



Sam Houston  
State University

**2011-2012**

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**College of Business  
Administration**

# **Department of Accounting**



*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
2011 - 2012

**Accounting BBA**

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

In July 1999, the AICPA Board endorsed The AICPA Core Competency Framework for Entry into the Accounting Profession (the Framework). The Framework emphasizes skills and competencies universally applicable to a diverse and growing array of accounting career options rather than a more traditional content approach (i.e., topics tested on the CPA exam).

The Framework breaks these needed competencies into three broad categories (functional, personal, and broad business perspective). Functional Competencies relate to the technical competencies most closely aligned with the value contributed by accounting professionals. As such the AICPA's Functional Competencies are the goal of the SHSU BBA in Accounting. The AICPA has identified six Functional Competencies.

- Decision Modeling
- Risk Analysis
- Measurement
- Reporting
- Research
- Leverage Technology to Develop and Enhance Functional Competencies.

At the undergraduate level, the Department of Accounting has selected five of these six competencies as objectives. The five competencies that will be assessed at the undergraduate level are:

- Decision Modeling
- Risk Analysis
- Measurement
- Reporting
- Leverage Technology to Develop and Enhance Functional Competencies.

**Objective (L)****Decision Modeling Competency** 

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.

Elements (Sub-Objectives) 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

**Indicator**

**Course Embedded Measures Of Decision Modeling Competency**

A mix of exam questions, projects, cases, and / or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected sub-objectives of the Decision Modeling competency. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected sub-objectives. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

**Criterion**

**Level Of Success Standard For Decision Modeling Competency**

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

Once the assessment of Decision Modeling is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Departmental Assessment Committee will then compile the reports into an aggregated report that will show the success percentage by classification (junior, senior, and graduate). The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes, 70% for senior-level classes, and 75% for graduate-level classes.

**Finding**

**Decision Modeling Competency Finding**

Junior

Successes	1,779
Attempts	2,419
Success Ratio	73.5%

Minimum Acceptable Rate	60%
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**Action**

**Decision Modeling Competency Action**

The success ratio exceeds the minimum acceptable level of 60% by about 14 percentage points, and about 13 points better than last year. The faculty teaching courses where Decision Modeling is an objective should continue to place emphasis on this competency, and perhaps evaluate if a change in pedagogy might improve student comprehension.

**Objective (L)**

**Risk Analysis Competency**

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

Elements (Sub-Objectives) include:

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

**Indicator**

**Course Embedded Measures Of Risk Analysis Competency**

A mix of exam questions, projects, cases, and / or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected sub-objectives of the Risk Analysis competency. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected sub-objectives. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

**Criterion**

**Level Of Success Standard For Risk Analysis Competency**

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

Once the assessment of Risk Analysis is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Departmental Assessment Committee will then compile the reports into an aggregated report that will show the success percentage by classification (junior, senior, and graduate). The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes, 70% for senior-level classes, and 75% for graduate-level classes.

**Finding**

**Risk Analysis Competency Finding**

	Junior	Senior	Combined
Successes	128	106	234
Attempts	165	125	290
Success Ratio	77.6%	84.8%	80.7%

Minimum Acceptable Rate	60%	70%
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**Action**

**Risk Analysis Competency Action**

At the junior level, the success ratio exceeds the minimum acceptable level of 60% by over 17 percentage points, but about 7 percentage points less than last year. At the senior level, the success ratio exceeds the minimum acceptable level of 70% by about 15 percentage points. The faculty teaching courses where Risk Analysis is an objective should continue to place emphasis on this item, and perhaps evaluate if a change in pedagogy might improve student comprehension.

**Objective (L)**

**Leveraging Technology To Develop And Enhance Functional Competencies**

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.

Elements (Sub-Objectives) 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

**Indicator**

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

A mix of exam questions, projects, cases, and / or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected sub-objectives of the Leveraging Technology competency. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected sub-objectives. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

**Criterion**

**Level Of Success Standard For Leveraging Technology To Develop And Enhance Functional Competencies**

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

Once the assessment of Leveraging Technology is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome

predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Departmental Assessment Committee will then compile the reports into an aggregated report that will show the success percentage by classification (junior, senior, and graduate). The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes, 70% for senior-level classes, and 75% for graduate-level classes.

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

	Junior	Senior	Combined
Successes	705	29	734
Attempts	800	47	847
Success Ratio	88.1%	61.7%	86.7%
Minimum Acceptable Rate	60%	70%	

**Action** **Leveraging Technology To Develop And Enhance Functional Competencies Action**

The success ratio at the junior level exceeds the minimum of 60% by about 28 percentage points, about 4 points less than last year. The senior level ratio is about 8 percentage points below the acceptable threshold of 70%, however, investigation revealed a mis-measurement by the faculty teaching this competency [who were new to teaching this competency]. This error is expected to be measured correctly this year [2012]. The faculty teaching courses where Leveraging Technology is an objective should continue to place emphasis on this item, especially faculty teaching senior courses, who should exert care in performing assessment measurements.

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

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

Elements (Sub-Objectives) include:

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

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



A mix of exam questions, projects, cases, and / or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected sub-objectives of the Measurement competency. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected sub-objectives. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

**Criterion**

**Level Of Success Standard For Measurement Competency**

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

Once the assessment of Measurement is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Departmental Assessment Committee will then compile the reports into an aggregated report that will show the success percentage by classification (junior, senior, and graduate). The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes, 70% for senior-level classes, and 75% for graduate-level classes.

**Finding**

**Measurement Competency Findings**

	Juniors	Seniors	Combined
Successes	5,386	195	5,581
Attempts	8,106	262	8,368
Success Ratio	66.4%	74.4%	66.7%
Minimum Acceptable Rate	60%	70%	

**Action**

**Measurement Competency Action**

For juniors, the success ratio exceeds the minimum acceptable level of 60% by about 6 percentage points, an decrease of about 3 percentage points from last year. For seniors, the assessment results exceed the minimum acceptable level of 70% by approximately 4 percentage points, about 1 point less than last year's 75.6%. While both ratios exceed the minimums, there is indication of room for improvement. The faculty teaching courses where Measurement is an objective should place additional emphasis on this item.

