement? These areas are relatively lower in score as compared to other areas. How will you seek improvement? Note: These actions will be explained as planned actions in the closing the loop report. Do we need to raise our expectations/standards? I do not have any specific ideas for those performing in the middle of the grade spectrum.

## **AHMED SP 16 MKTG 4340:**

Conclusion, Exam 1: Student performance on Test 1 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 78.6%.

Conclusion, Exam 2: Student performance on Test 2 was used as an indicator of learning on selected component of the objective "Managing businesses in global markets and multicultural societies." Against a criterion of 70%, the average score was 79.9%.

Conclusion, Exam 3: Student performance on Test 3 was used as an indicator of learning on selected components of the objective "Managing businesses in global markets and multicultural societies." Against a criterion of 70%, the average score was 73.1%.

- Ahmed -- MKTG 4340-01 Sp2016
- Mewbold --MKTG 4340 -01 & 15 TWC Sp 2016

## NEWBOLD MKTG 4340 Spring 2016 Action Items

## **Action Description**

In general, I hope to continue to promote learning in all 12 concept areas above the 70% achievement level. For future classes, I continue to try to provide experiential exercises to heighten interest in the material. In the Fall of 2016, I plan to utilize in-class "clickers" to facilitate quizzing with discussion to occur directly afterward.

## **National States Section <b>Section Section Section Section Section Section**

## **Learning Objective Description**

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

# To The Management Of Operations, Supply Chains, And Projects.

## **Indicator Description**

Embedded questions on exams in multiple sections/courses will be used to evaluate students' understanding of human resources management in organizations

## **Findings Description**

Riley -- 3370-15 TWC Sp2016

## TRiley -- MGMT 3370 Sp 2016 TWC Action Items

## **Action Description**

The following are the action items identified for each section of the course. For greater context, please view the entire report.

## 60

## Forecasting (questions 1-3):

Next semester, I plan to review exponential smoothing and in particular, how the alpha affects the exponential smoothing formula.

## **Capacity planning (questions 4-6)**

Overall the students appeared to understand the capacity-planning concept taught. No change needed.

## **Location decision (questions 7-9)**

The management majors had trouble with question #9. Similarly, the overall class had trouble with the same question. Question #9 is a new question. My plan is expand the lecture time and offer some new examples of different types of company located throughout the supply chain.

## **Decision theory (questions 10-12)**

Overall students understood the question son decision theory. No change needed.

## **Quality control (questions 13-14)**

Students still had some issues about control limits (question 14). My plan is to bolster activities around control limits. This includes a deeper dive into the chapter and more examples.

## **Inventory management (questions 15-16)**

Overall, most people understood the inventory management concepts taught. Will continue reiterating key inventory management concepts.

## **Project management (questions 17-19)**

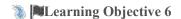
Strong emphasis is placed on project management throughout the semester. Student's scores indicate they understood the concepts. Will continue to emphasize chapter and offer multiple real world examples.

## Process management (questions 20-22).

Students failed to understand all three concepts pertaining to processing systems. To improve understanding, I plan to change my approach. Dr. Ellegood, has some ideas to improve my appraoch

## Product design (23-25)

The management students had no issue with service design questions, however, the class at large had issues with question #25. Based on feedback from the previous semester, this question was re-written. Will need to develop a technique to talk about robust design. Not a concept covered in the current textbook.



## **Learning Objective Description**

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

# **\*\*** Course Embedded Questions On The Strategic Management Of The Firm, Its Resources, And Its Environment.

## **Indicator Description**

Embedded questions on exams in multiple sections/courses will be used to evaluate students' understanding of the strategic management of the firm, its resources, and its environment.

## Update to Previous Cycle's Plan for Continuous Improvement

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

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.

## Update of Progress to the Previous Cycle's PCI

INSERT OVERALL SUMMARY HERE IN RESPONSE TO GENERAL STATEMENT FROM 2014-2015

mgmt. 4340 Newbold TWC: One concept was targeted for improvement: Trade Barriers and Forms of Economic Cooperation. Two steps were taken during the Spring session to ameliorate this issue:

- (1) An experiential exercise was developed to take students through the concepts, and
- (2) An in-class guiz was conducted to follow up on the experiential exercise.

## **Plan for Continuous Improvement**

## **Closing Summary**

Within courses, degree programs, and departments, implement the action items formulated in the plan.

## TALK ABOUT BIG OVERALL CHANGES HERE

## **Assessment Plan Summary**

**Department: Management Information Systems BBA** 

## Sam Houston State University

President, Office of

Academic Affairs, Division of

**Business Administration, College of** 

Management and Marketing, Department of

**Management Information Systems BBA** 

## Management Information Systems- A Broad Base Of Knowledge

## **Goal Description**

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

#### **Related Items/Elements**



## **Learning Objective Description**

Students who complete the BBA in Management Information Systems will demonstrate an understanding of the design and implementation of database applications and how database software works and its inclusion in design solutions. (MGIS3330)

## 🐌 🚠 Database Indicators

## **Indicator Description**

Assessment of Database Management Systems (DBMS) skills will be conducted in MGIS 3330 and MGIS 4330. Student performance in the areas of **design** and **implementation** of database applications will be measured with the use of homework assignments and exams.

## **Criterion Description**

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

# Findings Description For MGIS 3330

3 Practicum Exams were utilized in assessing the skill level of the students in two areas of DBMS. The table below indicates the results.

Skill	%	#students < 70	# students btw	# students >=90
	Correct		70 and 90	
Design	85%	2	9	5
Implementation	183%	4	8	4



## **Action Description**

Based on the findings from MGIS 3330 on **Design** and **Implementation** of DBMS, while the averages are above the 70% criteria, the number of students below 70 on the **implementation** is an indication that more emphasis should be placed on implementation. Problem-based learning will be explored with a possible semester end project to implement their own database design following additional homework assignments utilized to practice implementation skills and practical exams to reinforce implementation skills.

