



Sam Houston
State University

2013-2014

**College of Business
Administration**

Department of Accounting





Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Accounting BBA

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Goal	Functional Competencies For Entry Into The Accounting Profession DRAFT 	
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Each student graduating with a BBA in Accounting will be proficient in the AICPA Functional Competencies of Decision Modeling, Risk Analysis, Measurement, Reporting, and Leveraging Technology.

Objective (L)**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.

Examples include:

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

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	4,978
Attempts	6,360
Success Ratio	78%
Minimum Acceptable Rate	60%

Action **Decision Modeling Competency Action DRAFT** 

The success ratio exceeds the minimum acceptable level of 60% by about 18 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.

Objective (L) **Risk Analysis Competency** 

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

Examples include:

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

Indicator **Course Embedded Measures Of Risk Analysis Competency** 

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

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

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

particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and / or problem assignments) used to assess students' achievement on selected sub-objectives of the Risk Analysis competency.

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

Finding

Risk Analysis Competency Finding DRAFT

	Junior	Senior	Combined
Successes	144	104	248
Attempts	182	122	304
Success Ratio	79%	85%	82%
Minimum Acceptable Rate	60%	70%	

Action

Risk Analysis Competency Action DRAFT

The success ratio 79% at the Junior level exceeds the minimum acceptable level of 60%. The success ratio for Seniors exceeds the minimum acceptable level of 70% by about 15 percentage points. The faculty teaching Junior level courses where Risk Analysis is an objective should continue to place emphasis on this competency. The faculty teaching Senior level courses where Risk Analysis is an objective should continue to place emphasis on this competency.

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.

Examples include:

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

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	169	200	369
Attempts	187	220	407
Success Ratio	90%	91%	91%
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 30 percentage points. The success ratio for Seniors exceeds the minimum acceptable level of 70% by about 21 percentage points. The faculty teaching courses where Leveraging Technology is an objective should continue to place emphasis on this competency.

Objective (L)

Measurement Competency

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

special purposes. Some measurement criteria (such as effectiveness of internal control) are measured qualitatively, rather than quantitatively.

Examples include:

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

Indicator

Course Embedded Measures Of Measurement Competency 🔑

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

Criterion

Level Of Success Standard For Measurement Competency 🔑

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

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

Finding

Measurement Competency Finding DRAFT 🔑

	Junior	Senior	Combined
Successes	6,448	1,113	7,561
Attempts	9,193	1,391	10,584
Success Ratio	70%	80%	71%
Minimum Acceptable Rate	60%	70%	

Action

Measurement Competency Action DRAFT 🔑

The success ratio for Juniors exceeds the minimum acceptable level of 60% by about 10 percentage points. The success ratio at the Senior level is 80%; 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. The faculty teaching Senior level courses where Measurement is an objective should continue to place emphasis on this competency.

Objective (L)

Reporting Competency

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

Examples include:

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

Indicator

Course Embedded Measures Of Reporting Competency

A mix of exam questions, projects, cases, and / or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected sub-objectives of the Reporting competency. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected sub-objectives.

The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion

Level Of Success Standard For Reporting Competency

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

	Junior	Senior	Combined
Successes	2,288	670	2,958
Attempts	3,513	951	4,464
Success Ratio	65%	71%	66%
Minimum Acceptable Rate	60%	70%	

Action

Reporting Competency Action **DRAFT**

The success ratio for Juniors exceeds the minimum acceptable level of 60% by about 5 percentage points. The success ratio at the Senior level is 71%; 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. The faculty teaching Senior level courses where Reporting is an objective should place additional emphasis on this competency.

Previous Cycle's "Plan for Continuous Improvement"

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.

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

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

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

Attachments

1. [Minutes - Department Of Accounting Assessment Meeting 4/9/14](#)
2. [Accounting Major Action Planning Forms - Reporting](#)
3. [Accounting Major Action Planning Forms - Risk Analysis](#)
4. [Accounting Major Action Planning Forms - Measurement](#)
5. [Accounting Major Action Planning Forms - Leveraging Technology](#)

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**Department of General
Business and Finance**



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Banking And Financial Institutions BBA

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Goal **Strategically Train Students To Be Leaders In Banking And Financial Institutions**

Banking BBA graduates will be able to use financial theory and data to solve problems and demonstrate the ability to effectively communicate solutions. Additionally, they will have an excellent knowledge of bank operations.

Objective (L) **PROFICIENT COMMUNICATORS**

Banking BBA graduates will be competent communicators.

Indicator **ORAL PRESENTATIONS**

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

Criterion **ORAL EVALUATIONS**

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

Finding **Commercial Bank Lending Case Study Presentations**

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

To meet expectations for delivery (communication), a group must score 35/50; 40/50 to exceed expectations, and 45/50 to significantly exceed expectations. For the Spring 2014 course, 7 of the 10 groups significantly exceeded expectations, and the remaining 3 exceeded expectations. No group failed to meet expectations. These results are slightly higher than Spring 2013 (4 groups significantly exceeded and 4 exceeded). We have seen a positive trend in these scores over the past 3 years due to the increased emphasis on the importance of presenting the results. A summary of scores is attached.

Finding **Commercial Banking Case Study Presentations**

Students in the Commercial Banking course were assessed using a case study. The assignment allowed students to utilize the information obtained in the class and complementary classes to exhibit a degree of competency as well as an ability to apply course materials in the problem-solving process. The cases were evaluated by Dr. Jim Bexley (course instructor), and three area banking professionals (Lisa Wood, Scott Francis, and John Hendricks). The groups were graded by each of the 4 evaluators on a scale of 1 to 10 in the areas of presentation and communication for a maximum subscore of 40 points in each area. The evaluators determined that given the difficulty of the case, a minimum subscore of 22 was needed to meet expectations, 26 to 30 to exceed expectations, and 31 and above to significantly exceed expectations.