**Objective (L)**

**Reporting Competency**

Communicating the scope of work and findings or recommendations is an integral part of a professional service. An accounting professional in public practice might issue an audit or attestation report, recommendations for improved services, or tax or financial planning advice. An accounting professional in business, industry, or government might analyze operations or provide communications to the board of directors. Communicating clearly and objectively the work done and the resulting

findings is critical to the value of the professional service. Some forms of communication are governed by professional standards (such as the form and content of the standard auditor's report or the required communications to audit committees) or law. Others are based on the service applied and the needs of those to whom the accounting professional reports.

Elements (Sub-Objectives) include:

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

**Indicator**

**Course Embedded Measures Of Reporting Competency**

A mix of exam questions, projects, cases, and / or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected sub-objectives of the Reporting competency. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected sub-objectives. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

**Criterion**

**Level Of Success Standard For Reporting Competency**

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as 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.

**Finding**

**Reporting Competency Findings**

	Junior	Senior	Combined
Successes	4,286	291	4,577
Attempts	6,136	415	6,551
Success Ratio	69.9%	70.1%	69.9%
Minimum Acceptable Rate	60%	70%	

**Action**

**Reporting Competency Action**

At the junior level, the success ratio exceeds the minimum acceptable level of 60% by nearly 10 percentage points, about the same as last year. The senior level success ratio barely exceeded the minimum acceptable level of 70%, an decrease 11 points from last year. The faculty teaching junior level courses where Reporting is an objective should continue to place emphasis on this item, and perhaps evaluate if a change in pedagogy might improve student comprehension. The faculty teaching senior level courses where Reporting is an objective should place additional emphasis on this competency in future semesters.

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### **Closing the Loops Summary**

At the request of the Department of Accounting Chair, the department faculty met on April 11, 2012, to discuss assessment findings for 2011.

The Department Assessment Committee provided the faculty with copies of the 2011 assessment results [findings] and reviewed those results with the faculty. For the combined [spring and fall] results, all competencies met or exceeded their target minimums [criterion], with 1 exception: the Leveraging Technology competency at the senior course level (determined to be a measurement error). The faculty agreed that future efforts address and emphasize those areas that had the lower scores, even though those scores were passing, in an effort to improve in those areas. Higher scores will also be evaluated for potential improvement and to prevent backsliding.

Though the AICPA Core Competencies are assessed at specific points in the curriculum [i.e., in specific courses], the Competencies are in fact "taught" in many courses throughout the curriculum. Consequently, Closing the Loop involves effort in more than just the courses where assessment occurs. Therefore, when assessment results indicate improvement is desired, faculty of courses where that Core Competency is taught [thought not necessarily assessed] will emphasize that competency more in future semesters. That future emphasis could consist of modifying the depth and/or scope of the objective, changing the pedagogy used, or other items as determined by faculty judgment. Of course, even objectives with high assessment scores will be subjected to faculty scrutiny to both 1) determine how student learning could be improved, and 2) to prevent future learning deterioration.

Subsequent to the meeting, the action items for each objective, as discussed in the meeting and indicated in this report, were shared with the accounting faculty.

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**Department of Economics and  
International Business**



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2011 - 2012

**Economics BBA**

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**Goal Outstanding Program In Economics****Objective (L) Students Should Be Familiar With Microeconomic Concepts And Tools**

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

**Indicator Economics MFT - Microeconomics Subscore**

The average of the microeconomics subscores of those students who take the economics Major Field Test (MFT). The MFT is an exam created by the Educational Testing Service (ETS) that tests a broad range of economics concepts and provides national comparisons of test results.

**Criterion Average Score On MFT Microeconomics Subscore**

The average subscore will be greater than or equal to the national average.

**Finding Microeconomics**

The national average was 57.8, while the SHSU average was 54.

**Action Microeconomics DRAFT**

The SHSU average was slightly below the national average. Additional class exercises will be discussed among faculty to cover microeconomics topics in which SHSU students scored below the national average. For example, elasticity concepts, international trade, and production theory will be emphasized through application learning activities. SHSU students exceeded the national averages on questions dealing with supply and demand.

Actions in response to our student performance: 1. the concept of elasticity is considered an important topic for student to demonstrate mastery. We will deepen our coverage by increasing classroom coverage (more lecture time and testing) in both principles and intermediate classes. Coverage of the elasticity concept in other upper division course will receive additional emphasis. 2. Our student's strong performance in the area of supply and demand is solid result. We plan to continue our extensive coverage of supply and demand coverage. 3. Treatment of production theory will receive additional lecture time, more activity sheets and more testing. Student performance in both principles classes and intermediate classes will be closely monitored. In addition, treatment of production theory (lecture time, activity sheets, testing) in other upper division classes will be increased.

**Objective (L) Students Should Be Familiar With Macroeconomic Concepts And Tools**

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

**Indicator**

**Economics MFT - Macroeconomics Subscore** 🔑

The average of the macroeconomics subscores of those students who take the MFT.

**Criterion**

**Average Score On MFT Macroeconomics Subscore** 🔑

The average subscore will be greater than or equal to the national average.

**Finding**

**Macroeconomics** 🔑 🔑

The national average was 56.2, while the SHSU average was 53.

**Action**

**Macroeconomics DRAFT** 🔑

The SHSU average was slightly below the national average. The faculty will employ new applied exercises to improve their coverage of topics in which SHSU students fell below the national average. Such topics include money and financial markets, issues dealing with aggregate demand and aggregate supply, and international finance will be covered. SHSU students exceeded national averages in the area of economic measurement.

Actions in response to our student performance: 1. we will increase class coverage on topics of economic growth and development. Specifically, an additional textbook (Macroeconomics by Charles Jones) that has better coverage of these topics has been adopted. More lecture material focuses on economic growth topics. 2. Enhanced treatment of short-run and long-run dynamics (AD/AS analysis) will be undertaken. A clearer distinction between Classical schools and New Keynesian schools will be made. 3. International economics will receive a new deeper treatment on open macroeconomics. Development of how the Mundell/Fleming model will be tied to the IS/LM framework.