## **\*\*** Electronic Commerce

## **Learning Objective Description**

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

## 🐞 🚣 Electronic Commerce Assessment

## **Indicator Description**

Assessment will be conducted testing specific skills the students perform on assignments and exams. The assessment will be done in MGIS4320 - Electronic Commerce Implementation.

## **Criterion Description**

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

## **™Information Systems**

## **Learning Objective Description**

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)

## 🐞 🚣Information Systems Pre-Test And Post-Test

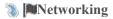
## **Indicator Description**

Assessment will be made using pre-test and post- test performance on computer technology and the role of information systems in organizations. (MGIS3310)

#### **Criterion Description**

The "Writing Style" element of our comprehensive exam rubric has 3 levels and descriptions of work in each level.

64



## **Learning Objective Description**

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

## Tests And Networking Project

## **Indicator Description**

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

## **Criterion Description**

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

## Programming

## **Learning Objective Description**

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

## 🐞 🚣 Programming Pre-Test, Post-Test, And Rubric

#### **Indicator Description**

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 Description**

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)

## **Findings Description**

My findings on 2320 spring 2016 (n = 23):

Procedural programming

Understanding: 85%

Application: 84.26%

Object-oriented programming

Understanding: 79.34%

Application: 71.56%

Event-driven programming

Understanding and Application: 91.57%

These findings suggest that the students understood and were able to apply the concepts of all the three programming paradigms. More time given on the procedural programming section, an action based on the last assessment, appears to help the students do well on the exam. On applying the object-oriented programming concepts, the students, while passing the 70% criterion, should be able to perform better; as a result, more time and examples will be provided.

## 🔊 🎜 Programming Action

#### **Action Description**

In the last Action Cycle we realized that additional emphasis (more homework and inclass exercises) would benefit the students. This proved to be the case for the **procedural programming concepts**. On applying the **object-oriented programming concepts**, the students, while passing the 70% criterion, should be able to perform better; as a result, more time and examples will be provided as was the case for procedural programming concepts. The challenge will be finding the right balance of time to spend on each topic.

## National Systems Analysis And Design

## **Learning Objective Description**

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

## 🖏 🚜 Systems Analysis And Design Pre-Test, Post-Test, And Rubric

## **Indicator Description**

Assessment will be made using pre-test and post-test performance on the design and application of information systems and the tools and processes used to achieve such designs. A rubric will be used to assess skills in systems analysis and design. (MGIS4340)

## **Criterion Description**

The class average on the vocabulary exam will be 70% correct.

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)

## Update to Previous Cycle's Plan for Continuous Improvement

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

#### Closing Summary

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 materialmore 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.

## Update of Progress to the Previous Cycle's PCI

We will be reassessing these courses as follows:

MGIS 4340 is scheduled to be reassessed in Spring 2017.

MGIS 4320 is scheduled to be reassessed in Fall 2018.

What we did assess during the 2015-2016 cycles were:

- 1. Fall 2015:
- a. MGIS3310 Intro to MIS
- b. MGIS4330 Database II

Originally scheduled to be assessed in the Fall 2015, it was determined to move the assessment to Spring 2017 to look at the assessment from the new course and see how the split to the original MGIS4330 is working out. We wanted to have at multiple cohorts cycle through the split course scenario to reassess the second course. Database I was assessed in Spring 2016.

- 2. Spring 2016:
- a. MGIS2320 Programming

The Action item from the 2013-2014 action item was:

"A more detailed rubric is under development to help pinpoint specific areas of weakness in both the procedural and object oriented paradigm areas such as conditional statements, variable definitions, recognizing variable types, creating a class and understanding arrays. Additional tutoring support and exercises covering identified areas of weakness will then be added in future semesters based on the results from using the new rubric."

The results from the Spring 2016 assessment were "findings suggest that the students understood and were able to apply the concepts of all the three programming paradigms." Therefore the more detailed rubric seem to have made a positive impact.

The action item from Spring 2016 assessment: On applying the object-oriented programming concepts, the students, while passing the 70% criterion, should be able to perform better; as a result, more time and examples will be provided.

b. MGIS3330 - Database I

In the 2013-2014 cycle the decision was made to split a single data base class (MGIS4330) in to two classes. From the action written in 2013-2014:

"We realized that more database work was needed to cover the material properly, resulting in the addition of a second required database class. The first course will cover database design and technical documentation such as Entity Relationship diagramming using the Microsoft relational database Access."

MGIS3330 is the first course, following the split of the MGIS4330 course, covering database design and technical documentation. The result of the assessment in the Spring 2016 indicates that more emphasis should be placed on the implementation activities for database design concepts and problem-based learning. The action item for the course is to increase emphasis on implementation activities with the reassessment to occur in Spring 2018.

## **Plan for Continuous Improvement**

## **Closing Summary**

The Programming (MGIS2320) and Systems Analysis & Design (MGIS4320) will be assessed in the Spring 2018 cycle.

Courses being assessed in the **2016-2017 cycle** are Intro to MIS **(MGIS3310-f2f)** and Networking **(MGIS4350)** in the Fall 2016 semester and Intro to MIS **(MGIS3310-Online)** and Systems Analysis & Design **(MGIS4340)** in the Spring 2017 semester.

Assessment Plan Summary Department: Marketing BBA

Sam Houston State University

President, Office of

Academic Affairs, Division of

**Business Administration, College of** 

Management and Marketing, Department of

**Marketing BBA** 

## Students Will Obtain A Broad Base Of Knowledge Of Marketing Principles

## **Goal Description**

The goal of the BBA program in Marketing is to provide students with a broad base of knowledge in the Marketing discipline.

