



Sam Houston
State University

2012-2013

**College of Business
Administration**

Department of Accounting



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Accounting BBA

[View & Request Level Feedback](#)

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 DRAFT 🔑

Junior

Successes	3,251
Attempts	4,408
Success Ratio	73.8%

Minimum Acceptable Rate	60%
-------------------------	-----

Action

Decision Modeling Competency Action DRAFT 🔑

The success ratio exceeds the minimum acceptable level of 60% by about 14 percentage points, and about the same as 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 **DRAFT** 🔑

	Junior	Senior	Combined
Successes	498	43	541
Attempts	833	54	887
Success Ratio	59.8%	79.6%	60.1%
Minimum Acceptable Rate	60%	70%	

Action

Risk Analysis Competency Action DRAFT

The success ratio 59.8% at the Junior level; the minimum acceptable level is 60%. The success ratio for Seniors exceeds the minimum acceptable level of 70% by about 10 percentage points. The faculty teaching Junior level courses where Risk Analysis is an objective should place additional emphasis on this competency, and perhaps evaluate if a change in pedagogy might improve student comprehension. The faculty teaching Senior level courses where Risk Analysis is an objective should continue to place emphasis on this competency and perhaps evaluate if a change in pedagogy might improve student comprehension even more.

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 DRAFT**

	Junior	Senior	Combined
Successes	794	149	943
Attempts	903	159	1062
Success Ratio	87.9%	93.9%	88.8%
Minimum Acceptable Rate	60%	70%	

Action **Leveraging Technology Competency Action DRAFT**

The success ratio for Juniors exceeds the minimum acceptable level of 60% by about 28 percentage points. The success ratio for Seniors exceeds the minimum acceptable level of 70% by about 24 percentage points. The faculty teaching courses where Leveraging Technology is an objective should continue to place emphasis on this competency, and perhaps evaluate if a change in pedagogy might improve student comprehension even more.

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 Finding DRAFT

	Junior	Senior	Combined
Successes	4,241	295	4536
Attempts	6,308	439	6747
Success Ratio	67.2%	67.2%	67.2%
Minimum Acceptable Rate	60%	70%	

Action

Measurement Competency Action DRAFT

The success ratio for Juniors exceeds the minimum acceptable level of 60% by about 7 percentage points. The success ratio at the Senior level is 67.2%; the minimum acceptable level is 70%. The faculty teaching Junior level courses where Measurement is an objective should continue to place emphasis on this competency, and perhaps evaluate if a change in pedagogy might improve student comprehension even more. The faculty teaching Senior level courses where Measurement is an objective should place additional emphasis on this competency and perhaps evaluate if a change in pedagogy might improve student comprehension.

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 DRAFT

	Junior	Senior	Combined
Successes	1,077	232	1,309
Attempts	1,573	371	1,944
Success Ratio	68.5%	62.5%	67.3%
Minimum Acceptable Rate	60%	70%	

Action

Reporting Competency Action DRAFT

The success ratio for Juniors exceeds the minimum acceptable level of 60% by about 9 percentage points. The success ratio at the Senior level is 62.5%; the minimum acceptable level is 70%. The faculty teaching Junior level courses where Reporting is an objective should continue to place emphasis on this competency, and perhaps evaluate if a change in pedagogy might improve student comprehension even more. The faculty teaching Senior level courses where Reporting is an objective should place additional emphasis on this competency and perhaps evaluate if a change in pedagogy might improve student comprehension.

Previous Cycle's "Plan for Continuous Improvement"

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 [though 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.

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

Faculty continued to emphasize all objectives in Fall 2012 and Spring 2013 semesters.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

Faculty teaching courses where Risk Analysis, Measurement, or Reporting is a course objective will place additional emphasis on these objectives in the Fall 2013 semester and the Spring 2014 semester. 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.

[Jump to Top](#)

**Department of General
Business and Finance**



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Banking And Financial Institutions BBA

[View & Request Level Feedback](#)

Goal	Strategically Train Students To Be Leaders In Banking And Financial Institutions
	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 PRESENTATION 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), Dr. Steve Johnson (finance faculty), and two area banking professionals. The groups were graded by each of the 4 evaluators on a scale of 1 to 10 for both presentation and communication, for a maximum subscore of 40 points in each area. This is a slight change over last year, in which there was only 1 score given for communication. 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, 7 of 10 groups significantly exceeded expectations, and the remaining 3 exceeded expectations (none failed to meet expectations). Raw scores ranged from 27 to 39. In summary, the evaluators reported very good written presentations and use of PowerPoint.

In the area of Communication, 9 of 10 groups significantly exceeded expectations, and the remaining group exceeded expectations (none failed to meet expectations). Raw scores ranged from 26 to 37. In summary, the evaluators reported that the students did a very good job in communicating the suggested solutions.

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. For the Spring 2013 course, 4 of the 8 groups significantly exceeded expectations, and the remaining 4 exceeded expectations. No group failed to meet expectations. The

scores for communication were somewhat higher than 2012, due to the increased emphasis on the importance of presenting the results. A summary of scores is attached.