**Objective (L)**

**Students Should Be Able To Analyze Data** 🔑

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

**Indicator**

**Economics MFT - Data Analysis Assessment Indicator** 🔑

The average of the data analysis assessment indicator of those students who take the MFT.

**Criterion**

**Average Score On MFT Data Analysis Assessment Indicator** 🔑

The average assessment indicator score will be greater than or equal to the national average.

**Finding**

**Quantitative Analysis** 🔑 🔑

The national average was 55.0, while the SHSU average was 55.

**Action**

**Data Analysis DRAFT** 🔑

While the criterion was met for this goal, the subscore data indicate areas of

potential improvement. Specifically, the average regression analysis score was over 20% less than the national average. The Business Analysis professors will enhance their coverage of regression analysis through additional lecture material and assignments.

**Objective (L)**

**Students Should Understand How International Issues Affect The Economy**

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

**Indicator**

**Economics MFT - International Issues Assessment Indicator**

The average of the data analysis assessment indicator of those students who take the MFT.

**Criterion**

**Average Score On MFT International Issues Assessment Indicator**

The average assessment indicator score will be greater than or equal to the national average.

**Finding**

**International Issues**

The national average was 54.5, while the SHSU average was 49.

**Action**

**International Issues DRAFT**

Of the four goals, this average fell furthest away from the criterion. The subscore data indicate that the international trade average was nearly 20% less than the national average. Further, the average international finance score was roughly 10% less than the national average. There are several possible courses in which these concepts could be strengthened, such as International Economics, Contemporary International Economic Issues, and Intermediate Microeconomics. The instructors in these courses will revise their pedagogy to improve coverage in these areas.

**Closing the Loops Summary**

The Economics MFT exam was proctored for the first time in the history of the economics department in spring 2012. These initial results have identified areas in which the faculty need to focus their attention. The MFT exam will then proctored again in spring 2014, thus allowing for measurement of progress towards our goals.

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**Department of General  
Business and Finance**



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<b>Goal</b>	<b>Strategically Train Students To Be Leaders In Banking And Financial Institutions</b>
	Banking BBA graduates will be competent communicators

**Objective (L)**                      **PROFICIENT COMMUNICATORS**   
 Banking BBA graduates will be competent communicators.

**Indicator**                              **ORAL PRESENTATIONS**    
 Students will give an oral presentation during the Commercial Banking and Commercial Bank Lending courses.

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

**Finding**                                    **ORAL PRESENTAION FINDINGS: COMMERCIAL BANKING**    
 Students in the Commercial Banking course were assessed using a case study. The assignment allowed students to utilize the information obtained in the class and complementary classes to exhibit a degree of competency as well as an ability to apply course materials in the problem-solving process. The cases were evaluated by Dr. Jim Bexley (course instructor) as well as 3 area banking professionals. The groups were graded by each of the 4 evaluators on a scale of 1 to 10 for delivery, for a maximum subscore of 40 points. The evaluators determined that given the difficulty of the case, a minimum subscore of 20 was needed to meet expectations, 24 to 28 to exceed expectations, and 29 and above to significantly exceed expectations.  
  
 Full results are attached. In the area of Presentation (Communication), 8 of 10 groups significantly exceeded expectations, and the remaining 2 exceeded expectations (none failed to meet expectations). Raw scores ranged from 25 to 36. In summary, the evaluators reported that the students did a very good job in communicating the suggested solutions. Written and PowerPoint materials were good.

**Finding**                                    **ORAL PRESENTATION FINDINGS: COMMERCIAL BANK LENDING**    
 Students in the Commercial Bank Lending course completed small group case presentations related to a lending request. Students were graded using a rubric addressing both content and delivery (see attachment)  
  
 To meet expectations for delivery (communication), a group must score 35/50; 40/50 to exceed expectations, and 45/50 to significantly exceed expectations. Including both fall and spring courses, 8 of the 20 groups significantly exceeded expectations, 7 exceeded expectations, and the remaining 5 met expectations. No group failed to meet expectations. Interestingly, it seems the groups with higher overall scores performed better on the analysis while the lower tiered groups scored better on the delivery, but that may also be a function of the lower analysis scores. A summary of scores is attached.

**Action**

**ORAL COMMUNICATION ACTION** 🔑

Few significant modifications appear to be needed. The “outside” evaluators for the Commercial Banking course suggested the students focus more on using the presentation to sell the solutions because in the banking world, they will be making presentations such as this on a weekly basis. As a result, they may have an excellent solution, but they must have full confidence in it and sell management on the solution. More emphasis of this area will be made in subsequent semesters.

In the Commercial Lending course, the instructor will provide a more detailed example of the presentation required and use a more standard format for all presentations. This will raise the expectations of the quality of presentations.

**Objective (L)**

**CRITICAL THINKERS** 🔑

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

**Indicator**

**CASE PRESENTATIONS** 🔑 🔑

Students will present one or more cases involving issues in banking. Students will evaluate the information given, identify alternative solutions, and then recommend the most appropriate solution.

**Criterion**

**CASE PRESENTATIONS** 🔑

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

**Finding**

**CASE PRESENTATION FINDINGS: COMMERCIAL BANKING** 🔑

Students in the commercial banking class were assessed using a case study. The assignment allowed students to utilize the information obtained in the class and complementary classes to exhibit a degree of competency as well as an ability to apply course materials in the problems solving process. The cases were evaluated by the Dr. Jim Bexley (course instructor) as well as 3 area banking professionals. The groups were graded by each of the 4 evaluators on a scale of 1 to 10 for content, for a maximum of 40 points. The evaluators determined that given the difficulty of the case, a minimum subscore of 20 was needed to meet expectations, 24 to 28 to exceed expectations, and 29 and above to significantly exceed expectations.