Full results are attached. In the area of Presentation, 8 of 10 groups significantly exceeded expectations, and the remaining 2 exceeded expectations (none failed to meet expectations). Raw scores ranged from 27 to 37. 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 29 to 38. The evaluators reported that the students did a very good job in communicating the suggested solutions.

Action

Oral Communication Action 

Few significant modifications appear to be needed. In the Commercial Banking course, 8 of 10 groups significantly exceeded expectations in the presentation area this year (compared to 7 of 10 last year), while 9 of 10 significantly exceeded expectations in the areas of Communication (same as last year). We believe these very favorable results are the continued focus placed on the importance of communication both in the Banking courses, as well as the lower division courses within the College of Business. Additionally, 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 historical results, when the evaluators indicated the students should focus more on using the presentation to "sell" the solutions. We believe these independent evaluators add credibility to our findings.

In the Commercial Bank Lending course, more focus continues to be placed on the communication of the results than in the past years. This is the second year that the instructor has provided a more detailed example of the presentation required, used a more standard format for all presentations, and presented an "example" for the students to see what was required. The student are also interrupted more during their presentations for further explain the ideas they are attempting to convey. In total, 7 of 10 groups significantly expectations (compared to 4 of 8 last year), and the remaining 3 exceeded expectations. We believe this improvement is again the results of continued emphasis on communication skills both in the Banking courses and in other College of Business Courses.

Objective (L)

CRITICAL THINKERS 

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

Indicator

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 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 2014 semester, 7 of the 10 groups significantly exceeded expectations, 1 exceeded expectations, and the remaining 2 groups met expectations. No groups failed to meet expectations. A summary of scores is attached. Again, this represents a positive trend over the last 3 years as student expectations for the analysis have been more

clearly defined and additional financial statement review has been included in the course.


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 Dr. Jim Bexley (course instructor), and three area banking professionals (Lisa Wood, Scott Francis, and John Hendricks). The groups were graded by each of the 5 evaluators on a scale of 1 to 10 in for critical thinking for a maximum subscore of 40 points. The evaluators determined that given the difficulty of the case, a minimum subscore of 22 was needed to meet expectations, 26 to 30 to exceed expectations, and 31 and above to significantly exceed expectations.

Full results are attached. In the area of Critical Thinking, 6 of the 10 groups significantly exceeded expectations, and the remaining 4 groups exceeded expectations. None failed to meet expectations, and 3 of the 4 groups which exceeded expectations scored 30, which is 1 point below significantly exceeding expectations. Raw scores ranged from 29 to 38. 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.

Action

Oral Presentation - 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 show improvement over last year, even as we raised the minimum scores slightly. For the current year, 6 of 10 groups significantly exceeded expectations, compared to 3 of 8 last year. All groups this year at least exceeded expectations, while 1 group last year did not. Also, 3 of the 4 groups which exceeded expectations were just 1 point from significantly exceeding expectations. We feel the numbers show we continue to make progress in the critical thinking area.

Last year, there was increased emphasis placed on the effective presentation of the cases. While the presentation quality and communication skills improved over past years, the analysis regressed slightly. We appear to have reversed that trend this year, with 7 of 10 groups significantly exceeding expectations, 1 exceeding expectations, and 2 meeting expectations. Going forward, the importance of both the analysis and the presentation will continue to be emphasized and demonstrated. Additionally, the Commercial Bank Lending Cases are revised each semester to involve additional analysis to reflect current issues. The more standardized platform of analysis implemented 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 in the Commercial Bank Lending Course, students answer 21 qualitative and quantitative questions which cover the core areas of banking. The questions are attached. These questions have been developed by both the Chair of Banking and members of the finance faculty. The knowledge

that is tested is reviewed on an annual basis to ensure that core knowledge is tested. This is the second year of using a new text in the course, and all assessment questions were the same as the previous year to provide a more accurate comparison.

Criterion

EMBEDDED QUESTION SCORES 🔑

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

Finding

Embedded Questions Findings 🔑 🔑

Overall, the students averaged 81.0% correct on the assessment questions for the Spring 2014 semester, just slightly higher than the 78.3% of the Spring 2013 semester (see attached table). Additionally, 3 individual questions did not meet the 70% goal (this is up slightly from 2 questions from Spring 2013, and down slightly from 4 questions in Fall 2012 and 6 questions in Spring 2013. The questions are #3 (identifying potential financial problems), #8 (leverage, risk, and ROE), and #18 (seasonal loan maturity).

Action

Embedded Question Actions 🔑

Overall, the students are meeting the standards set and have shown improvement over the last 3 years. However, there are 3 questions in which the students failed to meet the 70% criterion. Question #3 asks about identifying potential financial problems. While statement analysis is a major topic in the course, more time will be spent edifying potential problems even though the business may meet standard underwriting criteria in its current positions. Question #8 deals with leverage, risk, and ROE. Students appear to understand that higher leverage produces higher risk, but they do not connect that with potential higher ROE if the firm is successful. An illustrative example involving rental property has been developed to show this connection. For question #18, a deeper discussion of the definition of seasonal loan maturity is all that is needed.

Previous Cycle's "Plan for Continuous Improvement"

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.