Action

ORAL COMMUNICATIN ACTION 

Few significant modifications appear to be needed. The “outside” evaluators for the Commercial Banking course stated that the students performed very well and appeared ready for real-world activities. This is a slight improvement over last year, when the evaluators indicated the students should focus more on using the presentation to “sell” the solutions.

In the Commercial Bank Lending course, more focus was placed on the communication of the results than in the past years. For example, the instructor provided a more detailed example of the presentation required, used a more standard format for all presentations, and presented an “example” for the students to see what was required. However, the analysis seemed to take a step back. For subsequent semesters, emphasis will be placed more equally on both the presentation and the analysis.

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 PRESENTATIONS: 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), Dr. Steve Johnson (finance faculty), as well as 2 area banking professionals. The groups were graded by each of the 4 evaluators on a scale of 1 to 10 for critical thinking, 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 Critical Thinking, 9 of the 10 groups significantly exceeded expectations, and the remaining group exceeded expectations (none failed to meet expectations). Raw scores ranged from 27 to 38. In summary, the evaluators reported that the students did a very good job in analyzing the case. They had a good understanding of the financial analysis necessary to evaluate the situation.

Finding

CASE PRESENTATION: 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. In the Spring 2013 semester, 3 of the 8 groups significantly exceeded expectations, 4 exceeded expectations, and the remaining group met expectations. No groups failed to meet expectations. 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 reported no major suggestions for improvement. Critical Thinking subscores were substantially higher this year compared to last year.

In the Commercial Bank Lending course, there was increased emphasis placed on the effective presentation of the cases this semester. While the presentations improved over past years, the analysis regressed slightly compared to the previous year. Going forward, the importance of both the analysis and the presentation will be emphasized and demonstrated. Additionally, the Commercial Bank Lending Cases are revised each semester to involve additional analysis to reflect current issues. The more standardized platform of analysis implemented this year did help with student expectations of the depth of the analysis.

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 🔑 🔑

In the regular class exams, students answer 21 qualitative and quantitative questions which cover the core areas of banking. The questions are attached. These questions have been developed by both the Chair of Banking and members of the finance faculty. The knowledge that is tested is reviewed on an annual basis to ensure that core knowledge is tested. A new text was implemented in the Fall of 2012, and several questions were added while others from the previous year were deleted.

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 78.3 percent correct in the spring 2013 semester (see attached table). This percentage was down slightly from the average of 81.5 percent for the previous year. However, since several questions changed, this decrease is not considered significant. Additionally, 2 individual questions did not meet the 70% goal (this is down from 6 questions in Fall 2011 and 4 questions in Spring 2012. The questions are #6 (spreading

financial statements) and #10 (the 5C's of credit).

Action

EMBEDDED QUESTIONS ACTION

With question 6, the students appear to be unfamiliar with the term "spreading." There were several homework assignments and a case assignment in which spreading the financial was required. This suggests they are familiar with process, but not the specific term naming that process. Next year, the term "spreading" will be used more in the actual homework assignments so students better understand the name. Question 10 asks about the 5 C's of credit. A potential reason for the higher number missed is that the question asks the student to identify which of the terms listed is *not* one of the 5 C's. Experience shows that students generally miss this type of question more often than others. Regardless, more emphasis will be placed on the class discussion of the 5 C's. Also, we may add a section of the case assignment dedicated to the 5 C's in order to reinforce the concept.

Previous Cycle's "Plan for Continuous Improvement"

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.

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

In Commercial Bank Lending, the course was re-structured somewhat to devote more time at the beginning of the semester to a comprehensive review of financial statement analysis. The chapter concerning loan structure was given more emphasis, and the concept of loan structure was discussed more in the case assignments. In Commercial Lending, more emphasis was placed on the importance of "selling" the proposed solutions of the case study.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

We were generally pleased with the improvements from the 2011-2012 academic year to the 2012-2013 academic year. One area of increased focus, however, will be on writing ability. In Commercial Bank Lending, a series of short writing assignments have been developed which relate current issues in banking. The purpose of these is twofold: to expose students to current banking content not found in the text, and to emphasize the importance of quality writing.