## Objectives and Assessment Calendar

Accomplishment of this goal is indicated by students achieving six learning objectives. Each of the six learning objectives (LO1-LO6) corresponds with one of the Marketing BBA courses. The learning objective associated with each course is defined by concepts and principles that are the course subjects covered with students. The Assessment calendar is below.

		MKTG3310 (LO1)	MKTG3320 (LO2)	MKTG3328 (LO3)	MKTG4340 (LO4)	MKTG4350 (LO5)	MKTG4390 (LO6)
Year 1	Fall 2015						
	Spring 2016						
Year 2	Fall 2016		(1)				
	Spring 2017						
Year 3	Fall 2017						
	Spring 2018						
Year 4	Fall 2018						
	Spring 2019						
Year 5	Fall 2019						
	Spring 2020						

## **Related Items/Elements**

**Name of the Additional Principles Nature 1 Name of the Additional Principles Nature 1 <b>Nature 1 Nature 1 Nature 1 Nature 1 Nature 1 Natu** 

## **Learning Objective Description**

Students who complete the BBA in Marketing will be able to describe the core concepts and principles of marketing that encompass elements of the marketing mix. The concepts and principles are listed below.

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

## The state of Marketing \$\delta\$ \$\delta\$LO1: Assessment In MKTG3310 Fundamentals Of Marketing

## **Indicator Description**

The ability to describe Marketing Core Concepts & Principles will be assessed using multiple choice and/or short answer questions embedded within exams.

## **Criterion Description**

Students' performance on embedded exam questions will indicate their understanding of the Marketing Core Concepts & Principles. The average score

obtained by Marketing BBA students for each of the 14 concepts and principles will be 70% or higher. The average score obtained by students completing other degrees will also be 70% or higher.

## **Findings Description**

Previous assessments identified two subject areas that required attention. These concepts were (1) Segmentation, Targeting, and Positioning, and (2) Basic Distribution Strategies. It should be noted that since that time, based on discussion within the college, the first concept has been expanded to two concepts: (1) Segmentation and its Benefits, and (2) Targeting and Positioning. The planned actions were not implemented, however, additional material and the allocation of more time to the concepts was used.

Regarding the three concepts, noted above, this assessment period (Fall 2015) indicates that some improvement in student achievement has been achieved and that the additional material and the allocation of more time to the concepts may have benefited the students. The concept of Targeting and Positioning was above the target achievement level of 70%. The concept of Distribution Strategies was also above the target achievement level of 70%. However, assessment findings for the concept Segmentation and its Benefits fell below expectations but student understanding may not be accurately measured. Students were well below (50.9%) the achievement target of 70% but this concept was measured with only two questions. Only 38% of the students answered one of the individual questions correctly while the other question was correctly answered by 98% of the students. Since it is likely that the concept Segmentation and its Benefits is not being accurately measured by only two questions, the number of embedded questions used to measure the concept will be considered to ensure that student performance is measured correctly.

This assessment period (Fall 2015) indicated areas for attention. Specifically, poor performance was found with understanding (1) Segmentation and Benefits, (2) Characteristics that Distinguish Goods from Services, and (3) Price Elasticity of Demand. Student performance was below 70% for all three concepts. The first two concepts can be covered more often by weaving them into other topics of the course. The third concept, Price Elasticity, is a relatively simple concept, covered in other required classes, and not likely to be integrated with other MKTG3310 topics. Therefore, more time will be devoted to the coverage of this topic when it is introduced to students.

Details of the findings are reported in the attached document: Assessment Findings Fall 2015 - Spring 2016 All Objectives





#### **Action Description**

Fourteen marketing concepts and principles have been identified as essential for our business majors. This assessment reveals that students perform at various levels. Because these concepts and principles are

essential, any prescriptions to improve performance should be applied to all of them. Therefore, students will be exposed to the concepts as often as possible in the context of other subjects examined in the course. For the initial introduction of a topic, additional time will used in class. The topic will also be reviewed, again, during the following class period.

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In addition, three concept areas will be covered more often. Students appear to have had poor performance in three areas: Segmentation and its Benefits, Characteristics that Distinguish Goods from Services, and Price Elasticity of Demand. The first two concepts can be covered more often by weaving them into other topics of the course. The third concept, Price Elasticity, is a relatively simple concept, covered in other required classes, and not likely to be integrated with other course topics. Therefore, more time will be devoted to the coverage of this topic when it is introduced to students.

It is likely that in some cases learning is not being accurately measured by the instrument being used. Therefore, the number of embedded questions to measure each concept will be reviewed to ensure that student performance is measured correctly. The need for this review is indicated by the findings related to Segmentation and its Benefits. As noted, students were well below (50.9%) the achievement target of 70%. This concept was measured with two questions. Only 38% of the students answered one of the individual questions correctly while the other question was correctly answered by 98% of the students.

## To Summarize And Explain Consumer Behavior Concepts [18]

## **Learning Objective Description**

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.

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

- ++ Consumer Behavior Process
- -Define consumer behavior
- -Identify the phases of the consumer behavior process.
- -Identify reasons it is important to study consumer behavior.
- -Define consumer value and explain types of value.
- ++ Consumer Decision-Making Process
- -Explain the phases of the consumer decision-making process.
- -Identify, compare, and contrast types of consumer decision making.
- -Understand how situational influences can affect consumer behavior.
- ++External Influences on Consumer Behavior
- -Explain culture.