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 written assignments were not added to Commercial Bank Lending for the 2013-2014 year for three reasons: 1) the main instructor for the course had planned to attend a writing workshop for faculty, but a schedule conflict prevented that; 2) the Spring class was much larger and two additional cases had to be written; and 3) we missed 2 days due to weather and spent 2 additional class periods on financial statement analysis as a result of more complex homework assignments in that area. Adding these writing assignments is a renewed priority for the upcoming year, and will be implemented.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

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

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Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

General Business Administration BBA

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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 conduct a preliminary assessment of samples of student writing in online and face-to-face business communication courses (BUAD 3335W). The composite performance of the students, as measured by a faculty developed rubric, will indicate communication competency level and will provide insight into the effectiveness and consistency in instruction of online versus face-to-face delivery methods.
Criterion	Writing Assessment  At least 80% of sampled students must meet expectations on the Writing Assessment Rubric. The rubric was developed by the business communications faculty and has three performance elements: format, content/organization, and writing. Reviewers will indicate whether the student writing samples exceed, meet, or are below standard expectations in each area, and will further compare the results of the online and face-to-face samples to determine effectiveness and consistency in course delivery formats.
Finding	Outcome And Class Performance (F2F Vs. Online)   <p>The 11 face-to-face samples were not representative of the overall course performance on this assignment and indicate an unusually high percentage of students performing above expectations on the assignment (54%). In addition, previous experience indicates a higher number of students meeting expectations on the assignment or falling below expectations. This can be explained by the limited number of samples available and better scores on those samples (not indicative of typical grade distribution).</p> <p>The 46 online samples were more indicative of overall performance on the assignment with 28% of students performing above expectations, 61% of students meeting expectations, and 10% of students scoring below expectations.</p> <p>Comparatively, in the area of format, a higher percentage of online students scored above expectations (89%) than did the face-to-face students. With the exception of one student, the remainder of students in both course delivery formats met expectations in this area.</p> <p>In the area of content, 99% of the face-to-face students either met or exceeded expectations; in the online classes, 94% met or exceeded expectations.</p> <p>Grammar and mechanics continue to be a challenge for Sam Houston students. Forty-five percent of face-to-face students met or exceeded expectations in this area, and 50% of the online students met or exceeded expectations. Fifty-four percent of the face-to-face students scored below expectations, while 50% of the online students scored below expectations.</p>

Action

F2F And Online Course Modifications 🔑

Business communication faculty will explore additional teaching pedagogy for grammar and mechanics and will require writing center consultations on the majority of writing assignments. In addition, the faculty will develop online tutorials that focus on problem areas in writing for students. These tutorials can also be made available in business courses outside of the business communication area. Faculty will develop content scripts for online courses to ensure consistency in content delivery.

More comprehensive assessment of F2F and online delivery methods will be conducted in Ay 2014-2015.

Objective (L)

Speaking Competency 🔑

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

Indicator

Oral Presentation 🔑

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

Criterion

Oral Rubric 🔑 🔑

At least 80% of sampled students must meet expectations on the oral presentation rubrics. The rubrics that will be used to evaluate students in GBA 389 have been developed by the business communications faculty. Each faculty member will apply the rubrics when evaluating students in a GBA 389 course.

There are no actions for this objective.

Objective (P)



Learning Objectives 🔑


Key Course Objectives Assessed


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


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


There are no actions for this objective.

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

Objective (L)	General Business Core Concepts And Principles 
<p>Students who complete the BBA in General Business will demonstrate knowledge of the core concepts and principles of business law and of legal environments.</p>	

Indicator	General Business Assessment: Embedded Questions BUAD 3355/GBA362 
<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	General Business: Improvement On Embedded Exam Scores BUAD3355/GBA362 
<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	General Business Assessment: BUAD 3355 Findings 
<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>	

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 eighty-two percent (82%) compared to seventy-three (73.2%) percent by non-GBA majors. In the second section GBA majors scored seventy-four percent (74%) compared to the non-GBA majors' score of seventy-three percent (73%). Since not all of these scores exceeds the goal of seventy-five percent (75%) correct in the core competency areas a review of the questions and course focus will be done. In the previous cycle a decision was made to divide the common law contracts area into two units. The belief was that by further breaking down the material into manageable segments that students' retention and understanding of the material would increase. This decision appeared to have yielded positive results as students in all majors improved dramatically in this area of the course in the previous assessment cycle. After the current assessment data was reviewed the faculty members need to further analyze whether the breakdown into two common law units was indeed helpful.

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

The BUAD 2301/GBA 281 course focuses on the legal environment in business, particularly how the law effects business development and creation. This course is divided into five core units. Assessment will be made using pre and post exam questions in each of the courses five core unit examination. The pre and post exam questions will gauge the students' performance on concepts, principles and functions of legal environments. The embedded questions include questions developed by the legal environment faculty.

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

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

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

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

The students of BUAD 2301 Legal Environment courses took a pre-test at the beginning of the semester and achieved an average 51% 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 87.4%, Non-GBA Business Majors scored 82.7% and Non-Business Majors scored 80.4%. The faculty believes that this increase is based in part on the increased time in this area of the curriculum. Since the assessment process began six years ago, there has been a continual focus on this very difficult area for students. The Origins of Law unit is the foundation for the course and as a result of the assessment process, faculty have learned that if students do not perform well on this first unit they struggle with the remaining material all semester.