[Jump to Top](#)



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Business Administration MBA

[View & Request Level Feedback](#)

Goal	Leadership Development
	The goal of the MBA degree is to develop business professionals prepared for leadership roles.
Objective (L)	Communication Skills
	Graduates of the MBA program should be capable of effectively communicating with a variety of audiences.
Indicator	Results From BUAD 5310 Research Writing In Business
	Written assignments done in this class will be assessed using a common rubric.
Criterion	Acceptable Performance Level In BUAD 5310
	At least 80% of all MBA students should achieve a score of 80% or higher on the assessment instrument.
Finding	FALL 2012 BUAD 5310 Results
	Of the students sampled in Fall 2012, the average score for explaining the Rationale of the memo was 78%. The average score for Format & Design was 80%. The average score for Organization was 75%. The average score for Diction & Tone was 86%. The average score for Content was 84.4%. And the average score for Writing Style was 89.3%.
Action	Reaction To BUAD 5310 Fall 2012 Results
	Although the Fall 2012 scores for Rationale and Organization were below the target of 80%, the four year average for those areas are 80.4% and 83% respectively. We will continue to monitor these areas to see if this is a valid trend or just a random blip.
Objective (L)	Critical Thinking
	Graduates of the MBA program should possess excellent critical thinking and problem solving skills.
Indicator	FINC 5310 -- Problem Solving
	Twenty-three questions were embedded in exams given through out the Spring 2013 semester.
Criterion	FINC 5310 Performance
	Average performance on the 23 embedded questions should be at least 85%.
Finding	Spring 2013 FINC 5310 Results
	The average score on the 23 embedded questions was 71.04%. Questions in the areas of Accounting, Finance, and Risk & Return had the lowest numbers of correct responses.
Action	Changes To FINC 5310
	No prerequisite course in investments is required before taking FINC 5310. The need for such a prerequisite will be discussed by the graduate faculty.

Previous Cycle's "Plan for Continuous Improvement"

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.

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

We have not continued the use of the CAP simulation. It was difficult to administer and there was not enough support amongst the faculty. The sample sizes were too small to make valid inferences.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

We intend to gather data from a wider array of classes. To accomplish this we are studying the use of Blackboard's Assessment capabilities. By tagging questions with categorical labels we should be able to gather data on a broader spectrum of objectives.

[Jump to Top](#)






Online Assessment Tracking Database



Sam Houston State University (SHSU)
2012 - 2013


General Business Administration BBA



[View & Request Level Feedback](#)


Goal	Capable Communicators And Decision Makers 	
	General Business graduates will be capable communicators and competent business decision makers.	

Objective (L)	Writing Competency 
	Students will be able to compose effective business messages using accepted standards of English grammar and punctuation, sentence structure and paragraph design.

Indicator	Written Communication  
	Business communication faculty will assess samples of student writing across the business disciplines for document formatting and for writing quality; subject area instructors will evaluate the content of each sample. The composite performance of the students, as measured by a faculty developed rubric, will indicate the communication competency level.

Criterion	Writing Assessment 
	At least 80% of sampled students must meet expectations on the Writing Assessment Rubric for Business Disciplines. 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. To insure inter-rater reliability, each sample will be reviewed independently by two reviewers; in the event of disagreement, a third reviewer will perform a final evaluation of the sample.







Finding	Spring 2013 COBA Writing Assessment By Major  
	The attached document details student performance by major in three categories: format, content/organization, and writing. Student writing samples were not provided the areas of accounting (ACC) and management information systems (MIS).

Action	Improvement Of Writing Skills Across The Business Curriculum For GBA Majors 
	Business communications faculty will present a workshop on the use of a common rubric for assessing writing in all business disciplines. In the workshop, a demonstration of how rubrics can be used effectively will be conducted. All business faculty will be involved with the demonstration. This will give them hands on experience with the process. Their input will be solicited to develop a common writing rubric for COBA.

Goal	Capable Business Decision Makers 
	The goal of the General Business program is to provide students with a broad base of knowledge in business. 281, 362, 389

Objective (L)	General Business Core Concepts And Principles 
----------------------	--

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

Indicator	<p>General Business Assessment: Embedded Questions BUAD 3355/GBA362 </p> <p>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</p>
Criterion	<p>General Business: Improvement On Embedded Exam Scores BUAD3355/GBA362 </p> <p>The class average on individual embedded questions will be 75% correct. The business law course is divided into four core units. Each business law faculty member will include imbedded questions on each unit's examination. BUAD 3355/GBA362</p>
Finding	<p>BUAD 3355 Findings Derived From Embedded Questions </p> <p>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.</p> <p>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-eight percent (78%) compared to seventy (70%) percent by non-GBA majors. In the second section GBA majors scored seventy-seven percent (77%) compared to the non-GBA majors' score of seventy-five percent (75%). Each of these scores is right at or exceeds the goals of seventy-five percent (75%) correct. 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 appears to have yielded positive results as students in all majors improved dramatically in this area of the course.</p>
Indicator	<p>General Business Assessment: Pre And Post Exam Questions BUAD 2301/GBA 281 </p> <p>The BUAD 2301/GBA 281 course focuses on the legal environment in business, particularly how the law effects business development and creation. This course is divided into five core units. Assessment will be made using pre and post exam questions in each of the courses five core unit examination. The pre and post exam questions will gauge the students' performance on concepts, principles and functions of legal environments. The embedded questions include questions developed by the legal environment faculty.</p>
Criterion	<p>General Business: Improvement On Embedded Exam Scores BUAD 2301/GBA 281 </p> <p>The class average on individual embedded questions will be 75% correct. The business law course is divided into five core units. Each business law faculty member will include imbedded questions on each unit's examination. BUAD 2301/GBA 281</p>
Finding	<p>BUAD 2301 Findings Derived From Embedded Questions </p>