- -Identify ways that culture gives meaning to objects and activities.
- -Identify ways that culture is learned.
- -Be familiar with how reference groups influence people.
- -Identify different types of reference groups.
- ++Internal Influences on Consumer Behavior
- -Define personality and brand personality.
- -Identify major personality traits that have been examined in consumer research.
- -Explain why lifestyles and psychographics are important to the study of consumer behavior.
- -Define self-concept and self-congruence and explain how they apply to consumer behavior.
- -Identify the elements of consumer perception.
- -Identify factors that influence attention and comprehension.
- -Identify ways that consumers make associations with meaning as a key way to learn.

#### **LO2:** Assessment In MKTG3320 - Consumer Behavior

#### **Indicator Description**

Student achievement of the learning objective will be assessed using questions embedded within exams and components of projects. These will be used to assess learning of each area of study (listed with the learning objective).

#### **Criterion Description**

The average score obtained by Marketing BBA students for each area of study (listed with the learning objective) will be 70% or higher. The average score obtained by students completing other degrees will also be 70% or higher.

#### **Findings Description**

Regarding the previous assessment, one concept earmarked for changes to improve students' understanding was how differences in situational influences can impact consumer behavior (e.g., temporal, physical, social, task definition, antecedent states). This concept is one of several included with the Consumer Decision-Making Process on Table 1.

More specific examples were used in class discussion and a new in-class exercise focusing on this concept was used during the Fall 2015 semester. Based on the in-class discussion during the exercise, students seemed to better grasp how different situational influences impact consumers in different ways. Student performance on a short-answer exam question on this topic improved to 82 percent (compared to 69 percent during the previous assessment cycle).

The most recent assessment (Fall 2015) indicated one area of exceptional

performance. It is the students' understanding of two key types of consumer value - utilitarian and hedonic. A hands-on classroom activity developed to help students understand this topic is called "Make It Hedonic." Working in small groups, students identify objects that they consider to provide utilitarian value and brainstorm ways to give each object hedonic value. The activity and the student-generated examples are involving and memorable and serve as a valuable springboard to discussion of other course concept connections. I consider this activity a "best practice" that I will use again and that could be used by others to influence favorable student learning outcomes.

One area of poor performance during Fall 2015 was that students had difficulty recognizing that need recognition can occur during acquisition, consumption, or disposal (not just during the acquisition phase of the consumer behavior process). I am working to develop an in-class exercise to help students better understand the variety of influences on need recognition and how such influences can occur at multiple points during the consumer behavior process.

An area of performance for Fall 2015 that met standards, but needs improvement, is the idea that a reference group is a set of people with whom individuals compare themselves to guide their attitudes, knowledge, and/or behavior, and that reference groups are NOT always or necessarily based on similarities. I am working to develop additional examples of this point (that a reference group is based on comparison versus similarity) to discuss in class to help students improve their understanding of this course concept.

These conclusions are based on detailed findings in the attached document: Assessment Findings Fall 2015 - Spring 2016 All Objectives

# TACtion: LO2 -MKTG3320: Consumer Behavior

#### **Action Description**

Continue exercises on Hedonic/Utilitarian Value and Situational Influences. Develop Need Recognition exercise. Develop additional examples that illustrate that reference groups are based on comparison with others to guide attitudes/knowledge/behavior, and not necessarily based on similarity.

# **LO3:** Students Will Be Able To Explain And Demonstrate Trust-Based Business-to-Business Relationship Selling Concepts

#### **Learning Objective Description**

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

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

- ++ Different Types of Personal Selling
- -Define trust-based relationship selling.

- -Know the meaning of the term adaptive selling.
- -Identify five alternative personal selling approaches.
- ++ Building Trust
- -Identify five components of trust.
- ++ Ethical Behaviors
- Identify unethical salesperson behaviors.
- Identify ways to deal with unethical behavior.
- ++ Business Buyer's Buying Process
- --Know the meaning of a needs gap.
- -- Know the Business Buyer's Buying Process.
- --Know buyers procedures for evaluating suppliers and products.
- -- Identify three types of buying decisions.
- --Know the meaning of the term buying center.
- --Identify the roles of individuals in a buying center.—
- identify four types of communication style.
- ++ Questioning Systems
- --Know the different types of questions to ask customers.
- --Identify the stages of SPIN selling.
- --Identify the stages of ADAPT selling.
- --Know the purpose of the ADAPT questioning system.
- --Identify questions associated with each ADAPT stage.
  - ++ Prospecting and Qualifying -- Know how to qualify a prospect
- ++ Presentation
- -- Understand the basics of sales presentations
- --What is a check back and why it is used
- ++ Handling Objections
- -- What is the meaning of LAARC and stages
- -- Describe response methods for handling objections
- ++ Closing Methods -- Identify closing methods when given examples
- ++ Effective Follow-up Understand components of effective customer follow-up
- ++ Demonstrate techniques to determine customers' needs, address their concerns, and

++ Demonstrate techniques to determine customers' needs, address their concerns, and close sales.

# 🐞 🚣LO3: Assessment In MKTG3328 Professional Selling

#### **Indicator Description**

Assessment is based on students' performance on written role-play assignments, in-class role-plays, and embedded exam questions. These will be used to assess learning of each area of study (listed with the learning objective).

#### **Criterion Description**

The average score obtained by Marketing BBA students for each area of study (listed with the learning objective) will be 70% or higher. The average score obtained by students completing other degrees will also be 70% or higher.

#### **Findings Description**

There are three areas where many students performed well as indicated by a high average: (1) Building Trust: Identify five components of trust, (2) Prospecting and Qualifying: Know how to qualify a prospect, and (3) Closing Methods: Identify closing methods when given examples.