The second, area of significant increase in performance was in the Business Entities section. In past semesters this was an area of difficulty for students. Instructors reorganized the core material in this unit. This change increased student performance in this unit. All majors scored a 57.2% on the pretest. GBA majors improved on the posttest with a score of 83.6%. Non Business majors had an increase and scored 81%. The Non-GBA Business majors improved with a score of 79.6%. This assessment cycle, as in prior cycles, the Business Entities Unit is a challenge for a majority students. The faculty created a hands-on application based assignments for students. Students are currently required to actually work through how to form a particular business entity. It is believed that this change in the curriculum has helped students improve in the course.

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


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

BUAD 2301: This assessment cycle, as in prior cycles, the Business Entities


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

Goal **General Business Student Satisfaction** 


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

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


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

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

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


Criterion **General Business Comparison** 

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

Finding **General Business Effective Instruction Finding** 

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

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

Action **General Business Effective Instruction Actions** 

The General Business faculty strives to continuously improve their teaching effectiveness. To this end the faculty raised standards for the 2014-2015 academic year, requiring that all faculty maintain a 50% average for all face to face courses taught.

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

Previous Cycle's "Plan for Continuous Improvement"

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

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

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

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

In the General Business Law area, based on previous assessment results additional on-line resources have been created to assist students and aid their learning in areas of historical weakness. This modification has provided increases in students understanding of the core material. However, students continue to struggle with the Business Entity section of the course. 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.

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

The General Business Law faculty required students in the 2013-2014 assessment cycle to work through real life business entity scenarios. The faculty believe that this has helped students to better understand the material and relate what they learn in the academic environment to the business world environment. In addition, on-line tutorials were created to further aid students in their comprehension of the material.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 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.

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

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

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

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Online Assessment Tracking Database


Sam Houston State University (SHSU)
2013 - 2014


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 in Texas and strives to be recognized as one of the premier programs in the United States.
Objective (L)	To Produce College Educated PGA Members
	Students should complete all requirements of the PGA of America's Professional Golf Management educational program.
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 71%, which ranks highly amongst other PGA Golf Management University programs. The average PAT pass rates at other universities is 50%.
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 upon graduation. For the summer of 2014, 55 students were placed on internship while 10 graduates will find permanent employment. All internship placements will be contacted over the summer months and evaluated by their supervisor at the conclusion of the experience. Student evaluations and host evaluations will be compared and documented in a meeting with SHSU staff at the conclusion of the internship. Additionally, site


visits were conducted in Colorado and Texas.


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


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


Finding **PGA/PGM Educational Success Rate** 
 In the fall of 2013 and spring of 2014, SHSU averaged a 57% pass rate on PGA testing during the initial attempt. The 100% success rate was eventually achieved when the remaining students completed retake testing and passed the Level 1,2 and 3 requirements. SHSU would like to have a first time pass rate of 70% on all initial testing. In continuing efforts to improve, SHSU will look for ways to continue to improve classroom instruction of PGA learning outcomes.

Action **Completion Of The PGA Golf Management Program** 
 The SHSU PGA Golf Management program is successfully producing graduates who meet the PGA of America's membership requirements. Current policies and procedures are meeting PGA requirements and will be maintained for continued success. The PAT success rate and job placement rates continue to provide positive results. The program Director and Internship Coordinator will again travel throughout the summer of 2015 to visit internship sites and build relationships with host professionals. Some out of state trips will occur and all sites within driving distance (Houston, San Antonio, Austin, Dallas/Fort Worth) will be visited by program staff. Staff will also focus on enhancing the classroom experience to continue to improve PGA educational testing pass rates.

Objective (P) **Program Enrollment And Student Retention** 
 The goal of the PGA Golf Management program is to ultimately have 150 students at any one given time. The target enrollment for fall 2012 and beyond is 100 students.

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

Result **Enrollment Results** 
 The enrollment at the beginning of the fall 2013 semester was 80 students.

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

Result **Retention Result** 

One year retention rates are 85% and two year retention rates are 36%.

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, sponsorship agreements with the NTPGA and STPGA, and relationships with golf professionals in the area who can encourage their junior golfers into a career in golf. The program will also maintain a presence at junior golf events in Texas. While the golf industry is in decline, it is our continued goal to maintain 100 students in the program. Each year the program has a goal of 30 new entering students to help achieve this goal of 100 students.

Previous Cycle's "Plan for Continuous Improvement"

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

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

Extensive internship visitations took place in the summer of 2014. Site visitations included stops in Dallas/Fort Worth, Houston, San Antonio, Colorado and Austin. These visitations allow us to continue to build positive relationships with PGA professionals that should help us continue with our 100% internship and job placement.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

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

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**Department of Economics and
International Business**

























Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Economics BBA

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Goal	High Quality Program In Economics   For a program in economics to be considered as "High Quality", it should provide students with the foundation of knowledge necessary to interpret the economic events happening around them.
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	Intermediate Macroeconomics Final Exam   Intermediate Macroeconomics is a course required of all economics majors. Performance on the final exam is an indicator of how well students understand the key concepts of macroeconomics.
Criterion	Average Score On Selected Questions From Intermediate Macroeconomics Exam  The average subscore on the selected questions will be at least 70%.
Finding	Spring 2014 Intermediate Macroeconomics Final Exam Results   Three questions were selected. The first question discusses economic growth, the second question discusses the ISLM model of the economy, and the third question discusses the Open Economy model. 18 students took the exam. The average score on the first question was 62.59%. On the second question the average score was 53.52%. On the third question the average score was 77.92%.
Action	Macroeconomics  It appears that students are understanding the Open Economy model the best and the Keynesian ISLM model the least. Agreement amongst the faculty as to the amount of emphasis on the various models is difficult to achieve. The curriculum review process currently underway will address this issue.
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	Microeconomics Principles Assessment  A set of 10 questions was administered to students in 5 different sections of ECON 2302 (Principles of Economics).
Criterion	Average Score On Microeconomics Principles Assessment  The average score on the Microeconomics Principles Assessment should at least 70%.