Full results are attached. In the area of Solution (Critical Thinking), 4 significantly exceeded expectations, and the remaining 6 exceeded expectations (none failed to meet expectations). Raw scores ranged from 25 to 32. In summary, the evaluators reported that the students did a very good job in analyzing the case. They had a good grasp of the ratios and how they related to the evaluation of the case.

**Finding**

**CASE PRESENTATION FINDINGS: COMMERCIAL BANK LENDING** 🔑 🔑

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

To meet expectations for content (critical thinking), a group must score 35/50; 40/50 to exceed expectations, and 45/50 to

significantly exceed expectations. Including both fall and spring courses, 8 of the 20 groups significantly exceeded expectations, 9 exceeded expectations, and the remaining 3 met expectations. No groups failed to meet expectations. Interestingly, it seems the groups with higher overall scores performed better on the analysis while the lower tiered groups scored better on the delivery, but that may also be a function of the lower analysis scores. A summary of scores is attached.

**Action**

**ORAL RESENTATION ACTIONS: CRITICAL THINKING** 🔑

Few significant modifications appear to be needed. The “outside” evaluators for the Commercial Banking course were very complimentary of the students’ analytical skills and no major suggestions for improvement. The Commercial Bank Lending Cases are revised each semester to involve additional analysis to reflect current issues, and this will be ongoing. Also, a more standardized platform of analysis will be implemented in the Commercial Bank Lending Course.

**Objective (L)**

**PROFICIENT KNOWLEDGE OF BANK OPERATIONS** 🔑

Students should develop an excellent working knowledge of bank operations. This primarily includes the lending function and bank management.

**Indicator**

**EMBEDDED QUESTIONS** 🔑 🔑

Students will answer a series of qualitative and quantitative questions which are appropriate for the undergraduate student over the core areas of banking. The questions are attached. These questions have been developed by both the Chair of Banking and members of the finance faculty. The knowledge that is tested is reviewed on an annual basis to ensure that core knowledge is tested.

**Criterion**

**EMBEDDED QUESTION SCORES** 🔑

The class average on individual embedded exam questions will be 70% correct. The embedded questions are selected based on the core objectives of the course. The core objectives of the banking courses were determined by the Chair of Banking and the finance faculty teaching the related banking courses.

**Finding**

**EMBEDDED QUESTIONS FINDINGS** 🔑 🔑

Overall, the students averaged 81.8 percent correct in the fall and 81.3 percent in the spring (see attached table). However, not each question met the 70% goal. In the fall, 6 questions were below the 70% mark, and in the spring, 4 of those remained below the 70% level. The main concerns are with questions 5, 9, and 23, which relate to banking financial statements, UCC filings, and loan structure.

**Action**

**EMBEDDED QUESTIONS ACTIONS** 🔑

The embedded questions suggest additional time should be spent on bank financial statements, UCC filings, and loan structure. More time in class will be spent addressing these content areas.

## Closing the Loops Summary

Progress in the course was assessed through the use of selected multiple choice questions embedded in examinations throughout the semester and in case presentations. The embedded questions suggest additional class time should be spent on bank financial statements, UCC filings, and loan structure. These areas will be emphasized more in upcoming semesters. The case presentations were very good overall, but faculty will place more emphasis on students developing a high quality presentation and the “selling” of solutions to clients.

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*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
*2011 - 2012*

**Business Administration MBA**

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<b>Goal</b>	<p><b>Leadership Development</b></p> <p>The goal of the MBA degree is to develop business professionals prepared for leadership roles.</p>
<b>Objective (L)</b>	<p><b>Critical Thinking</b></p> <p>Graduates of the MBA program should possess excellent critical thinking and problem solving skills.</p>
<b>Indicator</b>	<p><b>Collegiate Assessment Partners (CAP) Simulation -- Critical Thinking Score</b></p> <p>MBA students will take the online CAP Simulation in the spring semester. They will receive feedback on their individual performance in comparison to other students at SHSU and other universities in the database.</p>
<b>Criterion</b>	<p><b>First Year Result -- Critical Thinking</b></p> <p>On the decision making component of the CAP simulation, SHSU MBA students should achieve a score ranked in the top quartile among firms in the CAP database.</p>
<b>Finding</b>	<p><b>Critical Thinking Score From The CAP Simulation</b></p> <p>Based upon the assessment center administered by Collegiate Assessment Partners (CAP) during Spring 2012, our MBA students had an average critical thinking score of 118.4 with a standard deviation of 7.1. Our referent group of peers had an average score of 144.4 with a standard deviation of 27.6. These results are not acceptable.</p> <p>One explanation of the difference between our score and the score of our referent group is that our score is based upon a small sample of 16 students. Another explanation is the way the assessment center was administered. The professors administering the assessment center were new to the process and, therefore, were not able to provide as much guidance as those in our referent group who do this routinely.</p>
<b>Action</b>	<p><b>Actions For Improving Critical Thinking Scores</b></p> <p>Next year we will improve our scores by giving clearer instructions prior to the assessment center activity. We can clarify how the in-basket exercise is organized and how the time clock in the simulation is different from the actual time.</p>
<b>Objective (L)</b>	<p><b>Communication Skills</b></p> <p>Graduates of the MBA program should be capable of effectively communicating with a variety of audiences.</p>
<b>Indicator</b>	<p><b>Results From BUAD 5310 Research Writing In Business</b></p> <p>Written assignments done in this class will be assessed using a common rubric.</p>
<b>Criterion</b>	<p><b>Acceptable Performance Level In BUAD 5310</b></p>



At least 80% of all MBA students should achieve a score of 80% or higher on the assessment instrument.