Details of the findings are reported in the attached document: Assessment Findings Fall 2015 - Spring 2016 All Objectives

The learning objective area that is relatively lower, in terms of assessment scores, is the understanding of a questioning system (ADAPT). Average scores for embedded exam questions and the ADAPT worksheet are 81% and 75%, respectively.

📆 Assessment Findings FALL 2015 - SPRING 2016 ALL Objectives

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#### **Action Description**

Methods associated with exceptional performance will be continued. Specifically, class time will be allocated to topics according to the level of difficulty in understanding. The completion of worksheets will be continued and students will be encouraged to use the study guides when reviewing topics.

The exam and role-play scores indicate that students understand the questioning system (ADAPT) relatively less as compared to other concepts. In the future, this system will be covered to a greater extent in class and the worksheet will be edited to ensure student understanding of the ADAPT questioning system.

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.

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

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

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#### **Indicator Description**

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

The questions will assess learning of each area of study (listed with the learning objective).

#### **Criterion Description**

The average score obtained by Marketing BBA students for each area of study (listed with the learning objective) will be 70% or higher. The average score obtained by students completing other degrees will also be 70% or higher.

#### **Findings Description**

Of the twelve areas of study, there were seven where a large number of students performed at 90% or higher. There were no learning objectives where overall student performance fell below 70%. However, the area "Trade Barriers and Forms of Economic Cooperation" is relatively lower in score so it will be targeted for improvement.

Details of the findings are reported in the attached document: Assessment



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#### **Action Description**

In general, I hope to continue to promote learning in all 12 concept areas above the 70% achievement level. For the sub LO on Trade Barriers and Forms of Economic Cooperation, I plan to create a new in-class experiential exercise that will be followed by an in-class quiz. It is hoped that this increase focus will improve the retention rate of the students.

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

#### **Learning Objective Description**

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

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

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

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

- 4. Students will be able to conduct a Literature Review & state appropriate Hypotheses
- 5. Students will be able to differentiate between Exploratory, Descriptive, and Causal Research
- 6. They will know probability vs. nonprobability sampling methods & sample size determination
- 7. Students will know the difference between Levels of Measures Nominal, Ordinal, Interval, Ratio
- 8. They will know about Measurement and Scales
- 9. Students will know about Assessing Quality of Measurement Scales Validity and reliability
- 10. Students will understand Questionnaire Design
- 11. They will know how to prepare data for quantitative qualysis Editing & coding

12. Students will know how to complete Quantitative Data Analysis: t-test, F-test, Chisquare test, Correlation & Regression Analysis

- 13. They will know how to communicate Marketing Research Findings
- 14. Students will learn the fundamentals of SPSS
- 15. They will understand Geographic Information Systems

## 3 ALO5: Assessment In MKTG4350 Marketing Research

#### **Indicator Description**

Assessment will be completed using questions embedded in exams and six written assignments.

These will be used to assess learning of each area of study (listed with the learning objective).

#### **Criterion Description**

The average score obtained by Marketing BBA students for each area of study (listed with the learning objective) will be 70% or higher. The average score obtained by students completing other degrees will also be 70% or higher.

#### **Findings Description**

The assessment completed during Fall 2015 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 t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis.

While students have demonstrated improvements from the previous assessment done in 2014, this part of the course curriculum has been earmarked for increased focus and particular attention in future offerings of the course.

Details of the findings are reported in the attached document: Assessment Findings Fall 2015 - Spring 2016 All Objectives



# 🔊 ZAction: LO5 -MKTG4350: Marketing Research

#### **Action Description**

Similar to Fall 2014, the assessment completed during Fall 2015 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 t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis.

While students have demonstrated improvements from the previous assessment done in 2014, this part of the course curriculum is

earmarked for increased focus and particular attention in future offerings of the course. Two additional assignments have been created since the Fall 2014. 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.

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

#### **Learning Objective Description**

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.

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

Students will be able to -

- 1. Write a Marketing Strategy Document
- 2. Describe why Marketing is important to the firm
- 3. Name, discuss, and give an example of the 3 basic strategic decision-making areas
- 4. Calculate a simple ROI on a marketing program
- 5. Articulate and provide examples of marketing strategy
- 6. Demonstrate basic knowledge of marketing strategy terminology

# 🔊 🚣LO6: Assessment In MKTG4390 Strategic Marketing Management

#### **Indicator Description**

Assessment will be based on student performance on discussion questions and projects related to the course subjects.

#### **Criterion Description**

The average score obtained by Marketing BBA students for each subject area (listed with the learning objective) will be 70% or higher. The average score obtained by students completing other degrees will also be 70% or higher.

#### **Findings Description**

Details are reported in the attached document:

Notes related to each learning objective are provided below.

No.	Learning Objective	Assessment Description	Spring 2016 2 sections (n = 63) % Mastery
1.	Write 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	87% Of 26 papers, one was very poor (60%), and 5 were in the 70% - 879% range.
2	Be able to describe why Marketing is important to the firm	Essay question on Final Exam	85% Was emphasized early in the semester and reviewed prior to the Final Exam.
3	Be able to name, discuss, and give an example of the 3 basic strategic decision-making areas.	3 essay questions on Final Exam. Percent is a summated score	97% In general, students did very well. 4/63 (6%) achieved less than 70% on these questions.
4	Be able to calculate a simple ROI on a marketing program.	Problem on Final Exam	92% Was a key part of the Marketing Strategy paper. Practice problems were reviewed prior to the Final Exam. 10% of students got less than 70%.
5	Be able to articulate and provide examples of marketing strategy.	3 essay questions on the Final Exam. Percent is a summated score	86% 2/63 (3%) of students got less than 70%.
6	Basic knowledge of marketing strategy terminology.	A series of 11 short-answer questions on the Final Exam. Score is a summated score	97% Terms were used extensively throughout the course, so knowledge level was high.