Finding	<p>Fall 2013 Results On The Microeconomics Principles Assessment  </p> <p>A total of 308 students in five sections of ECON 2302 (Principles of Economics) were given the assessment. Not all of the students were economics majors, but the results should be considered representative of the economics students.</p> <p>The overall average on the 10 questions together was 60.1% correct. The attached report provides the average correct response on each of the 10 questions. The averages were highest on question 3 - understanding the factors that affect equilibrium, and question 7 - understanding the difference between the economic concept of cost and the accounting concept of cost. Students performed above 70% on both of these questions.</p> <p>Students performed the worst on questions 1 and 9. Both questions deal with the characteristics of a perfectly competitive market.</p> <p>See the attached report for more details.</p>
Action	<p>Emphasis On The Characteristics Of Perfect Competition </p> <p>The faculty agree that understanding the Perfect Competition model is essential to understanding the more realistic Imperfect Competition models of economic behavior. More time/emphasis will placed on the Perfect Competition model.</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>Economics - Data Analysis Assessment Indicator </p> <p>The average of the data analysis assessment indicator of those students who take ECON 3357 and ECON 4357.</p>
Criterion	<p>Average Score On Data Analysis Assessment </p> <p>The average assessment score will be greater than 70%.</p>
Finding	<p>Results From ECON 3357 (Intermediate Microeconomics)  </p> <p>38 students were given the quiz (Quiz 3). The twelve questions on the quiz covered a variety of topics taught in the BANA 2372 class. The performance on this quiz was disappointing. The average was 36.9%. It illustrates that the majority of students do not internalize the lessons taught in BANA 2372.</p>
Finding	<p>Results From ECON 4357 (Managerial Economics)  </p> <p>75 students were given the quiz, which consisted of 12 questions covering a variety of topics taught in both BANA 2372 and BANA 3363. The average percentage of correct responses for each question was 39.2%.</p>

Action

Data Analysis Skills 🔑

The results from administrating the data analysis quiz in the ECON 3357 and ECON 4357 classes was disappointing. Perhaps a 70% criterion is too much to expect.

We have no specific recommendations for change at this time. In the process of conducting a curriculum review for the Economics BBA, the faculty have suggested adding another quantitative methods course as a requirement for all Economics majors. This has not yet been finalized.

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

International Issues Assessment Indicator 🔑

Economics students in ECON 4340 (International Economics) were asked, on their final exam, questions covering five key areas of international economics. These areas are as follows:

- 1) Determining the pattern of comparative advantage
- 2) How welfare changes through trade
- 3) Effects of a tariff on trade
- 4) Consequences of global economic integration
- 5) Trade implications of changes in international monetary exchange rates

Criterion

Average Score On International Issues Assessment 🔑

The average assessment score will be at least 70%.

Finding

Results From ECON 4340 (International Economics) Assessment 🔑

9 of the students in the Fall 2013 ECON 4340 (International Economics) class were economics majors.

The average score is indicated at the end of each item below:

- 1) Determining the pattern of comparative advantage 100
- 2) How welfare changes through trade 82.4
- 3) Effects of a tariff on trade 77.2
- 4) Consequences of global economic integration 81.8
- 5) Trade implications of changes in international monetary exchange rates 100

Action

International Economic Issues 🔑

At this time, the economics students appear to understand the five key issues. No changes are planned at this time.

Previous Cycle's "Plan for Continuous Improvement"

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.

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 curriculum review process is still underway. As part of that discussion, the faculty have reached a broad agreement that another quantitative analysis class should be required of all economics majors. Ideas that have been discussed include integrating more Excel work into the curriculum and having a more traditional econometrics class. How to implement these changes is still undecided.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

During the 2014-2015 academic year, the faculty intend to complete the curriculum review process. As a consequence, a decision must be made as to how to fit another quantitative skills class into the 120 credit hour major. Decisions also need to be made about how to integrate Excel or any other data processing software into the curriculum.

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Department of Management and Marketing




Online Assessment Tracking Database


Sam Houston State University (SHSU)
2013 - 2014


Management Information Systems BBA


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Goal **Management Information Systems- A Broad Base Of Knowledge** 


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.


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


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

Criterion **Tests And Networking Project** 
 The class average on individual test questions will be 75% correct. Test questions will be included on each unit examination. Seventy five percent of Management Information Systems majors will receive a score of at 75% on the Test and the Networking Project. Last year we handily met the criterion for the networking project but not the test. We will be particularly interested to determine whether our interventions helped raise performance on the common test questions. (MGIS4350)

Action **To Be Assessed DRAFT** 
 Fall 2017

Objective (L) **Information Systems** 
 Students who complete the BBA in Management Information Systems will demonstrate an understanding of basic computer technology concepts and the development and use of information systems in organizations. (MGIS3310)

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

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

Finding **No Findings This Cycle** 
 To Be Assessed in Spring 2015

There are no actions for this objective.