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 55% correct for all five units tested. On the posttest there were significant gains in the students learning outcomes. In the Origins of Law unit, GBA Majors scored 90.1%, Non-GBA Business Majors scored 80% and Non-Business Majors scored 82.6%. 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 five 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 60.1% on the pretest. GBA majors improved on the posttest with a score of 86.2%. Non Business majors had an even greater increase and scored 88.4%. The greatest improvement in this section was made by the Non-GBA Business majors with a score of 90.1%. This assessment cycle, as in prior cycles, the Business Entities Unit is a challenge for a majority students. The faculty are working to create more hands-on application based assignments for students. It is the goal of the faculty that if the student have to actually work through how to form a particular business entity this process will aide them in better understanding the unit's material.

Action

BUAD 3355 Actions 🔑

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 online study aids to assist students in key areas of the course.

Action

BUAD 2301 Actions 🔑

This assessment cycle, as in prior cycles, the Business Entities Unit is a challenge for a majority students. The faculty are working to create more hands-on application based assignments for students. It is the goal of the faculty that if the student have to actually work through how to form a particular business entity this process will aide them in better understanding the unit's material.

Goal

General Business Student Satisfaction 🔑

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

Objective (L)

General Business Effective Instruction 🔑

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

Indicator

General Business Instruction Assessment - IDEA Form

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

Criterion

General Business Comparison

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

Finding

General Business Effective Instruction Findings

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

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

Action

General Business Instruction Improvement

The General Business faculty strives to continuously improve their teaching effectiveness. To this end the faculty will raise standards for the 2012-2013 academic year, requiring that all faculty maintain a 50% average for all courses taught.

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

Previous Cycle's "Plan for Continuous Improvement"

The courses in the General Business degree have been assessed on a per semester basis for the past four consecutive years. These courses were not assessed during this assessment cycle. The courses will be assessed in the 2013 assessment cycle.

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

Because of assessment efforts in previous years, faculty members have reassessed course structure and have provided incentives to students to motivate and encourage them to perform. In addition, faculty have identified learning gaps in the students' ability to write and communicate ideas; critical thinking continues to be a challenge for students.

In business communication, students continue to struggle with grammar and mechanics which are required to communicate effectively in the business world. Since establishing a pre- and post-grammar assessment test, faculty have noticed substantial improvement in those skills; however, faculty continues to develop additional pedagogical approaches to insure transfer of knowledge to other disciplines.

The Business Writing Award, established in 2011, recognizes and rewards business communication students' excellence in written communications. Faculty have observed students performing at a higher level of excellence while generating business reports.

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. In addition, students will be provided the opportunity to complete the actual entity formation paperwork in a hands-on project. This real-life application project will enable the students to have a better understanding of each type of entity formation.

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

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

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

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

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

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

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

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

Department of Management and Marketing



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Management Information Systems BBA

[View & Request Level Feedback](#)

Goal	<p>Management Information Systems- A Broad Base Of Knowledge 🔑</p> <p>The goal of the BBA program in Management Information Systems is to provide students with a broad base of knowledge in the Management Information System discipline.</p>
-------------	---

Supporting	<p>Management Information Systems BBA 🔑</p> <p>Items in this group support the goals of the Management Information Systems BBA level.</p>
-------------------	---

Objective (L)	<p>Information Systems 🔑</p> <p>Students who complete the BBA in Management Information Systems will demonstrate an understanding of basic computer technology (MGIS3310) In particular, the students should have:</p> <ol style="list-style-type: none"> 1. An understanding of fundamental computer technology concepts and the role and use of information systems in organizations 2. Be a more effective and efficient end users of information systems for business operations and decision making.
----------------------	--

Indicator	<p>Information Systems Pre-Test And Post-Test 🔑</p> <p>Assessment will be made using pre-test and post- test performance on computer technology and the role of information systems in organizations. (MGIS3310)</p>
------------------	---

Criterion	<p>Information Systems: Improvement On Post-Test Scores 🔑</p> <p>The target class average on post-test questions will be 75% correct. (MGIS3310)</p>
------------------	---

Finding	<p>Findings For MGIS3310 - Intro To MIS 🔑</p> <p>This course is part of the business core requirement. The assessment instrument used for this course was a pre-test/post-test along with observations made by the instructor. Assessment results indicate that students are understanding computer technology concepts and the role of information systems in organizations at an acceptable level with an average of greater than 75% on the post-test score.</p>
----------------	--

While the assessment results indicate that learning occurred at an acceptable level (i.e. 75% or great average on the post-test score), following a qualitative assessment by the instructor resulted in the determination that improvements can still be made, particularly in the area of information system usage for decision making. This primarily refers to the use of Excel.

There are no actions for this objective.