# Taction: LO6 -MKTG4390: Marketing Strategy

## **Action Description**

Students do a good job with rote memorization of marketing terms but could improve their critical thinking. To improve this skill, an in-class written critical thinking assignment was incorporated at the midpoint of the marketing simulation game, *where each individual student* was required to outline the marketing strategy of the group. This exercise appears to have promoted the full involvement of all team members in the strategic planning tasks of the groups.

In addition to continuing a focus on critical thinking skills, student understanding of business models will receive attention. Better use of

analytic tools is still desired. For the next semester, students will be exposed to better understanding basic business models: how firms make money. They will participate in in-class exercises in analyzing the P & Ls of several prominent publicly held firms. They will examine COGS, OPEX and NI as a percentage of Total Revenues and draw conclusions about the strategies of firms and their effectiveness. Finally, they will be required to analyze a business model as part of their Final Exam.

#### Update to Previous Cycle's Plan for Continuous Improvement

# Previous Cycle's Plan For Continuous Improvement (Do Not Modify) LO1

Students Will Be Able to Describe Marketing Core Concepts and Principles (Assessment in MKTG3310)

Development and use of a case and a handout was planned after review of assessment results obtained during Fall 2013. These activities support learning of two concepts: (1) Steps in the Segmentation, Targeting, and Positioning (STP) Process, and (2) Basic Distribution Strategies.

LO<sub>2</sub>

Students Will Be Able to Summarize and Explain Consumer Behavior Concepts (Assessment in MKTG3320)

The development of an in-class exercise was planned to help students strengthen their skills in applying a concept that the assessment (completed during Fall 2014) indicated as an area that challenged students. They had some difficulty demonstrating their ability to apply how differences in situational influences can affect consumer behavior (e.g., temporal, physical, social, task definition, antecedent states).

LO<sub>3</sub>

Students Will Be Able To Explain And Demonstrate Trust-Based Business-to-Business Relationship Selling Concepts (Assessment in MKTG3328)

The Fall 2015 semester is the first time that this course has been included in the assessment process. Therefore, there are not any previous plans to consider.

LO4

Students Will Be Able to Summarize and Explain Global Marketing Concepts (Assessment in MKTG4340)

Two activities were planned: (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 four areas to be addressed by these steps are: (1) Overview of Global, (2) Economic Development, (3) Ethical Issues, and (4) Distribution Issues. These were identified from the previous assessment (Spring 2015)

LO<sub>5</sub>

Students Will Demonstrate the Ability to Collect and Interpret Market Research Data (Assessment in MKTG4350)

New assignments and more lecture time were planned to focus on improving knowledge of concepts. The assessment completed during Fall 2014 revealed the performance on these concepts fell below 70%. These concepts are qualitative research, causal research, reliability, validity, univariate statistics, multivariate statistics, ANOVA, and regressions analysis.

LO<sub>6</sub>

Students Will Be Able to Explain Strategic Marketing Concepts, Demonstrate Knowledge of the Impact of Strategic Marketing Decisions, and Devise a Strategic Marketing Plan(Assessment in MKTG4390)

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. This plan should improve their learning of how strategy is integrated and how to apply strategies.

# Update of Progress to the Previous Cycle's PCI LO1

Students Will Be Able to Describe Marketing Core Concepts and Principles (Assessment in MKTG3310)

Development and use of a case and a handout was planned but not completed due to time constraints. Instead, 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.

Based on this assessment period (Fall 2015), it appears that some improvement in student achievement has been achieved and that the additional material and the allocation of more time to the concepts may have benefited the students. The concept of Targeting & Positioning was above the target achievement level of 70%. The concept of Distribution Strategies was also above the target achievement level of 70%. However, assessment of the concept Segmentation and its Benefits fell below expectations but student understanding may not be accurately measured. Students were well below (50.9%) the achievement target of 70% but this concept was measured with only two questions. Only 38% of the students answered one of the individual questions correctly while the other question was correctly answered by 98% of the students. Since it is likely that the concept Segmentation and its Benefits is not being accurately measured by only two questions, the number of embedded questions used to measure the concept will be considered to ensure that student performance is measured correctly.

The current assessment activity (Fall 2015) indicated poor performance with understanding segmentation and Benefits, Characteristics that Distinguish Goods from Services, and Price Elasticity of Demand. Student performance was below 70% for all three concepts. The first two concepts can be covered more often by weaving them into other topics of the course. The third concept, Price Elasticity, is a relatively simple concept, covered in other required classes, and not likely to be integrated with other MKTG3310 topics. Therefore, more time will be devoted to the coverage of this topic when it is introduced to students.

Students Will Be Able to Summarize and Explain Consumer Behavior Concepts (Assessment in MKTG3320)

As planned, a new in-class exercise for understanding the concept situational influences was developed and used for the first time during the Fall 2015 semester. Based on the in-class discussion during the exercise, students seemed to better grasp how different situational influences impact consumers in different ways. Student performance on a short-answer exam question on this topic improved to 82 percent (compared to 69 percent during the previous assessment cycle).

LO3

Students Will Be Able To Explain And Demonstrate Trust-Based Business-to-Business Relationship Selling Concepts (Assessment in MKTG3328)

As previously noted, the Fall 2015 semester is the first time that this course has been included in the assessment process. Regarding academic practices, the allocation of time, completion of "hands-on"activity (worksheets), and completon of study guides are practices that make a difference in student understanding. These methods associated with exceptional performance will be continued. Specifically, class time will be allocated to topics according to the level of difficulty in understanding. The completion of worksheets will be continued and students will be enouraged to use the study guides when reviewing topics.