Objective (L) **Programming** 

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

Indicator**Programming Pre-Test, Post-Test, And Rubric** 

Assume that students have little or no prior knowledge of the topics; assessment will be made using three examinations to evaluate both the understanding of fundamental concepts of the three programming paradigms (procedural, object-oriented, and event-driven) and the ability to apply them to solve business problems. Common multiple-choice questions will be used to assess the understanding, while coding problems will be used to assess the ability to apply. (MGIS2320)

Criterion**Programming: Improvement On Post-Test And Rubric Scores** 

The average across class sections on each exam will be 75% correct. The class average on the section testing the understanding of fundamental concepts of both procedural and object-oriented paradigms will be 75% correct. Also, the class average on the section testing the ability to apply the concepts of concepts of both procedural and object-oriented paradigms will be 75% correct. The class average on the exam on event-driven paradigm will be 75% correct; this last exam contains one coding problem, combining the understanding and application. We are particularly interested to determine whether our interventions are working with the procedural paradigm, a weakness that emerged in 2010-2011. (MGIS2320)

Finding**Improvement In The Majority Of Targeted Material** 

For the procedural paradigm exam, the overall class average falls slightly below the criterion (73.3%) but is an improvement from the last assessment period (71.5%); For object-oriented paradigm exam, the overall class average also falls below the criterion (66.9%), which is a drop from the last assessment period (79.3%) ; For event-driven paradigm exam, the overall class average exceeds the criterion (91.7%) and is an increase from the last assessment period (87.35). (MGIS2320)




Action**Developing A More Detailed Rubric** 

It is noted that the procedural paradigm went up slightly while the object oriented paradigm results went down. Since these results are based on a small sample size, it is not conclusive that the results are significantly different. Therefore, we are trying the actions described subsequently to gather more detailed information about weaknesses and will adjust our action plan accordingly.





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

Objective (L)**Systems Analysis And Design** 

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

Indicator	<p>Systems Analysis And Design Pre-Test, Post-Test, And Rubric </p> <p>Assessment will be made using pre-test and post-test performance on the design and application of information systems and the tools and processes used to achieve such designs. A rubric will be used to assess skills in systems analysis and design. (MGIS4340)</p>
Criterion	<p>Systems Analysis And Design: Improvement On Post-Test And Rubric Scores </p> <p>Students will average at least a 50% improvement over the pre-test. The class average on individual post-test questions will be 75% correct. Post-test questions will be included on each unit examination. Seventy five percent of Management Information Systems majors will receive a score of at least acceptable on the Management Information Systems rubric. (MGIS4340)</p>
Finding	<p>No Findings For This Cycle </p> <p>To Be Assessed in Spring 2015</p>

There are no actions for this objective.

Objective (L)	<p>Database </p> <p>Students who complete the BBA in Management Information Systems will demonstrate an understanding of the design and implementation of database applications and how database software works and its inclusion in design solutions. (MGIS3330)</p>
Indicator	<p>Database Pre-Test, Post-Test, And Rubric </p> <p>Assessment will be made using post-test performance on design and implementation of database applications and how database software works. The first two tests also include problems that will reflect performance on two specific learning objectives, specifically design and SQL programming. (MGIS3330)</p>
Criterion	<p>Database: Improvement On Post-Test And Rubric Scores </p> <p>Students are assumed to have no previous knowledge of database design and implementation skills and are not given a pretest. The class average on individual post-test questions will be 75% correct. Post-test questions will be included on each unit examination. In addition, there are two problems in the first two tests and students should score at least 75% on them. Last year we determined that increasing the value of the SQL homework might encourage students to complete it. We are anxious to determine whether this intervention increased the SQL score. (MGIS3330)</p>
Finding	<p>SQL And Additional Database Topics DRAFT </p> <p>On the design principle homework, the class average exceeds the criterion (89.4%). On the two exams focusing on SQL, the overall class averages exceed the criterion (77.6% and 84.9%). Except for the average on the coding section of the 1st exam (64.4%), all the averages on both multiple-choice and coding sections of the two exams exceed the criterion (1st exam multiple-choice 77.9%, 2nd exam multiple-choice 86.9%, and 2nd coding 83%). Finally, we incorporated the Microsoft Technology Associate (MTA) exam</p>

into the course on a trial basis. Four people passed the MTA exam (14.8%).

The low average on the coding section of the first exam resulted in further review of the SQL and related topic material and teaching methodology. See actions below for discussion. (MGIS3330)

Action

Two Courses In Place Of One Course 🔑

The MGIS faculty discussed the subject matter – Database Management Systems and SQL in particular – and the fact that this subject expands beyond the MIS major with applications such as data mining, Big Data, Data Analytics and Business Intelligence. We realized that more database work was needed to cover the material properly, resulting in the addition of a second required database class. The first course will cover database design and technical documentation such as Entity Relationship diagramming using the Microsoft relational database Access. The second database class will cover a more advanced approach to database design using SQL and procedural languages associated with SQL. The new approach with two required database classes will place the evaluation in the second course (4330). Therefore, the evaluation of SQL will be completed in the next cycle of assessment for the MGIS4330 class.

Objective (L)

Electronic Commerce 🔑

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

Indicator

Electronic Commerce Pre-Test And Post-Test 🔑

Assessment will be made using pre-test and post-test performance on business oriented systems. (MGIS4320)

Criterion

Electronic Commerce: Improvement On Post-Test Scores 🔑

Students will average at least a 50% improvement over the pre-test. The class average on individual post-test questions will be 75% correct. Post-test questions will be included on each unit examination. (MGIS4320)

Action

To Be Assessed DRAFT 🔑

Fall 2014

Previous Cycle's "Plan for Continuous Improvement"

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.