Objective (L)	<p>Systems Analysis And Design 🔑</p> <p>Students who complete the BBA in Management Information Systems will demonstrate an understanding of the design and application of information systems</p>
----------------------	---

certifications have been made available for the database (MIS390/MGIS3330) and networking (MIS485/MGIS4350) courses. These courses will be assessed during the next academic year, Fall 2013 and Spring 2014.

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

The two elements identified in the previous cycle were implemented - 1)more one-on-one time with each student to enhance the learning process in MGIS4320, and 2) Using certifications as a third party assessment tool in the database MGIS3330 and MGIS4350 courses. MGIS3330 will be assessed Spring 2014 and MGIS4320 will be assessed in a future cycle.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

The MIS faculty assessment review meeting for 2012-2013 was held with Dr Gerald Kohers, the Department Chair, in attendance. Course Assessments for the core MIS course (MGIS3310) and Systems Analysis & Design (MGIS3360) were covered and the results of the assessments, as detailed above, were discussed.

Both courses were found to have made satisfactory progress based on the post-test averages meeting or exceeding the 75% score goal. However, further assessment in the form of qualitative reviews by the instructors identified areas for improvement. The results of the qualitative assessments are as follows.

In the core MIS course (MGIS3310) it was determined that skills for decision making, specifically with the Excel tool, may be lacking. The instructor's assessment included input from students, department faculty, other COBA department faculty, COBA administration and alumni. The plan for further assessment in this area will begin with an analysis of the current Excel skill learning path, pedagogy and development of goals.

In the System Analysis and Design course (MGIS3360) two items were planned. First, it was determined that the course level that is currently assigned to the course does not properly reflect the level of material or level of execution expected on the real world client project that is covered in the course. Therefore, a change request to revise the course number to a 4000 level has been submitted. By identifying a higher course level students should be better informed and consequently better prepared as to the rigor and course work load required of a course with a real world client project when planning their own course load.

Second, with the satisfactory results obtained for the conceptual material (results of 75% score or greater on the post-test) a plan to assess the project material covered in the course is needed. An analysis will be completed in the next assessment cycle to develop the approach for this assessment.

[Jump to Top](#)












Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Marketing BBA

[View & Request Level Feedback](#)

<p>Goal</p>	<p>Students Will Obtain A Broad Base Of Knowledge Of Marketing Principles </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>
<p>Objective (L)</p>	<p>Students Will Be Able To Describe Marketing Core Concepts And Principles </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 "15 Key Marketing Concepts."</p>
<p>Indicator</p>	<p>Assessment In MKTG3310  </p> <p>The ability to describe Marketing Core Concepts & Principles will be assessed using questions embedded within exams. The core concepts and principles are represented by 15 Key Marketing Concepts. The 15 Key Marketing Concepts are provided as an attachment.</p> <p>Assessments will be completed during the following semesters: Fall 2013 and Fall 2015.</p>
<p>Criterion</p>	<p>Performance On Assessments In MKTG3310 </p> <p>Students' performance on embedded exam questions assessing knowledge of the 15 Key Marketing Concepts will be 75% . (i.e., 75% of questions answered correctly).</p>
<p>Finding</p>	<p>Findings - Assessments In MKTG3310  </p> <p>In accordance with the last Closing the Loop update, the list of core concepts to be reported on was refined and reduced from 30 Key Concepts to 15 Concepts.</p> <p>For each of these concepts, a uniform set of 3 multiple choice questions per concept was distributed to all faculty teaching the Marketing Principles Course. The questions were embedded in four separate exams given throughout the semester.</p> <p>Data reported was collected from Dr. Newbold's 2 Sections and Mr. Payne's 2 Sections during the Fall semester, 2012. Total students were 218.</p> <p>The attachment "Summary of Scores on 15 Key Marketing Concepts" reports the average percent of students from the four class sections that correctly answered questions related to each concept. The questions were embedded in four separate exams given throughout the semester.</p> <p>Across all class sections the criterion was achieved. Nevertheless, faculty defined two areas (related to the concepts) for improvement: The Growth Matrix and Differentiators Between Products and Services.</p>
<p>Action</p>	<p>Plans For Fall 2013  </p>


Two methods for improvement were developed by faculty and first administered during Fall 2012. The methods are described in the attachment "Methods for Improvement" and adjustments to them will be made, as needed, for use during the Fall 2013 assessment.

Action

Assessment Plan  

The Assessment Plan for all courses related to the objectives is provided as an attachment. It presents assessment dates, objectives and Bloom's Taxonomy.

Objective (L)

Students Will Be Able To Summarize And Explain Consumer Behavior 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 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 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%.

Finding

Finding - Assessment In MKTG3320 

Achievement of this objective was assessed during Fall 2012. The average score for embedded exam questions across all course sections was 76.8%. In terms of number of students, 70.2% achieved this level of performance or higher. The average score on students' projects was 78.2%, with 72.1% of the students achieving this level or higher.

The findings indicate that students across all sections of the course are achieving the objective.