The subobjective that is relatively less, in terms of assessment scores, is the understanding of a questioning system (ADAPT). Average scores for embedded exam questions and the ADAPT worksheet are 81% and 75%, respectively. In the future, this subobjective will be covered to a greater extent in class and the worksheet will be edited to ensure students' understanding of the ADAPT questioning system.

LO<sub>4</sub>

Students Will Be Able to Summarize and Explain Global Marketing Concepts (Assessment in MKTG4340)

As planned, the two activities were completed. More time was spent when lecturing on topics, including "high involvement" or experiential exercises, aimed at helping students retain the key ideas about each concept. Prior to the Final Exam, more time was spent on reviewing concepts from the first part of the semester. These activities targeted four areas of student learning: (1) Overview of Global, (2) Economic Development, (3) Ethical Issues, and (4) Distribution Issues.

The Fall 2015 assessment indicates that, in general, the students performed better on the fourconcepts, noted above. In the previous period, the concepts all averaged under 70% mastery. In the current period, all four concepts averaged mid to high 80%. The results are reported in Table 1.

The Fall 2015 assessment showed that there were seven specific learning objectives where a large number of students performed at 90% or higher. These are reported in Table 1. There were no learning objectives where overall student performance fell below 70%. However, understanding of Trade Barriers and Forms of Economic Cooperation are targeted for improvement in the Spring of 2016. An in-class experieintial exercise will be developed whereby students engage each other in learning about the concept, followed by an in-class quiz. It is hoped that this heightened experience will improve their understanding.

LO<sub>5</sub>

Students Will Demonstrate the Ability to Collect and Interpret Market Research Data (Assessment in MKTG4350)

The activities planned were completed. As noted, new assignments and more lecture time were planned for the following subjects: qualitative research, causal research, reliability, validity, univariate statistics, multivariate statistics, ANOVA, and regressions analysis. Similar to Fall 2014, the assessment completed during Fall 2015 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 t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis.

#### LO<sub>6</sub>

Students Will Be Able to Explain Strategic Marketing Concepts, Demonstrate Knowledge of the Impact of Strategic Marketing Decisions, and Devise a Strategic Marketing Plan (Assessment in MKTG4390)

As planned, an in-class written critical thinking assignment was incorporated at the midpoint of the marketing simulation game, *where each individual student* was required to outline the marketing strategy of the group. This exercise appears to have promoted the full involvement of all team members in the strategic planning tasks of the groups.

#### **Plan for Continuous Improvement**

#### **Closing Summary**

The assessments completed during Fall 2015 and Spring 2016 indicated areas to target with continuous improvement activities. These areas and action plans are listed below.

#### LO1 - MKTG3310: Principles of Marketing

Fourteen marketing concepts and principles have been identified as essential for our business majors. This assessment reveals that students perform at various levels. Because these concepts and principles are essential, any prescriptions to improve performance should be applied to all of them. Therefore, students will be exposed to the concepts as often as possible in the context of other subjects examined in the course. For the initial introduction of a topic, additional time will used in class. The topic will also be reviewed, again, during the following class period.

In addition, three concept areas will be covered more often. Students appear to have had poor performance in three areas: Segmentation and its Benefits, Characteristics that Distinguish Goods from Services, and Price Elasticity of Demand. The first two concepts can be covered more often by weaving them into other topics of the course. The third concept, Price Elasticity, is a relatively simple concept, covered in other required classes, and not likely to be integrated with other course topics. Therefore, more time will be devoted to the coverage of this topic when it is introduced to students.

It is likely that in some cases learning is not being accurately measured by the instrument being used. Therefore, the number of embedded questions to measure each concept will be reviewed to ensure that student performance is measured correctly. The need for this review is indicated by the findings related to Segmentation and its Benefits. As noted, students were well below (50.9%) the achievement target of 70%. This concept was measured with two questions. Only 38% of the students answered one of the individual questions correctly while the other question was correctly answered by 98% of the students.

#### LO2 -MKTG3320: Consumer Behavior

Continue exercises on Hedonic/Utilitarian Value and Situational Influences. Develop Need Recognition exercise. Develop additional examples that illustrate that reference groups are based

on comparison with others to guide attitudes/knowledge/behavior, and not necessarily bæd on similarity.

#### LO3 - MKTG3328: Professional Selling

Methods associated with exceptional performance will be continued. Specifically, class time will be allocated to topics according to the level of difficulty in understanding. The completion of worksheets will be continued and students will be encouraged to use the study guides when reviewing topics.

The exam and role-play scores indicate that students understand the questioning system (ADAPT) relatively less as compared to other concepts. In the future, this system will be covered to a greater extent in class and the worksheet will be edited to ensure student understanding of the ADAPT questioning system.

#### LO4 - MKTG4340: International Management and Marketing

In general, I hope to continue to promote learning in all 12 concept areas above the 70% achievement level. For the sub LO on Trade Barriers and Forms of Economic Cooperation, I plan to create a new in-class experiential exercise that will be followed by an in-class quiz. It is hoped that this increase focus will improve the retention rate of the students.

#### LO5 -MKTG4350: Marketing Research

Similar to Fall 2014, the assessment completed during Fall 2015 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 t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis.

While students have demonstrated improvements from the previous assessment done in 2014, this part of the course curriculum is earmarked for increased focus and particular attention in future offerings of the course. Two additional assignments have been created since the Fall 2014. 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.

#### LO6 -MKTG4390: Marketing Strategy

Students do a good job with rote memorization of marketing terms but could improve their critical thinking. To improve this skill, an in-class written critical thinking assignment was incorporated at the midpoint of the marketing simulation game, *where each individual student* was required to outline the marketing strategy of the group. This exercise appears to have promoted the full involvement of all team members in the strategic planning tasks of the groups.