<b>Finding</b>	<p><b>Goal Assessment Team For Communications</b> 🔑</p> <p>The Goal Assessment Team decided not to assess this semester. They will do so Fall 2012.</p>
<b>Indicator</b>	<p><b>Collegiate Assessment Partners (CAP) Simulation -- Communication Score</b> 🔑</p> <p>MBA students participate in the CAP Simulation during the spring semester. They will receive a communications score as part of exercise.</p>
<b>Criterion</b>	<p><b>First Year CAP Results -- Communication</b> 🔑</p> <p>We hope to place in the top quartile of MBA programs in the CAP database.</p>
<b>Finding</b>	<p><b>Communication Results From CAP Assessment Center</b> 🔑 🔑</p> <p>The average communication score of our MBA students on the Spring 2012 CAP Assessment Center was 239.6 with a standard deviation of 13.8. The average for the referent group was 214.8 with a standard deviation of 27.1. Although our score is higher than the referent average, we are still not in the top quartile.</p>
<b>Action</b>	<p><b>Actions For Improving Communications Scores</b> 🔑</p> <p>Communication scores on the CAP Assessment Center can be improved by giving the students better directions at the outset. Because of budget considerations, we limited Assessment Center participation this academic year. Next year we should be able to afford a larger number of students.</p>
<b>Objective (L)</b>	<p><b>Strategic Perspective</b> 🔑</p> <p>Graduates of the MBA program should possess the ability to integrate the business functions with a strategic perspective.</p>
<b>Indicator</b>	<p><b>Collegiate Assessment Partners (CAP) Simulation -- Overall Score</b> 🔑</p> <p>The CAP Simulation: The skills assessed by the simulation are among the most common learning objectives identified in a survey of business school deans. The specific skills assessed during the simulation are:</p> <ul style="list-style-type: none"> <li>● Decision-Making</li> <li>● Teamwork</li> <li>● Communication</li> <li>● Leadership Initiative</li> <li>● Planning and Organizing</li> <li>● Attention to Detail</li> <li>● Prioritization</li> <li>● Writing Quality</li> </ul>
<b>Criterion</b>	<p><b>First Year Results</b> 🔑</p> <p>This will be the first year of using the online assessment tool provided by CAP. Our objective is to place in the top quartile of MBA programs in the CAP database.</p>

**Finding**

**CAP Assessment Center Scores For Strategic Perspective**

Because of budget considerations, we limited participation in the assessment center to 16 students. To keep costs down we did everything on-line rather than face-to-face. Because this was the first time doing the assessment totally on-line, direction provided to the students was not complete. Consequently, not all of the intended skills were measured in the assessment. We were ultimately able to measure Work Pace, Attention to Detail, Prioritization, and Writing Quality. The table below provides our average score (standard deviation) compared to our referent group.

SHSUSReferentWork	
Pace	81.955.2 (19.0)(28.2)
Attention to Detail	5.23.8 (1.3)(1.5) 57.660.1 (21.4)(27.2)
Prioritization	78.160.8 (16.6)(29.1)
Writing Quality	82.050.8 (17.9)(28.8)

Although our average score was higher than the average of our referent group on most skills, we were not in the top quartile on any of them.

**Action**

**Actions For Improving Strategic Perspective Scores**

Our scores can be improved by first providing better directions to the students prior to the start of the assessment center.

**Closing the Loops Summary**

With the experience we gained in administering the CAP Assessment Center during Spring 2012 we can improve our scores significantly by providing better directions to the students ahead of the simulation exercise. It would be a mistake to draw many conclusions from this year's results. Because of budget limitations we restrained the participation to 16 students. To lower the per student cost, we performed the entire assessment exercise on-line. This required a greater degree of involvement on our part in getting everything set up and providing instructions to the students.

Regardless of our budget limitations, the information provided from the assessment center indicates that we are not in the top quartile in any of the skill areas for our referent group. We come closest in the areas of Writing Quality and Communications.

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*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
*2011 - 2012*

**Professional Golf Management (PGM) Program**

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

There are currently 20 PGA Golf Management universities in the United States. Sam Houston State University has the only program and Texas and strives to be recognized as one of the premier programs in the United States.

**Objective (L) To Produce College Educated PGA Members**

Successful completion of the program will result in a demonstration of proficient golfing ability, the completion of the PGA's educational curriculum and the completion of 16 months of practical application of the learning outcomes while on internship.

**Indicator Playing Ability Test**

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 Pass The PGA Of America's Playing Ability Test**

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%.

**Finding PAT Pass Rates**

SHSU has a PAT pass rate of 65%, which ranks highly amongst other PGA Golf Management University programs. The average PAT pass rate at other universities is in the 50% range.

**Indicator Internship Experience**

PGA of America Standards and Criteria dictate that all students must complete 16 months of internship work in three different settings. Internships contracts and evaluations must be tracked by the university.


**Criterion Internship Experience**


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.


**Finding Internships Evaluation**


SHSU is still maintaining 100% internship placement for students enrolled in the program. SHSU also continues the trend of 100% job placement after graduation. For the summer of 2012, over 50 students were placed on internship while 12 graduates will find permanent employment. All internship placements will be contacted over the summer months and evaluated by their supervising


professionals at the conclusion of the experience. Student evaluations and host evaluations will be compared and documented in a meeting with staff at the conclusion of the internship experience. Additionally, site visits were conducted in Florida and Colorado. Internship sites visits will also be conducted in Houston, Dallas/Fort Worth and Austin.


**Indicator** **Complete PGA Of America's Educational Program**   
 Successful completion of the PGA of America's three level educational program.


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

**Finding** **PGA/PGM Educational Program Success Rate**   
 In the fall of 2011, SHSU averaged 69.5% pass rate on PGA Testing. The 100% success rate was eventually achieved when the remaining students completed retake tests and passed the Level 1 and Level 2 requirements. SHSU would like to have a first time pass rate of 70% for PGA testing. In an effort to produce better first time results, more class time will be devoted to reviewing PGA learning objectives.

**Action** **Completion Of The PGA Golf Management Program**   
 The SHSU PGA Golf Management program is successfully producing graduates who meet the PGA of America's membership requirements. Current policies and procedures are meeting PGA requirements and will be maintained for continued success. The PAT success rate and educational testing continue to provide positive results. The program Director and Internship Coordinator will again travel throughout the summer of 2013 to visit internship sites and build relationships with host professionals. Trips have already been planned to Colorado, Florida, the Northeast section of the country, and the middle Atlantic region. Additionally all sites within driving distance (Austin, Dallas/Fort Worth and Houston) will be visited by program staff. Staff will also focus efforts on producing a first time pass rate of 70% on PGA of America educational checkpoint testing.