Action

Assessment Plan  

The Assessment Plan for all courses related to the objectives is provided as an attachment. It presents assessment dates, objectives and Bloom's Taxonomy.

Action

Plans For Fall 2014 

The findings indicate that students across all sections of the course are achieving the objective. Course modifications will be made as needed to ensure achievement of the objective. Students performed better on this topic that was identified as an area they found challenging in the previous assessment (Fall 2010): focusing on consumer behavior as a whole versus buying behavior alone.

For the Fall 2012 assessment , students found the following areas to be more challenging: (1) understanding the differences between selective exposure, selective attention, and selective distortion, and (2) achieving high quality

writing, including correct grammar.

To improve performance in these areas, the following activities will be undertaken: (1) additional time spent on key Chapter 3 terms (particularly selective exposure, selective attention, and selective distortion) and their linkages to other course concepts, and (2) incorporation of interim writing projects (as building blocks for larger projects) to encourage students to spend additional time revising and strengthening their work prior to final project submission.

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 MKTG4350

Assessment of the understanding of facts (Bloom's Taxonomy level 2) and being able to apply this knowledge to a new situation (Bloom's Taxonomy level 3) will be determined in two ways.

First, by embedding questions on each of the three exams (a post-test only design). Second, by assessing their performance on six written assignments.

While an exam key will be used to measure performance on embedded questions, several criteria will be used to assess their performance on the assignments (e.g., completeness, following detailed instructions, accuracy, conclusions, recommendations, etc.)

Assessment will be completed during Fall 2012 and Fall 2014.

Criterion

Performance On Assessment In MKTG4350

The class average on individual embedded questions on each of the exams should be at least 70%. The questions will be administered on each of the three exams. Similarly, written assignments (that are related to material taught in class) will be graded using the above stated criteria. All BBA students majoring in Marketing must receive at least 75% on each of the written assignments.

Finding

Finding - Assessment In MKTG4350

Twenty specific items (questions) were embedded on the three exams (post-test only design). The questions specifically covered both comprehension and application of each of the following concepts: primary vs. secondary research, quantitative vs. qualitative research, observation vs. survey research, exploratory vs. descriptive vs. causal research, sampling, reliability vs. validity, scale development, questionnaire design, univariate vs. multivariate data analysis, and SPSS (Cross-tabulation, test on means, ANOVA, Regression).

The average performance score on the twenty items that were embedded in the exams was 72%. This exceeds the target performance level of 70% on the post-test. Similarly, the average performance on the six assignments that were given on these topics was 80%.

Individual items on which there was less than 50% average were identified. These included questions on topics such as types of research designs, qualitative research, and appropriate data

analysis using SPSS. These parts of the course curriculum have been earmarked for increased focus and particular attention in future offerings of the course.

The attached "Performance on Questions" reports the percentage of questions answered correctly.

Action

Assessment Plan  

The Assessment Plan for all courses related to the objectives is provided as an attachment. It presents assessment dates, objectives and Bloom's Taxonomy.

Action

Plans For Fall 2014 

This Marketing Research Course and its objective are scheduled to be reassessed during the Fall 2014 semester. Portions of the course where student performance was less than desirable will be analyzed to determine if new in-class and/or out-of-class assignments may be more effective.

Several "new" assignments will be created to help students better understand the topics where performance was less than 50%. Additional lecture time will be spent in class to help students grasp the concepts.

Objective (L)

Students Will Be Able To Summarize And Explain Global Marketing Concepts 

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

Indicator

Assessment In MKTG4340 

Student achievement of the learning objective will be assessed using questions embedded within exams. Assessment will be completed during Fall 2012 and Fall 2014.

Criterion

Performance On Assessment In MKTG4340 

Students' performance on embedded exam questions will be at least 75%. (i.e., 75% of questions answered correctly).

Finding









Assessment In MKTG4340  

An assessment exercise was conducted for MGMT/MKTG 4340: International Management and Marketing during Fall 2012.

A pre-and post-test methodology was used. Students were administered a 40 item pre-test at the beginning of the course, and items from the pre-test instrument were embedded in regularly scheduled exams to assess the post-instruction performance.

Three questions on the baseline exam, Numbers 5, 17 and 31 showed a post-test performance of less than 75%. These questions pertained to concepts of macro-environment, market research, and branding respectively. Questions 5 and 17 were definitional in nature, while question 31 was analytical.

The attached file "Course Assessment for 4340 F-2012 Summary of Results" provides details, including pre and post comparisons, and percentage of students answering embedded questions correctly.