In addition to continuing a focus on critical thinking skills, student understanding of business models will receive attention. Better use of analytic tools is still desired. For the next semester, students will be exposed to better understanding basic business models: how firms make money. They will participate in in-class exercises in analyzing the P & Ls of several prominent publicly held firms. They will examine COGS, OPEX and NI as a percentage of Total Revenues and draw conclusions about the strategies of firms and their effectiveness. Finally, they will be required to analyze a business model as part of their Final Exam.

# Professional Golf Management Program

#### **Assessment Plan Summary**

Department: Professional Golf Management (PGM) Program

#### Sam Houston State University

President, Office of

Academic Affairs, Division of

**Business Administration, College of** 

Professional Golf Management (PGM) Program

#### To Be Recognized As One Of The Premier PGA Golf Management Programs In The United States

#### **Goal Description**

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.

#### **Related Items/Elements**



#### **Learning Objective Description**

Students should complete all requirements of the PGA of America's Professional Golf Management educational program.

# 🐞 👬Complete PGA Of America's Educational Program

#### **Indicator Description**

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

#### **Criterion Description**

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

## **Findings Description**

In the Fall of 2015 and spring of 2016, SHSU averaged a 73% pass rate on PGA testing during the initial attempt. This is up from 64% last year and 57% 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 had a goal of reaching 70% first time pass rate on initial testing. There was steady improvement until ultimately reaching this goal. To continue improvement, SHSU will look for ways to continue to improve classroom instruction of PGA learning outcomes.

# The Complete PGA of America's Educational Program

#### **Action Description**

The SHSU PGA Golf Management program will continue to look for ways

to enhance the classroom experience. New technology related to classroom instruction and other ideas to engage students will be examined to assist in creating a quality learning environment.

## 🐞 攝Internship Experience

#### **Indicator Description**

PGA of America Standars 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.

#### **Criterion Description**

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.

#### **Findings Description**

SHSU is continuing to maintain 100% internship placement for students enrolled in the PGA Golf Management program. SHSU also continues the trend of 100% job placement upon graduation. For the summer of 2016, 52 students were placed on internship while 11 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.

# 🔊 🎜Internship Experience

#### **Action Description**

SHSU PGA Golf Management students must complete 16 months of internship work at qualifying facilities. SHSU currently boasts 100% internship placement for all students. SHSU will continue to build relationships with golf courses across the USA to place students at quality facilities.

# 🔊 🚣 Playing Ability Test

#### **Indicator Description**

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.

#### **Criterion Description**

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%.

#### **Findings Description**

SHSU has a pass rate of 69%, which ranks highly among other PGA Golf Management University programs. The average PAT pass rate at other PGA Golf Management University programs is 50%.

# Playing Ability Test

#### **Action Description**

SHSU currently boasts a 69% PAT pass rate that is above the national average of 50%. SHSU will continue to try and find ways to increase that pass rate and contribute to the Player Development program. Ultimately, the program would like to hire a Player Development Director who would be solely charged with assisting students in their golf ability. Currently, the Player Development program is handled by a third-party PGA professional.

## The program Enrollment And Student Retention

#### **Performance Objective Description**

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.

# 🐞 🖺 Student Retention

#### **KPI Description**

It is the goal of the program to ahve 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 show that students who choose to get out of the PGA Golf Management program tend to stay at SHSU.

#### **Results Description**

The SHSU PGA Golf Management program boasts an 86% average 1-year retention rate and a 75% 2-year retention rate.

# **Student Retention**

#### **Action Description**

Student retention will continue to be a focus in the SHSU PGA Golf Management program. Retention is currently focused on through a mentor experience, the cohort progression of the program, quality classroom experiences, and finding internships that satisfy the career direction of the student. SHSU will continue to find ways to enhance the program experience and create relationships with students to increase student retention in the program.

# 🐞 🖺 Yearly Program Enrollment

#### **KPI Description**

Total number of participants in the program.

#### **Results Description**

The enrollment at the beginning of the fall 2015 semester was 74 students.

# 🐌 🎜 Yearly Program Enrollment

#### **Action Description**

Increasing yearly program enrollment is a top priority for the program. Finding new and innovative ways to increase enrollment is a priority. Currently all high schools in the state of Texas are contacted, partnerships have been created with the NTPGA and STPGA junior golf programs, and potential students provided by the PGA of America are contacted. Recently the program has decided to use social media as an avenue for recruitment. Currently SHSU has presence on Facebook and Twitter and is using these vehicles regularly.

#### Update to Previous Cycle's Plan for Continuous Improvement

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

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.

#### **Update of Progress to the Previous Cycle's PCI**

Positive relationships continue to build 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 a 69% pass rate. The success rate of PGA testing to over 70% initial pass rate has met a goal and displays continued enhancements in the classroom experience for students.

#### **Plan for Continuous Improvement**

#### **Closing Summary**

The previous plan for continuous improvement remains relatively stable for the PGA Golf Management program. We will continue to develop relationships with professionals in the state and around the USA to assist with internship placements and recruiting potential students in the program. The program director serves on many national PGA committees and is on the Southern Texas PGA Board of Directors, which assists in program awareness. Additionally, SHSU will continue to look for ways to

enhance the classroom experience through technology and other teaching methods. This will increase student retention and contribute to the PGA testing pass rate. SHSU boasts a high PAT pass rate, but would like to enhance the Player Development program by attributing more resources. Ultimately, the program would like to hire a Director of Player Development to give the students more access to qualified instruction. Finally, student recruiting will continue to be a focus for the program. In addition to strategies already implemented, SHSU has established a strong presence on social media and is using that vehicle to recruit potential students.