**Supporting** **Professional Golf Management (PGM) Program**   
 Items in this group support the goals of the **Professional Golf Management (PGM) Program** level.

**Objective (P)** **Program Enrollment And Student Retention**   
 The goal of the PGA Golf Management program is to ultimately have 100 students at any one given time. The target enrollment for fall 2011 is 100 students.

**KPI Performance Indicator** **Yearly Program Enrollment**   
 Total number of participants in the program.

**Result** **Enrollment Result**   
 The enrollment at the beginning of the fall 2011 semester was 78

students.

**KPI  
Performance  
Indicator**

**Student Retention**  

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

**Result**

**Retention Result** 

One year retention results are 85% and two year retention rates are 74%

**Action**

**Yearly Program Enrollment** 

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

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**Closing the Loops Summary**

Although this program is meeting the standards set at a high level, the faculty feel that continuing to improve the internship experience will help students. Thus, the program director and internship director will conduct annual visitations of a sample of internship facilities to review the facilities and interview the head professionals. The inputs from these trips will be used to better prepare students for their internships and future careers. In the summer of 2011, internship visits were conducted in Colorado, Dallas/Fort Worth, Houston, Austin and other areas. These visits proved very successful for maintaining positive relationship with host sites. These visits helped continue the 100% internship and job placements for all PGA Golf Management students.

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# **Department of Management and Marketing**



*Online Assessment Tracking Database*

Sam Houston State University (SHSU)












*2011 - 2012*

**Human Resource Management BBA**

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<b>Goal</b>	<b>Students Will Obtain A Broad Base Of Knowledge Of Human Resource Management Principles</b> 	
	Students must understand human resource management principles to become effective organizational actors.	
<b>Objective (L)</b>	<b>Students Will Understand Topics And Concepts Relating To Staffing</b> 	
	Staffing is one function of human resource management that involves finding and hiring employees to achieve organizational objectives. Students must understand the staffing function of human resource management to become an effective organizational actor.	
<b>Indicator</b>	<b>Course Embedded Questions On Exams For Staffing</b> 	
	Embedded questions on exams in multiple courses will be used to evaluate students' understanding of the staffing function of human resource management.	
<b>Criterion</b>	<b>Embedded Questions For Staffing</b> 	
	70% of students in Principles of Management will answer 70% of embedded questions from a common question set correctly.	
<b>Finding</b>	<b>Finding For Embedded Questions For Staffing</b> 	
	71% of students in Principles of Management answered 70% of embedded questions correctly.	
<b>Action</b>	<b>Action For Staffing Objective</b> 	
	The criterion will be reevaluated by the faculty in the fall to determine if the standard should be raised.	
<b>Objective (L)</b>	<b>Students Will Understand Topics And Concepts Relating To Compensation</b> 	
	Compensation is one function of human resource management that involves using pay to motivate and retain employees. Students must understand the compensation function of human resource management to become an effective organizational actor.	
<b>Indicator</b>	<b>Course Embedded Questions On Exams For Compensation</b> 	
	Embedded questions on exams in multiple courses will be used to evaluate students' understanding of the compensation function of human resource management.	
<b>Criterion</b>	<b>Embedded Questions For Compensation In Principles Of Management Course</b> 	
	70% of students in Principles of Management will answer 70% of embedded questions from a common question set correctly.	
<b>Finding</b>	<b>Finding For Embedded Questions For Compensation In Principles Of Management Course</b> 	
	71% of students in Principles of Management answered 70% of embedded questions correctly.	

<b>Criterion</b>	<b>Embedded Questions For Compensation In Compensation Course</b> 70% of students in Compensation will answer 70% of embedded questions from a common question set correctly.
<b>Finding</b>	<b>Finding For Embedded Questions For Compensation In Compensation Course</b> 86% of students in Compensation answered 70% of embedded questions correctly.
<b>Action</b>	<b>Action For Compensation Objective</b> The criteria will be reevaluated by the faculty in the fall to determine if the standards should be raised.
<b>Objective (L)</b>	<b>Students Will Understand Topics And Concepts Relating To Benefits</b> Benefits is one topic in human resource management that involves administering employee benefits programs, such as health insurance or retirement. Students must understand the management of benefits in human resource management to become an effective organizational actor.
<b>Indicator</b>	<b>Course Embedded Questions On Exams For Benefits</b> Embedded questions on exams in multiple courses will be used to evaluate students' understanding of the management of benefits in human resource management.
<b>Criterion</b>	<b>Embedded Questions For Benefits</b> 70% of students in Principles of Management will answer 70% of embedded questions from a common question set correctly.
<b>Finding</b>	<b>Finding For Embedded Questions For Benefits</b> 71% of students in Principles of Management answered 70% of embedded questions correctly.
<b>Action</b>	<b>Action For Benefits Objective</b> The criterion will be reevaluated by the faculty in the fall to determine if the standard should be raised.
<b>Objective (L)</b>	<b>Students Will Understand Topics And Concepts Relating To Training</b> Training is one function of human resource management that involves teaching employees specific skills. Students must understand the training function of human resource management to become an effective organizational actor.
<b>Indicator</b>	<b>Course Embedded Questions On Exams For Training</b> Embedded questions on exams in multiple courses will be used to evaluate students' understanding of the training function of human resource management.
<b>Criterion</b>	<b>Embedded Questions For Training</b> 70% of students in Principles of Management will answer 70% of embedded questions from a common question set correctly.

**Finding**

**Finding For Embedded Questions For Training** 🔑

71% of students in Principles of Management answered 70% of embedded questions correctly.

**Action**

**Action For Training Objective** 🔑

The criterion will be reevaluated by the faculty in the fall to determine if the standard should be raised.

**Objective (L)**

**Students Will Understand Topics And Concepts Relating To Employee Development** 🔑

Employee development is one function of human resource management that involves appraising the performance of employees and developing them for productive careers. Students must understand the development function of human resource management to become an effective organizational actor.