Action	Assessment Plan   The Assessment Plan for all courses related to the objectives is provided as an attachment. It presents assessment dates, objectives and Bloom's Taxonomy.
Action	Plans For Fall 2014  As noted, questions on the baseline exam showing a post-test performance of less than 75% were related to three concepts: macro-environment, market research, and branding. Greater attention will be paid to the clarity of definitions and to providing an exposition of analysis for students to improve the ability to make connections between concepts.
Objective (L)	Students Will Be Able To Explain Strategic Concepts, Demonstrate Knowledge Of The Impact Of Marketing Decisions, And Devise A Strategic Plan  Students who complete the BBA in Marketing will be able to explain specific marketing concepts, demonstrate knowledge of the impact of strategic marketing decisions on the firm, and devise a Strategic Marketing Plan.
Indicator	Assessment In MKTG4390  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 Spring 2013 and Spring 2015.
Criterion	Performance On Assessment MKTG4390  The average performance on discussion questions will be at least 75% correct. The average performance on student projects will be at least 75%.
Finding	Assessment In MKTG4390   Assessment was completed in Dr. Newbold's 3 Sections during the Spring semester, 2013. Total students was 68. The attachment "Summary of Scores on 20 Key Marketing Concepts" reports percentages of students who answered correctly on questions related to the subject matter embedded in multiple choice and short answer essay exams. Data were collected across 4 separate exams given throughout the course of the semester. Findings are also reported in the following attachments: - Attachment 2: Exam 1 Essay Portion Assessment - Attachment 3: Personal Journal Assignment Assessment - Attachment 4: Marketing Strategy Paper Assessment - Attachment 5: Final Exam Assessment Based on these findings, two areas are identified as needing to be improved. These are the student's ability to: 1) Demonstrate knowledge of the impact of strategic marketing decisions, and 2) Devise a Strategic Marketing Plan

Action

Assessment Plan  

The Assessment Plan for all courses related to the objectives is provided as an attachment. It presents assessment dates, objectives and Bloom's Taxonomy.

Action

Plans For Spring 2015  

As noted, two areas are identified as needing to be improved. These are the student's ability to:

- 1) Demonstrate knowledge of the impact of strategic marketing decisions, and
- 2) Devise a Strategic Marketing Plan

Two methods have been identified and will be implemented. These are described in the attachment "Methods for Improvement." The next assessment time period is Spring 2015.

Previous Cycle's "Plan for Continuous Improvement"

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.

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

The previous cycle's plan for continuous improvement entailed activity in one course: MKTG3310. The assessment of core concepts and principles of marketing was completed in MKTG3310, as planned, by evaluating students' performance on questions embedded within exams.

Areas for improvement were defined and two methods to accomplish improved learning were developed. The methods were administered during Fall 2012. Faculty noted some needed adjustments and these will be made to coincide with the next assessment period - Fall 2013. The methods are described in the attachment: Methods for Improvement.

When teaching MKTG 3310, two changes related to assessment were made. First, a change was made to the list of key marketing concepts. Instead of 30 concepts, 15 were adopted as ones that are relatively more important when completing a Marketing BBA. These are included as the attachment: MKTG 3310 -- 15 Key Marketing Concepts.

The second change is the schedule for assessing learning of the 15 key concepts within MKTG3310. Originally, the assessments were timed so often that changes for improvement could not be adopted in time for the next assessment. The change in timing allows more time for the development of methods to support better learning. The next assessment will be completed during the Fall 2013. It was originally scheduled for Spring 2013.

As noted, the methods are described in the attachment "Methods for Improvement" and adjustments to them will be made, as needed, for use during the Fall 2013 assessment.

Attachments

1. [Methods For Improvement](#)
2. [15 Key Marketing Concepts](#)

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

The assessment plan for the Marketing BBA is attached. It defines the learning outcomes, courses related to them and schedule for assessment. Continuous improvement is accomplished by defining, after each assessment, two to three concepts where the learning outcomes could be improved. Although the student performance may meet the criterion, the two-three concepts are targeted with additional attention from faculty and the students. This attention may include development of teaching methods, changes to current methods, or the use of current methods with more time being spent with students when covering concepts.

Plans for Continuous Improvement

MKTG3310 Fundamentals of Marketing

Two methods have been developed to cover concepts.

(1) Use a comprehensive mini-case whereby all of the growth strategies are employed (e.g., McDonald's) In the same class session, follow up the mini-case with a self-check exercise (e.g., a quiz, a game, etc.)

(2) Use a build-up approach:

- Introduce the 4 key areas of differences
- Go through an extended example of a product
- Go through an extended example of a service
- Summarize the differences as highlighted by the extended examples

In the same class session, follow up the mini-case with a self-check exercise (e.g., a quiz, a game, etc.)

MKTG3320 Consumer Behavior

(1) Additional time spent on key Chapter 3 terms (particularly selective exposure, selective attention, and selective distortion) and their linkages to other course concepts

(2) Incorporation of interim writing projects (as building blocks for larger projects) to encourage students to spend additional time revising and strengthening their work prior to final project submission.

MKTG4350 Marketing Research

(1) Several "new" assignments will be created to help students better understand the topics where performance was less than 50%.

(2) Additional lecture time will be spent in class to help students grasp the concepts where performance was less than 50%.

MKTG4340 Global Marketing

(1) Greater attention will be paid to the clarity of definitions'

(2) More time will be spent providing an exposition of analysis for students to improve the ability to make connections between concepts.