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 plan for the core MIS course (MGIS3310) is to analyze the current Excel skill learning path, pedagogy and development of goals. That analysis is still in progress.

The plan for the Systems Analysis and Design course (MGIS3360) was to first revise the course number to a higher 4000 level to reflect the rigor in the course. That change has been made. Secondly, an analysis of the course project material is planned for the next assessment cycle which should be in the Spring 2015 semester.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

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

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

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

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Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Marketing BBA

[View & Request Level Feedback](#)

Goal	Students Will Obtain A Broad Base Of Knowledge Of Marketing Principles  
<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>	
Objective (L)	Students Will Be Able To Summarize And Explain Consumer Behavior Concepts 
<p>Students who complete the BBA in Marketing will demonstrate knowledge of key consumer behavior actions (evaluation, acquisition, consumption, disposal), internal and external factors that influence consumer behavior, and the consumer decision making process.</p>	
Indicator	Assessment In MKTG3320 - Consumer Behavior 
<p>Student achievement of the learning objective will be assessed using questions embedded within exams and components of projects. Performance on aspects of the project will be assessed with grading rubric.</p>	
<p>Assessment will be completed during Fall 2014.</p>	
Criterion	Performance On Assessment In MKTG3320 
<p>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%.</p>	
Finding	Assessment Will Be Completed During Fall 2014 
<p>There is no finding to report. Assessment will be completed during Fall 2014.</p>	
Action	Actions Based On Findings Of Previous Cycle (2012-2013) 
<p>These are the actions being taken. They are based on the previous cycle of assessment (2012-2013). The next assessment of learning outcome achievement will be during Fall 2014.</p>	
<p>(1) Additional time will be spent on key Chapter 3 terms (particularly selective exposure, selective attention, and selective distortion) and their linkages to other course concepts</p>	
<p>(2) Incorporation of interim writing projects (as building blocks for larger projects) will be completed to encourage students to spend additional time revising and strengthening their work prior to final project submission.</p>	
Objective (L)	Students Will Demonstrate The Ability To Collect And Interpret Market Research Data 
<p>Students who complete the BBA in Marketing will demonstrate the ability to be able to determine and communicate research needs to a professional researcher, evaluate a research report, collect and interpret their own research data, and make marketing decisions with research findings.</p>	

Indicator

Assessment In MKTG4350 Marketing Research

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 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

Assessment Will Be Completed During Fall 2014.

There is no finding to report. Assessment will be completed during Fall 2014.

Action

Actions Based On Findings Of Previous Cycle (2012-2013)

These are the actions being taken. They are based on the previous cycle of assessment (2012-2013). The next assessment of learning outcome achievement will be during Fall 2014.

(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%.

Objective (L)

Students Will Be Able To Summarize And Explain Global Marketing Concepts

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

Indicator

Assessment In MKTG4340 International Management And Marketing

Student achievement of the learning objective will be assessed using questions embedded within exams. Assessment will be completed during 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 To Be Completed During Fall 2014

There is no finding to report. Assessment will be completed during Fall 2014.

Action

Actions Based On Findings Of Previous Cycle (2012-2013)

These are the actions being taken. They are based on the previous cycle of assessment (2012-2013). The next assessment of learning outcome achievement will be during Fall 2014.

(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.

Objective (L)

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

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

Indicator

Assessment In MKTG4390 Strategic Marketing Management

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

Assessment will be completed during 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 Will Be Completed During Spring 2015.

There is no finding to report. Assessment will be completed during Spring 2015.








Action

Actions Based On Findings Of Previous Cycle (2012-2013)

These are the actions being taken. They are based on the previous cycle of assessment (2012-2013). The next assessment of learning outcome achievement will be during Spring 2015.

(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.

Objective (L)	<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>
Indicator	<p>Assessment In MKTG3310 Fundamentals Of Marketing (Principles Of Marketing In 2014 Catalog)  </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>
Criterion	<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>
Finding	<p>Findings From Assessment Completed In MKTG3310 During Fall 2013  </p> <p>The Assessment included evaluation of student knowledge pertaining to 15 key concepts. Data reported were collected from Dr. Abshire's 3 sections, Dr. Newbold's 3 sections and Mr. Payne's 3 sections during the Fall semester, 2013. Total students were 499.</p> <p>Attachment AA reports percentages representing average % of students who answered correctly on questions related to the subject matter embedded in multiple choice exams. Data were collected across 4 separate exams given throughout the course of the semester. In some cases, data were collected via a comprehensive exam over key topics.</p> <p>Two of the 15 concepts will be targeted for improvement in learning. The concepts are: 1) Understanding the Segmentation, Targeting and Positioning (STP) process, and</p> <p>2) Understanding basic distribution strategies: Intensive, Selective, Exclusive</p>
Action	<p>Continuous Improvement:Two Concepts Identified </p> <p>An assessment was completed during Fall 2013. Two of the 15 concepts will be targeted for improvement in learning. The concepts are: 1) Understanding the Segmentation, Targeting and Positioning (STP) process, and 2) Understanding basic distribution strategies: Intensive, Selective, Exclusive</p> <p>Faculty will be meeting during January 2014 to determine tools that will be used to improve student learning of these concepts.</p>

Previous Cycle's "Plan for Continuous Improvement"

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.

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.

Plans for Continuous Improvement were implemented for the courses by following the directions outlined in the "Plan for Continuous Improvement" that was reported with the 2012-2013 cycle and included with this current report cycle (2013-2014). The current report cycle includes two semesters: Fall 2013 and Spring 2014.