**Indicator**

**Course Embedded Questions On Exams For Development** 🔑

Embedded questions on exams in multiple courses will be used to evaluate students' understanding of the development function of human resource management.

**Criterion**

**Embedded Questions For Development** 🔑

70% of students in Principles of Management will answer 70% of embedded questions from a common question set correctly.

**Finding**

**Finding For Embedded Questions For Development** 🔑

71% of students in Principles of Management answered 70% of embedded questions correctly.

**Action**

**Action For Employee Development Objective** 🔑

The criterion will be reevaluated by the faculty in the fall to determine if the standard should be raised.

**Closing the Loops Summary**

During this school year, the faculty reorganized the assessment process for the Human Resource Management BBA. In the fall, it was decided that the beginning objectives would be related to disciplinary knowledge, specifically, the topics of staffing, compensation, benefits, training, and employee development. Data was collected in the Principles of Management course and the Compensation course, and after analyzing the data, it seems that students are at, or above, the targets for the criteria. The exceptionally good performance of students in the Compensation course supports the belief of the faculty that exposure to real world applications (using SAP) enhances the learning process and helps students to understand the concepts in the course. The faculty will meet again during the fall semester to reevaluate the assessment process. Specifically, possible new objectives related to critical thinking and communication will be discussed.

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*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
2011 - 2012

**Management BBA**

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<b>Goal</b>	<p><b>Students Will Obtain A Broad Base Of Knowledge Of Management Principles</b> 🔑</p> <p>A broad base of knowledge of management principles is necessary for students to become effective organizational actors.</p>
<b>Objective (L)</b>	<p><b>Students Will Understand Principles And Concepts Relating To The Planning Function Of Management</b> 🔑</p> <p>Planning is one function of management that involves setting goals and direction and deciding how to achieve those goals. Students must understand the planning function of management to become an effective organizational actor.</p>
<b>Indicator</b>	<p><b>Course Embedded Questions On Exams For Planning Function</b> 🔑</p> <p>Embedded questions on exams in multiple courses will be used to evaluate students' understanding of the planning function of management.</p>
<b>Criterion</b>	<p><b>Embedded Questions In Principles Of Management</b> 🔑</p> <p>70% of students in Principles of Management will answer 70% of embedded questions from a common question set correctly.</p>
<b>Finding</b>	<p><b>Finding For Embedded Questions For Planning Function</b> 🔑</p> <p>68% of students in Principles of Management answered 70% of embedded questions correctly.</p>
<b>Action</b>	<p><b>Action For Planning Objective</b> 🔑</p> <p>Students will be given more exposure to real world examples of how the concepts are applied in real businesses.</p>
<b>Objective (L)</b>	<p><b>Students Will Understand Principles And Concepts Relating To The Organizing Function Of Management</b> 🔑</p> <p>Organizing is one function of management that involves bringing together physical, financial, and human resources to accomplish the organization's objectives. Students must understand the organizing function of management to become an effective organizational actor.</p>
<b>Indicator</b>	<p><b>Course Embedded Questions On Exams For Organizing Function</b> 🔑</p> <p>Embedded questions on exams in multiple courses will be used to evaluate students' understanding of the organizing function of management.</p>
<b>Criterion</b>	<p><b>Embedded Questions For Organizing Function</b> 🔑</p> <p>70% of students in Principles of Management will answer 70% of embedded questions from a common question set correctly.</p>
<b>Finding</b>	<p><b>Finding For Embedded Questions For Organizing Function</b> 🔑</p> <p>69.5% of students in Principles of Management answered 70% of embedded questions correctly.</p>
<b>Action</b>	<p><b>Action For Organizing Objective</b> 🔑</p> <p>Students will be given more exposure to real world examples of how the concepts are applied in real businesses.</p>

<b>Objective (L)</b>	<b>Students Will Understand Principles And Concepts Relating To The Leading Function Of Management</b> 🔑 Leading is one function of management that involves setting in motion the actions of people to accomplish the organization's objectives. Students must understand the leading function of management to become an effective organizational actor.
<b>Indicator</b>	<b>Course Embedded Questions On Exams For Leading Function</b> 🔑 Embedded questions on exams in multiple courses will be used to evaluate students' understanding of the leading function of management.
<b>Criterion</b>	<b>Embedded Questions For Leading Function</b> 🔑 70% of students in Principles of Management will answer 70% of embedded questions from a common question set correctly.
<b>Finding</b>	<b>Finding For Embedded Questions For Leading Function</b> 🔑 71% of students in Principles of Management answered 70% of embedded questions correctly.
<b>Action</b>	<b>Action For Leading Objective</b> 🔑 Faculty will reevaluate the criterion to determine if any changes need to be made in the fall.

<b>Objective (L)</b>	<b>Students Will Understand Principles And Concepts Relating To The Controlling Function Of Management</b> 🔑 Controlling is one function of management that involves monitoring performance over time and adjusting plans to ensure the achievement of organizational objectives. Students must understand the controlling function of management to become an effective organizational actor.
<b>Indicator</b>	<b>Course Embedded Questions On Exams For Controlling Function</b> 🔑 Embedded questions on exams in multiple courses will be used to evaluate students' understanding of the controlling function of management.
<b>Criterion</b>	<b>Embedded Questions For Controlling Function</b> 🔑 70% of students in Principles of Management will answer 70% of embedded questions from a common question set correctly.
<b>Finding</b>	<b>Finding For Embedded Questions For Controlling Function</b> 🔑 71% of students in Principles of Management answered 70% of embedded questions correctly.
<b>Action</b>	<b>Action For Controlling Objective</b> 🔑 Faculty will reevaluate the criterion to determine if any changes need to be made in the fall.

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### Closing the Loops Summary

During this school year, the faculty reorganized the assessment process for the Management BBA. In the fall, it was decided that the beginning objectives would be related to disciplinary knowledge, specifically, the functions of

planning, organizing, leading, and controlling. Data was collected in the Principles of Management course, and after analyzing the data, it seems that students are at, or just below, the targets for the criteria. Specific action steps were prescribed for the two objectives for which the targets in the criteria were not met. The faculty will meet again during the fall semester to reevaluate the assessment process. Specifically, possible new objectives related to critical thinking and communication will be discussed.