MKTG4390 Marketing Strategy

(1) Modify method used when presenting and assessing on basic marketing concepts: Instead of presenting as a single module, concepts it will be presented as three modules: Targeting, Marketing Mix, Emphasis and Allocation. Instead of assessing with a single exam, the exam will be broken up into three shorter exams.

(2) Increase the emphasis on understanding linkage of strategy to the business model. Increase the emphasis on application of the analytical tools to create "downstream" pieces of analysis. Replace reading of the single best-selling book by an examination of current articles that highlight a broader range of recent trends in marketing strategic thinking: Globalization, Internet 2.0, Services, Emphasis on Customer Value.

Attachments

1. [Marketing BBA Assessment Plan](#)
2. [Marketing BBA Assessment Plan](#)

[Jump to Top](#)

**Department of Economics and
International Business**



Online Assessment Tracking Database

Sam Houston State University (SHSU)

2012 - 2013

Economics BBA

[View & Request Level Feedback](#)

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**Sample Question Approach**

Utilizing an embedded question methodology, we drew a sample of questions that match with the themes of “what economics majors should know”. Our criteria for an acceptable response is set at 70% correct; below that correct response rate is not acceptable.

Criterion**Minimum Score On Sample Questions**

Our criteria for an acceptable response is set at 70% correct; below that correct response rate is not acceptable.

Finding**Results From Embedded Questions Asked In ECON 3357 & ECON 4357 Spring 2013**

How markets work? 52.7% correct response rate
Elasticity concepts? 29% correct response rate

Action**Pedagogical Changes Concerning Elasticity**

Student's are exposed to the concept of elasticity in several economics classes. Somehow they are not carrying their knowledge over from one class to the next. A collective effort needs to be made to highlight the importance of elasticity as a concept. One way to do this is to add more questions on the topic to exams and homeworks.

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**Sample Question Approach-Macroeconomics**

Utilizing an embedded question methodology, we drew a sample of questions that match with the themes of “what economics majors should know about macroeconomics”.

Criterion**Sample Question Approach**

Our criteria for an acceptable response is set at 70% correct; below that correct response rate is not acceptable.

Finding	<p>Results From Embedded Questions Asked In ECON 4357 Spring 2013</p> <p>Macroeconomic concepts/topics 77.5% Nature and workings of economic institutions 83.5% International issues/events 73.5%</p>
Action	<p>Macroeconomics Themes That All Economics Majors Should Know</p> <p>Although our students performed well in this area, one reason may be that the questions dealt with topics which could be memorized rather than analyzed. We need to ask more analytical questions.</p>
Objective (L)	<p>Students Should Be Able To Analyze Data</p> <p>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.</p>
Indicator	<p>Data Analysis Indicators From Embedded Questions In ECON 4357</p> <p>Questions were embedded in ECON 4357 (managerial economics).</p>
Criterion	<p>70% Or Better Response Rate On Embedded Questions</p> <p>Our criteria for an acceptable response is set at 70% correct; below that correct response rate is not acceptable.</p>
Finding	<p>ECON 4357 Response Rate On Data Analysis Type Questions</p> <p>Data Analysis 53.5% correct response rate</p>
Action	<p>Improvements In Student Quantitative Skill Set</p> <p>A 52.5% correct response rate is unacceptable. Suggestions for making improvements in this area include:</p> <ul style="list-style-type: none"> • Changing the economics electives to mandate an additional quantitative analysis course in either forecasting or econometrics. • Requiring quantitative analysis projects in certain courses • Produce more online support materials dealing with quantitative skills used by economics majors. Although we have developed some of these materials already, their use has been limited. We want to increase student awareness and use of these materials.
Objective (L)	<p>Students Should Understand How International Issues Affect The Economy</p> <p>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.</p>

Indicator

Embedded Questions Dealing With International/Global Issues In ECON 4357

Questions dealing with international/global issues were embedded in Spring 2013 ECON 4357 (managerial economics). Managerial economics is considered the capstone course in the Economics BBA curriculum.

Criterion

70% Or Better Response Rate On Embedded Questions Dealing With International/Global Issues

70% or better correct response rate is considered to be acceptable. Anything below 70% is considered to be unacceptable.

Finding

Results For Embedded Questions Dealing With International Issues In ECON 4357

International issues/events correct response rate 73.5%

Action

Students Performance On International/Gloabal Issues Is Acceptable

In general, we believe that our students' knowledge of international/global economic issues is acceptable. We are not convinced that any changes are currently necessary.

Previous Cycle's "Plan for Continuous Improvement"

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.

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

The MFT exam will be administered in the Spring 2014 semester to our graduating seniors.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

The assessment data above indicates that our students are weakest in data analysis and analytical reasoning. The faculty will discuss ideas on how to improve our students capability in this regard. We will consider changes to the curriculum as well as expanding/enhancing support materials.

[Jump to Top](#)