Learning outcomes related to MKTG3310 Fundamentals of Marketing were assessed during Fall 2013 so details about that effort are provided, here._

Updates for the other courses and related learning objectives will be reported when learning outcomes are assessed (future closing the loop summaries). The semesters in which these assessments will be completed are reported in the attachment, Marketing BBA – Assessment Plan.

MKTG3310 Fundamentals of Marketing. During the 2012-2013 cycle, the key marketing concepts identified as needing better understanding were: 1) marketing growth strategies, and (2) the differences in marketing of services as compared to the marketing of products. Findings and “closing the loop” ideas were discussed with Roger Abshire and John Newbold on May 6, 2013. These ideas were first tested during the Fall of 2012, and used again in the Fall 2013 semester. The methods are detailed in the chart presented in attachment AA. They were administered during the Fall of 2013 semester. Attachments A, B, C and D are related to the AA attachment.

The assessment of learning outcomes completed during Fall 2013, as part of the current 2013-2014 cycle, indicated acceptable student understanding of the two concepts identified during the 2012-2013. The findings are reported in the attachment AA: 90% of the students mastered the topic Strategic Planning, which encompasses marketing growth strategies, and 83% of the students mastered the topic Key Differentiators of Products and Services.

Attachments

1. AA
2. A
3. B
4. C
5. D
6. Marketing BBA - Assessment Plan
7. 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 2013 - 2014 Cycle Findings.

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

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

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

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

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

Key Concept- Understand Basic Distribution Strategies:

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

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

Attachments

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

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Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Project Management MS

[View & Request Level Feedback](#)

Goal	<p>Leadership Development 🔑</p> <p>The goal of the MS in Project Management degree is to develop business professionals prepared for leadership roles.</p>
Objective (L)	<p>Critical Thinking 🔑</p> <p>Graduates of the MS in Project Management program should be able to distinguish between relevant and non-relevant information regarding a business problem and develop a valid argument in support of a conclusion.</p>
Indicator	<p>Critical Thinking Writing Assignments 🔑</p> <p>Written assignments throughout the MS in Project Management courses will be assessed using a common rubric, with students receiving below, meets, or exceeds standards on the ability to 1) distinguish relevant and non-relevant information, and 2) develop a valid argument in support of a conclusion.</p>
Criterion	<p>Critical Thinking Metric 🔑</p> <p>At least 85% of all MS in Project Management students should achieve a meets or exceeds standards ranking on both components of critical thinking.</p>
Finding	<p>Critical Thinking Results 🔑</p> <p>There were 9 students in the MS in Project Management degree program in the Spring of 2014 registered in 5 different classes. Three classes assessed critical thinking.</p> <p>Face to face students (n=3): 33.3% scored meets or exceeds standards on component 1 of critical thinking, while 100% scored meets or exceeds standards on component 2 of critical thinking.</p> <p>Online students (n=5): 40% scored meets or exceeds standards on component 1 of critical thinking, while 40% scored meets or exceeds standards on component 2 of critical thinking.</p>
Action	<p>Action 🔑</p> <p>The Graduate Advisory Committee will continue to meet in Fall 2014 to study the assessment results from the past year. The committee will continue to refine the assessment process as needed to obtain information that will enhance student learning outcomes.</p>
Objective (L)	<p>Communication 🔑</p> <p>Graduates of the MS in Project Management program should be able to demonstrate language and content that suits the intended audience and organize content in a logical sequence.</p>
Indicator	<p>Communication Written Assignments 🔑</p> <p>Written assignments throughout the MS in Project Management program will be assessed using a common rubric, with students receiving below, meets, or exceeds standards on the ability to 1) demonstrate language and content that suits the intended audience and 2) organize content in a logical sequence.</p>

Criterion

Communication Metric

At least 85% of all MS in Project Management students should achieve a meets or exceeds standards ranking on both components of communication.

Finding

Communication Results

There were 9 students in the MS in Project Management degree program in the Spring of 2014 registered in 5 different classes. One class assessed communication.

Face to face (n = 0)

Online (n = 3): 66.67% scored meets or exceeds standards on both components 1 and 2 of communication.

Action

Action

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

Objective (L)

Strategic Decision-making

Graduates of the MS in Project Management program should be able to consider different strategic options using available evidence through the lens of organizational goals and generate applicable solutions for business problems.

Indicator

Strategic Decision Making Written Assignments

Written assignments throughout the MS in Project Management program will be assessed using a common rubric, with students receiving below, meets, or exceeds standards on the ability to 1) consider different strategic options using available evidence through the lens of organizational goals and 2) generate applicable solutions for business problems.

Criterion

Strategic Decision-making Metric

At least 85% of all MS in Project Management students should achieve a meets or exceeds standards ranking on both components of strategic decision-making.

Finding

Strategic Decision-making Results

There were 9 students in the MS in Project Management degree program in the Spring of 2014 registered in 5 different classes. One class assessed strategic decision-making.

Face to face (n = 0)

Online (n = 4): 75% scored meets or exceeds standards on both components 1 and 2 of strategic decision-making.

Action

Action

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

Previous Cycle's "Plan for Continuous Improvement"

The MS in Project Management is still being implemented. FY 2013-2014 will be the first year for data collection. The first year in which actionable improvements can be taken will be FY 2014-2015.

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

The Graduate Advisory Committee met in Fall 2013 to redesign the MS in Project Management assessment process so that assessment of objectives could occur throughout the program rather than only at the end. The rubrics reported on above were developed by the committee and were implemented in 5 courses in which MS in Project Management students were enrolled in Spring 2014.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

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

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