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*Online Assessment Tracking Database*









Sam Houston State University (SHSU)  
*2011 - 2012*

**Marketing BBA**

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<b>Goal</b>	<p><b>Students Will Obtain A Broad Base Of Knowledge Of Marketing Principles</b> </p> <p>The goal of the BBA program in Marketing is to provide students with a broad base of knowledge in the Marketing discipline. The accomplishment of this goal is indicated by students achieving five learning objectives. Each objective is associated with a required course.</p>
<b>Objective (L)</b>	<p><b>Students Will Be Able To Describe Marketing Core Concepts And Principles</b> </p> <p>Students who complete the BBA in Marketing will be able to describe the core concepts and principles of Marketing, including the elements of the marketing mix. The concepts and principles are included with the Indicator as a supporting document "30 Key Marketing Concepts."</p>
<b>Indicator</b>	<p><b>Assessment In MKT371 (MKTG3310)</b>  </p> <p>The ability to describe Marketing Core Concepts &amp; Principles will be assessed using questions embedded within exams during Spring 2012 and Fall 2014. The core concepts and principles are represented by 30 Key Marketing Concepts. These are included as a supporting document.</p> <p>Assessments will be completed during the following semesters: Spring 2012, Spring 2013, Spring 2014, Spring 2015 and Spring 2016.</p>
<b>Criterion</b>	<p><b>Performance On Assessments In MKT371 (MKTG3310)</b> </p> <p>Students' performance on embedded exam questions assessing knowledge of the 30 Key Marketing Concepts will be 75% . (i.e., 75% of questions answered correctly).</p>
<b>Finding</b>	<p><b>Assessment Of MKT371 (MKTG3310)</b> </p> <p>A complete summary including student performance, methods for improvement and further activities to improve the assessment process are included in the attached document: MKTG3310 Spring 2012 Assessment and Closing the Loop Overview.</p>
<b>Action</b>	<p><b>Assessment Summary And Schedule</b>  </p> <p>Assessments will be completed during the following semesters: Spring 2012, Spring 2013, Spring 2014, Spring 2015 and Spring 2016.</p> <p>After each assessment period, faculty will review results and determine areas for improvement. The specific actions will be noted as action items once they are determined.</p> <p>The Assessment during Spring 2012 showed that learning outcomes could be improved with respect to understanding of the Growth Matrix and Key Differences Between Products and Services. Two methods for improvement were defined by faculty and will be developed for use during Fall 2012. The next Assessment period is Spring 2013.</p> <p>A complete summary including student performance, methods for improvement and further activities to improve the assessment process are included in the attached document: MKTG3310 Spring 2012 Assessment and Closing the Loop Overview.</p>

**Students Will Be Able To Summarize And Explain Consumer Behavior**

**Objective (L)**

**Concepts** 🔑

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.

**Indicator**

**Assessment In MKT378 (MKTG3320)** 🔑

Student achievement of the learning objective will be assessed using questions embedded within exams and components of projects. Performance on aspects of the project will be assessed with grading rubric.

Assessment will be completed during Fall 2012 and and Fall 2014.

**Criterion**

**Performance On Assessment In MKT378 (MKTG3320)** 🔑

At the end of the semester, performance by students on exam questions and project(s) are reviewed. The average performance for each assessment activity will be at least 75%.

There are no actions for this objective.

**Objective (L)**

**Students Will Demonstrate The Ability To Collect And Interpret Market Research Data** 🔑

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.

**Indicator**

**Assessment In MKT472 (MKTG4350)** 🔑

Student achievement of the learning objective will be assessed using questions embedded within exams and components of projects. Performance on aspects of the project will be assessed with a grading rubric.

Assessment will be completed during Fall 2012 and Fall 2014.

**Criterion**

**Performance On Assessment In MKT472 (MKTG4350)** 🔑

The average performance on embedded exam questions and students' projects should be 75% or higher.

There are no actions for this objective.

**Objective (L)**

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

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

**Indicator**

**Assessment In MKT471 (MKTG4340)**

Assessment will be completed using either Pre And Post Tests or questions embedded within exams.

Assessment will be completed during Fall 2012 and Fall 2014.

**Criterion**

**Performance On Assessment In MKT471 (MKTG4340)**

When using a pre-test/post-test for assessment, students will average at least a 50% improvement over the pre-test score and the class average on individual post-test questions will be 75% correct. When using questions embedded within exams, the students' average performance on questions used to assess will be at least 75% correct.

There are no actions for this objective.

**Objective (L)**

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

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

**Indicator**

**Assessment In MKT473 (MKTG4390)**

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

Assessment will be completed during Fall 2012 and Spring 2015.

**Criterion**

**Performance On Assessment In MKT473 (MKTG4390)**

The average performance on discussion questions will be at least 75% correct. The average performance on student projects will be at least 75%.

There are no actions for this objective.

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**Closing the Loops Summary**

Following the Marketing BBA Assessment of Learning Plan, the assessment of students' ability to describe the core concepts and principles of Marketing, including the elements of the marketing mix, was completed during Spring 2012. The concepts and principles of Marketing are presented in a document (30 Key Marketing Concepts) located at the Indicator area for this objective. Assessment was completed in MKTG3330 (MKT371) by evaluating students' performance on questions embedded within exams. As planned, faculty reviewed results and determined areas for improvement. The Assessment during Spring 2012 showed that learning outcomes could be improved with respect to understanding of the Growth Matrix and Key Differences Between Products and Services. Two methods for improvement were defined by faculty and will be developed for use during Fall 2012. Results of this effort will be evaluated during the next Assessment period for the objective (Spring 2013). A complete summary including student performance, methods for improvement and further activities to improve the assessment process are included in the attached document: MKTG3310 Spring 2012 Assessment and Closing the

Loop Overview.

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